

Ministry of Foreign Affairs – (Department for Multilateral Cooperation and Climate Change, MKL)

Meeting in the Council for Development Policy 11 September 2018

Agenda item 2

- | | |
|---|---|
| 1. Overall purpose | For discussion and recommendation to the Minister |
| 2. Title: | Danish Organisation Strategy for Global Partnership for Education 2018 - 2020 |
| 3. Presentation for Programme Committee: | 21 June 2018 |

GLOBAL PARTNERSHIP FOR EDUCATION (GPE)

Introduction

GPE is a multilateral partnership and fund established in 2002 aiming to strengthen education systems in developing countries and increase the number of children who are in school and learning.

Key results

- 72 million children helped into primary school since 2002.
- 2.3 billion USD of GPE grants allocated to partner countries affected by fragility and conflict since 2003.
- In 2015, approx. 76 % of children completed primary school in GPE partner countries compared to 63 % in 2002; 50 % completed lower secondary school compared to 38 % in 2002. 64 % of GPE partner countries had as many girls as boys completing primary school.

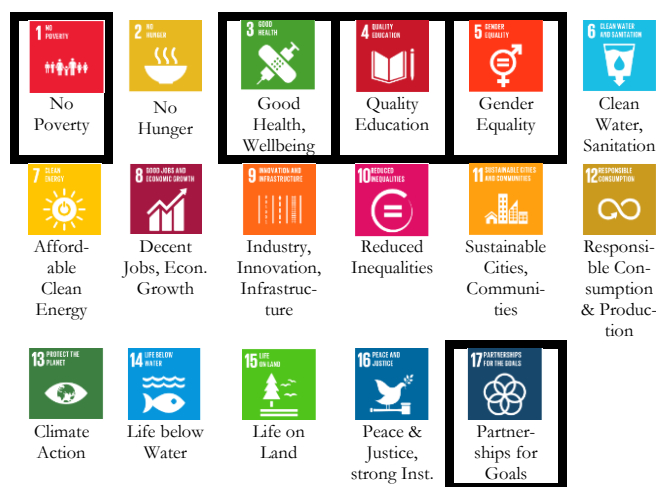
Justification for support

- Quality education provides the foundation for a better, more productive life and gives its recipients the opportunity to pursue a life without poverty, poor health and no gender equality. Education is arguably a prerequisite for the achievement of all SDGs.
- Support to GPE is directly in line with the Danish strategy “The World 2030”, which aims to achieve development results through partnerships.
- GPE is the largest, multilateral fund dedicated to quality education and a main driver of SDG 4 with a focus on marginalized groups, especially girls.

How to ensure results and monitor progress

- Measurement of results will base itself on GPE’s own Results Framework. Denmark will use its seat at the GPE Board and Finance and Risk Committee as well as secondment to work for a results-based organisation.

File no.	2017-13373			
Responsible unit	MKL			
	<i>DKK, millions</i>			
Capital subscription	2018	2019	2020	2021
	300	300	300	300
Duration of strategy	2018-2020			
Finance act code.	06.37.01.18			
	<i>USD, millions</i>			
	2016	2017	2018 (31 March)	
GPE budget (mobilized resources)	467,8	473,6	148,3	
Desk officer	Thomas Ostermann			
Financial officer	Louise Kronborg Sørensen			



Risks and challenges

- Risk of fragmented education architecture due to emergence of new organisations focussed on education, leading to donor fatigue.
- Risk of not securing additional funding from donors needed to achieve SDG 4 by 2030.
- Risk of not reaching children and youth, especially girls in fragile and conflict-affected countries (FCAS).
- Risk of difficulties in monitoring and evaluating GPE funding in FCAS.

August 2018

Strat. obj.

To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Priority results

SDG 4 - Quality education for all; the core of GPE’s business.

A results-based, effective organisation with a strong risk management.

Expansion and deepening of GPE’s partnerships (SDG 17) to address education in the humanitarian-development nexus, especially marginalised groups such as girls.

Core information

Established	2002
HQ	Washington DC
Chairman of the Board	Julia Gillard
Chief Executive Officer	Alice Albright
Partner countries	67
Human resources	100+
Danish staff	1 seconded Senior Technical Advisor
Danish committee seats	1 alternate seat at GPE Board and 1 seat in the Finance and Risk Committee
Strategic partnership agreement between Denmark and GPE	No

MINISTRY OF FOREIGN AFFAIRS OF DENMARK

DANIDA | INTERNATIONAL
DEVELOPMENT COOPERATION



Draft

**Danish Organisation Strategy
for
Global Partnership for Education
2018 - 2020**

August 2018

Table of contents

Executive	Summary
2	
1. Objective of the Organisation	Strategy
3	
2. Background: Results from previous Organisation Strategy	2015-2016
3	
3. The organisation	3-
6	
4. Denmark's key priorities and results to be achieved for the period 2018-2020	6-
9	
5. Danish financial support to GPE	9-
10	
6. Key strategic challenges, opportunities and reform efforts	
10	
7. Risks and assumptions	10-
11	
8. Implementation arrangements and plan	11-
12	
9. Annex I – OS Results Matrix	
13	
10. Annex II – GPE visualisation of support to SDGs	
14	

Organisation Strategy for Denmark's collaboration with GPE 2018-2020

“Investing in education is the most cost effective way to drive economic development, improve skills and opportunities for young women and men, to unlock progress on all 17 Sustainable Development Goals and to prevent conflict and sustain peace.”

United Nations Secretary General António Guterres, September 2017

Executive Summary

The bedrock of Denmark's Organisation Strategy (OS) for the collaboration with *Global Partnership for Education* (GPE) is GPE's own strategy '2020'.

In the period 2018 – 2020, Denmark will focus its strategic collaboration with GPE in three areas:

- Sustainable Development Goal (SDG) 4 – Quality education for all; the core of GPE's business;
- A results-based, effective organisation with a strong risk management;
- Expansion and deepening of GPE's partnerships to better address education in the humanitarian-development nexus, especially marginalised groups such as girls.

GPE is already a valuable partner for Denmark and the largest, single recipient of Danish aid earmarked for education in development countries. The overarching frame for this strategy is working towards the successful achievement of SDG 4. As such, the selected, strategic focus areas aim to support the partnership's ability to deliver as efficient and cost-beneficial as possible and to reach those most at need, especially girls.

Key challenges, risks and implementation arrangements are highlighted in dedicated paragraphs and matrixes.

The measurement of results will primarily base itself on GPE's own Results Framework to which Denmark holds GPE accountable.

1. Objective of the Organisation Strategy

This Organisation Strategy (OS) provides the strategic considerations for the cooperation between Denmark and the Global Partnership for Education (GPE). It forms the basis for the Danish contributions to GPE, and it is the central platform for Denmark's dialogue and partnership with GPE. It outlines Danish priorities for GPE's performance within the overall framework established by GPE's own strategy, the [GPE Strategic Plan 2016-2020](#).

In addition, the OS outlines specific goals and results vis-à-vis GPE, which Denmark will pursue in its cooperation with the organisation. Denmark will work closely with like-minded countries to support the outlined goals and priorities.

2. Background: Results from previous Organisation Strategy 2015-2016

A review of the OS 2015-2016 concluded in November 2017. The key findings were:

1. Denmark played an active role in the development of the GPE 2020 strategy and the Danish priorities in the OS 2015-2016 were all included and prioritised in the 2020 strategy.
2. The OS 2015-2016 was relevant and pointed out key issues to address by Denmark in relation to GPE. It also clearly defined Danish priorities.
3. The priorities of the OS 2015-2016 have been achieved by GPE. As such, the present strategy could have a more specific focus, e.g. the humanitarian-development nexus, in line with Danish priorities in the "[The World 2030](#)".
4. Recommendation to align the Danish OS period with the GPE 2020. Since GPE's current strategy will expire by the end of 2020, it would be prudent to align the two strategies.
5. Denmark's seat in the GPE Finance and Risk Committee is well suited and in line with Danish priorities on effectiveness and anti-corruption.
6. The secondment of a Danish senior, technical adviser to the GPE secretariat has been good value-for-money and given Denmark easy access to updated information as well as a strong voice within the GPE.

3. The organisation

The Global Partnership for Education was established in 2002 (then Education for All – Fast Track Initiative). GPE is a multilateral partnership and fund that aims to strengthen education systems in developing countries in order to dramatically increase the number of children who are in school and learning.

GPE brings together developing countries, donors, international organisations, civil society, teacher organisations, the private sector and foundations with the overarching aim of achieving SDG 4 – quality education for all. The vision of its strategy, GPE 2020, is:

“To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

GPE upholds the *Paris Declaration on Aid Effectiveness* (2005), the *Accra Agenda for Action* (2008) and the *Busan Partnership for Effective Development Cooperation* (2011). A number of key principles guides GPE:

1. Education is a **human right**;
2. Focus resources on learning, equity and inclusion for the most marginalised children and youth, especially **those affected by fragility and conflict**;
3. Achievement of **gender equality**;
4. Enabling inclusive, evidence-based policy dialogue with stakeholders;
5. Promote **country ownership** to ensure sustainability of efforts;
6. Improve **development effectiveness** through aligning aid to country systems;
7. Promote mutual accountability and transparency across the partnership and;
8. Work towards **inclusive partnership** as the most effective means of **achieving development results**.

Structure, management and operational model:

GPE is a multilateral partnership and fund under the auspices of the World Bank as a Financial Intermediary Fund (FIF). It relies on voluntary contributions from donors. Denmark is currently the fifth largest contributor to GPE.

The Board of Directors, chaired by former prime minister of Australia Julia Gillard, is the supreme governing body of GPE and sets its policies and strategies. Denmark shares constituency with Sweden at the Board, currently as alternate seat. The Board mirrors the wide-ranging and diverse nature of the GPE and includes members from developing country governments and all development partners; donors, civil society organisations, private sector and foundations as well multilateral agencies and regional banks. Responsibilities of the Board include; review of annual objectives, mobilisation of resources, monitor financial resources and funding, advocate the partnership and oversee secretariat budget and work plan.

The Secretariat, led by Alice Albright, runs the day-to-day business of GPE. It numbers 100+ staff divided into five departments: Front Office, Country Support, Education Policy and Performance, External Relations and Finance and Operations. Currently, Denmark has seconded a senior, technical adviser to the secretariat. Only the UK (1), France (2) and Japan (from September 2018) are also seconding staff to the GPE. Five select Committees support the Secretariat and prepare submissions for the Board’s decision. Denmark has a seat in the

Finance and Risk Committee. Coupled with the secondment, Denmark is well suited to voice and pursue specific Danish interests at GPE.

GPE's operational model: At the national level in developing countries, GPE brings together all education partners in a collaborative forum defined as the Local Education Group (LEG), led by the Ministry of Education. The LEG supports the development, implementation, monitoring and evaluation of the national education sector plans and programs financed by GPE. A Coordinating Agent is selected by the LEG members to facilitate the support from the partners and to coordinate with the GPE Secretariat in Washington DC. Once financial support to a partner country is being provided by GPE, a Grant Agent, to oversee the implementation of the GPE grant, is selected among the partners and approved by the LEG.

The GPE Secretariat is not an implementing agency, but is staffed with education specialists, "Country Leads", organized in the Country Support Team providing guidance and support to the partner countries' governments and the LEG. This is done throughout the process of preparing national education sector plans as well as during the programming phase and implementation of GPE grants.

The process of developing programs for grant support is aligned to national processes and the modalities of the Grant Agent, for instance the World Bank. However, GPE applies a rigid, independent quality assurance process before the approval of a grant at the GPE Board. GPE provides performance based financing, where part of a grant is subject to achievement of defined indicators. GPE support to country partners has a strong focus on sustainability and the GPE model is heavily focused on capacity building in the partner countries.

Further to this, there is strong fiduciary oversight through both GPE's in-country Grant Agents and the GPE Secretariat. Progress against the national education sector plan is assessed periodically at country level in a joint sector review, a thorough and inclusive process involving all partners. GPE's partnerships are rooted in mutual accountability. Every partner must meet clear, specific goals and objectives, and GPE systematically measure the impact of actions through a results framework.

Budget and financial resources:

GPE relies entirely on voluntary contributions for its funding. Its principal donors are governments and a replenishment conference took place in Dakar, Senegal, in February 2018 where donor commitments to GPE reached 2.3 billion USD for the period 2018-2020. Denmark is currently the fifth largest, only superseded by the EU, the UK, Norway and France.

Since 2003, GPE has provided approx. 4.7 billion USD in grants. As per its operational model, these grants are locally managed by Grant Agents such as the World Bank (approx. 70 % of GPE's portfolio). In parallel to grants, GPE requires beneficiary governments to increase their domestic spending on education with a target of 20 % of their respective national budgets.

To enhance its impact in partner countries, GPE uses a results-based funding model based on two criteria:

- 1) Allocations are based on countries' needs - based on poverty level, education vulnerability and fragility;
- 2) Allocations are based on performance - eligible countries can receive 70% of their maximum allocation based on a credible education sector plan endorsed by national and international partners, the commitment to collect and analyze data to better manage their education system, and an increase in domestic spending on education up to at least 20% of the national budget. To receive the remaining 30% of the allocation, countries must demonstrate significant results in equity, efficiency, and learning outcomes.

Key results achieved (current data available up until 2015):

Since GPE's inception, it has approved 138 Program Implementation Grants, of which 66 are ongoing and 72 completed. GPE now has 67 partner countries and plans to increase to 89, and has allocated approx. 4.7 billion USD and disbursed approx. 4 billion of which approx. 60 % are allocated to Fragile and Conflict Affected States (FCAS).

Since its inception in 2002, GPE has helped 72 million children into primary school. In 2015, approximately 76 % of children completed primary school in GPE partner countries compared to 63 % in 2002 and in 2015, 50 % completed lower secondary school compared to 38 % in 2002. In 2015, 100 % of GPE partner countries report education key indicators or have a good quality data strategy as part of their sector plans.

In FCAS, GPE has up until 2015 specifically supported the equivalent of 5.6 million children. As an example, using GPE support **Chad** has set a strong example for GPE partner countries by becoming the first GPE partner to include refugees in its transitional education plan in 2013. GPE subsequently provided Chad with two grants to implement the education plan (7.06 million UDS and 40.14 million USD for the period 2013–2016.) GPE has supported Chad's development of an education sector plan for the period 2017 to 2026. The government's approach has been to shore up the school system in the most troubled areas so that affected populations would not feel abandoned in the context of severe national spending cuts. This included payment of subsidies for community schoolteachers, school feeding, micronutrients, and dignity kits for girls, and support for civic education, classroom construction, latrines and water supply.

As a second example, since joining the Global Partnership for Education in 2004, Ethiopia has received four grants totaling 337 million USD to support its General Education Quality Improvement Program. Through GPE funding, more than 100,000 primary teachers and 17,000 secondary teachers have upgraded their qualifications.

4. Denmark's key priorities and results to be achieved for the period 2018-2020

The OS 2018-2020 outlines three specific priority areas relevant to the mandate of GPE and encompassed in the organisation's own strategy '2020'. These priorities form the basis of the Danish collaboration with GPE in which Denmark will seek to concentrate its efforts. Ideally, the OS will be subject to a review prior to the formulation of the next GPE strategy, which will include an assessment of the OS relevance vis-à-vis the upcoming GPE strategy beyond 2020. As such, it will inform Danish priorities with regards to the next GPE strategy.

Further to this, the assessment will also form the basis of an OS strategy, which will run in parallel with the GPE strategy as recommended by the OS review.

4.1 SDG 4 – Quality education for all

SDG 4 is the overarching, strategic aim of GPE and of Danish education efforts in general. It is unrealistic that SDG 4 is achieved within the period of this OS as well as the current GPE strategy. Nonetheless, the aim is to take significant steps towards this achievement by 2030. GPE is uniquely positioned to lead on this as the largest fund dedicated to education and with its record of achieving tangible results on the ground.

A key priority for Denmark is the ability to reach those most at need with the aim of leaving no one behind and with a specific focus on marginalised groups, especially girls. This priority correlates well with GPE 2020 Goal 1, which has a focus on improved and equitable student learning.

The World Development Report 2018 (World Bank) found that the international community primarily has focussed its efforts on quantitative results, e.g. to get children into schools, rather than on qualitative results, e.g. ensuring that children learn. As such, there is a need for an even better correlation between the quantitative and the qualitative. GPE 2020 Goal 1 has a good focus on this with the addition of a holistic approach to education, realising for instance the importance of health and psychosocial wellbeing as prerequisites for fruitful learning as well as the need to focus more attention on girls.

The generation of today and tomorrow are rapidly growing and without focussed efforts on quality education, the current number of approx. 75 million children out-of-school will continue to increase. This in turn will lead to potentially more instability via unemployment and growing poverty, especially among the most marginalised. In particular, girls will be at risk of early childhood marriage, Sexual Exploitation and Abuse (SEA) and a future void of opportunities for a better, more sustainable, life. Further to this, many of the jobs of today will disappear in light of technological advances such as robotics, which calls for a much more educated workforce. Without quality education, many of those left without a job will opt for migration. As such, SDG 4 is also closely linked to the achievement of all the other SDGs and other Danish priorities such as combatting SEA and ensuring Sexual and Reproductive Health Rights (SRHR).

The achievement of SDG 4 is not just important for Denmark in terms of achieving a sustainable world in balance, but ultimately in terms of global migration flows towards Europe, including Denmark. With this OS as the vantage point, Denmark will hold GPE accountable to its own Results Framework and the 2020 target of 65 % improved learning outcomes in basic education in general and 50 % in FCAS in GPE's partner countries.

In order to achieve this, Denmark will leverage its influence as the fifth largest donor. Denmark will use its seat and active participation in the Finance and Risk Committee, which operates as a critical accountant of the GPE. Denmark will advocate for an even stronger focus on quality education via bilateral dialogue and its alternate board seat by ensuring that programs aimed at quality rather than quantity are selected for GPE grants and support and that strong GPE monitoring and evaluation tools are in place. Denmark will also advocate

for the exploration of new ways of reaching the most marginalised and hard-to-reach children, for instance by the use of innovative technology. Finally, Denmark will work closely with its donor group partner, Sweden, on a strong, common voice to this end.

Denmark will use its secondment to the GPE to pursue this focus on quality education, especially in fragile and conflict-affected countries and for marginalised groups such as girls. As such, Denmark will look into a shift in focus of the secondment to include especially fragile countries on the African continent and in line with the Danish “World 2030” strategy. The secondment will be responsible for not only adding value to GPE’s work on marginalised groups on the African continent, but also to voice specific Danish interests and priorities and in line with this influence the overall, strategic direction of GPE. In order to ensure a viable workload and effective division of labour, MFA will consider a second secondment and if so divide the secondments into an operational, technical-focussed and strategic, policy-focussed one respectively.

Where possible, Denmark will include and share with GPE expert advice from Danish representations where GPE is active in order to shape and inform GPE’s work, and Denmark will seek to include input from Non-Governmental Organisations and Civil Society Organisations under the respective strategic partnership agreements.

Finally, Denmark will work towards a greater inclusion in GPE’s work of new technology to reach those in inaccessible areas and those most marginalised and use the MFA expertise within for instance techvelopment.

4.2 A results-based, effective organisation with a strong risk management

GPE is already an effective organisation and considered by donors as key in efforts to achieve SDG 4. GPE has since its inception expanded its portfolio significantly and as such reached approx. 38 million additional girls with quality education. It has established itself as the leading fund globally on education delivery with the inclusion of a wide range of stakeholders from donor countries to CSOs and NGOs and the private sector. It has built a capable secretariat to maintain and care for the 67 partner countries and laid the foundation for continued growth of its reach and capabilities. It is the largest fund exclusively aimed at education and the second largest financial contributor in terms of funding (second only to the World Bank).

However, the education agenda is chronically underfinanced and receives only approx. 3.5 % of all humanitarian funding. Despite GPE’s successes, there is room for improvement. For instance, GPE needs to strengthen its partnerships, especially at the country level. It needs to adapt a more rapid response mechanism to deliver in fragile and conflict-affected states and it needs to attract additional funding, especially from untraditional donors such as the private sector. Finally, GPE needs to strengthen its approach to education delivery in the humanitarian-development nexus and the operational model needed to support this.

GPE 2020 focusses in its Objective 3 and 4 on efficiency and a results-based approach and they highlight the need for more efficient and effective support to the implementation of national education sector plans and the mobilisation of more and better financing.

Denmark will through its seat in the FRC assist GPE in becoming even better at managing risks. For instance, anti-corruption measures are important in ensuring GPE funds do not end up in the wrong pockets. Denmark will apply its zero-tolerance policy whenever issues arise at the GPE and ensure that the same standards are used by GPE.

The underfinancing of education requires GPE to not only advocate for more and better support for education, but also the inclusion of new donors as well as increased domestic spending. In February 2018, at the replenishment conference in Dakar and for the first time a country from the Middle East (United Arab Emirates) as well as Senegal became a GPE donor. GPE can build on this momentum and in the GPE 2020 Objective 4 indicator 26 sets the target of 11.3 million USD in funding from untraditional donors by 2020. GPE will look to its donors to help achieve this. Denmark could support this and for instance advocate for GPE in high-level meetings. Denmark could also encourage the GPE to include potential donors such as the private sector.

The future inclusion of new, untraditional donors will most likely not be enough to close the financing gap for education. Denmark underlines the need to become even better at documenting and reporting on the results achieved. Concrete, tangible results are a priority for Denmark. Denmark is already pushing for a stronger focus on results and the measurement of success. This is not only important in terms of domestic accountability of Danish taxpayer money, but also in terms of generating further support to the GPE from traditional and untraditional donors. Donors as well as partner countries need to witness that investment in education matters and works as an enabler for positive change. GPE will need to be even better at data collection on the ground. This is reflected in GPE's Results Framework (RF) under Objective 5 (e) indicator 37 and will be part of the RF of this OS.

Denmark's alternate board seat is a strong platform for forwarding Danish views on the need for an even more effective and results-based organisation. For instance, Denmark could base its views on best practices from bilateral programs, for instance in Myanmar.

4.3 Expansion and deepening of GPE's partnerships to better address education in the humanitarian-development nexus, especially marginalised groups such as girls

Albeit, GPE is the largest fund dedicated to education, it is far from the only organisation focussed on the agenda. The Education Cannot Wait (ECW) fund, which was established in 2016, is especially important, since its primary focus is on fragile and conflict-affected states. GPE has traditionally focussed its operations on the longer-term development aspects of education, while ECW is more short-term and as such, they are well suited to complement each other.

Since its inception, GPE has shifted its focus and approx. 60 % of GPE partner countries are now fragile and/or conflict-affected. To avoid duplication of efforts, it is key that GPE and ECW work closely together, correlate and complement their efforts. As a donor of both funds (Denmark is the second largest donor of ECW), Denmark is in a strong position to advocate an effective and strong working relationship between the two.

To provide quality education in fragile and conflict affected states is difficult due to a number of issues such as inaccessibility, the ability to measure impact, sensitivities in working with

authorities or host governments etc. Nonetheless, the most marginalised and at-risk groups such as girls are present here. As such, the demand for more and better interventions here are urgent and has to be achieved via partnerships with education-focussed organisations already active in the respective countries.

Denmark will also use its seat at the GPE board to advocate for an even stronger GPE effort in the humanitarian-development nexus, and in line with Danish priorities in the World 2030 strategy. Denmark will use its secondment to GPE to find new and innovative ways of reaching those most at need, for instance via the use of modern technology in education. Denmark will consider earmarking future funding for humanitarian-development initiatives. Denmark will seek to influence the next iteration of the GPE strategy to include more on the humanitarian-development nexus and finally, Denmark will advocate GPE on finding new partnerships, such as private foundations (currently no private foundations are GPE donors).

5. Danish financial support to GPE

In February 2018, during the latest GPE replenishment conference in Dakar, Denmark pledged an annual support to GPE in the period 2018-2021 of 300 million DKK. All Danish funds to GPE are un-earmarked and pending the approval of the Parliament and subsequent inclusion in the Finance Act. Specified in the below table are the distribution of funds:

2018	2019	2020	2021
300 mil. DKK	300 mil. DKK	300 mil. DKK	300 mil. DKK

The Danish contribution also includes the continuation of a seconded expert to GPE in the four-year period.

6. Key strategic challenges, opportunities and reform efforts

1. The global education agenda faces a chronic funding gap. According to GPE’s own analysis, 39 billion USD is needed to provide quality pre-primary, primary and secondary education to all children by 2030. Almost 90 % of the cost of education in developing countries with low and low-middle incomes is met by the countries themselves. This still leaves a funding gap that needs to be filled by traditional donor and other sources of funding. Despite the recent replenishment in Dakar, since 2010 donor aid has decreased every year in this sector. In comparison, since 2008 donor investments in health have risen 58 % while investments in education has dropped by 19 % - despite education being vital to support awareness of health issues.
2. GPE is now the largest Financial Intermediary Fund (FIF) at the World Bank. In 2018, the Board will likely decide on the future institutional arrangements of the GPE. Currently, two options are being outlined by the secretariat. 1) GPE will remain at the World Bank, but will renegotiate its terms. This is closely interlinked with the ongoing Trust Fund reform process at the Bank. 2) GPE will detach from the Bank and become an independent, legal entity. Both options will potentially have an impact on GPE’s operational model and modus operandi.
3. The emergence of new organisations focussed on education, such as GPE’s sister-organisation *Education Cannot Wait* (ECW) and the incumbent International Finance Facility for Education (IFFEd), might fragment the education architecture leading to

donor fatigue. It will be crucial to ensure that organisations involved in the education agenda complement and support each other rather than duplicate efforts.

7. Risks and assumptions

Denmark is through its seat in the Finance and Risk Committee well placed to keep track of any substantial risks having a potential negative impact on GPE operations and a front row ability to help mitigate these. To provide an overview of the most significant risks identified, a matrix is provided below:

Risk matrix:

Type of risk	Context	Ways to mitigate	Impact
Institutional	The effective and efficient delivery of GPE support at country level is dependent on external agents (such as Local Education Groups), since GPE does not have a permanent field presence in partner countries. Hence, the establishment and maintenance of these relations are key to GPE success.	Through its Board and FRC seats, Denmark is well placed to continuously keep the GPE Secretariat accountable to its Effective and Efficient Partnership Strategy, which underlines the importance of strong partnerships with key stakeholders at country level, including to develop better relations to local education ministries, education groups etc.	Medium
Institutional	Implementation of the Organisational Strategy and the recruitment, and periodical supervision, of a qualified secondee to GPE relies on adequate MFA resources	Ensure that sufficient resources in terms of manpower is allocated by senior management and dedicated to the implementation of the strategy as well as the recruitment of the secondee	Low
Financial	To achieve SDG 4 by 2030, additional funding from both donors and beneficiary countries is required	Denmark can support GPE in reaching its financial targets by high-level advocacy for the partnership, especially vis-à-vis untraditional donors in order to attract additional funding	Medium
Programmatic	GPE programmatic focus on fragile and conflict-affected states potentially inhibits reaching the most marginalised such as girls	GPE needs to continuously build and maintain strong partnerships at country level to enable effective and efficient delivery. GPE could also mitigate the risk by applying new and innovative ways to support delivery, for instance by using technology	Low
Programmatic	Approx. 60 % of total GPE funding is invested in fragile and conflict-affected states without a permanent GPE country level presence. GPE relies on partnerships to implement its funding and conduct M&E	The GPE Effective and Efficient Partnership strategy, 2017, and its implementation will be monitored by MFA. The strategy will be supplemented by a GPE review of its partnerships in 2019 in order to mitigate the current challenges and risks associated with GPE's operational model	Low

8. Implementation arrangements and plan

GPE is a fund and a partnership between donors. As such, Denmark’s ability to influence the direction and operating model of GPE is limited to its seat at the board, at the FRC and through its secondment. MFA will need to deliver the bulk of the priorities in this OS, primarily via its active participation at the board and the FRC.

Most of the Danish efforts will as such rely on advocacy and high-level policy dialogue, but it will be supplemented by the continued secondment to the GPE and could be underlined through Danish earmarking of funds.

Implementation arrangements matrix:

Task	Responsibility	Responsible entity(-ies)
Represent Denmark at the GPE Board	Twice annually actively participate in the GPE Board as part of the Denmark-Sweden constituency and forward Danish positions	MFA – Department of Multilateral Cooperation and Climate Change
Represent Denmark at the Finance and Risk Committee	Twice annually actively participate in the GPE Finance and Risk Committee meetings and prepare submissions to the GPE Board	MFA – Department of Multilateral Cooperation and Climate Change
Advancement of specific Danish priorities	Continuously work for GPE inclusion of specific Danish priorities such as girls education in fragile and conflict affected states in the African continent	Combined responsibility of the MFA, the Danish secondment to the GPE and high-level representatives such as the Minister for Development Cooperation
Support the successful achievement of the GPE ‘2020’ strategic plan	As donor support GPE in its efforts to achieve the GPE ‘2020’ strategic plan through active engagement in ongoing GPE business such as the planned analysis of GPE Institutional Arrangements	MFA – Department of Multilateral Cooperation and Climate Change. If necessary this could be supported by high-level representatives, for instance in terms of advocacy for increased support to the partnership
Ensure and highlight Denmark’s position as a lead donor on education	Continuously work on expanding and developing Denmark’s position as a lead donor on education, for instance by participation in high-level events, innovative approaches to delivery of education, establishment of new partnerships etc.	MFA – Department of Multilateral Cooperation and Climate Change in combination with the Danish secondment to GPE as well as through inclusion of high-level representatives to showcase Denmark’s position

Implementation plan matrix:

2018/Q3	Renewal of Denmark’s secondment to GPE
2019/Q1	Consultations with GPE Secretariat on progress
2019-2020	Active involvement in drafting of new GPE strategy

2019/Q3	Stock-take on relevance of GPE Organisational Strategy
2019/Q3	Assessment of performance of Danish secondment with possible adjustments based on findings
2020/Q1	Preliminary assessment of GPE Organisational Strategy in preparation for possible external review
2020/Q1	Consultations with GPE Secretariat on progress
2020/Q3	Possible review of GPE Organisational Strategy
2020/Q3	Preparation of new GPE Organisational Strategy to draw on new GPE strategy once completed Q3/Q4 2018

Annex I: OS Results Matrix

According to the MFA multilateral guidelines, the results matrix is based on GPE's own Results Framework, with selected indicators and results covering the selected priority areas of DK's particular interest:

	Indicator	Expected Result 2020
SDG 4 Quality education for all	Proportion of developing country partners showing improvement on learning outcomes	Overall: 65 % (from 54 %) FCAS: 50 % (from 33 %)
Focus on results	Proportion of GPE Secretariat staff time spent on country-facing functions	50 % (from 28 %)
Organisational effectiveness and results-based operating model	Proportion of results reports and evaluation reports published against set targets	100 % (from N/A)
Increased funding for GPE	Funding to GPE from non-traditional donors (private sector etc.)	11.3 million USD (from 5.0 million USD)
Reaching the most marginalised	Proportion of children who complete (a) primary education; (b) lower secondary education in Fragile and Conflict-Affected	74.6 % (from 68.1 %) – primary education 45.4 % (from 41.1 %) – secondary education

	States (FCAS)	
Focus on girls	Out-of-school girls of lower secondary school age	30.2 % (from 35.3 %)

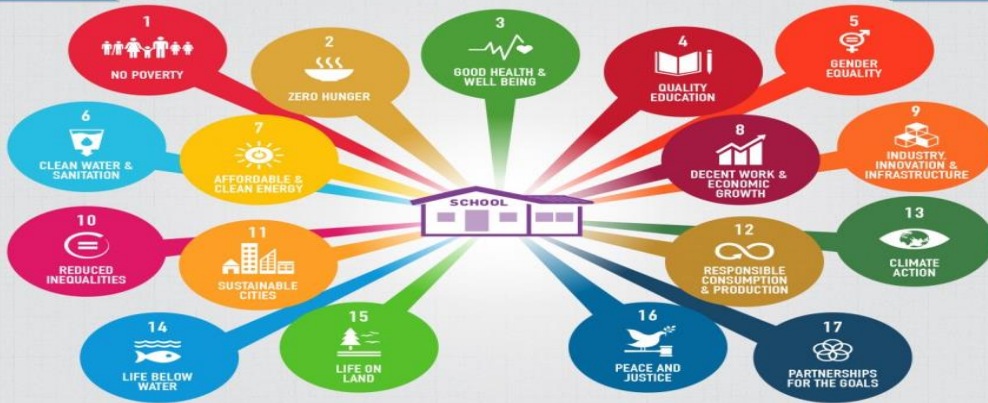
Annex II: GPE visualisation of support to SDGs

Draft

EDUCATION AND THE GLOBAL GOALS

#FundEducation

In September 2015, 193 world leaders committed to 17 Global Goals for sustainable development to end extreme poverty, fight inequality and injustice, and protect our planet by 2030. Education is essential to the success of every one of the 17 new goals.



EDUCATION REDUCES POVERTY AND INCREASES INCOME

GOALS 1 4 8

If all children left school with basic reading skills,

171 MILLION

people could be lifted from poverty.¹



12%
drop in poverty

One extra year of school increases earnings by*



EDUCATION LEADS TO BETTER HEALTH

GOALS 2 3 4



Improved nutrition

A mother's education improves her children's nutrition, especially as she seeks higher levels of schooling.¹

4 MILLION
child deaths prevented
thanks to the global increase in women's education.²



EDUCATION DRIVES SUSTAINABLE GROWTH

GOALS 9 11

As a country's inhabitants become better educated, they are more likely to make cities and human settlements inclusive, safe, resilient, and sustainable.



EDUCATION HELPS US PROTECT THE PLANET

GOALS 7 12 13 14 15

Educated citizens are more inclined to:

- Build and maintain clean energy infrastructures
- Show greater concern about the well-being of the environment
- Use energy and water more efficiently
- Recycle

Increased environmental concern
A study of 29 countries found the percentage of people concerned about the environment increases with education.³



EDUCATION PREVENTS INEQUALITY & INJUSTICE

GOALS 5 10 16

Increase in per capita income



A 0.1% improvement in a country's education equality can, over 40 years, raise its per capita income by 23%.⁴



\$1 BILLION

per year is lost by some countries by failing to educate girls at the same level as boys.⁵

Decrease in the risk of war



Increase in political participation

Literate people are more likely to participate in the democratic process and exercise their civil rights.⁷

EDUCATION REQUIRES PARTNERSHIP

GOAL 17

“The Global Partnership for Education is getting quality education to marginalized children, coordinating education's many players, offering aid without wasteful replication and following local leadership. GPE shows how collaboration can bring better results. Similar models might prove useful in other areas.”

— United Nations High-Level Panel of Eminent Persons on the post-2015 Development Agenda¹⁰



#FUNDEDUCATION

Sources

1. GMR/UNESCO (http://unesdoc.unesco.org/images/0019/001902/190214e.pdf)
2. Returns to Investments in Education – World Bank (http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079934475/547667-1135281504040/Returns_Investment_Edu.pdf)
3. The Lancet (http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(10)61257-3/abstract)
4. UNESCO – Education for All Global Monitoring Report (https://en.unesco.org/gemr-report/report/2014/teaching-and-learning-achieving-quality-all#sthash.gHm5JN7A.dpbs)
5. Plan International (http://plan-international.org/girls/reports-and-publications-detail-12.php?lang=fr)
6. Understanding Civil War (Volume 1: Africa). Evidence and Analysis (http://elibrary.worldbank.org/doi/book/10.1596/978-0-8213-6047-7)
7. UNESCO (http://www.unesco.org/new/leadings/MULTIMEDIA/HQ/ED/pdf/Notes_Literacy_Poace.pdf)
8. United Nations Association – Greater Philadelphia (http://una-gp.org/clancy/sites/goals/goal9.pdf)
9. Sustainable Energy for All (http://www.se4all.org/resources/fact-sheets/)
10. United Nations High-Level Panel of Eminent Persons on the post-2015 Development Agenda (http://www.post2015hp.org/about/)

To learn more: <http://www.globalpartnership.org/blog/17-ways-education-influences-new-17-global-goals>