Theirworld | Global Business Coalition For Education

The Education Finance Playbook

Supplemental Technical Guide for Donors

A Who's Who of the Global Education Finance Architecture

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The Playbook is authored by Justin van Fleet with the support of the Theirworld team; the Education Playbook Supplemental Donor Guide is authored by Raphaëlle Faure. The report is the result of the insights, guidance and expertise of Rob Doble with additional support and research by Kate Oliver. The report was edited by Alex Spillius.

The Playbook draws on outstanding research and reports by peer organisations outlined at the end of this document, including projections by the Education Commission, UNESCO, the Global Education Monitoring Report, UNICEF, Save the Children, the World Bank, UNHCR, and others. The authors would like to thank all of the organisations who provided data, clarification on their activities and additional insights to support the development of the organisational profiles. In particular, thank you to Brajesh Panth at the Asian Development Bank; Yasmine Sherif, Michael Corlin and Christian Stoff at Education Cannot Wait; Liesbet Steer, Lana Wong, Katherine Kullman and Pedro Alba at the Education Commission; Anninca Floren at the European Commission; Josephine Bourne and Padraig Power at the Global Partnership for Education; Robert Jenkins and Nicholas Reuge at UNICEF; and Eirik Kollsrud at UNRWA. We are grateful to all of the organisations providing public reports and to those individuals commenting on drafts. Any omissions are that of the authors.

Introduction

Putting every child on track for education by 2030 will require a comprehensive, unrelenting mobilisation of political will, innovation and resources by as many partners as possible.

This Supplemental Technical Guide for Donors supports the information in the Education Finance Playbook, which demonstrates that the current strategy for funding education will leave hundreds of millions of children behind unless we act differently – starting now. It outlines the scale of the education crisis, the current status of funding and the price tag needed to put the world on course to provide quality education to every child. It maps the global education architecture and identifies the relative importance of various funds as well as their efficiency in delivering money to children's education.

The Education Playbook Supplemental Technical Guide for Donors provides additional information about the main multilateral providers of development finance in the education sector. This guide provides an insight into where the money is put in these institutions and is a tool for policy makers to help inform allocation decisions in their overall education development financing portfolio.

The guide reviews nine donors in depth which were selected if they met one of these two criteria:

- Donors with large education portfolios in excess of $100 million of ODA-eligible funding a year on average over the past 3 years, based on OECD CRS data
- Donors exclusively active in the education sector with pledges to or disbursements of at least $100 million during one of the past 3 years

The comparative data used in this supplemental guide is from 2017 to 2019, a three-year period where all information is available for all organisations reviewed. We acknowledge that some organisations are able to contribute 2020 data to provide additional insights into their efforts. Where possible, this additional information is included or footnoted in the individual profiles, but not reflected in the aggregate trends.

List of selected donors

Donors with large education portfolios (>100 million/year ODA-eligible on average over the past 3 years)[1]	Donors exclusively active in the education sector meeting the pledged funding or disbursement threshold
World Bank	Global Partnership for Education (GPE)
EU institutions	Education Cannot Wait (ECW)
UNRWA	International Finance Facility for Education (IFFEd)
Asian Development Bank	
UNICEF	
African Development Bank	

1. Based on OECD CRS data accessed in February 2021

Trends

Drawing on the Organisation for Economic Co-operation and Development (OECD) data for Official Development Assistance (ODA) and Other Official Flows (OOFs)[2], development assistance to the education sector is primarily funded by Development Assistance Committee (DAC) bilateral donors and multilateral organisations (e.g. global and regional development banks, UN system, pooled funds).

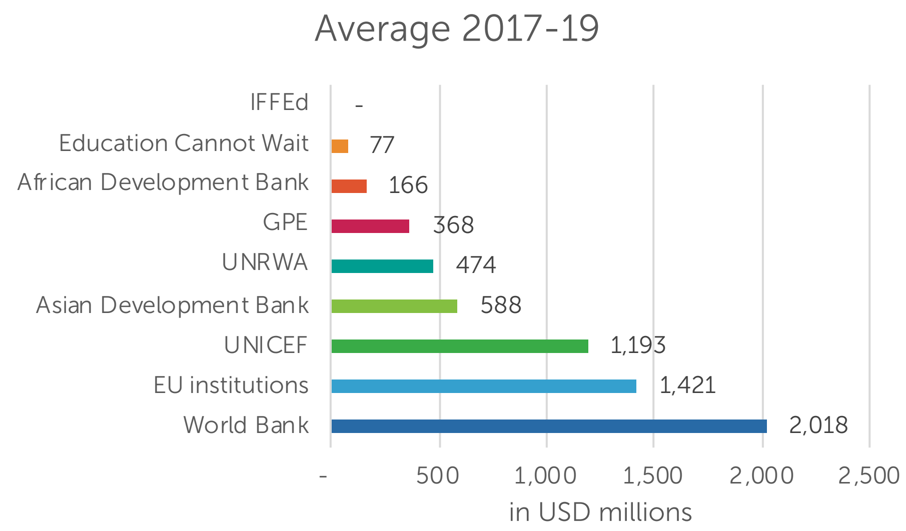
From 2017 to 2019, DAC donors committed an average of $US9.7 billion a year to the education sector which was almost entirely made up of ODA. The annual volume for multilateral organisations over the same period averaged US$8.1 billion made up roughly of two thirds ODA and one third OOFs. Non-DAC donors and private donors reporting to the OECD DAC (e.g. philanthropic organisations) represented around half a billion each a year between 2017 and 2019.

The Playbook's Supplemental Technical Guide for Donors focuses on the key multilateral organisations in the education sector which contribute to the US$8.1billion education spending reflected above. This section provides a comparative analysis of those donors across ten dimensions reviewed in each of the profiles from 2017-2019.

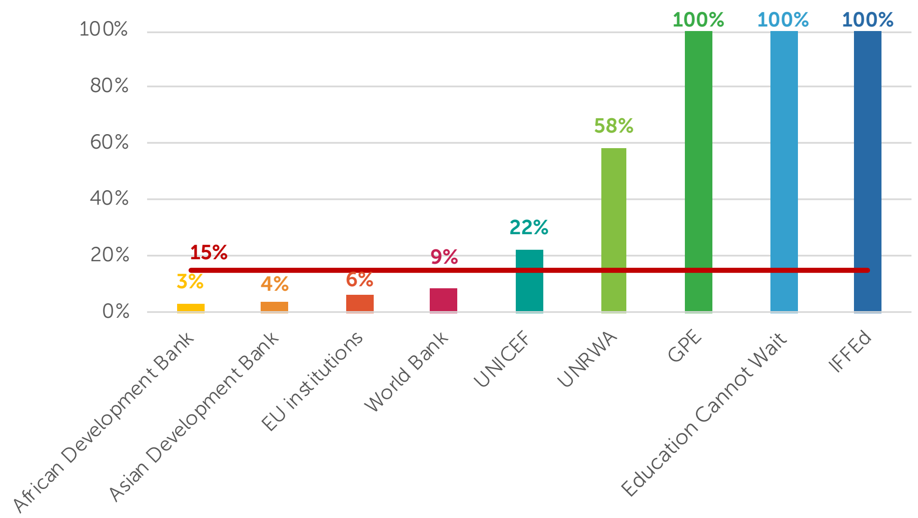
Origin of the funds
All the multilateral organisations reviewed receive at least some of their funds from governments. Around half allow financial contributions from private actors such as companies, philanthropic organisations or individuals. The development banks stand out for their recourse to financial markets to raise funds.

Annual volume of resources for the education sector
The three major multilateral organisations exceeding disbursements of US$1 billion a year on average between 2017 and 2019 were the World Bank (US$2 billion), EU institutions (US$1.4 billion) and UNICEF (US$1.2 billion). At the lower end of the spectrum are the Education Cannot Wait (US$0.08 billion), AfDB (US$0.17 billion) and GPE (US$0.37 billion).

2. The OECD defines Other official flows (OOF) 'as official sector transactions that do not meet official development assistance (ODA) criteria. OOF include: grants to developing countries for representational or essentially commercial purposes; official bilateral transactions intended to promote development, but having a grant element of less than 25%; and, official bilateral transactions, whatever their grant element, that are primarily export-facilitating in purpose.



The recommeneded target of allocating 15% to the education sector is met by 5 of the 9 donors reviewed.[3] Three of the five funds are education specific funds and one is not operational yet – IFFEd.



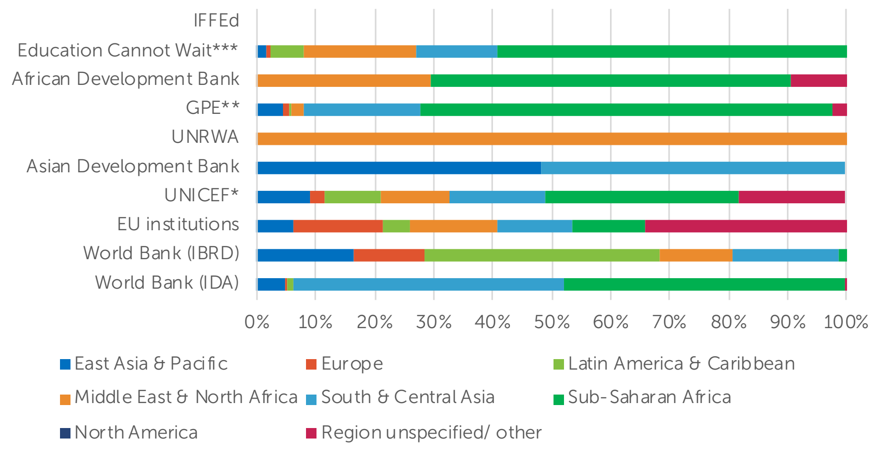
Breakdown of spending by expenditure item
Some multilateral organisations have detailed information about spending by expenditure item. That is detailed in the profiles, however there is not enough information to draw collective insights.

3. This target is outlined in the Education Commission Learning Generation report, 2016.

Trends

Regional allocation in the education sector

The regional allocation varies significantly across organisations. This reflects their diverse mandates, priorities and financial instruments. Nevertheless three regions clearly come out as the largest recipients: sub-Saharan Africa, Middle East and North Africa, and South and Central Asia. EU institutions appear to be the only donor with comparable envelopes across all regions (North America excluded).



*Average allocation of education thematic funding, average 2018-19. Regions vary slightly from this classification, numbers were adjusted accordingly.
** Regions vary slightly from this classification, numbers were adjusted accordingly.
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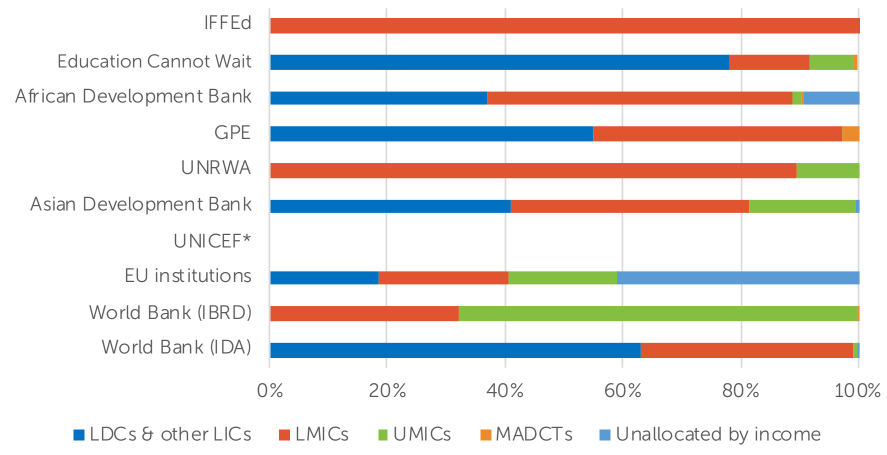
Income group allocation in the education sector

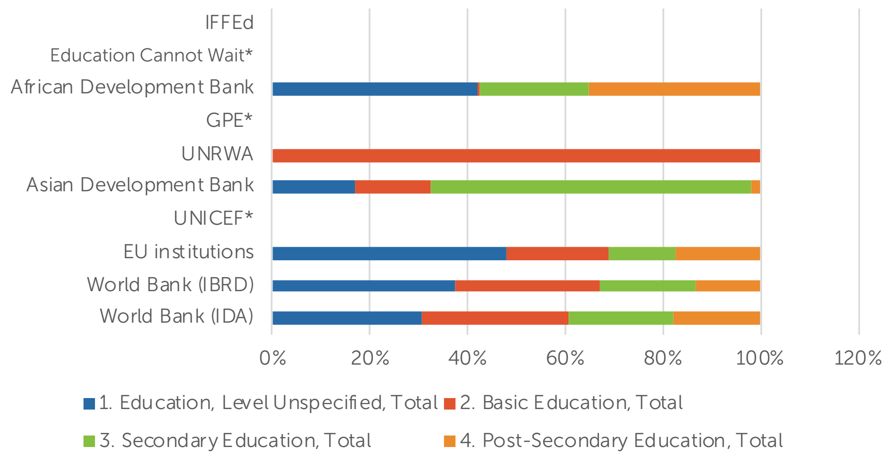
As with regional allocation, income group focus varies across organisations. For those with lending instruments, more disbursements tend to go to middle income countries, whereas grant providers tend to have a greater focus on lower income countries. This reflects the capacity of recipient countries to repay loans and increase their debt levels.



* No data available for UNICEF

Breakdown of disbursements across education sub-sectors

Data on spending across education levels is incomplete. For those organisations with data, two outliers stand out. First, UNRWA, unlike the others, focuses exclusively on basic education. Second, AfDB activities in basic education are almost absent while post-secondary receives a disproportionately large share of disbursements compared with similar institutions like ADB and the World Bank.



* No data available

Trends

Implementing agents in the education sector
Six of the nine organisations reviewed work through recipient governments directly. Many use civil society organizations (CSOs), MDBs and inter-governmental organisations as implementing partners. But it is interesting to see that each organisation has its own mix of implementing agents, even among MDBs which tend to operate in a similar fashion, there are differences.

Implementing agents / Donors	Recipient government	CSOs	Bilateral donors	MDBs	Intergovernmental organisations	Private sector organisations	Research institutes, Think Tanks
World Bank	X						
EU institutions	X	X		X	X	X	X
UNICEF	X	X					
Asian Development Bank	X					X	
UNRWA					X		
GPE		X	X	X	X		
African Development Bank	X						X
Education Cannot Wait Fu		X			X		
IFFEd	X			X			

Financial instruments in use in the education sector
All donors make use of grants, which is common practice especially in social sectors like education. The development banks also make use of loans, whether ODA eligible or not. IFFEd, which is not yet operational, is the only organisation that would make use of guarantees to finance education spending combined with grants.

Instruments / Donors	Grants	ODA Loans	OOFs	Guarantees
World Bank	X	X	X	
EU institutions	X	X		
UNICEF	X			
Asian Development Bank	X	X	X	
UNRWA	X			
GPE	X			
African Development Bank	X	X	X	
Education Cannot Wait	X			
IFFEd	X			X

Value for money
Value for money is a subjective assessment. Donors considering where to put their money will have differing views over whether one fund or another represents better value for money to help meet its specific objectives. In order to compare value for money, we have therefore drawn on the QuODA index that is built on a set of indicators that reflect the international consensus of what constitutes high-quality aid. Not all the donors reviewed in this playbook supplemental technical guide are covered by QuODA but of those that interest us, we find development banks perform consistently better. It is worth noting that QuODA assesses donors in their entirety, therefore this does not give us a specific view of the education sector activities within those donors.

Donor	QuoDA ranking
EU institutions	16/40
IDA (World Bank)	5/40
Asian Development Fund (ADB)	2/40
African Development Fund (AfDB)	3/40
UNICEF	27/40

Multilateral Organisation Profiles
African Development Bank

The African Development Bank (AfDB) was established in 1964 to promote economic and social development efforts on the African continent.

Organisation size: In December 2019, the Bank had 2,038 staff, out-of-which 39% were female. At that time, 800 staff (39.3%) operated from regional or country offices and the remaining 1,238 (60.7%) were based at headquarters.

Education falls under the "Education and Skills Development Division" of the Bank. The Division itself is part of the Human Capital, Youth and Skills Development Department. The Department is one of the most decentralised at the Bank, in the sense that 55.6% of its staff operates from regional or country offices. The Bank's main investment priorities for the education sector are Technical and Vocational Education and Training (TVET) and Higher Education.

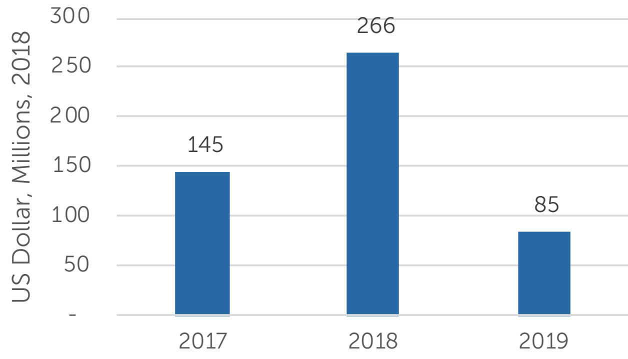
As of February 2021, there were seven specialist education positions at Bank headquarters. Other education experts operate within the Bank's five regional departments (covering the North, South, East, Central and West Africa) as well as some in country offices. The Bank also relies on a group of social sector specialists with expertise in education, entrepreneurship, job creation and social protection, to roll out and manage education projects. However, the education specialists at headquarters form a nucleus that can offer policy and technical advice, as well as backstopping support during the preparation and oversight of projects.
In terms of the balance between headquarters and field offices, there are 24 social sector specialists with expertise in education, skills or entrepreneurship development outside of headquarters. These specialists made-up 77.4% of the staff that are responsible for directly generating or overseeing education projects on a day-to-day basis.

Mission: To promote sustainable economic growth and reduce poverty in Africa.

Origin of the funds
The AfDB Group borrows from capital markets for on-lending to its regional member countries.

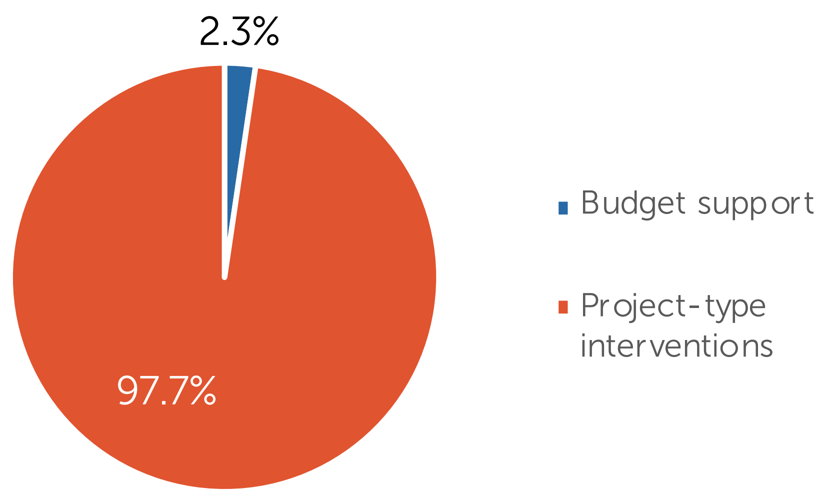
The African Development Fund is the concessional financing window of the AfDB that provides low-income Regional Member Countries with concessional loans, grants, guarantees and technical assistance. The technical assistance is used for studies and capacity building in support of projects and programs that spur poverty reduction and economic development. The African Development Fund is made up of contributions from regional and non-regional members through replenishments every three years.[6]

Annual volume of resources for the education sector
Funding for the education sector was equivalent to 2.5% of total disbursements on average between 2017 and 2019. The volume of disbursements oscillated during the last three years of data from US$145 million in 2017, to US$266 million in 2018 and US$85 million in 2019.



Source: OECD CRS data

Breakdown of spending by expenditure item
In 2017-19, AfDB disbursements were almost exclusively targeted at projects (97.7%), the rest was used for budget support (2.3%).

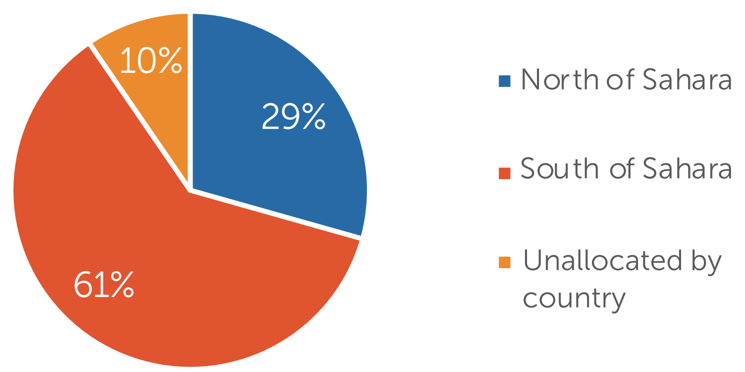


Source: OECD CRS data

4. https://www.afdb.org/en/about-us/corporate-information/history
5. https://educationcommission.org/wp-content/uploads/2020/09/IFFEd-Strategic-Case-April-2019.pdf, p.50
6. https://www.afdb.org/en/about-us/corporate-information/african-development-fund-adf; https://frmb.afdb.org

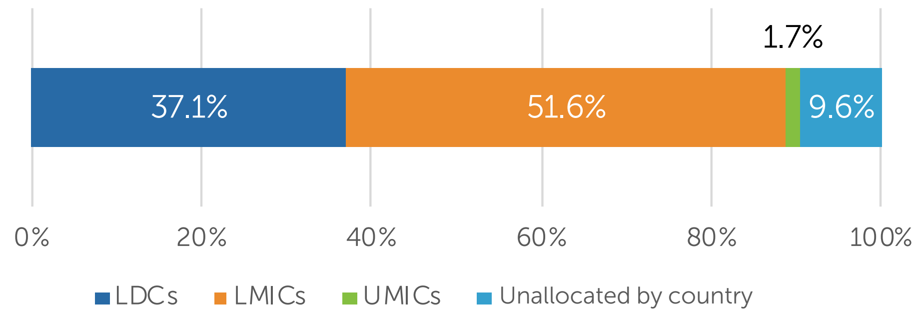
African Development Bank

Regional allocation
As per its mandate, the AfDB works exclusively on the African continent. During the 2017-19 period, 61% of disbursements went to sub-Saharan Africa and 29% to North Africa.



Source: OECD CRS data

Income group allocation
Over half of AfDB disbursements were allocated to LMICs in 2017-19, over a third to LDCs, and less than 2% to UMICs.



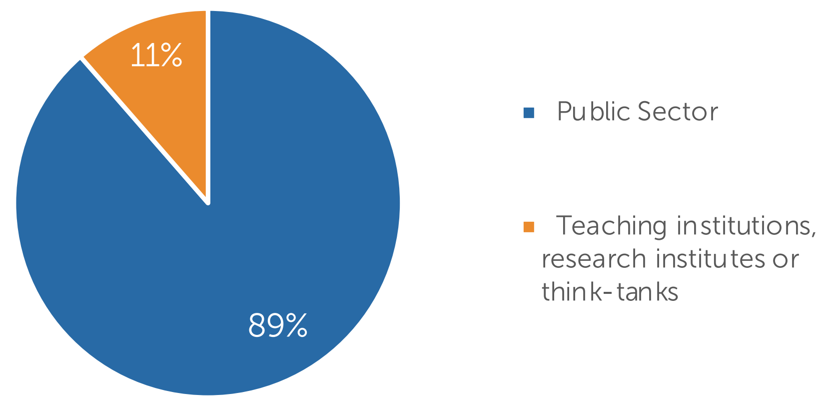
Source: OECD CRS data

Breakdown of disbursements across education sub-sectors
The bulk of AfDB education sector spending went to support education policy and administrative management projects (42%). The rest was mostly focused on secondary (22%) and post-secondary education (35%). Basic education received close to zero resources.

EDUCATION LEVEL	AVERAGE SHARE OF EDUCATION SPENDING (2017-19)
1. Education, level unspecified, Total	**42.1%**
Education policy and administrative management	42.1%
2. Basic education, Total	**0.5%**
Basic life skills for youth and adults	0.5%
3. Secondary education, Total	**22.1%**
Vocational training	22.1%
4. Post-secondary education, Total	**35.3%**
Higher Education	35.3%

Source: OECD CRS data

Implementing agents
AfDB mostly channels funds via recipient countries' public sector (89%). The other 11% of funds were channelled to teaching institutions, research institutes and think tanks in 2017-19.



Source: OECD CRS data

Financial instruments in use
The AfDB's financial instruments in the education sector were a mix of ODA grants (24%), ODA loans (40%) and OOFs (36%).

Instrument	**2017-19 average**
ODA Grants	24%
ODA Loans	40%
Other Official Flows (non-Export Credit)	36%

Source: OECD CRS data

Value for money / Effectiveness
Based on the QuODA 2018 index, the African Development Fund – the concessional window of the AfDB – ranks very high in third place relative to other multilateral organisations and DAC donors reviewed in the index.

The AfDF ranks particularly well on: the share of its allocations going to poor countries; the focus/specialization by recipient country; the share of evaluations planned with recipient countries; the median project size; and, the high share of country programmable aid.

The AfDF gets its weakest scores on: the share of aid recorded as received by recipients as scheduled; the share of aid supporting recipients' top development priorities; the share of allocations to well-governed countries; the administrative burden AfDF creates for recipient countries; and its transparency in terms of making detailed project descriptions publicly available.

Project cycle
No additional information available.

Asian Development Bank

The Asian Development Bank (ADB) is a regional development bank established in 1966, which is headquartered in Manila, Philippines. ADB also maintains 31 field offices around the world to promote social and economic development in Asia.

Organisation size: Around 3,500 staff, around 30 country offices.

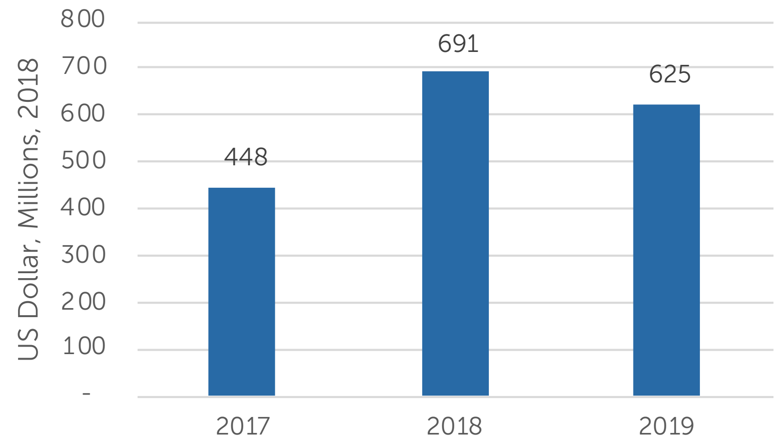
As of 2019, ADB had 63 dedicated staff working in education. The majority are based at Headquarters and the rest in resident missions.[7]

Mission: ADB is committed to achieving a prosperous, inclusive, resilient, and sustainable Asia and the Pacific, while sustaining its efforts to eradicate extreme poverty.

Origin of the funds
The ADB raises funds through bond issues on the world's capital markets. It also relies on members' contributions, earnings from lending operations, and the repayment of loans.[8]

In February 2021, the ADB priced its first education bond to finance a pool of projects related to the sector, including technical and vocational training, in Asia and the Pacific. It will help support ADB assistance to its developing members whose education systems have been severely disrupted by the Covid-19 pandemic.[9]

Annual volume of resources for the education sector
Gross disbursements to the education sector averaged a little over $500 million in 2017-19. The sector represented 4.1% of overall ADB disbursements in the period.

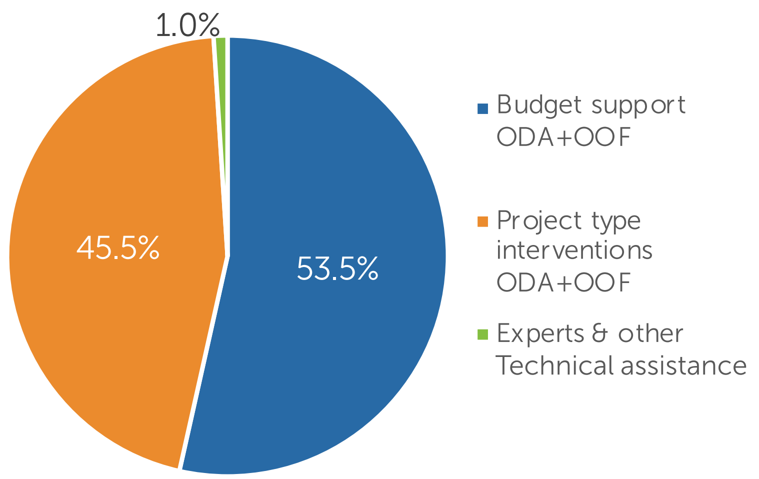


Source: OECD CRS data

7. https://educationcommission.org/wp-content/uploads/2020/09/IFFEd-Strategic-Case-April-2019.pdf, p. 54
8. https://www.adb.org/multimedia/journey-development-money/
9. https://www.adb.org/news/adb-issues-inaugural-education-bond

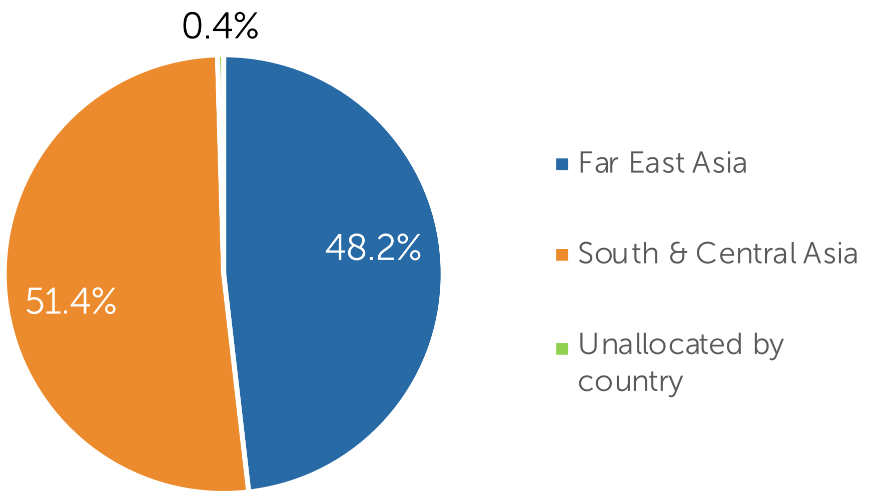
Asian Development Bank

Breakdown of spending by expenditure item
According to OECD CRS data, ADB disbursements during the 2017-19 period were focused on project-type interventions (53.5%) and budget support (45.5%) with the remaining 1% going toward the provision of experts and technical assistance.



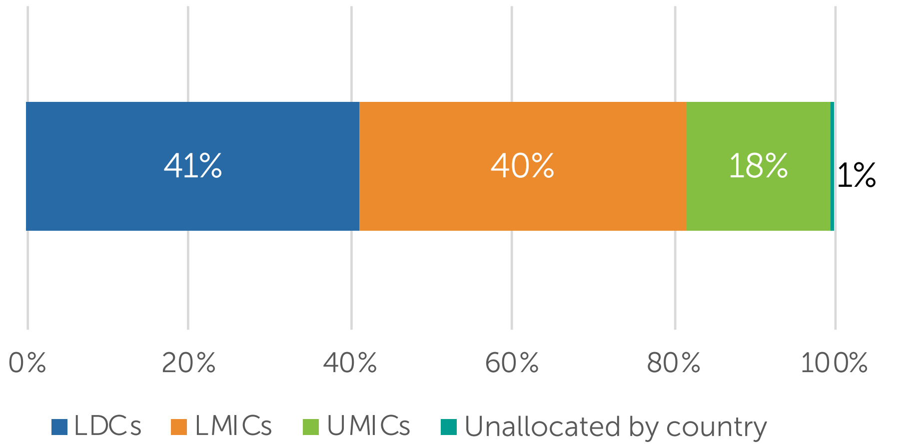
Source: OECD CRS data

Regional allocation
As per its mandate, the ADB works exclusively in the Asian region. Its disbursements were almost equally split between Far East Asia and South and Central Asia in 2017-19.



Source: OECD CRS data

Income group allocation
LDCs and LMICs each were recipients to 40% of ADB gross disbursements in 2017-19, with UMICs making up nearly all the rest.



Source: OECD CRS data

Breakdown of disbursements across education sub-sectors
Nearly two thirds of ADB spending in the education sector went to the secondary level in 2017-19, followed by education policy and administrative management (17%) and basic education (15%).

EDUCATION LEVEL	AVERAGE SHARE OF EDUCATION SPENDING (2017-19)
1. Education, level unspecified	**17.1%**
1.A. Education policy and administrative management	17.1%
2. Basic education	**15.4%**
2.A. Primary education	15.4%
2.B. Basic life skills for youth and adults	0.0%
3. Secondary education	**65.6%**
3.A. Secondary education	18.8%
3.B. Vocational training	46.8%
4. Post-Secondary education	**1.9%**
4.A. Higher education	1.9%

Source: OECD CRS data

Implementing agents
The ADB channels funds through recipient countries' public sector for the most part, and a small fraction goes to private sector institutions.

Financial instruments
Typically, ADB provides loans and technical assistance to member governments, who are also shareholders. In addition, ADB provides direct assistance to private enterprises of developing member countries through equity investments and loans. Where countries are too poor to take loans, ADB offers grants.[10]

Value for money / Effectiveness
Based on the QuODA 2018 index, the Asian Development Fund – the concessional window of the ADB – ranks very highly in second place relative to other multilateral organisations and DAC donors reviewed in the index.

The AsDF ranks particularly well on: the predictability of its aid; its focus/specialisation by recipient country; the use of recipient country systems; the higher share of development interventions that use objectives from recipient countries' frameworks; and, its efforts to avoid fragmentation across donor agencies.

The AsDF gets its weakest scores on: its use of IATI as a member; its share of allocations going to well-governed countries; its transparency in terms of making detailed project descriptions publicly available; the median size of its projects; and, the share of its allocations going to poor countries.

Project cycle
Additional information will be published by the AsDF later this year.

10. https://www.adb.org/multimedia/journey-development-money/

EU institutions

The EU institutions by themselves (i.e. excluding EU member states bilateral aid programmes) represent the fifth largest provider of ODA among DAC members. Among the EU institutions, the European Commission and the European Investment Bank (EIB) manage funding, and the European External Action Service co-ordinates foreign policy.[11]

Size of the organisation: The development and humanitarian budgets are handled by the European Commission and in particular by two Directorate Generals (DGs): DEVCO (recently renamed International Partnerships (INTPA)) and ECHO. In 2021, DG INTPA has 3,420 staff and in 2020 DG ECHO had 884 staff.[12] Through its network of EU Delegations, the EU has a country presence in most countries of the world. In countries with a development programme, EU delegations tend to count among their staff development experts from DG International Partnerships. The EU has also a network of over 40 offices spread across the world that contributes to the development of humanitarian intervention strategies and policies and provides technical support to ECHO funded operations.

In DG International Partnerships, education is handled by the Youth, Education and Culture Unit which is made up of 22 staff. DG ECHO has one person responsible for education in emergencies in the headquarters and a network of five thematic experts on education in emergencies, placed in ECHO regional offices.[13]

Mission: The EU institutions' stated goal, as part of their development policy, is 'to reduce poverty, ensure sustainable development, and promote democracy, human rights, and the rule of law across the world.'[14]

With regard to education in particular, the EU committed in its European Consensus on Development – which sets the overarching development policy for the EU that 20% of the ODA funds would be earmarked for human development and social inclusion programmes which cover the education sector. The current Commissioner in charge of development policy has expressed her ambition for 10% of her portfolio (DG INTPA) to go toward the education sector, up from the current 6-7%. The EU is also committed to dedicate 10% of its humanitarian aid budget to education in emergencies and protracted crises.

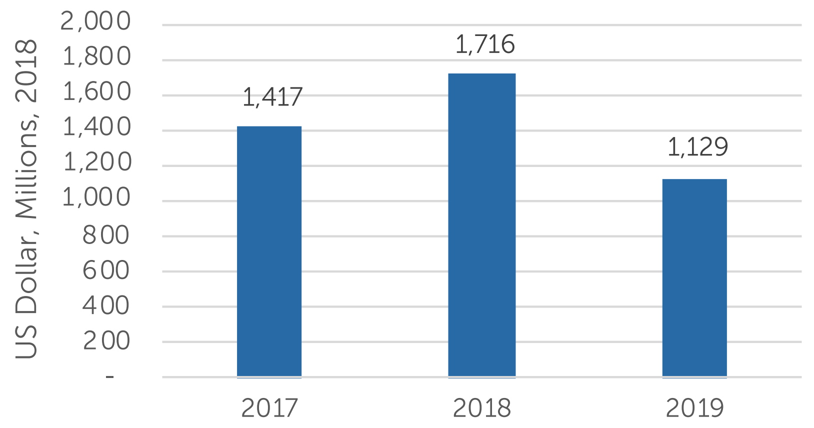
11. https://www.oecd.org/dac/development-co-operation-report-20747721.htm
12.https://epthinktank.eu/2021/02/09/european-commission-facts-and-figures-2/number_staff/
13.EU WhoisWho – Official Directory of the EU: https://op.europa.eu/en/web/who-is-who
14. https://ec.europa.eu/international-partnerships/about-us_en

EU institutions

Origin of the funds
The EU institutions' aid programme is funded out of the EU's budget which is made up of contributions from its 27 Member States.

Annual volume of resources for the education sector
The EU institutions committed US$1.4billion to the education sector as part of the development cooperation programmes in 2017, before peaking at US$1.7billion in 2018 and going back down to US$1.1billion in 2019. As a share of total EU institutions' ODA, the education sector received on average 6% over the 2017-2019 period.

EU institutions commitments to the education sector



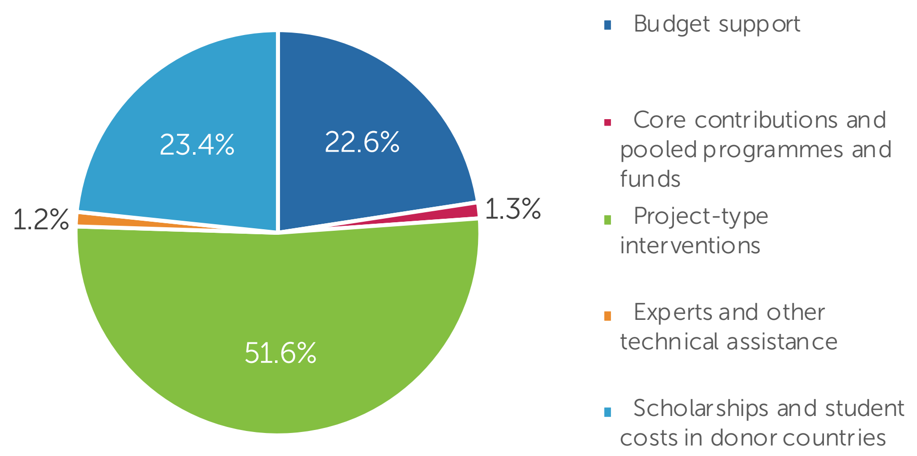
Source: OECD ODA by sector and donor [DAC 5]

EU institutions also provide humanitarian assistance some of which goes to the education sector: €63 million in 2017, €92 million in 2018 and €166 million on 2019. The EU reports allocating €600 million ($703.4 million) for education in emergencies during the 2015-2020 period and has set a funding target for 2021 of €146.8 million ($172.1).[15]

Breakdown of spending by expenditure item
Over the 2017-2019 period, around half of EU institutions' aid disbursements in the education sector were dedicated to funding projects, and nearly all of the other half was split equally between budget support and scholarships and student costs in donor countries.

Thus, irrespective of fees or other administrative costs being subtracted, nearly a quarter of the development assistance earmarked for education remained in the EU through scholarships and student costs.

15. https://ec.europa.eu/echo/what/humanitarian-aid/education-emergencies_e



Administrative costs relating to administering aid by the EU institutions are not captured in the CRS data as this is data collected at the project level and administrative costs are reported elsewhere.

Regional allocation
On average during the 2017-2019 period, the EU institutions' aid in the education sector was primarily targeted at four regions: Europe (15%), South and Central Asia (13%), sub-Saharan Africa (12%) and North Africa (10%). The importance of Europe and North Africa are a result of the EU's neighbourhood policy which seeks to promote development and enhanced cooperation in countries that are on the border of the EU.

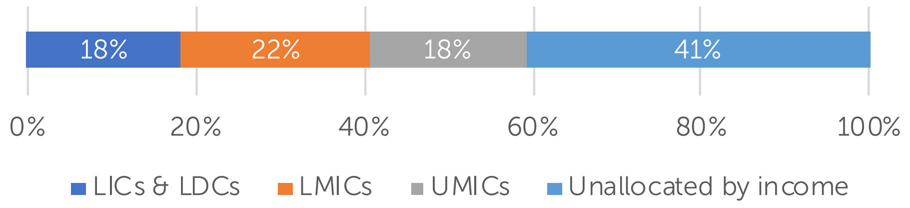
REGIONS	AVERAGE 2017-19
Developing countries, unspecified (including contributions to GPE, ECW, and Erasmus+)	34.0%
Europe	15.2%
South & Central Asia	12.8%
South of Sahara Africa	12.4%
North of Sahara Africa	9.7%
Far East Asia	5.4%
Middle East	5.2%
South America	2.8%
Caribbean & Central America	1.6%
Oceania	0.8%

Source: OECD CRS data

EU institutions

Allocation by income group

On average during the 2017-2019 period, EU institutions' aid in education was to a large extent spent in middle-income countries with a slightly higher share going to LMICs (22%) compared with UMICs (18%). Another 18% went to low-income countries.



Source: OECD CRS data

This distribution is once again heavily influenced by the EU's neighbourhood policy.

Breakdown of disbursements across education sub-sectors

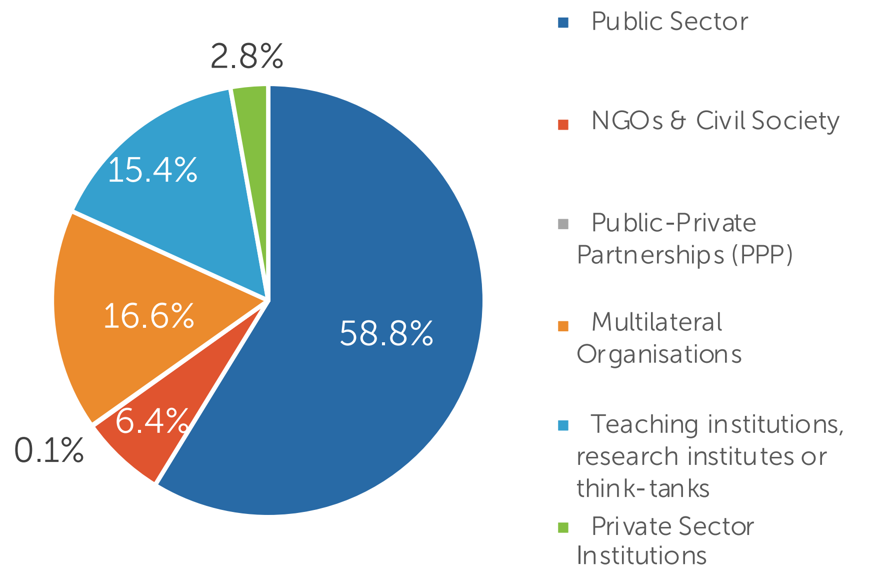
The EU dedicates 40% of its education aid to support education policy and administrative management. Across education levels, basic education received an average of 21% during the 2017-2019 period, followed by post-secondary education (17%) and secondary education (14%).

EDUCATION LEVEL	AVERAGE SHARE OF EDUCATION SPENDING (2017-19)
1. Education, level unspecified, Total	**48%**
1.A. Education policy and administrative management	40%
1.B. Education facilities and training	6%
1.C. Teacher training	1%
1.D. Educational research	0%
2. Basic education, Total	**21%**
2.A. Primary education	16%
2.B. Basic life skills for youth and adults	3%
2.C. Early childhood education	1%
3. Secondary education, Total	**14%**
3.A. Secondary education	2%
3.B. Vocational training	12%
4. Post-secondary education, Total	**17%**
4.A. Higher education	17%
4.B. Advanced technical and managerial training	1%

Source: OECD CRS data

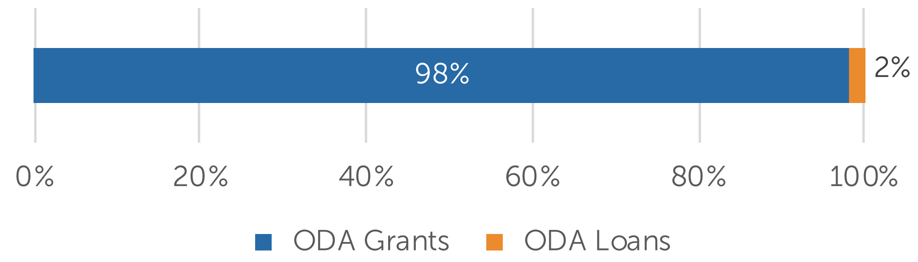
Implementing agents channelling funds

EU institutions channelled nearly 60% of their education aid through the public sector during the 2017-19 period. This category of channelling agents includes recipient countries' central or local governments and other public entities as well as third-party country governments receiving funds through delegated co-operation arrangements.[16] Other important channels included multilateral organisations (16.6%) and teaching/research institutes and think tanks (15.4%). The remaining 6.4% was channelled through CSOs.



Financial instruments used

On average during the 2017-19 period, EU institutions primarily used ODA grants (98%) in the education sector and had minimal recourse to ODA loans (2%).



Source: OECD CRS data

16. Delegated co-operation is a working arrangement whereby the EU transfers funds to another entity and gives it the authority to act on its behalf.

Value for money/effectiveness
Based on the QuODA 2018 index, the EU institutions ranked in 16th place relative to the 40 other multilateral organisations and DAC donors reviewed in the index.

EU institutions ranked particularly well on: their median project size; the coverage of forward spending plans/aid predictability; the completeness of project-level commitment data; making information on development funding publicly accessible; and, its membership in IATI.

EU institutions get their weakest scores on: the focus/specialisation by recipient country; their role in the fragmentation across donor agencies; the focus/specialization by sector; the share of allocation going to poor countries; and the share of development interventions using objectives from recipient frameworks.

Project cycle
Financing decisions are generally grouped in annual action programmes and, depending on the implementation modality, there are deadlines for contracting (N+1), N being the year of the financial commitment.

Education Cannot Wait

Education Cannot Wait (ECW) was established in 2016 and is a global fund dedicated to education in emergencies and protracted crises. It is hosted by UNICEF and is administered under UNICEF's financial, human resources and administrative rules and regulations, while operations are run by the fund's own independent governance structure.

ECW presents itself as unique for its offer to governments, multilateral institutions and the private sector to finance comprehensive education programmes for children and youth affected by conflicts, natural disasters and displacement, right from the onset of crisis through recovery phases.[17]

Size of organisation: around 29 staff, including secondments, working in the Secretariat

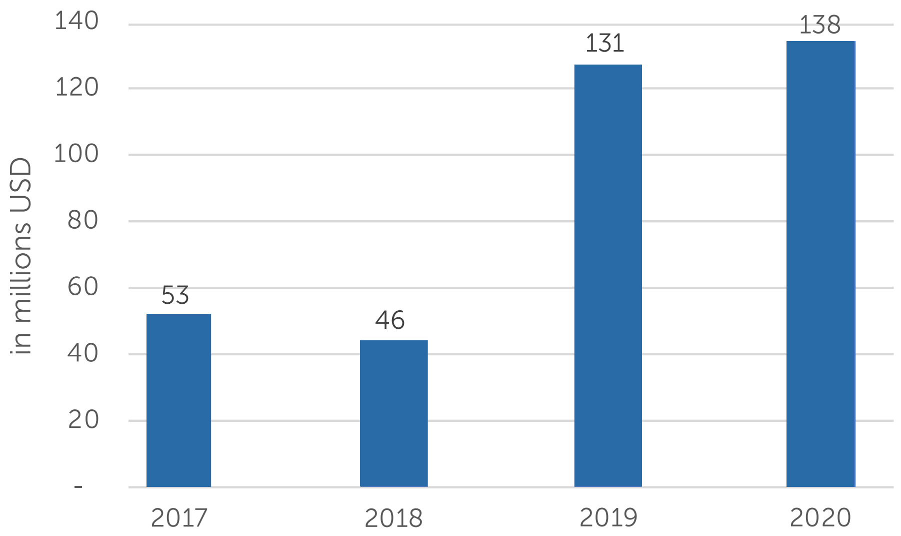
Mission: To generate greater shared political, operational and financial commitment to meet the educational needs of millions of children and young people affected by crises, with a focus on more agile, connected and faster response that spans the humanitarian –development continuum to lay the ground for sustainable education systems.

Origin of the funds
ECW relies on voluntary contributions. The majority comes from bilateral donors (on average 90% during 2017-19 period), and the rest from multilateral donors and private sector donors in the same proportions.

Annual volume of resources
ECW outflows were $53 million and $46 million in its first two years of operation, 2017 and 2018, respectively. The volume rose to $131 million in 2019 and ECW's approved disbursement for 2020 amounted to $162.5 million, of which $138 million was effectuated in 2020 and $24.5 million left the treasury in January 2021.

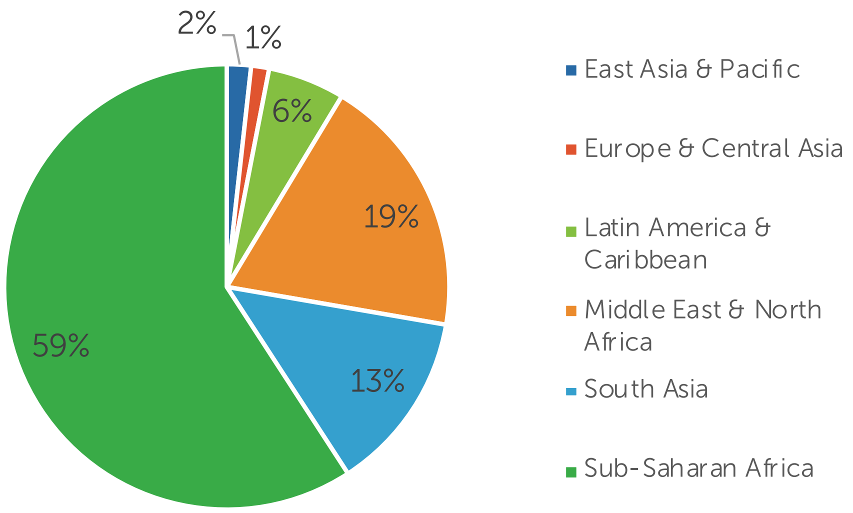
17. https://www.educationcannotwait.org/about-ecw/

Education Cannot Wait



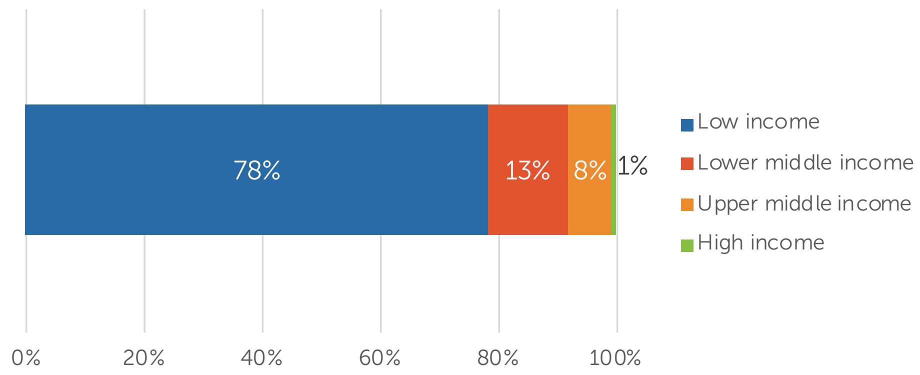
Breakdown of spending by expenditure item
Not available.

Regional allocation
During the 2017-19 period, the top three recipient regions were sub-Saharan Africa (59%), MENA (19%) and South Asia (13%).



Source: ECW Annual Report 2019

Income group allocation
During the 2017-19 period, disbursements went primarily to low-income countries (78%) over the same period. The graph shows that 1% goes to high income countries which may seem surprising, but a closer look at the data revealed that this covers funds going to Greece in support of refugee and migrant populations.



Source: ECW Annual Report 2019

Breakdown of disbursements across education sub-sectors
Pre-primary: 10%
Primary: 81%
Secondary: 9%[18]

Implementing agents
ECW-supported programmes span a wide spectrum of context-specific activities designed to meet education needs for crisis-affected children and youth aged 3-18 years old and are implemented through various grantees, including UN agencies, and international and national NGOs.[19]

Financial instruments in use
ECW offers three financing windows.[20]

1. ECW's **First Emergency Response investment window** supports education programmes immediately in sudden-onset or escalating crises. This window responds to the most urgent needs as a crisis suddenly occurs or escalates. It provides rapid funding against an inter-agency coordinated proposal and is aligned with inter-agency planning and resource mobilization strategies, such as Flash Appeals and Humanitarian Response Plans. Projects are for a maximum of 12 months and are prepared at the country-level through relevant coordinating body for education in the country affected, such as the Education Cluster, Education in Emergencies (EiE) Working Group, local Education group (LEG). ECW does not accept unsolicited single grantee applications.

18. See the ECW Results Dashboard, 13 March 2021
19. https://www.educationcannotwait.org/about-ecw/
20. https://www.educationcannotwait.org/about-ecw/

2. The fund's **Multi-Year Resilience (MYR) investment window** addresses longer-term needs through multi-year joint programmes in protracted crises, enabling humanitarian and development actors to work together on delivering collective education outcomes. The MYR window supports more collaborative education responses in protracted crisis countries shifting the focus to joint analysis, multiyear-planning and joint-programming. Integrating immediate and medium-term responses, it is geared towards bringing in long-term predictable financing and thereby bridging relief to development. For the period 2018-2021, ECW will target its multi-year support to 25 priority countries identified in its strategic plan. Preparation of the 3-4 years joint programmes, prioritization of activities and selection of grantees is undertaken at the country level by an ECW Task Force.

3. ECW's **third window of investment, the Acceleration Facility,** supports research and data collection, advancing best practices and promoting innovation, learning outcomes and gender-targeted interventions in education in emergencies. The aim of the Acceleration Facility is to support activities and research that feed into broader collective efforts at all levels to improve education preparedness, planning and response in sudden-onset and protracted crises. The development of the Acceleration Facility strategy is currently ongoing. Once finalized, calls for proposals will be published on the ECW website.[21]

Value for money
In 2020, ECW's First Emergency Response window went through an external evaluation which brought forward points about the relevancy of the first emergency response window to the mandate of ECW and were largely context and emergency appropriate by the degree of variation in intervention packages.

Project cycle
The First Emergency Response windows aim to provide rapid responses, with funds disbursed within 8 weeks. For the Multi-Year resilience programs, the target is to disburse within 6 months.

21. https://www.educationcannotwait.org/home/information-for-grantees-2/

Global Partnership for Education

The Global Partnership for Education (GPE) is a multi-stakeholder partnership and funding platform that aims to strengthen education systems in developing countries in order to 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. The Global Partnership for Education is the only global fund solely dedicated to education in developing countries.

Size of organisation: around 108 full-time staff working in the Secretariat

Mission: 'To mobilize partnerships and investments that transform education systems in lower-income countries, leaving no one behind'.

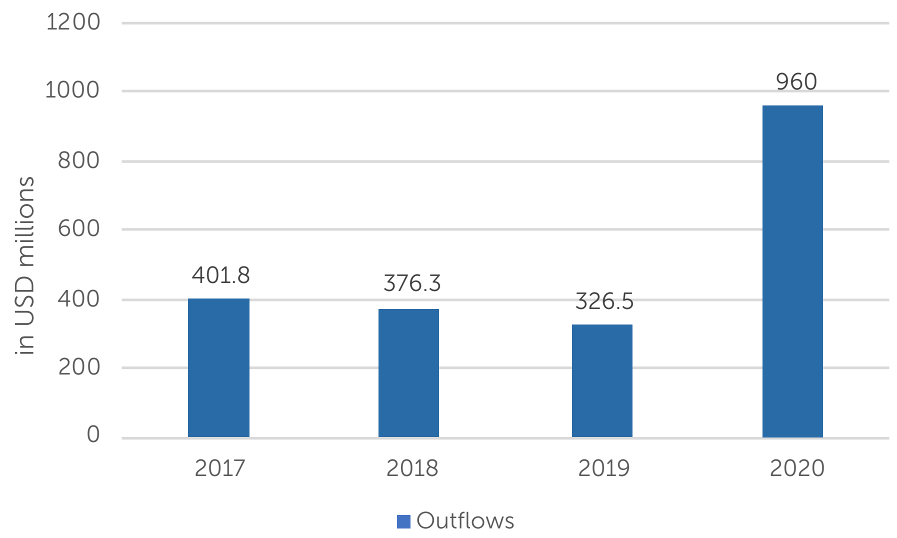
Origin of the funds
GPE mobilises resources through replenishment rounds every few years from donors. The fourth replenishment will take place in 2021 and will cover the period 2021-2025. The goal is to raise at least US$5 billion over 5 years. The previous replenishment round covering the 2018-2020 period raised donor pledges totalling US$2.8 billion.[22] The majority came from donor governments although some private foundations also contributed.

Annual volume of resources
GPE annual outflows refer to transfers of funds out of GPE. They amounted to $US401.8 million in 2017, and then declined to $US376.3 million in 2018 and $US326.5 million in 2019.

GPE outflows increased significantly to $960 million in 2020.[23]

22. https://www.globalpartnership.org/funding/replenishment
23. https://www.globalpartnership.org/sites/default/files/document/file/2020-12-GPE-CEO-presentation.pdf

Global Partnership for Education

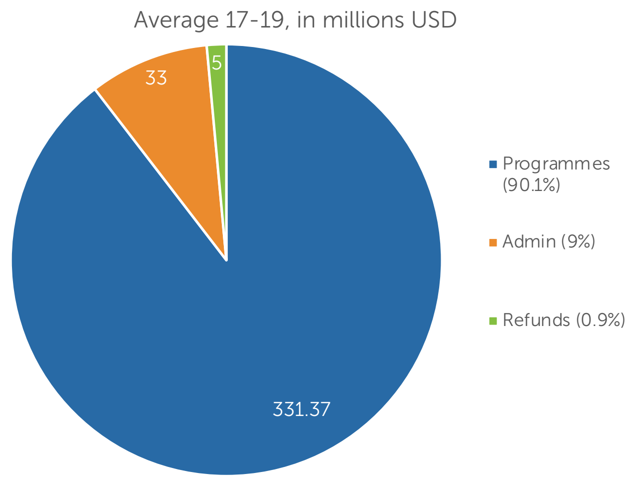


Source: Consolidated Financial Reports 2017-2019 and GPE Secretariat for 2020 figures.

Breakdown of spending by expenditure item

On average between 2017 and 2019, around 90% of GPE outflows went to finance projects which cover Program Implementation Grants, Multiplier Funding, Education Plan Development Grants, Program Development Grants, Education Out Loud (and its predecessor the Civil Society Education Fund), Knowledge and Innovation Exchange (and its predecessor "Global and Regional Activities"), including relevant agency[24] and supervision fees.[25] The next major expenditure item was administrative to the tune of 9% of outflows and covers costs such as the Secretariat budget, the Trustee budget and administrative fees. The rest is related to refunds[26] which pre-existed the creation of the GPE fund (0.9%). With the increase in disbursements in 2020, funding for programmes increases the average to approximately 93%.

24. The agency fee is paid on top of the grant and is intended to cover indirect costs, typically covering HQ costs. Source: https://www.globalpartnership.org/sites/default/files/document/file/2020-04-20-GPE-FAQ-COVID-19-accelerated-financing.pdf
25. Supervision allocations refers to a fee allocated in addition to the grant amount to cover the costs of the grant agent other than headquarters' costs covered by agency fees. Source: http://documents1.worldbank.org/curated/en/971581501005154957/pdf/ITK171540-201706251350.pdf; https://www.google.com/
26. Refunds include refunds from grants and investment income. The refunds presented are related to legacy trust funds which pre-existed before the creation of the GPE fund.



Source: Consolidated Financial Reports 2017-2019.

Regional allocation

GPE's regional and income group focus described below is based on figures covering 'Program Implementation Grant and Multiplier Allocations and Disbursements'. This means that funds going to the GPE Knowledge and Innovation Exchange or grants in support to civil society organisation activities are not included.

GPE's grant allocation is largely focused on sub-Saharan Africa which received nearly 70% of the total during the 2017-19 period. South Asia is the other region which receives a significant share of grants, close to 20% in 2017-19.

REGIONS	AVERAGE 2017-19
Sub-Saharan Africa	69.6%
South Asia	18.6%
East Asia & Pacific	4.5%
Global	2.5%
Middle East & North Africa	2.3%
Europe & Central Asia	2.3%
Latin America & Caribbean	0.1%

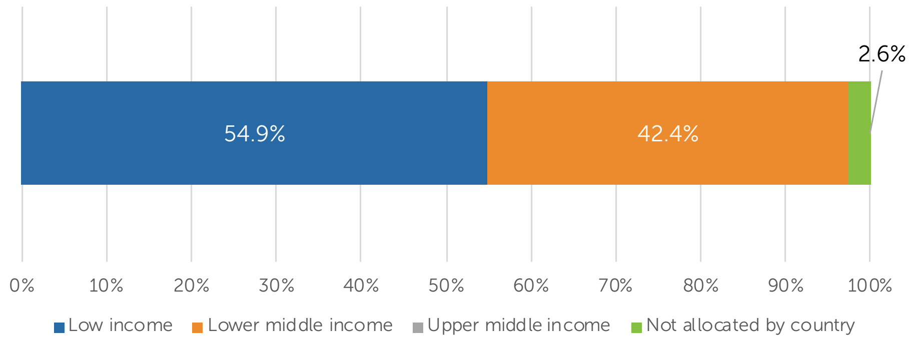
Source: Consolidated Financial Reports 2017-2019.

Income group allocation

GPE grants are clearly targeted at poorer countries with over 97.4% of disbursements in 2017-19 going to low income and lower-middle income countries. This is in line with GPE's stated aim to be present in 'Low Income, Lower Middle Income, and IDA eligible small island and landlocked developing states [as] these countries account for the overwhelming majority of the world's out-of-school children, and those not learning;'[27]

27. https://www.globalpartnership.org/sites/default/files/document/file/2020-12-GPE-Board-eligibility-allocation.pdf, p. 3

Global Partnership for Education



Source: Consolidated Financial Reports 2017-2019.

GPE also has a strong focus on fragile and conflict-affected countries. GPE uses a needs-based allocation formula to determine allocation, which favours fragile and conflict-affected countries.[28]

Breakdown of disbursements across education sub-sectors

The following chart provides a breakdown of disbursements across the education sub-sector by calendar year.

	Pre-primary	Primary	Secondary	Level unspecified[29]	Other[30]
2017	6%	58%	10%	25%	1%
2018	9%	60%	12%	19%	1%
2019	11%	52%	14%	21%	2%
2020	7%	62%	11%	20%	1%

Source: GPE Secretariat

Implementing agents

GPE grants are channelled via a mix of multilateral agencies, bilateral donors, UN agencies and CSOs.[31] Nearly three quarters of GPE grants were channelled through the World Bank between 2017 and 2019.

28. https://www.globalpartnership.org/sites/default/files/document/file/2020-12-GPE-Board-eligibility-allocation.pdf
29. "Level unspecified" includes activities such education policy and administrative management, and unspecified education facilities, teacher training, and research
30. "Other" includes vocational training, higher education, and basic life skills for youth and adults
31. A recent article by the Center for Global Development reviewed the overhead rates for the various agencies administering GPE grants. These overhead rates are also relevant to other organisations using grant agents, not only GPE. More can be found here: https://www.cgdev.org/publication/global-partnership-education-redundant

GRANT AGENT	AVERAGE 17-19
World Bank	74.7%
UNICEF	12.9%
AFD	4.2%
SIDA	2.7%
UNESCO	1.5%
OXFAM	1.3%
IDRC	0.7%
DFID	0.6%
Global Campaign for Education	0.5%
Save The Children US	0.5%
SAVE THE CHILDREN	0.3%
CARE	0.0%

Source: Consolidated Financial Reports 2017-2019 and GPE Secretariat.

When taking into account the 2020 disbursements, nearly 50% of all grants from 2017-20 were channelled through the World Bank, UNICEF's share doubled to about 25%, and the remaining amount was channelled through other grant agents.

Financial instruments

GPE provides grant financing. Beyond support to governments, GPE also allocates grants to promote civil society's voice and to generate new knowledge on key issues and solutions for the education sector.

Different types of grants are available from traditional grants to multiplier grants, which allow partner countries to leverage additional external financing in support of their priorities and accelerated grants which can disburse up to 20% of a GPE grant within 8 weeks as emergency funding to respond to a crisis.

Value for money
A MOPAN 2017-18 assessment of GPE[32] commends GPE for putting its funds to good use, and for having delivery mechanisms for grants that work well. But it also recognises that it is not clear whether these resources could be delivered in a more efficient or sustainable way. The MOPAN report also points to an inherent tension between GPE's role as a partnership and as a funding mechanism.

An independent evaluation of GPE from 2020[33] looks back at its performance since 2015. Among the findings of this evaluation, GPE's grant allocation process comes out as particularly long in comparison with other global funds. The evaluation also calls upon GPE to consider a more specific focus to distinguish itself in a growing aid architecture for education. The evaluation deemed GPE's grant implementation was efficient and on track.

Project cycle
The GPE project cycle appears to be lengthy due to the requirements to develop sector plans meeting its standards as a prerequisite for funding. A recent proposal was made to the GPE Board to bring changes to the operating model that would lead to streamlining funding processes and reduce the time from the announcement of a country allocation to the first commitment of GPE's main implementation grant from 40 months to 17 months.[34] A newly approved operating model aims to substantially reduce the time from announcement to the first commitment of funds.

32. http://www.mopanonline.org/assessments/gpe2017-18/GPE%20Brief.pdf
33. https://www.globalpartnership.org/content/independent-summative-evaluation-gpe-2020
34. https://www.globalpartnership.org/sites/default/files/document/file/2020-11-GPE-Board-meeting-operational-model.pdf, p. 7

International Finance Facility for Education

The International Finance Facility for Education (IFFEd) is an innovative financial instrument that is currently being set up. IFFEd is the concrete realisation of a recommendation made in the 2016 Learning Generation report by the Education Commission. It aims to fill a critical gap in the international financing architecture for education, in complementarity with existing instruments.

IFFEd will not be an implementing agency. It will work by enabling participating MDBs to increase the amount and affordability of funding for education in lower-middle-income countries. The fundamental premise of the MDBs' financing models is that they can borrow and then lend, at low rates, a multiple of their capital base to countries due to their strong credit rating. The guarantees provided to IFFEd by donors, treated as hybrid capital, allow the MDBs to further expand their lending to an estimated $4 for each $1 of guarantees.[35]

Organisation size: the administrative structure will be lean, recognizing that this is a financial mechanism that will have no operational functions, since the MDBs will be accountable for the operations funded by the IFFEd resources.

Origin of the funds
IFFEd will need to mobilise two sources of financing from sovereign and non-sovereign contributors.

First, it will mobilise **sovereign guarantee or contingent financial commitments**, to underpin the portfolio insurance provided to the MDBs. Donors will be expected to provide IFFEd with 15% of their commitments in an up-front cash payment, with the remaining 85% to be provided in the form of a contingent contract to convert commitments into cash if needed to maintain the financial stability of IFFEd. Experience shows, however, that it is highly unlikely that guarantee commitments will need to be converted into cash.[36]

Second, it would need **grants from sovereign and non-sovereign contributors** to blend with MDB loans. A sovereign contributor could provide a contingent commitment, grant, or both to the Facility, depending on what is feasible under its national legislation.

35. https://educationcommission.org/international-finance-facility-education/
36. https://educationcommission.org/wp-content/uploads/2020/09/200918-IFFEd-Prospectus2020-Final.pdf; p.20

International Finance Facility for Education

Annual volume of resources for the education sector
The Facility currently has pledges of $500 million in guarantees (United Kingdom and the Netherlands) and $130 million in grants (United Kingdom).

Breakdown of spending by expenditure item
Programmatic costs will likely mirror the various MDBs' expenditure breakdown. In addition, IFFEd is currently looking to contract with an existing organisation to provide a comprehensive set of financial services (Treasury Manager/ Trustee) so there would be associated fees for this.

IFFEd's administrative costs will be very low given its operating model. They will be financed through the earnings of the facility (portfolio insurance fees and investment earnings). Regional allocation

Regional allocation
IFFEd will work in all major regions with LMICs (including Asia, Africa, and Latin-America). IFFEd applies an allocation model that will adjust allocations based on education need and capacity of MDBs to deliver services. An MDB committee will oversee the allocations to various MDBs.

Income group allocation
Although the focus will be on LMICs, IFFEd's model does not exclude the possibility of targeting countries from other income groups over time if the circumstances justify the need for IFFEd financing.

Countries will only be eligible to access this new financing if they can demonstrate:

- A credible strategic framing document, such as an education sector plan;
- A commitment to improving education opportunities for marginalized children, consistent with the 'leave no one behind' principle;
- A commitment to increase its domestic education budget to meet international standards;
- A capacity to sustain additional MDB debt, as demonstrated by a debt sustainability analysis;
- A growing integration of results-based approaches to achieve nationally set targets (consistent with the Paris Declaration on Aid Effectiveness)

Breakdown of disbursements across education sub-sectors
IFFEd programming will embrace the full breadth of SDG 4, as well as a holistic, inclusive approach to learning when considering eligible investment areas. IFFEd will include the full range of education levels, with priority given to early and basic education. Working through MDBs, IFFEd programming will also be guided by MDBs' strategies with respect to poverty alleviation, human development and equity.[37]

Implementing agents
An initial group of four MDBs have agreed to be part of IFFEd: the African Development Bank, Asian Development Bank, Inter-American Development Bank, and the World Bank. Other multilateral development banks as well as some national development banks have also expressed interest.[38]

Financial instruments in use
Contingent commitments (guarantees)
When a new education investment is submitted to IFFEd, the Facility will provide a guarantee to an MDB to cover a share of any missed repayments by their client countries for the MDB's portfolio of investments, effectively providing MDBs with a new form of hybrid capital. This hybrid capital will allow the MDB to raise additional funds on the capital markets, leveraging the amount of hybrid capital four times, to finance additional education investments.

Grants
IFFEd will provide grants through participating MDBs to help lower the cost of education financing packages to eligible countries thus allowing LMICs to finance education on more affordable terms.

37. https://educationcommission.org/wp-content/uploads/2018/07/IFFEd_Design_Proposal.pdf
38. https://educationcommission.org/wp-content/uploads/2018/07/IFFEd_Design_Proposal.pdf

Value for money
Given IFFEd is not operational, there are no independent evaluations at this time.

IFFEd has the potential to offer significant value for money. With the targeted amounts of US$1 billion in guarantees (comprised of US$150 million in paid-in cash and US$850 million in contingent commitments) and $1 billion in grants over its initial five-year programming period, IFFEd could deliver a total of $5 billion in new finance for global education. In other words, paid-in amounts of cash from donors will be multiplied 27 times. Additional grants in IFFEd's grant window could help lower the cost of financing. Depending on interest rates, the grant element could vary between 10% and 20%. In extreme circumstances with scarce resources – such as the current pandemic – IFFEd could also operate without additional grants.

By increasing MDB's access to capital and building on their existing capacity, IFFEd would make available new and additional resources available while taking care not to exacerbate fragmentation in the global education architecture.[39]

Programming – project cycle
Country programming will be the responsibility of the country and the relevant MDBs active in the country.[40]

39. https://educationcommission.org/wp-content/uploads/2020/09/200918-IFFEd-Prospectus2020-Final.pdf
40. https://educationcommission.org/wp-content/uploads/2018/07/IFFEd_Design_Proposal.pdf

UNICEF

The United Nations International Children's Emergency Fund (UNICEF) is a United Nations agency responsible for providing humanitarian and development assistance to children worldwide. UNICEF's activities include providing immunisations and disease prevention, administering treatment for children and mothers with HIV, enhancing childhood and maternal nutrition, improving sanitation, promoting education, and providing emergency relief in response to disasters.

Organisation size: 15,327 staff in 2019;[41] 890 education staff as of February 2021.

Mission: UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential.

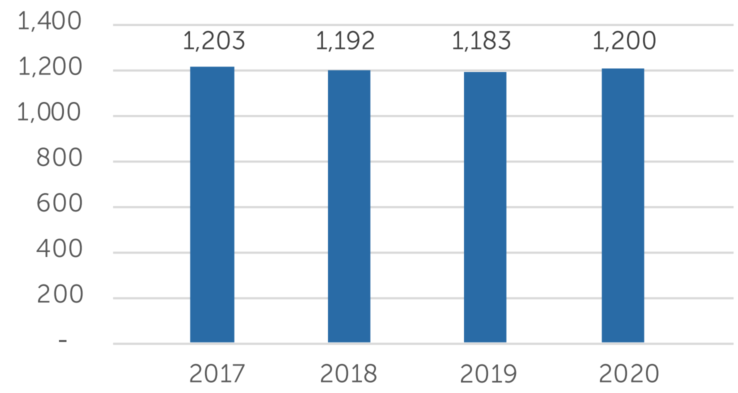
Origin of the funds
Resources for UNICEF's programmes come from the voluntary contributions of governments, intergovernmental organisations, foundations, the private sector and individuals. Resources to UNICEF take the form of direct or indirect funding, people (volunteers, consultants and seconded personnel), partnerships, equipment and other in-kind donations.[42]

UNICEF receives core resources and non-core resources which are limited to specific programme themes (i.e. earmarked). A distinction is also made between 'strict' and 'soft' earmarked funding, with thematic Pooled Funds supporting particular thematic areas while giving UNICEF a certain degree of flexibility in terms of delivery.[43]

Annual volume of resources for the education sector
Between 2017 and 2019, UNICEF disbursed around US$1.2 billion in the education sector annually. This represented 22% of total disbursements on average over the period. In 2020, the same funding levels held true, with UNICEF disbursing $1.2 billion.

41. https://www.unicef.org/executiveboard/media/2446/file/A-75-5-Add3-Financial%20report%20UNBOA%202019-EN-ODS.pdf p.67
42. https://www.unicef.org/partnerships/funding
43. http://www.mopanonline.org/assessments/unicef2015-16/Mopan%20UNICEF%20report%20[final]%20[interactive]%20[final].pdf

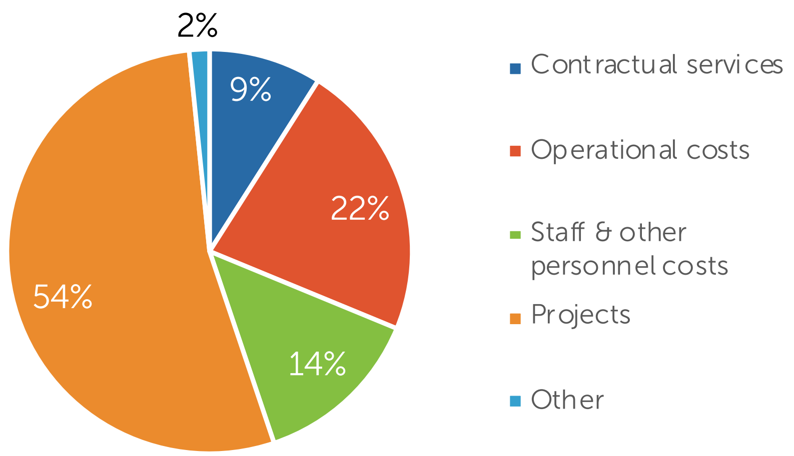
UNICEF



Sources: UNICEF Annual results reports 2017, 2018, 2019 and 2020

Breakdown of spending by expenditure item

The breakdown of expenses for education by cost category shows that 54% was dedicated to transfers and grants to counterparts in other words projects, followed by three other important expenditure items: operational costs[44] (22%), staff and personnel costs (14%) and contractual services (9%).



Sources: UNICEF Annual results reports 2017, 2018 and 2019

Regional allocation

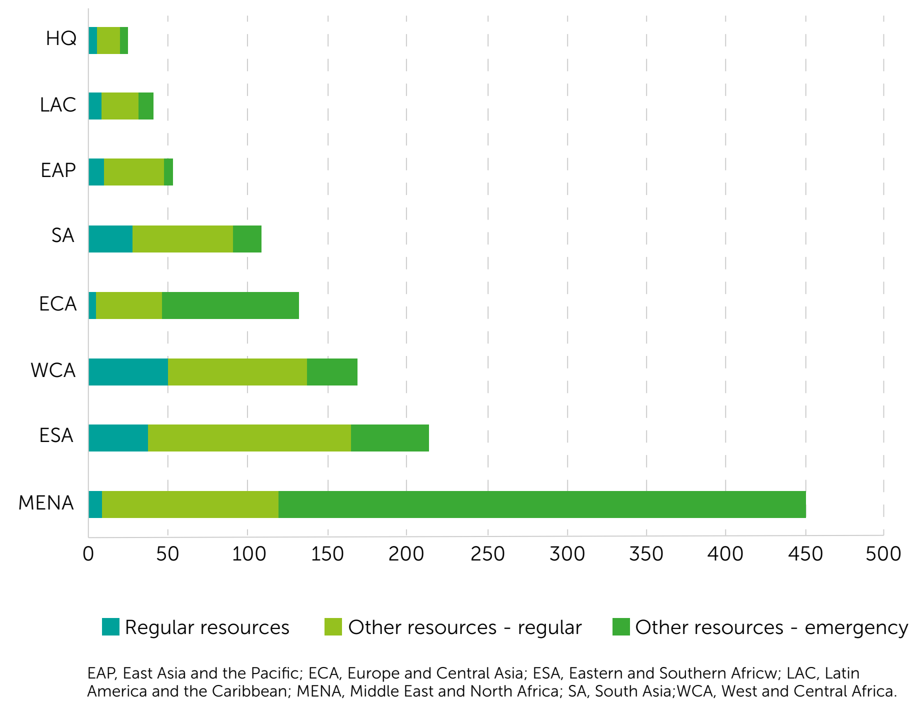
Regional allocations are not consistently reported upon in the annual reports covering our period of interest. Data for 2018 however show that the largest expenses for education were in Middle East and North Africa (MENA), followed by Eastern and Southern Africa (ESA), and West and Central Africa (WCA). These regions together accounted for 70% of all UNICEF expenses for education.[45]

44. Operational costs cover: equipment, vehicles and furniture; general operating & other direct costs; incremental indirect costs; supplies and commodities; and travel.

45. https://www.unicef.org/sites/default/files/2019-06/Global_Annual_Results_Report_2018_Goal_Area_2.pdf

Data for 2020 shows a similar distribution with the largest expenses for education in Middle East and North Africa (MENA), followed by West and Central Africa (WCA), and Eastern and Southern Africa (ESA). These regions together accounted for two-thirds (67%) of all UNICEF expenses for education.

Figure A1-9: Total expenses for education by region and fund type, 2018



Source: UNICEF, Annual Report 2018

Income group allocation

UNICEF's recent Education Strategy 2019-2030 emphasises the education challenge in LICs and LMICs with a particular focus on marginalised communities and humanitarian contexts.[46]

Data available for 2020, outside of the period of comparison, shows that 35% of funding was directed to LICs, 25% to LMICs, 33% to UMICs, 1% to HICs, 3% for regional offices and 3% for headquarters.

46. https://www.unicef.org/media/59856/file/UNICEF-education-strategy-2019-2030.pdf

UNICEF

Breakdown of disbursements across education sub-sectors
UNICEF has three results areas around which it focuses its interventions in the education sector: (i) strengthening education systems for gender-equitable access to quality education from early childhood to adolescence, including children with disabilities and minorities; (ii) strengthening education systems for gender-equitable learning outcomes; and (iii) improving children's access to skills for learning, personal empowerment, active citizenship and employability. These three areas of focus span across all education levels.[47] In 2020, 27% of funding was directed to systems strengthening and 73% to service delivery.

UNICEF uses these three results areas to report on funding and results and does not provide a breakdown of amounts spent across the different education levels.

Implementing agents
UNICEF operates through country offices around the world, as well as 34 National Committees, seven regional offices, a research centre in Florence, a supply operation in Copenhagen, a shared services centre in Budapest, as well as other offices in Brussels, Geneva, Seoul, and Tokyo. Some 85% of UNICEF staff are located in the field. UNICEF headquarters are in New York.[48]

Country offices implement UNICEF's mission through five-year programmes of cooperation that are developed in collaboration with host governments. UNICEF's regional offices oversee this work and provide technical assistance to country offices as required.[49]

Financial instruments in use
UNICEF only uses grants.

Value for money / Effectiveness
Based on the QuODA 2018 index, UNICEF ranked 27th relative to the other 40 multilateral organisations and DAC donors reviewed in the index.

47.
48. https://www.unicef.org/about-unicef/frequently-asked-questions
49. http://www.mopanonline.org/assessments/unicef2015-16/Mopan%20UNICEF%20report%20[final]%20[interactive]%20[final].pdf

UNICEF ranks particularly well on: its high share of country programmable aid; its share of development interventions using objectives from recipient countries' frameworks; its efforts to avoid fragmentation across donor agencies; its share of allocations going to poor countries; and, its efforts to make information on development funding publicly accessible.

UNICEF gets its weakest scores on: reporting of aid delivery channels; the share of aid recorded as received by recipients as scheduled; its share of allocations going to well-governed countries; its focus/specialization by recipient country; and its use of recipient country systems.

Project cycle
UNICEF recently released a Global Education Strategy[50] which highlights its commitment to deliver, along with partners, the Sustainable Development Goal for education and the realisation of the Convention on the Rights of the Child. UNICEF programming at global level is underpinned by a four-year strategic plan (current cycle 2018-21). Programme cycles and content varies by country.

50. https://www.unicef.org/reports/UNICEF-education-strategy-2019-2030

UNRWA

Following the 1948 Arab-Israeli conflict, the United Nations Relief and Works Agency for Palestine Refugees (UNRWA) was established by United Nations General Assembly to carry out direct relief and works programmes for Palestine refugees. The Agency began operations on 1 May 1950.

The Agency's services encompass education, health care, relief and social services, camp infrastructure and improvement, microfinance and emergency assistance, including in times of armed conflict. Some 5.6 million Palestine refugees are eligible for UNRWA services.

In the absence of a solution to the Palestine refugee situation, the General Assembly has repeatedly renewed UNRWA's mandate, most recently extending it until 30 June 2023.[51]

Organisation size: 158 international staff posts funded by the United Nations General Assembly through the UN regular budget.[52] Some 80 international staff posts are funded from extra budgetary.[53]

Programmes on the ground were delivered principally through 27,515 local "Area" staff as of 31 December 2019, of which 20,146 work for the education programme which includes 709 UNRWA-run schools.[54]

Mission: to help Palestine refugees achieve their full potential in human development under the difficult circumstances in which they live, consistent with internationally agreed goals and standards.[55]

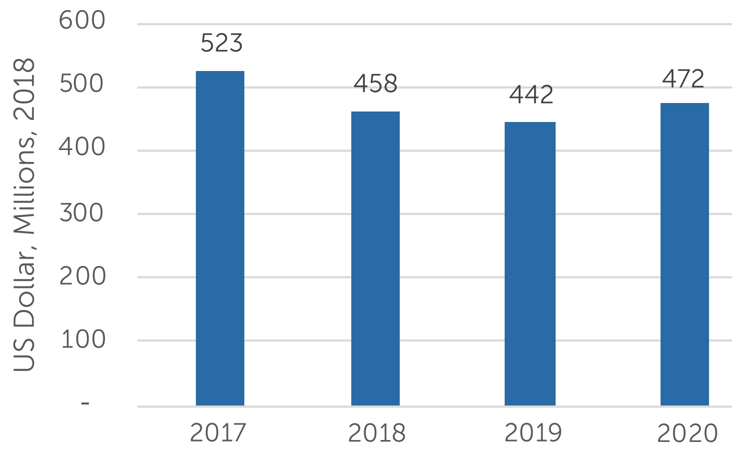
Origin of the funds
UNRWA is funded almost entirely by voluntary contributions from UN Member States. UNRWA also receives some funding from the Regular Budget of the United Nations, which is used mostly for international staffing costs.[56]

Annual volume of resources
UNRWA disbursed US$523 million to the education sector in 2017, before decreasing to US$458 million and US$442 million in 2018 and 2019 respectively. As a share of UNRWA's total gross disbursements, the education sector received an average of 58% over the 2017-2019 period.

51. https://www.unrwa.org/who-we-are
52. https://www.unrwa.org/sites/default/files/content/resources/aor_2019_eng.pdf
53. https://www.unrwa.org/sites/default/files/2020-2021_programme_budget_blue_book.pdf
54. UNRWA Statistics Bulletin for 2019/20 school year.
55. https://www.unrwa.org/sites/default/files/about_unrwa.pdf
56. https://www.unrwa.org/who-we-are

In 2020, the Agency spent $472.4 million on education, which constituted 61% of UNRWA's total annual expenditure.

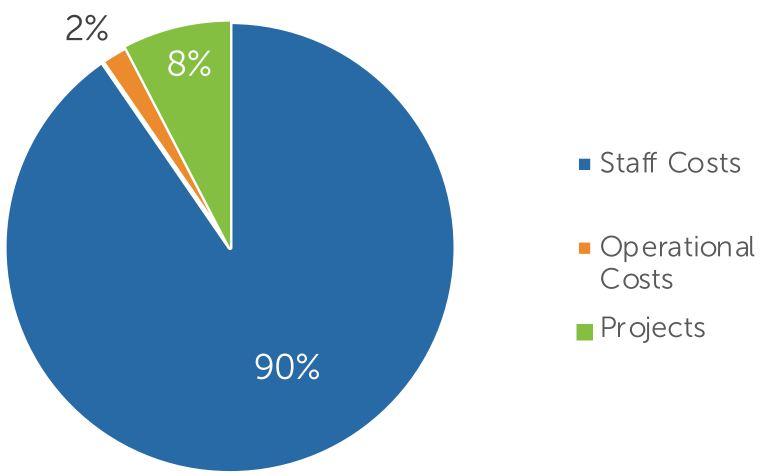
UNRWA gross disbursements to the education sector, 2017-19



Source: OECD CRS data

Breakdown of spending by expenditure item in education programme
Costs covered by UNRWA in its education programme are predominantly staff related (90%) such as teachers' salaries.

2018-2020 average



Source: UNRWA Programme Budget 2020-2021[57]

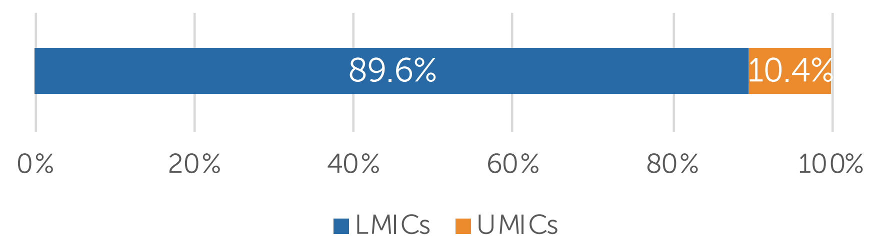
57. https://www.unrwa.org/sites/default/files/2020-2021_programme_budget_blue_book.pdf

UNRWA

Regional allocation
Because of its focus, UNRWA operates exclusively in the Middle East region and more precisely in Jordan, Lebanon, Syria and the West Bank and Gaza Strip.
In 2020, the programme budget field breakdown was:
- Gaza: US$ 231.5 million
- Lebanon: US$ 49.3 million
- Syria: US$ 26.0 million
- Jordan: US$ 100.1 million
- West Bank: US$ 63.3 million
- HQ: US$ 2.2 million

Income group allocation
UNRWA's countries of operation are a mix of LMICs and UMICs.

Average 2017-19



Source OECD CRS data

Breakdown of disbursements across education sub-sectors
UNRWA is almost entirely focused on primary education.

The UNRWA education system provides basic education through nine years (10 in Jordan and in one school in the West Bank) of free primary and preparatory education across its five fields of operation, as well as secondary schooling in Lebanon. The Agency does not provide pre-school and kindergarten education, apart from some provision in Lebanon through French schools.[58] The Agency enjoys strong relations with the Ministries of Education in all fields.[59]

Under its 'Increased Livelihood Opportunities' thematic pillar, UNRWA also provides technical and vocational education and training opportunities for youths. This is not captured in the education funding reported above.

58. https://www.unrwa.org/sites/default/files/2020-2021_programme_budget_blue_book.pdf p.53
59. https://www.unrwa.org/sites/default/files/2020-2021_programme_budget_blue_book.pdf p.50

Implementing agents
UNRWA also funds and implements projects. Among UN agencies, UNRWA is unique in delivering services directly to beneficiaries.[60]

Financial instruments
UNRWA provides exclusively ODA eligible grant financing.

Value for money
The UNRWA Annual Operational Reports 2015-2018 along with other reports of, for example, the World Bank, evidence good results in terms of the quality, inclusiveness and equity of the Agency's Education Programme.[61]

For additional information, see the MOPAN review of UNRWA at:L http://www.mopanonline.org/assessments/unrwa2017-18/index.htm

Project cycle
Not relevant as UNRWA is both the donor and implementer.

60. https://www.unrwa.org/sites/default/files/about_unrwa.pdf
61. https://www.unrwa.org/sites/default/files/2020-2021_programme_budget_blue_book.pdf p. 52

World Bank

The World Bank provides financing, policy advice, and technical assistance to governments of developing countries. It is also one of the world's largest research centres in development.

Size of the organisation: Circa 12,300 staff, offices in 130 different locations

As of 2019, the World Bank had 279 education staff, including 66 economists, 127 education specialists, and numerous operations officers and specialists in a range of fields from science and technology to institutional development and learning assessment. Some 72 of the education staff are based in 60 different country offices.[62]

Mission: 'To end extreme poverty by reducing the share of the global population that lives in extreme poverty to 3% by 2030. To promote shared prosperity by increasing the incomes of the poorest 40% of people in every country.'[63]

The World Bank Group's global education strategy is focused on "learning for all" and ensuring that all children can attend school and learn. It is committed to helping countries reach Sustainable Development Goal (SDG) 4, which calls for access to quality education and lifelong learning opportunities for all by 2030.

Origin of the funds
The World Bank is made up of two main financing instruments: the International Development Association (IDA) which helps the world's poorest countries and the International Bank for Reconstruction and Development (IBRD) – the World Bank's original lending arm. IDA provides loans on concessional terms (i.e. with very low interest rates over long repayment periods) as well grants, guarantees and debt relief. IBRD functions as a self-sustaining business and provides loans and advice to middle-income and credit-worthy poor countries.[64]

The World Bank borrows the money it lends. It has good credit because it has large, well-managed financial reserves. This means it can borrow money at low interest rates from capital markets all over the world to then lend money to developing countries on very favourable terms.

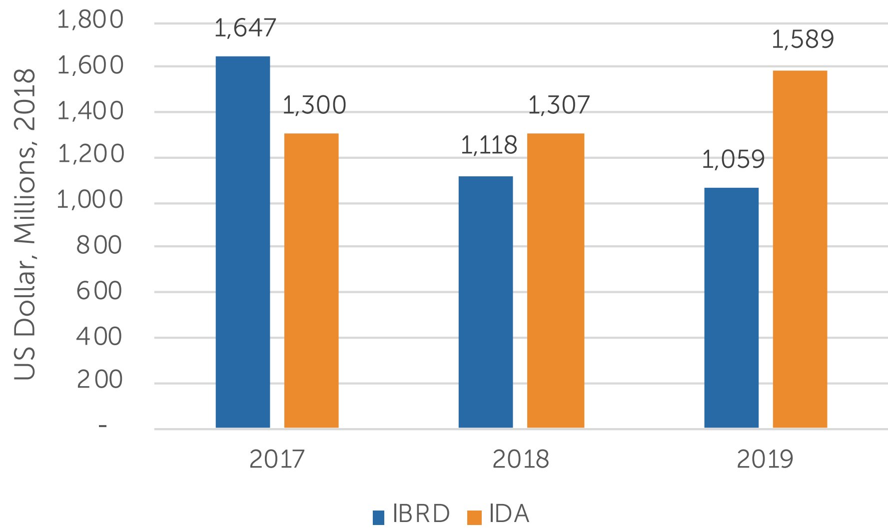
62. https://educationcommission.org/wp-content/uploads/2020/09/IFFEd-Strategic-Case-April-2019.pdf, p. 65
63. https://www.worldbank.org/en/who-we-are
64. http://ida.worldbank.org/about/what-is-ida

The World Bank's financial reserves come from the following sources: funds raised in the financial markets, earnings on its investments, fees paid in by member countries, contributions made by members (particularly the wealthier ones) and borrowing countries themselves when they pay back their loans.[65]

IDA has historically been funded largely by contributions from the governments of its member countries through replenishment rounds every three years.[66] The last round was in 2019 covering the 2020-2023 period and amounted to US$82 billion.

Annual volume of resources for the education sector
The World Bank (IDA and IBRD combined) disbursed US$2.9 billion to the education sector in 2017, followed by US$2.4 billion and US$2.6 billion in the subsequent two years. As a share of total World Bank gross disbursements, the education sector received on average 9% over the 2017-2019 period.

World Bank gross disbursements to the education sector, 2017-19



Source: OECD CRS data

The education sector represented on average 7% of IBRD gross disbursements between 2017-19 and 8% for IDA over the same period.

65. https://www.worldbank.org/en/news/feature/2012/07/26/getting_to_know_theworldbank
66. http://ida.worldbank.org/about/how-does-ida-work

World Bank

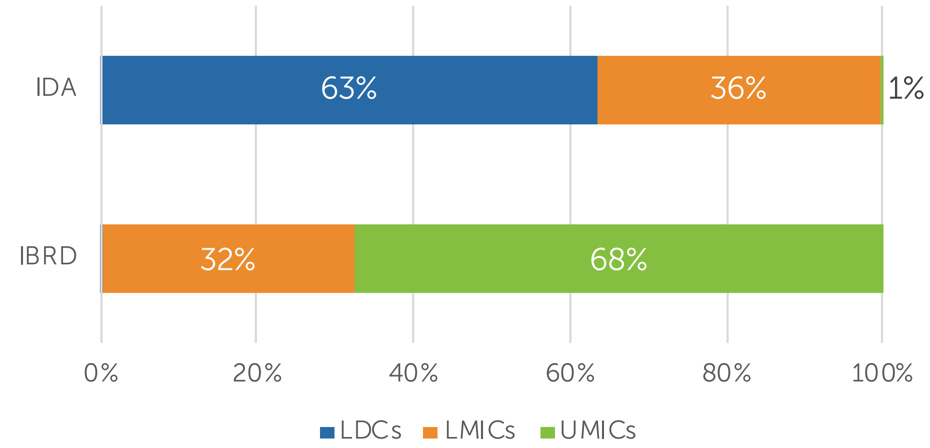
Breakdown of spending by expenditure item
According to OECD CRS data, the World Bank disbursements during the 2017-19 period were mostly focused on project-type interventions (93%) and the remaining 7% on budget support.

Regional allocation
Unsurprisingly, the regional focus of IBRD and IDA in the education sector vary as they each provide specific financial tools that cater to different types of countries. IBRD is most present in Latin America and the Caribbean (39%), followed by Far East Asia (16%) and Europe (12%). Whereas IDA's disbursement were nearly entirely targeted at sub-Saharan Africa (48%) and South and Central Asia (46%).

2017-19 average	% total IBRD	% total IDA
Caribbean & Central America, Total	10%	1%
Europe, Total	12%	0%
Far East Asia, Total	16%	5%
Middle East, Total	3%	0%
North of Sahara, Total	9%	0%
Oceania, Total	0%	0%
Part I Unallocated by income	0%	0%
South & Central Asia, Total	18%	46%
South America, Total	29%	0%
South of Sahara, Total	1%	48%

Source: OECD CRS data

Income group allocation
Once again, IBRD and IDA income group allocations are quite distinct. IBRD concentrates on middle income countries, and in particular UMICs which received 68% of education gross disbursements on average during the 2017-19 period, the remaining 32% going to LMICs. IDA, on the other hand, provided nearly two thirds of its education disbursements in LDCs versus the remaining third in LMICs.



Source: OECD CRS data

Breakdown of disbursements across education sub-sectors
The World Bank (both IBRD and IDA) works across all education levels with a slightly greater focus on basic education. A large share of funding also goes toward education policy and administrative management as well as education infrastructure and teacher training.

EDUCATION LEVEL	AVERAGE SHARE OF EDUCATION SPENDING (2017-19) IBRD	IDA
1. Education, level unspecified	**38%**	**31%**
1.A. Education policy and administrative management	22%	15%
1.B. Education facilities and training	10%	7%
1.C. Teacher training	6%	8%
1.D. Educational research	0%	1%
2. Basic education	**29%**	**30%**
2.A. Primary education	21%	25%
2.B. Basic life skills for youth and adults	0%	3%
2.C. Early childhood education	8%	2%
3. Secondary education	**20%**	**22%**
3.A. Secondary education	14%	11%
3.B. Vocational training	6%	11%
4. Post-secondary education	**13%**	**18%**
4.A Higher education	12%	17%
4.B Advanced technical and managerial training	1%	1%

Source: OECD CRS data

Implementing agents
The World Bank works exclusively through recipient countries' governments.

Financial instruments
IDA provides loans on concessional terms (i.e. with very low interest rates over long repayment periods) as well grants, guarantees and debt relief. IBRD functions as a self-sustaining business and provides loans and advice to middle-income and credit-worthy poor countries.[67]

OECD CRS data for the 2017-2019 period suggests that 96% of IDA gross disbursements were in the form of ODA loans and 4% as ODA grants. As for IBRD, all disbursements in the education sector fell under the Other Official Flows category, i.e. transactions that do not meet ODA criteria.

Value for money
Based on the QuODA 2018 index, the World Bank's International Development Association – the concessional window of the World Bank – ranked in fifth place relative to the 40 other multilateral organisations and DAC donors reviewed in the index.

IDA ranks particularly well on: the median IDA project size; the completeness of project-level commitment data; the high share of country programmable aid; the coverage of forward spending plans/aid predictability; and, efforts to avoid fragmentation across donor agencies.

IDA gets its weakest scores on: its use of IATI as a member; its focus/specialization by sector; its transparency in terms of making detailed project descriptions publicly available; the share of allocations going to well-governed countries; and, the share of aid going to recipients' top development priorities.

Project cycle
It is not uncommon for a project to last more than four years; from the time it is identified until the time it is completed.[68]

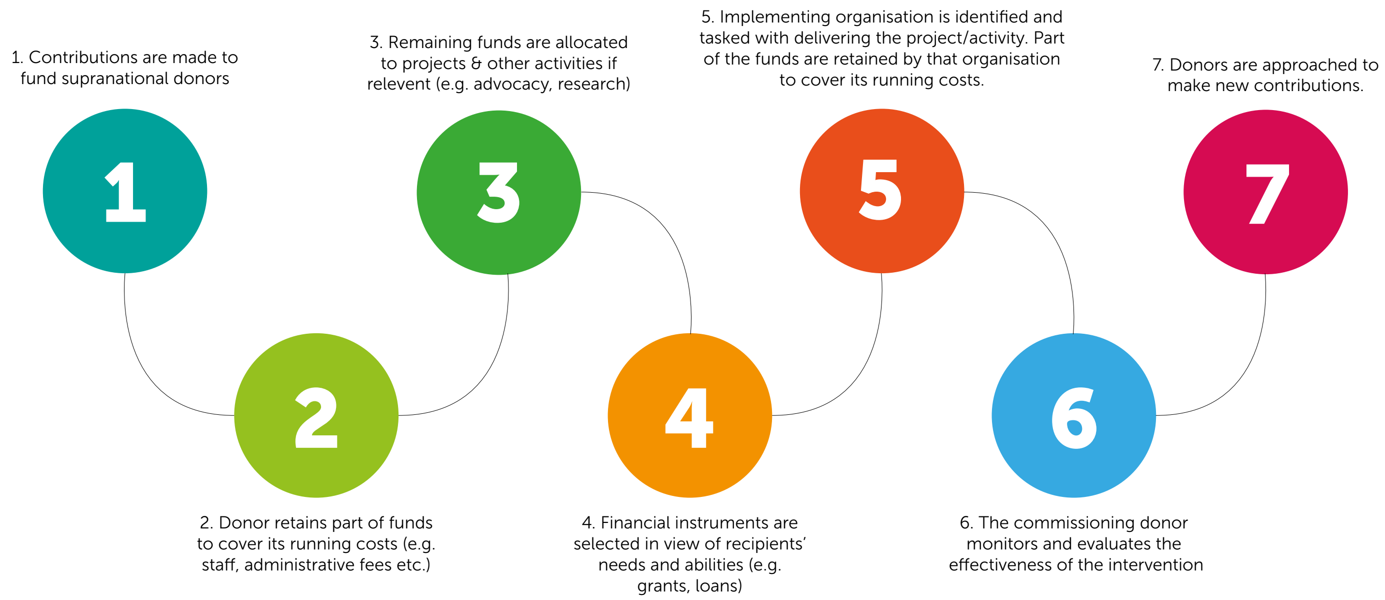
In order to respond to the Covid-19 crisis in a timely manner, the World Bank set up a Covid-19 Fast-Track Facility.[69]

67. http://ida.worldbank.org/about/what-is-ida
68. https://www.worldbank.org/en/projects-operations/products-and-services/brief/projectcycle
69. https://www.worldbank.org/en/about/what-we-do/brief/world-bank-group-operational-response-covid-19-coronavirus-projects-list#fasttrack

Methodological Annex

This technical guide is a desk-based review drawing on publicly available documents from the respective donors (e.g. annual and financial reports) and where possible using OECD data for consistency and comparability across organisations. Each organisation profiled was also offered the opportunity to provide supplemental information which was included to the best extent possible while maintaining a degree of comparability across organisations.

This policy guide aims to help donors understand money that is invested in a development organisation goes, with a particular focus on the education sector. In order to provide a picture of this trajectory, we developed a simplified flowchart setting out chronologically the path taken by these funds from the moment they are handed over to the organisation to the moment they reach their final beneficiary. This pathway can be summed up in seven key stages:



Based on this flow chart, we identified ten dimensions for review across our list of selected organisations which contribute significantly to the education sector. These dimensions are summarised in the table below, together with the sources where we expect to find the information.

Methodological Annex

Dimensions	Source of information/data
1. Origin of the funds (e.g. voluntary contributions, core funding, fees etc.)	Organisation statutes, Articles of Agreement
2. Volume of annual disbursement going to education and share of total disbursements	Average of past 3 years. Annual financial report and OECD data
3. Breakdown of spending by category (e.g. administrative costs, projects, knowledge projects etc.)	Annual financial report – average of last 3 years (if available, most recent year if not)
4. Regional allocation	OECD CRS data, if not available annual report Average over last 3 years
5. Allocation by income group	OECD CRS data, if not available annual report Average over last 3 years
6. Sectoral allocation: Breakdown of disbursements within education sector (e.g. education level, teacher training, etc.)	OECD CRS data, if not available annual report Average over last 3 years
7. Implementing agents in charge of disbursing funds / implementing programs (e.g. country office, CSO, government etc.)	Annual financial report and annual report
8. Financial instruments used (e.g. grants, loans, technical assistance etc.)	Annual financial report and OECD CRS data
9. Value for money	Evaluation, UK MAR, QuODA 2018
10. Project cycle	Organisation's website or published documents

This review of the selected donors across the dimension provides a comprehensive picture of the way development assistance travels in the education sector. This information can be used as a tool by donors when they are making allocation decisions. With this comparative analysis, donors are able to assess which organisations are more closely aligned with their objectives.

Theirworld

Theirworld is a global children's charity committed to ending the global education crisis and unleashing the potential of the next generation. Its mission is to ensure that every child has the best start in life, a safe place to learn, and skills for the future.

Theirworld achieves its mission by combining the power of campaigning, policy, and innovative projects, to create change from the top-down and bottom-up. Theirworld anticipates, targets, and solves the complex barriers keeping children and youth from education and opportunity.

Informed by breakthrough research and activated by an influential network of next generation partners, Theirworld works with youth, governments, businesses, NGOS and campaigners to develop and deploy solutions to unleash the potential of the next generation.

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theirworld.org

Global Business Coalition For Education

The Global Business Coalition for Education is a movement of businesses committed to ending the global education crisis. Theirworld established the Global Business Coalition for Education in 2012 upon recognition that the business community was an important constituency with the potential to more proactively support global education in a sustainable and scalable manner.

The Global Business Coalition for Education has become one of the world's most effective forums for connecting businesses that aim to make an impact on the lives of young people. It has a network of more than 150 influential private sector companies committed to best practice in supporting education and Sustainable Development Goal 4.

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Theirworld

Global Business Coalition For Education