



**International aid and public education systems:  
Lessons learned from previous crises**

Margaret Irving ([mirving@globalpartnership.org](mailto:mirving@globalpartnership.org))

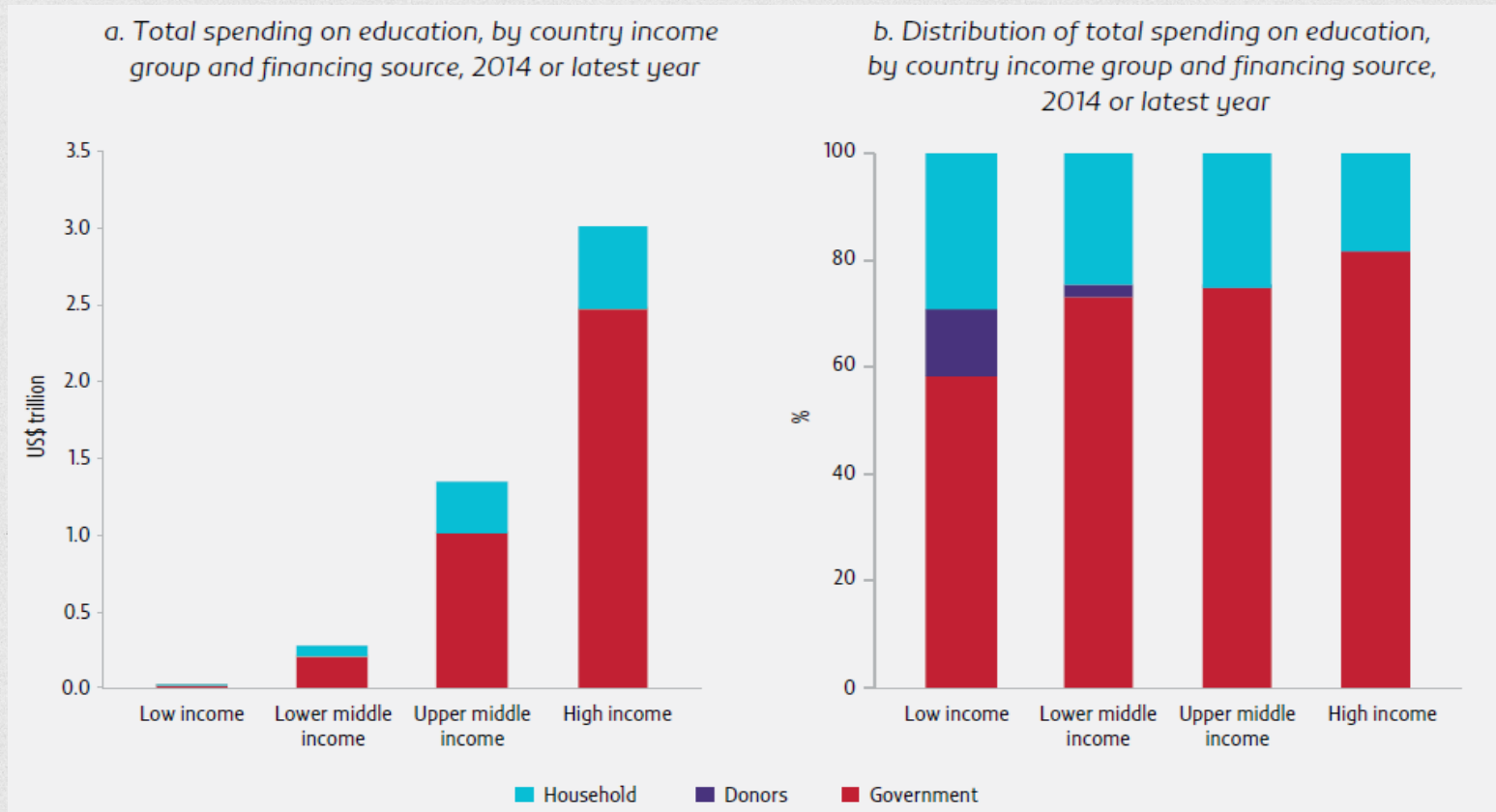
# Current GPE COVID-19 funding response

US\$250 million window focused on focused on COVID-19 response and early recovery

- Includes \$25 million **global/regional grant** to support the development, dissemination and delivery at scale of new and existing global and regional learning continuity approaches
- **Country grants** of between US\$1 and US\$20 million (based on the size of the school-aged population) are available to the 67 GPE ESPIG-eligible countries
  - As of May 6, 2 grants have been approved for US\$10 million each (Zambia, Rwanda) and 14 further proposals have been received; 36 additional countries have expressed their intention to apply for a COVID-19 accelerated grant
- **Key principles of the mechanism** are collaboration between the government, the LEG, and the education cluster, as well as a quicker process for the development, review and approval of applications.

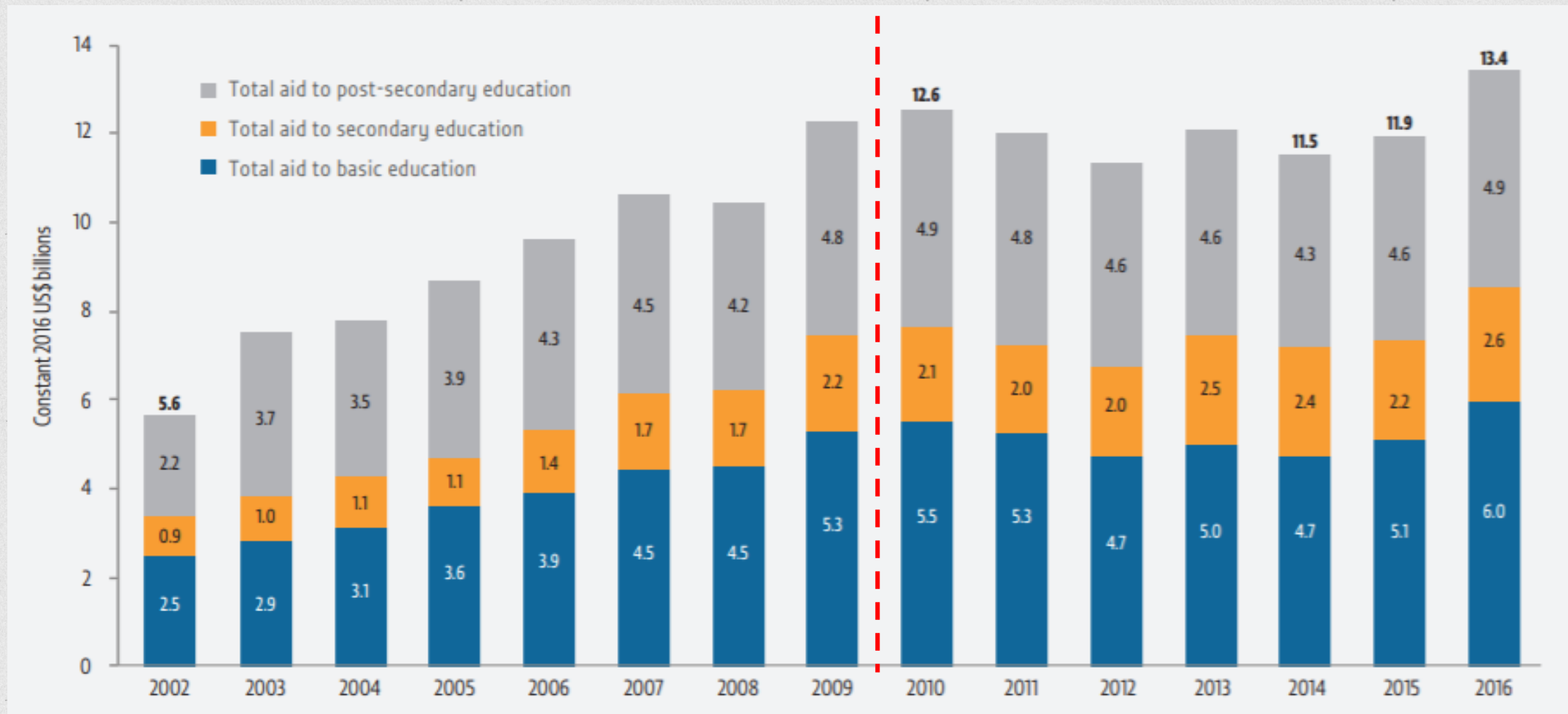
# The role of international aid

Important to remember that the primary financial response will still rest with developing country governments who will rely primarily on fiscal (rather than monetary) policy mechanisms



Source: GEMR (2019)

# Education aid after the 2008/9 recession



Source: GEMR (2018)

- Global crises necessitate global responses
- Predictability of aid is crucial for effective planning in developing countries
- Aid should be flexible to changes in conditions, with rapid and frontloaded disbursements
- Development effectiveness principles should remain central to international engagement