

German BACKUP Initiative – Education in Africa:

Listening to the Partners – the Impact of a Demand-Driven Support

1 Page Summary of Impact Study (06/2019)



The **German BACKUP Initiative – Education in Africa (BACKUP Education)** is a programme commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ). It is implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. BACKUP Education provides support to governments and civil society partners in Africa to avoid bottlenecks during the application for / implementation of GPE grants. It provides catalytic funding where need is identified locally to help achieve national education goals in partnership with in-country and donor parties.

In 2017, BACKUP Education commissioned an impact study to analyse and better document the medium to longer-term impacts BACKUP Education has had from 2011 to 2017. The study consisted of a desk review, a tracer study that followed up with training participants, field studies in three partner countries (Côte d'Ivoire, Madagascar, Uganda) and a partnership study. In total, the impact study included 137 interviewees.

The final report **Listening to the Partners – The Impact of a Demand-Driven Support** presents the following results (excerpts):

Demand-driven, flexible and gap filling nature: The structure of BACKUP Education as a demand-driven fund has been found to consistently support aspects of the GPE application or implementation process where no other funding sources exist for the completion of such tasks. A key contribution of BACKUP Education, identified by a range of partners, is its ability to step in and address shortfalls in technical expertise, capacity development efforts, or funding opportunities, in a

timely fashion, and with less conditions and expectations attached than might exist from other actors. At the same time, the quality check process, which BACKUP Education undertakes, ensured that activities it was considering funding were not duplicating efforts in the sector, or ones that could be funded from others.

Leverage effect: BACKUP Education supported individuals, mostly government officials, and organizations who had identified gaps in skills, knowledge, and expertise necessary to better access and/or implement GPE funding. Strong evidence of the study suggests that this support has a leveraging effect, with knowledge and skills related to education sector planning, budgeting and analysis being utilized and shared in a range of settings and with a wide group of stakeholders long beyond BACKUP Education's immediate support.

Strengthened role of Civil Society Organisations: BACKUP also supported civil society actors, particularly national education coalitions, to ensure they have the required organizational capacity and visibility to be effectively involved in education sector decision-making and planning. Additionally, BACKUP Education supported activities designed to bring national governments and civil society into closer collaboration and cooperation.

Strengthened Partnership: BACKUP Education acts as an important partnership broker within the GPE dimension, by supporting activities, which bring together national actors from across the region to engage in South-South knowledge exchange, information sharing, and capacity development activities. It has also financed a range of activities over the years, which have empowered the African Developing Country Partners and CSO constituencies within the GPE to support each other and raise collective issues of concern at the global level.

Strengthened efficiency and effectiveness of GPE, particularly at national level: BACKUP Education has strengthened the capacity of civil society and Ministries at the national level in multiple ways. I.e. it supported campaigns and efforts to increase domestic funding in education, or supported projects to monitor and utilize data from local level stakeholders for education sector planning, and to make better use of scarce human and financial resources in the education sector.

For more information, please consult the [Impact Study](#), the [Tracer Study](#) and the Executive Summary in [English](#) or [French](#).