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# Evidence on GPE

## What have we learned?

**GPE Pre-Board Meeting, June 11, 2019**

**Stockholm, Sweden**

# Presentation outline

- **Overview of GPE's Theory of Change**
- **Progress on GPE's Goals to provide context to GPE's work**
- **Progress on GPE's operational model**
- **Drawing on evidence to date**



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# GPE's Theory of Change

- 3 strategic goals
- 3 country-level objectives
- 2 global-level objectives




1. IMPROVED AND MORE EQUITABLE LEARNING OUTCOMES
2. INCREASED EQUITY, GENDER EQUALITY AND INCLUSION
3. EFFECTIVE AND EFFICIENT EDUCATION SYSTEMS

## THEORY OF CHANGE

1. STRENGTHEN EDUCATION SECTOR PLANNING
2. SUPPORT MUTUAL ACCOUNTABILITY
3. ENSURE EFFICIENT AND EFFECTIVE DELIVERY OF GPE SUPPORT
4. MOBILIZE MORE AND BETTER FINANCING
5. BUILD A STRONGER PARTNERSHIP

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# Evidence available on GPE

## Corporate Reports

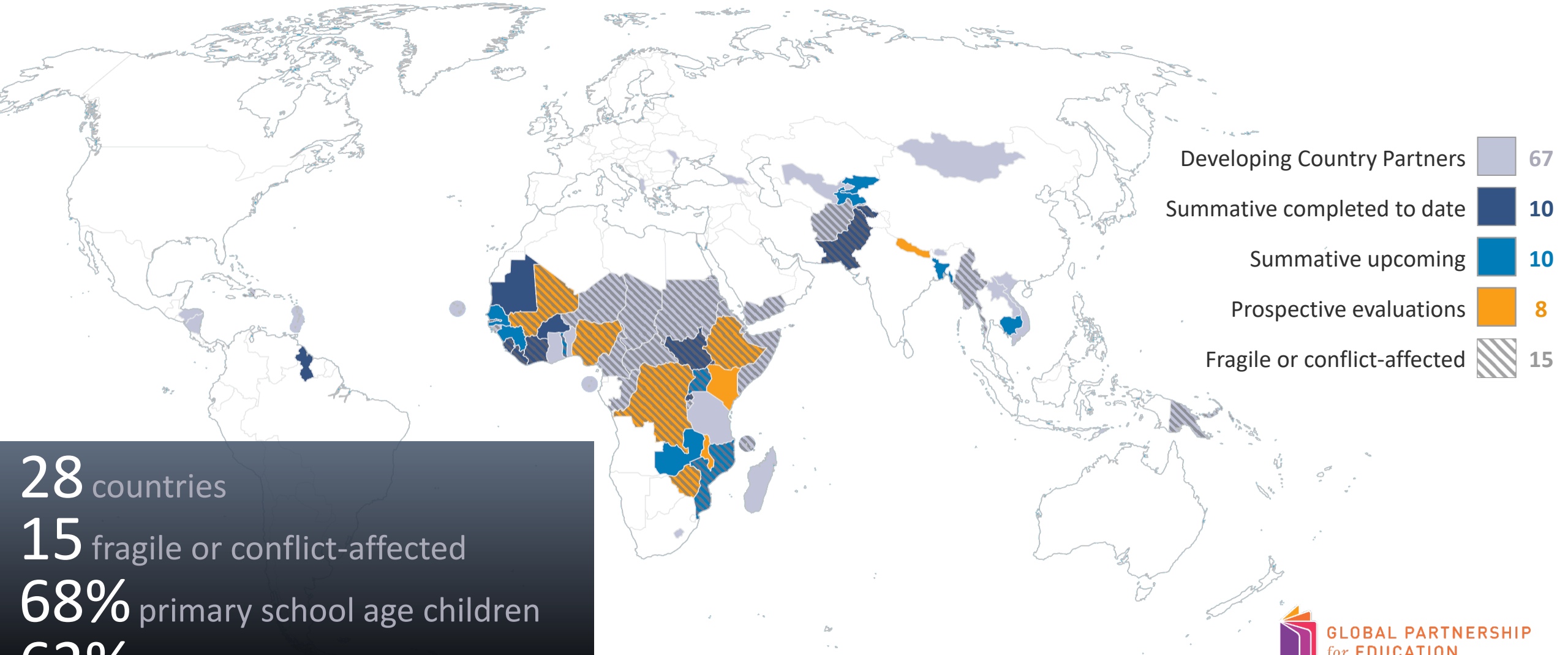
- Results Report - annual
- Portfolio Review - annual
- Education Sector Plan Implementation Grants Completion Reports Synthesis Review
- Initial Summary of Variable Tranche

## Independent Reports

- Country-Level Evaluations
- Education Sector Plan Development Grants Desk Study
- Civil Society Education Fund Evaluation
- DCP Pre-Board Meeting Evaluation
- Synthesis Report on Donor Reviews of GPE
- Effective Partnership Review

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# Country level evaluations




**28** countries
**15** fragile or conflict-affected
**68%** primary school age children
**62%** grant value



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# Main takeaways

## Achievements

- Some progress on learning, quality of assessments
- Improved completion rates and parity
- Improved quality of education plans
- Increased inclusiveness of local education groups
- Variable tranche promising for sector dialog and priorities
- High GPE grant support for fragile and conflict affected countries
- More GPE specific focus on gender, teachers, and data

## Challenges

- Low learning
- Number of out of school children
- Significant education disparities within countries
- Teachers and data
- Plan implementation, monitoring, and lesson learning
- Effectiveness of country-level partnership
- Significant differences across countries

# Goal 1: Improved and more equitable learning outcomes
# Goal 2: Increased equity, gender equality, and inclusion

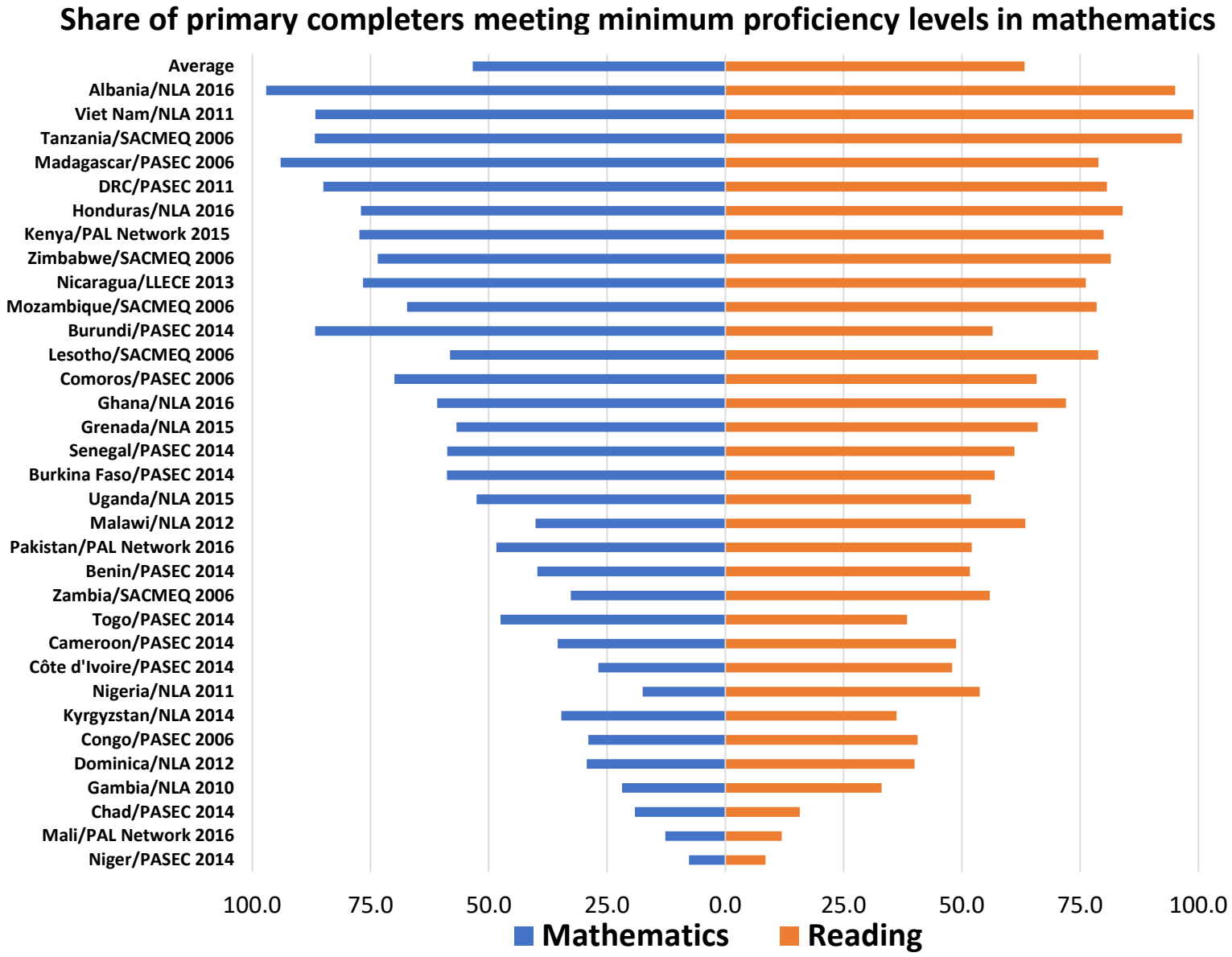
- **Progress on goals 1 and 2 but varied across countries and by gender and socioeconomic factors**

- **Changes in goals 1 and 2 do not yet demonstrate the effects of the current GPE efforts and current funding model**

- **Most data on strategic goals reflect policies/implementation that predate GPE2020**

# Low learning, quality of learning assessments improved

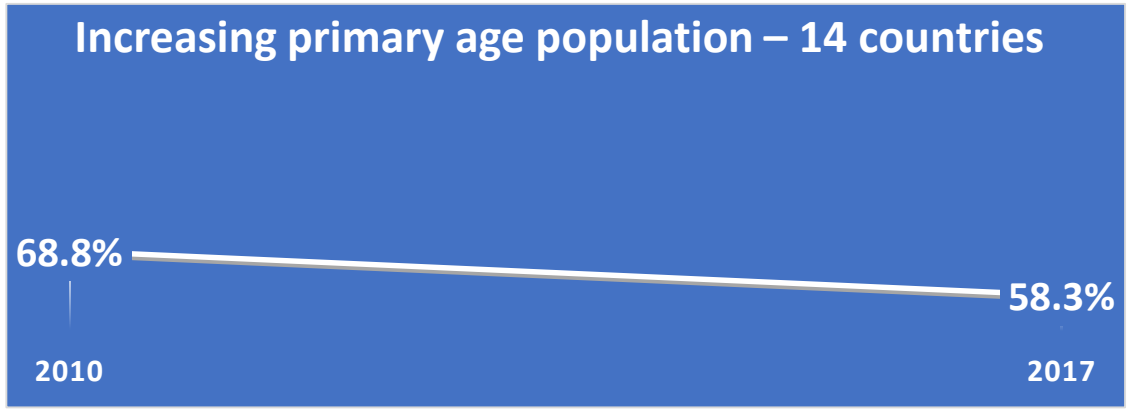
- Learning improved in 16 out of 23 countries
- Learning low and varied across countries
- Quality of learning assessment systems improved

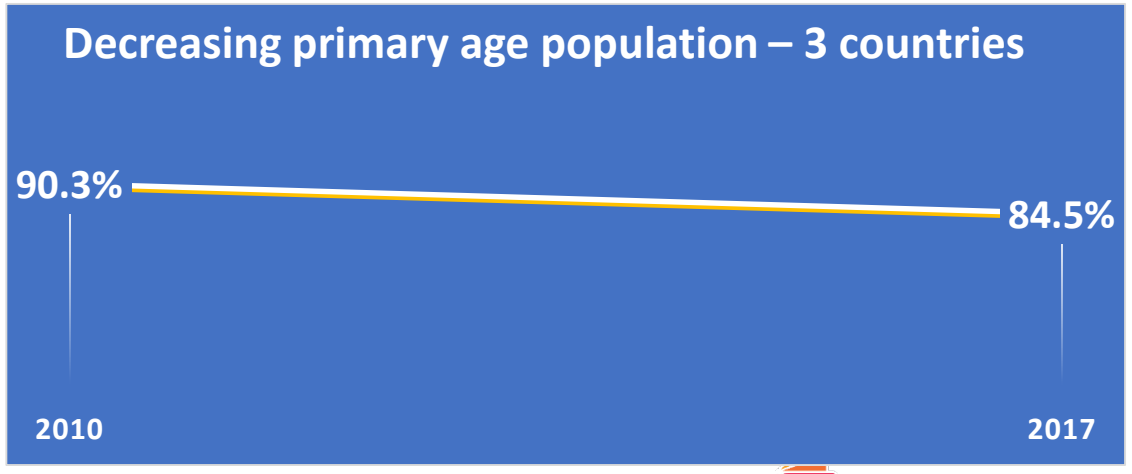


# Overall progress on equity and gender equality, but countries face unique challenges

- Steady overall improvement in completion rates, overall equity, gender parity
- Number of out of school children remains steady
- Large variations across countries

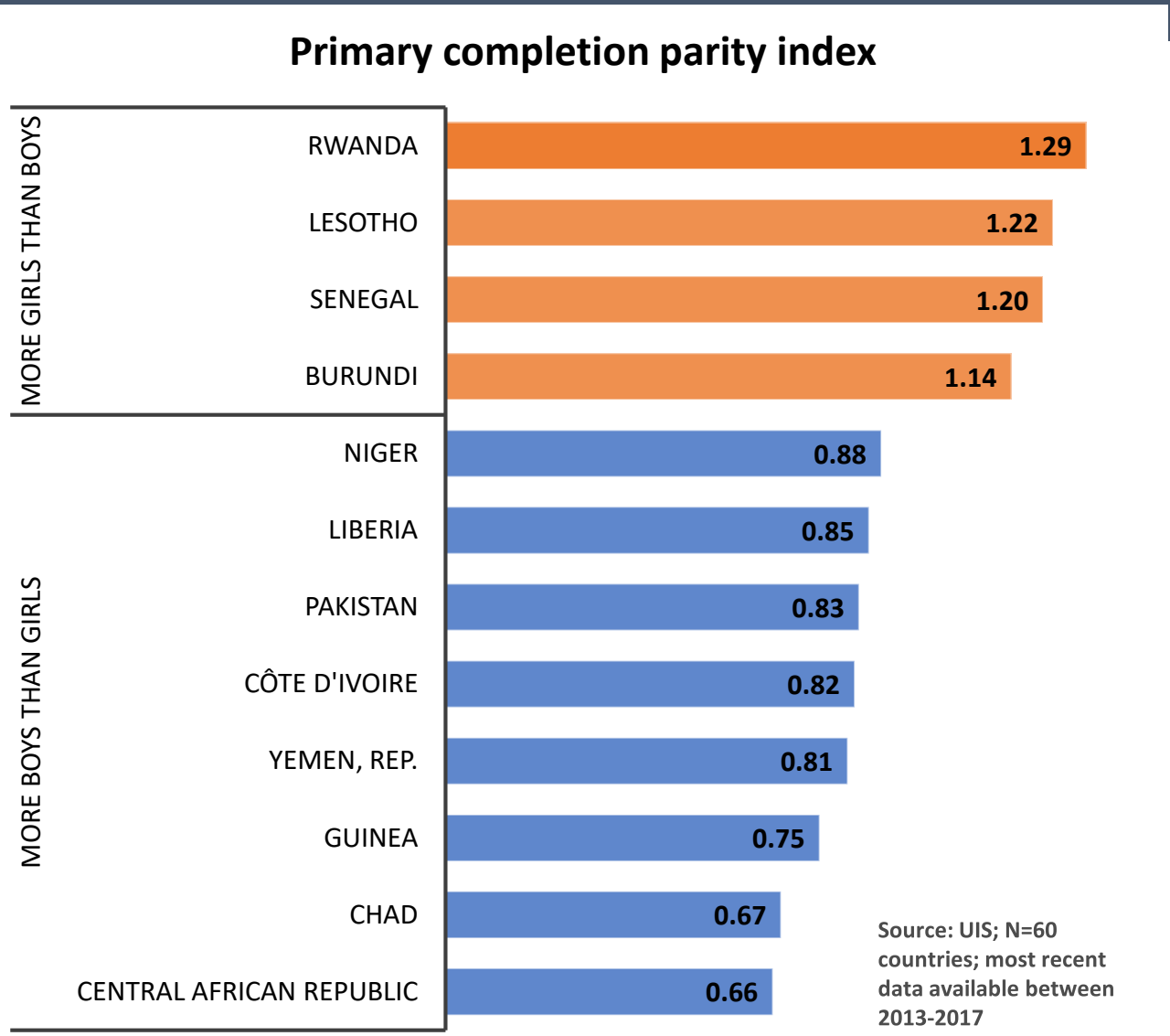
**Example: Primary completion rate decreased in 17 countries**

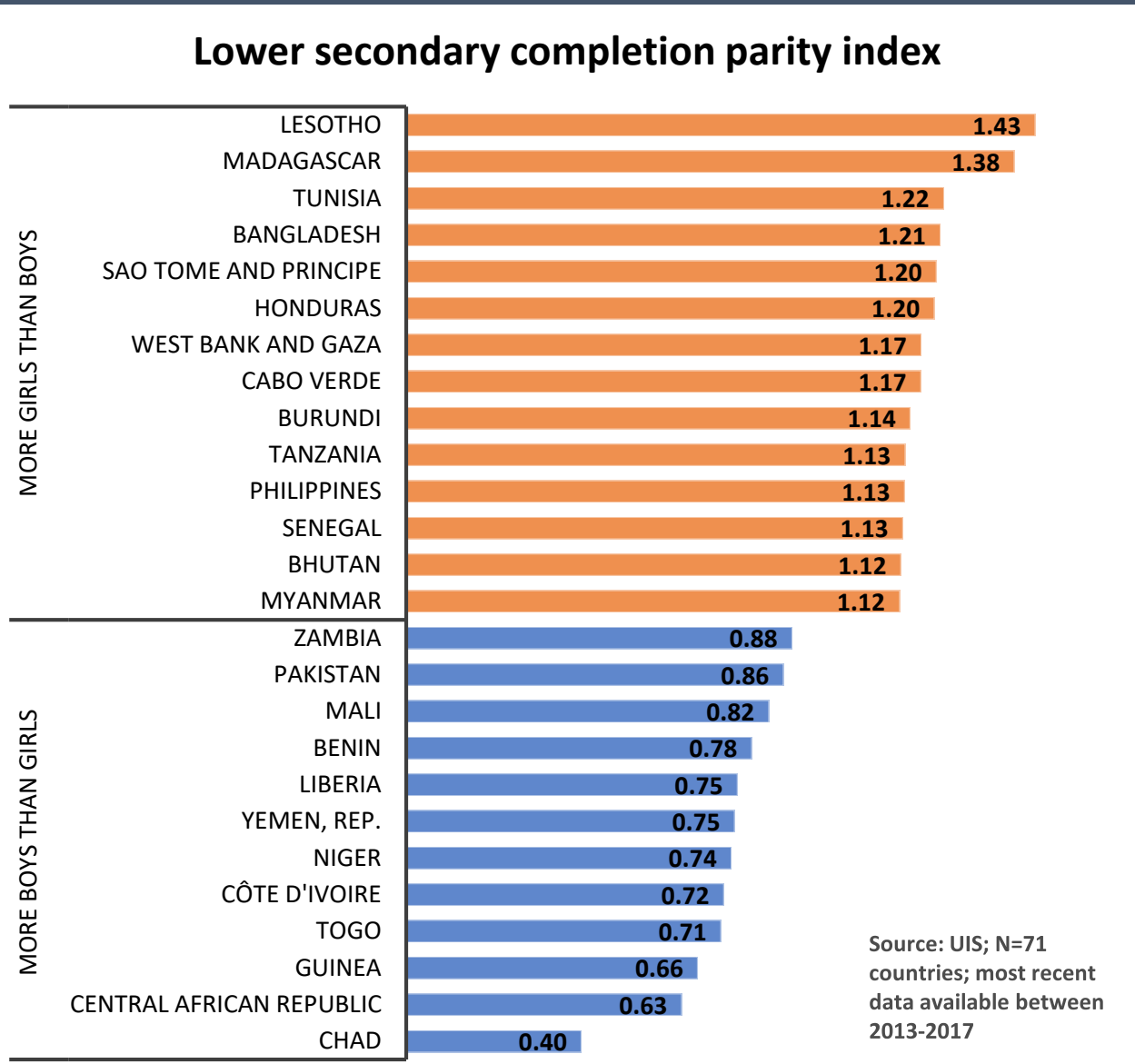


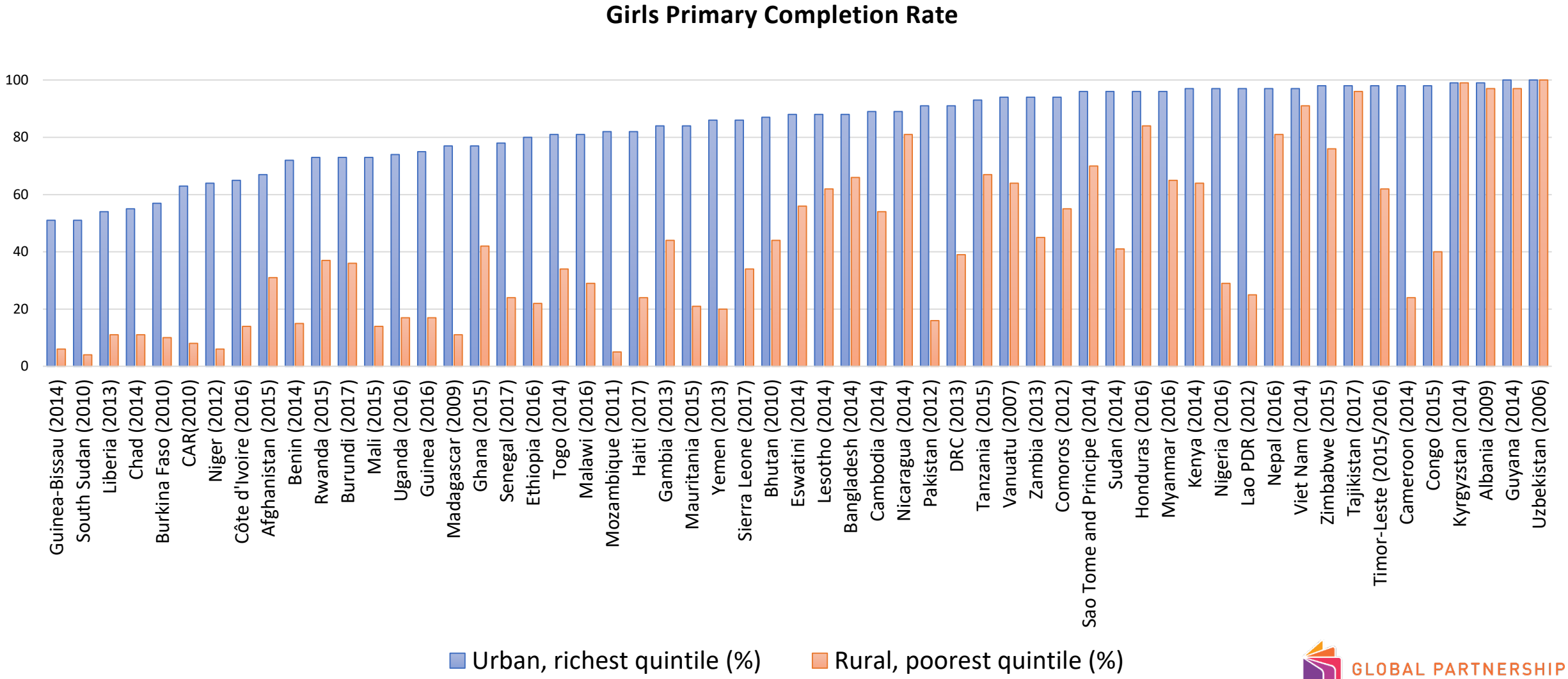

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# Several countries outside GPE gender parity completion threshold



# Multiple factors contribute to inequities: girls' completion rate affected by socioeconomic status




Source: UIS; N=57 countries



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# GPE grants more focused on gender, but better measurement of outcomes required

- More current GPE grants focus on gender than did closed grants
- GPE measures gender parity but does not assess and report on gender equality systematically
- Among closed grants between 2016-2018, gender not included in project development outcome
- Evaluations and reviews underscore need for a focused approach to results

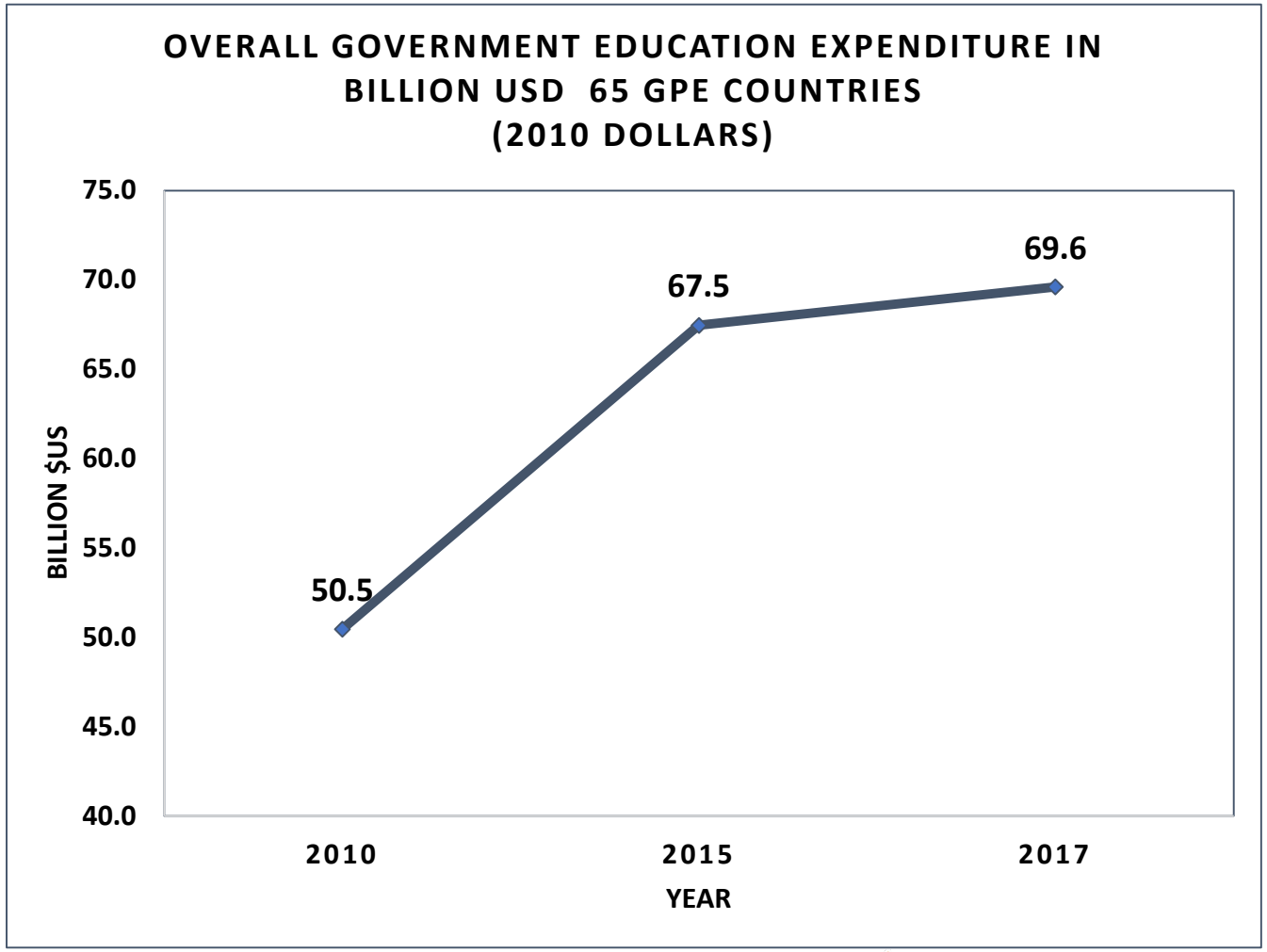
# Goal 3: Effective and efficient education systems delivering quality education services for all

- **Goal 3 is directly affected by GPE processes and inputs, although with time lags**

- **Key indicators include domestic financing, internal efficiency coefficient, pupil-to-trained teacher ratio, and reporting on country-level data systems**

# Domestic financing increased but insufficient

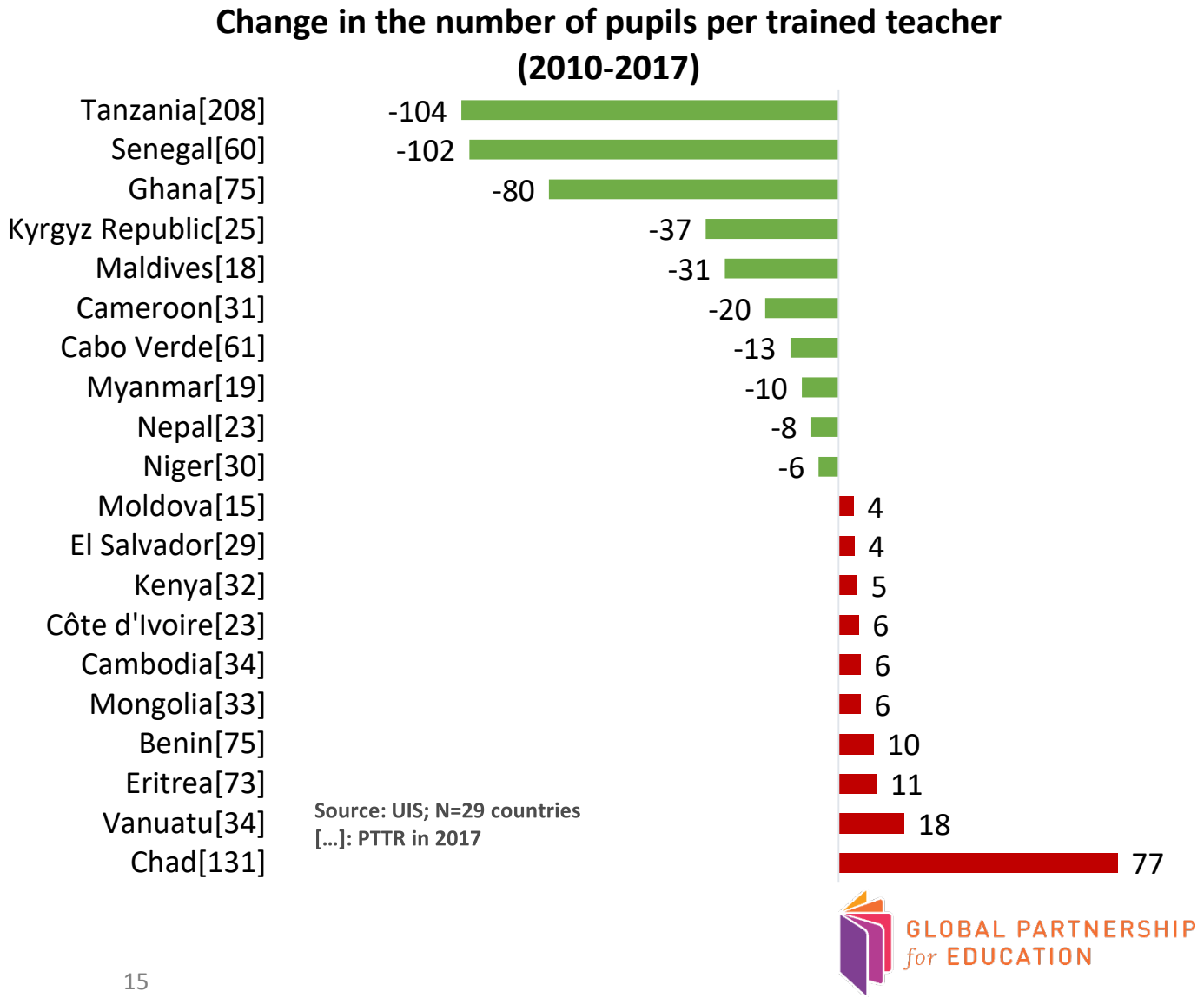
- Domestic education financing increased
- Proportion of domestic financing below target
- Financing insufficient for plan objectives
- Education spending inefficient
- Financing decisions affected by several country factors
- GPE consistent in advocating increase




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# Need for continued attention on teachers

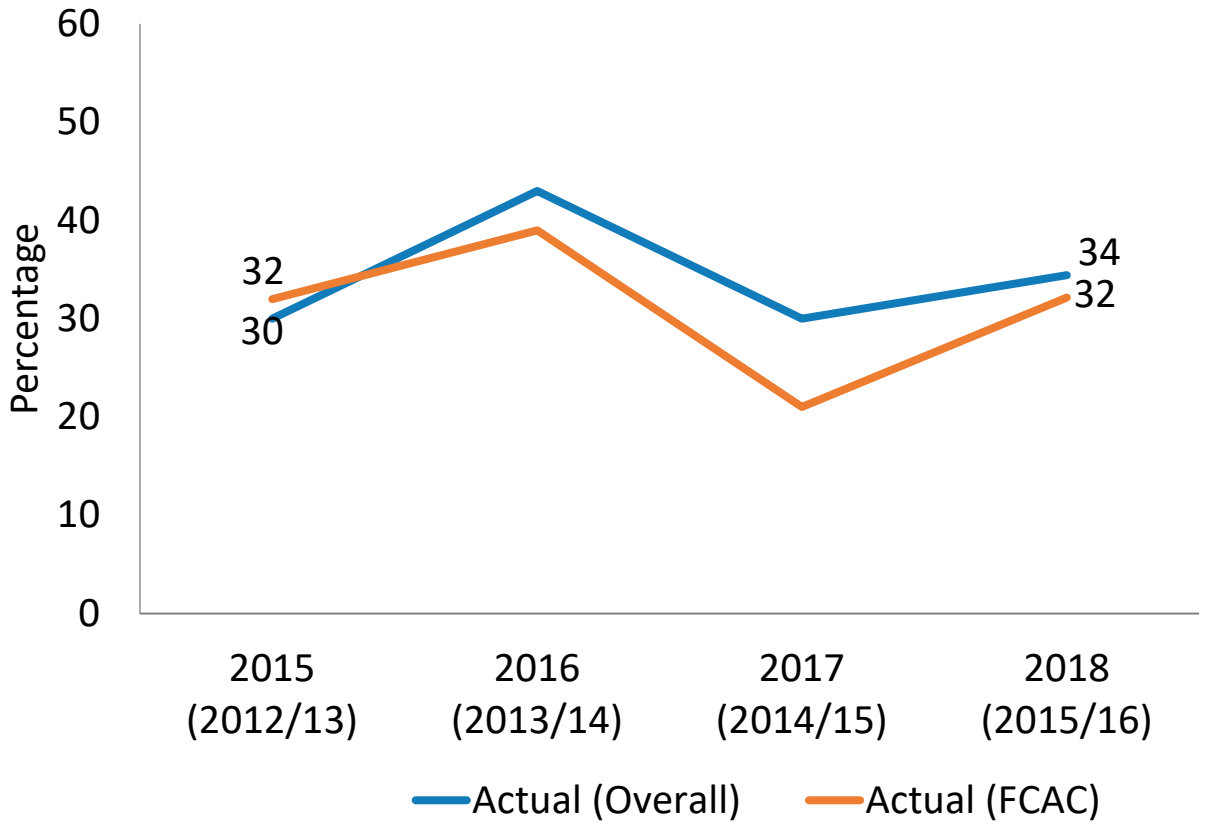
- Some progress in increasing trained teachers and improving PTTR
- Less effort on teacher allocation and deployment
- More GPE grants address teacher training than before




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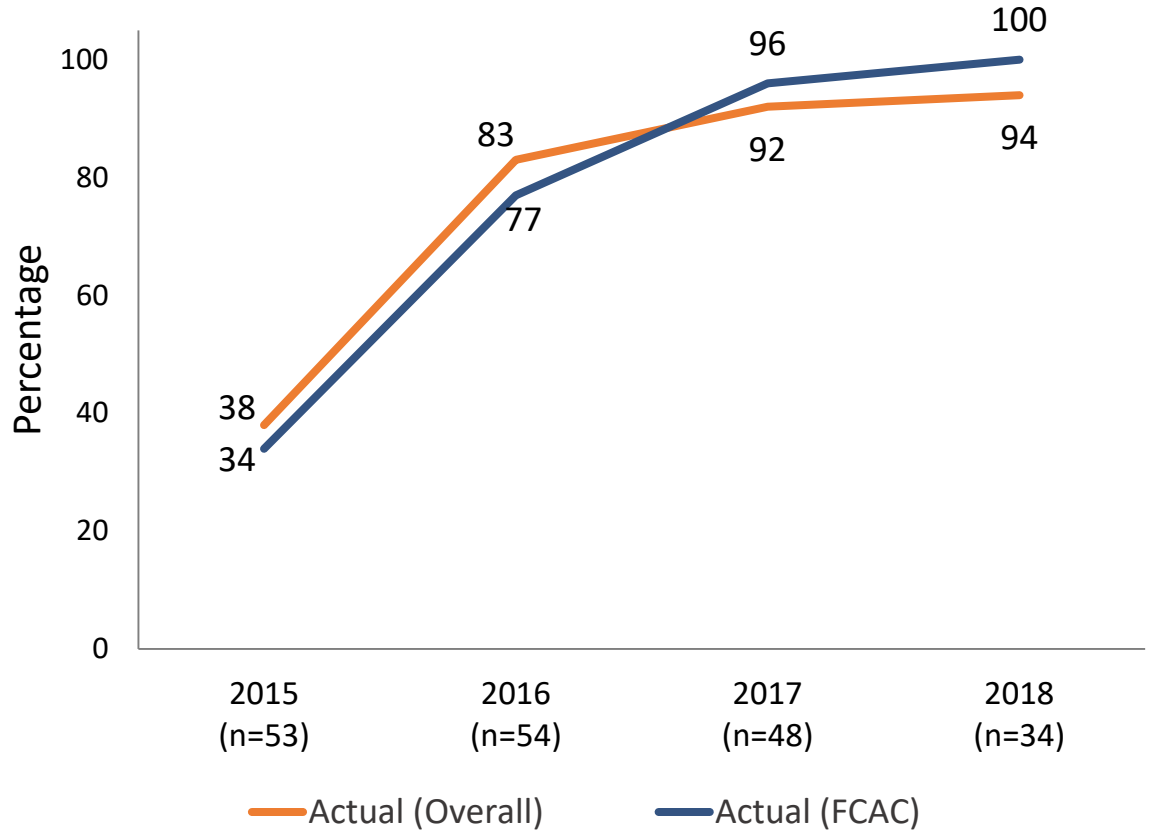
# Data reporting to UIS improved slightly but below threshold
# GPE support to EMIS and LAS has improved

Proportion of GPE countries reporting at least 10 out of 12 key education indicators to UIS




For Overall: n=61; FCAC: n=28

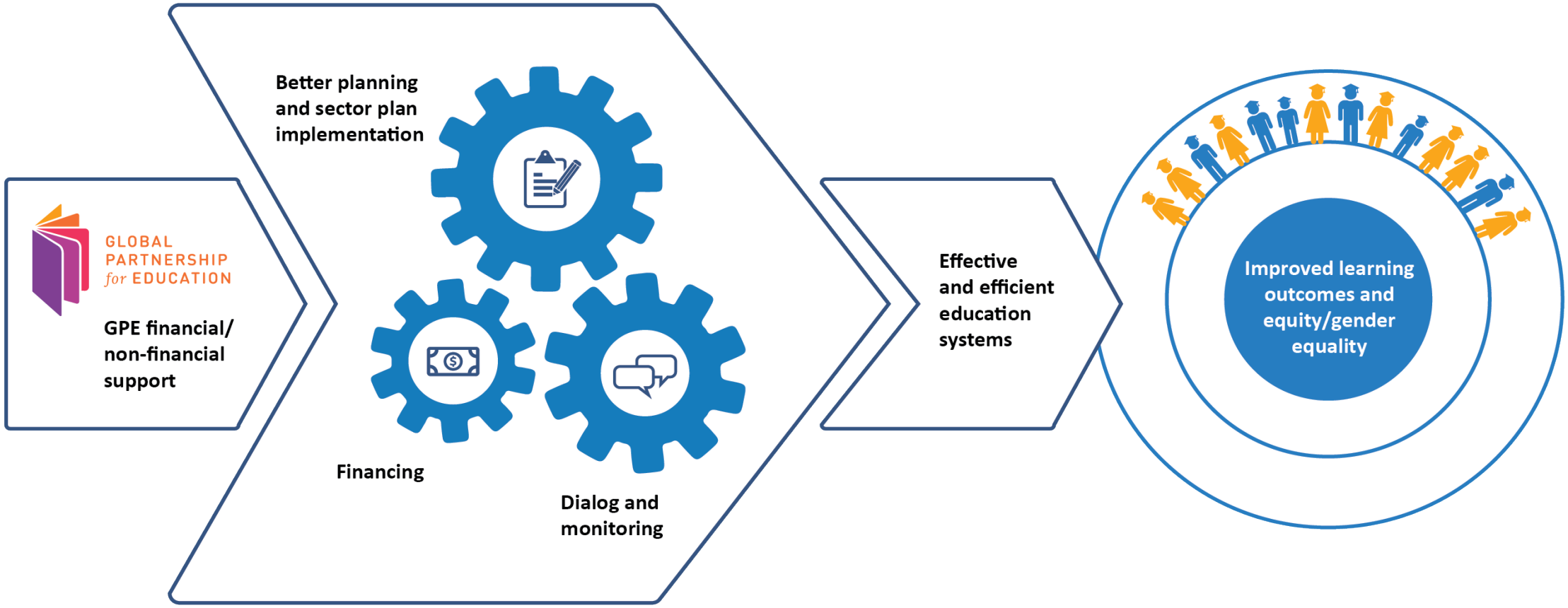
Proportion of grants supporting EMIS/LAS






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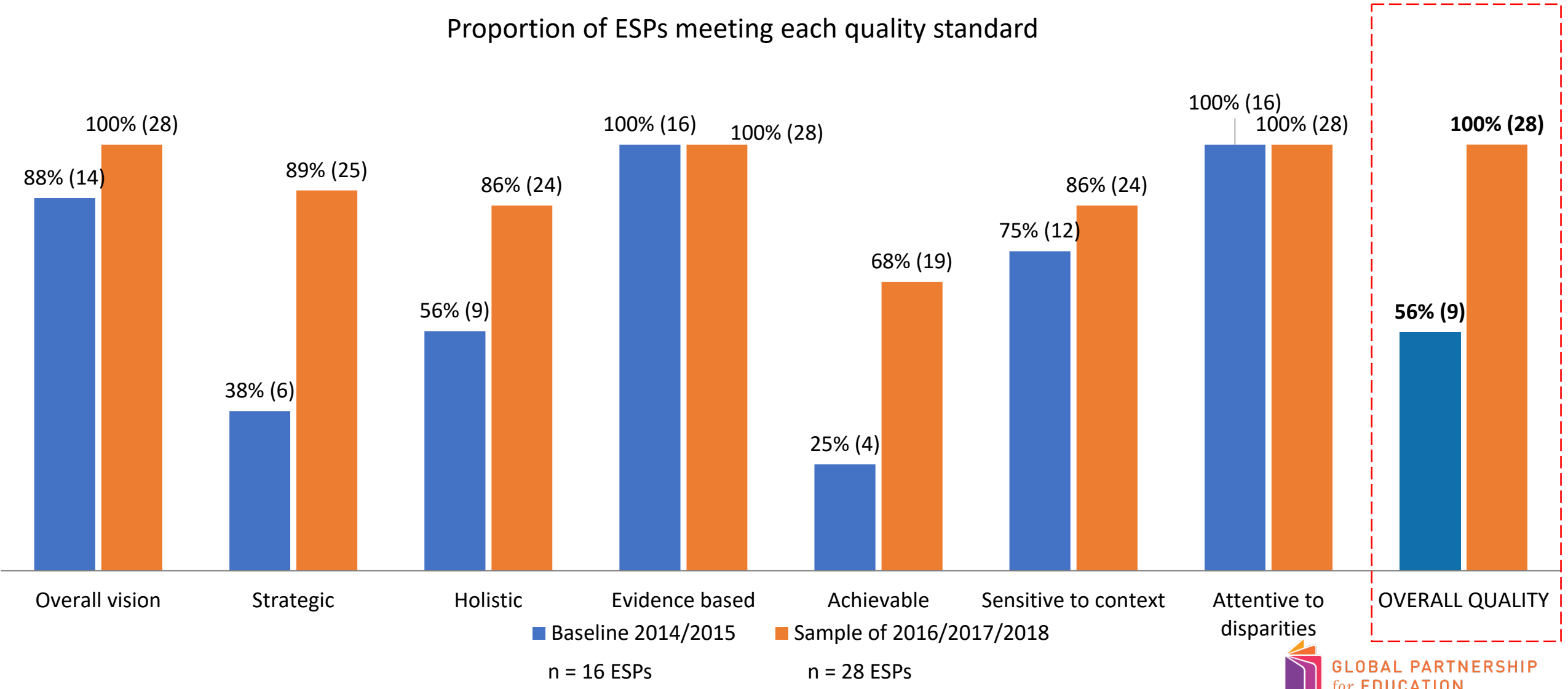
# Country-level objectives
# Progress with GPE's Operational Model






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# Strong results on education sector planning, achievability remains a challenge






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# Sector planning vital but only the first step

- Quality of sector plans does not necessarily lead to adoption
- Plans showed weaknesses in achievability
- Progress on previous plans does not adequately inform new plans
- ESPIGs have created an incentive for ESPs
- Sustained national capacity in planning a question mark

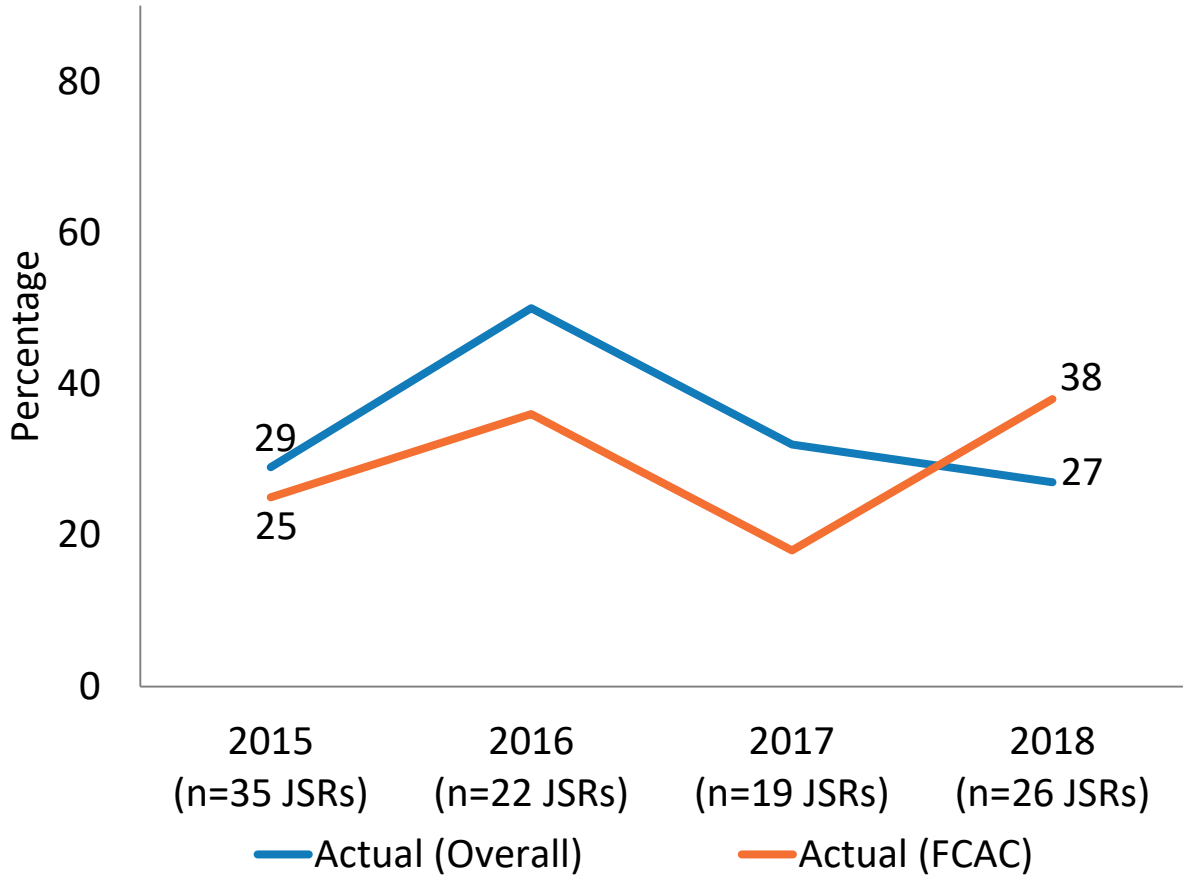


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# Mutual accountability improved but needs further strengthening

- Local education groups are more inclusive
- Sector dialog improved but not sustained
- Joint sector reviews need improvement

Proportion of joint sector reviews meeting quality standards




For FCAC: n(2015)= 20; n(2016)= 11; n(2017)=11; n(2018)=13

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# Plan monitoring and implementation need considerable strengthening

- Plan monitoring often incomplete
- Plan implementation often fragmented
- Little information how plan leads to outcomes



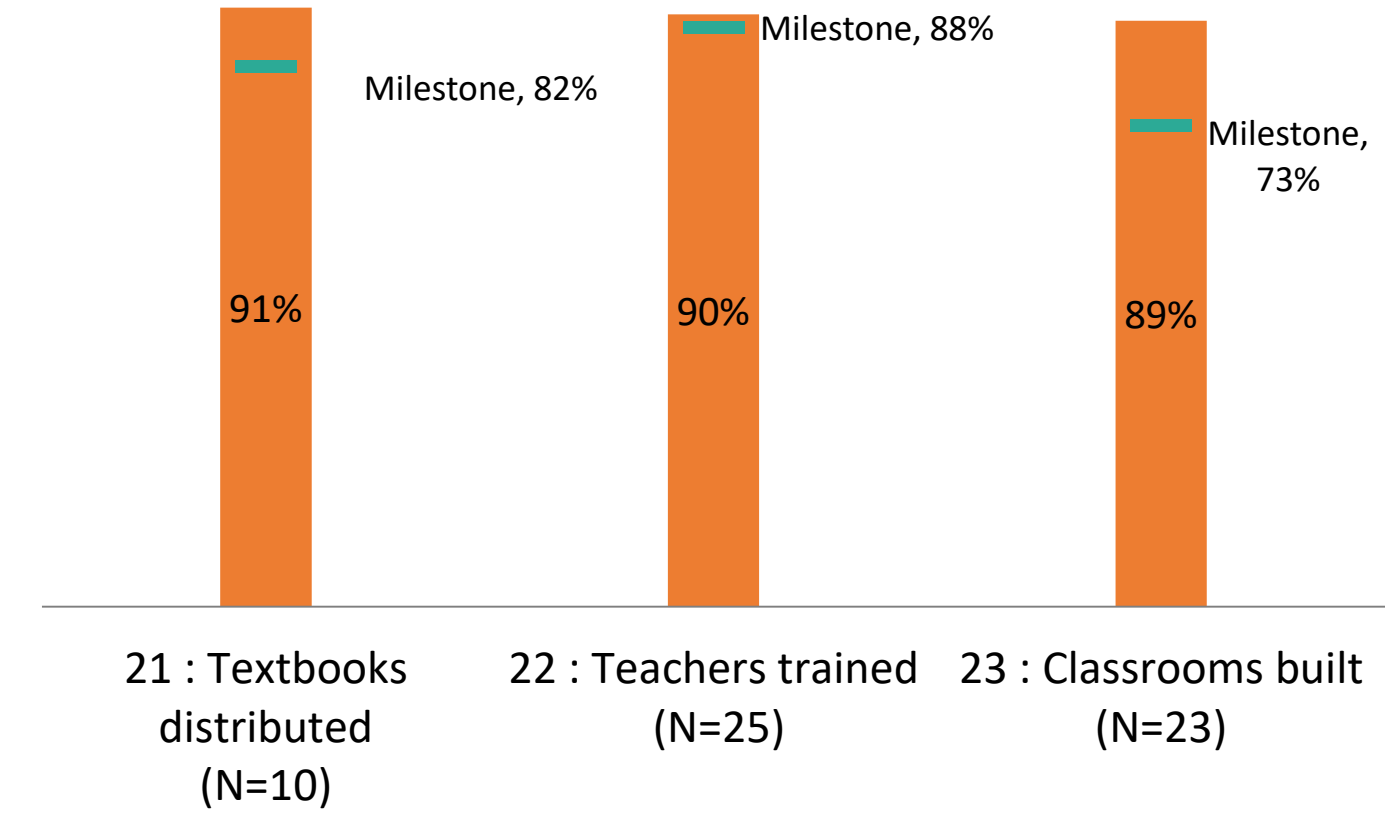
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# GPE partnership not fully “lived” at the country level

- Positive contributions of key GPE actors
- Varied experience with GPE operational model
- Development partners take limited responsibility for ESP implementation

# ESPIGs well implemented

- ESPIGs meet targets
- Funding modest but useful for innovation
- Contribution to plan implementation needs clarity

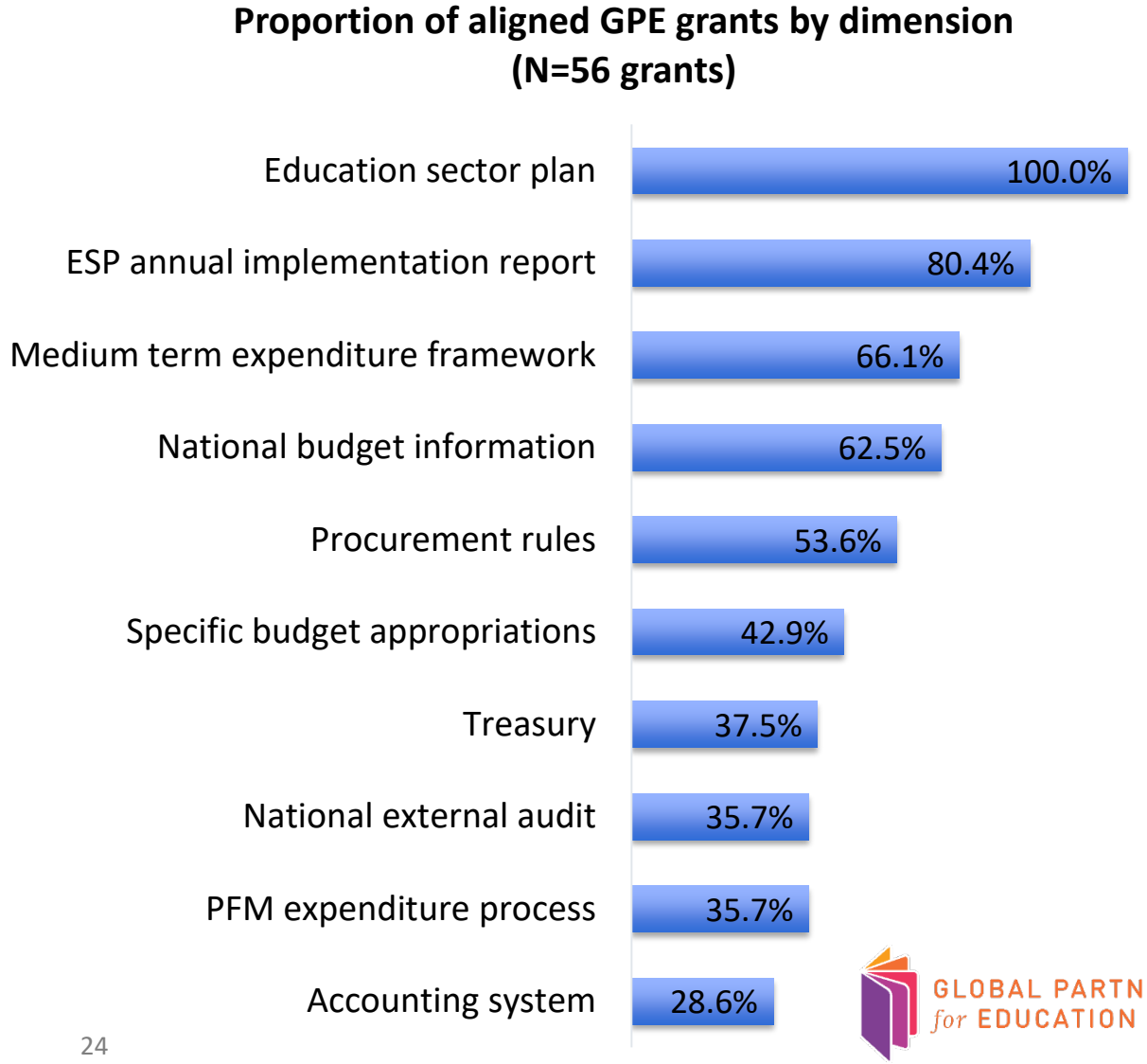





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# ESPIGs aligned with ESP, but limited information on sector results

- GPE grants aligned with sector plans
- Not all donor projects are aligned
- International finance channeled through project modalities



# Variable tranche promising, but early for results

- Only 22 ESPIGs with a variable part
- Early signs positive for sector dialog, establishing priorities in sector plans
- More evidence forthcoming through a desk review and country-level evaluations



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# To recap

## Achievements

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# Thank you!



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