GLOBAL PARTNERSHIP *for* EDUCATION

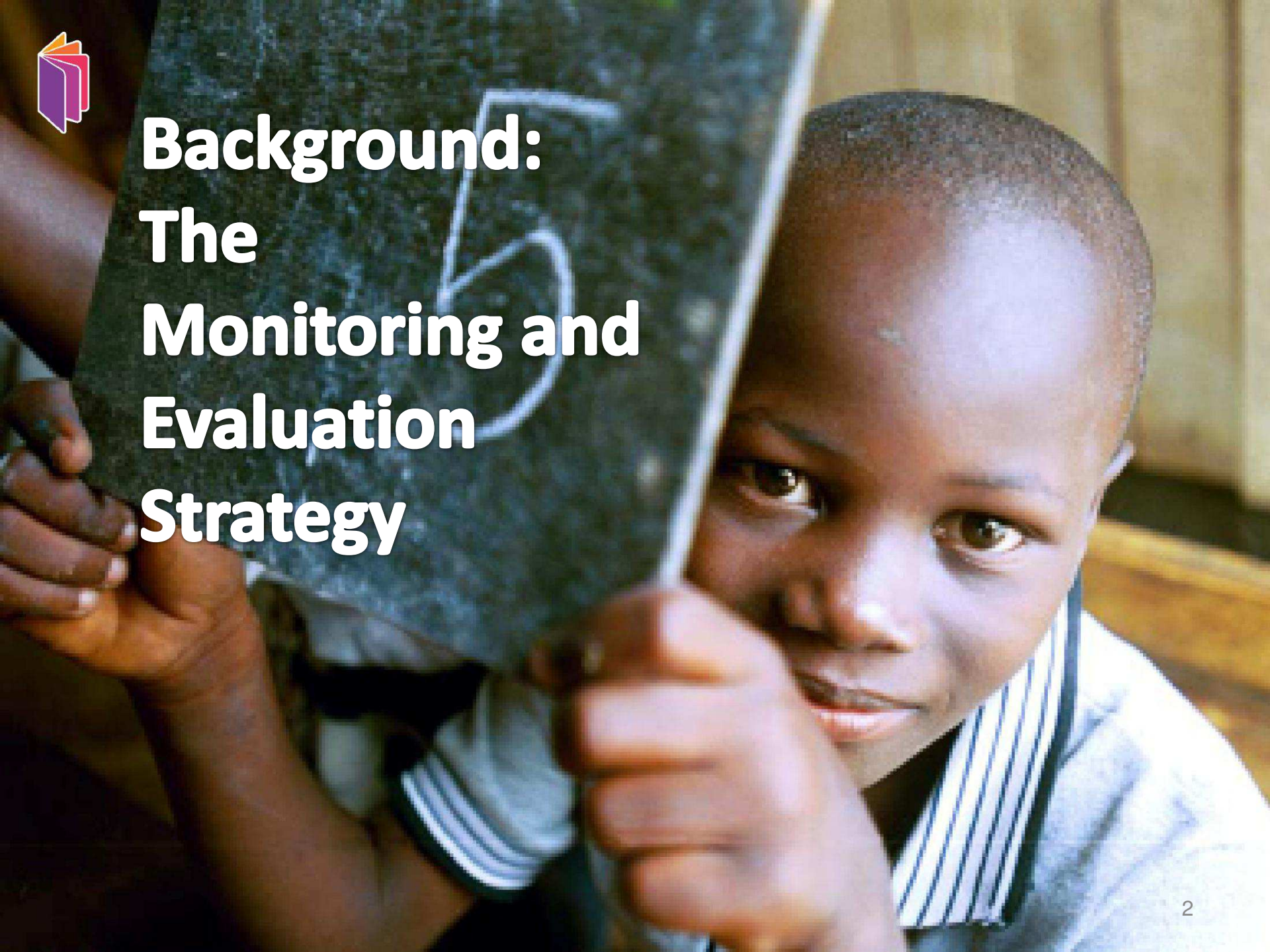
First Results Report of the Global Partnership for Education

For Information

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Meeting of the Board of Directors

Berlin, Germany, 7-8 June 2012



Background: The Monitoring and Evaluation Strategy

An M&E strategy for GPE

- GPE as a partnership of donors and developing countries, multilateral institutions, the private sector and civil society organisations;

- GPE as a financial instrument

Objectives of the M&E Strategy

Monitoring

- Education Plan implementation
- GPE Fund implementation
- GPE Strategy implementation
- GPE commitments (local and global levels)

Assessment of GPE impact

Using available data

- Global and regional levels: UIS, GMR, SAQMEC, etc.
- Local level: Joint Sector Reviews and Education Plans to compare achievements with targets

Results- Based M&E Strategy

Results Framework	**Mutual Accountability Matrix**	**Evaluation Design**
GPE goals, outcomes and outputs	GPE partners' roles and responsibilities	GPE impact and value-added

Deliverables

- **Annual results report**
- **Results forms for each GPE country on the website**
- **Impact evaluation studies**
- **GPE Final evaluation synthesis in 2015**

Organization

M&E Unit in the Secretariat

- Collaboration with global and regional institutions and coordinating agencies
- Provide support to the other teams, especially Country Support Team

An independent Steering Committee for the impact evaluation

- Provide advice on impact evaluation approaches and practices
- Team of independent experts



About the Results Report

The Results Report

- Reports on the Results Framework and presents an update of the Accountability matrix

- Based on information available

- Secretariat prepared country forms for all GPE endorsed countries with targets and actual values for indicators of the results framework

- Focus areas for which studies were carried out: identification of out-of-school children, learning outcomes, and aid effectiveness



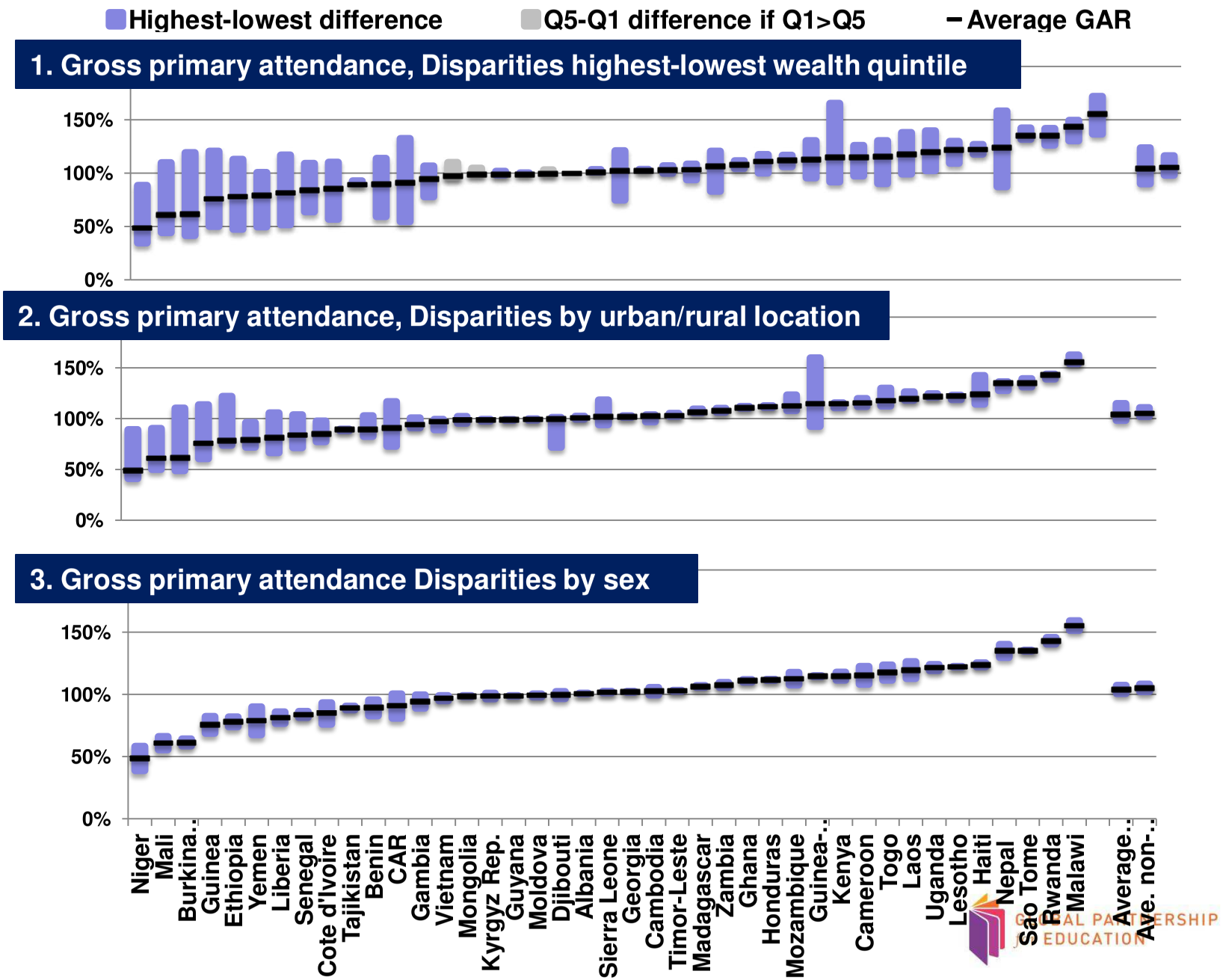
FINDINGS

Main Findings

- Poverty is the greatest predictor of out-of-school children
- Quality measurement has improved
- Two challenges for education financing and quality:
  - Improving teachers' condition
  - Managing development of post-primary enrolment
- Lack of accountability/transparency at country level

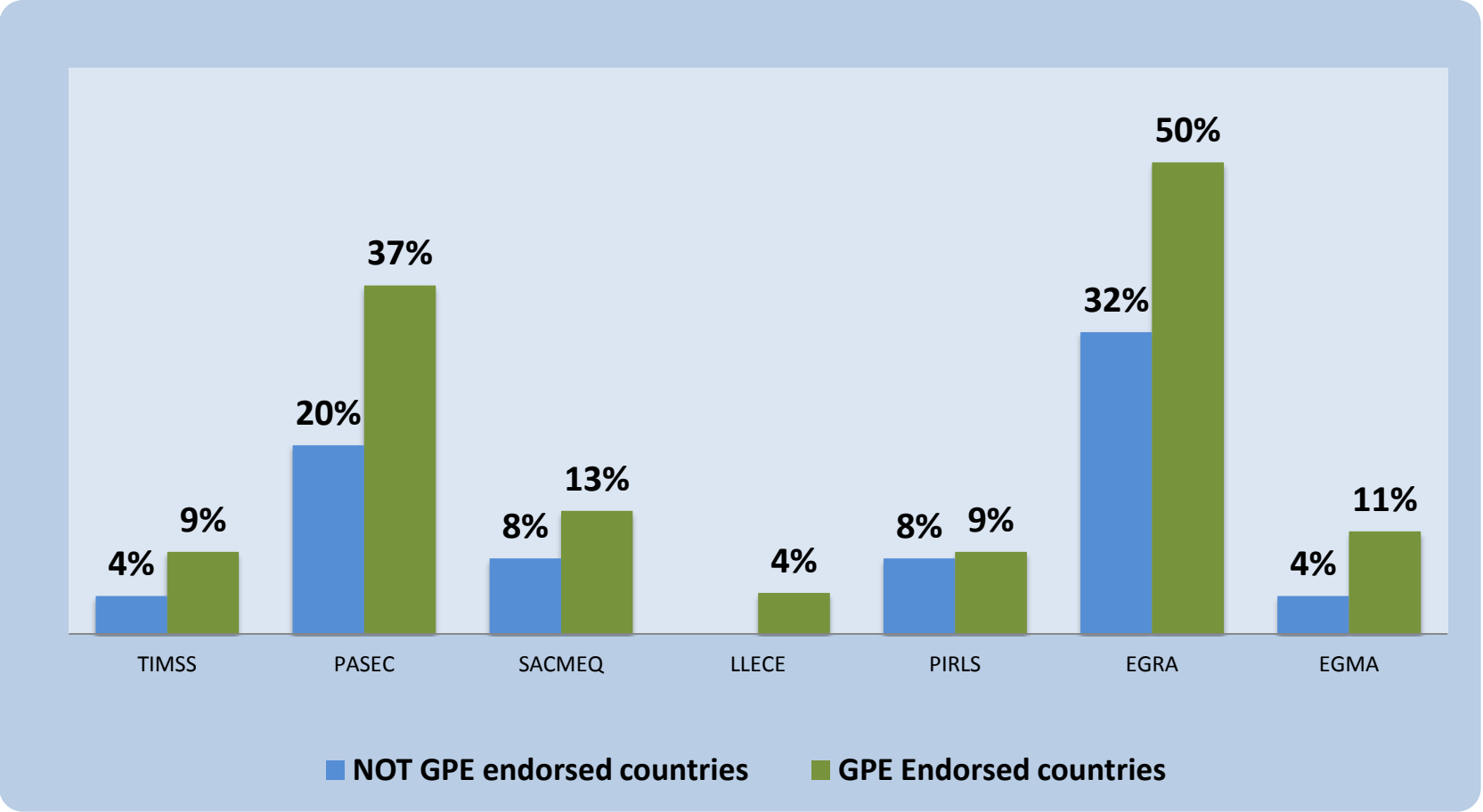
FINDINGS:
COMPLETION & EXCLUSION

EXCLUSION: 3 dimensions of exclusion in GPE countries



FINDINGS:
LEARNING OUTCOMES

Percentage of GPE-endorsed countries and eligible non-GPE countries participating in international assessments on learning outcomes



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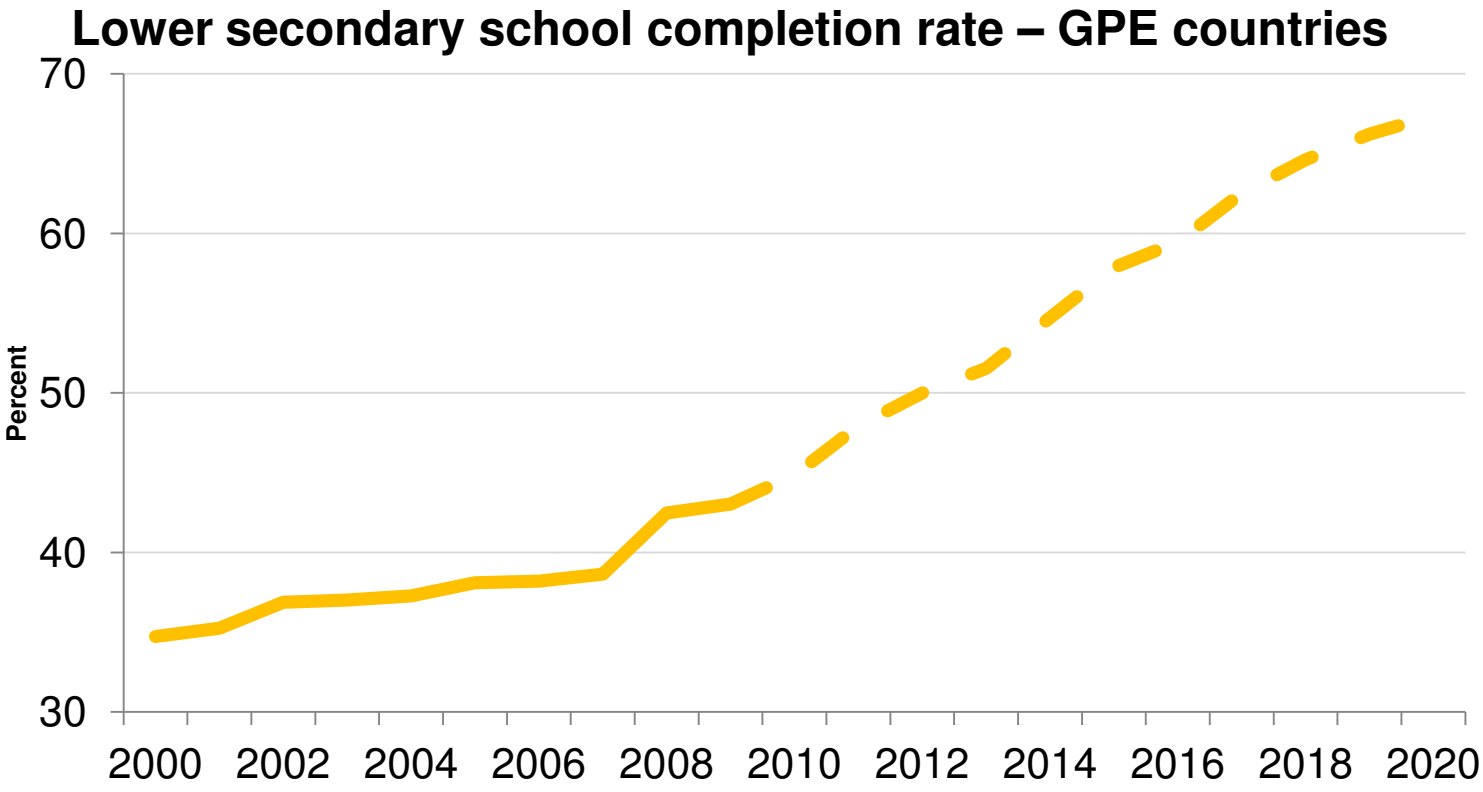
FINDINGS:
FINANCING

Expected constraints on education financing
Teacher salaries

- Teacher salaries: biggest share of public expenditures
- High salary discrepancies between teachers status
– Insufficient to meet basic living needs or to motivate full-time commitment

-> 4 GPD per capita in DRC = 1.5 $ a day

Expected constraints on education financing
Post Primary education growth



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FINDINGS:
EDUCATION PLAN IMPLEMENTATION:
NATIONAL TARGETS ACHIEVEMENT

Lack of transparency at country level

- Few countries systematically monitor progress against education plan targets and indicators during the JSRs

  ⇒Primary completion rate: Only 13% of GPE countries provided information on achievement of their targets in 2011

- Information scattered across many different documents

Next steps

- Release of the Results report in July
- Results forms on the web in July
- Set up M&E unit and independent committee
- Rebalance activities of the Secretariat to support monitoring of the Education Plan