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Global Partnership for Education Board Retreat

December 13, 2014

Context

- Education is one of the largest sectors in the world
- Education is a poorly managed sector (no link between $ spent and learning outcomes)
- Education faces massive disruptions from technology (mass stream learning)
- Education is the hoped-for answer to many of the most serious global challenges
  - » Inequality and mobility
  - » Competitiveness and growth
  - » Youth unemployment

Four key facts:

- High political priority and country commitment: education is #1 priority in MyWorld Survey (2/3rds of all voters)
- High return on investment: “Investment in girls’ education may well be the highest return investment available anywhere in the world” (Larry Summers, 1992)
- High need for scale and emerging solutions through new technologies: 706 million children in primary education and 58 million out of school
- High financing gaps: but small amount and falling share of education aid ($13 billion, 8% of ODA)

Three drivers of change for development cooperation in education

1. Sustainable Development Goals and Targets (September 2015)
2. Financing for Development conference (July 2015)
3. Political momentum around inclusive, multi-stakeholder partnerships (on-going)

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1. Sustainable Development Goals and Targets

The World Has Changed since 2000

- Only 33 low income countries today (Kenya just graduated thanks to revising its GDP upwards by 25%)
- 50 countries growing by more than 3.5% per capita this (and last) decade, compared to 22 in 1990s
- 9 countries with declining GDP per capita (36 in 1990s)
- Technology and connectivity has changed dramatically
- ODA faces strong headwinds
- Domestic fiscal revenues are growing strongly
- Shift from focus on quantity (enrolment) to quality (learning outcomes) and inequality (learning disparities)
- Everyone has views on development (and education)!

Implications for education

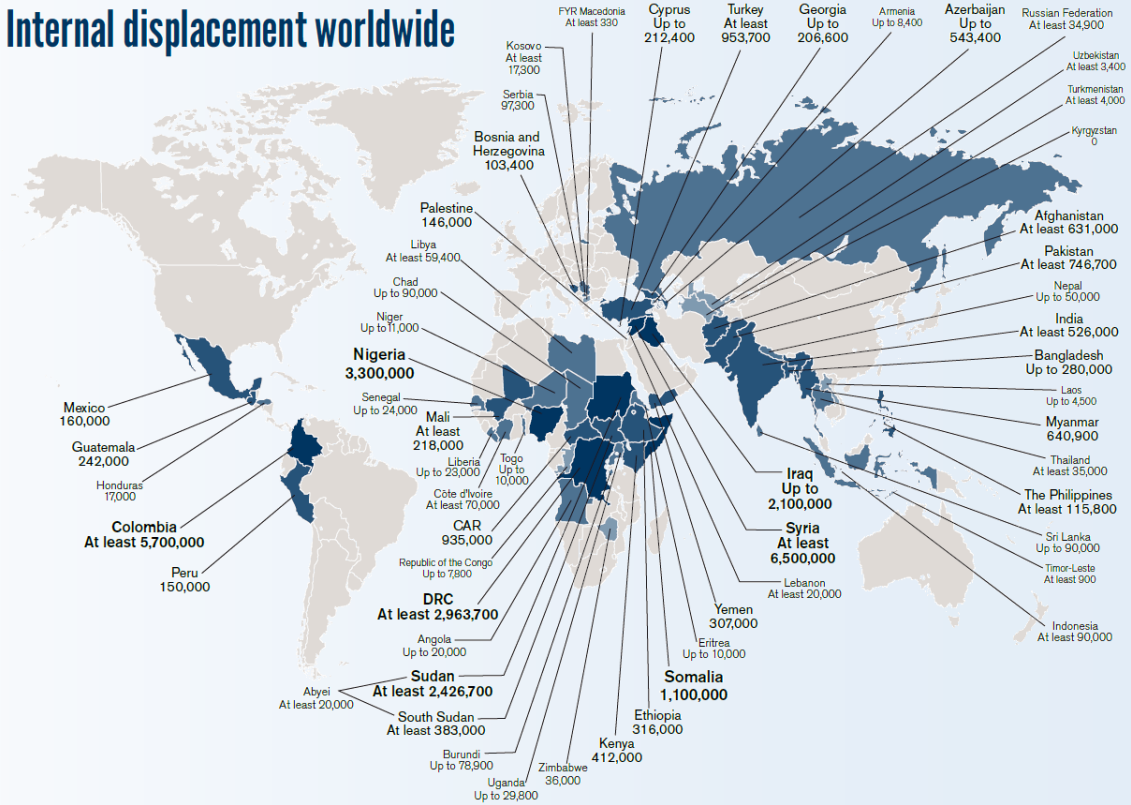
- Finish the job on enrolment
- Leave No One Behind
  - » Focus on fragile states
  - » Focus on within-country inequalities
- Focus on results (learning outcomes, U-5 mortality)
- Integrate with other sectors (skills for the 21st century)
- Recognition of private for-profit and not-for-profit providers of education services

Continuing problem of state instability

There has been a decline in inter-state wars in the 21st century. However:

- Civil wars have declined but are deadlier
- They are more recurrent (the countries having experienced civil war between 2011 and 2013 have almost all experienced conflict in the past)
- Record number of IDPs testament to damage inflicted by conflicts on citizens

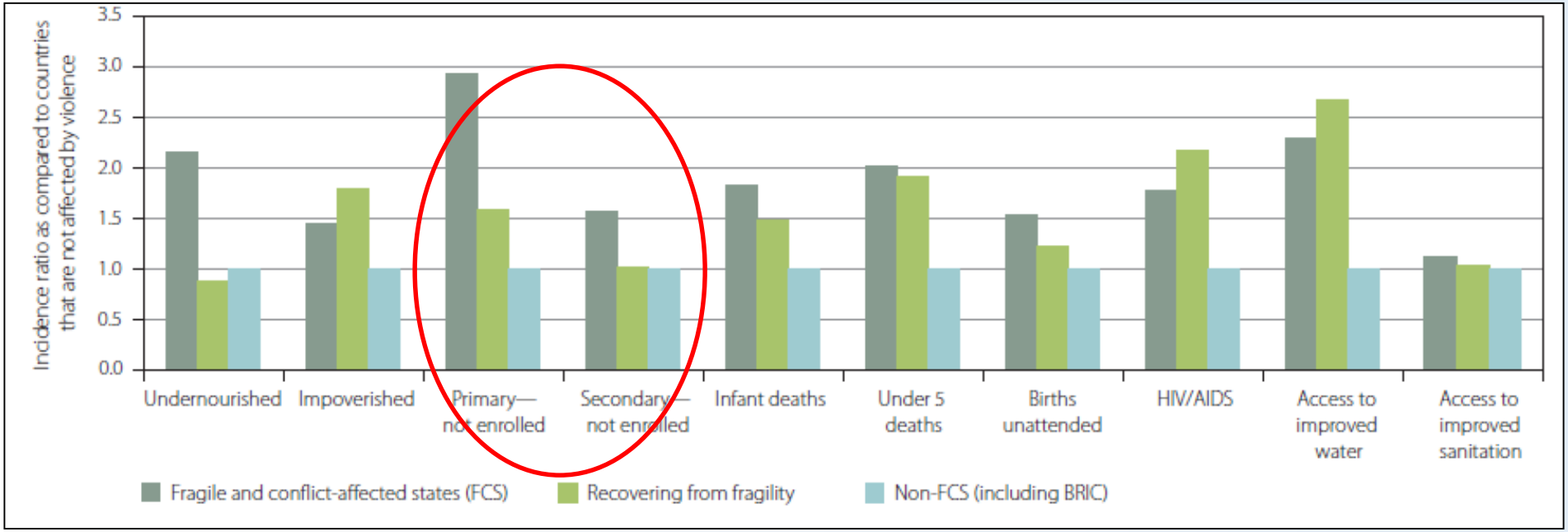
Number of internally displaced people worldwide stands at an all time high: 33 million



Source(s): Internal Displacement Monitoring Centre 2014; World Bank WDR 2011 (2013 update)

Education is the weakest sector when comparing to fragile + other states

Children in fragile /conflict-affected states are twice as likely to be undernourished and 3 times as likely to be out of primary school compared to those in other developing countries (World Bank 2011)



Source(s): World Bank World Development Report 2011; Global Fund 2013

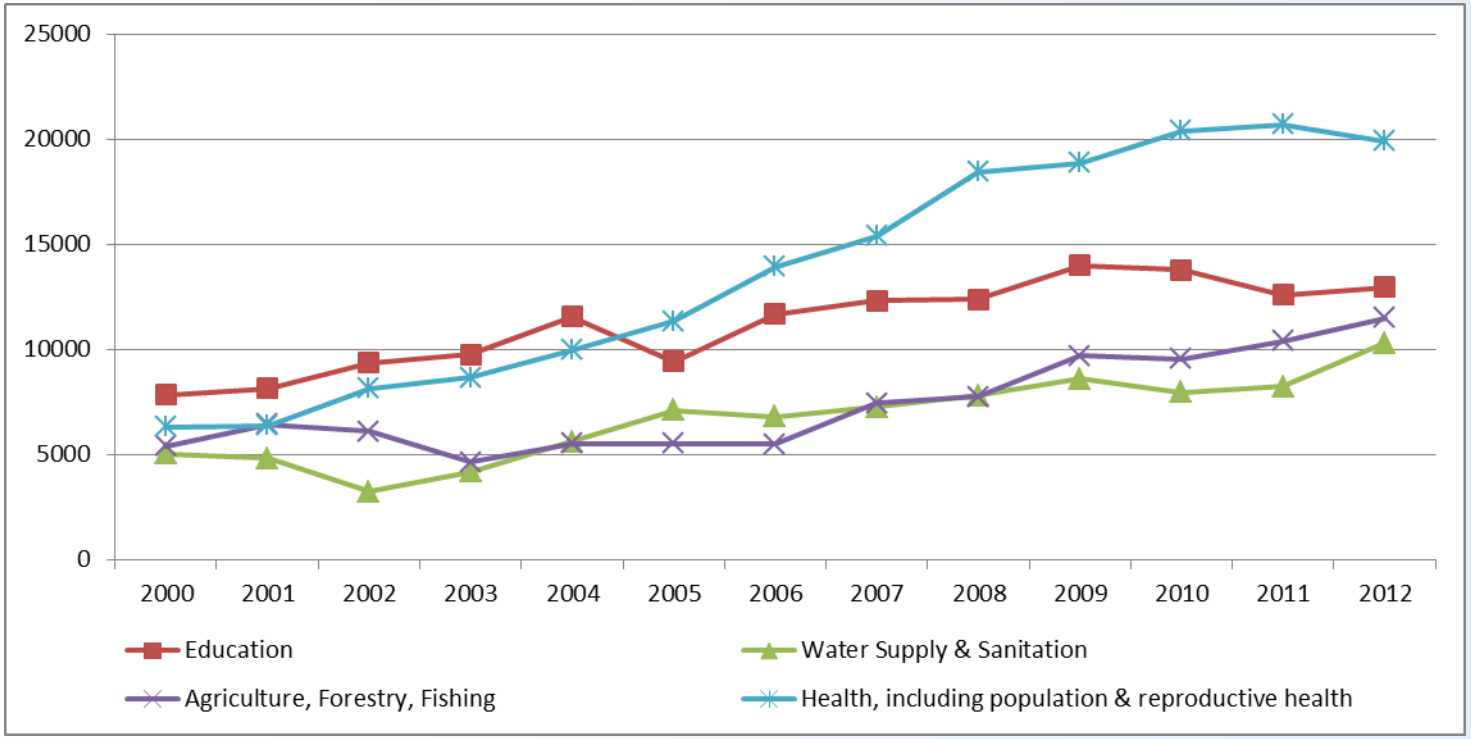
All five GPE priorities are OWG targets…but are not SMART

- Support to fragile states (4.b)
- Girls' education (4.1, 4.2, 4.3, 4.5)
- Early-grade learning (particularly reading and numeracy) (4.2)
- Resources for education
- Improved teacher effectiveness (4.c)

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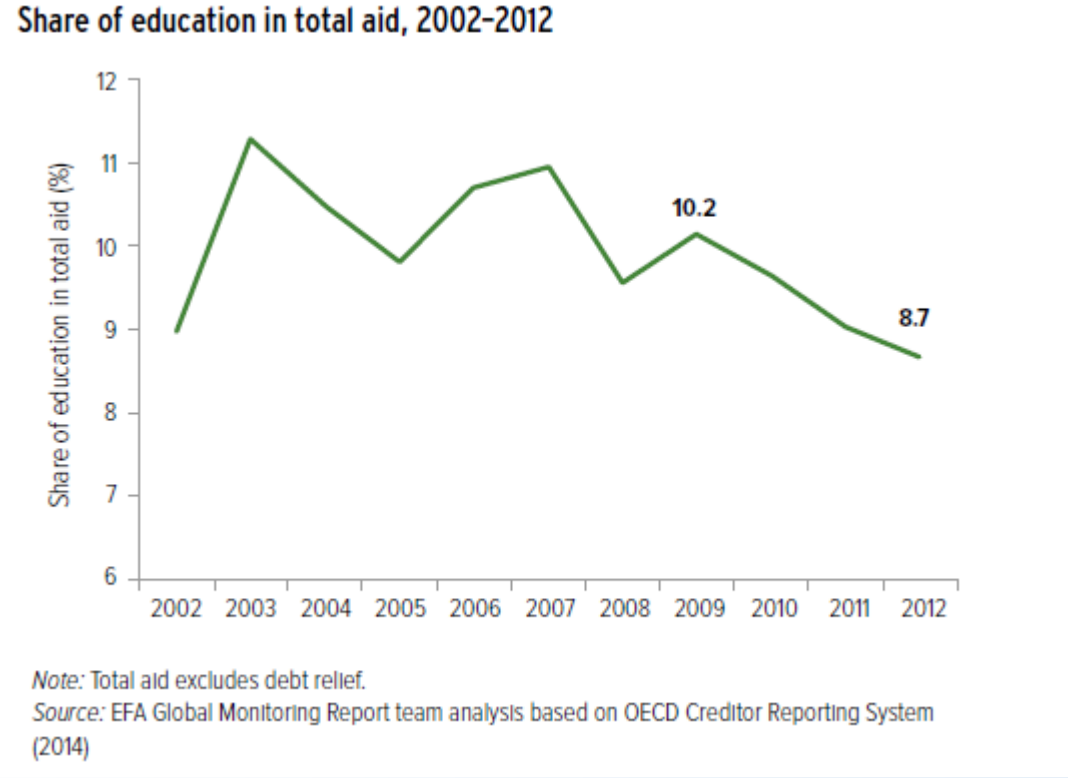
2. Financing

Education ODA has grown less than other sectors (ODA, constant 2012 US$ millions)

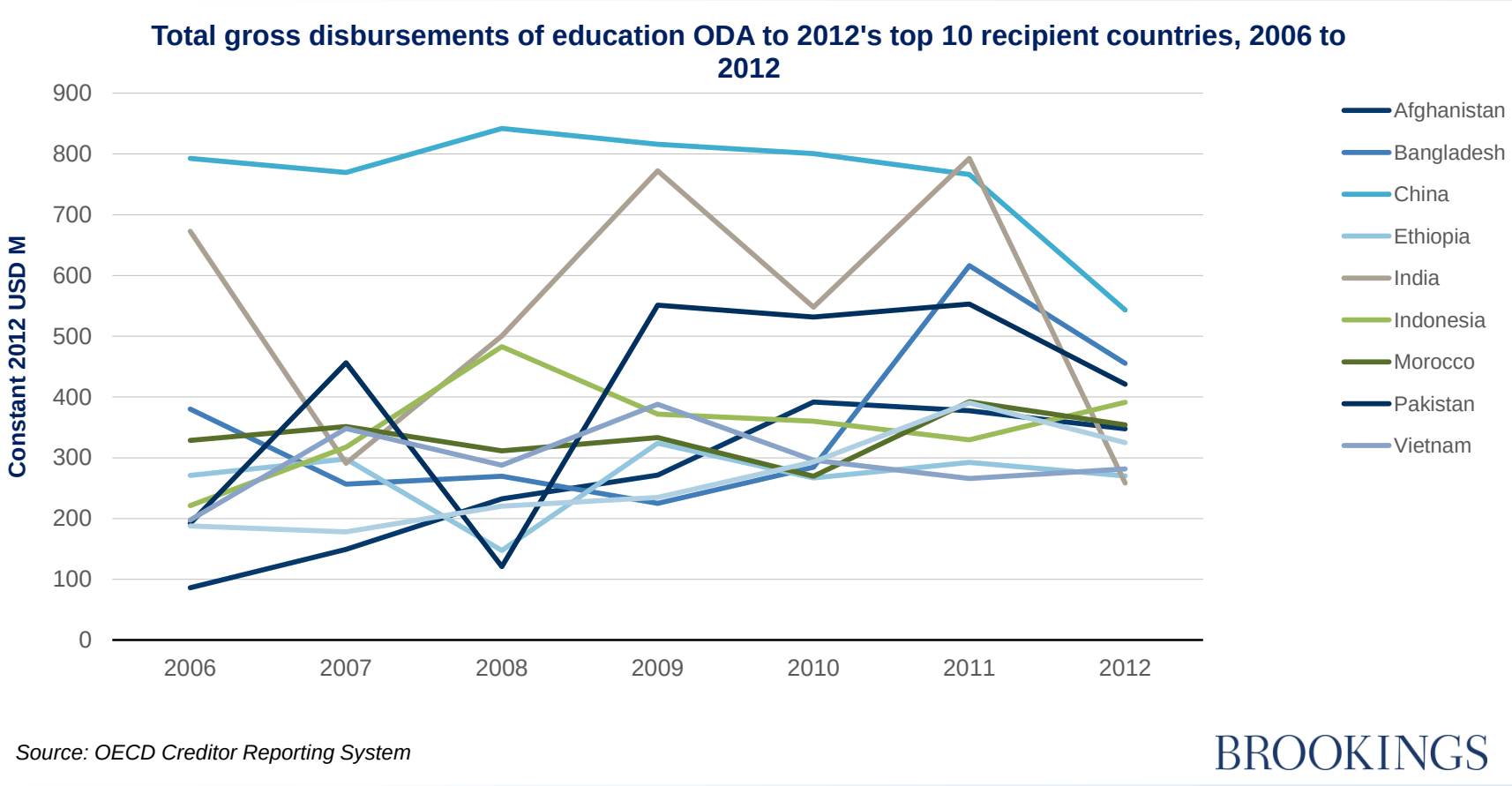


Source: OCED-DAC

Education's share in total aid is falling

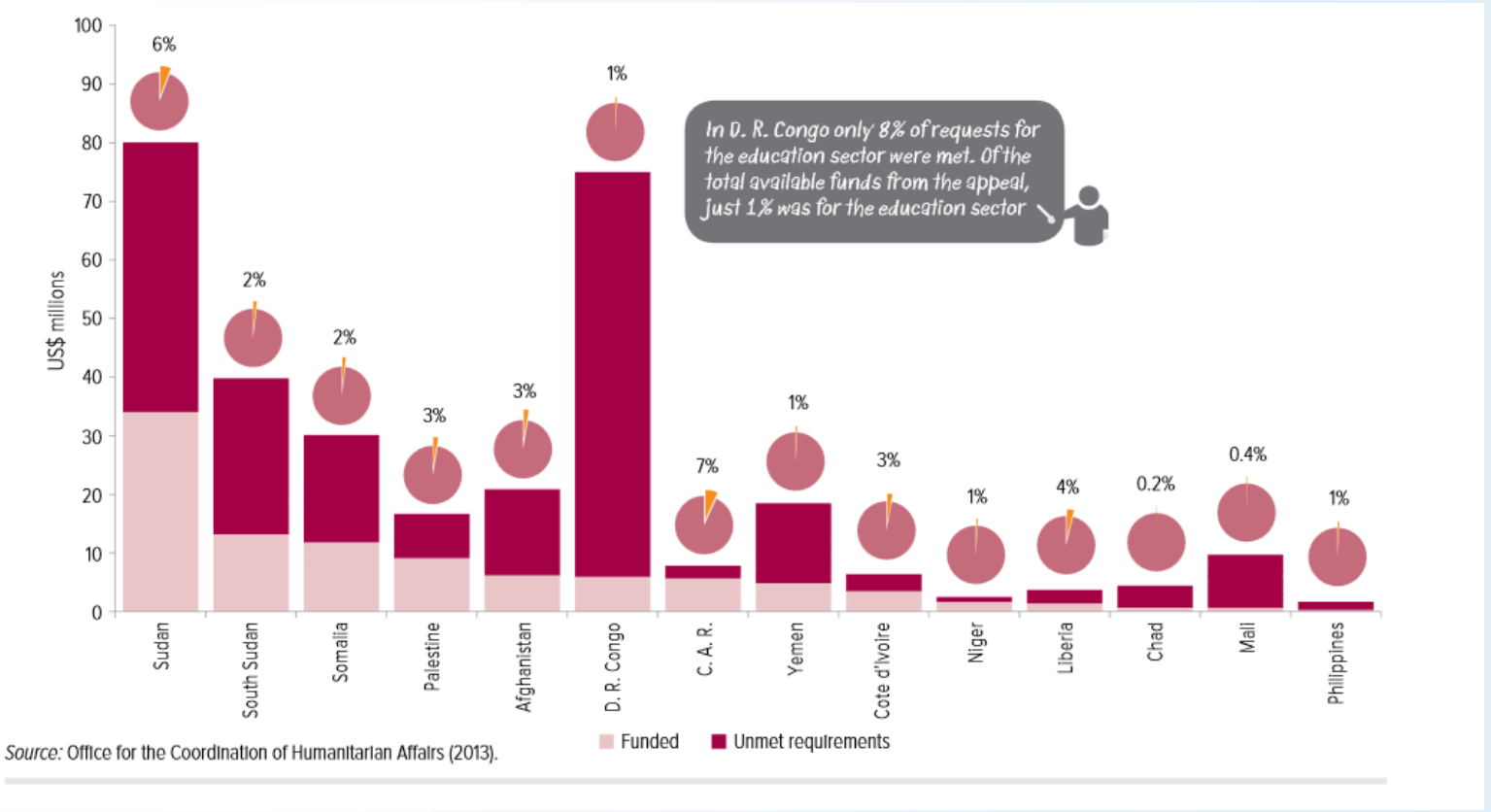


Education aid disbursements are volatile



Source: OECD Creditor Reporting System

Education does poorly in humanitarian appeals



Challenges for sector

- How to fill UNESCO “gap” of $38 billion per year
  - » Could the sector encourage non-grant contributions?
- How to develop more pooled funding models, especially for small donors
- How to help ineligible countries dealing with displaced people
- How to reach underserved populations within countries
- How to build evidence of links between financing and outcomes
- How to engage philanthropists and private service providers

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3. Evolution of multi-stakeholder Partnerships

Characteristics of highly effective partnerships

- Clear, ambitious, and attainable targets
- Results orientation - actual learning outcomes
- Ability to achieve required scale
- Multiple stakeholders who contribute to innovative solutions and participate in governance structure
- Organized communities of experts
- Ability to self-renew and innovate

How does the GPE fare on these characteristics?

- Vision/focus is still complex and diffuse – reflects diversity among global education community as seen in OWG targets
- Results are largely inputs and outputs, not outcomes
- Scale has not been achieved and few examples of “what would it take” type plans; no strong advocacy for resources
- Provision of education seen almost exclusively through a public sector lens; limited role of non-government actors in new solutions; few innovations
- Academic community slow to engage and organize, maybe due to poor data
- No clarity on how to move up the ‘ladder of complexity’ from simple targets to system reform

Source(s): Brookings QuODA 2014.

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In Summary

Short term opportunities *re* SDGs

- Sharpen targets, especially on quality, link to SDGs—can the GPE contribute more to technical prioritization
- Develop effective delivery in fragile states—can GPE show what works
- Develop effective delivery in lagging areas, and for displaced people—can GPE help refugees
- Build data on learning outcomes
- Develop open source learning tools and teacher training tools

Short term opportunities--Finance

- Develop global campaign for aid (build on enthusiasm for Malala, support for girls' education)
- Pilot non-aid (low-interest credits) contributions from official sources
- Bring philanthropic resources to support results-based outcomes
- Fund education "public goods"—tools, data, new business models, evaluation
- Identify full-time champions and leaders

Short term opportunities -- partnerships

- Be focused on quantitative goals and specific value added
  - » Reaching marginalized
- Seek more financial influence
- Seek more analytical influence
  - » “global public goods” in education
  - » “country-owned” programs
- Innovate with new technologies