

GLOBAL PARTNERSHIP *for* EDUCATION

# GPE Results Report 2015-2016

## Board of Directors Meeting

June 6-7, 2017

Ottawa, Canada

# GPE Strategy Cycle

## GPE 2020 Strategy

Adopted Dec 2015

M&E Strategy adopted Jun 2016

## Annual Reporting

- Annual GPE Results Report
- Evaluations
- Portfolio Review and grant reports

## New Strategic Plan

Final evaluation of GPE 2020

- Design of new strategy
- Update of M&E strategy
- Replenishment

# Why a Results Report?

1. Inform stakeholders of achievements
2. Identify challenges and bottlenecks
3. Reinforce mutual accountability
4. Support the Board in setting strategic directions

# Results Organized Around a Theory of Change

*"To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."*

## GPE GLOBAL-LEVEL OUTPUTS

### OBJECTIVE 4
Mobilize more and better financing

### OBJECTIVE 5
Build a stronger partnership

## GPE COUNTRY-LEVEL OUTPUTS

### OBJECTIVE 1
Strengthen sector planning and policy implementation

### OBJECTIVE 2
Support mutual accountability through inclusive policy dialogue and monitoring

### OBJECTIVE 3
Ensure efficient and effective delivery of GPE financing

## INTERMEDIATE OUTCOMES

### GOAL 3
Effective and Efficient education systems

## IMPACT

### GOAL 1
Improved and more equitable learning outcomes

### GOAL 2
Increased equity, gender equality and inclusion

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# Strategic Goals 1 & 2 = Impact Indicators

1

Improved and more equitable learning outcomes

2

Increased Equity, Gender Equality and Inclusion



# Strategic Goal 1: Improved and more equitable learning outcomes

**Learning outcomes** and **developmental indicators** can improve even in the most difficult circumstances:

- 13 of 20 DCPs show improvement in learning outcomes
- Two-thirds of children between 3 and 5 developmentally on track in 22 DCPs

## Challenge:

- only one third of DCPs have data.

# Strategic Goal 2: Increased equity, gender equality, and inclusion

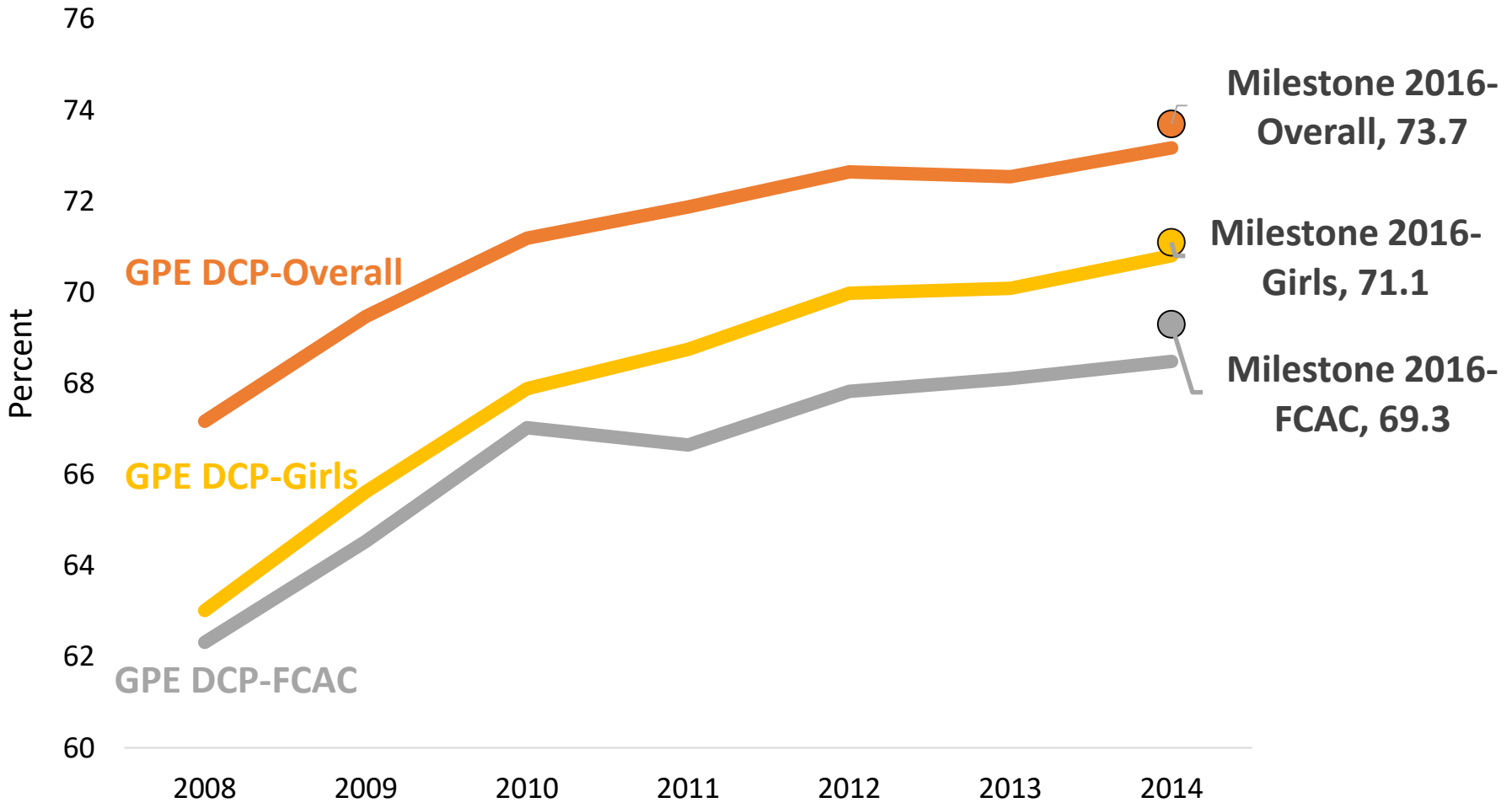
**Progress in school completion**:

- GPE supported 13.2 million children in 2016
- 745,000 more children completed primary school
- 816,000 more completed lower secondary school
- Milestones for gender parity in completion met

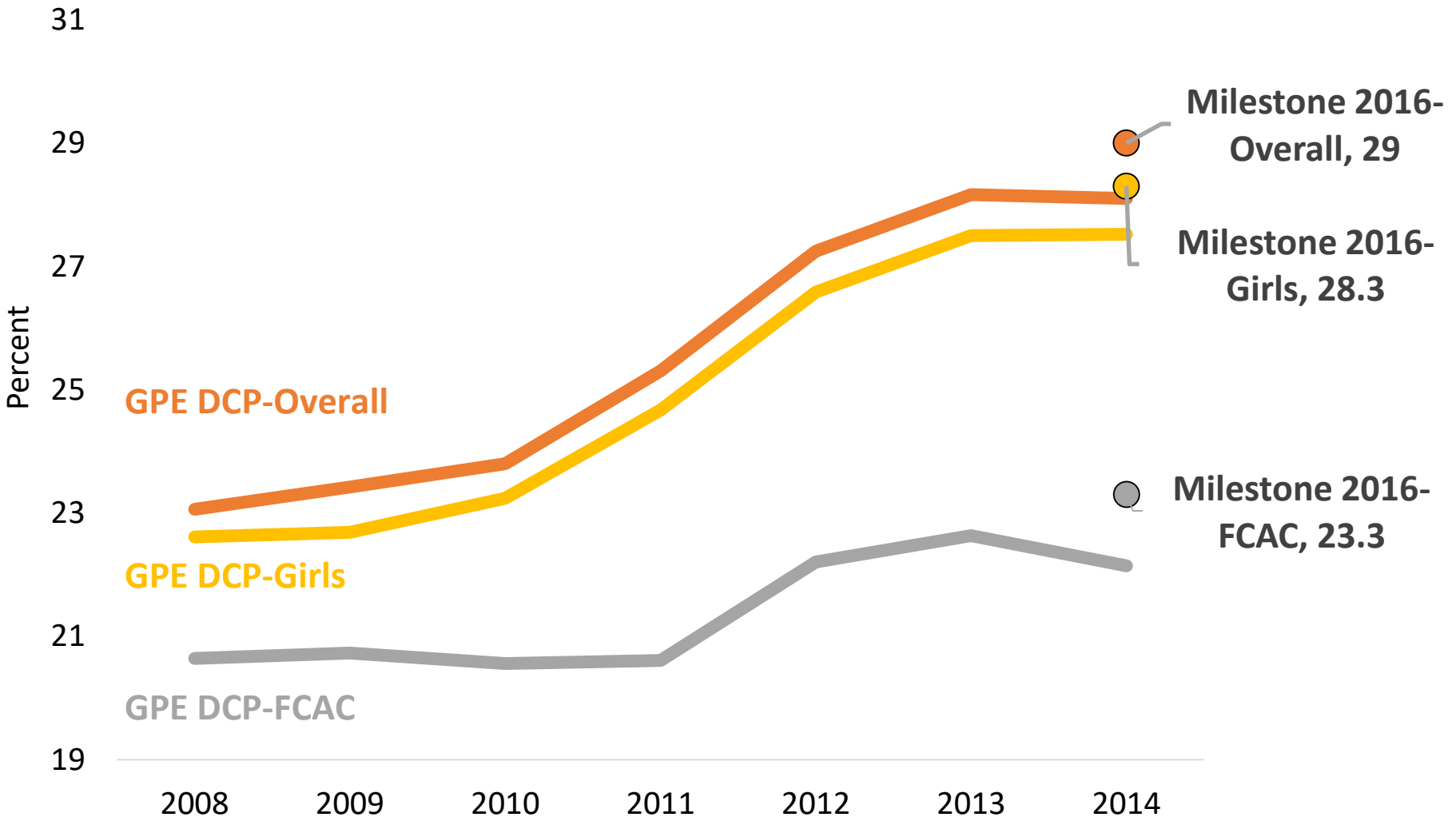
**Challenge**:

- Primary completion rates below 90% in 21 DCPs
- Pre-primary enrollment rates: milestone missed
- Gender parity for out of school children: milestone missed

# Primary completion rate in DCPs, 2008-2014



# Pre-primary enrollment rates in DCPs, 2008-2014:



# Progress on Gender Equality

1. Developing country partners exceeded targets for girls completion of lower secondary education.
2. Gender parity in primary education completion still a concern in 18 DCPs.
3. Gender parity for out of school children milestone missed - with disadvantage for girls.
4. 28 out of 54 implementation grants tackled gender inequality in 2016.

# Strategic Goal 3 – Intermediate Outcome

Effective and efficient educational systems delivering equitable, quality educational services for all.



# Strategic Goal 3: Effective and efficient education systems

**Strong results**:

- 78% of DCPs devoted 20% of public expenditure to education or increased
- Pupil-to-trained-teacher ratios improving: 29% of DCPs at or below 40:1, up from 25% in 2013
- Data availability milestone exceeded: 43% reporting on 10 of 12 key UIS indicators, up from 30% in 2013

Challenge:

→ System efficiency: 39% of average estimated wastage

→ Only 32% DCPs had quality learning assessment systems

# Niger and DRC: More domestic finance, many more kids in school

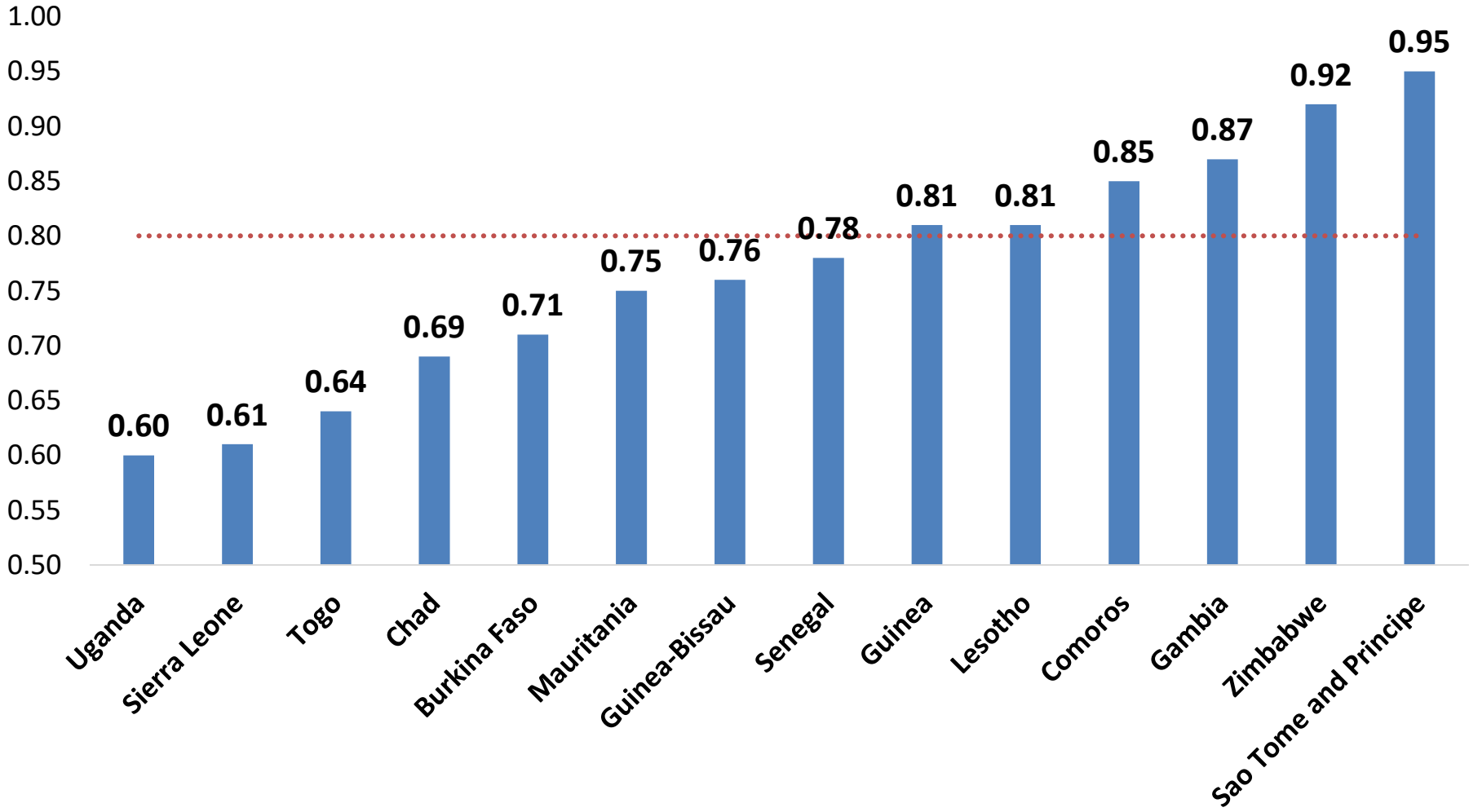
Niger joined the partnership in 2002 and committed to increase domestic financing to education

- Between 2002 and 2014, education expenditure increased from **16.7** % of total public expenditure to **21.7** %
- Primary enrollment rates grew from 32.9% in 2000 to 70.1% in 2014

Democratic Republic of Congo became a GPE member in 2012

- GPE supported preparation of DRC's first transitional education sector plan, Plan Intérimaire de l'Education (PIE) 2012–2014
- Based on this plan, the government approved an increased allocation for education. The share of budget allocated to education increased from **9% in 2010 to 17.8% in 2014**

# Equitable allocation of teachers ($R^2$) among developing country partners



# Country Level Strategic Objectives



1. Strengthen sector planning and policy implementation
2. Support mutual accountability and inclusive policy dialogue
3. Ensure efficient and effective delivery of GPE support

# Strategic Objective 1: Strengthen education sector planning and policy implementation

- GPE is largest funder of **education sector analyses and planning** for developing countries, providing US$ 8.9 million to 29 countries
- 58% of ESPs and TEPs met quality standards

## Challenge:

- Consistent use of evidence; achievability

# Strategic Objective 2: Mutual accountability through effective and inclusive sector policy dialogue and monitoring

**Quality joint sector reviews**: Milestone met (45% compared to 29% in 2015).

**Local Education Groups** (LEGs): 44% had participation from CSOs and teacher organizations.

## Challenge:

- Better links with national planning and policy cycles
- More focus on including teacher organizations in policy dialogue

# Civil society and teacher organizations in LEGs, 2016

| Representation Type | All LEGs (N = 55) | Only LEGs in FCAC (N = 28) |
|---|---|---|
| Representation from both CSOs and teacher organizations | 44% | 55% |
| Representation from CSOs | 77% | 77% |
| Representation from teacher organizations | 48% | 58% |
| No representation from either CSOs or teacher organizations | 39% | 32% |
| Not applicable to countries/inconclusive data | 17% | 13% |

Source: GPE Secretariat.
Note: There was no LEG in four developing country partners overall (one FCAC).

# Strategic Objective 3:
# Effective and efficient GPE (grant) support

## GPE grants are focused on countries with high levels of need

- 54 ESPIGs in 49 countries with a value of US$2.23 billion
- 56% of ESPIG countries are LICS; 44% LMICs; most in sub-Saharan Africa.
- 60% of disbursements to FCACs.
- Crisis funding to Chad, Yemen and Burundi

# Strategic Objective 3:
# Effective and efficient GPE (grant) support

## Indicator Findings:

- Strong support for learning assessment and data systems
- Results-based financing tranche in 5 DCPs

## Challenge:

- timely delivery of grant components, i.e. classroom construction
- delays in grant implementation

# Global Level Strategic Objectives




4 Mobilize more and better financing

5 Build a stronger partnership

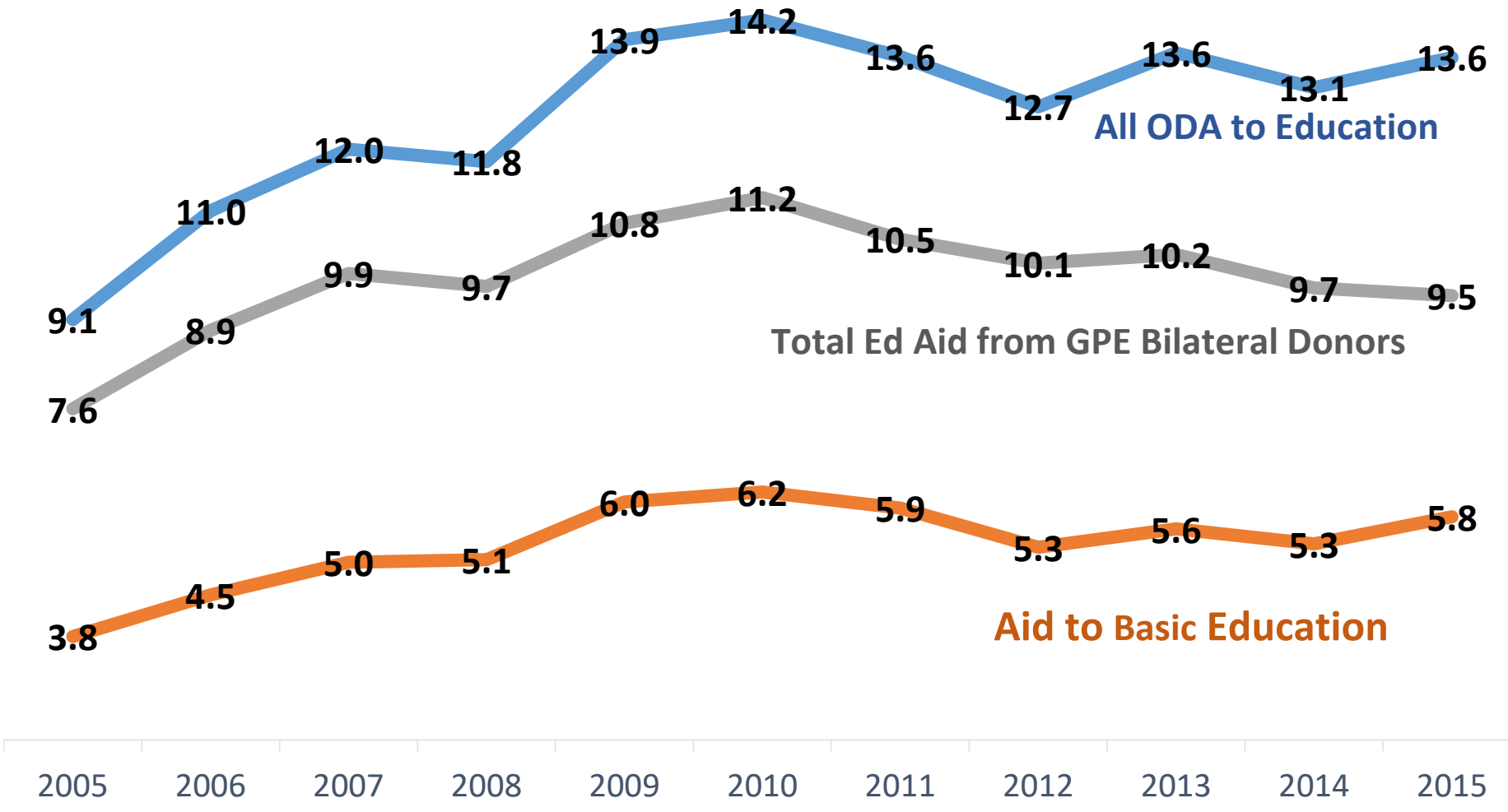
# Strategic Objective 4: Mobilize more and better financing

Good initial results in GPE financing, including from non-traditional donors

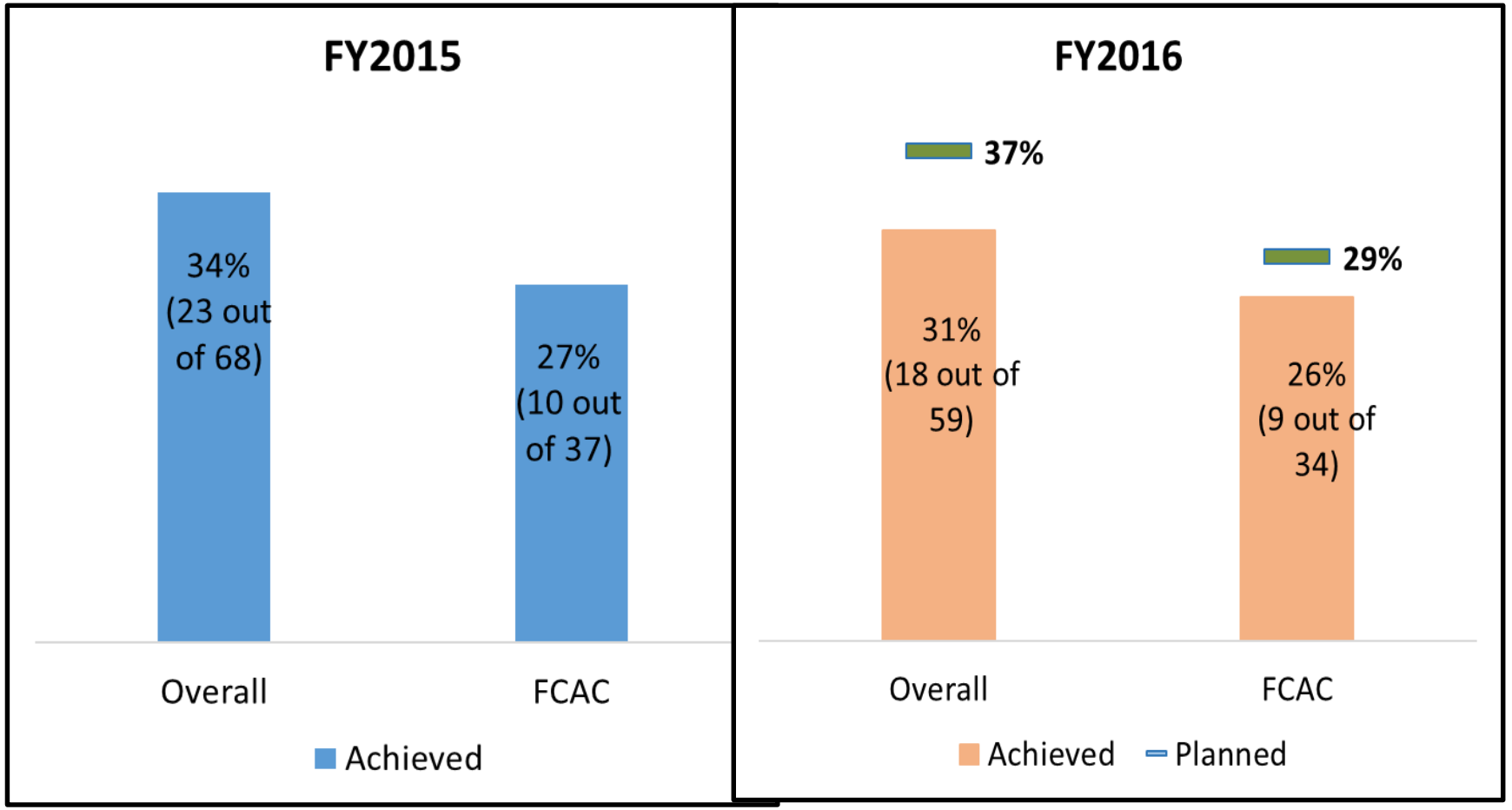
**Challenge:**

- Financing
  - Declining financing for education overall
  - Currency exchange fluctuations
  - Ongoing challenges in converting pledges into signed contribution agreements
- Alignment: Less than one third of implementation grants adequately aligned to national systems

# Trends in Bilateral Aid to Education (Constant 2014 US$ billions)



# Proportion of GPE grants aligned to national systems in FY 2015 and FY 2016




Source: GPE Secretariat.

# Strategic Objective 5: Build a stronger partnership

**Significant progress at organizational level:**

- Prioritization of country-level processes
- Improved quality assurance, risk management and fiduciary oversight
- Key knowledge and evaluation products delivered
- Administrative cost of Secretariat at just 4% of overall budget

**Challenge:**

- Clarify roles, responsibilities and accountabilities among GPE partners at country level

# Summary

- 16 of 19 milestones met fully or partly
- Strongest results in secondary completion rates, domestic financing and pupil to trained teacher ratios
- Financial targets met; improvements in fiduciary oversight, country support, knowledge/evaluation products, advocacy
- Milestones not met:
  - pre-primary enrollment ratios,
  - gender parity in out-of- school children
  - grant alignment with national systems

# Responding to Results Report Findings

| | |
|---|---|
| Learning Outcomes | • A4L – improved Sector Plans<br>• Stronger Data Requirement for Grants<br>• Guidance for Variable Tranche Indicators |
| Early childhood education | • BELDS Initiative – improved policies and plans |
| Gender Equality | • Gender Responsive Planning Initiative<br>• Targeted Responses with focus on out of school populations |
| Mutual accountability | • LEG guidance underway<br>• ASA initiative |
| Aid alignment | • Policy brief and best practice guidance underway<br>• Improved dialogue with grant agents |

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THANK YOU!