



CHIEF EXECUTIVE OFFICER'S REPORT TO THE BOARD OF DIRECTORS

For Information

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1. OVERVIEW

1.1 It has been an extraordinary year for global education and the Global Partnership for Education (GPE). Education has climbed the global development agenda to be prominent in forums from the G7 to the UN General Assembly and the Partnership's work has accelerated dramatically across advocacy, policy, and country support. The number and diversity of new GPE grants is growing at a record pace following the Financing Conference in February. New implementation grants for Afghanistan, Myanmar, and South Sudan bring the total funding approved by GPE in 2018 to over US\$430 million – more than double the funding approved in the last two years combined. These three countries, which have endured extended periods of conflict and political crises, illustrate an important feature of GPE: our collective focus on serving the most vulnerable.

1.2 Over 40 developing countries have had new GPE grants approved this year, with support ranging from analytical work to multi-million-dollar implementation grants. While the development, approval, and implementation of grants is the most obvious measure of GPE activity, the power of our business model is the dialogue among partners invoked at each stage of the grant cycle. Be it in education sector analysis or the development of a new education sector plan, grant quality assurance processes or joint sector reviews (JSR), GPE brings partners together and uses data and analytics to support developing country partners to strengthen education outcomes. It is this unique blend of being both a fund and partnership that is the core of the essential value of GPE.

1.3 Through 2018, GPE and its partners have helped to drive greater political attention to the value of investing in education, starting with the Financing Conference in Dakar. Following a historic G7 leaders' commitment to girls' education at their summit in Quebec, President Macron, Prime Minister May, and Prime Minister Trudeau joined forces to host a special event at the UN General Assembly. In his speech to the General Assembly, President Macron described global education as being at a watershed and invited his counterparts to grasp the challenge. Donors continued to recognize GPE as the vehicle to deliver a step change on education outcomes, with the Netherlands confirming in September a €100 million new commitment and Germany amongst other donors adding to the pledges they made in Dakar.

1.4 While the priority at the Secretariat remains on implementing GPE 2020, the focus at the December Board meeting is on strengthening the Partnership for future growth and delivery. The Board is set to make decisions to:

- clarify the roles, responsibilities and accountabilities, resourcing and risk at country level in response to the *Effective Partnership Review Action Plan*;
- adopt new operating principles for engagement in complex emergencies as part of GPE's *Operational Framework for Effective Support in Fragile and Conflict-Affected States*;
- advance options for the implementation of Education Sector Investment Cases;
- strengthen safeguards to prevent sexual abuse, exploitation and harassment to complement GPE's zero tolerance policy; and
- enhance risk management approaches.

1.5 The major issue to be resolved by the Board in Dublin is GPE's future **Institutional Arrangements**. I appreciate the diligent work that the Board Working Group under the Chair and Vice Chair's leadership has devoted to studying these issues and the responsiveness of World Bank colleagues. The Secretariat has been minimally involved and I particularly want to commend the staff for maintaining a firm focus on delivering GPE's work program and not being distracted by inevitable concerns for their job security, despite the unsettling uncertainty of this period.

1.6 As CEO, I was invited to address the Board Retreat in November to share my views about the upcoming decision regarding Institutional Arrangements. Having noted the conflicts inherent in addressing the Board about this topic as a World Bank employee, I indicated that in my view, as CEO, the substantive issue was how best to ensure that GPE has the capabilities necessary to play a leading and unifying role in the rapidly evolving global education sector. In particular, I encouraged the Board to consider whether the chosen arrangements would enable GPE to continue to be ambitious

and provide for a more effective and efficient way of organizing international support for improved education outcomes in developing countries.

1.7 While questions of architecture can too easily be dismissed, they can have profound implications. Developing country governments have made it clear that the transaction costs of doing business with development partners can be heavy. We have a collective responsibility to streamline and to maximize the efficient and effective spending of development funding.

1.8 I believe we should learn from the experience in the global health sector. In mid-October, the Director-General of the World Health Organization, Tedros Adhanom Ghebreyesus, launched a [Global Action Plan](#). It is a response to a direct request from the German Chancellor, the President of Ghana, and the Prime Minister of Norway and it was signed by 11 global health and development agency leaders – each committing to the joint initiative to enhance cooperation and find “pragmatic solutions to maximising collective impact.” Releasing the Plan, Dr. Tedros said, “The reality is we are off track to achieve (the Sustainable Development Goals) by 2030. Fragmentation, duplication and inefficiency are undermining progress.”

1.9 With global leaders driving new and welcome attention to the importance of investing in education, similar concerns have begun to surface. GPE is uniquely placed to play a leadership role in ensuring an effective global education architecture. Whatever form GPE’s Institutional Arrangements take, they need to enable that as GPE pursues its core business of delivering on the goals envisioned in GPE 2020. I dedicate the remainder of this report to that business.

2. GPE’S FINANCES

2.1 GPE’s overall financial position is healthy. The significant additional donor pledges in recent months built on the strong foundation of the Financing Conference commitments. That said, we remain short of the replenishment target and will continue to pursue additional pledges. At present, the fact that more than 75% of our donor pledges remain exposed to currency volatility is a serious risk to our finances. Increased country allocations are converting into increased education sector program implementation grant approvals, but disbursements have again slipped behind projections. The 2018 GPE Portfolio Review, distributed to the Board this month, analyzes the type and extent of issues leading to implementation and disbursement delays.

2.2 Since its inception, GPE has invested US\$5.2 billion in the education systems of 65 developing country partners. As of November, there were 58 active education sector program implementation grants approved by the Board, representing a cumulative allocation value of US\$2.01 billion. Grant disbursements are expected to continue rising significantly in the coming

years, as the pace of grant approvals increases and additional financing, approved as a result of the Financing Conference, is added to funding already allocated in many countries. The accelerating number of grant proposals heightens the urgent need to streamline grant management and particularly quality assurance processes to more efficiently support national systems and reduce transaction costs. I am pleased to highlight in this report significant progress in pilots to improve efficiency and reduce duplication with two grant agents, UNICEF and World Bank, across five countries. The Effective Partnership Review effort is a further opportunity to streamline processes.

3. GPE AT WORK

3.1 The foundation for GPE's country level work is a country-owned, evidence-based education sector plan that supports all children, including the most marginalized. I had the opportunity in July to visit a teacher training college in Louga, Senegal designed to boost the supply of teachers in rural areas. The snapshots below illustrate progress at country level as we pursue the GPE 2020 strategy to deliver learning outcomes and equity through strengthening education systems.

3.2 In **Afghanistan**, where the number of children in school was extremely low under the Taliban, the rate of girls enrolling in primary school improved from 44 percent in 2002 to 84 percent in 2017. One of the main obstacles for girls is the lack of female teachers and schools in rural areas. Through its support for Afghanistan's education sector plan, GPE is helping ensure that women teachers are recruited, trained, and deployed to community-based schools in some of the country's poorest districts. Building on this work, the Board approved a new implementation grant of US\$100 million for Afghanistan in November that will be used to construct new schools and get more children into school and improve their learning through better trained teachers and a new curriculum.

3.3 GPE's work in **Mauritania** also focuses on girl's education, supporting the government to build secondary schools in remote areas with high drop-out rates among girls. In these areas, female student enrollment nearly tripled between 2014 and 2016. The increasing need for more qualified teachers means GPE is also working with the government to improve its teacher training program. The most recent grant analysis, available in the GPE 2018 Portfolio Review, demonstrates the priority attention given to support teacher training: it was an element of every active implementation grant in FY 2018.

3.4 Behind the design, implementation, and monitoring of education sector plans is the need for timely and reliable data. In **Central African Republic**, where a civil war has deprived an estimated 500,000 children of schooling, a recent GPE grant supported the reestablishment of the country's education management information system to increase reliable data on teachers, school

infrastructure, pedagogical material as well as orphan and internally displaced children. The collection and analysis of this data will support preparation of the country's next education sector plan. In **Nepal**, the government has developed an equity index to identify the five most disadvantaged districts to develop and implement targeted activities to reintegrate out of school children back into basic education.

3.5 Just as important as using data and evidence to design sector plans and target interventions is applying rigor in monitoring implementation. Across the Partnership, there are various tools employed such as annual program implementation reports and JSRs – and I note below the Partnership's efforts to improve the quality of the JSRs following the issues identified in our 2018 Results Report. It is important to ensure that monitoring remains focused on achieving education outcomes and is rooted in national systems: it is the progress in the education *sector* that is our focus, not the progress of individual grants. Led by an inter-ministerial taskforce and boosted by an engaged local education group, **Cote d'Ivoire** invested in sector monitoring and is now benefiting from a comprehensive education sector plan implementation report, covering the implementation status of all planned activities, that is expected to drive a dialogue on progress and challenges in the sector, including on the efficiency of spending, at the country's upcoming joint sector review. In **Tanzania**, following the Secretariat's support to leverage the country's education sector plan as both a planning and reporting framework, the recently held annual JSR used key performance indicators in the country's education sector plan to advance a dialogue on high pupil teacher ratios and low learning levels.

3.6 In **Bangladesh**, GPE is providing emergency funding to support the education needs of Rohingya children and their host communities, which will help almost 80,000 children to get an education, most of whom have never been enrolled in school. A ground-breaking learning framework, which outlines what Rohingya children should learn and how that will be assessed, was developed by GPE partners, including UNICEF, UNHCR, and Save the Children, in consultation with the government. GPE's support complements funding by Education Cannot Wait (ECW) and its multi-year resilience program. The challenge remains for us as a global community to ensure the longer-term rights of Rohingya children. The Board also recently approved **Myanmar's** first implementation grant, which addresses the education needs of marginalized children. This includes channeling more resources to the most vulnerable schools and expanding non-formal education for out-of-school children, including ethnic minorities, internally displaced, low-income households, and children with disabilities. US\$14 million of the total US\$73.7 million grant has been ring-fenced for Northern Rakhine state.

4. IMPROVING RESPONSES TO CRISES

4.1 I commend the paper before the Board and the recommendation to approve **operating principles for GPE engagement in complex emergencies**. The human tragedies extended by war in Syria and Yemen challenge the international community. While political solutions are desperately needed, the education needs of affected children demand our immediate attention. The Grants and Performance Committee has been guiding the Secretariat as we work through how GPE can best support schooling during complex emergencies such as these, while also addressing the longer term needs for developing stronger and resilient education systems. The Board paper includes a comprehensive analysis of the complementary roles and approaches of GPE and ECW based on our ongoing collaboration. The intention is to integrate the new operating principles into GPE's [Operational Framework for Effective Support in Fragile and Conflict-Affected States](#). Applying these principles to the development of a grant proposal for **Syria** and a grant revision in **Yemen** in the first instance will help operationalize the principles and inform further improvements to GPE's operational guidance.

5. STRENGTHENING THE PARTNERSHIP

5.1 In December, the Board will consider a series of recommendations from the **Effective Partnership Review**, which aims to drive improvements in the Partnership's country level operations. Developed by the Secretariat, with support from IOD PARC, in consultation with the Chair of the Grants and Performance Committee, the recommendations are built on an assessment of different options primarily focused on the relative roles, responsibilities, and accountabilities of the key country level actors: partner governments, coordinating agencies, local education groups, grant agents, and the Secretariat. The Effective Partnership Review recommendations seek to address an emerging asymmetry between the heavy processes and requirements around GPE grants at the expense of the fundamental aim of the country model, which is to improve equity and learning for all by strengthening the national government-led development, financing, and implementation of high quality education sector plans. The proposal aims to move from a centralized approach to empowering partners at country level to both agree to and monitor responsibilities and accountabilities across the range of contexts in which GPE operates. A corresponding reduction in transaction costs is imperative and high on the Secretariat's radar.

5.2 Closely related to the Effective Partnership Review is the work the Secretariat is supporting with UNICEF and the World Bank to **streamline grant quality assurance (QA)** processes. The first pilot was recently concluded in South Sudan and the experience is now informing stronger internal UNICEF QA approaches and new country office guidance on GPE grants, which is

highlighted in the Portfolio Review. More aligned QA processes are being trialed in four countries where the World Bank is GPE grant agent – Benin, Uzbekistan, Maldives, and Ghana – and results of these pilots will inform new streamlined processes to be considered by the Grants and Performance Committee early next year. These are live examples of how experience and practice from different partners is being brought together to inform **improved efficiency, reduce duplication, and lowering transaction costs** for both development partners and developing countries.

6. RESULTS AND IMPACT

6.1 Progress in implementing the management response to the **2018 Results Report**, which the Board considered in June, is set out in the annex to this report. Actions to address lagging indicators have been mainstreamed into the Secretariat’s work plan. For example, the Secretariat has conducted in-depth analytical work to better understand specific DCP challenges in increasing the supply of trained teachers and how GPE mechanisms were being used to address those challenges. This work includes a review of education sector analyses and/or education sector plans in 16 DCPs not meeting the benchmark for pupil-to-trained-teacher ratios and summarizing the key issues identified in each country. The analytical work will be used to identify a small number of countries for additional support in FY19 at key moments in the grants pipeline. Another example is the publication of [*Practical Guide for Effective Joint Sector Reviews in the Education Sector*](#), which, when used, will help improve the quality of Joint Sector Reviews. Addressing the shortcomings demands a continuing partnership-wide commitment, and the Secretariat’s work will contribute to GPE’s results only if complemented with effective actions from across the Partnership.

6.2 Two new program **evaluations** will be available early in the new year: a synthesis of 15 country-level evaluation studies and the education sector plan development grant evaluation are well advanced and expected in January. In addition, we are also finalizing plans for GPE’s independent summative evaluation, the approach and timing for which are being designed to inform GPE’s next strategic plan and our work beyond 2020. The Multilateral Organization Performance Assessment Network’s review of GPE, expected to be finalized in January, will also provide valuable information and insights regarding GPE’s performance.

7. NEW TECHNICAL RESOURCES AND KNOWLEDGE EXCHANGE

7.1 GPE continues to develop new technical resources to improve how the Partnership works together and increase the capacity of development partners to engage in evidence-based policy dialogue. This work also addresses the areas of improvement identified in GPE’s 2018 results report,

as explained in the annex to this report. In September, as noted above, we published a new [Practical guide for effective joint sector reviews in the education sector](#) and in November *Guidelines for the Monitoring of National Education Budgets* to improve stakeholder engagement in budget monitoring. The Secretariat has also consulted extensively to develop **local education group effectiveness principles** to strengthen the role of the local education group in national policy planning processes.

7.2 GPE also engages in opportunities across the Partnership to share knowledge and good practice. Working with partners on the **Assessment for Learning (A4L) initiative**, the Secretariat is developing a diagnostic tool designed for partner countries to analyze their learning assessment systems to measure and improve learning. This approach provides an in-depth understanding of the specific needs, challenges, and constraints in a country's learning assessment system and can then be used to develop an evidence-based strategy to strengthen the system. The tool will be piloted in Ethiopia, Vietnam, and Mauritania before it is finalized in mid-2019. Given GPE's funding model requirement in terms of having a system in place to monitor learning outcomes, additional countries will be encouraged to use this approach through education sector plan development grants.

7.3 The Secretariat is also accelerating progress on implementation of the [GPE Gender Equality Policy and Strategy](#), including by working with UN Girls' Education Initiative and regional partners on gender responsive education sector planning through a second series of workshops; all delegations from the recent workshop in Kenya left with detailed action plans.

7.4 The **Education Sector Data Roundtable** is proving to be a powerful example of the value of the Partnership in drawing expertise from multiple development partners, public and private, to address one of the education sector's most severe challenges. The Roundtable has attracted high-level engagement from leading private companies, with six business partners committing resources, as well as strong political attention. Several members of the Roundtable are preparing to visit Ethiopia and the Gambia in the coming months as they test ideas for new tools to improve ways of managing and communicating essential education information. Judging by the public comments of Ministers from Ireland and Norway and other high-level guests at the meeting in New York in September, their preliminary report, which will be shared with the Board in June, is eagerly anticipated.

7.5 As noted above, the Secretariat has started a series of analytical pieces on teachers to reflect on ways that the Partnership can improve the quality of GPE investments at country level and further leverage the operational model to strengthen support to teachers. The Secretariat is also

collaborating with the UNESCO Teacher Task Force to address challenges partner countries face in increasing the supply of trained teachers and recently co-organized the Task Force's annual Policy Dialogue Forum. The Forum was an opportunity to exchange of knowledge and good practice among countries and to bring partners together for a harmonized approach to strengthening national teacher policies.

8. OPERATIONALIZING THE FINANCING AND FUNDING FRAMEWORK

8.1 The Strategy and Impact Committee has steered the development of the **Knowledge and Innovation Exchange (KIX)** and **Advocacy and Social Accountability (ASA)** mechanism assiduously and is preparing to come to the Board with final program proposals in Q2 2019. The newly appointed grant agents – the International Development Research Centre and Oxfam Ibis, respectively – are turning the detailed KIX and ASA blueprints into program tools and the first calls for funding proposals are anticipated in Q3 of next year. These GPE flagship programs will generate and share knowledge to address developing country partners' policy challenges and strengthen public accountability for education.

8.2 The **GPE Multiplier** is proving its value in leveraging new and additional finance. The first grant to include a GPE Multiplier element was approved in August with an extra US\$10 million built into the education sector program implementation grant to Zimbabwe leveraging more than US\$50 million from Germany (KfW) and DFID. [New guidance](#) is now available on a streamlined application process and the Secretariat is working with several country partners on program preparation. As of November, US\$101.8 million has been indicatively allocated to twelve countries to undertake program preparation with US\$442 million in reported co-financing. One further expression of interest is expected before the end of the year.

8.3 The Board is being asked to decide on the proposed **Education Sector Investment Case (ESIC)** Approach. ESIC looks to crowd in and better align additional external finance and improve coordination among development partners. The Approach focuses on strengthening the financing aspects of the existing education sector plan development process. The Finance and Risk Committee recommends it now be tested in a few interested partner countries.

8.4 Benefited by guidance from the Strategy and Impact Committee and feedback across the Partnership, the Secretariat is working toward the long-awaited completion of the **Private Sector Engagement Strategy**, which aims to leverage the expertise, financing, voice, and provision of goods & services of the business community to accelerate progress toward GPE 2020. The Strategy and Impact Committee reviewed the draft strategy in October and has requested further work in a

few agreed areas, which will be completed in early Q1 2019. The Strategy and Impact Committee will consider this revised draft by March 2019 and is expected to finalize the Private Sector Strategy in time for consideration by the Board in June 2019.

9. MANAGING GPE FUNDS AND STEWARDSHIP

9.1 As requested by the Board in June, the Secretariat is implementing recommendations from the external review of GPE's risk policies and practices. Under the guidance of the Finance and Risk Committee, the Secretariat has developed a **risk taxonomy** for Board consideration in December and drafted a high-level **risk appetite statement** for Board input, which will align and guide stakeholders across the Partnership in determining the right level of risk in delivering on GPE 2020. Following Board consideration of the Effective Partnership Review and Institutional Arrangements in December, the Finance and Risk Committee recommends that, in line with the approved workplan, the Secretariat take further action to strengthen risk management by finalizing the risk appetite statement, three lines of defense model, and definition of key risk indicators. While the review of risk policies and practices is ongoing, the Secretariat completed the **semi-annual review of the corporate risk matrix** to update the Board on mitigation actions for high and critical risk reported in the June update.

9.2 Over the last year, high-profile reported cases of sexual abuse by aid workers have prompted GPE to review its safeguards. While there have been no reported cases of such behavior impacting GPE staff or beneficiaries of programs, with input from the Governance and Ethics Committee, the Secretariat has taken immediate steps to reinforce GPE's zero tolerance policy, including implementing mandatory Secretariat staff training for all and conducting a review of grant agents' safeguarding policies and procedures. In December, the Board will consider a range of actions to strengthen GPE's safeguards against sexual harassment, exploitation, and abuse such as **grant agent minimum standards on safeguards** and a **Code of Ethical Conduct for Governance Officials**. Complementing existing GPE policies on conflict of interest, information disclosure, and misuse of funds, the Code of Ethical Conduct will provide internal guidance to all Governance Officials and serve as an external statement of values and commitments of the Partnership as a whole.

9.3 We also continue to proactively monitor the stewardship of GPE's funds and follow up to ensure repayment where necessary. Previously it was reported that the remaining US\$13.9 million payment has been withheld on the US\$35.2 million **Zambia** education sector budget support program, owing to the identification of significant fiduciary weaknesses within the Ministry of Education. DFID, acting as grant agent, has referred the case to their counter-fraud unit for investigation and are following up closely with the government. In **Afghanistan**, where

US\$122,000 was misappropriated in two provincial offices, the grant agent (UNICEF) worked with government to achieve full repayment. In **Central African Republic**, the grant agent (UNICEF), identified cases of misappropriation of GPE funds by two of its CSO implementing partners totaling US\$171,000. In both cases, UNICEF and the government are still seeking to obtain repayment from the implementing partners. In **Uganda**, the grant agent (World Bank) is investigating two complaints of fraudulent practices relating to school construction, which is still ongoing. We have had a new case reported to us in Country A after the project closed in June 2017 whereby a supplier was paid approximately US\$34,000 for books which were never actually printed. The investigation conducted by the grant agent is ongoing, and in the meantime the books were printed and delivered in September.

10. CONCLUSION

10.1 Work continues in the Secretariat and across the Partnership to keep up with the record demand for GPE support following the Financing Conference in February. As we start to look ahead to the next strategic period, the Secretariat will be reviewing the lessons from our Results Reports over the last couple of years and the more recent evaluations to inform the development of our next strategic plan and work beyond 2020. In setting a course for GPE's future success, the Board must drive improvements in GPE processes and the way partners work at the country level and address education architecture issues at the global level. While we now have all the right tools and processes in place to 'grasp the challenge,' there is still much more work to be done and only by working together can we position GPE for continued growth and success to deliver a quality education for all children. The next couple of years are critical for the Partnership to consolidate and build on the ambition set out in GPE 2020 and continue to play a leading role in the global education sector. I look forward to working with you all again next year to begin the process of charting an even more ambitious course for the Partnership and to turning this into a reality.

ANNEX: ACTIONS IN RESPONSE TO FINDINGS OF THE 2018 RESULTS REPORT - UPDATE

At its June meeting, the Board reviewed and agreed with the [management and partnership actions](#) to address areas for improvement identified in the 2018 Results Report and called upon all partners to work to address key challenges according to their roles and responsibilities.

The table below provides an update on the targeted actions the Secretariat has taken through October 2019 to address the areas for improvement with respect to those results indicators where the milestones were not met in the 2018 Results Report.

The actions are mainstreamed into GPE’s business model and processes, rather than approached as add-ons, and the action plan is based on two principles:

- 1) Use of disaggregated, results framework indicator data to inform prioritization of GPE support for countries to address specific areas for improvement, leveraging GPE investments in sector planning and implementation and the upcoming Knowledge and Innovation Exchange (KIX) and Advocacy and Social Accountability (ASA) mechanisms.
- 2) Developing country partners (DCPs) and other constituencies take complementary actions and collaborate closely for successful implementation in each area.

Indicator Targeted	Secretariat Action
Indicator 1: Data on learning	<p>Work on Assessment for Learning continues to support countries in strengthening their learning assessment systems to be able to have learning data. A4L includes:</p> <ol style="list-style-type: none"> 1. The development of a comprehensive diagnostic tool (known as ANLAS) to support DCPs in conducting analyses of their national learning assessment systems, which will inform their ESAs and ESPs. The ANLAS tool will be piloted in Ethiopia, Vietnam and Mauritania (January-April 2019). 2. Continuing support to regional networks on learning assessment in the Asia-Pacific (NEQMAP) and Sub-Saharan Africa (TALENT), which bring together countries of the two regions for regional-level capacity building, research and knowledge sharing. 3. Research and tool development on measurement of 21st century skills, aiming at expanding assessment to incorporate additional domains of learning. Research (“mini-studies”) in Asia included six DCPs (Bhutan, Cambodia, Mongolia, Nepal, Pakistan and Vietnam) and nine DCPs in Sub-Saharan Africa (Chad, Cote d’Ivoire, DRC, The Gambia, Kenya, Lesotho, Mali, Senegal and Zambia). Tool development

	<p>in Asia focuses on Cambodia, Mongolia and Nepal, while country selection is being finalized for Sub-Saharan Africa.</p> <p>4. Finalization of discussion paper and concept note under the KIX Strengthening Learning Assessment Systems area.</p> <p>Out of 37 active/pending ESPIGS in FY18, 33 (12 in FCACs) included a focus on learning assessment systems. All 8 ESPIGs that will become active in FY19 include learning assessment systems.</p>
<p>Indicator 6: Preprimary gross enrollment ratio</p> <p>[This milestone was met, but efforts are continuing as noted]</p>	<p>Further work on improving access to early childhood care and education (ECCE) and ECCE subsector planning is underway through targeted financing for ECCE under the BELDS mechanism. This includes:</p> <ol style="list-style-type: none"> 1. A stocktake of ECCE activities and financing in ESPIGs and quality of ECCE subsector in ESPs to be completed in FY19. 2. Work to harmonize efforts of key partners in ECCE planning such as the development of a massive open online course on mainstreaming ECCE in education sector planning together with IIEP, UNESCO, and UNICEF that will be launched in Q2 2019. 3. A GPE grant to UNICEF to develop and pilot an in-depth country capacity building approach for ECCE in four GPE countries: Ghana, Kyrgyz Republic, Lesotho, and Sao Tome and Principe. This will involve piloting relevant education planning tools specifically for ECCE accompanied by tailored in-country capacity development activities and several peer learning exchanges/events related to ECCE planning and implementation over the 2019 calendar year. 4. The KIX Discussion Paper for ECCE will be finalized in November 2018. <p>Out of 37 active/pending ESPIGS in FY18, 24 ESPIGs (14 in FCACs) included ECCE. Of the eight pending ESPIGs, six include a focus on ECCE; among those putting a major emphasis on early education are Bhutan, Cape Verde, and Cote d'Ivoire.</p>
<p>Indicator 7: out of school rate</p> <p>[met with tolerance]</p>	<p>GPE is working on this issue mainly through ESPIGs.</p> <p>Out of 37 active/pending ESPIGS in FY18, 14 ESPIGs (11 in FCACs) have targeted initiatives for out-of-school populations. Eight of these 37 ESPIGs will become active in FY 2019 and, among these, two ESPIGs (both in FCACs) included targeted initiatives for out-of-school children. These typically take the form of alternative education programs, non-formal learning centers, community school mechanisms, or initiatives to support refugees.</p>

	<p>The KIX draft discussion paper <i>Leaving no one behind in education</i> will be submitted for partnership-wide consultation before the end of the calendar year and identifies gaps and areas for investment in the field of equity and inclusion and pays special attention to marginalized groups that are out of school.</p>
<p>Indicator 8: gender parity index</p>	<p>The Gender Equality Work Plan for FY19 has strengthened the corporate approach to Secretariat-wide implementation of the six output areas of the Gender Equality Strategy.</p> <p>The KIX draft discussion paper <i>Achieving gender equality in and through education</i> identified existing global public goods, gaps and areas for investment in gender equality and further consultations are expected across the Partnership in the coming months.</p> <p>The fourth GPE-UNGEI Gender-Responsive Education Sector Planning Regional Workshop took place in Nairobi, Kenya in November in partnership with UNICEF, African Union/CIEFFA, FAWE, and Plan International. The participating countries (Eswatini, Kenya, Lesotho, Somalia FG, Somaliland, Puntland, South Sudan, Zimbabwe) developed detailed action plans for follow up back home.</p> <p>31 out of 37 active/pending ESPIGS in FY18 (18 in FCACs) targeted gender equality. All eight of the ESPIGs that will become active in FY19 (Bhutan, Cabo Verde, Comoros, Côte d'Ivoire, Gambia, Guinea Bissau, Madagascar and Somaliland) will address gender equality.</p>
<p>Indicator 12: Proportion of DCPs with pupil/trained teacher ratio below threshold (<40) at the primary level</p>	<p>Analytical work to better understand specific DCP challenges in increasing the supply of trained teachers and how GPE mechanisms were being used to address those challenges, including:</p> <ol style="list-style-type: none"> 1. A review of education sector analysis and/or education sector plans in 16 DCPs not meeting the benchmark for PTTR, summarizing the key issues identified in each country. 2. A stock-take of GPE investments in initial teacher education and professional development. 3. The KIX Teaching and Learning discussion paper. 4. A draft working paper to strengthen planning around teacher allocation, which reviewed how the issue was tackled within education sector analysis and education sector plans in 19 DCPs. <p>The analytical studies listed will be used to identify a small number of countries for additional support in FY19 at key moments in the grants pipeline.</p>

	<p>All 37 active and pending grants in FY18 addressed teacher training; all eight grants that will become active in FY19 address teacher development.</p> <p>The Secretariat supported the UNESCO Teacher Task Force to organize and deliver its annual Policy Dialogue Forum focused on strengthening teacher education, partnering with UIS to present and gather momentum on a new initiative to strengthen data around “trained and qualified teachers,” and carrying out a consultation on the KIX thematic investments on teaching and learning.</p> <p>As part of the Norway Teacher Initiative, the Secretariat has been working with partners to strengthen teacher policies in Ghana, Burkina Faso, Uganda, and Malawi, piloting an approach to harmonize efforts and better collaborate across seven institutions (UNESCO, UNICEF, UNHCR, World Bank, International Labour Organization, Education International, GPE).</p>
<p>Indicator 14: Proportion of DCPs reporting at least 10 out of 12 key international education indicators to UIS.</p>	<p>A draft of the Education Management Information System (EMIS) Conference proceedings paper will be shared with the EMIS Task Force for feedback in December. The Secretariat will develop a blog series on each of the key thematic areas discussed during the EMIS conference, to be published on the GPE website.</p> <p>The KIX discussion paper on Strengthening Data Systems was finalized and will be published online shortly.</p> <p>The Secretariat convened the second meeting of the Education Data Roundtable (DRT) in September, at which firm resource commitments were obtained from six business partners to participate in addressing data challenges in three key thematic areas (improving data systems/tools, data communication and visualization, data integration).</p> <p>There is an ongoing technical collaboration with UIS to collect data on public expenditure on education in DCPs (indicator 10 of the Results Framework). This is an important area of collaboration because DCP reporting of indicators on financing to UIS was particularly deficient in 2017.</p> <p>A joint UIS-GPE study on assessing the feasibility of disaggregating key education indicators by the status of children with disabilities is underway. The Secretariat will review preliminary findings from the study in December.</p>

	<p>As part of the quality assurance process for ESPIGs, the Secretariat also assesses the availability of education data, which is an ESPIG funding requirement. DCPs not meeting the benchmark, of at least 10 out of 12 key international education indicators reported to UIS, are required to have a strategy to improve data availability and to use the ESPIG to develop it if other funding is not available.</p> <p>Out of 37 active/pending ESPIGS in FY18, 29 ESPIGs (19 in FCACs) targeted countries' EMIS. Five of the eight pending grants that will become active in FY19 support EMIS: Cape Verde, Comoros, Gambia, Guinea Bissau, Somaliland.</p> <p>For this fiscal year, the Secretariat has already informed the following countries that they are not meeting the benchmark: Rwanda, Papua New Guinea, Djibouti. The Secretariat is following up with the DCPs on a strategy to improve data availability as part of their coming ESPIGs.</p>
<p>Indicator 18: Proportion of Joint Sector Reviews meeting quality standards</p>	<p>The Secretariat provided support to nine JSRs, including seven JSR missions and technical support in the preparation and follow-up of JSRs.</p> <p>The Secretariat published Practical Guide for Effective JSRs in the Education Sector, including a JSR self-assessment tool, and developed a comprehensive dissemination strategy to support the effective uptake of the JSR guidelines.</p> <p>The Secretariat is identifying countries for tailored country-level support informed by 2018 Results Report data.</p>
<p>Indicator 25: Proportion of grants on track for implementation</p>	<p>The FY18 Portfolio Review provides an in-depth analysis of the reasons for implementation delays, including on the type and extent of issues faced during implementation of ESPIG grants.</p> <p>As a follow up, the Secretariat is preparing an internal paper to further analyze the reasons for grants implementation delays, identify best practice programs with effective measures taken to address implementation challenges, and identify new and/or improved GPE's course correction measures and internal processes on program development.</p>

<p>Indicator 29: Alignment</p> <p>[Also an area for improvement in 2016 Results Report]</p> <p>Indicator 30: Proportion of grants using (a) co-financed project or (b) sector-pooled financing (met in 2016)</p>	<p>The Secretariat has continued the work on implementing the Alignment Roadmap, presented to the Board in FY18, which includes:</p> <ol style="list-style-type: none"> 1. <u>Clarifying and institutionalizing GPE’s conceptual approach to aid alignment</u>: The Secretariat is integrated an updated conceptual approach to aid alignment, which encourages the use of aligned aid modalities to strengthen systems and actively manage associated risks and enhance education financing capacity, into GPE guidelines and communications. 2. <u>Strengthening country support operations to foster change at country level</u>: The Secretariat used data on the GPE grant portfolio and future pipeline to identify opportunity countries for progress on alignment. Out of 10 opportunity countries identified, four are being confirmed as developing newly aligned modalities for grant applications to be reviewed for approval in 2019 or 2020. In addition, the Secretariat has worked on improving its capacity to engage in dialogue on alignment and public financial management. 3. <u>Engaging with grant agents on alignment</u>: The Secretariat is using the Effective Partnership Review to engage with grant agents on several issues, including the use of country systems. A structured dialogue with key grant agents is planned in the coming months to better understand their procedural and legal constraints in the use of aligned modalities. <p>As of June 2018, there were 58 ESPIGs, 34 active and 24 closed by the end of the fiscal year. Of the 58 ESPIGs, 39 (67 percent) were standalone grants, 10 (17 percent) used co-financing, and 9 (16 percent) used pooled funding.</p> <p>In FY19 so far, five out of six approved ESPIGS have been project/stand-alone and one has been project-pooled/co-financed. However, with the GPE Multiplier, the number of grants that are co-financed is expected to increase and the Secretariat published guidance in September to further promote the GPE Multiplier.</p>
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