

# Chapter 1: Impact

## **Strategic Goal 1**

Improved and more equitable student learning outcomes

## **Strategic Goal 2**

Increased equity, gender equality and inclusion



# CHAPTER 1:

## Learning Outcomes, Equity, Equality and Inclusion in GPE Developing Country Partners

### Introduction

GPE 2020 aims are consistent with Sustainable Development Goal (SDG) 4: “*Ensure inclusive and quality education for all and promote lifelong learning.*” While the development of indicators for the seven SDG 4 targets is underway through the Technical Cooperation Group coordinated by the UNESCO Institute for Statistics (UIS), GPE 2020 has defined two strategic goals and associated indicators that are well aligned with SDG 4:<sup>1</sup>

- **Strategic Goal 1:** Improved and more equitable learning outcomes (indicators 1 and 2).
- **Strategic Goal 2:** Increased equity, gender equality and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity, and conflict or fragility (indicators 3 through 9).

These goals broadly reflect the areas of quality and learning (Strategic Goal 1) and inclusion for all (Strategic Goal 2) also covered by SDG 4.<sup>2</sup>

This chapter discusses the Global Partnership for Education’s developing country partners (DCPs) progress with respect to the 2017 milestones set for these two goals in the GPE 2020 results framework. It is important to note at the outset that data pertaining to several indicators are from 2015,<sup>3</sup> reflecting the effects of policies and programs in place in the preceding years. However, when considered over several years, the data can provide important monitoring information regarding GPE DCPs’ progress and diagnostics on where GPE should focus its efforts.

The results framework identified no 2017 milestones related to learning (indicators 1 and 2). Indicator 1 requires two comparable data points to measure progress in learning outcomes. Existing information regarding the administration of international, regional and national learning assessments shows that nine countries will have participated twice in the same assessments between 2011 and 2017 and 26 countries between 2011 and 2019, enabling GPE to assess the proportion of DCPs showing improvement on learning outcomes for the 2018 milestone and 2020 target.

1 From “About the TCG,” the Technical Cooperation Group on the Indicators for SDG 4 – Education 2030, <http://tcg.uis.unesco.org/index.php#about-tcg>, 2017.

2 See Appendix 1-3, which maps GPE indicators to those proposed for SDG4.

3 UIS data releases are typically for data two years prior to the current calendar year.

Similarly, for results with respect to early childhood development, Multiple Indicator Cluster Survey (MICS) data for six additional countries are likely to become available in 2018, and for seven additional countries by 2020, thereby yielding information on developmental progress of children under 5 years of age.<sup>4</sup> Focusing on learning measurement is also a key area of GPE's work.

There was clear progress in inclusion and equity across the DCPs, but modest headway with respect to gender equality as measured against the indicators with milestones established for 2017. At the same time, there was wide country-level variation with respect to these indicators. The data collectively underscore the importance of deepening global understanding of, and attention to, the issues while tailoring solutions to address specific country contexts through GPE's instruments.

The cumulative number of equivalent children supported (Indicator 3) was 18.5 million against a milestone of 17.3 million children. The proportion of children who completed primary school (Indicator 4) was 76.1 percent, exceeding the milestone of 74.8 percent. At the lower secondary level, 50.2 percent of children completed school, slightly above the milestone of 49.5 percent. At 37.2 percent, the pre-primary gross enrollment ratio (Indicator 6) far exceeded the 29.8 percent milestone.

On the other hand, the out-of-school (OOS) rate for primary and lower secondary school levels (Indicator 7) were within tolerance of their respective milestones. The primary OOS rate was 19.4 percent, slightly less favorable than the 19 percent for the milestone, and the lower secondary OOS rate was 32.9 percent, against a milestone of 32 percent. However, the absolute number of out-of-school children has increased since 2012.

More positively, 42 percent (25 out of 59) of the DCPs experienced improvement in the equity index (Indicator 9, which is based on urban-rural, wealth and

gender parity indices), exceeding the milestone of 36 percent for 2017.

DCPs partially met the 2017 milestones related to gender equality. At the primary level, 66 percent (40 out of 61) of DCPs were within the threshold for gender parity index (GPI) for completion rate (Indicator 5), above the milestone of 65 percent. However, at the lower secondary level, this figure was 51 percent (31 DCPs), well below the milestone of 56 percent. Similarly, the gender parity index for OOS rate for primary education stood at 1.30, less favorable than the 1.25 milestone. However, for lower secondary education, OOS was 1.08 — slightly more favorable than the 1.09 milestone.

DCPs are making progress against the overall 2020 targets related to learning, equity, gender equality, and inclusion. However, some areas need specific attention to remain on track. Data to measure changes in learning outcomes will become available for more countries by 2020, but the need for continuing to support robust learning assessment systems remains important. The growing number of out-of-school children also highlights the urgent need to expand access, and improve efficiency, of the basic education system. Finally, countries affected by fragility and conflict (FCACs) did not meet the milestones for primary education completion, out-of-school incidence, and gender parity in primary out-of-school, thus illustrating a need for targeted interventions in these countries.

The sections below discuss these results in greater detail and provide an overview of how GPE is addressing the two goals, both globally and at the country level. GPE's theory of change notes that strong education systems are a prerequisite for improved access to quality education. Ongoing interventions at the country level are expected to strengthen the education systems and enhance their potential to deliver equitable access and quality education (addressed in Chapters 2 and 3).

---

4 It is assumed that MICS data would be available one year after the data collection.

## Strategic Goal 1: Improved and more equitable learning outcomes

The first milestones for improvement in learning outcomes (Indicator 1) and percentage of children under age 5 who are developmentally on track (Indicator 2) are set for 2018. The GPE Results Report 2015/2016 noted that learning outcomes had improved in 13 out of 20 DCPs with available data at two points in time (two out of four FCAC) at baseline between 2000 and 2015. However, the report also highlighted the stark fact that comparable data to track learning improvement was available for only 20 countries, underscoring the urgent need to address the data challenge, particularly as it pertains to data from learning assessments.

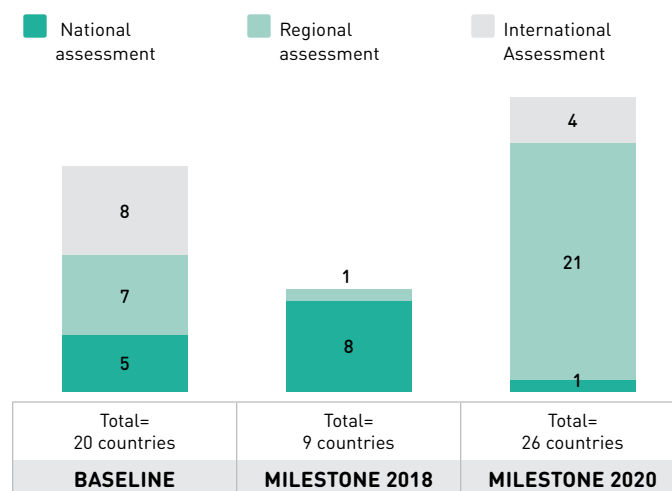
Looking ahead, several international, regional and national assessments will have been implemented between 2011 and 2019 in DCPs, which will enable GPE to calculate and report on improvements in learning. GPE estimates show that nine countries will have participated twice in the same assessments between 2011 and 2017, and 26 countries between 2011 and 2019. If the assessment data become publicly available in a timely fashion, the denominator for calculating learning improvement is likely to be nine in 2018 and 26 in 2020 (see Figure 1.1).

Overall, the number of countries that will be included in the calculation will increase from 20 countries at the baseline time frame (2011-2015) to 26 countries for the target time frame (2011-2020).<sup>5</sup> These assessments include PASEC (Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN) in 11 DCPs; SEACMEQ (Southern and Eastern Africa Consortium for Monitoring Educational Quality, formerly known as SACMEQ) in seven DCPs; LLECE (Latin American Laboratory for Assessment of the Quality of Education) in two DCPs; PILNA (Pacific

Islands Literacy and Numeracy Assessment) in one DCP; PISA and PISA-D (Program for International Student Assessment) in four DCPs; and national learning assessments in one DCP. If countries also implement additional national assessments at two points in time (between 2011 and 2018) that meet quality standards, these numbers may improve.<sup>6</sup> Appendix 1-1 provides additional details regarding the assessments' implementation timeline.

**FIGURE 1.1. Data to evaluate learning progress will increase slightly by 2020.**

*Number of countries with available learning assessment data to measure progress in learning outcomes in 2018 and 2020*



Source: GPE compilation based on the GPE results framework data and information available on PASEC, SEACMEQ, LLECE, PILNA and PISA websites as of February 2018. Information on national assessments is collected from DCP websites, but emails were sent to contacts in respective DCPs to confirm participation in national assessments. Confirmation was also provided for countries participating in SEACMEQ.

Note: It is assumed that assessment data would be available one year after the assessment is completed.

<sup>5</sup> Time frame for T1 (the first measurement) is 2011-2015 and for T2 (the second measurement) is 2016-2020.

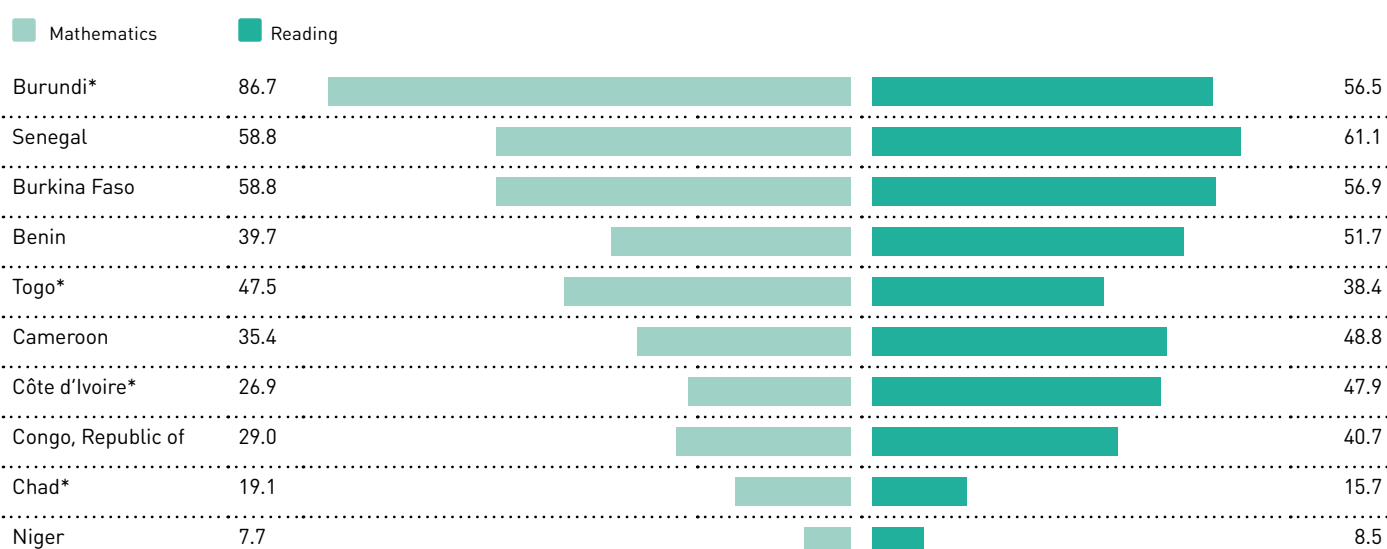
<sup>6</sup> See the Results Framework methodology sheet for indicator 1 for details regarding the quality standards, <https://www.globalpartnership.org/content/gpe-results-framework-2016-2020>

The partnership aims to reach 68 percent and 70 percent of DCPs showing improvement in learning outcomes respectively by 2018 and 2020. To achieve this goal, all factors affecting the quality of education will need to be addressed collectively, especially in countries with the lowest performance in learning outcomes. For example, PASEC 2014 data show that some GPE DCPs register relatively low performance

in learning outcomes in mathematics and in reading (Figure 1.2). Only 8.5 and 7.7 percent of students completing primary education (Grade 6) in Niger achieved minimum proficiency level in reading and mathematics respectively, clearly underscoring that improvement in learning outcomes is a major challenge in this context.

**FIGURE 1.2. Proportion of children achieving minimum proficiency in mathematics and reading varies considerably in GPE DCPs.**

*Proportion of students at the end of primary education achieving minimum proficiency level in mathematics and reading, PASEC, 2014*



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org>.

Note: FCACs\*



Evidence regarding improvement in learning outcomes will come about with robust systems to measure and monitor what students learn. However, only 32 percent (19 out of 60 DCPs assessed) had learning assessment systems that met quality standards between 2011 and 2015 (Indicator 15).<sup>7</sup> To address this measurement gap, GPE is integrally engaged in supporting learning assessments in DCPs through the education sector program implementation grants (ESPIGs). Of the 48 ESPIGs active at the end of FY2017, 41 had information available both on the status of the countries' learning assessment systems and on whether or not the ESPIG supports learning assessment systems. Among these 41 ESPIGs, 32 supported learning assessment systems, with 17 in

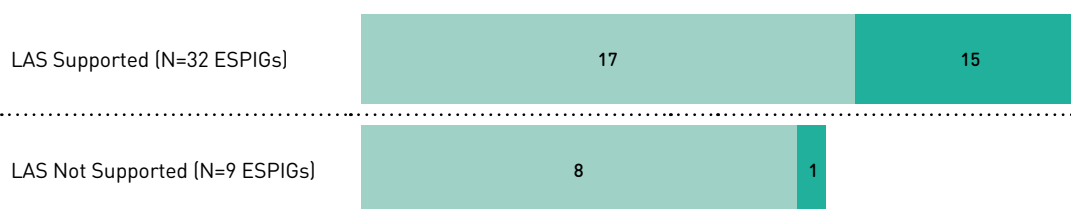
countries with assessment systems that are nascent or under development (Figure 1.3). However, eight ESPIGs did not support DCPs where the learning assessment system was “nascent” or “under development.” These ESPIGs were designed prior to the GPE new funding model, which requires governments to have a strategy for improving their data systems.<sup>8</sup>

GPE also launched the Assessment for Learning (A4L) initiative in 2017 as a reinforcing mechanism to country-level grants. The initiative supports diagnostics, capacity building, research and knowledge sharing to reinforce countries' efforts to strengthen their learning assessment systems (see Box 1.1 for details).

**FIGURE 1.3. ESPIGs support DCPs with learning assessment systems (LAS) that are nascent or under development.**

*LAS status and ESPIG support to LAS*

■ Nascent/Under development ■ Established



Source: GPE Secretariat, based on indicator 15 and ESPIG coding data.

Note: Of the 48 grants active at the end of FY2017, 41 had information available both on the status of the LAS and on whether or not the ESPIG supports LAS.

7 The criteria for assessing the quality of learning assessment systems (Indicator 15) are guided by the framework for learning assessments developed by the World Bank's Systems Approach for Better Education Results (SABER). Three determinants taken from SABER are used to assess the quality of learning assessment systems: enabling context, system alignment and assessment quality. Data availability between 2011 and 2015 is one of the sub-criteria used to assess the quality of the learning assessment systems. Despite the fact that some of the learning assessment systems do not meet some of the criteria for Indicator 15, assessment data are available, nationally representative, and can be used for Indicator 1. This explains why, despite only 19 countries being currently assessed as having quality learning assessment systems, the sample of countries for Indicator 1 is projected to be larger by 2020.

8 See Requirement 3.3 of the funding model requirement matrix, <https://www.globalpartnership.org/content/gpe-funding-model-requirements-matrix>. ESPIGs support different types of learning assessments, including international, regional and national learning assessments. However, about 70 percent of ESPIGs investing in LAS do so through early grade reading assessment (EGRA) and early grade mathematics assessment (EGMA) in DCPs [see Portfolio Review 2017, page 57].

### BOX 1.1. GPE Support to Measuring Learning Outcomes

Because of limited capacity and finances, less than a third of GPE DCPs (20 out of 65, or 28 percent) have conducted a large-scale learning assessment more than once between 2000 and 2015. Consequently, only 20 countries could be included in GPE's learning outcome indicator (Indicator 1) for the baseline period 2000-2015. This situation is compounded by weak systems to assess learning in many countries.

Launched in 2017 with support from two foundations, and to be continued under the forthcoming Knowledge and Innovation Exchange (KIX), the Assessment for Learning (A4L) initiative aims to address this challenge. It will help build capacity of national learning assessment systems to measure and improve learning. A4L focuses on the development and application of a diagnostic tool — known as the Analysis of National Learning Assessment Systems — to support DCPs in conducting a comprehensive analysis of their learning assessment systems. Analysis of National Learning Assessment Systems will be developed, piloted in three DCPs, finalized, published and disseminated over the course of the 2018-2019 period. The second A4L activity is the provision of support to two regional networks on learning assessment: the Network on Education Quality Monitoring in the Asia-Pacific, which is coordinated by UNESCO Bangkok, and Teaching and Learning: Educators' Network for Transformation, coordinated by UNESCO Dakar. Through support from A4L, these regional assessment networks will organize capacity development workshops, research and knowledge sharing for national authorities in charge of learning assessment across the Asia-Pacific and Sub-Saharan Africa regions.

A4L also supports the efforts of the Global Alliance to Monitor Learning, convened by the UNESCO Institute for Statistics (UIS) to monitor SDG 4, by serving on its Strategic Planning Committee, as well as various task forces within it. The new KIX initiative will build on these ongoing activities.

Source: GPE Secretariat.

In terms of early childhood development, the GPE Results Report 2015/2016 noted that, overall, 66 percent of children under 5 years old were developmentally on track in terms of health, learning and psychosocial well-being (Indicator 2), based on data available from only 22 GPE DCPs. The next milestone is set for 2018 and the target for 2020. A review of upcoming Multiple Indicator Cluster Surveys (MICS) shows that data might be available for 13 additional DCPs by 2020. See Appendix 1-2 for upcoming MICS implementation schedule.

## Strategic Goal 2: Increased Equity, Gender Equality and Inclusion

The GPE results framework monitors the partnership's work in equity, equality and inclusion through seven indicators at the pre-primary, primary, and lower secondary education levels, discussed in the sections below.

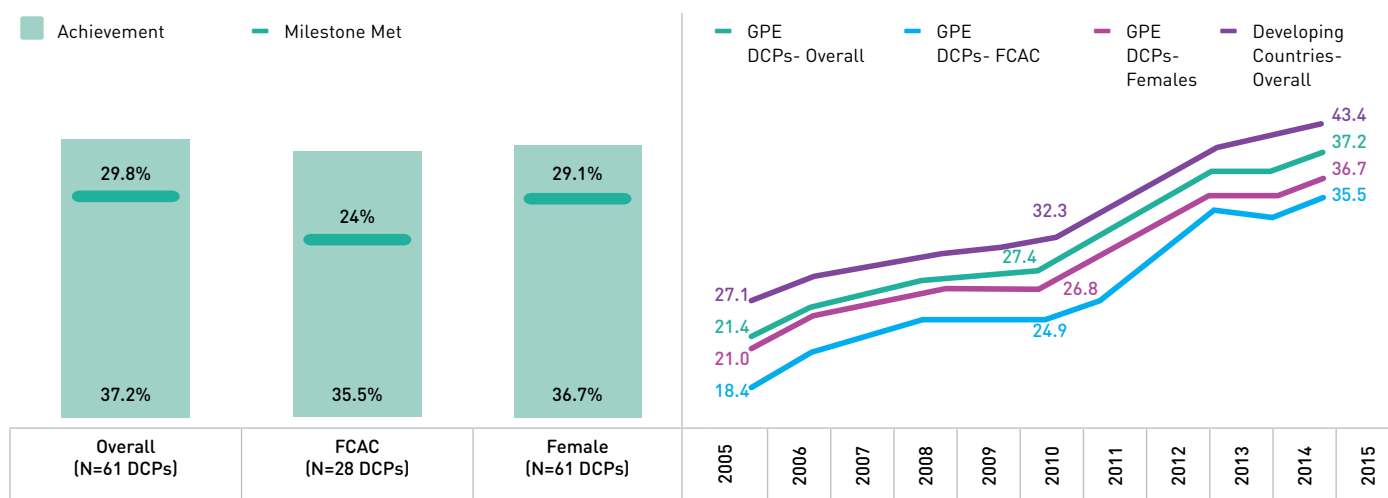
### Pre-Primary Education (Indicator 6)

The pre-primary gross enrollment ratio (GER; Indicator 6), is 37.2 percent, exceeding the 2017 milestone of 29.8 percent by 7 percentage points. The indicator exceeded the milestones for FCACs and for gender as well, by 12 and 8 percentage points, respectively (Figure 1.4).

Trend data show a steady increase in pre-primary education GER, which increased from 21.4 percent in 2005 to 27.4 percent in 2010 and to 37.2 percent in 2015.<sup>9</sup>

**FIGURE 1.4. Access to pre-primary education has increased steadily in GPE DCPs.**

Pre-primary education GER in 2015 (left); trends in pre-primary GER 2005-2015 (right)



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

Note: GPE averages include 61 DCPs for all years (28 FCACs).

<sup>9</sup> The milestone for indicator 6 was missed in 2016 and met 2017. Although this may be associated with some improvement in access to pre-primary education, it is important to note that the average pre-primary education GER for GPE DCPs increased sharply in 2017 due to updates in the UIS data. Appendix H provides information on these changes.



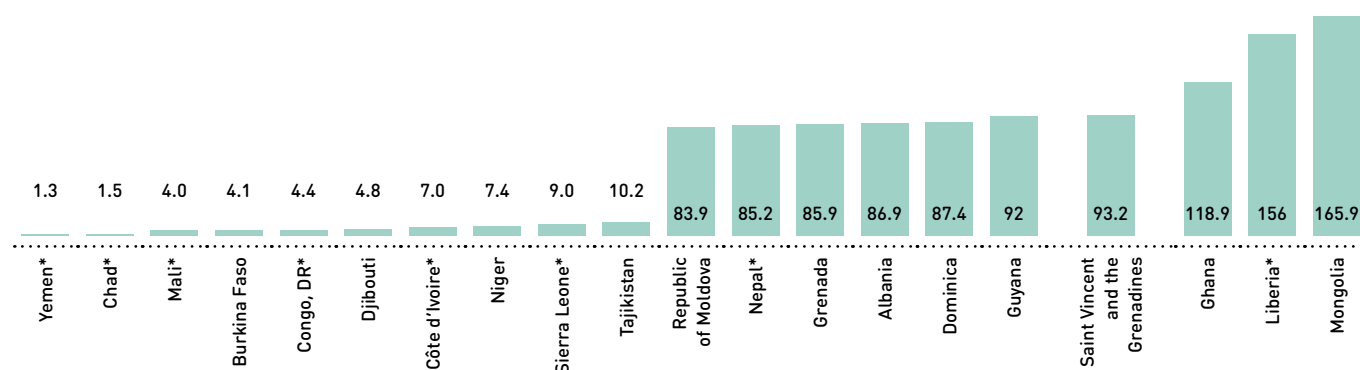
Despite this progress, some GPE DCPs still experience very low access to pre-primary education. Countries including Yemen, Chad and Mali have extremely low access to pre-primary education, with a GER of less than 5 percent (Figure 1.5).

Early childhood education improves school readiness and is a strong predictor of achievement at higher levels of education.<sup>10</sup> Ensuring that both boys and girls are given the best start in life through quality

early childhood education programs provides a strong foundation for leveling the playing field throughout the school cycle. In 2017, 22 of 41 GPE ('co-financed' and 'stand-alone') implementation grants actively supported early childhood education.<sup>11</sup> Four of the 10 countries with the lowest pre-primary GER were recipients of one of these grants.<sup>12</sup> Three of the remaining six countries have ESPIGs upcoming in 2018 and 2019, with potential to address the issue through the new grants.<sup>13</sup>

**FIGURE 1.5. GPE DCPs show wide variation in pre-primary GER.**

*Pre-primary GER in selected DCPs, 2015*



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

Note: Only the top 10 and the bottom 10 countries with data available are included in this figure.

FCAC\*

10 UNICEF, [www.unicef.org/education/files/Child2Child\\_ConceptualFramework\\_FINAL\(1\).pdf](http://www.unicef.org/education/files/Child2Child_ConceptualFramework_FINAL(1).pdf), 2013.

11 Portfolio Review, page 13. Only 'co-financed' and 'stand-alone' grants were coded to provide insights into the themes supported by ESPIGs and their alignment to GPE 2020 strategic goals.

12 These countries are Burkina Faso, Djibouti, Sierra Leone and Yemen.

13 These three countries are Chad (2018), Mali (2019) and Niger (2019). The development of an ESPIG presents an opportunity to discuss how to address the issues, but the ESPIG may not directly finance specific interventions related to those issues.

## Primary and Lower Secondary Education Completion (Indicator 4)

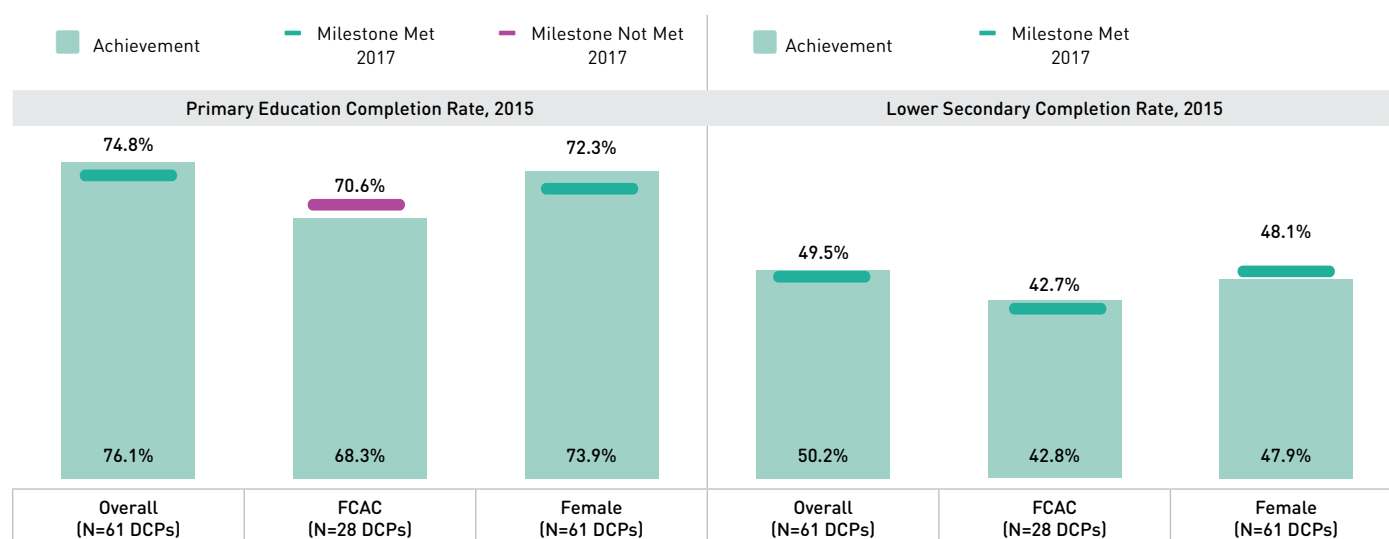
The primary completion rate (PCR; Indicator 4) was 76.1 percent, exceeding the 2017 milestone of 74.8 percent (Figure 1.6). The lower secondary school completion rate (LSCR) was 50.2 percent, also higher than the milestone of 49.5 percent. However, the primary

milestone for FCACs was not met, while the one for girls was met. At the secondary level, the milestone for FCACs was met, and for girls it was met within tolerance.<sup>14</sup>

Trend data show steady but slow PCR improvement from 65.7 percent in 2005 to 76.1 percent in 2015, while the LSCR increased from 40.6 in 2005 to 50.2 percent in 2015 (Figure 1.7).<sup>15</sup>

**FIGURE 1.6. Primary and lower secondary completion rates reached 2017 milestones, but challenges remain.**

Primary education completion rate, 2015 (left); lower secondary completion rate, 2015 (right)



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

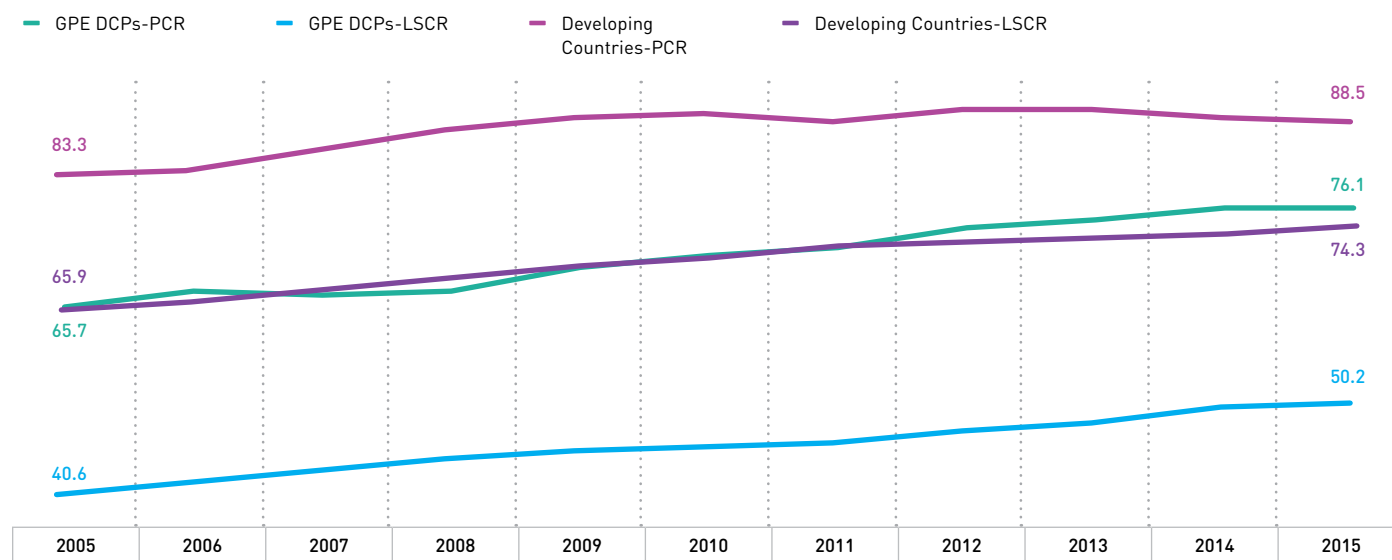
Note: N=61 countries (28 FCACs).

14 Girls living in FCACs are particularly disadvantaged in terms of primary and lower secondary completion. In 2015, the PCR was 64.5 percent for girls, compared to 73.5 percent for boys in FCACs. At the lower secondary level, the completion rate was 39.2 percent for girls and 47.2 percent for boys in FCACs.

15 On average, PCR and LSCR increased by about 1 percentage point annually between 2005 and 2015 in GPE countries. If the same trends are maintained for the next three years, the PCR and LSCR targets for 2020 would be met. Given the same assumptions, it would take approximately 24 more years from 2015 (latest data available) to reach universal primary education.

**FIGURE 1.7. GPE DCPs experienced a slow but steady increase in the primary and the lower secondary completion rates over the last decade.**

*Evolution of the completion rates at primary and lower secondary levels in DCPs and in other developing countries*



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015). Note: N=61 countries (28 FCACs).

The aggregate numbers, however, mask the wide variation among countries. While some GPE DCPs have already achieved universal primary education, other countries' rates are below 50 percent (Figure 1.8). PCR is over 100 percent in countries including Kyrgyzstan, Dominica and Georgia, while Chad, Eritrea, Central African Republic and Mozambique register a PCR lower than 50 percent. At the lower secondary level, only a few DCPs have already achieved universal lower secondary education. The LSCR varies considerably across countries, from 12.8 percent in Central African Republic to 104.6 percent in Georgia.

**FIGURE 1.8. GPE DCPs show wide variation in primary and lower secondary completion rates.**

Primary (left) and lower secondary (right) completion rates in DCPs, 2015



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

Note: Only the top 10 and the bottom 10 countries with data available are included in this figure.

FCAC\*

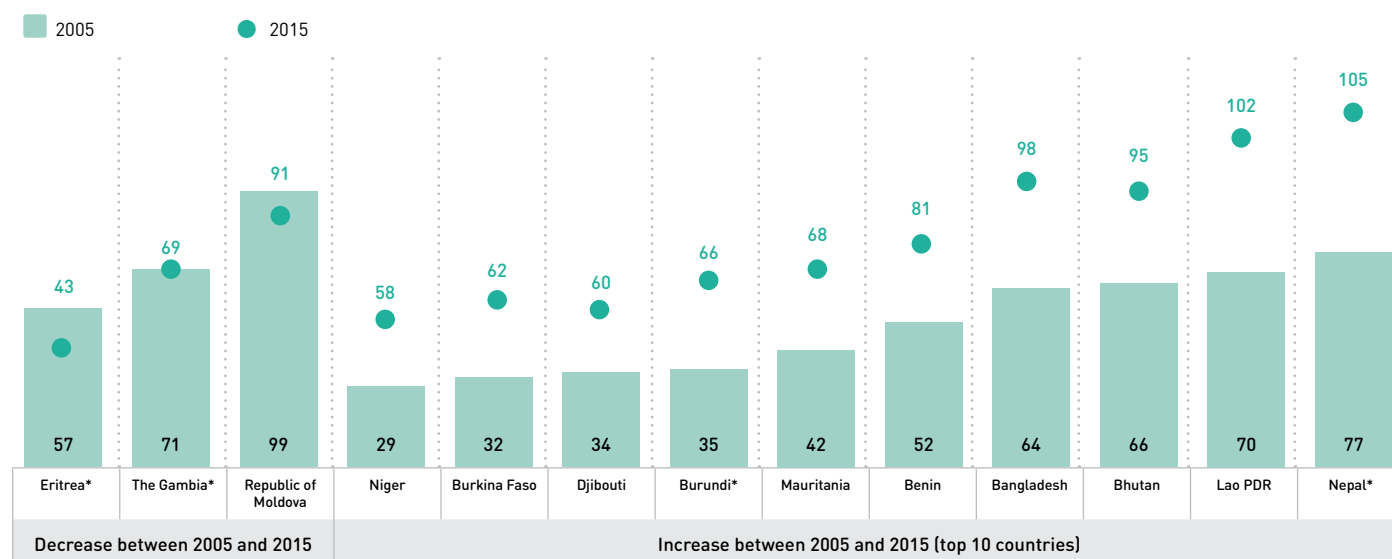
Trends also indicate that while some DCPs have low PCRs, they registered a strong improvement over the last decade (Figure 1.9). Niger and Burkina Faso were among DCPs with the lowest PCR in 2005, but their PCR increased by 29 and 30 percentage points, respectively, between 2005 and 2015.

However, PCR also decreased in some GPE DCPs with data available in 2005 and 2015 that already had a relatively low PCR level. For example, Eritrea's completion rate in primary education dropped by

14 percentage points between 2005 and 2015, from 57 to 43 percent. GPE's ESPIGs in these countries aim to contribute to increased access to education. For example, in Eritrea, a GPE ESPIG is supporting access to education for 40,000 children in disadvantaged communities. The ESPIG also supports classroom construction, teacher training, textbook provision and curriculum development.

**FIGURE 1.9. Some GPE DCPs experienced a decrease in the PCR over the last decade.**

PCR in selected DCPs in 2005 and 2015



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

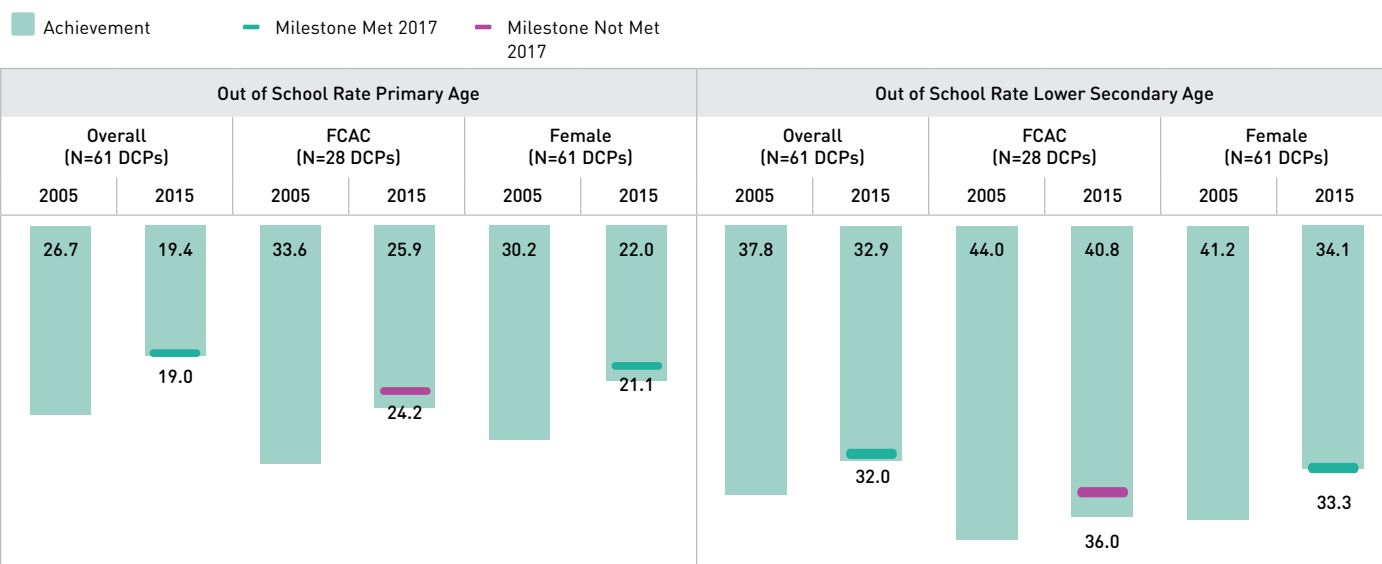
Note: Only DCPs with data available in 2005 and 2015 are considered. The top 10 countries in terms of increase in PCR between 2005 and 2015 are included in this figure. Five countries showed a decrease in their PCR between 2005 and 2015 but two were excluded because the PCR was at 100 % or above in 2005 in these countries. A total of 41 countries have data available in 2005 and 2015.

## Primary and Lower Secondary Education Out-of-School Rates (Indicator 7)

Despite overall progress in the completion rates, the out-of-school (OOS) rates remain high, particularly for children at the lower secondary level. At 19.4 percent, the OOS rate (Indicator 7) for primary level was met within tolerance of the 2017 milestone of 19 percent (Figure 1.10). The rate was not met for FCACs, but was within milestone tolerance for female students. For lower secondary, the rate was 32.9 percent, also within tolerance of 32 percent. DCPs met

the milestone within tolerance for female students, but not for students in FCACs. Out of school rate is a specific and urgent challenge in FCACs.

The long-term trend in OOS is, however, in the right direction. Figure 1.10 shows that between 2005 and 2015, the OOS incidence decreased by 7.2 percentage points — from 26.7 percent to 19.4 percent — at the primary level, and by 4.9 percentage points — from 37.8 percent to 32.9 percent — at the lower secondary level.

**FIGURE 1.10. Out-of-school incidence decline is close to milestone but remains a challenge in GPE DCPs.***Out-of-school rate primary (left) and lower secondary age (right), 2005 and 2015*

Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org>.

Note: N=61 countries (28 FCACs).

Some DCPs are facing significant challenges related to out-of-school incidence. Figure 1.11 shows that the OOS rate at the primary education level is especially high in South Sudan, Liberia and Eritrea. South Sudan and Eritrea also face a high OOS rate at the lower secondary level.



**FIGURE 1.11. Out-of-school rate varied considerably across GPE DCPs.**

OOS rates for primary (left) and lower secondary (right) education in DCPs, 2015



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

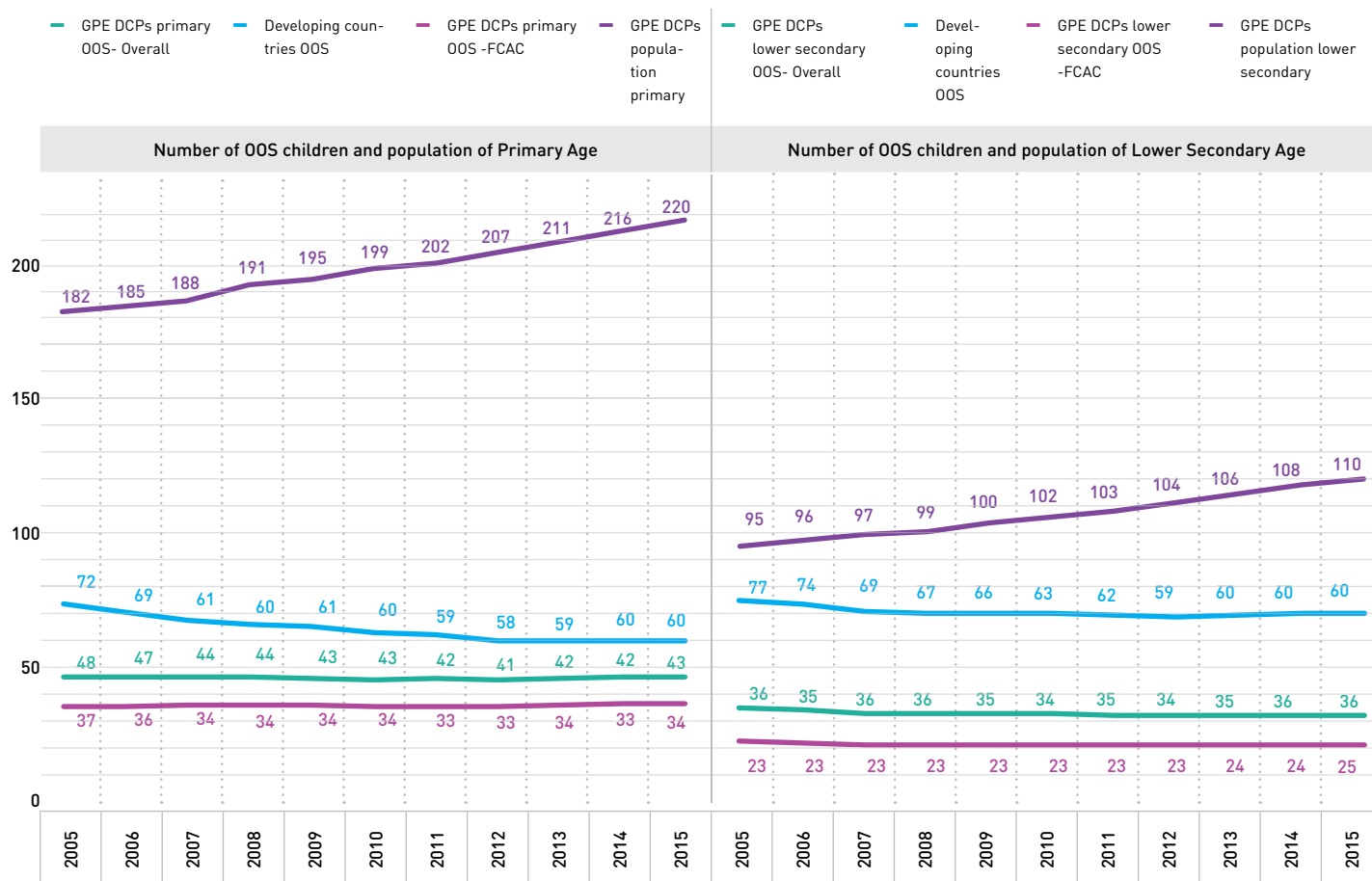
Note: Only the top 10 and the bottom 10 countries with data available are included in these figures.

FCAC\*

Despite lower rates, the absolute number of OOS children of basic education age has been on an increasing trend since 2012.<sup>16</sup> The total number of OOS children of primary education age in GPE DCPs decreased from 48 million in 2005 to 41 million in 2012 but increased to 43 million in 2015 (Figure 1.12). At the lower secondary level, the number of OOS children decreased from 36 million in 2005 to 34 million in 2012 but increased to 36 million in 2015, back to its 2005 level. At the same time, the population of

children of primary and lower secondary age also increased considerably. While FCACs account for about 50 percent of the DCPs' total basic-education-age children, 74 percent of the OOS children of basic education age live in FCACs. Given the current trends of the school-age population in GPE DCPs, OOS rates will continue to be an issue unless addressed directly, based on a good understanding of barriers to enrolling in and staying in school.

<sup>16</sup> Some countries with a relatively low out-of-school incidence can have a very high number of OOS children because of the population size. For example, although the OOS rate is relatively low in DRC and Nigeria compared to other GPE DCPs, the total number of OOS children is high because of the size of the school-age population (see GPE Results Report 2015/2016, Figure 1.3.11, page 34).

**FIGURE 1.12. The total number of out-of-school children in GPE DCPs has been increasing since 2012.***Total number of OOS children and population of primary and lower secondary age (millions)*

Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

Expanding access and lowering inefficiency (dropout and repetition) in the basic education system will likely contribute to curb the out-of-school incidence. As discussed in Chapter 3, GPE is helping to expand the supply of education in DCPs by building classrooms, training teachers and providing textbooks.<sup>17</sup> The OOS phenomenon is a tough education challenge that may also require additional differentiated strategies across countries, based first on understanding the characteristics and location of the OOS children.

<sup>17</sup> See indicators 21, 22 and 23 in Chapter 3.

### BOX 1.2. Children May Be Out of School for Various Reasons: Case Study in Nigeria and DRC

Nigeria and DRC are among the GPE DCPs with the largest number of out-of-school children.<sup>18</sup> Various reasons may explain why children are out of school in these two countries. In DRC, when children (ages 6-17) are out of school, the main reason given nearly two-thirds of the time is related to the prohibitive cost of school attendance, and more than half of parents are unsatisfied with the frequency of fees contributions. However, financial barriers seem to not be the main reason reported in Nigeria. More than half of Nigeria's out-of-school children (ages 10-14) are in that situation either because their parents do not think education is important or because the children themselves are not interested in pursuing their education. These two countries are also affected by conflicts, which exacerbates existing barriers.

GPE is engaged to supporting Nigeria and DRC to address the high OOS incidence in these countries. In 2015, GPE approved a US\$100 million grant for Nigeria. The Nigeria grant aims to increase access to basic education for OOS children, with a focus on girls. DRC also benefited from a US\$100 million grant that closed in 2017. The DRC grant supported access and equity at the primary education level through rehabilitation and reconstruction of classrooms.

Source: World Bank

DRC: <http://documents.worldbank.org/curated/en/469851468186549157/pdf/ACS14542-WP-P147553-Box394836B-PUBLIC-ENGLISH-DRC-Education-PER-FRE.pdf>

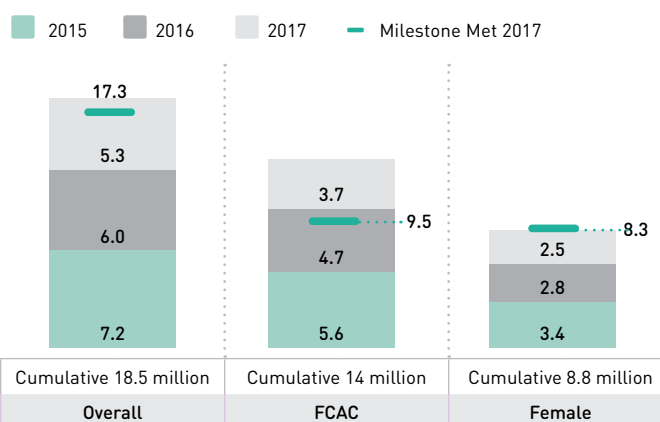
Nigeria: <http://documents.worldbank.org/curated/en/123131468195000690/pdf/ACS14245-WP-P153070-Box394836B-PUBLIC-Nigeria-Governance-and-Finance-Analysis-Dec30.pdf>

### Children Supported Through GPE Grants (Indicator 3)

GPE is continuing to support school access. GPE's ESPIGs have cumulatively supported the equivalent of 18.5 million children since 2015 (Indicator 3)<sup>19</sup>, exceeding the milestone of 17.3 million children in 2017. The partnership expects to support 22.3 million equivalent children cumulatively over the period 2015-2018. In 2015 and 2016, GPE supported 13.2 million equivalent children (including 6.3 million girls). In 2017, GPE supported an additional 5.3 million equivalent children (2.5 million girls), leading to 18.5 million total equivalent children supported (8.8 million girls) since 2015, meeting the milestone for 2017 (Figure 1.13).

**FIGURE 1.13. GPE has supported 18.5 equivalent children since 2015.**

Total number of equivalent children supported (million)



Source: GPE calculations based on the Secretariat data, UNICEF and World Development Indicators.

Note: In 2017, GPE grants were disbursed to a total of 46 countries

<sup>18</sup> See GPE Results Report 2015/2016 (long version), Figure 1.3.11, page 34.

<sup>19</sup> Indicator 3 captures the total number of equivalent children that the ESPIG disbursements to DCPs can theoretically support when considering the public unit cost in GPE developing countries.

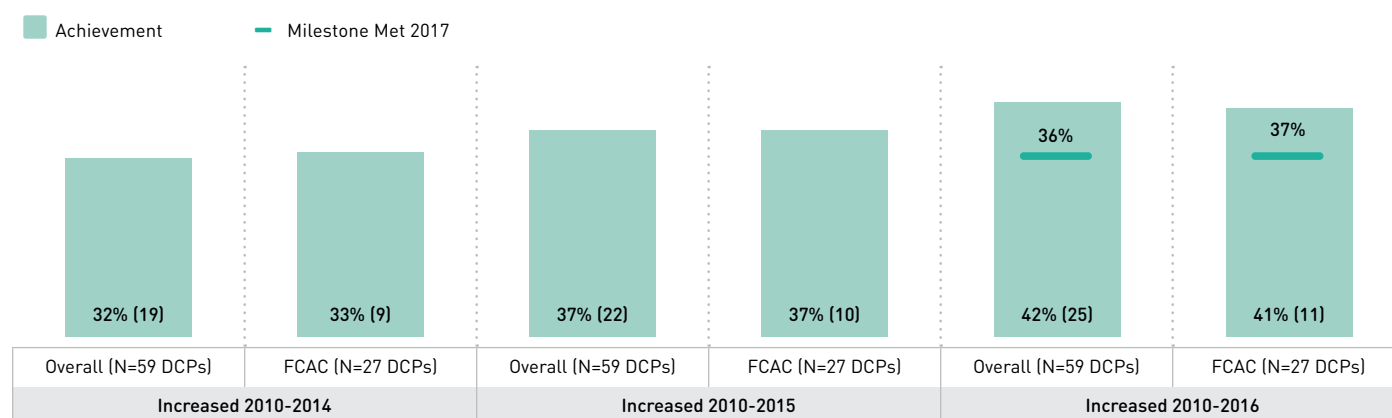
## Equity (Indicator 9)

The GPE DCPs have made considerable progress in terms of overall equity, as demonstrated by the improvement in GPE's equity index (Indicator 9). Indicator 9 captures the proportion of countries that exhibit more than 10 percent increase in the equity index, which captures three dimensions collectively: gender, location and socioeconomic status.

Thirty-seven percent of DCPs, including FCACs, registered an increase in the equity index of more than 10 percent between 2010 and 2015 (Figure 1.14). The proportion of DCPs showing improvement between 2010 and 2016 in the equity index increased to 42 percent (41 percent in FCACs), thus meeting the milestone set for 2017.

**FIGURE 1.14. Forty-two percent of GPE DCPs improved on equity index between 2010 and 2016.**

*Proportion of countries with improvement in the equity index*



Source: GPE compilations based on UIS (2018) and UNESCO-WIDE (2017).

Note: A total of 59 DCPs (27 FCACs) are included in the calculation of the equity index.

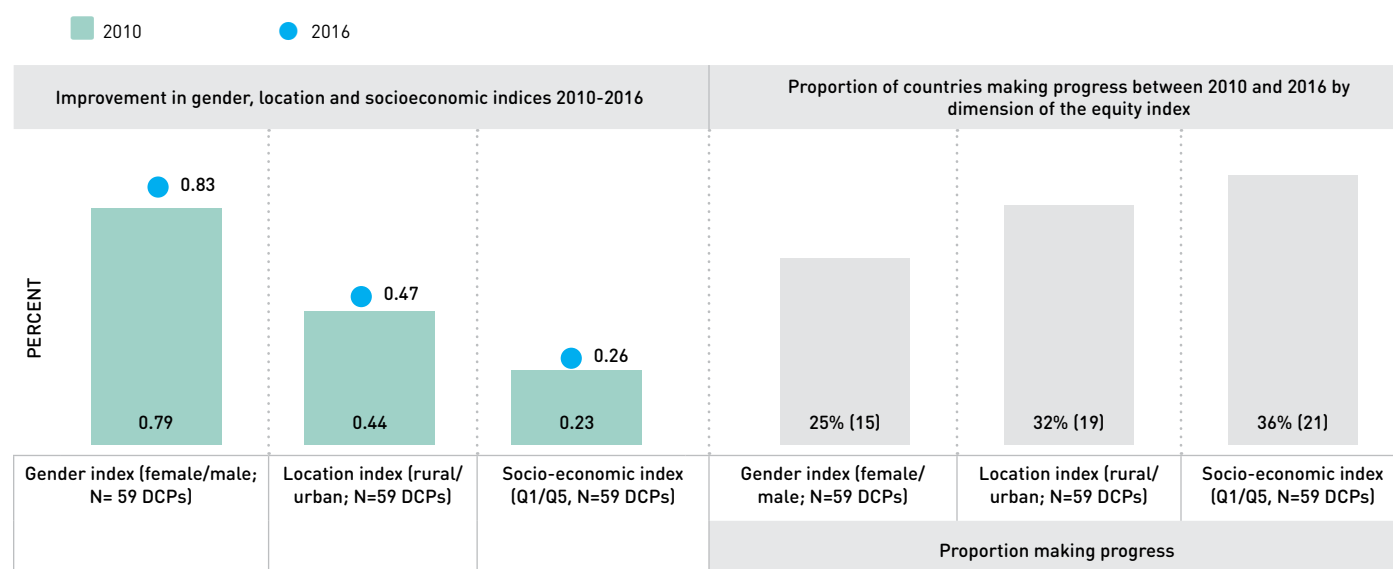
Improvement in the equity index between 2010 and 2016 is mostly driven by improvement in equality with respect socioeconomic status and location.

Figure 1.15 shows that the gender parity dimension of the equity index with the highest level of achievement registered the slowest improvement between 2010 and 2016 (6 percent). In contrast, the socioeconomic dimension of the equity index improved by

11 percent between 2010 and 2016, although the level of achievement is the lowest. In addition, 36 percent of DCPs made progress in terms of equity with respect to socioeconomic status, as compared to 25 percent for the gender dimension of the equity index. This means that there is a need for increased attention regarding gender equality in GPE DCPs.

**FIGURE 1.15. Equality related to socioeconomic status experienced the strongest improvement between 2010 and 2016.**

*Improvement in gender, location and socioeconomic indices 2010-2016 (left) and proportion of countries making progress between 2010 and 2016 by dimension of the equity index (right)*



Source: GPE compilations based on UIS and UNESCO-WIDE.

Note: A total of 59 DCPs (27 FCACs) are included in the calculation of the equity index.

## Gender Parity (Indicators 5 and 8)

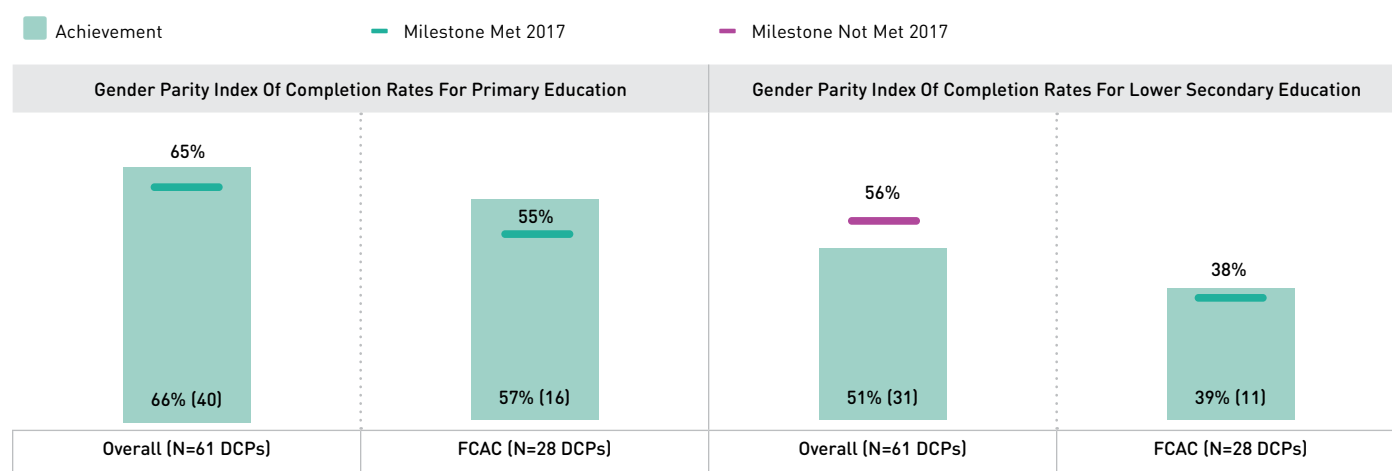
Gender equality is a core aspect of the GPE's work, and a core principle of GPE 2020. Despite the improvement in gender equality over the past decade, girls continue to be disadvantaged in terms of school completion and out-of-school incidence.

The proportion of DCPs within set thresholds for gender parity index (GPI) for primary completion

rate (Indicator 5) was 66 percent (40 out of 61 DCPs), above the milestone of 65 percent for 2017 (Figure 1.16). However, the proportion of DCPs with a lower secondary completion rate GPI within the GPE thresholds was 51 percent (31 DCPs), lower than the milestone of 56 percent, indicating slower progress. For FCACs, the milestone was met both for lower secondary and primary education.

**FIGURE 1.16. GPE DCPs met the gender parity threshold for primary, but not lower secondary, completion rate.**

*Proportion of GPE DCPs within set thresholds for gender parity index of completion rates for primary education (left) and lower secondary (right) education, 2015*



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

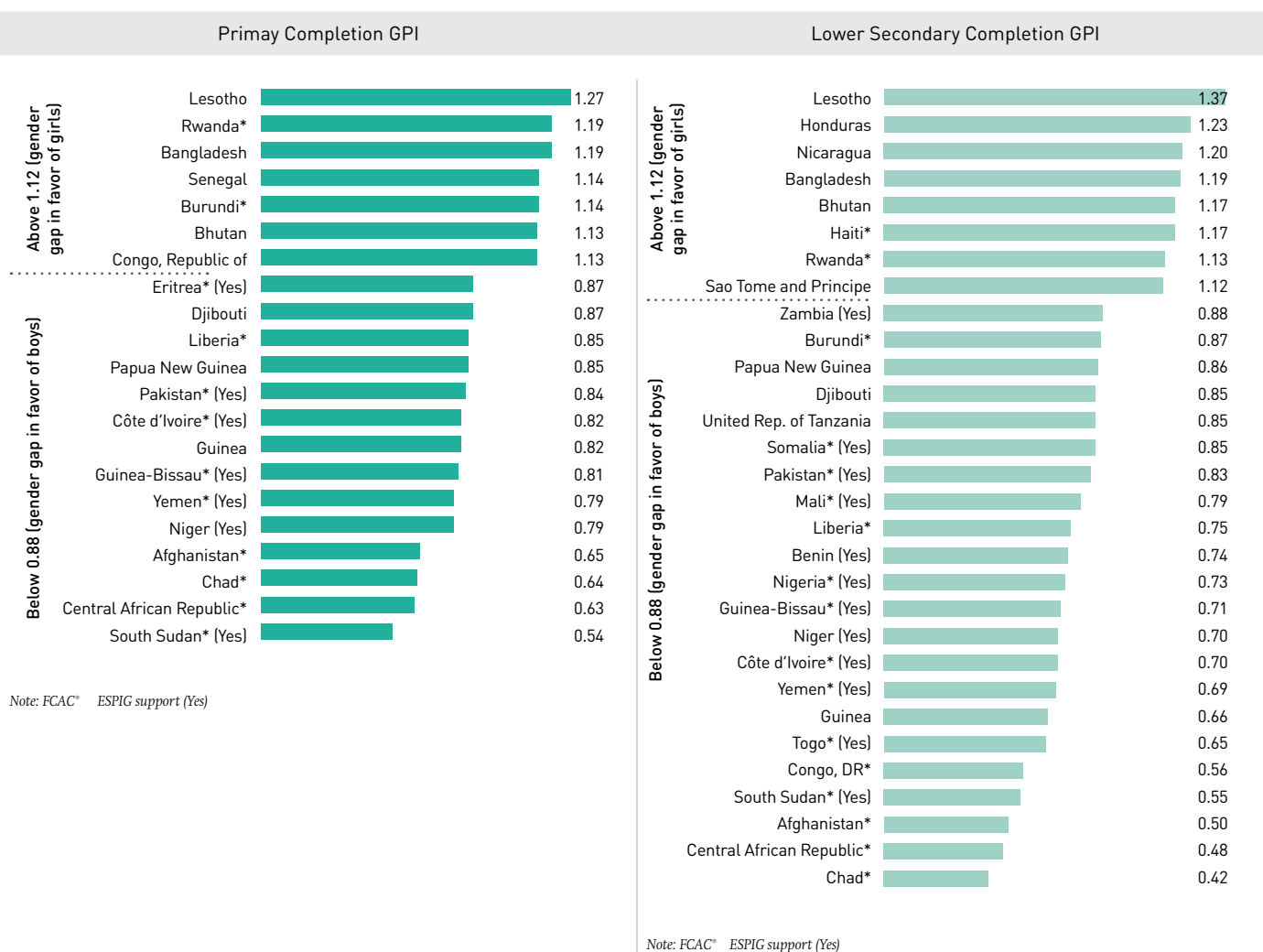


A majority of GPE DCPs with a GPI outside of the thresholds experience inequality in favor of boys (Figure 1.17). At the primary level, a total of 21 countries had a GPI outside the GPE thresholds. In 14 of these countries, the gender gap disfavored girls, while in seven countries, the gender gap was in favor of girls. In seven of the 14 countries where girls are disadvantaged in terms of primary education completion, active ESPIGs are supporting girls' education.

At the lower secondary level, 30 countries had a GPI below or above the GPE-recommended range. In 22 of these countries, the gender gap was in favor of boys, while in eight of them, the gender gap was in favor of girls. In 12 of the 22 countries with a gender gap in favor of boys, ESPIGs are supporting girls' education.

**FIGURE 1.17. In a majority of GPE DCPs, gender inequality for school completion was in favor of boys.**

*DCPs with the highest levels of gender inequality in primary (left) and lower secondary completion rates (right), 2015 (measured through gender parity index of completion rates)*



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> [2015].

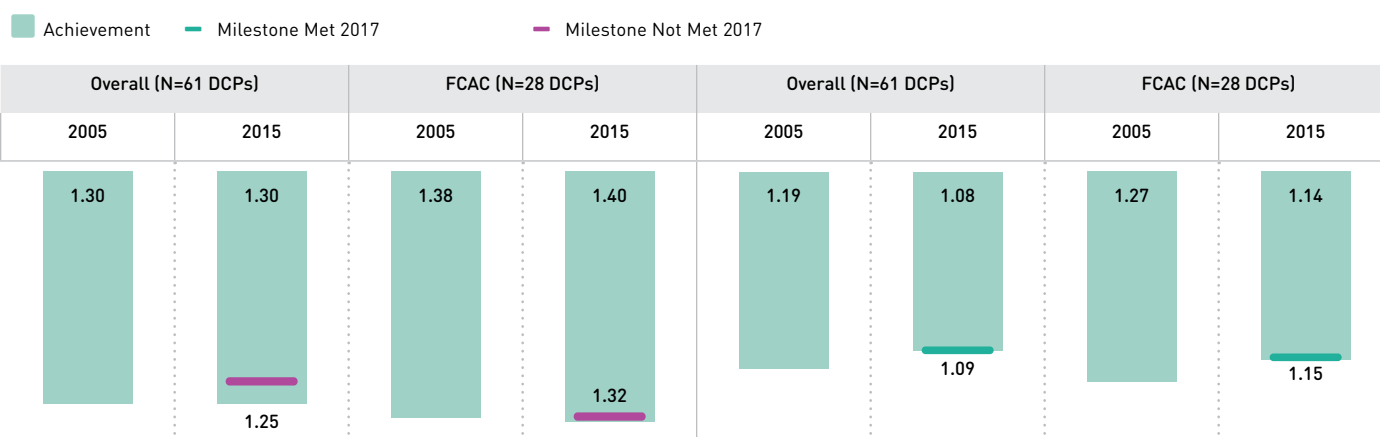
Note: YES = there is an active ESPIG that supports girls' education in the country. Some of the countries have ESPIGs that are not coded because they are sector pooled, while other countries have no active ESPIG in FY2017. Only the countries with a GPI below 0.88 or above 1.12 are included in this figure.

The gender parity index for out-of-school rate (Indicator 8) at the primary level was 1.30 and did not meet the milestone of 1.25 in 2017 (milestone also missed in 2016). However, this figure was 1.08 for the secondary level and met the milestone of 1.09 in 2017. This result was replicated in FCACs, with the primary

level less favorable against the milestone, but secondary level exceeding the milestone. These data show that girls continue to face a relatively high out-of-school incidence compared to boys, especially at the primary level (Figure 1.18).<sup>20</sup>

**FIGURE 1.18. Girls' out-of-school rate was higher than that for boys in GPE DCPs.**

*Gender parity index for out-of-school rate in primary (left) and lower secondary education (right), 2015*



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

Note: N=61 countries (28 FCACs).

<sup>20</sup> Girls experience a higher out-of-school incidence compared to boys, especially at the primary level, in developing countries in general. UIS data show, however, that in developing countries, the gender parity in OOS rates improved from 1.31 to 1.27 at the primary level and from 1.18 to 1.02 at the lower secondary level between 2005 and 2015.

The extent to which girls are disadvantaged in terms of being out of school varies across countries. Mongolia, Central African Republic and Papua New Guinea are among the DCPs with the largest gender gap disadvantaging girls at the primary education level. At the lower secondary level, girls are the

most disadvantaged in Albania, Georgia and Yemen. Although girls are overall disadvantaged, the gender parity index for out-of-school rates is in favor of girls in some DCPs. For example, in Republic of Congo, Cambodia and Guyana, the gender parity index is in favor of girls at the primary level (Figure 1.19).

**FIGURE 1.19. Gender parity in out-of-school rate varied widely across GPE DCPs.**

*Gender parity index for out-of-school rate for primary (left) and lower secondary (right) education levels in DCPs, 2015*



Note: FCAC\*

Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

Note: FCAC\*

Note: The top 10 and bottom 10 countries in terms of out-of-school rate GPI are included.

**BOX 1.3. GPE's Work on Gender Equality**

Achieving gender equality is one of the eight guiding principles of GPE 2020, the GPE's strategic plan for 2015-2020. In 2016, GPE adopted a Gender Equality Policy and Strategy (2016-2020) to support DCPs in their efforts to achieve gender equality in access, participation and learning for all girls and boys; improve gender equality in education systems; strengthen gender equality in education sector policy and planning processes; and ensure robust execution of commitment to gender equality across GPE.

GPE supports gender equality in several different ways: (i) supporting gender-responsive education sector plans and cross-sectoral coordination; (ii) providing grants to partner countries for implementation of education sector plans that promote gender equality; (iii) facilitating policy dialogue on gender equality; and (iv) strengthening the evidence base on gender issues through research on topics including child marriage, school-related gender-based violence, and health investments using the school as an effective platform. The partnership also recently launched a new initiative, Knowledge and Innovation Exchange (KIX), that is designed to improve knowledge, data, research and peer learning on topics such as gender equality and inclusion.

Source: GPE Secretariat.

<https://www.globalpartnership.org/content/gender-equality-policy-and-strategy-2016-2020>.

<https://www.globalpartnership.org/content/guidance-developing-gender-responsive-education-sector-plans>.

<https://www.globalpartnership.org/focus-areas/girls-education>.