Preliminary Results Report: GPE2020 Core Indicators

December 1, 2016 | Siem Reap, Cambodia
Interim Results Report

- Reports on 12 Core Indicators, presenting baseline data and where available, 2016 data against milestones.

- Preliminary data in some cases - still collecting data for learning outcomes, 2016 Joint Sector Review, ESP, domestic financing etc.

- Data should be interpreted cautiously.
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
Strategic Goals 1 & 2 = Impact Indicators

1. Improved and more equitable learning outcomes
2. Increased Equity, Gender Equality and Inclusion
Indicator 1: Proportion of Developing Country Partners Showing Improvement on Learning Outcomes

- 14 countries have trend data on learning outcomes between 2000 and 2013
- 7 countries showed statistically significant progress at baseline (1 FCACs out of 3)
- More data needed: collection of national assessments to enrich coverage underway
Indicator 2:
Percentage of children under 5 years who are developmentally on track in terms of health, learning and psychosocial well-being

- 22 DCPs have baseline data on children under five years who are developmentally on track in terms of health, learning, and psychosocial well-being
- In these countries, 66% of children are on track (62% in FCACs)
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
Indicator 4a: Proportion of Children Who Complete Primary Education

- Overall primary completion rates improved slightly from 72.5% in 2013 to 73.2% in 2014
- GPE milestones for 2016 (2014 year) for primary level completion rates were not met
- Milestones for girls and FCACs were not met
- ¼ of all primary age children in DCPs are not completing primary education – a major equity challenge
Primary completion rates (2010-2014)

- Total DCPs
- FCAC
- Girls

<table>
<thead>
<tr>
<th>Year</th>
<th>Total DCPs</th>
<th>FCAC</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>71.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>71.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>72.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>72.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>73.2</td>
<td></td>
<td>71.1</td>
</tr>
<tr>
<td></td>
<td>73.7</td>
<td></td>
<td>70.8</td>
</tr>
</tbody>
</table>

Total DCPs: 71.2, 71.9, 72.6, 72.5, 73.2
FCAC: 67.0, 66.7, 67.8, 68.1, 69.3
Girls: 67.89, 68.75, 69.98, 70.1, 71.1
Indicator 4b: Proportion of Children Who Complete Lower Secondary Education

- GPE milestones for 2016 (2014 year) were exceeded
- Overall lower secondary completion rates improved from 47.9 in 2013 to 49.5 in 2014
- Rates of improvement less for girls
- Strong growth in lower secondary completion
Lower secondary completion rates 2010-2014

- Total DCPs
- FCAC
- Female

<table>
<thead>
<tr>
<th>Year</th>
<th>Total DCPs</th>
<th>FCAC</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>44.8</td>
<td></td>
<td>41.86</td>
</tr>
<tr>
<td>2011</td>
<td>45.5</td>
<td></td>
<td>42.97</td>
</tr>
<tr>
<td>2012</td>
<td>46.8</td>
<td></td>
<td>44.47</td>
</tr>
<tr>
<td>2013</td>
<td>47.9</td>
<td></td>
<td>45.7</td>
</tr>
<tr>
<td>2014</td>
<td>49.5</td>
<td></td>
<td>47</td>
</tr>
</tbody>
</table>

Total DCPs and FCAC show a consistent increase over the years, while Female rates also show an increase but at a slightly slower pace compared to Total DCPs and FCAC.
Strategic Goal 3

Effective and efficient educational systems delivering equitable, quality educational services for all
Indicator 10:
Proportion of DCPs that have a) increased public expenditure on education; b) maintained sector spending at 20% or above

- Baseline data for 47 countries compares CY2014 – CY 2015
- 72% of DCPs increased public expenditure on education or maintained spending above 20%
- 22 DCPs spent more than 20% in 2015
- Exciting level of progress – and a big gain in data
Indicator 12: Proportion of DCPs with pupil/trained teacher ratio at primary level < 40:1

- Data available for 55 developing country partners
- **Milestone exceeded**: 29% DCPs had a pupil/trained teacher ratio below the threshold in 2014, up from 25% in 2013
- 13% of FCACs met threshold in 2014 (on par with 2013)
- **Evidence of improvement – but more effort needed**, particularly in FCACs
Indicator 14:
Proportion of DCP’s reporting on at least 10 of 12 indicators to UIS

- 43% of 61 DCPs reported on at least 10 of 12 key indicators over the period 2013-2014 (39% in FCACs), up from 30% in 2012-2013
- Compared to the baseline, an additional 11 DCPs met or exceeded the threshold of 10 indicators
- Strong evidence of improved data reporting by DCPs
Country Level
Strategic Objectives

1. Strengthen education sector planning and policy implementation
Indicator 16a: Proportion of Education Sector Plans and Transitional Education Plans Meeting Quality Standards

- 58% of ESP and TEP meet quality standards derived from GPE Partnership guidelines [N= 16 ESP and 3 TEP]

- All focus on addressing disparity

- Areas needing improvement: achievability (ESP) and prioritization (TEP)
Indicator 16a: Proportion of Education Sector Plans Meeting Quality Standards (N = 16 ESP)

Criteria 1 - Overall vision
14 Met, 2 Not Met

Criteria 2 - Strategic
6 Met, 10 Not Met

Criteria 3 - Holistic
9 Met, 7 Not Met

Criteria 4 - Evidence-based
16 Met

Criteria 5 - Achievable
4 Met, 12 Not Met

Criteria 6 - Sensitive to context
12 Met, 4 Not Met

Criteria 7 - Pays attention to disparities
16 Met
Country Level Strategic Objectives

Support mutual accountability, inclusive policy dialogue and monitoring
Indicator 18:
Proportion of Joint Sector Reviews Meeting Quality Standards [N=35]

- CY2015 baseline derived from desk review – data for some of the items not available

- 29% (10/35) met quality standards

- Overall trend suggests need for greater use of evidence and better alignment within a policy cycle
Country Level Strategic Objectives

3. Ensure efficient and effective delivery of GPE support
Indicator 24:
Proportion of GPE Program Grant Applications Identifying Equity, Efficiency and Learning Targets and Achieving Them

- 100% of eligible GPE grant applications approved between the launch of GPE’s new funding model in FY2015 and the end of FY2016 identified targets for equity, efficiency, and learning
- 1 country (100%) met milestone for release of variable part
- Analysis of GPE results based variable tranche underway
Global Level
Strategic Objectives

Mobilize more and better financing
Indicator 27: Percentage of Donor Pledges Fulfilled

- Measures extent to which donors are meeting financial pledges based on signed contribution agreements

- 100% of the US$250 million agreed were received – and some donors have increased pledges

- However, overall financing remains a challenge
Indicator 29: Proportion of GPE Grants Aligned to National Systems

- Analysis points to a decline in overall alignment
  - 34% ESPIGs aligned on 7 of 10 criteria in 2015
  - 31% in 2016 - most of the drop in non-fragile countries

- Alignment on plan and reporting are common

- Milestones for this indicator were not met
Global Level
Strategic Objectives

5

Build a stronger partnership
Indicator 32:
Proportion of DCPs and Other Country Partners Reporting Strengthened Clarity of Roles, Responsibilities and Accountabilities

- Baseline survey in June/July 2016 – responses from 70 respondents in 28 countries
  - 57% (4/7) Ministry of Education representatives report strengthened clarity
  - 60% of other respondents (38/63) report strengthened clarity.

- Data collected provides helpful recommendations from country level partners
SUMMARY AND NEXT STEPS

Good performance in several areas:
– Domestic finance; Improved reporting on data; Improvements in pupil / trained teacher ratios; lower secondary completion rates.

Areas needing more attention
– Primary completion rates; Data on learning outcomes; ESP and JSR Quality

Next Steps
– Reporting on 37 Indicators and Annual Report
– Use of detailed grant and RF data to drive performance: quality assurance, country level analytics and operational risk.
Corrigendum: Indicator 3 – Number of equivalent children supported

<table>
<thead>
<tr>
<th>Overall:</th>
<th>7.2 million</th>
<th>11.3 million</th>
<th>17.3 million</th>
<th>22.3 million</th>
<th>n/a</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCAC:</td>
<td>5.6 million</td>
<td>5.672 million</td>
<td>7.295 million</td>
<td>9.511.4 million</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Female:</td>
<td>3.4 million</td>
<td>5.4 million</td>
<td>8.3 million</td>
<td>10.7 million</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Baseline timeframe = CY2015
N = 49 DCPs

- Please see correct milestones for number of equivalent children supported as per the modifications shown in table above