GPE Results Report
2015-2016
Board of Directors Meeting
June 6-7, 2017
Ottawa, Canada
GPE Strategy Cycle

GPE 2020 Strategy
Adopted Dec 2015
M&E Strategy adopted Jun 2016

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

New Strategic Plan
Final evaluation of GPE 2020
- Design of new strategy
- Update of M&E strategy
- Replenishment
Why a Results Report?

1. Inform stakeholders of achievements
2. Identify challenges and bottlenecks
3. Reinforce mutual accountability
4. Support the Board in setting strategic directions
Results Organized Around a Theory of Change

“To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

<table>
<thead>
<tr>
<th>GPE GLOBAL-LEVEL OUTPUTS</th>
<th>GPE COUNTRY-LEVEL OUTPUTS</th>
<th>INTERMEDIATE OUTCOMES</th>
<th>IMPACT</th>
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<tr>
<td><strong>OBJECTIVE 5</strong></td>
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<td>Build a stronger partnership</td>
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<td><strong>OBJECTIVE 4</strong></td>
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<td>Mobilize more and better financing</td>
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<td><strong>OBJECTIVE 1</strong></td>
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<td>Strengthen sector planning and policy implementation</td>
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<td><strong>OBJECTIVE 2</strong></td>
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<td>Support mutual accountability through inclusive policy dialogue and monitoring</td>
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<td><strong>OBJECTIVE 3</strong></td>
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<td>Ensure efficient and effective delivery of GPE financing</td>
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**GOAL 1**
Improved and more equitable learning outcomes

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

**GOAL 3**
Effective and Efficient education systems
Strategic Goals 1 & 2 = Impact Indicators

1. Improved and more equitable learning outcomes
2. Increased Equity, Gender Equality and Inclusion
Strategic Goal 1: Improved and more equitable learning outcomes

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

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

Challenge:

• only one third of DCPs have data.
Strategic Goal 2: Increased equity, gender equality, and inclusion

Progress in school completion:

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

Challenge:

• Primary completion rates below 90% in 21 DCPs
• Pre-primary enrollment rates: milestone missed
• Gender parity for out of school children: milestone missed
Primary completion rate in DCPs, 2008-2014

Milestone 2016 -
- Overall, 73.7
- Girls, 71.1
- FCAC, 69.3
Pre-primary enrollment rates in DCPs, 2008-2014:

- **Milestone 2016**: Overall, 29
- **Milestone 2016**: Girls, 28.3
- **Milestone 2016**: FCAC, 23.3

Yearly enrollment rates:
- **GPE DCP-Overall**
- **GPE DCP-Girls**
- **GPE DCP-FCAC**
Progress on Gender Equality

1. Developing country partners exceeded targets for girls completion of lower secondary education.

2. Gender parity in primary education completion still a concern in 18 DCPs.


4. 28 out of 54 implementation grants tackled gender inequality in 2016.
Strategic Goal 3 – Intermediate Outcome

Effective and efficient educational systems delivering equitable, quality educational services for all.
Strategic Goal 3: Effective and efficient education systems

Strong results:

• 78% of DCPs devoted 20% of public expenditure to education or increased

• Pupil-to-trained-teacher ratios improving: 29% of DCPs at or below 40:1, up from 25% in 2013

• Data availability milestone exceeded: 43% reporting on 10 of 12 key UIS indicators, up from 30% in 2013

Challenge:

→ System efficiency: 39% of average estimated wastage

→ Only 32% DCPs had quality learning assessment systems
Niger and DRC: More domestic finance, many more kids in school

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

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

Democratic Republic of Congo became a GPE member in 2012

- Based on this plan, the government approved an increased allocation for education. The share of budget allocated to education increased from **9% in 2010** to **17.8% in 2014**
Equitable allocation of teachers ($R^2$) among developing country partners
Country Level
Strategic Objectives

1. Strengthen sector planning and policy implementation

2. Support mutual accountability and inclusive policy dialogue

3. Ensure efficient and effective delivery of GPE support
Strategic Objective 1: Strengthen education sector planning and policy implementation

• GPE is largest funder of education sector analyses and planning for developing countries, providing US$ 8.9 million to 29 countries

• 58% of ESPs and TEPs met quality standards

Challenge:

• Consistent use of evidence; achievability
Strategic Objective 2: Mutual accountability through effective and inclusive sector policy dialogue and monitoring

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

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

Challenge:
- Better links with national planning and policy cycles
- More focus on including teacher organizations in policy dialogue
# Civil society and teacher organizations in LEGs, 2016

<table>
<thead>
<tr>
<th>Representation Type</th>
<th>All LEGs (N = 55)</th>
<th>Only LEGs in FCAC (N = 28)</th>
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<tbody>
<tr>
<td>Representation from both CSOs and teacher organizations</td>
<td>44%</td>
<td>55%</td>
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<tr>
<td>Representation from CSOs</td>
<td>77%</td>
<td>77%</td>
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<tr>
<td>Representation from teacher organizations</td>
<td>48%</td>
<td>58%</td>
</tr>
<tr>
<td>No representation from either CSOs or teacher organizations</td>
<td>39%</td>
<td>32%</td>
</tr>
<tr>
<td>Not applicable to countries/inconclusive data</td>
<td>17%</td>
<td>13%</td>
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Source: GPE Secretariat.
Note: There was no LEG in four developing country partners overall (one FCAC).
Strategic Objective 3: Effective and efficient GPE (grant) support

GPE grants are focused on countries with high levels of need

- 54 ESPIGs in 49 countries with a value of US$2.23 billion
- 56% of ESPIG countries are LICS; 44% LMICs; most in sub-Saharan Africa.
- 60% of disbursements to FCACs.
- Crisis funding to Chad, Yemen and Burundi
 Strategic Objective 3: Effective and efficient GPE (grant) support

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

Challenge:
- Timely delivery of grant components, i.e. classroom construction
- Delays in grant implementation
Global Level
Strategic Objectives

4. Mobilize more and better financing

5. Build a stronger partnership
Strategic Objective 4: Mobilize more and better financing

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

Challenge:

• Financing
  • Declining financing for education overall
  • Currency exchange fluctuations
  • Ongoing challenges in converting pledges into signed contribution agreements

• Alignment: Less than one third of implementation grants adequately aligned to national systems
Proportion of GPE grants aligned to national systems in FY 2015 and FY 2016

Source: GPE Secretariat.
Strategic Objective 5: Build a stronger partnership

Significant progress at organizational level:

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

Challenge:

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

• 16 of 19 milestones met fully or partly

• Strongest results in secondary completion rates, domestic financing and pupil to trained teacher ratios

• Financial targets met; improvements in fiduciary oversight, country support, knowledge/evaluation products, advocacy

• Milestones not met:
  – pre-primary enrollment ratios,
  – gender parity in out-of-school children
  – grant alignment with national systems
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<tr>
<td><strong>Learning Outcomes</strong></td>
<td>• A4L – improved Sector Plans</td>
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<td>• Stronger Data Requirement for Grants</td>
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<td>• Guidance for Variable Tranche Indicators</td>
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<td><strong>Early childhood</strong></td>
<td>• BELDS Initiative – improved policies and plans</td>
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<td><strong>education</strong></td>
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<td><strong>Gender Equality</strong></td>
<td>• Gender Responsive Planning Initiative</td>
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<td>• Targeted Responses with focus on out of school populations</td>
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<td><strong>Mutual accountability</strong></td>
<td>• LEG guidance underway</td>
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<td>• ASA initiative</td>
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<td><strong>Aid alignment</strong></td>
<td>• Policy brief and best practice guidance underway</td>
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<td>• Improved dialogue with grant agents</td>
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