ACTIONS TO ADDRESS AREAS FOR IMPROVEMENT IDENTIFIED IN THE 2018 RESULTS REPORT

For Decision

Please note: Board papers are deliberative in nature and, in accordance with the GPE Transparency Policy, are not public documents until the Board has considered them at the Board meeting. It is understood that constituencies will circulate Board documents among their members prior to the Board meeting for consultation purposes.

1. STRATEGIC PURPOSE

1.1 GPE is at the mid-point of the strategy period for GPE2020. The 2018 Results Report is therefore an important moment to reflect on areas where the partnership is achieving good progress, and to act on areas where greater individual and collective efforts are required across the partnership to achieve the results envisaged. Stronger and targeted actions taken now can help the partnership achieve the results and outcomes proposed for 2020. For all members of the partnership this document is a call to action.

1.2 As decided in BOD/2017/12-14 the GPE Board will discuss annually key areas where the partnership is not on track to achieve the goals and objectives set out in GPE 2020. As part of this discussion the Board has asked to review management and partnership actions to be undertaken by the Secretariat and partnership members to catalyse progress in order to meet GPE 2020 goals. Secretariat actions are presented both in this plan and are costed and included in the Secretariat budget and workplan.

1.3 As noted by the Strategy and Impact Committee, these actions will be further refined following completion of the Effective Partnership Review and the Board’s consideration of the functions and capabilities the partnership needs to deliver on GPE 2020 and beyond as detailed in the Board Paper on institutional arrangements. The 2018 Results Report, Effective Partnership
Review and the review of GPE’s Institutional Arrangements collectively provide valuable insights into how the partnership could be further strengthened. While the Results Report and the Effective Partnership Review both provide strong affirmation of the GPE model, they also highlight more could be done to fulfil the promise of GPE. The review underway of GPE’s institutional arrangements is a further opportunity for the Board to reflect proactively on the capabilities that GPE needs as an organization for its future.

Summary of Strategy and Impact Committee (SIC) Deliberations:

- The SIC welcomed the presentation of the proposed management actions alongside the 2018 Results Report
- The SIC requested that the Secretariat change the title of the management actions report to management and partnership actions with specific actions for partners at country and global levels
- Linking management actions to upcoming education sector plans, education sector plan implementation grants, and to KIX and ASA is strategic and has been thoughtfully done
- Implementation of the proposed actions and achieving progress on indicators will require that we collaborate closely across the partnership in many areas (for example, with teachers to understand their development needs)
- The “who” and “where” of specific actions may need to be refined based on the findings of the ongoing Effective Partnership Review
- The October 2018 SIC agenda will include a discussion on the process for developing and proposing management and partnership actions: what worked, what didn’t and how the process can be improved

2. EXECUTIVE SUMMARY

2.1 GPE’s 2018 Results Report provides the second annual review of GPE’s achievements with respect to the three goals, three country level objectives, and two global level objectives of GPE 2020. At the June 2018 Board meeting the Partnership will be at midpoint in the GPE 2020 strategy, an important moment for reviewing necessary actions for the achievement of GPE 2020 goals and objectives. This report summarizes key secretariat and partnership wide actions, for review by the GPE Board of Directors (see Annex A for further details). It focuses in particular on FY19, which presents the next immediate opportunity for change.

2.2 Under Goal 1: Improved and More Equitable Learning: building on findings from the previous Results Report, 2018 results show that there is a continued challenge in monitoring learning outcomes across the partnership. GPE has an important opportunity to address this challenge through support for sector planning and its ESPIG funding. Forty-one of GPE’s 48 ESPIGs
active at the end of FY17 supported learning assessment systems. There will be an opportunity to support up to fourteen additional countries with weak learning assessment systems that are in the grant pipeline for FY19. Country progress can be further reinforced through the innovations and exchange of good practices that will be funded under the new Knowledge and Innovation Exchange Mechanism. However, based on current estimates, there is an urgent need for all partners to accelerate their support for learning assessments so that more countries within the partnership can reliably monitor progress on learning outcomes and tailor their education policies to address the learning crisis.

2.3 **Goal 2: Increased Equity, Gender Equality and Inclusion:** With two years of results behind us, the partnership has made good progress on aspects of equity and inclusion; pre-primary enrolment and primary and secondary completion rates have increased slowly but steadily. Yet, it is apparent that there are persistent challenges in reducing the number of children and youth out of school – and a particular need to prioritize action in fragile and conflict affected settings and in those countries where girls are especially disadvantaged. In addition, reliable data on children with disability are not widely available, leading to lack of information on this important dimension of inclusion. Three fourths of the 41 non-sector-pooled GPE grants active at the end of FY17 had strong components addressing these issues; and the Secretariat has proposed further actions: to support partners to reinforce the use of the variable tranche targets to strengthen outcomes under Goal 2; leverage the 2019 workplan for GPE’s Gender Equality Action Plan to reinforce gender responsive sector planning; and ensure stronger linkage between health, education, and social protection through KIX activities. Governments and the broader partnership will need to collaborate closely to accelerate efforts to bring more children into school – including through careful pro-poor and gender responsive approaches to sector planning and through targeted allocation of resources for their implementation.

2.4 **Goal 3: Effective and Efficient Education Systems:**

Developing country partners continue to improve their commitments to financing their education systems, and benefit from GPE advocacy and support for monitoring in this area.

Countries are doing less well in improving the availability of trained teachers, though we see from our monitoring of education sector plans that these are paying stronger attention to teaching and learning. In addition, 40 of the 41 non-sector-pooled GPE grants active at the end of FY17 included components addressing teacher training. Teacher training is also a priority area under KIX. The Secretariat will work with partners to produce and share analysis, best practice guidance and a
policy toolkit in the area of teachers and teaching working with the Teachers Task Force and other partners to ensure wide engagement of developing country partners on this issue over FY 2019.

Another area where GPE2020 FY17 milestones were missed is around data availability. Data systems are an important foundation for developing and implementing evidence-based policies and programs to address learning, equity, and inclusion. Although GPE grants are supporting education management information systems in more than half of GPE countries, there is scope to do more. The upcoming FY19 ESPIG pipeline includes six countries where data reporting will need to be specifically addressed. The Secretariat also proposes actions to support good practices building from the EMIS Conference held with technical and developing country partners in Paris in 2018, reinforcing the requirement that countries receiving GPE ESPIGs must be able to provide education data and/or use GPE grants to strengthen data systems where data availability remains a challenge.

2.5 Country Level Objectives:

a) Strengthened Sector Planning: GPE can now report strong progress in the quality of education sector plans being developed by developing country partners. The Secretariat has proposed actions related to reinforcing the ‘achievability’ of these plans, which is a domain where plans appear to be weakest – and will continue to work with partners to tailor support to ensure strengthening in this area.

b) Mutual Accountability: Mutual accountability is both a cornerstone of the partnership and an important lever for achieving our shared goals. Results suggest improvement in the inclusion of civil society and teachers’ organization in Local Education Groups, but show significant challenges in the quality of Joint Sector Reviews. Both are areas that require attention from country level partners as reflected in the Effective Partnership Review. The Secretariat for its part is continuing to address these areas and build on existing analysis of JSR quality and LEG capacity to develop tools for learning and capacity development across the partnership. It will also engage with country level partners to support and facilitate exchange and learning. The Secretariat’s budget and work plan prioritizes efforts in these areas.

2.6 Global Level Objectives:

a) More and better financing: The Partnership has moved solidly in the direction of a more diverse and increased donor base in 2017, further reflected in the February 2018 GPE Financing Conference. The Secretariat continues to prioritize resource mobilization and expects to further diversify the donor base and attract additional financing over the remainder of the strategy period. Alignment: 2017 results show a continued challenge in the area of alignment of GPE grants to
government systems. The Grants and Performance Committee has reviewed and endorsed a two-year action plan proposed by the Secretariat in this area, and the Secretariat workplan prioritizes efforts to promote good practice through targeted country level support, dialogue with grant agents, and to build a common understanding of the concept of alignment. However, it is clear that improvements in this indicator will require specific action and engagement from partners: in many countries, to improve alignment requires governments and their partners to strengthen national systems so that aligned approaches are more viable; and grant agents need to commit to staging improvements in various aspects of alignment in their overall approach to grant management.

b) Building a Stronger Partnership: GPE has continued to build a stronger partnership, meeting all five milestones in the areas of improved coordination of country level roles; knowledge brokering; advocacy; improving organizational efficiency; and monitoring and evaluation. The GPE Board agenda and the Secretariat workplan reflects strong continued commitment to work in each of these five areas, including through continued refinement of LEG and JSR guidance; the roll out of the KIX mechanism in FY2019; continued refinement of the GPE’s approach to risk management and to value for money analysis; and a commitment to producing and learning from the new stream of country level evaluations which will be received during FY2019. Recommendations from the Effective Partnership Review provide helpful areas for further improvement in promoting and coordinating consistent and coordinated roles, responsibilities and accountabilities among country level partners and the Secretariat in order to further strengthen the partnership.

3. RECOMMENDED DECISION

3.1 The Strategy and Impact Committee requests that the Board of Directors to deliberate whether the set of actions proposed will move the partnership forward. In addition, the Secretariat requests the Board to endorse the following decision:

BOD/2018/06-XX—Management and Partnership Actions in response to the Results Report: The Board of Directors:

- Reviews and concurs with the management and partnership actions for improvement outlined in BOD/2018/06-DOC 05

- Calls upon all partners to work to address key challenges according to their roles and responsibilities as outlined in this report.
4. **BACKGROUND**

4.1 The Secretariat will present GPE’s 2018 Results Report to the Board of Directors in June 2018. The report covers the July 2016 to June 2017 period and summarizes the partnership’s achievements with respect to the 2017 milestones set in the GPE 2020 results framework. It also highlights areas for improvement where the milestones were not met.

4.2 The Board of Directors decided in December 2017 that it would consider actions for improvement alongside the findings from the Results Report:

   *BOD/2017/12-14: Endorses the proposed approach to the presentation of management actions on a routine basis, beginning with the 2017 Results Report. Proposed management actions to address the areas identified for improvement will be presented alongside the Results Report presentation to the Board, and will be included in the Secretariat’s annual workplan and budget.*

4.3 This set of management actions and recommended partnership-wide actions is based on the findings of the 2018 Results Report, and it takes into consideration the findings of the recently completed Effective Partnership Review.

5. **REASONS FOR RECOMMENDATION**

5.1 The actions proposed are the most effective and efficient way to achieve GPE’s strategic goals. They are aligned with GPE’s broader strategy, call for full engagement across the partnership, reinforce GPE’s operational model and areas of work, and are an integral part of the Secretariat’s work program for FY19. The actions build on GPE’s support for sector planning and implementation, KIX and the Advocacy and Social Accountability mechanisms, and the processes through which the partners work together (e.g., grant processes at the country level; joint sector reviews). Guided by the data and information in the Results Report, we have a fresh opportunity to use these tools to harness our mutual talents and resources to achieve the shared goals of improved equity and learning outcomes through stronger education systems.

5.2 All costs of the management actions proposed are subsumed under the FY19 work program and budget and will not incur additional costs.

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1 The reference is to the 2018 Results Report, which covers the period July 2016 to June 2017.
5.6 Risks associated with management actions are subsumed under the main work program. No additional risks are anticipated.

6. PLEASE CONTACT Karen Mundy at: kmundy@globalpartnership.org for further information.

7. ANNEXES/REFERENCE(S) AND GLOSSARY

7.1 Annex A: Management and Partnership Actions, FY19
ANNEX A

MANAGEMENT AND PARTNERSHIP ACTIONS
IN RESPONSE TO MILESTONES MISSED IN THE 2018 RESULTS REPORT

1. Introduction

1.1 This Annex sets out in detail proposed management and partnership actions in response to those indicators where the milestone for FY 17 was not met, as discussed in the 2018 GPE Results Report. It does not discuss milestones that were met. A summary table of actions for the Secretariat and other partners is provided at the end of this document, and includes the actions continuing from 2016 on areas for improvement identified in the previous Results Report. All management actions for improvement implemented in FY 19 are subsumed under and being programmed in the current overall budget envelope for FY 19 and will therefore not incur additional costs.

1.2 All the levers of GPE’s operating model will need to be brought to bear to address challenges identified in the Results Report. This document emphasizes the alignment of actions so that the partnership can leverage all aspects of GPE’s operating model to achieve strong results: improvement in sector planning; strategic use of implementation grants; and leveraging country level partners to ensure strong monitoring and policy dialogue. In addition, GPE has new mechanisms intended to further leverage country level progress: the Advocacy and Social Accountability and Knowledge and Innovation Exchange. Actions proposed in this report highlight how the partnership can engage with and utilize all levers in GPE’s business model to drive results.

1.3 The proposed plan of action is based on two principles: First, it envisages the Secretariat using 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 plan implementation and its upcoming Knowledge and Innovation Exchange (KIX) and Advocacy and Social Accountability (ASA) mechanisms. The Secretariat’s soon to be launched country engagement approach will support the implementation of the Secretariat’s targeted actions and follow up.

1.3 Second, in order to achieve GPE 2020, all partners are specifically called upon to respond to the findings of the Results report, to catalyse stronger progress in areas of weak performance. The plan of action also anticipates complementary actions and close cooperation from Developing Country Partners (DCPs) and other constituents for successful implementation in each area. DCPs and other constituents will need to engage actively, including through Local Education Groups...
(LEGs) to address the issues of concern in education sector processes, education sector plans (ESPs), and education sector plan implementation grants (ESPIGs); grant agents will similarly need to engage on ESPIGs. Each area for action will require active knowledge-sharing from all constituents of the Global Partnership.

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

3.1 The partnership has made good progress on aspects of equity and inclusion: pre-primary enrolment rates and rates of primary and secondary completion have improved, albeit slowly. However, two areas under GPE’s second strategic goal require accelerated action: out of school rate and gender equality. Both indicators are based on 2015 data (latest available from UIS), reflecting results of policies, grants and programs prior to that time. The results indicate that the out-of-school rates did not decrease fast enough, and more girls than boys continued to be out of school. In addition, girls did not complete school at the same rate did boys. These important issues require active and long-term engagement from across the partnership.

**3.2 Indicator 7: Out of school rate (overall met within tolerance; also met within tolerance for 2016 milestone)**

i. Primary Education – Met within tolerance
   a. Overall planned: 19 percent  Achieved: 19.4 (within tolerance)
   b. FCAC planned: 24.2 percent  Achieved: 25.9 (not met)
   c. Female planned: 21.1 percent  Achieved 22.0 (within tolerance)

ii. Lower Secondary Education – Met within tolerance
   a. Overall planned: 32 percent  Achieved: 32.9 (within tolerance)
   b. FCAC planned: 36 percent  Achieved: 40.8 (not met)
   c. Female planned: 33 percent  Achieved 34.1 (not met)

**3.3 Indicator 8: Gender parity index of out of school rate (partially met; did not meet in 2016)**

iii. Primary Education – Not met
   a. Overall planned: 1.25  Achieved: 1.30
   b. FCAC planned: 1.32  Achieved: 1.40

iv. Secondary Education - Met
   a. Overall planned: 1.09  Achieved: 1.08
   b. FCAC planned: 1.15  Achieved: 1.14
3.4 Relevant for both, out of school children and gender, the majority (20/23) of Education Sector Plans (ESPs) assessed in CY16-17 met the 2017 ESP Quality Standards for strategy on equity, which includes a focus on children who are marginalized and excluded. ESPs are the first step in a country’s reform processes to address issues of equity and inclusion and therefore display a positive step in the right direction.

3.5 The Secretariat has also taken (or will take) the following specific actions in collaboration with DCPs and UNICEF:

- Country analysis for DCPs (to be decided, based on where countries are in their planning cycle) drawing on the findings of the UNESCO Institute of Statistics (UIS) and UNICEF data-based profiles of out-of-school children, for use in their upcoming ESPs and in ESPIGs. Completed in FY19.

- Supported UNICEF’s testing of Education Sector Analysis Methodological Guidance on Inclusive Education in Ghana, and finalized and published the guidance as a chapter and promoted its application in GPE partner countries. Completed.

3.6 The variable tranche of the funding model is another GPE instrument that the partnership is using to incentivize equity and equality (in addition to efficiency and learning), with 30 percent of ESPIG funding linked to the identification and achievement of indicators measuring these goals (4 ESPIGs approved through FY17).

3.7 In October 2017 the Secretariat presented to the Grant and Performance Committee (GPC) a roadmap to be implemented until 2020, which aims to strengthen the operationalization and monitoring of the variable part of GPE grants at country level as well as better learning from its implementation. This roadmap includes:

1. Clarifying and positioning GPE approach to results-based financing (RBF)
2. Mobilizing and consolidating knowledge around variable part & RBF
3. Monitoring variable part design features and actual implementation
4. Developing a knowledge exchange and learning mechanism
5. Clarifying variable part process and building stronger planning capacities
6. Enhancing quality assurance processes for the variable part
3.8 As part of an approved roadmap to better leverage the variable part of the GPE funding model, the secretariat is currently developing guidance, including monitoring of the associated indicators.

3.9 Regarding gender equality specifically, the Actions for Improvement paper agreed in 2017 had noted that GPE would continue to implement activities laid out in its 2016 Gender Equality Policy and Strategy, which includes targeted support for gender-responsive sector planning and strengthening national capacity to identify and include gender equality in ESAs, ESPs and ESPIGs. The Gender Equality Strategy is based on a costed action plan to address and mainstream gender equality across the Partnership and GPE’s grant portfolio, and is increasingly focusing on sub-sets of countries where improvement is most urgent, using an enhanced country engagement approach. As part of this work, the Secretariat is conducting three training and capacity development regional workshops on Gender Responsive Sector Planning for government and Local Education Group (LEG) partners, in collaboration with UNGEI. The first workshop was held in March 2017 for East and Southern Africa (with participation from Malawi, Mozambique, Tanzania, Uganda, Zambia, and Zanzibar), and another in Oct 2017 in Nepal for South Asia (with participation from Bangladesh, Bhutan, Maldives, Nepal, and Pakistan [Baluchistan, Sindh, Punjab]). A third will take place in May 2018 in Togo for West and Central African countries (Togo, Cameroon, Central African Republic (CAR) and Guinea and Mali) two of which have ESPDGs in the application pipeline for next quarter and another two that have EDPDGs ongoing, as well as Sierra Leone, and Liberia. Further work in this area is under consideration for FY 2019.

3.10 Gender equality is an approved KIX theme, with investments to begin in FY2019. Equity and inclusion, and teaching and learning are due to begin in late FY 2019, which will also to address out of school children. Finally, the forthcoming Advocacy and Social Accountability (ASA) mechanism also has the potential to build CSO capacity to engage in advocating for and monitoring delivery on gender equality, equity, and inclusion commitments.

3.11 Implementation of this collective set of actions long-term should begin to contribute to improved outcomes in these two areas.

4. **Strategic Goal 3: Effective and efficient education systems**

4.1 While developing countries continue to improve domestic financing for education, the Results Report identifies two main areas of challenge at the systems level: the availability of trained teaches and DCPs’ reports on data need attention. Indicators in both are based on 2015 data (latest available from UIS), reflecting results of policies and programs prior to that time.
4.2 **Indicator 12:** Proportion of DCPs with pupil/trained teacher ration below threshold (<40) at the primary level

- c. Overall planned: 29 percent  
  Achieved: 24 (not met)
- d. FCAC planned: 17 percent  
  Achieved: 15 (not met)

4.3 To address the availability of trained teachers, ESPs and ESPIGs provide significant support for the provision of trained teachers as part of ESP implementation. Of the 37 DCPs that did not meet the PTTR threshold of 40:1 in 2015, 24 had active ESPIGs that supported teacher training in FY17. Five DCPs had sector-pooled grants (not coded to assess if they had teacher training elements), and the remaining eight DCPs did not have an active grant in FY 2017. However, five of these eight DCPs have developed education sectors plans, endorsed between 2014 and 2017, four of which incorporated teaching and learning strategies that met GPE’s quality standards. These sector strategies serve as the basis for planning critical improvements in teaching and learning, including trained teacher provision.

4.4 GPE’s KIX mechanism will address key policy challenges in teaching and learning through a Learning Exchange platform that supports knowledge sharing, peer learning, and capacity development as well as investments in global public goods. As part of the Steering Committee of the UNESCO Teacher Task Force (TTF), the Secretariat is contributing to shaping the global policy dialogue, promoting knowledge exchange around teachers, and supporting an initiative that brings together other partners for a harmonized approach to improving stronger national teacher policies in 4 countries. In FY 19, the Secretariat will support the TTF in the planning of a global policy dialogue forum on teachers in November 2018, most likely on the theme of teacher training, and will also contribute to the development of a knowledge and collaboration platform on teacher policies.

4.5 To increase visibility around teacher deployment, the Secretariat is collaborating with UNESCO IIEP Pole de Dakar on a policy brief and is exploring working together to develop guidelines on improving teacher allocation for country level actors in FY19. Finally, the Secretariat is undertaking an analytical study in collaboration with GPE partners to better understand the issues related to the supply of trained teachers and their equitable deployment. The study will be available for DCPs and other partners in FY 19.

4.6 **Indicator 14:** Proportion of DCPs reporting at least 10 out of 12 key international education indicators to UIS. This is a decrease in the share of DCPs reporting from the previous period.

- a. Overall planned: 38 percent  
  Achieved: 30 (not met)
- b. FCAC planned: 39 percent  
  Achieved: 21 (not met)
4.7 Regarding DCP reporting of data to UIS, several tools in GPE’s funding and operational model are used to build the capacity of DCPs to collect, report, and make use of data. GPE’s funding model requires that countries applying for an ESPIG must be able to provide education data monitoring of education progress. If such capacity does not exist, a time-bound strategy to develop or strengthen the national EMIS to produce reliable education and financial data is required for an ESPIG to be approved, and the financing thereof is required to be included in the ESPIG unless another funding source is identified. Dialogue between DCPs and the Secretariat during the quality assurance process for ESPIGs helps to identify the shortcomings in data production and reporting, as well as the milestones in addressing the gaps in meeting these requirements, if any. Progress towards these milestones is then (ideally) monitored through the joint-sector review process carried out by Local Education Groups.

4.8 In FY 2017, of the 43 DCPs that reported less than 10 key indicators to UIS in 2015, 31 had active ESPIGs, and EMISs were supported by 25 of these 31 ESPIGs. Of the 6 DCPs where EMISs were not supported by ESPIGs, new grant applications are expected from all 6 DCPs in FY 2019, through which this issue will be addressed as part of the GPE funding model requirements.

4.9 GPE has also convened a Data Solutions Roundtable, which met for an initial briefing in Dakar in February 2018. The work of the Roundtable will anchor the “Strengthening Data Systems” work of the KIX mechanism. This Roundtable will take stock of DCPs’ data challenges and identify solutions to such challenges, based on the varied experience and know-how of both public and private sector participants. It is envisaged that the Roundtable will meet two to three times over the next 12 months, with the first meeting of the Roundtable coinciding with the joint GPE-UNESCO EMIS conference in Paris in April 2018. This international EMIS conference gathered over 60 participants from more than 20 developing countries and partner technical agencies, including the World Bank, UNICEF, the AU, ADEA, AFD, DFID, ECW, and UNHCR to engage around how to improve support to countries for the establishment and maintenance of their EMIS. The conference served as a knowledge exchange platform, and created a space for DCPS to identify good country practices and lessons learned in the areas of EMIS development, implementation and use for sector planning, monitoring and management. The conference proceedings will be published in FY 19.

5. Country-Level Objectives

5.1 Three country level objectives are monitored through the GPE Results Report: strengthened sector planning; mutual accountability in country level processes; and GPE financing. GPE’s results at the country-level are real time, reflecting work accomplished in the period since the launch of GPE 2020.
5.2 The Results Report shows strong progress in the quality of education sector plans, an area of strong priority within the GPE. The Secretariat will take actions to reinforce and support improvement in the achievability of sector plans, which is the weakest domain of those monitored through our ESP indicator. An evaluation of GPE’s Education Sector Development Grants in FY2019 will provide further insights into ways in which the partnership can further enhance its support for ESPs.

5.3 **Mutual Accountability** is monitored through two indicators. The Results Report shows modest improvement in the inclusion of civil society and teachers organizations in Local Education Groups (indicator 18); but identifies significant challenges in the quality of Joint Sector Reviews. Both are areas that require accelerated attention, as reflected in the findings of the EPP study. The Secretariat is continuing to address these areas, building on recent work analyzing good practices in JSRs and LEG to develop tools, guidance and capacity development modules for the partners. The Secretariat’s budget and workplan prioritizes these areas.

5.4 Indicator 18: Proportion of Joint Sector Reviews meeting quality standards (overall milestone was met in 2016 but not for FCAC).

   a. Overall planned: 53 percent Achieved: 32 (not met)
   b. FCAC planned: 51 percent Achieved: 18 (not met)

5.4 In 2017, GPE Secretariat and partners supported the strengthening of JSR effectiveness. The Secretariat published a working paper, “Effective Joint Sector Reviews as (Mutual) Accountability Platforms” to discuss and draw policy recommendations on the five quality standards used for monitoring JSRs effectiveness. The Secretariat together with UNICEF and Back-up Initiative also supported three francophone countries in Sub-Saharan Africa exchange knowledge and good practices regarding JSRs (DRC, Madagascar, and Chad in 2017). The Secretariat is currently working to replicate this type of exchange with two additional groups of countries (FY 19). Finally, the Secretariat will publish by June 2018 a full set of JSR guidelines that will include practical tools for enabling DCPs to identify and address areas of weakness in their JSRs. The development of these guidelines is collaborative, leveraging expertise from multiple partners.

5.5 GPE’s Strategic Objective 3 (effective financing) is monitored through a set of indicators, most showing good progress. However, milestones were missed on **Indicator 25**: Proportion of grants on track for implementation (only baseline for 2016)
To support improvements in on track implementation, the Grants and Performance Committee standard methodology for assessing grants is being used to ensure stronger attention to program design and implementation readiness during the review process, which is expected to mitigate the risk of grants not achieving outputs within the project period. For countries with high fiduciary risks, members from the Finance Team and Monitoring Team are also involved in the review. In addition, pilots are ongoing (expected to be concluded in FY19) on how to adapt quality assurance processes to the level of risk associated with the grant. These measures are expected to improve on-track implementation going forward. In addition, comprehensive and systemic assessments of closed grants will provide useful lessons for the partnership, especially in formulating new grants with longer implementation timelines, to be completed in FY 2019.

6. Global-Level Objectives

6.1 More and Better Financing (SO4): Under Strategic Objective 4, the Results Report shows that the Partnership has continued to move solidly in the direction of a more diverse and increased donor base in 2017. However, alignment of grants to national systems and use of pooled funding mechanisms, remain a challenge.

6.2 Indicator 29: Proportion of grants aligned to national systems (not met; not met in 2016).
   c. Overall planned: 41 percent   Achieved: 28 (not met)
   d. FCAC planned: 31 percent   Achieved: 24 (not met)

6.3. Indicator 30: Proportion of grants using (a) co-financed project or (b) sector-pooled financing (not met; met in 2016)
   c. Overall planned: 48 percent   Achieved: 37 (not met)
   d. FCAC planned: 38 percent   Achieved: 31 (not met)

6.4 Alignment is an ongoing issue from 2016 Results Report, and the Secretariat has developed a two-year roadmap presented to GPC in October 2017 for addressing both indicators: (i) better alignment of ESPIGs on country systems and (ii) greater harmonization with other partners’ contributions through pooled funding or co-financed projects. The roadmap aims to: (i) clarify and gradually institutionalize GPE’s conceptual approach to aid alignment, (ii) strengthen country support operations to foster change at country level, (iii) capitalize and promote good practices and
knowledge in GPE countries and across the Partnership, (iv) engage with Grant Agents on aid alignment. Further secretariat support has been deployed for strengthening the alignment and harmonization components of the 2018-2020 applications as well as the GPE QAR (Quality Assurance Review) processes. Dialogue is on-going with the grant agents through the Effective Partnership Review, and evidence is currently being gathered on (i) agencies’ policies, risk appetites, criteria for selecting aid modalities, and constraints/opportunities in working through different aid modalities; (ii) successful/ unsuccessful practical attempts to develop more aligned, harmonized aid modalities in low- and middle-income countries and in fragile and conflict-affected countries.

6.5 **Building a Stronger Partnership (SO5):** GPE has continued to build a stronger partnership, meeting all five milestones in the areas of improved coordination of country level roles; knowledge brokering; advocacy; improving organizational efficiency; and monitoring and evaluation. The GPE Board agenda and the Secretariat workplan reflects strong continued commitment to work in each of these five areas, including through continued refinement of LEG and JSR guidance; the role out of the KIX mechanism in FY2019; continued refinement of the GPE’s approach to risk management and to value for money analysis; and a commitment to producing and learning from the new stream of country level evaluations which will be received during FY2019. Recommendations from the Effective Partnership Review provide helpful areas for further improvement in promoting and coordinating consistent and coordinated roles, responsibilities and accountabilities among country level partners and the Secretariat in order to further strengthen the partnership.
<p>| Indicator 7: Out of school rate [Met with tolerance] | Prioritize topic in ESAs, ESPs and ESPIGs, as relevant; participate in and use proposed KIX services | Prioritize topic in ESPIGs, as relevant FY 19 upcoming ESPIGs in countries with high out of school rates: 4 | Quality assurance; Use Results Framework data to analyze and provide feedback on ESPs/ESPIGs; launch proposed KIX theme on equity and inclusion in 2019; launch the Advocacy and Social Accountability (ASA) mechanism | Donors/DCPs/ Coordinating Agencies share knowledge through proposed KIX; UNESCO UIS and UNICEF provide data on out of school children; Civil Society Organizations (CSOs), Teacher Organizations (TOs), and other constituents advocate and monitor progress. Development Partners dialog with DCPs on this topic both during ESP development and ESP monitoring |
| Indicator 8: gender parity index [Also an area for improvement in 2016 Results Report] | Prioritize topic in ESAs, ESPs and ESPIGs, as relevant; Participate in and use Gender Strategy services through KIX | Prioritize topic in ESPIGs, as relevant FY 19 upcoming ESPIGs in countries with undesirable gender parity: 4 | Quality assurance; Use Results Framework data to analyze and provide feedback on ESPs/ESPIGs; Continue implementing the 2016 Gender Strategy; launch KIX theme on gender in 2018 and ASA | Donors/DCPs and Coordinating Agencies share knowledge through KIX; CSOs and TOs advocate and monitor progress. Development Partners dialog with DCPs on this topic both during ESP development and ESP monitoring |
| Indicator 12: Proportion of DCPs with pupil/trained teacher ratio (&lt;40) at the primary level | Prioritize topic in ESAs, ESPs and ESPIGs, as relevant; participate in and use proposed KIX services | Prioritize topic in ESPIGs, as relevant FY 19 upcoming ESPIGs in countries with high PTTRs: 5 | Participate in UNESCO Teacher Task force for global policy dialog to promote knowledge exchange around teachers. Pilot approach to supporting stronger national teacher policies. Launch KIX theme on teaching and learning in CY 2018. Continue building knowledge and evidence on teacher allocation. | Donors/DCPs and Coordinating Agencies share knowledge through KIX; CSOs and TOs, advocate and monitor progress. Development Partners discuss strategies on teacher training with DCPs during ESP development and engage in policy dialog on this topic during ESP monitoring |
| Indicator 14: Proportion of Prioritize data strategy | Ensure data strategy and | Quality assurance; work with UIS to | Donors/DCPs Coordinating Agencies |</p>
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<thead>
<tr>
<th>Area Action</th>
<th>DCPs</th>
<th>Grant Agents</th>
<th>Secretariat</th>
<th>CAs and Others</th>
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<tbody>
<tr>
<td>DCPs reporting at least 10 out of 12 key international education indicators to UIS.</td>
<td>implementation and use ESPIG allocation for EMIS financing if relevant; ensure proper and regular monitoring of data availability and quality through JSRs; participate in and use proposed KIX services</td>
<td>component in ESPIGs FY19 upcoming ESPIGs in countries reporting fewer than 12 indicators: 6</td>
<td>support better data; Launch KIX data theme to leverage expertise and resources from partners, including through the Data Roundtable; Publish the international EMIS conference proceedings; Incorporate EMIS international conference findings into the KIX data theme; Ensure further analysis to understand underlying causes of limited data reporting to UIS</td>
<td>share knowledge through KIX; CSOs and TOs advocate, and monitor progress, and use data; Private sector to engage on solutions through the KIX theme. Development Partners discuss strategies on data with DCPs during ESP development and engage in policy dialog on this topic during ESP monitoring</td>
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<td><strong>Indicator 18:</strong> Proportion of Joint Sector Reviews meeting quality standards</td>
<td>Use guidance developed on Joint Sector Review effectiveness; DCP leadership and other LEG constituents’ active engagement in JSR preparation, process, and follow-up</td>
<td>Participate actively in JSRs; contribute to building strong sector reporting capacities including on ESPIGs FY19 pilot JSR guidelines in 4 countries with low JSR quality ratings</td>
<td>Publish and disseminate JSR guidance and provide capacity building/technical advice through participation in JSRs and effectiveness monitoring; Launch KIX-Learning Exchange, including peer-exchange initiative pilot scale-up in FY19 (at least 2 batches of 3 countries peered-up in FY19)</td>
<td>CSOs and TOs participate in and monitor JSRs. CAs support DCPs to organize quality JSRs and coordinate partners to produce a report/aide memoire from it</td>
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<td><strong>Indicator 25:</strong> Proportion of grants on track for implementation</td>
<td>Identify and address bottlenecks in grant implementation Ensure proper and regular</td>
<td>Identify and address bottlenecks in grant implementation in coordination with DCPs</td>
<td>Review grants not on track to identify and understand causes of delays to address the issues systematically</td>
<td>DPs engage in selection of GA process with a specific focus on what agency is best placed to provide support to DCPs enable efficient and effective</td>
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<tr>
<td>Indicator 29: Alignment</td>
<td>Monitoring through JSRs</td>
<td>FY 19 follow up on delays in grants</td>
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<td>Implementation and delivery of results</td>
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<td>[Also an area for improvement in 2016 Results Report]</td>
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<td>Indicator 30: Proportion of grants using (a) co-financed project or (b) sector-pooled financing (met in 2016)</td>
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<td>Recap on Areas of Improvement from 2015-2016 Results Report</td>
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<tr>
<td>Indicator 6: Preprimary gross enrolment ratio</td>
<td>Continue: Prioritize topic in ESAs, ESPs/ESPIGs, as relevant; participate in proposed KIX services</td>
<td>Continue: Prioritize topic in ESPIGs, as relevant</td>
<td>Continue: Quality assurance; Use Results Framework data to analyze and provide feedback on ESPs/ESPIGs; launch proposed KIX theme on early childhood in 2018</td>
<td>Continue: Donors/DCPs Coordinating Agencies share knowledge through proposed KIX; CSOs and TOs monitor progress. Development Partners include strategies on pre-primary enrolment in their dialog with DPC on</td>
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</tbody>
</table>

Recap on Areas of Improvement from 2015-2016 Results Report

Indicator 6: Preprimary gross enrolment ratio

This milestone was met in 2017, but efforts are
<table>
<thead>
<tr>
<th>Area Action continuing as noted</th>
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<td>ESP and engage in policy dialog on this topic during ESP monitoring</td>
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<td><strong>Indicator 1:</strong> data on learning</td>
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<td><em>Continue:</em> Articulate and implement data strategy in ESPIGs; participate in KIX theme on learning</td>
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<td>Continue: Articulate data strategy in ESPIGs</td>
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<td>Continue: Articulate data strategy in ESPIGs; launch KIX in 2018</td>
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<td></td>
<td>Continue: UNESCO engages DCPs in regional learning; CSOs and TOs monitor progress. Development Partners include strategies on learning assessments in their dialog with DCPs on ESP and engage in policy dialog on this topic during ESP monitoring</td>
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