Attachment 2

Note on Draft Synthesis of 2018 Results Report

In June 2017, the Board of Directors requested the Secretariat to provide a brief narrative together with the Results Report starting in 2018.

BOD/2017/06-10 – Results Report 2015-2016: The Board of Directors:

Under the oversight of the Strategy and Impact Committee, requests the Secretariat to translate the results findings into a simple and compelling narrative by August 2017 of what has been learned and areas for action that can become an integral part of GPE’s replenishment strategy. In 2018 and going forward, this brief narrative should be included together with the Results Report submitted to the Board in June.

The Secretariat recommends that this short synthesis be finalized and distributed to Board members following the Board’s deliberations on the results report, proposed management response, and related discussions. The final document will benefit from the insights and conclusions at the Board discussion.
GPE’s Results Report 2018 is based on a partnership-wide results framework embedded in GPE 2020, the partnership’s 2016 to 2020 strategic plan. The report shows progress against targets and identifies critical gaps that need to be addressed. It is a key tool in enabling all of GPE’s partners to hold one another accountable for achieving the partnership’s common goals.

Demonstrable results

Research on the state of education in the world’s poorest countries reinforces the relevance and urgency of the goals of the Global Partnership for Education. These countries are facing the dual crises of inadequate learning and insufficient education financing. Neither of these crises will be solved without accountability for collective action.

Two years into GPE’s strategy, the report tells us that we are meeting most milestones — even exceeding some — and missing a few. Of the 28 milestones set for 2017, GPE met 22.

Notably, key areas at the heart of GPE’s model have seen very good progress, including improvements in education sector planning and domestic financing — two essential elements of strong education systems that are a prerequisite to improved equity and learning outcomes. More than 95 percent of education sector plans assessed in 2016 and 2017 met quality standards.

Primary and secondary school completion rates continue to improve in GPE developing country partners. Importantly, milestones for pre-primary enrollment have also been met. These investments in early learning are vital to improving children’s life chances.

In addition, developing country and donor governments are seeing the value of investing in education. GPE expanded and diversified its sources of financing with funding from non-traditional donors surpassing the 2017 target. While this trend continued at the 2018 Financing Conference where significant funding was pledged both by developing countries and donor countries, it will not be sufficient to meet the goals of GPE 2020. Addressing the global education crisis requires more and better funding.

More effort is needed

The Results Report identifies areas that need further attention.
First, the number of primary-age and lower-secondary-age children who are out of school is on the rise and girls are disproportionally affected. This is in part due to population growth, especially in low-income countries.

Second, the lack of trained teachers is a substantial challenge, including in several large partner countries that record particularly poor ratios of trained teachers to students. This has an especially adverse effect on children’s learning.

Third, we need to improve the quality of joint sector reviews and do better on alignment. To ensure the lasting impact of external support, we must strengthen and use our developing country partners’ systems — their institutions, human resources, procedures and tools.

Finally, few developing country partners implement robust large-scale learning assessments and this measurement challenge underpins an urgent call to action.

GPE’s strategy is rooted in achieving learning and equity through building stronger systems. It is developing a suite of actions drawing on the strengths of all members of the partnership to address these and other weaknesses identified in the Results Report. (NB this sentence to be revisited following Board deliberations)

GPE has an important opportunity to double down on its work to address the challenges through continued support for better sector planning and its implementation grants. Importantly, the partnership must also unlock and draw on the knowledge and experience that exists across the partnership. The new knowledge and innovation exchange (KIX) and advocacy and social accountability (ASA) mechanisms add new tools.

Fundamentally, we need to use the results report to drive that critical principle of partnership – mutual accountability – and look to how we can work together to realize the vision of inclusive and equitable quality education and lifelong learning opportunities for all.