Evidence on GPE
What have we learned?

GPE Pre-Board Meeting, June 11, 2019
Stockholm, Sweden
Overview of GPE’s Theory of Change

Progress on GPE’s Goals to provide context to GPE’s work

Progress on GPE’s operational model

Drawing on evidence to date
GPE’s Theory of Change

- 3 strategic goals
- 3 country-level objectives
- 2 global-level objectives

1. Improved and more equitable learning outcomes
2. Increased equity, gender equality and inclusion
3. Effective and efficient education systems

THEORY OF CHANGE

1. Strengthen education sector planning
2. Support mutual accountability
3. Ensure efficient and effective delivery of GPE support
4. Mobilize more and better financing
5. Build a stronger partnership
Evidence available on GPE

**Corporate Reports**

- Results Report - annual
- Portfolio Review - annual
- Education Sector Plan Implementation Grants Completion Reports Synthesis Review
- Initial Summary of Variable Tranche

**Independent Reports**

- Country-Level Evaluations
- Education Sector Plan Development Grants Desk Study
- Civil Society Education Fund Evaluation
- DCP Pre-Board Meeting Evaluation
- Synthesis Report on Donor Reviews of GPE
- Effective Partnership Review
Country level evaluations

Developing Country Partners: 67
Summative completed to date: 10
Summative upcoming: 10
Prospective evaluations: 8
Fragile or conflict-affected: 15

28 countries
15 fragile or conflict-affected
68% primary school age children
62% grant value
Main takeaways

Achievements

- Some progress on learning, quality of assessments
- Improved completion rates and parity
- Improved quality of education plans
- Increased inclusiveness of local education groups
- Variable tranche promising for sector dialog and priorities
- High GPE grant support for fragile and conflict affected countries
- More GPE specific focus on gender, teachers, and data

Challenges

- Low learning
- Number of out of school children
- Significant education disparities within countries
- Teachers and data
- Plan implementation, monitoring, and lesson learning
- Effectiveness of country-level partnership
- Significant differences across countries
Goal 1: Improved and more equitable learning outcomes
Goal 2: Increased equity, gender equality, and inclusion

- Progress on goals 1 and 2 but varied across countries and by gender and socioeconomic factors
- Changes in goals 1 and 2 do not yet demonstrate the effects of the current GPE efforts and current funding model
- Most data on strategic goals reflect policies/implementation that predate GPE2020
Low learning, quality of learning assessments improved

- Learning improved in 16 out of 23 countries
- Learning low and varied across countries
- Quality of learning assessment systems improved

Share of primary completers meeting minimum proficiency levels in mathematics

Average
Albania/NLA 2016
Viet Nam/NLA 2011
Tanzania/SACMEQ 2006
Madagascar/PASEC 2006
DRC/PASEC 2011
Honduras/NLA 2016
Kenya/PAL Network 2015
Zimbabwe/SACMEQ 2006
Nicaragua/LLECE 2013
Mozambique/SACMEQ 2006
Burundi/PASEC 2014
Lesotho/SACMEQ 2006
Comoros/PASEC 2006
Ghana/NLA 2016
Grenada/NLA 2015
Senegal/PASEC 2014
Burkina Faso/PASEC 2014
Uganda/NLA 2015
Malawi/NLA 2012
Pakistan/PAL Network 2016
Benin/PASEC 2014
Zambia/SACMEQ 2006
Togo/PASEC 2014
Cameroon/PASEC 2014
Côte d'Ivoire/PASEC 2014
Nigeria/NLA 2011
Kyrgyzstan/NLA 2014
Congo/PASEC 2006
Dominica/NLA 2012
Gambia/NLA 2010
Chad/PASEC 2014
Mali/PAL Network 2016
Niger/PASEC 2014

Average
Mathematics
Reading
Overall progress on equity and gender equality, but countries face unique challenges

- Steady overall improvement in completion rates, overall equity, gender parity
- Number of out of school children remains steady
- Large variations across countries

Example: Primary completion rate decreased in 17 countries

- Increasing primary age population – 14 countries
  - 2010: 68.8%
  - 2017: 58.3%

- Decreasing primary age population – 3 countries
  - 2010: 90.3%
  - 2017: 84.5%
Several countries outside GPE gender parity completion threshold

<table>
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<tr>
<th>Country</th>
<th>Primary completion parity index</th>
<th>Lower secondary completion parity index</th>
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<tr>
<td>CENTRAL AFRICAN REPUBLIC</td>
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<td>CHAD</td>
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More boys than girls

More girls than boys

Source: UIS; N=60 countries; most recent data available between 2013-2017

Source: UIS; N=71 countries; most recent data available between 2013-2017
Multiple factors contribute to inequities: girls’ completion rate affected by socioeconomic status

Source: UIS; N=57 countries
GPE grants more focused on gender, but better measurement of outcomes required

- More current GPE grants focus on gender than did closed grants.
- GPE measures gender parity but does not assess and report on gender equality systematically.
- Among closed grants between 2016-2018, gender not included in project development outcome.
- Evaluations and reviews underscore need for a focused approach to results.
Goal 3: Effective and efficient education systems delivering quality education services for all

- Goal 3 is directly affected by GPE processes and inputs, although with time lags

- Key indicators include domestic financing, internal efficiency coefficient, pupil-to-trained teacher ratio, and reporting on country-level data systems
Domestic financing increased but insufficient

- Domestic education financing increased
- Proportion of domestic financing below target
- Financing insufficient for plan objectives
- Education spending inefficient
- Financing decisions affected by several country factors
- GPE consistent in advocating increase
Need for continued attention on teachers

- Some progress in increasing trained teachers and improving PTTR
- Less effort on teacher allocation and deployment
- More GPE grants address teacher training than before

Change in the number of pupils per trained teacher (2010-2017)

Source: UIS; N=29 countries [...]: PTTR in 2017
Data reporting to UIS improved slightly but below threshold.

GPE support to EMIS and LAS has improved.

Proportion of GPE countries reporting at least 10 out of 12 key education indicators to UIS:

- Actual (Overall): n=61; FCAC: n=28

Proportion of grants supporting EMIS/LAS:

For Overall: n=61; FCAC: n=28
Country-level objectives
Progress with GPE’s Operational Model

- Better planning and sector plan implementation
- Financing
- Dialog and monitoring
- Effective and efficient education systems

Improved learning outcomes and equity/gender equality
Overall vision Strategic Holistic Evidence based Achievable Sensitive to context Attentive to disparities

Proportion of ESPs meeting each quality standard

- **Overall vision**: 88% (14) for Baseline 2014/2015, 100% (28) for Sample of 2016/2017/2018
- **Strategic**: 38% (6) for Baseline 2014/2015, 89% (25) for Sample of 2016/2017/2018
- **Holistic**: 56% (9) for Baseline 2014/2015, 86% (24) for Sample of 2016/2017/2018
- **Evidence based**: 100% (16) for Baseline 2014/2015, 100% (28) for Sample of 2016/2017/2018
- **Achievable**: 25% (4) for Baseline 2014/2015, 68% (19) for Sample of 2016/2017/2018
- **Sensitive to context**: 75% (12) for Baseline 2014/2015, 86% (24) for Sample of 2016/2017/2018
- **Attentive to disparities**: 56% (9) for Sample of 2016/2017/2018

Overall quality: 100% (28)

Strong results on education sector planning, achievability remains a challenge.
Sector planning vital but only the first step

- Quality of sector plans does not necessarily lead to adoption
- Plans showed weaknesses in achievability
- Progress on previous plans does not adequately inform new plans
- ESPIGs have created an incentive for ESPs
- Sustained national capacity in planning a question mark
Mutual accountability improved but needs further strengthening

- Local education groups are more inclusive
- Sector dialog improved but not sustained
- Joint sector reviews need improvement

Proportion of joint sector reviews meeting quality standards

Plan monitoring and implementation need considerable strengthening

- Plan monitoring often incomplete
- Plan implementation often fragmented
- Little information how plan leads to outcomes
GPE partnership not fully “lived” at the country level

- Positive contributions of key GPE actors
- Varied experience with GPE operational model
- Development partners take limited responsibility for ESP implementation
ESPIGs well implemented

- **ESPIGs meet targets**

- **Funding modest but useful for innovation**

- **Contribution to plan implementation needs clarity**

![Graph showing progress on milestones](chart.png)

- 21: Textbooks distributed (N=10) - Milestone, 91%
- 22: Teachers trained (N=25) - Milestone, 90%
- 23: Classrooms built (N=23) - Milestone, 89%
ESPIGs aligned with ESP, but limited information on sector results

- GPE grants aligned with sector plans
- Not all donor projects are aligned
- International finance channeled through project modalities

Proportion of aligned GPE grants by dimension (N=56 grants)

- Education sector plan: 100.0%
- ESP annual implementation report: 80.4%
- Medium term expenditure framework: 66.1%
- National budget information: 62.5%
- Procurement rules: 53.6%
- Specific budget appropriations: 42.9%
- Treasury: 37.5%
- National external audit: 35.7%
- PFM expenditure process: 35.7%
- Accounting system: 28.6%
Variable tranche promising, but early for results

- Only 22 ESPIGs with a variable part
- Early signs positive for sector dialog, establishing priorities in sector plans
- More evidence forthcoming through a desk review and country-level evaluations
To recap

Achievements

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Thank you!