Developing capacity for SDG 4 data

Third meeting of the TCG
Session 7
June 2, 2017 | Montreal
GPE: What it is

- GPE is a partnership of developing country partners, donors, multi-lateral agencies and NGOs (CSO, TU) aiming to support SDG 4

- Its starting point for country support is the **Education Sector Plan** – disburses close to US$ 500 million per annum for ESP implementation
Theory of change

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
GPE results framework

- 37 indicators mapped to strategic objectives and goals of the ToC
- So as to: report on results / mutual accountability, course correction and testing ToC
- Yearly GPE Results Report – 2015/2016 edition published later this month
- Units of analysis, disaggregations, data sources vary, but include: UNICEF, UIS, GPE in the spirit of partnership
GPE Operational Model

• ToC implies impact achieved by strengthened systems
• Supported by 3 elements of GPE country model:
  – A country-led plan
  – Grant to support implementation
  – Accompanied by sector policy dialogue
• Each has capacity development elements
Education Sector Plan

• **Guidelines** help develop country capacity for sector planning:
  
  • Guidelines for Education Sector Plan Preparation (GPE and IIEP-UNESCO 2015)
  
  • Guidelines for Transitional Education Plan Preparation (GPE and IIEP-UNESCO 2016)

• Education Sector Plan Development **Grants** (ESPDGs) of up to US$ 500,000 help finance this

• GPE offers **technical assistance** for plan development (Indicator 16)
Results framework: Indicator 16 data

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>QS1 - Overall Vision</td>
<td>88% (14)</td>
<td>13% (2)</td>
</tr>
<tr>
<td>QS2 - Strategic</td>
<td>38% (6)</td>
<td>63% (10)</td>
</tr>
<tr>
<td>QS3 - Holistic</td>
<td>56% (9)</td>
<td>44% (7)</td>
</tr>
<tr>
<td>QS4 - Evidence Based</td>
<td>100% (16)</td>
<td></td>
</tr>
<tr>
<td>QS5 - Achievable</td>
<td>25% (4)</td>
<td>75% (12)</td>
</tr>
<tr>
<td>QS6 - Sensitive to Context</td>
<td>75% (12)</td>
<td>25% (4)</td>
</tr>
<tr>
<td>QS7 - Pays Attention to Disparities</td>
<td>100% (16)</td>
<td></td>
</tr>
</tbody>
</table>

Source: GPE data
GPE grants

• Additional grants exist to support programme development (PDGs, up to US$ 200,000) and implementation: ESPIGs (up to US$ 100,000,000)

• Requirements woven into grant application and review processes to enforce data capacity:
  – DCP must report 10 out of 12 core indicators to UIS and have a LARS meeting quality standards or have a strategy to do so (Indicator 17)
  – ESPIGs should support EMIS and / or LARS as a priority (Indicator 20)
ESPIG coding: Supporting learning through grants (percentage of grants)
Sector policy coordination

• Joint Sector Review [JSR]: to develop system-wide analytical capacity (Indicator 18)
  – Annual events, led by governments, bringing stakeholders together to monitor education sector plan implementation and propose course correction

• Local Education Group [LEG]: to develop capacity through system-level dialogue (Indicator 19)
  – Multi-stakeholder bodies convened by governments to provide financial and technical support for education sector plans and ensure inclusive participation in planning and monitoring processes
## Results framework: Indicator 19 data

### Representation of civil society and teacher organizations in LEGs, FY2016

<table>
<thead>
<tr>
<th>Representation Type</th>
<th>All LEGs (N = 55)</th>
<th>Only LEGs in FCAC (N = 28)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representation from both CSOs <em>and</em> teacher organizations</td>
<td>44%</td>
<td>55%</td>
</tr>
<tr>
<td>Representation from CSOs</td>
<td>77%</td>
<td>77%</td>
</tr>
<tr>
<td>Representation from teacher organizations</td>
<td>48%</td>
<td>58%</td>
</tr>
<tr>
<td><strong>No representation from either CSOs or teacher organizations</strong></td>
<td>39%</td>
<td>32%</td>
</tr>
<tr>
<td>Not applicable to countries / inconclusive data</td>
<td>17%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Source: GPE Secretariat.

Note: There was no LEG in four developing country partners overall (one FCAC).
Results framework: Increased system capacity

- Data availability milestone exceeded: 43% reporting on 10 of 12 key UIS indicators, up from 30% in 2013 (Indicator 14)

- Only 32% DCPs had quality learning assessment systems (Indicator 15)