# 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

DCPs	Donors
	Secretariat
TFP	CSO
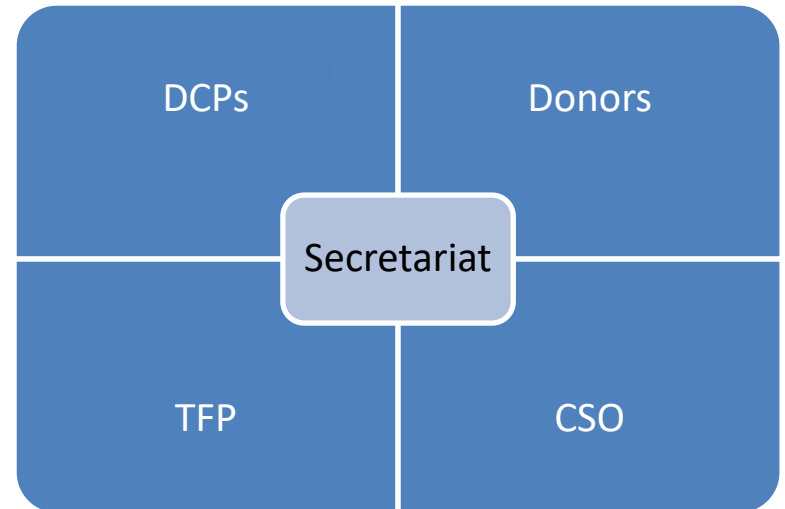
Theory of change

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

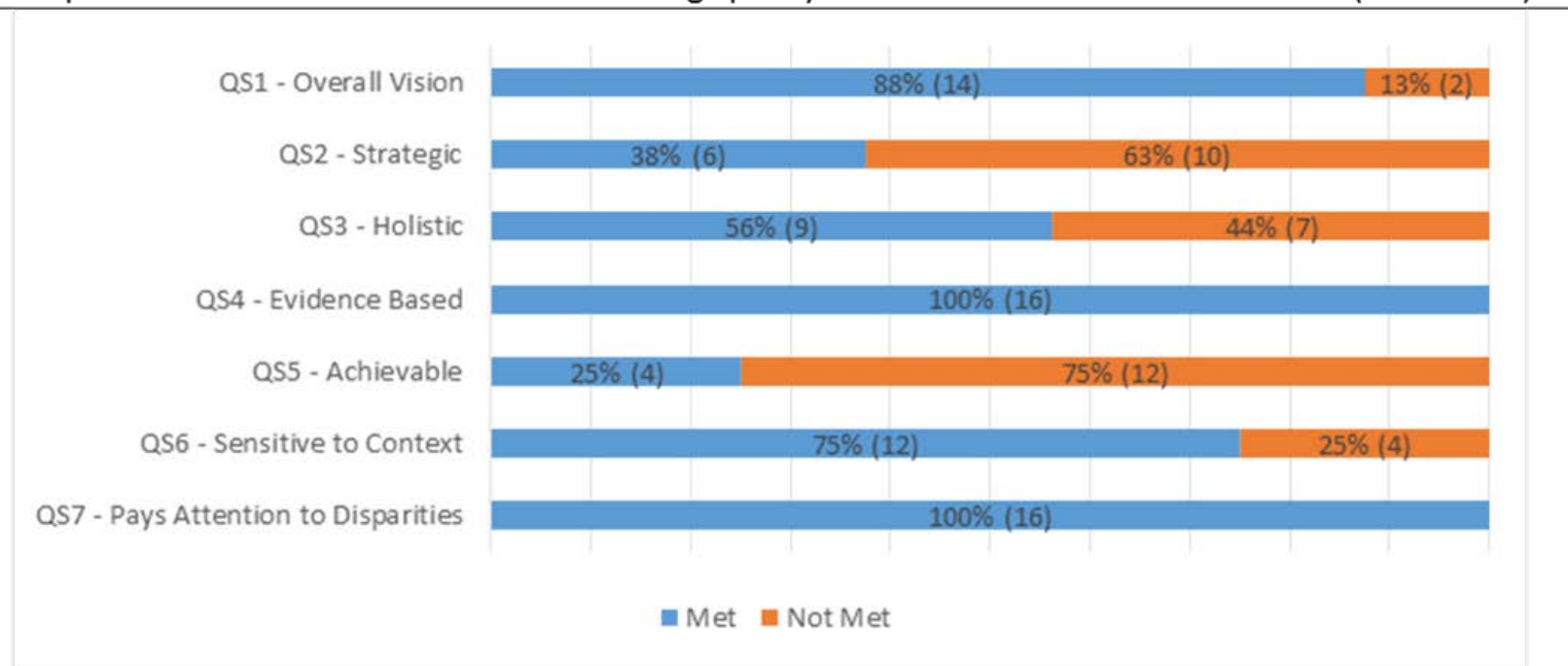- Each has capacity development elements
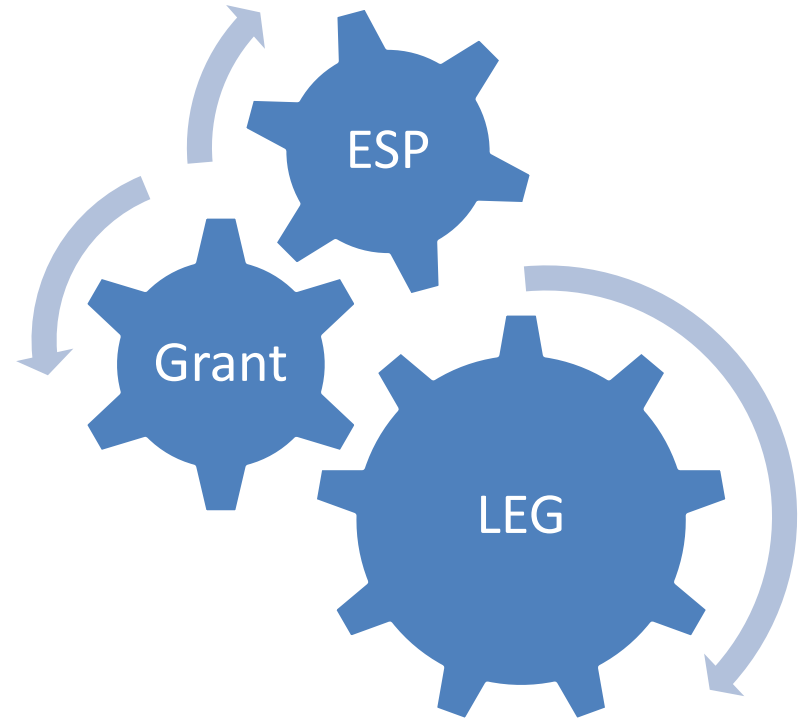
Education Sector Plan

- **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

Proportion of Education Sector Plans meeting quality standards in CY 2014 and CY 2015 (N=16 ESPs)

- QS1 - Overall Vision: 88% (14) Met, 13% (2) Not Met
- QS2 - Strategic: 38% (6) Met, 63% (10) Not Met
- QS3 - Holistic: 56% (9) Met, 44% (7) Not Met
- QS4 - Evidence Based: 100% (16) Met
- QS5 - Achievable: 25% (4) Met, 75% (12) Not Met
- QS6 - Sensitive to Context: 75% (12) Met, 25% (4) Not Met
- QS7 - Pays Attention to Disparities: 100% (16) Met

Legend: ■ Met ■ Not Met

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)
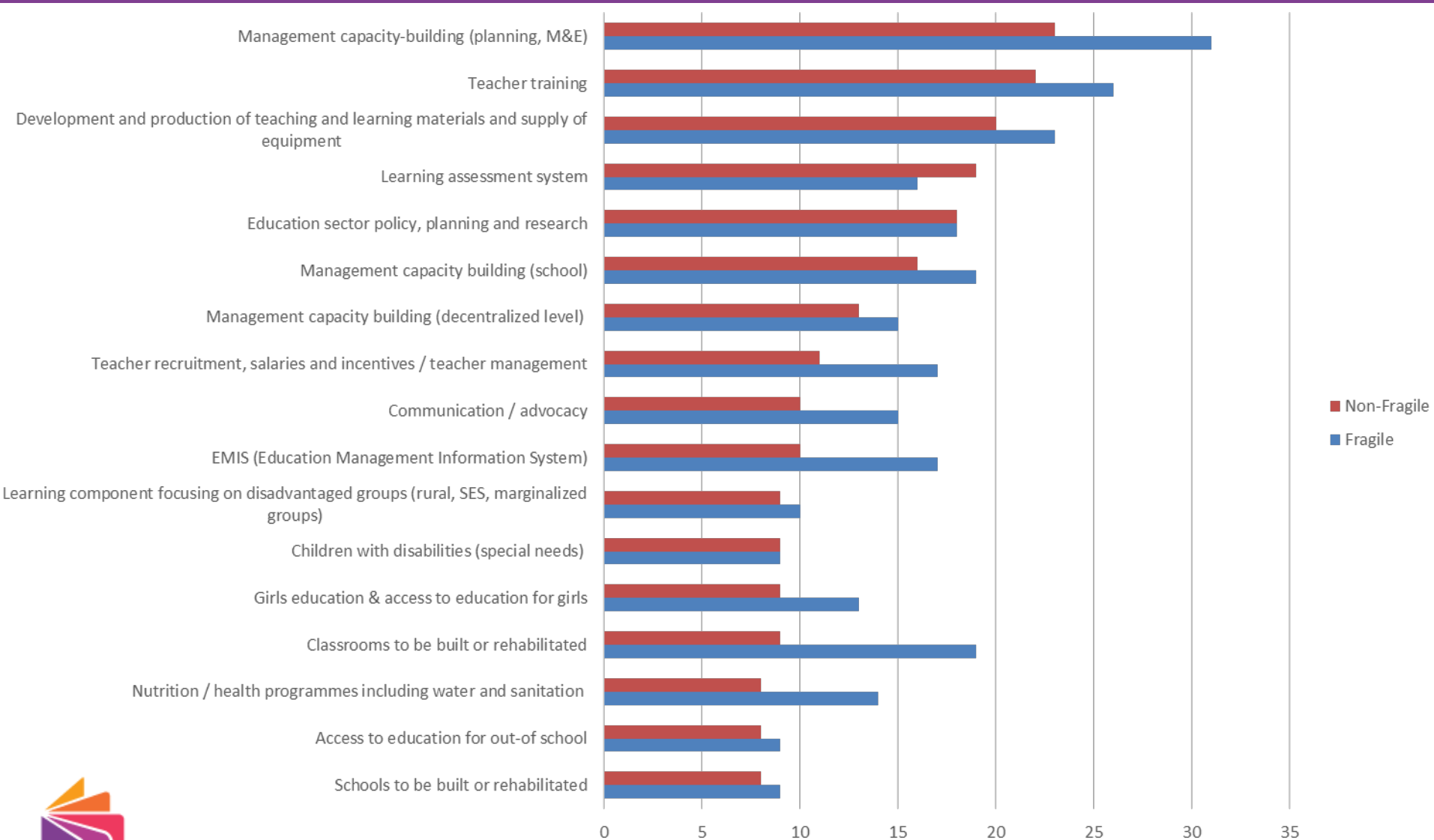
Sector policy coordination

- 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

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

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)

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