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| Result area 1 - Universal Primary and Secondary Education Education | | |

RESULTS
The Netherlands contributed to improved access to formal and non-formal education of children and youth through Global Partnership for Education (GPE) and Education Cannot Wait (ECW) programs. As a result of GPE investments, the percentage of children who completed primary education increased from 72% to 77% in developing countries where GPE is active, and the percentage of children who completed lower secondary education increased from 48% to 52%. In addition, 1.9 2 million children were supported for a year of basic education (primary and lower secondary) through the Dutch funding. Furthermore, the Dutch financing to ECW program enabled 230,312 children (aged 3-18 years) to receive educational assistance.

| INDICATORS | Baseline | Target | Result | Source |
|---|----------|----------|------------|------------------------|
| SP_Cumulative number of equivalent children supported for a year of basic education (primary and lower secondary) | 7200000 | 22300000 | 1953600 | 4000002222 |
| SP_Number of 3-18 years old children and youth reached with ECW assistance | NA | 1300000 | 230312.292 | 4000001876 |
| ST_Number of people (from the target group) enrolled in non-formal education and training | NA | 364000 | 21802.704 | 4000002222; 4000001876 |
| SP_Percentage of children completed lower secondary education | 48 | 50,3 | 52 | 4000002222 |
| SP_Percentage of children who completed primary education | 72 | 76 | 77 | 4000002222 |

| Assessment of the results achieved across the entire result area 3 | |
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| Assess achieved results compared to planning: Reasons for result achieved. | C. Results achieved as planned GPE has been implementing its activities as planned. Since it is a global fund operating in more than 60 countries, the level of progress differs across countries. Within the context of a global learning and teaching crisis, GPE remains of utmost importance for children and young people. As a major global education fund, it is uniquely positioned to improve education outcomes and transform country education systems, together with partner country governments. GPE's success in realising its planned objectives is grounded in the following operational principles: 1) GPE partners work together effectively at the country level around nationally owned sector plans and goals. 2) Developing country partners create effective and inclusive mechanisms for policy dialogue, including participation of civil society and teachers. 3) Developing country partners increase domestic financing for education. And 4) Developing country partners prioritize the creation, use and sharing of reliable and disaggregated education sector data for evidence-based planning and monitoring. In 2018, ECW developed a flexible model that allowed the Fund, its donors and implementing partners to pursue the double bottom line of working along the humanitarian-development nexus with speed and quality, while at the same time ensuring that a holistic set of services be provided to children in humanitarian emergencies. In 2018, the Fund substantially increased the speed and agility of its grant making. When a crisis suddenly occurs or escalates- for example in the aftermath of a disaster or conflict- a speedy response is required to immediately restore educational provision. In such contexts, ECW is funding emergency responses via the First Emergency Responses (FER) Window. Developed in partnership with national governments, implementing partners, local communities, and other relevant stakeholders, FER grants provide rapid funding against an inter-agency coordinated proposal, and work in alignment with inter-agency planning, flash appeals and Humanitarian Response Plans. In protracted crisis situations, a different approach was called for, requiring the consolidation of humanitarian and education sector plans to facilitate a coherent, coordinated approach. In these countries ECW supports investments at the humanitarian-development nexus via the Multi-Year Resilience Window to increase resilience and strengthen systems for delivery of education in emergencies. Overall the results for 2018 are better than planned: more children have been reached with either formal or non-formal education services than targeted in 2018. |
| Implications for planning. | The Netherlands will continue to invest in GPE and ECW in order to increase the number of children having access to free and good quality primary and secondary education. Moreover, through its diplomatic efforts, the Netherlands will continue to plea for increased funding to education, in particular through major global funds to avoid aid fragmentation and creation of parallel systems. There is also an urgent need for greater complementarity in the international education aid architecture. There will be no changes to the Theory of Change (ToC) of the GPE and the ECW. The GPE is working more and more in fragile contexts but has nevertheless achieved the results planned. Increasing investments of GPE in fragile contexts would necessitate collaboration and creation of synergies with ECW which operates mainly in conflict and emergency contexts. Overall, external support for the GPE is improving. A total of USD 638 million was invested by donors in GPE, which is the highest level of annual contribution to GPE since its inception. However, to realise the ambitious goals underlined in its ToC, the GPE would need to attract much higher investments in education, not only from donors but also from partner countries themselves. For the GPE it cannot be "business as usual" anymore, the world will not reach SDG 4 if education investments do not increase and education systems do not change. The GPE will, in the future, focus even more on partner countries' education systems and intensify the dialogue with governments and donors. For ECW, insufficient funding has been a key concern. While donors increased their funding by investing USD 578million in 2018, the funding gap remains very large. (Only 56 percent of the total amount of resources needed for Education in Emergencies in appeals was funded). Moreover, the share of funding for |

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| Result area 2 - Improved Education Quality Education |
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RESULTS
The national and international efforts in the past two decades have led to substantial gains in access to education in many low-income countries. Nonetheless, there are increasing concerns that even if children attend schooling, they are learning very little, with millions lacking basic literacy and numeracy skills even after several years in school. In fact, for the first time in history, there are more non-learners in school than out of school. Around 387 million primary school-age children and 230 million lower-secondary school-age adolescents are not achieving minimum proficiency levels in reading and mathematics. Such a slow start to learning implies that even if some students complete the primary cycle, they do not master basic competencies. (For further reference: please see UNICEF, 2019. Every Child Learns & UNESCO, 2019. Global Monitoring Report). The pressing concerns over low education quality, and the ongoing 'learning crisis' imply that increasing completion rates have had limited impact on children's learning outcomes on numeracy, literacy and life skills. For education to have the expected impact on society and economy, it must be of good quality. Good quality education is key to realizing education's promise for employment, earnings, health, poverty reduction, innovation, strengthening institutions and fostering social cohesion. Furthermore, low quality education tends to amplify socio-economic inequalities and divisions. This is because children and youth who are already disadvantaged in society due to poverty, ethnicity, gender, disability or location, learn the least. Such inequitable access to knowledge in schooling contexts is likely to result in further social and economic exclusion. The Netherlands considers quality as a key policy issue, and aims to contribute to the development of knowledge and a range of contextually relevant skills and competencies, including foundational, transferable, and vocational and technical skills. In 2030, 76 percent of employment in low income countries will still be in the informal economy, and 62 percent in low middle income countries. This reinforces the significance of developing foundational skills (such as basic literacy and numeracy), and transferable skills (such as cooperation, critical thinking, problem solving, and communication), starting in the early years. To improve student learning outcomes, through our support to the GPE and the ECW, we provided individual learning materials to 61,035 children; supported 930 classrooms with infrastructure or classroom materials in an effort to enhance the learning environment; recruited and financially supported 479 teachers/administrators; and trained 1,683 teachers/administrators. Furthermore, 30 percent of the GPE partner countries had fewer than 40 pupils per trained teacher (a key quality indicator), and 84 percent of national education plans had teaching and learning strategies that met quality standards.

| | Baseline | Target | Result | Source |
|--|----------|--------|----------|------------|
| SP_Number of children/youth reached with individual learning materials | NA | 936000 | 61035.24 | 4000001876 |
| SP_Number of classrooms (including temporary classrooms) supported with infrastructures or | NA | 5980 | 930.552 | 4000001876 |
| SP_Number of teachers/administrators recruited/financially supported | NA | 8190 | 479.052 | 4000001876 |
| SP_Number of teachers/administrators trained | NA | 13000 | 1683.948 | 4000001876 |
| SP_Percentage of education plans had teaching and learning strategies that met quality standards | 58 | 95 | 84 | 4000002222 |
| SP_Percentage of GPE partner countries that had fewer than 40 pupils per trained teacher | 25 | 31 | 30 | 4000002222 |

| Assessment of the results achieved across the entire result area 5 | |
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| Assess achieved results compared to planning: Reasons for result achieved. | Results achieved as planned The explanatory reasons for achieving these results relate to the workings of the GPE and the ECW. They are reflected upon under the first results area, and the same factors are relevant for this result area. Hence, for further reference, please see the relevant section of results area 1. |
| Implications for planning. | See the relevant section under result area 1. For improving education quality, the GPE will increasingly emphasize the importance of teachers and teacher education. |

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| Result area 3 - Equitable and Inclusive Education Education |
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RESULTS

Inequalities in education have been a persistent challenge in low-income contexts, as well as many middle-and-high-income countries, characterized mainly by poverty, gender, ethnicity, disability, location, language and migrant and refugee status. Moreover, half of all children with disabilities in developing countries are excluded from school. Only 19 per cent of low income countries and 17 per cent of low middle income countries have achieved gender parity. Girls are disadvantaged in 62 per cent of LICs and boys are disadvantaged in 63 per cent of LMICs. There are also gender disparities in learning outcomes and leadership positions in favour of boys. (For further reference: please see UNICEF. 2019. Every Child Learns & UNESCO.2019. Global Monitoring Report). The Netherlands views equity as an integral part of good quality education. Equity concerns not only access, enrolment, retention and completion rates. For an education system to be equitable, it needs to mobilize the potential of education to address economic, political and social inequalities, and advance the opportunities available to disadvantaged groups. The Netherlands is specifically committed to empower women and girls, not only through strengthening their rights to good quality education, but also their rights in and through education. This policy focus requires attention to the quality of girls' and women's experiences in educational settings (e.g. addressing gender based violence in schools), as well as the opportunities they realise through education (e.g. employment and improved voice in private and public spheres).

Through our investments in the GPE and the ECW programs: 107,772 girls were reached in emergency settings; the percentage of girls within the out-of-school children and youth reached through the ECW increased from 46 to 49 per cent; and 150 gender-sensitive latrines were built or rehabilitated. The percentage of partner countries within GPE program at or close to gender parity in primary completion increased from 66 per cent to 67 per cent. Yet, at lower secondary it decreased from 59 per cent to 54 per cent. Children with disabilities are a key target group in those programs as they are among the most disadvantaged. For instance, within ECW, the percentage of countries in protracted crises targeted with inclusive education for children and youth with disabilities increased from 23 per cent to 26 per cent.

| INDICATORS | Baseline | Target | Result | Source |
|--|---|--------|---------|------------------------|
| SP_Headcount of girls reached by ECW | NA | 598000 | 107,772 | 4000001876 |
| SP_Percentage and number of girls out of total children and youth reached by ECW | NA | 46 | 49 | 4000001876 |
| SP_Percentage of females among teachers/administrators trained | NA | 46 | 44 | 4000001876 |
| SP_Number of gender-sensitive latrines built or rehabilitated | NA | 1820 | 150.192 | 4000001876 |
| SP_Percentage of children and youth identified as having a disability and reached with ECW support | NA | 0.4 | 0.52 | 4000001876 |
| SP_Percentage of countries in protracted crises targeted by ECW with gender-responsive systems | NA | 27 | 26 | 4000001876 |
| SP_Percentage of countries in protracted crises targeted by ECW with inclusive education for | NA | 23 | 26 | 4000001876 |
| SP_Percentage of partner countries at or close to gender parity in lower secondary completion | 49 | 59 | 54 | 4000002222; 4000001876 |
| SP_Percentage of partner countries at or close to gender parity in primary completion | 62 | 66 | 67 | 4000002222; 4000001876 |
| SP_Percentage of education plans that had equity strategies that met quality standards | 68 | 95 | 97 | 4000002222 |
| Assessment of the results achieved across the entire result area 2 | | | | |
| Assess achieved results compared to planning: | Results achieved as planned | | | |
| Reasons for result achieved. | See above, the relevant section under result area 1. | | | |
| Implications for planning. | The GPE and ECW would focus on the poor and most marginalized to ensure no child is left behind. In addition to its commitment to gender equality, the Netherlands will promote more attention to the educational needs of children and young people with disabilities in its existing programmatic approach. | | | |

Result area 4 - Improved Education Systems

Education

RESULTS

An improved education system is key to providing good quality education to all children and young people and to accelerate gains towards equity, inclusion and learning. Our investments in this result area were mainly made through GPE program, and relates to two indicators at the systematic level.

The percentage of country local education groups that included civil society and teacher organisations increased from 44 per cent to 59 per cent. The Joint Sector Reviews (JSR) plays a key role in monitoring the implementation of the national sector plans. However, the percentage of JSRs that met quality standards was 27 per cent, far below the target of 66 per cent.

| INDICATORS | Baseline | Target | Result | Source |
|---|----------|--------|--------|------------|
| SP_Percentage of country local education groups that included civil society and teacher | 44 | 52 | 59 | 4000002222 |
| SP_Percentage of joint sector reviews that met quality standards | 29 | 66 | 27 | 4000002222 |

Assessment of the results achieved across the entire result area 4

Assess achieved results compared to planning: Results achieved as planned

Reasons for result achieved. See the relevant section under results area 1.

Implications for planning. The fact that the 2018 target for JSRs that met quality standards is low raises serious questions about the monitoring of the implementation of education sector plans. As the synthesis report on the GPE country level evaluations has also confirmed, the JSRs tend to focus on high-level objectives rather than on the specifics of education sector plan implementation. Therefore, significant efforts are necessitated in order to reach the target of 90 per cent of the JSRs that meet at least three out of five quality standards by 2020. Moreover, more progress is required in the areas of implementation and monitoring, mutual accountability, and better alignment of international funding with government led strategies and systems.

Result area 5 - Higher Education

Education

RESULTS

The Netherlands supports higher education through Orange Knowledge Programme (OKP) which aims at contributing to sustainable and inclusive development by strengthening the knowledge and skills of professionals and organizations through education and training. The five year programme is available in 54 countries and has a budget of €220 million. The instruments of the program include institutional collaboration projects, group training, individual scholarships and alumni activities. In institutional collaboration curriculum development is a core aspect, to align education with the labour market and optimally prepare youth for a job. Co-funding of projects and training contributes to reciprocity. It enhances program ownership and makes the interventions more sustainable. The countries are categorized according to their development status, resulting in 21 'Full program' countries where all mentioned instruments are implemented according to country specific needs. In the other 33 countries group training and/or scholarships are available. Co-funding is encouraged in the case of least-developed countries, and is considered obligatory in the case of lower and upper-middle income countries and territories. The alignment of the OKP with the Multi-annual Strategic Plan of the Embassies of the Kingdom of the Netherlands in the partner countries contributes to improved synergy and effectiveness. 2018 was officially the program's first year, although in November 2017, a short course scholarship round already took place.

As a result of our investments through OKP, 1.760 mid-career professionals received scholarships for Master's degree and short courses; 1.460 individuals benefited from the group trainings; 420 (alumni) persons benefited from Refresher Courses, and 13 institutional collaboration projects were supported.

| INDICATORS | Baseline | Target | Result | Source |
|---|----------|--------|--------|------------|
| SP_The number of (alumni) persons who benefited from Refresher courses | NA | NA | 420 | 4000000572 |
| SP_The number of individual scholarships awarded for Master's degrees and Short courses | NA | NA | 1760 | 4000000572 |
| SP_The number of institutional collaboration projects supported | NA | NA | 13 | 4000000572 |
| SP_The number of persons who benefited from the group trainings | NA | NA | 1460 | 4000000572 |

Assessment of the results achieved across the entire result area 1

Assess achieved results compared to planning: Results achieved as planned

Reasons for result achieved. The program is distinctive from similar previous programs because of the integration of the instruments used in the program (institutional collaboration projects, group trainings, scholarships and alumni activities). In this way more synergy is created to establish stronger education and sectoral change. It is also better tailored to the needs of the country or the region where the programme operates and more emphasis is put on reciprocity between Dutch and local partners. Such an approach increases impact and the sustainability of the results achieved. In 2019 institutional collaboration projects have been started in almost all Full program countries, consortia have been formed and project objectives have been developed that are in line with the multi-year strategic plans of the embassies.

Implications for planning. In order to further optimize the program impact outcomes, the following challenges and policy options will be taken into account: 1. Local and regional collaborations will be encouraged more in the program as they create more ownership and knowledge sharing in local contexts. They also simulate sustainability in partnerships and prove to make interventions in capacity building projects more effective. 2. The local regions of BHOS include a number of Francophone countries like Mali, Niger, Burkina Faso and Tunisia. For these regions extra funding has been made available. Nuffic sees an increasing number of applications for scholarships from these countries although numbers remain low in comparison to other countries. The differences in education systems and the language barrier play an important role in this. More creative solutions and stakeholder involvement are implemented to make the program more attractive in these countries. The "Holland alumni" are great ambassadors and can play a powerful role in this. They will be involved more to help reach for our ambitions. 3. Investments in practical training facilities and skills labs are not always accompanied by strategies that ensure organizational and financial sustainability. Use of these facilities can be better integrated in the curriculum with clear arrangements for maintenance and supervision at different levels (management, teaching, facilities, finance). 4. The active involvement of local and Dutch private sector partners in the agricultural sector (farmers, cooperatives, agri-businesses) in the development and articulation of practical and competence-based training programs is essential to improve the relevance of Technical Vocational Education and Training (TVET). 5. Private sector should be more part of the institutional collaboration projects between Dutch and local partners in the full program countries. 6. Nuffic is paying more attention to the participation and engagement of junior and female staff in project activities, as the program encourages (gender) diversity and has a strong focus on the young generation. (see www.nuffic.nl/okp for further information).

* Find more information on the projects on Openaid.nl with the activity numbers listed under 'Source'