

Global Partnership for Education Results Report 2018



GLOBAL PARTNERSHIP
for EDUCATION

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Binta Ouedraogo Ilboudo with her third grade class at Sandogo “B” primary school in Ouagadougou, Burkina Faso. Mrs. Ilboudo was one of the first teachers in the country trained to deliver the country’s new curriculum.

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Foreword

I am proud to present the Global Partnership for Education (GPE) Results Report 2018. The report shows that together we continue to make important progress toward ensuring every child has access to inclusive quality education by 2030.

GPE is a unique partnership focused entirely on quality education in developing countries. It brings together more than 65 developing country partners, 20 donor countries and hundreds more civil society, teacher and private sector organizations, foundations, international partners and experts.

The GPE Results Report 2018 is based on a partnership-wide results framework embedded in GPE 2020, our 2016-2020 strategic plan, that relies also on partners' individual commitment and action. It shows progress against agreed-upon targets and identifies critical gaps that need to be addressed. The report will enable all of GPE's partners to hold one another accountable for achieving the partnership's common goals.

Two years into the strategy, we are meeting most milestones — even exceeding some — and yet still missing a few.

There has been notable progress in key areas that are at the heart of GPE's model. At the country level, we are seeing improvements in education sector planning and domestic financing — two essential elements of strong education systems that are needed

to improve equity and learning outcomes. I am delighted that more than 95 percent of education sector plans assessed in 2016 and 2017 met quality standards.

GPE developing country partners met the 2017 milestone for domestic financing, and we will continue to work to grow education financing from domestic sources.

Primary and secondary school completion rates continue to improve across the partnership. Importantly, milestones for pre-primary enrollment have also been met. These investments in early learning are vital to improving children's life chances.

At the same time, there are areas that need further attention. Three stand out. First, the number of primary-age and lower-secondary-age children who are out of school is on the rise. This is due in part to population growth, especially in low-income countries, and girls continue to be disadvantaged. 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, leading to an adverse effect on children's learning. Third, we need to 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.

This results report is a chance to think and act on how to address these gaps. Given GPE's distinctive approach, all partners should be asking what they can do, individually and in coordination with others, to redouble their efforts in this regard. This is the spirit of mutual accountability that underscores our partnership.

GPE has developed a powerful set of levers to harness and channel our collective resources and talent. These include financing, advocacy, tools for social accountability, a platform to exchange knowledge

and innovation, and expertise in education sector analysis and planning, including a focus on gender-responsive planning. Invigorated with new resources from our recent Financing Conference, we have a fresh opportunity to use these levers to achieve our shared goals of improved equity and learning outcomes through stronger education systems.

Let's work together to act on the data in this report, and further strengthen our efforts to make a real difference in the lives of millions of children around the world.



Alice P. Albright
Chief Executive Officer
Global Partnership for Education

Acknowledgments

The GPE Results Report for 2018 is the outcome of the GPE Secretariat staff working together and with other partners to collect, systematize, analyze and make sense of information from across the partnership on an ongoing basis. It would not have been possible without this collaboration and cooperation across the Secretariat and the partnership.

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Abbreviations and Acronyms

A4L	Assessment For Learning (Initiative)	ODA	Official Development Assistance
ASA	Advocacy And Social Accountability Mechanisms	OECD	Organization For Economic Co-Operation And Development
CIFF	Children's Investment Fund Foundation	OECD-CRS	Oecd Creditor Reporting System
CSEF	Civil Society Education Fund	OOS	Out-Of-School
CSO	Civil Society Organization	PASEC	Programme D'analyse Des Systèmes Éducatifs De La Confemen (The Program For The Analysis Of Education Systems)
CPIA	Country Policy And Institutional Assessment	PCR	Primary Completion Rate
CY	Calendar Year	PDG	Program Development Grant
DCP	Developing Country Partner	PILNA	Pacific Islands Literacy And Numeracy Assessment
DRC	Democratic Republic Of Congo	PISA	Program For International Student Assessment
EMIS	Education Management Information System	PISA-D	Program For International Student Assessment For Development
ESP	Education Sector Plan	PTR	Pupil-To-Teacher Ratio
ESPDG	Education Sector Plan Development Grant	PTTR	Pupil-To-Trained-Teacher Ratio
ESPIG	Education Sector Program Implementation Grant	QAR	Quality Assurance Review
FCAC	Countries Affected By Fragility And Conflict	QS	Quality Standard
FFF	Financing And Funding Framework	SEACMEQ	Southern And Eastern Africa Consortium For Monitoring Educational Quality
FY	Fiscal Year	SDG	Sustainable Development Goal
GEMR	Global Education Monitoring Report	TEP	Transitional Education Plan
GER	Gross Enrolment Ratio	TO	Teacher Organization
GDP	Gross Domestic Product	ToC	Theory Of Change
GPE	Global Partnership For Education	UIS	Unesco Institute For Statistics
GRA	Global And Regional Activities Program	UNESCO	United Nations Educational, Scientific And Cultural Organization
IIEP	(Unesco) International Institute For Educational Planning	UNESCO-	Unesco Worldwide Inequality Database
JSR	Joint Sector Review	WIDE	On Education
KIX	Knowledge And Innovation Exchange		
KP	Knowledge Product		
LAS	Learning Assessment Systems		
LEG	Local Education Group		
LLECE	Latin American Laboratory For Assessment Of The Quality Of Education		
LSCR	Lower Secondary Completion Rate		
MICS	Multiple Indicator Cluster Survey		

Results at a Glance

LEGEND: ✓ milestones met ✖ milestones not met
○ no milestone ⓧ not applicable

GPE Results Report 2018

IMPACT

STRATEGIC GOAL 1: Improved and more equitable learning outcomes

- 1. Proportion of DCPs with improved learning outcomes
- 2. Percentage of children under age 5 developmentally on track

STRATEGIC GOAL 2: Increased equity, gender equality and inclusion

- ✓ 3. GPE supported **18.5 million** children
- ✓ 4. **76.1%** of children completed primary education
50.2% of children completed lower secondary education

- ✓ 5. **66%** of DCPs were within threshold for gender parity index for primary completion
51% of DCPs were within threshold for gender parity index for lower secondary completion [not met]
- ✓ 6. **37.2%** of children enrolled in pre-primary education
- ✓ 7. **19.4%** of primary school age children were out of school
32.9% of lower secondary school age children were out of school

- ✓ 8. Primary-school-age girls were **1.3 times** more likely than boys to be out of school [not met]
Lower-secondary-school-age girls were **1.08 times** more likely than boys to be out of school
- ✓ 9. **42%** of DCPs improved on the equity index

OUTCOME

STRATEGIC GOAL 3: Effective and efficient education systems

- ✓ 10. **79%** of DCPs increased their share of education expenditure or maintained it at 20% or above
- 11. Equitable allocation of teachers

- ✖ 12. **24%** of DCPs had less than 40 pupils per trained teacher
- 13. Repetition and dropout impact on efficiency
- ✖ 14. **30%** of DCPs reported at least 10 of 12 key education indicators to UIS
- 15. Proportion of DCPs with learning assessment system

COUNTRY-LEVEL OBJECTIVES

STRATEGIC OBJECTIVE 1: Strengthen education sector planning

- 16. Proportion of education sector plans meeting quality standards
- ⓧ 17. All DCPs applying for ESPIG published data at national level

STRATEGIC OBJECTIVE 2: Support mutual accountability

- ✖ 18. **32%** of joint sector reviews met quality standards
- ✓ 19. Civil society and teachers were represented in **53%** of local education groups

STRATEGIC OBJECTIVE 3: Effective and efficient GPE financing

- 20. Proportion of grants supporting EMIS/LAS
- ✓ 21. GPE grants achieved **114%** of their target for textbook distribution
- ✓ 22. GPE grants achieved **98%** of their target for teacher training
- ✓ 23. GPE grants achieved **76%** of their target for classroom construction
- ✓ 24. **100%** of GPE grant applications identified variable part targets
100% of grants achieved variable part targets
- ✖ 25. **79%** of grants were on track

GLOBAL-LEVEL OBJECTIVES

STRATEGIC OBJECTIVE 4: Mobilize more and better financing

- ✓ 26. Nontraditional donors contributed **10 million** to GPE
- ✓ 27. **100%** of donor pledges were fulfilled
- ✓ 28. **62%** of GPE donors increased or maintained their education funding
- ✖ 29. **28%** of GPE grants aligned with national systems
- ✖ 30. **37%** of GPE grants were co-financed or sector pooled
- ✓ 31. **70%** of country missions addressed domestic financing

STRATEGIC OBJECTIVE 5: Build a stronger partnership

- ✓ 32. **65%** of DCPs reported strengthened clarity of roles
- ✓ 33. **36** technical products were produced
- ✓ 34. **26** advocacy events were undertaken
- ✓ 35. **100%** of significant audit issues were addressed
- ✓ 36. **41%** of Secretariat staff time was spent on country-facing functions
- 37. Proportion of results and evaluation reports published

Executive Summary

The Global Partnership for Education (GPE) is a multi-stakeholder partnership and fund dedicated to improving education in the world's poorest countries. The partnership is designed to harness the power of collaboration among developing countries, donor countries, civil society, foundations, the private sector and youth (represented through civil society organizations) to work together to support inclusive and quality education for all.

GPE is mid-way through its 2016-2020 strategy, which outlines an ambitious course of action to achieve three strategic goals, noted below:

- **Strategic Goal 1:** Improved and more equitable student learning outcomes through quality teaching and learning
- **Strategic Goal 2:** Increased equity, gender equality and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity and conflict or fragility
- **Strategic Goal 3:** Effective and efficient education systems delivering equitable, quality educational services for all

Prominent current research on the state of education in the world's poorest countries reinforces the relevance and urgency of GPE's goals. The world's poorest 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. GPE's goals are consistent with and reflect Sustainable Development Goal 4: *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*. Its theory of change includes the key levers needed to drive systemic changes that support learning, including financing and accountability.

As part of its theory of change, GPE has articulated a set of three country-level and two global-level objectives, reflecting the work the partnership is doing to contribute to the three strategic goals.

The GPE Results Report 2018 is structured around the three goals and five objectives. It summarizes the partnership's progress against the 2017 milestones set for 29 of the 37 indicators in GPE's results framework. The report also highlights areas for improvement the partnership must address if it is to achieve GPE 2020 goals.

Now at the midpoint of its 2016-2020 strategy, GPE met 22 of the 28 milestones set for 2017¹, demonstrating the partnership's overall progress toward its goals. The strongest areas were with respect to pre-primary enrollment, including for girls, the quality of education sector plans and the composition of local education groups.

1 One indicator (number 17) is excluded as it was "not applicable" for 2017; two were partially met.

There were also clear areas for improvement. Milestones were only partially met for (1) gender parity index for completion (met for primary but not for lower secondary level) and (2) gender parity index of out-of-school rate (met for lower secondary but not for primary level). Milestones were not met for (1) proportion of developing country partners (DCPs) with pupil-to-trained-teacher ratio below 40; (2) proportion of DCPs reporting data to UNESCO Institute for Statistics (UIS); (3) proportion of joint sector reviews meeting quality standards; (4) proportion of GPE grants assessed as being on track; (5) proportion of grants aligned to national systems; and (6) proportion of grants using co-financing or sector pooled funding mechanisms.

In reviewing the results, it is important to note that the majority of indicators for GPE's strategic goals (seven out of 10 with milestones in 2017) do not yet reflect the work the partners are collectively doing under the GPE2020 strategy. The data in this report are based on 2015 indicators (latest available from the UIS), reflecting the status quo and outcomes of long-term processes from before the beginning of GPE 2020. These data nonetheless are useful for monitoring trends and progress toward the goals, and they provide diagnostic information to adjust operations.

Results pertaining to the country-level and global-level objectives, however, reflect the contributions of GPE 2020's current work, which is expected to yield dividends in the future.

Improved and More Equitable Learning Outcomes (Strategic Goal 1)

Mindful of the time it takes for learning to improve, the results framework identified no 2017 milestones related to learning, but has milestones set for 2018

and targets for 2020. Existing information regarding the administration of international, regional and national learning assessments between 2011 and 2019 indicates that nine countries will have participated twice in the same assessments between 2011 and 2017 and 26 countries between 2011 and 2019. This will enable GPE to assess the proportion of DCPs showing improvement on learning outcomes for the 2018 milestone and 2020 target. (Data from the 20 baseline countries will not be used again, as the indicator is not cumulative from baseline.) Similarly, for results on early childhood development, Multiple Indicator Cluster Survey data for six countries are likely to become available in 2018, and seven additional countries by 2020, thereby yielding information on developmental progress of children under the age of 5.

As was noted in the Results Report 2015/2016, data on both indicators are very limited and pose a challenge to assessing results. GPE is therefore engaged in supporting the development and strengthening of learning assessment systems in DCPs through education sector program implementation grants (ESPIGs) in a majority of countries with weak or developing learning assessment systems. GPE will also use the forthcoming Knowledge and Innovation Exchange (KIX) mechanism to build on the Assessment for Learning initiative, working in collaboration with the Global Alliance to Monitoring Learning and two regional networks in Africa and Asia. This area of work will require a long-term commitment.

Similarly, for the early childhood development indicator, GPE is working with DCPs on strengthening their data systems and improving the child development indicator.

Increased Equity, Gender Equality and Inclusion for All (Strategic Goal 2)

GPE DCPs demonstrated clear progress in inclusion and equity, with trends continuing in a positive direction, albeit slowly. However, the DCPs made insufficient headway with respect to out-of-school children and gender equality, as measured against the milestones established for 2017². At the same time, there was wide country-level variation with respect to these indicators. The data collectively underscore the importance both of deepening global understanding of issues related to equity and access and of tailoring solutions to address specific country contexts through GPE instruments. They also highlight the importance of working more intensively to accelerate progress.

The number of children supported surpassed the 2017 milestone, reaching 18.5 million against a milestone of 17.3 million. The pre-primary gross enrollment ratio and the proportion of children who completed primary and lower secondary school all exceeded the 2017 overall milestones and continued a positive, upward trajectory.

The out-of-school (OOS) rates for primary and lower secondary school levels were within tolerance of their respective milestones, indicating that the rates are stagnating, especially in countries affected by fragility and conflict (FCACs). Also worrisome is the fact that the number of primary-age OOS children increased between 2014 and 2015. With a growing primary-school-age population, these data serve as a clarion call for addressing the bottlenecks that prevent children from being in school. Universal primary education will not be achieved without addressing this problem.

GPE DCPs partially achieved the 2017 milestones related to gender equality. At the primary level, 66

percent of DCPs were close to or achieved gender parity for completion, above the milestone of 65 percent³. However, the rate of OOS children of primary school age continues to disfavor girls. At the lower secondary level, only 51 percent of DCPs were close to or achieved gender parity for completion, below the milestone of 56 percent. On the other hand, lower secondary rates for OOS children was similar for boys and girls and met the 2017 milestone. A majority of GPE countries outside of the desired values for gender parity disfavor girls.

More positively, 42 percent of the DCPs experienced improvement in the equity index (based on improvements in disparities due to urban-rural location, wealth, and gender), exceeding the milestone of 36 percent for 2017.

GPE is addressing gender and equity through several instruments, including guidance on gender-responsive education sector plan (ESP) development and ESP quality assurance processes that assess gender aspects of the plans. Other instruments include ESPIGs that support components on gender equality and the upcoming KIX program, to be rolled out in 2019.

Effective and Efficient Education Systems (Strategic Goal 3)

Strategic Goal 3 of GPE 2020 focuses on improving the effectiveness and efficiency of DCP education systems. This is the key outcome in GPE's theory of change and is posited to contribute to the strategic goals. GPE's results framework set 2017 milestones with respect to three indicators: public expenditure on education, pupil-to-trained-teacher ratio (PTTR), and reporting of education indicators to UIS.

2 Milestones are set for 61 DCPs, of which 28 are countries affected by fragility and conflict.

3 Gender parity is measured by the Gender Parity Index (indicator 5) discussed in chapter 1.

Ensuring adequate financing is critical to enable education systems to address the inclusion, equity, and learning issues they face. GPE DCPs witnessed good results with respect to domestic financing, a current result in the partnership's theory of change. Data show that 79 percent (33) of the 42 DCPs with available data either devoted at least 20 percent of total public expenditure to education or increased their share of public expenditure to education between 2015 and 2016⁴. However, a smaller proportion (63 percent, or 12 out of 19) of FCACs met this standard, with two that met the standard in 2015 no longer meeting it in 2016. This indicates that GPE needs to continue to advocate for and work on solving this issue.

The partnership uses several means to further its education domestic financing objective: it supports financially sound ESPs and develops financial information modules in education management information systems (EMIS) in DCPs. The GPE funding model requires DCPs that apply for ESPIGs to commit either to maintaining expenditure on education above 20 percent of total public expenditure, or to increasing the share of expenditure on education progressively toward this target. In addition, the Secretariat staff engage in the country's policy dialogue on domestic financing.

For an education system to deliver on improved and more equitable learning, it must be adequately supplied with trained teachers. The proportion of DCPs (12 out of 49 with available data) with a pupil-to-trained-teacher ratio of 40 or better fell short of the 2017 milestone. ESPIGs are a key mechanism through which the partnership supports teacher training. The majority of DCPs with data that did not meet the PTTR threshold had active ESPIGs that supported teacher training in FY2017. The forthcoming KIX

mechanism will also focus on this topic. It is important to note however that the trend between 2010 and 2015 has been positive, with improving PTTR for a majority of the countries with data available.

Similarly, monitoring and making data-based decisions are key levers for service delivery, and GPE's indicator on reporting data to UIS serves as a proxy for this capacity. Only 30 percent (18) of DCPs reported 10 or more education indicators to UIS in 2015, missing the 2017 milestone. Reporting of data on teachers and their training was especially problematic. A key challenge in this area appears to be that many DCPs are unable to sustain the processes to collect and report data to UIS, although they might have the data available at the national level.

GPE is supporting data capacity through the requirement of a data strategy under its funding model and through ESPIG funding. The majority of ESPIGs supported EMIS in countries reporting fewer than 10 indicators. In addition, the new KIX mechanism will address the data challenge.

Country-Level Objectives

Country-level objectives are at the heart of GPE's work, which interlocks quality education sector planning and implementation with mutual accountability and effective and efficient financing. Together, the three elements lead to a strong education system. Results in these three areas take place in real time, demonstrating both GPE 2020 partnership-wide achievements and areas for improvement.

4 GPE excludes debt service in its calculations of public expenditure (further discussed in chapter 2).

Strengthened Sector Planning and Policy Implementation (Strategic Objective 1)

GPE's strongest result is on supporting and developing quality education sector plans — a key lever for driving results. Sector plans are a vitally important blueprint for investment choices in the sector, and the first link in effective implementation and monitoring of education policies and programs. Although no 2017 milestone is set for the quality of sector plans, currently available data show that the proportion of education sector plans/transitional education plans (ESPs/TEPs) meeting GPE quality standards increased substantially from baseline, from 58 percent in 2014/2015 to 96 percent in 2016/2017 (although the number varies year to year). This improvement is largely due to the robust education sector plan quality assurance procedures introduced in 2015/2016.

Mutual Accountability (Strategic Objective 2)

The concept of mutual accountability in GPE is important, as it reflects responsibility and accountability of all partners, and is operationalized through two mechanisms. The first is the local education group (LEG), a multi-stakeholder body convened by governments to ensure inclusive participation in the planning and monitoring processes. The second is the joint sector review (JSR), a government-led process for monitoring the progress of a country's education sector plan development and implementation.

Progress on mutual accountability was mixed, highlighting the need for more attention to this core GPE principle. Fifty-three percent of LEGs included both civil society and teacher organizations (56 percent had teacher organizations and 87 percent had civil society organizations), exceeding the 2017 milestone of 48 percent. However, only 32 percent of joint sector reviews met quality standards against a milestone of 53 percent. A key challenge is the availability and use of data.

In 2017, the partnership supported two initiatives to strengthen the effectiveness of JSRs. GPE published a working paper, "Effective Joint Sector Reviews as (Mutual) Accountability Platforms," and the Secretariat will publish JSR guidelines in 2018 that will include a self-assessment tool to enable DCPs to identify and address areas of weakness in their JSRs.

Effective and Efficient GPE Financing (Strategic Objective 3)

As of the end of FY2017, there were 48 active ESPIGs worth US\$1.96 billion⁵, with 53 percent of ESPIGs allocated to FCACs. ESPIGs support key aspects of DCPs' policy and program implementation focused on learning, equity, and efficiency.

Specifically, ESPIGs finance EMIS and learning assessment systems, textbooks, teacher training, and building and renovation of classrooms. As part of efficient financing, the partnership also tracks whether the grants are being implemented in a timely fashion.

Data for 2017 show that 92 percent of the 48 ESPIGs active in FY17 supported EMIS/learning assessment system, far exceeding the indicator's first milestone set for 50 percent in 2018. Textbook provision, teacher training and classroom building/renovation all surpassed the overall 2017 milestones.

Of concern is timely implementation of grants, with 79 percent (38 out of 48) on track, slightly short of the 82 percent milestone for 2017. The Secretariat introduced an updated operational risk framework in 2016 to support timely implementation, which is expected to mitigate the risk of grants not achieving outputs within the grant period. The Secretariat has also started analysis to review challenges that caused delays and identify actions for improvement.

5 GPE, Portfolio Review 2017 (Washington, DC: Global Partnership for Education, January 2018), 23.

Global-Level Objectives

GPE's global-level objectives pertain to the spirit and strength of the partnership itself. Coordinated actions by partners at the global level contribute to strengthening the countries' systems, thus enhancing DCPs' potential to deliver equitable and quality education.

More and Better Financing (Strategic Objective 4)

In 2017, the partnership moved solidly in the direction of diverse and increased donor base and sources of financing. It received US\$10 million from nontraditional donors between FY2015 and FY2017, surpassing the 2017 target of US\$8.5 million. All donors fulfilled their pledges to contribute to the GPE fund for FY17, and the proportion of donors that increased or maintained their funding to the education sector between 2014 and 2016 was 62 percent, well above the milestone of 50 percent for 2017. Donors' contribution to the GPE fund almost doubled between FY2016 and FY2017. Thirteen donors contributed a total of US\$250 million in FY2016, an increase to 20 contributors providing a total of US\$462 million in FY2017. GPE also addressed domestic financing steadily, with 70 percent of the Secretariat's country missions focusing on this topic, well above the milestone of 54 percent in 2017.

GPE is poised to continue playing an important role in mobilizing more resources to finance education in DCPs. At a replenishment conference in Dakar, Senegal, in February 2018, donors committed to provide US\$2.3 billion to finance education between 2018 and 2020, and DCPs pledged US\$110 billion in domestic budget to education for the same period.

Challenges remain with respect to alignment and harmonization. Only 28 percent of GPE grants active at any time in FY2017 met the alignment criteria, significantly below the milestone of 41 percent. GPE grants are aligned with the country's sector plan but generally not aligned with the government's finance, expenditure, accounting and audit systems. In addition, 37 percent of the ESPIGs (21 out of 57) were

co-financed or sector pooled, missing the GPE milestone of 48 percent.

Work is underway in the Secretariat to clarify and gradually institutionalize GPE's conceptual approach to aid alignment and engage with grant agents on addressing this important topic.

Build a Stronger Partnership (Strategic Objective 5)

GPE is building a stronger partnership through several means: improving clarity of roles within the partnership; promoting GPE's role in knowledge production and brokering; advocating for a global commitment and financing for education; improving GPE's organizational efficiency and effectiveness; and establishing a base of evidence through monitoring and evaluation to drive GPE decisions. GPE met all five milestones in this area of work.

Achievement with respect to knowledge production is especially notable. GPE aims to ensure that education finance also contributes to the development, sharing and use of the knowledge needed to solve urgent problems in education. GPE knowledge products increased from six in 2015 to 13 in 2016, and to 17 in 2017 (36 cumulatively). To increase its impact going forward, GPE is reorienting this work through the KIX mechanism, currently being designed and set to launch by the end of 2018.

Introduction and Overview

The Global Partnership for Education (GPE) is a multi-stakeholder partnership and fund dedicated to improving education in the world's poorest countries. Founded in 2002 as the Fast-Track Initiative, the partnership was strengthened and renamed the Global Partnership for Education in 2011. GPE is midway through GPE 2020, its five-year strategic plan that outlines an ambitious course of action to achieve three strategic goals:

- **Strategic Goal 1:** Improved and more equitable student learning outcomes through quality teaching and learning.
- **Strategic Goal 2:** Increased equity, gender equality and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity and conflict or fragility.
- **Strategic Goal 3:** Effective and efficient education systems delivering equitable, quality educational services for all.

Its efforts are aligned with and support Sustainable Development Goal 4 (SDG4), the world's commitment to inclusive and equitable quality education for all.

This is the second results report for GPE's 2016-2020 strategy. It presents progress and achievements of the partnership as measured against the milestones set for 2016-2017 in its results framework. It also notes

where improvements are needed and highlights the key actions the partnership is taking to contribute to the realization of its three strategic goals. The sections below provide the current context for GPE, along with brief descriptions of its theory of change and the related operational model. The subsequent chapters cover GPE's 2016-2017 performance.

Context for the Partnership: The Dual Crises of Learning and Education Financing

Current research on the state of education in the world's poorest countries reinforces the relevance and urgency of GPE's goals.

*World Development Report 2018: Learning to Realize Education's Promise*⁶ telegraphs the current situation succinctly: "Schooling is not the same as learning" (p. 3). The report presents the unwelcome conclusion that despite attending school, far too many children are not learning — resulting in a waste of scarce resources, both human and capital. It underlines the critical importance of assessing learning, using evidence to drive school processes to enhance learning, and aligning the system to focus on learning. Analyses of SDG4-related data by the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics (UIS) similarly demonstrate that, globally, six out of 10 children are not meeting minimum proficiency standards in reading and mathematics.⁷

6 World Bank, *The World Development Report 2018: Learning to Realize Education's Promise* (Washington, DC: World Bank Group, 2018).

7 UNESCO Institute for Statistics, *More Than One-Half of Children and Adolescents Are Not Learning Worldwide*, Fact Sheet No. 46 UIS/FS/2017/ED/46 (Montreal: UNESCO Institute for Statistics, September 2017).

The picture is worse in the regions in which GPE works. The report notes, for example, that despite growth in enrollment, 88 percent of all children in Sub-Saharan Africa and 81 percent in Central and Southern Asia will not meet reading proficiency by the time they finish school. Analysis of global datasets on learning (World Bank Policy Research Working Paper 8314) are consistent with these findings. The first-ever effort to link learning assessments in order to compare learning globally, it shows that less than 50 percent of students reached the global minimum threshold for proficiency in developing countries, as compared with 86 percent of their peers in developed countries.⁸ These key findings underscore the importance of a consistent and long-term focus on learning.

Along with recognizing the learning crisis, the global community is acknowledging that education financing faces a crisis as well. Providing quality basic education for all children requires that the education sector be adequately financed. In 2016, the International Commission on Financing Global Education Opportunity (known as the Education Commission) called for low- and middle-income countries to increase their domestic public expenditure on education dramatically: from an estimated US\$1 trillion in 2015 to US\$2.7 trillion by 2030, or from 4 percent of GDP to 5.8 percent.⁹ However, national resources will not be sufficient to meet the basic education targets by 2030, and the 2015 Education for All Global Monitoring Report, Education for All 2000-2015: Achievements and Challenges, estimated a total external financing gap of US\$22 billion annually between 2015 and 2030 (in constant 2012 US\$ prices).¹⁰ International finance is particularly important for low-income countries.

But how financing is used will also determine the path to SDG4. The Global Education Monitoring Report 2017/8 — Accountability in Education: Meeting Our Commitments highlighted that reaching SDG4 is a “collective enterprise”¹¹ (p. xii). However, accountability starts with governments, the basis of which is a credible education plan with a transparent budget and clear targets. It noted that, among other factors, education policy processes must also be open to “...broad and meaningful consultation.”¹²

These major findings and conclusions resonate with GPE’s goals and operational model. They provide impetus, together with the results highlighted in this report, for how the GPE partnership can deliver on its promise.

An Increasingly Strong Partnership

The Global Partnership for Education is designed to harness the power of collaboration among developing countries, donor countries, civil society, foundations, the private sector and youth (represented through civil society organizations) to work together to support inclusive and quality education for all.

The partnership has grown from seven developing country partners (DCPs) in 2002 to 65 as of July 2017 (see Appendix B for a full list). Almost all of these are low-income countries, home to 330 million children — of which 79 million are out of school. The number of DCPs is expected to grow to 89 over the next three years.

8 Nadir Altinok, Noam Angrist, and Harry Anthony Patrinos, Global Dataset on Education Quality (1965-2015), World Bank Policy Research Working Paper 8314 (Washington, DC: World Bank Group, January 2018).

9 The Education Commission, The Learning Generation: Investing in Education for a Changing World (New York: International Commission on Financing Global Education Opportunity, 2016);.

10 UNESCO, EFA Global Monitoring Report, Education for All 2000-2015: Achievements and Challenges (Paris: UNESCO, 2015).

11 UNESCO, Global Education Monitoring Report 2017/8 — Accountability in Education: Meeting Our Commitments (Paris: UNESCO, 2017), xii.

12 UNESCO, xiii.

The number of countries providing funding for the GPE grew from fewer than 10 in 2004 to more than 20 by 2018. In addition, four nontraditional donors made financial contributions to GPE for the first time in 2016 and 2017.

Financial contributions to GPE increased as well, from US\$15 million in 2004 to US\$474 million in 2017¹³, with additional pledges for the 2018-2020 replenishment. Under GPE's strategy, international aid and domestic financing are additive, not substitutive. Co-hosted by the presidents of Senegal and France, a fund replenishment conference was held in Dakar, Senegal, in February 2018. Over 1,000 participants, including 10 current heads of state and more than 100 ministers, attended the conference. The number and nature of attendance symbolized global commitment to quality education for all and high expectations for GPE. Donor countries pledged US\$2.3 billion in financing to GPE, while developing countries, the biggest source of education financing, pledged to increase public expenditures for education to a total of US\$110 billion between 2018 and 2020, compared to US\$80 billion between 2015 and 2017.

GPE's Theory of Change and Results Framework Guide the Partnership's Work

Developed in 2015 to guide its 2020 strategy, GPE's theory of change (ToC) articulates the pathway to achieve the first goal: improved and more equitable student learning outcomes (Figure 1). The ToC posits that a strengthened national education system (Goal

3) is a prerequisite to achieving improved learning outcomes (Goal 1) and improving equity, gender equality and inclusion (Goal 2). Strengthened (effective and efficient) national education systems, in turn, are supported through quality education sector plan implementation, mutual accountability and inclusive policy dialogue, and efficient delivery of GPE financing.

Thus, at the country level, GPE's operational model focuses on interventions that (i) help countries develop and implement quality education sector plans; (ii) strengthen their mutual accountability mechanisms; and (iii) help fill gaps in financing for the implementation of sector plans. At the global level, GPE's objectives are to (1) mobilize more and better financing, and (2) build a stronger partnership. Activities underpinning the global objectives form the bedrock of the partnership for a strong interlocking of finance, knowledge, and coordinated actions of diverse stakeholders in support of GPE 2020.

The ToC is accompanied by a results framework, which encompasses a set of 37 indicators for GPE's goals and objectives. Each indicator is associated with a set of milestones to track the partnership's progress between 2015 and 2020 (see Appendix A). Data for these indicators are collected from the DCPs and from international databases such as the UIS, as well as from GPE's Secretariat.

13 Contribution amount here is based on calendar year.

Figure 1. The Global Partnership for Education Theory of Change



Source: GPE Secretariat.

GPE's Country-Level Operational Model Underpins the Country-Level Objectives

The heart of GPE's work is at the country level. GPE operates within the life cycle of the country's education sector plan (ESP), which articulates a vision for the country's education sector, lays out goals and objectives, sets priorities, and identifies actions to reach the goals. ESPs thus function as a blueprint not only for shared goals and objectives, but also for policies and programs among all stakeholders. The local education group (LEG), a multi-stakeholder group led by the ministry of education, sits at the heart of GPE's country operation. It provides a platform for policy dialogue among a wide range of stakeholders, endorses the ESP, mobilizes efforts to realize the plan, and monitors its implementation. LEGs include representatives from the development agencies, civil society organizations, foundations, the private sector and teacher organizations.

Table 1 shows GPE's three country-level funding instruments that support development and implementation of ESPs at the country level. At the stage of ESP development, GPE offers the education sector plan development grant (ESPDG), which supports a DCP's education sector planning process with up to US\$500,000, including US\$250,000 for sector analysis. GPE is the largest international funder of the development of ESPs. Sector plans developed with GPE funding also undergo GPE's rigorous, independent Quality Assurance Review.

Once the ESP — or, in cases of countries affected by fragility and conflict (FCACs¹⁴), the transitional education sector plan (TEP) — is developed, a country can apply for and use a program development grant (PDG) of up to US\$200,000 to develop a program that meets GPE's requirements to apply for its education sector plan implementation grant (ESPIG). The largest grant instrument that GPE offers to DCPs, the ESPIG provides funding to contribute to the implementation of national education sector plans, in concert with domestic financing and other external aid. The implementation is administered by a grant agent, who provides fiduciary oversight and technical support that is appropriate to the context and in line with the specific purpose of the grant. The partnership also supports the monitoring of ESPs through regular, government-led, multi-stakeholder joint sector reviews that involve LEGs.

14 The term 'countries affected by fragility and conflict' was formerly 'fragile and conflict-affected countries (FCACs)'. The abbreviated form, FCAC, is still used to refer to this classification of countries.

TABLE 1. GPE's country-level grants¹⁵

Grant Type	Purpose	Volume of Each Grant	Duration	Cumulative Amount Allocated Since Inception (FY2002-FY2017)
Education sector plan development grant (ESPDG)	To support DCPs' education sector planning process	Up to US\$500,000, including US\$250,000 earmarked for education sector analysis	12 to 24 months for ESP and six to nine months for TEP	US\$18.3 million
Program development grant (PDG)	To enable grant agents to develop a program that will support ESP implementation	US\$200,000 (US\$400,000 in exceptional cases)	Estimated to be between 12 and 15 months.	US\$9.6 million
Education sector plan implementation grant (ESPIG)	To support ESP implementation	Up to the value of maximum country allocation	Three to four years	US\$4.634 billion

Source: GPE Secretariat. Note: the actual disbursements may differ from allocations.

GPE has cumulatively disbursed US\$3.72 billion between its inception in 2002 and June 2017 (Appendix B). In Fiscal Year 2017, GPE supported 38 ESPDGs worth US\$12.6 million, 15 PDGs worth US\$3.3 million and 59 ESPIGs worth US\$2.32 billion. Of these amounts, 65 percent of ESPDG, 74 percent of PDG, and 56 percent of ESPIG financing was for FCACs.

Maximum country allocation for an ESPIG is calculated based on a needs index, which considers primary and lower secondary school age population, primary and lower secondary completion rate and GDP per capita, with an adjustment for FCAC status. Additionally, under the funding model adopted in 2014, the first 70 percent of GPE financing is contingent upon the recipient country's commitment to raising its own domestic spending on education to 20 percent of the national budget and to strengthening its data collection and management systems. The remaining 30 percent of the grant is disbursed upon the achievement of nationally selected targets in the areas of learning, equity and efficiency.

GPE's Financing and Funding Framework Powers Its Global Objectives

GPE launched a new financing and funding framework (FFF) in 2018 to support the objectives of mobilizing more and better financing for education and building a stronger partnership. The FFF model has several features to improve financing for education:

- Better targeting of GPE funds to countries where the needs are the greatest.
- The GPE Multiplier, a dedicated pool of funding to incentivize low- and lower-middle-income countries to leverage additional financing from other sources, such as multilateral development banks, bilateral donors and the private sector.
- A mechanism for channeling finance from the International Finance Facility for Education, proposed by the Education Commission.

15 GPE, Guidelines for Education Sector Development Grants — ESPDG (Washington, DC: Global Partnership for Education, 2016); GPE, Guidelines for Program Development Grants — PDG (Washington, DC: Global Partnership for Education, 2017); GPE, Guidelines for Education Sector Implementation Grant — ESPIG (Washington, DC: Global Partnership for Education, 2017).

- A strategy for domestic resource mobilization.
- Increasing flexibility to target funds to specific geographic and thematic areas.

The FFF also includes the creation of two innovative funding instruments in 2018 to replace the previous Global and Regional Grants and the Civil Society Education Fund programs. These instruments will support global public goods that in parallel reinforce the grant instruments at the country level. The new instruments include:

- **Knowledge and Innovation Exchange (KIX).** This program will fund the development and sharing of cutting-edge solutions to policy challenges identified as central to the delivery of GPE 2020; help improve the capacity of partner countries to use knowledge and policy and programmatic innovations to strengthen their education systems; and facilitate the sharing of experiences from across the partnership. It will focus on areas where GPE can play a unique or catalytic role because of its focus on systems, planning and inclusive policy dialogue. Topics include learning, early childhood development, gender and data systems.
- **Advocacy and Social Accountability (ASA).** This program will support civil society in skillfully campaigning for education for all. At the national level, the ASA funding will support effective civil society representation and engagement in national education sector policy dialogue, beneficiary engagement in monitoring and assessing government performance and expenditures, and social mobilization to provide feedback on, and demand, improved education policy and service delivery, especially for disadvantaged groups. At the global and transnational level, the ASA funding will help to improve mutual accountability across the partnership for education development commitments, including in the areas of aid effectiveness, domestic resource mobilization and education policy. It will do so through transnational advocacy grants.

As part of its 2020 strategy, GPE is also holding itself accountable for evidence-informed decisions and sharing results transparently through the annual results report and evaluations. The GPE monitoring and evaluation strategy is under implementation, and the stream of data and evaluations comprising this strategy will inform current and post-GPE 2020 decisions.

Structure of the 2017 Results Report

This report is structured around the four levels of GPE's theory of change, as follows:

- **Chapter 1** presents progress on Strategic Goal 1, on improved and more equitable learning outcomes, and Strategic Goal 2, on equity, gender equality and inclusion.
- **Chapter 2** analyzes GPE's Strategic Goal 3, on intermediate outcome of effective and efficient education systems.
- **Chapter 3** focuses on progress with respect to country-level objectives, including strengthening sector planning and implementation, supporting mutual accountability, and providing effective and efficient GPE financing.
- **Chapter 4** outlines results with respect to GPE's two global-level objectives, on mobilizing more and better financing and building a stronger partnership.

In reviewing the results, it is important to note that the majority of indicators for GPE's strategic goals (seven out of 10 measured in 2017) do not yet reflect progress under GPE 2020. The indicator values against 2017 milestones are from 2015 (the latest available from the UIS), reflecting the status quo from the beginning year of GPE's 2016-2020 strategy. The indicators are important for monitoring the goals and serve as a diagnostic for where GPE should focus its efforts.

Chapter 1: Impact

Strategic Goal 1

Improved and more equitable student learning outcomes

Strategic Goal 2

Increased equity, gender equality and inclusion



CHAPTER 1:

Learning Outcomes, Equity, Equality and Inclusion in GPE Developing Country Partners

Introduction

GPE 2020 aims are consistent with Sustainable Development Goal (SDG) 4: “*Ensure inclusive and quality education for all and promote lifelong learning.*” While the development of indicators for the seven SDG 4 targets is underway through the Technical Cooperation Group coordinated by the UNESCO Institute for Statistics (UIS), GPE 2020 has defined two strategic goals and associated indicators that are well aligned with SDG 4:¹

- **Strategic Goal 1:** Improved and more equitable learning outcomes (indicators 1 and 2).
- **Strategic Goal 2:** Increased equity, gender equality and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity, and conflict or fragility (indicators 3 through 9).

These goals broadly reflect the areas of quality and learning (Strategic Goal 1) and inclusion for all (Strategic Goal 2) also covered by SDG 4.²

This chapter discusses the Global Partnership for Education’s developing country partners (DCPs) progress with respect to the 2017 milestones set for these two goals in the GPE 2020 results framework. It is important to note at the outset that data pertaining to several indicators are from 2015,³ reflecting the effects of policies and programs in place in the preceding years. However, when considered over several years, the data can provide important monitoring information regarding GPE DCPs’ progress and diagnostics on where GPE should focus its efforts.

The results framework identified no 2017 milestones related to learning (indicators 1 and 2). Indicator 1 requires two comparable data points to measure progress in learning outcomes. Existing information regarding the administration of international, regional and national learning assessments shows that nine countries will have participated twice in the same assessments between 2011 and 2017 and 26 countries between 2011 and 2019, enabling GPE to assess the proportion of DCPs showing improvement on learning outcomes for the 2018 milestone and 2020 target.

1 From “About the TCG,” the Technical Cooperation Group on the Indicators for SDG 4 – Education 2030, <http://tcg.uis.unesco.org/index.php#about-tcg>, 2017.

2 See Appendix 1-3, which maps GPE indicators to those proposed for SDG4.

3 UIS data releases are typically for data two years prior to the current calendar year.

Similarly, for results with respect to early childhood development, Multiple Indicator Cluster Survey (MICS) data for six additional countries are likely to become available in 2018, and for seven additional countries by 2020, thereby yielding information on developmental progress of children under 5 years of age.⁴ Focusing on learning measurement is also a key area of GPE's work.

There was clear progress in inclusion and equity across the DCPs, but modest headway with respect to gender equality as measured against the indicators with milestones established for 2017. At the same time, there was wide country-level variation with respect to these indicators. The data collectively underscore the importance of deepening global understanding of, and attention to, the issues while tailoring solutions to address specific country contexts through GPE's instruments.

The cumulative number of equivalent children supported (Indicator 3) was 18.5 million against a milestone of 17.3 million children. The proportion of children who completed primary school (Indicator 4) was 76.1 percent, exceeding the milestone of 74.8 percent. At the lower secondary level, 50.2 percent of children completed school, slightly above the milestone of 49.5 percent. At 37.2 percent, the pre-primary gross enrollment ratio (Indicator 6) far exceeded the 29.8 percent milestone.

On the other hand, the out-of-school (OOS) rate for primary and lower secondary school levels (Indicator 7) were within tolerance of their respective milestones. The primary OOS rate was 19.4 percent, slightly less favorable than the 19 percent for the milestone, and the lower secondary OOS rate was 32.9 percent, against a milestone of 32 percent. However, the absolute number of out-of-school children has increased since 2012.

More positively, 42 percent (25 out of 59) of the DCPs experienced improvement in the equity index (Indicator 9, which is based on urban-rural, wealth and

gender parity indices), exceeding the milestone of 36 percent for 2017.

DCPs partially met the 2017 milestones related to gender equality. At the primary level, 66 percent (40 out of 61) of DCPs were within the threshold for gender parity index (GPI) for completion rate (Indicator 5), above the milestone of 65 percent. However, at the lower secondary level, this figure was 51 percent (31 DCPs), well below the milestone of 56 percent. Similarly, the gender parity index for OOS rate for primary education stood at 1.30, less favorable than the 1.25 milestone. However, for lower secondary education, OOS was 1.08 — slightly more favorable than the 1.09 milestone.

DCPs are making progress against the overall 2020 targets related to learning, equity, gender equality, and inclusion. However, some areas need specific attention to remain on track. Data to measure changes in learning outcomes will become available for more countries by 2020, but the need for continuing to support robust learning assessment systems remains important. The growing number of out-of-school children also highlights the urgent need to expand access, and improve efficiency, of the basic education system. Finally, countries affected by fragility and conflict (FCACs) did not meet the milestones for primary education completion, out-of-school incidence, and gender parity in primary out-of-school, thus illustrating a need for targeted interventions in these countries.

The sections below discuss these results in greater detail and provide an overview of how GPE is addressing the two goals, both globally and at the country level. GPE's theory of change notes that strong education systems are a prerequisite for improved access to quality education. Ongoing interventions at the country level are expected to strengthen the education systems and enhance their potential to deliver equitable access and quality education (addressed in Chapters 2 and 3).

⁴ It is assumed that MICS data would be available one year after the data collection.

Strategic Goal 1: Improved and more equitable learning outcomes

The first milestones for improvement in learning outcomes (Indicator 1) and percentage of children under age 5 who are developmentally on track (Indicator 2) are set for 2018. The GPE Results Report 2015/2016 noted that learning outcomes had improved in 13 out of 20 DCPs with available data at two points in time (two out of four FCAC) at baseline between 2000 and 2015. However, the report also highlighted the stark fact that comparable data to track learning improvement was available for only 20 countries, underscoring the urgent need to address the data challenge, particularly as it pertains to data from learning assessments.

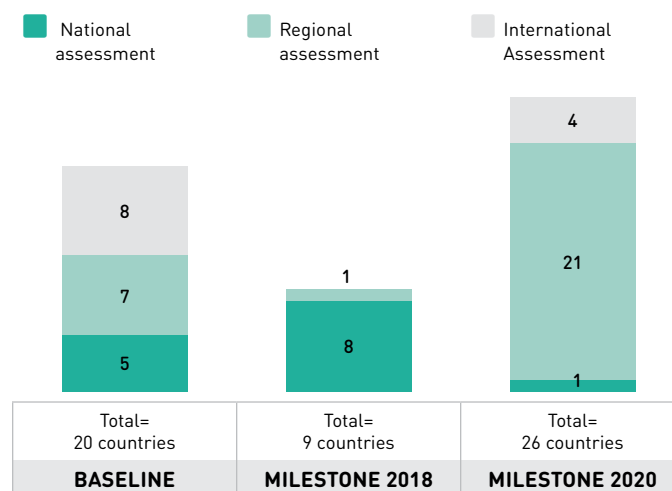
Looking ahead, several international, regional and national assessments will have been implemented between 2011 and 2019 in DCPs, which will enable GPE to calculate and report on improvements in learning. GPE estimates show that nine countries will have participated twice in the same assessments between 2011 and 2017, and 26 countries between 2011 and 2019. If the assessment data become publicly available in a timely fashion, the denominator for calculating learning improvement is likely to be nine in 2018 and 26 in 2020 (see Figure 1.1).

Overall, the number of countries that will be included in the calculation will increase from 20 countries at the baseline time frame (2011-2015) to 26 countries for the target time frame (2011-2020).⁵ These assessments include PASEC (Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN) in 11 DCPs; SEACMEQ (Southern and Eastern Africa Consortium for Monitoring Educational Quality, formerly known as SACMEQ) in seven DCPs; LLECE (Latin American Laboratory for Assessment of the Quality of Education) in two DCPs; PILNA (Pacific

Islands Literacy and Numeracy Assessment) in one DCP; PISA and PISA-D (Program for International Student Assessment) in four DCPs; and national learning assessments in one DCP. If countries also implement additional national assessments at two points in time (between 2011 and 2018) that meet quality standards, these numbers may improve.⁶ Appendix 1-1 provides additional details regarding the assessments' implementation timeline.

FIGURE 1.1. Data to evaluate learning progress will increase slightly by 2020.

Number of countries with available learning assessment data to measure progress in learning outcomes in 2018 and 2020



Source: GPE compilation based on the GPE results framework data and information available on PASEC, SEACMEQ, LLECE, PILNA and PISA websites as of February 2018. Information on national assessments is collected from DCP websites, but emails were sent to contacts in respective DCPs to confirm participation in national assessments. Confirmation was also provided for countries participating in SEACMEQ.

Note: It is assumed that assessment data would be available one year after the assessment is completed.

⁵ Time frame for T1 (the first measurement) is 2011-2015 and for T2 (the second measurement) is 2016-2020.

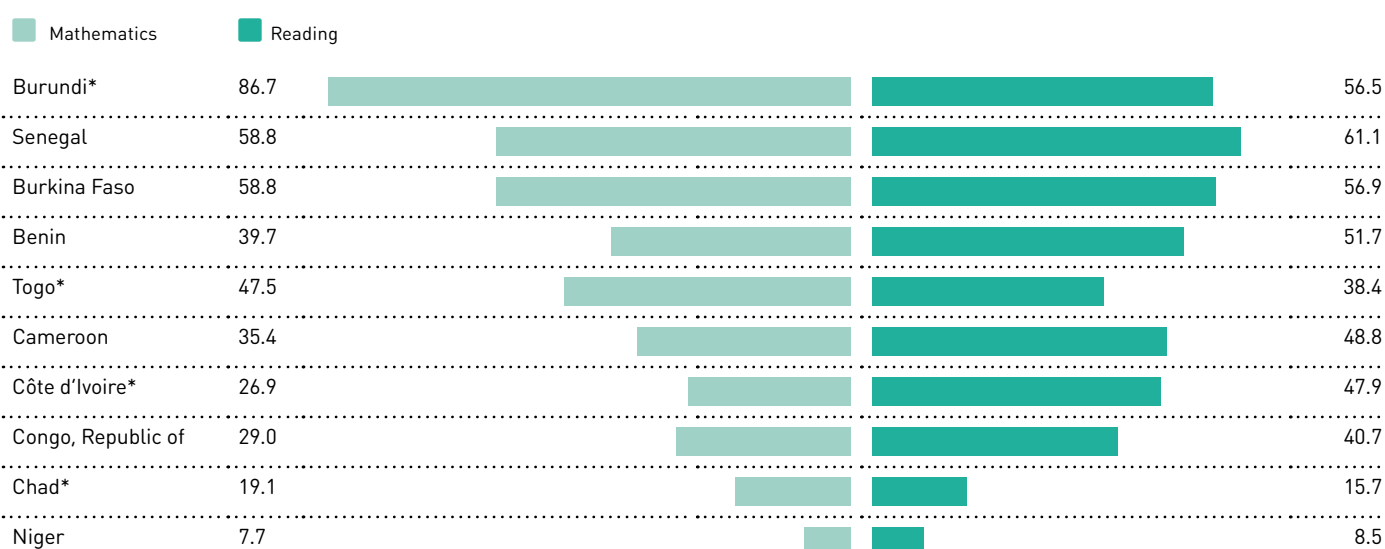
⁶ See the Results Framework methodology sheet for indicator 1 for details regarding the quality standards, <https://www.globalpartnership.org/content/gpe-results-framework-2016-2020>

The partnership aims to reach 68 percent and 70 percent of DCPs showing improvement in learning outcomes respectively by 2018 and 2020. To achieve this goal, all factors affecting the quality of education will need to be addressed collectively, especially in countries with the lowest performance in learning outcomes. For example, PASEC 2014 data show that some GPE DCPs register relatively low performance

in learning outcomes in mathematics and in reading (Figure 1.2). Only 8.5 and 7.7 percent of students completing primary education (Grade 6) in Niger achieved minimum proficiency level in reading and mathematics respectively, clearly underscoring that improvement in learning outcomes is a major challenge in this context.

FIGURE 1.2. Proportion of children achieving minimum proficiency in mathematics and reading varies considerably in GPE DCPs.

Proportion of students at the end of primary education achieving minimum proficiency level in mathematics and reading, PASEC, 2014



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org>.

Note: FCACs*

Evidence regarding improvement in learning outcomes will come about with robust systems to measure and monitor what students learn. However, only 32 percent (19 out of 60 DCPs assessed) had learning assessment systems that met quality standards between 2011 and 2015 (Indicator 15).⁷ To address this measurement gap, GPE is integrally engaged in supporting learning assessments in DCPs through the education sector program implementation grants (ESPIGs). Of the 48 ESPIGs active at the end of FY2017, 41 had information available both on the status of the countries' learning assessment systems and on whether or not the ESPIG supports learning assessment systems. Among these 41 ESPIGs, 32 supported learning assessment systems, with 17 in

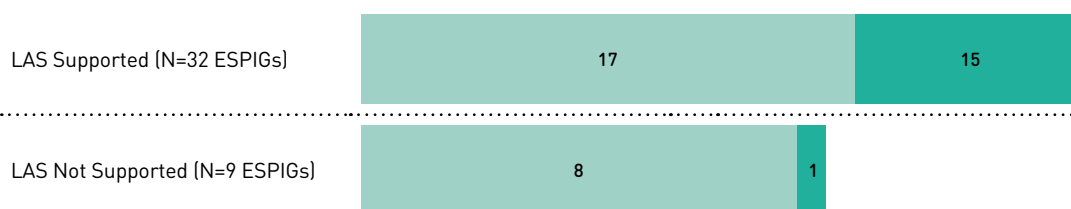
countries with assessment systems that are nascent or under development (Figure 1.3). However, eight ESPIGs did not support DCPs where the learning assessment system was “nascent” or “under development.” These ESPIGs were designed prior to the GPE new funding model, which requires governments to have a strategy for improving their data systems.⁸

GPE also launched the Assessment for Learning (A4L) initiative in 2017 as a reinforcing mechanism to country-level grants. The initiative supports diagnostics, capacity building, research and knowledge sharing to reinforce countries' efforts to strengthen their learning assessment systems (see Box 1.1 for details).

FIGURE 1.3. ESPIGs support DCPs with learning assessment systems (LAS) that are nascent or under development.

LAS status and ESPIG support to LAS

■ Nascent/Under development ■ Established



Source: GPE Secretariat, based on indicator 15 and ESPIG coding data.

Note: Of the 48 grants active at the end of FY2017, 41 had information available both on the status of the LAS and on whether or not the ESPIG supports LAS.

7 The criteria for assessing the quality of learning assessment systems (Indicator 15) are guided by the framework for learning assessments developed by the World Bank's Systems Approach for Better Education Results (SABER). Three determinants taken from SABER are used to assess the quality of learning assessment systems: enabling context, system alignment and assessment quality. Data availability between 2011 and 2015 is one of the sub-criteria used to assess the quality of the learning assessment systems. Despite the fact that some of the learning assessment systems do not meet some of the criteria for Indicator 15, assessment data are available, nationally representative, and can be used for Indicator 1. This explains why, despite only 19 countries being currently assessed as having quality learning assessment systems, the sample of countries for Indicator 1 is projected to be larger by 2020.

8 See Requirement 3.3 of the funding model requirement matrix, <https://www.globalpartnership.org/content/gpe-funding-model-requirements-matrix>. ESPIGs support different types of learning assessments, including international, regional and national learning assessments. However, about 70 percent of ESPIGs investing in LAS do so through early grade reading assessment (EGRA) and early grade mathematics assessment (EGMA) in DCPs [see Portfolio Review 2017, page 57].

BOX 1.1. GPE Support to Measuring Learning Outcomes

Because of limited capacity and finances, less than a third of GPE DCPs (20 out of 65, or 28 percent) have conducted a large-scale learning assessment more than once between 2000 and 2015. Consequently, only 20 countries could be included in GPE's learning outcome indicator (Indicator 1) for the baseline period 2000-2015. This situation is compounded by weak systems to assess learning in many countries.

Launched in 2017 with support from two foundations, and to be continued under the forthcoming Knowledge and Innovation Exchange (KIX), the Assessment for Learning (A4L) initiative aims to address this challenge. It will help build capacity of national learning assessment systems to measure and improve learning. A4L focuses on the development and application of a diagnostic tool — known as the Analysis of National Learning Assessment Systems — to support DCPs in conducting a comprehensive analysis of their learning assessment systems. Analysis of National Learning Assessment Systems will be developed, piloted in three DCPs, finalized, published and disseminated over the course of the 2018-2019 period. The second A4L activity is the provision of support to two regional networks on learning assessment: the Network on Education Quality Monitoring in the Asia-Pacific, which is coordinated by UNESCO Bangkok, and Teaching and Learning: Educators' Network for Transformation, coordinated by UNESCO Dakar. Through support from A4L, these regional assessment networks will organize capacity development workshops, research and knowledge sharing for national authorities in charge of learning assessment across the Asia-Pacific and Sub-Saharan Africa regions.

A4L also supports the efforts of the Global Alliance to Monitor Learning, convened by the UNESCO Institute for Statistics (UIS) to monitor SDG 4, by serving on its Strategic Planning Committee, as well as various task forces within it. The new KIX initiative will build on these ongoing activities.

Source: GPE Secretariat.

In terms of early childhood development, the GPE Results Report 2015/2016 noted that, overall, 66 percent of children under 5 years old were developmentally on track in terms of health, learning and psychosocial well-being (Indicator 2), based on data available from only 22 GPE DCPs. The next milestone is set for 2018 and the target for 2020. A review of upcoming Multiple Indicator Cluster Surveys (MICS) shows that data might be available for 13 additional DCPs by 2020. See Appendix 1-2 for upcoming MICS implementation schedule.

Strategic Goal 2: Increased Equity, Gender Equality and Inclusion

The GPE results framework monitors the partnership's work in equity, equality and inclusion through seven indicators at the pre-primary, primary, and lower secondary education levels, discussed in the sections below.

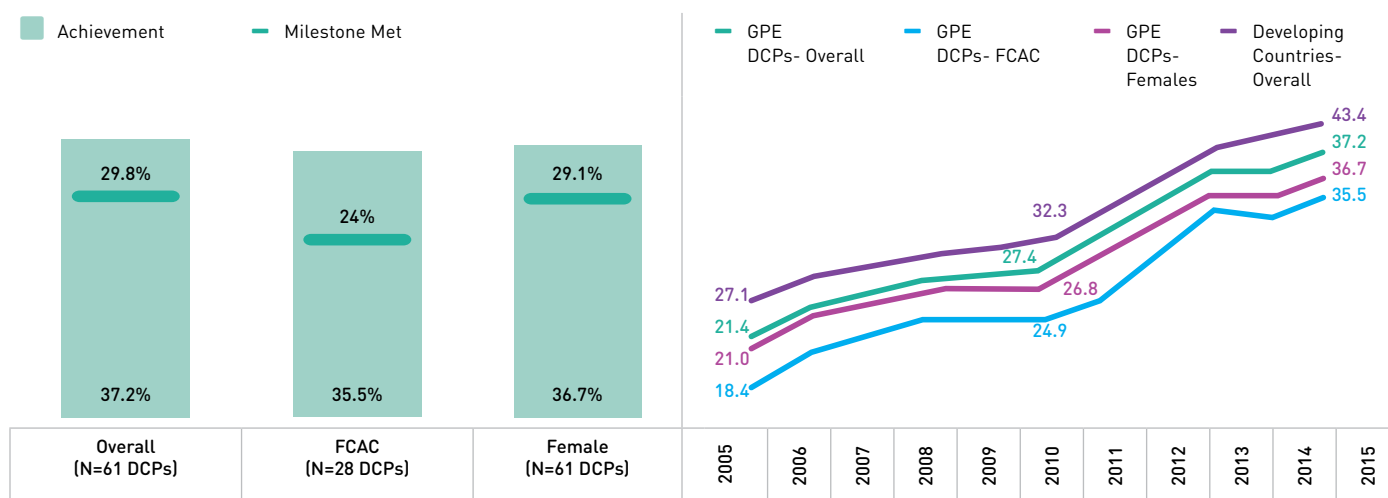
Pre-Primary Education (Indicator 6)

The pre-primary gross enrollment ratio (GER; Indicator 6), is 37.2 percent, exceeding the 2017 milestone of 29.8 percent by 7 percentage points. The indicator exceeded the milestones for FCACs and for gender as well, by 12 and 8 percentage points, respectively (Figure 1.4).

Trend data show a steady increase in pre-primary education GER, which increased from 21.4 percent in 2005 to 27.4 percent in 2010 and to 37.2 percent in 2015.⁹

FIGURE 1.4. Access to pre-primary education has increased steadily in GPE DCPs.

Pre-primary education GER in 2015 (left); trends in pre-primary GER 2005-2015 (right)



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

Note: GPE averages include 61 DCPs for all years (28 FCACs).

⁹ The milestone for indicator 6 was missed in 2016 and met 2017. Although this may be associated with some improvement in access to pre-primary education, it is important to note that the average pre-primary education GER for GPE DCPs increased sharply in 2017 due to updates in the UIS data. Appendix H provides information on these changes.

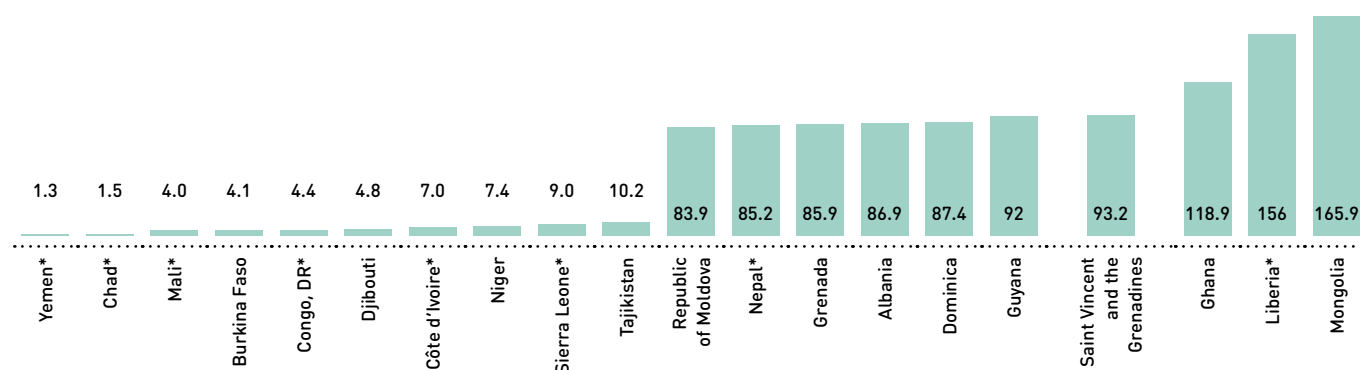
Despite this progress, some GPE DCPs still experience very low access to pre-primary education. Countries including Yemen, Chad and Mali have extremely low access to pre-primary education, with a GER of less than 5 percent (Figure 1.5).

Early childhood education improves school readiness and is a strong predictor of achievement at higher levels of education.¹⁰ Ensuring that both boys and girls are given the best start in life through quality

early childhood education programs provides a strong foundation for leveling the playing field throughout the school cycle. In 2017, 22 of 41 GPE ('co-financed' and 'stand-alone') implementation grants actively supported early childhood education.¹¹ Four of the 10 countries with the lowest pre-primary GER were recipients of one of these grants.¹² Three of the remaining six countries have ESPIGs upcoming in 2018 and 2019, with potential to address the issue through the new grants.¹³

FIGURE 1.5. GPE DCPs show wide variation in pre-primary GER.

Pre-primary GER in selected DCPs, 2015



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

Note: Only the top 10 and the bottom 10 countries with data available are included in this figure.

FCAC*

10 UNICEF, [www.unicef.org/education/files/Child2Child_ConceptualFramework_FINAL\(1\).pdf](http://www.unicef.org/education/files/Child2Child_ConceptualFramework_FINAL(1).pdf), 2013.

11 Portfolio Review, page 13. Only 'co-financed' and 'stand-alone' grants were coded to provide insights into the themes supported by ESPIGs and their alignment to GPE 2020 strategic goals.

12 These countries are Burkina Faso, Djibouti, Sierra Leone and Yemen.

13 These three countries are Chad (2018), Mali (2019) and Niger (2019). The development of an ESPIG presents an opportunity to discuss how to address the issues, but the ESPIG may not directly finance specific interventions related to those issues.

Primary and Lower Secondary Education Completion (Indicator 4)

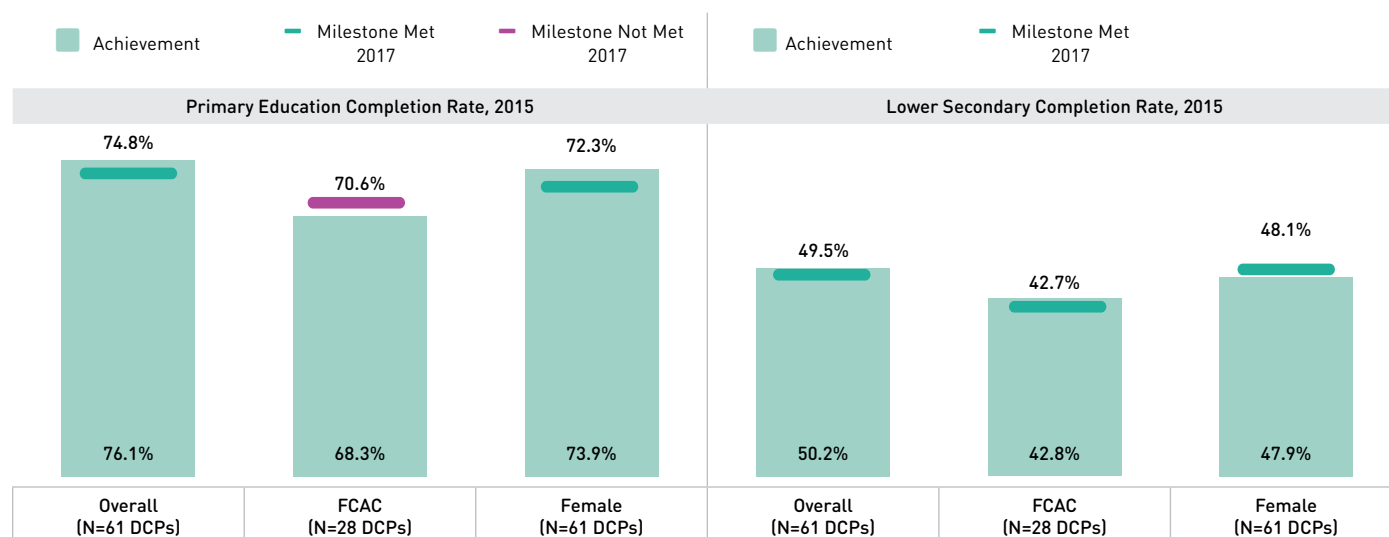
The primary completion rate (PCR; Indicator 4) was 76.1 percent, exceeding the 2017 milestone of 74.8 percent (Figure 1.6). The lower secondary school completion rate (LSCR) was 50.2 percent, also higher than the milestone of 49.5 percent. However, the primary

milestone for FCACs was not met, while the one for girls was met. At the secondary level, the milestone for FCACs was met, and for girls it was met within tolerance.¹⁴

Trend data show steady but slow PCR improvement from 65.7 percent in 2005 to 76.1 percent in 2015, while the LSCR increased from 40.6 in 2005 to 50.2 percent in 2015 (Figure 1.7).¹⁵

FIGURE 1.6. Primary and lower secondary completion rates reached 2017 milestones, but challenges remain.

Primary education completion rate, 2015 (left); lower secondary completion rate, 2015 (right)



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

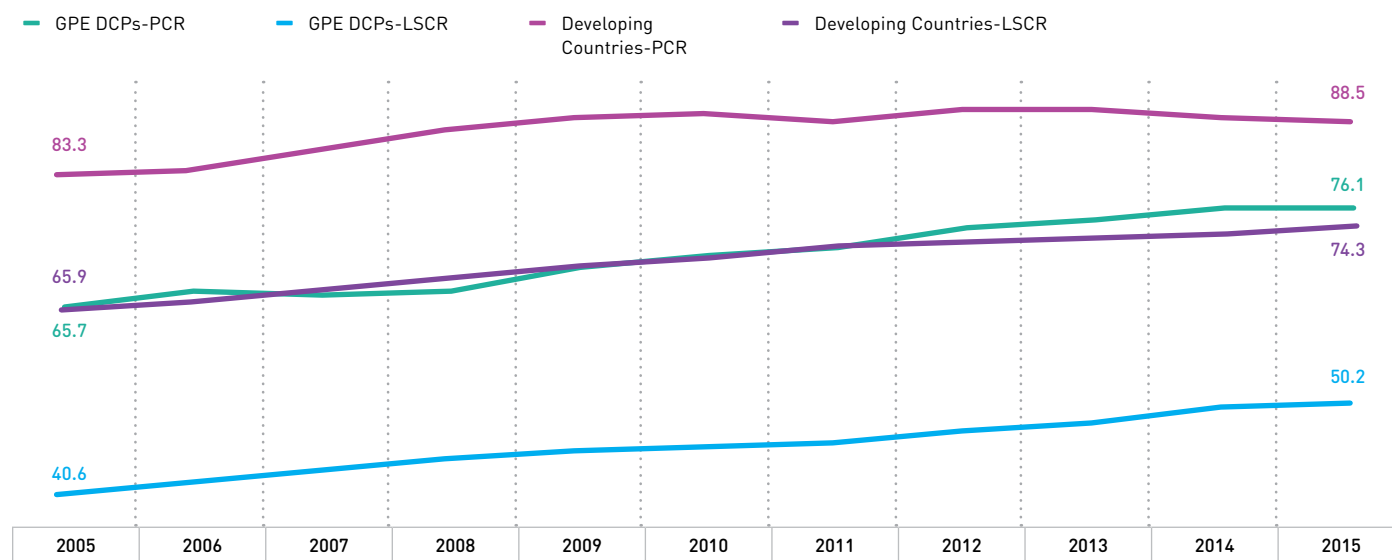
Note: N=61 countries (28 FCACs).

14 Girls living in FCACs are particularly disadvantaged in terms of primary and lower secondary completion. In 2015, the PCR was 64.5 percent for girls, compared to 73.5 percent for boys in FCACs. At the lower secondary level, the completion rate was 39.2 percent for girls and 47.2 percent for boys in FCACs.

15 On average, PCR and LSCR increased by about 1 percentage point annually between 2005 and 2015 in GPE countries. If the same trends are maintained for the next three years, the PCR and LSCR targets for 2020 would be met. Given the same assumptions, it would take approximately 24 more years from 2015 (latest data available) to reach universal primary education.

FIGURE 1.7. GPE DCPs experienced a slow but steady increase in the primary and the lower secondary completion rates over the last decade.

Evolution of the completion rates at primary and lower secondary levels in DCPs and in other developing countries

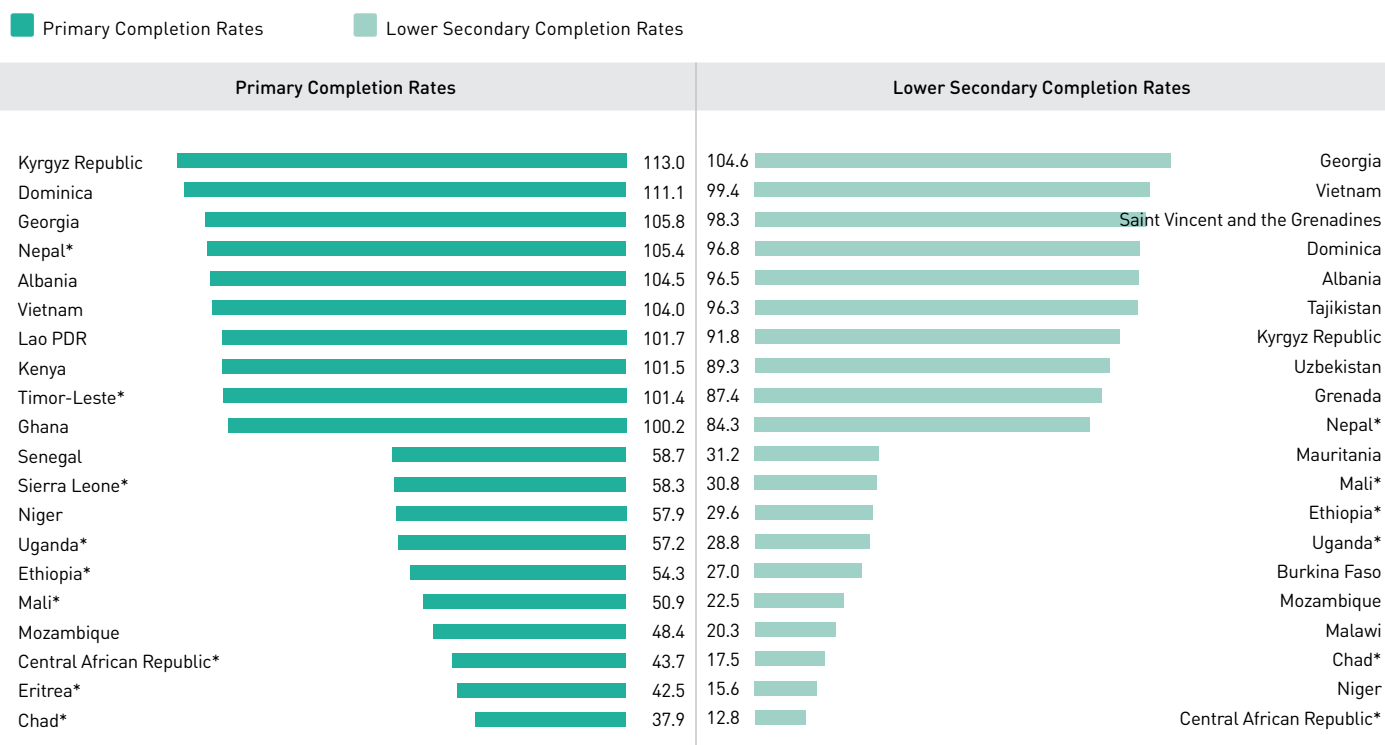


Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015). Note: N=61 countries (28 FCACs).

The aggregate numbers, however, mask the wide variation among countries. While some GPE DCPs have already achieved universal primary education, other countries' rates are below 50 percent (Figure 1.8). PCR is over 100 percent in countries including Kyrgyzstan, Dominica and Georgia, while Chad, Eritrea, Central African Republic and Mozambique register a PCR lower than 50 percent. At the lower secondary level, only a few DCPs have already achieved universal lower secondary education. The LSCR varies considerably across countries, from 12.8 percent in Central African Republic to 104.6 percent in Georgia.

FIGURE 1.8. GPE DCPs show wide variation in primary and lower secondary completion rates.

Primary (left) and lower secondary (right) completion rates in DCPs, 2015



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

Note: Only the top 10 and the bottom 10 countries with data available are included in this figure.

FCAC*

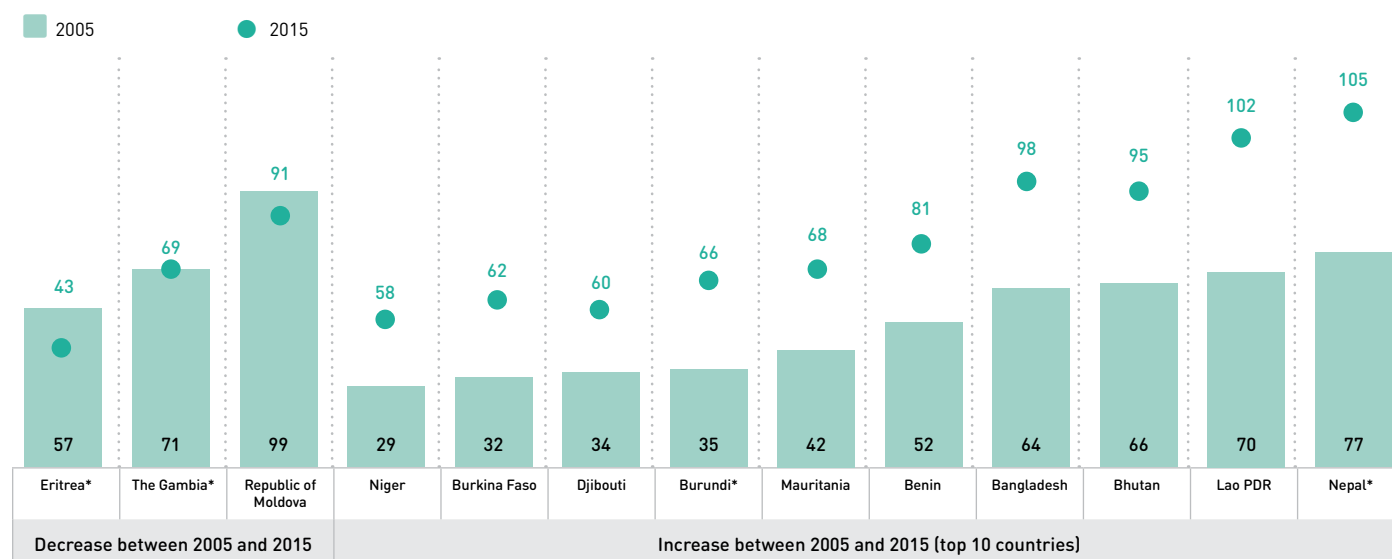
Trends also indicate that while some DCPs have low PCRs, they registered a strong improvement over the last decade (Figure 1.9). Niger and Burkina Faso were among DCPs with the lowest PCR in 2005, but their PCR increased by 29 and 30 percentage points, respectively, between 2005 and 2015.

However, PCR also decreased in some GPE DCPs with data available in 2005 and 2015 that already had a relatively low PCR level. For example, Eritrea's completion rate in primary education dropped by

14 percentage points between 2005 and 2015, from 57 to 43 percent. GPE's ESPIGs in these countries aim to contribute to increased access to education. For example, in Eritrea, a GPE ESPIG is supporting access to education for 40,000 children in disadvantaged communities. The ESPIG also supports classroom construction, teacher training, textbook provision and curriculum development.

FIGURE 1.9. Some GPE DCPs experienced a decrease in the PCR over the last decade.

PCR in selected DCPs in 2005 and 2015



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

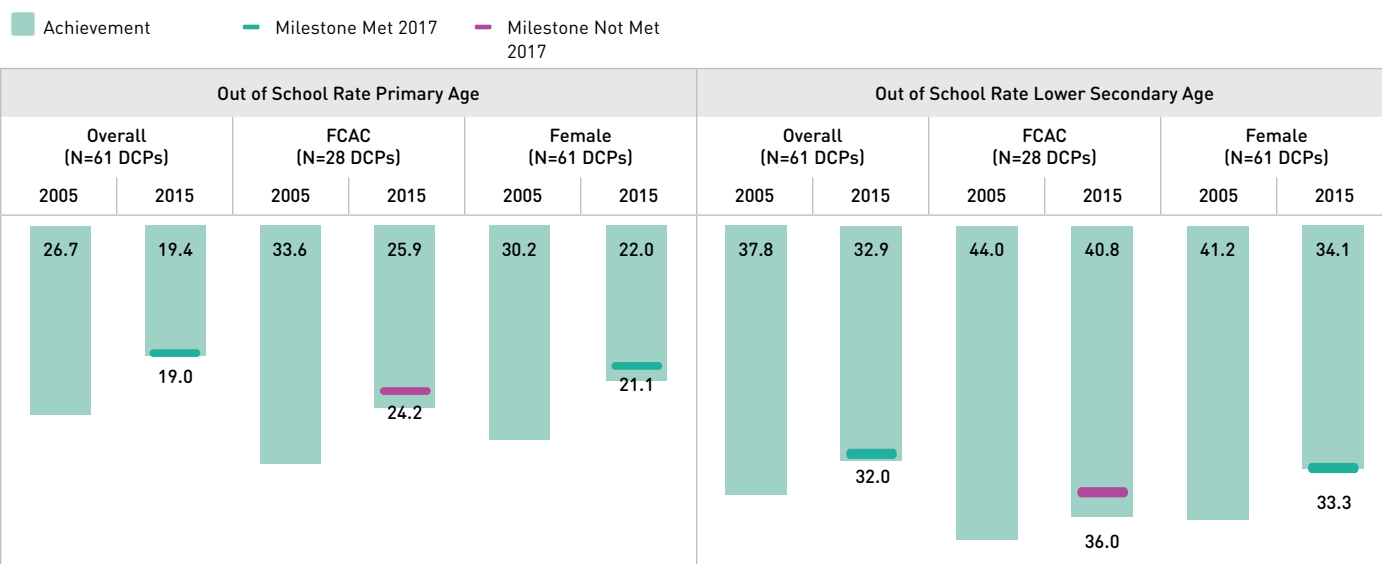
Note: Only DCPs with data available in 2005 and 2015 are considered. The top 10 countries in terms of increase in PCR between 2005 and 2015 are included in this figure. Five countries showed a decrease in their PCR between 2005 and 2015 but two were excluded because the PCR was at 100 % or above in 2005 in these countries. A total of 41 countries have data available in 2005 and 2015.

Primary and Lower Secondary Education Out-of-School Rates (Indicator 7)

Despite overall progress in the completion rates, the out-of-school (OOS) rates remain high, particularly for children at the lower secondary level. At 19.4 percent, the OOS rate (Indicator 7) for primary level was met within tolerance of the 2017 milestone of 19 percent (Figure 1.10). The rate was not met for FCACs, but was within milestone tolerance for female students. For lower secondary, the rate was 32.9 percent, also within tolerance of 32 percent. DCPs met

the milestone within tolerance for female students, but not for students in FCACs. Out of school rate is a specific and urgent challenge in FCACs.

The long-term trend in OOS is, however, in the right direction. Figure 1.10 shows that between 2005 and 2015, the OOS incidence decreased by 7.2 percentage points — from 26.7 percent to 19.4 percent — at the primary level, and by 4.9 percentage points — from 37.8 percent to 32.9 percent — at the lower secondary level.

FIGURE 1.10. Out-of-school incidence decline is close to milestone but remains a challenge in GPE DCPs.*Out-of-school rate primary (left) and lower secondary age (right), 2005 and 2015*

Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org>.

Note: N=61 countries (28 FCACs).

Some DCPs are facing significant challenges related to out-of-school incidence. Figure 1.11 shows that the OOS rate at the primary education level is especially high in South Sudan, Liberia and Eritrea. South Sudan and Eritrea also face a high OOS rate at the lower secondary level.

FIGURE 1.11. Out-of-school rate varied considerably across GPE DCPs.

OOS rates for primary (left) and lower secondary (right) education in DCPs, 2015



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

Note: Only the top 10 and the bottom 10 countries with data available are included in these figures.

FCAC*

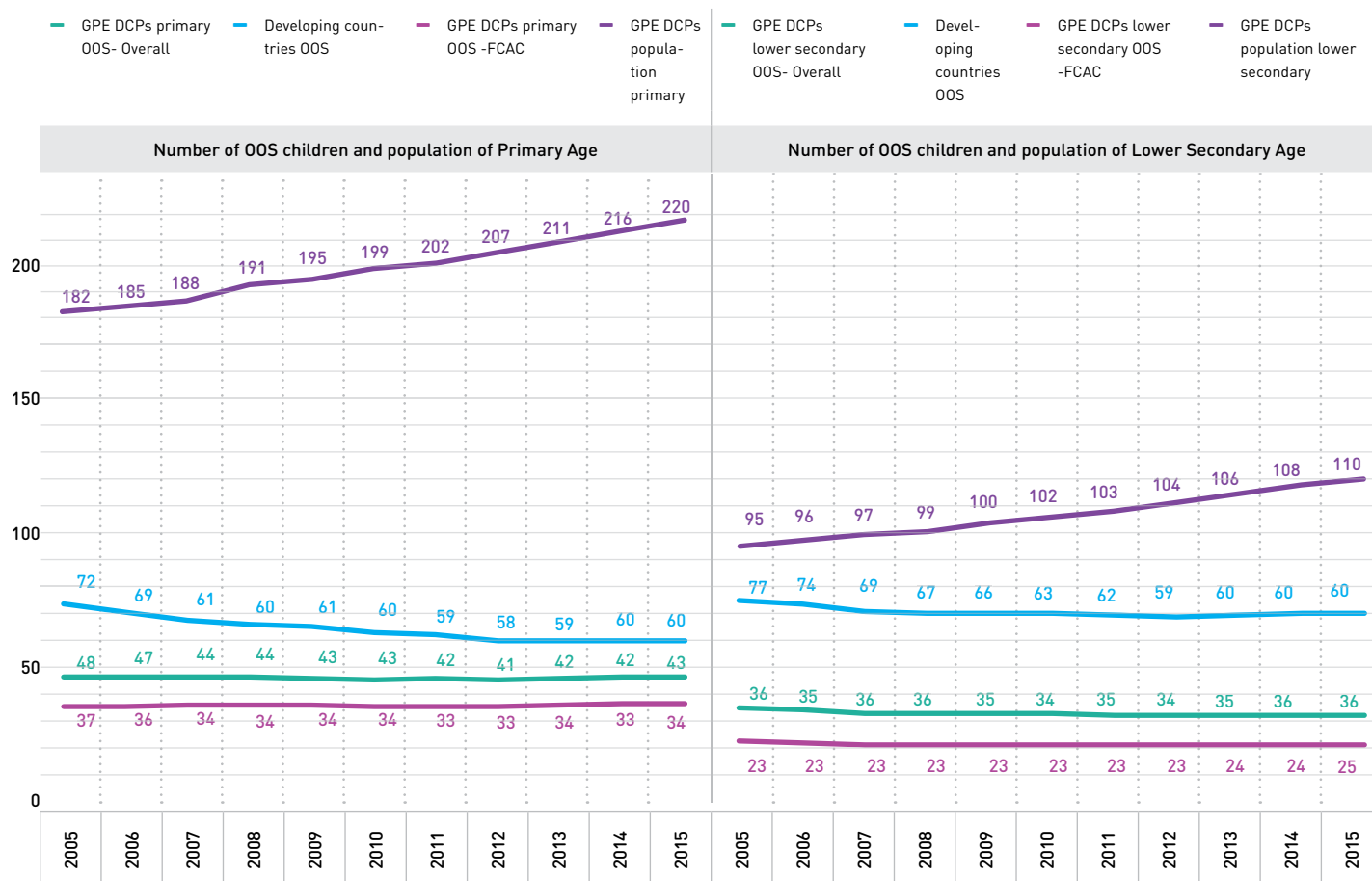
Despite lower rates, the absolute number of OOS children of basic education age has been on an increasing trend since 2012.¹⁶ The total number of OOS children of primary education age in GPE DCPs decreased from 48 million in 2005 to 41 million in 2012 but increased to 43 million in 2015 (Figure 1.12). At the lower secondary level, the number of OOS children decreased from 36 million in 2005 to 34 million in 2012 but increased to 36 million in 2015, back to its 2005 level. At the same time, the population of

children of primary and lower secondary age also increased considerably. While FCACs account for about 50 percent of the DCPs' total basic-education-age children, 74 percent of the OOS children of basic education age live in FCACs. Given the current trends of the school-age population in GPE DCPs, OOS rates will continue to be an issue unless addressed directly, based on a good understanding of barriers to enrolling in and staying in school.

¹⁶ Some countries with a relatively low out-of-school incidence can have a very high number of OOS children because of the population size. For example, although the OOS rate is relatively low in DRC and Nigeria compared to other GPE DCPs, the total number of OOS children is high because of the size of the school-age population (see GPE Results Report 2015/2016, Figure 1.3.11, page 34).

FIGURE 1.12. The total number of out-of-school children in GPE DCPs has been increasing since 2012.

Total number of OOS children and population of primary and lower secondary age (millions)



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

Expanding access and lowering inefficiency (dropout and repetition) in the basic education system will likely contribute to curb the out-of-school incidence. As discussed in Chapter 3, GPE is helping to expand the supply of education in DCPs by building classrooms, training teachers and providing textbooks.¹⁷ The OOS phenomenon is a tough education challenge that may also require additional differentiated strategies across countries, based first on understanding the characteristics and location of the OOS children.

¹⁷ See indicators 21, 22 and 23 in Chapter 3.

BOX 1.2. Children May Be Out of School for Various Reasons: Case Study in Nigeria and DRC

Nigeria and DRC are among the GPE DCPs with the largest number of out-of-school children.¹⁸ Various reasons may explain why children are out of school in these two countries. In DRC, when children (ages 6-17) are out of school, the main reason given nearly two-thirds of the time is related to the prohibitive cost of school attendance, and more than half of parents are unsatisfied with the frequency of fees contributions. However, financial barriers seem to not be the main reason reported in Nigeria. More than half of Nigeria's out-of-school children (ages 10-14) are in that situation either because their parents do not think education is important or because the children themselves are not interested in pursuing their education. These two countries are also affected by conflicts, which exacerbates existing barriers.

GPE is engaged to supporting Nigeria and DRC to address the high OOS incidence in these countries. In 2015, GPE approved a US\$100 million grant for Nigeria. The Nigeria grant aims to increase access to basic education for OOS children, with a focus on girls. DRC also benefited from a US\$100 million grant that closed in 2017. The DRC grant supported access and equity at the primary education level through rehabilitation and reconstruction of classrooms.

Source: World Bank

DRC: <http://documents.worldbank.org/curated/en/469851468186549157/pdf/ACS14542-WP-P147553-Box394836B-PUBLIC-ENGLISH-DRC-Education-PER-FRE.pdf>

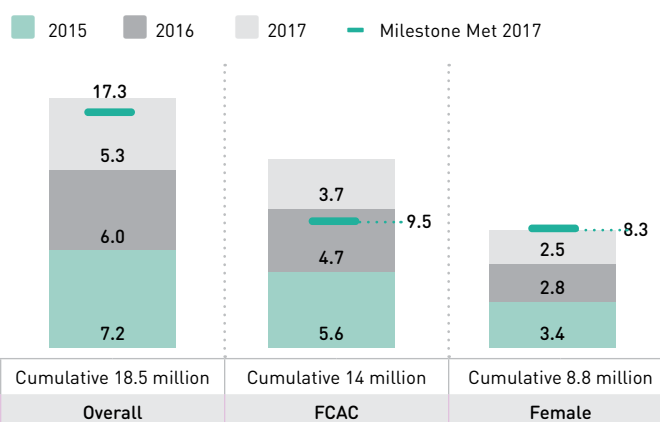
Nigeria: <http://documents.worldbank.org/curated/en/123131468195000690/pdf/ACS14245-WP-P153070-Box394836B-PUBLIC-Nigeria-Governance-and-Finance-Analysis-Dec30.pdf>

Children Supported Through GPE Grants (Indicator 3)

GPE is continuing to support school access. GPE's ESPIGs have cumulatively supported the equivalent of 18.5 million children since 2015 (Indicator 3)¹⁹, exceeding the milestone of 17.3 million children in 2017. The partnership expects to support 22.3 million equivalent children cumulatively over the period 2015-2018. In 2015 and 2016, GPE supported 13.2 million equivalent children (including 6.3 million girls). In 2017, GPE supported an additional 5.3 million equivalent children (2.5 million girls), leading to 18.5 million total equivalent children supported (8.8 million girls) since 2015, meeting the milestone for 2017 (Figure 1.13).

FIGURE 1.13. GPE has supported 18.5 equivalent children since 2015.

Total number of equivalent children supported (million)



Source: GPE calculations based on the Secretariat data, UNICEF and World Development Indicators.

Note: In 2017, GPE grants were disbursed to a total of 46 countries

18 See GPE Results Report 2015/2016 (long version), Figure 1.3.11, page 34.

19 Indicator 3 captures the total number of equivalent children that the ESPIG disbursements to DCPs can theoretically support when considering the public unit cost in GPE developing countries.

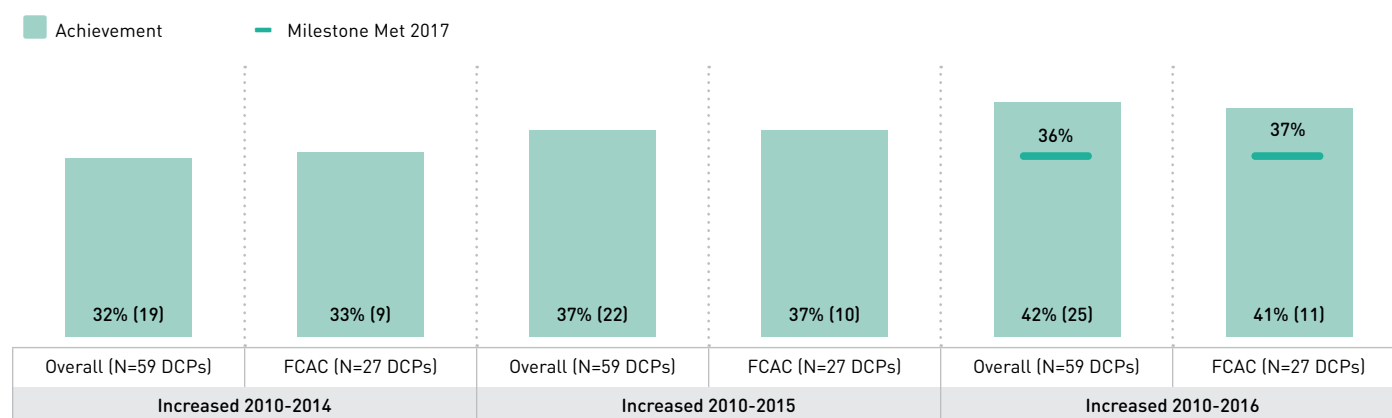
Equity (Indicator 9)

The GPE DCPs have made considerable progress in terms of overall equity, as demonstrated by the improvement in GPE's equity index (Indicator 9). Indicator 9 captures the proportion of countries that exhibit more than 10 percent increase in the equity index, which captures three dimensions collectively: gender, location and socioeconomic status.

Thirty-seven percent of DCPs, including FCACs, registered an increase in the equity index of more than 10 percent between 2010 and 2015 (Figure 1.14). The proportion of DCPs showing improvement between 2010 and 2016 in the equity index increased to 42 percent (41 percent in FCACs), thus meeting the milestone set for 2017.

FIGURE 1.14. Forty-two percent of GPE DCPs improved on equity index between 2010 and 2016.

Proportion of countries with improvement in the equity index



Source: GPE compilations based on UIS (2018) and UNESCO-WIDE (2017).

Note: A total of 59 DCPs (27 FCACs) are included in the calculation of the equity index.

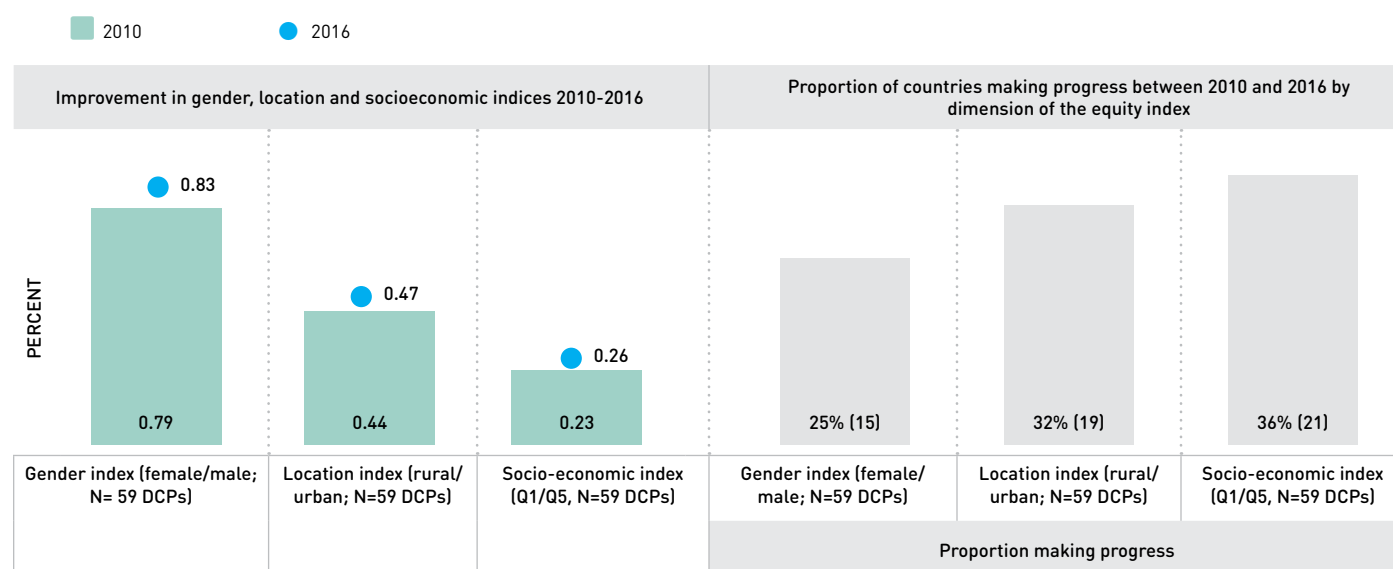
Improvement in the equity index between 2010 and 2016 is mostly driven by improvement in equality with respect socioeconomic status and location.

Figure 1.15 shows that the gender parity dimension of the equity index with the highest level of achievement registered the slowest improvement between 2010 and 2016 (6 percent). In contrast, the socioeconomic dimension of the equity index improved by

11 percent between 2010 and 2016, although the level of achievement is the lowest. In addition, 36 percent of DCPs made progress in terms of equity with respect to socioeconomic status, as compared to 25 percent for the gender dimension of the equity index. This means that there is a need for increased attention regarding gender equality in GPE DCPs.

FIGURE 1.15. Equality related to socioeconomic status experienced the strongest improvement between 2010 and 2016.

Improvement in gender, location and socioeconomic indices 2010-2016 (left) and proportion of countries making progress between 2010 and 2016 by dimension of the equity index (right)



Source: GPE compilations based on UIS and UNESCO-WIDE.

Note: A total of 59 DCPs (27 FCACs) are included in the calculation of the equity index.

Gender Parity (Indicators 5 and 8)

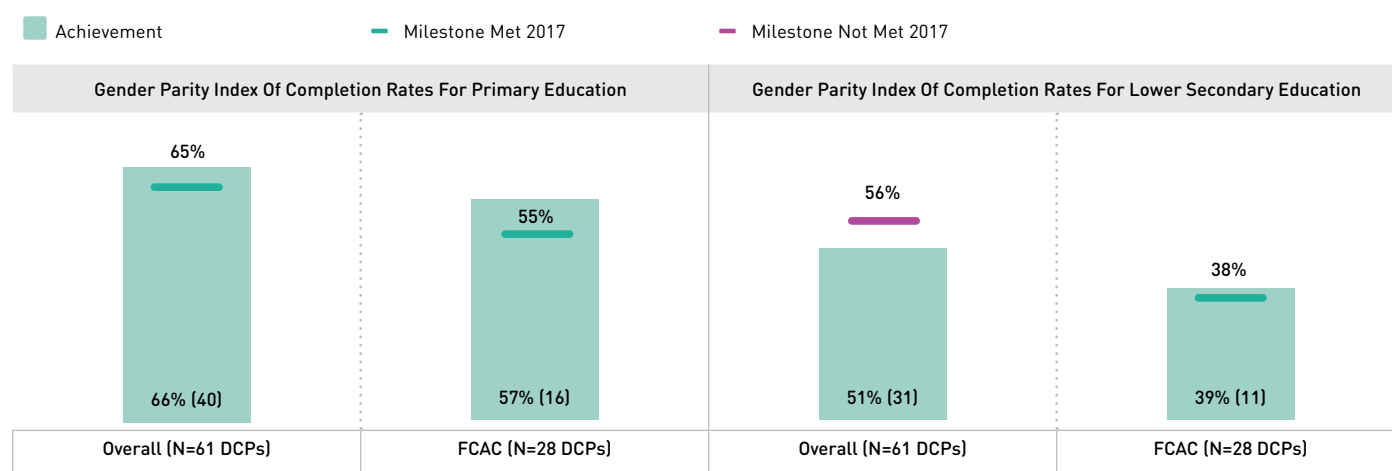
Gender equality is a core aspect of the GPE's work, and a core principle of GPE 2020. Despite the improvement in gender equality over the past decade, girls continue to be disadvantaged in terms of school completion and out-of-school incidence.

The proportion of DCPs within set thresholds for gender parity index (GPI) for primary completion

rate (Indicator 5) was 66 percent (40 out of 61 DCPs), above the milestone of 65 percent for 2017 (Figure 1.16). However, the proportion of DCPs with a lower secondary completion rate GPI within the GPE thresholds was 51 percent (31 DCPs), lower than the milestone of 56 percent, indicating slower progress. For FCACs, the milestone was met both for lower secondary and primary education.

FIGURE 1.16. GPE DCPs met the gender parity threshold for primary, but not lower secondary, completion rate.

Proportion of GPE DCPs within set thresholds for gender parity index of completion rates for primary education (left) and lower secondary (right) education, 2015



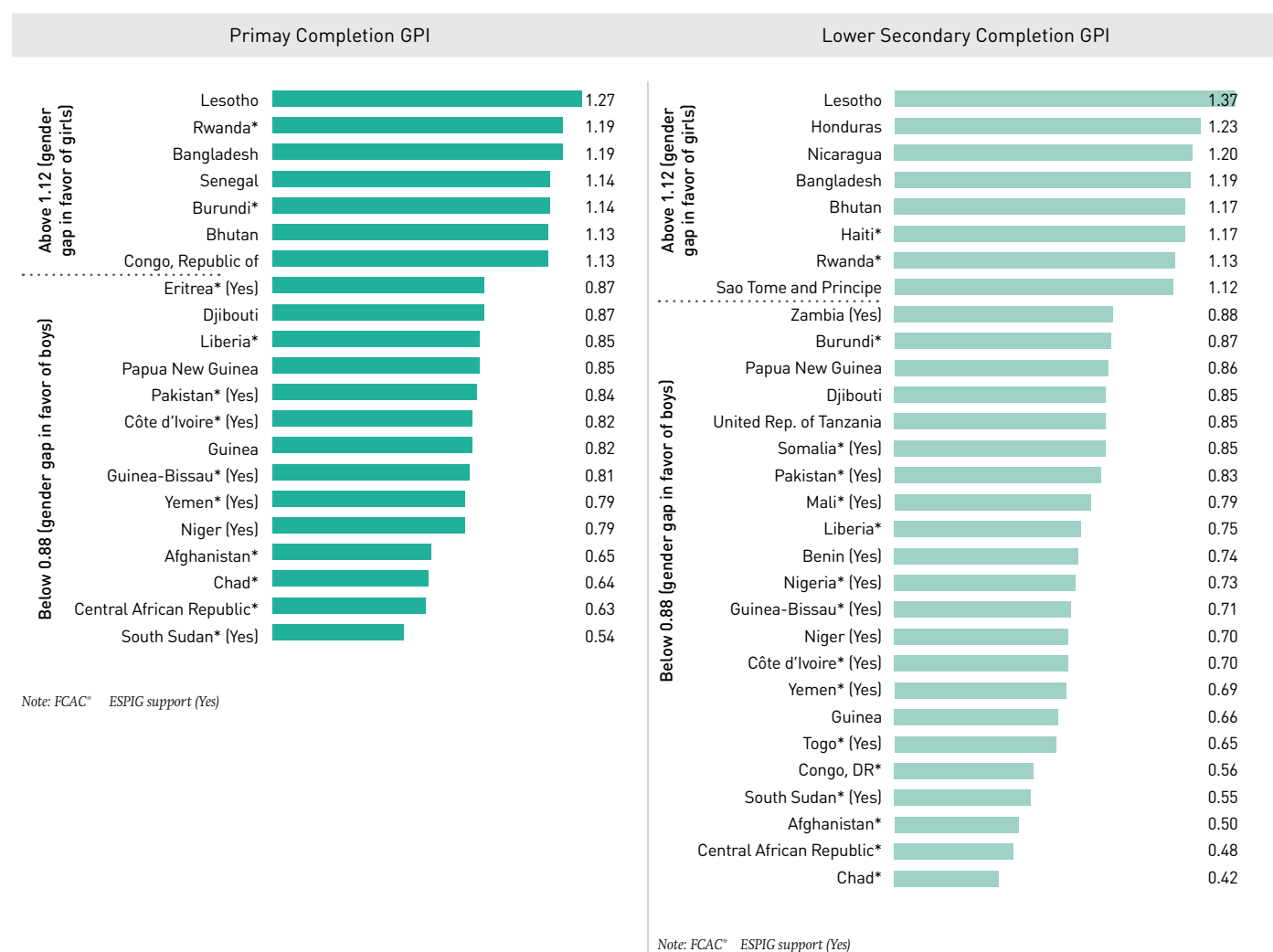
Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

A majority of GPE DCPs with a GPI outside of the thresholds experience inequality in favor of boys (Figure 1.17). At the primary level, a total of 21 countries had a GPI outside the GPE thresholds. In 14 of these countries, the gender gap disfavored girls, while in seven countries, the gender gap was in favor of girls. In seven of the 14 countries where girls are disadvantaged in terms of primary education completion, active ESPIGs are supporting girls' education.

At the lower secondary level, 30 countries had a GPI below or above the GPE-recommended range. In 22 of these countries, the gender gap was in favor of boys, while in eight of them, the gender gap was in favor of girls. In 12 of the 22 countries with a gender gap in favor of boys, ESPIGs are supporting girls' education.

FIGURE 1.17. In a majority of GPE DCPs, gender inequality for school completion was in favor of boys.

DCPs with the highest levels of gender inequality in primary (left) and lower secondary completion rates (right), 2015 (measured through gender parity index of completion rates)



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> [2015].

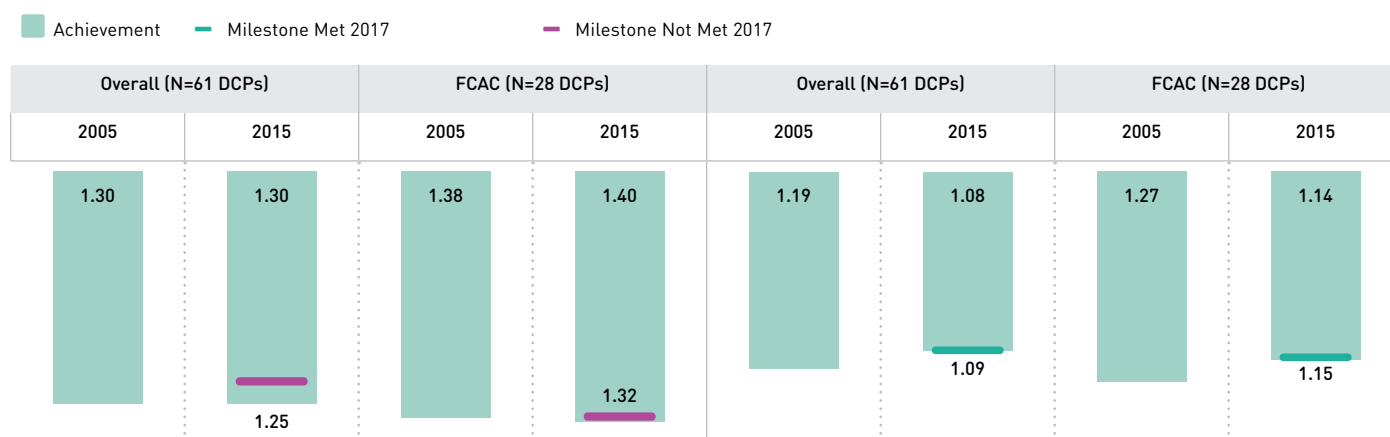
Note: YES = there is an active ESPIG that supports girls' education in the country. Some of the countries have ESPIGs that are not coded because they are sector pooled, while other countries have no active ESPIG in FY2017. Only the countries with a GPI below 0.88 or above 1.12 are included in this figure.

The gender parity index for out-of-school rate (Indicator 8) at the primary level was 1.30 and did not meet the milestone of 1.25 in 2017 (milestone also missed in 2016). However, this figure was 1.08 for the secondary level and met the milestone of 1.09 in 2017. This result was replicated in FCACs, with the primary

level less favorable against the milestone, but secondary level exceeding the milestone. These data show that girls continue to face a relatively high out-of-school incidence compared to boys, especially at the primary level (Figure 1.18).²⁰

FIGURE 1.18. Girls' out-of-school rate was higher than that for boys in GPE DCPs.

Gender parity index for out-of-school rate in primary (left) and lower secondary education (right), 2015



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

Note: N=61 countries (28 FCACs).

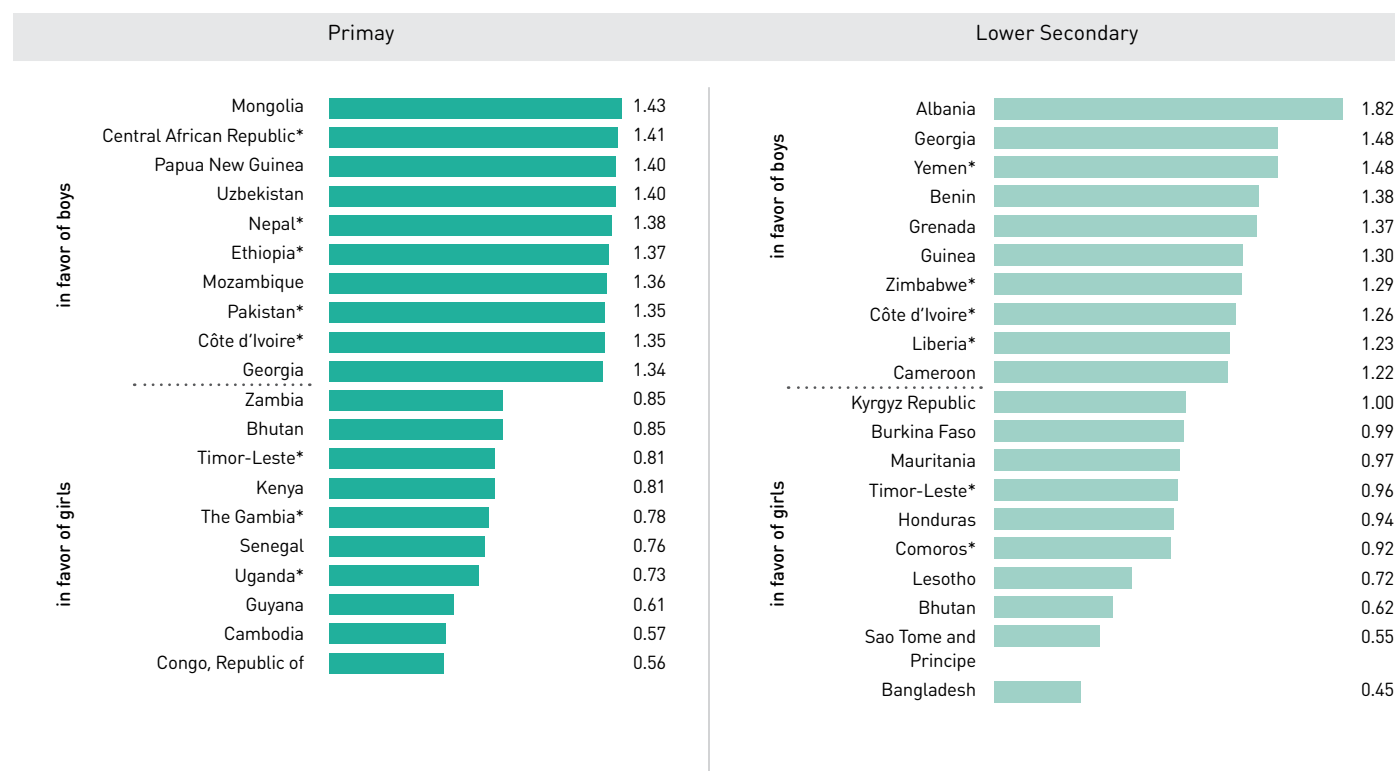
²⁰ Girls experience a higher out-of-school incidence compared to boys, especially at the primary level, in developing countries in general. UIS data show, however, that in developing countries, the gender parity in OOS rates improved from 1.31 to 1.27 at the primary level and from 1.18 to 1.02 at the lower secondary level between 2005 and 2015.

The extent to which girls are disadvantaged in terms of being out of school varies across countries. Mongolia, Central African Republic and Papua New Guinea are among the DCPs with the largest gender gap disadvantaging girls at the primary education level. At the lower secondary level, girls are the

most disadvantaged in Albania, Georgia and Yemen. Although girls are overall disadvantaged, the gender parity index for out-of-school rates is in favor of girls in some DCPs. For example, in Republic of Congo, Cambodia and Guyana, the gender parity index is in favor of girls at the primary level (Figure 1.19).

FIGURE 1.19. Gender parity in out-of-school rate varied widely across GPE DCPs.

Gender parity index for out-of-school rate for primary (left) and lower secondary (right) education levels in DCPs, 2015



Note: FCAC*

Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2015).

Note: FCAC*

Note: The top 10 and bottom 10 countries in terms of out-of-school rate GPI are included.

BOX 1.3. GPE's Work on Gender Equality

Achieving gender equality is one of the eight guiding principles of GPE 2020, the GPE's strategic plan for 2015-2020. In 2016, GPE adopted a Gender Equality Policy and Strategy (2016-2020) to support DCPs in their efforts to achieve gender equality in access, participation and learning for all girls and boys; improve gender equality in education systems; strengthen gender equality in education sector policy and planning processes; and ensure robust execution of commitment to gender equality across GPE.

GPE supports gender equality in several different ways: (i) supporting gender-responsive education sector plans and cross-sectoral coordination; (ii) providing grants to partner countries for implementation of education sector plans that promote gender equality; (iii) facilitating policy dialogue on gender equality; and (iv) strengthening the evidence base on gender issues through research on topics including child marriage, school-related gender-based violence, and health investments using the school as an effective platform. The partnership also recently launched a new initiative, Knowledge and Innovation Exchange (KIX), that is designed to improve knowledge, data, research and peer learning on topics such as gender equality and inclusion.

Source: GPE Secretariat.

<https://www.globalpartnership.org/content/gender-equality-policy-and-strategy-2016-2020>.

<https://www.globalpartnership.org/content/guidance-developing-gender-responsive-education-sector-plans>.

<https://www.globalpartnership.org/focus-areas/girls-education>.

Chapter 2: Outcome

Strategic Goal 3:

Effective and efficient
education systems



Two preschoolers draw and color at the Ruben Dario Preschool in Matagalpa, Nicaragua.
Credit: GPE/Carolina Valenzuela

CHAPTER 2:

Effective and Efficient Education Systems

Introduction

Strategic Goal 3 of GPE 2020 focuses on improving the effectiveness and efficiency of GPE developing country partners' education systems. This is the key outcome in GPE's theory of change, which posits that strengthened education systems will contribute to student-level results — namely improved learning outcomes and increased equity, equality and inclusion.

Improved sector planning, policy implementation, mutual accountability and effective financing (discussed in chapter 3) in turn, are expected to result in stronger education systems.

GPE uses six indicators to monitor four dimensions of effective and efficient education systems:¹

- **Financing of education:** The share of public expenditure dedicated to education, out of total public expenditure (Indicator 10).
- **Teachers:** The equitable allocation of teachers and the availability of trained teachers (indicators 11 and 12).
- **Efficiency:** The internal efficiency of the education system (Indicator 13).
- **Data:** The availability and timely reporting of education data and learning assessments to track student progress (indicators 14 and 15).

¹ In 2016–2017, new data is available for three out of the six indicators. For the remaining three indicators, the next milestone in the results framework has been set for 2018, by which time new data is expected. For Indicator 10, the GPE Results Report 2015/2016 reported on baseline data from CY2015. Data from CY2016 is now available and reported in this chapter. The 2016 milestone corresponds to CY2016 data; therefore, the CY2016 data is compared to this milestone. Due to variations in the timing of the financial year and the availability of data on expenditure, CY2017 data is not available as of publication of this report. This data will be reported in the GPE Results Report 2017/18.

Indicators 11 and 13 of the results framework measure the equitable allocation of teachers and the internal efficiency coefficient at the primary level, respectively. Data for these indicators is drawn from education sector analyses in DCPs. No new data was available for these indicators in 2017; new data will be available by the next milestone set for 2018.

Indicator 15 of the results framework measures the proportion of DCPs with learning assessments that meet quality standards. The next milestone for Indicator 15 has been set for 2018, and no new data are available for 2017.

This chapter discusses progress of developing country partners (DCPs) with respect to the milestones set for three indicators: public expenditure on education (Indicator 10), pupil to trained-teacher ratio (PTTR; Indicator 12), and reporting of education indicators to UNESCO Institute for Statistics (UIS) (Indicator 14). The remaining three indicators have milestones set for 2018. In interpreting the results, it is important to note that two of the three indicators (PTTR and reporting to UIS) are lagging, with data from 2015 reflecting the effects of policies and programs prior to 2014 (before GPE's current strategic plan began in 2016). Nonetheless, they offer a system for monitoring DCPs' trajectories over time, and they provide information that can be used to drive improvements in GPE's work.

Figure 2.1 summarizes the results for the three indicators. Domestic financing for education remained

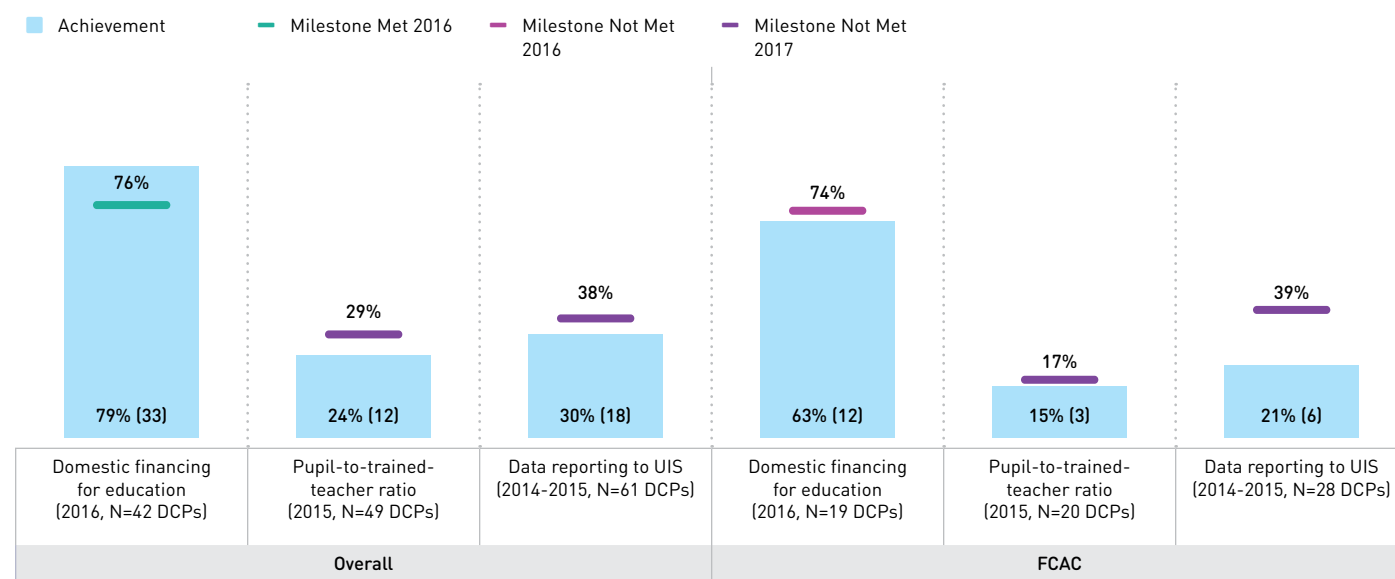
strong in 2016. Seventy-nine percent (33) of the 42 DCPs with available data² either devoted at least 20 percent of total public expenditure to education or increased their share of public expenditure on education between 2015 and 2016.

Only 24 percent (12) of the 49 DCPs with data available had a PTTR of 40 or better, falling short of the 2017 milestone of 29 percent (Figure 2.1) — whereas in 2016, the milestone of 27 percent was met.

Similarly, 30 percent (18) of 61 DCPs reported 10 or more key education indicators to UIS, missing the 2017 milestone of 38 percent. In 2016, however, the milestone of 30 percent was met. Reporting of data on teachers and their training was especially problematic.

FIGURE 2.1. Domestic financing remained strong, but milestones for the pupil-to-trained-teacher ratio and data reporting were missed.

Performance against system-level indicators 2016/2017



Source: GPE compilation based on 2015 data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org>.

² For the remaining 19 DCPs, budget data was not publicly available or was not presented at a level of disaggregation that allowed for the computation of this indicator.

Addressing system-level challenges requires sustained, long-term efforts. The sections below discuss the indicators in more detail and provide an overview of how the strengthening of education systems is being supported through GPE instruments.

Strategic Goal 3: Effective and efficient education systems delivering equitable, quality educational services for all

Domestic Finance for Education (Indicator 10)

Improved domestic financing for education — supporting, incentivizing and advocating for it — is a core aspect of the GPE's work. While external financial aid plays an important role in supplementing domestic resources and is often accompanied by valuable technical expertise, particularly in resource-constrained countries, it accounts for only a small proportion of overall education funding.³ Domestic funding is by far the most important source of education financing in low-income countries, with international finance comprising only 14 percent of education spending.⁴

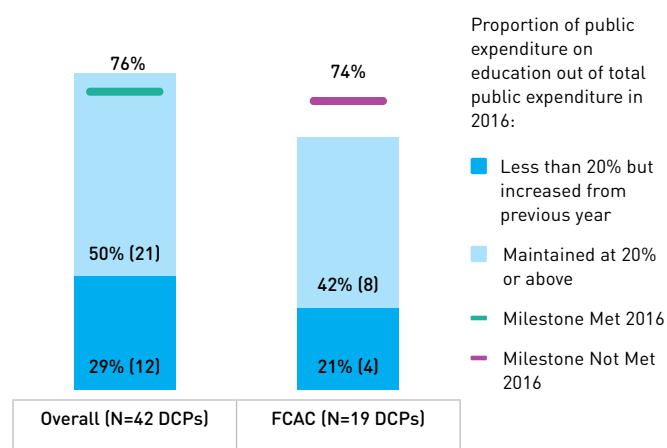
GPE's results framework measures the proportion of DCPs that either (a) increased their public expenditure on education as a percentage of total public expenditure⁵, or (b) maintained sector spending at 20 percent or above of total public expenditure (Indicator 10). The overall proportion of DCPs that increased the share of education in public expenditure from 2015 to 2016, or maintained it at 20 percent and above, was 79 percent (33 out of 42 DCPs), and the milestone set for 2016 was met (Figure 2.2). Out of the 42 DCPs with data available in CY2016, 21 maintained sector spending at above 20 percent of total public expenditure, while 12 DCPs spent less than 20

percent of total public expenditure on education but made progress since CY2015.

However, a smaller proportion of countries affected by fragility and conflict met these requirements, at 63 percent (12 out of 19), and the corresponding milestone set for 2016 was not met. In CY2015, 77 percent (17 out of 22) of FCACs met these requirements. The following year, three of the 17 FCACs that met the requirements in the previous year did not have sufficient data to determine whether they met them in CY2016. Another two of the 17 FCACs that met these requirements in 2015 no longer met them in 2016.

FIGURE 2.2. The overall milestone for domestic financing of education was exceeded, but not for FCACs.

Proportion of DCPs that increased their public expenditure on education or maintained sector spending at 20 percent or above (CY2016)⁶



Source: GPE calculations based on publicly available budget documents.

Note: Total government expenditure excludes debt service.

3 See Chapter 4, Box 4.1, for analysis on the primary sources of education financing.

4 The World Bank, World Development Report: Learning to Realize Education's Promise (Washington, DC: The World Bank, 2017) p.211.

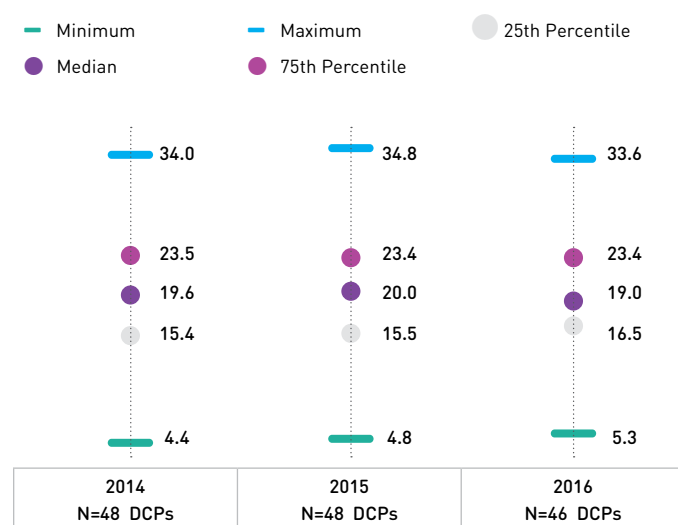
5 Debt-service is excluded from total public expenditure.

6 DCPs must have data for both CY2015 and CY2016 to be included in the sample for this indicator.

Since CY2014, the median public expenditure on education as a percentage of total public expenditure across DCPs has remained stable and close to achieving the target level of 20 percent: at 19 percent for all DCPs, and 18 percent for FCACs. Despite this strong overall performance, there is considerable variation among DCPs with respect to public expenditure on education (Figure 2.3).

FIGURE 2.3. The overall level and distribution of the share of public expenditure on education has remained stable since 2014.

Public expenditure on education as a percentage of total public expenditure in GPE DCPs (CY2014- CY2016)⁷



Source: GPE calculations based on publicly available budget documents.

Of concern are five DCPs that spent less than 20 percent of total public expenditure on education in 2015 and have not made progress since, and another four DCPs that spent above the 20 percent threshold

in 2015 but slipped below the threshold in 2016 (Figure 2.4).

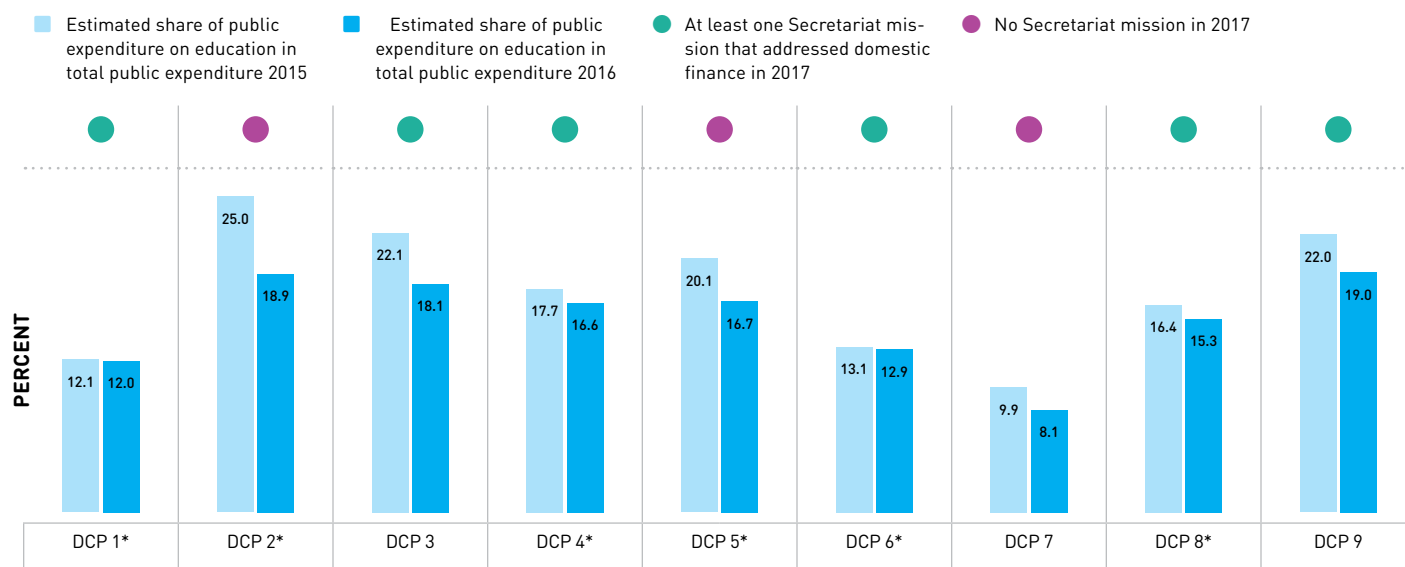
GPE employs several methods as it supports DCPs in meeting the objective of adequate domestic financing for education. It supports financially sound education sector plans, based on budget analyses and financial simulations, and works to increase the availability of data on sector finance by supporting the development of financial information modules in education monitoring information systems (EMIS) in DCPs. The GPE funding model requires DCPs that apply for ESPIGs to commit to either maintaining expenditure on education above 20 percent of total public expenditure, or to increasing the share of expenditure on education progressively toward this target.

Another instrument for improved domestic financing for education is Secretariat staff technical support and engagement in the country's policy dialogue on domestic financing. Under GPE's global objective, Mobilize More and Better Financing, GPE's results framework Indicator 31 measures the proportion of missions to DCPs by Secretariat staff that address the issue of domestic financing. Data from this indicator show that, in FY2017, Secretariat staff carried out at least one mission that addressed domestic finance to six of the nine DCPs that spent less than 20 percent of total public expenditure on education in CY2016 and have not made progress since CY2015. No Secretariat missions to the remaining three DCPs took place in FY2017. Therefore, the issue of domestic financing was addressed in all DCPs that did not meet the domestic financing requirement in 2016 and to which a Secretariat mission took place in 2017.

⁷ All DCPs with data available for a given calendar year are included in the sample for that year. The overall samples are larger than for Indicator 10, since the analysis presented here does not require a DCP to have two consecutive years of data in order to be included in the sample.

FIGURE 2.4. Secretariat missions addressed domestic financing in DCPs that did not meet GPE criteria.

Secretariat missions between July 2016 and June 2017 to DCPs where (i) public expenditure on education was below 20 percent of total expenditure in CY2016 and (ii) there was no increase in the percentage of public expenditure on education since CY2015



Source: GPE secretariat.

Note: FCAC* DCP

Finally, particularly in the context of GPE's replenishment through GPE 2020, the Secretariat worked with DCPs on pledges for domestic financing through 2020. These pledges provide an indication of the expected direction of future domestic expenditure on education (Box 2.1).

BOX 2.1. DCP Pledges on Domestic Finance at the Financing Conference

In consultation with GPE's developing country partner focal points from ministries of education, the Secretariat developed a process for mobilizing domestic financing pledges from DCPs, which was announced at the GPE Financing Conference in February 2018. Ministries of education were encouraged to work with ministries of finance in setting their targets, and to ensure that such targets were rooted in country-level processes and involved local education groups.

Fifty-three DCPs pledged to increase public expenditure for education. As a result, 45 DCPs will dedicate more than 15 percent of their recurrent budget to education; of these, 35 DCPs will dedicate 20 percent or more by 2020, representing their strong commitment to education. If these pledges are fully realized, expenditure in these DCPs over 2018-2020 will be US\$110 billion, up from US\$80 billion in the previous three years.

The Secretariat will work with DCPs to track progress against the pledges on an annual basis. In addition, making the pledging forms publicly available will enable civil society organizations and other advocacy partners to monitor and track progress of domestic expenditure on education by the DCPs that made commitments.

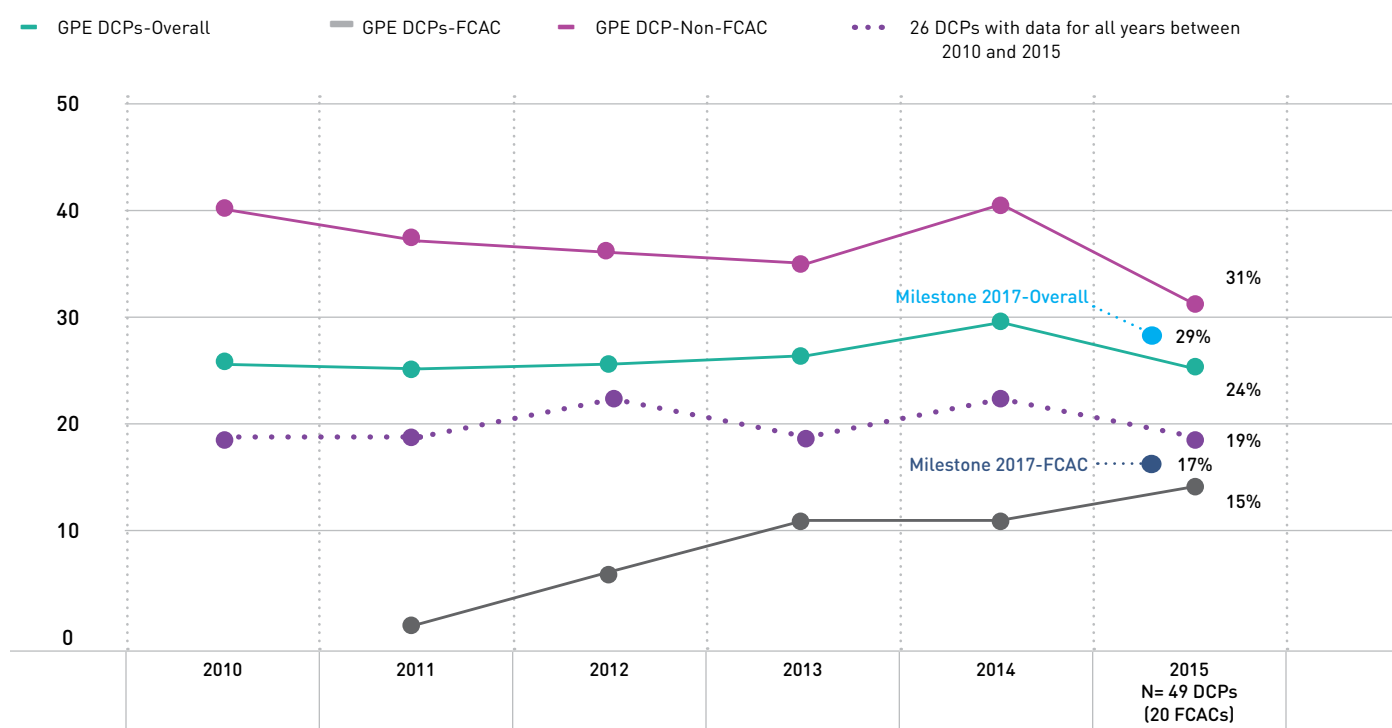
Teachers (Indicator 12)

Teachers are central to the learning process, and teacher effectiveness has been found to be more strongly associated with learning than any other school-based factors.⁸ Teachers also constitute the largest expenditure in education budgets, accounting for up to 90 percent of recurrent costs in the sector.⁹

For an education system to deliver on improved and more equitable learning, it must be adequately supplied with trained teachers. GPE's results framework measures the proportion of DCPs that have pupil-to-trained- teacher ratios (PTTRs) of 40 pupils

per teacher or better at the primary level (Indicator 12). In 2015, the overall proportion of DCPs that had a PTTR of 40 or better was 24 percent (12 out of 49 DCPs¹⁰) and the target for 2017 was not met. The corresponding figure for FCACs was 15 percent (3 out of 20) and the target for 2017 was also not met (Figure 2.5). In 2016, the overall milestone was met, as was the milestone for FCACs. The indicator value is affected by changes in data availability and therefore the number of DCPs in the pool for the year. Among the sample, three DCPs¹¹ that met the threshold in 2014 fell below it in 2015. In addition, one DCP that did not meet the threshold was added to the sample in 2015.

- 8 Eric A. Hanushek and Steven G. Rivkin, "Generalizations about Using Value-Added Measures of Teacher Quality," *The American Economic Review* 100, no. 2 (May 2010): 267-271; Eric A. Hanushek, John F. Kain, Daniel M. O'Brien, and Steven G. Rivkin, "The Market for Teacher Quality" (NBER Working Paper No. 11154, Cambridge, MA: National Bureau of Economic Research, February 2005); Jonah E. Rockoff, "The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data," *The American Economic Review* 94, no. 2 (May 2004): 247-252; William L. Sanders and June C. Rivers, *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement* (Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center, 1996); Birte Snilstveit et al., "Interventions for improving learning outcomes and access to education in low- and middle- income countries: a systematic review," *3ie Systematic Review* 24 (London: International Initiative for Impact Evaluation [3ie], September 2015).
- 9 UNESCO Institute for Statistics, "Teaching staff compensation as a percentage of total expenditure in public institutions," 2016.
- 10 In 2015, data from UIS was available for only 49 DCPs, compared to 55 DCPs in 2014. There were seven DCPs in the sample for 2014 that do not have data for 2015; of these, only one DCP met the PTTR threshold of 40:1 in 2014. One DCP that did not have data in 2014 was added to the sample in 2015; it did not meet the PTTR threshold of 40:1. In addition, three DCPs that met the threshold in 2014 no longer did so in 2015.
- 11 In 2014, Kyrgyz Republic met the PTTR threshold of 40:1 with a PTTR of 33 for the most recent year available (2012). UIS has since revised the PTTR series for Kyrgyz Republic, with a PTTR of 140 reported for 2015. The PTTR for Bhutan was previously estimated by GPE, due to a lack of UIS data, at 31 for 2014; UIS data is available for 2015 with a reported PTTR of 40.

FIGURE 2.5. The proportion of DCPs with an adequate provision of trained teachers declined for non-FCAC DCPs.*Proportion of DCPs with PTTRs of 40:1 or better at the primary level, CY2010–CY2015*

Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org>.

Looking at longer-term trends at the country level, PTTRs in five out of 18 DCPs¹² with data available deteriorated between 2010 and 2015 (Figure 2.6).

In 2015, 37 DCPs with data available did not meet the PTTR threshold of 40:1. Of the 37 DCPs that did not meet the PTTR threshold of 40:1 in 2015, 24 had active ESPIGs that supported teacher training in FY2017 and another five had sector pooled grants

(Figure 2.7).¹³ The remaining eight DCPs did not have an active grant in FY2017. However, five of these DCPs have developed education sector plans, endorsed between 2014 and 2017, four of which incorporated teaching and learning strategies that met GPE's quality standards.¹⁴ These sector strategies can serve as the basis for implementing critical improvements in teaching and learning, including provision of trained teachers.

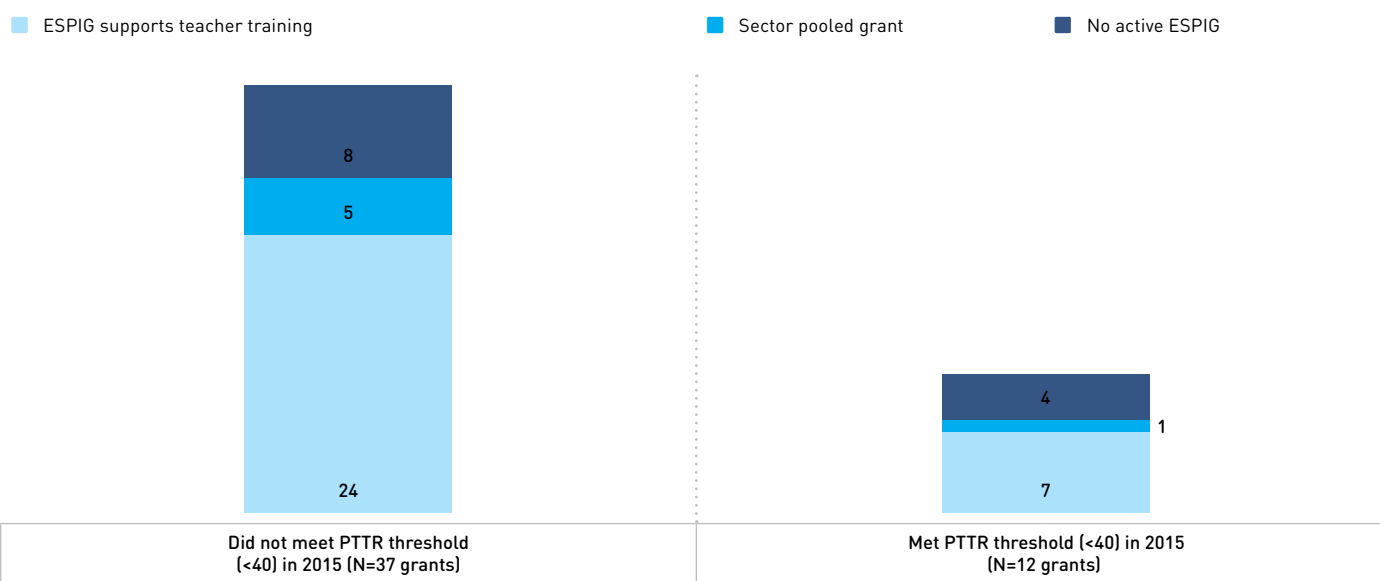
¹² Data for both 2010 and 2015 are available for 18 DCPs without the use of imputations to estimate missing values. The aggregate represented in Figure 2.5 uses imputed values for an additional eight DCPs.

¹³ GPE's ESPIG has not been classified as supporting teacher training when it is part of a sector pooled grant, even if the pooled grant may support teacher training.

¹⁴ The other three DCPs did not have an ESP endorsed after 2014; only ESPs endorsed after 2014 have been assessed against the quality standards developed in 2016.

FIGURE 2.7. All active ESPIGs in 2017 supported teacher training.

ESPIG support for teacher training in FY2017 by performance against PTTR threshold of 40:1 in CY2015



Source: GPE secretariat.

Where teachers are available, it is also essential that they be allocated equitably among schools to benefit all children. Inequitable teacher allocation is often the result of either an absence of allocation mechanisms that ensure equitable distribution, or the ineffective implementation of such mechanisms.¹⁵ For instance, teacher allocation decisions may be subject to political influences or may reflect the preferences of teachers to work in urban schools.¹⁶ Thus, schools that are already disadvantaged, perhaps because of a lack of political patronage or because they are in remote rural areas, may also face teacher shortages.

The GPE results framework measures the equitable allocation of teachers, as indicated by the relationship (R2) between the number of pupils and the number of teachers per primary school (Indicator 11). In statistical terms, a country-level value equal to 1 represents a perfectly equitable allocation of

teachers. For a country to meet the minimum criteria for equitable allocation of teachers, it must have a value equal to at least 0.8.¹⁷

While no new data is available on Indicator 11, analysis of the country-level values between 2010 and 2014 for both indicators shows that 12 out of 19 DCPs with data available face challenges in terms of both the equitable allocation of teachers and the availability of trained teachers (Figure 2.8). In other DCPs, however, the adequate availability of trained teachers is accompanied by inequitable allocation or vice versa. This suggests the need for differentiated policy responses, based on the specific challenges faced by each DCP. GPE works to improve teacher training and deployment both at the country level, through support for sector planning and implementation grants, and through global initiatives (Box 2.2).

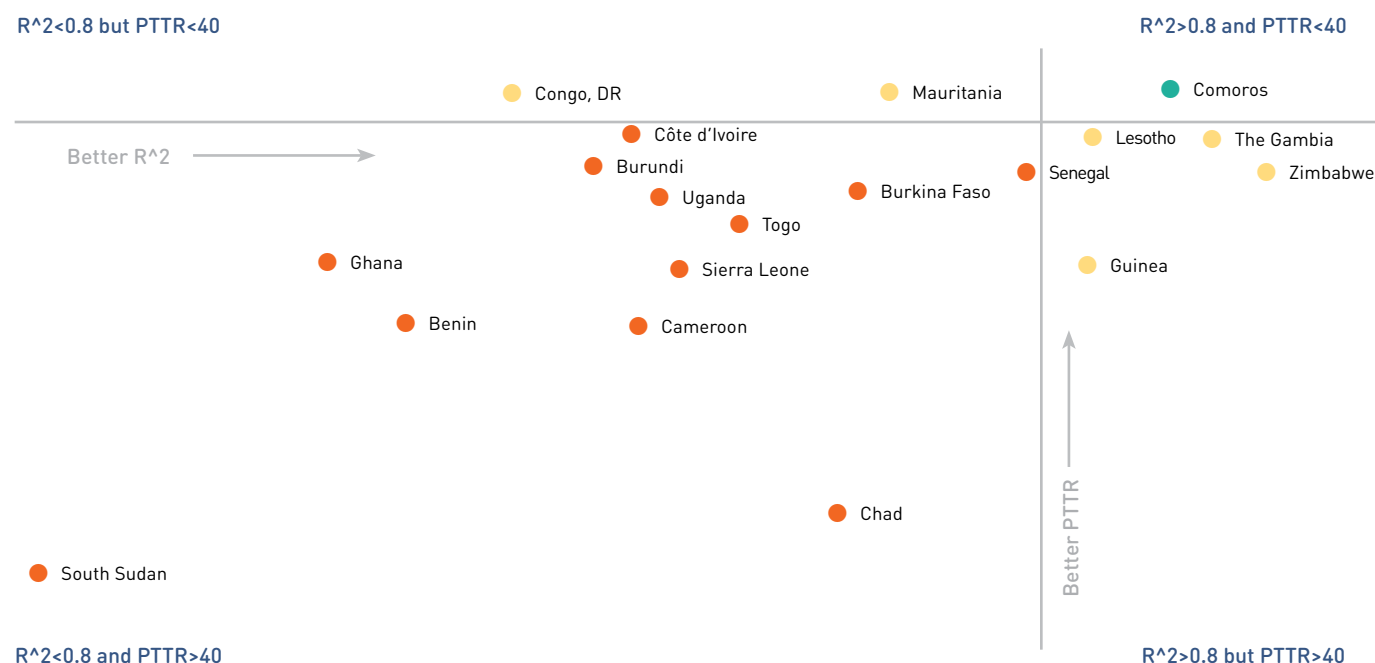
15 IIEP-Pôle de Dakar, "Teacher Utilization and Allocation in Africa" (working paper), 2016.

16 Tara Bêteille and Vimala Ramachandran, "Contract Teachers in India," *Economic & Political Weekly* 51, no. 25 (June 2016).

17 The value 0.8 indicates that 80 percent of the number of teachers per school is explained by the number of students per school.

FIGURE 2.8. Most DCPs face challenges in both teacher training and deployment (2010-2014).

Teacher allocation and PTTRs across DCPs (19 DCPs have data on both indicators)



Source: GPE secretariat.

BOX 2.2. GPE's Support to Teachers

In addition to supporting improvements in teacher training and deployment through its country-level investments in sector planning and program implementation, GPE works with partners to address these challenges at the global level. GPE's new Knowledge and Innovation Exchange (KIX) mechanism will address key policy challenges in teaching and learning through a Learning Exchange platform that supports knowledge sharing, peer learning, and capacity development as well as investments in global public goods. In addition, as part of the steering committee of the UNESCO Teacher Task Force, GPE's Secretariat contributes to shaping the global policy dialogue, promotes knowledge exchange around teachers, and supports an initiative that brings together five other partners for a harmonized approach to improving stronger national teacher policies in four countries. To increase visibility around teacher deployment, the Secretariat is collaborating with UNESCO's IIEP-Pôle de Dakar on a policy brief and is exploring working together to develop guidelines for country-level actors. Finally, the Secretariat is undertaking two analytical studies in order to better understand the issues related to the supply of trained teachers and their equitable deployment and to identify further opportunities for action. These studies will be available beginning in the second half of 2018.

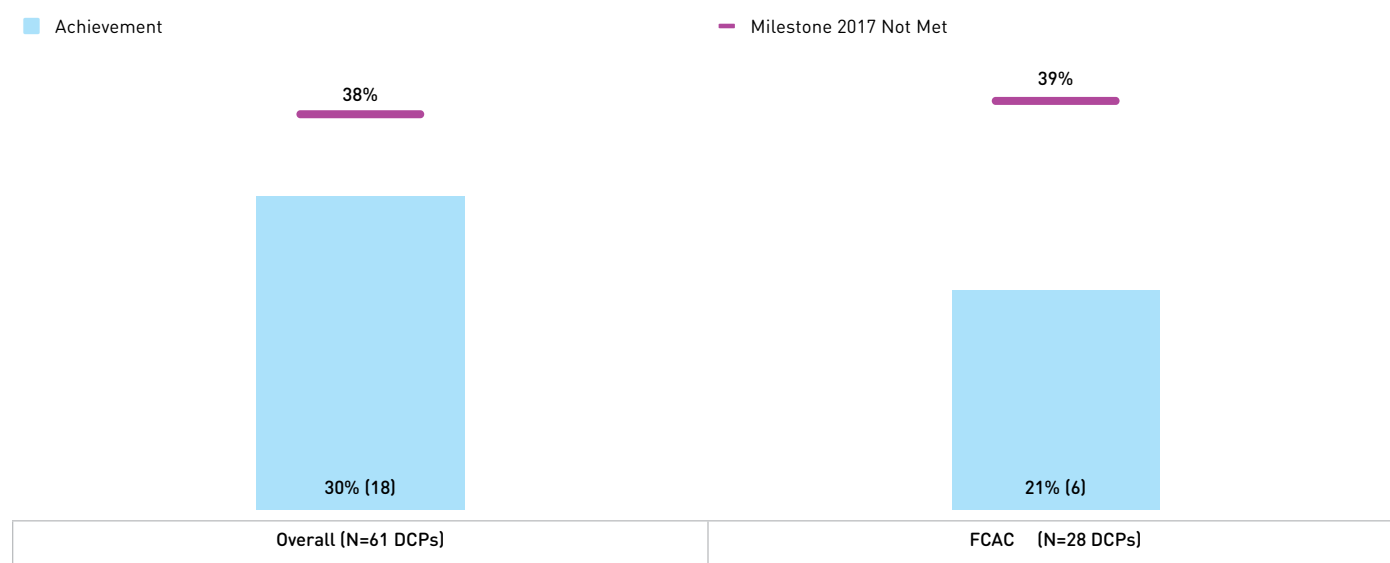
Data (Indicator 14)

Good information is the foundation for good policy. Reliable education data can help to shape the incentives facing politicians resulting in better policy, help policymakers manage complex systems, improve accountability with stakeholders, and reveal hidden exclusions.¹⁸ At the country level, GPE brings together credible, evidence-based education sector plans, monitored through joint sector reviews that assess key data on plan implementation. Grant support for data systems further bolsters the capacity of the sector to monitor education outcomes.

The results framework tracks the proportion of DCPs that report at least 10 out of 12 key education indicators to UIS¹⁹ (Indicator 14). In 2015, only 30 percent (18 out of 61 DCPs) reported at least 10 out of 12 indicators to UIS, lower than the 2017 milestone of 38 percent (Figure 2.9). Twenty-one percent of FCACs (6 out of 28) reported at least 10 key indicators, also missing the milestone of 39 percent for 2017. The overall milestone was met in 2016, as was the milestone for FCACs.

FIGURE 2.9. Data reporting overall and for FCACs was lower than the 2017 milestone.

Proportion of DCPs reporting at least 10 out of 12 key education indicators to UIS (CY2015)



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org>.

18 The World Bank, World Development Report: Learning to Realize Education's Promise (Washington, DC: World Bank, 2017); UNESCO, Global Education Monitoring Report: Accountability in Education: Meeting our Commitments (Paris: UNESCO, 2017).

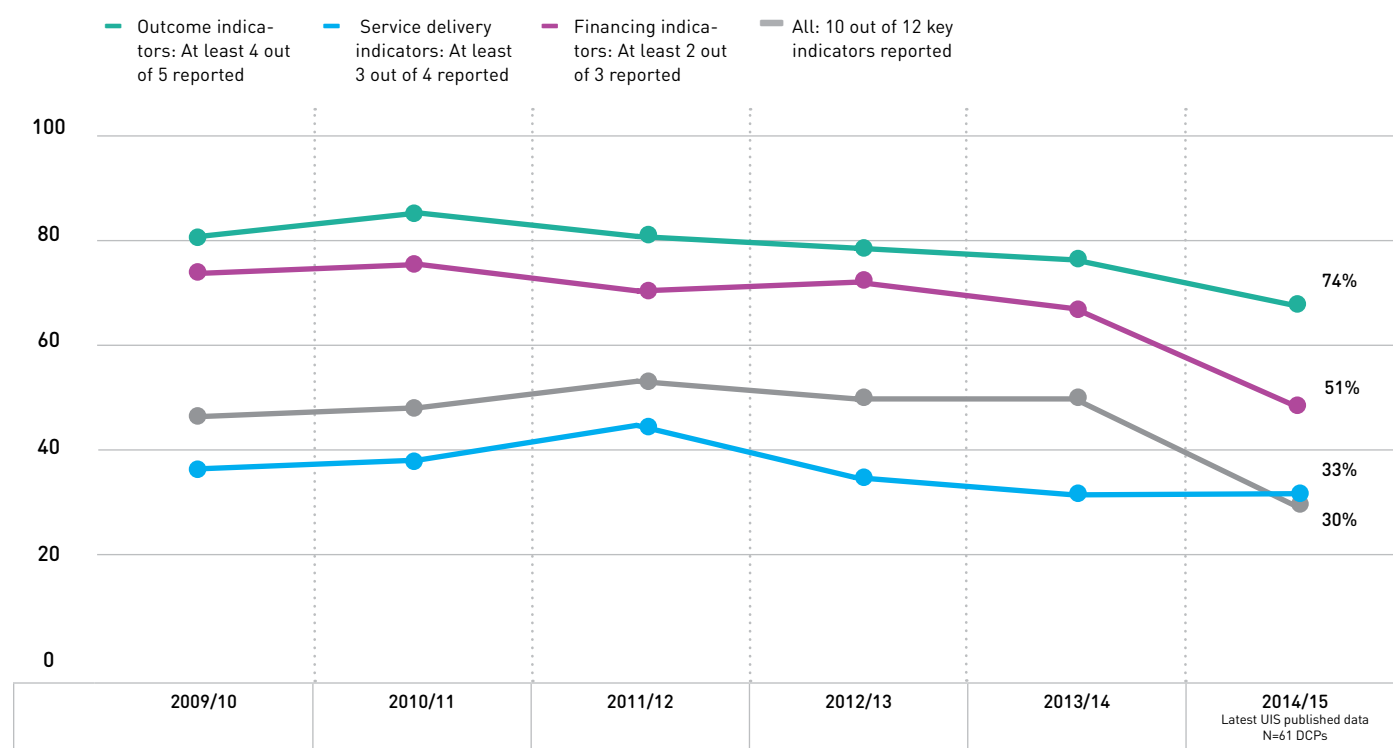
19 See Appendix 2.1 for a list of indicators to be reported.

Disaggregation by categories of indicators shows that the most significant challenge is with respect to reporting service delivery indicators, which relate to teacher availability and training. Only 33 percent of DCPs (20 out of 61) reported at least three out of four service-delivery indicators to UIS in 2015, signifying the need to strengthen national EMIS capacity for improved data availability and reporting on teachers. While a significantly greater proportion of DCPs reported data on outcome indicators and financing indicators, the proportion of DCPs that reported financing indicators declined sharply from 2014 to 2015 (Figure 2.10).

The challenge in reporting financing and service-delivery indicators was even more acute in the 43 DCPs that did not meet the threshold of reporting at least 10 indicators to UIS in 2015. Of these, only 23 percent (10 of 43 DCPs) reported three out of four service-delivery indicators and 30 percent (13 out of 43 DCPs) reported two out of three financing indicators. In contrast, 63 percent (27 out of 43 DCPs) could report outcome indicators in 2015. Of the 18 that met the UIS data threshold, only 10 reported three out of four service-delivery indicators — but all 18 reported at least two out of three indicators on finance.

FIGURE 2.10. Reporting on service delivery indicators remained problematic and reporting on financing indicators dropped sharply (CY2010 – CY2015).

Proportion of DCPs reporting key education indicators to UIS by category of indicators, 2010-2015 (N=61)



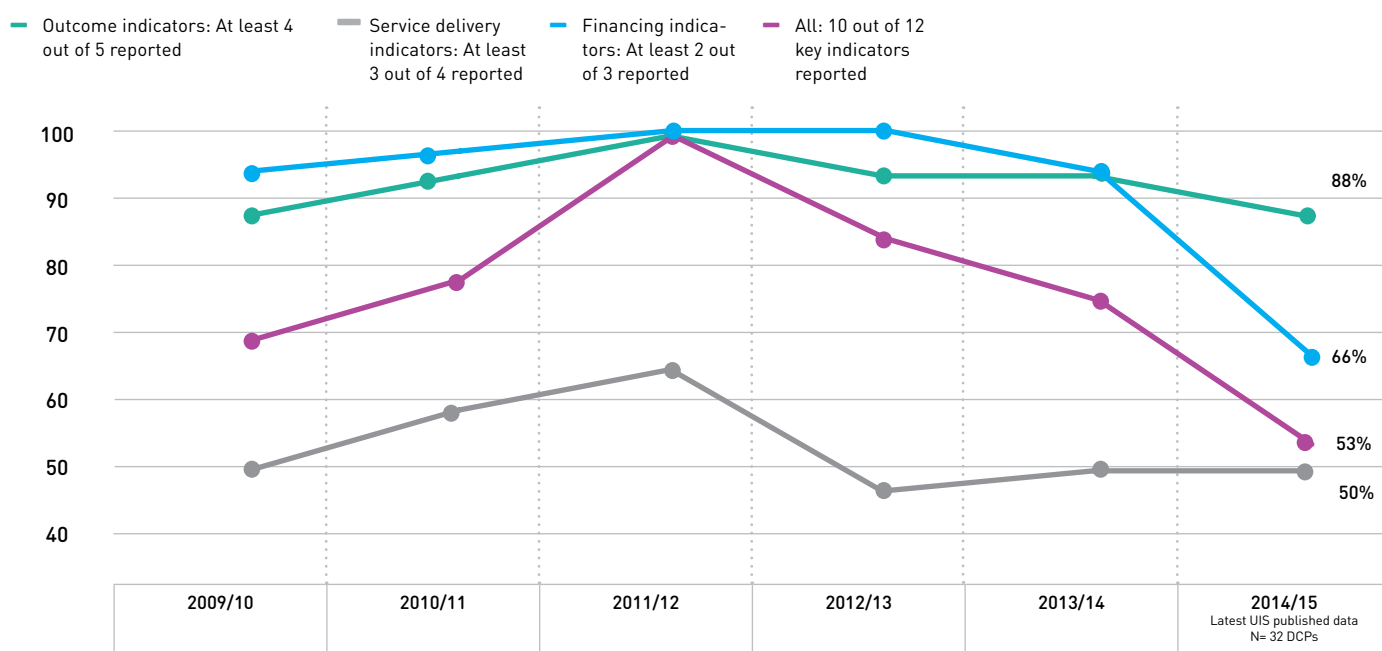
Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org>.

A key challenge in this area appears to be that, having accomplished or established data collection and reporting to UIS in 2012, several DCPs were unable to sustain these processes. In 2012, out of 61 DCPs, 32 reported at least 10 indicators to UIS. However, in

2015, only 50 percent of the 32 DCPs reported at least 10 indicators (Figure 2.11). Here, too, reporting on service-delivery indicators remained low and reporting on financing indicators declined sharply.

FIGURE 2.11. The capacity to collect and report data to UIS was not sustained between 2012 and 2015.

Proportion of DCPs reporting key education indicators to UIS, by category of indicators (out of DCPs that reported at least 10 out of 12 key indicators in CY2012, N=32)



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org>

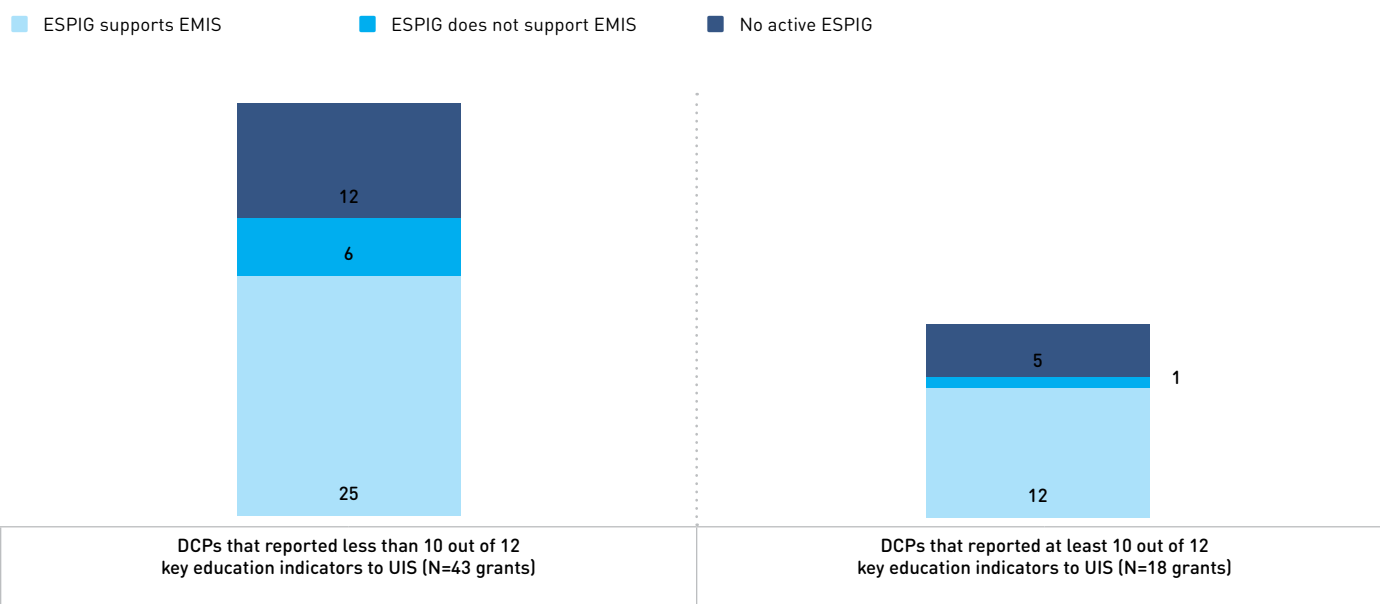
Several tools in GPE's new funding and operational model, in effect since 2014, are used to build the capacity of DCPs to collect, report and make use of data. The funding model requires that countries applying for an ESPIG must be able to provide education data, disaggregated by gender and socio-economic status, and report critical data to UIS for global monitoring of education progress. If such capacity does not exist, a time-bound strategy²⁰ to develop or strengthen the national education management information system to produce reliable education and financial data is required. Dialogue between DCPs and the Secretariat during the quality assurance process for ESPIGs helps to identify milestones in addressing gaps, if any, in meeting these requirements. In cases where a data gap is identified but there is a lack of funding to address it, the

GPE funding model requires the use of ESPIG funds to address the gap. Progress toward milestones in addressing data gaps is monitored through the joint sector review process carried out by local education groups.

An important component of ESPIG support to DCPs is the development of education management information systems. Of the 43 DCPs that reported less than 10 key indicators to UIS in 2015, 31 had active ESPIGs in FY2017. EMIS were supported by 25 of these 31 ESPIGs (Figure 2.12). Of the six DCPs²¹ where EMIS were not supported by ESPIGs, three are expected to submit new grant applications in FY 2019, through which process the requirements of the GPE funding model will ensure that this issue is addressed.

FIGURE 2.12. There was strong support for EMIS through ESPIGs in FY2017, including in DCPs with weak data reporting capacity.

ESPIG support for EMIS in FY2017 by number of key education indicators reported to UIS in CY2015



Source: GPE secretariat.

²⁰ Indicator 17 of the results framework measures the proportion of DCPs with an ESPIG application approved in the reference financial year that have a data strategy that meets quality standards. See Chapter 3 for further details.

²¹ All six ESPIGs were approved prior to the implementation of the new funding model. In cases where the GPE ESPIG does not support an EMIS system, the development of an EMIS may be financed through other sources.

Although data availability and reporting are important indicators of system capacity, data must be used for sector monitoring if it is to drive policy implementation and strengthen accountability. Joint sector reviews (JSRs) in DCPs are critical mutual-accountability platforms that promote inclusive dialogue and sector monitoring. The Secretariat assesses JSRs for quality, including whether they monitor key education outcome indicators. In CY2015²², JSRs in seven DCPs (out of the 35 JSRs assessed) were found not to have monitored key outcome indicators — yet five

of these DCPs reported all five key outcome indicators to UIS in CY2015. Therefore, while there is considerable progress to be made in ensuring the availability of education data, concurrent efforts are also needed to ensure the effective use of data when it is available. With these challenges in mind, GPE is working both at the country level and with private sector partners at the global level to employ innovative mechanisms in addressing the data challenge in DCPs (Box 2.3).

BOX 2.3. GPE's Efforts for Improved Data Availability and Use

At the country level, the incentives generated by funding-linked indicators, which constitute the variable part of GPE grants, can drive better data collection and use. For instance, the funding-linked indicator on equity in Rwanda's ESPIG targeted an improvement in the poorest-performing districts in terms of pre-primary gross enrollment ratio (GER) — from 10 percent in 2014 to 17 percent in 2017. To operationalize this indicator, disaggregated data on pre-primary enrollment was collected at the district level, which led to the identification of 22 districts with the lowest pre-primary GERs. The ESPIG supported targeted efforts to improve pre-primary enrollment in these districts, including the construction of pre-primary classrooms, the development and distribution of pre-primary instructional materials, and capacity building for pre-primary teachers and caregivers. By 2017, the average pre-primary GER in these 22 districts rose to 18 percent, exceeding the target set.

At the global level, GPE has entered into an agreement with the UIS to work together to collect data on public expenditure on education. Under this agreement, UIS will integrate the production of Indicator 10 of GPE's results framework into its data collection on domestic financing through questionnaires sent to DCPs. The first round of data, for 2017, produced under this agreement will be available in mid-2018. This process, which supplants two parallel processes carried out by GPE and UIS, will result in greater efficiency and higher-quality data on education financing, with the added benefit of that data being verified by both GPE and UIS.

Alongside this initiative, GPE has convened a multi-stakeholder Education Data Solutions Roundtable to help developing countries strengthen their collection, management and use of education data. The Roundtable will explore opportunities to improve DCPs' capacity to gather accurate, comprehensive and timely data, which is essential to understanding where improvements are needed in education systems and where progress is being made. The Roundtable will work closely with an EMIS taskforce (consisting of several international development agencies and constituted by the Secretariat) and will contribute to GPE's knowledge exchange and innovation work.

GPE also recognizes that the business community — which is represented at the Roundtable — can, in collaboration with other global development partners, offer innovative solutions, creative thinking and new technology that will drive improvements at community, regional, national and, ultimately, global levels.

22 Additional information on the use of evidence in JSRs is presented in Chapter 3.

Chapter 3: Country- Level Objectives

Strategic Objective 1:

Strengthen education sector planning

Strategic Objective 2:

Support mutual accountability

Strategic Objective 3:

GPE financing efficiently and effectively supports the implementation of sector plan



A young girl draws on a slate, Wat Bo Primary School, Siem Reap, Cambodia.
Credit: GPE/Chor Sokunthea

Chapter 3:

Country-Level Objectives

Introduction

Country-level objectives are at the heart of the Global Partnership for Education's work and form the basis of its operational model. GPE focuses on three main country-level objectives:

- **Objective 1:** Strengthened sector planning and policy implementation
- **Objective 2:** Mutual accountability
- **Objective 3:** Efficient and effective GPE financing

Underpinning these three objectives are policies, programs and activities that align with and reinforce each other to yield an effective, efficient education system that delivers equitable, quality educational services for all.

GPE's results framework uses 10 indicators to track the objectives, eight of which have a milestone for 2017. Overall, GPE demonstrated strong progress with respect to these objectives, indicating real-time achievements that contribute to realizing GPE's anticipated outcomes and impact.

Sector planning and policy implementation.

Although no 2017 milestone is set for the quality of sector plans (indicators 16a-d), currently available data show that the proportion of education sector plans (ESPs) and transitional education plans (TEPs) meeting quality standards increased dramatically from baseline, from 58 percent (11 out of 19) to 96 percent (22 out of 23; Indicator 16a). This improvement is largely due to the robust ESP quality assurance process strengthened since 2016. In addition,

all applications to education sector program implementation grant (ESPIG) met the GPE funding model data strategy requirement (Indicator 17).

Mutual accountability. Indicators on mutual accountability present mixed results, highlighting the need for more attention to this core GPE principle. While 53 percent (33 out of 62) of local education groups met the expected membership requirements, exceeding the milestone of 48 percent (Indicator 19), only 32 percent (6 out of 19) of joint sector reviews met quality standards against a milestone of 53 percent (Indicator 18).

Effective and efficient GPE financing. Major aspects of GPE grant financing progressed well, although with some delays in implementation. On the positive side, the proportion of textbooks distributed was 114 percent of planned against the 2017 milestone of 78 percent; the proportion of teachers trained was 98 percent against a milestone of 87 percent; and the proportion of classrooms built was 76 percent against a milestone of 69 percent (indicators 21-23). All grant applications fulfilled the requirement for performance indicators on equity, efficiency and learning (Indicator 24); however, 79 percent (38 out of 48) of grants were on track for implementation, slightly below the milestone of 82 percent (Indicator 25).

It is important to note that there are considerable variations across developing country partners (DCPs) in these results. Tackling roadblocks to progress at the country level will require a nuanced, contextualized, and data-driven approach. The sections below discuss the results in greater detail.

Strategic Objective 1: Strengthen education sector planning and policy implementation (Indicators 16a-d; 17)

Quality of Sector Plans (Indicator 16a-d)

GPE supports DCPs in developing quality education sector plans through technical and financial support under its Education Sector Plan Development Grants (ESPDGs). Sector plans are a vitally important blueprint for investment choices in the sector, as well as for implementation and monitoring of education policies and programs. GPE is the largest funder of ESPs and TEPs; from the inception of ESPDG program in 2012 through December 2017, it has granted US\$21.7 million to developing country partners (see Appendix B). In FY17, GPE provided 38 grants to 42 countries or federal states, for a total of US\$12.6 million to fund education sector analysis and sector plan development.¹

The GPE results framework tracks the quality of education sector plans (indicators 16a-d) as the first step toward effective plan implementation and desired impact. The indicators track the overall quality of ESPs (16a); quality of the teaching and learning strategy (16b); quality of the strategy to respond to marginalized groups (16c); and quality of the strategy to improve efficiency (16d). The ESP/TEP quality is assessed using GPE's quality standard (QS, appendices 3-1, 3-2 and 3-3), developed jointly by the GPE Secretariat and UNESCO-International Institute for Education Planning (UNESCO-IIEP). ESPs must meet at least five out of seven quality standards, and TEPs must meet at least three out of five, to reach the quality benchmark.

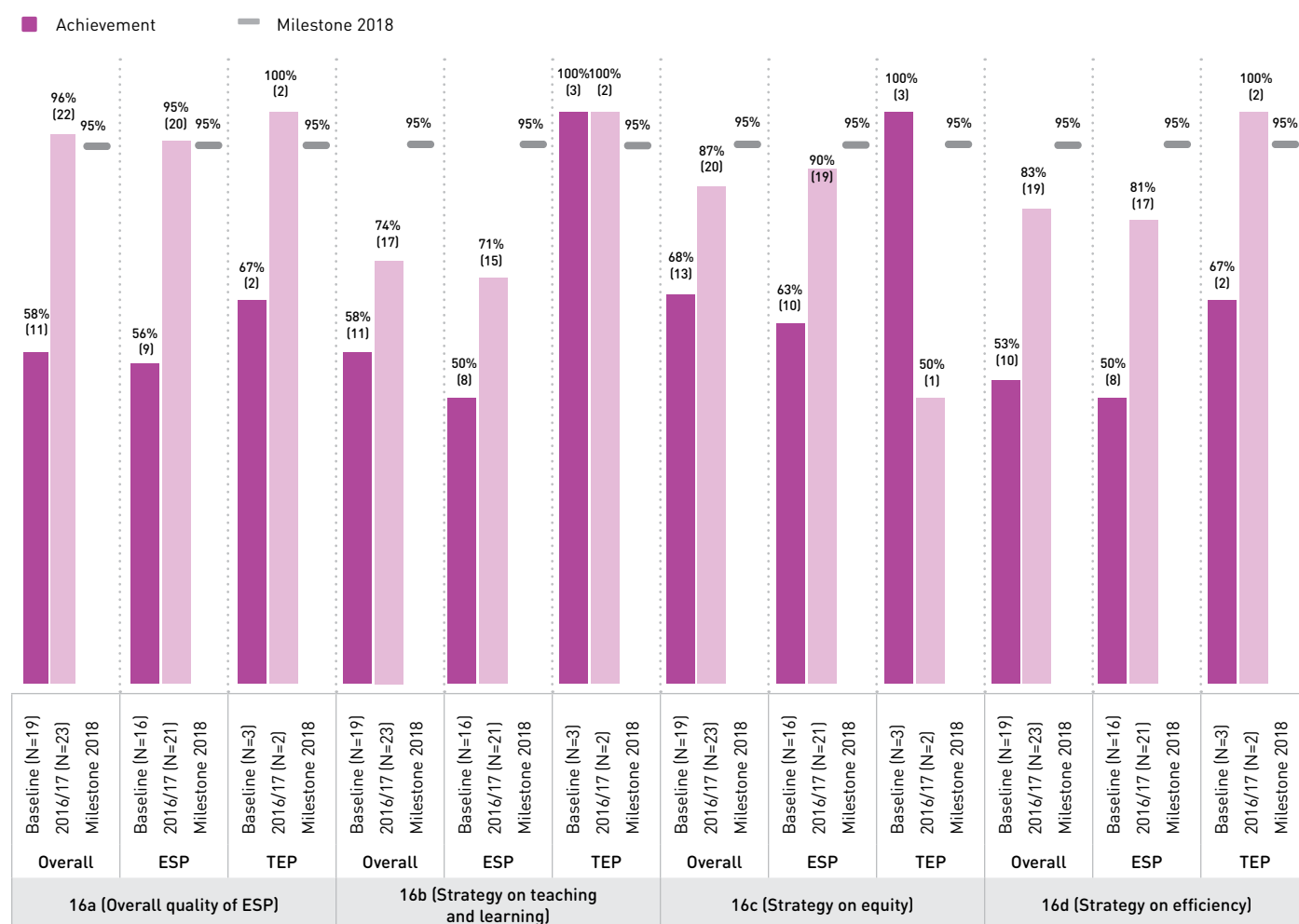
Although the first milestone is set for 2018, GPE demonstrated strong progress with respect to the quality of ESP/TEPs in CY2016 and CY2017. During this period, the vast majority of ESPs/TEPs assessed — 96 percent (22 out of 23²) — achieved the quality standard in CY2016/17³, as compared with a baseline of 58 percent (11 out of 19) in CY2014/15⁴ (Figure 3.1). The two TEPs among this group met all five overall quality standards; this is in contrast to the baseline period, during which two out of three TEPs met fewer quality standards.

1 GPE, Portfolio Review 2017 (Washington, DC: Global Partnership for Education, 2017): p.17

2 Afghanistan, Benin, Bhutan, Burkina Faso, Cambodia, Cape Verde, Côte d'Ivoire, Democratic Republic of Congo, Ethiopia, The Gambia, Guinea Bissau, Lesotho, Liberia, Madagascar, Sierra Leone, Somalia (Puntland), Somalia (Somaliland), Tanzania (Zanzibar), Zimbabwe, Eritrea, Nepal, Chad and Comoros.

3 ESPs and TEPs assessed for this period are the ones endorsed during CY2016 and CY2017 and assessed before March 15, 2018.

4 Given that countries develop plans in a range of three to 10 years, this indicator is updated every two years so as to ensure that a reasonable number of countries with endorsed plans are included in the sample used to calculate the indicator.

Figure 3.1. Over 90 percent of ESPs and TEPs met the overall quality standard in 2016/2017.*Proportion of ESPs and TEPs meeting quality standards in CY2014/15 and CY2016/17*

Source: GPE Secretariat.

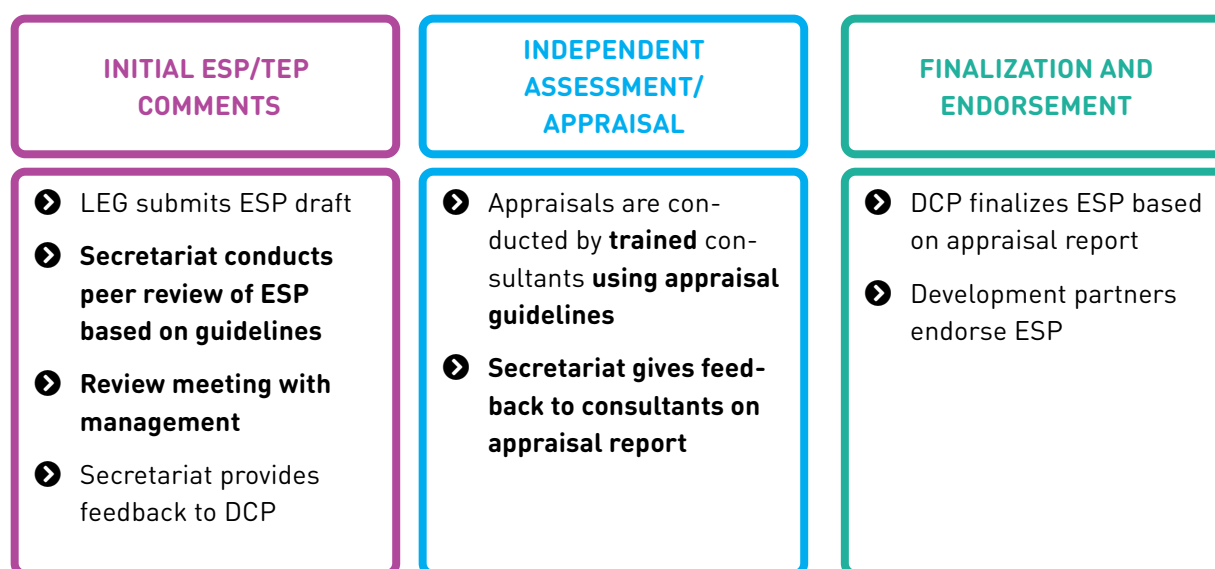
Note: Numbers in the bracket above the bars are the number of ESPs/TEPs that met quality standards.

The improvement in the quality of sector plans can be partially explained by quality assurance process, which was strengthened in 2016. The new process includes appraisal by independent consultants who

are trained in the use of guidelines for education sector plan appraisal developed by UNESCO-IIEP and GPE Secretariat⁵.

5 UNESCO-IIEP and GPE, Guidelines for Education Sector Plan Appraisal (2015). Note that the use of appraisal guidelines was neither mandatory nor systematic in the past [GPE, Independent Assessment of Education Sector Plans — Costed Options, BOD/2015/12 DOC 09 Rev. 1, 2015].

Figure 3.2. New quality assurance process for ESPs.



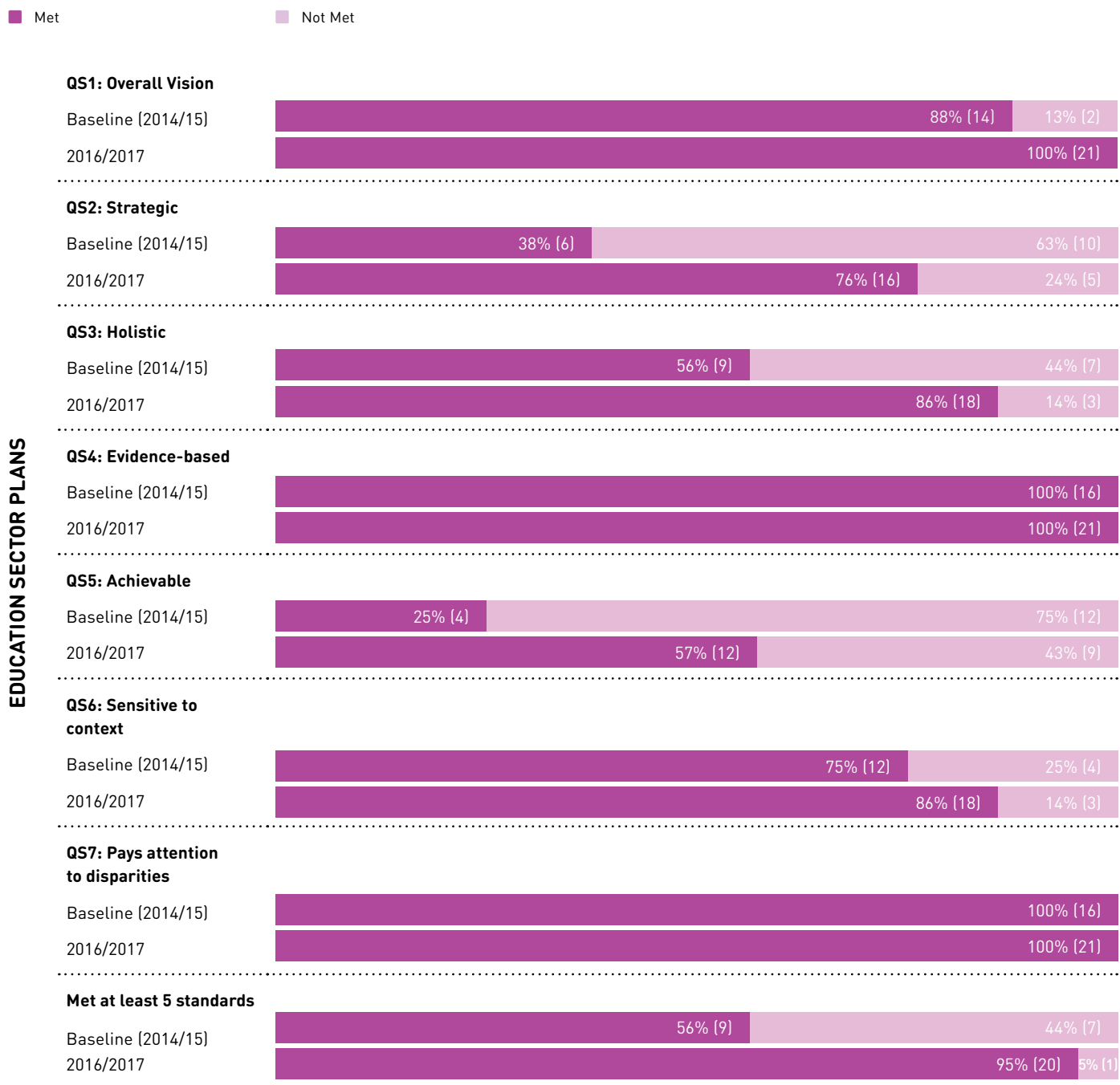
Source: GPE Secretariat.

Note: New processes are shown in boldface type.

Though the proportion of ESPs/TEPs meeting the standards increased across all dimensions (Figure 3.2), there remain areas for improvement. Several ESPs fell short on “achievability”; a closer look reveals that these ESPs lacked realistic financing frameworks or results frameworks that could enable proper monitoring. Further effort is needed to ensure that these

critical aspects of ESPs are addressed if they are to support suitable plan implementation.

Additional disaggregated data on the quality of the plans with respect to teaching and learning (Indicator 16b), equity (Indicator 16c) and efficiency (Indicator 16d) can be found in Appendix 3-4 and Appendix 3-5.

Figure 3.3. Quality of ESPs and TEPs improved across all standards in 2016/2017.*Proportion of ESPs and TEPs meeting specific standards CY2014/2015 and CY2016/2017*

TRANSITIONAL EDUCATION PLANS

QS1: Evidence Based

Baseline (2014/15)	100% [3]
2016/2017	100% [2]

QS2: Sensitive to the context

Baseline (2014/15)	33% [1] 67% [2]
2016/2017	100% [2]

QS3: Strategic

Baseline (2014/15)	67% [2] 33% [1]
2016/2017	100% [2]

QS4: Targeted

Baseline (2014/15)	0% [0]
2016/2017	100% [2]

QS5: Operational

Baseline (2014/15)	67% [2] 33% [1]
2016/2017	100% [2]

Met at least 3 standards

Baseline (2014/15)	67% [2] 33% [1]
2016/2017	100% [2]

Source: GPE Secretariat.

Data Strategy (Indicator 17)

Relevant, reliable and timely data are crucial to building effective and efficient national education systems, monitoring policy and program implementation, and achieving learning, equity and inclusion. GPE's funding model requires that countries applying for an ESPIG report education data to UIS or publish data at the national level. If the country does not have such capacity, it requires a time-bound plan to develop or strengthen the national education management information system (EMIS) to produce reliable education and financial data.

In FY2017, all three countries that applied for ESPIG publish data at the national level; as a result, no country developed a data strategy.

Strategic Objective 2: Support mutual accountability through effective and inclusive sector policy dialogue and monitoring (indicators 18 and 19)

The concept of mutual accountability in GPE is operationalized through two mechanisms. The first is the joint sector review (JSR), a government-led mechanism for monitoring the progress of a country's education sector plan development and implementation. The second is the local education group (LEG), a multi-stakeholder body whose mandate it is to engage in policy dialogue and coordination through inclusive participation under the leadership of the government. These mechanisms are tracked through two indicators: proportion of JSRs meeting quality

standards (Indicator 18), and proportion of LEGs with representation from civil society and teacher organizations (Indicator 19).

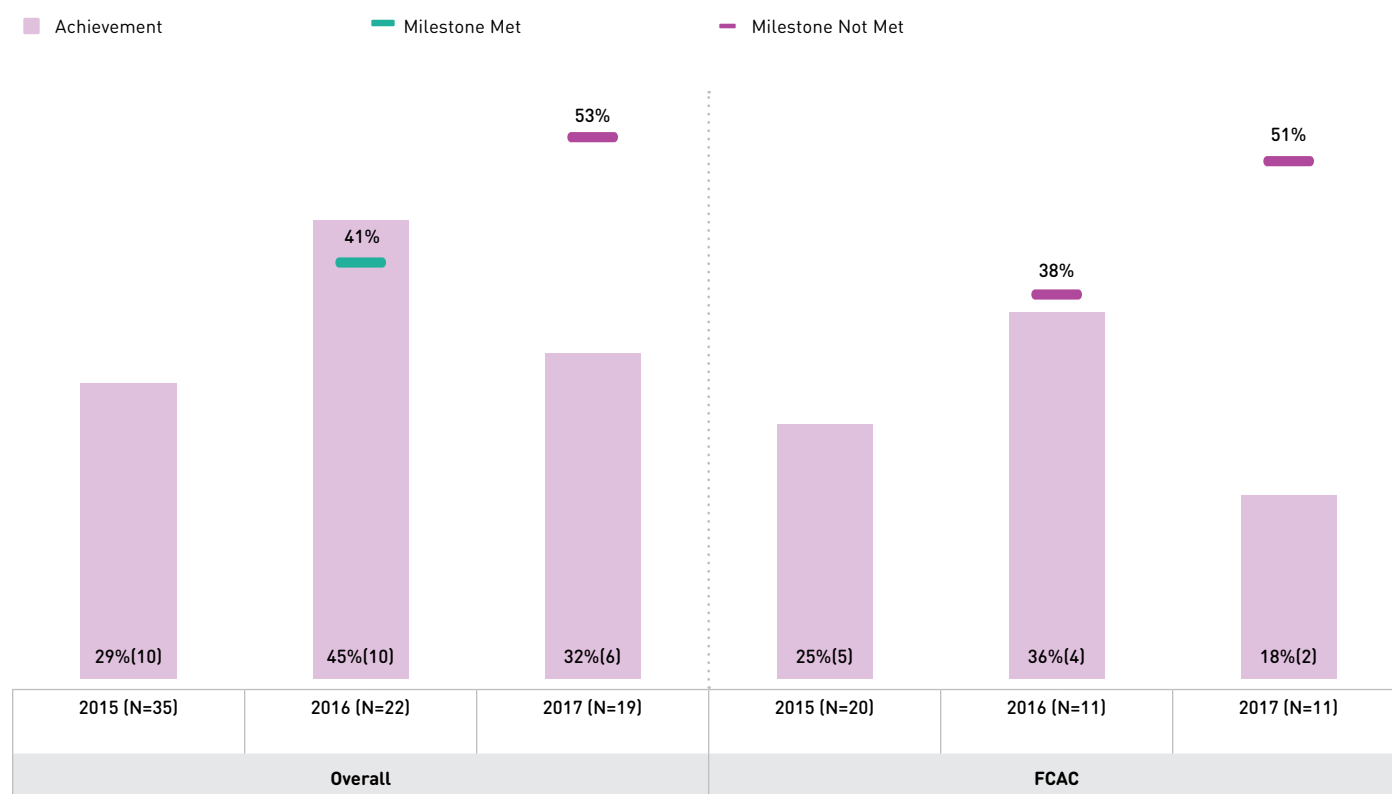
Data from 2017 present mixed results. The indicator on JSR missed the 2017 milestone by almost 20 percentage points. The indicator on LEG met the milestone, showing a significant improvement from 2016. These results are discussed in greater detail below.

Joint Sector Review (JSR) (Indicator 18)

The purpose of JSRs is to bring stakeholders together to take a critical look at past achievements in education plan implementation; it includes identifying bottlenecks and proposing remedial actions. The results framework tracks key characteristics and core functions of JSRs by using quality standards to assess whether they are inclusive and participatory, evidence-based, aligned with a shared policy framework, and used as a monitoring tool and instrument for change.

Indicator 18 monitors the proportion of JSRs meeting at least three out of five quality standards. Only 32 percent of JSRs (6 out of 19⁶), and in FCACs only 18 percent (2 out of 11), met at least three standards (Appendix 3-6), with a significant decrease from CY2016 in both overall and FCAC values (Figure 3.4). Of the 16 JSRs with more than two available data points during the period of 2015 to 2017, four improved from "criteria not met" to "criteria met," and two continued to meet the criteria. However, five shifted from meeting to not meeting the quality criteria, and five continued not to meet the criteria. This suggests a need for analysis of specific challenges and tailored support for individual JSRs.

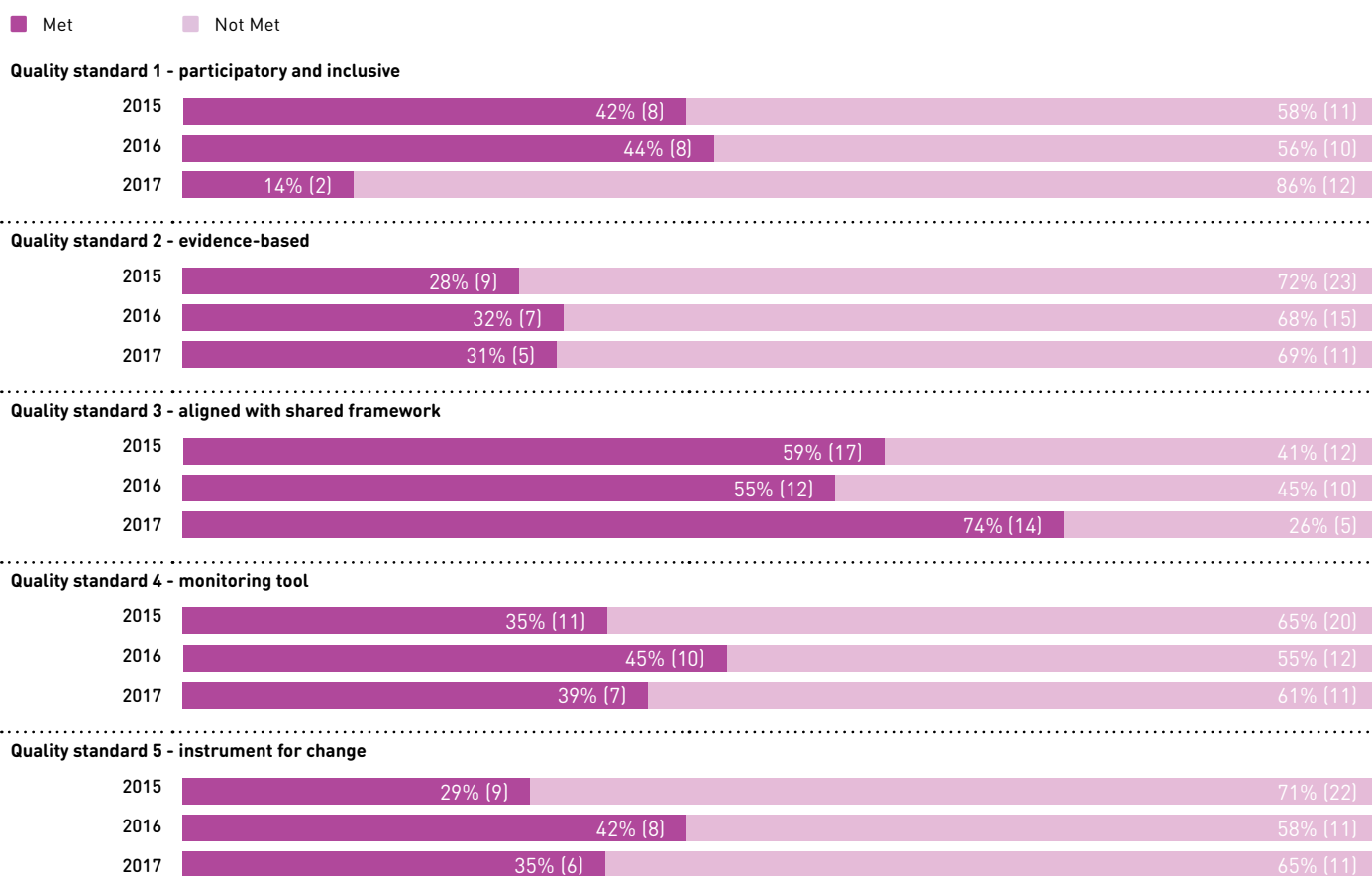
6 Only JSRs with documents available as of March 15, 2018, were assessed for this review. These include JSRs in Bangladesh, Burkina Faso, Burundi, Cambodia, Chad, Democratic Republic of Congo, Côte d'Ivoire, Ghana, Guinea, Mali, Mauritania, Mozambique, Nepal, Rwanda, Somalia (Federal), Somalia (Somaliland), South Sudan, Tanzania (Mainland) and Togo. Sierra Leone conducted a JSR in 2017, but documents were not available by the cutoff date; therefore, Sierra Leone is not included in the sample.

Figure 3.4. About a third of JSRs met at least three quality standards in CY2017.*Proportion of JSRs meeting at least three quality standards, CY2015-CY2017*

Source: GPE Secretariat.

Several areas of JSR quality need attention (Figure 3.5). Only two JSRs met the participatory and inclusive quality standard (QS1) in 2017, with a common issue being the absence of parent associations' participation. In addition, availability and use of evidence (QS2) in JSRs through the production of an annual implementation report continues to be a challenge for many DCPs, often due to lack of or incomplete information on program-level and activity-level expenditure. More than half of JSRs missed using the

process as an instrument for change (QS5), mainly because the JSR recommendations had no parties designated for follow-up responsibilities. These are important aspects of JSRs, and increased efforts will be required to ensure that JSRs can in fact be an effective tool for strengthened sector monitoring and responsive planning. If they function well, JSRs can be a powerful vehicle to bring diverse stakeholders together to address improvements in the sector.

Figure 3.5. Several areas of JSR quality need attention.*Proportion of JSRs meeting specific quality standard in CY2015-2017*

Source: GPE Secretariat.

Note: N for each standard varies based on the availability of data to assess that standard

In 2017, the GPE supported three important initiatives to strengthen the effectiveness of JSRs. GPE published a working paper, “Effective Joint Sector Reviews as (Mutual) Accountability Platforms,” to help DCPs improve their JSRs. Box 3.1 below presents the key findings and recommendations from the paper. GPE also supported three francophone countries in Sub-Saharan Africa in exchanging knowledge and good practices regarding JSRs. In addition, the Secretariat developed JSR guidelines, which are expected to be published in 2018. These guidelines will offer a framework for JSR effectiveness, along

with practical guidance and tools for improving the preparation, conduct and follow-up of JSRs, including a self-assessment tool covering key characteristics and core functions of effective JSRs. The self-assessment will enable DCPs to identify quick wins and to address and monitor areas of improvement in their JSR process. The development of these guidelines is collaborative, drawing on expertise from multiple partners.

Box 3.1. Findings From “Effective Joint Sector Reviews as (Mutual) Accountability Platforms”⁷ [Excerpted]

The study is based on a review of JSRs in 39 countries or states and has the following recommendations to strengthen JSR effectiveness and mutual accountability.

1. How can we ensure that the JSR process is truly participatory and reflective of all stakeholders?
 - Include a balance of “the right people” and “the right number” in order to facilitate quality policy discussions and the inclusion of multiple perspectives.
 - Secure the attendance of finance ministries.
 - Strengthen intragovernmental dialogue and timing of the JSR to align with ministries’ planning cycles for improved efficiency for service delivery.
 - Ensure there is enough time and space for discussions with professional moderators who can effectively facilitate exchanges to support better dialogue.
2. How can shortcomings in the planning and reporting instruments of the JSR be addressed?
 - Ensure coherence between the planning document and what the JSR reviews.
 - Strengthen the evidence base, especially by addressing the gap in financial reporting, so that JSRs can use this evidence to improve planning and reporting.
3. How can the monitoring and evaluation tool of JSRs become more meaningful and translate more effectively into policy change?
 - Discuss ahead of the JSR to build consensus and help with the development of formalized recommendations at the conclusion of actual JSR proceedings.
 - Introduce follow-up mechanisms to review previous JSR recommendations systematically.
 - Align with the timing of sector ministries’ planning and budgeting cycles.

7 Raphaëlle Martínez Lattanzio, Margaret Irving, and Vania Salgado, “Effective Joint Sector Reviews as (Mutual) Accountability Platforms,” GPE Working Paper #1 (Washington, DC: Global Partnership for Education, June 2017); GPE, “Effective Joint Sector Reviews as (Mutual) Accountability Platforms: Key Takeaways for Policymakers and Practitioners” (Washington, DC: Global Partnership for Education, June 2017).

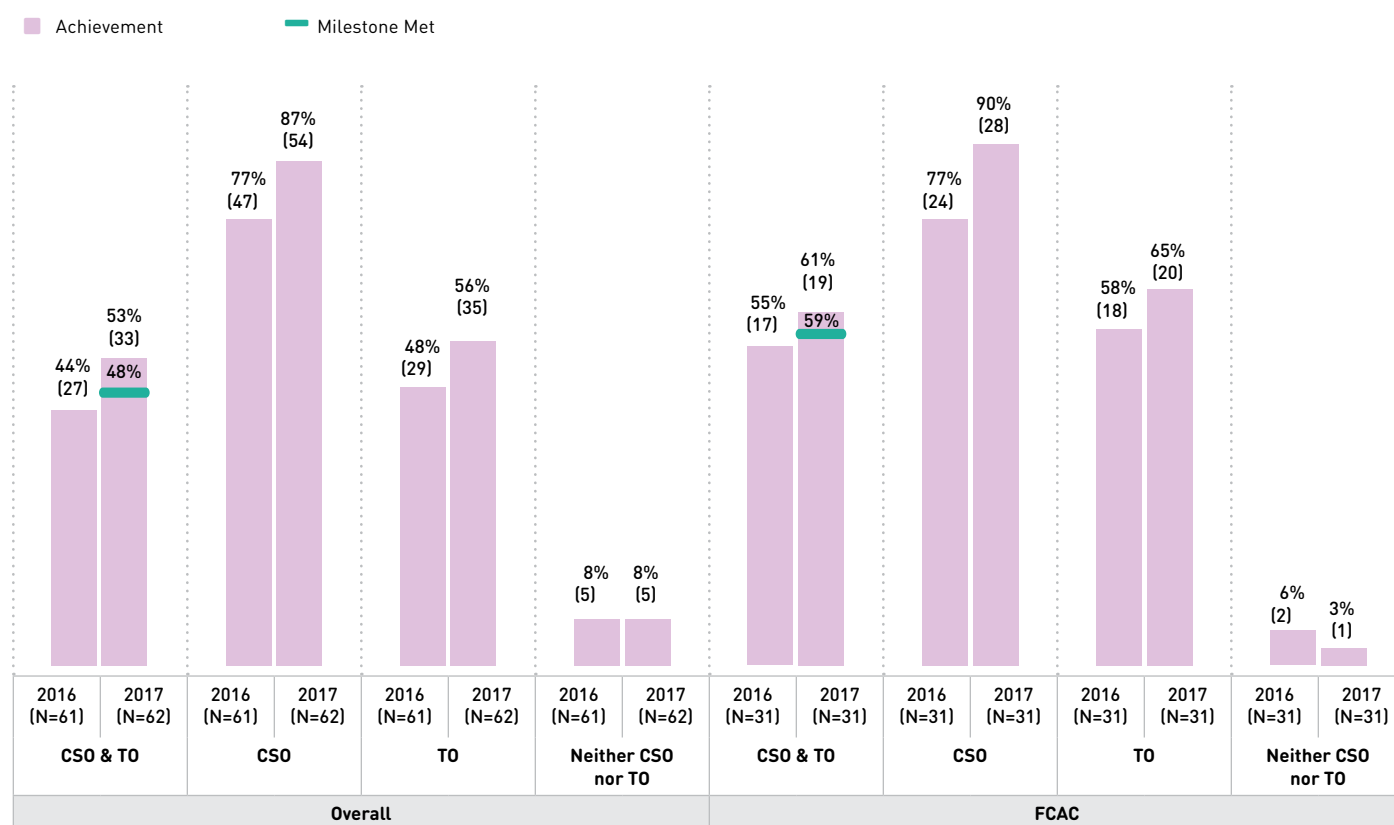
Local Education Group (LEG) (Indicator 19)

LEG is a government-led, multi-stakeholder platform to support sector planning, policy development and monitoring. Ideally, it includes representation from diverse stakeholders so that different views are reflected on policy priority. At a minimum, the LEG should include representation from the ministry of education, other line ministries, development partners, civil society organizations (CSOs), teacher organizations (TOs) and private sector partners. CSOs and TOs are expected to play a particularly dynamic role in making citizens' concerns and needs heard. The results framework therefore tracks the inclusion of CSO and TOs in LEGs (Indicator 19).

Fifty-three percent of LEGs (33 out of 62) included both CSOs and TOs, exceeding the 2017 milestone of 48 percent; this was a significant improvement from 2016 in the representation of both stakeholders in LEGs. More specifically, nine DCPs recently included both CSOs and TOs in their LEGs. Among FCACs, 61 percent (19 out of 31) included both groups, also surpassing the 2017 milestone of 59 percent. In some of these countries, ESPIG application and/or implementation fostered a more inclusive process and the involvement of these organizations in the LEGs. For example, in Ethiopia, a comprehensive discussion with the government during ESPIG application in 2017 also focused on LEG composition, and both CSOs and TOs now participate in the LEG.

Figure 3.6. More than half of the LEGs included CSOs and TOs in 2017.

Proportion of LEGs with representation of CSO and TO, FY2016 and FY2017



Source: GPE Secretariat.

Note: In 2017, the Secretariat obtained data from 62 LEGs (including LEGs at the federated states level).

GPE provided technical and financial support to enhance the functionality of LEGs through its Global and Regional Activities (GRA) grants, which funded UNESCO and Education International to strengthen the engagement of teacher organization in LEGs. Findings of a recent evaluation are noted in Box 3.2.

GPE has also supported the Civil Society Education Fund (CSEF), a global program for civil society engagement in education sector policy, planning, budgeting

and monitoring. Established in 2013, the CSEF provided grants to national civil society coalitions to support their advocacy activities, build their capacity to strengthen planning, implementation and impact, and promote cross-country learning and networking. The program has been evaluated, and a new advocacy and social accountability mechanism (ASA) will build on lessons learned to enhance the engagement of civil society in education.

Box 3.2. Improving Teacher Support and Participation in Local Education Groups ⁸

GPE funded UNESCO and Education International to implement Improving teacher support and participation in Local Education Groups from 2015 to 2017. Ten countries (Benin, Democratic Republic of Congo, Côte d'Ivoire, Haiti, Liberia, Mali, Nepal, Senegal, Sierra Leone and Uganda) participated in this program.

An evaluation of the program⁹ concluded that it has contributed to strengthening the technical and organizational capacities of teacher organizations and their ability to discuss and advocate issues related to teacher effectiveness with policymakers. The report further noted that project activities helped increase the awareness of teacher organizations regarding LEGs, and that in some countries they contributed to improving their representativeness and participation in the LEGs. In Nepal, for example, better cooperation among the teacher organizations in the country had a positive effect on their representativeness in the LEGs. However, the report argued that there is considerable difference in the organization, responsibility, scope and membership of the LEGs across countries, including some that did not function at all. It suggested the need for a more nuanced approach to taking these differences into account so as to increase teachers' participation in LEGs and enhance the role of LEGs in policy development and monitoring.

⁸ GPE Global and Regional Activities (GRA) Program, "Summary — Annual GRA Portfolio Status Report as of June 30, 2017 [Washington, DC: Global Partnership for Education, December 2017].

⁹ Ockham IPS, "Summative evaluation of project 'Improving Teacher Support and Participation in Local Education Groups (LEGs)'" (Utrecht, the Netherlands: Ockham IPS, 2018).

Box 3.3. Evaluation of GPE's Support to Civil Society Engagement Through the CSEF¹⁰

Given the key role the CSEF plays in designing the upcoming ASA, GPE commissioned an evaluation of the CSEF¹¹ in 2017. The evaluation assessed the relevance, efficiency and effectiveness of the CSEF through key informant interviews. The following presents highlights of the key findings.

Relevance

The CSEF III theory of change (ToC) is plausible and coherent. However, several key assumptions underlying the ToC have not been tested (and may be constraining program effectiveness).

The ToC is interpreted broadly enough at the national level; at the same time, there is tension between GPE 2020 goals and national-level prioritization of topics on which to focus. Nonetheless, CSEF III is well aligned with GPE 2020 country-level objectives.

Efficiency

CSEF III grant management and administration has been challenging due to lack of clarity of cost categories, Global Campaign for Education Secretariat roles, and disbursement delays. Institutional relationship management has worked relatively well, although the structure is not fully exploited for learning and capacity building to benefit the national education coalitions.

Effectiveness

CSEF III has a functional monitoring, evaluation and learning system in place, although it could include more qualitative elements, especially around outcomes achieved.

The national education coalitions are contributing to the CSEF objectives. However, CSO participation in formal sector planning and policy processes is limited, and the quality of research conducted at the national level needs to be strengthened.

10 Oxford Policy Management, "Evaluation of the Global Partnership for Education (GPE)'s Support for Civil Society Engagement — Final Report (Oxford: Oxford Policy Management, 2018).

11 The scope of the evaluation is the current Civil Society Education Fund (CSEF III), which was established and launched in 2009 by the Global Campaign for Education and funded by GPE.

Strategic Objective 3: GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency and learning (indicators 20-25)

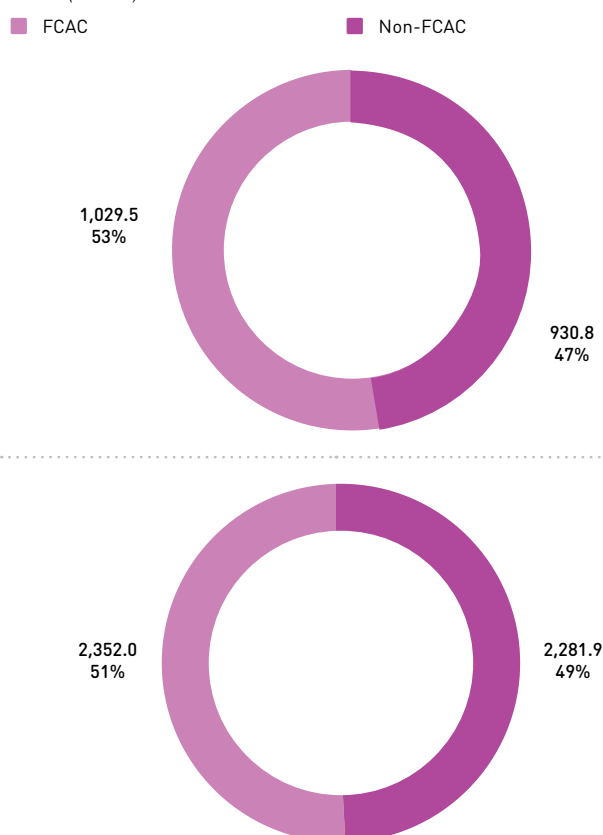
GPE is one of the largest financier of basic education. As of the end of FY2017, GPE had cumulatively allocated 4.662 billion since its inception (see Appendix B). ESPIGs are GPE's largest grant instrument and accounted for 98 percent of the partnership's grant-related disbursements. As of the end of FY2017, there were 48 active ESPIGs worth US\$1.96 billion¹², with 53 percent of the grants allocated to countries affected by fragility and conflict (Figure 3.7).

ESPIGs support key aspects of DCPs' policy implementation. The table below shows thematic activities supported by active ESPIGs¹³ in FY17 in the areas of learning, equity and system, which are GPE 2020 goals.

The GPE results framework tracks ESPIG support to education management information systems (EMIS) and learning assessment systems (LAS), provision of textbooks, teacher training, and building of classrooms. The partnership also tracks whether the grants are being implemented in a timely fashion. The sections below discuss performance with respect to these aspects of Strategic Objective 3.

Figure 3.7. More than half of the funding through ESPIGs is allocated to FCACs.

Grant amount for FCAC and non-FCAC countries in FY2017 (top), cumulative amount allocated since inception in 2002 through June 2017 (bottom) in US\$ million



Source: GPE, Portfolio Review 2017, p. 40

¹² GPE, Portfolio Review 2017 (Washington, DC: Global Partnership for Education, 2017): 23.

¹³ The 41 grants analyzed do not include the seven sector pooled grants (Bangladesh, Burkina Faso, Ethiopia, Mozambique, Nepal, Rwanda and Zambia), which were also active during FY17. It is important to note that one grant can cover several sub-sectors and thematic activities.

TABLE 3.1. Summary of thematic activities supported by ESPIGs active in FY17 (N=41)

GPE 2020 Goals	Thematic Activities	FCAC (N=24)	Non-FCAC (N=17)	Total (N=41)
Learning	Teacher management	19	7	26
	Teacher training	23	17	40
	Standards/curriculum/learning materials	19	16	35
	Learning assessment systems	17	12	29
	Use of ICT in learning	1	4	5
Equity	Education facilities and infrastructure	20	10	30
	Gender equality	17	13	30
	Cash transfers/other targeted incentives for students	2	2	4
	Access for out-of-school children	12	5	17
	Adult learning	4	1	5
	Well-being programs	7	5	12
	Support to children with disabilities and special needs	5	5	10
System	Systems strengthening: at the central level	24	17	41
	Systems strengthening: at the decentralized level	15	10	25
	Systems strengthening: at the school level	18	11	29
	Education management information systems	19	13	32

Source: GPE, Portfolio Review 2017, p. 53

Note: ESPIG supporting EMIS was 33 (20 in FCAC) in Portfolio Review 2017. However, it has been changed to 32 (19 in FCAC), because a component supporting EMIS was cancelled in one grant.

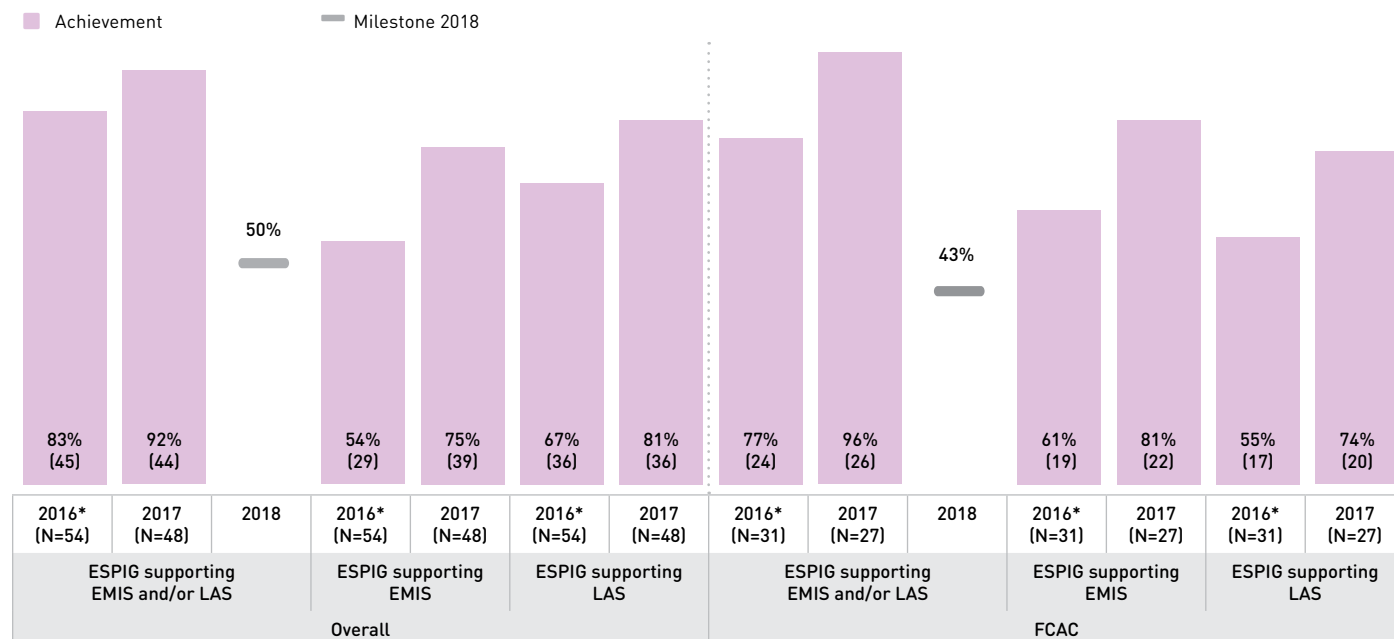
Education Management Information Systems and Learning Assessment Systems (Indicator 20)

No milestone is set for the proportion of ESPIGs supporting EMIS and/or LAS (Indicator 20) for 2017. Based on a new coding methodology, current data show that 92 percent of active ESPIGs (44 out of 48)¹⁴ in FY17 supported EMIS and/or LAS, far exceeding the indicator's first milestone set for 50 percent in 2018. Among FCACs, this figure is 96 percent (26 out of 27), again much higher than the 44 percent milestone set

for 2018 (see Figure 3.8)¹⁵. A re-coding of FY16 data using the same methodology that was used for FY17 shows the proportion of ESPIGs supporting EMIS and/or LAS was 83 percent (45 out of 54) in FY16. Thus, the change in supporting EMIS and/or LAS is in the right direction, demonstrating GPE's focus on these two elements of effective and efficient financing of sector plan implementation. As improvements are made through this part of ESPIG implementation, results should become visible for data reporting to UIS (Indicator 10) and with respect to the availability of national assessment data in the future.

Figure 3.8. Almost all GPE grants support EMIS and/or LAS.

Proportion of active grants supporting EMIS and/or LAS, FY2016 and FY2017



Source: GPE Secretariat.

Note: Number of ESPIGs supporting EMIS and LAS is different from Table 3.1, because numbers in this figure include sector-pooled grants per indicator 20 methodology.

* FY16 figures are based on re-coding.

14 This includes seven pooled-funded ESPIGs.

15 A new, more accurate and comprehensive methodology was used for the coding. The coding is based on official project documents and covers all ESPIGs. The methodology used to code FY16 ESPIG activities was based on information collected from the GAs. The methodology employed in FY17 generates more comprehensive data because data were not available for some countries in FY16.

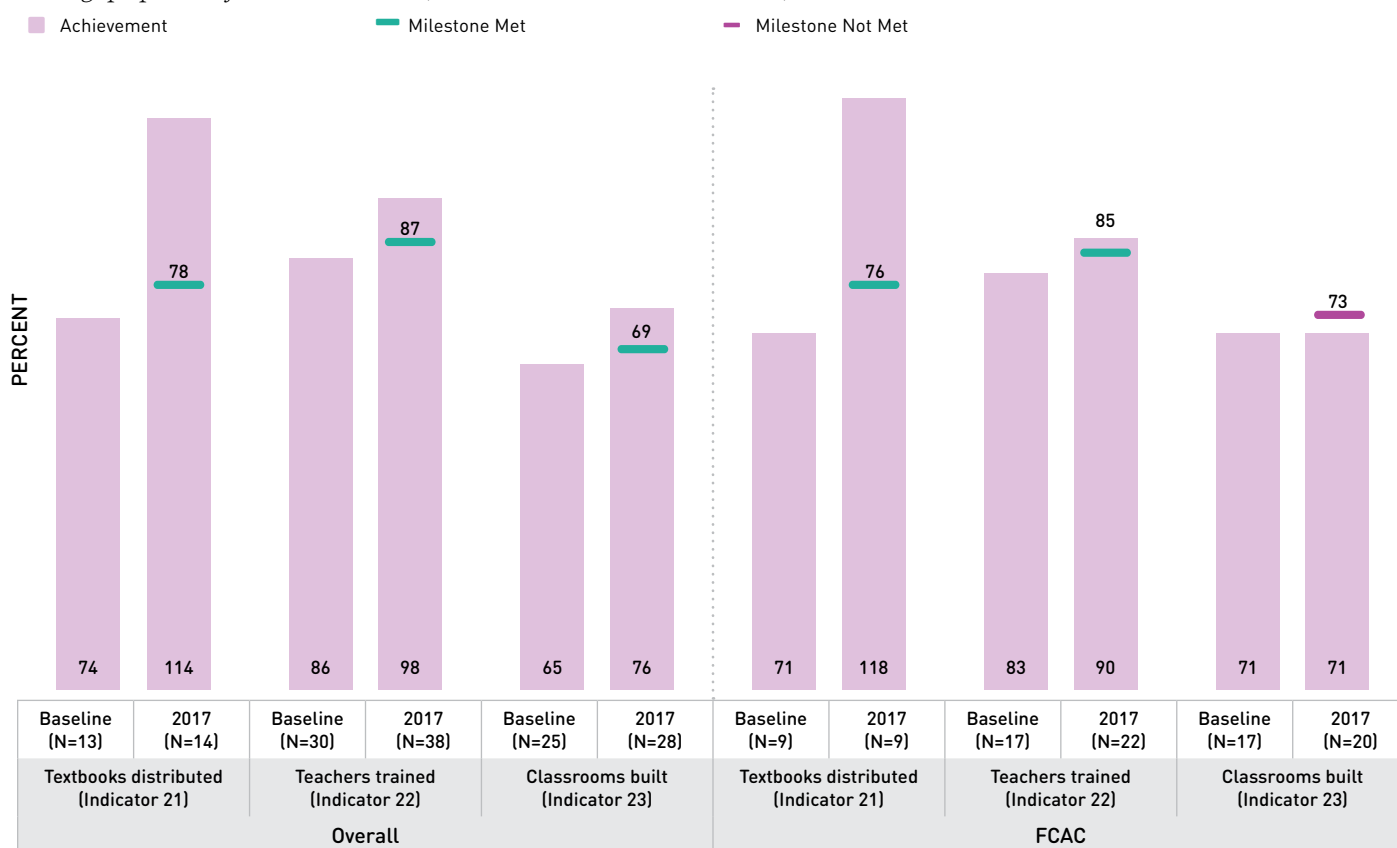
Textbooks, Teachers and Classrooms (Indicators 21-23)

GPE's results framework also tracks ESPIG performance with respect to textbook provision, teacher training, and building and renovation of classrooms (indicators 21, 22, and 23, respectively). Textbook provision and teacher training indicate GPE support for teaching and learning, and building and renovation of classrooms are for the purposes of improving equity and access.

Textbook provision and teacher training surpassed the 2017 milestones. However, the proportion of classrooms built or renovated for FCACs fell slightly short of the 73 percent milestone (Textbook provision and teacher training surpassed the 2017 milestones. However, the proportion of classrooms built or renovated for FCACs fell slightly short of the 73 percent milestone (Figure 3.9). On a more positive note, a comparison with data from FY16 shows clear improvement in meeting the targets set within the ESPIGs.). On a more positive note, a comparison with data from FY16 shows clear improvement in meeting the targets set within the ESPIGs.

Figure 3.9. Overall textbook distribution, teacher training and classroom construction surpassed 2017 milestones.

Average proportion of textbook distributed, teachers trained and classrooms built, FY2016 and FY2017



Source: GPE Secretariat.

Note: Ns represent the grants that included planned components of textbook distribution, teacher training and classroom construction, respectively.

Table 3.2. Number of textbooks distributed, teachers trained and classrooms built/rehabilitated with ESPIG support

	Number of Grants	Actual
Indicator 21: Textbooks distributed		
non-FCAC	5	14,957,147
FCAC	9	14,423,858
Total	14	29,381,005
Indicator 22: Teachers trained		
non-FCAC	16	223,025
FCAC	22	179,361
Total	38	402,386
Indicator 23: Classrooms built/rehabilitated		
non-FCAC	8	1,066
FCAC	20	3,073
Total	28	4,139

Source: GPE Secretariat.

However, a closer look reveals that performance varies widely across the grants. Figures 3.10-3.12 show distribution of grants by percentage achieved of the planned activity. For all indicators, some countries (over)achieved planned targets. Reasons for over-achievement include ministry's effective negotiation with printing vendors for textbooks (Indicator 21), underestimation of the number of teachers to be trained (Indicator 22), and increase in the number

of classrooms that can be constructed within the budget after thorough estimate (Indicator 23). On the other hand, there are several grants that fell short of planned targets. A series of analyses on grant performance¹⁶ found no clear pattern regarding the extent to which the targets are achieved. These data suggest a need for a more granular approach to detecting challenges so that proper support can be mobilized.

16 Variables tested are FCAC/non-FCAC, region, grant agent, region, modality and grant age.

Figures 3.10-12. While many grants (over)achieved planned targets, there are several grants that fell short of planned targets in FY2017.

Figure 3.10. Distribution of grants by achievement level (Indicator 21, textbook distribution, N=14)

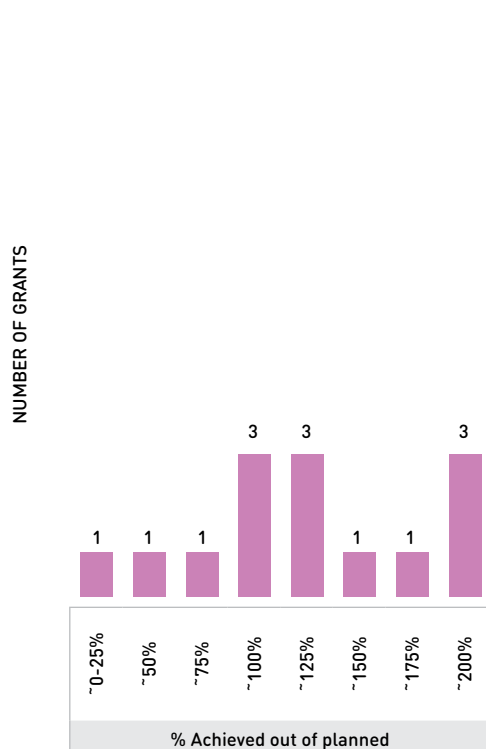


Figure 3.11. Distribution of grants by achievement level (Indicator 22, teacher training, N=38)

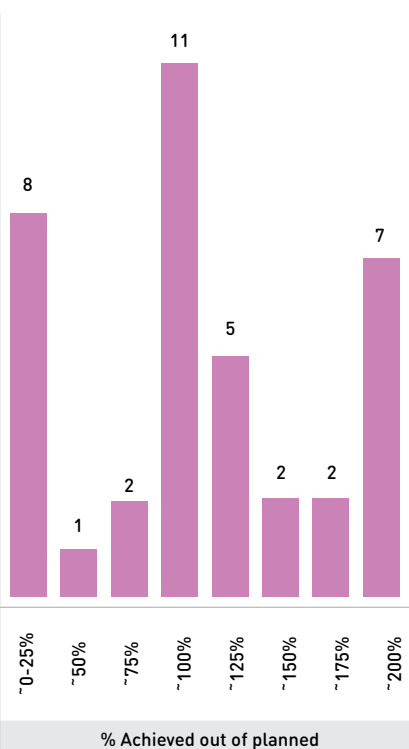
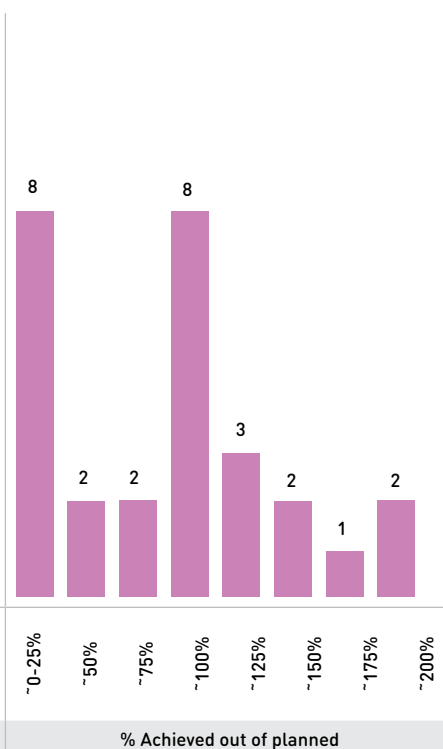


Figure 3.12. Distribution of grants by achievement level (Indicator 23, classroom construction, N=28)



Source: GPE Secretariat.

Result-Based Funding (Indicator 24)

GPE adopted its results-based funding model in 2014 to capitalize on country-driven progress toward improved equity, efficiency and learning (see Box 3.4). The GPE results framework tracks how well the results-based funding is working by calculating (a) the proportion of GPE grant applications that identified performance indicators on equity, efficiency and learning (Indicator 24a), and (b) proportion of grants that achieved their own assigned targets on the indicators linked with equity, efficiency and learning (Indicator 24b). Performance on both indicators was on track for 2017.

GPE's Board of Directors approved three ESPIG applications under the funding model in FY17. Ethiopia identified targets in funding model performance indicators on equity, efficiency and learning (see Table 3.3), while the other two applications were either exempted from variable tranche or postponed the application for variable part to a later round.

In terms of achieving the targets on funding model performance indicators (Indicator 24b), only Mozambique's targets were scheduled for verification in FY17.¹⁷ As shown in Table 3.4. Variable tranche indicator and progress for Mozambique, the targets for this ESPIG were achieved.

Box 3.4. GPE Funding Model ¹⁸

GPE adopted a funding model for its 2015-2018 funding cycle to improve the delivery of quality basic education to children in the poorest countries of the world. As part of this model, GPE uses a 70:30¹⁹ funding formula.

DCPs are expected to fulfill the following requirements to receive first 70 percent of their financing allocation:

- Produce a credible, costed, evidence-based and feasible education sector plan.
- Produce a recent education sector analysis and commit to strengthening their data system.
- Commit to dedicate adequate their domestic spending for the implementation of the ESP.

To receive the remaining 30 percent of GPE funding, DCPs identify key strategies that would lead to accelerated progress in equity, efficiency and learning outcomes. Disbursement of the 30 percent is linked to performance indicators that demonstrate effective progress.

17 There have been six grants with variable part at the end of FY 17 (Mozambique, Nepal, Rwanda, Congo DR, Malawi and Ethiopia). Out of these six, Mozambique, Nepal and Ethiopia had variable parts achievement. Nepal and Ethiopia were excluded from the sample because verification process was not complete by the cutoff date. Rwanda and Malawi did not have target attainment verification in FY17. For DRC, ESPIG had not yet become effective by the end of FY17. [GPE, Portfolio Review 2017 (Washington, DC: Global Partnership for Education, 2017): 29.]

18 GPE, "The GPE Funding Model: A Results-Based Approach for the Education Sector" (factsheet, Washington, DC: Global Partnership for Education, June 2015).

19 A minimum portion for variable tranche is 30. If the DCP prefers, variable tranche can go beyond 30.

Table 3.3. Variable tranche strategy for Ethiopia

Indicator	
Equity	Addressing the gender balance in school leadership by increasing the proportion of trained female primary school principals (from 9.4% in 2015/2016 to 10.5% by 2016/2017).
Equity	Encouraging more inclusive learning environments by increasing the proportion of school grant allocation to support special needs (1% to 2% by 2016/2017).
Efficiency	Reducing Grade 1 dropout rates by 5% in the region with the highest Grade 1 dropout rate by 2016/2017.
Learning	Reducing the proportion of low-performing primary schools (Level 1 in inspection standards) in the region with highest share of these schools to 15% by 2016/2017, from 46.5% in 2014/2015.
Learning	Increasing the proportion of trained 0-class (pre-primary class) teachers in a region with low percentage of trained 0-class teachers to 80% by 2016/2017.

Source: World Bank ²⁰

Note: Baseline and target values for indicators are from the time of ESPIG application and may change depending on the effectiveness date.

Table 3.4. Variable tranche indicator and progress for Mozambique

Indicator		Actual	Achievement
Equity	Decreased number of districts with PTR above 80, from 17 to 10. ²¹	The number of district with PTR over 80 has decreased to 10.	Target met
Efficiency	Increased number of primary school managers who participated in management training, from 0 to 800.	939 school directors were trained.	Target met
Efficiency	Increased percentage of trained school managers (year n-1) evaluated based on performance (year n), from 0 to 10 percent.	11.1 percent of newly trained school directors were evaluated in 2016.	Target met
Learning	Increased number of teachers that have participated in the new in-service training program, from 0 to 1,650.	4,247 Grade 1 and 2 teachers benefited from trainings.	Target met

Source: World Bank; Ernst & Young²²

20 World Bank, "Project Paper on a Proposed Additional Grant From the Global Partnership for Education in the Amount of US\$100 Million to the Federal Democratic Republic of Ethiopia for a General Education Quality Improvement Program Phase II" (Washington, DC: World Bank, 2017): 83-85

21 The baseline number of districts with PTR over 80 has increased as result of a change in the administrative map (World Bank, "Mozambique Education Sector Support Project Implementation Support Mission" [aide-memoire, June 2017]: 5)

22 World Bank, "Project Paper on a Proposed Additional Grant in the Amount of SDR36 Million (US\$50 Million Equivalent) and a GPE Grant in the Amount of US\$57.9 Million to the Republic of Mozambique for an Education Sector Support Project" (Washington, DC: World Bank, 2017): 54-55; Ernst & Young, "Relatório de Verificação Independente [Independent Verification Report]," (Nampula, Mozambique: Ernst & Young, 2017): 20

Overall Implementation Status (Indicator 25)

GPE's results framework tracks the overall status of ESPIG implementation (Indicator 25). Grants that are on track are expected to achieve almost all major outputs, while grants that are slightly behind are

expected to achieve most of their major outputs with moderate shortcomings. Delayed grants have some shortcomings that limit or jeopardize the achievement of one or more outputs. For the purposes of this indicator, grants that are on track and slightly behind are classified as being on track.

Table 3.5. Rating Definitions for the Implementation Status

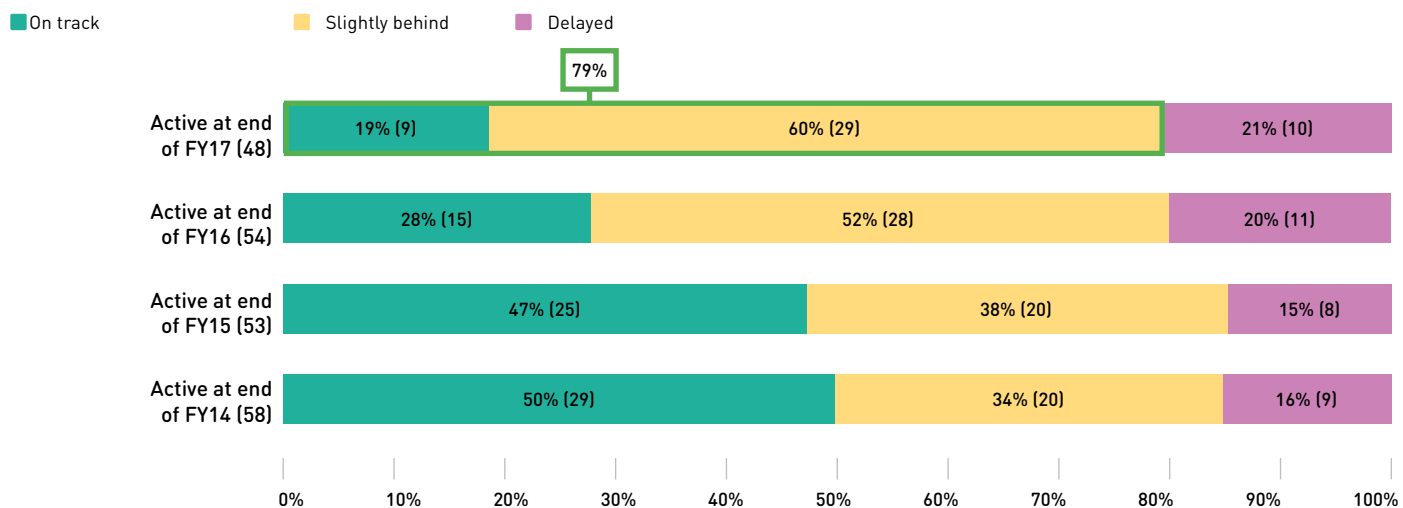
Rating Definitions by Grant Agent		Traffic lights determination	Result Framework indicator
Highly Satisfactory	The program is expected to achieve or exceed all of the major outputs efficiently, without significant shortcomings.	On track	On track
Satisfactory	The program is expected to achieve almost all of its major outputs efficiently, with only minor shortcomings.		
Moderately Satisfactory	The program is expected to achieve most of its major outputs efficiently, with moderate shortcomings.	Slightly behind	
Moderately Unsatisfactory	The program has moderate shortcomings that limit or jeopardize the achievement of one or more outputs, but a resolution is likely.	Delayed	Delayed
Unsatisfactory	The program has significant shortcomings that limit or jeopardize the achievement of one or more outputs, and a resolution is uncertain.		
Highly Unsatisfactory	The program has major shortcomings that limit or jeopardize the achievement of one or more outputs, and a resolution is unlikely.		

Source: GPE, Portfolio Review 2017, p. 39

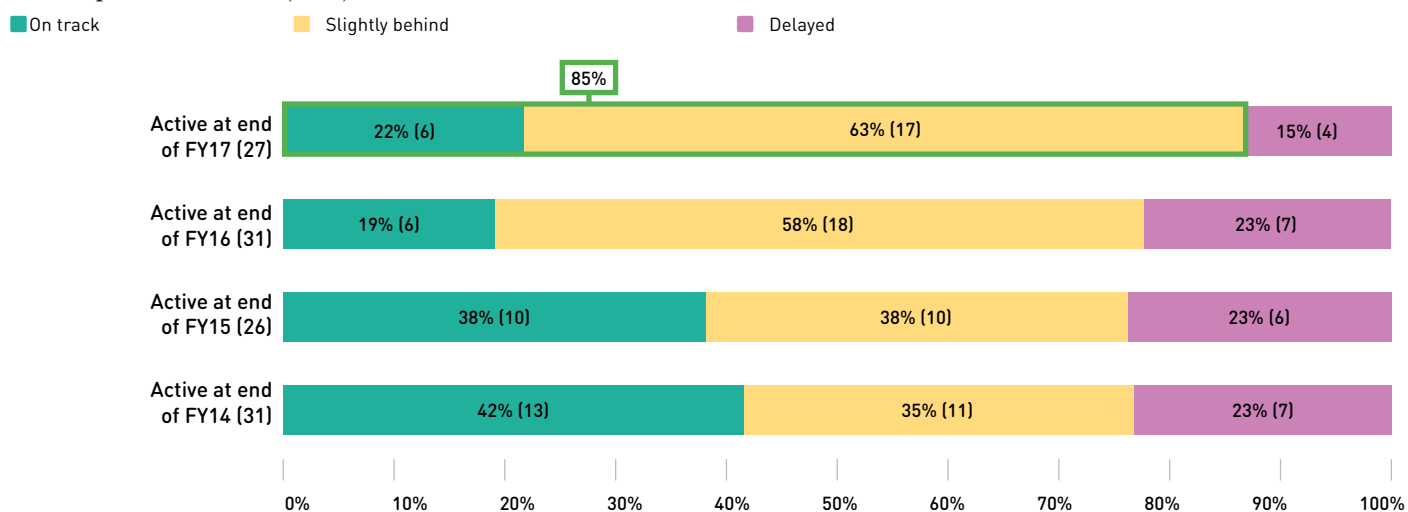
Out of 48 active ESPIGs at the end of FY17, 19 percent (9 out of 48) were categorized as on track and 60 percent (29 out of 48) were categorized as slightly behind, yielding 79 percent of all active grants (38 out of 48) being on track. This fell somewhat short of the 82 percent milestone for FY17. For FCACs, 85 percent of ESPIGs (23 out of 27) were on track, meeting the

milestone for 2017. The overall proportion of grants rated as “delayed” and “slightly behind” has increased progressively over the past four years. The GPE Portfolio Review 2017²³ argues that generally more grants are falling behind in the mid to later stages of the project, while the new grants are typically on track in implementation rating in the year they become active. However, in FY17, most of the new grants started off with challenges, contributing to the slight increase in proportion of delayed and slightly behind grants.

23 GPE, Portfolio Review 2017 (Washington, DC: Global Partnership for Education, 2017): 37-49.

Figure 3.13. The proportion of grants on track decreased between FY14 and FY17.*ESPIG implementation status, FY14 to FY17*

Source: GPE, Portfolio Review 2017, p. 40

Figure 3.14. The proportion of FCAC grants on track increased between FY14 and FY17.*ESPIG implementation status (FCAC), FY14 to FY17*

Source: GPE, Portfolio Review 2017, p. 40

The Secretariat introduced an operational risk framework in 2016 to support a differentiated risk-based approach to quality assurance and monitoring. The operational risk framework is primarily a management tool to ensure that Secretariat resources are aligned to mitigate key risks. One of the sub-risks that the framework looks at is that grant objectives are not achieved within the expected implementation period. Under the operational risk framework, quality assurance of incoming ESPIG applications and draft ESPs are organized based on the risk levels identified. For example, for countries with high or critical context risk, grant

applications and draft ESPs are at minimum reviewed by three staff from two different teams in the Secretariat.

The Secretariat has also started a more in-depth activity-level analysis across the grants to better identify and understand both the challenges that caused delays and the actions taken to address them. A more comprehensive and systemic assessment of closed grants will provide useful lessons for the partnership, especially in formulating new grants.

Chapter 4: Global- Level Objectives

Strategic Objective 4:
Mobilize more and better
financing

Strategic Objective 5:
Build a stronger partnership



CHAPTER 4:

Global-Level Objectives: Mobilizing More and Better Financing and Building a Stronger Partnership

Introduction

GPE's global-level objectives 4 and 5 pertain to the spirit and strength of the partnership itself. The GPE theory of change posits that coordinated actions by partners at the global level contribute to strengthening the countries' systems, thus enhancing potential of developing country partners (DCPs) to deliver equitable quality education. Activities underpinning global objectives animate the partnership and provide the foundations for building stronger education systems at the country level.

➤ **Objective 4:** Mobilize more and better financing

➤ **Objective 5:** Build a stronger partnership

This chapter discusses the GPE's collective progress on the two objectives, as well as on the 11 indicators (out of 12) with milestones for 2017. Overall, GPE demonstrated strong progress on several milestones set for 2017; however, challenges remain, specifically with respect to alignment and harmonization.

GPE moved solidly in the direction of diverse and increased donor base and sources of financing in 2017. It received US\$10 million financing from

nontraditional donors, surpassing the 2017 target of US\$8.5 million (Indicator 26). All donors fulfilled their pledges to contribute to the GPE fund for FY2017 (Indicator 27) and the proportion of donors that increased or maintained their funding to the education sector between 2014 and 2016 was 62 percent — well above the milestone of 50 percent for 2017 (Indicator 28). Further, GPE steadily addressed domestic financing: 70 percent of the Secretariat's country missions focused on this topic, exceeding the milestone of 54 percent in 2017 (Indicator 31).

Other aspects of the partnership need a more concerted effort and work is underway to address the issues identified. Only 28 percent of the 57 GPE grants met the alignment criteria, significantly below the milestone of 41 percent. This was due to a net loss (closure) of two aligned grants from the stock of grants active at the end of 2017 (Indicator 29). In addition, 37 percent of GPE grants were co-financed or sector pooled, again missing the mark of 48 percent (Indicator 30).

GPE put substantial effort into cross-national knowledge and good practice exchange. It funded or supported 36 knowledge products, far exceeding the milestone of 21 for 2017 (Indicator 33).¹ Similarly, 26 advocacy events with partners helped to

¹ See Appendix 4-2

communicate the partnership's objectives, meeting the 2017 milestone (Indicator 34). Secretariat staff spent 41 percent of their time on DCP-facing activities, above the milestone of 36 percent for 2017 (Indicator 36). All significant issues identified through audit reports were addressed, demonstrating the partnership's commitment to ensuring quality and transparent management of GPE grants (Indicator 35).

Finally, GPE is keeping itself accountable through its monitoring and evaluation (M&E) strategy, publishing one results report and one evaluation report in FY2017.

The sections below discuss in more detail the partnership's global work and key achievements in 2017 and note the areas where more effort is needed.

Strategic Objective 4: Mobilize More and Better Financing (Indicators 26-31)

Encourage increased, sustainable and better coordinated financing (Indicators 26-28, 31)

Providing basic education for all children requires that the education sector be adequately financed. In 2016, the International Commission on Financing Global Education Opportunity (Education Commission) called for low- and middle-income countries to increase domestic public expenditure on education

from an estimated \$1 trillion in 2015 to \$2.7 trillion by 2030, or from 4 percent of GDP to 5.8 percent. A core pillar of GPE's work is to be centrally engaged in helping improve the volume of domestic financing (see also Chapter 2, Indicator 10).²

National resources, however, will not be sufficient to meet the basic education targets by 2030.³ The total external financing gap is projected to average US\$22 billion annually between 2015 and 2030.⁴ To achieve universal basic education by 2030, the level of external assistance to low-income and lower-middle-income countries would need to increase by at least four times as much.⁵ The Education Commission's separate estimates show that 3 percent of the total education cost must be provided by external donors. As a result, official development assistance (ODA) would need to rise by 9 percent per year to reach US\$49 billion per year by 2030.⁶ As noted in the World Development Report,⁷ international finance is particularly important for low-income countries.

2 The Education Commission, *The Learning Generation: Investing in Education for a Changing World* (New York: International Commission on Financing Global Education Opportunity, 2016), 128.

3 UNESCO, *EFA Global Monitoring Report, Education for All 2000-2015: Achievements and Challenges* (Paris: UNESCO, 2015), 281.

4 UNESCO, 296.

5 UNESCO, 282.

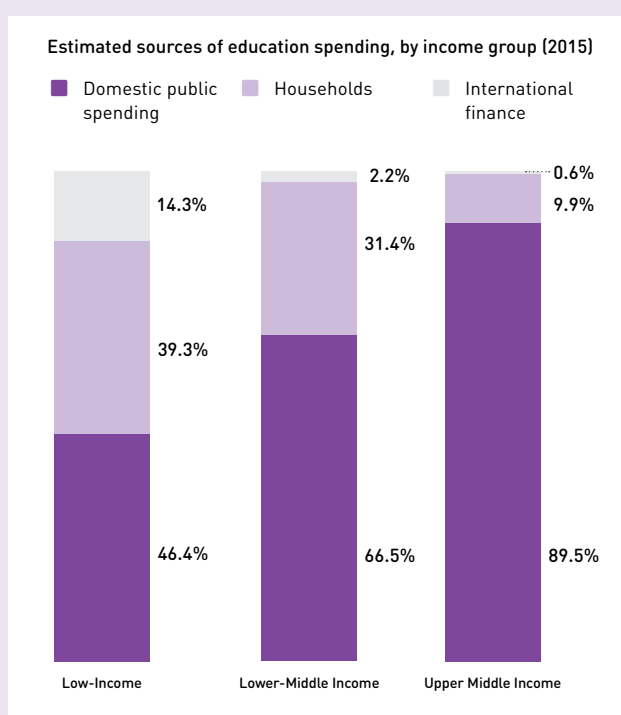
6 Education Commission, *Learning Generation*, 104.

7 World Bank, *The World Development Report 2018: Learning to Realize Education's Promise* (Washington, DC: World Bank Group, 2018), 212.

BOX 4.1. Most funding for education comes from domestic sources, but international finance is important for low-income countries.

“While the overall contribution of development assistance to country investments in education is relatively small, it is important in some low-income countries. In 2015, international finance accounted for 14 percent of education spending in low-income countries, but support is much higher in some countries. In Mali, development assistance accounted for approximately 25 percent of public education spending between 2004 and 2010. Moreover, global estimates of the investments required to raise learning as part of the SDGs imply a need to increase development assistance, particularly to low-income countries.”

Source: World Development Report 2018, 212.



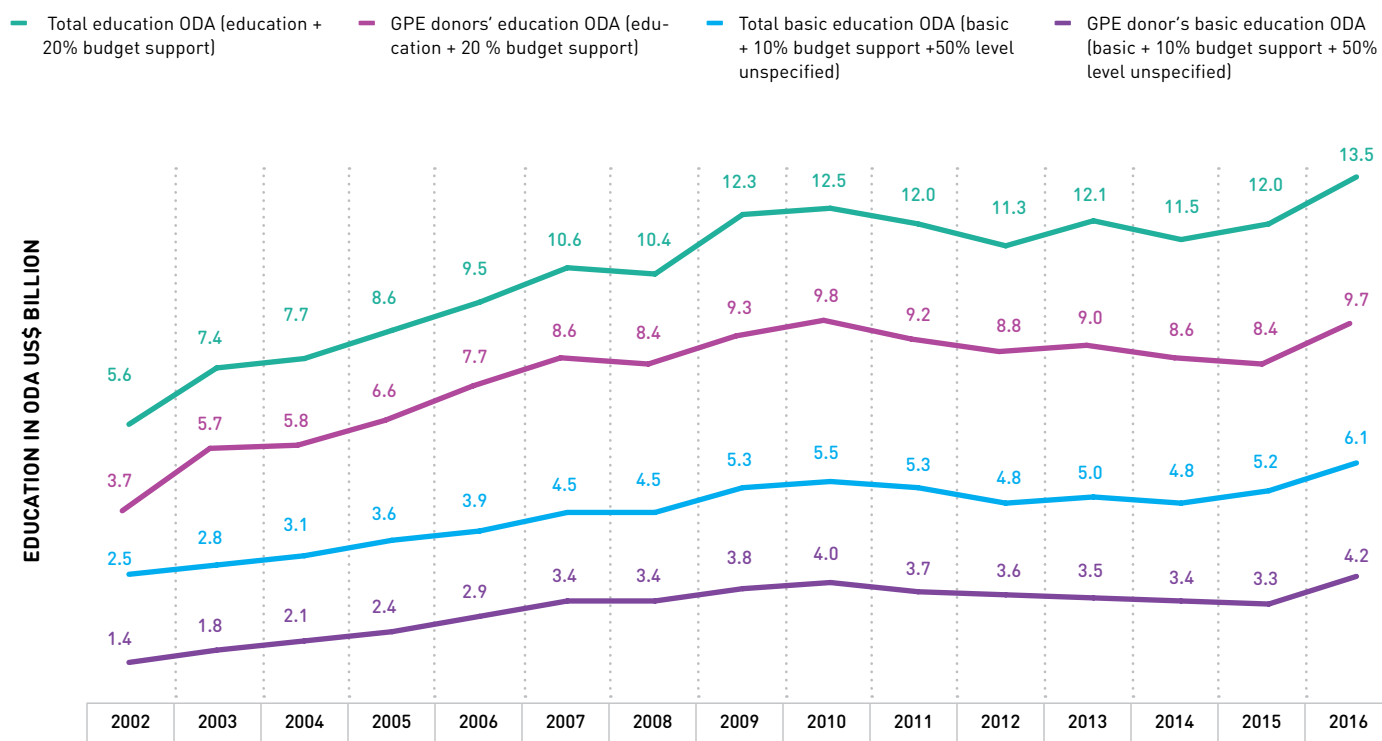
Total ODA experienced a strong increase in 2016.⁸ Importantly, after a period of stagnation between 2011 and 2015, aid to overall education experienced a 13 percent increase between 2015 and 2016 and reached US\$13.5 billion in 2016, with basic education at close to US\$6.1 billion (Figure 4.1). GPE donors⁹ disbursed US\$8.4 billion in 2015 (in constant 2015 US\$) for education, slightly down from US\$8.6 billion in 2014, but increasing to US\$9.7 billion in 2016.¹⁰

However, GPE donors' disbursements as a share of total education ODA decreased slightly, from 74 percent to 72 percent, between 2014 and 2016. Although total basic education ODA has been increasing since 2014, GPE donors' contribution to basic education increased later, in 2016.

⁸ ODA is defined by OECD as financial flow provided by official agencies, including state and local governments, or by their executive agencies. An ODA transaction (i) is administered with the promotion of the economic development and welfare of developing countries as its main objective; and (ii) is concessional in character and conveys a grant element of at least 25 percent (calculated at a rate of discount of 10 percent). <http://www.oecd.org/dac/stats/officialdevelopmentassistance/definitionandcoverage.htm>

⁹ This figure includes DAC and non-DAC donors who report to OECD CRS.

¹⁰ This may not be compared with the figures published in the GPE Results Report 2015/2016 because of updates to the ODA figures.

FIGURE 4.1 Basic education aid increased between 2015 and 2016.*Evolution of education ODA, 2005 to 2016 (in constant 2015 billion)*

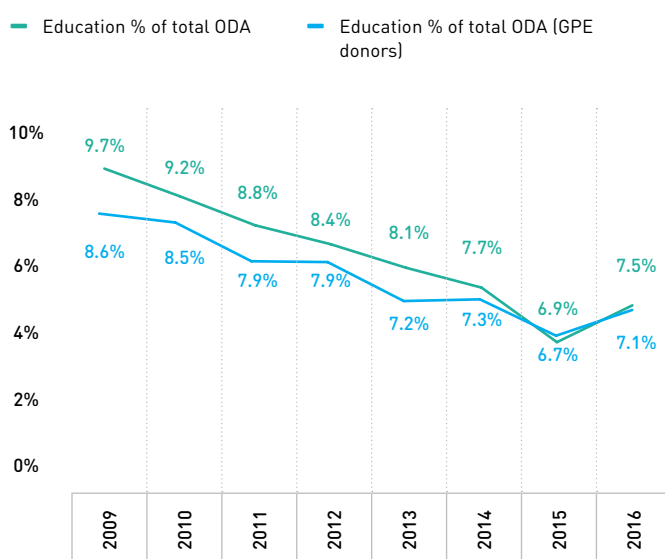
Source: OECD Creditor Reporting System (OECD CRS) as of February 2018, constant 2015 US\$. Following the GEM, education ODA includes total allocable education ODA + 20 percent of general budget support. Basic education ODA includes total allocable basic education ODA + 50 percent of education level unspecified + 10 percent of general budget support. Included in this chart are 21 GPE donors with data available in the OECD CRS database.

The share of education ODA in the total ODA had fallen from 9.7 percent in 2009 to 6.9 percent in 2015, but showed an uptick to 7.5 percent in 2016; this can be attributed to the improvement in education financing registered that year (Figure 4.2). During this period, GPE donors allocated a lower share of their total ODA to education. GPE donors that are in the Organisation for Economic Co-operation and

Development (OECD) Development Assistance Committee (DAC) are the most important contributors to education ODA (Figure 4.3). Although the share of education ODA provided by non-DAC bilateral donors is relatively small, they strongly increased their contribution between 2009 and 2016, from US\$22 million to US\$723 million.

FIGURE 4.2. The share of total ODA allocated to education increased slightly in 2016 after a steady decline that began in 2009.

Share of education ODA in the total ODA, 2009-2016

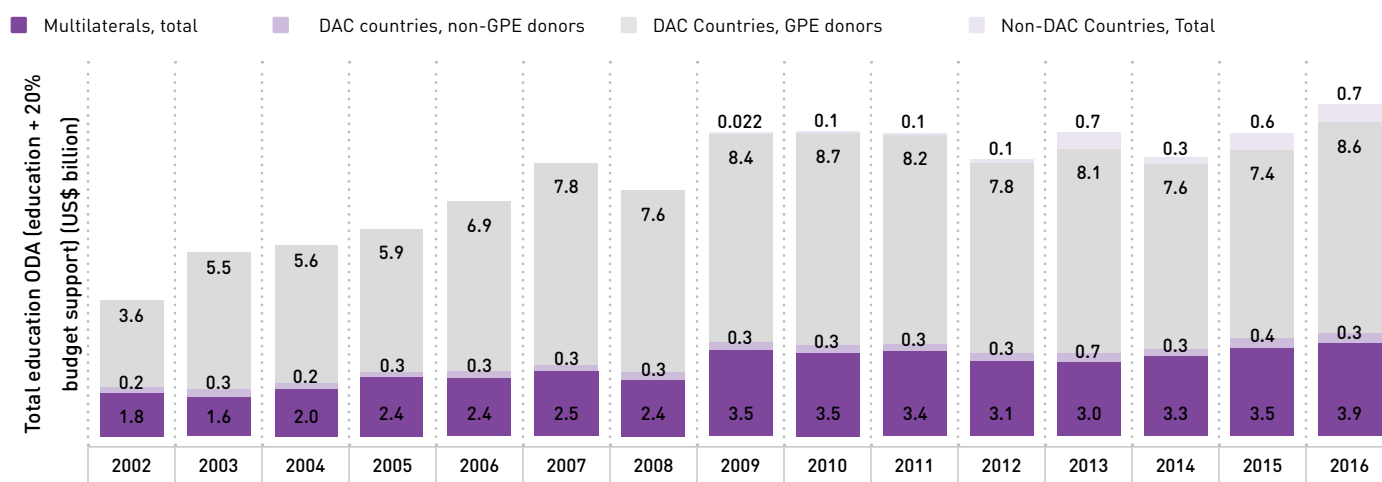


Source: GPE calculation based on OECD CRS as of February 2018.

It is against this backdrop that 62 percent of GPE donors (those reporting to OECD-DAC) either increased or maintained their aid to the education sector, well exceeding the milestone of 50 percent for 2017 (Indicator 28; Figure 4.4). At the baseline, 38 percent of the donors (8 out of 21) had increased their education ODA, while 10 percent had maintained their education aid between 2010 and 2014. Between 2014 and 2016, 12 out of 21 GPE donors increased and one donor maintained, their aid to education.

FIGURE 4.3 GPE donors that are OECD-DAC members have been the biggest contributors to education ODA.

Breakdown of education ODA by type of donors, 2002-2016 (US\$ billion)



Source: GPE calculation based on OECD CRS as of February 2018.

Note: Only education-sector-allocable ODA are considered to calculate the share of education in total ODA. Education ODA actual figures include total allocable education ODA + 20 percent of general budget support

FIGURES 4.4. GPE donors increased or maintained their aid to education.

Proportion of GPE donors that increased or maintained their aid to education from 2010 to 2014 (left) and 2014 to 2016 (right)



Source: GPE compilation based on OECD CRS data as of February 2018.

Note: A total of 21 donors with aid data available from the OECD CRS database are considered for 2017.

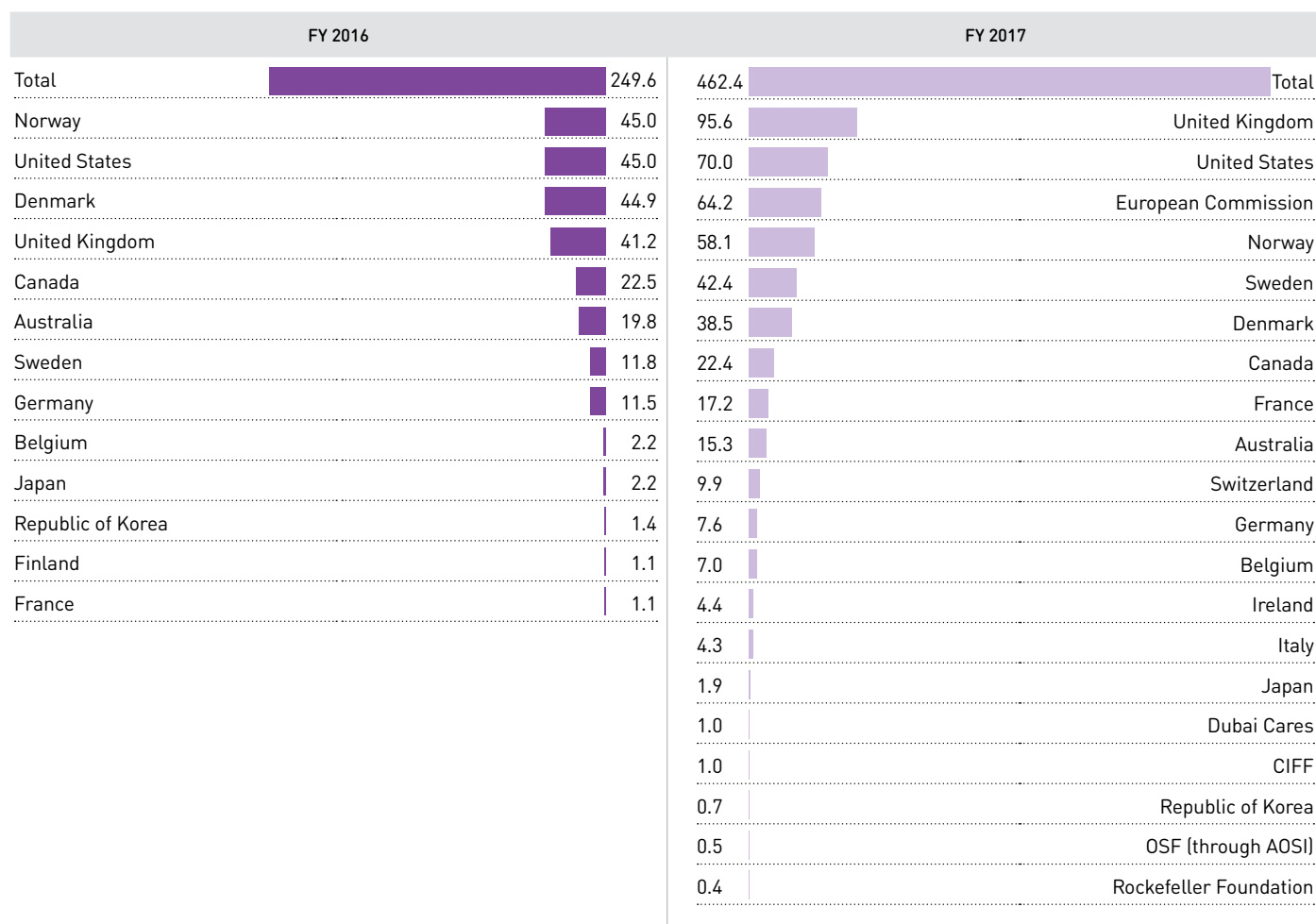
GPE donors fulfilled 100 percent of their commitments to contribute to the GPE fund, thus meeting the 2017 milestone (Indicator 27). GPE tracks actual payments made by the donors versus what they committed to pay (as per the signed contribution agreements, either at the time of the 2014 replenishment event or in subsequent years), in their own currencies.¹¹

Donors' contribution to the GPE fund almost doubled between FY2016 and FY2017. Thirteen donors contributed a total of US\$250 million in FY2016, increasing to 20 contributors providing a total of US\$462 million in FY2017. The United Kingdom, the United States, the European Commission, Norway and Sweden were the top five contributors to the GPE

fund in FY2017, providing more than 70 percent of all contributions in that fiscal year.

Nontraditional donors strongly increased their contribution in FY2017, providing a cumulative US\$10 million, exceeding the milestone of \$US8.5 million in 2017 (Indicator 26). GPE extended its donor base by involving nontraditional donors, including non-DAC bilateral donors and private foundations. The cumulative contribution from nontraditional donors was US\$5 million in FY2015, increasing to US\$6.4 million in FY2016. Five nontraditional donors, including Dubai-Cares and the Children Investment Fund Foundation, contributed US\$3.7 million in FY2017 (Figure 4.5).

¹¹ Although donors pledged to contribute to the GPE fund over the period 2015-2018, they still need to commit to disbursing a certain amount each year by signing a contribution agreement. Indicator 27 tracks the percentage of donors that contributed to the GPE fund according to their signed contribution agreements for the reference year. While commitments from some of the donors reflect the value of their pledges, other donors committed to disbursing a relatively small share of the total value of their pledges.

FIGURE 4.5. Donors' contribution to the GPE fund almost doubled from FY2016 to FY2017.*Donor disbursements in FY2016 (left) and FY2017 (right)*

Source: GPE Secretariat.

Note: GPE nontraditional donors include the Rockefeller Foundation, Republic of Korea, OSF, Children's Investment Fund Foundation and Dubai Cares.

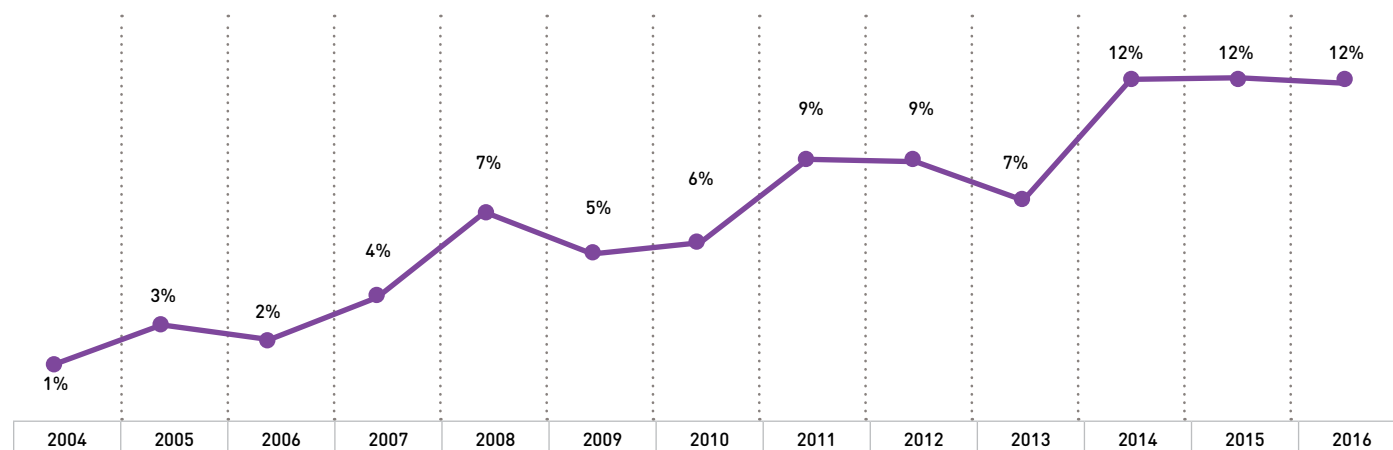
Fluctuations in the U.S. dollar exchange rate continue to negatively affect the dollar value of the GPE fund. The GPE Results Report 2015/2016 showed that the GPE fund is vulnerable to the fluctuations of the U.S. dollar exchange rate and that the increase in this rate had eroded the dollar value of the Fund. Evaluated using the August 2017 U.S. dollar exchange rate, the total value of the pledges was US\$1.9 billion, compared to more than 2.2 billion in 2014. This indicates that the value of the pledges decreased by US\$364 million (16 percent) because of the fluctuations in the exchange rate. The United Kingdom is the most affected by these fluctuations. Between 2014 and 2017, the U.S. dollar value of the U.K. pledge decreased by US\$123 million (Appendix 4-3).

Because of strong donor commitment, the share of education aid channeled through GPE has increased substantially since 2004. Between 2004 and 2016, share of GPE disbursements increased from 1 percent to 12 percent of basic and secondary education ODA in GPE DCPs (Figure 4.6).

GPE is poised to continue playing an important role in mobilizing more resources to finance education in GPE developing country partners. A replenishment conference took place in Dakar in February 2018, and donors committed to provide US\$ 2.3 billion to finance education between 2018 and 2020.¹²

FIGURE 4.6. GPE is playing an increasingly important role in education finance.

GPE aid to basic and secondary education as percentage of basic and secondary education ODA in DCPs, 2004-2016



Source: Secretariat calculation based on OECD CRS (February 2018) and GPE data.

Note: GPE disbursements only consider grants that are allocated to specific countries (ESPIG, ESPDG and PDG). The sample of GPE DCPs includes 61 countries.

12 See Box 4.3.

BOX 4.2. Aid to basic education is not going to countries most in need, but the GPE allocation model allows the partnership to focus on the DCPs with the most important challenges.

The Global Education Monitoring Report (GEMR) shows that overall aid to basic education does not target the countries that are the most in need. Ideally, aid to basic education should be aligned with the necessary amount to educate all the out-of-school children. However, comparing the cost of enrolling out-of-school children and the actual amount of ODA received, GEMR shows that some countries should have received a larger amount of aid while others should have benefited from a lower level of aid to basic education.

For instance, the cost of schooling the 49 percent of children who are out of school in Burkina Faso would be close to US\$182 million, but the country received only US\$17 million in 2012. By contrast, the cost of schooling the 2 percent of children who are out of school in Zimbabwe would be US\$11 million, yet the country received US\$31 million in 2012. This demonstrates the need for donors to rationalize aid allocations to better account for countries' level of need.¹³

GPE's grant allocation model is based on a needs index that allows the partnership to focus on the countries with the lowest income levels and with the most important challenges.¹⁴ More resources are allocated to the countries with the greatest needs.¹⁵ For example, although both Ethiopia and Pakistan have high out-of-school populations of basic education age, Pakistan received relatively low GPE cumulative disbursements in 2010-2015 because of its status as a lower-middle-income country.

Source: UNESCO, *Aid to Education Is Stagnating and Not Going to Countries Most in Need* (Global Education Monitoring Report Policy Paper 31, 2017), 5; <http://unesdoc.unesco.org/images/0024/002495/249568e.pdf>.

Given the urgent need for resources to meet the promise of SDG4, it is also important to address the prioritization of domestic investments in education. Secretariat staff thus continued to engage regularly with the DCPs regarding domestic financing. In FY2017, 70 percent of missions (60 out of 86) in 41 DCPs and 77 percent in FCACs addressed domestic financing issues, exceeding the milestones of 54

percent overall and 65 percent in FCACs, respectively (Indicator 31). It is important that GPE continue strengthening the dialogue on domestic education financing — especially in countries with the lowest share of public education spending in the total public expenditure, or in countries with decreasing domestic education financing (also see Chapter 2 for more details).

13 UNESCO, *Global Education Monitoring Report 2017/8 — Accountability in Education: Meeting Our Commitments* (Paris: UNESCO, 2017), 274.

14 See GPE Results Report 2015/2016 (full version), Box 1.1, p. 4, for details on the needs index.

15 See introduction for a description of the GPE new financing and funding framework.

Advocate for Improved Alignment and Harmonization of Funding (Indicators 29-30)

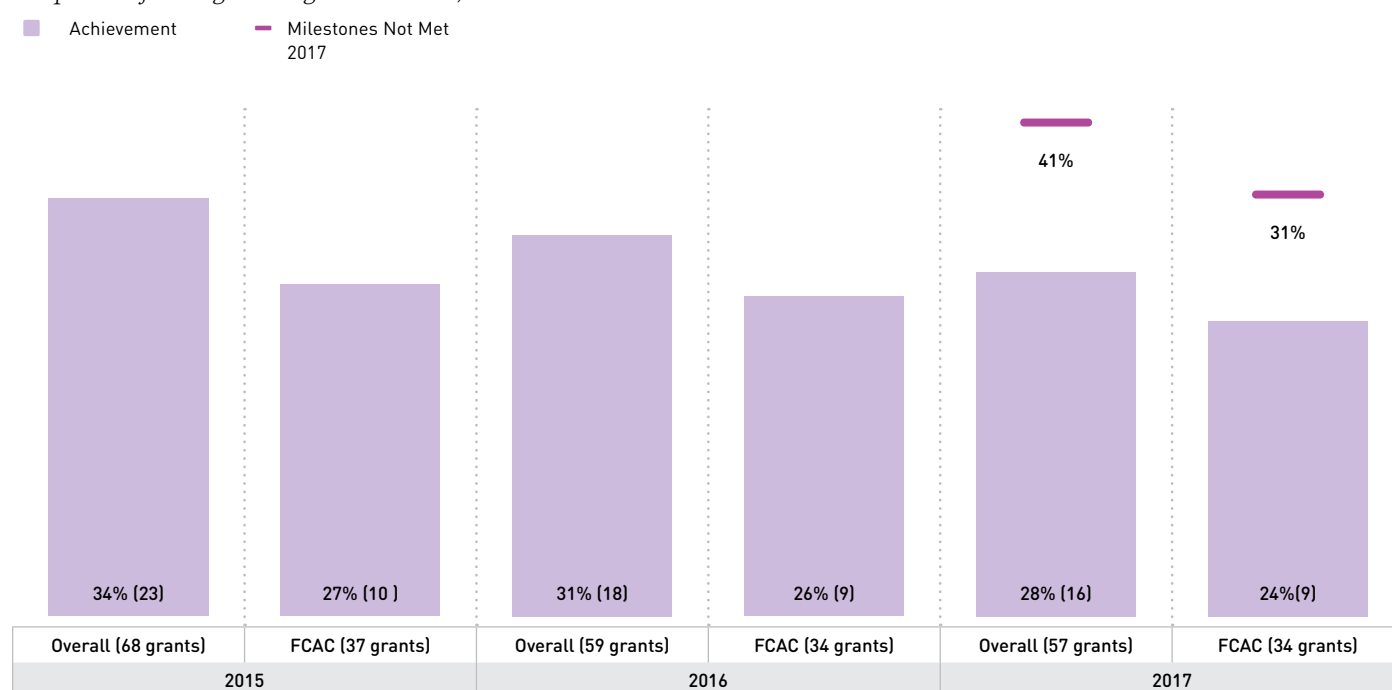
Premised on the idea that uncoordinated actions from donors undermine aid effectiveness, SDG 17 reiterates the importance of aligning development aid with national systems and places emphasis on the need for partners to ensure harmony with national plans and to operate through national budgets.¹⁶ Building on this notion, GPE's theory of change

encompasses alignment and harmonization as key features of better financing.

The proportion of grants aligned to national systems (Indicator 29) declined from 34 percent of active grants (23 out of 68) at baseline in FY2015 to 28 percent (16 out of 57) in FY2017, well below the milestone of 41 percent (Figure 4.7). Similarly, for FCACs, the figure was 24 percent, below the milestone of 31 percent.

FIGURE 4.7. Alignment to DCP systems remains a challenge for GPE grants.

Proportion of active grants aligned in FY2015, FY2016 and FY2017



Source: GPE Secretariat.

¹⁶ Welle, Nicol and Steenbergen (2008) defines alignment as the donors' ability to build relationships with the partner governments by aligning donor inputs with national processes. OECD (2008) distinguishes between "policy alignment" and "systems alignment." Policy alignment is assistance that reflects and supports partner governments' national and sector development strategies, while systems alignment is aid that uses government systems and procedures — for example, public financial management systems, monitoring and evaluation frameworks, and procurement procedures.

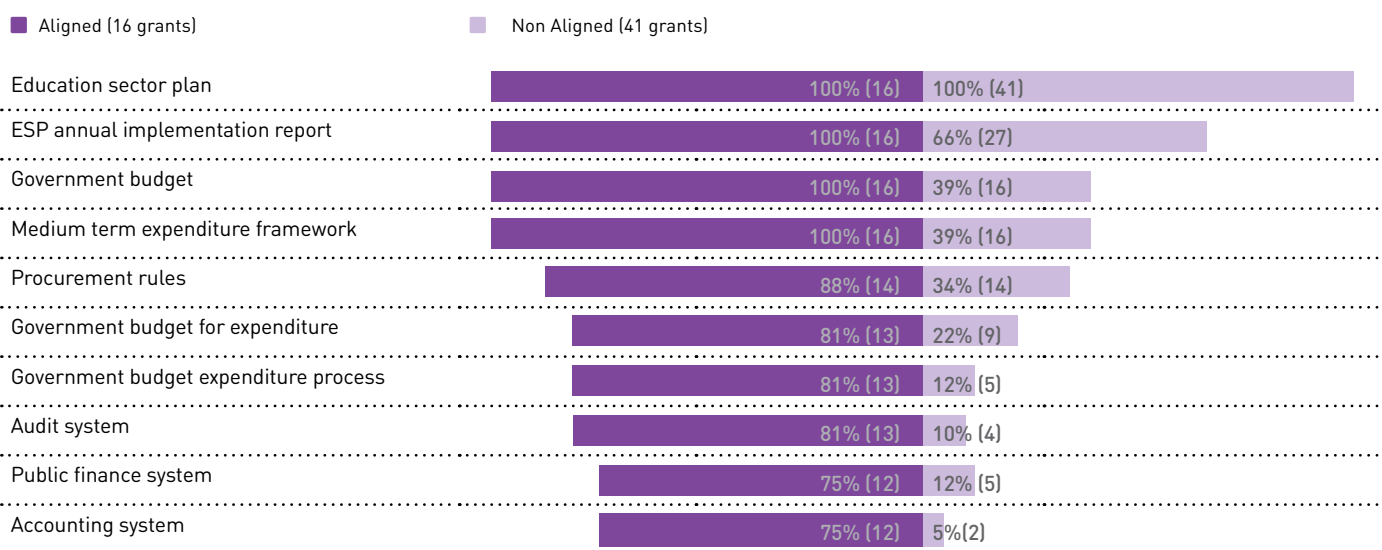
This decrease is attributable to a net loss of two aligned grants from the previous year. At any point during FY2016, a total of 59 grants (18 aligned and 41 non-aligned) were active, five of which closed (2 aligned and 3 non-aligned) by the end the year. In FY2017, three grants (0 aligned and 3 non-aligned) became active, leading to 57 active grants at any point during that fiscal year, 16 of which were aligned. The stock of 54 grants remained the same.

A grant must fulfill at least seven of the 10 dimensions comprising alignment.

Grants classified as non-aligned are aligned with the sector plan but generally not aligned with the government's finance, expenditure, accounting and audit systems (Figure 4.8). For example, in FY2017, only two of the non-aligned grants were aligned to the government's accounting system.

FIGURE 4.8. Non-aligned grants are generally not aligned with the government's finance, expenditure, accounting and audit systems.

Non-aligned and aligned grants by dimension of alignment, FY2017¹⁷



Source: GPE Secretariat.

17 See the results framework methodology sheet for details on dimensions of Indicator 29 (<https://www.globalpartnership.org/content/gpe-results-framework-2016-2020>).

The quality of public sector management and institutions is correlated with alignment, indicating that grant agents' decisions regarding alignment may in part be based on countries' institutional quality. Figure 4.9 shows that the World Bank's Country Policy and Institutional Assessment (CPIA) scores are higher in countries where GPE grants are aligned with national systems.¹⁸ The average CPIA scores on Public Sector Management and Institutions components are higher for countries with aligned grants, compared to countries with non-aligned grants.¹⁹ The most pronounced difference in average CPIA scores between

countries that achieved alignment and those that did not is in the quality of the Budgetary and Financial Management component. Alignment within a sector is affected by institutional issues that cut across sectors.

In two of the three countries with grants that became active in FY2017, the average CPIA score (2016) was low (below the median CPIA score). Weak institutional quality may have influenced the decision regarding alignment.

FIGURE 4.9. Scores on the Country Policy and Institutional Assessment tend to be higher in countries with aligned grants.

Average CPIA component score by status of alignment



Source: GPE Secretariat, based on the World Development Indicators 2016.

Note: 1 = low to 6 = high.

18 Appendix 4-4 shows a positive correlation between the CPIA Public Sector Management score and the alignment score. A statistical test shows that this correlation is statistically significant at 5 percent level, although the R2 is relatively low.

19 The CPIA assessment of the quality of Public Sector Management includes four components: (i) Efficiency of Revenue Mobilization; (ii) Quality of Budgetary and Financial Management; (iii) Quality of Public Administration; and (iv) Transparency, Accountability, and Corruption in the Public Sector.

However, the relationship of alignment with policy and institutional quality score is not perfect and alignment may be achieved even in some countries with low institutional capacity. Figure 4.10 shows that 14 grants to 13 of the countries with a relatively high CPIA score did not meet the alignment criteria,²⁰ while five grants to five countries with relatively low CPIA scores were aligned.²¹ This information demonstrates that there is room to improve alignment in GPE DCPs.²² Alignment, coupled with sound capacity building and risk management measures, could be an effective lever for strengthening systems.

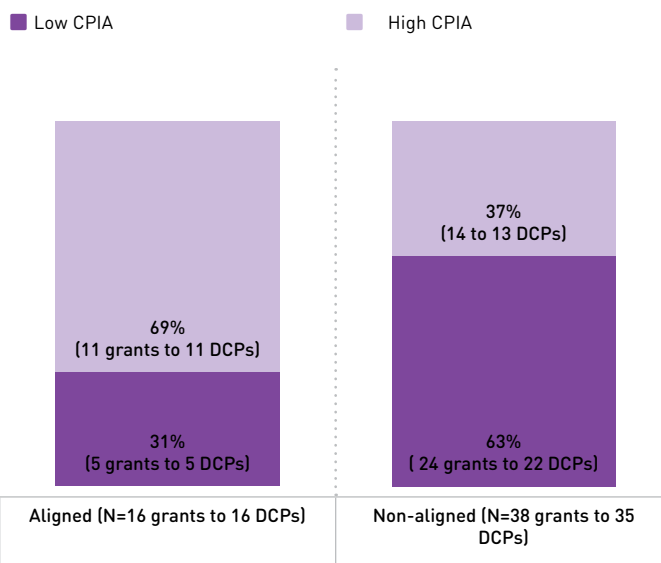
Harmonization through co-financing and using the sector pooled funding mechanism similarly reflects GPE's efforts to coordinate with other donors to avoid duplication.²³ Such harmonization can guard against a fragmentation of aid that can undermine its effectiveness.²⁴

Of the 57 ESPIGs active at any point during FY2017, 37 percent (21 ESPIGs) used sector pooled or project co-financing funding mechanisms, considerably below the milestone of 48 percent in 2017 (Indicator 30). This figure was 31 percent (10 out of 32) for FCACs, against an FY2017 milestone of 37 percent (Figure 4.11). There was a net loss of two sector pooled grants in FY2017. Five grants closed in FY2016, of which four were stand-alone and one was sector pooled. Three new stand-alone grants became active in FY2017. In addition, one active sector pooled grant changed to a stand-alone grant due to the political situation in the country (South Sudan).

The number of sector pooled and co-financed grants decreased from 23 in FY2016 to 21 in FY2017 and the total number of grants decreased from 59 to 57.

FIGURE 4.10. Countries with relatively high CPIA scores may offer opportunities for improved alignment.

Proportion of aligned grants by CPIA quality of Public Sector Management and Institutions components



Source: GPE Secretariat, based on 2017 results framework data and World Development Indicators 2016.

Note: CPIA data are only available for 51 DCPs with data on alignment. The median of the CPIA score is used to distinguish between high and low CPIA categories.

20 Tanzania (Mainland); Tanzania (Zanzibar); Niger; Sao Tome and Principe; Côte d'Ivoire; Kyrgyz Republic; Guyana; Benin; Uzbekistan; Pakistan (Balochistan); Malawi; Lao PDR; Ghana and Sierra Leone.

21 A total of 38 grants to 35 DCPs did not meet the GPE alignment criteria in FY2017 and have CPIA data available. Fourteen of these 38 grants (37 percent of the grants that did not meet the alignment criteria) have a CPIA score that is relatively high.

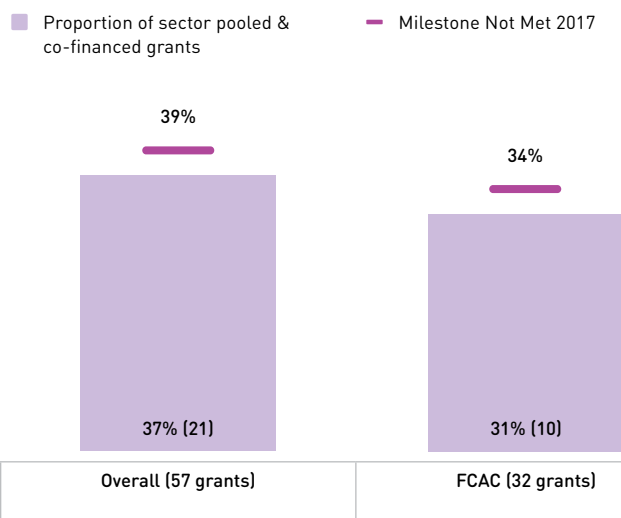
22 A total of 41 grants to 35 countries did not meet the GPE alignment criteria in FY2017. Of these 34 countries, 14 (37 percent of the grants that did not meet the alignment criteria) have a CPIA score that is relatively high.

23 The Paris Declaration defines three objectives for harmonization: (i) aid is provided through harmonized programs coordinated among donors; (ii) donors conduct their field missions together with recipient countries; and (iii) donors conduct their country analytical work together with recipient countries (<http://www.oecd.org/dac/effectiveness/45827300.pdf>, p. 2).

24 World Bank, "Donor Fragmentation and Aid Effectiveness: Aid is more effectively delivered by fewer donors" (Development Research Group brief; Washington, DC: World Bank Group, 2008); http://siteresources.worldbank.org/INTPUBSERV/Resources/477250-1172079852483/knack_print_060208.pdf.

FIGURE 4.11. There is a need for improved harmonization of GPE grants.

Proportion of grants meeting the GPE harmonization criteria



Source: GPE Secretariat, based on results framework data.

To improve grant alignment, the Secretariat has developed a roadmap that aims to (i) clarify and gradually institutionalize GPE's conceptual approach to aid alignment; (ii) strengthen country support operations to foster change at country level; (iii) capitalize and promote good practices and knowledge in DCPs and across the partnership; and (iv) engage with grant agents on aid alignment. Some of these actions are underway. For example, some knowledge products are being developed on alignment and a task force was set up to support the 2018-2020 pipeline applications and the GPE Quality Assurance Review (QAR) processes.²⁵ In addition, the Secretariat is engaging in a structured dialogue with the grant agents on alignment.

Strategic Objective 5: Build a Stronger Partnership (Indicators 32-37)

GPE is strengthening the partnership by (i) improving the clarity in roles within the partnership; (ii) promoting GPE's role in knowledge production and brokering; (iii) advocating for a global commitment and financing for education; (iv) improving GPE's organizational efficiency and effectiveness; and (v) establishing a base of evidence through monitoring and evaluation to drive GPE decisions.

Clarity in roles, responsibilities and accountabilities is a key pillar for establishing a strong partnership. OECD shows that for a partnership to be successful, every partner should know precisely why they participate, what they bring to the alliance, what to expect from others and what is to be achieved together.²⁶

The Secretariat conducted a survey of partners in GPE developing countries in 2017 regarding whether they perceived their roles to have become clearer from the previous year (Indicator 32). However, too few responses were received to report valid results on this indicator. The Secretariat will identify other ways to assess clarity of roles, based in part on the outcomes of the study on effective and efficient partnership.²⁷

The Secretariat is an important facilitator of the partnership. Its role is key to ensuring partnership effectiveness and efficiency, an element of which is the allocation of Secretariat staff time to addressing GPE's work at the country level.

²⁵ See Chapter 3 for a description of the GPE QAR processes.

²⁶ OECD, *Successful Partnerships: A Guide* (Vienna: OECD LEED Forum on Partnerships and Local Governance at ZSI [Centre for Social Innovation], January 2006), 12.

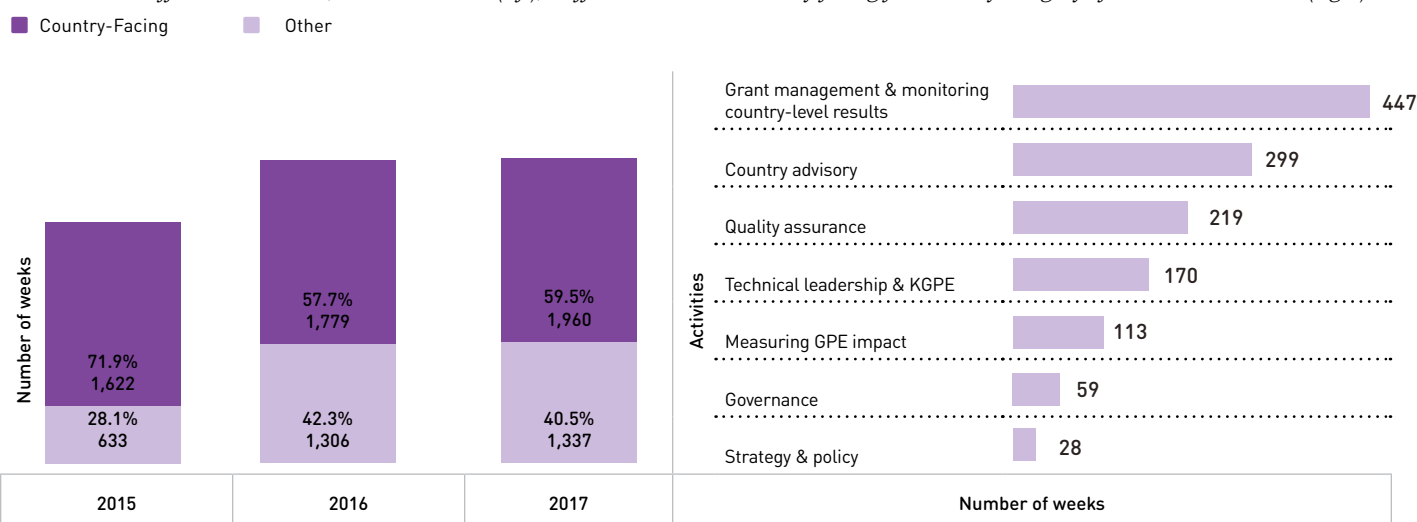
²⁷ Examination of key actors' roles in GPE's country-level operational model towards GPE 2020 delivery

The proportion of Secretariat staff time spent on country-facing functions was 41 percent in FY2017, well above the milestone of 36 percent (Indicator 36). In terms of actual hours, the total time spent on country-facing functions increased by 2.4 percent, from 1,306 weeks in FY2016 to 1,337 weeks in

FY2017. Figure 4.12 shows that Secretariat staff time is mostly spent on grant management and monitoring, as well as collection of country-level results (447 weeks) followed by country advisory activities (299 weeks).

FIGURE 4.12. The amount of Secretariat staff time devoted to country-facing work increased between FY2016 and FY2017.

Secretariat's staff time in FY2015, 2016 and 2017 (left); staff time devoted to country-facing functions by category of activities in FY2017 (right)



Source: GPE Secretariat.

To ensure a proper risk management of GPE grants, the Secretariat collects and reviews audit reports and then follows up with grant agents. In FY2016, 100 percent of the issues identified in the audit reports were addressed by the Secretariat. In FY2017, following reviews of 25 audit reports, 100 percent of significant issues identified were addressed satisfactorily (Indicator 35).

GPE also worked on global and regional advocacy of GPE's strategic goals, including financing for education, education quality and gender. GPE engaged in 26 advocacy events in FY2016, thus meeting the milestone for 2017 (Indicator 34). Appendix 4-1 provides a list of advocacy events for FY2017 only

BOX 4.3. Achievements of the 2018 replenishment conference include advocacy for better education financing.

The GPE Financing Conference took place February 1-2, 2018, in Dakar, Senegal. It was co-hosted by Macky Sall, president of Senegal and Emmanuel Macron, president of France. GPE Global Ambassador Rihanna was also in attendance. This replenishment aimed to raise significant commitments to education financing from partners, including current and new donors. GPE's replenishment registered strong participation from international organizations, country representatives and heads of state.

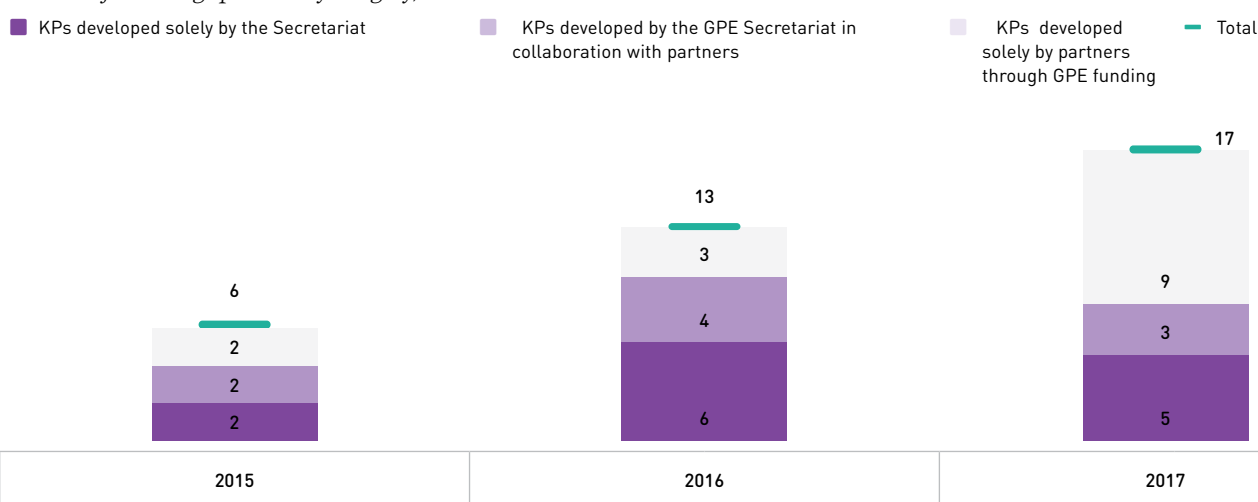
Donors pledged to provide US\$2.3 billion for the next three years, up from US\$1.3 billion received over the past three years. The European Union, the United Kingdom, Norway, France and Denmark are the top five donors per the volume of their pledges. Senegal was the first DCP to pledge to contribute to the GPE fund.

GPE does not simply advocate for more financing; it also aims to ensure that education finance contributes to the development, sharing and use of the knowledge needed to solve urgent problems in education. GPE supported the development of knowledge products that can help leverage relevant interventions from donors and stronger education policies in

DCPs. Indicator 33 of the results framework tracks the cumulative number of knowledge products developed using GPE funds or by the Secretariat.²⁸ The number of knowledge products increased from six in FY2015 to 13 in FY2016, and to 17 in FY2017 (Figure 4.13).²⁹ Overall, GPE developed or supported 36 knowledge products cumulatively between 2015 and 2017, well above the milestone of 21 knowledge products for 2017 (Indicator 33).

FIGURE 4.13. The number of knowledge products (KPs) increased in FY2017.

Number of knowledge products by category, FY2015-FY2017



Source: GPE Secretariat, based on results framework data.

28 Three types of knowledge product are considered: (i) knowledge products that the Secretariat develops solely; (ii) knowledge products that the Secretariat develops in collaboration with partners; and (iii) knowledge products that were developed solely by partners through GPE funding (specifically under the Global and Regional Activities portfolio).

29 The list of the 17 knowledge products developed in FY2017 is presented in Appendix 4-2.

Going forward, GPE will reinforce this work through the Knowledge and Innovation Exchange (KIX) and Advocacy and Social Accountability (ASA) mechanisms, strengthening capacity for learning and

feedback across the partnership. These mechanisms are currently under design and will be ready for launch by the end of calendar year 2018 (see Box 4).

BOX 4.4. KIX is a new funding mechanism designed to boost knowledge production.

KIX was approved by GPE's Board of Directors as part of the new financing and funding framework in early 2017.

KIX aims to improve the capacity of developing country partners to create and use knowledge, evidence and policy innovation to strengthen their national education systems, accelerating the achievement of GPE 2020 goals in learning, equity and strengthened systems.

KIX has three objectives:

1. Ensure more effective and impactful national education sector planning, monitoring and implementation efforts.
2. Ensure that knowledge and innovation is effectively aggregated, curated and exchanged across the partnership.
3. Accelerate the availability and use of global and regional public goods, knowledge and innovation.

KIX will have two operational components:

1. The Learning Exchange will serve as the overall program management mechanism to broker and support knowledge and innovation across the partnership and will be the central platform for coordinating all KIX activities.
2. Knowledge and Innovation Funds, comprising the majority of KIX funding, will support thematically focused global and regional activities and the development of public goods to be applied in the context of GPE support for education sector planning, sector plan implementation and their monitoring through joint sector review processes.

The Secretariat will engage an external partner to complete the design of the two KIX components in 2018. It will then contract a Learning Exchange provider with the aim of launching by November 2018. In December, competitive calls for proposals for the Knowledge and Innovation Funds will be issued for Early Childhood Care and Education, Strengthening Learning Assessment Systems, Gender Equality and Strengthening Data Systems. Calls for proposals in Teaching and Learning and Equity and Inclusion will be issued in early 2019.

GPE holds itself accountable through its 2015 monitoring and evaluation strategy. It is regularly engaged in monitoring and evaluating the partnership's work to assess its progress against GPE 2020 goals.

Indicator 37 tracks the number of results and evaluation reports published against the target for 2020. Although there is no milestone for FY2017, GPE made good progress on its M&E strategy and delivered the planned monitoring and evaluation products for the year. The partnership completed two key reports in FY2017. The GPE Results Report 2015/2016,³⁰ published in 2017, identified areas for improvement that triggered management actions to address the issues, especially those related to the availability of learning data, access to pre-primary education, gender inequality and alignment of GPE grants to DCP systems.³¹ An independent evaluation team completed the DCP pre-Board constituency meeting evaluation in April 2017.³² Based on the findings of this evaluation report, GPE is undertaking reforms of the meeting.

30 GPE, GPE Results Report 2015/2016 (Washington, DC: Global Partnership for Education, 2017).

31 GPE, "GPE Management Proposed Actions in Response to Milestones Missed for 2016" (paper for Board decision, December 2017); <https://www.globalpartnership.org/content/gpe-management-proposed-actions-response-milestones-missed-2016-december-2017>.

32 Universalialia, Development and Implementation of an Evaluation Study of the Effectiveness and Efficiency of Developing Country Partners' (DCP) Pre-Board Meetings in the Context of GPE 2020 (Montreal: Universalialia Management Group, April 2017; revised July 2017); <https://www.globalpartnership.org/content/evaluation-study-effectiveness-and-efficiency-dcp-pre-board-meetings>.

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Appendix 1-1: DCP Participation in National, Regional and International Assessments, 2011-2019

Assessment	Initial Period	Milestone Period		Target Period		Number of DCPs with 2 points in time for 2018 report (1 data point from 2011-2015 [initial period], and 1 data point from 2016-2017 [milestone period])	Number of DCPs with 2 points in time for 2020 report (1 data point from 2011-2015 [initial period] and 1 data point from 2018-2019 [target period])
	2011-2015 DCPs where one assessment was administered	2016 DCPs where one assessment was administered	2017 DCPs where one assessment was administered	2018 DCPs where one assessment was administered	2019 DCPs where one assessment was administered		
PASEC Francophone Africa Grades: 2, 6 Subjects: Math, Language	11 DCPs: Burundi, Benin, Burkina Faso, Côte d'Ivoire, Cameroon, Republic of Congo, Madagascar, Niger, Senegal, Chad, Togo	0	0	0	14 DCPs: Burundi, Benin, Burkina Faso, Côte d'Ivoire, Republic of Congo, Democratic Republic of Congo, Cameroon, Madagascar, Niger, Senegal, Chad, Togo, Guinea, Mali	0	11 DCPs: Burundi, Benin, Burkina Faso, Republic of Congo, Côte d'Ivoire, Cameroon, Madagascar, Niger, Senegal, Chad, Togo
SACMEQ/ SEACMEQ Southern and Eastern Africa Grade: 6 Subjects: Math, Language	7 DCPs: Lesotho, Malawi, Mozambique, Tanzania, Uganda, Zambia, Zimbabwe	1 DCP: Kenya	0	0	8 DCPs: Kenya, Lesotho, Malawi, Mozambique, Tanzania, Uganda, Zambia, Zimbabwe	0	7 DCPs: Lesotho, Malawi, Mozambique, Tanzania, Uganda, Zambia, Zimbabwe
LLECE Latin America Grades: 3, 6 Subjects: Math, Language, Science	2 DCPs: Honduras, Nicaragua	0	0	0	2 DCPs: Honduras, Nicaragua	0	2 DCPs: Honduras, Nicaragua

(continued)

Assessment	Initial Period	Milestone Period		Target Period		Number of DCPs with 2 points in time for 2018 report (1 data point from 2011-2015 [initial period], and 1 data point from 2016-2017 [milestone period])	Number of DCPs with 2 points in time for 2020 report (1 data point from 2011-2015 [initial period] and 1 data point from 2018-2019 [target period])
	2011-2015 DCPs where one assessment was administered	2016 DCPs where one assessment was administered	2017 DCPs where one assessment was administered	2018 DCPs where one assessment was administered	2019 DCPs where one assessment was administered		
PILNA Pacific Islands Year 4/Grade 5 and Year 6/Grade 7 depending on country (Grades 3 and 5 for Papua New Guinea) Subjects: Math, Language	1 DCP: Papua New Guinea	0	0	1 DCP: Papua New Guinea	0	0	1 DCP: Papua New Guinea
SEA-PLM Southeast Asia Grade: 5 Subjects: Math, Language (Reading & Writing), Global Citizenship	0	0	0	0	3 DCPs: Laos, Cambodia, Vietnam	0	0
PISA and PISA-D Global assessment 15-year-old students Subjects: Math, Language, Science	4 DCPs: Albania, Georgia, Moldova, Vietnam	0	4 DCPs: Cambodia Honduras, Senegal, Zambia	4 DCPs: Albania, Georgia, Moldova, Vietnam	0	0	4 DCPs: Albania, Georgia, Moldova, Vietnam
PIRLS Global assessment Grade: 4 Subjects: Language	2 DCPs: Georgia, Honduras	1 DCPs: Georgia	0	0	0	1 DCPs: Georgia	0

(continued)

Assessment	Initial Period	Milestone Period		Target Period		Number of DCPs with 2 points in time for 2018 report (1 data point from 2011-2015 [initial period], and 1 data point from 2016-2017 [milestone period])	Number of DCPs with 2 points in time for 2020 report (1 data point from 2011-2015 [initial period] and 1 data point from 2018-2019 [target period])
	2011-2015 DCPs where one assessment was administered	2016 DCPs where one assessment was administered	2017 DCPs where one assessment was administered	2018 DCPs where one assessment was administered	2019 DCPs where one assessment was administered		
TIMSS Global assessment Grades: 4, 8 Subjects: Math, Science	4 DCPs: Georgia, Ghana, Honduras, Yemen	0	0	0	3 DCPs: Albania, Georgia, Pakistan	0	1 DCPs: Georgia
NATIONAL ASSESSMENTS Includes EGRA/EGMA Representativeness: National, regional, or provincial Grades: Varies Subjects: Math, Language or Science	34 DCPs: Afghanistan, Bangladesh, Benin, Bhutan, Burkina Faso, Burundi, Cambodia, Democratic Republic of Congo, Côte d'Ivoire, Eritrea, Ethiopia, The Gambia, Georgia, Ghana, Guinea, Haiti, Honduras, Kenya, Kyrgyzstan, Laos, Madagascar, Malawi, Mali, Mongolia, Mozambique, Nepal, Nigeria, Pakistan, Papua New Guinea, Rwanda, Sudan, Uganda, Zambia, Zimbabwe	15 DCPs: Burkina Faso, Côte d'Ivoire, Ethiopia, Ghana, Haiti, Honduras, Kenya, Malawi, Madagascar, Mozambique, Nepal, Rwanda, Sao Tome and Principe, Uganda, Zambia	11 DCPs: Bangladesh, Bhutan, Cambodia, Democratic Republic of Congo, Haiti, Honduras, Kyrgyzstan, Laos, Mongolia, Nepal, Uganda	6 DCPs: Burkina Faso, Eritrea, Honduras, Nepal, Uganda, Zambia	5 DCPs: Georgia, Honduras, Nepal, Sao Tome and Principe, Uganda	8 DCPs: Bangladesh, Côte d'Ivoire, Ethiopia, Honduras, Cambodia, Laos, Nepal, Rwanda	3 DCPs: <i>(continued)</i> Georgia, Honduras, Nepal

(continued)

Assessment	Initial Period	Milestone Period		Target Period		Number of DCPs with 2 points in time for 2018 report (1 data point from 2011-2015 [initial period], and 1 data point from 2016-2017 [milestone period])	Number of DCPs with 2 points in time for 2020 report (1 data point from 2011-2015 [initial period] and 1 data point from 2018-2019 [target period])
	2011-2015 DCPs where one assessment was administered	2016 DCPs where one assessment was administered	2017 DCPs where one assessment was administered	2018 DCPs where one assessment was administered	2019 DCPs where one assessment was administered		
TOTAL (ALL ASSESSMENTS COMBINED)						9 DCPs: Bangladesh, Côte d'Ivoire, Ethiopia Honduras, Georgia, Cambodia, Laos, Nepal, Rwanda	26 DCPs: Albania, Burundi, Benin, Burkina Faso, Cameroon, Republic of Congo, Côte d'Ivoire, Georgia, Honduras, Lesotho, Moldova, Madagascar, Mozambique, Malawi, Niger, Nicaragua, Nepal, Papua New Guinea, Senegal, Chad, Togo, Tanzania, Uganda, Vietnam, Zambia, Zimbabwe

Appendix 1-2: GPE Developing Country Partners Participating in MICS Data Collection, 2015-2019

Round	Country	Year	Status
MICS6	Sudan	2018-2019	Survey design
MICS6	Central African Republic	2018	Survey design
MICS6	Chad	2018	Survey design
MICS6	Gambia	2018	Data collection
MICS6	Lesotho	2018	Survey design
MICS6	Madagascar	2018	Survey design
MICS6	Pakistan (Sindh)	2018	Survey design
MICS6	Sierra Leone	2017	Data processing/analysis
MICS5	Côte d'Ivoire	2016	Completed
MICS5	Guinea	2016	Completed
MICS5	Congo	2015-2016	Completed
MICS5	Senegal (Dakar City)	2015-2016	Completed
MICS5	Mali	2015	Completed

Source: MICS website, <http://mics.unicef.org/>

Note: It is assumed that data will be available one year after the data collection. Data from 2015, 2016 and 2017 will be used for the 2018 milestone, and 2018 and 2019 data will be used for the 2020 milestone.

Appendix 1-3: Mapping of SDG Indicators and the GPE Results Framework Indicators

SDG 4 Indicators	GPE Results Framework Indicators (Strategic Goal 1 and Strategic Goal 2)
4.1.1 Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	Indicator 1 ¹ : Proportion of DCPs showing improvement on learning outcomes (basic education)
4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	Indicator 2: Percentage of children under 5 years of age who are developmentally on track in terms of health, learning and psychosocial well-being
4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex	Indicator 6: Pre-primary gross enrollment ratio
4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	Indicator 4: Proportion of children who complete (a) primary education; (b) lower secondary education Indicator 7: Out-of-school rate for (a) children of primary school age; (b) children of lower secondary school age
4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	
4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others, such as disability status, indigenous peoples and affected by fragility and conflict, as data become available) for all education indicators on this list that can be disaggregated	Indicator 5: Proportion of DCPs within set thresholds for gender parity index of completion rates for (a) primary education; (b) lower secondary education Indicator 8: Gender parity index of out-of-school rate for (a) primary education; (b) lower secondary education Indicator 9: Equity index
4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	
4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment	
4.a.1 Proportion of schools with access to (a) electricity, (b) internet for pedagogical purposes, and (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per WASH indicator definitions)	

(continued)

¹ GPE's results framework (Indicator 1) measures the proportion of DCPs that show improvement over two iterations of comparable learning assessments. However, Chapter 1 of this report also describes the proportion of children achieving minimum proficiency in reading and mathematics across selected DCPs.

SDG 4 Indicators	GPE Results Framework Indicators (Strategic Goal 1 and Strategic Goal 2)
4.b.1 Volume of official development assistance flows for scholarships by sector and type of study	
4.c.1 Proportion of teachers in (a) pre-primary education, (b) primary education, (c) lower secondary education, and (d) upper secondary education who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex	

Appendix 2-1: List of Key Education Indicators to Be Reported to UIS (Indicator 14)

Category I: Outcome indicators

- Pre-primary gross enrollment rate
- Primary gross intake rate
- Primary gross enrollment ratio
- Primary completion rate
- Lower secondary completion rate

Category II: Service-delivery indicators

- Pupil-teacher ratio, primary education
- Pupil-teacher ratio, lower secondary education
- Percentage of teachers trained, primary education
- Percentage of teachers trained, lower secondary education

Category III: Financing indicators

- Public expenditure on education as percentage of GDP
- Public expenditure on education as percentage of public expenditure
- Educational expenditure in primary as percentage of total educational expenditure

Appendix 3-1: Quality Standard for Credible Education Sector Plans²

1. **Guided by an overall vision:** Overall direction indicating (i) government's development policy, (ii) approach to reach government goal, and (iii) principles and values that will guide the approach.
2. **Strategic:** Identification of strategies for achieving the vision, including human, technical and financial capacities required, and priorities.
3. **Holistic:** Coverage of all sub-sectors: early childhood education, primary, secondary and higher education, non-formal education and adult literacy.
4. **Evidence-based:** Inclusion of an education sector analysis providing data and assessments that form the information base on which strategies and programs are developed.
5. **Achievable:** Inclusion of an analysis of current trends and hypotheses for overcoming financial, technical and political constraints to effective implementation. It includes a framework for budget and management decisions.
6. **Sensitive to the context:** Inclusion of an analysis of country vulnerabilities — for example, conflicts, disasters and economic crises. It addresses preparedness, prevention and risk mitigation.
7. **Attentive to disparities:** Recognition of differences and inequalities between student groups (defined by location, socioeconomic, ethnic characteristics, or abilities) in education access and quality.

² UNESCO IIEP and GPE. Guidelines for Education Sector Plan Preparation. Paris: UNESCO International Institute for Education Planning and Washington, DC: Global Partnership for Education, 2015.

Appendix 3-2: Quality Standard for Transitional Education Plans³

1. **Evidence-based:** Identification of key challenges through an evidence-based analysis of the education system (education sector analysis, or the best available data).
2. **Sensitive to context and attentive to disparities:** Inclusion of analysis of the country vulnerabilities — for example, conflicts, disasters, or political or economic crises on education, as well as the potential for tensions through the education system.
3. **Strategic:** Inclusion of strategies for immediate needs and building the foundation for realizing the system's long-term vision, including arguments for the choice of these strategies.
4. **Targeted:** Focus on critical education needs in the short and medium terms, and on system capacity development, including the preparation of the next ESP.
5. **Operational:** Inclusion of a feasible, multiyear plan with implementation and financial hypotheses for meeting priorities and developing strategies to overcome financial, data, technical and political constraints.

Appendix 3-3: Quality Standards for Strategies in Teaching and Learning, Response to Marginalized Groups, and Efficiency

1. **Evidence-based:**⁴ Including the identification of the underlying causes of the challenges.
2. **Relevant:** Addressing the underlying causes of the challenges.
3. **Coherent:** Aligning the action plan to the strategies.
4. **Measurable:** Including indicators with targets.
5. **Implementable:** Identifying cost, funding source, responsible entity and time frames for operationalization.

3 UNESCO IIEP and GPE. Guidelines for Transitional Education Plan Preparation. Paris: UNESCO International Institute for Education Planning and Washington, DC: Global Partnership for Education, 2016.

4 This standard examines whether the underlying causes of the issues have been correctly identified. On the other hand, the standard 4 for 16a, which is identical, only looks at education sector analysis, i.e., whether an ESA was produced.

Appendix 3-4: Proportion of ESPs Meeting Each Quality Standards for Thematic Strategies (Baseline [2014-2015; N=16] and CY2016-17 [N=21])

LEGEND: ■ Met ■ Not Met

Indicator 16b: Strategy for teaching and learning

QS1: Evidence-based



QS2: Relevant



QS3: Coherent



QS4: Measurable



QS5: Implementable



Met at least 4 standards



Indicator 16c: Strategy to respond to marginalized groups**QS1: Evidence-based****QS2: Relevant****QS3: Coherent****QS4: Measurable****QS5: Implementable****Met at least 4 standards**

Indicator 16d: Strategy for improved efficiency**QS1: Evidence-based****QS2: Relevant****QS3: Coherent****QS4: Measurable****QS5: Implementable****Met at least 4 standards**

Source: GPE Secretariat

Appendix 3-5: Proportion of TEPs Meeting Each Quality Standard for Thematic Strategies (Baseline [2014-2015, N=3] and CY2016-17 [N=2])

LEGEND: ■ Met ■ Not Met

Indicator 16b: Strategy for teaching and learning

QS1: Evidence-based

Baseline (2014&15)	100% [3]
2016-2017	100% [2]

QS2: Relevant

Baseline (2014&15)	100% [3]
2016-2017	100% [2]

QS3: Coherent

Baseline (2014&15)	100% [3]
2016-2017	100% [2]

QS4: Measurable

Baseline (2014&15)	67% [2]	33% [1]
2016-2017	100% [2]	

QS5: Implementable

Baseline (2014&15)	100% [3]	
2016-2017	50% [1]	50% [1]

Met at least 4 standards

Baseline (2014&15)	100% [3]
2016-2017	100% [2]

(continued)

Indicator 16c: Strategy to respond to marginalized groups**QS1: Evidence-based**

Baseline (2014&15)	100% (3)
2016-2017	100% (2)

QS2: Relevant

Baseline (2014&15)	100% (3)
2016-2017	100% (2)

QS3: Coherent

Baseline (2014&15)	100% (3)
2016-2017	50% (1)

QS4: Measurable

Baseline (2014&15)	67% (2)
2016-2017	50% (1)

QS5: Implementable

Baseline (2014&15)	100% (3)
2016-2017	50% (1)

Met at least 4 standards

Baseline (2014&15)	100% (3)
2016-2017	50% (1)

(continued)

Indicator 16d: Strategy for improved efficiency**QS1: Evidence-based**

Baseline (2014&15)	100% (3)
2016-2017	100% (2)

QS2: Relevant

Baseline (2014&15)	100% (3)
2016-2017	100% (2)

QS3: Coherent

Baseline (2014&15)	67% (2)	33% (1)
2016-2017	100% (2)	

QS4: Measurable

Baseline (2014&15)	67% (2)	33% (1)
2016-2017	100% (2)	

QS5: Implementable

Baseline (2014&15)	100% (3)	
2016-2017	50% (1)	50% (1)

Met at least 4 standards

Baseline (2014&15)	67% (2)	(1)33%
2016-2017	100% (2)	

Source: GPE Secretariat

Appendix 3-6: Quality Standards for Joint Sector Review

- 1. Participatory and inclusive:** The JSR includes effective and transparent participation from all education sector stakeholders. This dimension represents inclusion (who is at the table) and participation (engagement and contribution to the proceedings).
- 2. Evidence-based:** The JSR is informed by evidence as a measure of technical credibility in monitoring. This includes education and financial data from the year under review.
- 3. Aligned to shared policy frameworks:** A JSR is aligned to a policy framework, shared with stakeholders, against which results are monitored and remedial actions are agreed upon.
- 4. A monitoring tool:** The JSR monitors sector performance and key indicators of the ESP/TEP and overall sector progress. Monitoring should be viewed as more than education stocktaking or accounting for outputs; it should also encompass a learning function, where shortcomings in implementation and how to improve implementation are discussed.
- 5. Instrument for change effectively embedded into a policy cycle:** Robust and actionable recommendations from the JSR feed the next policy cycle, ensuring a JSR is used as an instrument of change, influencing future policy planning and budget preparation and execution.

Appendix 3-7: Implementation Status of ESPIG, by Region (FY2017)

	East Asia and Pacific	Europe and Central Asia	Latin America and Caribbean	Middle East and North Africa	South Asia	Sub- Saharan Africa	Total
On track		1	2		2	4	9
Slightly Behind	2	2	1		1	23	29
Delayed			1	2	1	6	10
Total	2	3	4	2	4	33	48

Source: GPE Secretariat

Appendix 4-1: List of Advocacy Events in FY2017⁵

Events	Dates
Global Citizen concert	September 24, 2016
ADEA Continental Consultation Forum	November 22-23, 2016
ANCEFA Regional Policy Forum	December 16, 2016
Together for 2030: Partnering to deliver a sustainable future for all	September 13-26, 2016
A Roadmap to Achieve the Learning Generation high-level event	January 13, 2017
SDG4-ED2030 Regional Forum for East Africa	February 15-16, 2017
Comparative International Education Society conference panel participation	March 5-9, 2017
ADEA Triennale	March 14-17, 2017
Roundtable on Education Financing	March 15, 2017
Side-event at 2017 Global Education and Skills Forum: Building Blocks — How High-Quality Early Childhood Development Enables Children to Reach Their Full Potential	March 19, 2017
High-level SDG action event on education	June 1, 2017
Gender Is My Agenda Campaign (GIMAC) Pre-Consultative Meeting and AU Summit	June 27-July 4, 2017

⁵ Additional data became available on three advocacy events in FY2016, after the publication of the 2015/2016 Results Report. Therefore, there were a total of 14 advocacy events in FY2016.

Appendix 4-2: List of Knowledge Products Developed in FY2017⁶

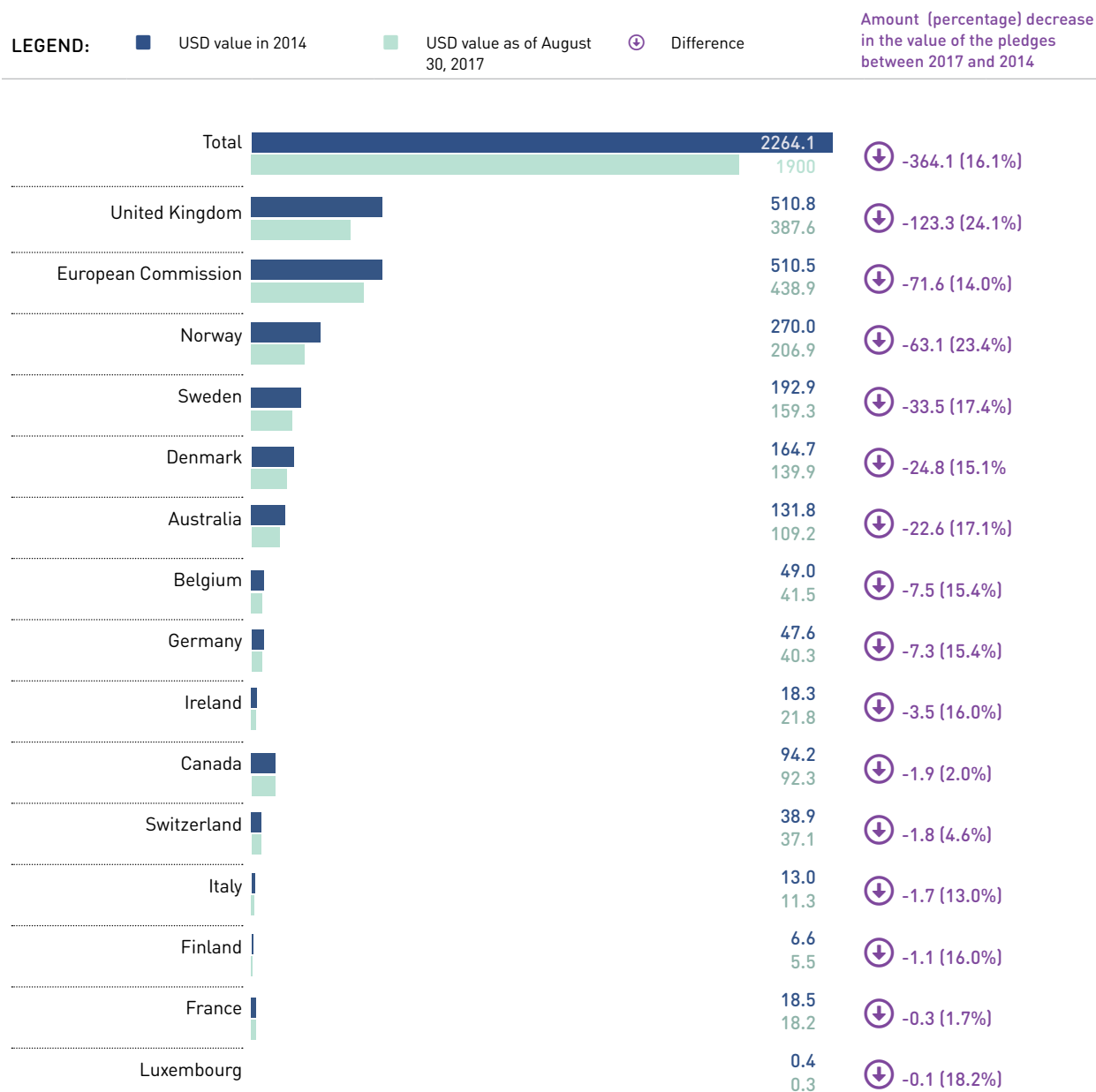
Names of knowledge products developed		KPs developed solely by Secretariat	KPs developed by Secretariat in collaboration with partners	KPs developed solely by partners through GPE funding
1	Thematic Mapping: A selection of tools and resources for planning in countries affected by fragility and conflict (a complement to the Guidelines for Transitional Education Plan Preparation)		✕	
2	Advancing Gender Equality in Education Across GPE Countries	✕		
3	A Rigorous Review of Global Research Evidence on Policy and Practice on School-Related Gender-Based Violence			✕
4	GPE's Engagement on Domestic Financing for Education	✕		
5	GPE's Work for Early Childhood Care and Education	✕		
6	Teaching and Learning to Read in a Multilingual Context: Ways forward for three sub-Saharan African countries (Burkina Faso, Niger, Senegal)			✕
7	Guidance for Developing Gender-Responsive Education Sector Plans		✕	
8	Girls' Education and Gender in Education Sector Plans and GPE-Funded Programs	✕		
9	Guidelines for Transitional Education Plan Appraisal		✕	
10	Effective Joint Sector Reviews as (Mutual) Accountability Platforms	✕		
11	Economic Impacts of Child Marriage: Global Synthesis Report (conference edition) June 2017			✕

(continued)

⁶ After the publication of the 2016 Results Report, new data for FY2015 and FY2016 became available. In FY2015, there were six knowledge products developed and disseminated; in FY2016, there were 13. These add up to a cumulative value of 19 knowledge products developed and disseminated by FY2016.

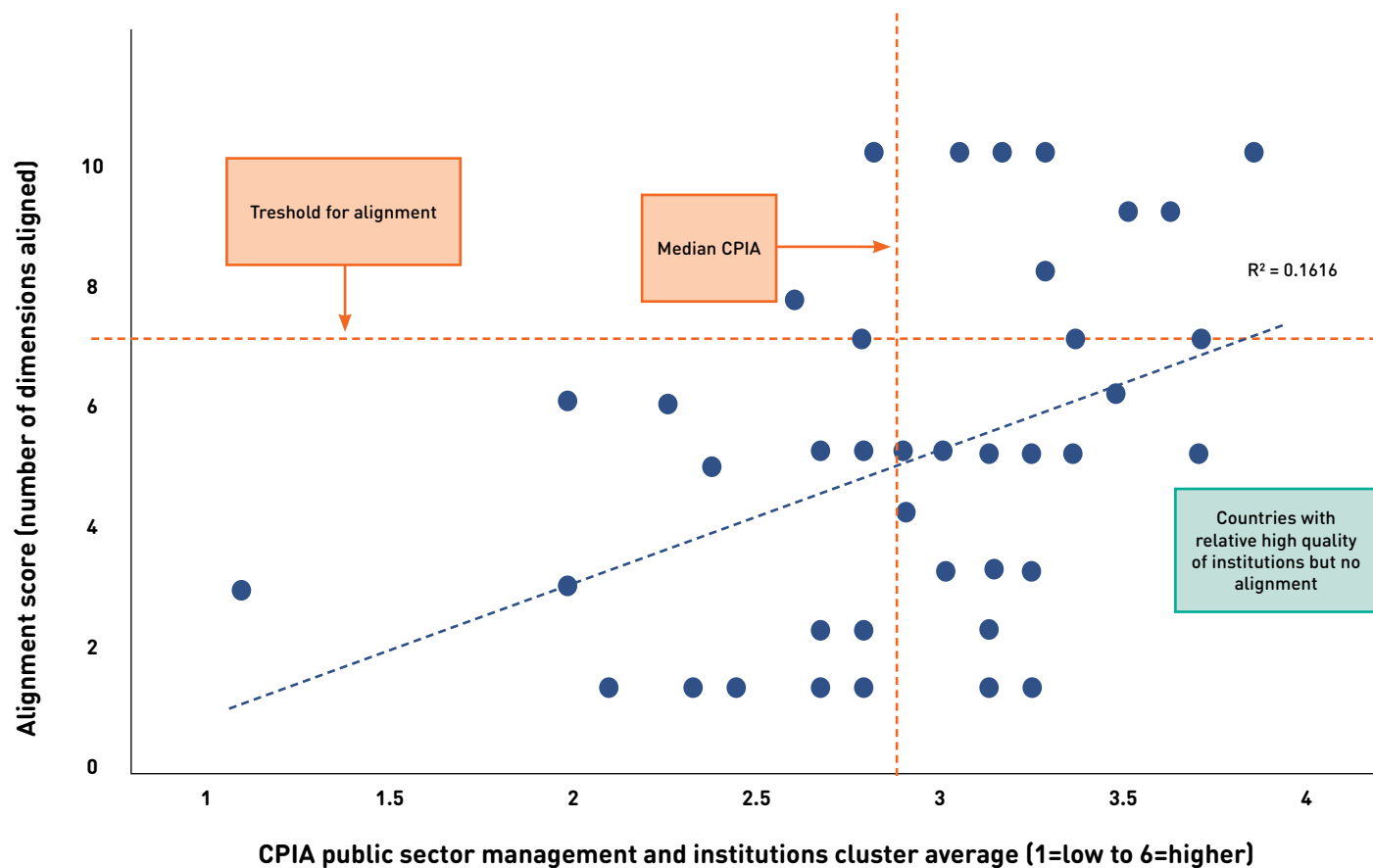
	Names of knowledge products developed	KPs developed solely by Secretariat	KPs developed by Secretariat in collaboration with partners	KPs developed solely by partners through GPE funding
12	Economic Impacts of Child Marriage: Work, Earnings and Household Welfare Brief			✕
13	Transferencias financieras a escuelas y el derecho a la educación. El caso del Programa Hondureño de Educación Comunitaria			✕
14	Les syntheses de l'iipe: Améliorer le financement de l'éducation: utilisation et utilité des subventions aux écoles. Madagascar.			✕
15	Les syntheses de l'iipe: Améliorer le financement de l'éducation: utilisation et utilité des subventions aux écoles. Haiti			✕
16	Les syntheses de l'iipe: Améliorer le financement de l'éducation: utilisation et utilité des subventions aux écoles. République démocratique du Congo			✕
17	Les syntheses de l'iipe: Améliorer le financement de l'éducation: utilisation et utilité des subventions aux écoles. Togo			✕

Appendix 4-3: U.S. Dollar Value of the Pledges in 2014 and 2017 (left); Decrease in the Value of Donor's Pledges between 2014 and 2017 in Percentage (right)



Source: GPE Secretariat

Appendix 4-4: Alignment Score and CPIA⁷



Source: GPE Secretariat, based on results framework data, 2017, World Development Indicator, 2016

⁷ World Bank (2016) World Development Indicators.

Appendix A: GPE 2020 Result Indicators⁸

IMPACT: Improved and more equitable learning outcomes Increased equity, gender equality and inclusion						
Strategic Goal 1: Improved and more equitable student learning outcomes through quality teaching and learning						
Indicator	Baseline CY2000-2015; N=20 DCPs (4 FCAC ⁹)		Milestone 2017	Milestone 2017 Status	Target 2020	
1. Proportion of develop- ing country partners (DCPs) showing improvement on learning outcomes (basic education)	Overall:	65%	First milestone set for 2018	Baseline	70% ¹⁰	
	FCAC:	50%	First milestone set for 2018	Baseline	75%	
Indicator	Baseline CY2011-2014; N=22 DCPs (6 FCAC)		Milestone 2017	Milestone 2017 Status	Target 2020	
2. Percentage of children under 5 years of age who are developmentally on track in terms of health, learning and psychosocial well-being	Overall:	66%	First milestone set for 2018	Baseline	74%	
	FCAC:	62%	-	-	-	
	Female:	68%	First milestone set for 2018	Baseline	75%	

IMPACT: Improved and more equitable learning outcomes Increased equity, gender equality and inclusion						
Strategic Goal 2: Increased equity, gender equality and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity and conflict or fragility						
Indicator	Baseline CY2015; N=49 DCPs (24 FCAC)		Milestone 2017 CY2017; N=56 DCPs (28 FCAC)		Milestone 2017 Status	Target 2020
3. Cumulative number of equivalent children supported for a year of basic education (primary and lower second- ary) by GPE	Overall:	7.2 million	Planned:	17.3 million	Met	n/a
			Achieved:	18.5 million		
	FCAC:	5.6 million	Planned:	9.5 million	Met	n/a
			Achieved:	14 million		
	Female:	3.4 million	Planned:	8.3 million	Met	n/a
			Achieved:	8.8 million		

⁸ In this table, the core indicators are indicated in blue font. Please note that “-” stands for not available and “n/a” means not applicable.

⁹ The Term ‘countries affected by fragility and conflict’ was formerly ‘fragile and conflict-affected countries (FCAC)’. The abbreviated form, FCAC is still used to refer to this classification

¹⁰ The 2020 targets (both overall and FCAC) have been revised based on new baseline sample, which consists of 20 DCPs (including four FCAC).

IMPACT: Improved and more equitable learning outcomes | Increased equity, gender equality and inclusion
Strategic Goal 2: Increased equity, gender equality and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity and conflict or fragility

Indicator	Baseline 2013; N=61 DCPs (28 FCAC)		Milestone 2017 2015; N=61 DCPs (28 FCAC)		Milestone 2017 Status	Target 2020
4. Proportion of children who complete (a) primary education; (b) lower secondary education	Primary Education:					
	Overall:	72.5%	Planned:	74.8%	Met	78.3%
			Achieved:	76.1%		
	FCAC:	68.1%	Planned:	70.6%	Not met	74.6%
			Achieved:	68.3%		
	Female:	70.1%	Planned:	72.3%	Met	75.9%
			Achieved:	73.9%		
	Lower Secondary Education:					
	Overall:	47.9%	Planned:	49.5%	Met	52.1%
			Achieved:	50.2%		
	FCAC:	41.1%	Planned:	42.7%	Met	45.4%
			Achieved:	42.8%		
	Female:	45.7%	Planned:	48.1%	Met with tolerance	51.8%
			Achieved:	47.9%		
Indicator	Baseline 2013; N=61 DCPs (28 FCAC)		Milestone 2017 2015; N=61 DCPs (28 FCAC)		Milestone 2017 Status	Target 2020
5. Proportion of GPE DCPs within set thresholds for gender parity index of completion rates for (a) primary education; (b) lower secondary education	Primary Education:					
	Overall:	62%	Planned:	65%	Met	69%
			Achieved:	66%		
	FCAC:	54%	Planned:	55%	Met	61%
			Achieved:	57%		

IMPACT: Improved and more equitable learning outcomes | Increased equity, gender equality and inclusion
Strategic Goal 2: Increased equity, gender equality and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity and conflict or fragility

5. Proportion of GPE DCPs within set thresholds for gender parity index of completion rates for (a) primary education; (b) lower secondary education (continued...)	Lower Secondary Education:					
	Overall:	49%	Planned:	56%	Not met	66%
			Achieved:	51%		
	FCAC:	36%	Planned:	38%	Met	54%
			Achieved:	39%		
Indicator	Baseline 2013; N=61 DCPs (28 FCAC)	Milestone 2017 2015; N=61 DCPs (28 FCAC)		Milestone 2017 Status	Target 2020	
6. Pre-primary gross enrollment ratio	Overall:	28.2%	Planned:	29.8%	Met	32.2%
			Achieved:	37.2%		
	FCAC:	22.6%	Planned:	24.0%	Met	26.0%
			Achieved:	35.5%		
	Female:	27.5%	Planned:	29.1%	Met	31.6%
			Achieved:	36.7%		
Indicator	Baseline 2013; N=61 DCPs (28 FCAC)	Milestone 2017 2015; N=61 DCPs (28 FCAC)		Milestone 2017 Status	Target 2020	
7. Out-of-school rate for (a) children of primary school age; (b) children of lower secondary school age	Children of Primary School Age:					
	Overall:	20.3%	Planned:	19.0%	Met with tolerance	17.0%
			Achieved:	19.4%		
	FCAC:	25.8%	Planned:	24.2%	Not met	21.7%
			Achieved:	25.9%		
	Female:	22.7%	Planned:	21.1%	Met with tolerance	18.6%
			Achieved:	22.0%		

IMPACT: Improved and more equitable learning outcomes | Increased equity, gender equality and inclusion
Strategic Goal 2: Increased equity, gender equality and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity and conflict or fragility

7. Out-of-school rate for (a) children of primary school age; (b) children of lower secondary school age (continued...)	Children of Lower Secondary School Age:					
	Overall:	33.4%	Planned:	32.0%	Met with tolerance	29.9%
			Achieved:	32.9%		
	FCAC:	38.4%	Planned:	36.0%	Not met	32.4%
			Achieved:	40.8%		
	Female:	35.3%	Planned:	33.3%	Met with tolerance	30.2%
Achieved:			34.1%			
Indicator	Baseline 2013; N=61 DCPs (28 FCAC)		Milestone 2017 2015; N=61 DCPs (28 FCAC)		Milestone 2017 Status	Target 2020
8. Gender parity index of out-of-school rate for (a) primary education; (b) lower secondary education	Primary Education:					
	Overall:	1.27	Planned:	1.25	Not met	1.22
			Achieved:	1.30		
	FCAC:	1.34	Planned:	1.32	Not met	1.29
			Achieved:	1.40		
	Lower Secondary Education:					
	Overall:	1.12	Planned:	1.09	Met	1.04
			Achieved:	1.08		
	FCAC:	1.19	Planned:	1.15	Met	1.10
			Achieved:	1.14		

IMPACT: Improved and more equitable learning outcomes | Increased equity, gender equality and inclusion**Strategic Goal 2: Increased equity, gender equality and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity and conflict or fragility**

Indicator	Baseline CY2010-2014; N=59 DCPs (27 FCAC)		Milestone 2017 CY2010-2016; N=59 DCPs (27 FCAC)		Milestone 2017 Status	Target 2020
9. Equity index	Overall:	32%	Planned:	36%	Met	42%
			Achieved:	42%		
	FCAC:	33%	Planned:	37%	Met	43%
			Achieved:	41%		

OUTCOME: Strategic Goal 3: Effective and efficient education systems**Strategic Goal 3: Effective and efficient education systems delivering equitable, quality educational services for all**

Indicator	Baseline CY2015; N=49 DCPs (22 FCAC)		Milestone 2016 ¹¹ 2016; N= 42 (19 FCAC)		Milestone 2016 Status	Target 2020
10. Proportion of DCPs that have (a) increased their public expenditure on education, or (b) maintained sector spending at 20% or above	Overall:	78% (a - 24%; b - 53%)	Planned:	76%	Met	90%
			Achieved:	79% (a - 29%, b - 50%)		
	FCAC:	77% (a - 32%; b - 45%)	Planned:	74%	Not met	86%
			Achieved:	63% (a - 21%, b - 42%)		
Indicator	Baseline CY2010-2014; N=21 DCPs (11 FCAC) ¹²		Milestone 2017		Milestone 2017 Status	Target 2020
11. Equitable allocation of teachers, as measured by the relationship (R2) between the number of teachers and the number of pupils per school in each DCP	Overall:	29%	First milestone set for 2018		Baseline	48%
	FCAC:	18% ¹³	-		-	-

¹¹ CY2017 data will be available by June 2018 and will be published in the next Results Report.

¹² Revised N for FCAC is 12.

¹³ Revised value is 25%.

OUTCOME: Strategic Goal 3: Effective and efficient education systems**Strategic Goal 3: Effective and efficient education systems delivering equitable, quality educational services for all**

Indicator	Baseline 2013; N=55 DCPs (24 FCAC)		Milestone 2017 2015; N=49 DCPs (20 FCAC)		Milestone 2017 Status	Target 2020
12. Proportion of DCPs with pupil/trained teacher ratio below threshold (<40) at the primary level	Overall:	25%	Planned:	29%	Not met	35%
			Achieved:	24%		
	FCAC:	13%	Planned:	17%	Not met	21%
			Achieved:	15%		
Indicator	Baseline CY2010-2014; N=19 DCPs (12 FCAC)		Milestone 2017		Milestone 2017 Status	Target 2020
13. Repetition and dropout impact on efficiency, as measured by the internal efficiency coefficient at the primary level in each DCP	Overall:	26%	First milestone set for 2018		Baseline	42%
	FCAC:	17%	Target set for 2020		Baseline	25%
Indicator	Baseline 2012-2013; N=61 DCPs(28 FCAC)		Milestone 2017 2014-2015; N=61 DCPs (28 FCAC)		Milestone 2017 Status	Target 2020
14. Proportion of DCPs reporting at least 10 of 12 key international education indicators to UIS (including key outcomes, service delivery and financing indicators as identified by GPE)	Overall:	30%	Planned:	38%	Not met	66%
			Achieved:	30%		
	FCAC:	32%	Planned:	39%	Not met	54%
			Achieved:	21%		
Indicator	Baseline CY2011-2015; N=60 DCPs (28 FCAC)		Milestone 2017		Milestone 2017 Status	Target 2020
15. Proportion of DCPs with a learning assessment system within the basic education cycle that meets quality standards	Overall:	32%	First milestone set for 2018		Baseline	47%
	FCAC:	21%	First milestone set for 2018		Baseline	36%

COUNTRY-LEVEL OBJECTIVES: Strategic Objective 1: Strengthen education sector planning and policy implementation
Support evidence-based, nationally owned sector plans focused on equity, efficiency and learning

Indicator		Baseline CY2014-2015; N=19 sector plans (16 ESPs and 3 TEPs)	Milestone 2017	Milestone 2017 Status	Target 2020
16.a Proportion of endorsed (a) education sector plans (ESP) or (b) transitional education plans (TEP) meeting quality standards	Overall:	58% of ESPs/TEPs met at least the minimum number of quality standards	First milestone set for 2018	Baseline	100%
	ESPs:	56% of ESPs met at least 5 out of 7 quality standards	First milestone set for 2018	Baseline	100%
	TEPs:	67% of TEPs met at least 3 out of 5 quality standards	First milestone set for 2018	Baseline	100%
Indicator		Baseline CY2014-2015; N=19 sector plans (16 ESPs and 3 TEPs)	Milestone 2017	Milestone 2017 Status	Target 2020
16.b Proportion of ESPs/TEPs that have a teaching and learning strategy meeting quality standards	Overall:	58% of ESPs/TEPs met at least 4 out of 5 quality standards	First milestone set for 2018	Baseline	100%
	ESPs:	50% of ESPs met at least 4 out of 5 quality standards	First milestone set for 2018	Baseline	100%
	TEPs:	100% of TEPs met at least 4 out of 5 quality standards	First milestone set for 2018	Baseline	100%

COUNTRY-LEVEL OBJECTIVES: Strategic Objective 1: Strengthen education sector planning and policy implementation

Support evidence-based, nationally owned sector plans focused on equity, efficiency and learning

Baseline CY2014-2015; N=19 sector plans (16 ESPs and 3 TEPs)					
Indicator			Milestone 2017	Milestone 2017 Status	Target 2020
16.c Proportion of ESPs/TEPs with a strategy to respond to marginalized groups that meets quality standards (including gender, disability and other context-relevant dimensions)	Overall:	68% of ESPs/TEPs met at least 4 out of 5 quality standards	First milestone set for 2018	Baseline	100%
	ESPs:	63% of ESPs met at least 4 out of 5 quality standards	First milestone set for 2018	Baseline	100%
	TEPs:	100% of TEPs met at least 4 out of 5 quality standards	First milestone set for 2018	Baseline	100%
Baseline CY2014-2015; N=19 sector plans (16 ESPs and 3 TEPs)					
Indicator			Milestone 2017	Milestone 2017 Status	Target 2020
16.d Proportion of ESPs/TEPs with a strategy to improve efficiency that meets quality standards	Overall:	53% of ESPs/TEPs met at least 4 out of 5 quality standards	First milestone set for 2018	Baseline	100%
	ESPs:	50% of ESPs met at least 4 out of 5 quality standards	First milestone set for 2018	Baseline	100%
	TEPs:	67% of TEPs met at least 4 out of 5 quality standards	First milestone set for 2018	Baseline	100%
Enhance sector plan implementation through knowledge and good practice exchange, capacity development, and improved monitoring and evaluation, particularly in the areas of teaching and learning and equity and inclusion					
Baseline FY2015; N=1 ESPIG application identified with data gaps to inform key indicators					
		Milestone 2017 FY2017; N=0 ESPIG application identified with data gaps to inform key indicators		Milestone 2017 Status	Target 2020
17. Proportion of DCPs or states with a data strategy that meets quality standards	100%	Planned:	100%	No grants applicable	100%
		Achieved:	n/a		

COUNTRY-LEVEL OBJECTIVES: Strategic Objective 2: Support mutual accountability through effective and inclusive sector policy dialogue and monitoring

Promote inclusive and evidence-based sector policy dialogue and sector monitoring, through government-led local education groups and the joint sector review process, with participation from civil society, teachers' organizations, the private sector and all development partners

Indicator		Baseline CY2015; N=35 JSRs (20 in FCAC)	Milestone 2017 CY2017; N=19 JSRs (11 in FCAC)		Milestone 2017 Status	Target 2020
18. Proportion of joint sector reviews (JSRs) meeting quality standards	Overall:	29% of JSRs met at least 3 out of 5 standards quality	Planned:	53%	Not met	90%
			Achieved:	32%		
	FCAC:	25% of JSRs met at least 3 out of 5 quality standards	Planned:	51%	Not met	90%
			Achieved:	18%		

Strengthen the capacity of civil society and teacher organizations to engage in evidence-based policy dialogue and sector monitoring on equity and learning, leveraging social accountability to enhance the delivery of results

Indicator		Baseline FY2016; N=61 LEGs (28 in FCAC)	Milestone 2017 FY2017; N=62 LEGs (31 in FCAC)		Milestone 2017 Status	Target 2020
19. Proportion of LEGs with (a) civil society and (b) teacher representation	Overall:	44% (a – 77%; b – 48%)	Planned:	48%	Met	59%
			Achieved:	53% (a – 87%, b – 56%)		
	FCAC:	55% (a – 77%; b – 58%)	Planned:	59%	Met	70%
			Achieved:	61% (a – 90%, b – 65%)		

COUNTRY-LEVEL OBJECTIVES: Strategic Objective 3: GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency and learning
(a) GPE financing is used to improve national monitoring of outcomes, including learning

Indicator	Baseline FY2015; N=53 active ESPIGs at the end of FY (29 in FCAC)		Milestone 2017		Target 2020
				Milestone 2017 Status	
20. Proportion of grants supporting EMIS/learning assessment systems	Overall:	38%	First milestone set for 2018		60%
	FCAC:	34%	First milestone set for 2018		51%

(b) GPE financing is used to improve teaching and learning in national education systems

Indicator	Baseline FY2016; N=13 overall, (9 FCAC)		Milestone 2017 FY2017; N=14 overall, (9 FCAC)		Milestone 2017 Status	Target 2020
21. Proportion of textbooks purchased and distributed through GPE grants, out of the total planned by GPE grants	Overall:	74%	Planned:	78%	Met	90%
			Achieved:	114%		
	FCAC:	71%	Planned:	76%	Met	90%
			Achieved:	118%		

Indicator	Baseline FY2016; N=30 overall, (17 FCAC)		Milestone 2017 FY2017; 38 overall (22 FCAC)		Milestone 2017 Status	Target 2020
22. Proportion of teachers trained through GPE grants, out of the total planned by GPE grants	Overall:	86%	Planned:	87%	Met	90%
			Achieved:	98%		
	FCAC:	83%	Planned:	85%	Met	90%
			Achieved:	90%		

(c) GPE financing is used to improve equity and access in national education systems

Indicator	Baseline FY2016; N=25 overall (17 FCAC)		Milestone 2017 FY2017; N =28 overall, (20 FCAC)		Milestone 2017 Status	Target 2020
23. Proportion of classrooms built or rehabilitated through GPE grants, out of the total planned by GPE grants	Overall:	65%	Planned:	69%	Met	80%
			Achieved:	76%		
	FCAC:	71%	Planned:	73%	Not met	80%
			Achieved:	71%		

COUNTRY-LEVEL OBJECTIVES: Strategic Objective 3: GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency and learning
(d) The GPE funding model is implemented effectively, leading to the achievement of country-selected targets for equity, efficiency and learning

Indicator	Baseline FY2015; N=(a) 3 ESPIG applications; (b) 0 active ESPIGs with such performance indicators due for assessment in FY15		Milestone 2017 FY2017: N=(a) 1 ESPIG applications; (b) 1 active ESPIGs with such performance indicators due for assessment in FY17		Milestone 2017 Status	Target 2020
24. Proportion of GPE program grant applications approved from 2015 onward, (a) identifying targets in funding model performance indicators on equity, efficiency and learning; (b) achieving targets in funding model performance indicators on equity, efficiency and learning	Overall:	(a) Not applicable (b) Not applicable	Planned:	(a) 95% (b) 90%	Met	(a) 95% (b) 90%
			Achieved:	(a) 100% (b) 100%		
	FCAC:	(a) Not applicable (b) Not applicable	Planned:	(a) 90% (b) 90%	Met	(a) 90% (b) 90%
			Achieved:	(a) 100% (b) n/a		

(e) GPE financing is assessed based on whether implementation is on track

Indicator	Baseline FY2016; N=54 active ESPIGs at the end of FY (29 ¹⁴ in FCAC)		Milestone 2017 FY2017; N=48 active ESPIGs at the end of FY (27 in FCAC)		Milestone 2017 Status	Target 2020
25. Proportion of GPE program grants assessed as on track with implementation	Overall:	80%	Planned:	82%	Not met	85%
			Achieved:	79%		
	FCAC:	77%	Planned:	79%	Met	83%
			Achieved:	85%		

14 Revised value is 31.

GLOBAL-LEVEL OBJECTIVES: Strategic Objective 4: Mobilize more and better financing
(a) Encourage increased, sustainable and better-coordinated international financing for education by diversifying and increasing GPE's international donor base and sources of financing

Indicator	Baseline FY2015	Milestone 2017 FY2017		Milestone 2017 Status	Target 2020
26. Funding to GPE from nontraditional donors (private sector and those who are first-time donors to GPE)	US\$5 million	Planned:	US\$8.5 million	Met	n/a
		Achieved:	US\$10 million		
Indicator	Baseline FY2015; N=17 pledges	Milestone 2017 FY2017; N=22 pledges		Milestone 2017 Status	Target 2020
27. Percentage of donor pledges fulfilled	100% of pledges fulfilled	Planned:	100%	Met	100%
		Achieved:	100%		
Indicator	Baseline CY2010 – 2014; N=21 donors	Milestone 2017 CY2014–2016; N=21 donors		Milestone 2017 Status	Target 2020
28. Proportion of GPE donors that have (a) increased their funding for education; (b) maintained their funding	48% (a – 38%; b – 10%)	Planned:	50%	Met	56%
		Achieved:	62% (a – 57%; b – 5%)		

(d) Advocate for improved alignment and harmonization of funding from the Global Partnership and its international partners around nationally owned education sector plans and country systems

Indicator	Baseline FY2015; N=68 active ESPIGs at any point during FY (37 in FCAC)		Milestone 2017 FY2017; N=57 active ESPIGs at any point during FY (34 in FCAC)		Milestone 2017 Status	Target 2020
29. Proportion of GPE grants aligned to national systems	Overall:	34% of ESPIGs meet at least 7 elements of alignment out of a total of 10	Planned:	41%	Not met	51%
			Achieved:	28%		
	FCAC:	27% of ESPIGs meet at least 7 elements of alignment out of a total of 10	Planned:	31%	Not met	38%
			Achieved:	24%		

Indicator	Baseline FY2015; N=68 active ESPIGs at any point during FY (37 in FCAC)		Milestone 2017 FY2017; N=57 active ESPIGs at any point during FY (34 in FCAC)		Milestone 2017 Status	Target 2020
30. Proportion of GPE grants using (a) co-financed project or (b) sector pooled funding mechanisms	Overall:	40% of ESPIGs are co-financed or sector pooled (a – 26%; b – 13%)	Planned:	48%	Not met	60%
			Achieved:	37% (a – 25%; b – 12%)		
	FCAC:	32% of ESPIGs in FCAC are co-financed or sector pooled (a – 22%; b – 11%)	Planned:	38%	Not met	45%
			Achieved:	31% (a – 21%; b – 9%)		

(d) Support increased, efficient and equitable domestic financing for education through cross-national advocacy, mutual accountability, and support for transparent monitoring and reporting

Indicator	Baseline FY2015; N=57 missions (34 to FCAC)		Milestone 2017 FY2017; N=62 missions (28 to FCAC)		Milestone 2017 Status	Target 2020
31. Proportion of country missions addressing domestic financing issues	Overall:	47%	Planned:	54%	Met	65%
			Achieved:	70 %		
	FCAC:	62%	Planned:	65%	Met	65%
			Achieved:	77%		

GLOBAL-LEVEL OBJECTIVES - Strategic Objective 5: Build a stronger partnership

(a) Promote and coordinate consistent country-level roles, responsibilities and accountabilities among governments, development partners, grant agents, civil society, teachers organizations and the private sector through local education groups and a strengthened operational model

Indicator	Baseline		Milestone 2017 FY2017 N =116 respondents in 20 DCPs (72 in 12 FCAC)		Milestone 2017 Status	Target 2020
32. Proportion of (a) DCPs and (b) other partners reporting strengthened clarity of roles, responsibilities and accountabilities in DCP processes	All respondents				Met	80%
	DCPs:	n/a	Planned:	65%		
			Achieved:	65%	Not met	80%
	Other partners:	n/a	Planned:	65%		
			Achieved:	60%		

32. Proportion of (a) DCPs and (b) other partners reporting strengthened clarity of roles, responsibilities and accountabilities in DCP processes (continued..)	Respondents in FCAC					
	DCPs:	n/a	Planned:	65%	Not met	80%
			Achieved:	58%		
	Other partners:	n/a	Planned:	65%	Not met	80%
Achieved:			55%			
(b) Use global and cross-national knowledge and good practice exchange effectively to bring about improved education policies and systems, especially in the areas of equity and learning						
Indicator		Baseline FY2015	Milestone 2017 FY2017		Milestone 2017 Status	Target 2020
33. Number of policy, technical and/or other knowledge products developed and disseminated with funding or support from GPE	4		Planned:	21	Met	64
			Achieved:	36		
(c) Expand the partnership’s convening and advocacy role, working with partners to strengthen global commitment and financing for education						
Indicator		Baseline FY2016	Milestone 2017 FY2017		Milestone 2017 Status	Target 2020
34. Number of advocacy events undertaken with partners and other external stakeholders to support the achievement of GPE’s strategic goals and objectives	11 ¹⁵		Planned:	26	Met	65
			Achieved:	26		
(d) Improve GPE’s organizational efficiency and effectiveness, creating stronger systems for quality assurance, risk management, country support and fiduciary oversight						
Indicator		Baseline FY2016; N=12 audit reports	Milestone 2017 FY2017; N=25 audit reports		Milestone 2017 Status	Target 2020
35. Proportion of significant issues identified through audit reviews satisfactorily addressed	100%		Planned:	100%	Met	100%
			Achieved:	100%		

Indicator		Baseline FY2015; N=2,254.74 total work weeks	Milestone 2017 FY2017; N=3,297 total work weeks		Milestone 2017 Status	Target 2020
36. Proportion of Secretariat staff time spent on country-facing functions	28%	Planned:	36%		Met	50%
		Achieved:	41%			
(e) Invest in monitoring and evaluation to establish evidence of GPE results, strengthen mutual accountability and improve the work of the partnership						
Indicator		Baseline FY2015; N=1 results report and 1 evaluation reports	Milestone 2017		Milestone 2017 Status	Target 2020
37. Proportion of results reports and evaluation reports published against set targets	100%		First milestone set for 2018		Baseline	100%

Note: The country-level data from the UIS February 2018 release were used to compute 2017 values of indicator 5, 12 and 14. GPE aggregates from the UIS July 2017 release was used for all other UIS-based indicators.

Appendix B: GPE Grants by Type and Amount

Grant Amount Allocated, FY2017

Type	Number of Grants	Amount Allocated US\$ Millions	Amount Share %
Education sector plan development grant (ESPDG)	38	12.6	0.5%
Program development grant (PDG)	15	3.3	0.1%
Education sector program implementation grant (ESPIG)	59	2,317.7	99.3%
Total	112	2,333.5	100%

Source: GPE Portfolio Review 2017, p.17, p. 21, p.23 and p77-80

Cumulative From Inception¹⁶ to June 2017

Type	Number of Grants	Amount Allocated US\$ Millions	Share of Total Allocated	Disbursed, US\$ Millions
Country-level grants				
Education sector plan development grant (ESPDG)	72	18.3	0.4%	15.7
Program development grant (PDG)	48	9.6	0.2%	8.7
Education sector program implementation grant (ESPIG)	129	4,633.9	97.8%	3,625.1
Global and cross-national grants				
Global and regional activities grants	15	29.7	0.6%	29.7
Civil Society Education Fund II	2	48.3	1.0%	40.5
Total	266	4,739.9	100%	3,719.7

Source: GPE Secretariat

¹⁶ ESPDG and PDG became active since 2012 and ESPIG became active since 2002.

Cumulative From Inception¹⁷ to December 2017

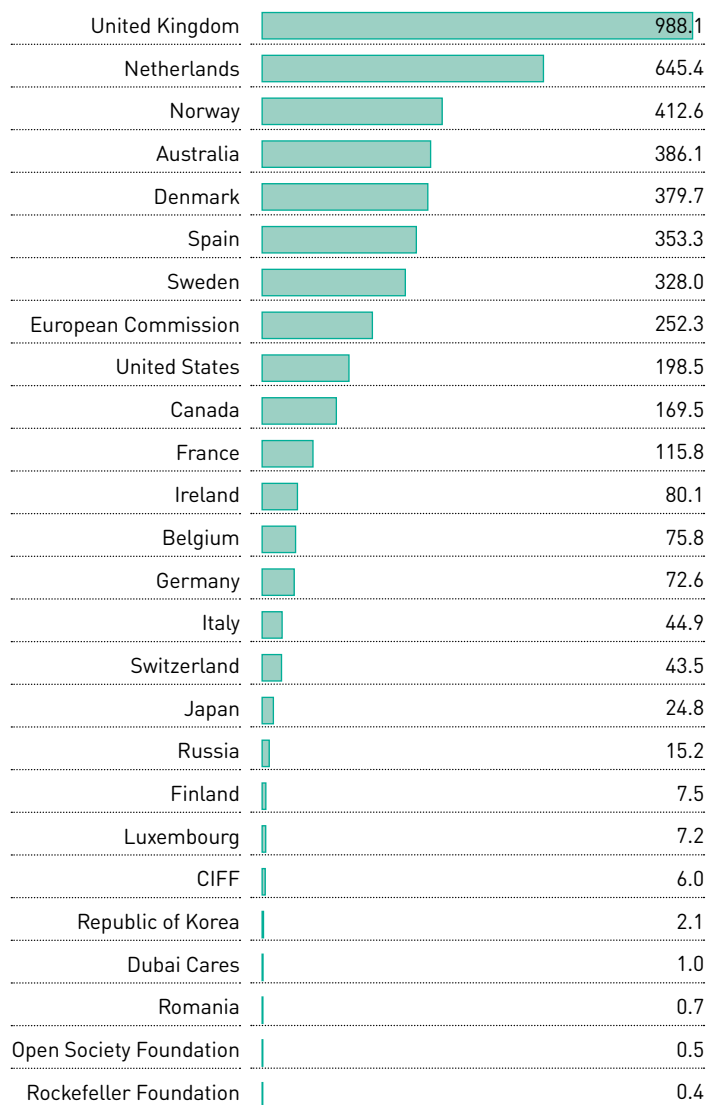
Type	Number of Grants	Amount Allocated US\$ Millions	Share of Total Allocated	Disbursed, US\$ Millions
Country-level grants				
Education sector plan development grant (ESPDG)	80	21.7	0.5%	15.7
Program development grant (PDG)	55	11.0	0.2%	8.7
Education sector program implementation grant (ESPIG)	133	4,690.5	97.7%	3,893.8
Global and cross-national grants				
Global and regional activities grants	15	29.7	0.6%	29.7
Civil Society Education Fund II	2	48.3	1.0%	40.5
Total	285	4,801.1	100%	3,988.4

Source: GPE Secretariat

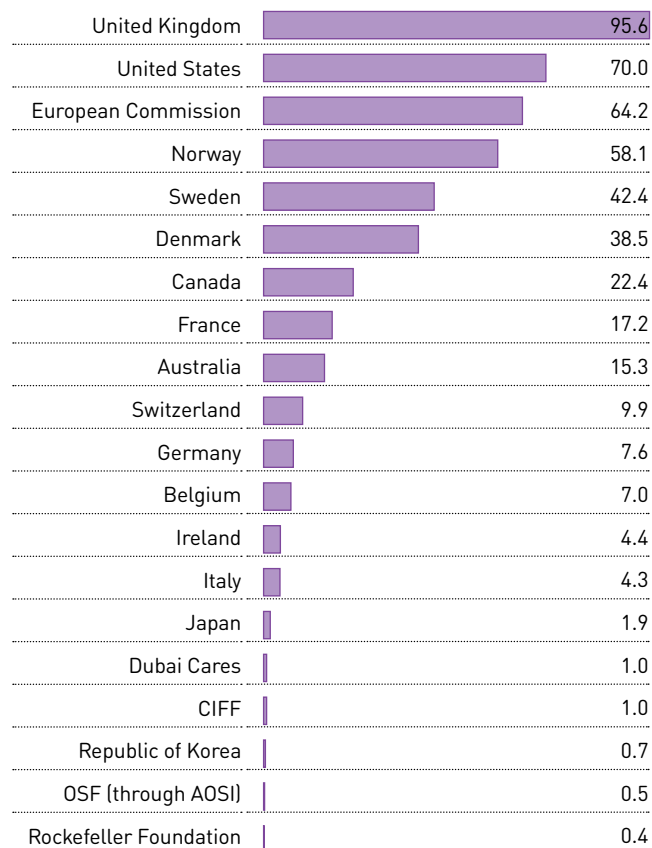
17 Ibid.

Appendix C-1: Financial Contributions to the Global Partnership for Education: Cumulative (from 2004 to June 2017¹⁸) and FY2017

Donors' cumulative contribution, as of June 2017 (in US\$ millions)



Donors' contribution, FY2017 (in US\$ millions)



Source: GPE Secretariat

18 Different donors made their first contribution at different points in time between 2004 and 2017.

Appendix C-2: Financial contributions to the Global Partnership for Education: Cumulative (from 2004 to December 2017¹⁹) and CY2017

**Donors' cumulative contribution, as of December 2017
(in US\$ millions)**

United Kingdom	1,090.1
Netherlands	645.4
Norway	489.2
Australia	397.7
Denmark	389.3
Spain	353.3
Sweden	348.1
European Commission	342.5
United States	198.5
Canada	169.5
France	115.8
Ireland	84.8
Belgium	83.5
Germany	76.8
Switzerland	53.6
Italy	47.3
Japan	24.8
Russia	15.2
Finland	7.5
Luxembourg	7.2
CIFF	6.0
Republic of Korea	2.8
Dubai Cares	1.0
Stichting Benevolentia	0.9
Romania	0.7
Open Society Foundation	0.5
Rockefeller Foundation	0.4

**Donors' contribution, CY2017
(in US\$ millions)**

European Commission	118.4
United Kingdom	102.0
Norway	76.6
Denmark	38.4
Sweden	31.5
Australia	27.0
Canada	22.4
Switzerland	20.0
France	8.7
Germany	7.9
Belgium	7.7
Ireland	4.7
Italy	2.4
Japan	1.9
CIFF	1.0
Dubai Cares	1.0
Stichting Benevolentia	0.9
Republic of Korea	0.7
Open Society Foundation	0.5

Source: GPE Secretariat

¹⁹ Different donors made their first contribution at different points in time between 2004 and 2017.

Appendix D: GPE Developing Country Partners as of March 2018²⁰

Low-Income Countries:

Afghanistan; Benin; Burkina Faso; Burundi; Central African Republic; Chad; Comoros; Congo, Dem. Rep.; Eritrea; Ethiopia; Gambia, The; Guinea; Guinea-Bissau; Haiti; Liberia; Madagascar; Malawi; Mali; Mozambique; Nepal; Niger; Rwanda; Senegal; Sierra Leone; Somalia; South Sudan; Tanzania; Togo; Uganda; Zimbabwe

Small Island and Landlocked Developing States:

Bhutan; Dominica; Grenada; Guyana; Sao Tome and Principe; St. Lucia; Saint Vincent and the Grenadines; Timor-Leste

Vulnerable Lower-Middle-Income Countries:

Bangladesh; Cambodia; Cameroon; Côte d'Ivoire; Djibouti; Ghana; Kenya; Lao PDR; Lesotho; Mauritania; Nicaragua; Nigeria; Pakistan; Papua New Guinea; Sudan; Yemen; Zambia

Other Lower-Middle-Income Countries:

Congo, Rep.; Honduras; Kyrgyz Republic; Moldova; Mongolia; Tajikistan; Uzbekistan; Vietnam

Upper Middle-Income Countries (countries no longer eligible for GPE funding) :

Albania; Georgia

Countries Eligible to Join GPE²¹:

Small Island and Landlocked Developing States

Cabo Verde; Kiribati; Maldives; Marshall Islands; Micronesia; Samoa; Solomon Islands; Tonga; Tuvalu; Vanuatu

Vulnerable Lower-Middle-Income Countries

Myanmar; Syria

Other Lower-Middle-Income Countries

Armenia; Bolivia; Egypt, Arab Rep.; El Salvador; Guatemala; Indonesia; Morocco; Philippines; Sri Lanka; Swaziland; Tunisia; Ukraine; West Bank and Gaza; India

²⁰ When the results framework was developed in 2016, there were 61 DCPs. These 61 are the 65 DCPs mentioned here excluding Dominica, Grenada, Saint Vincent and the Grenadines, and St. Lucia. These four DCPs joined GPE after the development of the results framework and were therefore not part of the baseline for the framework. To maintain consistency, the sample for all impact and outcome indicators continues to be the 61 DCPs that joined prior to 2016. Grant-level indicators (indicators 20 through 25) report on all grants active during FY2017. This includes the grant to the Organization of Eastern Caribbean States (Dominica, Grenada, Saint Vincent and the Grenadines, and St. Lucia). The cumulative number of equivalent children supported through GPE grants (Indicator 3) includes children supported through this grant.

²¹ Based on GPE funding eligibility approved during the meeting of the Board of Directors on March 1, 2017.

Appendix E: List of FCAC Included in the 2016 and 2017 Results Report Samples²²

Developing Country Partners	2016	2017
Afghanistan	✓	✓
Burundi	✓	✓
Central African Republic	✓	✓
Chad	✓	✓
Comoros	✓	✓
Congo, DR	✓	✓
Côte d'Ivoire	✓	✓
Djibouti		✓
Eritrea	✓	✓
Ethiopia	✓	✓
Gambia	✓	✓
Guinea-Bissau	✓	✓
Haiti	✓	✓
Liberia	✓	✓
Madagascar	✓	✓
Mali	✓	✓

Developing Country Partners	2016	2017
Nepal	✓	✓
Nigeria	✓	✓
Pakistan	✓	✓
Papua New Guinea		✓
Rwanda	✓	✓
Sierra Leone	✓	✓
Somalia	✓	✓
South Sudan	✓	✓
Sudan	✓	✓
Timor-Leste	✓	
Togo	✓	✓
Uganda	✓	✓
Yemen	✓	✓
Zimbabwe	✓	✓
Total	28	29

22 A country is included in this list if it is listed in either World Bank's Harmonized List of Fragile Situations or UNESCO's list of conflict-affected countries. The former is the list of IDA-eligible countries with (i) a harmonized CPIA country rating of 3.2 or less, and/or (ii) the presence of UN and/or regional peace-keeping or political/peace-building mission during the last three years (World Bank [2017] Information Note: The World Bank Group's Harmonized List of Fragile Situations, p. 3). The latter is a list of countries with 1,000 or more battle-related deaths (including fatalities among civilians and military actors) over the preceding 10-year period and/or more than 200 battle-related deaths in any one year over the preceding three-year period according to the Uppsala Conflict Data Program Battle-Related Deaths Dataset (UNESCO [2017] Global Education Monitoring Report, p. 427). The list for 2017 is based on World Bank's list for FY2017 and UNESCO's Global Education Monitoring Report 2016. The list for 2016 is based on World Bank's list for FY2016 and UNESCO's Global Education Monitoring Report 2015.

Appendix F-1: GPE Disbursements, FY2017 and Cumulative

	Disbursement FY2017 (US\$ Millions)	Disbursement FY2017 (%)	Cumulative disbursement, as of June 2017 (US\$ Millions)	Cumulative disbursement, as of June 2017 (%)
Non-FCAC	159.4	37.2%	1,842.7	50.8%
FCAC	269.3	62.8%	1,782.4	49.2%
Total	428.8	100.0%	3,625.1	100.0%

Source: GPE Secretariat

Appendix F-2: GPE Disbursements, CY2017 and Cumulative

	Disbursement CY2017 (US\$ Millions)	Disbursement CY2017 (%)	Cumulative Disbursement, as of December 2017 (US\$ Millions)	Cumulative Disbursement, as of December 2017 (%)
Non-FCAC	222.5	46.2%	1,979.9	50.8%
FCAC	259.5	53.8%	1,913.9	49.2%
Total	482.0	100.0%	3,893.8	100.0%

Source: GPE Secretariat

Appendix F-3: GPE Disbursements by Region, FY2017 and Cumulative

Region	Disbursement FY2017 (US\$ Millions)	Disbursement FY2017 (%)	Cumulative disbursement, as of June 2017 (US\$ Millions)	Cumulative disbursement, as of June 2017 (%)
East Asia and Pacific	11.3	2.6%	284.3	7.8%
Europe and Central Asia	15.8	3.7%	113.7	3.1%
Latin America and the Caribbean	7.3	1.7%	120.7	3.3%
Middle East and North Africa	14.8	3.5%	83.7	2.3%
South Asia	56.6	13.2%	299.2	8.3%
Sub-Saharan Africa	322.9	75.3%	2,723.6	75.1%
Total	428.8	100.0%	3,625.1	100.0%

Source: GPE Secretariat

Appendix F-4: GPE Disbursements by Region, CY2017 and cumulative

Region	Disbursement CY2017 (US\$ Millions)	Disbursement CY2017 (%)	Cumulative disbursement, as of December 2017 (US\$ Millions)	Cumulative disbursement, as of December 2017 (%)
East Asia and Pacific	6.3	1.3%	284.6	7.3%
Europe and Central Asia	15.2	3.2%	121.9	3.1%
Latin America and the Caribbean	1.8	0.4%	121.8	3.1%
Middle East and North Africa	18.5	3.8%	91.3	2.3%
South Asia	79.6	16.5%	346.4	8.9%
Sub-Saharan Africa	360.7	74.8%	2927.6	75.2%
Total	482.0	100.0%	3893.8	100.0%

Source: GPE Secretariat

Appendix F-5: GPE Disbursements by Country, FY2017 and Cumulative

Cumulative Disbursement, as of June 2017 (in US\$ Millions)

Ethiopia	256.8
Madagascar	199.1
Rwanda	192.6
Mozambique	187.0
Burkina Faso	180.2
Nepal	154.4
Kenya	153.6
Senegal	115.7
Benin	111.7
Congo, DR	100.0
Malawi	96.0
Cambodia	95.9
Ghana	94.5
Vietnam	84.3
Tanzania	81.7
Zambia	77.9
Guinea	77.9
Republic of Yemen	70.1
Pakistan	69.1
Cameroon	68.4
Sudan	63.8
Togo	56.0
Afghanistan	55.7
Niger	55.6
Central African Republic	53.8
Chad	49.0
Gambia, The	47.6
Tajikistan	47.2
Haiti	45.3
Mali	43.7
Uganda	40.9
Côte d'Ivoire	40.9
Nicaragua	40.7
Burundi	40.5
Liberia	40.0
Mongolia	39.3

Disbursement FY2017 (in US\$ Millions)²³

Burkina Faso	33.2
Pakistan	32.4
Madagascar	28.0
Kenya	26.2
Sudan	25.8
Afghanistan	24.3
Uganda	20.0
Tanzania	18.3
Niger	17.3
Nigeria	16.6
Republic of Yemen	13.9
Benin	12.6
Cambodia	11.5
Congo, DR	11.3
Zimbabwe	9.7
Ethiopia	9.5
Chad	9.3
Côte d'Ivoire	8.9
Guinea	8.8
South Sudan	8.3
Sierra Leone	8.3
Uzbekistan	8.3
Burundi	7.7
Haiti	6.3
Malawi	6.0
Central African Republic	5.8
Tajikistan	5.6
Cameroon	5.5
Mali	4.9
Guinea-Bissau	4.8
Togo	4.1
Somalia	3.2
Mauritania	3.0
Eritrea	2.7
Kyrgyz Republic	1.9
Gambia, The	1.6

(continued)

23 Disbursement for Vietnam shows negative value because the country returned unspent funds to GPE in FY17.

Guyana		34.3
Mauritania		32.5
Lesotho		31.3
Lao People's Democratic Republic		30.0
Uzbekistan		28.8
Nigeria		28.0
Sierra Leone		25.2
Kyrgyz Republic		24.6
Zimbabwe		22.8
Bangladesh		20.0
Papua New Guinea		19.2
South Sudan		17.7
Timor-Leste		15.6
Djibouti		13.6
Somalia		13.2
Moldova		13.1
Guinea-Bissau		10.5
Eritrea		9.0
Sao Tome and Principe		4.7
Comoros		3.8
OECS (Caribbean Island States)		0.4

Djibouti		1.0
Comoros		1.0
Guyana		0.6
Sao Tome and Principe		0.5
OECS (Caribbean Island States)		0.4
Lao People's Democratic Republic		0.2
Vietnam		-0.3

Source: GPE Secretariat

Appendix F-6: GPE Disbursements by Country, CY2017 and Cumulative

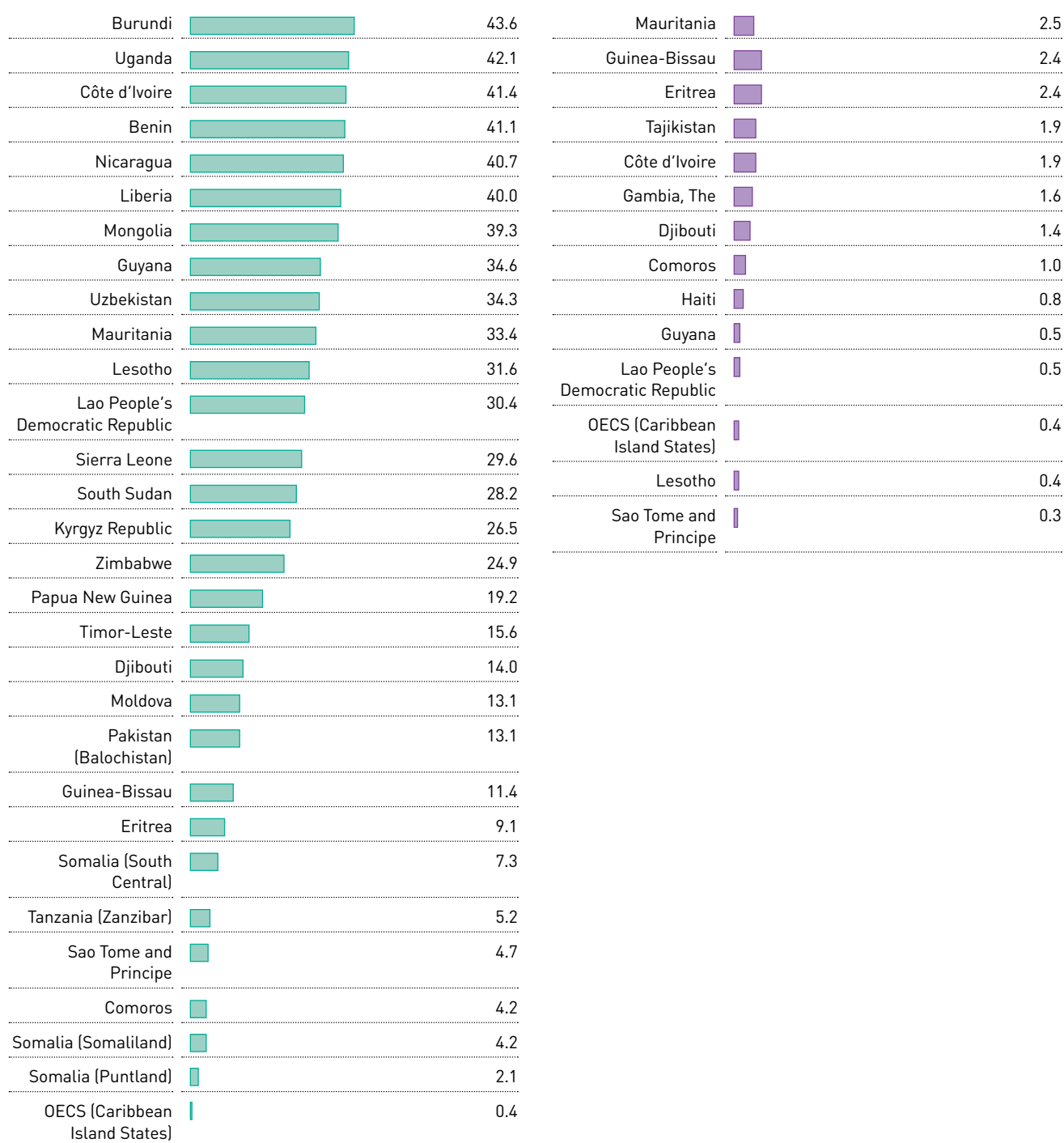
Cumulative Disbursement, as of December 2017 (in US\$ Millions)

Ethiopia	286.4
Madagascar	208.1
Rwanda	197.7
Mozambique	195.5
Burkina Faso	180.2
Kenya	172.6
Nepal	154.4
Senegal	124.3
Congo, DR	108.4
Malawi	97.5
Cambodia	95.9
Tanzania	94.8
Ghana	94.5
Vietnam	84.3
Guinea	83.4
Cameroon	81.9
Zambia	77.9
Yemen, Republic of	77.3
Benin	75.1
Sudan	69.0
Pakistan (Sindh)	65.7
Niger	65.7
Bangladesh	57.5
Togo	56.0
Afghanistan	55.7
Central African Republic	55.4
Chad	53.0
Nigeria	50.1
Gambia, The	48.0
Tajikistan	48.0
Mali	47.8
Haiti	46.1

Disbursement CY2017 (in US\$ Millions)

Pakistan	42.1
Bangladesh	37.5
Tanzania	36.6
Ethiopia	33.4
Nigeria	31.5
Kenya	27.3
Niger	20.6
Sudan	18.9
Cameroon	18.2
Republic of Yemen	17.1
Madagascar	17.0
South Sudan	13.3
Sierra Leone	12.7
Guinea	12.6
Benin	11.2
Uganda	10.4
Congo, DR	10.4
Uzbekistan	10.3
Mali	9.0
Senegal	8.6
Mozambique	8.5
Burkina Faso	8.4
Chad	7.6
Malawi	7.5
Burundi	6.1
Cambodia	5.8
Rwanda	5.0
Togo	4.1
Central African Republic	4.0
Kyrgyz Republic	3.0
Zimbabwe	2.7
Somalia	2.6

(continued)



Source: GPE Secretariat

Appendix G: Technical Notes on Indicator Data

1. **Baselines:** The year 2015 is the overall baseline year for the results framework, which will report on the achievement of the goals and objectives of GPE's strategic plan GPE 2020, covering the period 2016 to 2020. In some cases, due to data availability, the baseline was set at 2016. Ten indicators were revised baseline values in the 2015/16 Results Report because of improved availability of data.
2. **Milestones and targets:** For each indicator, 2020 end targets and milestones in intervening years were developed to assess whether GPE is on track to reach them.
3. **Periodicity:** In accordance with the nature of the data underpinning each indicator, source data can be based on the calendar year or on the Secretariat's fiscal year (July to June).
4. **Data sources:** Data sources vary; the results framework uses data from UNESCO Institute of Statistics (UIS), UNICEF and other partners, in addition to data generated by the Secretariat.
5. **Units of analysis:** Indicators have different units of analysis — e.g., children, developing country partners, grants, donors, technical reports, etc.
6. **Sample:** If the unit of analysis is a developing country partner, the sample consists of those countries that were developing country partners at baseline, in 2015 (i.e., 61 countries). If the unit of analysis is grant (indicators 20, 21, 22, 23, 24, 25, 29 and 30), all active grants in the reference fiscal year are included in the sample.
7. **Reporting cycle:** While some indicators are reported on every year, others are reported on only once every other year.
8. **Tolerance:** In the case of UIS-based, impact-level indicators that are reported in percentages, a 1 percentage point "tolerance" is applied to assessing achievement of milestones and targets (see point 10 below). Therefore, if GPE achievement is within 1 percentage point of its milestone or target, this will be considered to have been met within tolerance.
9. **Disaggregation:** Depending on the nature of the indicator, different types of disaggregation are applied. Typically, where the unit of analysis is a developing country partner, data are disaggregated by FCAC. Where the unit of analysis is children, data are disaggregated by gender.
10. **FCAC:** Though GPE revises the list of FCAC every year, the list from 2016 is used for the disaggregation of indicators, as the baseline and milestones and target set for 2020 are based on the FCAC list from 2016. However, the list of FCAC from 2017 is used for the disaggregation of grant-level indicators (indicator 20, 21, 22, 23, 24, 25, 29 and 30), to be consistent with other GPE publications (e.g., portfolio review).

11. **Core indicators:** Within the GPE results framework, a subset of 12 “core indicators” highlights the key results the partnership aims to achieve. These core indicators are shown in blue font in the results framework data tables presented in Appendix F.
12. **Achievement:** Overall results for each indicator are represented as green (fully met); yellow (met with tolerance); or red (not met) in Appendix A. Indicator milestones are reflected as met if the overall milestone is met, even though the milestone for disaggregated group(s) (i.e., FCAC and/or gender) is not met, or if the indicator milestone is met for one educational level (e.g., primary) but not met for the other educational level (e.g., lower secondary). In the latter cases, [not met] is indicated against the level of education for which the milestone was missed and the term ‘partially met’ is used in text to indicate such cases.
13. **Updated data:** Some indicator values for 2016 (as reported in the 2015/16 Results Report) have been revised as more updated data have become available. These updated data have been used in the figures and main texts in this report.
14. **Methodological notes:** Methodological notes for each indicator are available on GPE website. <http://www.globalpartnership.org/content/results-framework-methodology>

Appendix H: Revisions to Data Reported in the 2015/16 Results Report

Indicators 4, 5, 6, 7, 8, 12, and 14 of the results framework use data sourced from the UNESCO Institute for Statistics (UIS). As new data become available, imputation methodologies are revised and population data are updated, UIS revises indicator values. This includes revising data for past years. For instance, the value UIS reports in 2016 for the primary completion rate in DCPs in 2014 can differ from the value it reports in 2017, when more reliable data for 2014 become available. To avoid frequent revisions in baselines, milestones, and targets, GPE will not revise data for these indicators going backward in its results framework.

The table below presents indicator values for 2014 reported by UIS in July 2016 (published in the 2015/2016 Results Report), alongside indicator values for 2014 reported by UIS in July 2017.

Indicator			Milestone	
			Value reported in 2016	Value reported in 2017
4. Proportion of children who complete (a) primary education; (b) lower secondary education	Primary education	Overall	73.7%	
			73.2%	75.8%
		FCAC	69.3%	
			68.5%	68.8%
		Female	71.1%	
			70.8%	73.6%
	Lower secondary education	Overall	48.6%	
			49.5%	49.6%
		FCAC	41.9%	
			42.7%	42.6%
		Female	46.9%	
			47.0%	47.1%

(continued)

Indicator			Milestone	
			Value reported in 2016	Value reported in 2017
5. Proportion of GPE DCPs within set thresholds for gender parity index of completion rates for (a) primary education; (b) lower secondary education	Primary education	Overall	64%	
			64%	62%
		FCAC	54%	
			57%	54%
	Lower secondary education	Overall	52%	
			54%	49%
		FCAC	32%	
			34%	39%
6. Pre-primary gross enrollment ratio		Overall	29.0%	
			28.1%	36.1%
		FCAC	23.3%	
			22.1%	34.2%
		Female	28.3%	
			27.5%	35.6%
7. Out-of-school rate for (a) children of primary school age; (b) children of lower secondary school age	Primary education	Overall	19.6%	
			19.8%	19.5%
		FCAC	25.0%	
			25.0%	26.0%
		Female	21.9%	
			22.3%	22.1%

(continued)

Indicator			Milestone	
			Value reported in 2016	Value reported in 2017
7. Out-of-school rate for (a) children of primary school age; (b) children of lower secondary school age (continued...)	Lower secondary education	Overall	32.7%	
			32.4%	33.2%
		FCAC	37.2%	
			36.6%	40.9%
		Female	34.3%	
			34.2%	34.7%
8. Gender parity index of out-of-school rate for (a) primary education; (b) lower secondary education	Primary education	Overall	1.26	
			1.28	1.30
		FCAC	1.33	
			1.37	1.39
	Lower secondary education	Overall	1.10	
			1.11	1.10
		FCAC	1.17	
			1.19	1.15
12. Proportion of DCPs with pupil/trained teacher ratio below threshold (<40) at the primary level		Overall	27%	
			29%	27%
		FCAC	13%	
			13%	14%
14. Proportion of DCPs reporting at least 10 of 12 key international education indicators to UIS (including key outcomes, service delivery and financing indicators as identified by GPE)		Overall	30%	
			43%	49%
		FCAC	32%	
			39%	43%

Appendix I: Indicators with missed milestones: 2016 and 2017

Milestone status in 2016			
Milestone status in 2017	Met		Not Met
	Met		5. a) Proportion of DCPs within set threshold for gender parity index of primary completion
	Not met	12. Proportion of DCPs with pupil/trained teacher ratio below threshold	5. b) Proportion of DCPs within set threshold for gender parity index of lower secondary completion
		14. Proportion of DCPs reporting key education indicators to UIS 18. Proportion of joint sector reviews meeting quality standards 30. Proportion of GPE grants using co-financed or sector-pooled funding mechanisms	8. a) Gender parity index of out-of-school rate for primary education 29. Proportion of GPE grants aligned to national system

Note: Indicator 25 did not meet the milestone in 2017 and did not have milestone in 2016.

Milestone status for 2016 is based on UIS data reported in July 2017. (See Appendix H).



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