GPE 2020 Results Framework

IMPACT

Strategic Goal 1: Improved and more equitable learning outcomes

Strategic Goal 2: Increased equity, gender equality, and inclusion

Strategic Goal 1: Improved and more equitable student learning outcomes through quality teaching and learning

Indicator	Source for Data	Periodicity	Baseline		Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020
1. Proportion of developing country partners (DCPs) showing improvement on learning outcomes (basic education)	UNICEF, others[1]	Every other year	Overall:[2]	65%	n/a	n/a	68%	n/a	70%
			FCAC:[3]	50%	n/a	n/a	65%	n/a	75%
			Baseline timeframe = CY2000-2015 N = 20 DCPs (4 FCACs) with assessment data available						
2. Percentage of children under five (5) years of age who are developmentally on track in terms of health, learning, and psychosocial well-being[4]	UNICEF	Every other year	Overall:	66%	n/a	n/a	70%	n/a	74%
			FCAC:	62%	n/a	n/a	-	n/a	-
			Female:	68%	n/a	n/a	71%	n/a	75%
			Baseline timeframe = CY2011-2014 *N = 22 DCPs*						
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									
3. Cumulative number of equivalent children supported for a year of basic education (primary and lower secondary) by GPE	UIS and GPE Secretariat	Yearly	Overall:	7.2 million	11.3 million 13.2 million	17.3 million 18.5 million	22.3 million	n/a	n/a
			FCAC:	5.6 million	7.2 million 10.4 million	9.5 million 14 million	11.4 million	n/a	n/a
			Female:	3.4 million	5.4 million 6.3 million	8.3 million 8.8 million	10.7 million	n/a	n/a
			Baseline timeframe = CY2015 *N = 49 DCPs (24 FCACs)*						

[1] Including international, regional and national assessments.
[2] Throughout this table, the "Overall" fields display data for all DCPs for which data are available.
[3] Fragile and conflict-affected countries.
[4] "Children under five years of age" refers to children between 36 and 59 months of age.

Indicator	Source for Data	Periodicity	Baseline		Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020
4. Proportion of children who complete: (a) primary education; (b) lower secondary education	UIS	Yearly [two-year time lag]	**(a) Primary Education:**						
			Overall:	72.5%	73.7% 73.2%	74.8% 76.1%	76.0%	77.1%	78.3%
			FCAC:	68.1%	69.3% 68.5%	70.6% 68.3%	71.9%	73.3%	74.6%
			Female:	70.1%	71.1% 70.8%	72.3% 73.9%	73.5%	74.7%	75.9%
			(b) Lower Secondary Education:						
			Overall:	47.9%	48.6% 49.5%	49.5% 50.2%	50.3%	51.2%	52.1%
			FCAC:	41.1%	41.9% 42.7%	42.7% 42.8%	43.6%	44.5%	45.4%
			Female:	45.7%	46.9% 47.0%	48.1% 47.9%	49.3%	50.6%	51.8%
			Baseline timeframe = 2013 *N = 61 DCPs (28 FCACs)*						
5. Proportion of GPE DCPs within set thresholds for gender parity index of completion rates for: (a) primary education; (b) lower secondary education	UIS	Yearly [two-year time lag]	**(a) Primary Education:**						
			Overall:	62%	64% 64%	65% 66%*	66%	68%	69%
			FCAC:	54%	54% 57%	55% 57%*	57%	59%	61%
			(b) Lower Secondary Education:						
			Overall:	49%	52% 54%	56% 51%*	59%	62%	66%
			FCAC:	36%	32% 34%	38% 39%*	43%	48%	54%
			Baseline timeframe = 2013 *N = 61 DCPs (28 FCACs)*						

Indicator	Source for Data	Periodicity	Baseline		Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020
6. Pre-primary gross enrolment ratio	UIS	Yearly [two-year time lag]	Overall:	28.2%	29.0% 28.1%	29.8% 37.2%	30.6%	31.4%	32.2%
			FCAC:	22.6%	23.3% 22.1%	24.0% 35.5%	24.6%	25.3%	26.0%
			Female:	27.5%	28.3% 27.5%	29.1% 36.7%	29.9%	30.8%	31.6%
			Baseline timeframe = 2013 *N = 61 DCPs (28 FCACs)*						
7. Out-of-school rate for: (a) children of primary school age; (b) children of lower secondary school age	UIS	Yearly [two-year time lag]	**(a) Children of Primary School Age:**						
			Overall:	20.3%	19.6% 19.8%	19.0% 19.4%	18.3%	17.7%	17.0%
			FCAC:	25.8%	25.0% 25.0%	24.2% 25.9%	23.4%	22.5%	21.7%
			Female:	22.7%	21.9% 22.3%	21.1% 22.0%	20.2%	19.4%	18.6%
			(b) Children of Lower Secondary School Age:						
			Overall:	33.4%	32.7% 32.4%	32.0% 32.9%	31.3%	30.6%	29.9%
			FCAC:	38.4%	37.2% 36.6%	36.0% 40.8%	34.8%	33.6%	32.4%
			Female:	35.3%	34.3% 34.2%	33.3% 34.1%	32.2%	31.2%	30.2%
			Baseline timeframe = 2013 *N = 61 DCPs (28 FCACs)*						

Indicator	Source for Data	Periodicity	Baseline		Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020
8. Gender parity index of out-of-school rate for: (a) primary education; (b) lower secondary education	UIS	Yearly [two-year time lag]	**(a) Primary Education:**						
			Overall:	1.27	1.26 1.28	1.25 1.30	1.24	1.23	1.22
			FCAC:	1.34	1.33 1.37	1.32 1.40	1.31	1.30	1.29
			(b) Lower Secondary Education:						
			Overall:	1.12	1.10 1.11	1.09 1.08	1.07	1.05	1.04
			FCAC:	1.19	1.17 1.19	1.15 1.14	1.14	1.12	1.10
			Baseline timeframe = 2013 *N = 61 DCPs (28 FCACs)*						
9. Equity index	UNICEF	Yearly	Overall:	32%	24% 37%	36% 42%	38%	40%	42%
			FCAC:	33%	15% 37%	37% 41%	39%	41%	43%
			Baseline timeframe = CY2010-2014 *N = 59 DCPs (27 FCACs)*						

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	**Source for Data**	**Periodicity**	**Baseline**		**Milestone 2016**	**Milestone 2017**	**Milestone 2018**	**Milestone 2019**	**Target 2020**
10. Proportion of DCPs that have (a) increased their public expenditure on education; or (b) maintained sector spending at 20% or above	DCPs / GPE Secretariat	Yearly	Overall:	78% (a - 24%; b - 53%)	76% 79%	83%	85%	88%	90%
			FCAC:	77% (a - 32%; b - 45%)	74% 63%	81%	82%	84%	86%
			Baseline timeframe = CY2015 *N = 49 DCPs (22 FCACs)*						
11. Equitable allocation of teachers, as measured by the relationship (R^2) between the number of teachers and the number of pupils per school in each DCP	DCPs / GPE Secretariat	Every other year	Overall:	29%	n/a	n/a	38%	n/a	48%
			FCAC:	18%	n/a	n/a	n/a	n/a	n/a
			Baseline timeframe = CY2010-2014 *N = 21 DCPs (11 FCACs)*						
12. Proportion of DCPs with pupil/trained teacher ratio below threshold (<40) at the primary level	UIS	Yearly [two-year time lag]	Overall:	25%	27% 29%	29% 24%*	31%	33%	35%
			FCAC:	13%	13% 13%	17% 15%*	17%	21%	21%
			Baseline timeframe = 2013 *N = 55 DCPs (24 FCACs)*						
13. Repetition and drop out impact on efficiency, as measured by the internal efficiency coefficient at the primary level in each DCP	DCPs / GPE Secretariat	Every two years	Overall:	26%	n/a	n/a	32%	n/a	42%
			FCAC:	17%	n/a	n/a	n/a	n/a	25%
			Baseline timeframe = CY2010-2014 *N = 19 DCPs (12 FCACs)*						

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)	UIS	Yearly [two-year time lag]	Overall:	30%	30% 43%	38% 30%*	43%	54%	66%
			FCAC:	32%	32% 39%	39% 21%*	43%	46%	54%
			Baseline timeframe = 2012-2013 *N = 61 DCPs (28 FCACs)*						
15. Proportion of DCPs with a learning assessment system within the basic education cycle that meets quality standards	UIS, UNESCO, World Bank, DCPs	Every other year	Overall:	32%	n/a	n/a	38%	n/a	47%
			FCAC:	21%	n/a	n/a	29%	n/a	36%
			Baseline timeframe = CY2011-2015 *N = 60 DCPs (28 FCACs)*						

COUNTRY-LEVEL OBJECTIVES

Strategic Objective 1: Strengthen education sector planning and policy implementation

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

Indicator	Source for Data	Periodicity	Baseline		Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020
16.a Proportion of endorsed (a) education sector plans (ESP) or (b) transitional education plans (TEP) meeting quality standards	GPE Secretariat	Every two years	Overall:	58% of ESPs/TEPs met at least the minimum number of quality standards	n/a	n/a	95%	n/a	100%
			ESPs:	56% of ESPs met at least 5 quality standards out of 7	n/a	n/a	95%	n/a	100%
			TEPs:	67% of TEPs met at least 3 quality standards out of 5	n/a	n/a	95%	n/a	100%
			Baseline = CY2014-2015 *N = 19 sector plans (16 ESPs and 3 TEPs)*						

16.b Proportion of ESPs/TEPs that have a teaching and learning strategy meeting quality standards	GPE Secretariat	Every two years	Overall:	58% of ESPs/TEPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			ESPs:	50% of ESPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			TEPs:	100% of TEPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			Baseline = CY2014-2015 *N = 19 sector plans (16 ESPs and 3 TEPs)*						
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)	GPE Secretariat	Every two years	Overall:	68% of ESPs/TEPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			ESPs:	63% of ESPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			TEPs:	100% of TEPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			Baseline = CY2014-2015 *N = 19 sector plans (16 ESPs and 3 TEPs)*						
16.d Proportion of ESPs/TEPs with a strategy to improve efficiency that meets quality standards	GPE Secretariat	Every two years	Overall:	53% of ESPs/TEPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			ESPs:	50% of ESPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			TEPs:	67% of TEPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			Baseline = CY2014-2015 *N = 19 sector plans (16 ESPs and 3 TEPs)*						

(b) 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

Indicator	Source for Data	Periodicity	Baseline	Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020
17. Proportion of DCPs or States with a data strategy that meets quality standards	GPE Secretariat	Yearly	n/a	100% 100%	100% n/a	100%	100%	100%
			Baseline timeframe = FY2015 *N = 1 ESPIG application identified with data gaps to inform key indicators.*					

COUNTRY-LEVEL OBJECTIVES Strategic Objective 2: Support mutual accountability through effective and inclusive sector policy dialogue and monitoring									
(a) 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	**Source for Data**	**Periodicity**	**Baseline**		**Milestone 2016**	**Milestone 2017**	**Milestone 2018**	**Milestone 2019**	**Target 2020**
18. Proportion of joint sector reviews (JSRs) meeting quality standards	GPE Secretariat	Yearly	Overall:	29% of JSRs met at least 3 quality standards out a total of 5	41% 45%	53% 32%	66%	78%	90%
			FCAC:	25% of JSRs met at least 3 quality standards out of a total of 5	38% 36%	51% 18%	64%	77%	90%
			Baseline timeframe = CY15 *N = 35 JSRs (20 in FCACs)*						
(b) 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									
19. Proportion of LEGs with (a) civil society and (b) teacher representation	GPE Secretariat	Yearly	Overall:	44% (a – 77%; b – 48%)	n/a	48% 53%	52%	55%	59%
			FCAC:	55% (a – 77%; b – 58%)	n/a	59% 61%	63%	66%	70%
			Baseline timeframe = FY16 *N = 61 LEGs (28 in FCACs)*						
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									
20. Proportion of grants supporting EMIS/learning assessment systems	GPE Secretariat, Grant agents	Yearly	Overall:	38%	n/a	n/a	50%	n/a	60%
			FCAC:	34%	n/a	n/a	43%	n/a	51%
			Baseline timeframe = FY15 *N = 53 active ESPIGs at the end of FY (29 in FCACs)*						

(b) GPE financing is used to improve teaching and learning in national education systems									
Indicator	**Source for Data**	**Periodicity**	**Baseline**		**Milestone 2016**	**Milestone 2017**	**Milestone 2018**	**Milestone 2019**	**Target 2020**
21. Proportion of textbooks purchased and distributed through GPE grants, out of the total planned by GPE grants	GPE Secretariat, Grant agents	Yearly	Overall:	74%	n/a	78% 114%	82%	86%	90%
			FCAC:	71%	n/a	76% 118%	81%	85%	90%
			Baseline timeframe = FY16 *N=13 ESPIGs (9 in FCACs)*						
22. Proportion of teachers trained through GPE grants, out of the total planned by GPE grants	GPE Secretariat, Grant agents	Yearly	Overall:	86%	n/a	87% 98%	88%	89%	90%
			FCAC:	83%	n/a	85% 90%	87%	88%	90%
			Baseline timeframe = FY16 *N=30 ESPIGs (17 in FCACs)*						
(c) GPE financing is used to improve equity and access in national education systems									
23. Proportion of classrooms built or rehabilitated through GPE grants, out of the total planned by GPE grants	GPE Secretariat, Grant agents	Yearly	Overall:	65%	n/a	69% 76%	73%	76%	80%
			FCAC:	71%	n/a	73% 71%	76%	78%	80%
			Baseline timeframe = FY16 *N=25 ESPIGs (17 in FCACs)*						
(d) The GPE funding model is implemented effectively, leading to the achievement of country- selected targets for equity, efficiency, and learning									
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	GPE Secretariat	Yearly	Overall:	(a) Not applicable (b) Not applicable[5]	(a) 95% (b) 90% (a) 100% (b) 100%	(a) 95% (b) 90% (a) 100% (b) 100%	(a) 95% (b) 90%	(a) 95% b) 90%	(a) 95% (b) 90%
			FCAC:	(a) Not applicable (b) Not applicable	(a) 90% (b) 90% (a) 100% (b) n/a	(a) 90% (b) 90% (a) 100% (b) n/a	(a) 90% (b) 90%	(a) 90% (b) 90%	(a) 90% (b) 90%
			Baseline timeframe = FY15 *N = (a) 3 ESPIG applications; (b) 0 active ESPIGs with such performance indicators due for assessment in FY15*						

[5] Performance data are not available for FY15, as there are no ESPIG applications that identified equity, efficiency, and learning indicators that are up for assessment of target attainment in FY15.

(e) GPE financing is assessed based on whether implementation is on track									
25. Proportion of GPE program grants assessed as on-track with implementation	GPE Secretariat, Grant agents	Yearly	Overall:	80 %	n/a	82% 79%	83%	84%	85%
			FCAC:	77 %	n/a	79% 85%	80%	82%	83%
			Baseline timeframe = FY16 *N = 54 active ESPIGs at the end of FY (29 in FCACs)*						

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	**Source for Data**	**Periodicity**	**Baseline**	**Milestone 2016**	**Milestone 2017**	**Milestone 2018**	**Milestone 2019**	**Target 2020**
26. Funding to GPE from non-traditional donors (private sector and those who are first-time donors to GPE)	GPE Secretariat	Yearly	5.0 million USD	6.4 million USD 6.4 million USD	8.5 million USD 10 million USD	11.3 million USD	n/a	n/a
			Baseline timeframe = FY15					
27. Percentage of donor pledges fulfilled	GPE Secretariat	Yearly	100% of pledges fulfilled	100% 100%	100% 100%	100%	100%	100%
			Baseline timeframe = FY15					
28. Proportion of GPE donors that have (a) increased their funding for education; or (b) maintained their funding	OECD/DAC	Yearly	48% (a – 38%; b – 10%)	n/a	50% 62%	52%	54%	56%
			Baseline timeframe = CY2010 - 2014 *N = 21 donors*					
(b) 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								
29. Proportion of GPE grants aligned to national systems	GPE Secretariat	Yearly	Overall: 34% of ESPIGs meet at least 7 elements of alignment out of a total of 10	37% 31%	41% 28%	44%	47%	51%
			FCAC: 27% of ESPIGs meet at least 7 elements of alignment out of a total of 10	29% 26%	31% 24%	34%	37%	38%
			Baseline timeframe = FY15 *N = 68 active ESPIGs at any point during FY (37 in FCACs)*					
30. Proportion of GPE grants using: (a) co-financed project or (b) sector pooled funding mechanisms	GPE Secretariat	Yearly	Overall: 40% of ESPIGs are co-financed or sector pooled (a – 26%; b – 13%)	34% 39%	48% 37%	52%	56%	60%
			FCAC: 32% of ESPIGs in FCAC are co-financed or sector pooled (a – 22%; b – 11%)	35% 35%	38% 31%	40%	44%	45%
			Baseline timeframe = FY15; N = 68 active ESPIGs at any point during FY (37 in FCACs)					

(c) Support increased, efficient, and equitable domestic financing for education through cross-national advocacy, mutual accountability, and support for transparent monitoring and reporting									
Indicator	**Source for Data**	**Periodicity**	**Baseline**		**Milestone 2016**	**Milestone 2017**	**Milestone 2018**	**Milestone 2019**	**Target 2020**
31. Proportion of country missions addressing domestic financing issues	GPE Secretariat	Yearly	Overall:	47%	51% 70%	54% 70%	58%	61%	65%
			FCAC:	62%	65% 81%	65% 76%	65%	65%	65%
			Baseline timeframe = FY15 *N = 57 missions (34 to FCACs)*						
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, teacher's organizations, and the private sector through local education groups and a strengthened operational model									
32. Proportion of (a) DCPs and (b) other partners reporting strengthened clarity of roles, responsibilities, and accountabilities in GPE country processes	GPE Secretariat	Yearly	**All respondents**						
			DCPs:	n/a	n/a	65% 65%	70%	75%	80%
			Other partners:	n/a	n/a	65% 63%	70%	75%	80%
			Respondents in FCAC						
			DCPs:	n/a	n/a	65% 58%	70%	75%	80%
			Other partners:	n/a	n/a	65% 55%	70%	75%	80%
			Baseline timeframe = FY16 *N = 70 respondents in 28 DCPs (40 in 16 FCACs)*						
(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									
33. Number of policy, technical and/or other knowledge products developed and disseminated with funding or support from GPE	GPE Secretariat	Yearly	4		6[6] 13	21 36	37	50	64
			Baseline timeframe = FY15						

[6] The target for FY16 was set by the Organization Indicators, which, by definition, does not include KPs developed by partners through GPE funding (GRA KPs).

(c) Expand the partnership's convening and advocacy role, working with partners to strengthen global commitment and financing for education								
Indicator	**Source for Data**	**Periodicity**	**Baseline**	**Milestone 2016**	**Milestone 2017**	**Milestone 2018**	**Milestone 2019**	**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	GPE Secretariat	Yearly	11 *Baseline timeframe = FY16*	n/a	26 26	38	51	65
(d) Improve GPE's organizational efficiency and effectiveness, creating stronger systems for quality assurance, risk management, country support, and fiduciary oversight								
35. Proportion of significant issues identified through audit reviews satisfactorily addressed	GPE Secretariat	Yearly	100% *Baseline timeframe = FY16* *N= 12 audit reports*	n/a	100% 100%	100%	100%	100%
36. Proportion of GPE Secretariat staff time spent on country-facing functions	GPE Secretariat	Yearly	28% *Baseline timeframe = FY15;* *N = 2,254.74 total work weeks*	32% 42%	36% 41%	40%	45%	50%
(e) Invest in monitoring and evaluation to establish evidence of GPE results, strengthen mutual accountability and improve the work of the partnership								
37. Proportion of results reports, and evaluation reports published against set targets	GPE Secretariat	Yearly	100% *Baseline timeframe = FY15* *N = 1 results report and 1 evaluation reports*	n/a	n/a	100%	100%	100%

***Indicators marked with * use country-level data from the UIS February 2018 release. All other UIS based indicators use GPE aggregates from the UIS July 2017 release**