TECHNICAL REPORT

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Interim Results Report

Volume 1: Synthesis Report

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This report is organized into two volumes. The first volume presents a synthesis of achievements against expected targets and the impact, outcomes, and outputs. Data appear in six chapters. Following this introduction and overview, Chapter 2 reviews progress at impact and outcome levels. Chapter 3 details findings for Output 1; Chapter 4 for Output 2; and so on to Chapter 7, on Output 5.

Volume II of this report includes supporting documentation, including the methodologies, baseline analysis, and related tools, guidelines, and templates. Volume II is available upon request.

Contents

vi Acronyms

1 **Chapter 1: Overview and Introduction**

15 **Chapter 2: The Global Partnership's Impact and Outcome**

15 Impact: Increased number of boys and girls gaining a good quality basic education, leading to improvements in learning for all in GPE partner countries

15 Outcome: Stronger education systems in GPE developing countries through more efficient and effective use of financial and technical support for education

22 **Chapter 3: Quality Sector Planning and Technical Sector Support**

22 Output 1:

22 • GPE partner countries develop, effectively implement, and monitor good-quality, evidence-driven education sector plans addressing equity, efficiency, teaching quality, and learning outcomes

22 • High-quality technical support to GPE developing country partners provided by other partners and the Secretariat

31 **Chapter 4: More and Better Financing**

31 Output 2:

31 • Increased national commitment and domestic financing for basic education in GPE partner countries

31 • Predictable needs-based international financing for basic education in GPE partner countries through GPE grants

37 Chapter 5: Contributions to Improved Equity, Access, Teaching, and Learning

37 Output 3: Increased strategies to improve equity, access, teaching quality, and learning outcomes in GPE partner countries

44 Chapter 6: Data and Support for Evidence-based Sector Planning and Monitoring

44 Output 4: Education sector analysis, data collection, and accountability strengthened in GPE partner countries

48 Chapter 7: Improving the Organizational Effectiveness of the Global Partnership

48 Output 5: Global Partnership for Education organizational reforms undertaken to enable effective implementation of new funding model

Table of Tables

19 Table 1. Progress made toward achieving GPE impact and outcome: 2015 Milestones Planned and Achieved

28 Table 2. Progress made toward achieving GPE Output 1: 2015 Milestones Planned and Achieved

36 Table 3. Progress made toward achieving GPE Output 2: 2015 Milestones Planned and Achieved

42 Table 4. Progress made toward achieving GPE Output 3: 2015 Milestones Planned and Achieved

46 Table 5. Progress made toward achieving GPE Output 4: 2015 Milestones Planned and Achieved

55 Table 6. Progress made toward achieving GPE Output 5: 2015 Milestones Planned and Achieved

Table of Figures

17 Figure 1. Trends in primary completion rates: 2003 to 2013 (%)

34 Figure 2. Exchanges-rate adjustments with a negative effect on USD value of donor pledges

Acronyms

CGPC	Country Grants and Performance Committee
CIFF	Children's Investment Fund Foundation
CY2015	Calendar Year 2015
DCP	Developing Country Partner
ESP	Education sector plan
ESPDG	Education Sector Plan Development Grant
ESPIG	Education Sector Program Implementation Grant
FCAC	Fragile or Conflict-affected Country
FRR	Final readiness review
FY2015	Fiscal Year 2015 (July 1, 2014, to June 30, 2015)
GA	Grant agent (formerly known as SE/SME)
GERF	Governance, Ethics, Risk, and Finance Committee
GPE	Global Partnership for Education
GRA	Global and Regional Activities program
IIEP	International Institute for Education Planning
JSR	Joint sector review
LEG	Local education group
MCA	Maximum country allocations
NFM	New funding model, also referred to as new GPE funding model or GPE funding model
PASEC	Programme d'Analyse des Systèmes Educatifs de la CONFEMEN
PCR	Primary completion rate
PDG	Program Development Grant
QAR	Quality assurance review
RBF	Results-based financing
SABER	Systems Approach for Better Education Results
SE/ME	Supervising entity/managing entity
SPC	Strategy and Policy Committee
TEP	Transitional education sector plan
UNGEI	United Nations Girls' Education Initiative
UNRWA	United Nations Relief and Works Agency for Palestine Refugees
VfM	Value for Money

Chapter I. Overview and Introduction

Introduction

In 2014, the Global Partnership for Education Secretariat adopted an interim results framework that it developed in partnership with the U.K. Department for International Development (see Appendix I).[1] The interim results framework will be replaced by a partnership-wide corporate results framework, which was approved by the Global Partnership Board alongside a new strategic plan in December 2015. The new corporate results framework will be used for results reporting beginning in 2016.

The following report documents 2015 achievements against the milestones set out in the interim results framework. It captures trends at the impact and outcome levels, where the Global Partnership aims to contribute to stronger learning outcomes and improved equity for all, primarily in the basic education subsector. The report also considers progress towards key outputs in at least four levels: among GPE developing country partners (DCPs); within partnership dialogue mechanisms at the country level; at the level of GPE grants; and in the organizational effectiveness of the Global Partnership Secretariat itself.

On balance, the report shows that the Global Partnership has achieved the vast majority of the output targets established for FY2015 in the interim results framework. On a total of 15 output indicators, 11 were met in full; three others were met in substantial part; and one was not met. Of particular note, excellent progress has been made in improving the Global Partnership's organizational effectiveness (Output 5), and in producing tools, templates and methodologies that establish minimum standards and can be used to improve quality assurance of education sector plans, grants, and country-level processes (Outputs 1, 3, 4, and 5). As a result of the organizational review and subsequent changes in the Secretariat organization, these developments have also been accompanied by increased capacity and consistency in the support provided to country-level partners in both grant processes and sector dialogue.

However, the report draws attention to the need for a redoubled effort at the impact and outcome levels. It suggests that progress towards improved equity and access across GPE partner countries has slowed between 2012 and 2013. The Global Partnership should monitor and assess these trends carefully. Milestones reported at the impact and outcome levels in this report utilize 2013 data (the most recent year

1 The Global Partnership for Education recognizes with appreciation the substantial support from DFID in the development of this Interim results framework.

available). The report therefore does not capture the effects on country performance of significant improvements in the overall GPE business model between 2013 and 2015, including the introduction of the new GPE funding model in 2015. The launch of the GPE funding model, with clear requirements as to domestic financing for education and a results-based tranche, is expected to leverage stronger outcomes.

This report comes at an auspicious moment in the Global Partnership for Education's history. In the spring of 2016, the Global Partnership will launch its new Strategic Plan, which sets out a shared vision and mission and commits the Global Partnership to the realization of the Sustainable Development Goals—particularly SDG 4, which focuses on education. The work that has gone into this report has served the strategic planning process well, laying the foundation for a new, partnership-wide multi-year results framework that was adopted alongside the strategic plan at the December 2015 Board meeting.

Impact and Outcomes (Chapter 2)

The Global Partnership for Education aims to improve access, equity, and learning outcomes for all. More specifically, it seeks to contribute to improvements in the number of children completing primary and lower secondary levels of school in GPE partner countries; to lower the number of children out of school; and to improve education quality, as measured by the percentage of trained teachers at the primary level. Findings in this chapter on impact and outcome indicators suggest that, while there have been continued improvements at the impact level, a more mixed picture emerges at the level of outcomes.

At the impact level, as measured by youth literacy rates (the only readily available and internationally comparable indicator), the 2013 data provided in this report show a continuation of a positive trend in developing country partners (DCPs), with significant gains beyond planned outcomes—including for women.[2]

At the outcome level, primary and secondary completion rates have plateaued between 2012 and 2013 across DCPs, with a very small percentage of decline at the aggregate level for primary completion. There was a slight aggregate improvement for lower-secondary-level completion. Although at the aggregate level numbers remain within a few percentage points of the FY2015 milestone, there has been a worrying increase in the number of out-of-school children across DCPs. A surprising number of these children are in countries not affected by fragility or conflict. We also report a year-on-year decline of approximately 2 percent in the proportion of trained primary teachers across GPE partner countries (but note that, because of irregular reporting, this indicator should be treated with caution).

More positively, data presented in Chapter 2 suggest that some of the outcome indicators used in the interim results framework may underestimate national achievements and the Global Partnership's contributions to them. For example, we present additional analysis under Outcome Indicator 1 (Primary Completion Rate) to show that progress among DCPs still remains above the 10-year trend line for this indicator. Progress among DCPs is also greater than PCR progress in non-GPE partner countries. The Global Partnership anticipates that implementation of the financing requirement in the new GPE funding model, which requires that at least 45 percent of a country's education expenditures target primary education, may have an impact on primary and lower secondary completion rates going forward.

The Global Partnership is also able to report positive achievements in the imputed number of children supported with grants across GPE partner countries. This number exceeded in aggregate the FY2015 milestone. However, while the imputed number of children the partnership supported in fragile and conflict-affected states increased between 2014 and 2015, total values

2 Data used to monitor impact and outcomes (apart from imputed numbers of students supported) come from UIS and are for 2013, which is the most recent internationally comparable data available. These data therefore can only reflect Global Partnership actions undertaken before 2013. They do not capture the impact of activities implemented by the Global Partnership between 2013 and FY2015, in particular the implementation of the new GPE funding model.

were about 6 percent lower than targeted. This lower-than-anticipated outcome was in part due to political instability in Yemen and Burundi that led to lower disbursements. Imputed numbers, however, fail to capture the fact that in situations of conflict, Global Partnership dollars are often used flexibly to reach children in particularly difficult circumstances. For example, in Yemen, funds have been reallocated from investments in training to providing school kits—a measure that arguably reaches more children directly in the short term.

The Global Partnership is taking strong action to support improvements in outcomes. The launch of the new GPE funding model, with clear requirements regarding domestic financing and a results-based financing tranche, is expected to leverage stronger outcomes. However, as noted in the *2014 to 2015 Results for Learning Report,*[3] the drop in the overall external financing available for basic education in low-income and fragile and conflict-affected states is a major threat to continued progress. In particular, the Global Partnership and its partners should continue to explore ways to improve support for education in situations of conflict, where conventional approaches to disbursement sometimes break down but overall needs remain high. This issue is a permanent focus for the Secretariat's Conflict and Fragility Team.

Moving forward, the Global Partnership will adopt improved measures at the impact and outcome levels that are closely aligned with the SDG framework. The partnership will conduct further analysis of the barriers and bottlenecks that are contributing to mixed achievements in key outcomes and impact.

Quality Sector Planning and Technical Support (Output 1—Chapter 3)

The Global Partnership has made significant progress in meeting major milestones related to the monitoring of sector plan credibility and the quality of joint sector review (JSR) processes. The Secretariat has fully implemented the new GPE funding model and (as described in more detail in Chapter 7) ensured that robust guidelines and procedures are in place to support program grant applications. The Secretariat has also improved the technical support it provides for planning and plan implementation.

For 2015, the Global Partnership established five milestones under four indicators for Output Indicator 1. It fully met four of these milestones and partially met another, yielding in total three indicator targets achieved and one partially achieved.

In Chapter 3, we detail the following achievements:

- **Methodology for assessing and monitoring sector plan credibility** (Output Indicator 1.1). A methodology for monitoring Sector Plan credibility was developed, disseminated, and used by the Global Partnership to create an initial baseline. Overall, the baseline suggests that there is much room for improvement in the quality of sector plans; and yet, while few sector plans meet all of the minimum standards, the majority meet at least some of the minimum standards and there is a good foundation for further development. This new methodology will be used for quality assurance purposes—including the monitoring of education sector plan (ESP) quality. Ongoing monitoring will also be used to improve upstream technical support from the Secretariat and other partners.

- **Methodology for assessing and monitoring joint sector reviews** (Output Indicator 1.2). The Secretariat has developed a methodology for assessing the extent to which joint sector reviews are focused on implementation of the sector plans and allow effective sector monitoring. This tool sets minimum standards for JSR effectiveness, building on the 2013—2014 Global Partnership sector monitoring initiative and on previous research work undertaken between 2011 and 2012. A total of 32 JSRs were conducted by GPE partner countries with an active grant; of these, 24 provided JSR reports to the Secretariat. Baseline

3 http://www.globalpartnership.org/2014-2015-results-for-learning-report.

data collection on the quality of the JSR processes was also completed using this new methodology. Overall, the baseline suggests that 6 percent of the JSRs are assessed as focusing effectively on implementation of the ESPs and TEPs (transitional education plans). An additional 16 percent of the JSRs are well on track to meet the full set of minimum standards, while 31 percent are not meeting any minimum standards.

- **Methodology for assessing grant implementation** (Output Indicator 1.3). The Global Partnership has partially met this milestone. The Secretariat successfully developed a new tool to track whether grants are "on track with implementation," following the revised Policy on ESPIG (May 2015). The baseline for this methodology will be set in FY2016, although interim reporting on implementation status using existing reporting formats from different grant agents appears in the 2015 portfolio review.[4] The use of the new methodology will be facilitated by the Board's decision that the operational model firmly establishes that grant agents must apply minimum reporting standards. This newly approved practice will be in place by January 2016, enabling the use of the methodology going forward.

- **Timely and predictable mechanisms for disbursing the variable tranche in program grants** (Output Indicator 1.4). This milestone was fully met. The Secretariat introduced the new GPE funding model in FY2015, updating all guidelines (see Chapter 7). Three of the four[5] grant applications approved to date in 2015 included a request for a performance-based tranche of funding. The revised ESPIG policy approved in 2015 set out general guidelines for preparing and disbursing the variable tranche of the grant, with flexibility for adaptation to country contexts and capacity. The guidelines specify that the verification mechanism to assess whether DCPs have achieved agreed-upon targets to warrant disbursement must be spelled out in the grant application. The mechanism is quality assured and reviewed as part of the grant application, and grant agents are expected to follow a Board-approved mechanism when verifying progress on indicators. Moreover, the Secretariat has established a process to assert, on a grant-by-grant basis, that agreed-upon verification mechanisms have been used before disbursement of the variable tranche, and to track disbursements at the global level.[6]

In summary, the Global Partnership now has the tools available for monitoring sector plan credibility, the implementation focus of joint sector reviews, and the status of grant implementation. The Secretariat has also developed mechanisms for ensuring predictable and timely disbursement of the performance-based tranche of its GPE funding model grants. Each of these contributions supports the improvement of the Global Partnership's operational model: clarifying minimum standards and requirements; providing the tools for upstream quality assurance and for downstream monitoring of progress; and ensuring improved grant oversight.

Moving forward, the Secretariat will continue to build its capacity to support improved sector planning and technical policy advice—moving the partnership significantly beyond the milestones anticipated for 2015 and 2016. In particular, we highlight the improvement in the overall level of staff time spent on country-focused work, through enhanced capacity among country leads and the creation of a new Planning, Financing, and Systems Team within the Secretariat. This new team has piloted a collaborative cross-country approach to support improved sector planning and will be responsible for the development of key guidelines in the areas of domestic financing monitoring, joint sector reviews, and transitional education plans.

4 Previously, grant implementation progress has been tracked and reported in the annual portfolio review in two different ways. For World Bank-supervised grants, the rating system used by the Bank in the ISRs was used; for grants supervised or managed by other partners, progress reports were reviewed along with mission reports, and an assessment was made on a grant-by-grant basis. However, as reporting formats vary it has been difficult to extract common elements that lend themselves to a common methodology. The portfolio reviews of FY2013, FY2014, and FY2015 therefore use a mixed methodology to assess implementation progress.

5 One of the applications, from Bangladesh, was submitted using the previous funding model, as per the Board's decision to allow countries with allocations communicated for the previous replenishment period to do so up until the first round of applications in 2015.

6 In addition, a set of standard reporting templates for GPE grants has also been developed as detailed in Chapter 7. These—along with the methodology to follow grants "on track"—will enable DCPs and the Secretariat to closely monitor progress toward achieving their anticipated results and respond adequately to any deviations from their plans.

More and Better Financing
(Output 2—Chapter 4)

The Global Partnership is committed to improving the level of domestic financing available for education—in particular for basic education; and to improving the level of financing available for its grants, including by diversifying the sources of this financing.

In FY2015, the Global Partnership met in full or in substantial part all of the milestones established in relation to improved domestic and international financing:

- The Secretariat has successfully developed a methodology for monitoring DCPs' domestic expenditures in education, using an approach that draws on domestic financing data.

- On an exchange-rate-adjusted basis, the Global Partnership is on track to meet the target for donor contributions to the GPE fund. In FY2015, the Global Partnership successfully raised additional contributions from Canada and small amounts from a number of other donors. However, due to both exchange-rate fluctuations and significant pressure on European donors related to the refugee crisis, the negative impact on the partnership's ability to finance all of its eligible countries has been considerable. Therefore, it is important to recognize that although the target has been met, the Global Partnership faces significant financial pressures.

- The Global Partnership has exceeded the milestone for contributions from private and nontraditional donors, achieving in total $27 million in nontraditional contributions against a target of $7 million. This is due to these donors signing multi-year contribution agreements that cover the full replenishment period.

Moving forward, this chapter highlights ways in which the GPE Secretariat is taking proactive steps to improve the Global Partnership's work in the areas of domestic financing and international financing.

For *domestic financing,* the Secretariat is working with the UNESCO Institute of Statistics (UIS) to map primary gaps in reporting on domestic financing and support improved reporting. It is also making greater use of the domestic financing requirement in the new GPE funding model to strengthen domestic policy dialogue on financing. To support this effort, the Global Partnership has established an education Planning, Financing, and Systems Team (see bios in Appendix IX), with support from four senior Secretariat staff with expertise in the area of education finance. The Global Partnership is also working with the World Bank and UIS to improve overall methodologies for tracking domestic financing, including through work sponsored via Global and Regional Activities (GRA) on national education accounts with UIS and IIEP.

For *international financing,* the Secretariat is finalizing resource mobilization strategies and implementation plans in three sectors:

1. **Traditional donors:** This sector is best suited to ongoing contributions to the single pooled GPE Fund. However, it is the sector facing the greatest pressures on resources, especially in Europe. The Global Partnership has historically seen small contributions from six members of the G7. That is beginning to change as the United States and Canada increase their support, but a G7 focus remains essential. Some traditional donors are also interested in options for innovative and leveraged financing.

2. **Emerging sovereign donors:** The Global Partnership has had success in attracting more than $200 million from Qatar for direct co-financing of programs but otherwise has seen only a modest contribution to the GPE Fund from Korea. The Secretariat has developed strategies for engaging emerging donors in both the Middle East and Asia. Good progress is being made on both fronts, though much will depend on Board decisions in the context of its new strategic plan. Emerging donors will, in the early stages of engagement, wish to restrict their contributions more geographically or thematically.

3. **Foundations, philanthropy, and the private sector:** This is the least developed sector for the Global Partnership, principally because few of these entities are willing to contribute to a single pooled fund without attribution. However, with some increased flexibility in GPE financing processes, there are distinct possibilities for both geographic and thematic support.

Two recent Board decisions made in October 2015 are important to improving the chances of securing additional financing for Global Partnership activities. The Board has asked for options on strategic financing mechanisms, with an initial discussion paper being prepared for its December meeting in Dakar and an options paper due in June 2016 (BOD/2015/10-06). This will potentially open up opportunities for some mechanisms of restricted financing, provided adequate safeguards are in place. The second decision was in relation to the Global Partnership's role in knowledge sharing and global activities (BOD/2015/10-04), and the Board called for an options paper for its June 2016 meeting. This is a crucial area for the emerging donor sector (especially in Asia) and also for foundations, the private sector, and philanthropy.

Contributions to Improved Teaching, Learning, Equity, and Inclusion
(Output 3—Chapter 5)

Improved outcomes in the areas of equity and inclusion, teaching, and learning are central to the Global Partnership's theory of change and appear as the two high-level goals within the new strategic plan for 2016—2020. Under the new GPE funding model, countries are required to invest in learning assessment systems and can apply for a variable tranche of funding based on achievement of key indicators in the areas of learning and equity. It is also worth noting that among Global Partnership program grants for which there is available reporting, 30 include activities or components related to supporting children with disabilities; 24 include girls' education and gender-responsive interventions; and a majority include components related to teacher training, curriculum development, and supply of learning materials.[7]

Milestones for 2015 in the areas of teaching and learning and equity and inclusion were focused on improvements in the Secretariat's capacity to deliver improved technical advice to country-level partners and delivered better monitoring and knowledge sharing across the partnership. Two of the three milestones were met in whole or substantial part; another one was not met.

- The Secretariat has appointed the Deputy Chief Technical Officer to lead the Secretariat's work on teaching and learning and created a technical team that includes five specialists with technical expertise in this area (Appendix IX). Two additional specialists will join this team in 2016. Meanwhile, the milestone of appointing a senior education specialist on learning was not met.

- The Secretariat appointed a senior adviser to lead its work on equity and inclusion and appointed a technical team with expertise on various aspects of equity and inclusion to guide Global Partnership work in this area (Appendix IX). The new equity and inclusion team will include a senior policy fellow on disability and inclusion who joined the Secretariat in January 2016. One additional specialist will join the team in early 2016. The related milestone for this year was thus met in substantial part.

- A methodology has been developed to monitor the number of GPE partner countries that have credible learning assessments within the basic education cycle. An initial baseline study is also complete. The related milestone for this year was thus achieved.

In 2015, the Global Partnership established two dedicated technical teams within the Secretariat comprising highly skilled experts in the areas of teaching

7 The Global Partnership is introducing improved grant-level tracking of grant components. This assessment is derived from a detailed report of grants for which the World Bank is the grant agent.

and learning and equity and inclusion. These new teams provide enhanced technical advisory and analytical support to partner countries, and also promote improved policies and practices and cross-national learning in these areas. Each team is led by a senior education specialist and comprises highly skilled experts from the Country Support Team and the Strategy, Policy, and Performance Team. In addition, the CST has created a peer-cluster system to ensure coherence in country support, as well as to facilitate dissemination and use of the products and knowledge brokered by the technical and thematic teams across each country portfolio.

Because of this enhanced capacity, the Global Partnership has made significant contributions beyond those anticipated in the current results framework:

- Working with the United Nations Girls' Education Initiative (UNGEI), the Global Partnership has prepared gender-responsive sector planning guidelines that will be published in 2016. The Global Partnership is also mapping gender components of education sector plans that will be ready for publication as a GPE working paper.

- Under the Global and Regional Activities (GRA) program, the Global Partnership has sponsored the publication of a wide number of technical reports, guidelines, and tools, and is making them available across the partnership on a new knowledge-mobilization website. In FY2015, the GRA program also supported approximately 50 workshops with partner governments in areas related to equity and learning. (See the GRA status report in Appendix VIII.)

- The Secretariat worked closely with partners to improve knowledge exchange on improved approaches to teaching and learning and equity and inclusion. Such work has included active participation in international initiatives or networks such as the Learning Metric Task Force; the Global Reading Network; the Global Book Fund initiative; the Teacher Task Force; the gender-sensitive planning initiative co-convened with UNGEI; the Out-of-School Children Initiative; and the School-based Gender-related Violence Initiative. The Global Partnership is also actively brokering knowledge exchange with the research community, through both Secretariat presentations and support for partner participation in technical policy dialogue in venues such as the Comparative and International Education Society (CIES) and The Education and Development Forum (UKFIET) conferences.

Data and Support for Evidence-based Sector Planning and Monitoring
(Output 4—Chapter 6)

The Global Partnership supports evidence-based sector planning and monitoring of sector progress. Output 4 tracks outputs in two main areas. First, using the level of reporting to UNESCO as a proxy, this indicator tracks progress in national reporting on key outcome, service delivery, and financial data. Second, this indicator looks at the number of GPE partner countries that have a strategy to address data gaps, a requirement for all new Global Partnership program grants approved after January 2015.

The Global Partnership has met FY2015 milestones for data and support for country monitoring in full or in substantial part:

- On the three indicators related to level of DCP reporting to UNESCO, the Global Partnership met one of three milestones. Overall reporting has declined in the areas of key outcome and service delivery indicators. However, it has improved on indicators related to education sector financing.

- The milestone for partner country data strategies was to develop a methodology for assessing data strategies and establish a baseline. This milestone was met: a new methodology was developed (see Appendix XI) and the baseline completed using this methodology.

Furthermore, there have been improvements in the absolute number of countries reporting on all key indicators for outcomes and financing, which have increased from 18 to 26 and from 11 to 14, respectively, between 2012 and 2013.

Nonetheless, these results suggest that there is a significant data challenge among GPE developing country partners. The Secretariat is presently considering how it can better support DCP progress in this area, working collaboratively with the UIS (on national reporting) and through technical support to countries during the sector plan development process, to ensure that a robust national data strategy is developed. The Global Partnership will closely follow the impact of the new GPE funding model requirement for a robust data strategy in 2016, when a large number of grant applications will be required to meet the minimum standards set out in the newly developed data strategy methodology.

Improving the Organizational Effectiveness of the Global Partnership (Output 5—Chapter 7)

The Global Partnership is committed to improving its overall organizational effectiveness. In FY2015, it successfully implemented the new GPE funding model, and it is on track to complete all the major reforms to the operational platform approved at the October Board retreat in BOD2015/10-02 by June 2016.

Indicators for Output 5 track these improvements in the Global Partnership's organizational effectiveness. Milestones for 2015 include the delivery of a draft Strategic Plan, theory of change, results framework, and implementation plan; completion of key improvements to the business systems and control framework; and progress on annual reporting of GPE results.

The Global Partnership has achieved or exceeded the three milestones set for 2015 in these areas:

- The Global Partnership delivered a complete draft of its Strategic Plan 2016—2020 on November 23, 2015. The plan was accompanied by a theory of change, a results framework, and an implementation plan. The strategic plan and its components draw on partnership-wide consensus built through an extensive consultation process between May 2015 and September 2015. The plan was approved by the Board during its December 2015 meeting.

- The Secretariat has also completed key improvements to its business systems and control frameworks:

  a. A risk management policy and matrix have been adopted and are routinely being used by the Secretariat, with regular oversight by the Governance, Ethics, Risk, and Finance Committee (GERF). All Board Committees have reviewed their risks. The Board receives regular updates on risk, which is now a standing item on the Board agenda.

  b. The Global Partnership adopted a fiduciary assurance map and presented it to the GERF in April 2015. Based on GERF input, it has now been integrated into the Risk Register.

  c. New guidelines, minimum standards, and quality assurance processes have been revised to support the implementation of the new GPE funding model, and a strengthened program oversight framework is in place.

- In the area of improving reporting, the Secretariat has developed standard reporting templates for three grants (Education Plan Development Grants, Program Development Grants, and Education Plan Implementation Grants). Standard reporting templates for EPDGs and PDGs are presently being operationalized.

In 2015, the Secretariat developed and piloted two reporting templates for ESPIGs, one for annual reporting and one for grant completion, but their adoption by grant agents was uneven. The October 2015 Board

Decision BOD2015/10-02 to adopt standard reporting on all grants (which includes clear reporting on grant outputs) will likely provide the Secretariat with a stronger mandate to require standard reporting from all grant agents. Based on this decision, the Secretariat is presently working with grant agents to develop an agreed-upon, common approach to grant reporting. ESPIG reporting will include details about grant outputs and will be linked to achievement of results established in the new Global Partnership corporate results framework. Standard reporting templates for ESPIGs will be fully operationalized by June 2016.

Moreover, following Board Decision BOD/2014/12-04, the Secretariat has developed a cross-team grant management function and recruited a highly qualified head of grant management as deputy CST manager (bio available in Appendix IX). The cross-team further consists of an operational team of four from the CST, a newly recruited senior finance officer, and a newly recruited finance officer. A monitoring unit of three staff members has been established within the CST, which is also overseen by the deputy CST manager. This is a significant improvement upon the previous situation, where grant management and monitoring was the responsibility of individual country leads under the supervision of the CST manager, with support from the head of finance.

The Global Partnership is also implementing a number of additional revisions to its organizational effectiveness based on the recommendations in Board Decision BOD/2015/10-02 on strengthening the Global Partnership's operational model. These revisions, to be implemented by June 2016, include a variety of improvements in grant management and oversight; introduction of a mechanism for upstream independent technical review of Education Sector Plans; and a strengthened monitoring and evaluation framework, among other items.

With the additional support from the finance team, all audit reports and implementation progress reports are now reviewed in a systematic manner, providing greater capacity to review fiduciary and risk management issues in addition to the existing focus on the programmatic issues from the CST.

The Board's decision in October 2015 to apply the minimum standards currently in place for international NGOs to all grant agents will provide greater assurance that all organizations receiving funds directly from the Global Partnership meet the expected requirements in the following areas:

- *Financial Management and Accounting Systems*
- *External Financial Audit*
- *Control Frameworks*
- *Internal Audit*
- *Legal Status*
- *Project Appraisal*
- *Management and Organization*
- *Oversight of Sub-recipients*
- *Procurement Procedures*
- *Monitoring, Evaluation, and Project-at-Risk Systems*
- *Misuse of Funds*
- *Protection of Whistleblowers*

The review of existing organizations against these standards is expected to be completed in time for the next meeting of the GERF in April 2016.

Conclusion and Next Steps

On balance, this report demonstrates that the Global Partnership has achieved the vast majority of the output targets established for FY2015 in its interim results framework. In particular, excellent progress has been made to improve the Global Partnership's organizational effectiveness (Output 5), and to produce tools, guidelines, templates, and methodologies

that establish minimum standards, which can be used to support national policy dialogue and enhance the quality assurance of education sector plans, grants, and country-level processes (Outputs 1, 3, 4, and 5).

The Global Partnership now has improved systems for monitoring and evaluation, for risk management, and for fiduciary oversight. As a result of the organizational review and subsequent changes in the Secretariat organization, these developments have been accompanied by an increased capacity and consistency in the support the Global Partnership provides to country-level partners in both grant processes and sector dialogue.

The report also stresses a need for increased attention and action in 2016:

- Findings on the quality of education sector plans and on low levels of reporting on key education outcome and service delivery indicators suggest that the Global Partnership should do more to support developing country partners in these areas. To address these issues, the Secretariat has improved the level of direct support provided during sector planning processes. It is also exploring new opportunities for cross-national exchange of good practice and peer review. Strengthened capacity within the Country Support Team and in the Strategy and Policy Team (including the creation of an education Planning, Financing, and Systems Team) has been put in place to support work in these areas.

- In the area of financing, the Secretariat is actively pursuing new financing opportunities, including through a Board-mandated options paper on strategic financing that will be delivered in June 2016.

- The introduction of Standard Reporting Templates for Education Sector Plan Implementation Grants has been accelerated by the Board's decision to require standard reporting from all grant agents. The Secretariat will have fully operational reporting templates for ESPIGs by June 2016. These templates will include data on grant outputs linked to the Global Partnership's corporate results framework.

At the impact and outcome levels, the Global Partnership should carefully monitor progress in primary completion rates, numbers of out-of-school children, and access to lower secondary education. It should conduct further analysis of the factors contributing to lower-than-anticipated progress in these areas, and then use this analysis to stimulate further policy dialogue and improved approaches to overcoming key barriers and bottlenecks to progress.

Finally, we note that work completed for this report—including the development of indicators, tools, and methodologies—has been usefully incorporated into common, partnership-wide frameworks for corporate results and monitoring and evaluation, which will be launched alongside the new strategic plan. This interim results report has provided the Secretariat with a valuable opportunity to develop and pilot an annual results report that in many ways models the procedures and approach that will be taken in results reporting during the period of the partnership's new Strategic Plan 2016—2020.

SUMMARY OF GPE RESULTS ON 2015 MILESTONES

Impact and Outcome Levels	Indicator Title	Milestone 2015—PLANNED	Milestone 2015—ACHIEVED	2015 Status
Impact Indicator 1	Youth (15–24) literacy rate in GPE-endorsed countries (%)	74.8 (total) 69.5 (female)	75.1 (total) 69.5 (female)	Milestone met
Outcome Indicator 1	Primary completion rate (PCR) in GPE partner countries (%)	73.7 (total) 70.1 (female) 69.2 (FCAC)	72.4 (total) 68.8 (female) 68.3 (FCAC)	Milestone partially met
Outcome Indicator 2	Number of out-of-school girls and boys of primary school age in GPE partner countries	40,298 (total - 000) 22,160 (female - 000) 33,485 (FCAC - 000)	41,265 (total - 000) 22,854 (female - 000) 34,117 (FCAC - 000)	Milestone partially met
Outcome Indicator 3	Lower secondary completion rate in GPE partner countries (%)	43.2 (total) 39.3 (female) 39.4 (FCAC)	42.8 (total) 38.9 (female) 39.4 (FCAC)	Milestone partially met
Outcome Indicator 4	Number of equivalent children supported in basic education (primary and lower secondary school) annually by GPE	5,749 (total - 000) 2,716 (female - 000) 4,702 (FCAC - 000)	5,936 (total - 000) 2,812 (female - 000) 4,405 (FCAC - 000)	Milestone partially met
Outcome Indicator 5	Percentage of primary teachers in DCPs trained according to national standards (%)	80.4 (total) 82.4 (female)	78.2 (total) 80.3 (female)	Milestone partially met
Output 1: Quality Sector Planning and Technical Support	**Indicator Title**	**Milestone 2015—PLANNED**	**Milestone 2015—ACHIEVED**	**2015 Status**
Output Indicator 1.1	Percentage of endorsed (i) education sector plans or (ii) transitional plans meeting minimum standards of the Secretariat assessment methodology (%)	Baseline established and agreed upon; methodology disseminated	(i) Methodology finalized (ii) Baseline established	Milestone met
Output Indicator 1.2	(i) Number of GPE partner countries providing joint sector review reports to Global Partnership; (ii) Number of joint sector reviews that focus on the implementation of education sector plans	x out of ...	24 out of 32 (75.0%)	Milestone met
Output Indicator 1.3	Number of GPE program grants assessed as on track with implementation	Methodology developed and baseline established	(i) Improved methodology developed (ii) Baseline data provided are for the previously used methodology—not the revised methodology provided	Milestone partially met

continued

SUMMARY OF GPE RESULTS ON 2015 MILESTONES *CONTINUED*

Output 1: Quality Sector Planning and Technical Support	Indicator Title	Milestone 2015—PLANNED	Milestone 2015—ACHIEVED	2015 Status
Output Indicator 1.4	Number of GPE program grant applications approved from 2015 onward that include variable part based on performance indicators on equity, efficiency, and learning	Timely and predictable mechanism established for disbursing RBF payments	(i) Timely and predictable mechanism established for disbursing RBF payments, including a tracking tool (ii) In FY2015, three such applications were approved out of three submitted	Milestone met
Output 2: More and Better Financing	**Indicator Title**	**Milestone 2015—PLANNED**	**Milestone 2015—ACHIEVED**	**2015 Status**
Output Indicator 2.1	Number of GPE partner countries that have (i) increased their public expenditure on education since joining the partnership, or (ii) maintained sector spending at 20% or above	Methodology developed for monitoring DCP expenditure on education	Methodology developed for monitoring DCP expenditure on education	Milestone met
Output Indicator 2.2	Donor contributions to the GPE Fund for 2015–2018	$700 million	$949 million	Milestone met (on an adjusted-exchange-rate basis)
Output Indicator 2.3	Amount of funding to Global Partnership from nontraditional donors (private sector and those who are new to education) for 2015–2018	$7 million	$27 million	Milestone met
Output 3: Contributions to Improved Teaching, Learning, Equity, and Inclusion	**Indicator Title**	**Milestone 2015—PLANNED**	**Milestone 2015—ACHIEVED**	**2015 Status**
Output Indicator 3.1	Number of DCPs with a credible strategy to improve teacher quality and management	Recruitment of a learning and teacher specialist and start of the process to define a methodology	The deputy chief technical officer is the lead for learning and teachers. A Teaching and Learning Cluster with dedicated support from five Secretariat staff is in place. In addition, another learning specialist is under recruitment and a thematic team of five is in place.	Milestone not met

Output 3: Contributions to Improved Teaching, Learning, Equity, and Inclusion	Indicator Title	Milestone 2015—PLANNED	Milestone 2015—ACHIEVED	2015 Status
Output Indicator 3.2	Number of DCPs that have a credible learning assessment within the basic education cycle (i) in place or (ii) under development	Methodology developed and baseline established	(i) Methodology developed (ii) Baseline established	Milestone met
Output Indicator 3.3	Number of DCPs with a credible strategy to respond to marginalized groups (including gender and disability)	Recruitment of an equity specialist and start of the process to define a methodology	A senior adviser has been appointed to lead the Secretariat's Equity and Inclusion Cluster. This cluster includes a full-time policy fellow in the area of disability and inclusion and dedicated support from senior specialists from the CST. An additional equity and inclusion position is presently under recruitment.	Milestone partially met
Output 4: Data and Support for Evidence-based Sector Planning and Monitoring	**Indicator Title**	**Milestone 2015—PLANNED**	**Milestone 2015—ACHIEVED**	**2015 Status**
Output Indicator 4.1	(i) Average proportion of key outcomes indicators not reported by GPE partner countries; (ii) average proportion of key service delivery indicators not reported by GPE partner countries; (iii) average proportion of key financing indicators not reported by GPE partner countries	(i) 35 (ii) 58 (iii) 77	(i) 42 (ii) 63 (iii) 73	Milestone partially met
Output Indicator 4.2	Number of countries with a clear data strategy addressing gaps around (i) outcome indicators, (ii) service delivery indicators, and (iii) financing indicators	Baseline established	(i) Methodology developed (ii) Baseline established	Milestone met

continued

SUMMARY OF GPE RESULTS ON 2015 MILESTONES *CONTINUED*

Output 5: Improving the Organizational Effectiveness of the Global Partnership	Indicator Title	Milestone 2015—PLANNED	Milestone 2015—ACHIEVED	2015 Status
Output Indicator 5.1	Secretariat develops a vision and strategy for the GPE business model, including an implementation plan that enables the Global Partnership to deliver its new funding model	Draft final 2016–2020 strategic plan (setting out roles, responsibilities, and accountabilities), accompanied by implementation plan addressing key reforms and results framework, developed for Board approval	Draft final 2016–2020 Concept Note, developed and submitted to Board. Implementation Roadmap was delivered as part of the Board package in December 2015.	Milestone mainly met
Output Indicator 5.2	Secretariat improves GPE business systems and control frameworks and implements key reforms: (a) risk management policy and matrix monitored and updated by GERF semiannually; (b) fiduciary assurance map developed and assessed; (c) guidelines, minimum standards, and QAR process for grants under NFM finalized; (d) program oversight framework finalized (including mechanisms to assess the variable component of the NFM)	(a) Risk management policy and matrix monitored and updated by GERF semiannually (b) Fiduciary assurance map developed and assessed (c) Guidelines, minimum standards, and QAR process for grants under NFM finalized (d) Program oversight framework finalized (including mechanisms to assess the variable component of the NFM)	(a) (i) Risk management policy and matrix established in December 2014; (ii) reports issued in April 2015 and November 2015 (b) Fiduciary assurance map developed by Secretariat in March 2015 and assessed by GERF in April 2015 (c) Guidelines, minimum standards, and QAR process for grants under NFM finalized (d) Program oversight framework finalized (including mechanisms to assess the variable component of the NFM)	Milestone met
Output Indicator 5.3	Progress with annual reporting to the Board on education outcomes based on GPE results framework: (a) Standard reporting template developed for SE/MEs; (b) GPE theory of change developed; (c) GPE results framework linked to 2016–2020 strategic plan developed for Board approval	(a) Standard reporting template developed for SE/MEs (b) GPE theory of change developed (c) GPE results framework linked to 2016–2020 strategic plan developed for Board approval	(a) Four standard reporting methodologies and associated templates developed for grant agents, formerly known as S/MEs (ESPDG Completion Report, PDG Completion Report, ESPIG Annual Implementation Status Report, and ESPIG Completion Report templates) (b) Draft of theory of change developed and presented to Board during October retreat; revised draft was presented to the Board in December 2015. (c) GPE draft results framework linked to 2016–2020 strategic plan developed for Board approval	Milestone met

Chapter 2: The Global Partnership's Impact and Outcome

Impact: Increased number of boys and girls gaining a good quality basic education, leading to improvements in learning for all in GPE partner countries.

Outcome: Stronger education systems in GPE developing countries through more efficient and effective use of financial and technical support for education.

Summary

The Global Partnership for Education aims to improve access, equity, and learning outcomes for all. More specifically, it seeks to contribute to improvements in the number of children completing primary and lower secondary levels of school in GPE partner countries; to lower the number of children out of school; and to improve education quality, as measured by the percentage of trained teachers at the primary level. Findings in this chapter on impact and outcome indicators suggest that, while there have been continued improvements at the impact level, a more mixed picture emerges at the level of outcomes.

At the impact level, as measured by youth literacy rates (the only readily available and internationally comparable indicator), the 2013 data provided in this report show a continuation of a positive trend among DCPs, with significant gains beyond planned outcomes—including for women.[8]

At the outcome level, primary and secondary completion rates have plateaued between 2012 and 2013 across DCPs, with a very small percentage decline at the aggregate level for primary completion. There was a slight aggregate improvement for lower-secondary-level completion. Although at the aggregate level numbers remain within a few percentage points of the FY2015 milestone, there has been a worrying increase in the number of out-of-school children across DCPs. A surprising number of these children are in countries not affected by fragility or conflict. We also report a year-on-year decline of approximately 2 percent in the proportion of trained primary teachers across GPE partner countries (but note that, because of irregular reporting, this indicator should be treated with caution).

More positively, data presented in Chapter 2 suggest that some of the outcome indicators used in the interim results framework may underestimate national

8 Data used to monitor impact and outcomes (apart from imputed numbers of students supported) come from UIS and are for 2013, which is the most recent internationally comparable data available. These data therefore can only reflect Global Partnership actions undertaken before 2013. They do not capture the impact of activities implemented by the Global Partnership between 2013 and FY2015, in particular the implementation of the new GPE funding model.

achievements and the Global Partnership's contributions to them. For example, we present additional analysis under Outcome Indicator 1 (Primary Completion Rate) to show that progress among DCPs still remains above the 10-year trend line for this indicator. Progress among DCPs is also greater than PCR progress in non-GPE partner countries. The Global Partnership anticipates that implementation of the financing requirement in the new GPE funding model, which requires that at least 45 percent of a country's education expenditures target primary education, may have an impact on primary and lower secondary completion rates going forward.

The Global Partnership is also able to report positive achievements in the imputed number of children supported with grants across GPE partner countries. This number exceeded in aggregate the FY2015 milestone. However, while the imputed number of children the partnership supported in fragile and conflict-affected states increased between 2014 and 2015, total values were about 6 percent lower than targeted. This lower-than-anticipated outcome was in part due to political instability in Yemen and Burundi that led to lower disbursements. Imputed numbers, however, fail to capture the fact that in situations of conflict, GPE dollars are often used flexibly to reach children in particularly difficult circumstances. For example, in Yemen, funds have been reallocated from investments in training to providing school kits—a measure that arguably reaches more children directly in the short term.

The Global Partnership is taking strong action to support improvements in outcomes. The launch of the new GPE funding model, with clear requirements regarding domestic financing and a results-based financing tranche, is expected to leverage stronger outcomes. However, as noted in the *2014 to 2015 Results for Learning Report,*[9] the drop in the overall external financing available for basic education in low-income and fragile and conflict-affected states is a major threat to continued progress. In particular, the Global Partnership and its partners should continue to explore ways to improve support for education in situations of conflict, where conventional approaches to disbursement sometimes break down but overall needs remain high. This issue is a permanent focus for the Secretariat's Conflict and Fragility Team.

Moving forward, the Global Partnership will adopt improved measures at the impact and outcome levels that are closely aligned with the SDG framework. The partnership will conduct further analysis of the barriers and bottlenecks that are contributing to mixed achievements in key outcomes and impact.

Impact Indicator:
Youth (15–24) Literacy Rate in GPE-Endorsed Countries[10]

Youth literacy rates (as measured by the most recently available 2013 UIS data) increased in 2013, in line with expected targets in the results framework, with a 0.9 percentage point improvement across the full population aged 15 to 24, and a 0.6 percentage point improvement for women in this age group. At the highest level of change—impact—the Global Partnership comfortably met planned FY2015 milestones at the aggregate level and also met the target for females.

Outcome Indicator 1:
Primary Completion Rate in GPE Partner Countries

UIS data suggest that there was little change in primary completion rates (PCRs), both in the aggregate and specifically for girls and FCACs. This reflects the baseline

9 http://www.globalpartnership.org/2014-2015-results-for-learning-report.

10 **NOTE:** UIS historical estimates for impact indicator 1 and outcome indicators 1 through 4 were revised in light of updated population estimates by UIS, subsequent to publication of the baseline report in 2014. In order to ensure that the reported milestones and the baseline are calculated on a comparable basis, baseline figures have been updated to reflect changes in UIS data. The most recent UIS data available for this report was for the year 2013.

data drawn from the UIS statistics for 2012 and UIS data for calendar year 2013.

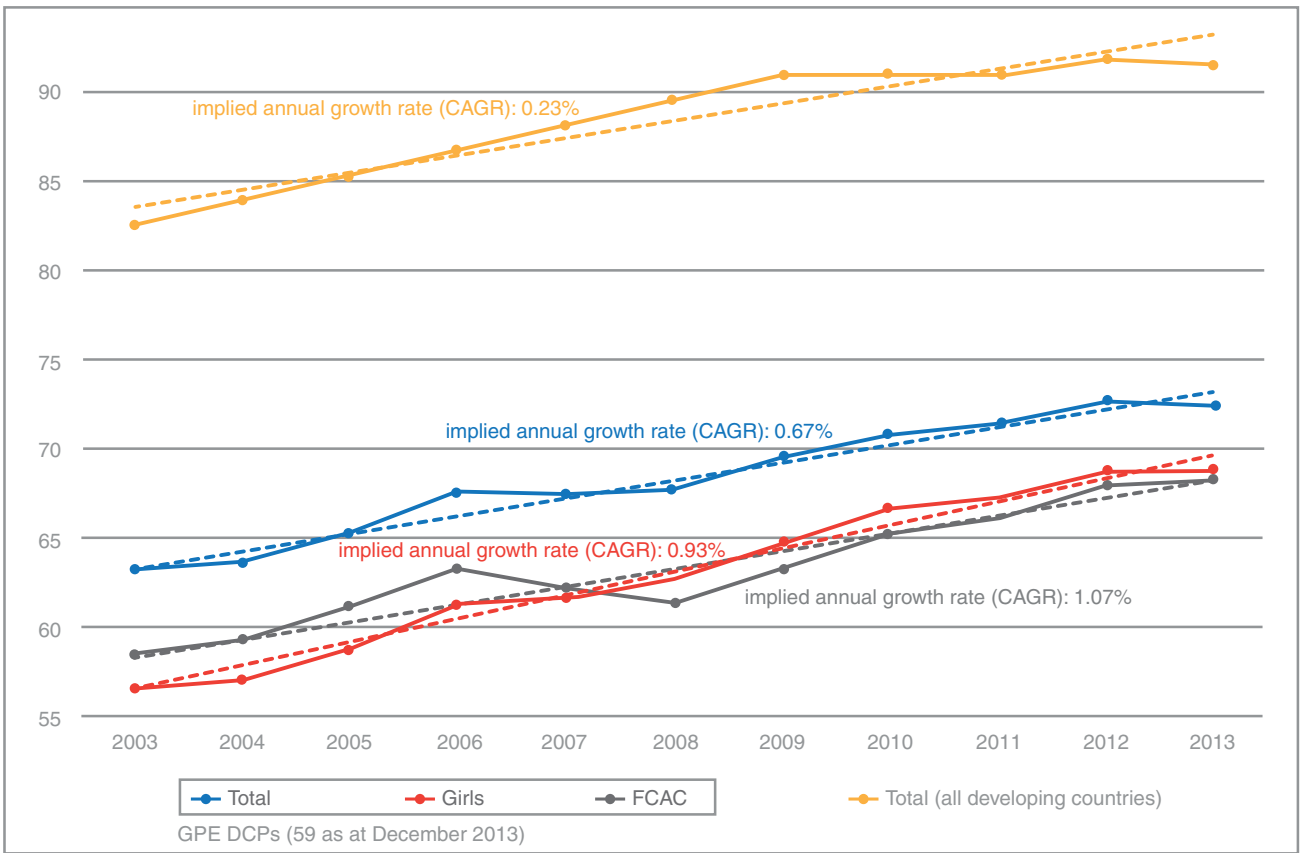
No group met its FY2015 planned milestone, and for the full sample there was a marginal decline in PCR. While primary completion rates for girls saw a small 0.1 percentage point improvement over the revised baseline, it fell short of the target of 70.1 percent by 1.3 percentage points. Similarly, FCACs saw a 0.3 percentage point increase in PCR, but remained 0.9 percentage points below target.

Thus, the Global Partnership did not achieve the planned targets for DCPs.

Even so, it is worth considering PCR in a broader context. As illustrated in Figure 1, trends in PCR for the 10-year period between 2003 and 2013 across DCPs have largely been positive. While the trend is positive across all developing countries, progress is stronger in GPE DCPs than for all developing countries over the period.

Furthermore, it is important to note that targets set in the results framework for 2015 are above the 10-year trend growth, both for DCPs as a whole and for disaggregated groups. Also, this overall positive trend reflects points both above and below the trend line, as well as years in which there are negative and positive changes (decreasing and increasing PCR respectively).

FIGURE 1. TRENDS IN PRIMARY COMPLETION RATES: 2003 TO 2013 (%)



Source: UIS data. DFID 2015 milestones are reflected by squares in 2013.

Outcome Indicator 2:
Number of Out-of-School Girls and Boys of Primary School Age in GPE Partner Countries

Between the 2012 baseline year and the 2013 data provided by UIS, the overall number of out-of-school primary school-aged children increased by almost half a million in GPE partner countries. Girls accounted for a little less than half of this increase (c. 200,000).

In fragile and conflict-affected situations, the number of primary-aged children out of school rose by 140,000 between 2012 and 2013 according to UIS data. This suggests that the bulk of the increase in out-of-school children occurred in non-FCAC settings.

Although the milestones for FY2015 at the aggregate and disaggregated levels were not met, the variance remains under 5 percent, a statistically acceptable margin.

Outcome Indicator 3:
Lower Secondary Completion Rate in GPE Partner Countries

Results for lower secondary completion rates are more promising. While planned FY2015 milestones for improvement across GPE partner countries, and more specifically for girls, were not fully met, in both cases there were improvements in completion rates compared with the baseline, moving outcomes more than halfway toward meeting the FY2015 milestones.

FCACs did particularly well on this measure, achieving a 1 percentage point improvement and meeting the stipulated target. Furthermore, although the FY2015 milestones were not met at the aggregate level and for females, the statistical variance remains small and within an acceptable margin for both groups.

Outcome Indicator 4:
Number of Equivalent Children Supported in Basic Education (primary and lower secondary school) Annually by the Global Partnership

Achievements in the number of children supported by GPE funds (Outcome 4) are broadly positive, with both total children and number of girls educated comfortably ahead of the milestone.

However, even though outcomes in FCACs demonstrate an improvement on the 2014 baseline, the imputed number of children supported was around 6 percent (or c. 297,000 children) below target. The failure to fully meet this target is largely attributable to unanticipated crises in Burundi and Yemen, resulting in disbursements to these two countries considerably below projections. This finding should be treated with caution. The Global Partnership's per-child outcome indicator uses a methodology that imputes the number of children reached based on the per-child cost estimate against total disbursements. Imputed per-child expenditure numbers fail to capture the fact that, in situations of conflict, GPE grants can be restructured quickly and used flexibly to reach children in particularly difficult circumstances. For example, in Yemen, funds have been reallocated from investments in training to providing school kits—a measure that arguably reaches more children directly in the short term.

Outcome Indicator 5:
Percentage of Primary Teachers in DCPs Trained According to National Standards

In the reporting period, there was a year-on-year decline (2012—2013) in the proportion of trained primary teachers of almost 2 percentage points for all teachers (and for female teachers specifically).

Although the milestones for FY2015 at both the aggregate level and for female teachers were not fully met, the variance (at 2.7 percent in aggregate) is small. Furthermore, although this is the best data source presently available, this indicator is unlikely to accurately assess the Global Partnership's contribution to improvements in education for this fiscal year.

It is also important to note that the considerable time lag between the year for which UIS data are available and the period of the current reporting framework presents a significant limitation.

TABLE 1. PROGRESS MADE TOWARD ACHIEVING GPE IMPACT AND OUTCOME: 2015 MILESTONES PLANNED AND ACHIEVED[11]

Indicator Number	Indicator Title	Indicator Definition	Baseline: 2014 (2007–2012 data)		Milestone 1—FY2015: Planned and Achieved (2008–2014 data)		Milestone 1—FY2015 Met?
Impact Indicator	Youth (15-24) literacy rate in GPE endorsed countries (%)	Percentage of people aged 15 to 24 years who can both read and write with understanding a short simple statement on their everyday life. Population weighted average of available data from 2008 to 2014 is used.	**Total:**	74.2	**Planned Total:**	74.8	YES
					Achieved Total:	75.1	
			Females:	68.9	**Planned for Females:**	69.5	YES
					Achieved for Females:	69.5	
Indicator Number	**Indicator Title**	**Indicator Definition**	**Baseline: 2014 (2012 data)**		**Milestone 1—FY2015: Planned and Achieved (2013 data)**		**Milestone 1—FY2015 Met?**
Outcome Indicator 1	Primary completion rate (PCR) in GPE partner countries (%)	Approximated by Gross Intake Ratio (GIR) to last grade of primary. This represents the total number of new entrants in the last grade of primary education regardless of age, expressed as percentage of the total population of the theoretical entrance age to the last grade of primary.	**Total:**	72.6	**Planned Total:**	73.7	REASONABLE VARIANCE (–1.8%)
					Achieved Total:	72.4	
			Females:	68.7	**Planned for Females:**	70.1	REASONABLE VARIANCE (–1.9%)
					Achieved for Females:	68.8	
			FCAC:	68.0	**Planned for FCAC:**	69.2	REASONABLE VARIANCE (–1.3%)
					Achieved for FCAC:	68.3	

continued

11 UIS historical estimates for impact indicator 1 and outcome indicators 1 through 3 were revised in light of updated population estimates, subsequent to publication of the baseline report in 2014. In order to ensure that the reported milestones and the baseline are calculated on a comparable basis, baseline and milestone (target) figures have been updated to reflect changes in UIS data.

TABLE 1. CONTINUED

Indicator Number	Indicator Title	Indicator Definition	Baseline: FY2014 (2012 data)		Milestone 1—FY2015: Planned and Achieved (2013 data)		Milestone 1—FY2015 Met?
Outcome Indicator 2	Number of out-of-school girls and boys of primary school age in GPE partner countries	Number of children of the official primary school age range who are not enrolled in either primary or secondary schools	**Total (000):**	40,790	**Planned Total (000):**	40,298	REASONABLE VARIANCE (2.4%)
					Achieved Total (000):	41,265	
			Females (000):	22,652	**Planned for Females (000):**	22,160	REASONABLE VARIANCE (3.1%)
					Achieved for Females (000):	22,854	
			FCAC (000):	33,977	**Planned for FCAC (000):**	33,485	REASONABLE VARIANCE (1.9%)
					Achieved for FCAC (000):	34,117	
Indicator Number	**Indicator Title**	**Indicator Definition**	**Baseline: FY2014**		**Milestone 1—FY2015: Planned and Achieved (2015 data)**		**Milestone 1—FY2015 Met?**
Outcome Indicator 3	Lower secondary completion rate in GPE partner countries (%)	Approximated by Gross Intake Ratio (GIR) to last grade of lower secondary. This represents the total number of new entrants in the last grade of lower secondary education regardless of age, expressed as percentage of the total population of the theoretical entrance age to the last grade of lower secondary.	**Total:**	42.4	**Planned Total:**	43.2	REASONABLE VARIANCE (–0.9%)
					Achieved Total:	42.8	
			Females:	38.4	**Planned for Females:**	39.3	REASONABLE VARIANCE (–1.0%)
					Achieved for Females:	38.9	
			FCAC:	38.4	**Planned for FCAC:**	39.4	YES
					Achieved for FCAC:	39.4	

Indicator Number	Indicator Title	Indicator Definition	Baseline: FY2014		Milestone 1—FY2015: Planned and Achieved (2015 data)		Milestone 1—FY2015 Met?
Outcome Indicator 4	Number of equivalent children supported in basic education (primary and lower secondary school) annually by the Global Partnership	Estimate of number of children the Global Partnership has funded based on country-level expenditure data. This is given by GPE disbursements for FY2015 divided by public expenditure per pupil in public school.	**Total (000):**	5,547	**Planned Total (000):**	5,749	YES
					Achieved Total (000):	5,936	
			Females (000):	2,615	**Planned for Females (000):**	2,716	YES
					Achieved for Females (000):	2,812	
			FCAC (000):	4,142	**Planned for FCAC (000):**	4,702	NO
					Achieved for FCAC (000):	4,405	

Indicator Number	Indicator Title	Indicator Definition	Baseline: FY2014 (2012 data)		Milestone 1—FY2015: Planned and Achieved (2015 data)		Milestone 1—FY2015 Met?
Outcome Indicator 5	Percentage of primary teachers in DCPs trained according to national standards	Number of teachers who have received the minimum organized teacher training (pre-service or in-service) required for teaching at the primary level in the given country, expressed as a percentage of the total number of teachers at the primary level	**Total:**	80.0	**Planned Total:**	80.4	REASONABLE VARIANCE (–2.7%)
					Achieved Total:	78.2	
			Female Teachers:	82.0	**Planned for Female Teachers:**	82.4	REASONABLE VARIANCE (–2.5%)
					Achieved for Female Teachers:	80.3	

Data source: Global Partnership compilation of 59 countries (61 from November 2015) based on UIS data. Note that for all indicators apart from outcome indicator 4, FCACs are defined as per GPE definition (combining UNESCO GMR list of conflict-affected countries and World Bank list of fragile situations) as at year-end 2013 in order to correspond with UIS data availability. Since outcome indicator 4 is based on 2015 GPE disbursements, FCACs in this calculation are updated to reflect the most recently available lists. In both cases, 28 DCPs are defined as FCAC; however, Malawi is included in 2013 but not in 2015, while The Gambia appears in the most recent list but not in 2013.

Chapter 3: Quality Sector Planning and Technical Sector Support

Output 1:

- **GPE partner countries develop, effectively implement, and monitor good-quality, evidence-driven education sector plans addressing equity, efficiency, teaching quality, and learning outcomes.**
- **High-quality technical support to GPE developing country partners provided by other partners and the Secretariat.**

Summary

The Global Partnership has made significant progress in meeting major milestones related to the monitoring of sector plan credibility and the quality of joint sector review (JSR) processes. The Secretariat has fully implemented the new GPE funding model and (as described in more detail in Chapter 7) ensured that robust guidelines and procedures are in place to support program grant applications. The Secretariat has also improved the technical support it provides for planning and plan implementation.

For 2015, the Global Partnership established five milestones under four indicators for Output 1. It fully met four of these milestones and partially met another, yielding in total three indicator targets achieved and one partially achieved.

In Chapter 3, we detail the following achievements:

- **Methodology for assessing and monitoring Sector Plan credibility** (Output Indicator 1.1). A methodology for monitoring sector plan credibility was developed, disseminated, and used by the Global Partnership to create an initial baseline. Overall, the baseline suggests that there is much room for improvement in the quality of sector plans; and yet, while few sector plans meet all of the minimum standards, the majority meet at least some of the minimum standards and there is good foundation for further development. This new methodology will be used for quality assurance purposes—including the monitoring of ESP quality. Ongoing monitoring will also be used to improve upstream technical support from the Secretariat and other partners.
- **Methodology for assessing and monitoring joint sector reviews** (Output Indicator 1.2). The Secretariat has developed a methodology for assessing the extent to which joint sector reviews are focused

on implementation of the sector plans and allow effective sector monitoring. This tool sets minimum standards for JSR effectiveness, building on the 2013—2014 Global Partnership sector monitoring initiative and on previous research work undertaken between 2011 and 2012. A total of 32 JSRs were conducted by GPE partner countries with an active grant; of these, 24 provided JSR reports to the Secretariat. Baseline data collection on the quality of the JSR processes was also completed using this new methodology. Overall, the baseline suggests that 6 percent of the JSRs are assessed as focusing effectively on implementation of the ESPs and TEPs (transitional education plans). An additional 16 percent of the JSRs are well on track to meet the full set of minimum standards, while 31 percent are not meeting any minimum standards. Findings will be used by the Secretariat to guide improved technical support to the JSR process.

- **Methodology for assessing grant implementation** (Output Indicator 1.3). This milestone has been partially met. The Secretariat successfully developed a new tool to track whether grants are "on track with implementation," following the revised Policy on ESPIG (May 2015). The baseline for this methodology will be set in FY2016, although interim reporting on implementation status using existing reporting formats from different grant agents appears in the 2015 portfolio review.[12] The use of the new methodology will be facilitated by the Board's decision that the operational model firmly establishes that grant agents must apply minimum reporting standards. This newly approved practice will be in place by January 2016, enabling the use of the methodology going forward.

- **Timely and predictable mechanisms for disbursing the variable tranche in program grants** (Output Indicator 1.4). This milestone was fully met. The Secretariat introduced the new GPE funding model in FY2015, updating all guidelines (see Chapter 7). Three of the four[13] grant applications approved to date in 2015 included a request for a performance-based tranche of funding. The revised ESPIG policy approved in 2015 set out general guidelines for preparing and disbursing the variable tranche of the grant, with flexibility for adaptation to country contexts and capacity. The guidelines specify that the verification mechanism to assess whether DCPs have achieved agreed-upon targets to warrant disbursement must be spelled out in the grant application. The mechanism is quality assured and reviewed as part of the grant application, and grant agents are expected to follow a Board-approved mechanism when verifying progress on indicators. Moreover, the Secretariat has established a process to assert, on a grant-by-grant basis, that agreed-upon verification mechanisms have been used before disbursement of the variable tranche, and to track disbursements at the global level.[14]

In summary, the Global Partnership now has the tools available for monitoring sector plan credibility, the implementation focus of joint sector reviews, and the status of grant implementation. The Secretariat has also developed mechanisms for ensuring predictable and timely disbursement of the performance-based tranche of its GPE funding model grants. Each of these contributions supports the improvement of the Global Partnership's operational model: clarifying minimum standards and requirements; providing the tools for upstream quality assurance and for downstream monitoring of progress; and ensuring improved grant oversight.

Moving forward, the Secretariat will continue to build its capacity to support improved sector planning and technical policy advice—moving the partnership significantly beyond the milestones anticipated for 2015 and

12 Previously, grant implementation progress has been tracked and reported in the annual portfolio review in two different ways: for World Bank-supervised grants, the rating system used by the Bank in the ISRs was used. For grants supervised or managed by other partners, progress reports were reviewed along with mission reports, and an assessment was made on a grant-by-grant basis. However, as reporting formats vary it has been difficult to extract common elements that lend themselves to a common methodology. The portfolio reviews of FY2013, FY2014, and FY2015 therefore use a mixed methodology to assess implementation progress.

13 One of the applications, from Bangladesh, was submitted using the previous funding model, as per the Board's decision to allow countries with allocations communicated for the previous replenishment period to do so up until the first round of applications in 2015.

14 In addition, a set of standard reporting templates for GPE grants have also been developed as detailed in Chapter 7; these—along with the methodology to track grants "on track"—will enable DCPs and the Secretariat to closely monitor progress toward achieving their anticipated results and respond adequately to any deviations from their plans.

2016. In particular, we highlight the improvement in the overall level of staff time spent on country-focused work, through enhanced capacity among country leads and the creation of a new Planning, Financing, and Systems Team within the Secretariat. This new team has piloted a collaborative cross-country approach to support improved sector planning and will be responsible for the development of key guidelines in the areas of domestic financing monitoring, joint sector reviews, and transitional education plans.

Output Indicator 1.1:
Percentage of Endorsed (i) Education Sector Plans or (ii) Transitional Education Plans Meeting Minimum Standards of the Secretariat Assessment Methodology (cumulative)

The planned FY2015 milestone for this output-level indicator was to finalize a methodology for informing an indicator to assess whether endorsed ESPs and TEPs meet minimum standards for credibility. The FY2015 milestone also included establishing a baseline for benchmarking purposes.

Both of these milestones have been met.

- The ESP methodology was developed and is presented in Appendix II. It uses the plan preparation guidelines created with IIEP in 2012 and revised in 2015, and builds on the methodology used for the analysis of the 42 ESPs undertaken by the Secretariat.[15] The methodology identifies seven minimum standards.

- The baseline was established. The new methodology was applied to a sample of 30 ESPs/TEPs endorsed between 2012 and 2013. Half of the plans meet five or six of these minimum standards; only one meets all seven of them. The other 47 percent of the plans meet four or fewer minimum standards, but all plans meet at least one of the minimum standards identified. Appendix II provides details on this new methodology.

- The methodology itself has been disseminated. During 2015, the Secretariat published and widely disseminated the revised plan preparation guidelines and the appraisal guidelines, which contain the credibility minimum standards; and it presented the background analysis of ESPs to developing country partners at the DCP pre-Board meetings in May 2015.

Going forward, the methodology developed to monitor ESP credibility will be used for the quality assurance of ESPs and TEPs. The methodology is fully aligned with the GPE funding model requirement for countries to submit credible and endorsed ESPs and TEPs, and will further support the implementation of the funding model. These standards will be at the heart of the quality assurance of ESPs/TEPs.

Furthermore, as a result of the organizational review in 2014, the Secretariat has increased capacity dedicated to working with country-level partners in grant-related as well as sector planning and monitoring processes. The Country Support Team now has 13 senior education specialists serving as country leads, each with country portfolios of four to five countries. Eighty percent of their time is dedicated to direct country support under the country advisory, grant management, and monitoring functions, while 20 percent is allocated to engagement in the various cross-team thematic clusters to ensure interaction between country-level work and knowledge development. During FY2015, this team carried out 81 missions to 52 countries.

The Secretariat has also established a Planning, Financing, and Systems Team, whose focus is to improve the overall quality of technical support provided to GPE partner countries in the areas of sector planning and sector monitoring.

15 This analysis is currently being prepared for publication as a working paper in early 2016.

This team is piloting a collaborative cross-country approach to support improved sector planning, working in the first instance with planners and coordinating agencies from Madagascar, Comoros, and Burundi to facilitate cross-country exchange on education sector analysis and ESP development, and to establish a cross-country peer-review process.

The Secretariat is also currently expanding its technical advisory role by developing a number of key guidelines for countries to (i) develop credible transitional plans, (ii) conduct robust JSRs, and (iii) monitor domestic financing on education effectively. In relation to this methodological and standard-setting work, the Secretariat is devising a capacity development strategy for disseminating these technical products and continues exploring various forms of south-south exchange and cross-country mechanisms in the areas of educational planning, monitoring, and financing.

Output Indicator 1.2:
(i) Number of GPE Partner Countries Providing Joint Sector Review Reports to the Global Partnership; (ii) Number of Joint Sector Reviews That Focus on the Implementation of Education Sector Plans

i. Number of GPE partner countries providing joint sector review reports to the Global Partnership

The planned FY2015 milestone for this output-level indicator was to provide the total number of GPE partner countries providing JSR reports to the Secretariat. Although no target was set, the implied expectation was that the number of JSR reports provided would exceed the percentage provided in FY2014.

This milestone was met.

The Secretariat received in total 24 joint sector review reports for reviews conducted between July 2014 and June 2015, out of a total of 32 GPE partner countries with active grants that reported conducting a joint sector review. Thus 75 percent of total possible JSR reports were received in FY2015, as compared to 67 percent (19 out of 28) received from GPE partner countries with active grants in calendar year 2014.

Not all countries organizing JSRs produced a report resulting from the review. For example, Madagascar produced a sector plan implementation report prior to the review; however, development partners decided not to produce a separate JSR report but to instead support the education ministry to improve the implementation report.

Secretariat support for joint sector reviews also improved in 2015, with Secretariat country leads attending 23 JSRs during the financial year.

ii. Number of joint sector reviews that focus on the implementation of education sector plans

The planned FY2015 milestone for this output-level indicator was to finalize a methodology to assess the robustness of the JSRs and their focus on the implementation of the education sector plans, as well as to establish the indicator baseline.

Both of these sub-indicator milestones have been met:

- During FY2015, the Secretariat developed a new methodology to monitor the implementation focus of JSRs. The methodology identifies five minimum standards and rates each JSR against the number of standards met. (Please refer to Appendix III for details on the methodology developed to track progress for this output-level indicator.) The methodology builds on the work and extensive consultations with DCPs done through the sector monitoring initiative led by the Secretariat and background research undertaken previously.

- Baseline data collection was completed, with results as follows.

All countries (FCAC and non-FCAC):

2 of 32 JSRs focused on the implementation of an ESP/TEP—met all 5 criteria

4 of 32 JSRs met 4 criteria

4 of 32 JSRs met 3 criteria

2 of 32 JSRs met 2 criteria

10 of 32 JSRs met 1 criterion

10 of 32 JSRs did not meet any criteria

FCAC only:

1 of 16 JSRs focused on the implementation of an ESP/TEP—met all 5 criteria

3 of 16 JSRs in FCACs met 4 criteria

1 of 16 JSRs in FCACs met 3 criteria

0 of 16 JSRs in FCACs met 2 criteria

7 of 16 JSRs in FCACs met 1 criterion

4 of 16 JSRs in FCACs did not meet any criteria

Non-FCAC only:

1 of 16 JSRs focused on the implementation of an ESP/TEP—met all 5 criteria

1 of 16 JSRs in non-FCACs met 4 criteria

3 of 16 JSRs in non-FCACs met 3 criteria

2 of 16 JSRs in non-FCACs met 2 criteria

3 of 16 JSRs in non-FCACs met 1 criterion

6 of 16 JSRs in non-FCACs did not meet any criteria

Output Indicator 1.3:
Number of GPE Program Grants Assessed as on Track with Implementation: (i) Develop Methodology; ii) Present Baseline

The planned FY2015 milestone for this output-level indicator was to develop a methodology to assess GPE program grants as on track with implementation, as well as to establish the baseline.

The first part of this milestone has been met; the second part has been partially met.

The new methodology (see Appendix IV) assesses the implementation of the active ESPIGs. The grants are assessed using a combination of three determinants: disbursement, program components (activities/inputs), and results (outputs) by indicator. Disbursement is measured by the comparison of actual disbursement data of the grant against the projection/forecast provided to the Secretariat by the grant agent (previously S/ME). The projection/forecast takes into account the disbursement pattern of the grant. The program component determinant measures the extent to which factors are jeopardizing the timely or efficient implementation of any of the components' major outputs. The results determinant helps measure the progress of outputs vis-à-vis their targets. Each of the three determinants is assessed using a traffic light system (on track, slightly behind, or delayed) to reflect grant implementation status. Once each determinant is assessed and assigned a rating, an overall assessment is made by the Secretariat on the status of the grant. The overall rating is based on the performance of the three determinants.

This methodology will be used in line with the process for monitoring due dates, collection, review, and follow-up actions with grant agents on progress reports of GPE programs (see Appendix XVI). The role of the Secretariat is to triangulate the evidence (progress reports as the primary source of evidence) submitted by the grant agents to have an aggregated overview of the active grants, and to identify any issue in a timely manner. Its role is not to substitute what the grant agents do in implementing grants, but to provide feedback and have constructive discussions with the grant agents if the Secretariat's assessment of grant implementation is not on track. Such discussions can take place through calls and exchanges of emails, but also during the country lead's in-country grant monitoring missions.

The second part of the milestone (establishment of a baseline) was partially met.

The portfolio review for FY2015 reports on whether grants are on track with implementation using a previous methodology: for World Bank-supervised grants, the report uses the World Bank's rating system to inform the GPE rating ("on track," "slightly behind," or "delayed"); for those managed by other grant agents, progress reports have been used to assess progress and inform the rating. Following this approach, the disbursement status of the grants showed 30 on track, 13 slightly behind, and 10 delayed (out of 53), while implementation status showed 25 on track, 20 slightly behind, and eight delayed (out of 53). However, because these reports vary from agency to agency and do not align clearly with the components or outputs provided in the approved grant applications, we cannot consider this as a true baseline. The Board decision in October 2015 to require minimum reporting standards from all grant agents will significantly change this situation. Reporting in FY2016 will apply the new methodology.

Output Indicator 1.4:
Number of GPE Program Grant Applications Approved from 2015 Onward That Include Variable Part Based on Performance Indicators on Equity, Efficiency, and Learning (cumulative)

The planned FY2015 milestone for this output-level indicator was to establish a timely and predictable mechanism for disbursing results-based financing (RBF) payments.

The milestone has been met.

- In terms of the overarching indicator, the Global Partnership can report that during FY2015, all three grant applications with performance-based indicators were approved by the Board (Mozambique, Rwanda, and Nepal). Put another way, 100 percent of the grant submissions submitted under the new GPE funding model included performance-based indicators linked to transformative strategies to improve equity, efficiency, and learning outcomes in basic education. A fourth approved application, from Bangladesh, was submitted under the previous funding model.

- The second part of the FY2015 milestone—establishing a predictable mechanism for disbursing the variable part of these new grants—has also been met. This mechanism is outlined in the Operational Framework for Requirements and Incentives in the funding model (BOD/2014/05-DOC03),[16] and described in detail in the updated Global Partnership Education Sector Program Implementation Grant (ESPIG) Guidelines, which were published in 2015 and widely disseminated to DCPs and other GPE partners.[17]

16 http://www.globalpartnership.org/content/operational-framework-requirements-and-incentives-funding-model.
17 http://www.globalpartnership.org/content/global-partnership-education-program-implementation-grant-guidelines.

Furthermore, the Secretariat developed its own disbursement tracking tool, including the targets, month, and year of expected target attainment, and the target month for disbursement of the variable part. Please refer to this new mechanism and associated template for disbursing RBF payments in Appendix V.

TABLE 2. PROGRESS MADE TOWARD ACHIEVING GPE OUTPUT 1: 2015 MILESTONES PLANNED AND ACHIEVED

Indicator Number	Indicator Title	Indicator Definition	Baseline: FY2014	Milestone 1—FY2015: Planned and Achieved		Milestone 1—FY2015 Met?
Output Indicator 1.1	Percentage of endorsed (i) education sector plans (ESPs) or (ii) transitional plans (TEPs) meeting minimum standards of the Secretariat assessment methodology (cumulative)	Number of endorsed ESPs or TEPs meeting minimum standards as defined by the Global Partnership divided by the number of total endorsed ESPs included in the group sample.	Draft methodology for evaluation of ESP/ TEP quality developed	**Planned:**	Baseline established and agreed-upon methodology disseminated.	YES
				Achieved:	(i) Methodology finalized. (ii) Baseline established. 0% of the ESPs/TEPs meet **none** of the minimum standards of credibility 47% of the ESPs/ TEPs meet **4 or fewer** minimum standards 50% of the ESPs/TEPs meet **5 or 6** minimum standards 3% of the ESPs/TEPs meet **all minimum standards (7)**	

Indicator Number	Indicator Title	Component	Indicator Definition	Baseline: CY2014	Milestone 1—FY2015: Planned and Achieved		Milestone 1—FY2015 Met?
Output Indicator 1.2	(i) Number of GPE partner countries providing joint sector review reports; (ii) Number of joint sector reviews that focus on the implementation of education sector plans	(i) Number of GPE partner countries providing joint sector review reports.	Number of reports provided to Secretariat following JSR meetings. JSR reports/ aide-memoire are the main documentary outputs of JSR meetings. Countries included in the sample meet the following criteria in the given fiscal year: (a) Must be GPE member; (b) must have an active grant; (c) must have conducted a JSR.	19 out of 28 (67%) (calendar year 2014 data)	**Planned:**	x out of . . .	YES
					Achieved:	25 out of 33 (75.8%)	

Indicator Number	Indicator Title	Component	Indicator Definition	Baseline: CY2014	Milestone 1—FY2015: Planned and Achieved		Milestone 1—FY2015 Met?
		(ii) Number of joint sector reviews that focus on implementation of education sector plans	Number of GPE DCPs with active program implementation grants that conduct joint sector reviews focusing on the implementation of education sector plans or transitional sector plans, in a given fiscal year.	No methodology	**Planned:**	Methodology of sound reporting developed and baseline established.	YES
					Achieved:	(i) Methodology finalized. (ii) Baseline data collection is currently under way and baseline data will be available by the end of November 2015. Table will be updated accordingly.	

Indicator Number	Indicator Title	Indicator Definition	Baseline: FY2014	Milestone 1—FY2015: Planned and Achieved		Milestone 1—FY2015 Met?
Output Indicator 1.3	Number of GPE program grants assessed as on-track with implementation	GPE ESPIG[18] active during the fiscal year and implementation status assessed a combination of three determinants: *disbursement, program components (activities/ inputs), and results (outputs) by indicator*. Each of the three determinants is assessed using a traffic light system to reflect the status. Once each determinant is assessed and assigned a rating, an overall assessment is made on the status of the grant.	No assessment	**Planned:**	Methodology developed and baseline established.	PARTIALLY
				Achieved:	(i) Improved methodology developed. (ii) Baseline data provided are for the previously used methodology—not the revised methodology provided.	

continued

18 Active grant: According to the revised Policy on ESPIG (May 2015), the grant becomes *active* from the "expected start date" indicated in the grant application package. The Board will approve the grant duration and the expected start date based on the application package. A request for a later start date will have to provide a strong rational justification.

TABLE 2. CONTINUED

Indicator Number	Indicator Title	Indicator Definition	Baseline: FY2014	Milestone 1—FY2015: Planned and Achieved		Milestone 1—FY2015 Met?
Output Indicator 1.4	Number of GPE program grant applications approved from 2015 onward that include variable part based on performance indicators on equity, efficiency, and learning (cumulative)	Number of GPE ESPIG applications approved by the Board since introduction of new funding model (NFM) in 2015.	No assessment	**Planned:**	Timely and predictable mechanism for disbursing RBF payments established.	YES
				Achieved:	(i) Timely and predictable mechanism for disbursing RBF payments established, including a tracking tool. (ii) In FY2015, three such applications were approved out of three submitted.	
IMPACT WEIGHTING FOR OUTPUT 1: 20%						

Data sources: Education Sector Plans, Board and CGPC papers and decisions, Secretariat, joint sector reviews, portfolio review, Results for Learning Report.

Chapter 4: More and Better Financing

Output 2:

- **Increased national commitment and domestic financing for basic education in GPE partner countries.**
- **Predictable needs-based international financing for basic education in GPE partner countries through GPE grants.**

Summary

The Global Partnership is committed to improving the level of domestic financing available for education—in particular for basic education—and to improving the level of financing available for its grants, including by diversifying the sources of this financing.

In FY2015, the Global Partnership has met in full or in substantial part all of the milestones established in relation to improved domestic and international financing:

- The Secretariat has successfully developed a methodology for monitoring DCPs' domestic expenditures in education, using an approach that draws on domestic financing data.
- On an exchange-rate-adjusted basis, the Global Partnership is on track to meet the target for donor contributions to the GPE fund. In FY2015, the Global Partnership successfully raised additional contributions from Canada and small amounts from a number of other donors. However, due to both exchange-rate fluctuations and significant pressure on European donors related to the refugee crisis, the negative impact on the partnership's ability to finance all of its eligible countries has been considerable. Therefore, it is important to recognize that, although the target has been met, the Global Partnership faces significant financial pressures.
- The Global Partnership has exceeded the milestone for contributions from private and nontraditional donors, achieving in total $27 million in nontraditional contributions against a target of $7 million. This is due primarily to these donors signing multi-year contribution agreements that cover the full replenishment period.

Moving forward, this chapter highlights ways in which the Secretariat is taking proactive steps to improve the Global Partnership's work in the areas of domestic financing and international financing.

For *domestic financing,* the Secretariat is working with the UNESCO Institute of Statistics (UIS) to map primary gaps in reporting on domestic financing and support improved reporting. It is also making greater use of the domestic financing requirement in the new GPE funding model to strengthen domestic policy dialogue on financing. To support this effort, the Global Partnership has established an education Planning, Financing, and Systems Team (see bios in Appendix IX), with support from four senior Secretariat staff with expertise in the area of education finance. The Global Partnership is also working with the World Bank and UIS to improve overall methodologies for tracking domestic financing, including through work sponsored via Global and Regional Activities (GRA) on national education accounts with UIS and IIEP.

For *international financing,* the Secretariat is finalizing resource mobilization strategies and implementation plans in three sectors:

1. **Traditional donors:** This sector is best suited to ongoing contributions to the single pooled GPE Fund. However, it is the sector facing the greatest pressures on resources, especially in Europe. The Global Partnership has historically seen small contributions from six members of the G7. That is beginning to change as the United States and Canada increase their support, but a G7 focus remains essential. Some traditional donors are also interested in options for innovative and leveraged financing.

2. **Emerging sovereign donors:** The Global Partnership has had success in attracting more than $200 million from Qatar in direct co-financing of programs, but otherwise has seen only a modest contribution to the GPE Fund from Korea. The Secretariat has developed strategies for engaging emerging donors in both the Middle East and Asia. Good progress is being made on both fronts, though much will depend on Board decisions in the context of its new strategic plan. Emerging donors will, in the early stages of engagement, wish to restrict their contributions more geographically or thematically.

3. **Foundations, philanthropy, and the private sector:** This is the least developed sector for the Global Partnership, principally because few of these entities are willing to contribute to a single pooled fund without attribution. However, with some increased flexibility in GPE financing processes, there are distinct possibilities for both geographic and thematic support.

Two Board decisions made in October 2015 are important to improving the chances of securing additional financing for Global Partnership activities. The Board has asked for options on strategic financing mechanisms, with an initial discussion paper being prepared for its December meeting in Dakar and an options paper due in June 2016 (BOD/2015/10-06). This will potentially open up opportunities for some mechanisms of restricted financing, provided adequate safeguards are in place. The second decision was in relation to the Global Partnership's role in knowledge sharing and global activities (BOD/2015/10-04), which called for an options paper for the June 2016 Board meeting. This is a crucial area for the emerging donor sector (especially in Asia) and also for foundations, the private sector, and philanthropy.

Output Indicator 2.1:
Number of GPE Partner Countries That Have (i) Increased Their Public Expenditure on Education Since Joining the Partnership, or (ii) Maintained Sector Spending at 20 Percent or Above (cumulative)

The planned FY2015 milestone for this output-level indicator was to develop a methodology for monitoring DCPs' domestic expenditure on education. This milestone has been met.

The Secretariat has developed a methodology for addressing the gap of data timeliness and availability for domestic financing (see Appendix VI). The methodology's innovative approach outlines the use and calculation of a real-time proxy indicator that is directly sourced from countries' own financing data. Such a methodology is essential for two reasons. First, the vast majority of DCPs have missing data on the UIS

domestic education financing metrics; as noted under output indicator 4.1, 73 percent of key financial indicators from GPE DCPs were missing in 2013. Second, UIS data are reported with a two-year lag, which does not allow real-time monitoring of domestic expenditures by the Global Partnership.

Applying this new methodology will enable partners to engage in a more robust dialogue on education budgeting and financing at the country level. It will also allow the Secretariat to more adequately monitor aggregate progress on domestic financing at the overall partnership portfolio level.

Moving forward, the Secretariat aims to collaborate with partners to develop guidelines and upstream strategy to support local education groups (LEGs) in their monitoring and dialogue about domestic budgeting and financing for the education sector. The monitoring of a real-time indicator will prove invaluable to GPE-supported country policy dialogue mechanisms. In parallel to this, the Secretariat is also working in partnership with the UIS to improve the number of DCPs reporting on domestic financing indicators to UIS and the quality of that reporting. A newly formed Planning, Financing, and Systems Team within the Secretariat will ensure stronger dialogue with country partners on their UIS reporting track record. The Secretariat will work with UIS staff to identify the support needed for improved reporting. It is also exploring ways of better harnessing the GRA work conducted with UIS and IIEP on national education accounts methodologies.

Output Indicator 2.2:
Donor Contributions to the GPE Fund for 2015–2018 (cumulative)

The planned milestone for CY2015 was USD $0.7 billion of donor contributions to the GPE Fund by December 31, 2015. This milestone has been met on the basis of an adjusted exchange rate.

The milestone was developed based on expected value of pledges made during the 2014 Global Partnership replenishment. However, pledges are received in the donor's national currency, and the target was estimated based on the projected U.S. dollar value using the exchange rate at the time of pledging.

Subsequent to the replenishment, the value of the U.S. dollar has strengthened significantly against the majority of GPE donor currencies, essentially reducing the overall value of pledges made by 15 percent when expressed in U.S. dollars. In order to have a fair comparison of the conversion of pledges to contributions, the value of donor contributions as expressed in contributions paid and the balance on signed contribution agreement has been valued at the exchange rate in effect at the time of pledging.

On this basis, the results that were achieved by December 31, 2015, were anticipated to be $949 million against a target of $700 million.

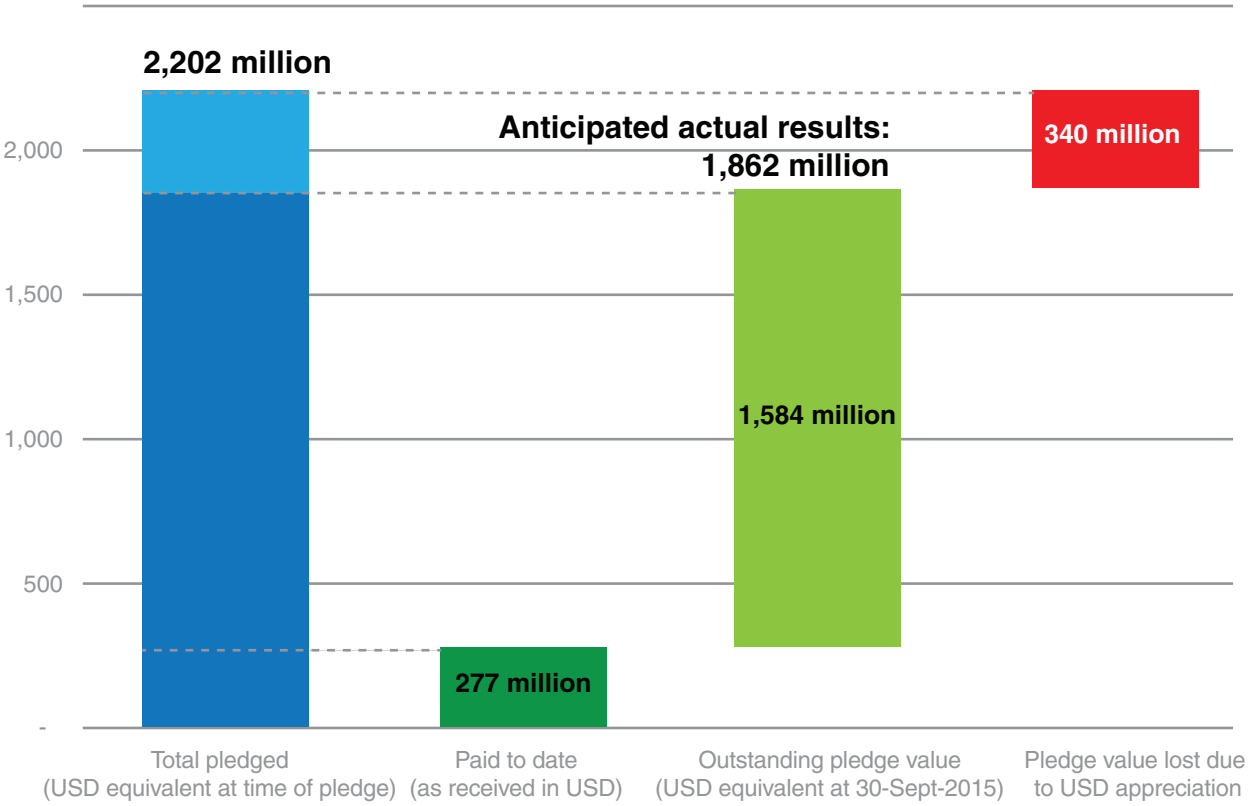
Going forward, the targets and results will be adjusted to reflect actual contributions and will not reflect the balance on signed contribution agreements.

It is also important to emphasize that the real value of contributions in USD has been affected significantly by exchange rates; this needs to be understood when interpreting the results for this target.

Please refer to Appendix VII for details on the modeling of exchange-rate impact on donor contributions to the Global Partnership. A summary chart is also presented in Figure 2 below.

Going forward, the Secretariat recognizes the need for a more proactive approach to improving donor contributions to the GPE Fund and the partnership more broadly. This is particularly the case given the significant pressures on European donor aid budgets caused by the massive refugee influx this year, which show no signs of slowing. There will be significant challenges for some European donors to meet their pledges. The Secretariat has already made some adjustments in the Partnership and External Relations Team to consolidate additional resources in the donor and advocacy group, and by hiring the former head of Advocacy and Public Policy from GAVI. The challenge of mobilizing more resources for basic education in the least developed

FIGURE 2. EXCHANGE-RATE ADJUSTMENTS WITH A NEGATIVE EFFECT ON USD VALUE OF DONOR PLEDGES



Note: Figures are in USD millions. Due to rounding, anticipated actual receipts are greater than sum of pledges paid and pledges outstanding.

countries has never been greater. The donor landscape has changed immeasurably, and the traditional approach of multi-year replenishments of a single pooled fund is no longer fit for the Global Partnership's purpose. More flexibility is required.

The Secretariat is finalizing resource mobilization strategies and implementation plans in three sectors:

1. **Traditional donors:** This sector is best suited to ongoing contributions to the single pooled GPE Fund. However, it is the sector facing the greatest pressures on resources, especially in Europe. The Global Partnership has historically seen small contributions from six members of the G7. That is beginning to change as the United States and Canada increase their support, but a G7 focus remains essential. Some traditional donors are also interested in options for innovative and leveraged financing.

2. **Emerging sovereign donors:** The Global Partnership has had success in attracting more than $200 million from Qatar in direct co-financing of programs, but otherwise has seen only a modest contribution to the GPE Fund from Korea. The Secretariat has developed strategies for engaging emerging donors in both the Middle East and Asia. There is good progress on both fronts, though much will depend on Board decisions in the context of its new strategic plan. Emerging donors will, in the early stages of engagement, wish to restrict their contributions more geographically or thematically.

3. **Foundations, philanthropy, and the private sector:** This is the least developed sector for the Global Partnership, principally because very few of these entities are willing to contribute to a single pooled fund without attribution. However, with some increased flexibility in GPE financing processes, there are distinct possibilities for both geographic and thematic support.

Two Board decisions made in October 2015 are important to improving the chances of securing additional financing for Global Partnership activities. The Board has asked for options on strategic financing mechanisms, with an initial discussion paper being prepared for its December meeting in Dakar (BOD/2015/10-06). This will potentially open up opportunities for some mechanisms of restricted financing, provided adequate safeguards are in place. The second decision was in relation to the Global Partnership's role in knowledge sharing and global activities (BOD/2015/10-04). This is a crucial area for the emerging donor sector (especially in Asia) and also for foundations, the private sector, and philanthropy.

The Secretariat has also provided regular updates to the Governance, Ethics, Risk, and Finance Committee and to the full Board on the options available to limit the Global Partnership's exposure to foreign currency risk. Unfortunately, the options available at present are limited.

Output Indicator 2.3:
Amount of Funding to GPE from Nontraditional Donors (private sector and those who are new to education) for 2015–2018 (cumulative)

The planned milestone for CY2015 was $7 million of funding from nontraditional donors (defined as the private sector and those who are new to education) to the GPE Fund. The results are significantly higher, with total cumulative nontraditional donor contributions at $27 million as of September 30, 2015.

The results reported under this output indicator are based on both signed agreements and actual receipts of contributions from the private sector and nontraditional donors as part of the current replenishment period. The stronger than anticipated result is attributable to the fact that two donors signed multi-year contribution agreements instead of annual agreements: CIFF (signed agreement, $22 million) and South Korea (signed agreement, $5 million). In addition, Dubai Cares has pledged a $1 million contribution, and work is ongoing to finalize a signed contribution agreement.

TABLE 3. PROGRESS MADE TOWARD ACHIEVING GPE OUTPUT 2: 2015 MILESTONES PLANNED AND ACHIEVED

Indicator Number	Indicator Title	Indicator Definition	Baseline: FY2014	Milestone 1—FY2015: Planned and Achieved		Milestone 1—FY2015 Met?
Output Indicator 2.1	Number of GPE partner countries that have (i) increased their public expenditure on education since joining the partnership, or (ii) maintained sector spending at 20% or above (cumulative)	Number of DCPs that have, during a given year, either (i) increased their public expenditure (or sector spending) on education, as compared with the base-year value, or (ii) maintained public expenditure on education at 20% or above (cumulative) since joining the Global Partnership. Public expenditure on education (or education sector spending) includes both recurrent and capital expenditure from public institutions (national, local) at all levels of education.	(i) 29 out of 46 (ii) 7 out of 46 (countries that joined Global Partnership after 2012 have no data available yet)	**Planned:**	Methodology for monitoring DCP expenditure on education developed	YES
				Achieved:	Methodology for monitoring DCP expenditure on education developed	
Output Indicator 2.2	Donor contributions to GPE Fund for 2015–2018 (cumulative)	Cumulative value of contributions (in USD) received and balance on signed contribution agreements for the current replenishment period. Both the target and results are fixed using exchange rates in effect at the time of pledging.	$0.1 billion	**Planned:**	$700 million	YES
				Achieved:	$949 million	
Output Indicator 2.3	Amount of funding to Global Partnership from nontraditional donors (private sector and those new to education) for 2015–2018 (cumulative)	Cumulative value of contributions (in USD) received and balance on signed contribution agreements from private sector/foundations and new donors to the Global Partnership.	$5 million (from CIFF)	**Planned:**	$7 million	YES
				Achieved:	$27 million	
IMPACT WEIGHTING FOR OUTPUT 2: 15%						

Data sources: Secretariat, GPE and trustee financial reports, UIS data portfolio review, Results for Learning Report.

Chapter 5: Contributions to Improved Equity, Access, Teaching, and Learning

Output 3:
Increased Strategies to Improve Equity, Access, Teaching Quality, and Learning Outcomes in GPE Partner Countries

SUMMARY

Improved outcomes in the areas of equity and inclusion, teaching, and learning are central to the Global Partnership's theory of change and appear as the two high-level goals within the new strategic plan for 2016—2020. Under the new GPE funding model, countries are required to invest in learning assessment systems and can apply for a variable tranche of funding based on achievement of key indicators in the areas of learning and equity. It is also worth noting that among Global Partnership program grants for which there is available reporting, 30 include activities or components related to supporting children with disabilities; 24 include girls' education and gender-responsive interventions; and a majority include components related to teacher training, curriculum development, and supply of learning materials.[19]

Milestones for 2015 in the areas of teaching and learning and equity and inclusion were focused on improvements in the Secretariat's capacity to deliver improved technical advice to country-level partners and delivered better monitoring and knowledge sharing across the partnership. Two of the three milestones were met in whole or substantial part; another one was not met.

- The Secretariat has appointed the deputy chief technical officer to lead the Secretariat's work on teaching and learning and created a technical team that includes five specialists with technical expertise in this area (Appendix IX). Two additional specialists will join this team in 2016. Meanwhile, the milestone of appointing a senior education specialist on learning was not met.

- The Secretariat appointed a senior adviser to lead its work on equity and inclusion and appointed a technical team with expertise on various aspects of equity and inclusion to guide Global Partnership work in this area (Appendix IX). The new equity and inclusion team will include a senior policy fellow on disability and inclusion who joined the

19 The Global Partnership is introducing improved grant-level tracking of grant components. This assessment is derived from a detailed report of grants for which the World Bank is the grant agent.

Secretariat in January 2016. One additional specialist will join the team in early 2016. The related milestone for this year was thus met in substantial part.

- A methodology has been developed to monitor the number of GPE partner countries that have credible learning assessments within the basic education cycle. An initial baseline study is also complete. The related milestone for this year was thus achieved.

In 2015, the Global Partnership established two dedicated technical teams within the Secretariat comprising highly skilled experts in the areas of teaching and learning and equity and inclusion. These new teams provide enhanced technical advisory and analytical support to partner countries, and also promote improved policies and practices and are cross-national in these areas. Each team is led by a senior education specialist and comprises highly skilled experts from the Country Support Team and the Strategy, Policy, and Performance Team. In addition, the CST has created a peer-cluster system to ensure coherence in country support, as well as to facilitate dissemination and use of the products and knowledge brokered by the technical and thematic teams across each country portfolio.

Because of this enhanced capacity, the Global Partnership has made significant contributions beyond those anticipated in the current results framework:

- Working with the United Nations Girls' Education Initiative (UNGEI), the Global Partnership has prepared gender-responsive sector planning guidelines that will be published in 2016. The Global Partnership is also mapping gender components of education sector plans that will be ready for publication as a GPE working paper.

- Under the Global and Regional Activities (GRA) program, the Global Partnership has sponsored the publication of a wide number of technical reports, guidelines, and tools, and is making them available across the partnership on a new knowledge mobilization website. In FY2015, the GRA program also supported approximately 50 workshops with partner governments in areas related to equity and learning. (See the GRA status report in Appendix VIII.)

- The Secretariat worked closely with partners to improve knowledge exchange on improved approaches to teaching and learning and equity and inclusion. Such work has included active participation in international initiatives or networks such as the Learning Metric Task Force; the Global Reading Network; the Global Book Fund Initiative; the Teacher Task Force; the gender-sensitive planning initiative co-convened with UNGEI; the Out-of-School Children Initiative; and the School-based Gender-related Violence Initiative. The Global Partnership is also actively brokering knowledge exchange with the research community, through both Secretariat presentations and support for partner participation in technical policy dialogue in venues such as the Comparative and International Education Society (CIES) and The Education and Development Forum (UKFIET) conferences.

Output Indicator 3.1:
Number of GPE Developing Country Partners with a Credible Strategy to Improve Teacher Quality and Management

The planned milestone for this output-level indicator was to recruit a learning and teaching specialist and begin the process of defining a methodology for monitoring the inclusion of a credible strategy to improve teacher quality and management.

This milestone was not met overall.

In recognition that teaching and learning are the cornerstones of the Global Partnership's new strategic plan, the Secretariat has appointed its deputy chief technical officer (CTO) as the lead specialist responsible for Secretariat work on learning and teachers. As detailed in Appendix IX, the Secretariat has also established a strong technical team in this area, with dedicated support from a total of five members of the Secretariat staff, including three sector specialists from the Country Support Team. Although the deputy CTO took on this role, the goal of hiring a new senior specialist was not met.

In addition, two new education specialists in the areas of teaching and learning will join the Secretariat in 2016. The Secretariat has completed the process of recruiting a dedicated learning specialist who joined the team in February 2016. Furthermore, the government of Norway has confirmed that the Secretariat will be offered one staff position in 2016 in the area of teachers and teaching as part of the Norwegian Teacher Initiative announced at the Oslo Conference in June 2015.

The Teaching and Learning Team has started to work on the methodology for monitoring a credible strategy to improve teacher quality and management in education sector plans. In January 2016, work has also commenced on a mapping of current empirical evidence of what works in teacher quality and management, and an analysis of teaching-related investments across the Global Partnership's ESPIG portfolio is planned. This work will provide additional strength to the Global Partnership's technical advisory and analytical support to partner countries; it will also anchor south-south exchange to improve good practice (including by brokering outcomes from Global Partnership's global and regional activities program) and support learning and exchange from GPE grant and sector planning activities in teaching and learning.

As noted in the next section, the Teaching and Learning Team has completed a mapping of learning assessment systems in GPE partner countries as part of its work (see Appendix X).

Output Indicator 3.2:
Number of GPE Developing Country Partners That Have a Credible Learning Assessment within the Basic Education Cycle (i) in Place or (ii) under Development

The planned FY2015 milestone for this output-level indicator was to develop a methodology to measure the number of GPE partner countries that have a credible learning assessment in place or under development in the basic education cycle, and to establish a baseline.

This milestone has been met.

To fulfill the milestone, the Secretariat developed a methodology and applied it to calculate a baseline for this indicator, working in collaboration with the Education Policy and Data Center (EPDC) at FHI 360 and building on the SABER methodology. Appendix X provides details on the methodology and baseline data collection. This new methodology for learning assessment systems addresses the crucial need for DCPs to enhance their monitoring of learning outcomes. In the new methodology, national large-scale learning assessments and examinations that are available in DCPs are compared across three domains: "enabling context," "assessment quality," and "system alignment" (each with subcomponents).

The 2015 baseline indicates that out of the 60 developing country partners assessed, two were categorized as having "established" learning assessments. Another 15 DCPs had learning assessments considered as "under development." Thirty-five DCPs had nascent learning

assessments, while eight countries had no information on their learning assessments.

The information gathered through this exercise will now be used to support improved policy dialogue on the need for better-targeted investments in learning assessments across the partnership. The indicator will allow the Global Partnership to track the robustness of assessment systems and better target GPE partner country support to strengthen such systems. This will in turn empower DCPs to build capacity and enhance technical abilities of personnel. With effective learning as the ultimate goal of education systems, this indicator will help inform areas where systemic change is essential.

The new GPE funding model, and in particular the new requirement for either having or developing a learning assessment system, is expected to support strengthened learning assessment systems across the partnership.

Output Indicator 3.3:
Number of GPE Developing Country Partners with a Credible Strategy to Respond to Marginalized Groups (including gender and disability)

The planned milestone for this output-level indicator was to recruit an equity specialist and begin the process of defining a methodology.

This milestone has been partially met.

In 2015, the Secretariat appointed a senior education adviser to lead its newly established Equity and Inclusion Team. This team benefits from dedicated support (20 percent FTE) in the Secretariat from three senior specialists from the Country Support Team, each with extensive technical backgrounds on equity and inclusion. In January 2016, a senior policy fellow in disability and inclusion, sponsored by the J.P. Kennedy Foundation for two years, joined the team. (See Appendix IX for further biographical information about members of the Secretariat's Equity and Inclusion Team). The Secretariat is also still in the process of recruiting a senior specialist with expertise in equity and inclusion issues to join this team.

The Equity and Inclusion Team is presently collaborating with the Planning, Financing, and Systems Team to develop a methodology to assess GPE country partners' strategies to respond to marginalized groups (including gender and disability). This will build upon the methodology developed for the overall assessment of ESPs. As of January 2016, the team has begun work on a mapping of equity-and-inclusion-related investments across the GPE ESPIG portfolio and the status of related national policies.

Going forward, the Equity and Inclusion Team will be tasked with monitoring and supporting GPE and DCP investments in improved policies and programs that support equity and inclusion. In 2014, 27 percent (30 of 110) GPE grants approved to date included activities/components related to supporting children with disabilities. More than one-third (24 of 73) active and pending grants managed by the World Bank presently include girls' education and gender-responsive interventions (analysis of the wider portfolio is currently being prepared). Key Global and Regional Activities (GRA) programs support the Global Partnership's equity and inclusion work, including GPE-supported work on out-of-school children (with UNICEF and UIS); on gender-based school violence (UNICEF); and on school health and nutrition (World Bank). The team will launch a website of GRA-related knowledge products and policy tools in early 2016.

Outputs from the new Equity and Inclusion Team in 2014/2015 have been impressive. In the area of **gender equality**:

- The Global Partnership has finalized gender sector planning guidelines, working in partnership with UNGEI. The guidance includes modules on analyzing the enabling environment and gender and education sector policies; using data to understand key challenges; assessing institutional capacity; using costing and financing to address gender disparities; selecting strategies and prioritizing interventions;

and appraising an ESP to ensure it is gender-responsive. Modules are expected to be available in 2016 and with regional workshops planned later in the year.

- The Global Partnership completed a gender review of education sector plans (to be published in 2016)[20] and has created updated policy issue briefs on its equity and inclusion work.

- The Global Partnership participated in the UNICEF-convened international working group on School-related Gender-based Violence (SRGBV). The outputs from a GRA grant on SRGBV will enable the partnership to better support country-level analysis of gender issues in education in DCP contexts, along with the development of credible strategies and prioritized plans to boost gender equality.

In the area of **inclusive education**:

- The Global Partnership's revised ESP preparation and plan appraisal guidelines set out new standards for addressing equity and inclusion. GPE guidelines now require country teams to check that "available data is sufficient to assess disparities" (including disability) and whether there are "specific strategies for marginalized, disabled, and at-risk groups." In addition, an equity target is also required for activation of the variable tranche in the GPE funding model.

- A range of knowledge products, tools, and guidelines produced as part of the Global Partnership's GRA grants, under the themes of equity and inclusion, have been disseminated, including the UNICEF operational manual and guidance on conducting out-of-school-children mapping. These are enabling country teams to build capacity to gather robust data, analyze the barriers faced by children, and develop appropriate strategies and responses.

- The Global Partnership was represented in the Oslo Summit expert working group on inclusion, appointed by the Norwegian government, which drafted a well-received background report and infographics on disability and inclusion. These materials are driving joint planning to develop guidance on inclusive education sector planning, including data needs, accessibility, teacher preparation and support, inclusive teaching, and learning materials and assistive technology.

- The Secretariat has re-established dialogue with key partners working on disability and inclusion, notably through the strategic plan thematic consultations and survey—both of which confirmed the desire of partners to work together to address the main challenges and barriers to including children with disabilities in education.

20 This study reviewed girls' education and gender components in 42 country ESPs. The study analyzed the content of sector plans, including the use of gender-disaggregated indicators, identification of gender disparities and barriers to girls' education, inclusion of gender-sensitive strategies and targets, and the coherence of the gender responsiveness of the ESP and ESPIG. The report will be published as a technical working paper in 2016, and used to support evidence-based policy dialogue on girls' education and gender equality.

TABLE 4. PROGRESS MADE TOWARD ACHIEVING GPE OUTPUT 3: 2015 MILESTONES PLANNED AND ACHIEVED

Indicator Number	Indicator Title	Indicator Definition	Baseline: FY2014	Milestone 1—FY2015: Planned and Achieved		Milestone 1—FY2015 Met?
Output Indicator 3.1	Number of GPE developing country partners with a credible strategy to improve teacher quality and management	Number of GPE developing country partners with a credible strategy to improve teacher quality and management, in a given fiscal year (to be refined at the time of methodology development).	No assessment	**Planned:**	Recruitment of a learning and teacher specialist and start of the process to define a methodology	NO
				Achieved:	The Deputy Chief Technical Officer is the lead for learning and teachers. A Teaching and Learning cluster with dedicated support from 5 Secretariat staff is in place. In addition, another learning specialist is under recruitment and a thematic team of 5 is in place.	
Output Indicator 3.2	Number of GPE developing country partners that have a credible learning assessment within the basic education cycle (i) in place or (ii) under development	Number of GPE developing country partners that have a credible learning assessment within the basic education cycle (i) in place or (ii) under development.	No assessment	**Planned:**	Methodology developed and baseline established	YES
				Achieved:	(i) Methodology developed. (ii) Baseline established (N = 60 DCPs): –8 DCPs with "no information" on learning assessment –35 DCPs with "nascent" learning assessment –15 DCPs with learning assessment "under development" –2 DCPs with "established" learning assessment	

Indicator Number	Indicator Title	Indicator Definition	Baseline: FY2014	Milestone 1—FY2015: Planned and Achieved		Milestone 1—FY2015 Met?
Output Indicator 3.3	Number of GPE developing country partners with a credible strategy to respond to marginalized groups (including gender and disability)	Number of GPE developing country partners with a credible strategy to respond to marginalized groups, including gender and disability, in a given fiscal year (to be refined at the time of methodology development)	No assessment	**Planned:**	Recruitment of an equity specialist and start of the process to define a methodology	PARTIALLY
				Achieved:	A senior adviser has been appointed to lead the Secretariat's Equity and Inclusion Cluster. This cluster includes a full-time policy fellow in the area of disability and inclusion, and dedicated support from senior specialists from the CST. An additional equity and inclusion position is presently under recruitment.	
IMPACT WEIGHTING FOR OUTPUT 3: 15%						

Data sources: Education sector plans, program implementation grant applications, joint sector reviews, Secretariat, CGPC papers and meetings, national learning assessments.

Chapter 6: Data and Support for Evidence-based Sector Planning and Monitoring

Output 4:
Education Sector Analysis, Data Collection, and Accountability Strengthened in GPE Partner Countries

SUMMARY

The Global Partnership supports evidence-based sector planning and monitoring of sector progress. Output 4 tracks outputs in two main areas. First, using the level of reporting to UNESCO as a proxy, this indicator tracks progress in national reporting on key outcome, service delivery, and financial data. Second, this indicator looks at the number of GPE partner countries that have a strategy to address key data gaps, a requirement for all new Global Partnership program grants approved after January 2015.

The Global Partnership has met FY2015 milestones for data and support for country monitoring in full or in substantial part:

- On the three indicators related to level of DCP reporting to UNESCO, the Global Partnership met one of three milestones. Overall reporting has declined in the areas of key outcome and service delivery indicators. However, it has improved on indicators related to education sector financing.
- The milestone for partner country data strategies was to develop a methodology for assessing data strategies and establish a baseline. This milestone was met: a new methodology was developed (see Appendix XI) and the baseline completed using this methodology.

Furthermore, there have been improvements in the absolute number of countries reporting on all key indicators for outcomes and financing since the baseline. This has increased from 18 to 26 and from 11 to 14, respectively, between 2012 and 2013.

Nonetheless, these results suggest that there is a significant data challenge in GPE partner developing countries. The Secretariat is presently considering how it can better support DCP progress in this area, working collaboratively with the UIS (on national reporting) and through technical support to countries during the sector plan development process to ensure that a robust national data strategy is developed. The impact of the Global Partnership's funding model requirement for a robust data strategy will be followed closely in 2016, when a large number of grant applications will be required to meet the minimum standards set out in the newly developed data strategy methodology.

Output Indicator 4.1

i. Average proportion of key outcome indicators not reported by GPE partner countries

ii. Average proportion of key service delivery indicators not reported by GPE partner countries

iii. Average proportion of key financing indicators not reported by GPE partner countries

This milestone reports on the proportion of outcome, service delivery, and financing indicators reported by GPE developing country partners. Because the most recent data reported are for 2013 (most recent available from UIS), they do not reflect any improvements made in GPE or country capacity between 2013 and 2015.[21]

Out of three sub-indicators, two show a negative trend while the third (on financing) is positive. This indicator has therefore been partially met.

- The planned milestones for FY2015 are an average proportion of 35 percent of key outcome indicators and 58 percent of key service delivery indicators *not* reported across GPE partner countries. Actuals for this reporting period were 42 percent and 63 percent respectively; therefore, the FY2015 milestones for these elements of output-level indicator 4.1 are not met. There has been a decline of 7 and 5 percentage points for outcomes and service delivery, respectively.

- The third sub-indicator and planned milestone for FY2015 is an average proportion of 77 percent of key financing indicators *not* reported across GPE partner countries. Here there has been a slight improvement, with in total 73 percent of indicators *not* reported. Therefore, the FY2015 milestone is met for this element of output-level indicator 4.1. This reflects a 4 percentage-point improvement in reporting on education finance between 2012 and 2013. The rate of non-reporting is still very high, and significant action is being taken by the Secretariat in collaboration with UIS and the World Bank.

These findings illustrate the scale of the data challenge in the education sector among GPE developing country partners and the need to take strong action in this area. However, they should be treated with caution. When one looks at using countries as the unit of comparison, there was in fact an encouraging increase in the number of countries reporting on all key indicators for outcomes and financing between 2012 and 2013, from 18 to 26 and 11 to 14, respectively. Finally, it should be noted that there may be countries that collect and will eventually report these data but struggle with timeliness of reporting. We will update these indicators by the end of the year.

It is anticipated that the new data requirement of the new GPE funding model will help to reinforce the importance of data and of a sound data strategy for all partners, with effects becoming visible in 2017.

Output Indicator 4.2:

Number of Countries with a Clear Data Strategy Addressing Gaps Around

i. Outcome indicators

ii. Service delivery indicators

iii. Financing indicators

The planned FY2015 milestone for this output-level indicator was to develop a methodology to measure the indicator and then apply it to establish a baseline constituted of the countries that applied to ESPIG in FY2015.

This milestone has been met.

21 Calculations for this indicator were marginally revised since an earlier version of this report, reflecting small improvements for outcome and service delivery data. However, these revisions have had no material impact on the performance of GPE relative to targets.

To fulfill the milestone, the Secretariat developed a methodology fully aligned with the GPE funding model requirement of having critical data and evidence for planning, budgeting, managing, monitoring, and accountability, or a strategy to develop capacity to produce and use relevant data.

Please refer to Appendix XI for details on the justification, general information, baseline sample, data collection, assessment framework, calculation method for this indicator, and assessment framework that is to be used for collecting information on this indicator.

Baseline data collection was also completed using this new methodology, with results as follows: One country, Mozambique, was identified as candidate for the FY2015 baseline based on this indicator's selection criteria (which are (i) country eligible to receive Education Sector Program Implementation Grants, (ii) country engaged in the ESPIG preparation process and closing down the QAR process (FRR) before FY closure, and (iii) country identified with data gaps to inform key indicators). Precisely, the UIS database did not include an early childhood indicator for Mozambique. Upon applying the assessment questionnaire for Mozambique, it was assessed as having a clear data strategy addressing gaps in (i) outcome indicators, (ii) service delivery indicators, and (iii) financing indicators.

TABLE 5. PROGRESS MADE TOWARD ACHIEVING GPE OUTPUT 4: 2015 MILESTONES PLANNED AND ACHIEVED

Indicator Number	Indicator Title	Indicator Definition	Baseline: FY2014 (2012 data)	Milestone 1—FY2015: Planned and Achieved (2013 data)		Milestone 1—FY2015 Met?
Output Indicator 4.1	(i) Average proportion of key outcomes indicators not reported by GPE partner countries	Average proportion of five key outcomes indicators not reported by GPE developing country partners. Countries are assigned a 1 for each relevant outcome indicator that is not recorded in the UIS database for 2013 (0 otherwise). The proportion of indicators missing is then calculated for each country by summing these scores and dividing by the total number of indicators identified (5). The final indicator represents the average of this proportion across all GPE partners. The five indicators considered are pre-primary gross enrollment ratio, primary gross intake rate, primary gross enrollment ratio, primary completion rate, and lower secondary completion rate	35	**Planned:**	35	NO
				Achieved:	42	
	(ii) Average proportion of key service delivery indicators not reported by GPE partner countries	Average proportion of four key service delivery indicators not reported by GPE developing country partners. Countries are assigned a 1 for each relevant service delivery indicator that is not recorded in the UIS database for 2013 (0 otherwise). The proportion of indicators missing is then calculated for each country by summing these scores and dividing by the total number of indicators identified	58	**Planned:**	58	NO
				Achieved:	63	

Indicator Number	Indicator Title	Indicator Definition	Baseline: FY2014 (2012 data)	Milestone 1—FY2015: Planned and Achieved (2013 data)		Milestone 1—FY2015 Met?
		(4). The final indicator represents the average of this proportion across all GPE partners. The four indicators considered are pupil-teacher ratio (primary and lower secondary), and percentage of teachers trained according to national standard (primary and lower secondary).				
	(iii) Average proportion of key financing indicators not reported by GPE partner countries	Average proportion of three key financing indicators not reported by GPE developing country partners. Countries are assigned a 1 for each relevant financing indicator that is not recorded in the UIS database for 2013 (0 otherwise). The proportion of indicators missing is then calculated for each country by summing these scores and dividing by the total number of indicators identified (3). The final indicator represents the average of this proportion across all GPE partners. Indicators considered are public expenditure on education as a percentage of GDP, public expenditure on education as a percentage of public expenditure, and educational expenditure in primary as a percentage of total educational expenditure.	77	**Planned:**	77	YES
				Achieved:	73	
Output Indicator 4.2	Number of countries with a clear data strategy addressing gaps around (i) outcome indicators, (ii) service delivery indicators, and (iii) financing indicators	Number of GPE developing country partners applying for an education sector implementation program grant with a clear data strategy addressing data gaps in (i) outcome indicators, (ii) service delivery indicators, and (iii) financing indicators as assessed in the grant QAR process.	No methodology available	**Planned:**	Baseline established	YES
				Achieved:	(i) Methodology established. (ii) Baseline data collection is currently under way and baseline data will be provided by the end of November 2015.	
IMPACT WEIGHTING FOR OUTPUT 4: 10%						

Data sources: Country government websites, UIS data, joint sector reviews, global monitoring report, education sector plans, Secretariat.

Chapter 7: Improving the Organizational Effectiveness of the Global Partnership

Output 5:
Global Partnership for Education Organizational Reforms Undertaken to Enable Effective Implementation of New Funding Model

SUMMARY

The Global Partnership is committed to improving its overall organizational effectiveness. In FY2015, it successfully implemented the new GPE funding model, and it is on track to complete all the major reforms to the operational platform approved at the October Board retreat in BOD2015/10-02 by June 2016.

Indicators for Output 5 track these improvements in the Global Partnership's organizational effectiveness. Milestones for 2015 include the delivery of a draft strategic plan, theory of change, results framework, and implementation plan; completion of key improvements to the business systems and control framework; and progress on annual reporting of GPE results.

The Global Partnership has achieved or exceeded the three milestones set for 2015 in these areas:

- The Global Partnership delivered a complete draft of its Strategic Plan 2016—2020 on November 23, 2015. The plan was accompanied by a theory of change, a results framework, and an implementation plan. The strategic plan and its components draw on partnership-wide consensus built through an extensive process of consultation between May 2015 and September 2015. The plan and its accompanying documents for 2016—2020 were approved by the Board at the December 2015 meeting in Dakar, Senegal.

- The Secretariat has also completed key improvements to its business systems and control frameworks:

  a. A risk management policy and matrix have been adopted and are routinely being used by the Secretariat, with regular oversight by the GERF. All Board committees have reviewed their risks. The Board receives regular updates on risk, which is now a standing item on the Board agenda.

  b. A Fiduciary Assurance Map has been adopted and was presented to the GERF in April 2015. Based on GERF input, it has now been incorporated into the Risk Register.

  c. New guidelines, minimum standards, and quality assurance processes have been revised

to support the implementation of the new GPE funding model, and a strengthened program oversight framework is in place.

- In the area of improving reporting, the Secretariat has developed standard reporting templates for three GPE grants (Education Plan Development Grants, Program Development Grants, and Education Plan Implementation Grants). Standard reporting templates for EPDGs and PDGs are presently being operationalized.

In 2015, the Secretariat developed and piloted two reporting templates for ESPIGs—one for annual reporting and one for grant completion—but their uptake by grant agents was uneven. The October 2015 Board decision BOD2015/10-02 to adopt standard reporting on all grants (which includes clear reporting on grant outputs) will likely provide the Secretariat with a stronger mandate to require standard reporting from all grant agents. Based on this decision, the Secretariat is presently working with grant agents to develop an agreed-upon, common approach to grant reporting. ESPIG reporting will include details about grant outputs and will be linked to achievement of results established in the new GPE corporate results framework. Standard reporting templates for ESPIGs will be fully operationalized by June 2016.

Moreover, following Board decision BOD/2014/1204, the Secretariat has developed a cross-team grant management function and recruited a highly qualified head of grant management as deputy CST manager (bio available in Appendix IX). The cross-team further consists of an operational team of four from the CST, a newly recruited senior finance officer, and a newly recruited finance officer. A monitoring unit of three staff members has been established within the CST, which is also overseen by the deputy CST manager. This is a significant improvement upon the previous situation, where grant management and monitoring was the responsibility of individual country leads under the supervision of the CST manager, with support from the head of finance.

The Global Partnership is also implementing a number of additional revisions to its organizational effectiveness, based on the recommendations in Board decision BOD/2015/10-02 on strengthening the partnership's operational model. These revisions, to be implemented by June 2016, include a variety of improvements in grant management and oversight; introduction of a mechanism for upstream independent technical review of educations sector plans; and a strengthened monitoring and evaluation framework, among other items.

With the additional support from the finance team, all audit reports and implementation progress reports are now reviewed in a systematic manner, providing greater capacity to review fiduciary and risk management issues in addition to the existing focus on programmatic issues from the CST.

The Board's decision in October 2015 to apply the minimum standards currently in place for international NGOs to all grant agents will provide greater assurance that all organizations receiving funds directly from the Global Partnership meet the expected requirements in the following areas:

- *Financial Management and Accounting Systems*
- *External Financial Audit*
- *Control Frameworks*
- *Internal Audit*
- *Legal Status*
- *Project Appraisal*
- *Management and Organization*
- *Oversight of Sub-recipients*
- *Procurement Procedures*
- *Monitoring, Evaluation, and Project-at-Risk Systems*
- *Misuse of Funds*
- *Protection of Whistleblowers*

The review of existing organizations against these standards is expected to be completed in time for the next meeting of the GERF in April 2016.

Output Indicator 5.1:
Secretariat Develops a Vision and Strategy for the GPE Business Model, Including an Implementation Plan That Enables the Global Partnership to Deliver Its New Funding Model

The planned FY2015 milestone for this output-level indicator was to develop and submit for Board approval a draft final strategic plan for 2016—2020 by December 2015.

This milestone was met, with the delivery of the final draft strategic plan to the Board on November 23, 2015, followed by approval of the strategic plan at the December Board meeting in Dakar, Senegal.

To fulfill this milestone, a Concept Note (see Appendix XII), including a proposed vision, mission, principles, goals, and objectives, was developed with a Board reference group and used as a tool for partnership-wide consultation between May 2015 and September 2015. The Concept Note established the Global Partnership's role in the realization of the Sustainable Development Goals (SDGs), building on its longstanding commitment to the equitable provision of quality basic education for girls and boys in the most difficult circumstances. These partnership-wide consultations produced broad support for the proposed vision, mission, goals, and objectives.

In October 2015, the Board provided further comments on the vision, mission, goals, and objectives drafted for the new strategic plan. It agreed to the inclusion of key language regarding scope and scale, strategic financing, and the partnership's mandate in knowledge and good practice exchange.

A Board reference group worked with the Secretariat to finalize the draft strategic plan, which includes a theory of change and results framework for 2016—2020 as well as an implementation plan. The final draft strategic plan (along with the final draft of the theory of change and final draft results framework) was delivered to the Board on November 23, 2015, for final deliberations. The Board approved the set of documents during its December meeting.

Output Indicator 5.2:
Secretariat Improves GPE Business Systems and Control Frameworks and Implements Key Reforms

i. Component A: Risk management policy and matrix monitored and updated by GERF semiannually

The planned FY2015 milestone for Component A of this output-level indicator was for the Secretariat to establish and apply a vision and a strategy related to risk management for the GPE business model.

This milestone has been achieved.

The Secretariat developed a risk management policy and matrix in December 2014, based on input from across the partnership. The Secretariat used this matrix to write and provide to the GERF a first risk management report in April 2015 (see Appendix XIII). Based on this report and feedback from other committees, the GERF then reported in May 2015 to the Board on how the Global Partnership is managing risk, along with comments on the level of assurance of key risks presented in the assurance map (BOD/2015/05 DOC 17). The second risk management report was reviewed by the GERF in November 2015 and was presented for recommendation to the Board in December 2015.

Going forward, the Secretariat will complement the risk management policy through the creation of an operational risk framework to allow the Global Partnership to tailor its approach to quality assurance and monitoring based on a systematic assessment of the risks. This is scheduled for GERF review in April 2016 and for adoption in June 2016 by the Board.

ii. Component B: Fiduciary assurance map developed and assessed

The planned FY2015 milestone for Component B of this output-level indicator was for the Secretariat to develop a fiduciary assurance map, to be assessed by the GERF during that same fiscal year.

This milestone has been achieved.

To fulfill the planned milestone, the Secretariat worked in early 2015 to develop an assurance map. It was designed to document the controls in place regarding a number of key risk areas and to make an assessment of the extent to which assurance could be placed on these controls.

The GERF assessed the assurance map as part of its semi-annual risk management review in April 2015 and determined that henceforth the assurance map should be integrated into the risk management matrix rather than be presented as a standalone document. The Secretariat has complied with that directive as part of the risk management review for November 2015.

The fiduciary assurance map is presented in Appendix XIV.

iii. Component C: Guidelines, minimum standards, and QAR Process for grants under NFM finalized

Guidelines and QAR Process

In 2014, the Global Partnership approved a new GPE funding model that aims to improve the delivery and quality of education in partner countries. A series of revisions to the existing quality assurance process for Education Sector Program Implementation Grants (ESPIGs) was required to align the QAR process with the new funding model. These revisions included adoption of new guidelines, minimum standards, and improved tools of the QAR process. These revisions are now complete and operationalized.

The 2015 milestone has therefore been achieved.

The following major modifications were introduced in the QAR process and are currently being implemented:

- Assessment of the requirements for the fixed part has been included into QAR Phase I, with a matrix to follow up on the remaining gaps to be filled. The matrix is shared with the Country Grants and Performance Committee (CGPC) before QAR Phase II so that any gaps in meeting the requirements can be addressed.

- A specific methodology to assess the level of alignment of the identified funding modality has been included. The selection of grant agent (formerly known as S/ME) by the government after discussion within the local education group now needs to be documented in QAR Phase I; following BOD2015/10-02, a strengthened process for selecting a grant agent will be in place by January and will include mandatory consideration of alignment in the selection process.

- Assessment of the variable part has been included into QAR Phase II, and a matrix presenting the key elements of the variable part (indicators, results chain, means of verification) is presented to the CGPC for feedback before the grant application is finalized.

Minimum Standards

Minimum standards have been defined based on the elements assessed previously in QAR Phase II. A more systematic methodology has been developed to assess whether these minimum standards are met. The QAR assessment includes tools in the following eight areas, with each representing a necessary minimum standard:

- Program design

- Project budget and unit costs

- Results framework
- Monitoring and evaluation
- Implementation arrangements and readiness
- Risk identification and mitigation measures
- Sustainability
- Aid effectiveness

QAR Phase II consists of a desk review that is normally done by two senior consultants (sometimes just one for smaller grants) along with the country lead and a team of peer reviewers from the Secretariat. The establishment of the quality assurance function, led by a senior education specialist within the SPP, separates quality assurance from support to the grant application process while still leveraging the broad technical expertise across the SPP and CST through the peer-review mechanism.

Please refer to Appendix XV for a list of guidelines, minimum standards, and QAR process tools for grants under the NFM.

iv. Component D: Program oversight framework finalized (including mechanisms to assess the variable component of the NFM)

The planned FY2015 milestone for Component D of this output-level indicator was to finalize the partnership's program oversight framework, including mechanisms to assess the variable component of the NFM, also referred to as the new GPE funding model. This milestone has been achieved.

The Secretariat has developed a comprehensive program oversight framework that includes several components under the broader finance, grant management, and grant monitoring functions. The organizational review process establishing these cross-team functions has led to a system whereby country leads under the supervision of the CST manager are no longer the sole staff responsible for grant oversight. The recruitment of a deputy CST manager with a strong fiduciary management profile to lead on grant management and monitoring further strengthens program oversight. So far, a number of mutually reinforcing processes and systems have been established.

Each of the tools and procedures listed below addresses key elements agreed by the Board as necessary improvements to the Global Partnership's operational platform. The program oversight framework comprises the following:

(1) Strengthened upstream quality assurance mechanisms for grants (see indicator 5.2), including:

- QAR process is finalized (refer to output indicator 5.2. Component C and also Appendix XVI)

(2) Strengthened program oversight, including:

- Operational risk framework under development, to be reviewed with the CGPC and GERF, to support a differentiated risk-based approach to quality assurance and monitoring
- Grant oversight mechanism (see Appendix XVI) in the form of technical-level management review meetings on grant portfolio three times a year for agencies with three grants or more, and on a bi-annual basis for those managing two grants or fewer
- Methodology for assessing grant implementation progress and addressing delays is in place (see Appendix IV)
- Disbursement tracking tool is developed (refer to output indicator 1.4. and associated Appendix V)
- Standard internal operating procedures for review of and feedback on progress and audit reports, involving technical, monitoring, and finance staff (see Appendix XVI)
- Standard procedures for verifying justification for payout of the variable component of the GPE funding model

Output Indicator 5.3:
Progress with Annual Reporting to the Board on Education Outcomes Based on GPE Results Framework

i. Standard reporting template for S/MEs developed

ii. GPE theory of change developed

iii. GPE results framework prepared for Board approval

a. Component A: Standard reporting template for S/MEs developed

The planned FY2015 milestone for Component A of this output-level indicator was to develop a standard reporting template for grant agents, formerly known as S/MEs.

This milestone has been met. Further improvements will be made in FY2016 to fully implement standard reporting for Education Sector Program Implementation Grants (ESPIGs).

To fulfill this milestone, a set of four standard reporting methodologies and their associated templates were prepared for use by grant agents (see Appendix XVII for details):

- Education Sector Plan Development Grant (ESPDG) Completion Report template
- Program Development Grant (PDG) Completion Report template
- Education Sector Program Implementation Grant (ESPIG) Annual Implementation Status Report template
- ESPIG Completion Report template for grant agents, developed to capture aggregated results

For the ESPDG and PDG, the reporting formats are now being rolled out to apply to all grants.

A standardized annual reporting template for the ESPIG was developed by the Secretariat and used as a pilot by the grant agent in Tanzania and Zanzibar; a standardized completion reporting template was sent as a pilot to the grant agent in CAR and Rwanda. The grant agent in Tanzania and Zanzibar (SIDA) found this useful and suggested some improvements to the template. The template and feedback from SIDA will inform the minimum reporting standards and core input-level measurements for GPE grants to be approved by the CGPC in January 2016 in the implementation of BOD2015/10-02. The grant agents in CAR and Rwanda did not use or provide feedback on the grant completion report template.

Based on the Board decision BOD/2015/10-02, the Secretariat now has the mandate to require grant agents to use standard reporting templates for ESPIGs. The Secretariat expects to fully operationalize standard grant reporting templates for ESPIGs by June 2016. It is presently working with grant agents to develop revised, common ESPIG templates that will capture key project components and outputs on a more routine basis.

The introduction of standardized tracking indicators in grant reporting will enable corporate reporting on grant outputs within the Global Partnership's new corporate results framework (presented in more detail below). Data collected in the standard reporting template for ESPIGs will enable the partnership to better track the use of its grants and monitor grant impact in the areas of teaching and learning, equity and inclusion, and systems strengthening.

b. Component B: GPE theory of change developed

The planned FY2015 milestone for Component B of this output-level indicator was for the Global Partnership to develop a draft theory of change and present it to the Board in December 2015.

The Global Partnership met this milestone.

A draft theory of change for the Global Partnership was developed and introduced to Board members at the October 2015 Board retreat. The final draft (along with the final draft strategic plan change and final draft results framework) was delivered to the Board on November 23, 2015, for final deliberations at the December 2015 Board meeting. It was approved at the December meeting as a part of the GPE strategic plan for 2016—2020.

The theory of change illustrates how the Global Partnership will leverage its business model to produce results that will fulfill its strategic goals and objectives, in alignment with the Sustainable Development Goals. The theory of change will act as an anchor for alignment of all its strategic, operational, and results management materials/processes into one solid, coherent platform.

The draft theory of change from November 23, 2015, is presented in Appendix XVIII.

c. Component C: GPE results framework linked to 2016–2020 strategic plan developed for Board approval

The planned FY2015 milestone for Component C of this output-level indicator was for the Global Partnership to develop a draft results framework that is linked to the 2016—2020 strategic plan.

The Global Partnership met this milestone in time for the December 2015 Board meeting.

Similar to the theory of change, a draft results framework was developed and introduced to Board members at the October 2015 Board retreat. This results framework is fully aligned with the Global Partnership's theory of change and strategic plan. It lays out the hierarchy of intended results and suites of indicators at the impact, outcome, and output levels. The GPE results framework will provide the roadmap to develop the Global Partnership's planned monitoring and evaluation framework, and will be used over the next five years to monitor the progress made toward achieving intended change.

The results framework was adjusted and updated, based on Board input from the October 2015 retreat and in alignment with the final drafting of the strategic plan and theory of change, by the Board Reference Group 2.

The final draft results framework (along with the final draft strategic plan and final draft of the theory of change) was delivered to the Board on November 23, 2015, for final deliberations. It was approved at the December Board meeting. The draft results framework, as shared for the Board's approval, is presented in Appendix XIX.

TABLE 6. PROGRESS MADE TOWARD ACHIEVING GPE OUTPUT 5: 2015 MILESTONES PLANNED AND ACHIEVED

Indicator Number	Indicator Title	Indicator Definition	Baseline: FY2014	Milestone 1—FY2015: Planned and Achieved (linked to £20 million performance-based funding)		Milestone 1—FY2015 Met?
Output Indicator 5.1	Secretariat develops a vision and strategy for the GPE business model, including an implementation plan which enables the Global Partnership to deliver its new funding model (NFM)	Number of strategic plan documents developed. This organizational management document, which sets out critical goals and associated strategic objectives for a given time period and aims to drive the allocation and use of resources, guides the necessary organizational framework and results-driven management practices to fulfill these goals and objectives.	Board agreement for the Secretariat to develop a Strategic Plan for 2016–2020, accompanied by an implementation plan and results framework	**Planned:**	Draft final 2016–2020 strategic plan (setting out roles, responsibilities, and accountabilities), accompanied by implementation plan addressing key reforms and results framework, developed for Board approval.	YES
				Achieved:	Draft final 2016–2020 concept note and submit to Board. Implementation plan was delivered as part of the Board package in December 2015.	

Indicator Number	Indicator Title	Component	Indicator Definition	Baseline: FY2014	Milestone 1—FY2015: Planned and Achieved (linked to £20 million performance-based funding)		Milestone 1—FY2015 Met?
Output Indicator 5.2	Secretariat improves GPE business systems and control frameworks and implements key reforms	(A) Risk management policy and matrix monitored and updated semiannually by GERF	Number of risk management policy and matrix documents developed as well as number of associated reports based on this matrix that are produced and issued each year.	Board-approved risk policy and matrix	**Planned:**	Risk management policy and matrix monitored and updated semiannually by GERF.	YES
					Achieved:	(i) Risk management policy and matrix established in December 2014. (ii) Reports issued in April 2015 and November 2015.	

continued

TABLE 6. CONTINUED

Indicator Number	Indicator Title	Component	Indicator Definition	Baseline: FY2014	Milestone 1—FY2015: Planned and Achieved (linked to £20 million performance-based funding)		Milestone 1—FY2015 Met?
		(B) Fiduciary assurance map developed and assessed	Number of fiduciary assurance maps developed and assessed. This map tool outlines the key controls in place to manage key risks and rates the level of assurance provided by those controls.	No clear or agreed-upon control framework around fiduciary and delivery assurance	**Planned:**	Fiduciary assurance map developed and assessed.	
					Achieved:	Fiduciary assurance map developed by Secretariat in March 2015 and assessed by GERF in April 2015.	YES
		(C) Guidelines, minimum standards, and QAR process for grants under NFM finalized	Grant guidelines aligned with NFM. Assessment tool for requirements for fixed part now included in QAR Phase I. Assessment tool for variable part included in QAR Phase II, along with an assessment table for scoring eight minimum standards for program documents. Minimum standards will be used by the Secretariat to refine assessment of future applications.	No clear or agreed-upon control framework around program quality and design	**Planned:**	Guidelines, minimum standards, and QAR process for grants under NFM finalized.	
					Achieved:	Guidelines, minimum standards, and QAR process for grants under NFM finalized.	YES
		(D) Program oversight framework finalized (including mechanisms to assess the variable component of the NFM)	Number of program oversight frameworks finalized. This multicomponent framework is related to the Board decision on the GPE operational platform. It includes an upstream quality assurance mechanism; a grant agent oversight mechanism; a standard internal operating procedure for review of and feedback on progress and audit reports; an operational risk platform; and standard procedures for verifying justification for payout of NFM variable component.	No clear or agreed-upon control frameworks around portfolio performance or monitoring and evaluation in relation to NFM	**Planned:**	Program oversight framework finalized (including mechanisms to assess the variable component of the NFM).	
					Achieved:	Program oversight framework finalized (including mechanisms to assess the variable component of the NFM).	YES

Indicator Number	Indicator Title	Component	Indicator Definition	Baseline: FY2014	Milestone 1—FY2015: Planned and Achieved (linked to £10 million performance-based funding)		Milestone 1—FY2015 Met?
Output Indicator 5.3	Progress with annual reporting to the Board on education outcomes based on GPE results framework	(A) Standard reporting template for SEs/MEs developed	Number of standard reporting templates for grant agents developed to capture aggregated results	No GPE results framework for 2016–2020	**Planned:**	Standard reporting template for SEs/MEs developed.	
					Achieved:	Four standard reporting methodologies and associated templates for grant agents, formerly known as S/MEs, developed (ESPDG completion report, PDG completion report, ESPIG annual implementation status report, ESPIG completion report templates).	YES
		(B) GPE theory of change developed	Number of GPE theories of change developed. This is a visual representation/diagram and accompanying narrative that expresses the "big picture" of results pathways (i.e., varied ways to lead to long-term change), from the impact down to the outputs. A theory of change also displays the internal/external dynamics between those results and critical assumptions that must be fulfilled to achieve the intended change.	No GPE results framework for 2016–2020	**Planned:**	GPE theory of change developed.	
					Achieved:	Draft of theory of change developed and presented to Board during October retreat; revised draft was delivered to the Board in December 2015.	YES
		(C) GPE results framework linked to 2016–2020 strategic plan developed for Board approval	Number of GPE results frameworks developed. A results framework clearly articulates different levels of results (short-term outputs and intermediate outcomes) expected from a given project or program as well as their linkages to longer-term objectives. Results frameworks also display suites of indicators that are used to periodically measure progress toward achieving the objectives.	No GPE results framework for 2016–2020	**Planned:**	GPE results framework linked to 2016–2020 strategic plan developed for Board approval.	
					Achieved:	GPE draft results framework linked to 2016–2020 strategic plan developed for Board approval.	YES
IMPACT WEIGHTING FOR OUTPUT 5: 40%							

Data sources: Secretariat internal reform plan, Alison Evans operational review assessment against indicators of success in 2016, Board and committee papers and decisions, Secretariat, risk management matrix, risk policy, fiduciary assurance map, reports from monitoring visits, DFID annual reviews, portfolio review, Results for Learning Report, 2016–2020 strategic plan, new funding model grant application guidelines, QAR reports, ESP quality reports, program oversight framework, M&E Policy, VfM strategy, standard reporting template, results framework for 2016–2020, Global Partnership annual report.



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