GPE 2020

Results Report 2015-2016

June 2017



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Foreword

I am pleased to share with all the first report on the Global Partnership for Education's results in relation to our strategic plan, GPE 2020, based on its comprehensive results framework. The report sets out for us all our mutual starting point—the current status of education systems in developing country partners as measured by the results framework's indicators. This information will help us focus our energies and resources toward the most urgent issues and most effective course corrections. We will no doubt dive very quickly into the meat of this report and dissect its findings. However, I would like to highlight how important it is that we now have for the first time such a comprehensive set of data across 37 key indicators linked directly to our strategic goals and objectives. This is a groundbreaking step for the partnership, and we should work together over the years ahead to build upon it.

As we anticipated, the data confirm that good progress is being made on some fronts, such as in the growing proportion of children completing school, and improving equity in some areas, but this movement forward is tempered by a number of persistent system weaknesses, constituting challenges that require our attention. Six specific areas require special focus over the next year, including strengthening learning assessment systems; extending early childhood education; increased targeting of support to countries falling behind on gender equality; greater focus on lowering dropout and repetition rates; reinforcing the quality of education sector plans and mutual accountability for results in sector plans; and diversifying the partnership's funding base, and catalyzing more external financing for education in countries. I look forward to a serious debate across the partnership over the months ahead regarding these six areas.

While our first results report looks back at our work over the prior year, and suggests our forward focus, it is also important to note the broader context, with 2017 being a pivotal year for the Global Partnership for Education. In early March, the Board approved a new financing and funding framework that will provide us with the tools we need to increase support to, and improve targeting of, our financing to countries. In mid-April we launched the partnership's new case for investment and third replenishment campaign. At the end of May, at the G7 Summit, the partnership and others unveiled a new accountability report focused on education. And at the end of the year 2017, the *World Development Report* will exclusively address the global education challenge. Again, the data that we are now able to secure through this and our future results reports will help us address the challenges noted above, secure increased support and improve education outcomes in our developing country partners for years to come.

Alice Albright
Chief Executive Officer

Executive Summary

The Global Partnership for Education is a global fund and partnership that was formed to address educational challenges in some of the world's most demanding contexts. The partnership brings together developing country partners, donor nations, multilateral development organizations, civil society, teacher organizations, foundations and the private sector around a single shared vision: to ensure inclusive and equitable quality education and promote lifelong learning for all.

This year's results report is the first in a series that will document progress on GPE 2020, the partnership's strategic plan, adopted in December 2015. The report will be used to help guide the partnership and drive our common focus on achieving strong educational results for children and youth in developing country partners.

The results report is structured around the three goals and five strategic objectives of GPE 2020, organized at the impact, outcome, country-level output and global-level output levels, as captured in the partnership's theory of change. Each strategic goal and objective is linked to a set of indicators—37 in all—with ambitious milestones and targets for 2020. The report also includes descriptive and financial data about GPE funding and its grant portfolio (for details see Appendix A and B). A summary of findings for the 37 indicators, coded using a traffic light system, is presented at the end of this report.[1]

This report looks at 2015 and 2016—the baseline and first years of GPE 2020. Its main messages are focused on highlighting the progress made during 2016, the first year of our results framework and identifying the challenges facing the partnership at the starting point of our new strategy. The report highlights continued progress in educational outcomes and the strengthening of education system capacity across the partnership. Overall, the partnership fully or partly achieved milestones in 16 out of a total of 19 indicators for which 2016 intermediate targets were set. Some of the partnership's strongest initial results are in the areas of domestic resource mobilization and improvements in pupil to trained teacher ratios. Milestones were not met in three areas: (1) pre-primary enrollment ratios, (2) gender parity in the proportion of children out of school, and (3) alignment of GPE grants with national systems.

Improved and more equitable learning outcomes (Strategic Goal 1 – impact)

The Global Partnership for Education is committed to improving learning outcomes for children and youth across the partnership.

At the starting point of GPE 2020, developing country partners of the Global Partnership for Education are demonstrating that learning outcomes and developmental indicators can improve even in the most difficult circumstances. Thirteen out of 20 developing country partners have shown improvement in

[1] Overall results for each indicator are represented as green (fully met); yellow (partially met); red (not met); or white (baseline). Indicator milestones are reflected as partially met if milestones for one educational level (e.g. primary) were achieved, but they were not for the other educational level (e.g. lower secondary).

learning outcomes, while two-thirds of children between the ages of 3 and 5 were developmentally on track in the 22 countries with available data.

Attesting to the difficult circumstances that many of GPE's partner countries face is the fact that the availability of data is limited. Thus, more needs to be done across the partnership to strengthen the availability of data for monitoring learning and developmental outcomes. Just over a third of developing country partners had trend data that would allow for reporting on the learning outcome or nationally representative data to report on child development indicators.

The partnership will continue to support governments and international efforts to ensure improvements in national assessment and monitoring systems, through financing for learning assessment systems and child development indicators in its implementation grants, and through the knowledge and capacity-building activities funded through the Assessment for Learning (A4L) initiative.

Equity, gender equality and inclusion (Strategic Goal 2 – impact)

Highlighting its commitment to equity and inclusion, the Global Partnership for Education tracks progress using seven indicators. In year one of GPE 2020, these indicators presented a mixed picture.

On the one hand, there has been progress in the proportion of children completing school, and many gains in equity across the partnership. The partnership supported an estimated 13.2 million children in 2016.[2] Overall, 745,000 more children completed primary school across the partnership in 2014 than in 2013, while 816,000 more completed lower secondary education. Milestones for gender parity in primary and lower secondary completion were met. Furthermore, 22 out of 59 countries with available data saw at least a 10 percent improvement in an equity index of parity in gender, location and household wealth.

However, findings in this report also emphasize the importance of targeting efforts in countries where progress is slow, and an urgent need to pay attention to the equity implications and trade-offs being made when expanding education access across multiple educational levels. Key challenges include the following:

- Pre-primary education: Access is not improving and services are often not available to the poorest and most marginalized children.
- Primary completion rates are below 90 percent in 21 developing country partners.
- Out-of-school rates at the primary level are not declining quickly enough to reach GPE 2020 targets.
- The gender parity rate of out-of-school children deteriorated between 2013 and 2014, with significant disadvantage for girls. This highlights the need to focus on bringing excluded girls into school. Furthermore, concentrated attention is needed in the 18 developing country partners where the gender parity index for completion rates sits below 0.88 at the primary level (and in the 21 countries where it is below 0.88 at the lower secondary level).

[2] GPE estimates the number of equivalent children reached using a methodology that can be found at: http://www.globalpartnership.org/content/results-framework-methodology.

Effective and efficient education systems (Strategic Goal 3 – outcome)

A strong start was made in four out of six aspects of system capacity that are tracked at the outcome level under Strategic Goal 3: effective and efficient education systems.

Some of the partnership's strongest initial results are in the areas of data and domestic resource mobilization. Seventy-eight percent of developing country partners with available data devoted at least 20 percent of public expenditure to education or increased their public expenditures between 2014 and 2015. Developing country partners exceeded 2016 milestones for data availability, with 26 out of 61 (43 percent) reporting on 10 out of 12 key UNESCO Institute for Statistics (UIS) indicators in 2014, up from 18 (30 percent) in 2013.

However, system efficiency, as measured through dropout and repetition, remains a challenge across the partnership. Fewer than one in three developing country partners (32 percent) had learning assessment systems that met quality standards. Furthermore, the issue of teacher availability and their equitable allocation remains an urgent challenge. Pupil-to-trained-teacher ratios remain low, but are improving—29 percent of developing country partners had ratios at or below 40:1, up from 25 percent in 2013.

Strengthening education sector planning (country level – Strategic Objective 1)

The Global Partnership for Education continues to be the largest international funder of education sector analyses and planning for countries in the developing world, providing US$8.9 million in funding for 27 education sector plan development grants (ESPDGs) to 29 countries in 2016. Reflecting this, the partnership places credible, evidence-based sector planning as the first of its country-level objectives.

More than half (58 percent) of education sector plans (ESPs) and transitional education plans (TEPs) met the partnership's minimum quality standards in the baseline years of 2014 and 2015. All ESPs analyzed were based on sector analyses, and each addresses inequalities and disparities in the education system. Detailed findings point to several areas for improvement: the need to use evidence more consistently to identify priorities, and to translate priorities into achievable, costed, operational plans.

Mutual accountability through inclusive policy dialogue and monitoring (country level – Strategic Objective 2)

The Global Partnership for Education supports strengthened engagement of all stakeholders in planning and monitoring the national priorities set out in education sector plans. The results report gives early findings on the quality of two specific mechanisms for education sector engagement and mutual accountability: joint sector reviews (JSRs) and local education groups (LEGs).

Joint sector reviews are government-led annual events that bring stakeholders together to monitor education sector plan implementation and propose course correction. GPE overall milestones for the quality of JSRs were met in 2016. Forty-five percent of JSRs with available data met quality standards, up from 29 percent in 2015. Outcomes were less robust in countries affected by fragility and conflict, where 36 percent met quality standards - not unexpected given the often difficult circumstances in these

countries. Areas for improvement include the need for JSRs to draw more thoroughly on evidence and data, and to link recommendations generated from JSRs better to national planning and policy cycles.

Local education groups are multi-stakeholder bodies convened by governments to support financial and technical support for ESPs and ensure inclusive participation in planning and monitoring processes. At baseline, 44 percent of LEGs had participation from both civil society and teacher organizations. The partnership's continued support of civil society engagement through its Civil Society Education Fund and forthcoming GPE research on best practices in local education groups are each aimed at catalyzing improvement in participation and inclusion in LEGs.

Effective and efficient financing (country level – Strategic Objective 3)

GPE 2020 commits the partnership to providing effective financing to provide governments in the implementation of their national education sector plans. The report highlights trends in the volume, geographic and thematic allocations of the partnership's major grant investments, demonstrating a strong alignment between grant allocations and GPE 2020 goals. It also reports on six indicators used to track the partnership's support for sector plan implementation.

Findings on objective 3 indicators highlight the significant support provided by GPE grants for learning assessment and data systems, and the successful roll-out of the new results-based financing tranche in the partnership's implementation grants in five developing country partners.

Challenges were identified in two areas: the timely delivery of planned grant components (in particular classroom construction) and the rising proportion of grants that face delays in their implementation. Many of these problems occur in countries affected by fragility and conflict. The partnership has improved its approach to quality assurance and grant oversight to address these challenges, which suggest a need for more realistic grant design and stronger follow-up during implementation.

More broadly, the following trends in the volume, geographic and thematic allocations of the Global Partnership for Education's major grant investments are presented in the report:

- GPE grants are focused on countries with high levels of need. As of June 30, 2016, 54 education sector program implementation grants (ESPIGs) were active in 49 countries with a total value of US$2.23 billion. Twenty-nine (56 percent) of the 52 developing country partners receiving implementation grants in FY2016 were classified as lower-income countries and 23 (44 percent) as lower-middle-income countries. A majority of GPE grantees were countries in Sub-Saharan Africa.
- The partnership targeted 60 percent (US$294.5 million) of all its disbursements during 2016 to countries affected by fragility and conflict. Chad, Yemen and Burundi each used the partnership's mechanisms for rapid and responsive funding in emergencies to receive finance for emergency needs.
- Thematically, GPE grants continue to focus investments on improving teaching and learning systems; enhancing equity and gender equality and inclusion; and improving the management capacity of systems at the national and subnational levels, as 36of 54 active grants at the end of 2016 supported the development of learning assessment systems, while 29 grants supported education management information systems and 28 grants included targeted initiatives for gender equality. Finally, 18 grants targeted the needs of children with disability.

Mobilize more and better financing (global level – Strategic Objective 4)

Harnessing the strength of the partnership at the global level to leverage improvements in the quality and volume of financing available for education in low-income and lower-middle-income countries is the Global Partnership for Education's fourth strategic objective. Findings from four of the six indicators used to monitor this objective suggest a strong starting point in financing for the partnership.

In the area of raising and diversifying international financing for education—including for the partnership itself—a mixed picture emerges. Overall aid to education has declined between 2013 and 2014, including from GPE donors. The partnership has met its financing milestones, by diversifying its donor group and securing all signed contributions, yet these achievements come against a backdrop of currency exchange weaknesses and ongoing challenges in converting pledges into signed contribution agreements. In response, the partnership has set ambitious targets for its 2018 replenishment, and it has adopted a new financing and funding framework that diversifies its ability to leverage expanded resources for education.

One area where there is a pronounced need for improvement is the alignment of GPE grants to country systems. Such alignment is fundamental for strengthening national capacity and underpins the future sustainability of GPE investments. Less than a third of the implementation grants were adequately aligned to national systems. Thirty-nine percent of GPE grants used co-financing or pooled grant modalities.

Building a stronger partnership (global level – Strategic Objective 5)

The fifth objective in GPE 2020 is to strengthen the Global Partnership for Education's most important asset: the power of partnership. Six indicators are used to monitor partnership outputs and strength.

Findings from these indicators highlight the significant progress the partnership has made at an organizational level. The Secretariat has successfully prioritized country-facing activities in its work-plans and budgets, and the partnership has improved its business processes for quality assurance, risk management and fiduciary oversight. Furthermore, the partnership enhanced its delivery of key knowledge and evaluation products. These improvements in organizational effectiveness were achieved while keeping Secretariat operating expenses at less than 4 percent of total expenditure in FY 2016. For this reason, the United Kingdom, the partnership's largest donor, awarded the partnership an "A" rating in its 2015 and 2016 annual reviews.

At the same time, an initial survey of developing country-level partners suggests that while there has been improvement in perceived clarity of country-level roles, responsibilities and mutual accountabilities over the past year, further improvements are still necessary. The Secretariat took key steps in 2016 to respond to this challenge. It has prioritized staff time for supporting country-level processes, and it refined its business processes, enhancing communication, guidance and support to its country-level partners. The partnership also embarked on an effort to better monitor, understand and disseminate effective approaches to partnership at the country level. These actions will lead to significant enhancement of the partnership's work at the country level.

Introduction

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The evolution of the Global Partnership for Education and its work

The Global Partnership for Education was launched in 2002 as the *Education for All – Fast Track Initiative* (FTI), whose driving vision was that no country with a credible education sector plan should fail to achieve the Education for All goals because of a lack of financing. In 2011 the FTI was transformed into a constituency-based partnership, with stronger representation from developing countries and non-state actors, and renamed the Global Partnership for Education.

The partnership has grown considerably since 2002, when it began with seven developing country partners. Today it has 65 developing country partners, while in total 89 are eligible to join (see Appendix

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C for the full list). Approximately 78 percent of the world's out-of-school children of primary and secondary school age live in the partnership's current developing country partners.

The partnership's country-level operating model

GPE 2020, the partnership's strategic plan for the period 2016-2020, retains the partnership's historical commitment to bringing diverse stakeholders together around a common platform of support for nationally led education sector planning and implementation.

The partnership's country-level work begins with a government-led local education group (LEG)—a collaborative forum for policy dialogue and mutual accountability, led by a developing country partner's Ministry of Education, including representatives of the development agencies, civil society organizations (CSOs), the private sector and private foundations, and teacher organizations. The LEG selects a grant agent to administer the GPE financing, which is responsible for supporting the government in the development, implementation and monitoring of its GPE-funded implementation grant. The partnership also supports the monitoring of education sector progress, through regular, government-led, multi-stakeholder joint sector reviews.

Financing focused on results

The Global Partnership for Education is the largest international funder of education sector planning and provides results-focused grants to low-income and lower-middle-income countries to support the implementation of credible sector plans. Between 2003 and 2016 the partnership provided 127 implementation grants, with a total allocation of nearly US$4.6 billion. The annual and aggregate values of implementation grants have grown since 2003, reaching an average annual disbursement of US$476 million in CY2014, CY2015 and CY2016. GPE funding is allocated to countries with the most significant educational needs. However, to be eligible for implementation grants, governments must demonstrate their commitment to education. They must have credible sector plans, commit to strengthening their data systems and ensure that domestic financing is at or moving toward 20 percent of public expenditure. Furthermore, 30 percent of the implementation grants are disbursed upon the achievement of nationally selected targets in the areas of learning, equity and efficiency (for details on overall GPE grant disbursements since their inception, please refer to Appendix B).

A partnership-wide commitment to continuous improvement

As it heads into its next replenishment, the Global Partnership for Education has continued to improve its approach supporting education progress at the country and global levels. Through its new **Financing and Funding Framework,**[4] which was adopted in February 2017, the partnership has strengthened its commitment to leveraging the exchange of knowledge and innovation, and diversifying the partnership's support for advocacy and social accountability (Box 1). The partnership also strengthened and diversified its financing approach, to include the piloting of leveraged financing and improved participation from the private sector. At the country level, the partnership has adopted a new "education sector case for investment" approach, which aims to bring new investors within countries into the education sector.

[4] GPE 2017a; GPE 2017b.

Box 1. The partnership's Financing and Funding Framework

The Global Partnership for Education's new Financing and Funding Framework (FFF) (1) includes a **leverage fund** as part of a new scalable approach to raising significantly greater and more diverse finance; (2) invests in important **global public goods** (for example, tools for innovation and sharing knowledge); and (3) comprises a new dedicated **advocacy and social accountability fund,** which aims to promote political commitment to education.

This framework builds on the partnership's strength in pooling grant financing for countries most in need by extending country eligibility and providing a new fund to incentivize governments to leverage additional development finance to support their sector plans.

This framework will allow for (1) opportunities for new partnerships, thus bringing previously untapped resources to education from both public and private sources; (2) better alignment of new resources behind the priorities set out in national education plans, thanks to a refined country-level education sector investment case approach; and (3) better targeting of GPE funds to countries and communities where the needs are the greatest.

Source: GPE 2017c.

The GPE 2020 theory of change and results framework

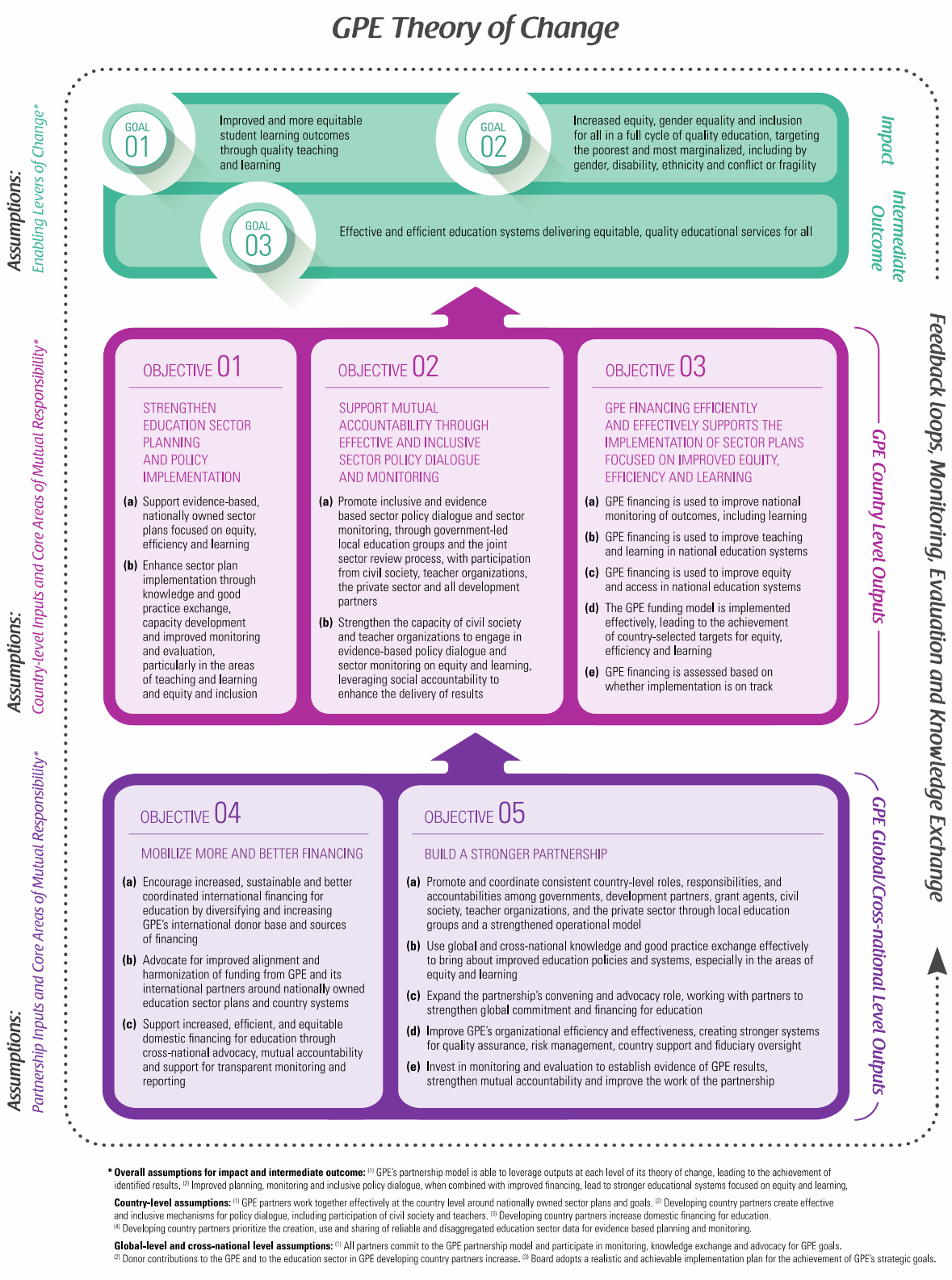
The **GPE results framework** is structured around the partnership's theory of change (Figure 1), which is aligned to the goals and strategic objectives of GPE 2020. For each of the 37 indicators in the results framework, which were selected to measure performance across its theory of change, the partnership has set targets, establishing where the partnership wants to be at the end of 2020. In addition, milestones (intermediate targets) were developed for each indicator. With a few exceptions, data will be reported annually, using 2015 as the overall baseline period (see Box 2 for technical notes on indicator data).

Indicators in the results framework sit at the output, outcome and impact levels. At the **impact and outcome levels,** the theory of change aims to strengthen the capacities of national education systems (outcome level) in order to dramatically increase the number of girls and boys, young men and young women who are in school and learning (impact level).

Three areas are identified as **outputs at the country level** in the theory of change. At this level, the partnership aims to lock together improvements in sector planning, mutual accountability and results-focused financing for the implementation of national education sector plans, which together support improvements in education systems and outcomes.

The theory of change also identifies two **global-level outputs**, to support the partnership's country-level impact. First, the partnership builds international momentum for more and better financing for education. Second, the partnership leverages itself as a platform for the exchange of knowledge, innovation and good practices and functions as an organizer of advocacy for education progress in low-income and lower-middle-income countries, drawing on the commitment, skills and resources of the broad multi-stakeholder partnership.

Figure 1. The Global Partnership for Education theory of change



Source: GPE Secretariat.

Box 2. Technical notes on indicator data

1. Baselines: The year 2015 is the overall baseline year for the results framework, which will report on the achievement of the goals and objectives of GPE's strategic plan GPE 2020, covering the period 2016 to 2020. In some cases, due to data availability, the baseline was set at 2016. In the case of ten indicators, this report presents revised baseline values because of improved availability of data.

2. Milestones and targets: 2020 End-targets and milestones to assess whether GPE is on track to reach these, were developed for each indicator. Due to updated baselines, a number of milestones and targets will be modified as per procedures agreed with the GPE Board of Directors.

3. Periodicity: In accordance with the nature of the data underpinning each indicator, source data can be based on the calendar year or on the GPE Secretariat fiscal year (July to June).

4. Data sources: Data sources vary; the results framework uses data from UNESCO Institute of Statistics (UIS), UNICEF and other partners, in addition to data generated by the GPE Secretariat.

5. Units of analysis: While indicators have different units of analysis (e.g. children, developing country partners, grants, donors, technical reports etc.), if the unit of analysis is developing country partners, normally, the sample consists of those countries that were developing country partners at baseline, in 2015, i.e. 61 countries.

6. Reporting cycle: While some indicators are reported on every year, others are reported on only once every other year. While due to be reported on, 2016 data for Indicator 10 on domestic financing were not yet available at the time of development of this report.

7. Tolerance: In the case of UIS-based, impact-level indicators that are reported in percentages, a 1 percent 'tolerance' is applied to assessing achievement of milestones and targets (see point 10 below) so that, if GPE achievement is within 1 percent of its milestone, or target, this will be considered to have been met within tolerance. If the value is within tolerance, but has not progressed on the last data-point, the milestone or target will be considered not to have been met.

8. Disaggregation: Depending on the nature of the indicator, different types of disaggregation are applied. Typically, where the unit of analysis is a developing country partners, data are disaggregated by countries affected by fragility and conflict. Where the unit of analysis are children, data are disaggregated by gender.

9. Core indicators: Within the GPE results framework, a subset of 12 'core indicators' highlight the key results the partnership aims to achieve. These core indicators are shown in blue font in the results framework data tables presented in Appendix E.

10. Achievement: Overall results for each indicator are represented as green (fully met); yellow (partly met); or red (not met). Indicator milestones are reflected as partially met if they are within tolerance (see point 7 above); or when milestones for one educational level (e.g. primary) were achieved, but they were not, or were within tolerance, for the other educational level (e.g. lower secondary).

11. Further information: GPE Secretariat will post methodological notes, explaining each indicator, on its website http://www.globalpartnership.org/content/results-framework-methodology.

Goal 1: Improved and more equitable learning outcomes

Indicators

- 1. Proportion of developing country partners showing improvement on learning outcomes (basic education)
- 2. Percentage of children under five (5) years of age who are developmentally on track in terms of health, learning, and psychosocial well-being

The Global Partnership for Education is committed to improving learning outcomes for children and youth across the partnership.

At the starting point of GPE 2020, developing country partners of the Global Partnership for Education are demonstrating that learning outcomes and developmental indicators can improve even in the most difficult circumstances. Thirteen out of 20 developing country partners have shown improvement in learning outcomes, while two-thirds of children between the ages of 3 and 5 were developmentally on track in the 22 countries with available data.

Attesting to the difficult circumstances that many of GPE's partner countries face is the fact that the availability of data is limited. Thus, more needs to be done across the partnership to strengthen the availability of data for monitoring learning and developmental outcomes. Just over a third of developing country partners had trend data that would allow for reporting on the learning outcome or nationally representative data to report on child development indicators.

The partnership will continue to support governments and international efforts to ensure improvements in national assessment and monitoring systems, through financing for learning assessment systems and child development indicators in its implementation grants, and through the knowledge and capacity-building activities funded through the Assessment for Learning (A4L) initiative.

Learning outcomes

Baseline data for **Indicator 1** (learning outcomes), at the impact level, show that 13 out of 20 developing country partners with available data demonstrated progress in learning outcomes, using existing large-scale assessments conducted between 2000 and 2015.[5] These findings are an encouraging sign that improvements in learning are possible in even the most difficult contexts, as illustrated by Ethiopia (Box 3). At the same time, only just over half of the developing country partners had conducted any large-

[5] Indicator 1 is based on scores from international and regional assessments, and national assessments meeting quality criteria (including representativeness). In total, 20 developing country partners (Albania, Bangladesh, Ethiopia, Cambodia, Georgia, Ghana, Honduras, Kenya, Kyrgyz Republic, Lesotho, Malawi, Moldova, Mozambique, Nepal, Nicaragua, Tanzania, Uganda, Vietnam, Yemen and Zambia) have at least two valid, comparable data points between 2000 and 2015, required for the calculation of the baseline for this indicator. For more information on the partnership's trend-based learning assessment indicator, see the related methodological note on the Global Partnership for Education's "Results Framework methodology" Web page: http://www.globalpartnership.org/content/results-framework-methodology. This indicator will be replaced once the Sustainable Development Goal 4 learning outcomes measure is operational.

scale learning assessment to monitor learning achievement between 2000 and 2015. This suggests an urgent need for the partnership to continue to support its developing country partners in this area.

Box 3. Ethiopia: Improving learning outcomes through a holistic approach

Since joining the Global Partnership for Education in 2004, Ethiopia has received four grants totaling US$337 million to support its General Education Quality Improvement Program. The program is a nationwide reform to improve teaching and learning conditions in over 40,000 primary and secondary schools and to boost the education system's capacity. Through GPE funding, more than 100,000 primary teachers and 17,000 secondary teachers are upgrading their qualifications.

Major gains have also been made in learning outcomes: national assessments show that the share of students achieving proficient and advanced levels in grade 4 mathematics increased significantly, from 13 percent in 2011 to 19 percent in 2015, while those not reaching basic levels declined from 55 percent to 37 percent.* Learning outcomes in reading, however, did not improve.

In response to these trends, Ethiopia's US$100 million implementation grant is focusing on aligning and integrating investments in training, learning materials and learning assessment systems. The grant funds the development of a national mother tongue curriculum, the training of teachers to deliver this curriculum and introduction of related teaching and learning materials. Funding is also used for in-service and pre-service teacher training, while a new approach to teacher licensing assesses competence and charts a pathway for enhancing the capacity of individual teachers. Strengthening institutional capacity for national learning assessments and regional education bureaus are also a focus for GPE funding.

*These figures are from the World Bank's Striving for Excellence: Analysis of Ethiopia National Learning Assessments 2011 and 2015.

The Global Partnership for Education will continue to support learning assessments through the financing provided by its education sector plan development grants and its implementation grants. The majority of implementation grants in 2016 included components to strengthen learning assessment systems (36 out of 54) The A4L initiative, launched in 2017, will reinforce these investments through knowledge and capacity development activities at the regional and global levels (Box 4).

Box 4. The Assessment for Learning (A4L) initiative

Launched in 2017 with support from foundations, the A4L initiative focuses on building capacity for national learning assessment systems to measure, monitor and ultimately improve learning. Working closely with partners, A4L will provide technical and financial assistance to support sector planning and analysis, ensuring sustainability through integration with education sector plans. A4L will also strengthen the capability of regional assessment networks to build capacity and exchange knowledge and good practice between countries at the regional level.

A4L activities work in tandem with the partnership's country-level grants to improve learning assessment systems. The partnership supports more effective planning and policies for learning assessments through its education sector plan development grants. It also supports improvements in learning assessment systems through its country-level implementation grants.

Early childhood development

Baseline data for **Indicator 2** (Early Childhood Development Index, or ECDI) show that two-thirds of children between ages 3 and 5 were developmentally on track in three out of four ECDI domains, across the 22 developing country partners with available data between 2011 and 2014. Less than 30 percent of children in the developing country partners with data were on track in literacy and numeracy, suggesting the importance of increased investment in early childhood care and education across the partnership, including in pre-primary education, for ages 3 through 5.

Investing in early childhood care and education has positive effects in children's lives, as illustrated, for example, by the case of Cambodia (Box 5). The partnership's country grants support strengthened policies and programs for early childhood development, while its recently launched Better Early Learning and Development at Scale (BELDS) initiative provides opportunities for cross-national exchange of good practice among ministries of education and other stakeholders working in this area.

Box 5. Investing in early childhood in Cambodia to improve school outcomes

Delivering quality early childhood care and education is one of the most critical and cost-effective investments a country can make to achieve better learning outcomes. Cambodia—which has shown remarkable progress in reducing the number of out-of-school children, with a net enrollment rate at 98 percent in 2015/2016—is now looking to improve on returns from its investment in schools by building up preschool programs. It has allocated more than 60 percent of its US$38.5 million GPE grant to further expand access to early childhood care and development. The Cambodian Ministry of Education, Youth and Sports is building 100 formal preschool buildings and introducing 1,000 community-based early childhood education programs and 500 home-based parental education programs. The goal is to have more than half of all children (over half a million children) ages 3 through 5 enrolled in preschool by 2017.

Goal 2: Increased equity, gender equality and inclusion

Indicators
3. Cumulative number of equivalent children supported for a year of basic education (primary and lower secondary) by GPE
4. Proportion of children who complete: (a) primary education; (b) lower secondary education
5. Proportion of GPE developing country partners within set thresholds for gender parity index of completion rates for: (a) primary education; (b) lower secondary education
6. Pre-primary gross enrolment ratio
7. Out-of-school rate for: (a) children of primary school age; (b) children of lower secondary school age
8. Gender parity index of out-of-school rate for: (a) primary education; (b) lower secondary education
9. Equity index

Highlighting its commitment to equity and inclusion, the Global Partnership for Education tracks progress using seven indicators. In year one of GPE 2020, these indicators presented a mixed picture.

On the one hand, there has been progress in the proportion of children completing school, and many gains in equity across the partnership. The partnership supported an estimated 13.2 million children in 2016.[6] Overall, 745,000 more children completed primary school across the partnership in 2014 than in 2013, while 816,000 more completed lower secondary education. Milestones for gender parity in primary and lower secondary completion were met. Furthermore, 22 out of 59 countries with available data saw at least a 10 percent improvement in an equity index of parity in gender, location and household wealth.

However, findings in this report also emphasize the importance of targeting efforts in countries where progress is slow, and an urgent need to pay attention to the equity implications and trade-offs being made when expanding education access across multiple educational levels. Key challenges include the following:

- Pre-primary education: Access is not improving and services are often not available to the poorest and most marginalized children.
- Primary completion rates are below 90 percent in 21 developing country partners.
- Out-of-school rates at the primary level are not declining quickly enough to reach GPE 2020 targets.

[6] GPE estimates the number of equivalent children reached using a methodology that can be found at: http://www.globalpartnership.org/content/results-framework-methodology.

- The gender parity rate of out-of-school children deteriorated between 2013 and 2014, with significant disadvantage for girls. This highlights the need to focus on bringing excluded girls into school. Furthermore, concentrated attention is needed in the 18 developing country partners where the gender parity index for completion rates sits below 0.88 at the primary level (and in the 21 countries where it is below 0.88 at the secondary level).

Primary and lower secondary completion

Findings for **Indicator 3** (children supported by the partnership) and **Indicator 4** (completion rates) suggest continued gains in school completion, but they also highlight the need for strengthened focus on primary education, particularly in those countries falling farthest behind, if the partnership is to reach its 2020 targets for completion rates.

Indicator 3: The partnership has supported an estimated 13.2 million children since 2015, exceeding the 2016 milestone. Of those supported, an estimated 6.3 million were girls and 7.2 million lived in countries affected by fragility and conflict (FCAC).

Indicator 4a: GPE 2016 milestones related to primary completion rates were met, but only after taking into account a tolerance of 1 percent.[7] In absolute terms, 745,000 more children completed primary school across the partnership in 2014 than in 2013, of whom 360,000 were girls and 427,000 lived in FCAC. However, longer-term trends suggest that rates of improvement in primary completion are slowing down and may be stagnating. This is a particular cause for concern in the 21 developing country partners that continue to have primary completion rates below 90 percent.[8]

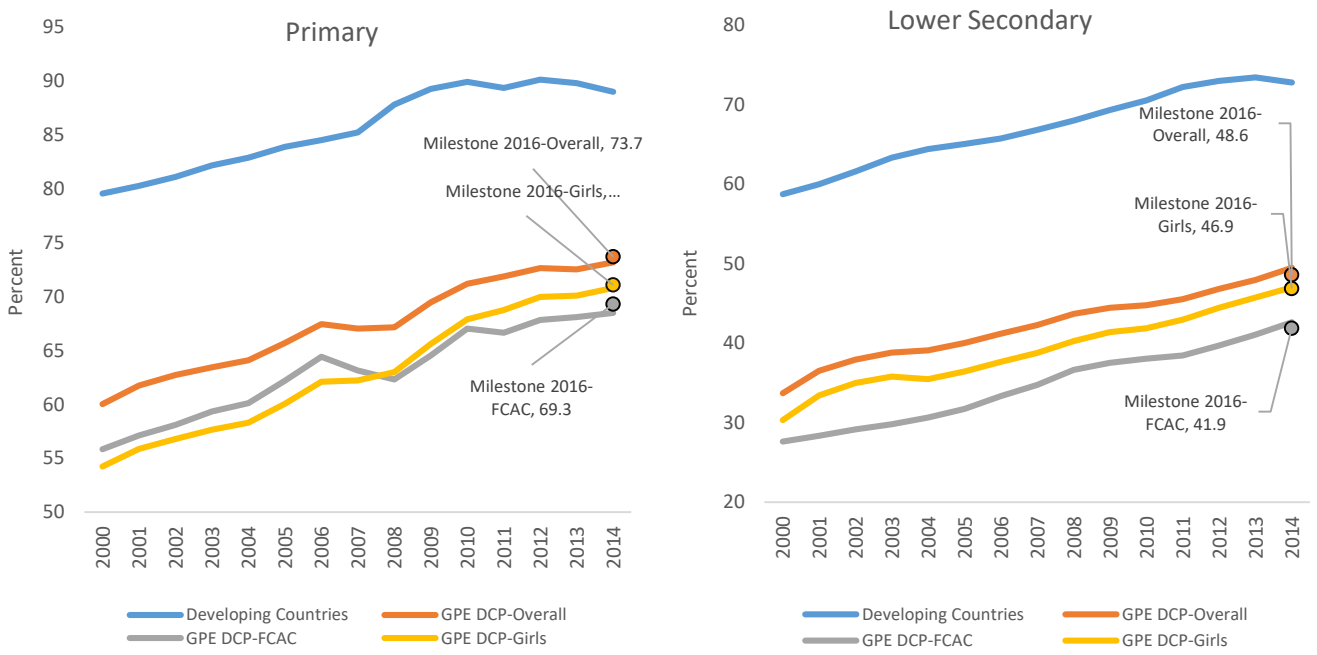
Indicator 4b: Progress on completion at the lower secondary level was stronger than at the primary level, meeting GPE 2016 milestones. In absolute terms, this implies that 816,000 more children across the partnership completed lower secondary in 2014 than in the previous year, of whom 360,000 were girls and 500,000 lived in FCAC.

As illustrated in Figure 2, GPE developing country partners on average have had lower completion rates than the average in all developing countries over the past 15 years. However, at both the primary and lower secondary levels, completion rates increased more quickly, in absolute numbers and proportionally, in developing country partners over the period 2000-2014.

[7] The Global Partnership for Education applies a tolerance of 1 percent for some indicators derived from UIS data sets. Please see technical notes in Box 2.

[8] Benin, Burkina Faso, Burundi, Cameroon, Côte d'Ivoire, Djibouti, Ethiopia, The Gambia, Grenada, Guinea, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mozambique, Niger, Pakistan, Senegal and Togo.

Figure 2. Primary and lower secondary completion rates, 2000-2014: developing country partners (DCPs) and all developing countries



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, http://www.uis.unesco.org.
Note: Developing countries refer to the classification used in the *Global Education Monitoring Report 2016* (UNESCO 2016, 398), which is based on the three main country groupings of the United Nations Statistical Division for 2015.

Gender equality

Indicator 5 (gender parity index of completion rates) data show that 39 out of 61 developing country partners (64 percent) had a gender parity index for primary level completion rates within the range of 0.88-1.12, meeting the 2016 milestone for the primary level. At the lower secondary level, the 2016 milestone for gender parity was also met. Nonetheless, it is important to note that the gender parity index for primary level completion rates sits below 0.88 in 18 developing country partners,[9] as well as in 21 countries for the lower secondary level.[10] This suggests a need for concentrated attention in these countries.

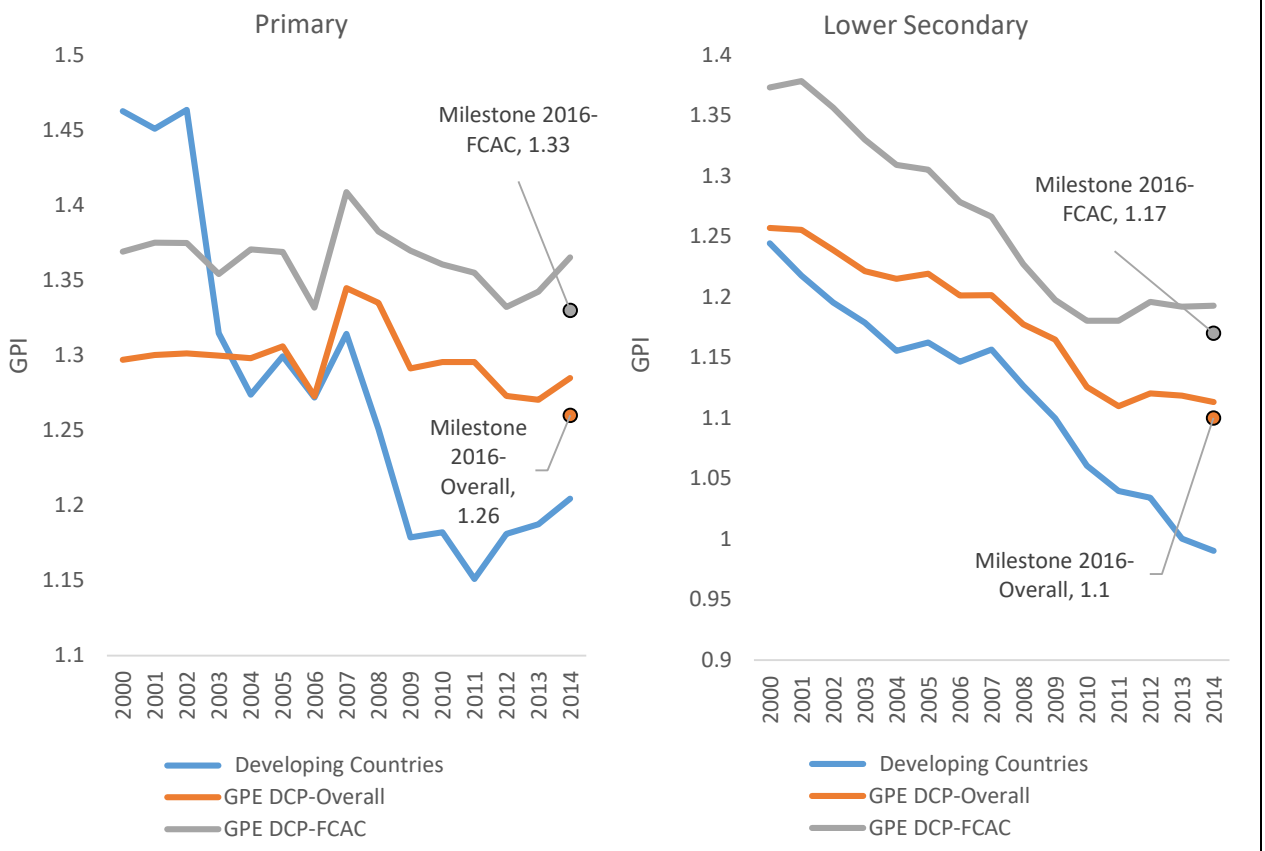
Furthermore, 2016 milestones for **Indicator 8** (gender parity index of out-of-school rates) were not met, with significant observed disadvantage for girls, which suggests that more targeted efforts are needed to bring girls into school, to improve gender parity in terms of access to education (Figure 3).

[9] Countries below the threshold of 0.88 for the gender parity index of completion rate at the primary level (18 countries): Afghanistan, Benin, Central African Republic, Chad, Côte d'Ivoire, Democratic Republic of Congo, Djibouti, Eritrea, Guinea, Guinea-Bissau, Mali, Mozambique, Niger, Pakistan, Papua New Guinea, South Sudan, Togo and Yemen.
[10] Countries below the threshold of 0.88 for the gender parity index of completion rate at the lower secondary level (21 countries): Afghanistan, Benin, Burundi, Central African Republic, Chad, Côte d'Ivoire, Democratic Republic of Congo, Djibouti, Guinea, Guinea-Bissau, Liberia, Mali, Niger, Nigeria, Pakistan, Papua New Guinea, Sierra Leone, Somalia, South Sudan, Togo and Yemen.

The partnership is taking accelerated action to address these challenges. In June 2016, the Board adopted a *Gender Equality Strategy* that commits the partnership to improved equality for girls and boys in educational access, participation and learning. As part of this strategy, the partnership supported the development of improved tools and guidance for gender-responsive sector planning during 2016, in collaboration with the United Nations Girls' Education Initiative (UNGEI). With funding from the Children's Investment Fund Foundation (CIFF), the partnership is now bringing these tools to developing country partners with the aim of improving the quality of their plans and policies for gender equality.

GPE implementation grants also provide support for gender equality. In 2016, 28 out of 54 implementation grants included investments in policy development, social mobilization, provision of cash transfers and incentives and training to support gender equality in education systems. The grant components meet nationally identified needs. For example, in Mauritania the partnership's grant supports the organization of awareness-raising sensitization campaigns to promote girls' schooling, the distribution of nonmonetary awards and pedagogical kits, and awareness training for teachers, inspectors and school directors in rural colleges on girls' rights to education. In Benin, the GPE grant financed packages of school supplies and school uniforms for all girls in Grades 1 and 2 in deprived districts, reaching approximately 91,000 students per year. Grants in Ethiopia, Nigeria, Somalia (Somaliland) and Yemen support the recruitment and/or training of female teachers for leadership positions.

Figure 3. Trends in gender parity index (GPI) of out-of-school (OOS) rates at primary and lower secondary school ages, 2000-2014: developing country partners (DCPs) and all developing countries



Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, http://www.uis.unesco.org.
Note: This indicator requires a nontraditional reading of the GPI as values above 1 denote female *disadvantage;* desirable trends are toward 1 and, in this case, would imply a downward slope.

Pre-primary education and early childhood care and education

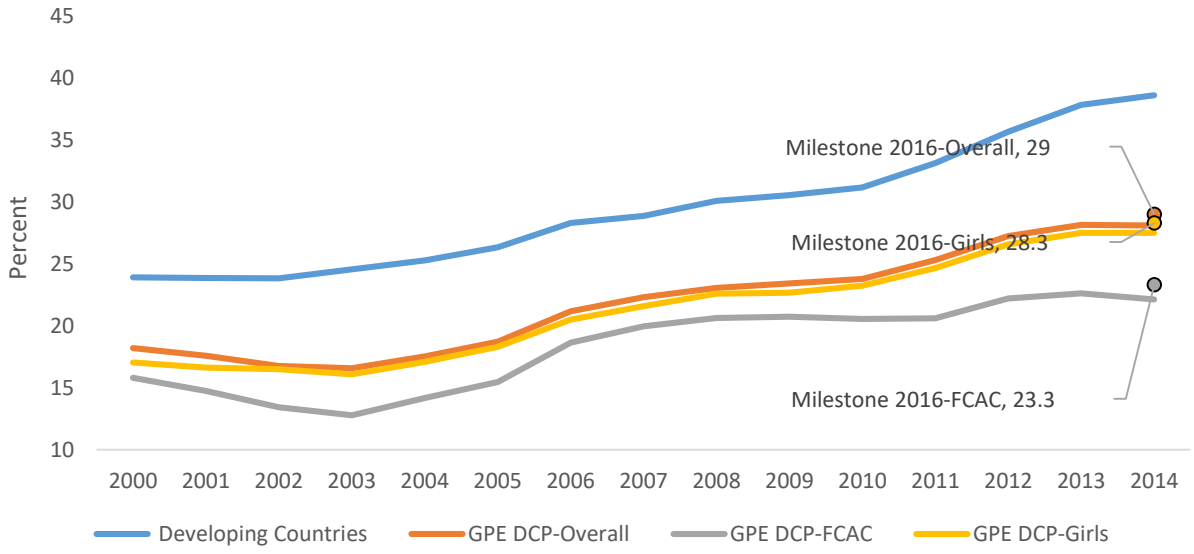
For **Indicator 6** (pre-primary gross enrollment rate), GPE 2016 milestones were not achieved for pre-primary gross enrollment rates overall; nor were they met for girls, or in fragile and conflict-affected countries (Figure 4). In total, fewer than one in three children in developing country partners has any reported access to pre-primary education between the ages of 3 and 5—and only one in four in countries affected by fragility and conflict.

The partnership is committed to helping developing country partners improve access, quality and learning outcomes in the early years. It supports them to strengthen their approach to early childhood care and education, including pre-primary education, in three ways:

1) The education sector plan development grants support detailed analysis of early childhood care and education (ECCE) and the inclusion of ECCE policies and strategies in national sector plans. The partnership has also supported stronger ECCE guidance in the international education sector analysis guidelines.

2) The partnership provides financing for ECCE programs: Twenty-six out of 54 country-level implementation grants include significant components to support expanded attention to early childhood education—especially for the 3-5 age group.
3) The **Better Early Learning and Development at Scale (BELDS)** initiative is creating a platform for the exchange of good practices across the partnership.[11]

Figure 4. Trends in pre-primary enrollment rate, 2000-2014: developing country partners (DCPs) and all developing countries



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

Out-of-school children

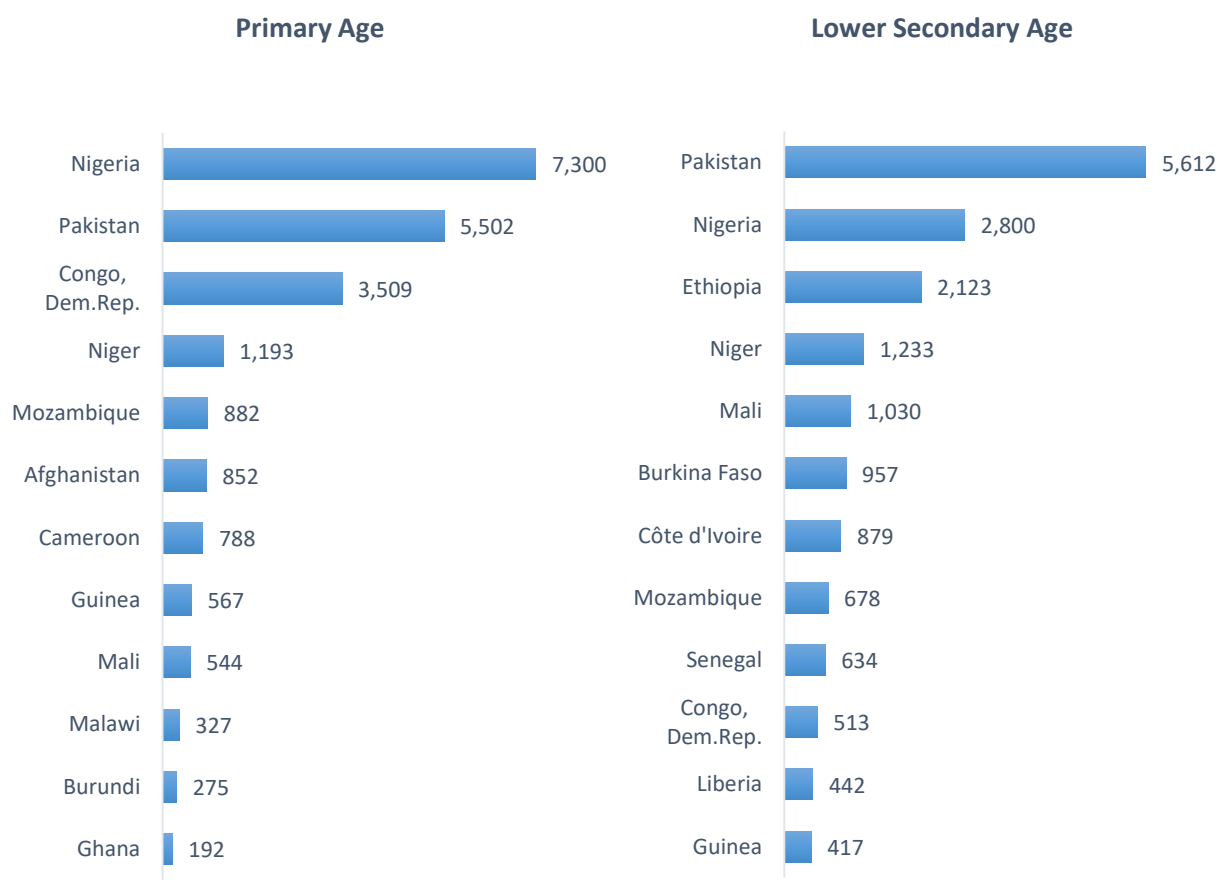
Close to two-thirds of the world's out-of-school children of primary and lower secondary ages reside in GPE developing country partners—numbering 77.6 million in total, of which 43 million are of primary age (Figure 5). The Global Partnership for Education helps governments increase the number of children in schools through its support for better analysis of the out-of-school challenge, and through components of its implementation grants focused on removing barriers to access for marginalized children.

The partnership has also provided US$4.4 million to UNICEF and the UIS for the Global Initiative on Out-of-School Children (OOSCI), which aims to turn data into action by developing detailed statistical profiles of children who are out of school, or at risk of dropping out, and then identifying the causes and contributors to exclusion. Based on these analyses, OOSCI supports governments and ministries of education to put in place and implement policies and strategies that address exclusion from a multi-sectoral perspective. More than 90 countries have been reached through this initiative. An increasing number of education sector plans reflect the findings of OOSCI studies with policies and strategies aimed at bringing the most marginalized children into school.

[11] GPE 2016b.

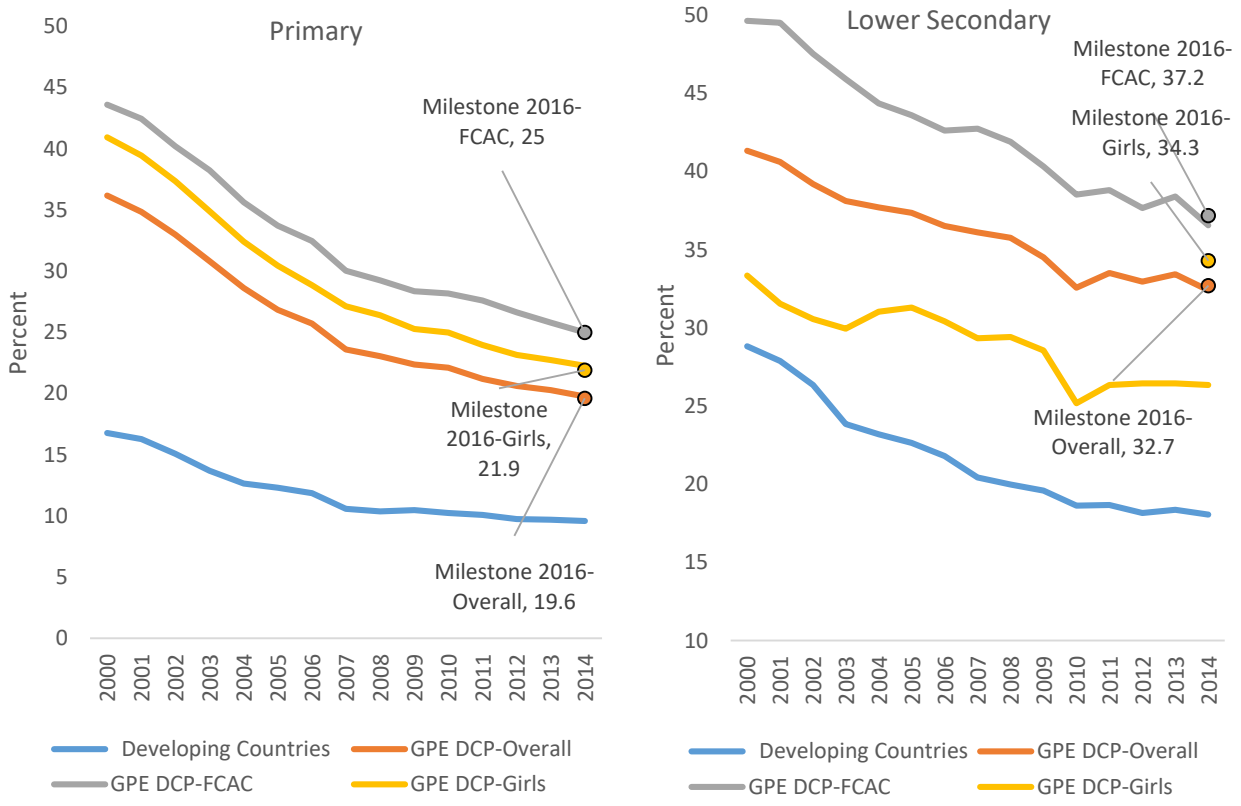
Indicator 7, which monitors changes in the proportion of children who are out of school, shows that the partnership has met its 2016 milestone in this area for primary age children, but only after taking into consideration a 1 percent tolerance. Progress was better in countries affected by fragility and conflict, where the GPE 2016 milestone for the proportion of primary out-of-school children was met without a tolerance. GPE milestones for out-of-school children at the lower secondary level were also achieved, including for girls and children living in countries affected by fragility and conflict (Figure 6). These findings demonstrate the progress that can be made even in the face of fragility and conflict, but they also highlight the need to ensure that the expansion of secondary level education does not come at the expense of enrolling children in primary education.

Figure 5. Developing country partners with the highest number of out-of-school children of primary and lower secondary school age in 2014 (thousands)



Source: GPE compilations based on using data for Nigeria (2008) and the Democratic Republic of Congo (2012) reported by the Global Initiative on Out-of-School Children (Dem. Rep. of Congo: OOSCI 2013, 9; Nigeria: OOSCI 2012, 12) and for the other countries, the UNESCO Institute for Statistics (database), Montreal, http://www.uis.unesco.org.

Figure 6. Primary and lower secondary school out-of-school (OOS) rates, 2000-2014: developing country partners (DCPs) and all developing countries



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

Equity index

The 2016 milestones for **Indicator 9** (equity index) were met, as measured through an equity index of parity in gender, location and wealth. In total, 37 percent of GPE developing country partners—22 out of the 59 for which data were available—achieved an increase of 10 percent or more in the equity index between 2010 and 2015, up from a baseline of 32 percent. While this signals a positive trend, there is a clear need for continued focus on all aspects of equity across the partnership.

Goal 3: Effective and efficient education systems

Indicators	
○	10. Proportion of developing country partners that have (a) increased their public expenditure on education; or (b) maintained sector spending at 20 percent or above
○	11. Equitable allocation of teachers, as measured by the relationship (R^2) between the number of teachers and the number of pupils per school in each developing country partner
●	12. Proportion of developing country partners with pupil/trained teacher ratio below threshold (<40) at the primary level
○	13. Repetition and drop out impact on efficiency, as measured by the internal efficiency coefficient at the primary level in each developing country partner
●	14. Proportion of developing country partners reporting at least 10 of 12 key international education indicators to UIS (including key outcomes, service delivery and financing indicators as identified by GPE)
○	15. Proportion of developing country partners with a learning assessment system within the basic education cycle that meets quality standards

A strong start was made in four out of six aspects of system capacity that are tracked at the outcome level under Strategic Goal 3: effective and efficient education systems.

Some of the partnership's strongest initial results are in the areas of data and domestic resource mobilization. Seventy-eight percent of developing country partners with available data devoted at least 20 percent of public expenditure to education or increased their public expenditures between 2014 and 2015. Developing country partners exceeded 2016 milestones for data availability, with 26 out of 61 (43 percent) reporting on 10 out of 12 key UNESCO Institute for Statistics (UIS) indicators in 2014, up from 18 (30 percent) in 2013.

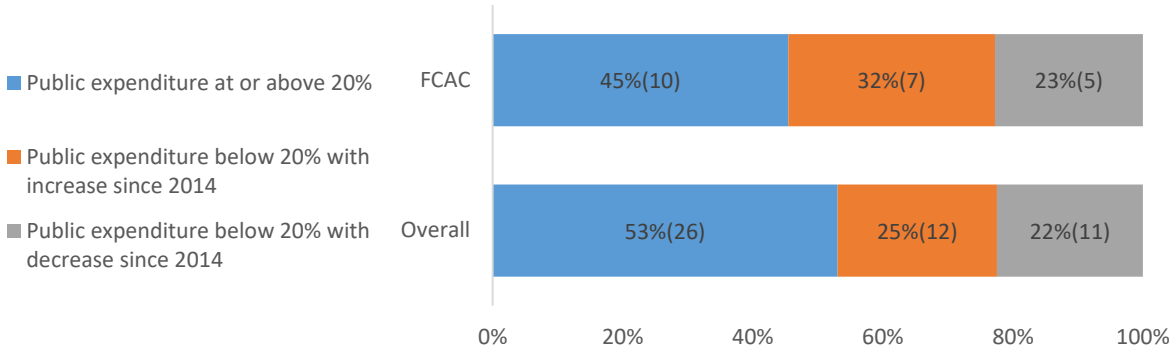
However, system efficiency, as measured through dropout and repetition, remains a challenge across the partnership. Fewer than one in three developing country partners (32 percent) had learning assessment systems that met quality standards. Furthermore, the issue of teacher availability and their equitable allocation remains an urgent challenge. Pupil-to-trained-teacher ratios remain low, but are improving—29 percent of developing country partners had ratios at or below 40:1, up from 25 percent in 2013.

Domestic financing

The partnership requires governments to either strengthen domestic financing levels for education or maintain at least 20 percent of public expenditure. This is a requirement for accessing GPE implementation grants, and a central focus for the partnership's engagement in national education policy dialogue (see two successful examples in Box 6).

Indicator 10 (domestic finance) shows that, at baseline, 78 percent of GPE developing country partners with available data either devoted 20 percent of their public expenditures to education or increased their expenditures, between 2014 and 2015. More than half of the developing country partners—53 percent—(26 countries or states out of 49 with available data)[12]—spent at least 20 percent of total public expenditure on education. Another 24 percent (or 12 countries) spent less than 20 percent but increased public expenditure between 2014 and 2015 (Figure 7).

Figure 7. Proportion of developing country partners with public expenditure on education at or above 20 percent



Source: GPE Secretariat estimates for results framework Indicator 10.
Note: Data are for 49 developing country partners, of which 22 were affected by fragility and conflict. The Secretariat estimates are currently being verified by in-country ministries. A few units in the sample include federal states counted as one developing country partner.

Box 6. Improving domestic financing in Niger and the Democratic Republic of Congo

One of the first countries to join the Global Partnership for Education (then Fast-track Initiative) in 2002, Niger has sustained a commitment to improving access to education despite significant political instability, recurrent droughts and security issues from conflicts in neighboring countries. Between 2002 and 2014 the government of Niger increased education expenditure from 16.7 percent of total public expenditure to 21.7 percent. During this period, education expenditure as a proportion of GDP also increased from 3.1 percent to 6.8 percent. A GPE education sector plan development grant supported all ministries with education sector activities to jointly develop the first sector-wide education plan (2014-2024), which was endorsed by Niger's development partners. With increased financing, Niger lifted primary enrollment rates from 32.9 percent in 2000 to 70.1 percent by 2014, meaning that more than 1 million children had taken the first step on the path to a full education.*

The Democratic Republic of Congo, a developing country partner since 2012, has also substantially increased its financing for education. The share of budget allocated to education increased from 9 percent in 2010 to 17.8 percent in 2014.* The partnership played a role in this improvement: It supported the Democratic Republic of Congo in preparing its first transitional education sector plan, *Plan Intérimaire de l'Education* (PIE) 2012-2014, which was used to negotiate an increased allocation

[12] The partnership extends grants to countries or subnational entities such as provinces or states within federated countries—for example, the Pakistani province of Baluchistan. Such entities are referred to as "states" in this report.

for education with the Ministry of Budget and the Ministry of Finance. In 2015, with an education sector plan development grant from the partnership as well as support from the World Bank, UNESCO and UNICEF, the Democratic Republic of Congo developed a second sector-wide education plan for 2016-2025 (this time including all educational levels).

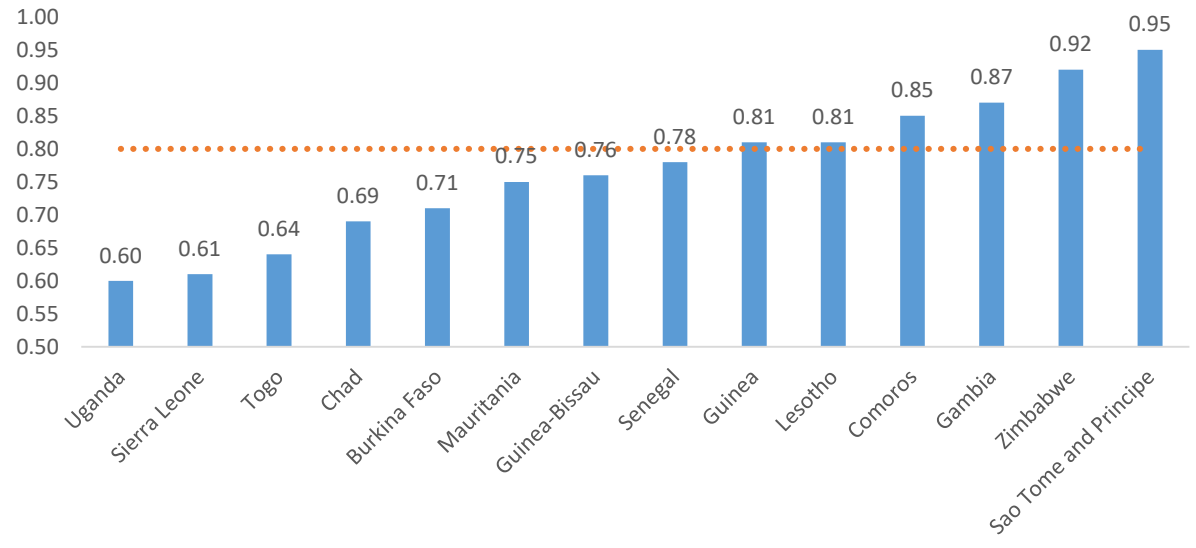
*Data are from the UNESCO Institute for Statistics (database), Montreal, http://www.uis.unesco.org.

Teachers

The Global Partnership for Education supports the improved availability and equitable allocation of trained teachers, both by supporting governments to analyze and address these issues in their sector plans and through implementation grants that include elements linked to teacher management and teacher development. **Indicator 11** (teacher allocation) and **Indicator 12** (pupil-trained teacher ratio) measure the availability and equitable allocation of trained teachers, among the most important contributors to quality learning within education systems.

Baseline data for Indicator 11 suggest that six out of 21 developing country partners with available data (29 percent) had education systems in which 80 percent of the allocation of teachers was aligned with the number of students (for a counterexample see Box 7). GPE sets a 2020 target of 48 percent for this indicator (Figure 8).

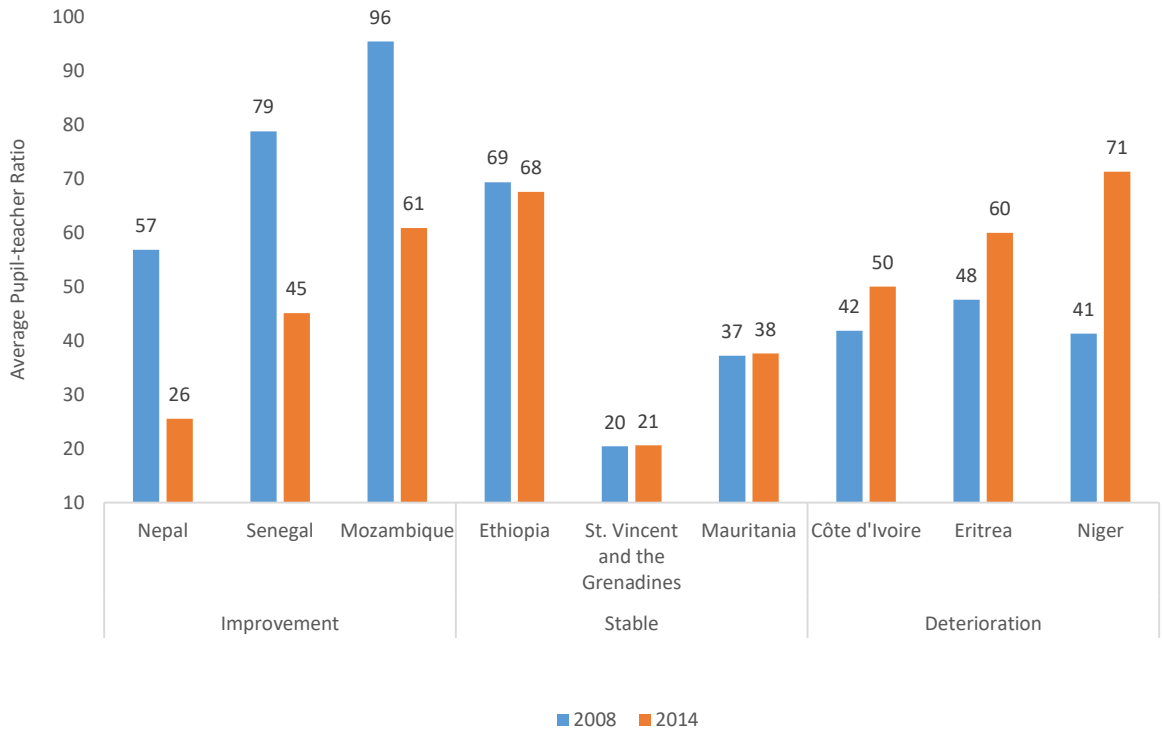
Figure 8. Equitable allocation of teachers (R^2) among developing country partners, 2010-2014



Source: GPE compilation based on UNESCO IIEP education sector analyses, Dakar (accessed April 4, 2017), https://www.iipe-poledakar.org/en/publications/education-system-analysis.
Note: The dotted line represents the threshold of 0.8 set for Indicator 11.

The overall milestones for Indicator 12 (pupil-trained teacher ratio) were exceeded: Sixteen out of 55 developing country partners (29 percent) had an overall pupil-trained teacher ratio below 40:1 in 2014, up from 25 percent (or 14 countries) in 2013 (Figure 9). Nonetheless, the fact that fewer than one in three developing country partners with available data met international standards for pupil-trained teacher ratios suggests the need for sustained action on teachers within the partnership.

Figure 9. Change in pupil-trained teacher ratio in primary schools between 2008 and 2014



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

Box 7. Teacher allocation in Côte d'Ivoire

Some schools in Côte d'Ivoire with a high number of students suffer from a low number of teachers, while other schools have a high number of teachers but only a few students. In other words, the teachers' deployment is not necessarily based on the number of students. The degree of correlation between the number of teachers and the number of students is captured by the R^2, which can take a value between 0 and 1 (0 meaning no correlation; 1, a perfect correlation). In contrast, 1-R^2 illustrates the degree of randomness in the allocation of teachers. In the case of Côte d'Ivoire, the R^2 value is 0.77, showing that 77 percent of teacher allocation is correlated with the number of students. In other terms, the degree of randomness in teacher allocation is 23 percent.

Efficiency

Efficient spending on education is important for the delivery of GPE 2020 results. Baseline data for **Indicator 13** (internal efficiency coefficient) suggest that repetition and dropout rates across GPE developing country partners remain too high. Only five out of 19 countries with available data (26 percent) met the partnership's 70 percent threshold for system efficiency at baseline. Overall, the

internal efficiency coefficient at the primary level sits at 61 percent across developing country partners (56 percent for FCAC).

This means that, on average, it costs 1.63 times more to provide one child with primary education in developing country partners than it would in the absence of repetition and early school leavers. Put in other terms, *39 percent of all education spending over the reference period was used to fund the costs of repetition and early school leavers in these 19 countries*.

Data availability

A fourth feature of strong education systems is the ability to collect and use data to monitor results and better target resources (see the example of Sudan in Box 8). In 2014 the partnership introduced a data requirement for all developing country partners wishing to access its large implementation grants. Two indicators were selected to monitor the overall quality of national data systems in the developing country partners.

Indicator 14 (countries reporting to the UIS): As a proxy for the availability of national data, the partnership monitors the proportion of developing country partners reporting on key data indicators to the UNESCO Institute for Statistics. In 2014, 26 out of 61 developing country partners (43 percent) reported on 10 out of 12 key UIS indicators, up from 18 (30 percent) in 2012-2013. Milestones for indicator 14 were exceeded, suggesting good progress in this area.

Indicator 15 (quality of learning assessment systems): Baseline data suggest an urgent need for better learning assessment systems across the partnership: fewer than one in three developing country partners (32 percent) had learning assessment systems (21 percent in FCAC) that met quality standards. Addressing challenges in learning assessment systems is a strategic priority for the partnership, which will be met through the new A4L initiative and sustained focus on financing learning assessment systems in implementation grants.

Box 8. Building systems for teaching and learning data in Sudan

Sudan joined the Global Partnership for Education in 2012, following a political crisis that left more than 2 million people internally displaced. With no system to collect basic education data on service delivery and learning outcomes, the government committed to building capacity to collect, analyze and use data for educational planning and system-wide improvements.

Sudan received a GPE grant of US$76.5 million to assist in the implementation of the Basic Education Recovery Project, which focuses on improving the learning environment for basic education and strengthening education management and planning. The GPE project supports the establishment of a national learning assessment, which in 2015 rolled out across 18 states, involving approximately 10,000 students in more than 450 schools. The assessment was aimed at gaining an understanding of literacy and numeracy at the end of grade 3, which corresponds to the end of the first cycle of basic education, using a modified early grade reading assessment.

Country Level – Objective 1: Strengthen education sector planning and policy implementation

Indicators
16a. Proportion of endorsed (a) education sector plans (ESP) or (b) transitional education plans (TEP) meeting quality standards
16b. Proportion of ESPs/TEPs that have a teaching and learning strategy meeting quality standards
16c. Proportion of ESPs/TEPs with a strategy to respond to marginalized groups that meets quality standards (including gender, disability, and other context-relevant dimensions)
16d. Proportion of ESPs/TEPs with a strategy to improve efficiency that meets quality standards
17. Proportion of developing country partners or States with a data strategy that meets quality standards

The Global Partnership for Education's theory of change highlights the importance of improving national education sector plans, and anchoring these plans with high quality data and empirical analysis. Two indicators are used to monitor the GPE 2020 strategic objective 1 **(strengthen sector planning and policy implementation)**.

The Global Partnership for Education continues to be the largest international funder of education sector analyses and planning for countries in the developing world, providing US$8.9 million in funding for 27 education sector plan development grants (ESPDGs) to 29 countries in 2016. Reflecting this, the partnership places credible, evidence-based sector planning as the first of its country-level objectives.

More than half (58 percent) of education sector plans (ESPs) and transitional education plans (TEPs) met the partnership's minimum quality standards in the baseline years of 2014 and 2015. All ESPs analyzed were based on sector analyses, and each addresses inequalities and disparities in the education system. Detailed findings point to several areas for improvement: the need to use evidence more consistently to identify priorities, and to translate priorities into achievable, costed, operational plans.

Strengthened education sector planning

The Global Partnership for Education provides planning grants of up to US$500,000 to developing country partners. In FY2016 it allocated US$8.9 million for 27 ESPDGs in 29 developing country partners.[13]

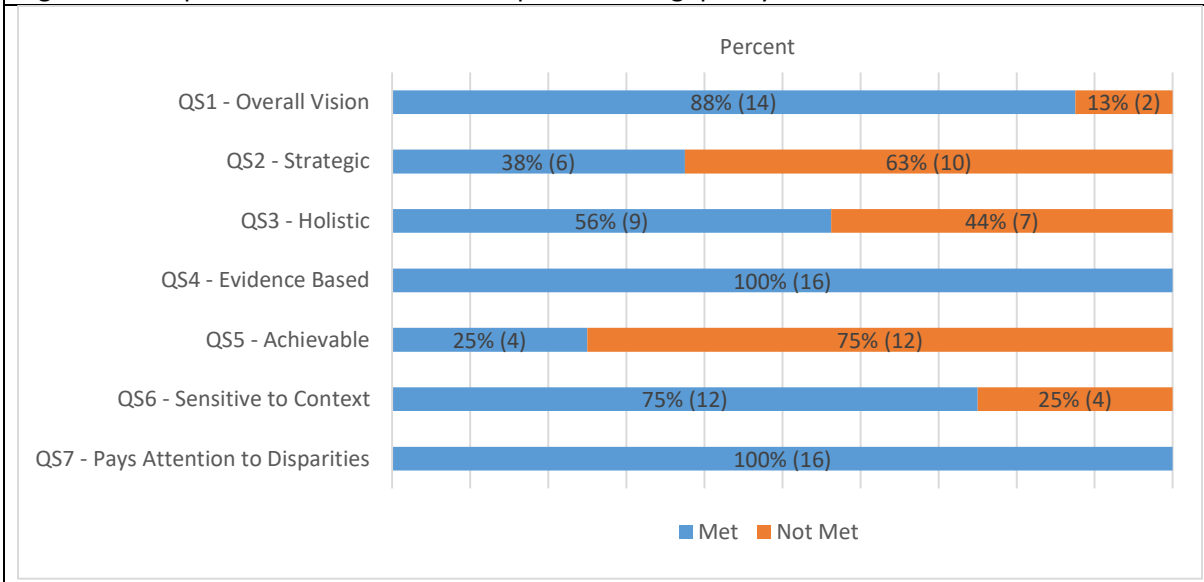
[13] Please note that ESPDGs may address countries, subnational states, or groupings of countries (such as the Organisation of Eastern Caribbean States). Thus the number of grants and number of countries may not be equivalent.

The partnership also supports the sector planning process, providing technical assistance and collaborating with international partners such as UNESCO's International Institute for Educational Planning (IIEP) to develop technical tools and guidelines, including through the partnership's Global and Regional Activities (GRA) program.

Indicator 16 (ESP quality): Baseline findings show that more than half of GPE developing country partners met the minimum quality standards for education sector plans or transitional education plans (which are employed by countries affected by fragility and conflict) in 2014 and 2015. However, the quality of ESPs at baseline varied considerably across the subdomains identified in the joint guidelines for credible sector plans (Figure 10).[14]

The areas of teaching and learning, and efficiency in particular lacked a strong evidence base in sector plans and have weak measurability. The findings highlight the need for more attention to ensure that ESPs are strategic and achievable, and that robust evidence and analyses are translated into operational plans.

Figure 10. Proportion of education sector plans meeting quality standards in CY2014 and CY2015



Source: GPE Secretariat.
Note: N = 16 ESPs.

Data strategies

Indicator 17 (national data strategies) assesses whether countries that do *not* produce adequate education data have a strategy in place to fill this data gap.[15] The partnership is committed to supporting

[14] The full text for ESP credibility can be found in the Guidelines for Education Sector Plan Preparation (GPE and IIEP-UNESCO 2015). See also: Guidelines for Transitional Education Plan Preparation (GPE and IIEP-UNESCO 2016).

[15] As of 2014, all implementation grant recipients must have "critical data and evidence for planning, budgeting, managing, monitoring and accountability, or alternatively, a strategy to develop capacity to produce and effectively use critical data." This data requirement has four sub-requirements: (1) generating an education sector analysis; (2) having basic financial and education data to monitor the sector; (3) having a system to monitor learning outcomes; and (4) reporting critical data to the UNESCO Institute for Statistics for global monitoring of education progress. Countries that do not have basic data are required

the availability and use of sound, reliable and timely data for effective planning, budgeting and monitoring of education system results and, to achieve this, introduced stronger data requirements for all its grants.

In 2016, one GPE developing country partner (out of the six that were ready to apply for implementation grants) was found to lack the data required to meet Indicator 17 criteria. This country succeeded in developing a robust data plan, thus the milestone for Indicator 17 (100 percent) was met.

to develop "a time-bound plan to develop or strengthen the national Education Monitoring and Information System (EMIS) to produce reliable education and financial data and reporting systems for improved education planning and management" (GPE 2014).

Country Level – Objective 2: Support mutual accountability through inclusive policy dialogue and monitoring

Indicators

18. Proportion of joint sector reviews (JSRs) meeting quality standards

19. Proportion of LEGs with (a) civil society and (b) teacher representation

The Global Partnership for Education is committed to strengthening mutual accountability at the country level, and through Strategic Objective 2 supports strengthened engagement of all stakeholders in monitoring the national priorities set out in education sector plans. The results report gives early findings on the quality of two specific mechanisms for education sector engagement and mutual accountability: joint sector reviews (JSRs) and local education groups (LEGs).

Joint sector reviews are government-led annual events that bring stakeholders together to monitor education sector plan implementation and propose course correction. GPE overall milestones for the quality of JSRs were met in 2016. Forty-five percent of JSRs with available data met quality standards, up from 29 percent in 2015. Outcomes were less robust in countries affected by fragility and conflict, where 36 percent met quality standards - not unexpected given the often difficult circumstances in these countries. Areas for improvement include the need for JSRs to draw more thoroughly on evidence and data, and to link recommendations generated from JSRs better to national planning and policy cycles.

Local education groups are multi-stakeholder bodies convened by governments to support financial and technical support for ESPs and ensure inclusive participation in planning and monitoring processes. At baseline, 44 percent of LEGs had participation from both civil society and teacher organizations. The partnership's continued support of civil society engagement through its Civil Society Education Fund and forthcoming GPE research on best practices in local education groups are each aimed at catalyzing improvement in participation and inclusion in LEGs.

Inclusive and data-driven sector policy dialogue and sector monitoring

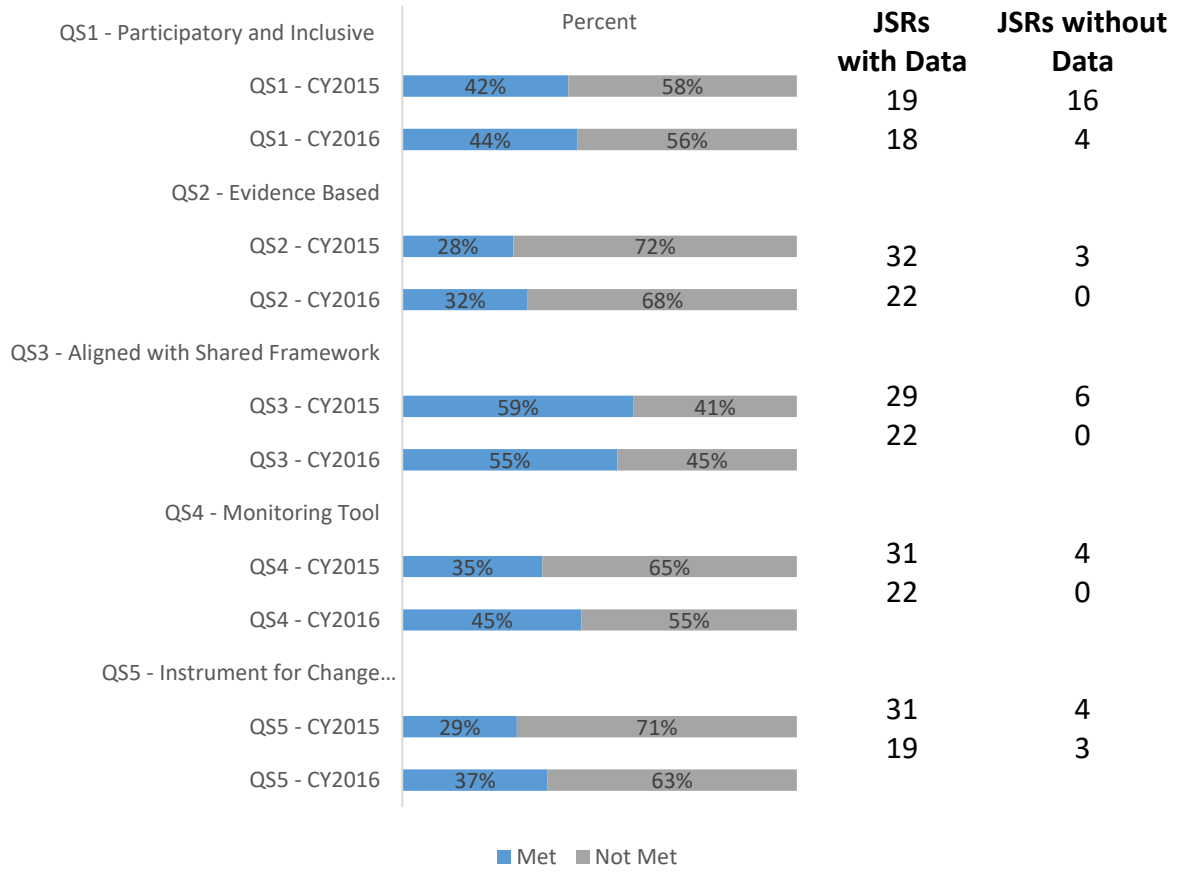
The partnership supports developing country partners to use joint sector reviews as a mechanism for reviewing the progress of a country's education sector plan implementation, identifying challenges and areas for course correction.

Indicator 18 (JSRs meeting quality standards): ten out of 22 joint sector reviews conducted in CY2016 with available data (45 percent) met three out of five quality standards. This figure is up from a baseline of 10 out of 35 (29 percent). The 2016 milestone for JSRs in countries affected by fragility and conflict was

not met, but there was still improvement: four out of 11 JSRs with available data (36 percent) met a threshold of quality standards, up from five out of 20 (25 percent) at baseline (Figure 11).[16]

These findings suggest that the partnership's continued effort to support the quality and inclusiveness of JSRs is having some effect, while greater focus on contexts affected by fragility and conflict is needed. At the same time, a close review of the data suggests areas for improvement, including the uneven participation by civil society, teacher organizations and the Ministry of Finance in JSR processes, as well as the absence of key financial information in the annual implementation report prepared by the government.

Figure 11. Proportion of JSRs with available data meeting quality standards, CY2015 and CY2016



Source: GPE Secretariat.
Note: Data for this indicator considers total joint sector reviews (JSRs) with available data in CY2015: N = 35, and in CY2016: N = 22. A significant number of JSRs lacked sufficient data on the items reviewed for each quality standard (QS) in the JSR assessment questionnaire. If the JSR did not meet the standard for one or more of the items under a particular QS, it was classified as not having met the standard overall, even though other "good items" may be inconclusive.

[16] Overall, 30 JSRs were held in 2016. Of the JSRs held, 22 (11 in FCAC) had sufficient data and documents available to carry out a JSR assessment as of the date this report was finalized.

Leveraging social accountability to enhance the delivery of results

The Global Partnership for Education supports the engagement of civil society and teacher organizations in education sector planning and monitoring, recognizing their important role in bringing the views and experiences of national stakeholders to the policy table, and in strengthening lines of accountability between stakeholders (see the example of NCE-Nepal in Box 9).

Indicator 19 (civil society/teacher organizations representation on LEG): Baseline data from countries with available data in FY2016 suggest that local education groups in 44 percent of developing country partners (27 out of 61[17]) had participation from both civil society and teacher organizations (Table 1). Participation of teacher organizations was particularly low. Both the partnership's continued support of civil society engagement through its Civil Society Education Fund and its forthcoming research on best practices in local education groups are each aimed at catalyzing improvement in participation and inclusion in LEGs.

Table 1. Representation of civil society and teacher organizations in LEGs, FY2016

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

Source: GPE Secretariat.
Note: There was no LEG in four developing country partners overall (one FCAC).

The partnership's efforts to strengthen the participation of teacher organizations and civil society include Secretariat-provided advice and research as well as two grant programs.

- The Civil Society Education Fund (CSEF), managed by the Global Campaign for Education, provides small grants to civil society coalitions in 63 countries to support their capacity for policy engagement and advocacy. In 2016 the CSEF received its second grant, valued at US$29 million (see Appendix B for further financial details).
- The partnership has also funded Education International and UNESCO to improve teacher organization capacity to engage in national policy processes, through Global and Regional Activities Grant No. 10 "Improving Teacher Support and Participation in Local Education Groups." This grant will complete its activities in 2017.

Box 9. The National Campaign for Education–Nepal

The National Campaign for Education–Nepal (NCE-Nepal) was formed in 2003 amid the country's political uncertainty as a civil society watchdog to hold the government accountable to the right to

[17] Of the 61 developing country partners, six lacked sufficient data to conclusively assess representation of civil society and teacher unions in their LEGs.

education. Working closely with its 286 members and 19 district coalitions (chapters), it conducts grassroots-, district- and national-level consultations to inform education policy development such as the recent School Sector Development Plan. It lobbied the Parliament and different political parties to ensure that the right to education is enshrined in the new Constitution of Nepal. It builds the capacities of civil society organizations to enable it to engage the government meaningfully on such issues as privatization of education, education accountability post-disaster and equity and inclusion in education. NCE-Nepal participates regularly in the education sector reviews and planning and its research and other contributions have been duly recognized by the government in its official documents.

Country Level – Objective 3: Effective and efficient GPE financing at the country level

Indicators
20. Proportion of grants supporting EMIS/learning assessment systems
21. Proportion of textbooks purchased and distributed through GPE grants, out of the total planned by GPE grants
22. Proportion of teachers trained through GPE grants, out of the total planned by GPE grants
23. Proportion of classrooms built or rehabilitated through GPE grants, out of the total planned by GPE grants
24. Proportion of GPE program grant applications approved from 2015 onward: (a) identifying targets in Funding Model performance indicators on equity, efficiency and learning; (b) achieving targets in Funding Model performance indicators on equity, efficiency and learning
25. Proportion of GPE program grants assessed as on-track with implementation

GPE 2020 commits the partnership to providing effective financing to support governments in the implementation of their national education sector plans. The report highlights trends in the volume, geographic and thematic allocations of the partnership's major grant investments, demonstrating a strong alignment between grant allocations and GPE 2020 goals. It also reports on six indicators used to track the partnership's support for sector plan implementation.

Findings on objective 3 indicators highlight the significant support provided by GPE grants for learning assessment and data systems, and the successful roll-out of the new results-based financing tranche in the partnership's implementation grants in five developing country partners.

Challenges were identified in two areas: the timely delivery of planned grant components (in particular classroom construction) and the rising proportion of grants that face delays in their implementation. Many of these problems occur in countries affected by fragility and conflict. The partnership has improved its approach to quality assurance and grant oversight to address these challenges, which suggest a need for more realistic grant design and stronger follow-up during implementation.

More broadly, the following trends in the volume, geographic and thematic allocations of the Global Partnership for Education's major grant investments are presented in the report:

- GPE grants are focused on countries with high levels of need. As of June 30, 2016, 54 education sector program implementation grants (ESPIGs) were active in 49 countries with a total value of US$2.23 billion. Twenty-nine (56 percent) of the 52 developing country partners receiving implementation grants in FY2016 were classified as lower-income countries and 23 (44 percent) as lower-middle-income countries. A majority of GPE grantees were countries in Sub-Saharan Africa.
- The partnership targeted 60 percent (US$294.5 million) of all its disbursements during 2016 to countries affected by fragility and conflict. Chad, Yemen and Burundi each used the partnership's

mechanisms for rapid and responsive funding in emergencies to receive finance for emergency needs.

- Thematically, GPE grants continue to focus investments on improving teaching and learning systems; enhancing equity and gender equality and inclusion; and improving the management capacity of systems at the national and subnational levels, as 36 of 54 active grants at the end of 2016 supported the development of learning assessment systems, while 29 grants supported education management information systems and 28grants included targeted initiatives for gender equality. Finally, 18 grants targeted the needs of children with disability.

An overview of the country-level implementation grants

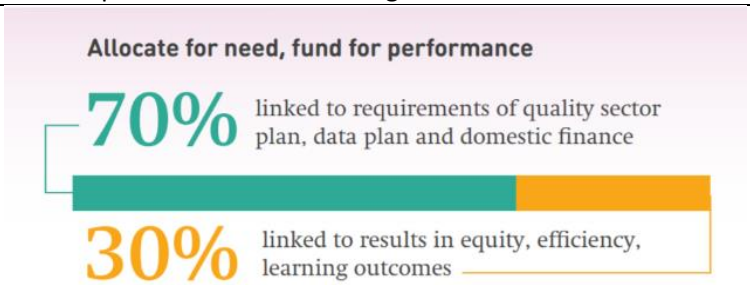
The partnership's main financing mechanism is the education sector program implementation grant (ESPIG).[18] Beginning with grants approved in FY2015, the partnership adopted an allocation framework that focuses on countries with high levels of educational need at the primary school level as well as low GDP; the framework is weighted for countries affected by fragility and conflict. The partnership revised its eligibility and allocation framework in early 2017, adopting a simplified formula to allocate resources based on economic status and educational vulnerability, which includes the size of the population at risk of not completing primary and lower secondary education.[19]

Implementation grants are structured to strengthen national focus on educational results. Under the GPE funding model introduced in 2015,[20] countries that apply for an implementation grant must have an education sector plan that meets quality standards. They must also demonstrate that they are budgeting, or moving toward budgeting, at least 20 percent of their public expenditure on education. Furthermore, countries must demonstrate that they have a recent sector analysis, and adequate education sector data or an adequate strategy to improve their data and reporting.

Thirty percent of implementation grant allocations are based on achievement of nationally selected targets in the areas of learning, equity and efficiency. This "payment by results" tranche in the implementation grants aims to support transformative national priorities identified during the sector planning process; it is reviewed under Indicator 24 (Figure 12).

[18] In addition, the partnership funds selected grant agents to develop the ESPIG through a program development grant of up to US$200,000, and in certain complex circumstances, up to US$400,000.
[19] In the new framework, 67 developing countries, including 30 low-income countries, 19 vulnerable lower-middle-income countries (LMICs) and 18 small island and landlocked developing states are eligible for implementation grants. Vulnerable LMICs include countries with less than US$2,000 gross national income (GNI) per capita and a lower secondary completion rate (LSCR) below 90 percent or FCAC with less than US$3,000 GNI per capita and an LSCR below 90 percent.
[20] GPE 2015.

Figure 12. The partnership's results-based funding model



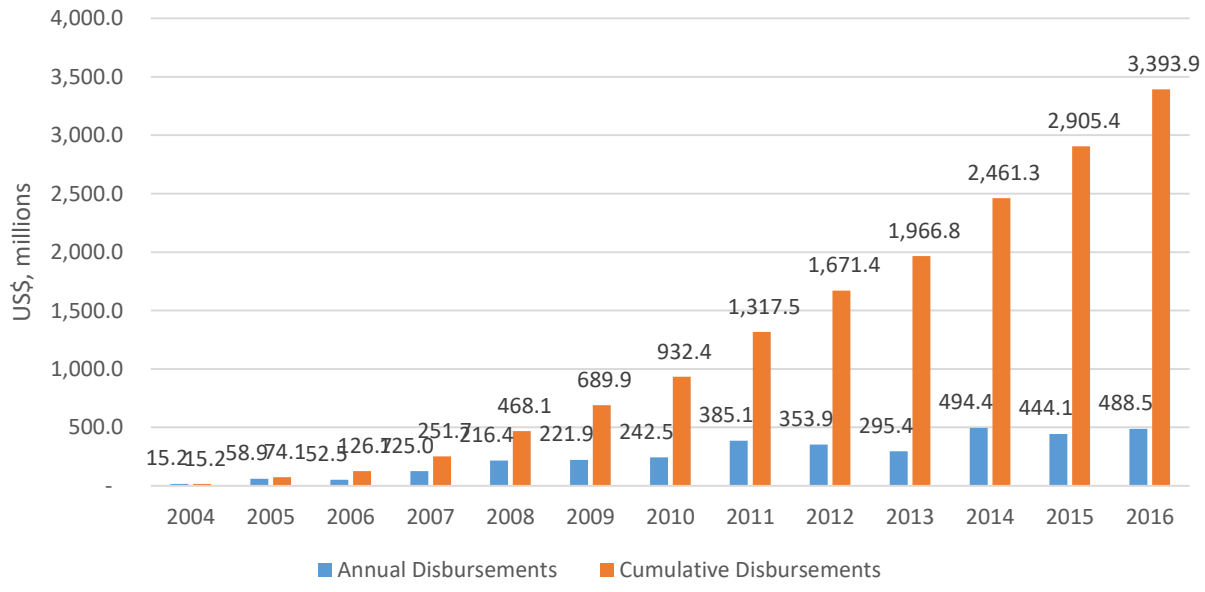
Source: GPE Secretariat.

Size and geographic distribution of ESPIGs

ESPIGs accounted for 98 percent of all of the partnership's grant-related disbursements in FY2016. At the end of FY2016, 54 implementation grants were active in 49 developing country partners, with an overall value of US$2.23 billion. Twenty-nine (56 percent) of the 52 developing country partners receiving implementation grants in FY2016 were classified as low-income countries and 23 (44 percent) as lower-middle-income countries. Sub-Saharan Africa received the majority of implementation grants (72 percent), reaching 34 countries in that region. Figure 13 shows the cumulative disbursements of all ESPIGs. For more details on 2016 and cumulative ESPIG disbursements by country, please refer to Appendix D.

The Global Partnership for Education provided 127 implementation grants between 2003 and 2016, with a total allocation of nearly US$4.6 billion. The annual and aggregate values of implementation grants have grown since 2003, reaching an average annual disbursement of US$476 million in CY2014, CY2015 and CY2016.

Figure 13. Program implementation grant annual and cumulative disbursements, as of December 2016



Source: GPE Secretariat.

A focus on countries affected by fragility and conflict

The Global Partnership for Education has continued its focus on countries affected by fragility and conflict, and increasingly concentrates its ESPIG financing in such contexts. In 2016, 31 grants active in FCAC disbursed US$294.5 million in support—representing a total of 60 percent of all disbursements for the year. The disbursements to FCAC progressively grew from 44 percent of all grants in 2012 to 60 percent in 2016.

The partnership has two mechanisms to support flexible and rapid provision of resources when crisis strikes. In 2016, Chad (Box 10) used the partnership's accelerated financing mechanism, which allows countries to draw down on up to 20 percent of their GPE allocation to meet immediate needs. Burundi and Yemen used the partnership's Operational Framework for Effective Support in Fragile and Conflict-affected States to rapidly reprogram their grants to meet urgent service delivery needs due to crisis.

Box 10. Supporting education for displaced children in Chad

The humanitarian crisis in the Lake Chad region involves large numbers of refugees and returnees fleeing violence in northeastern Nigeria. This crisis is exacerbated by declining oil prices, which challenges the government's ability to meet spending targets in education.

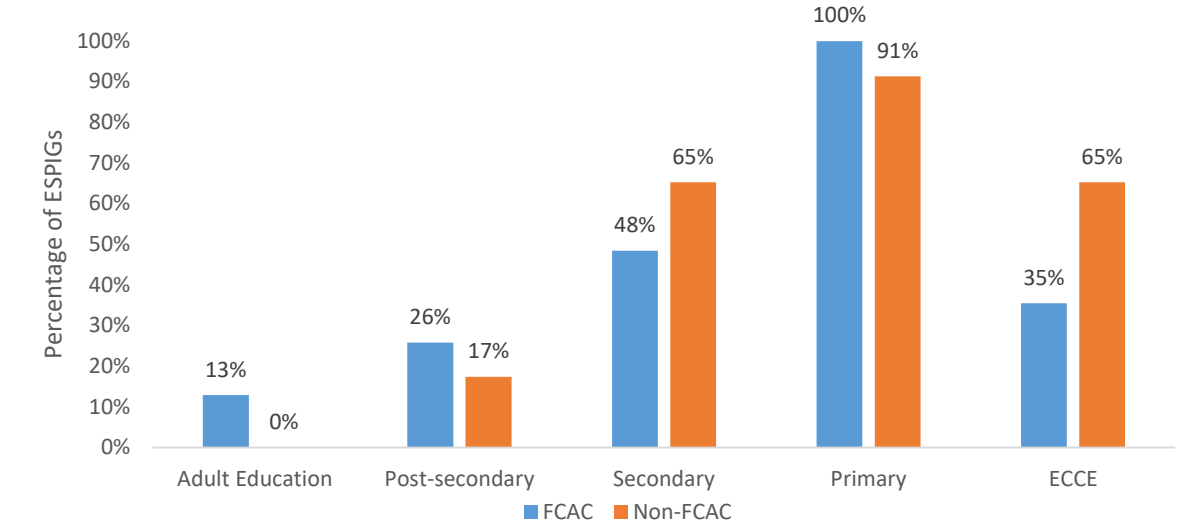
Using Global Partnership for Education support, Chad set a strong example for other developing country partners by becoming the first to include refugees in its transitional education plan in 2013. The partnership subsequently provided Chad with two grants to implement the transitional education plan (US$7.06 million and US$40.14 million for the period 2013-2016). The partnership is supporting Chad's development of an education sector plan for the period 2017-2026.

Under the partnership's accelerated funding mechanism, Chad submitted a proposal to use US$6.96 million of its allocation as accelerated funding in January 2016. The funds were disbursed by February. The government's approach has been to shore up the school system in the most troubled areas so that affected populations will not feel abandoned in the context of severe national spending cuts. This has included payment of subsidies for community schoolteachers, school feeding, micronutrients, dignity kits for girls, support for civic education, classroom construction, latrines and water supply.

ESPIG investments by education level

Partnership funding is primarily focused on improvements in pre-primary, primary and lower secondary education, but it also supports other education levels as part of its holistic approach to sector financing. As Figure 14 illustrates, of 54 implementation grants active at the end of FY2016, a majority had a strong focus on primary education (52 grants), followed by secondary education (30 grants) and early childhood care and education (26 grants). Four ESPIGs supported adult education and training, while 12 included components at the post-secondary level.

Figure 14. Proportion of ESPIGs with components at education levels



Source: GPE Secretariat.
Note: N = 31 FCAC, N = 23 non-FCAC.

ESPIG investments by theme

Teaching and learning

All 54 implementation grants active at the end of FY2016 included significant investments in teaching and learning. Teacher training was the most common investment, present in 50 grants, closely followed by the supply of learning materials (46 grants) and the establishment of learning assessment and reporting systems (36 grants). Twenty-eight ESPIGs included components to support teacher recruitment, salaries and management—including through the provision of salaries and stipends for teachers in remote areas or in contexts affected by crisis. (See Table 2 for a detailed breakdown of ESPIGs by thematic categories.)

Equity, gender equality and inclusion

All 54 implementation grants in 2016 included components linked to equity and inclusion, including significant investments in classroom and school construction to increase educational availability (37 grants).

Equally important, 28 grants (over half) included targeted initiatives for gender equality, 18 targeted the needs of children with disabilities (see Box 11 for examples), and 14 included school-based health, nutrition or sanitation components.

Box 11. GPE grants support inclusive education for children with disabilities
Eighteen GPE grants have provided targeted support for inclusive education for children with disabilities, including the following three:

In *Nepal* one component of the US$59.3 million grant is supporting the Ministry of Education to implement their equity strategy, which will identify all out-of-school children and allocate funds for braille textbooks and investments in accessible school construction.

The US$38.5 million grant to *Cambodia* has supported the formulation of the plan for children with disabilities that will focus on teacher training on disability screening (vision and hearing); the deployment of teachers to gather data on disability and inclusive education training for teachers and principals; textbooks in braille and sign language training.

In *Zanzibar* a grant of US$5.2 million has supported the purchase and distribution of teaching and learning materials and the provision of special needs equipment, including braille machines.

Strengthening systems

All 54 implementation grants included components focused on strengthening management capacity, including at the school (36 grants) and regional or district levels (8 grants). A majority also included components for strengthening education management information systems (29 grants) and conducting research and policy development activities (36 grants).

Table 2. Thematic categories coded under GPE 2020 Strategic Goals

GPE 2020 Strategic Goals	Category of Activities	Number of ESPIGs in FCAC with component	Number of ESPIGs in non-FCAC with component
Learning	Teacher training	27	23
	Teacher recruitment, salaries and incentives/teacher management	17	11
	Learning assessment system	17	19
	Development and revision, printing and supply of teaching and learning materials and supply of equipment — learning materials	26	20
	Use of information and communication technology (ICT)	5	5
Equity	Construction/rehabilitation/expansion of classrooms and schools	23	14
	Cash transfers/other targeted incentives to students or families	5	2
	Gender equality	17	11
	Inclusive education, including community-based interventions (for all children)	7	7
	Access to education for out-of-school children	9	8
	Adult learning	3	1
	Nutrition/health programs including water and sanitation	14	8
	Non-formal education and second-chance learning	7	2
	Children with disabilities (special needs)	9	9
Systems	Management capacity building	31	23
	Education management information system (EMIS)	19	10
	Communications/advocacy	15	10

	Education sector policy, planning and research	18	18

Grant Performance Indicators

Six indicators are used to monitor the timeliness and effective implementation of the Global Partnership for Education's implementation grants.

Indicator 20 (EMIS and LARS): The partnership made progress from baseline on Indicator 20, which monitors the share of GPE grants including financing for education management information systems (EMISs) and learning assessment and reporting systems (LARSs). In total, 28 out of 54 implementation grants (52 percent) included support for education management information systems and learning assessment and reporting systems in FY2016, increasing by 14 percentage points from the 2015 baseline. Progress was also strong in countries affected by fragility and conflict, where 41 percent of active implementation grants at the end of FY2016 included EMIS and LARS components.

Indicator 21 (delivery of textbooks): Baseline data collected for Indicator 21 show that on average, across the 13 active ESPIGs with reported data on planned numbers available, 74 percent of textbooks planned—29,702,977 in total—were purchased and delivered. Performance on indicators 21 through 23 varied substantially by country, suggesting the need for the partnership to better identify and share effective practices for improving the timely delivery of education inputs and services.

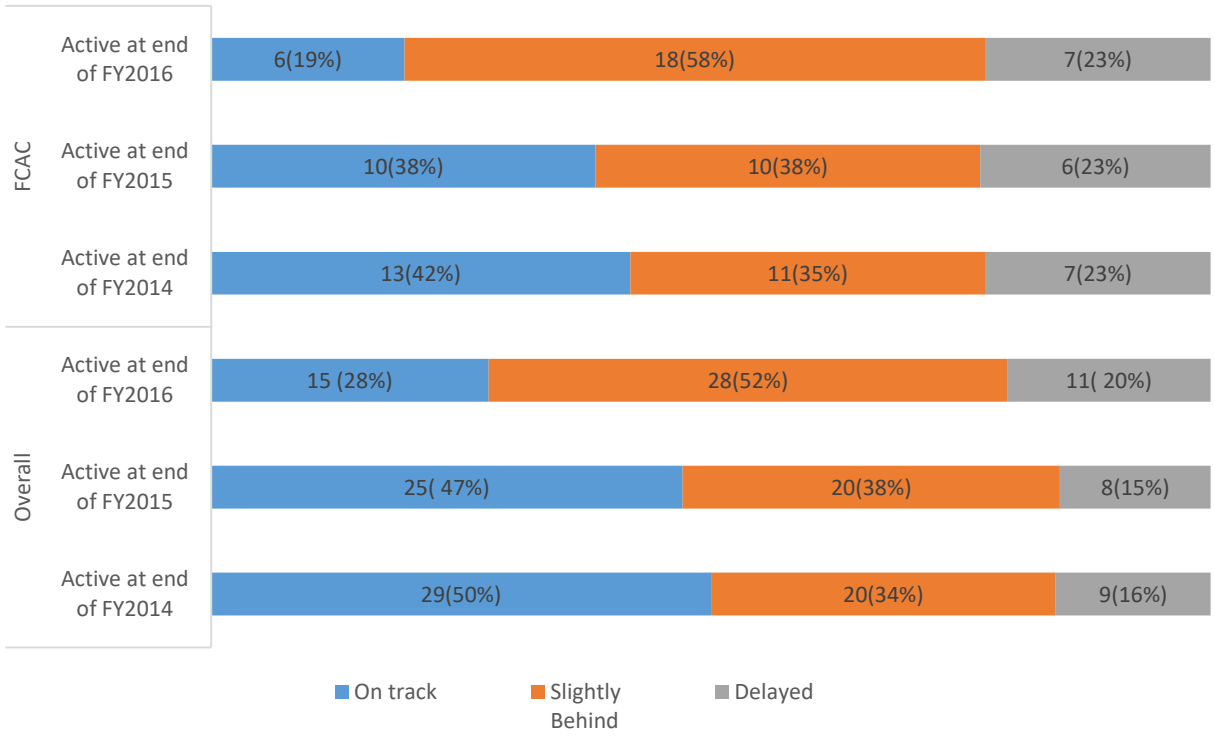
Indicator 22 (training of teachers): a total of 238,541 teachers were trained, which means that, on average, 86 percent of teachers planned to be trained, were trained across 30 implementation grants with reported data.

Indicator 23 (classrooms) had weaker performance. On average only 65 percent of all planned components for classroom construction and rehabilitation were delivered across 25 ESPIGs with reported data. Overall, the partnership supported the construction or rehabilitation of 3,554 classrooms in 2016.

Indicator 24 (identification and achievement of results-based targets): This indicator assesses the proportion of GPE program grant applications approved from 2015 onward that (a) identify, and then (b) achieve, nationally selected and transformative performance targets in the areas of equity, efficiency and learning. In 2016 the GPE milestones for Indicator 24 were met for the five countries with grants approved in FY2015 and FY2016. Among these five approved grants, all selected one or more targets related to each of equity, efficiency and learning. One grant recipient—Mozambique—successfully met an initial milestone under its learning indicator. The partnership is continuing to monitor its results-based financing tranche, and it supports the selection of targets derived from national sector plans and their identified priorities. Initial experience suggests that selection of indicators has played a role in strengthening the focus of governments and their partners on key results in the sector.

Indicator 25 (GPE grants on track with implementation): Of the grants active at the 2016 baseline, 20 percent (11 grants) were delayed in their implementation, while an additional 52 percent were slightly behind in their implementation. This was an increase over 2015, when 16 percent of grants were delayed. Seven of 11 delayed grants were in countries affected by fragility and conflict (Figure 15). The partnership will continue to strengthen quality assurance mechanisms to ensure stronger and more realistic planning for implementation, as well as the timely delivery of planned activities.

Figure 15. Implementation status of active ESPIGs in FY2014, FY2015 and FY2016, as of June 30, 2016



Source: GPE Secretariat.

Global Level – Objective 4: Mobilize more and better financing

Indicators
26. Funding to GPE from non-traditional donors (private sector and those who are first-time donors to GPE)
27. Percentage of donors pledges fulfilled
28. Proportion of GPE donors that have (a) increased their funding for education; or (b) maintained their funding
29. Proportion of GPE grants aligned to national systems
30. Proportion of GPE grants using: (a) co-financed project or (b) sector pooled funding mechanisms
31. Proportion of country missions addressing domestic financing issues

Harnessing the strength of the partnership at the global level to leverage improvements in the quality and volume of financing available for education in low-income and lower-middle-income countries is the Global Partnership for Education's fourth strategic objective. Findings from four of the six indicators used to monitor this objective suggest a strong starting point in financing for the partnership.

In the area of raising and diversifying international financing for education—including for the partnership itself—a mixed picture emerges. Overall aid to education has declined between 2013 and 2014, including from GPE donors. The partnership has met its financing milestones, by diversifying its donor group and securing all signed contributions, yet these achievements come against a backdrop of currency exchange weaknesses and ongoing challenges in converting pledges into signed contribution agreements. In response, the partnership has set ambitious targets for its 2018 replenishment, and it has adopted a new financing and funding framework that diversifies its ability to leverage expanded resources for education.

One area where there is a pronounced need for improvement is in the alignment of GPE grants to country systems. Such alignment is fundamental for strengthening national capacity and underpins the future sustainability of GPE investments. Less than a third of the implementation grants were adequately aligned to national systems. Thirty-nine percent of GPE grants used co-financing or pooled grant modalities.

International financing for education and for the partnership

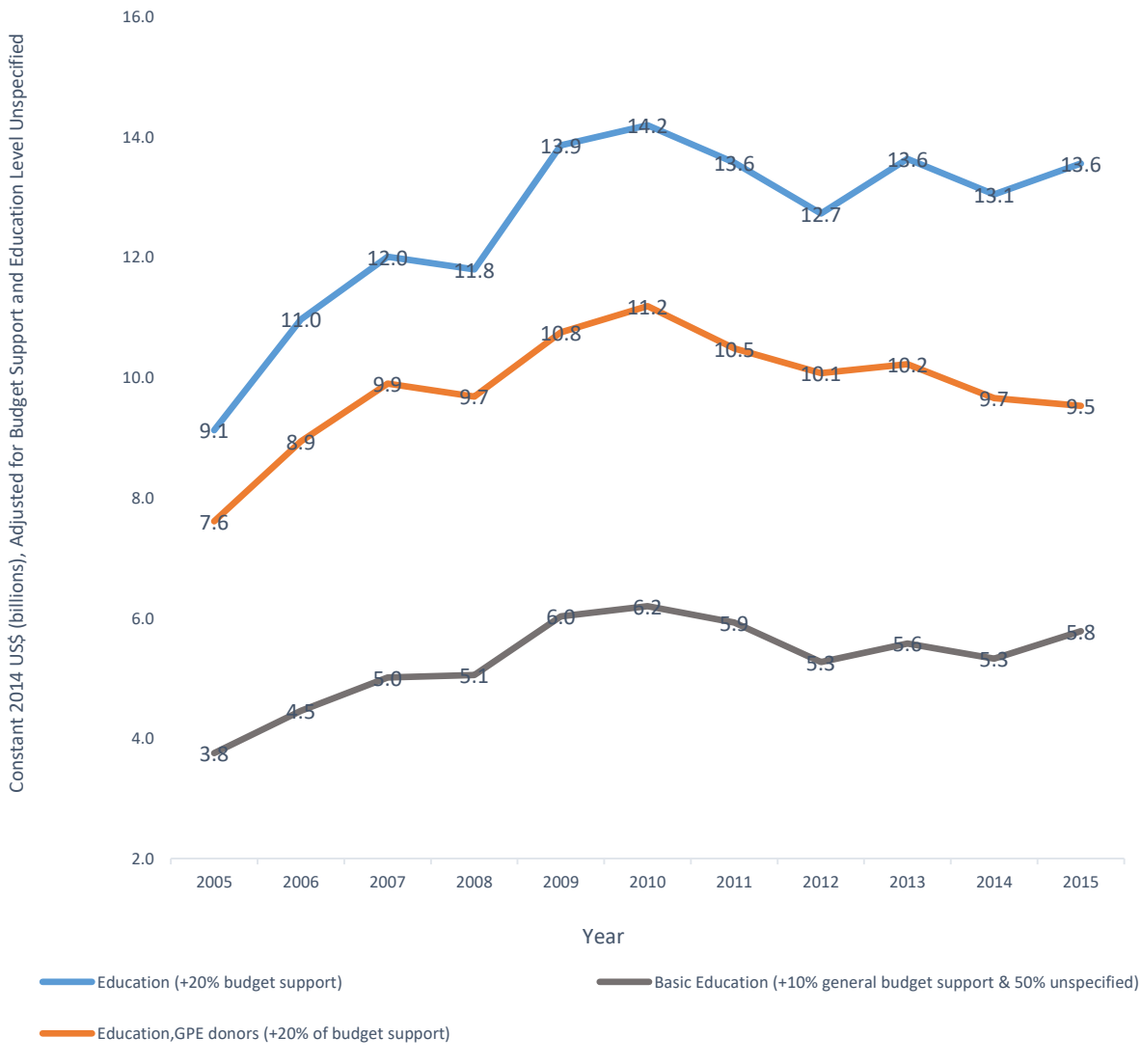
The urgency of addressing the quality and volume of domestic as well as international financing for education has been emphasized both in the 2016 *Learning Generation* report by the International Commission on Financing Global Education Opportunity and in UNESCO's *Education for All Global Monitoring Report 2015*.[21] Overall, international financing for education in developing countries has

[21] UNESCO 2015, 14; ICFGEO 2016, 19.

fallen since 2010, even as overall flows of official development assistance continue to strengthen. This has particularly been the case among the 21 bilateral donors to GPE (Figure 16).

For the partnership, these trends were reflected in a lower-than-expected level of commitment from traditional donors during its 2014 replenishment. These are worrying trends in light of the international commitment to quality education for all, as stipulated in Sustainable Development Goal (SDG) 4, and it must be a clarion call to the international development community in recognition of education's enabling role in the achievement of the wider SDG agenda.

Figure 16. Trends of total aid to education and to basic education)



Source: GPE compilation based on OECD Data Lab (database), Development Assistance Committee, Organisation for Economic Co-operation and Development, Paris (accessed January 2017), http://www.oecd.org/statistics.
Note: Gross disbursements from all donors. Following UNESCO's *Education for All Global Monitoring Report 2015,* education aid includes 20 percent for budget support and aid to basic education includes direct aid to basic education, plus 10 percent of general budget support, plus 50 percent of education, "level unspecified." According to the *EFA Global Monitoring Report 2015,* it is estimated that 15-25 percent of budget support typically benefits the education sector. Twenty percent of the total general budget support is included to the education sector overseas development assistance (ODA) in order to reflect this fact. Following Indicator 28, education ODA from GPE donors includes 21 donors.

Nonetheless, data presented in Appendix A (financial contributions to the partnership by donor), and from GPE 2020 **Indicators 26-28**, suggest some progress:

Indicator 26 (nontraditional donor funding to the partnership): The partnership has successfully strengthened its ability to leverage nontraditional sources of financing. In 2016 it raised additional resources from nontraditional donors—a category that includes non-OECD/DAC bilateral donors, the private sector and private foundations. The 2016 milestone for Indicator 26 was met through the cumulative funding from nontraditional donors of US$6.4 million. Additional commitments of more than US$7 million have been pledged by private foundations for 2017-2018.

Indicator 27 (donor funding to the partnership): All scheduled contributions, from a total of 13 donors, based on signed contribution agreements to the GPE fund for 2016 were fulfilled, for an overall amount of US$245 million. Furthermore, four donor governments announced increased contributions to the partnership for fiscal year 2017 (France, Japan, Switzerland and the United States). Despite these positive outcomes, the partnership's financial position was weakened by fluctuations in exchange rates, and challenges have been encountered in converting pledges to contribution agreements in some cases.

Indicator 28 (donor funding): This indicator tracks the proportion of GPE donors that have (a) increased their funding for education or (b) maintained their funding. Baseline data on overall financing from GPE donors to education find that there was an overall decline in overseas development assistance (ODA) for education from the partnership's 21 bilateral donors (Figure 16). However, eight donors (38 percent) increased funding for education within the ODA envelopes, while two other donors (another 10 percent) maintained their financing for education.

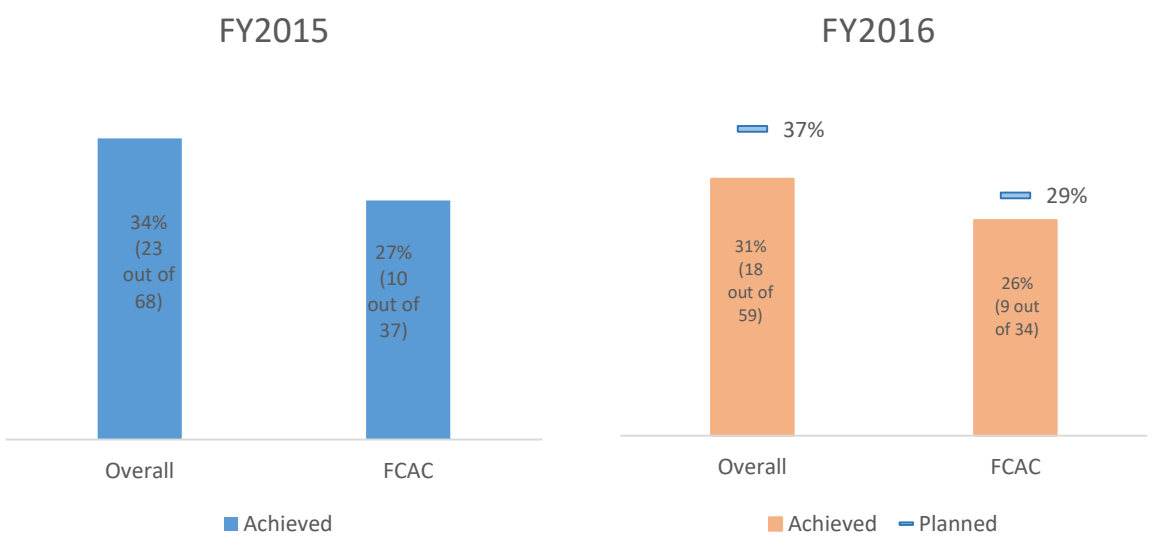
Alignment and harmonization of international financing for education

The alignment and harmonization of GPE financing with national systems plays a central role in ensuring stronger capacity within education systems and the public sector. GPE 2020 commits the partnership to support and advocate for improved alignment and harmonization, to make international education aid more effective as laid out in the Paris Declaration and Accra Agenda for Action.

However, GPE 2016 milestones for **Indicator 29** were not met: Only 31 percent of active grants were aligned in at least seven of the 10 criteria used to monitor alignment. This was a decrease from 34 percent in FY2015 (Figure 17).

Milestones for **Indicator 30**, on harmonization, were met: in FY2016, 39 percent of the implementation grants used a pooled funding or co-financing modality.

Figure 17. Proportion of GPE grants aligned to national systems in FY2015 and FY2016



Source: GPE Secretariat.
Note: In 2015, N = 68 overall, 37 FCAC; in 2016, N = 59 overall, 34 FCAC.

Dialogue at the country level to address domestic financing issues

Indicator 31 (Secretariat missions on domestic finance): GPE 2020 commits the partnership to strengthening support and advocacy for domestic financing for education, supporting governments and other stakeholders to make sustainable investments in the sector (see Box 12 for an example). In total, 70 percent of Secretariat missions (81 percent in countries affected by fragility and conflict) include policy dialogue on issues related to domestic financing, up from 47 percent overall in FY2015. This figure met the 2016 milestone, surpassing it by 19 percentage points overall.

Box 12. How partnership missions support improvements in domestic financing: Puntland's experience

Puntland envisages applying for a GPE grant in May 2017. UNICEF has been appointed as grant agent, and it has started the process to develop the grant application. One major issue is related to domestic financing, which is low—and the share of education in the government's budget has been slightly decreasing over time. After discussion, a GPE mission was undertaken in November 2016, with one of the objectives to discuss domestic financing issues with the Puntland government. Based on this mission, the Ministry of Education and Higher Education and its partners decided to organize a second meeting with the Vice Presidency and Ministry of Finance to more extensively discuss domestic financing issues. Key recommendations from this later discussion include: (i) the need to prioritize education in the government's budget given its importance in view of stability and countering violent extremism and (ii) the need to increase the share of education in the government's budget to 10 percent by 2020 and maintain a growth path that is commensurate to the revenue collected.

Global Level – Objective 5: Build a stronger partnership

Indicators	
	32. Proportion of (a) developing country partners and (b) other partners reporting strengthened clarity of roles, responsibilities, and accountabilities in GPE country processes
	33. Number of policy, technical and/or other knowledge products developed and disseminated with funding or support from GPE
	34. Number of advocacy events undertaken with partners and other external stakeholders to support the achievement of GPE's strategic goals and objectives
	35. Proportion of significant issues identified through audit reviews satisfactorily addressed
	36. Proportion of GPE Secretariat staff time spent on country-facing functions
	37. Proportion of results reports and evaluation reports published against set targets

The fifth objective in GPE 2020 is to strengthen the Global Partnership for Education's most important asset: the power of partnership. Six indicators are used to monitor partnership outputs and strength.

Findings from these indicators highlight the significant progress the partnership has made at an organizational level. The Secretariat has successfully prioritized country-facing activities in its work-plans and budgets, and the partnership has improved its business processes for quality assurance, risk management and fiduciary oversight. Furthermore, the partnership enhanced its delivery of key knowledge and evaluation products. These improvements in organizational effectiveness were achieved while keeping Secretariat operating expenses at less than 4 percent of total expenditure in FY2016. For this reason, the United Kingdom, the partnership's largest donor, awarded the partnership an "A" rating in its 2015 and 2016 annual reviews.

At the same time, an initial survey of developing country-level partners suggests that while there has been improvement in perceived clarity of country-level roles, responsibilities and mutual accountabilities over the past year, further improvements are still necessary. The Secretariat took key steps in 2016 to respond to this challenge. It has prioritized staff time for supporting country-level processes, and it refined its business processes, enhancing communication, guidance and support to its country-level partners. The partnership also embarked on an effort to better monitor, understand and disseminate effective approaches to partnership at the country level. These actions will lead to significant enhancement of the partnership's work at the country level.

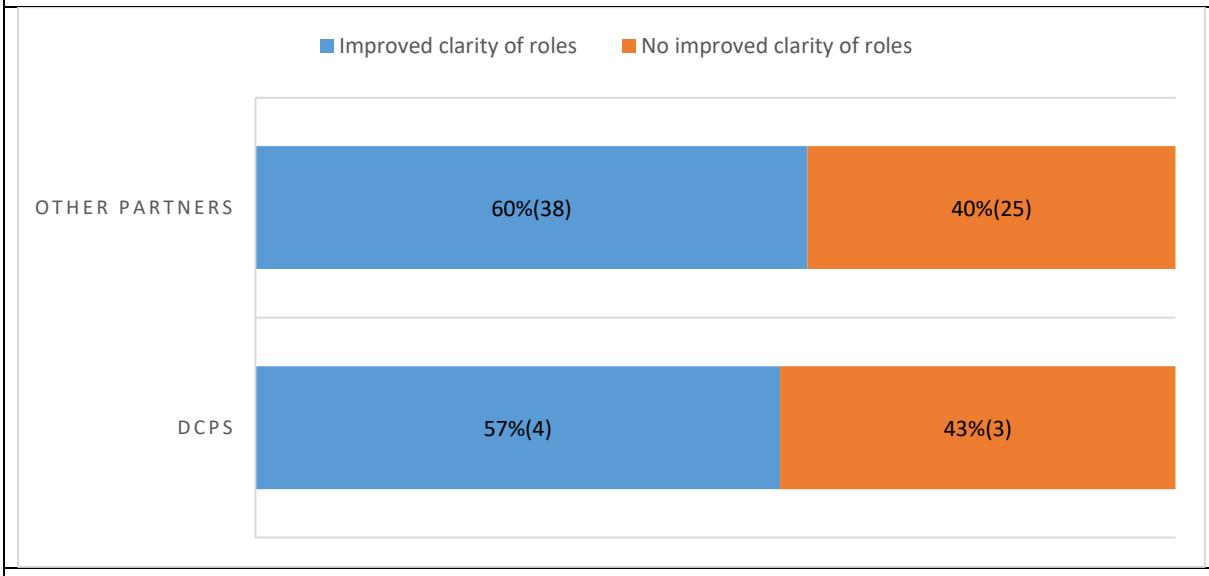
Promoting consistent roles, responsibilities and accountabilities at the country level

Recognizing that its country-level partnership model is one of its strongest assets, GPE 2020 commits the partnership to promoting and coordinating consistent and effective country-level roles, responsibilities and accountabilities among governments, development partners, grant agents, civil society organizations, teacher organizations and the private sector.

During 2016, a number of actions were taken in this regard, including a revision of the Global Partnership for Education's charter and the adoption of new terms of reference for coordinating agencies and grant agents; enhanced communication with grant agents and monitoring of grants; and development of a knowledge base and analysis of best practices in local education groups and joint sector reviews.

Indicator 32 (clarity of roles and responsibilities) is used to monitor these efforts. Initial survey data show that 57 percent of developing country partners, and 60 percent of other GPE partners working in the developing country partners, report improved confidence in the clarity of roles and responsibilities within the partnership (Figure 18). While more than half of GPE partners indicated improvement between 2015 and 2016, a significant proportion of the survey respondents indicated ongoing challenges. The partnership has taken important steps to address these issues, including updating its charter, enhancing communication and policy guidance with grant agents and improving levels of Secretariat support for country-level processes. Further improvements will be made in 2017 and 2018 based on recommendations from an independent review of country-level partnership capacity and effectiveness.

Figure 18. Proportion of respondents reporting increased clarity of roles and responsibilities on GPE processes in 2016, compared to 2015



Source: GPE Secretariat.
Note: N = 7 developing country partners (DCPs), 63 other partners.

Strengthening the partnership's global convening and knowledge-brokering roles

Sharing relevant knowledge for better education policies and practices is one of the ways the Global Partnership for Education supports stronger policy solutions in education. GPE 2020 recognizes that the partnership should expand the knowledge-brokering role that it began through its Global and Regional Activities program, which has provided US$31 million through 15 grants to support research and knowledge exchange. In 2016, the partnership also adopted a new platform for leveraging knowledge and good-practice exchange, and it launched three pilot initiatives to harness a stronger focus in three areas: gender equality, early childhood education and learning assessment systems. Building on these initiatives, in February 2017, the partnership endorsed an expanded approach to knowledge exchange that adds an innovation focus to its work.

Indicator 33 (on knowledge products): Data for Indicator 33 suggest that the partnership met its milestones for 2016, developing 13 knowledge products (see Box 13 for a complete list).

Indicator 34 (advocacy initiatives) monitors the partnership's commitment to strengthening its approach to advocacy and convening, which is central to GPE 2020. Baseline data suggest that the partnership is on track to achieve its 2017 milestone, and 2020 target, for this indicator. The partnership led, or played co-convening roles in 11 advocacy events in 2016. It worked closely to co-organize a series of meetings on the need for the partnership to achieve the Sustainable Development Goals, and it worked closely with partners around the International Commission on Financing Global Education Opportunity and the Education Cannot Wait fund. Building on its investments in education advocacy through the Civil Society Education Fund, the partnership endorsed a new Advocacy and Social Accountability funding window in February 2017.

Box 13. Knowledge products developed in FY2016

Products developed by the Secretariat:

- Education Sector Planning in Developing Countries: An Analysis of 42 Education Plans
- GPE Issue Brief: Financing for Education
- GPE Issue Brief: Conflict-affected and Fragile Situations
- GPE Issue Brief: Girls' Education
- GPE Issue Brief: Teachers and Learning
- GPE's Work in Conflict-affected and Fragile Countries*

Products developed in collaboration with partners:

- Guidelines for Education Sector Plan Preparation (with IIEP-UNESCO)
- Guidelines for Education Sector Plan Appraisal (with IIEP-UNESCO)
- Guidelines for Transitional Education Plan Preparation (with IIEP-UNESCO)
- Assessment for Learning (A4L): An International Platform to Support National Learning Assessment Systems

Products developed with support from the partnership:

- Using Large-scale Assessments of Students' Learning to Inform Education Policy: Insights from the Asia-Pacific Region (UNESCO Bangkok)
- NEQMAP Knowledge Portal (UNESCO Bangkok)
- Understanding What Works in Oral Reading Assessments (UIS)

Source: GPE Secretariat.
* GPE 2016c.

Improving the Global Partnership for Education's organizational efficiency and effectiveness

Following the partnership's 2014 organizational review and its Board's adoption of a series of organizational reforms in 2015 and 2016, the partnership has strengthened its organizational capacity and corporate systems in four main areas: country support, quality assurance, risk management and fiduciary oversight.

The partnership's success in improving its organizational effectiveness has been recognized by the United Kingdom, which awarded the Global Partnership for Education an "A" rating in its 2015 and 2016 annual reviews.[22]

Strengthened systems for fiduciary oversight, risk management and quality assurance

In order to strengthen its fiduciary oversight and risk management, the partnership introduced in 2016 a new approach to risk management, which included the adoption of an operational risk framework, semiannual risk reports to the Board, and strengthened procedures for overseeing and managing grants in challenging contexts.

Improvements in the partnership's approach to quality assurance of its grants have also played a role in improving the effectiveness of the grants. To strengthen the quality of education sector plans, the partnership has introduced training for independent ESP assessors, and it also monitors sector plan quality using the methodology designed to track Indicator 16. Tools to consistently assess program documents and the variable tranche indicators in the implementation grants are being used systematically, and a standard methodology for the review of grant applications is now used by the Country Grants and Performance Committee of the Board.

The partnership also introduced new procedures to enhance fiduciary oversight, including standard reporting templates for grant agents, a strengthened audit report review process, and a standard selection process for grant agents that assures they have policies and procedures in place to prevent, detect and address any incidents of misuse of funds.

Indicator 35 is used to report on the partnership's improved approach to risk management and fiduciary oversight. Baseline data for Indicator 35 reveal that 100 percent of significant issues identified in FY2016 through audit reviews have been satisfactorily addressed in a timely fashion.

Strengthened Secretariat capacity for country support

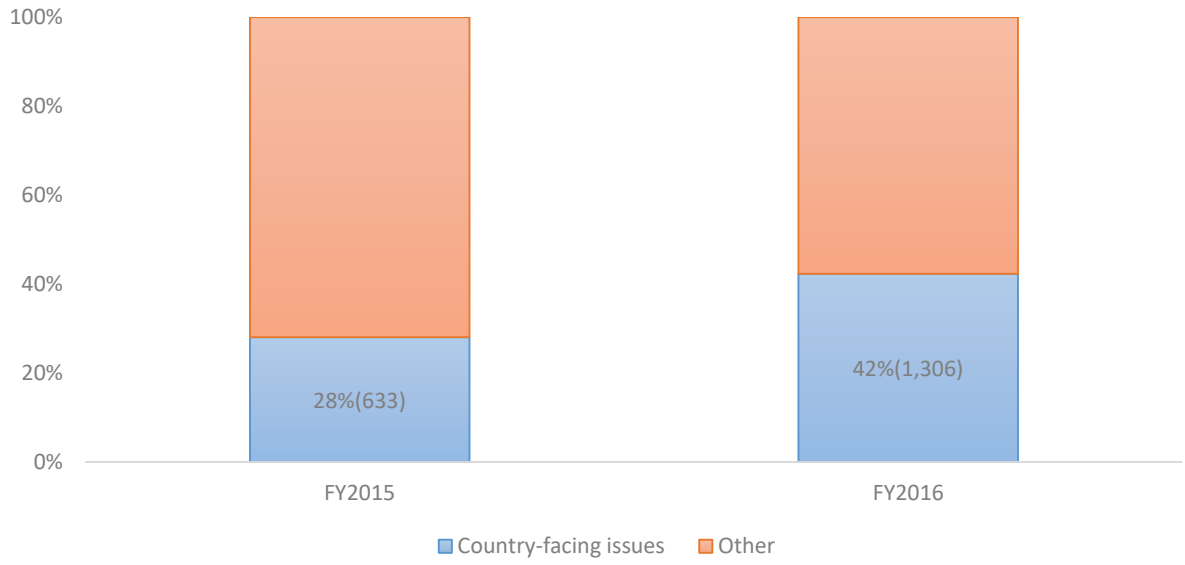
The Secretariat plays an important role in supporting partnership processes and mutual accountability at the country level. Core organizational reforms have focused on strengthening the effectiveness of

[22] The annual reviews can be found on the U.K. Department for International Development website, at https://devtracker.dfid.gov.uk/projects/GB-1-200765/documents.

Secretariat support for country-level processes, ensuring adequate staff capacity is in place to engage with sector planning and monitoring processes.

Indicator 36 (country-facing staff time): Reflecting its strengthened focus on country support, the 2016 milestone for Indicator 36 was exceeded, with 42 percent of Secretariat staff time spent on country-facing activities, compared with 28 percent in FY2015 (Figure 19).

Figure 19. Secretariat staff time allocated to country-facing functions, FY2015 and FY2016



Source: GPE Secretariat.
Note: In FY2015, N = 2,271; in FY2016, N = 3,110.

Investing in monitoring and evaluation

In June 2016 the partnership adopted an ambitious *Monitoring and Evaluation Strategy* to track the progress of GPE 2020 and ensure mutual accountability and learning across the partnership. The strategy commits the partnership to routine monitoring and reporting on its new results framework; enhanced monitoring of its grants; and a portfolio of evaluations at the programmatic, thematic and country levels.

Indicator 37: this indicator tracks the delivery of planned evaluations and reports. In FY2016, the partnership produced two monitoring and evaluation products: its Independent Evaluation (by Universalia, September 2015) and an interim results report (January 2016).

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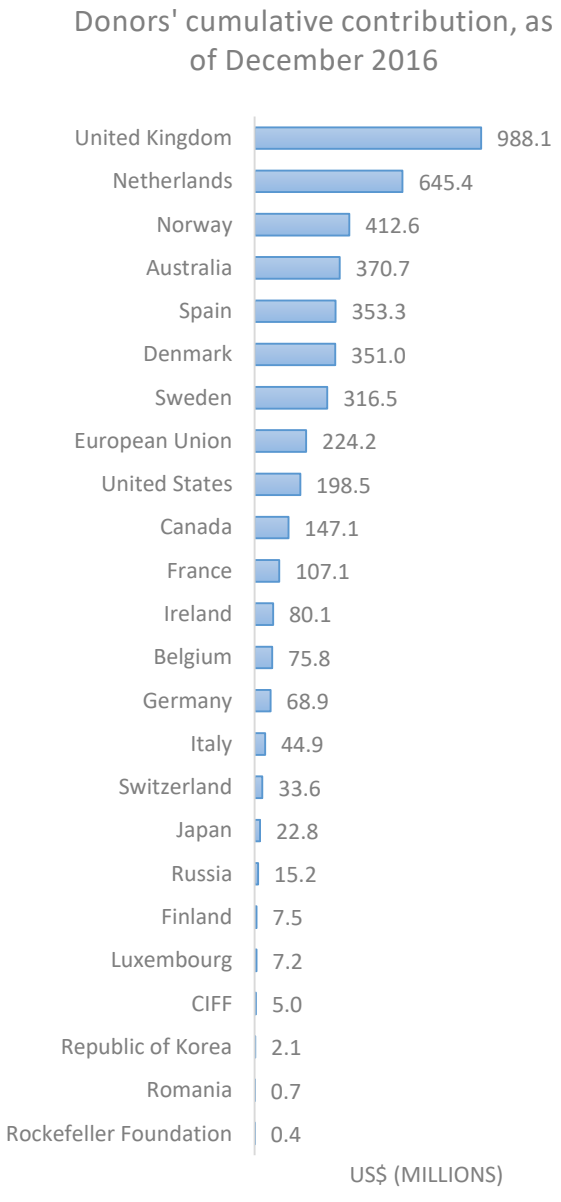
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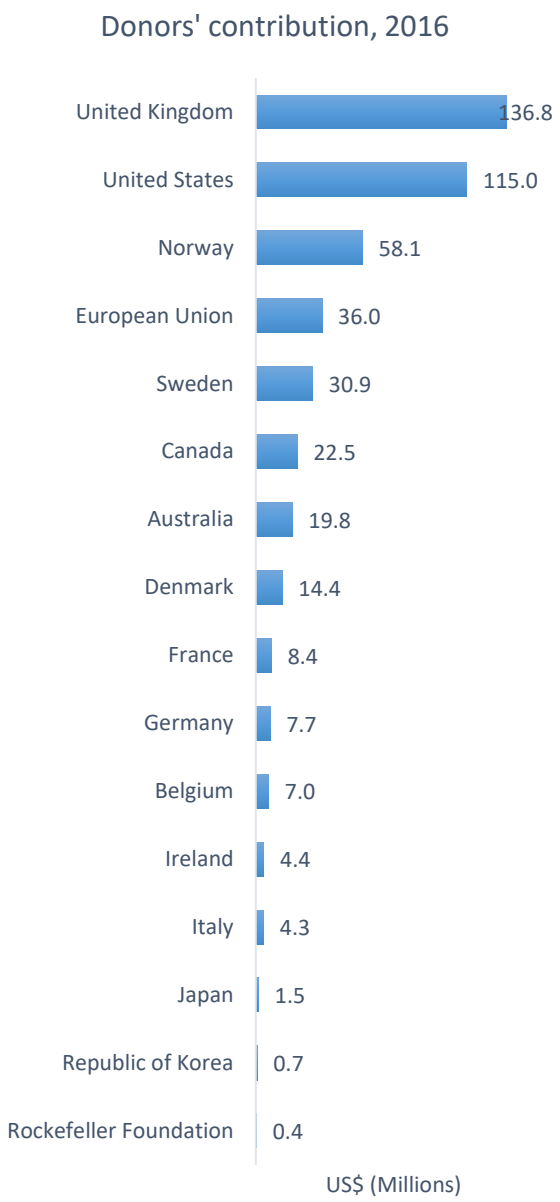
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Appendix A. Financial contributions to the Global Partnership for Education: 2016 and cumulative





Appendix B. GPE grant disbursements by type and amount, cumulative since inception

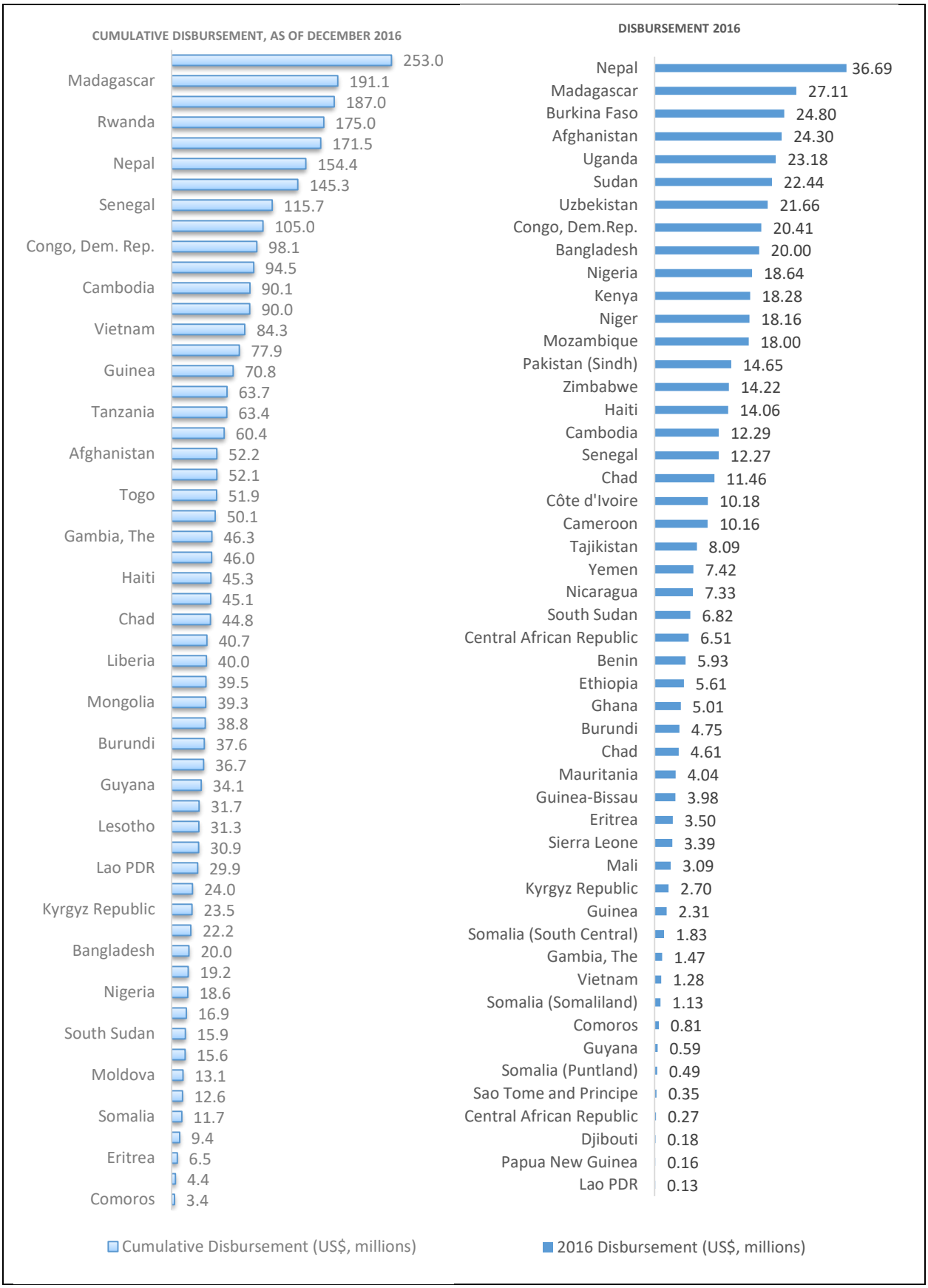
Type	Number	Amount, US$ Millions	Amount Share, %	Disbursed, US$ millions
Country-level Grants				
Education sector plan development grant (ESPDG)	59	15.2	0.3	8.2
Program development grant (PDG)	38	8	0.2	7.3
Education sector program implementation grant (ESPIG)	127	4,599.7	97.8	3,393.9
Global and Cross-national Grants				
Global and Regional Activities grants	15	29.7	0.6	29.7
Civil Society Education Fund II	2	48.3	1.03	28.7
Total	**241**	**4,700.9**	**100**	**3,467.8**

Appendix C. GPE developing country partners

GPE Developing Country Partners as of March 2017	Countries Eligible to Join the Partnership*
Low-income Countries Afghanistan; Benin; Burkina Faso; Burundi; Central African Republic; Chad; Comoros; Congo, Dem. Rep.; Eritrea; Ethiopia; Gambia, The; Guinea; Guinea-Bissau; Haiti; Liberia; Madagascar; Malawi; Mali; Mozambique; Nepal; Niger; Rwanda; Senegal; Sierra Leone; Somalia; South Sudan; Tanzania; Togo; Uganda; Zimbabwe **Small Island and Landlocked Developing States** Bhutan, Dominica, Grenada, Guyana, Sao Tome and Principe, St. Lucia, St. Vincent and the Grenadines, Timor-Leste **Vulnerable Lower-middle-income Countries** Bangladesh, Cambodia; Cameroon, Cote d'Ivoire, Djibouti, Ghana, Kenya, Lao PDR, Lesotho, Mauritania, Nicaragua, Nigeria, Pakistan, Papua New Guinea, Sudan, Yemen, Zambia **Other Lower-middle-income Countries** Congo, Rep.; Honduras; Kyrgyz Republic; Moldova; Mongolia; Tajikistan; Uzbekistan; Vietnam Upper Middle-income Countries *(countries no longer eligible for GPE funding)* Albania, Georgia	**Small Island and Landlocked Developing States** Cabo Verde, Kiribati, Maldives, Marshall Islands, Micronesia, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu **Vulnerable Lower-middle-income Countries** Myanmar, Syria **Other Lower-middle-income Countries** Armenia; Bolivia; Egypt, Arab Rep.; El Salvador; Guatemala; Indonesia; Morocco; Philippines; Sri Lanka; Swaziland; Tunisia; Ukraine; West Bank and Gaza; India

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

Appendix D. GPE disbursements by country, as of December 2016


CUMULATIVE DISBURSEMENT, AS OF DECEMBER 2016
Madagascar 191.1
Rwanda 187.0
Nepal 175.0
Senegal 171.5
Congo, Dem. Rep. 154.4
Cambodia 145.3
Vietnam 115.7
Guinea 105.0
Tanzania 98.1
Afghanistan 94.5
Togo 90.1
Gambia, The 90.0
Haiti 84.3
Chad 77.9
Liberia 70.8
Mongolia 63.7
Burundi 63.4
Guyana 60.4
Lesotho 52.2
Lao PDR 52.1
Kyrgyz Republic 51.9
Bangladesh 50.1
Nigeria 46.3
South Sudan 46.0
Moldova 45.3
Somalia 45.1
Eritrea 44.8
Comoros 40.7
253.0
40.0
39.5
39.3
38.8
37.6
36.7
34.1
31.7
31.3
30.9
29.9
24.0
23.5
22.2
20.0
19.2
18.6
16.9
15.9
15.6
13.1
12.6
11.7
9.4
6.5
4.4
3.4
Cumulative Disbursement (US$, millions)
DISBURSEMENT 2016
Nepal 36.69
Madagascar 27.11
Burkina Faso 24.80
Afghanistan 24.30
Uganda 23.18
Sudan 22.44
Uzbekistan 21.66
Congo, Dem.Rep. 20.41
Bangladesh 20.00
Nigeria 18.64
Kenya 18.28
Niger 18.16
Mozambique 18.00
Pakistan (Sindh) 14.65
Zimbabwe 14.22
Haiti 14.06
Cambodia 12.29
Senegal 12.27
Chad 11.46
Côte d'Ivoire 10.18
Cameroon 10.16
Tajikistan 8.09
Yemen 7.42
Nicaragua 7.33
South Sudan 6.82
Central African Republic 6.51
Benin 5.93
Ethiopia 5.61
Ghana 5.01
Burundi 4.75
Chad 4.61
Mauritania 4.04
Guinea-Bissau 3.98
Eritrea 3.50
Sierra Leone 3.39
Mali 3.09
Kyrgyz Republic 2.70
Guinea 2.31
Somalia (South Central) 1.83
Gambia, The 1.47
Vietnam 1.28
Somalia (Somaliland) 1.13
Comoros 0.81
Guyana 0.59
Somalia (Puntland) 0.49
Sao Tome and Principe 0.35
Central African Republic 0.27
Djibouti 0.18
Papua New Guinea 0.16
Lao PDR 0.13
2016 Disbursement (US$, millions)

Appendix E. GPE 2020 results indicators[23]

IMPACT - Improved and more equitable learning outcomes | Increased equity, gender equality and inclusion						
Strategic Goal 1: Improved and more equitable student learning outcomes through quality teaching and learning						
Indicator	**Baseline** *(CY2000-2015; N = 20 DCPs)*		**Milestone 2016**	**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
1. Proportion of developing country partners (DCPs) showing improvement on learning outcomes (basic education)	Overall:	65%*	First milestone set for 2018	Baseline	Baseline	65%[24]
	FCAC:	50%*	First milestone set for 2018	Baseline		50%[24]
Indicator	**Baseline** *(CY2011-2014; N = 22 DCPs)*		**Milestone 2016**	**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
2. Percentage of children under five (5) years of age who are developmentally on track in terms of health, learning, and psychosocial well-being	Overall:	66%	First milestone set for 2018	Baseline	Baseline	74%
	FCAC:	62%	-	-		-
	Female:	68%	First milestone set for 2018	Baseline		75%

IMPACT - Improved and more equitable learning outcomes | Increased equity, gender equality and inclusion							
Strategic Goal 2: Increased equity, gender equality, and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity, and conflict or fragility							
Indicator	**Baseline** *(CY2015; N = 49 DCPs)*		**Milestone 2016**		**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
3. Cumulative number of equivalent children supported for a year of basic education (primary and lower secondary) by GPE	Overall:	7.2 million	Planned:	11.3 million	Met	Met	n/a
			Achieved:	13.2 million			
	FCAC:	5.6 million	Planned:	7.2 million	Met		n/a
			Achieved:	10.4 million			
	Female:	3.4 million	Planned:	5.4 million	Met		n/a
			Achieved:	6.3 million			
Indicator	**Baseline** *(2013; N = 61 DCPs)*		**Milestone 2016**		**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
4. Proportion of children who complete: (a) primary education; (b) lower secondary education	**(a) Primary Education:**					Met	
	Overall:	72.5%	Planned:	73.7%	Met [tolerance]		78.3%
			Achieved:	73.2%			
	FCAC:	68.1%	Planned:	69.3%	Met [tolerance]		74.6%
			Achieved:	68.5%			
	Female:	70.1%	Planned:	71.1%	Met [tolerance]		75.9%
			Achieved:	70.8%			
	(b) Lower Secondary Education:						

[23] In this table, the core indicators are indicated in blue font. Baselines that were updated with new data since the 2016 October Board of Directors audio call are noted with a star (*). Please note "-" stands for not available and "n/a" means not applicable.

[24] The original baselines of 54 percent and 33 percent for all developing country partners (DCPs) and countries affected by fragility and conflict (FCAC) respectively were based on samples of 14 DCPs overall and 3 FCAC. Additional data was gathered increasing the baseline sample sizes to 20 and 4 for all DCPs and FCAC respectively. These samples yielded the revised baselines presented here. The original 2020 target is presented here; however, this will be revised based on the new baseline sample.

	Overall:	47.9%	Planned:	48.6%	Met		52.1%
			Achieved:	49.5%			
	FCAC:	41.1%	Planned:	41.9%	Met		45.4%
			Achieved:	42.7%			
	Female:	45.7%	Planned:	46.9%	Met		51.8%
			Achieved:	47.0%			
Indicator	**Baseline** *(2013; N = 61 DCPs)*		**Milestone 2016**		**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
5. Proportion of GPE DCPs within set thresholds for gender parity index of completion rates for: (a) primary education; (b) lower secondary education	**(a) Primary Education:**					Met	
	Overall:	62%	Planned:	64%	Met		69%
			Achieved:	64%			
	FCAC:	54%	Planned:	54%	Met		61%
			Achieved:	57%			
	(b) Lower Secondary Education:						
	Overall:	49%	Planned:	52%	Met		66%
			Achieved:	54%			
	FCAC:	36%	Planned:	32%	Met		54%
			Achieved:	34%			
Indicator	**Baseline** *(2013; N = 61 DCPs)*		**Milestone 2016**		**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
6. Pre-primary gross enrolment ratio	Overall:	28.2%	Planned:	29.0%	Not met [tolerance]	Not met	32.2%
			Achieved:	28.1%			
	FCAC:	22.6%	Planned:	23.3%	Not met		26.0%
			Achieved:	22.1%			
	Female:	27.5%	Planned:	28.3%	Not met [tolerance]		31.6%
			Achieved:	27.5%			
Indicator	**Baseline** *(2013; N = 61 DCPs)*		**Milestone 2016**		**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
7. Out-of-school rate for: (a) children of primary school age; (b) children of lower secondary school age	**(a) Children of Primary School Age:**					Met	
	Overall:	20.3%	Planned:	19.6%	Met [tolerance]		17.0%
			Achieved:	19.8%			
	FCAC:	25.8%	Planned:	25.0%	Met		21.7%
			Achieved:	25.0%			
	Female:	22.7%	Planned:	21.9%	Met [tolerance]		18.6%
			Achieved:	22.3%			
	(b) Children of Lower Secondary School Age:						
	Overall:	33.4%	Planned:	32.7%	Met		29.9%
			Achieved:	32.4%			
	FCAC:	38.4%	Planned:	37.2%	Met		32.4%
			Achieved:	36.6%			
	Female:	35.3%	Planned:	34.3%	Met		30.2%
			Achieved:	34.2%			
Indicator	**Baseline** *(2013; N = 61 DCPs)*		**Milestone 2016**		**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
8. Gender parity index of out-of-school rate for: (a) primary education; (b) lower secondary education	**(a) Primary Education:**					Not met	
	Overall:	1.27	Planned:	1.26	Not met		1.22
			Achieved:	1.28			
	FCAC:	1.34	Planned:	1.33	Not met		1.29
			Achieved:	1.37			
	(b) Lower Secondary Education:						
	Overall:	1.12	Planned:	1.10	Not met		1.04
			Achieved:	1.11			
	FCAC:	1.19	Planned:	1.17	Not met		1.10
			Achieved:	1.19			
Indicator	**Baseline** *(CY2010-2014; N = 59 DCPs)*		**Milestone 2016**		**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**

9. Equity index	Overall:	32%*	Planned:	24%	Met	Met	32%
			Achieved:	37%			
	FCAC:	33%*	Planned:	15%	Met		23%
			Achieved:	37%			

OUTCOME - Strategic Goal 3: Effective and efficient education systems							
Strategic Goal 3: Effective and efficient education systems delivering equitable, quality educational services for all							
Indicator	**Baseline** *(CY2015; N = 49 DCPs)*		**Milestone 2016**		**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
10. Proportion of DCPs that have (a) increased their public expenditure on education; or (b) maintained sector spending at 20% or above	Overall:	78% (a - 24%; b - 53%)*	Planned:	76%	Baseline	Baseline	90%
			Achieved:	n/a			
	FCAC:	77% (a - 32%; b - 45%)*	Planned:	74%	Baseline		86%
			Achieved:	n/a			
Indicator	**Baseline** *(CY2010-2014; N = 21 DCPs)*		**Milestone 2016**		**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
11. Equitable allocation of teachers, as measured by the relationship (R^2) between the number of teachers and the number of pupils per school in each DCP	Overall:	29%	First milestone set for 2018		Baseline	Baseline	48%
	FCAC:	18%	-		-		-
Indicator	**Baseline** *(2013; N = 55 DCPs)*		**Milestone 2016**		**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
12. Proportion of DCPs with pupil/trained teacher ratio below threshold (<40) at the primary level	Overall:	25%	Planned:	27%	Met	Met	35%
			Achieved:	29%			
	FCAC:	13%	Planned:	13%	Met		21%
			Achieved:	13%			
Indicator	**Baseline** *(CY2010-2014; N = 19 DCPs)*		**Milestone 2016**		**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
13. Repetition and drop out impact on efficiency, as measured by the internal efficiency coefficient at the primary level in each DCP	Overall:	26%	First milestone set for 2018		Baseline	Baseline	42%
	FCAC:	17%	Target set for 2020		Baseline		25%
Indicator	**Baseline** *(2012-2013; N = 61 DCPs)*		**Milestone 2016**		**Milestone 2016 Status**	**Milestone 2016 Status - Overall**	**Target 2020**
14. Proportion of DCPs reporting at least 10 of 12 key international education indicators to UIS (including key outcomes, service delivery and financing indicators as identified by GPE)	Overall:	30%	Planned:	30%	Met	Met	66%
			Achieved:	43%			
	FCAC:	32%	Planned:	32%	Met		54%
			Achieved:	39%			
Indicator	**Baseline** *(CY2011-2015; N = 60 DCPs)*		**Milestone 2016**		**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
15. Proportion of DCPs with a learning assessment system within the basic education cycle that meets quality standards	Overall:	32%	First milestone set for 2018		Baseline	Baseline	47%
	FCAC:	21%	First milestone set for 2018		Baseline		36%

COUNTRY-LEVEL OBJECTIVES - Strategic Objective 1: Strengthen education sector planning and policy implementation						
(a) Support evidence-based, nationally owned sector plans focused on equity, efficiency and learning						
Indicator	**Baseline** *(CY2014-2015; N = 19 sector plans (16 ESPs and 3 TEPs)*		**Milestone 2016**	**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
16.a Proportion of endorsed (a) education sector plans (ESPs) or (b) transitional education plans (TEPs) meeting quality standards	Overall:	58% of ESPs/TEPs met at least the minimum number of quality standards	First milestone set for 2018	Baseline	Baseline	100%
	ESPs:	56% of ESPs met at least 5 out of 7 quality standards	First milestone set for 2018	Baseline		100%
	TEPs:	67% of TEPs met at least 3 out of 5 quality standards	First milestone set for 2018	Baseline		100%
Indicator	**Baseline** *(CY2014-2015; N = 19 sector plans (16 ESPs and 3 TEPs)*		**Milestone 2016**	**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
16.b Proportion of ESPs/TEPs that have a teaching and learning strategy meeting quality standards	Overall:	58% of ESPs/TEPs met at least 4 out of 5 quality standards	First milestone set for 2018	Baseline	Baseline	100%
	ESPs:	50% of ESPs met at least 4 out of 5 quality standards	First milestone set for 2018	Baseline		100%
	TEPs:	100% of TEPs met at least 4 out of 5 quality standards	First milestone set for 2018	Baseline		100%
Indicator	**Baseline** *(CY2014-2015; N = 19 sector plans (16 ESPs and 3 TEPs)*		**Milestone 2016**	**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
16.c Proportion of ESPs/TEPs with a strategy to respond to marginalized groups that meets quality standards (including gender, disability and other context-relevant dimensions)	Overall:	68% of ESPs/TEPs met at least 4 out of 5 quality standards	First milestone set for 2018	Baseline	Baseline	100%
	ESPs:	63% of ESPs met at least 4 out of 5 quality standards	First milestone set for 2018	Baseline		100%
	TEPs:	100% of TEPs met at least 4 out of 5 quality standards	First milestone set for 2018	Baseline		100%
Indicator	**Baseline** *(CY2014-2015; N = 19 sector plans (16 ESPs and 3 TEPs)*		**Milestone 2016**	**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
16.d Proportion of ESPs/TEPs with a strategy to improve efficiency that meets quality standards	Overall:	53% of ESPs/TEPs met at least 4 out of 5 quality standards	First milestone set for 2018	Baseline	Baseline	100%
	ESPs:	50% of ESPs met at least 4 out of 5 quality standards	First milestone set for 2018	Baseline		100%
	TEPs:	67% of TEPs met at least 4 out of 5 quality standards	First milestone set for 2018	Baseline		100%
(b) Enhance sector plan implementation through knowledge and good practice exchange, capacity development and improved monitoring and evaluation, particularly in the areas of teaching and learning and equity and inclusion						
Indicator	**Baseline** *(FY2015; N = 1 ESPIG application identified with data gaps to inform key indicators)*		**Milestone 2016**	**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
17. Proportion of DCPs or States with a data strategy that meets quality standards	n/a		Planned: 100%	Met	Met	100%
			Achieved: 100%			

COUNTRY-LEVEL OBJECTIVES - Strategic Objective 2: Support mutual accountability through effective and inclusive sector policy dialogue and monitoring							
(a) Promote inclusive and evidence-based sector policy dialogue and sector monitoring, through government-led local education groups and the joint sector review process, with participation from civil society, teachers organizations, the private sector and all development partners							
Indicator	**Baseline** *(CY2015; N = 35 JSRs)*		**Milestone 2016**		**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
18. Proportion of joint sector reviews (JSRs) meeting quality standards	Overall:	29% of JSRs met at least 3 out of 5 quality standards	Planned:	41%	Met	Met	90%
			Achieved:	45%			
	FCAC:	25% of JSRs met at least 3 out of 5 quality standards	Planned:	38%	Not met		90%
			Achieved:	36%			
(b) Strengthen the capacity of civil society and teacher organizations to engage in evidence-based policy dialogue and sector monitoring on equity and learning, leveraging social accountability to enhance the delivery of results							
Indicator	**Baseline** *(F20Y16; N = 61 LEGs)*		**Milestone 2016**		**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
19. Proportion of LEGs with (a) civil society and (b) teacher representation	Overall:	44% (a – 77%; b – 48%)	First milestone set for 2017		Baseline	Baseline	59%
	FCAC:	55% (a – 77%; b – 58%)	First milestone set for 2017		Baseline		70%

COUNTRY-LEVEL OBJECTIVES - Strategic Objective 3: GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency and learning						
(a) GPE financing is used to improve national monitoring of outcomes, including learning						
Indicator	**Baseline** *(FY2015; N = 53 active ESPIGs at the end of FY)*		**Milestone 2016**	**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
20. Proportion of grants supporting EMIS/learning assessment systems	Overall:	38%*	First milestone set for 2018	Baseline	Baseline	60%
	FCAC:	34%*	First milestone set for 2018	Baseline		51%
(b) GPE financing is used to improve teaching and learning in national education systems						
Indicator	**Baseline** *(FY2016; N=13 overall, 9 FCAC)*		**Milestone 2016**	**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
21. Proportion of textbooks purchased and distributed through GPE grants, out of the total planned by GPE grants	Overall:	74%*	First milestone set for 2017	Baseline	Baseline	90%
	FCAC:	71%*	First milestone set for 2017	Baseline		90%
Indicator	**Baseline** *(FY2016; N = 30 overall, 17 FCAC)*		**Milestone 2016**	**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
22. Proportion of teachers trained through GPE grants, out of the total planned by GPE grants	Overall:	86%*	First milestone set for 2017	Baseline	Baseline	90%
	FCAC:	83%*	First milestone set for 2017	Baseline		80%
(c) GPE financing is used to improve equity and access in national education systems						
Indicator	**Baseline** *(FY2016; N = 25 overall, 17 FCAC)*		**Milestone 2016**	**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
23. Proportion of classrooms built or rehabilitated through GPE	Overall:	65%*	First milestone set for 2017	Baseline	Baseline	80%
	FCAC:	71%*	First milestone set for 2017	Baseline		70%

grants, out of the total planned by GPE grants						

(d) The GPE funding model is implemented effectively, leading to the achievement of country-selected targets for equity, efficiency and learning

Indicator	Baseline *(FY2015; N = (a) 3 ESPIG applications; (b) 0 active ESPIGs with such performance indicators due for assessment in FY15)*		Milestone 2016		Milestone 2016 Status - By level	Milestone 2016 Status - Overall	Target 2020
24. Proportion of GPE program grant applications approved from 2015 onward: (a) identifying targets in Funding Model performance indicators on equity, efficiency and learning; (b) achieving targets in Funding Model performance indicators on equity, efficiency and learning	Overall:	(a) Not applicable (b) Not applicable	Planned:	(a) 95% (b) 90%	Met	Met	(a) 95% (b) 90%
			Achieved:	(a) 100% (b) 100%			
	FCAC:	(a) Not applicable (b) Not applicable	Planned:	(a) 90% (b) 90%	Met		(a) 90% (b) 90%
			Achieved:	(a) 100% (b) n/a			

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

Indicator	Baseline *(FY2016; N = 54 active ESPIGs at the end of FY)*		Milestone 2016	Milestone 2016 Status - By level	Milestone 2016 Status - Overall	Target 2020
25. Proportion of GPE program grants assessed as on-track with implementation	Overall:	80%*	First milestone set for 2017	Baseline	Baseline	85%
	FCAC:	77%	First milestone set for 2017	Baseline		83%

GLOBAL-LEVEL OBJECTIVES - Strategic Objective 4: Mobilize more and better financing

(a) Encourage increased, sustainable and better coordinated international financing for education by diversifying and increasing GPE's international donor base and sources of financing

Indicator	Baseline *(FY2015)*	Milestone 2016		Milestone 2016 Status - By level	Milestone 2016 Status - Overall	Target 2020
26. Funding to GPE from non-traditional donors (private sector and those who are first-time donors to GPE)	5.0 million USD	Planned:	6.4 million USD	Met	Met	n/a
		Achieved:	6.4 million USD			

Indicator	Baseline ***(FY2015)***	Milestone 2016		Milestone 2016 Status - By level	Milestone 2016 Status - Overall	Target 2020
27. Percentage of donors pledges fulfilled	100% of pledges fulfilled	Planned:	100%	Met	Met	100%
		Achieved:	100%			

Indicator	Baseline *(CY2010 – 2014; N = 21 donors)*	Milestone 2016	Milestone 2016 Status - By level	Milestone 2016 Status - Overall	Target 2020
28. Proportion of GPE donors that have (a) increased their funding for education; or (b) maintained their funding	48% (a – 38%; b – 10%)*	First milestone set for 2017	Baseline	Baseline	56%

(b) Advocate for improved alignment and harmonization of funding from the Global Partnership and its international partners around nationally owned education sector plans and country systems							
Indicator	**Baseline** *(FY2015; N = 68 active ESPIGs at any point during FY)*		**Milestone 2016**		**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
29. Proportion of GPE grants aligned to national systems	Overall:	34% of ESPIGs meet at least 7 elements of alignment out of a total of 10	Planned:	37%	Not met	Not met	51%
			Achieved:	31%			
	FCAC:	27% of ESPIGs meet at least 7 elements of alignment out of a total of 10	Planned:	29%	Not met		38%
			Achieved:	26%			
Indicator	**Baseline** *(FY2015; N = 68 active ESPIGs at any point during FY)*		**Milestone 2016**		**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
30. Proportion of GPE grants using: (a) co-financed project or (b) sector pooled funding mechanisms	Overall:	40%* of ESPIGs are co-financed or sector pooled (a – 26%; b – 13%)	Planned:	34%	Met	Met	46%
			Achieved:	39%			
	FCAC:	32% of ESPIGs in FCAC are co-financed or sector pooled (a – 22%; b – 11%)	Planned:	32%	Met		42%
			Achieved:	35%			
(c) Support increased, efficient, and equitable domestic financing for education through cross-national advocacy, mutual accountability, and support for transparent monitoring and reporting							
Indicator	**Baseline** *(FY2015; N = 57 missions)*		**Milestone 2016**		**Milestone 2016 Status - By level**	**Milestone 2016 Status - Overall**	**Target 2020**
31. Proportion of country missions addressing domestic financing issues	Overall:	47%	Planned:	51%	Met	Met	65%
			Achieved:	70%			
	FCAC:	62%	Planned:	65%	Met		65%
			Achieved:	81%			

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

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

Indicator	Baseline *(FY2016; N = 70 respondents in 28 DCPs)*		Milestone 2016	Milestone 2016 Status - By level	Milestone 2016 Status - Overall	Target 2020
32. Proportion of (a) DCPs and (b) other partners reporting strengthened clarity of roles, responsibilities, and accountabilities in GPE country processes	**All respondents**				Baseline	
	DCPs:	n/a	First milestone set for 2017	Baseline survey		80%
	Other partners:	n/a	First milestone set for 2017	Baseline survey		80%
	Respondents in FCAC					
	DCPs:	n/a	First milestone set for 2017	Baseline survey		80%
	Other partners:	n/a	First milestone set for 2017	Baseline survey		80%

(b) Use global and cross-national knowledge and good practice exchange effectively to bring about improved education policies and systems, especially in the areas of equity and learning

Indicator	Baseline *(FY2015)*	Milestone 2016		Milestone 2016 Status - By level	Milestone 2016 Status - Overall	Target 2020
33. Number of policy, technical and/or other knowledge products developed and disseminated with funding or support from GPE	4	Planned:	6	Met	Met	64
		Achieved:	13			

(c) Expand the partnership's convening and advocacy role, working with partners to strengthen global commitment and financing for education

Indicator	Baseline *(FY2016)*	Milestone 2016	Milestone 2016 Status - By level	Milestone 2016 Status - Overall	Target 2020
34. Number of advocacy events undertaken with partners and other external stakeholders to support the achievement of GPE's strategic goals and objectives	11	First milestone set for 2017	Baseline	Baseline	65

(d) Improve GPE's organizational efficiency and effectiveness, creating stronger systems for quality assurance, risk management, country support, and fiduciary oversight

Indicator	Baseline *(FY2016; N = 12 audit reports)*	Milestone 2016	Milestone 2016 Status - By level	Milestone 2016 Status - Overall	Target 2020
35. Proportion of significant issues identified through audit reviews satisfactorily addressed	100%*	First milestone set for 2017	Baseline	Baseline	100%

Indicator	Baseline *(FY2015; N = 2,254.74 total work weeks)*	Milestone 2016		Milestone 2016 Status - By level	Milestone 2016 Status - Overall	Target 2020
36. Proportion of GPE Secretariat staff time spent on country-facing functions	28%	Planned:	32%	Met	Met	50%
		Achieved:	42%			

(e) Invest in monitoring and evaluation to establish evidence of GPE results, strengthen mutual accountability and improve the work of the partnership

Indicator	Baseline *(FY2016; N = 1 results report and 1 evaluation report)*	Milestone 2016	Milestone 2016 Status - By level	Milestone 2016 Status - Overall	Target 2020
37. Proportion of results reports and evaluation reports published against set targets	100%	First milestone set for 2018	Baseline	Baseline	100%