

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

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

(continued)

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

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

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

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

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

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

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

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

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

(continued)

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

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

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

Category I: Outcome indicators

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

Category II: Service-delivery indicators

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

Category III: Financing indicators

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

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

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

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

Appendix 3-2: Quality Standard for Transitional Education Plans³

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

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

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

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

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

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

LEGEND: ■ Met ■ Not Met

Indicator 16b: Strategy for teaching and learning

QS1: Evidence-based



QS2: Relevant



QS3: Coherent



QS4: Measurable



QS5: Implementable



Met at least 4 standards



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

QS2: Relevant

QS3: Coherent

QS4: Measurable

QS5: Implementable

Met at least 4 standards


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

Source: GPE Secretariat

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

LEGEND: ■ Met ■ Not Met

Indicator 16b: Strategy for teaching and learning

QS1: Evidence-based

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

QS2: Relevant

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

QS3: Coherent

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

QS4: Measurable

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

QS5: Implementable

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

Met at least 4 standards

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

(continued)

Indicator 16c: Strategy to respond to marginalized groups

QS1: Evidence-based

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

QS2: Relevant

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

QS3: Coherent

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

QS4: Measurable

Baseline (2014&15)	67% (2)	33% (1)
2016-2017	50% (1)	50% (1)

QS5: Implementable

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

Met at least 4 standards

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

(continued)

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

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

QS2: Relevant

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

QS3: Coherent

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

QS4: Measurable

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

QS5: Implementable

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

Met at least 4 standards

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

Source: GPE Secretariat

Appendix 3-6: Quality Standards for Joint Sector Review

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

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

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

Source: GPE Secretariat

Appendix 4-1: List of Advocacy Events in FY2017⁵

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

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

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

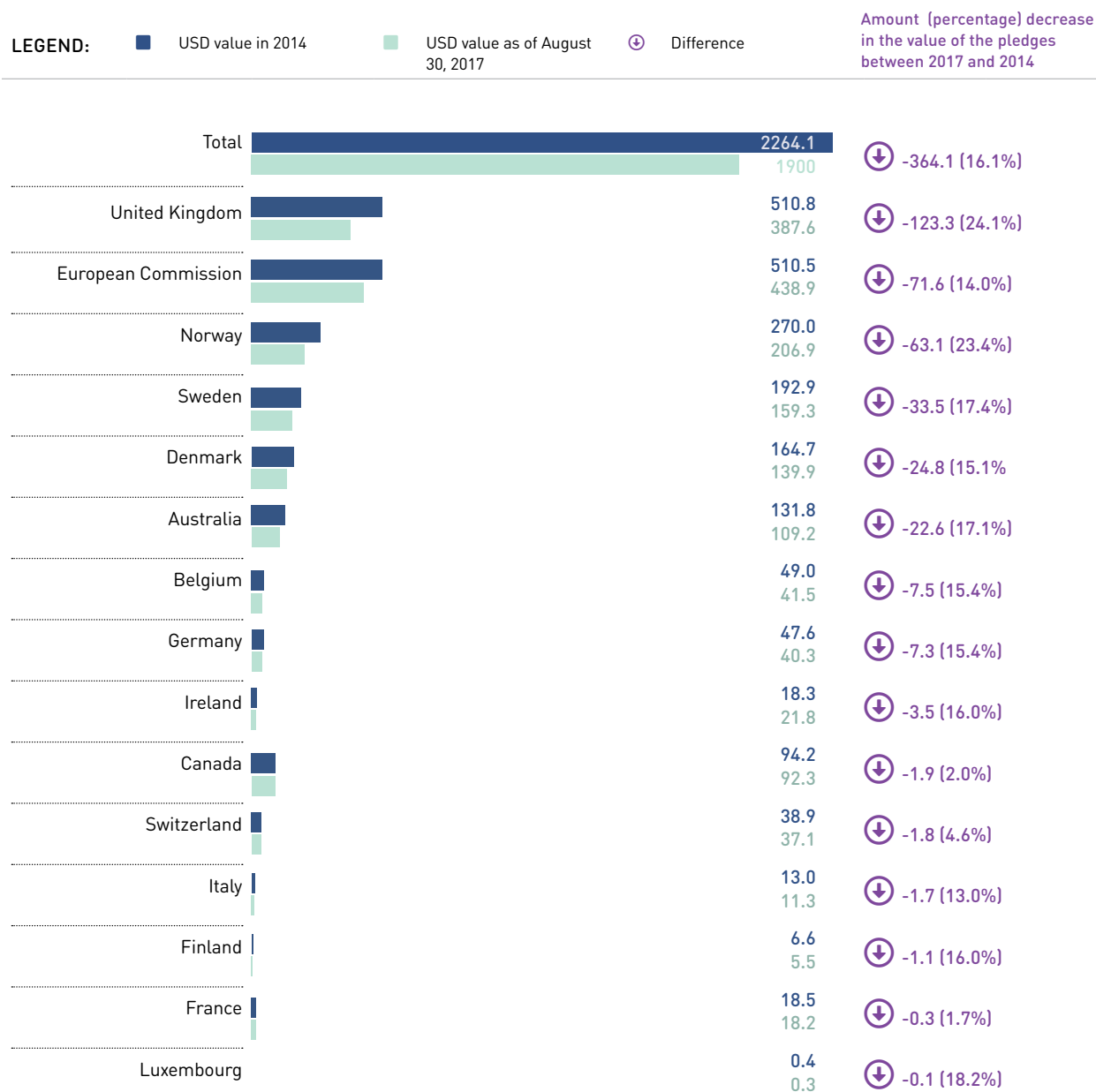
	Names of knowledge products developed	KPs developed solely by Secretariat	KPs developed by Secretariat in collaboration with partners	KPs developed solely by partners through GPE funding
1	Thematic Mapping: A selection of tools and resources for planning in countries affected by fragility and conflict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

(continued)

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

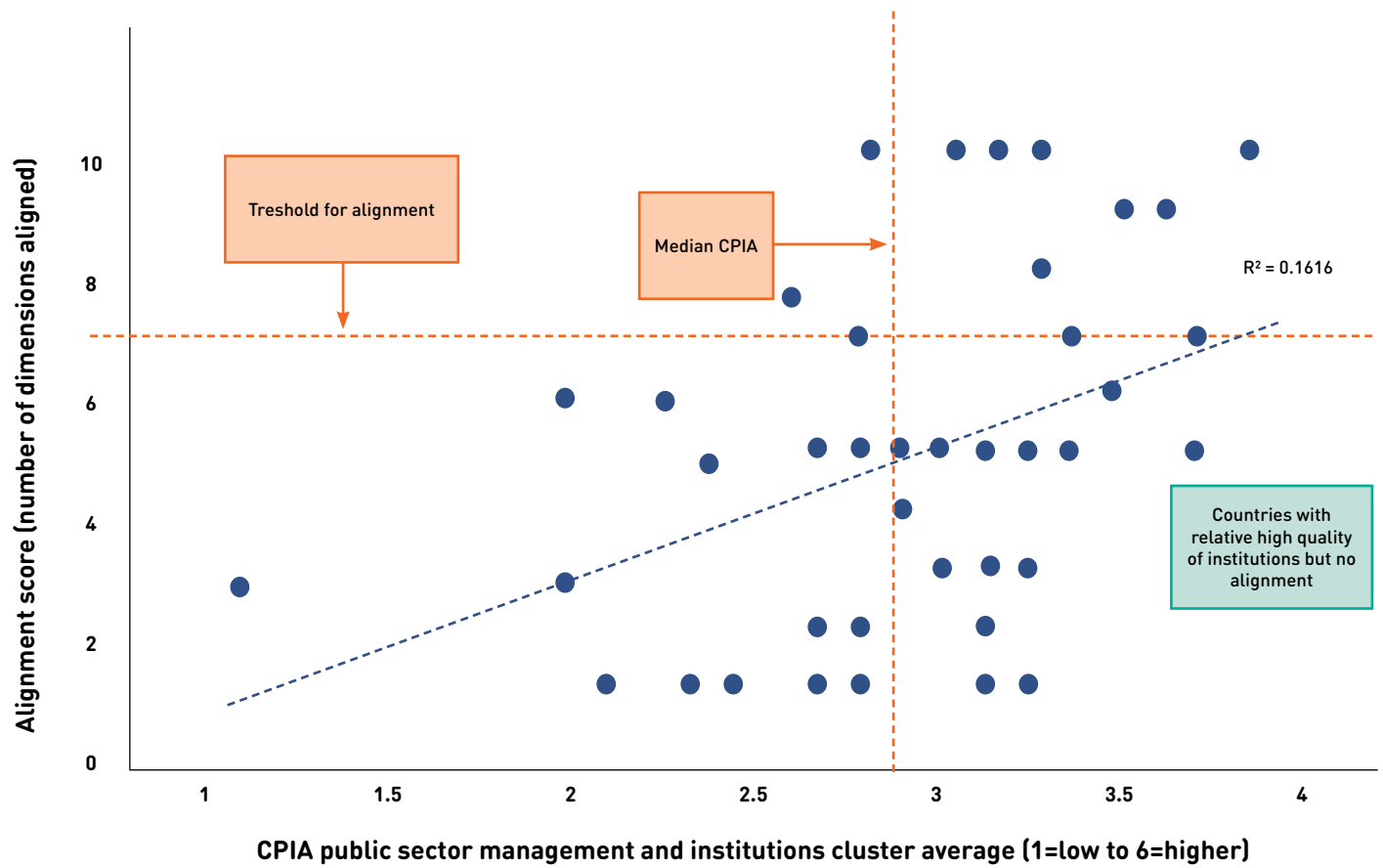
	Names of knowledge products developed	KPs developed solely by Secretariat	KPs developed by Secretariat in collaboration with partners	KPs developed solely by partners through GPE funding
12	Economic Impacts of Child Marriage: Work, Earnings and Household Welfare Brief			✘
13	Transferencias financieras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

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



Source: GPE Secretariat

Appendix 4-4: Alignment Score and CPIA⁷



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

⁷ World Bank [2016] World Development Indicators.

Appendix A: GPE 2020 Result Indicators⁸

IMPACT: Improved and more equitable learning outcomes Increased equity, gender equality and inclusion						
Strategic Goal 1: Improved and more equitable student learning outcomes through quality teaching and learning						
Indicator	Baseline CY2000-2015; N=20 DCPs (4 FCAC ⁹)		Milestone 2017	Milestone 2017 Status	Target 2020	
	1. Proportion of developing country partners (DCPs) showing improvement on learning outcomes (basic education)	Overall:			65%	First milestone set for 2018
	FCAC:	50%	First milestone set for 2018	Baseline	75%	
Indicator	Baseline CY2011-2014; N=22 DCPs (6 FCAC)		Milestone 2017	Milestone 2017 Status	Target 2020	
	2. Percentage of children under 5 years of age who are developmentally on track in terms of health, learning and psychosocial well-being	Overall:			66%	First milestone set for 2018
	FCAC:	62%	-	-	-	
	Female:	68%	First milestone set for 2018	Baseline	75%	
IMPACT: Improved and more equitable learning outcomes Increased equity, gender equality and inclusion						
Strategic Goal 2: Increased equity, gender equality and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity and conflict or fragility						
Indicator	Baseline CY2015; N=49 DCPs (24 FCAC)		Milestone 2017 CY2017; N=56 DCPs (28 FCAC)		Milestone 2017 Status	Target 2020
	3. Cumulative number of equivalent children supported for a year of basic education (primary and lower secondary) by GPE	Overall:	7.2 million	Planned:		
			Achieved:	18.5 million		
	FCAC:	5.6 million	Planned:	9.5 million	Met	n/a
			Achieved:	14 million		
	Female:	3.4 million	Planned:	8.3 million	Met	n/a
			Achieved:	8.8 million		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

12 Revised N for FCAC is 12.

13 Revised value is 25%.

OUTCOME: Strategic Goal 3: Effective and efficient education systems						
Strategic Goal 3: Effective and efficient education systems delivering equitable, quality educational services for all						
Indicator	Baseline 2013; N=55 DCPs (24 FCAC)		Milestone 2017 2015; N=49 DCPs (20 FCAC)		Milestone 2017 Status	Target 2020
	Overall:		Planned:			
12. Proportion of DCPs with pupil/trained teacher ratio below threshold (<40) at the primary level	Overall:	25%	Planned:	29%	Not met	35%
			Achieved:	24%		
	FCAC:	13%	Planned:	17%	Not met	21%
			Achieved:	15%		
Indicator	Baseline CY2010-2014; N=19 DCPs (12 FCAC)		Milestone 2017		Milestone 2017 Status	Target 2020
	Overall:					
13. Repetition and dropout impact on efficiency, as measured by the internal efficiency coefficient at the primary level in each DCP	Overall:	26%	First milestone set for 2018		Baseline	42%
	FCAC:	17%	Target set for 2020		Baseline	25%
Indicator	Baseline 2012-2013; N=61 DCPs (28 FCAC)		Milestone 2017 2014-2015; N=61 DCPs (28 FCAC)		Milestone 2017 Status	Target 2020
	Overall:		Planned:			
14. Proportion of DCPs reporting at least 10 of 12 key international education indicators to UIS (including key outcomes, service delivery and financing indicators as identified by GPE)	Overall:	30%	Planned:	38%	Not met	66%
			Achieved:	30%		
	FCAC:	32%	Planned:	39%	Not met	54%
			Achieved:	21%		
Indicator	Baseline CY2011-2015; N=60 DCPs (28 FCAC)		Milestone 2017		Milestone 2017 Status	Target 2020
	Overall:					
15. Proportion of DCPs with a learning assessment system within the basic education cycle that meets quality standards	Overall:	32%	First milestone set for 2018		Baseline	47%
	FCAC:	21%	First milestone set for 2018		Baseline	36%

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

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

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

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

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

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

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

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

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

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

Indicator	Baseline FY2015; N=53 active ESPIGs at the end of FY (29 in FCAC)		Milestone 2017		Milestone 2017 Status	Target 2020
20. Proportion of grants supporting EMIS/learning assessment systems	Overall:	38%	First milestone set for 2018		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 2017 FY2017; N=14 overall, (9 FCAC)		Milestone 2017 Status	Target 2020
21. Proportion of textbooks purchased and distributed through GPE grants, out of the total planned by GPE grants	Overall:	74%	Planned:	78%	Met	90%
			Achieved:	114%		
	FCAC:	71%	Planned:	76%	Met	90%
			Achieved:	118%		

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

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

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

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

Indicator	Baseline FY2015	Milestone 2017 FY2017		Milestone 2017 Status	Target 2020	
26. Funding to GPE from nontraditional donors (private sector and those who are first-time donors to GPE)	US\$5 million	Planned:	US\$8.5 million	Met	n/a	
		Achieved:	US\$10 million			
Indicator	Baseline FY2015; N=17 pledges	Milestone 2017 FY2017; N=22 pledges		Milestone 2017 Status	Target 2020	
27. Percentage of donor pledges fulfilled	100% of pledges fulfilled	Planned:	100%	Met	100%	
		Achieved:	100%			
Indicator	Baseline CY2010 – 2014; N=21 donors	Milestone 2017 CY2014-2016; N=21 donors		Milestone 2017 Status	Target 2020	
28. Proportion of GPE donors that have (a) increased their funding for education; (b) maintained their funding	48% (a – 38%; b – 10%)	Planned:	50%	Met	56%	
		Achieved:	62% (a – 57%; b – 5%)			
(d) Advocate for improved alignment and harmonization of funding from the Global Partnership and its international partners around nationally owned education sector plans and country systems						
Indicator	Baseline FY2015; N=68 active ESPIGs at any point during FY (37 in FCAC)		Milestone 2017 FY2017; N=57 active ESPIGs at any point during FY (34 in FCAC)		Milestone 2017 Status	Target 2020
29. Proportion of GPE grants aligned to national systems	Overall:	34% of ESPIGs meet at least 7 elements of alignment out of a total of 10	Planned:	41%	Not met	51%
			Achieved:	28%		
	FCAC:	27% of ESPIGs meet at least 7 elements of alignment out of a total of 10	Planned:	31%	Not met	38%
			Achieved:	24%		

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

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

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

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

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

Indicator	Baseline		Milestone 2017 FY2017 N =116 respondents in 20 DCPs (72 in 12 FCAC)		Milestone 2017 Status	Target 2020
32. Proportion of (a) DCPs and (b) other partners reporting strengthened clarity of roles, responsibilities and accountabilities in DCP processes	All respondents				Met	80%
	DCPs:	n/a	Planned:	65%		
			Achieved:	65%		
	Other partners:	n/a	Planned:	65%		
Achieved:			60%			

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

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

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

Appendix B: GPE Grants by Type and Amount

Grant Amount Allocated, FY2017

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

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

Cumulative From Inception¹⁶ to June 2017

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

Source: GPE Secretariat

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

Cumulative From Inception¹⁷ to December 2017

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

Source: GPE Secretariat

17 Ibid.

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

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

United Kingdom	988.1
Netherlands	645.4
Norway	412.6
Australia	386.1
Denmark	379.7
Spain	353.3
Sweden	328.0
European Commission	252.3
United States	198.5
Canada	169.5
France	115.8
Ireland	80.1
Belgium	75.8
Germany	72.6
Italy	44.9
Switzerland	43.5
Japan	24.8
Russia	15.2
Finland	7.5
Luxembourg	7.2
CIFF	6.0
Republic of Korea	2.1
Dubai Cares	1.0
Romania	0.7
Open Society Foundation	0.5
Rockefeller Foundation	0.4

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

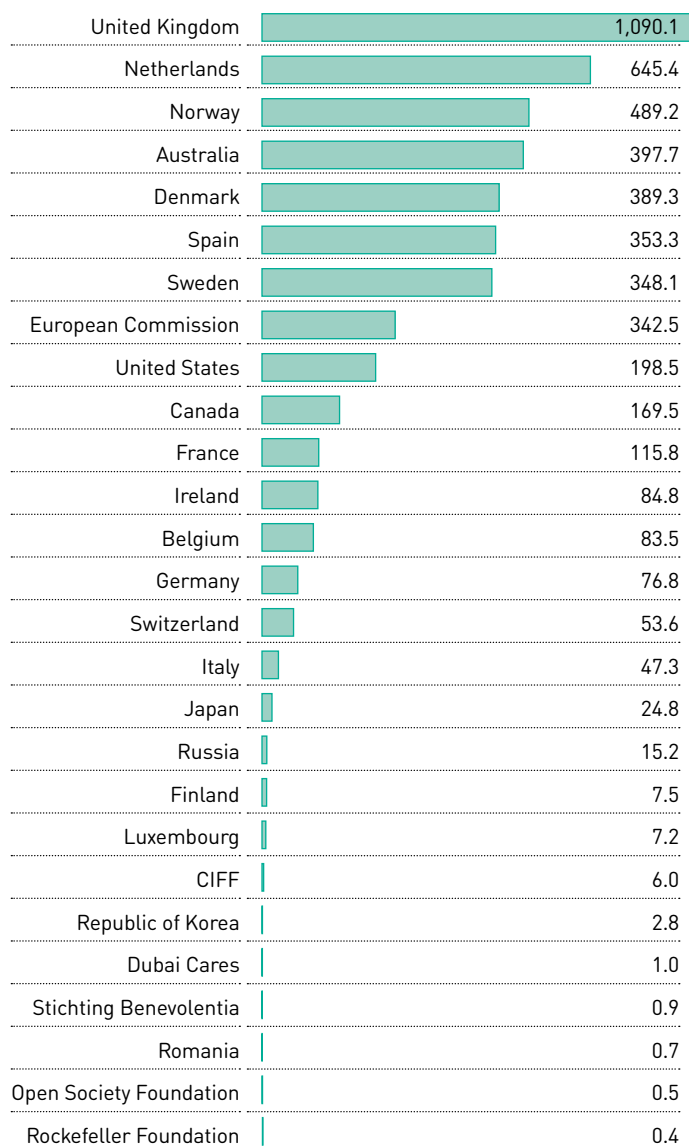
United Kingdom	95.6
United States	70.0
European Commission	64.2
Norway	58.1
Sweden	42.4
Denmark	38.5
Canada	22.4
France	17.2
Australia	15.3
Switzerland	9.9
Germany	7.6
Belgium	7.0
Ireland	4.4
Italy	4.3
Japan	1.9
Dubai Cares	1.0
CIFF	1.0
Republic of Korea	0.7
OSF (through AOSI)	0.5
Rockefeller Foundation	0.4

Source: GPE Secretariat

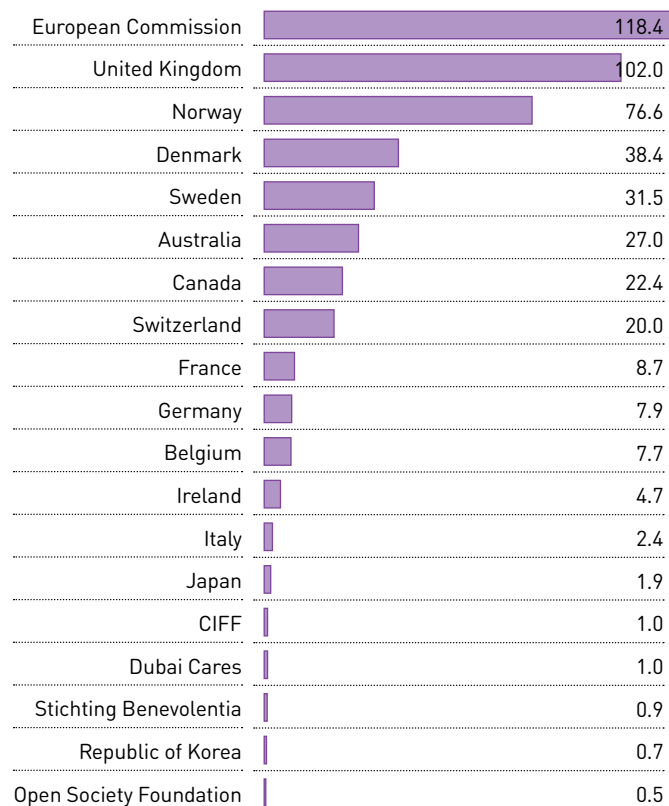
18 Different donors made their first contribution at different points in time between 2004 and 2017.

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

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



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



Source: GPE Secretariat

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

Appendix D: GPE Developing Country Partners as of March 2018²⁰

Low-Income Countries:

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

Small Island and Landlocked Developing States:

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

Vulnerable Lower-Middle-Income Countries:

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

Other Lower-Middle-Income Countries:

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

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

Albania; Georgia

Countries Eligible to Join GPE²¹:

Small Island and Landlocked Developing States

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

Vulnerable Lower-Middle-Income Countries

Myanmar; Syria

Other Lower-Middle-Income Countries

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

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

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

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

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

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

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

Appendix F-1: GPE Disbursements, FY2017 and Cumulative

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

Source: GPE Secretariat

Appendix F-2: GPE Disbursements, CY2017 and Cumulative

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

Source: GPE Secretariat

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

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

Source: GPE Secretariat

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

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

Source: GPE Secretariat

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

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






















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








Disbursement FY2017 (in US\$ Millions)²³

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

(continued)

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

Guyana		34.3
Mauritania		32.5
Lesotho		31.3
Lao People's Democratic Republic		30.0
Uzbekistan		28.8
Nigeria		28.0
Sierra Leone		25.2
Kyrgyz Republic		24.6
Zimbabwe		22.8
Bangladesh		20.0
Papua New Guinea		19.2
South Sudan		17.7
Timor-Leste		15.6
Djibouti		13.6
Somalia		13.2
Moldova		13.1
Guinea-Bissau		10.5
Eritrea		9.0
Sao Tome and Principe		4.7
Comoros		3.8
OECS (Caribbean Island States)		0.4

Djibouti		1.0
Comoros		1.0
Guyana		0.6
Sao Tome and Principe		0.5
OECS (Caribbean Island States)		0.4
Lao People's Democratic Republic		0.2
Vietnam		-0.3

Source: GPE Secretariat

Appendix F-6: GPE Disbursements by Country, CY2017 and Cumulative

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

Ethiopia	286.4
Madagascar	208.1
Rwanda	197.7
Mozambique	195.5
Burkina Faso	180.2
Kenya	172.6
Nepal	154.4
Senegal	124.3
Congo, DR	108.4
Malawi	97.5
Cambodia	95.9
Tanzania	94.8
Ghana	94.5
Vietnam	84.3
Guinea	83.4
Cameroon	81.9
Zambia	77.9
Yemen, Republic of	77.3
Benin	75.1
Sudan	69.0
Pakistan (Sindh)	65.7
Niger	65.7
Bangladesh	57.5
Togo	56.0
Afghanistan	55.7
Central African Republic	55.4
Chad	53.0
Nigeria	50.1
Gambia, The	48.0
Tajikistan	48.0
Mali	47.8
Haiti	46.1

Disbursement CY2017 (in US\$ Millions)

Pakistan	42.1
Bangladesh	37.5
Tanzania	36.6
Ethiopia	33.4
Nigeria	31.5
Kenya	27.3
Niger	20.6
Sudan	18.9
Cameroon	18.2
Republic of Yemen	17.1
Madagascar	17.0
South Sudan	13.3
Sierra Leone	12.7
Guinea	12.6
Benin	11.2
Uganda	10.4
Congo, DR	10.4
Uzbekistan	10.3
Mali	9.0
Senegal	8.6
Mozambique	8.5
Burkina Faso	8.4
Chad	7.6
Malawi	7.5
Burundi	6.1
Cambodia	5.8
Rwanda	5.0
Togo	4.1
Central African Republic	4.0
Kyrgyz Republic	3.0
Zimbabwe	2.7
Somalia	2.6

(continued)

Burundi		43.6	Mauritania		2.5
Uganda		42.1	Guinea-Bissau		2.4
Côte d'Ivoire		41.4	Eritrea		2.4
Benin		41.1	Tajikistan		1.9
Nicaragua		40.7	Côte d'Ivoire		1.9
Liberia		40.0	Gambia, The		1.6
Mongolia		39.3	Djibouti		1.4
Guyana		34.6	Comoros		1.0
Uzbekistan		34.3	Haiti		0.8
Mauritania		33.4	Guyana		0.5
Lesotho		31.6	Lao People's Democratic Republic		0.5
Lao People's Democratic Republic		30.4	OECS (Caribbean Island States)		0.4
Sierra Leone		29.6	Lesotho		0.4
South Sudan		28.2	Sao Tome and Principe		0.3
Kyrgyz Republic		26.5			
Zimbabwe		24.9			
Papua New Guinea		19.2			
Timor-Leste		15.6			
Djibouti		14.0			
Moldova		13.1			
Pakistan (Balochistan)		13.1			
Guinea-Bissau		11.4			
Eritrea		9.1			
Somalia (South Central)		7.3			
Tanzania (Zanzibar)		5.2			
Sao Tome and Principe		4.7			
Comoros		4.2			
Somalia (Somaliland)		4.2			
Somalia (Puntland)		2.1			
OECS (Caribbean Island States)		0.4			

Source: GPE Secretariat

Appendix G: Technical Notes on Indicator Data

1. **Baselines:** The year 2015 is the overall baseline year for the results framework, which will report on the achievement of the goals and objectives of GPE's strategic plan GPE 2020, covering the period 2016 to 2020. In some cases, due to data availability, the baseline was set at 2016. Ten indicators were revised baseline values in the 2015/16 Results Report because of improved availability of data.
2. **Milestones and targets:** For each indicator, 2020 end targets and milestones in intervening years were developed to assess whether GPE is on track to reach them.
3. **Periodicity:** In accordance with the nature of the data underpinning each indicator, source data can be based on the calendar year or on the Secretariat's fiscal year (July to June).
4. **Data sources:** Data sources vary; the results framework uses data from UNESCO Institute of Statistics (UIS), UNICEF and other partners, in addition to data generated by the Secretariat.
5. **Units of analysis:** Indicators have different units of analysis — e.g., children, developing country partners, grants, donors, technical reports, etc.
6. **Sample:** If the unit of analysis is a developing country partner, the sample consists of those countries that were developing country partners at baseline, in 2015 (i.e., 61 countries). If the unit of analysis is grant (indicators 20, 21, 22, 23, 24, 25, 29 and 30), all active grants in the reference fiscal year are included in the sample.
7. **Reporting cycle:** While some indicators are reported on every year, others are reported on only once every other year.
8. **Tolerance:** In the case of UIS-based, impact-level indicators that are reported in percentages, a 1 percentage point "tolerance" is applied to assessing achievement of milestones and targets (see point 10 below). Therefore, if GPE achievement is within 1 percentage point of its milestone or target, this will be considered to have been met within tolerance.
9. **Disaggregation:** Depending on the nature of the indicator, different types of disaggregation are applied. Typically, where the unit of analysis is a developing country partner, data are disaggregated by FCAC. Where the unit of analysis is children, data are disaggregated by gender.
10. **FCAC:** Though GPE revises the list of FCAC every year, the list from 2016 is used for the disaggregation of indicators, as the baseline and milestones and target set for 2020 are based on the FCAC list from 2016. However, the list of FCAC from 2017 is used for the disaggregation of grant-level indicators (indicator 20, 21, 22, 23, 24, 25, 29 and 30), to be consistent with other GPE publications (e.g., portfolio review).

11. **Core indicators:** Within the GPE results framework, a subset of 12 “core indicators” highlights the key results the partnership aims to achieve. These core indicators are shown in blue font in the results framework data tables presented in Appendix F.
12. **Achievement:** Overall results for each indicator are represented as green (fully met); yellow (met with tolerance); or red (not met) in Appendix A. Indicator milestones are reflected as met if the overall milestone is met, even though the milestone for disaggregated group(s) (i.e., FCAC and/or gender) is not met, or if the indicator milestone is met for one educational level (e.g., primary) but not met for the other educational level (e.g., lower secondary). In the latter cases, [not met] is indicated against the level of education for which the milestone was missed and the term ‘partially met’ is used in text to indicate such cases.
13. **Updated data:** Some indicator values for 2016 (as reported in the 2015/16 Results Report) have been revised as more updated data have become available. These updated data have been used in the figures and main texts in this report.
14. **Methodological notes:** Methodological notes for each indicator are available on GPE website. <http://www.globalpartnership.org/content/results-framework-methodology>

Appendix H: Revisions to Data Reported in the 2015/16 Results Report

Indicators 4, 5, 6, 7, 8, 12, and 14 of the results framework use data sourced from the UNESCO Institute for Statistics (UIS). As new data become available, imputation methodologies are revised and population data are updated, UIS revises indicator values. This includes revising data for past years. For instance, the value UIS reports in 2016 for the primary completion rate in DCPs in 2014 can differ from the value it reports in 2017, when more reliable data for 2014 become available. To avoid frequent revisions in baselines, milestones, and targets, GPE will not revise data for these indicators going backward in its results framework.

The table below presents indicator values for 2014 reported by UIS in July 2016 (published in the 2015/2016 Results Report), alongside indicator values for 2014 reported by UIS in July 2017.

Indicator			Milestone	
			Value reported in 2016	Value reported in 2017
4. Proportion of children who complete (a) primary education; (b) lower secondary education	Primary education	Overall	73.7%	
			73.2%	75.8%
		FCAC	69.3%	
			68.5%	68.8%
		Female	71.1%	
			70.8%	73.6%
	Lower secondary education	Overall	48.6%	
			49.5%	49.6%
		FCAC	41.9%	
			42.7%	42.6%
		Female	46.9%	
			47.0%	47.1%

(continued)

Indicator			Milestone	
			Value reported in 2016	Value reported in 2017
5. Proportion of GPE DCPs within set thresholds for gender parity index of completion rates for (a) primary education; (b) lower secondary education	Primary education	Overall	64%	
			64%	62%
		FCAC	54%	
			57%	54%
	Lower secondary education	Overall	52%	
			54%	49%
		FCAC	32%	
			34%	39%
6. Pre-primary gross enrollment ratio	Overall	29.0%		
		28.1%	36.1%	
		23.3%		
	FCAC	23.3%		
		22.1%	34.2%	
		28.3%		
Female	28.3%			
	27.5%	35.6%		
	21.9%			
7. Out-of-school rate for (a) children of primary school age; (b) children of lower secondary school age	Primary education	Overall	19.6%	
			19.8%	19.5%
		FCAC	25.0%	
			25.0%	26.0%
	Female	Overall	21.9%	
			22.3%	22.1%
		FCAC	25.0%	
			25.0%	26.0%

(continued)

Indicator			Milestone	
			Value reported in 2016	Value reported in 2017
7. Out-of-school rate for (a) children of primary school age; (b) children of lower secondary school age (continued...)	Lower secondary education	Overall	32.7%	
			32.4%	33.2%
		FCAC	37.2%	
			36.6%	40.9%
		Female	34.3%	
			34.2%	34.7%
8. Gender parity index of out-of-school rate for (a) primary education; (b) lower secondary education	Primary education	Overall	1.26	
			1.28	1.30
		FCAC	1.33	
			1.37	1.39
	Lower secondary education	Overall	1.10	
			1.11	1.10
	FCAC	1.17		
		1.19	1.15	
12. Proportion of DCPs with pupil/trained teacher ratio below threshold (<40) at the primary level		Overall	27%	
			29%	27%
		FCAC	13%	
			13%	14%
14. Proportion of DCPs reporting at least 10 of 12 key international education indicators to UIS (including key outcomes, service delivery and financing indicators as identified by GPE)		Overall	30%	
			43%	49%
		FCAC	32%	
			39%	43%

Appendix I: Indicators with missed milestones: 2016 and 2017

Milestone status in 2016		
	Met	Not Met
Milestone status in 2017	Met	5. a) Proportion of DCPs within set threshold for gender parity index of primary completion
	Not met	5. b) Proportion of DCPs within set threshold for gender parity index of lower secondary completion 8. a) Gender parity index of out-of-school rate for primary education 29. Proportion of GPE grants aligned to national system
	12. Proportion of DCPs with pupil/trained teacher ratio below threshold 14. Proportion of DCPs reporting key education indicators to UIS 18. Proportion of joint sector reviews meeting quality standards 30. Proportion of GPE grants using co-financed or sector-pooled funding mechanisms	

Note: Indicator 25 did not meet the milestone in 2017 and did not have milestone in 2016.

Milestone status for 2016 is based on UIS data reported in July 2017. (See Appendix H).