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RESULTS  
REPORT

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## Foreword

I am pleased to present the Global Partnership for Education's *Results Report 2020*, which demonstrates the progress we, as a partnership, have made in educating the world's most vulnerable children and provides the foundation for evaluating our work and charting a path forward. We release our report as the world reels from the devastating global pandemic COVID-19, which has caused hundreds of thousands of deaths and harmed the livelihoods of millions. To help save lives, more than 190 countries have closed their schools.

The hard-fought gains we have made in enrolling children and educating them now hang in the balance. That is why GPE launched a COVID-19 emergency fund and accelerated grants to help partner countries provide distance learning and prepare to safely reopen schools.

We also release our report during our strategic planning for the next five years and amid preparations to mobilize financing to deliver an ambitious new agenda. The results of our work in 2019 will shape new directions and spur a renewed commitment to increasing equity, inclusion and learning, improving the quality of teaching, advancing gender equality in and through education, and focusing on the most marginalized children.

The unfinished business highlighted in this report underscores the need for our next strategic plan to be bold, ambitious and innovative.

Results from the past year show that we are making progress in educating children, but that the pace of improvement needs to quicken. We achieved an increase in the number of children enrolled in early childhood education, shown to improve both learning outcomes and equity. The proportion of children completing primary school has improved, though not at a high enough rate. Improvement in completion rates have kept up with last year's trends, and the gender gap there has narrowed.

Despite these advances, it is simply unacceptable that so many millions of children were out of school even before the

pandemic struck, and that so many students are not learning enough to eventually get good jobs to support their families.

Girls are still disadvantaged on all of GPE's measures of access to education. Improvement in gender gaps across many indicators is too slow, especially for girls living in countries affected by fragility and conflict. This shortchanges not only the girls' right to education, but also the sizable impact on health outcomes and economic development that girls' education has. We simply have to do better. We *will* do better.

Teachers, of course, are the cornerstone of education. And here we recorded good progress, with more partner countries having more trained teachers in their classrooms. Again, progress on student-teacher ratios is weaker in countries affected by conflict or fragility. The results underscore the importance of recruiting, training and adequately paying teachers.

GPE implementation grants to our partner countries continue to perform strongly, and our grant support is weighted in favor of low-income countries and countries affected by conflict or fragility.

GPE is a true partnership and my fervent hope is that this report will enable us to hold each other accountable for achieving our common goals for the good of our children.

We are a decade away from the year that the world has committed to achieving Sustainable Development Goal 4 so that every girl and boy can learn to read, write and achieve her or his potential. At the rate we are going, it will take nearly a century, not a decade, to get there. None of us would agree that this is acceptable, and our report highlights the need for an exponential increase in progress in the years to come.



**Alice P. Albright**  
Chief Executive Officer  
Global Partnership for Education



## Acknowledgments

The Global Partnership for Education's *Results Report 2020* is a product of the Secretariat staff working with other partners to collect, systematize, analyze and make sense of information from across the partnership on an ongoing basis. It would not have been possible without this collaboration and cooperation across the Secretariat and the partnership.

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## Acronyms

<b>A4L</b>	Assessment for Learning	<b>KIX</b>	Knowledge and Innovation Exchange
<b>BELDS</b>	Better Early Learning and Development at Scale	<b>LEG</b>	local education group
<b>CPIA</b>	Country Policy and Institutional Assessment	<b>ODA</b>	official development assistance
<b>CSO</b>	civil society organization	<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>CY</b>	calendar year	<b>PASEC</b>	Programme d'Analyse des Systèmes Educatifs de la CONFEMEN
<b>DAC</b>	Development Assistance Committee	<b>PC</b>	partner country*
<b>ECCE</b>	early childhood care and education	<b>PCFC</b>	partner country affected by fragility and conflict*
<b>EMIS</b>	education management information system	<b>PFM</b>	public financial management
<b>EPR</b>	Effective Partnership Review / Effective Partnership Rollout	<b>PTTR</b>	pupil-trained teacher ratio
<b>ESP</b>	education sector plan	<b>TEP</b>	transitional education plan
<b>ESPDG</b>	education sector plan development grant	<b>TO</b>	teacher organization
<b>ESPIG</b>	education sector program implementation grant	<b>UIS</b>	UNESCO Institute for Statistics
<b>FY</b>	fiscal year	<b>UNESCO</b>	United Nations Educational, Scientific, and Cultural Organization
<b>GCI</b>	Gender at the Center Initiative	<b>UNGEI</b>	United Nations Girls' Education Initiative
<b>GPE</b>	Global Partnership for Education	<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>GRESP</b>	gender-responsive education sector planning	<b>UNICEF</b>	United Nations Children's Fund
<b>JSR</b>	joint sector review		

\* The GPE Secretariat previously used the term 'developing country partner (DCP)' to identify GPE member countries, but for this report, it was decided to shorten it to 'partner country (PC)'. In addition, instead of using 'countries affected by fragility and conflict (FCAC)' for GPE member countries in circumstances of fragility or conflict, we now use 'partner countries affected by fragility and conflict (PCFC)'.





# RESULTS AT A GLANCE

II	IMPACT	<b>GOAL 1</b> <b>Improved and more equitable learning outcomes</b> <b>#1</b> - Proportion of partner countries with improved learning outcomes.	<b>GOAL 2</b> <b>Increased equity, gender equality and inclusion</b> <b>#3</b> <b>24.8 M</b> GPE supported 24.8 million children since 2015.	<b>#4b</b> <b>52%</b> of children completed lower secondary education.	<b>#5b</b> <b>54%</b> of partner countries were at or close to gender parity in lower secondary completion.
		<b>#2</b> - Percentage of children under age 5 developmentally on track.	<b>#4a</b> <b>75%</b> of children completed primary education.	<b>#5a</b> <b>69%</b> of partner countries were at or close to gender parity in primary completion.	<b>#6</b> <b>41%</b> of pre-primary-age children enrolled in pre-primary education.
II	OUTCOME	<b>GOAL 3</b> <b>Effective and efficient education systems</b> <b>#10</b> <b>70%</b> of partner countries increased their share of education expenditure or maintained it at 20% or above.	<b>#11</b> - Equitable allocation of teachers.	<b>#12</b> <b>34%</b> of partner countries had fewer than 40 pupils per trained teacher.	<b>#13</b> - Repetition and dropout impact on efficiency.
		<b>OBJECTIVE 1</b> <b>Strengthen education sector planning and policy implementation</b> <b>#16a</b> - Proportion of education plans that meet quality standards.	<b>#16d</b> - Proportion of education plans with strategies to improve efficiency that meet quality standards.	<b>OBJECTIVE 2</b> <b>Support mutual accountability through inclusive policy dialogue and monitoring</b> <b>#18</b> <b>71%</b> of joint sector reviews met quality standards.	
II	COUNTRY-LEVEL	<b>#16b</b> - Proportion of education plans with teaching and learning strategies that meet quality standards.	<b>#17</b> <b>100%</b> of partner countries applying for GPE grant published data at national level.	<b>#19</b> <b>64%</b> of local education groups included civil society and teacher organizations.	
		<b>#16c</b> - Proportion of education plans with equity strategies that meet quality standards.			
		<b>OBJECTIVE 4</b> <b>Mobilize more and better financing</b> <b>#26</b> <b>\$49.5 M</b> contributed to GPE by nontraditional donors.	<b>#28</b> <b>76%</b> of GPE donors increased or maintained their official development assistance for education.	<b>#30</b> <b>31%</b> of GPE grants were cofinanced or sector pooled.	<b>OBJECTIVE 5</b> <b>Build a stronger partnership</b> <b>#32</b> <b>N/R</b> Proportion of partner countries and other partners reported strengthened clarity of roles.
II	GLOBAL-LEVEL	<b>#27</b> <b>100%</b> of donor pledges were fulfilled.	<b>#29</b> <b>36%</b> of GPE grants aligned with national systems.	<b>#31</b> <b>96%</b> of country missions addressed domestic financing.	<b>#33</b> <b>78</b> technical products were produced.

**#7a**  
**19%**  
of primary-school-age children were out of school.

**#7b**  
**30%**  
of lower-secondary-school-age children were out of school.

**#8a**  
**1.29**  
Primary-school-age girls were 1.29 times more likely than boys to be out of school.

**#8b**  
**1.11**  
Lower-secondary-school-age girls were 1.11 times more likely than boys to be out of school.

**#9**  
**51%**  
of partner countries improved substantially on the equity index since 2010.

**#14**  
**30%**  
of partner countries reported at least 10 of 12 key education indicators to UIS.

**#15**  
-  
Proportion of partner countries with a learning assessment system that meets quality standards.

**OBJECTIVE 3**  
**Ensure efficient and effective delivery of GPE support**

**#20**  
-  
Proportion of grants supporting EMIS and/or learning assessment systems.

**#23**  
**81%**  
Grants achieved 81% their target for classroom construction.

**#25**  
**86%**  
of grants were on track with implementation.

**#21**  
**107%**  
Grants achieved 107% of their target for textbook distribution.

**#24a**  
**100%**  
of grant applications identified variable part targets.

**#22**  
**96%**  
Grants achieved 96% of their target for teacher training.

**#24b**  
**100%**  
of grants achieved variable part targets.



Indicator status	Symbol
Annual milestone met	N N N N
Annual milestone not met	N
No 2019 milestone	N N
Reporting next year	- - -
Not reported	N/R

**#34**  
**75**  
of advocacy events were undertaken.

**#36**  
**48%**  
of Secretariat staff time was spent on country-facing functions.

**#35**  
**100%**  
of significant audit issues were addressed.

**#37**  
**100%**  
of results and evaluation reports were published.

\*Find the **GPE theory of change** on page 14. See detailed graphics, including trends over recent years and disaggregation by gender and fragility and conflict, for each indicator at the beginning of the chapters. See full results framework in [Appendix A](#).

## Executive Summary

The Global Partnership for Education (GPE) mobilizes global and national efforts to contribute to the achievement of equitable, quality education and learning for all. This report is the fourth of five annual results reports on the Strategic Plan 2016-2020 (GPE 2020). It presents progress against the results framework as well as the work of the partnership in 2019. Of the 37 indicators in the results framework, 28 were scheduled to report against the 2019 milestone, and the Results at a Glance on page 8 provides an overview of indicator performance. As GPE prepares its next five-year strategic plan, the challenges and successes documented in this monitoring report will inform its direction.

### **IMPACT LEVEL: ACCESS, EQUITY AND LEARNING**

GPE monitors sector-level results in access and learning across partner countries to track progress toward the partnership's strategic goals at the impact level. These results are trending in the right direction, but the pace must pick up, and will require the concerted and coordinated efforts of all partners. The proportion of children completing basic education continues to improve, although progress at the primary level is slower than previously estimated. The proportion of children completing primary school across partner countries has increased steadily from 72 percent at the 2015 baseline to 75 percent against the 2019 milestone. While girls and children in partner countries affected by fragility and conflict (PCFCs) are less likely to finish school, both groups are gaining ground and gaps in access are narrowing at the primary level. Progress since the 2015 baseline has been stronger at the lower secondary level than at the primary level, with the proportion of children completing school rising from 48 percent to 52 percent and the gender gap shrinking as well. However, the rate of improvement has been leveling off since 2016, and children in PCFCs are still at a significant disadvantage.

Girls are disadvantaged on average on all the indicators that measure girls' and boys' outcomes, and gender gaps are narrowing slowly. Girls in PCFCs face even greater challenges:

Less than 65 percent complete primary school, and only 41 percent complete lower secondary. At the same time, there are four partner countries with fewer than 85 boys for every 100 girls completing primary school and five such for lower secondary school.

GPE contributes to the advancement of equity, gender equality and inclusion in education through technical and financial support to sector planning and implementation as well as through a variety of global and regional efforts. The implementation grants active as of June 2019 allocated more than US\$379 million to activities specifically promoting equity, gender equality and inclusion.

Gender mainstreaming of GPE's country operations continues to advance into a number of areas, from grant guidance to quality assurance. GPE has supported 28 partner countries to engage in gender-responsive education sector planning workshops co-convened with the United Nations Girls' Education Initiative (UNGEI) and partners. GPE is also providing funding for an expanded suite of support, to include the development of additional gender-responsive sector planning tools and minimum standards for gender-responsive implementation grants. This work is designed to complement the G7 Gender at the Center Initiative (GCI), which supports gender equality in and through education systems.

GPE also prioritizes expanding support for the inclusion of children with disabilities in quality education. In 2019, the Secretariat finalized "Leaving No One Behind," a Knowledge and Innovation Exchange (KIX) discussion paper on equity and inclusion, and the related concept note listing areas for investment, and then performed a review of equity and inclusion in education sector analyses, plans and program implementation grants across partner countries. In addition, GPE commissioned a study from the UNESCO Institute for Statistics (UIS) outlining how global data from the UIS and national data from education management information systems (EMIS) could be better used to monitor inclusive education.

Early childhood care and education (ECCE) is a crucial investment to improve not only outcomes for children but equity, as it reduces the impact of social inequality on educational outcomes. Pre-primary enrollment has continued to rise, reaching 41 percent at the 2019 milestone, up from 39 percent the previous year, with nearly as many girls as boys enrolling. In addition to technical and financial assistance to partner countries, GPE's support for ECCE at the global level advanced on multiple fronts in 2019. The Better Early Learning and Development at Scale (BELDS) initiative is well underway with a US\$1.3 million grant to UNICEF to strengthen education sector planning for early childhood education through in-country capacity building and learning exchange, and it will be scaled up further in 2020. The KIX discussion paper on ECCE was completed in fiscal year 2019 following extensive consultation, and a free five-week massive open online course, *Mainstreaming Early Childhood Education into Education Sector Planning*, produced in collaboration with UNESCO and UNICEF, debuted in fall 2019.

GPE places a high priority on supporting partner countries affected by fragility and conflict, which account for nearly half of all partner countries at the time of writing. GPE weights its funding allocations toward PCFCs so that these countries get more support from the outset: As of December 2019, 76 percent of all active implementation grant allocations were for PCFCs. In December 2019, the Board approved an expansion of accelerated funding to enable eligible countries to access additional financing. GPE also promotes the inclusion of refugees and displaced children in national education systems. In December 2019, GPE, Education Cannot Wait and the World Bank announced a joint pledge to improve the coordination and financing of the Global Compact on Refugees, in support of education for refugees and host communities.

Improved learning outcomes are the first strategic goal in GPE 2020. Since data on learning, including learning outcomes and learning assessment systems, are next scheduled for reporting against the 2020 target, no new data are available for reporting in this interim year; the most recent analyses can be found in *Results Report 2019*. However, GPE's efforts to support learning have seen several important advancements in 2019. The implementation grants active as of June 2019 allocated more than US\$442 million to activities to improve learning, and 95 percent of grants supported learning assessment systems or EMIS. In October 2019, GPE launched the Analysis of National Learning Assessment Systems (ANLAS), a toolkit to support countries in conducting comprehensive analysis of their learning assessment systems.

## OUTCOME LEVEL: EFFICIENT EDUCATION SYSTEMS

A key component of support to improved equity and learning is strengthening education systems. A strong education system has accurate and timely data to inform sound policy. It also

requires sufficient financial and human resources, efficiently used, to ensure effective policy implementation. The implementation grants active as of June 2019 allocated more than US\$423 million to activities supporting system strengthening, including technical assistance, school grants, teacher training and data systems.

Robust domestic financing is a cornerstone of a strong education system, and GPE requires partner countries applying for implementation grants to commit to maintaining the share of their expenditure on education at or above 20 percent, or to increase education spending toward the 20 percent benchmark, and tracks execution on this commitment. In 2018 (the most recent year for which data are available), 70 percent of partner countries with available data maintained education expenditure at or above 20 percent or increased the share of their education expenditure from the 2015 baseline. This represents an increase over the previous year, but progress on this point has been erratic since the baseline. Still, the total volume of public expenditure among partner countries increased by US\$4.8 billion between 2015 and 2018. In 2019, 96 percent of Secretariat missions to partner countries addressed domestic financing issues, up from 83 percent in the previous year.

Thirty percent of partner countries reported at least 10 out of 12 key indicators to the UIS in 2019, down from 34 percent in 2018. This indicator has not been improving steadily since the 2015 baseline, but of the 43 countries reporting fewer than 10 indicators to the UIS in 2019, 19 are reporting eight or nine. Overall, reporting on education finance and service delivery indicators, especially by level of education, seems to be a challenge for most partner countries.

In addition to leveraging its funding model to help partner countries fill gaps in data reporting, GPE partners with other organizations at the international level to strengthen data systems. In 2018 and 2019, the Secretariat convened the multi-stakeholder Education Data Solutions Roundtable to leverage government, civil society, private sector and development partners' expertise to improve the availability and use of accurate and timely data for education planning both in developing countries and at the global level. In response to the bottlenecks identified by partner countries affecting their education data systems, the roundtable developed recommendations for sustainable solutions and capacity-building strategies, and two partnerships between GPE and private sector companies were announced in September 2019 to take these forward.

Recognizing the central importance of quality teachers, GPE provides significant support to teacher training and tracks the ratio of students per trained teacher in primary education. In 2019, 34 percent of partner countries with data available had a pupil-trained teacher ratio below 40, up from 25 percent in 2015. On average, PCFCs register 68 students per trained teacher, compared with 45 for non-PCFCs. Despite the overall

progress in partner countries, there is a need for continued effort on teacher training, especially in PCFCs.

### **COUNTRY-LEVEL OBJECTIVES: SECTOR PLANNING, MONITORING AND POLICY DIALOGUE**

The quality of education sector plans is a key focus for GPE, and this is monitored along multiple dimensions. While the next formal reporting is scheduled against the 2020 target, an interim update found 100 percent of plans meeting minimum required quality standards in 2018-2019. The “achievable” quality standard still lags behind the rest, met by 62 percent of these plans. The proportion of plans meeting the GPE benchmark for quality teaching and learning, equity and efficiency strategies has continued to improve, at 92, 92 and 100 percent, respectively. From the inception of GPE’s education sector plan development grant in 2012 through December 2019, GPE has granted US\$32.3 million to partner countries to support the planning process, and the overall quality of plans has been improving since the beginning of GPE 2020.

Joint sector reviews (JSRs) are critical to the monitoring of plan implementation, and the average quality of JSRs rose substantially in 2019. Seventy-one percent of the JSRs assessed met sufficient quality standards, reflecting substantial improvement over previous years. While the cause has not been formally evaluated, increased attentiveness to JSRs across the partnership, especially by partner country governments, may have contributed to this progress. Representatives from 13 partner countries attended JSR peer-learning events facilitated by the Secretariat in 2019, resulting in improvements for many of the participant countries. About half of partner countries still do not hold JSRs, however, and significant additional efforts are required to see further improvements in both the frequency and quality of JSRs. Recent country-level evaluations have identified important issues with regard to plan implementation and monitoring, such as the need for stronger sector monitoring data collection and use, and the Board approved a new funding window for JSRs in December 2019.

GPE partner countries have continued to improve on the degree of stakeholder participation and inclusion in local education groups (LEGs). The proportion of countries and federal states with both civil society organizations and teacher organizations represented in their LEGs increased to 64 percent in 2019, up from 59 percent in 2018 and 44 percent at the 2016 baseline.

### **GLOBAL-LEVEL OBJECTIVES: FINANCING AND PARTNERSHIP**

Since its inception in 2002, GPE has allocated US\$5.5 billion to 175 implementation grants in 63 partner countries, and the countries with the greatest needs are prioritized for these funds. In 2019, 60 percent of all implementation grant disbursements went to partner countries affected by fragility and conflict, 85 percent to partner countries in Sub-Saharan Africa, and 69 percent to low-income partner countries.

Of the implementation grants active as of June 2019, 34 percent of total funding for active implementation grants in fiscal year 2019 was allocated for activities related to learning, 29 percent to activities supporting equity, and 33 percent to activities related to system strengthening. Since the approval of the new funding model in 2014, 24 grants have adopted results-based financing. The overall performance of implementation grants remains positive, with 86 percent rated as on track with implementation. The most common causes for delays are external risks outside the control of the program, such as conflict and political instability.

The alignment and harmonization of implementation grants continues to be a challenge. In fiscal year 2019, only 36 percent of grants were aligned with the partner country system, representing no change from the previous year, although the volume of aligned funding was at 42 percent. The proportion of grants that were cofinanced or used sector-pooled funding has decreased slowly from 40 percent in fiscal year 2015 to 31 percent in fiscal year 2019. Since 2017, however, the partnership has been implementing an alignment road map in relevant partner countries, and the GPE Multiplier grant is expected to yield increased cofinancing as the grants cofinanced through this new incentive become active.

In 2019, donors contributed US\$566 million to GPE, recording the second-highest annual contribution since GPE’s inception. The cumulative contributions by nontraditional donors, such as foundations or nonmembers of OECD-DAC, dramatically increased in fiscal year 2019 to US\$50 million, up from US\$12 million the previous fiscal year.

Taken together, these results show that despite challenges, the partnership is making progress overall, but that this progress must be accelerated to bring Sustainable Development Goal 4 within reach. How to do this effectively is the focus as GPE develops its new strategic plan through 2025, to deliver on our commitment to inclusive and equitable quality education for all children.

## Introduction

The Global Partnership for Education (GPE) is a multi-stakeholder partnership and fund dedicated to improving education in the world's poorest countries, and those with the most children out of school. Founded in 2002, the partnership is designed to harness the power of collaboration among developing countries, donor countries, civil society, foundations, the private sector and youth (represented through civil society organizations) to support inclusive and quality education for all.

The partnership is nearing the conclusion of GPE 2020, its strategic plan for the 2016-2020 period that outlines an ambitious course of action to achieve three strategic goals:

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

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

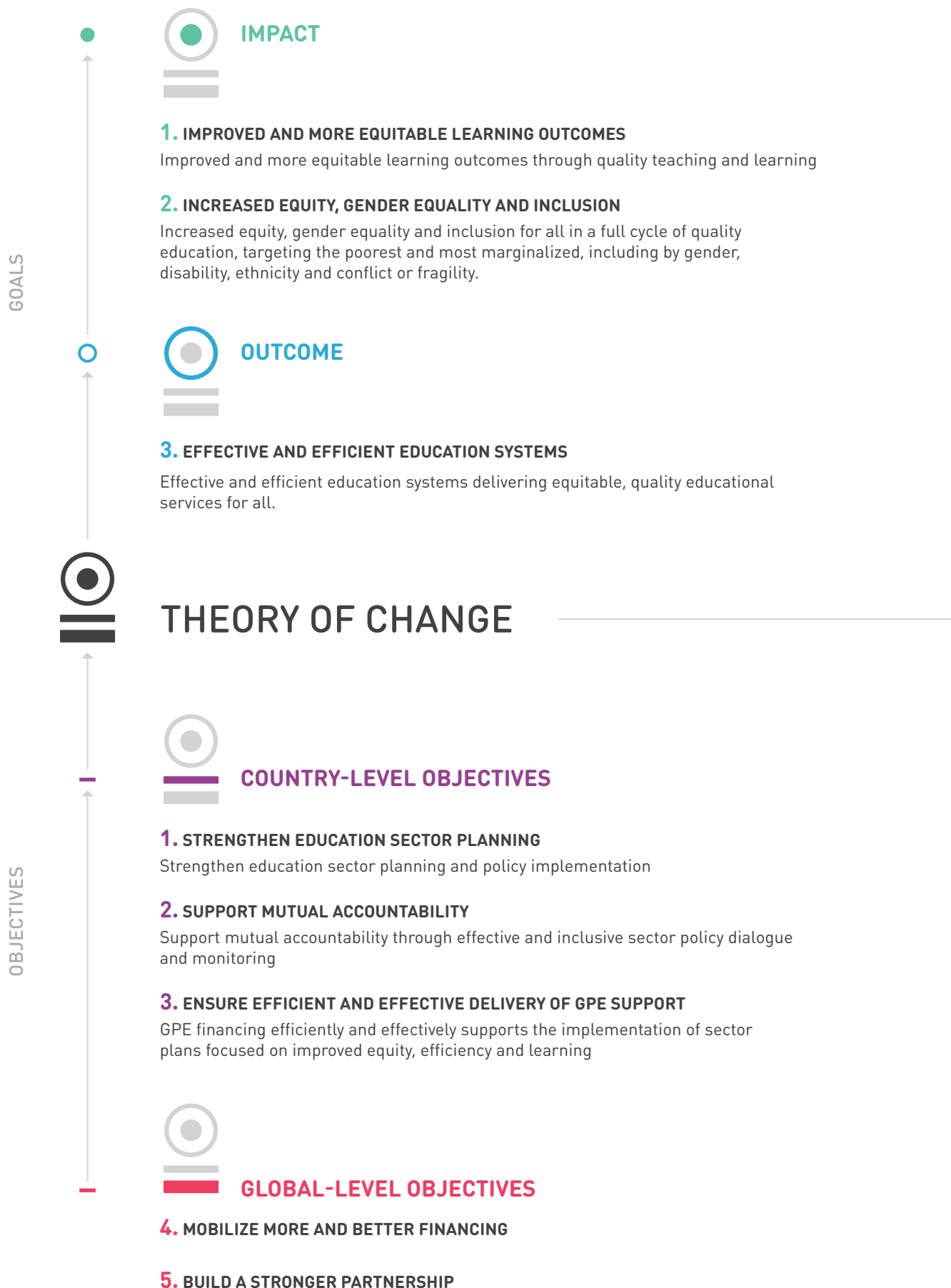
This is the fourth annual results report for GPE 2020. It presents progress and achievements of the partnership as measured against the milestones set for 2018-2019 in its results framework. It also notes where improvements are needed and highlights the key actions the partnership is taking to contribute to the realization of its three strategic goals. The findings in this report, together with global evidence and GPE's evaluations, are informing GPE's work currently underway on its new strategy for the 2021-2025 period. This report is thus a

monitoring tool to inform the partnership about progress and challenges and to facilitate decision making about course direction changes as needed. It is not intended to evaluate GPE's impact—that role is performed by a portfolio of evaluations, as planned in the monitoring and evaluation strategy. However, when available, the report mobilizes the results of these evaluations to complement its findings and inform its message to the partnership.

### **GPE'S THEORY OF CHANGE AND RESULTS FRAMEWORK**

Developed in 2015 to guide GPE 2020, GPE's theory of change articulates the pathway to achieve the first goal: improved and more equitable student learning outcomes. The theory of change posits that a strengthened national education system (Goal 3) is a prerequisite to achieving improved learning outcomes (Goal 1) and improving equity, gender equality and inclusion (Goal 2). Strengthened, effective and efficient national education systems, in turn, are supported through (1) quality education sector planning and policy implementation, (2) mutual accountability and inclusive policy dialogue, and (3) efficient delivery of GPE financing, which comprise GPE's three country-level strategic objectives.

At the global level, GPE's strategic objectives are to (1) mobilize more and better financing, and (2) build a stronger partnership. Activities underpinning the global strategic objectives form the bedrock of the partnership for a strong interlocking of finance, knowledge, and coordinated actions of diverse stakeholders in support of GPE 2020. The theory of change is accompanied by a results framework, which encompasses a set of 37 indicators for GPE's strategic goals and objectives. Each indicator is associated with a set of milestones to track the partnership's progress between 2015 and 2020 (see [Appendix A](#)). Data for these indicators are collected from the partner countries and from international databases such as the UNESCO Institute for Statistics, as well as from the GPE Secretariat.





## STRUCTURE OF THE 2020 RESULTS REPORT

The four chapters in this report are organized according to the theory of change. The first two chapters focus on GPE's strategic goals: learning and equity in [Chapter 1](#), and education systems in [Chapter 2](#). [Chapter 3](#) is dedicated to Strategic Objectives 1 and 2, on strengthening education sector planning and policy implementation, and mutual accountability. Finally, [Chapter 4](#) reports on Strategic Objectives 3, 4 and 5: GPE grants, mobilizing more and better financing for education, and building a stronger partnership. The presentation of the indicators does not follow a strict order to facilitate some important connections between different aspects of the theory of change. For example, Indicator 20 on grants supporting education management information systems and/or learning assessment systems would normally be categorized under Strategic Objective 3, but because it is an important element of supporting learning, it is discussed in Chapter 1.

## UNDERSTANDING THE RESULTS PRESENTED

It is useful to understand the results presented within the context of how GPE 2020 and its theory of change work, and the data available.

- › Most of the outcome and impact data available to GPE on the strategic goals, mobilized through the UNESCO Institute for Statistics, household surveys and learning assessment programs, are at least two years old, owing to the time needed for data collection, cleaning, analysis and publication. As such, some 2019 data reflect results in 2017, which in turn reflect actions taken before 2017. However, these data provide critical information about the education outcome trends across partner countries, and the key challenges education sectors are facing. The

lower levels of the theory of change, characterized by five strategic objectives, specify how the strategic goals are supported through the operational and advocacy work of GPE. Data on these objectives are generally collected by the Secretariat and are more recent, from the last calendar or fiscal year. These also are areas where, in most cases, decisions made by the partnership can translate rapidly in its operational work and show progress in implementation during the time frame of GPE 2020.

- › This results report presents new data on slightly fewer indicators this year, due to the reporting schedules of the results framework for GPE 2020. Indicators 1, 2, 11, 13, 15, 16 and 20 are not reported annually;<sup>1</sup> they will be presented in next year's results report. However, interim updates for Indicators 16 and 20 have been provided in [Chapter 3](#) and [Chapter 1](#), respectively.
- › GPE adopted a new results-based funding model in 2014 and started implementing it progressively in 2015. By December 2019, 38 implementation grants (three in 2015, five in 2016, five in 2017, sixteen in 2018, and nine in 2019) had been awarded under the funding model adopted by the GPE Board in May 2014. Therefore, the indirect effects of GPE's funds and ways of working are likely to be evident beyond 2020 as well.

A final note: The GPE Secretariat previously used the term 'developing country partner (DCP)' to identify GPE member countries, but for this report, it was decided to shorten it to 'partner country (PC)'. In addition, instead of using 'countries affected by fragility and conflict (FCAC)' for GPE member countries in circumstances of fragility or conflict, we now use 'partner countries affected by fragility and conflict (PCFC)'.

1. These indicators are as follows: 1. Proportion of partner countries showing improvement on learning outcomes; 2. Percentage of children under five years of age who are developmentally on track in health, learning and psychosocial well-being; 11. Equitable allocation of teachers, as measured by the relationship (R<sup>2</sup>) between the number of teachers and the number of pupils per school in each partner country; 13. Repetition and dropout impact on efficiency, as measured by the internal efficiency coefficient at the primary level in each partner country; 15. Proportion of partner countries with a learning assessment system within the basic education cycle that meets quality standards; 16a. Proportion of endorsed (a) education sector plans (ESPs) or (b) transitional education plans (TEPs) 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; and 20. Proportion of grants supporting education management information systems (EMIS) and/or learning assessment systems.

A first-grade student at the blackboard, Felege Abay Elementary School, Bahar Dar, Ethiopia.

Credit: GPE/Kelley Lynch



CHAPTER

1

Equity, Gender Equality  
and Inclusion in Access to Education,  
and Support to Equity and Learning

# RESULTS AT A GLANCE

IMPACT

## GOAL 1

Improved and more equitable learning outcomes

#1

Proportion of partner countries with improved learning outcomes.

-

#2

Percentage of children under age 5 developmentally on track.

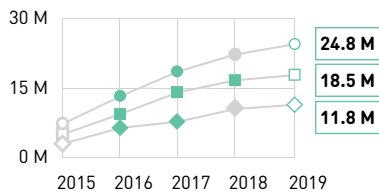
-

## GOAL 2

Increased equity, gender equality and inclusion

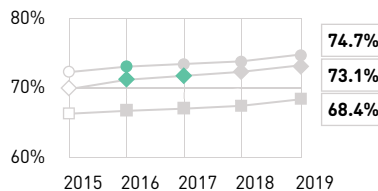
#3

GPE supported 24.8 million children since 2015.



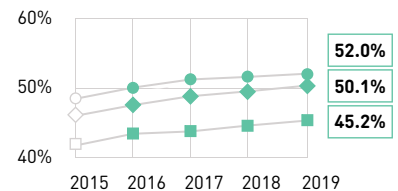
#4a

75% of children completed primary education.



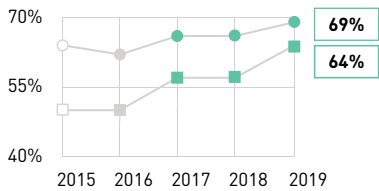
#4b

52% of children completed lower secondary education.



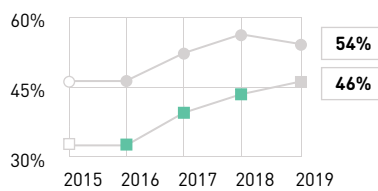
#5a

69% of partner countries were at or close to gender parity in primary completion.



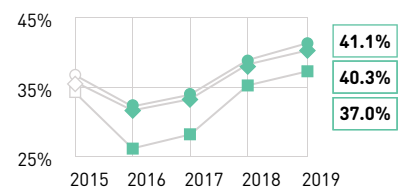
#5b

54% of partner countries were at or close to gender parity in lower secondary completion.



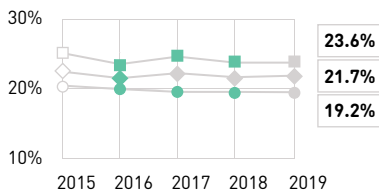
#6

41% of pre-primary-age children enrolled in pre-primary education.



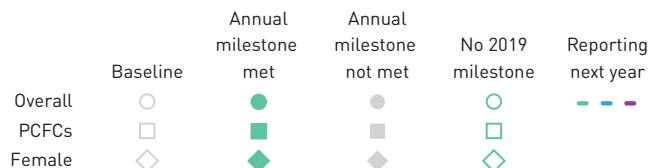
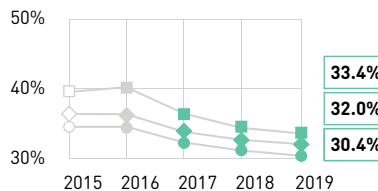
#7a

19% of primary-school-age children were out of school.



#7b

30% of lower-secondary-school-age children were out of school.

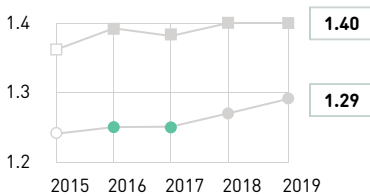


\*Past actual values for Indicators 4–8 have been retrospectively updated here. Original values appear in [Appendix A](#).

IMPACT

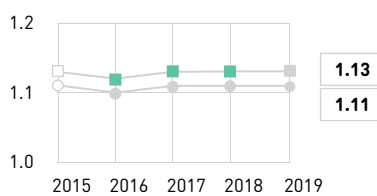
#8a

Primary-school-age girls were **1.29 times more likely** than boys **to be out of school**.



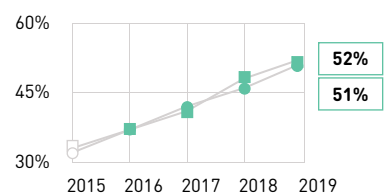
#8b

Lower-secondary-school-age girls were **1.11 times more likely** than boys **to be out of school**.



#9

**51% of partner countries** improved substantially on the **equity index since 2010**.



OUTCOME

GOAL 3

Effective and efficient education systems

#15

Proportion of **partner countries with a learning assessment system** that meets quality standards.

-

COUNTRY-LEVEL

OBJECTIVE 3

Effective and efficient GPE financing

#20

Proportion of grants **supporting EMIS and/or learning assessment systems**.

-

KEY FINDINGS

- > **Completion rates are improving overall, including for girls and in PCFCs, though progress at the primary level is slower than previously estimated.** Since 2015, primary completion rates improved by 2.5 percentage points overall, 3.2 percentage points for girls and 2.2 percentage points for PCFCs.
- > **Parity between girls and boys completing school is improving at both primary and lower secondary levels in PCFCs.** Since 2015, the proportion of PCFCs nearing equal numbers of girls and boys completing rose from 50 percent to 64 percent for primary, and from 32 percent to 46 percent for lower secondary.
- > **Too many children are still out of school, as education systems struggle to keep pace with population growth.** Nearly one in five young children are out of primary school, and that has not changed substantially since the 2015 baseline. Almost one in three children are out of lower secondary school, but that number has fallen by more than 4 percentage points since 2015 overall—and by more than 6 percentage points for PCFCs.
- > **Forty-one percent of young children attend pre-primary education, up from 36 percent in 2015.** There is nearly gender parity in pre-primary enrollment, with girls only slightly disadvantaged.
- > **Between 2015 and 2019, GPE grants have supported the equivalent of 24.8 million students:** 22.6 million in primary school and 2.2 million in lower secondary.
- > The partnership's emphasis on improving data is evident in **95 percent of active grants in 2019 supporting data systems.**
- > GPE implementation grants active as of June 2019 allocated over **US\$379 million to activities specifically promoting equity, gender equality and inclusion, and over US\$442 million to activities to improve learning.**

## Equity, Gender Equality and Inclusion in Access to Education, and Support to Equity and Learning

Equity and learning are at the heart of GPE's work, with strategic goals focusing on improved and more equitable learning outcomes, and on increased equity, gender equality and inclusion. This chapter reports on progress on a variety of facets of equity in access to education, including numbers of children in school and completing basic education, as well as early childhood care and education, with a special focus on gender equality and on partner countries affected by fragility and conflict (PCFCs). Since data on learning, including learning outcomes and learning assessment systems, are next scheduled for reporting against the 2020 target, no new data are available for reporting in this interim year; the most recent analyses can be found in *Results Report 2019*.<sup>2</sup> However, GPE's efforts to support learning, including an interim update on implementation grant funding for learning and data systems, are included in this chapter.

### 1.1. Equity in completion of basic education

#### COMPLETION RATES (Indicator 4)

Indicator 4 measures the proportion of children who complete (a) primary education and (b) lower secondary education. Overall primary completion rates have increased from 72.2 percent at baseline to 74.7 percent against the 2019 milestone, and have increased each year in that time. Moreover, primary completion rates for girls have grown at a pace that has equaled or exceeded that of children overall since the baseline, and primary completion rates for PCFCs have grown at a pace that has equaled or exceeded that of children overall since the 2017 milestone.

Although equity in primary completion rates is moving in the right direction, new data suggest that progress in primary completion is weaker than previously estimated. In October 2019, the UNESCO Institute for Statistics (UIS) released revised retrospective data for completion rates,<sup>3</sup> pre-primary enrollment rates, and out-of-school rates (Indicators 4, 6 and

7, respectively) based on updated population data estimates from the United Nations Population Division. These data also inform gender parity indicators on completion rates and out-of-school rates (Indicators 5 and 8). The milestones and 2020 targets for these indicators were selected based on prior estimates, and the new data show primary completion rates below these, as well as a slower rate of progress (Figure 1.1a).<sup>4</sup>

Lower secondary completion rates show good progress, meeting the milestone for 2019 overall and for PCFCs (Figure 1.1b). While the milestone for girls was missed for 2019, the rate of improvement over the previous year exceeded that of children overall, indicating that girls are gaining lost ground.

On average across GPE partner countries, girls are still disadvantaged in primary and lower secondary completion (Figures 1.1a and 1.1b), though the gender gap is narrowing slightly in lower secondary completion rates. Girls in PCFCs are especially disadvantaged: With a primary completion rate of 64.6 percent and a lower secondary completion rate of 41.1 percent, they fall dramatically below both the average for all children in PCFCs and the average for girls overall against the 2019 milestone. Compared

2. GPE, *Results Report 2019* (Washington, DC: Global Partnership for Education, 2019), <https://www.globalpartnership.org/content/results-report-2019>.

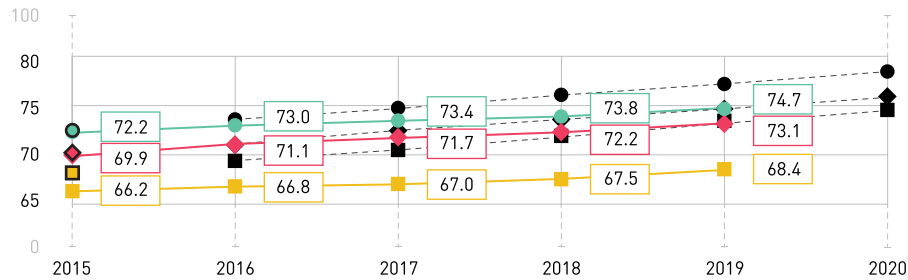
3. Updated completion rates are shown for all years based on updated population data for all affected indicators listed above. In Figure 1.1a, they reflect the fact that some partner countries have had higher populations of primary-school-age children than originally estimated, particularly in PCFCs such as Pakistan, Afghanistan and Kenya. Since completion rates are taken as a percentage of all children of completion age in a country, higher populations mean lower completion rates, given the same number of children completing school. The slower pace of progress on primary completion indicates that universal primary education is even more distant.

4. For details on any indicator methodology, replace X with the number of the indicator in the following link: <https://www.globalpartnership.org/content/methodology-sheet-gpe-result-indicator-X>.

FIGURE 1.1.

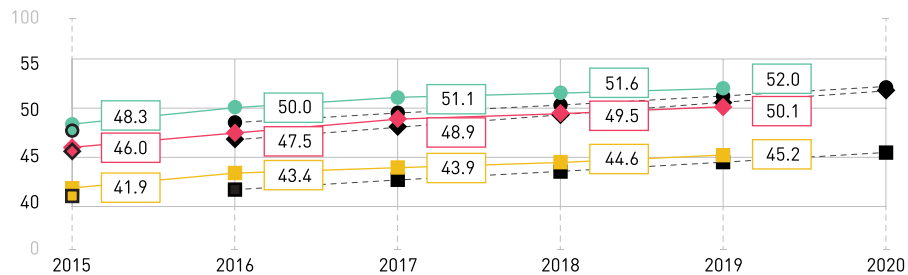
### A: NEW DATA SHOW SLOW BUT STEADY IMPROVEMENT IN PRIMARY COMPLETION RATES.

Proportion of children who complete primary education



### B: LOWER SECONDARY COMPLETION RATES ARE INCREASING, THOUGH GIRLS ARE STILL BEHIND.

Proportion of children who complete lower secondary education



	Milestone	Actual	Original baseline
Overall	●	●	●
PCFCs	■	■	■
Female	◆	◆	◆

Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2019).

Note: GPE does not revise official baselines; these are represented above as "Original Baseline." Originally reported data for years 2016–2018 can be found in [Appendix A](#).

to the previous year, this gap has grown at the primary level but shrunk at the lower secondary level.<sup>5</sup>

#### GENDER PARITY IN COMPLETION RATES (Indicator 5)

Another way to measure progress toward gender equality is through a gender parity index, which shows how girls are doing compared with boys on a given indicator, such as completion rates. Indicator 5 counts the number of countries with gender parity indexes for completion rates that come within

a set threshold of about 10 percent of the accepted range for gender parity.<sup>6</sup>

The proportion of partner countries near gender parity on completion of primary education met the 2019 milestones both overall and for PCFCs (Figure 1.2a). The proportions above translated to a gain of two countries out of 61 nearing parity, both of which were PCFCs that rose into the set threshold (Eritrea and Liberia). Both 2019 milestones were missed for gender parity in lower secondary completion (Figure 1.2b), however, with a net decrease of one country overall. One PCFC (Liberia) rose into the threshold,

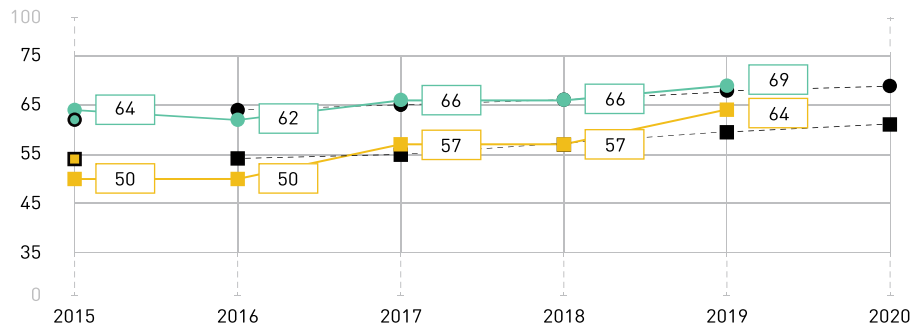
5. At the primary level, completion rates for girls in PCFCs increased by 0.89 percentage points over the previous year, compared to 0.92 for all children in PCFCs and 0.97 for girls overall. At the lower secondary level, completion rates for girls in PCFCs increased by 0.80 percentage points over the previous year, compared with 0.65 for all children in PCFCs and 0.51 for girls overall.

6. A gender parity index divides girls' results by boys' results to get a ratio—the closer this ratio is to 1, the more even the results are across girls and boys. Indicator 5 uses the threshold of 0.877–1.123, which represents coming within about 10 percent of the accepted range for gender parity of 0.97–1.03. Counting the number of countries within this wider range provides useful information about progress toward parity across the partnership.

FIGURE 1.2.

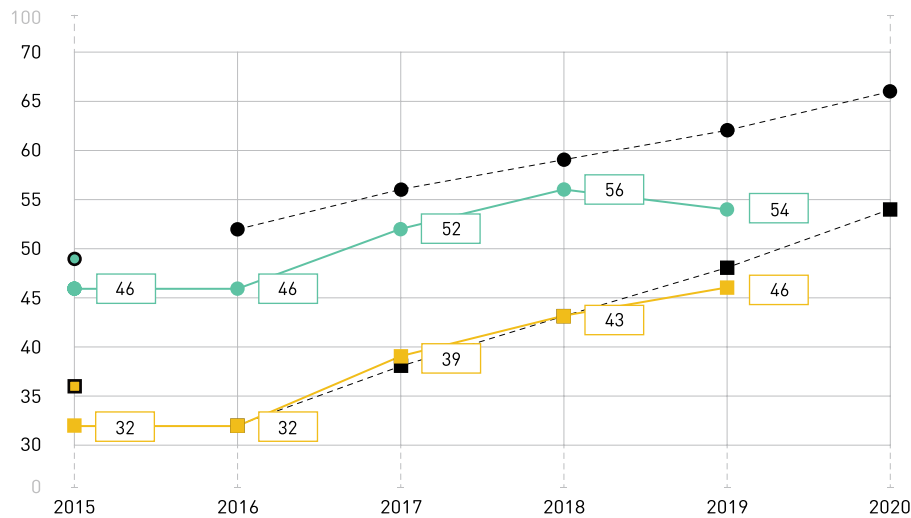
**A: THERE IS GOOD PROGRESS ON GENDER PARITY IN PRIMARY COMPLETION, ESPECIALLY FOR PCFCs.**

Proportion of partner countries within set thresholds for gender parity index of completion rates for primary education



**B: DESPITE PROGRESS IN PCFCs, MILESTONES ARE MISSED FOR GENDER PARITY IN LOWER SECONDARY COMPLETION.**

Proportion of partner countries within set thresholds for gender parity index of completion rates for lower secondary education



Milestone    Actual    Original baseline  
 Overall      ●        ●        ●  
 PCFCs        ■        ■        ■

Source: GPE compilation based on updated data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (latest data available 2017–13).

Note: GPE does not revise official baselines; these are represented above as “Original Baseline.” Originally reported data for years 2016–2018 can be found in Appendix A.

meaning that girls’ disadvantage was decreasing, while Bhutan and Senegal exceeded the threshold, as more girls than boys completed school.<sup>7</sup> Here we see PCFCs outperforming

non-PCFCs with regard to trends, as gains for girls in non-PCFCs are more likely to result in a slight advantage for girls than they are in PCFCs.<sup>8</sup>

7. Note: The current threshold for nearing gender parity represents a range of 877 to 1,123 girls for every 1,000 boys. So while the highest possible ratio of girls to boys inside the threshold is 1.123, the highest possible ratio of boys to girls inside the threshold is 1.140 (1,000/877). This means that the current threshold is more sensitive to boys’ disadvantage in completion than to girls’ disadvantage. A threshold that used the same 1.123 ratio for boys to girls as girls to boys would correspond to a gender parity index range of 0.877-1.140, and would include four additional partner countries at the lower secondary level: Nicaragua, Rwanda, Senegal and Tanzania.

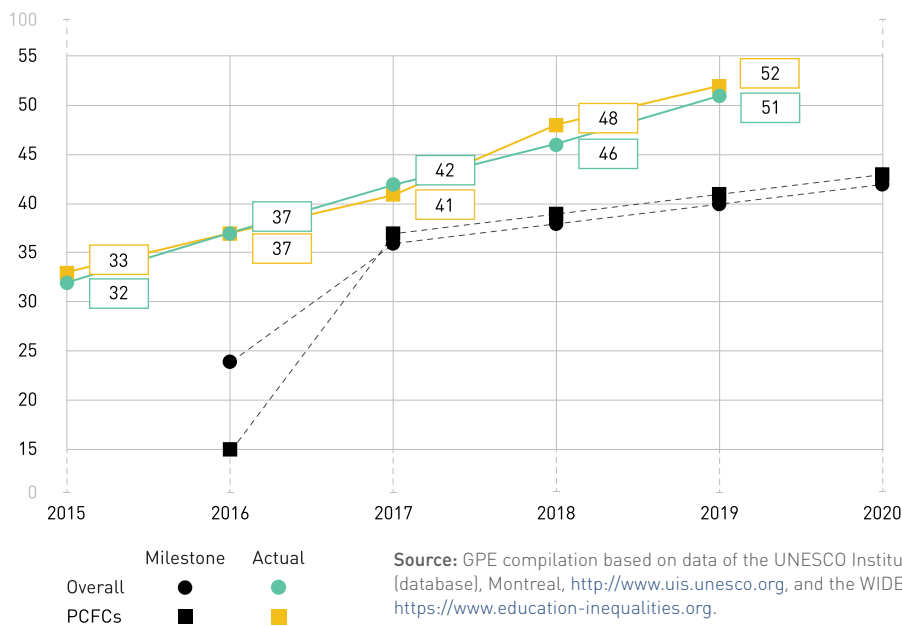
8. This may be due in part to a phenomenon in which stronger education systems may correlate with higher girls’ completion rates: More non-PCFCs than PCFCs are having girls complete lower secondary school, to the point where girls outnumber boys by more than 1.12 to 1. See S. Psaki, K. McCarthy, and B. Mensch, “Measuring Gender Equality in Education: Lessons from Trends in 43 Countries,” *Population and Development Review* 44, no. 1 (March 2018): 117-42, [https://knowledgecommons.popcouncil.org/departments\\_sbsr-pgy/485/](https://knowledgecommons.popcouncil.org/departments_sbsr-pgy/485/), and UNESCO, *Gender Review: Creating Sustainable Futures for All*, Global Education Monitoring Report 2016 (Paris: UNESCO, 2016).



FIGURE 1.3.

**GAINS IN EQUITY CONTINUE ACROSS PARTNER COUNTRIES.**

Proportion of partner countries with an equity index that has increased at least 10 percent since 2010



### THE EQUITY INDEX: LOWER SECONDARY COMPLETION RATES BY GENDER, LOCATION AND WEALTH (Indicator 9)

Indicator 9 of the GPE results framework tracks the performance of partner countries on the equity index each year and takes note of how many have improved at least 10 percent since 2010. The equity index provides a measure of equity in lower secondary completion rates in 59 partner countries with available data, by averaging the three parity indexes: girls to boys, rural to urban, and the poorest 20 percent of households to the richest 20 percent.<sup>9</sup> In combining these three measures, the equity index provides a snapshot of how level the playing field may or may not be for all children within a given country to receive a full cycle of basic education.

Although new data were available only on the gender parity index, they still resulted in steady increases against the 2019 milestone for Indicator 9, as the equity index of three additional partner countries (including one PCFC) has now increased at least 10 percent since 2010 [Figure 1.3].

Examining country-level data on the equity index and its component parity indexes reveals a dramatic yet complex pattern

of disparities in lower secondary completion rates for children based on whether they come from the richest or poorest households, live in urban or rural areas, and whether they are boys or girls. Moreover, the ways these factors combine tend to be predictable on average—in that the poorest rural girls are usually left farthest behind—but the degree of disparity can vary a lot from one country to the next. More details on these dynamics can be found in GPE's *Results Report 2019*, including in Figure 2.6 of that report, illustrating the variance across countries in the disparity between completion rates for urban girls from the wealthiest quintile of the population and rural girls from the poorest quintile.

## 1.2. Out-of-school children

### OUT-OF-SCHOOL RATES (Indicator 7)

Too many children are still out of school: 58.5 million are out of primary school and 61.1 million are out of lower secondary, worldwide. Of these children, 75 percent and 57 percent, respectively, live in GPE partner countries. As many developing

9. Each component of the equity index always divides the rates of the more disadvantaged group by those of the advantaged group: In the relatively few countries where more girls complete lower secondary school than do boys, for example, boys' rates are divided by girls'. This way, unlike with traditional gender parity indexes used elsewhere in this chapter, the parity index never exceeds 1. No GPE partner country has any record of the poorest children with higher lower-secondary completion rates than the wealthiest, and no partner country has reported higher rates for rural children since 2006. GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org>, and the WIDE database, <https://www.education-inequalities.org>.

**BOX 1.1.****GPE SUPPORT TO EQUITY: AFGHANISTAN**

In Afghanistan, despite remarkable increases in enrollment from 2002 to 2017, geographical disparity and gender inequality remain a grave concern. In eight provinces, more than 70 percent of school-age girls are out of school. Half of the country's schools operate without permanent buildings, and parents are reluctant to send their girls to schools that lack boundary walls and adequate sanitation facilities. In light of this situation, the current GPE-funded project (2018–2024), through the World Bank, aims to increase access to basic education in rural areas, especially for girls, in selected lagging provinces. The project supports the construction of 1,946 schools: permanent buildings with latrines and water wells. In addition, it provides schools with grants to undertake interventions to address local demand and supply-side constraints. Interventions may include provision of female hygiene products or transportation to and from school for female students and teachers.

*Source: IDA, Project Appraisal Document on a Proposed Grant in the Amount of SDR 71.2 million (US\$100 Million Equivalent) and a Proposed Grant from the Afghanistan Reconstruction Trust Fund in the Amount of US\$100 Million and a Proposed Grant from the Global Partnership For Education in the Amount of US\$98 Million to the Islamic Republic of Afghanistan for the EQRA Project (Washington, DC: World Bank, 2018), <http://documents.worldbank.org/curated/en/835181538364643803/pdf/Afghanistan-Eqra-project-appraisal-document-pad-P159378-09112018.pdf>.*

country populations continue to grow larger and younger, their education systems struggle to keep pace, and additional social, economic and other barriers to access persist. Indicator 7 tracks the proportion of (a) children of primary school age and (b) children of lower secondary school age who are out of school.<sup>10</sup> The newly revised data (see discussion in Section 1.1) show that lower secondary out-of-school rates were higher at baseline than previously estimated; nonetheless, recent milestones have been met for partner countries overall and PCFCs, though girls' rates are still 0.8 percentage points above the milestone (Figure 1.4b). Progress on lower secondary out-of-school rates for all groups is steady. This is not the case for primary out-of-school rates, however, with milestones missed for all groups, and rates essentially stagnant over the past year (Figure 1.4a).

Across GPE partner countries, on average, more girls than boys are still out of primary and lower secondary school, and girls in PCFCs are especially disadvantaged, particularly at the primary level. At the 2019 milestone, 27.6 percent of girls were out of primary school in PCFCs, and 35.4 percent were out of lower secondary school—much higher than the rates shown in Figure 1.4.

**GENDER PARITY IN OUT-OF-SCHOOL CHILDREN (Indicator 8)**

Indicator 8 tracks the average gender parity index of out-of-school-rates: what proportion of girls are out of school versus what proportion of boys are out of school, on average across the partnership. The updated data show that girls' disadvantage in access to lower secondary has remained essentially unchanged since the baseline (girls being 11 percent and 13 percent are more likely to be out of school overall and in PCFCs, respectively, than boys), and has been getting worse at the primary level (where girls are 29 percent and 40 percent more likely to be out of school overall and in PCFCs, respectively).<sup>11</sup> The 2019 milestones were missed for both groups at both levels of education.

However, since taking an average across countries allows instances of girls' disadvantage to cancel out instances of boys' disadvantage mathematically, it can mask disparities. A clearer picture is revealed by looking at the country-level values. Substantial gender disparities with regards to out-of-school children persist in 71 percent of partner countries with data available at the primary level: Forty percent have

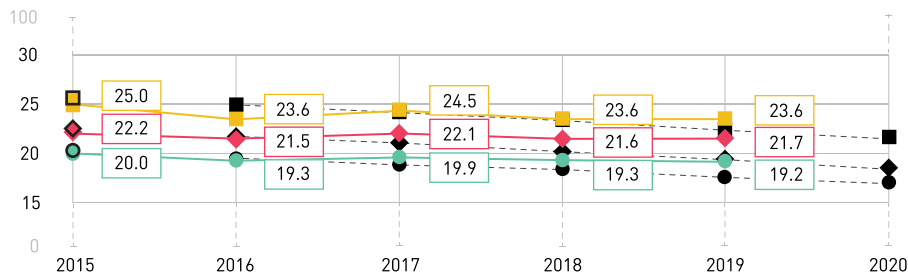
10. Out-of-school rates track the number of primary-school-age children who are not in primary school, as a proportion of all primary-school-age children; the same principle applies for lower secondary. Unlike completion rates, they are sensitive to whether children are enrolling at the intended age, and this may be one reason why their progress is slower.

11. GPE compilations based on revised data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2019).

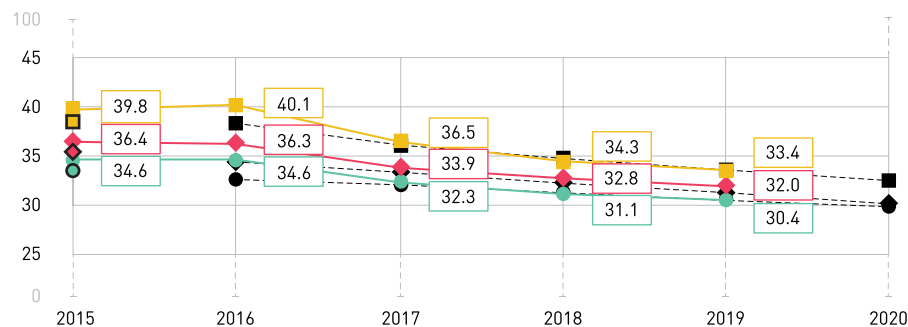
FIGURE 1.4.

**A: PROGRESS IS SLOW ON PRIMARY OUT-OF-SCHOOL RATES.**

Out-of-school rate for children of primary school age

**B: THERE IS GOOD PROGRESS ON LOWER SECONDARY OUT-OF-SCHOOL RATES, THOUGH THE GENDER GAP IS LARGELY UNCHANGED.**

Out-of-school rate for children of lower secondary school age



	Milestone	Actual	Original baseline
Overall	●	●	●
PCFCs	■	■	■
Female	◆	◆	◆

Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2019).

Note: GPE does not revise official baselines; these are represented above as "Original Baseline." Originally reported data for years 2016–2018 can be found in Appendix A.

more girls out of school and 31 percent have more boys out of school.<sup>12</sup> Moreover, 26 percent of partner countries have more than 50 percent more girls than boys out of primary school, while 12 percent have more than 50 percent more boys than girls out of primary school. At the lower secondary level, 68 percent of partner countries with data available have substantial gender disparities: Fifty percent have more girls out of school and 18 percent have more boys out of school.

It is worth keeping in mind that the gender parity index of out-of-school rates can be misleading if considered in isolation

from the raw out-of-school rates. Indeed, the countries with the highest gender disparities in out-of-school rates are often those with the lowest overall out-of-school rates, because higher ratios are easier to come by between smaller numbers. For this reason, countries that have more out-of-school children are generally less likely to have the most troubling gender parity indexes. Especially when it comes to out-of-school rates,<sup>13</sup> then, gender parity indexes must be considered in combination with the rates themselves in order to provide a full picture of where the needs are greatest.

12. Results are for 42 partner countries with data available for gender parity in out-of-school rates for primary, and 38 partner countries with such data available for lower secondary. GPE compilations based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (latest available data from 2017–2013). GPE does not have an official target threshold for gender parity indexes of out-of-school rates; the one employed for Indicator 5, regarding a gender parity index of completion rates (a ratio of 0.877–1.123 girls to boys), simply provides a frame of reference here for the inner limits of "substantial gender disparities."

13. Note that this concern does not apply in the same way to completion rates, which are typically larger numbers, and much more likely to have instances of gender disparity correspond with poor outcomes for children, generally in the form of low completion rates.

## IN FOCUS

### GENDER EQUALITY IN BASIC EDUCATION

Progress is being made on certain aspects of gender parity in access to education, but not quickly or comprehensively or enough. Girls are still disadvantaged on average on all of the indicators that measure girls' and boys' outcomes, and the gender gap is narrowing slowly if at all.<sup>14</sup> The gap in completion rates has improved since 2015, but it has stagnated over the past year at the primary level while reducing at the lower secondary level. Primary out-of-school rates have seen the gender gap widen slightly, both over the past year and since 2015. And despite progress in reducing lower secondary out-of-school rates, the gender gap has remained essentially unchanged since 2015. At the same time, there are four partner countries with fewer than 85 boys for every 100 girls completing primary school, and five such for lower secondary school, showing that boys' disadvantage can also be a challenge within the partnership.<sup>15</sup>

Gender equality in education is a key priority for GPE (see Box 1.2), and goes beyond parity in enrollment and completion. In the words of GPE's *Gender Equality Policy and Strategy 2016-2020*, "Gender equality refers to the equal rights, responsibilities, and opportunities of women, men, girls, and boys, and equal power to shape their own lives and contribute to society. It encompasses the narrower concept of gender equity, which primarily concerns fairness and justice regarding benefits and needs. Gender equality also refers to the transformational commitment needed to make equal rights and equal power a reality, within the human rights agenda. It entails that the interests, needs, and priorities of females and males be taken into consideration, recognizing the great diversity within these groups." GPE is committed to supporting gender equality in education, and striving to do so more fully. It has supported 28 countries to date to engage in gender-responsive education sector planning workshops co-convened with the United Nations Girls' Education Initiative (UNGEI) and

partners (see Box 1.2 for details). GPE's results framework also requires that (and monitors whether) education sector plans/transitional education plans have strategies to respond to marginalized groups, including by gender, that meet quality standards (see Chapter 3).

Gender equality is often a focus of implementation grants as well, helping to drive results. For example, Burkina Faso's previous implementation grant (2013-2017), through a pooled fund,<sup>16</sup> addressed girls' disadvantage in access to school through a range of interventions. This included scholarships for girls, the distribution of school supplies and dry rations to take home, and awareness-raising campaigns. This likely contributed to gains for girls such as those seen in lower secondary completion rates: When the grant began, only 87 girls completed lower secondary school for every 100 boys in Burkina Faso; when it finished, that number had risen to 101.

In December 2019, the Secretariat completed a thematic review of the gender responsiveness of recent education sector analyses, education plans and implementation grants, focusing on questions of alignment across the policy cycle as well as with global conventions and evidence-based approaches. Out of the 40 partner countries included in the study, all identified specific barriers, needs or challenges with respect to gender equality, all but one proposed activities to address such challenges in their education plans, and all but two funded activities promoting gender equality in their implementation grants.<sup>17</sup> Moreover, the review found nearly complete alignment between the approaches undertaken in implementation grants and those advocated in literature reviews and international conventions. The thematic review report also identified areas for further inquiry, such as whether more support may be needed to equip countries to tackle particularly socially complex and multilayered issues such as child marriage and child labor, or to enhance the responsiveness to varying country contexts advocated by GPE's gender equality policy and strategy.<sup>18</sup>

14. Here, the gender gap is calculated as the difference between girls' and overall rates taken as a proportion of overall rates.

15. Out of the 61 partner countries in the GPE 2020 results framework set. GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> [2019].

16. The pooled fund for the 2013-2017 implementation grant included contributions from the GPE Fund, Canada, France, Luxembourg, Switzerland and UNICEF. This pooled fund has continued since, and has disbursed on average US\$32 million per year between 2017 and 2019, including during the current implementation grant (2018-2023).

17. This count includes subnational states that have their own education sector plans, such as in Nigeria and Somalia. The number of ESPIGs in the study was 36, since Nigeria has one ESPIG.

18. GPE, *Gender Equality Policy and Strategy 2016-2020* (Washington, DC: Global Partnership for Education, 2016), <https://www.globalpartnership.org/content/gender-equality-policy-and-strategy-2016-2020>.

**BOX 1.2.****PROGRESS ON THE IMPLEMENTATION OF THE GENDER EQUALITY STRATEGY 2016–2020**

The Board of Directors adopted the *Gender Equality Strategy 2016–2020* to put GPE's *Gender Equality Policy* into practice, in alignment with GPE 2020, and to advance inclusive and equitable quality education for all girls and boys. In the second half of 2019, the Effective Partnership Rollout provided the Secretariat with the opportunity to take further steps to mainstream gender into GPE's country operations, which has involved revised guidance for education sector plan development grants (ESPDGs), revised language in program development grants, and guidance to help ensure sufficient funding from education sector program implementation grants (ESPIGs) on the implementation of gender equality strategies, in cases where an ESPDG supports an equitable education sector plan. The mainstreaming also included enhanced integration of gender considerations into the quality assurance process and the local education group self-assessment tool, among other areas.

Ongoing work also focuses on three other prioritized areas, the first of which is oversight and capacity building within the Secretariat. As the partnership works toward a new strategy and funding model through 2025, ensuring that gender is fully incorporated into both is the second priority area. The third concerns continued support through gender-responsive education sector planning (GRESP) and the new G7 Gender at the Center Initiative (GCI), which supports gender equality in and through education systems. GPE Secretariat staff are represented on GCI's steering committee and have been participating in GCI workshops since September 2019. GCI will focus on eight countries in Sub-Saharan Africa: Burkina Faso, Chad, Mali, Mauritania, Mozambique, Niger, Nigeria and Sierra Leone.

There are several new developments in the GRESP program jointly developed by GPE and the United Nations Girls' Education Initiative (UNGEI) as well. An interim independent review in May 2019 established that this program has made important progress in building capacity and strengthening the commitment of participants to advance gender equality in education. A new GRESP workshop was held in Abuja, Nigeria, in September 2019, co-hosted by GPE, UNGEI and the UNICEF Nigeria Country Office. Funding for a new phase of GRESP through December 2020 was also approved by the Secretariat and UNGEI, utilizing the remaining balance of the US\$8 million in targeted financing for gender equality provided by the Children's Investment Fund Foundation. Program components, which are designed to complement the GCI, include (a) training of facilitators on gender-responsive education sector planning, (b) development of a package of additional GRESP tools, (c) development of a global set of minimum standards to assess the gender-responsiveness of education sector program implementation grants, (d) an independent review of the three phases of GRESP, and (e) strengthening the capacity of the UNGEI Secretariat to coordinate the G7 GCI.

More details can be found in the annual reports on implementation of the *GPE Gender Equality Strategy 2016–2020*, the latest of which will be published to GPE's website in mid-2020.

## **IN FOCUS**

### **BASIC EDUCATION IN COUNTRIES AFFECTED BY FRAGILITY AND CONFLICT**

As of November 2019, 32 of GPE's 68 partner countries (47 percent) were categorized as PCFCs.<sup>19</sup> Children are less likely, on average, to complete basic education in PCFCs, and more likely to be out of school. GPE places a high priority on supporting these countries to provide a quality education to all

children within their borders (see **Box 1.3** for an overview of GPE support to the Central African Republic).

GPE weights its funding allocations toward PCFCs so that these countries get more support from the outset.<sup>20</sup> As of December 2019, 76 percent of all active implementation grant allocations were for PCFCs.<sup>21</sup> GPE's accelerated funding mechanism now allows partner countries to access the equivalent of up to 20 percent of their maximum allocation in additional

19. An updated list of GPE partner countries affected by fragility and conflict is available at <https://www.globalpartnership.org/content/list-gpe-partner-countries-affected-fragility-and-conflict>.

20. GPE, *GPE Funding Model: A Results-Based Approach for the Education Sector* (Washington, DC: Global Partnership for Education, 2015), <https://www.globalpartnership.org/content/gpe-funding-model>.

21. Of the US\$1.128 billion in total active implementation grant allocations as of the end of calendar year 2019, US\$853.1 million was allocated to PCFCs; see Section 4.1 for more details.

funding in case of emergency education needs.<sup>22</sup> Previously, this 20 percent would come out of the maximum allocation, but in December 2019 the Board approved an expansion of accelerated funding that would make these funds additional to that allocation.<sup>23</sup> GPE grants can be also restructured to meet emergency needs and deployed for direct service provision to ensure schools remain open, under the *Operational Framework for Effective Support in Fragile and Conflict-affected States*.<sup>24</sup> GPE also provides financial and technical support to help countries emerging from a crisis to establish a transitional education plan, which sets up a coordinated approach by identifying priority actions in the medium term to maintain progress toward key educational goals and by linking development and humanitarian actors.

GPE promotes the inclusion of refugees and displaced children in education sector plans and works with partners, such as

the UN High Commissioner for Refugees (UNHCR) and Education Cannot Wait, to meet the needs of these populations. In December 2019, GPE, Education Cannot Wait and the World Bank announced a joint pledge to improve the coordination and financing of the Global Compact on Refugees, in support of education for refugees and host communities.<sup>25</sup> Refugees are also key beneficiaries of GPE grants to host countries; for example, a recent education sector program implementation grant to Djibouti, which includes Multiplier funding, supports the government to make public education more inclusive for refugees and to operate schools that were previously run by nongovernmental organizations or by UNHCR in refugee settlements.

### BOX 1.3.

#### GPE SUPPORT FOR EDUCATION IN PCFCS: CENTRAL AFRICAN REPUBLIC

The Central African Republic has been suffering from conflict and fragility for decades. By early 2018, about 688,000 Central Africans were internally displaced and 546,000 were refugees in neighboring countries. In light of this long-standing crisis, a GPE implementation grant (2014-2018) through UNICEF supported the government to restore its education system. The GPE-supported project targeted 12 of the prefectures most affected by the conflict. Despite insecurity and escalating violence, partners in the country successfully rehabilitated 110 schools that had been damaged during the conflict. This resulted in access to secure, standards-compliant schools for an estimated population of more than 50,000 students in the prefectures targeted. The project also financed remedial classes for children previously released from armed groups and conducted back-to-school campaigns to encourage parents to send their children to school, and to call on combatants to leave children and schools out of the conflict. It also distributed math and reading textbooks to 222,968 students and trained and recruited 1,050 new teachers. Ministry staff were trained on the preparation of education response in emergency situations. At the end of the GPE project period, 228,400 additional children were enrolled in primary schools across the 12 beneficiary prefectures.

Source: UNICEF, *Appui au relèvement du système éducatif en République Centrafricaine* (New York: UNICEF, 2019).

22. GPE, *Guidelines for Accelerated Support in Emergency and Early Recovery Situations* (Washington, DC: Global Partnership for Education, 2015), <https://www.globalpartnership.org/content/guidelines-accelerated-support-emergency-and-early-recovery-situations>.
23. GPE, "Board Decisions: Final," Meeting of the Board of Directors, December 10-12, 2019, Nairobi, Kenya. Global Partnership for Education, Washington, DC, 2019, <https://www.globalpartnership.org/content/board-decisions-december-2019>.
24. GPE, *Operational Framework for Effective Support in Fragile and Conflict-affected States* (Washington, DC: Global Partnership for Education, 2016), <https://www.globalpartnership.org/content/gpe-operational-framework-effective-support-fragile-and-conflict-affected-states>.
25. Y. Sherif, A. Albright, and K. Miwa. "Our Joint Pledge to Increase Financing and Coordination and Improve Education for Refugees." *World Education Blog*. GEM Report, UNESCO, December 16, 2019, <https://gemreportunesco.wordpress.com/2019/12/16/our-joint-pledge-to-increase-financing-and-coordination-and-improve-education-for-refugees/>.

### 1.3. GPE support for equity and learning in basic education

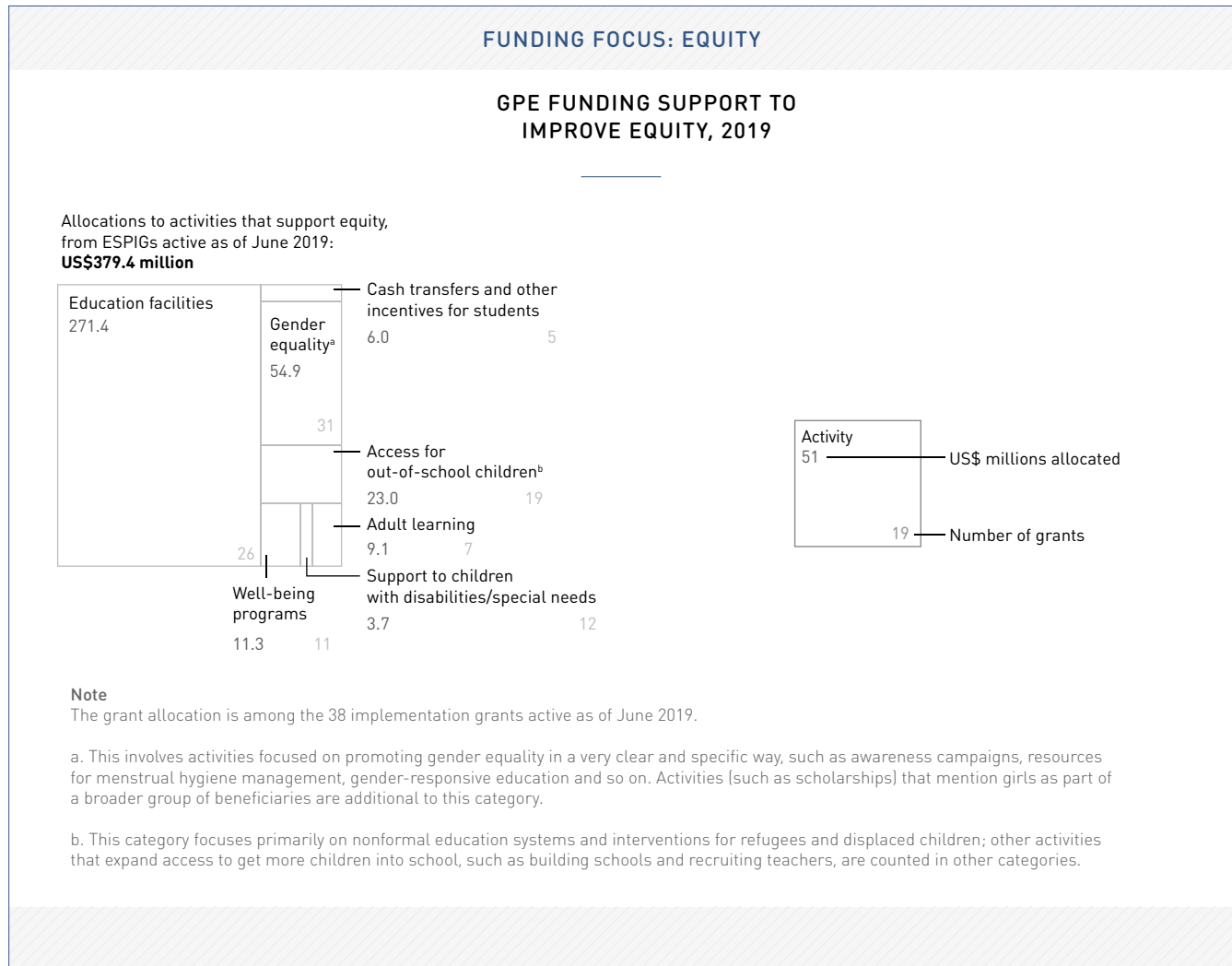
#### SUPPORTING BASIC EDUCATION FOR CHILDREN (Indicator 3)

Indicator 3 provides a rough equivalence of the number of additional children enrolled in basic education as a result of the disbursements of GPE grants in a particular year.<sup>26</sup> Since 2015, the grants disbursed by GPE have amounted to the cumulative cost of supporting 24.8 million students: 22.6 million in

primary school and 2.2 million in lower secondary, including 11.8 million girls [Figure 1.5].<sup>27</sup>

Among the 38 implementation grants active during fiscal year 2019 (for more details, see Chapter 4), US\$379.4 million in GPE funding supported activities to improve equity, ranging across seven categories (Funding Focus: Equity).

Education facilities are the largest expenditure for equity. They are key to expanding access to school, especially for children in underserved areas, and for girls, who may be less likely to be sent to school if it is too long a journey. The facilities



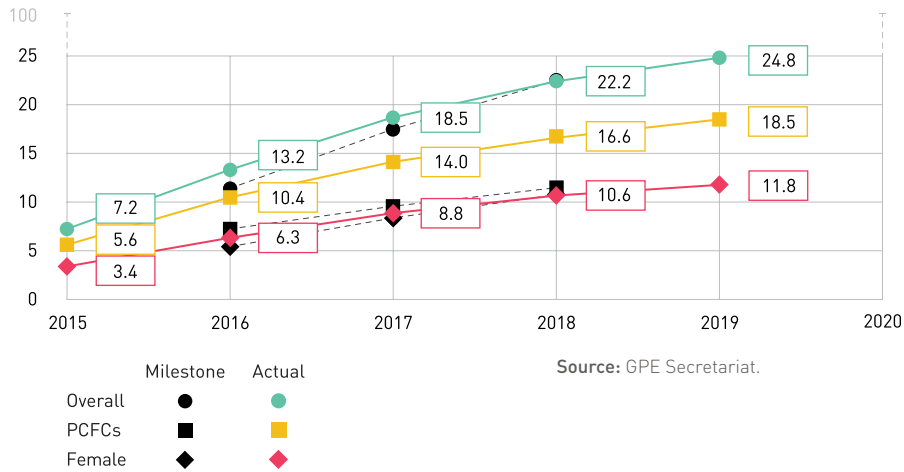
26. Note that this indicator is not intended as a formal count; it is only a proxy for the actual number of children reached by GPE. Specifically, depending on how a given GPE grant is used by a country and the nature of country-level projects implemented, its impact may affect more or less children than estimated by the indicator. The 2019 milestones do not appear for this indicator because the previous milestones were set in 2015 for the period 2016-2018. These were calculated based on the grant allocations for the period 2016-2018 (according to the 2015-2018 GPE replenishment). Given the new grants approved under the new replenishment cycle (2018-2020), it was not possible to compute comparable milestones or targets for the period 2019-2020.

27. Girls make up less than half of the estimated children supported because these estimates are based on the children being served by the education systems across partner countries, and girls are still on average less likely to have access to education, so they are less likely to be beneficiaries.

**FIGURE 1.5.**

**MORE CHILDREN ARE SUPPORTED FOR BASIC EDUCATION.**

Cumulative number of equivalent children supported for a year of basic education (primary and lower secondary) by GPE, in millions



**BOX 1.4.**

**GPE SUPPORT TO INCLUSIVE EDUCATION: ZIMBABWE**

In Zimbabwe, less than 10 percent of children with disabilities are enrolled in school. To address this, the current GPE-funded program (2016–2021), through UNICEF, has a variety of measures to expand educational opportunities for children with special needs. It supports (1) the establishment of an early screening process to identify children who have or may have learning challenges, (2) the development of a database of children’s support needs, and (3) the provision of training for teachers to support children with disabilities. The Ministry of Primary and Secondary Education has made it a priority to develop and implement a comprehensive inclusive education policy during this program period.

Source: Zimbabwe, Ministry of Primary and Secondary Education, *Global Partnership For Education Support Programme* (Harare, 2016), [https://www.globalpartnership.org/sites/default/files/programme\\_document\\_gpe\\_submission\\_for\\_2nd\\_grant\\_august\\_2016\\_zimbabwe.pdf](https://www.globalpartnership.org/sites/default/files/programme_document_gpe_submission_for_2nd_grant_august_2016_zimbabwe.pdf).

category also includes water, and sanitation and hygiene facilities, which are likewise critical for equitable access.

**GPE SUPPORT FOR INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES**

Expanding support for the inclusion of children with disabilities in quality education is an important priority for GPE. GPE provides a wide range of assistance toward this goal, including guidance, support and funding for interventions to include

children with disabilities in countries’ education systems. GPE’s support also includes tools and guidelines for education sector analyses and planning to support improved disability data, teacher training in inclusive education, and equipment and learning materials such as braille machines, eyeglasses and hearing aids (see [Box 1.4](#) for an example from Zimbabwe).

In 2019, the Secretariat finalized “Leaving No One Behind,” a Knowledge and Innovation Exchange (KIX) discussion paper on equity and inclusion and the related concept note listing areas for investment, holding an online consultation and webinar to



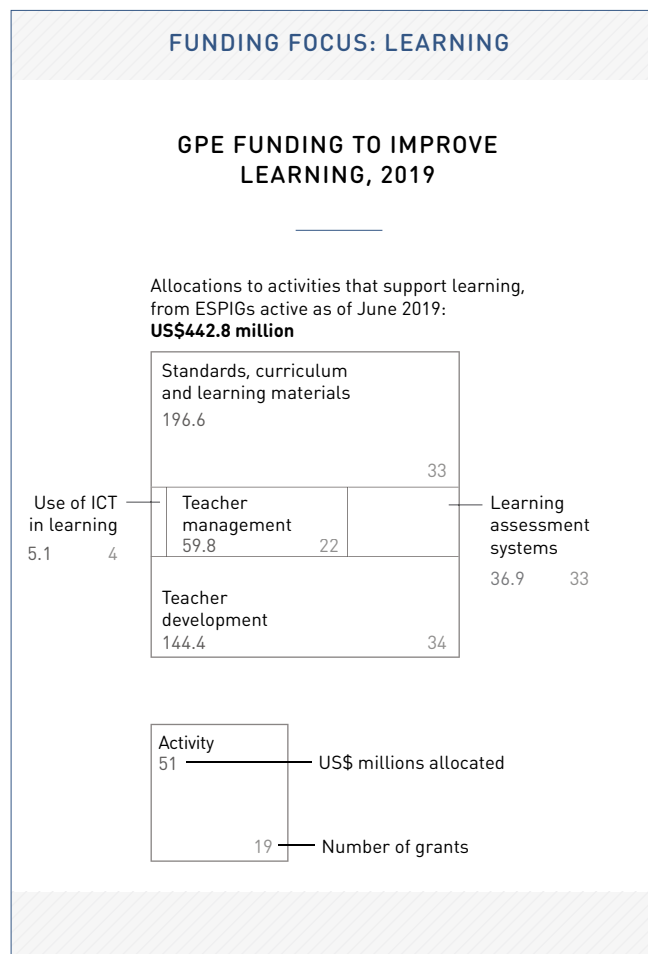
consolidate feedback on the paper. Work also began on a thematic review of equity and inclusion in education sector analyses, plans and program implementation grants across partner countries, and examining alignment across the policy cycle, as well as with evidence-based best practices. In addition, GPE commissioned a UIS study on monitoring data on inclusive education, with inputs from the Secretariat.<sup>28</sup> The study examines how to increase the availability of data on education for people with disabilities, outlining how global data from the UIS and national data from education management information systems (EMIS) could be better used to monitor inclusive education. GPE held a joint webinar with the UIS to discuss this study as well as other recent work involving EMIS for inclusive education, with panelists from the Norwegian Agency for Development Cooperation (Norad), UNESCO, UNICEF and the World Bank.<sup>29</sup> Efforts to improve the availability of disability-disaggregated education data across partner countries is also a strategic priority for fiscal year 2020.

### UPDATE ON SUPPORTING DATA SYSTEMS (Indicator 20)

GPE's implementation grants provide support to various dimensions of learning assessment systems, as well as EMIS. Indicator 20 of the GPE results framework examines the proportion of grants supporting EMIS and/or learning assessment systems, and is next scheduled for formal reporting against the 2020 target. The interim update, however, is that in 2019, 36 of out 38 grants supported data systems, including 21 of 22 grants to PCFCs. This surpasses even the 2020 target for this indicator.<sup>30</sup>

One example of GPE support to learning assessment systems is in Djibouti, where an implementation grant is supporting improvements to the national learning assessment (known as the *évaluations indépendantes*) as well as the system of examinations. Results-based financing is incorporated into the project, with disbursement of the variable tranche tied to an improvement in learning outcomes.

Among the 38 implementation grants active during fiscal year 2019, US\$442.8 million in GPE funding supported activities to improve learning—the largest thematic allocation—covering five categories (Funding Focus: Learning). The two largest allocations among these categories were to standards, curriculum and learning materials (US\$196.6 million) and teacher development (US\$144.4 million).



### NEW DEVELOPMENTS IN GPE SUPPORT FOR LEARNING

As mentioned at the outset of this chapter, GPE's indicators on learning outcomes and learning assessment systems are next scheduled for reporting against the 2020 target, and the latest data currently available can be found in the *Results Report 2019*. GPE's work to support learning continues, of course, including a number of new developments in the past year.

GPE's Assessment for Learning (A4L) initiative has made substantial progress in the past year. In October 2019, GPE

28. UIS, "The Use of UIS Data and Education Management Information Systems to Monitor Inclusive Education" (Information Paper 60, UNESCO Institute for Statistics, Montreal, 2016), <http://uis.unesco.org/sites/default/files/documents/ip60-use-of-uis-data-and-emis-to-monitor-inclusive-education.pdf>.

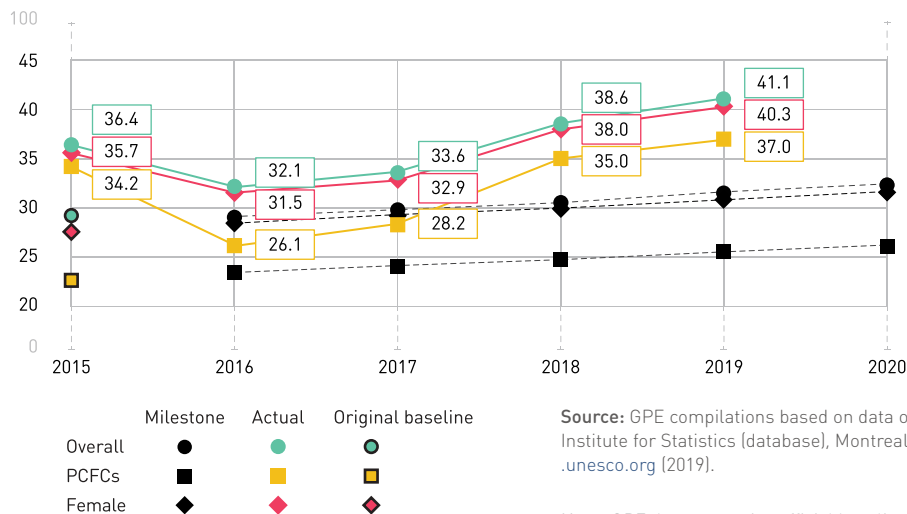
29. GPE, "Webinar: Improving EMIS Data on Inclusive Education to Effectively Monitor SDG 4," filmed October 31, 2019, in Washington, DC, at the Global Partnership for Education, <https://www.globalpartnership.org/events/webinar-improving-emis-data-inclusive-education-effectively-monitor-sdg-4>.

30. Milestones were based on initial data for baselines that were much lower, but not comprehensive and not reliable.

FIGURE 1.6.

**PRE-PRIMARY GROSS ENROLLMENT RATIOS CONTINUE TO INCREASE.**

Children enrolled in pre-primary education, as a percentage of children of pre-primary school age



Source: GPE compilations based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2019).

Note: GPE does not revise official baselines; these are represented above as "Original Baseline." Originally reported data for years 2016-2018 can be found in Appendix A.

launched the Analysis of National Learning Assessment Systems (ANLAS), a toolkit to support countries in conducting comprehensive analysis of their learning assessment systems.<sup>31</sup> The toolkit was piloted in Ethiopia, Vietnam and Mauritania and then refined and finalized. It is now available globally as a public good, and some GPE partner countries have already expressed interest in using it. A4L has also supported eight regional capacity development workshops through the Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP) run by UNESCO Bangkok and the Teaching and Learning: Educators' Network for Transformation (TALENT) networks run by UNESCO Dakar. These workshops serve ministry officials working on learning assessment from the GPE partner countries in the two regions; they have focused on aspects of learning assessment such as school-based assessment, assessment of transversal competencies, contextual data and development and use of large-scale assessments.

GPE funding can also be used to support participation in regional and international assessments. For example, an implementation grant has supported Burundi to participate in the 2019 round of Programme d'Analyse des Systèmes Educatifs de la CONFEMEN (PASEC), a regional assessment. PASEC tests grades 2 and 6 students in mathematics and language skills.

**1.4. Early childhood care and education**

**PRE-PRIMARY ENROLLMENT (Indicator 6)**

Indicator 6 of the results framework tracks progress on access to pre-primary education through the pre-primary gross enrollment ratio.<sup>32</sup> While revised data against the 2016 milestone show a dip, enrollment ratios have since been increasing for all groups (Figure 1.6). All 2019 milestones were met for this indicator. Pre-primary enrollment is nearly at gender parity overall, and the rate for girls in PCFCs is 35.9 percent.<sup>33</sup>

Early childhood care and education (ECCE) is one of the best investments available to improve outcomes for children.<sup>34</sup> It greatly increases children's chances of staying and succeeding in school down the line, and it reduces the impact of social inequality on educational outcomes.

In addition to ensuring that support to pre-primary education and other aspects of ECCE is included in grants and technical support (see Box 1.5 for one example), GPE is investing in ECCE in a variety of ways:

- > The Better Early Learning and Development at Scale (BELDS) initiative is well underway with a US\$1.3 million

31. GPE, *Analysis of National Learning Assessment Systems (ANLAS): Manual* (Washington, DC: Global Partnership for Education, 2019), <https://www.globalpartnership.org/content/toolkit-analysis-national-learning-assessment-systems-anlas>.

32. The pre-primary gross enrollment ratio of a country measures the number of children enrolled in pre-primary education, as a percentage of the number of children of pre-primary school age living in that country.

33. GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org> (2019).

34. B. Daelmans et al., "Early Childhood Development: The Foundation of Sustainable Development," *The Lancet* 389, no. 10064 (2017): 9-11.

**BOX 1.5.****GPE SUPPORT FOR EARLY CHILDHOOD CARE AND EDUCATION: CAMBODIA**

GPE's previous two implementation grants to Cambodia (2008-2012 and 2014-2017), through the World Bank, supported improvement of access and quality of early childhood education, particularly for children from disadvantaged backgrounds, in rural/remote areas, and in ethnic minority communities. These grants funded the construction of 502 formal preschools and 500 community-based preschools, and the additional establishment of 950 community-based and 950 home-based preschools. They also supported training, materials and pedagogical support for more than 5,000 preschool teachers, and a communications campaign to increase parental awareness of the benefits of preschool education. During this period, the national enrollment ratio of five-year-olds more than doubled, from 31.4 percent in 2008 to 66.3 percent in 2017.

Sources: World Bank, *Implementation Completion and Results Report (TF-92097) on a Grant in the Amount of US\$57.4 Million to the Kingdom of Cambodia for an Education for All-Fast Track Initiative Education Sector Support Scale-up Action Program* (Washington, DC: World Bank, 2013); World Bank, *Implementation Completion and Results Report (TF-17490) on a Global Partnership for Education Grant in the Amount of US\$38.5 Million to the Royal Government of Cambodia for the Cambodia Global Partnership for Education Second Education Support Project (P144715)* (Washington, DC: World Bank, 2018).

- grant to UNICEF to strengthen education sector planning for early childhood education through in-country capacity building and learning exchange, with a focus on four pilot countries: Ghana, the Kyrgyz Republic, Lesotho, and Sao Tome and Principe.<sup>35</sup> This work has already yielded valuable insights into the specific challenges and opportunities for the pre-primary subsector related to the sector planning process. Early 2020 will see several cross-country learning exchanges on improving planning for the pre-primary subsector as well as the launch of a global toolkit.
- › The BELDS initiative will be further scaled as one of two KIX global grants financing ECCE to start in 2020. With partnerships expanded to include the World Bank and the Early Childhood Development Action Network (ECDAN), the BELDS program under KIX expects to extend to four additional countries (Ethiopia, Sierra Leone, Tajikistan and Zambia) and offer a wider range of resources targeting pre-primary education in the full policy and planning cycle.
  - › The KIX discussion paper on ECCE was completed in fiscal year 2019, having been shaped by two in-person consultations with partner countries and extensive feedback from external partners and global experts.<sup>36</sup> The paper has been commended by partner countries as a strong resource for global evidence in ECCE. Looking ahead, KIX will continue to support tangible capacity development, research and innovative practices to help countries in providing quality and equitable pre-primary education at scale. The forthcoming KIX regional hubs<sup>37</sup> will provide an opportunity for countries to learn from their peers on innovative approaches to strengthening ECCE.
  - › GPE collaborated extensively with UNESCO, including UNESCO-IIEP, and UNICEF to produce a free five-week massive open online course, *Mainstreaming Early Childhood Education into Education Sector Planning*.<sup>38</sup> The course made its debut in October-November 2019, with more than 3,600 participants from 167 countries registering for it, of whom more than 2,000 were from 62 GPE partner countries. This is the first course to

35. For more information on BELDS, see GPE and UNICEF, *Better Early Learning and Development at Scale (BELDS)* (Washington, DC: Global Partnership for Education, 2019), <https://www.globalpartnership.org/content/better-early-learning-and-development-scale-belds-flyer>.

36. GPE, "Strengthening Early Childhood Care and Education" [Knowledge and Innovation Exchange discussion paper, Global Partnership for Education, Washington, DC, 2019], <https://www.globalpartnership.org/content/strengthening-early-childhood-care-and-education-knowledge-and-innovation-exchange-kix-discussion-paper>.

37. For details, see "Call Document: Regional Learning Partners for the Global Partnership for Education's Knowledge and Innovation Exchange," International Development Research Centre, <https://www.idrc.ca/en/call-document-regional-learning-partners-global-partnership-educations-knowledge-and-innovation>.

38. See C. McConnell, D. Doury, and I. Borisova, "Online Course on Early Childhood Education Planning Draws Enthusiastic Global Participation," *Education for All blog*, Global Partnership for Education, January 23, 2020, <https://www.globalpartnership.org/blog/online-course-early-childhood-education-planning-draws-enthusiastic-global-participation>.

cover integrated holistic planning specifically for pre-primary education. The course organizers are exploring opportunities for future cohorts to engage in this topic, and the course readers are available online.<sup>39</sup>

- › GPE co-hosted a successful side event on early childhood education at the 7th Tokyo International Conference on African Development (TICAD7) in August 2019, which led to the drafting of a global call to action, with new partners continuing to sign on weekly.<sup>40</sup>

## **TOWARD EQUITY, GENDER EQUALITY AND INCLUSION IN ACCESS AND LEARNING**

The data on equity in access to education highlight several areas where real progress is being made, as well as a few that

remain stagnant. More young children are enrolling in pre-primary education, and these represent nearly equal rates of boys and girls. And of the children who make it through primary school, more are able to attend and complete lower secondary. The gap between girls and boys completing school is slowly decreasing on average. At the same time, the proportion of children out of primary school has improved minimally since the 2015 baseline, and primary completion rates are increasing more slowly than previous estimates had suggested. This suggests that while the partnership's targets are being achieved in many respects, universal primary education is still a key challenge in many countries,<sup>41</sup> and efforts must be redoubled to ensure that all children have the chance to receive a quality education, especially at the primary level.

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39. See IIEP-UNESCO, UNICEF, and GPE, *Mainstreaming Early Childhood Education into Education Sector Planning*, Course Reader for Module 1: *The Rationale for Investing in Pre-primary* (Paris: IIEP-UNESCO, New York: UNICEF, Washington, DC: GPE, 2019), <https://www.globalpartnership.org/content/rationale-investing-pre-primary>.

40. See African Union, Global Partnership for Education, UNICEF, African Early Childhood Network, World Bank Group, and Global Citizen, *Call to Action Statement: Early Childhood Education for All* (Washington, DC: Global Partnership for Education, 2020), <https://www.globalpartnership.org/content/call-action-early-childhood-education>.

41. According to Secretariat projections, universal primary education will not be achieved in the average GPE partner country by 2030, but will take several decades beyond that.



Teacher with student at Umdebekrat Basic School for Boys, recipient of GPE school grant and textbooks, Nyala South Locality, South Darfur, Sudan.

Credit: GPE/Kelley Lynch



CHAPTER

**2**

# Efficient Education Systems

# RESULTS AT A GLANCE

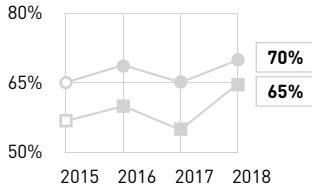
## OUTCOME

### GOAL 3

#### Effective and efficient education systems

##### #10

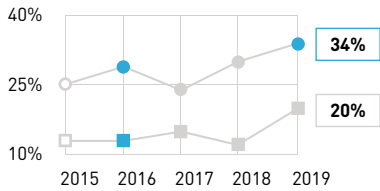
70% of partner countries increased their share of education expenditure or maintained it at 20% or above.



\*The latest actual value is 2018.

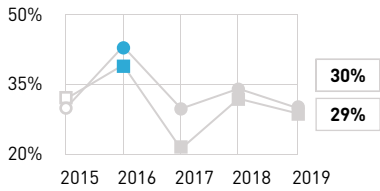
##### #12

34% of partner countries had fewer than 40 pupils per trained teacher.



##### #14

30% of partner countries reported at least 10 of 12 key education indicators to UIS.



##### #11

Equitable allocation of teachers.

-

##### #13

Repetition and dropout impact on efficiency.

-

\*Past actual values for Indicator 10 have been retrospectively updated here. Original values appear in [Appendix A](#).





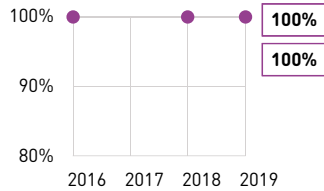
COUNTRY-LEVEL

**OBJECTIVE 1**

Strengthen education sector planning and policy implementation

**#17**

100% of partner countries applying for GPE grants published data at national level.



\*The 2017 value was not applicable; see Appendix A for details.

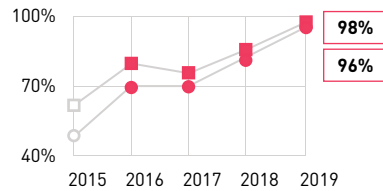
GLOBAL-LEVEL

**OBJECTIVE 4**

Mobilize more and better financing

**#31**

96% of country missions addressed domestic financing.



KEY FINDINGS

> **The volume of domestic financing of education in GPE partner countries increased by US\$4.8 billion between 2015 and 2018.**

> **The proportion of countries with an increased share of government expenditure on education went from 65 percent in 2017 to 70 percent in 2018.** The longer-term trend, however, is unsteady.

> **GPE maintains its commitment to support more and better domestic financing:** As an indication, the proportion of GPE’s missions addressing domestic financing issues increased strongly, from 83 percent in 2018 to 96 percent in 2019.

> **Partner countries are achieving progress in teacher training** as demonstrated by the

proportion of countries with a pupil-trained teacher ratio below 40 increasing from 30 percent in 2018 to 34 percent in 2019.

> **The availability of key data to drive evidence-based education policy dialogue is a challenge** and derives from weak statistical capacity in some partner countries, among other factors.

> In addition to the incentives provided through its operational model, **GPE’s grants active in fiscal year 2019 dedicated US\$423.7 million** to support activities aiming at strengthening the education systems (for instance, data-related and capacity-building activities at central and decentralized levels) in partner countries.

## Efficient Education Systems

GPE's theory of change suggests that a strong education system is a prerequisite for improved access to education and learning for all.<sup>42</sup> Building a stronger education system requires the availability of pertinent data to design sound education policies. Key financial and human resources must also be sufficient in both quantity and quality, and efficiently used to implement policies and programs that yield results.

GPE's work to contribute to improving the efficiency and the effectiveness of the education systems in partner countries relies on two sets of instruments: nonfinancial support through various incentives provided by GPE's funding model and direct financial contribution to system-strengthening activities through grants.

GPE monitors the availability of domestic financing (Indicator 10) and trained teachers (Indicator 12) as well as the quality of the data systems (Indicator 14), which are some of the key ingredients for an efficient and effective education system. GPE also monitors how country missions are used as opportunities to engage in the dialogue on domestic financing issues (Indicator 31) and how the funding model contributes to strengthening the data systems in partner countries (Indicator 17).

### 2.1. Domestic financing for education

(Indicators 10 and 31)

Because of the importance of domestic financing for developing an efficient and effective education system, GPE requires countries applying for implementation grants to commit to maintaining the share of their expenditure on education at 20 percent (or more) or to increase education spending toward the 20 percent benchmark. Indicator 10 monitors the proportion of partner countries dedicating 20 percent of government total expenditure or more to education or increasing their education expenditure toward this benchmark.<sup>43</sup>

In 2018 (the most recent year for which data are available), 33 out of 47 partner countries (13 out of 20 PCFCs) with available data for Indicator 10 maintained a share of education expenditure at or above 20 percent or increased the share

of their education expenditure from the 2015 baseline. Overall, for 2018 the proportion of partner countries spending at least 20 percent on education or increasing the share of their education expenditure is 15 percentage points (17 percentage points for PCFCs) below the milestone; nonetheless, it is an increase of 5 percentage points since 2015 (Figure 2.1).

The targets and milestones for Indicator 10 were calculated using baseline data collected in 2016 on public education expenditure in 2015. Since then, Indicator 10 data were revised in 2017, 2018 and 2019 as updated information became available. Because the original baseline was higher than the revised baseline, it led to higher target setting for later years. It is therefore not surprising that the targets were not achieved.

Despite the fact that the milestone for Indicator 10 was missed, the total volume of public expenditure increased by US\$4.8 billion between 2015 and 2018 in GPE's 61 partner countries.<sup>44</sup>

42. As per the Strategic Plan 2016-2020 (GPE 2020). The theory of change is available at: <https://www.globalpartnership.org/content/gpe-2020-theory-change>.

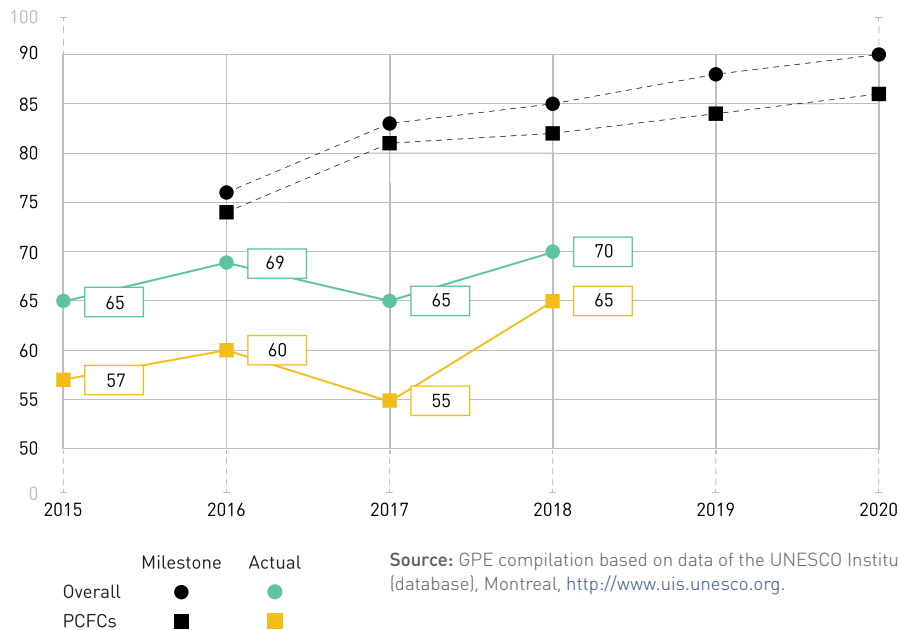
43. For details on any indicator methodology, replace X with the number of the indicator in the following link: <https://www.globalpartnership.org/content/methodology-sheet-gpe-result-indicator-X>.

44. The Secretariat calculated these figures using data from the UNESCO Institute for Statistics (database), Montreal, <http://www.uis.unesco.org>, and World Development Indicators Database, World Bank, Washington, DC, <https://datacatalog.worldbank.org/dataset/world-development-indicators>.

FIGURE 2.1.

### MORE COUNTRIES ACHIEVED, OR INCREASED TOWARD, 20 PERCENT DOMESTIC EXPENDITURE ON EDUCATION.

Proportion of countries that increased the share of education spending from the baseline



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

Note: The data covers 47 countries and federal entities, including 20 PCFCs. Data for each year were updated using most recent documentation. Data published as part of the *Results Report 2020* have been updated and revised accordingly, as has the baseline. However, 2018 data were only collected in 2019, and 2019 data were not yet available at the time of this report.

The volume of education expenditure experienced a faster growth compared to the school-aged population, leading to a slight increase of the spending per school-age child from US\$102 (US\$82 in PCFCs) in 2015 to US\$104 (US\$90 in PCFCs) in 2018. Between 2002 and 2016, for countries where data are available in both years, partner countries have experienced a stronger growth in education expenditure than low- and middle-income countries in general.

GPE country-level evaluations report that GPE's requirement for domestic financing contributed to the improvement of dialogue between the ministry of education and the ministry of finance during the budget negotiation process in some countries.<sup>45</sup> For instance, in Liberia and Sierra Leone, evidence from the country-level evaluations suggest that GPE funding model requirements were used as an advocacy tool during budget negotiations. In Somaliland, GPE's requirements were used to obtain a written commitment from the ministry of finance to ensure a growth path toward 13 percent spending on education by 2021. In Malawi, the domestic financing requirement matrix proved useful in negotiations with the

ministry of finance but also with other development partners to advocate for an increase in education spending. However, the country-level evaluations show that GPE's influence on the volume of domestic financing was moderate to minimal. Therefore, the domestic financing requirements can be viewed as a catalyst for initiating discussions on domestic financing, especially with the ministry of finance.

GPE country missions offer the Secretariat the opportunity to tackle domestic financing issues through dialogue with various actors at the country level. Indicator 31 monitors the proportion of the Secretariat's missions that address domestic education financing issues in partner countries. In 2019, the Secretariat undertook 90 missions in 56 countries, with 86 missions addressing domestic financing issues (55 out of 56 missions addressing domestic financing in PCFCs). The proportion of the Secretariat's missions addressing domestic financing issues increased by 13 percentage points from the previous year, showing an increased commitment to address the bottlenecks surrounding domestic financing experienced by partner countries.

45. Country-level evaluations are a key part of GPE's monitoring and evaluation strategy. Find more information here: <https://www.globalpartnership.org/results/monitoring-evaluation>.

## 2.2. The need for trained teachers

(Indicator 12)

The availability of quality teachers who teach effectively is one of the most important determinants of a strong education system. GPE therefore offers significant support to teacher training in its implementation grants (Box 2.1 provides a brief overview of GPE's efforts in Benin, Ethiopia and Mozambique). Indicator 12 tracks the proportion of partner countries with a ratio of students per trained teacher of 40 and below in primary education. In 2019, 34 percent (14 out of 41 countries) of partner countries with data available had a pupil-trained teacher ratio (PTTR) below 40, up

from 25 percent (14 out of 55) at the baseline in 2015. Overall, the milestone for Indicator 12 set for 2019 was slightly exceeded but was below the milestone in PCFCs (Figure 2.2).<sup>46</sup>

Of the 27 countries with a PTTR above the benchmark, 17 have a PTTR between 41 and 60, and 10 have a PTTR beyond 60. Half of the countries with a PTTR above 60 are categorized as PCFCs. On average, PCFCs register 68 students per trained teacher, compared with 45 for non-PCFCs. Despite the overall progress in partner countries, there is a need for continued work on teacher training, especially in PCFCs.

### BOX 2.1.

#### SUPPORTING TEACHER TRAINING IN BENIN, ETHIOPIA, MOZAMBIQUE AND ZAMBIA

**Benin** halved its pupil-trained teacher ratio (PTTR) in the past decade, from 110 in 2009 to 56 in 2018. During this period, GPE provided Benin with two implementation grants, totaling US\$117 million. These grants strongly contributed to teacher training. With GPE's support, approximately 63,000 teachers received training to improve pedagogical skills and 8,000 community teachers obtained teacher certification through a three-year training course.

**Ethiopia** faces a significant shortage of trained teachers. In 2006, only 3 percent of lower primary (grades 1-4) teachers were qualified. GPE contributed to a pooled fund that financed teacher training to upgrade their qualifications. In 2013, the proportion of qualified teachers in lower primary had increased to 44 percent. For upper primary (grades 5-8), the proportion of qualified teachers rose from 53 percent in 2006 to 92 percent in 2013. More recent GPE grants (2014-2019) continued to finance teacher training, with 165,000 in-service teachers completing their upgrading programs. GPE is also involved in financing activities, such as learning assessment system strengthening and the provision of learning materials, that help to ensure that teachers' qualifications are translated into learning.

**Mozambique** experienced an improvement of its PTTR from 86 in 2009 to 57 in 2018. In collaboration with other partners' financing, the GPE grant has been supporting the government's efforts to improve the supply of quality teachers for over a decade. Overall, 44,734 primary teachers were newly trained from 2011 to 2018.

**Zambia** successfully reduced the number of districts with a PTTR above 60 by almost 50 percent from 2011 to 2017. From 2013 to 2018, GPE contributed to a sector budget support program that supported the government's effort to increase the number of qualified teachers.

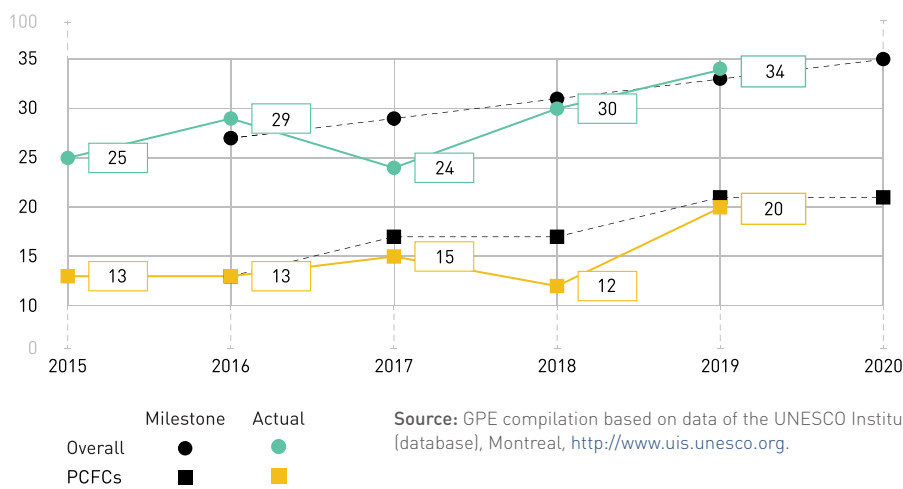
Sources: UNESCO Institute for Statistics (database), Montreal, <http://uis.unesco.org>; in the References, see the Department for International Development's program completion report for Zambia, GPE's *GPE in Action* report, and the World Bank's implementation completion and results reports for Benin, Ethiopia, and Mozambique, and implementation status and results reports for Ethiopia and Mozambique.

46. PCFCs registered an improvement in the proportion of countries with a PTTR below 40 between 2018 and 2019 because of some improvement from above to below 40 in one country (Liberia) and changes in the sample of countries included in the indicator's calculations. One drawback facing Indicator 12 is the fact that the sample of countries is not consistent over time. Thirty-nine countries have data available in both 2015 and 2019, of which 10 registered a PTTR below 40 in 2015 and 13 registered a PTTR below 40 in 2019. In other words, the proportion of these 39 countries with a PTTR below 40 increased from 25.6 percent in 2015 to 33.3 percent in 2019.

FIGURE 2.2.

### THERE WERE SOME IMPROVEMENTS IN THE PUPIL-TRAINED TEACHER RATIOS IN 2019.

Proportion of countries with pupil-trained teacher ratio below 40:1



## 2.3. Data for education systems

(Indicators 14 and 17)

Strengthening education systems requires evidence-based policies that use accurate, timely and comprehensive data. GPE tracks the availability of key data necessary to drive policy dialogue in partner countries. Indicator 14 monitors the proportion of partner countries that report at least 10 out of 12 key education-related outcomes, service delivery and financing indicators to the UIS.<sup>47</sup>

In 2019, 30 percent (18 out of 61) of partner countries reported at least 10 out of 12 key indicators to the UIS, which corresponds to a 4 percentage point decrease from last year (Figure 2.3). Five partner countries (Albania, Benin, Burkina Faso, Kenya and Togo) that reported key data in 2018 did not report in 2019. In contrast, two partner countries (Uzbekistan and Vietnam) did not report key data in 2018 but did in 2019. As a result, the number of partner countries reporting key data to the UIS

decreased by three countries in 2019, driving down the value of Indicator 14. The milestones of Indicator 14 were missed for a third consecutive year and there has not been a steady improvement since the baseline. However, of the 43 countries reporting fewer than ten indicators to UIS in 2019, 19 are close to the benchmark, reporting eight or nine indicators to the UIS.

Overall, reporting on education finance and service delivery indicators, especially by level of education, seems to be a particular challenge facing most partner countries. The ability of the education system to collect and disseminate key education data appears to be a broader issue related to the capacity of the countries' statistical systems in general (see Box 2.2). Strengthening the education data systems in partner countries would require some coordinated actions aimed at addressing the bottlenecks facing countries' overall statistical capacity.<sup>48</sup> There is a need for GPE to continue its work with key partners, such as the UIS, to better understand the data challenges and to provide proper support to partner countries.

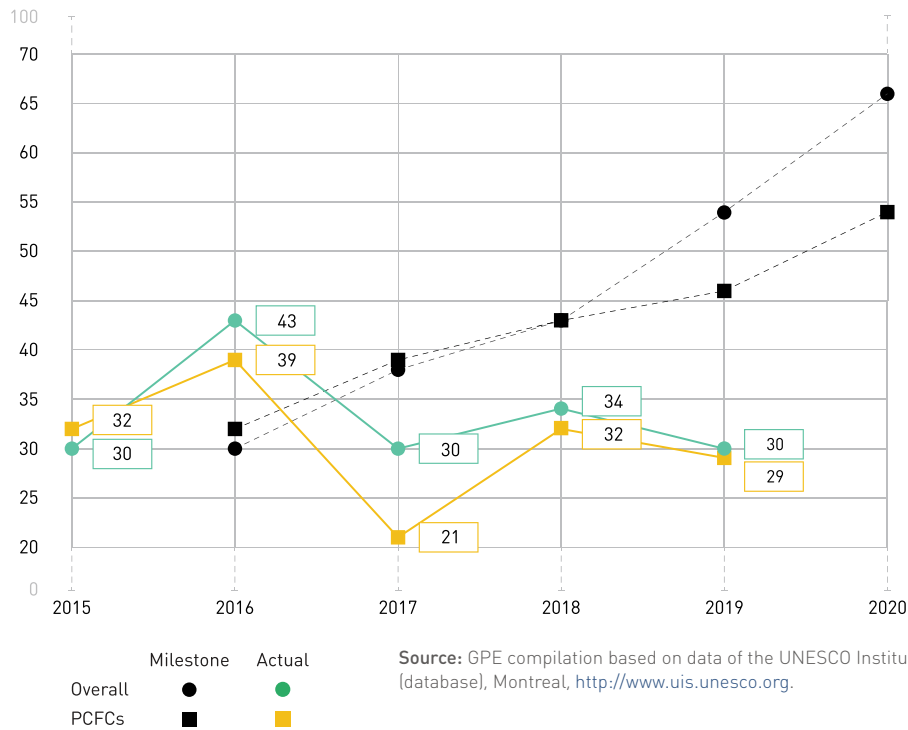
47. Note that GPE uses UIS data from 2016-2017 to generate 2019 values for the results framework because of the standard two-year lag in UIS data publication.

48. There is a significant correlation between the number of indicators reported to the UIS and the World Bank's statistical capacity index. However, it is worth noting that consultations with EMIS units in some countries show that there could be a lack of coherence between the overall statistical strategy and the capacity within the ministry of education.

FIGURE 2.3.

**THE AVAILABILITY OF DATA REMAINS A CHALLENGE.**

Proportion of countries reporting at least 10 of 12 key education indicators to UIS



GPE is committed to leveraging its funding model to help fill the data gaps in partner countries (see Box 2.3 for some examples). Indicator 17 is designed to monitor the data strategies in countries with approved implementation grants that neither report key data to the UIS nor collect and disseminate key education and finance data at the country level. In fiscal year 2019, 18 implementation grants were approved for 17 partner countries. Key data were not fully reported to the UIS in 10 of these countries. Of these, three applied for accelerated funding and were exempted from the data requirements, while data were available at the country level in three other countries. Overall, four partner countries (Afghanistan, Papua New Guinea, Somalia and South Sudan), of which three are categorized as PCFCs, were identified as countries with some data gaps as per the funding model requirements, and all developed strategies to address their data issues.

At the international level, GPE partners with other organizations to strengthen data systems. In 2018 and 2019, the Secretariat convened the multi-stakeholder Education Data Solutions Roundtable to leverage government, civil society, and private and development partners' expertise to improve the availability and use of accurate and timely data for education planning both in developing countries and at the global level. In particular, this initiative recognized the potential of the business community to co-create innovative solutions and provide new technologies to drive improvements in education data. In response to the bottlenecks identified by developing countries affecting their education data systems, the roundtable developed recommendations for sustainable solutions and capacity-building strategies.<sup>49</sup>

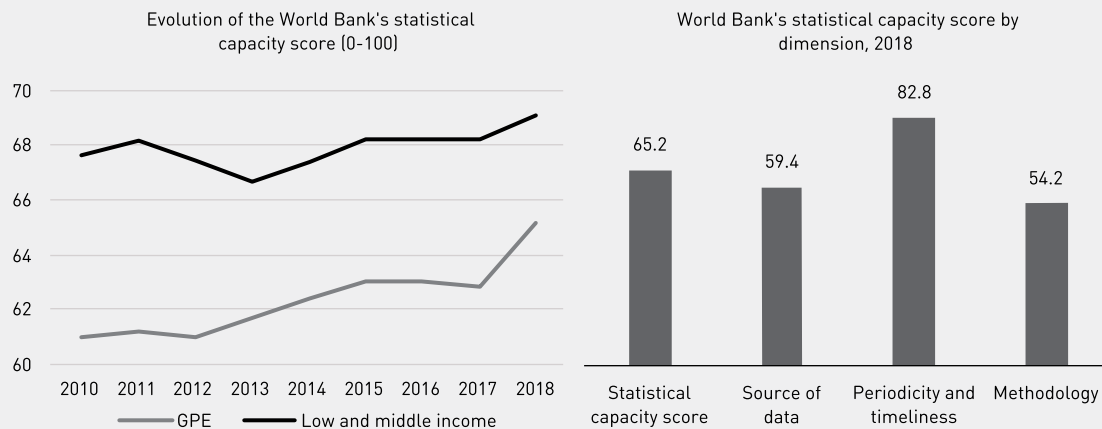
49. GPE, *Outcomes of the Education Data Solutions Roundtable (DRT)* (Washington, DC: Global Partnership for Education, 2019), <https://www.globalpartnership.org/content/outcomes-education-data-solutions-roundtable>.

**BOX 2.2.****PARTNER COUNTRIES ARE MAKING PROGRESS IN STRENGTHENING THE CAPACITY OF THEIR STATISTICAL SYSTEMS**

The ability of the education sector to collect and disseminate quality education and finance data depends on the capacity of the countries' statistical systems in general. The World Bank's statistical capacity index is a composite indicator that measures the overall strength of a country's statistical systems. It is based on a diagnostic framework assessing three key dimensions of national statistical systems: methodology, data sources, and periodicity and timeliness.

GPE partner countries are making progress in the strength of their statistical systems. On average, the statistical capacity index value increased by 4.2 points between 2010 and 2018 in partner countries, compared with an increase of 1.5 points in low- and middle-income countries. The remarkable progress of partner countries between 2017 and 2018, in particular, is driven by some important improvements (at least 10 points' increase in the statistical capacity score) in some low-performing countries, such as Haiti, the Lao People's Democratic Republic, Lesotho, Papua New Guinea and Zambia.

Of the three components of this index, the methodology and the source of data dimensions seem to be associated with the lowest achievements. This implies that providing support to partner countries to adhere to internationally recommended standards and methods and building the capacity of the administrative systems to conduct data collection activities in line with internationally recommended periodicity are key to improving their statistical systems.



**Source:** GPE compilation based on data of the World Development Indicators Database, World Bank, Washington, DC, <https://datacatalog.worldbank.org/dataset/world-development-indicators>.

**Note:** The "methodology" indicator measures a country's ability to adhere to internationally recommended standards and methods. The "source of data" indicator reflects whether a country conducts data collection activity in line with internationally recommended periodicity, and whether data from administrative systems are available. The "periodicity and timeliness" indicator assesses the availability and periodicity of key socioeconomic indicators. Sixty-seven partner countries are included in this analysis.

**BOX 2.3.****SUPPORTING DATA SYSTEMS IN AFGHANISTAN, MALI AND KENYA**

Despite significant progress in developing and operationalizing an EMIS in recent years, **Afghanistan** still faces challenges related to the coverage and the accuracy of the education data. The EMIS does not cover community-based education, and data verification is a significant challenge. The current GPE grant (2019-2023) is supporting the government to improve the data collection and quality assurance systems through phone surveys and field visits and to expand the EMIS coverage to community-based education.

In **Mali**, the publication of annual statistics was delayed mainly because of some difficulties associated with data transmission between the local and central entities of the Ministry of Education. To help address this challenge, the GPE-supported project (2013-2017) implemented a virtual private network (VPN) mechanism that helped the government collect and share timely education data with central entities. The VPN system was proven especially appropriate given the country's large territory.

Despite the existence of a data system in **Kenya**, the quality and the timeliness of the data production seem to be a challenge. The GPE-funded project (2015-2019) aimed at strengthening capacity for evidence-based policy development at the national level. In 2016, only 60 percent of primary schools were involved in the EMIS data collection; by 2018, 95 percent of the schools were involved.

Sources: In the References, see Afghanistan's education sector analysis; and the World Bank's project appraisal documents for Afghanistan and Kenya, emergency project paper for Mali, implementation completion and results report for Mali, and implementation status and results report for Kenya.

## **2.4. GPE financial support to education systems strengthening**

Of the 38 ESPIGs active at the end of fiscal year 2019, 37 included a component supporting systems strengthening. This corresponds to a total US\$423.7 million commitment, or 33 percent of the active grants' total allocation. An important portion of these grants is supporting activities at the central level (US\$161 million to activities such as technical assistance to the ministry of education), followed by activities at the school level (US\$133.3 million to activities such as school grants or school-based management programs) and at the decentral-ized level (US\$78.1 million to activities such as technical assistance to the education systems in regions or provinces), as well as activities targeting data systems (US\$51.2 million for EMIS-related activities). An additional US\$36.9 million is dedicated to developing learning assessments and to strengthening the systems to assess learning, while US\$144.4 million and US\$59.8 million were allocated, respectively, to teacher training and to activities aiming at strengthening teachers' management systems (**Funding Focus: Systems**).

## **TOWARD MORE AND BETTER DOMESTIC FINANCING AND STRONGER DATA SYSTEMS**

Of the five indicators discussed in this section, the milestones were met overall in three cases (Indicators 12, 17 and 31) and missed in two cases (Indicators 10 and 14). Building a stronger education system requires sound policies for more and better domestic education financing. GPE's evaluations find that many complex domestic factors strongly affected domestic financing trends, with variations across countries. They show that GPE contributed to the dialogue and continued focus on the importance of domestic financing. However, stronger engagement by the education stakeholders at the country level is needed to ensure that education is better prioritized in the government's budget and that resources are efficiently used to deliver equitable access to quality education to all children.<sup>50</sup> Despite the incentives provided by the funding model requirements, data gaps seem to persist in partner countries, signaling the need for more effective strategies to strengthen the data systems. In addition to the indirect incentives provided through GPE's operational model for stronger education systems, GPE grants directly support activities aimed at strengthening the education systems in partner countries.

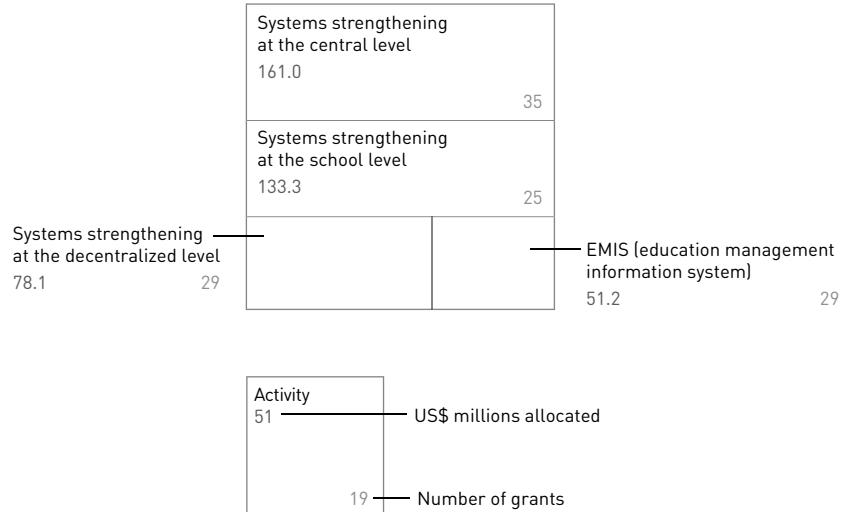
50. E. W. Miningou, "Quality Education and the Efficiency of Public Expenditure: A Cross-Country Comparative Analysis" (Policy Research Working Paper Series 9077, World Bank, Washington, DC, 2019), <https://ideas.repec.org/p/wbk/wbrwps/9077.html>.



## FUNDING FOCUS: SYSTEMS

### GPE FUNDING SUPPORT TO STRENGTHEN SYSTEMS, 2019

Allocations to activities to strengthen systems,  
from ESPIGs active as of June 2019:  
**US\$423.7 million**



A young girl in grade 5 reads out loud in front of her class, Phonsivilay Primary School, Meun District, Lao PDR.

Credit: GPE/Kelley Lynch



CHAPTER

**3**

## Sector Planning, Monitoring and Policy Dialogue

# RESULTS AT A GLANCE

COUNTRY-LEVEL

## OBJECTIVE 1

Strengthen education sector planning and policy implementation

### #16a

Proportion of education plans that meet quality standards.

-

### #16c

Proportion of education plans with equity strategies that meet quality standards.

-

### #16b

Proportion of education plans with teaching and learning strategies that meet quality standards.

-

### #16d

Proportion of education plans with strategies to improve efficiency that meet quality standards.

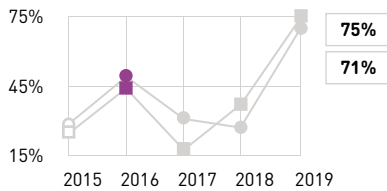
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## OBJECTIVE 2

Support mutual accountability through effective and inclusive sector policy dialogue and monitoring

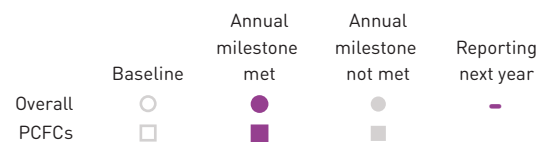
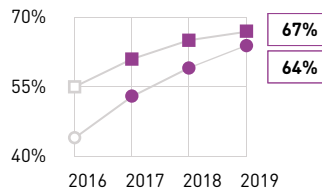
### #18

71% of joint sector reviews met quality standards.



### #19

64% of local education groups include civil society and teacher organizations.



## KEY FINDINGS

- > An interim update on the quality of education sector plans (ESPs) shows that **all 13 ESPs reviewed in 2018 and 2019 met minimum required quality standards. The “achievable” quality standard still lags behind the rest, met by 62 percent of these plans.**
- > **The proportion of quality joint sector reviews (JSRs) increased substantially**, with 71 percent meeting quality standards in 2019 versus 27 percent in 2018. About half of partner countries held a JSR in 2019.
- > **Local education groups (LEGs) are more inclusive**, with increased participation of civil society organizations (CSOs) and teacher organizations (TOs): Sixty-four percent of LEGs included both, up from 59 percent in 2018. Teacher organizations are more likely to be left out: Sixty-six percent of LEGs included TOs in 2019, while 89 percent included CSOs.
- > Country-level evaluations underscore the need for **stronger sector monitoring data collection and use**, and for **sustaining sector dialogue during the implementation stage.**

## Sector Planning, Monitoring and Policy Dialogue

Strengthening sector planning and policy implementation are at the heart of the GPE 2020 strategic plan and operational model, as reflected by GPE's country-level objectives and funding model. Education plans are a cornerstone of GPE's theory of change, as the main vehicle by which the partnership supports sector planning at the country level. The next formal report on indicators that monitor the quality of education plans<sup>51</sup> will appear in the *Results Report 2021*, but this chapter provides an interim update. It also provides reporting on indicators related to mutual accountability and the inclusiveness of country-level policy dialogue.

### 3.1. Toward better education plans

Because of the central importance of education sector plans in GPE's theory of change, GPE supports partner countries in the development of quality education sector analyses and plans notably through its education sector plan development grant, which provides both technical and financial support. Since the inception of the ESPDG in 2012 through December 2019, GPE has granted US\$32.3 million to partner countries to support the planning process. For example, an ESPDG supported a strong education sector analysis in The Gambia that enabled better integration of population data, analysis of learning outcomes, and regional and national education data into its education plan.<sup>52</sup> And in Senegal, ESPDG support facilitated broader, more inclusive public consultations, while the independent appraisal from the new quality assurance review process helped improve the consistency and credibility of the financial simulation and framework in its ESP.<sup>53</sup> In addition to these findings, a multiyear evaluation of GPE's support to sector plan development has just been completed.<sup>54</sup>

#### UPDATES ON THE QUALITY OF EDUCATION PLANS

In 2019, four endorsed ESPs were submitted to the Secretariat for assessment: Honduras, Kenya, Mali and Sudan.<sup>55</sup> Given the small number of ESPs, the 2018 and 2019 ESPs were combined for the analysis. As with the 2016-2017 cohort, all ESPs in the 2018-2019 cohort (N = 13) met the GPE benchmark of

five out of seven quality standards met, suggesting consistency in improvement of the quality of ESPs in recent years. This is further confirmed with the data on most quality standards met (Figure 3.1).

Looking across the 2014-2015, 2016-2017 and 2018-2019 cohorts, all ESPs met the quality standards "evidence-based" and "attentive to disparities." For other standards, the progress is limited and the results are somewhat mixed. ESPs in the 2016-2017 and 2018-2019 cohorts also met the standard "overall vision." Even though not all plans met the "holistic" standard in 2018-19, this result likely reflects the fact that some countries prefer to prepare subsector plans for different line ministries. These countries also usually have plans for the other subsectors even if they are not shared with the Secretariat for the assessment. There is also some progress on meeting the "strategic" and "sensitive to context" standards. A higher proportion of ESPs in the 2018-2019 cohort met these standards than in previous years. As a reminder, the *Results Report 2019* found that "strategic" and "achievable" were the most challenging standards to meet. This result is therefore positive as it reflects some progress on meeting the "strategic" quality standard.

Despite the continuous improvement in ESP quality since 2014, achievability remains a challenge. The quality standard "achievable" raises some concern as an even lower proportion of plans met the standard in the recent 2018-2019 cohort than in 2016-2017. In 2019, of the four countries that submitted ESPs to the Secretariat, only two met this quality standard. Kenya,

51. Indicators 16a, 16b, 16c and 16d.

52. Universalialia, *Evaluation of the GPE's Support to Sector Plan Development: Including through Education Sector Plan Development Grants (ESPDG) in the Context of GPE 2020* (Montreal: Universalialia, 2019), <https://www.globalpartnership.org/sites/default/files/2019-05-28-gpe-evaluation-gpe-support-sector-plan-development.pdf>.

53. Universalialia, *Summative Evaluation of GPE's Country-level Support to Education: Senegal*, Final report (Montreal: Universalialia, 2019), <https://www.globalpartnership.org/sites/default/files/document/file/2019-08-summative-evaluation-gpe-country-level-support-education-for-senegal-august-2019.pdf>.

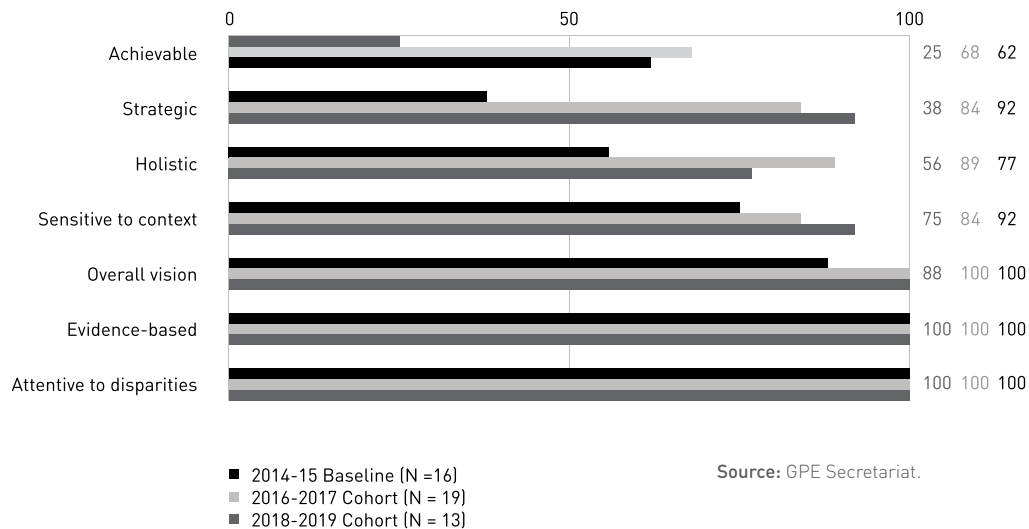
54. The multiyear evaluation will be found by June 2020 and will be found on <https://www.globalpartnership.org/results/monitoring-evaluation>.

55. Four additional ESPs could not be included as they were not yet endorsed at the time of the 2019 analysis.

FIGURE 3.1.

**PROGRESS IS VARIED ON EDUCATION SECTOR PLAN QUALITY STANDARDS.**

Proportion of ESPs meeting each quality standard

**BOX 3.1.****GPE SUPPORT TO SECTOR PLANNING: RWANDA**

In 2017, Rwanda received ESPDG support that enabled a more consultative process for the development of its new ESP (2018-2023) than had been undertaken for the previous one (2013-2018), which had missed two of the seven quality standards. The ESPDG, with the U.K. Department for International Development (DFID) as grant agent, also financed an education sector analysis, improving the evidence base and allowing for better targeting of the interventions planned as well as a stronger dialogue on sector priorities. GPE's updated quality assurance review, in particular the independent appraisal, also contributed to enhancing the quality of the new ESP, which meets all seven quality standards.

Source: Universalis, *Summative GPE Country Program Evaluation: Rwanda*. Final evaluation report (Montreal: Universalis, 2019), <https://www.globalpartnership.org/sites/default/files/document/file/2019-07-summative-gpe-country-program-evaluation-rwanda.pdf>.

one of the first countries submitting a second sector plan (2018-2022) during GPE's current strategic plan period (2015-2020), is one of the two plans that did not meet "achievable," because of weakness in its results framework. Although both of Kenya's ESPs met the GPE benchmark on overall quality of the plan, it is concerning that neither plan met the "achievable" quality standard. The province of Sindh in Pakistan also submitted two ESPs during GPE's current strategic plan period. The first plan did not meet the "achievable" standard (owing

to an unrealistic estimate of its funding gap), while the second plan did, likely showing an improvement in sector planning.

Further improvement has been made on the proportion of ESPs meeting the GPE benchmark for quality teaching and learning, efficiency and equity strategies. Almost all ESPs in the 2018-2019 cohort met the benchmark for learning (92 percent), equity (92 percent) and efficiency strategies (100 percent).

The overall quality of ESPs has been improving since the beginning of the current strategic plan (see [Box 3.1](#) for an example). However, recent country-level evaluations have identified important issues with regard to plan implementation and monitoring, and here GPE has a substantial opportunity to amplify its impact (see [Box 3.6](#)). Additional details on these findings are available in [Appendix D](#).

### 3.2. Sector monitoring and policy dialogue

#### A SHIFT IN THE RIGHT DIRECTION FOR JOINT SECTOR REVIEWS (Indicator 18)

A joint sector review is a government-led process bringing different stakeholders together to engage in dialogue, review status, and monitor expenditure, progress and performance in the implementation of ESPs or countries' sector implementation

frameworks. Effective JSRs take a critical look at past achievements as well as bottlenecks in plan implementation and propose forward-looking remedial actions. In 2019, 50 percent (34 out of 68,<sup>56</sup> including 21 in PCFCs) of JSRs were held. Of these, five were in countries that had not had a JSR since 2015 or 2016.<sup>57</sup>

Indicator 18 of the results framework monitors the proportion of JSRs meeting at least three out of five quality standards (listed in [Box 3.2](#)).<sup>58</sup> JSR data since 2015 have shown mixed results in JSR quality. There has been a consistent shortfall in the performance of JSRs relative to the milestones set for the indicator. However, in 2019 71 percent (20 out of 28) of the JSRs assessed met three or more quality standards, reflecting substantial improvement, though short of the milestone ([Figure 3.2](#)). The trend has been similar in PCFCs as well, with 75 percent (12 out of 16) of the countries meeting three or more quality standards in 2019.

#### BOX 3.2.

##### QUALITY STANDARDS FOR JOINT SECTOR REVIEWS

1. **Participatory and inclusive:** Includes effective and transparent participation from all education sector stakeholders.
2. **Evidence-based:** Is informed by evidence, including reliable education and financial data.
3. **Comprehensive:** Addresses all the subsectors (early childhood, primary, secondary, technical and vocational education and training [TVET], and higher education) as well as nonformal education and adult literacy.
4. **Monitorable:** Monitors sector performance and key indicators to help better identify education sector plan (ESP)/transitional education plan (TEP) implementation issues and achievements.
5. **Policymaking instrument:** Recommendations from the JSR effectively feed into addressing weaknesses in the ESP/TEP implementation.

56. Sixty-eight was the maximum number of JSRs possible in 2019. It takes into account the partner countries that hold multiple JSRs for different states as well as the fact that the four partner countries in the Organization of Eastern Caribbean States (OECS) held one JSR together. It considers partner countries that were members as of January 1, 2019. Of the 34 JSRs held, 28 JSRs (16 in PCFCs) had completed the necessary documentation for assessment as of February 2020. All data presented in this section take into account those 28 with completed documentation.

57. Central African Republic, Comoros, Djibouti, Ethiopia and Madagascar.

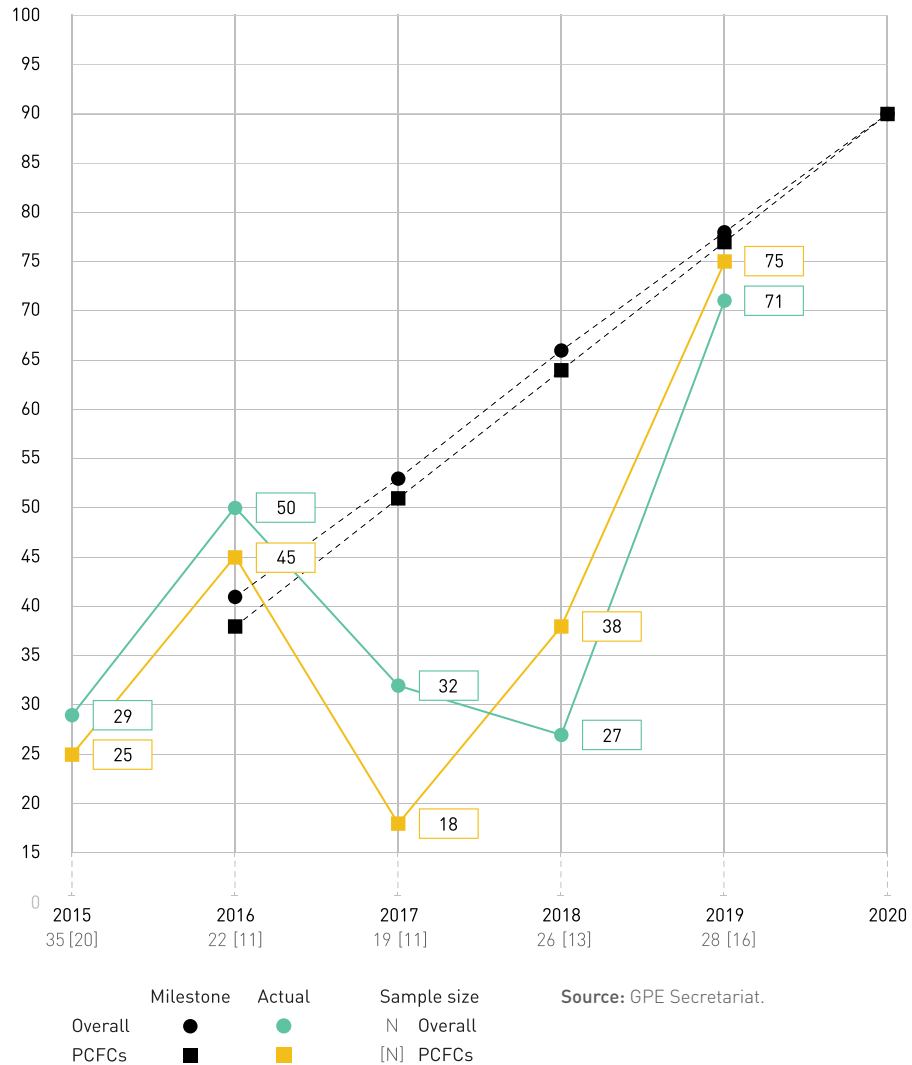
58. For details on any indicator methodology, replace X with the number of the indicator in the following link: <https://www.globalpartnership.org/content/methodology-sheet-gpe-result-indicator-X>.



FIGURE 3.2.

## JOINT SECTOR REVIEW QUALITY SHOWS IMPROVEMENT.

Proportion of joint sector reviews meeting quality standards



The positive trend observed in both quality and quantity of JSRs in 2019 may be attributed to the willingness and leadership that partner country governments have put forth in strengthening the JSR process and implementation (see Box 3.3 for an example), as well as to a heightened focus and increased advocacy across the partnership for sector monitoring. Moreover, the Secretariat enhanced its attention to JSRs, including

through its regular country engagement, dissemination of JSR guidance,<sup>59</sup> and facilitation of cross-country peer learning (Box 3.4). The Grant Performance Committee also now attends to whether JSRs are taking place.

Analysis of the performance of JSRs against each of the five quality criteria shows that there has likewise been significant

59. GPE, *Joint Sector Reviews in the Education Sector: A Practical Guide for Organizing Effective JSRs* (Washington, DC: GPE, 2018), <https://www.globalpartnership.org/content/practical-guide-effective-joint-sector-reviews-education-sector>.

**BOX 3.3.****STRONGER JOINT SECTOR REVIEWS: COTE D'IVOIRE**

The government of Cote d'Ivoire committed to results-based management in the implementation of its education sector plan (2016-2025) and has prioritized the strengthening of sector monitoring mechanisms including systems, tools and capacities at all levels. These efforts have resulted in an ESP Annual Implementation Report that is "on plan," meaning that it includes implementation information for all of the actions included in the previous year's approved sector annual action plan. The government also established a sector coordination task force that has taken the lead in continuously improving this report, which is now fully aligned with the ESP results framework in addition to the costed action plan and has become the key reference for the joint sector review. In 2019, the report was further improved with respect to the quality of the implementation information provided. The country's improved sector reporting illustrates concrete progress toward mutual accountability in action as monitoring is *joint*, covering both domestic and external resources as well as technical and financial implementation progress in an integrated manner. It has facilitated enhanced sector dialogue and introspection at the JSR, in that discussions could be based more on documented evidence. The review process now enables the government and its partners to take joint stock of progress toward targets in subsectors, analyze the use of financial resources and make recommendations for better implementation, as well as for effective monitoring.

**BOX 3.4.****CROSS-COUNTRY PEER LEARNING AROUND JOINT SECTOR REVIEWS AND MONITORING PRACTICES**

The Secretariat facilitated peer learning around JSR practices in the second half of 2019 for three groups of partner countries, 13 in total. Two ministry officials from each country, sometimes accompanied by a representative of their coordinating agency, attended the JSR in either Madagascar, Ghana or the Democratic Republic of Congo. Over several days, participants had the opportunity to observe the JSR in the host country and provide feedback; to engage and exchange with their peers from other countries around strategies for leveraging the potential of JSRs to strengthen sector planning, monitoring and policy dialogue; and to bring home key takeaways relevant for their own context and practices. These and other exchanges inspired the preparations of a new JSR in Comoros, organization of a sector-wide review in the Democratic Republic of Congo, improvements in JSR effectiveness in Chad and Madagascar, and use of the JSR assessment tool in Burundi, to name a few examples.

improvement in 2019 (Figure 3.3).<sup>60</sup> In 2019, JSRs improved across all quality standards compared with the baseline and 2018. However, "participatory and inclusive" lags behind the rest. A closer examination of the data on the former generally shows strong representation from all stakeholder categories except parents' associations.<sup>61</sup> In 2019, there was representation from parents' associations and school management

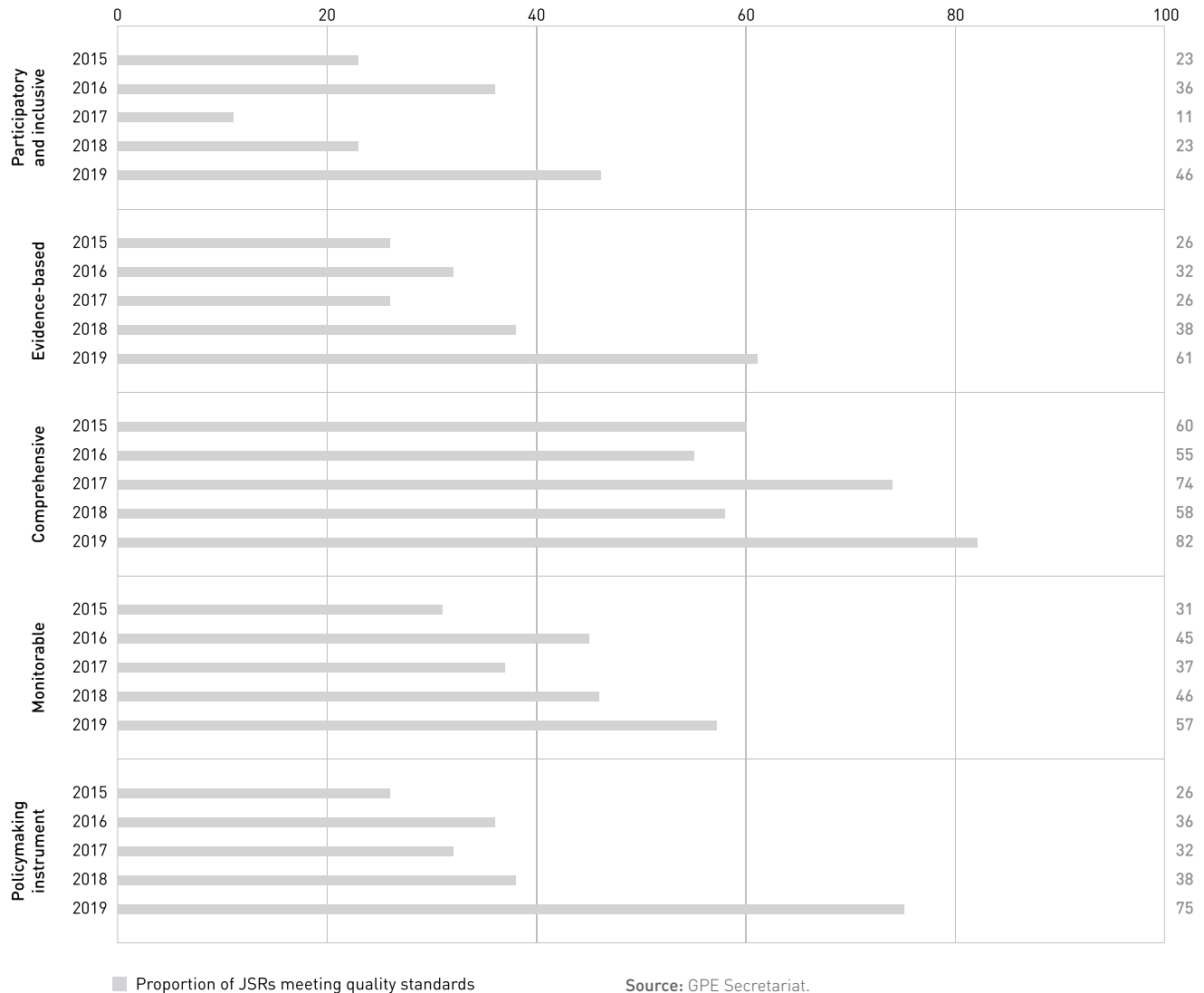
committees on 64 percent of the JSRs, which is an improvement from the baseline (29 percent). There has also been a high level of inclusion of national and international CSOs (international NGOs were present in 100 percent of JSRs and local CSOs were present in 93 percent of JSRs), and a jump in the attendance of teacher organizations (89 percent, up from 48 percent in the baseline).

60. The GPE JSR assessment assesses JSRs against questions directly mapped to the five JSR standards. Certain of the criteria identified as necessary all need to be met for a JSR to meet a given standard. According to the assessment methodology, this means that one criterion, if not met, may disqualify a JSR to meet a certain standard even if the other necessary criteria are met. Thus, a JSR may have seen improvements from one year to the next, which are reflected in its detailed assessment but not necessarily captured in its overall score. Performance on each standard is derived based on information available in the JSR documentation. If insufficient core JSR documentation is made available to assess a JSR on a fair basis, the JSR is not assessed.

61. Stakeholder categories: ministry/ministries in charge of education at the national level, ministry of education at the regional/district level and/or regional authorities in charge of education, development partners (multilateral and bilateral agencies), international and local CSOs, parents' associations, and teachers unions.

FIGURE 3.3.

**JOINT SECTOR REVIEWS IMPROVED ON EVERY QUALITY STANDARD IN 2019.**  
Proportion of joint sector reviews meeting quality standards, 2015-2019



Note: The “comprehensive” quality standard result from 2015 has been updated to ensure consistency after a slight modification to the JSR assessment.

The quality improvement across all criteria is due to 16 countries meeting more quality standards in 2019 than in their previous JSR assessment.<sup>62</sup> Meanwhile another 7 countries met fewer than three quality standards in 2019 and also had not improved on this since their previous assessment, despite some of them having a regular JSR. With regard to frequency, 21 countries had a JSR in both 2018 and 2019, while 6 countries

with a JSR in 2018 did not have one in 2019. Since 2015, the number of countries meeting three quality standards or more has doubled (from 10 to 20), and 15 countries have had a JSR at least four of the past five years.<sup>63</sup>

The JSR assessment, which is desk-based, is one measure of aligned and comprehensive sector monitoring.<sup>64</sup> The Board

62. Burundi, Cambodia, Chad, Comoros, Cote d’Ivoire, Djibouti, Ghana, Guinea, Madagascar, Malawi, Mauritania, Rwanda, Senegal, Somalia-FGS, Uganda and Zimbabwe.

63. JSRs have been held every year since 2015 in Burkina Faso, Cambodia, Ghana, Guinea, Mali, Mozambique, Nepal, Rwanda and Togo; and four times since 2015 in Benin, Chad, Senegal, Somalia-FGS, Somalia-Somaliland and Tanzania-Mainland.

64. It is worth noting that a broader spectrum of monitoring and course-correcting mechanisms, in addition to JSRs, exist in many partner countries. But JSRs are the focal point for this indicator.

**BOX 3.5.****NEW FUNDING WINDOW TO STRENGTHEN JOINT SECTOR REVIEWS**

In December 2019, the Board approved the establishment of a window for financing joint education sector reviews within the existing education sector plan development grant. Partner countries can now apply for a maximum of US\$50,000 annually, and the application can include support for up to four years, for a total of US\$200,000. This financing may cover any costs and capacity strengthening related to the monitoring of the plan (including sector reporting), preparation of the JSR, and follow-up. It represents a new source of support for partners to conduct progress reviews to determine any necessary course corrections and ensure the plan remains relevant and valid.

approved a new funding window for JSRs in December 2019 (Box 3.5), and significant additional efforts are required to see further improvements in both the frequency and quality of JSRs.

**MORE INCLUSIVE LOCAL EDUCATION GROUPS**  
(Indicator 19)

Desirable results in education are outcomes of complex interactions between many actors working within countries.<sup>65</sup> Results rely on the recognition of shared interests and genuine desire of actors to collaborate around a shared agenda, as well as coordinated actions, the fulfillment of agreed responsibilities, and effective and efficient partnerships. At the country level, local education groups (LEGs) serve as coordination groups or partnership mechanisms.<sup>66</sup> LEGs are government led and expected to include representation from all development partners (multilateral and bilateral), national and international NGOs, CSOs, CSO coalitions, community groups, indigenous groups, parent-teacher organizations, teacher organizations (TOs) and the private sector.

The degree of stakeholder participation and inclusion in a LEG has a strong bearing on its effectiveness. Ensuring the diversity and plurality of stakeholders throughout the policy cycle can enable the dialogue to broaden in scope and break through the usual perspectives of policymakers, planners and donors, allowing for a wider net of monitoring data and evidence. To

facilitate measured progress against this objective, the GPE results framework tracks the inclusion of CSOs and TOs in LEGs (Indicator 19).

Over the last four years, GPE has been working to support partner countries in broadening stakeholder participation and inclusion in LEGs. This has resulted in a significant improvement in the proportion of LEGs having CSO and TO representation. The proportion of countries and federal states with both CSO and TO representation in their LEGs increased from 44 percent in 2016 (the baseline) to 64 percent in 2019 (Figure 3.4).<sup>67</sup> PCFCs also saw an increase in overall representation in that same time frame, from 55 percent to 67 percent.

Looking at CSO and TO participation individually since 2016, one can conclude that participation has improved consistently in both PCFCs and non-PCFCs (Figure 3.5). Though this bodes well, it is very hard to gauge the degree of their involvement as well as the willingness of partner country governments to engage with these actors effectively. The GPE country-level evaluations explored the degree of stakeholder participation and found that the thematic priorities of different CSOs varied within and across countries, and the findings do not indicate clear patterns regarding specific roles typically played by these organizations (for example, related to advocacy for certain population groups). Though not well documented, CSO and TO participation across partner countries has contributed to sector dialogue through their knowledge of everyday

65. UNESCO, *Accountability in Education: Meeting Our Commitments*, Global Education Monitoring Report 2017/18 (Paris: UNESCO, 2017), <https://en.unesco.org/gem-report/report/2017/accountability-education>.

66. "Local education group" is a generic term to describe country-led arrangements for the governance of education sector policy dialogue. Names for education groups with similar dialogue functions include education coordinating group, education consultative group, education sector development committee and joint education sector working group.

67. As with Indicator 18, this considers all LEGs in the 61 partner countries in the results framework sample who were members at the 2015 baseline. Because some of these countries (Pakistan, Somalia and Tanzania) have subnational states with their own LEGs, the resulting number is above 61.

FIGURE 3.4.

**LOCAL EDUCATION GROUP INCLUSIVENESS CONTINUES TO IMPROVE.**

Proportion of local education groups with civil society organizations and teacher organizations represented

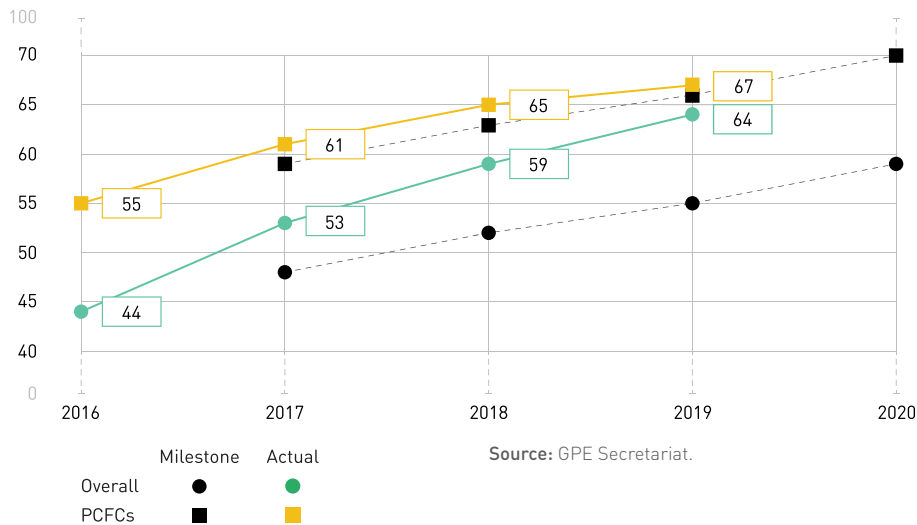
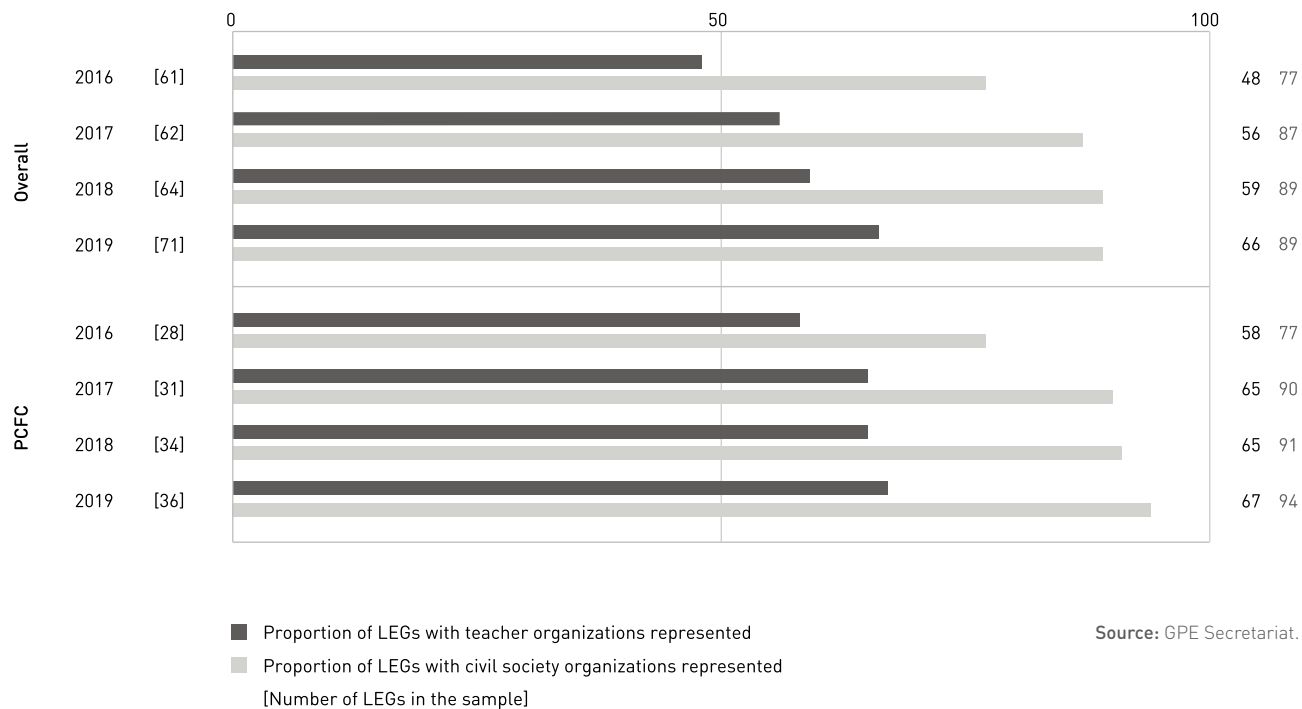


FIGURE 3.5.

**CIVIL SOCIETY ORGANIZATION AND TEACHER ORGANIZATION REPRESENTATION IN LEGS CONTINUES TO GROW.**

Proportion of LEGs with civil society organizations or teacher organizations represented



### BOX 3.6.

#### WHAT DO THE COUNTRY-LEVEL EVALUATIONS SAY ABOUT MUTUAL ACCOUNTABILITY?

The GPE country-level evaluations examined progress toward mutual accountability through the lens of both sector monitoring and sector dialogue. Key takeaways are summarized below and described in Appendix D.

1. **Sector dialogue** has become more frequent, participatory and evidence-based, especially at the plan development stage. There is better representation from groups other than ministries and development partners, although the degree of inclusion is tied to the willingness of the governments to engage and the extent to which those groups are organized internally. As a result, LEGs have increasing relevance and influence as consultative bodies. However, governments' coordinating capacities remain uneven, and subnational-level dialogue is generally weak, with limited feedback loops. The role of the coordinating agency is valued and mostly efficacious, despite often limited capacity for this role. The quality of sector dialogue may be diminished due to relative staff stability in ministries and partner organizations; the existence of multiple dialogue forums with overlapping membership and mandates; the lack of time dedicated to trouble-shooting plan implementation issues; and the inconsistency in reviewing advancements around partners' agreed roles, owing to subpar alignment and harmonization of partner initiatives around sector goals and priorities.
2. **Sector monitoring** arrangements and systems have been established or revamped—based on the creation of results frameworks, periodic data gathering and direct dialogue with stakeholders—to track the achievement of key indicators, although these are sometimes viewed as too complex, too high-level or lacking in specificity to track progress effectively. Ministries of education often identify a lead institution and expertise for sector-monitoring duties, but these may lack the capacity for data gathering, analysis and reporting, or the authority and resources to coordinate and carry out data collection at central and decentralized levels. Joint sector reviews have become a central feature of sector monitoring in a range of countries. However, there is inconsistency in many countries' JSRs from year to year and progress is generally uneven, in part because of the lack of government commitment in certain partner countries, and concerns from stakeholders about conducting JSRs in the absence of quality data, which may not effectively support strategic dialogue and decision making.

The full synthesis report on GPE country-level evaluations for fiscal year 2019 is available at <https://www.globalpartnership.org/content/country-level-evaluations-final-synthesis-report-volume-1>.

practices in classrooms and schools, understanding of how various policies could impact teachers, and their engagement in advocating for gender equality, equity and inclusion, among other issues.

#### TOWARD A MORE EFFECTIVE PARTNERSHIP

The Effective Partnership Review (EPR) launched by the Board in 2017 identified the need, across country contexts, to identify and adopt actions to make the partnership more effective.<sup>68</sup> As a result, four principles were adopted in December 2018 with the aim to (1) increase decentralized mutual accountability,

(2) drive national government ownership and increase its capacity, (3) rebalance GPE's country-level model (with greater attention to sector processes and implementation), and (4) reduce GPE processes and transaction costs. To begin to operationalize these principles, a series of clarifications and adaptations to the GPE model were adopted in mid-2019, as were two pilot initiatives focusing on strengthened LEG collaboration (see below) and coordination at the country level. EPR decisions included increased adaptation to context in the application of the funding model requirement on sector plans, as well as changes and clarifications in grant-related processes such as the selection of grant agents, quality assurance, monitoring and reporting. These have been incorporated

68. "Building an Effective Partnership Rollout," Global Partnership for Education, accessed April 2020, <https://www.globalpartnership.org/who-we-are/building-effective-partnerships>.

into relevant guidelines and are being rolled out as applicable. The EPR principles continue to guide the development of GPE's next strategic plan, GPE 2025.

The EPR led to adaptations to roles, responsibilities, authorities, accountabilities and risk ownership around country-level partnership processes. These were captured in changes to the GPE Charter, in an accountability matrix, and in revised terms of reference for key roles, including coordinating agencies, grant agents and the Secretariat's country-level role. Emphasizing that GPE is both a partnership and a fund, the accountability matrix distinguishes between accountabilities stakeholders sign up for as GPE partners and the more hard-wired accountabilities related to GPE grants. To ensure roles, responsibilities and accountabilities are well understood among stakeholders, and to build a common understanding of the partnership and how it seeks to drive better results at the country level, a *strategic communications and engagement framework for GPE at the country level* has been developed. The framework is guiding the development of communication tools to enhance clarity on GPE and related processes, roles, responsibilities and accountabilities, and more broadly, to support the work to strengthen education systems through communication tools and messaging. The framework looks beyond the core audience of local education groups to address how effective communication can reach leaders, influencers and communities to support and guide education sector strategies and impacts. To make these tools and messages available to country-level partners, a communication portal for country-level partnership is expected to be available on GPE's website in the second half of 2020.

To further strengthen country-level partnerships, the Board agreed to proliferate and support good practices on

partnership agreements and frameworks, and to pilot a user-friendly mechanism to support mutual accountability among members of an LEG, recognizing that LEG functions, structures and effectiveness differ according to country contexts, needs and capacity. In 2019, as part of the Effective Partnership Rollout, GPE launched a pilot of a diagnostic self-assessment mechanism for country-level partners to facilitate reflection and actions for optimizing the potential of education policy dialogue and sector coordination mechanisms. These tools include the LEG self-assessment and performance feedback tools,<sup>69</sup> which build on the *Principles Toward Effective Local Education Groups*.<sup>70</sup> The assessment tool was developed in 2019 based on research undertaken by the Secretariat in 2018 across a range of disciplines and fields of application on what makes multi-stakeholder coordination and partnerships effective.

## RAISING OUR AMBITIONS

Both the indicator results on joint sector reviews and local education groups and the interim update on sector plan quality show strong progress overall with room for improvement. Most notably, the quality of joint sector reviews, a point of emphasis across the partnership over the past year, increased substantially. Local education groups' inclusion of civil society and teacher organizations continues to improve, though the latter are still more likely to be left out. As the partnership contemplates new strategic directions with the goal of increasing GPE's ability to serve the individual needs of countries in a more tailored way and facilitate adaptive management, innovative approaches to sector monitoring and policy dialogue, as well as to the planning process, will be a particular area of focus.

69. GPE, *LEG Self-Assessment and Performance Feedback Tools* (Washington, DC: GPE, 2019), <https://www.globalpartnership.org/content/leg-self-assessment-and-performance-feedback-tools>.

70. GPE, *Principles Toward Effective Local Education Groups* (Washington, DC: GPE, 2020), <https://www.globalpartnership.org/content/principles-toward-effective-local-education-groups>.

A kindergarten student smiles at the camera, Felege Abay Elementary School, Bahar Dar, Ethiopia.

Credit: GPE/Kelley Lynch





CHAPTER

4

# Financing and Partnership

# RESULTS AT A GLANCE

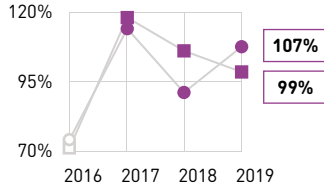
## COUNTRY-LEVEL

### OBJECTIVE 3

#### Effective and efficient GPE financing

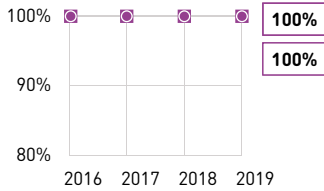
##### #21

Grants achieved **107%** of their target for textbook distribution.



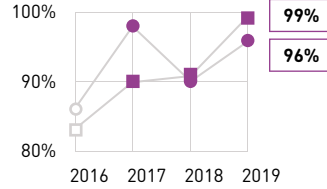
##### #24a

**100%** of grant applications identified variable part targets.



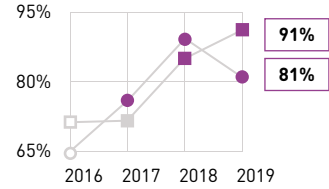
##### #22

Grants achieved **96%** of their target for teacher training.



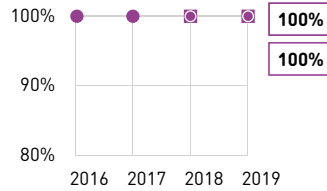
##### #23

Grants achieved **81%** of their target for classroom construction.



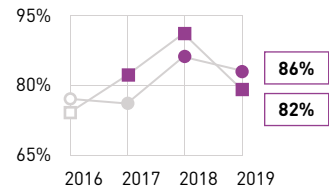
##### #24b

**100%** of grants achieved variable part targets.



##### #25

**86%** of grants were on track with implementation.



\*The 2016 and 2017 value for PCFCs was not applicable; see [Appendix A](#) for details.

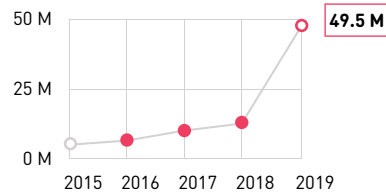
## GLOBAL-LEVEL

### OBJECTIVE 4

#### Mobilize more and better financing

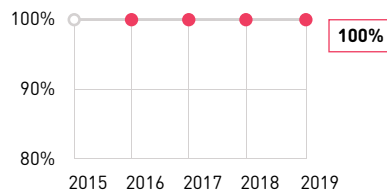
##### #26

**US\$49.5 million** contributed to GPE by nontraditional donors since 2015.



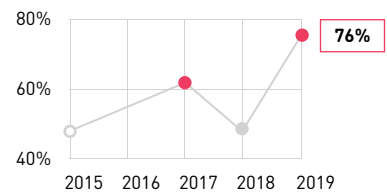
##### #27

**100%** of donor pledges were fulfilled.



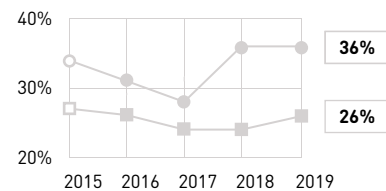
##### #28

**76%** of GPE donors increased or maintained their official development assistance for education.



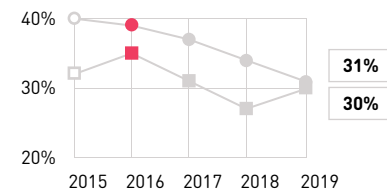
##### #29

**36%** of GPE grants aligned with national systems.

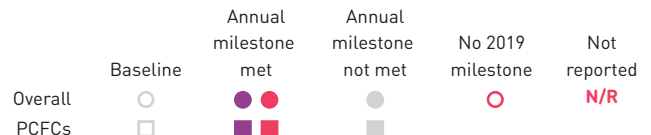


##### #30

**31%** of GPE grants were cofinanced or sector pooled.



\*There was no milestone for 2016; see [Appendix A](#) for details.



## OBJECTIVE 5

## Build a stronger partnership

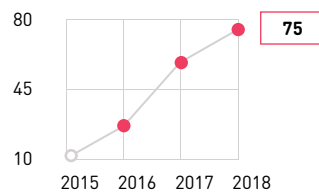
## #32

Proportion of **partner countries and other partners** reporting strengthened clarity of roles.

N/R

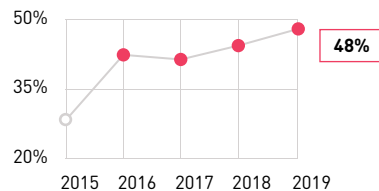
## #34

**75 advocacy events** were undertaken since 2016.



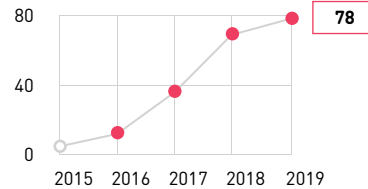
## #36

**48% of Secretariat staff time** was spent on country-facing functions.



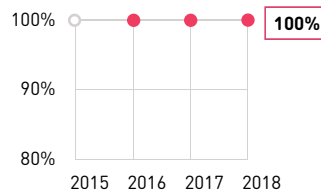
## #33

**78 technical products** were produced since 2015.



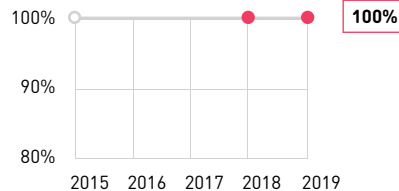
## #35

**100% of significant audit issues** were addressed.



## #37

**100% of results and evaluation reports** were published.



\*There was no milestone for 2016 and 2017; see Appendix A for details.

## KEY FINDINGS

> Since its inception in 2002, **GPE has allocated US\$5.5 billion to 175 implementation grants in 63 developing countries.** In 2019, partner countries affected by fragility and conflict received 60 percent of implementation grant disbursements, amounting to US\$137 million. GPE funding is almost equally allocated to its three strategic goals: 34 percent to learning, 29 percent to equity and 33 percent to system strengthening.

> **The annual grant disbursement for calendar year 2019 was US\$226 million,** reflecting the lower amount approved during the previous replenishment period. Disbursement is expected to increase to US\$600 million in 2020.

> **The overall performance of implementation grants remains positive.** A few grants are lagging behind, mainly as a result of external risks outside the control of the program, such as conflict and political instability.

> **Since the approval of the new funding model in 2014, 24 grants have adopted results-based financing.** Early findings from country-level evaluations indicate that results-based financing contributes to a strengthened results focus in sector planning. While countries are still in the early stages of implementation, results-based financing strategies are generally being implemented as planned, with a few exceptions where progress is delayed.

> In fiscal year 2019, only 36 percent of grants were aligned with the partner country system and 31 percent were cofinanced or sector pooled. **Alignment and harmonization indicators remain well below milestones.**

> **Nontraditional donors (for example, foundations and nonmembers of OECD-DAC) increased their contribution to GPE from US\$5 million in fiscal year 2015 to US\$37 million in fiscal year 2019.** Their cumulative contribution since 2015 reached US\$50 million in fiscal year 2019.

## CHAPTER

# 4

## Financing and Partnership

Achieving the goals of GPE 2020 hinges on mobilizing more and better resources, as well as on how effectively these resources are used. At the global level, GPE harnesses its strength as a partnership to raise commitments to education. At the country level, part of GPE's work is to ensure that its grants deliver on expected results. This chapter uses the most recent available data to report on the geographic and thematic allocation of GPE's implementation grants as well as on their performance and effectiveness, as measured by GPE results framework indicators. It also discusses key achievements with regard to resource mobilization, knowledge generation and advocacy.

### 4.1. Grant portfolio

#### OVERVIEW OF GPE GRANTS

GPE offers a variety of grants to its partner countries to support improved learning and increased equity in education (see [Figure 4.1](#) and [Appendix E](#) for details). As of December 2019, over US\$5.5 billion has been allocated to support planning and implementation of ESPs through three types of grants. GPE also provides technical and financial assistance in GPE's priority thematic areas. In 2019, two new instruments, Knowledge and Innovation Exchange (KIX) and Education Out Loud,<sup>71</sup> were established and operationalized. KIX provides grants at the global and regional levels to invest in knowledge generation and innovation in partner countries. Education Out Loud finances activities to strengthen civil society engagement throughout the education policy cycle.

#### EDUCATION SECTOR PROGRAM IMPLEMENTATION GRANTS

##### Allocation and disbursements

The education sector program implementation grant is the largest grant type in the GPE grant portfolio. From its inception in 2002 to December 2019, GPE has cumulatively allocated

US\$5.5 billion to 175 implementation grants in 63 partner countries. As of December 2019, there were 35 active implementation grants worth US\$1.1 billion in 31 partner countries ([Figure 4.2](#)). The total annual disbursement in calendar year 2019 was US\$226 million.

The annualized average disbursement of implementation grants was US\$294 million for 2018 and 2019, lower than that of the previous replenishment period (US\$481 million, 2015-2017), owing to the lower amount of the approvals during the latter period ([Figure 4.3](#)). This is because disbursements typically occur over a three-to-five-year period after the approval, depending on grant duration.<sup>72</sup> Disbursement is expected to increase to US\$600 million in 2020, which would make the annual average disbursement during this replenishment period (2018-2020) US\$396 million.

In accordance with the partnership's needs-based allocation formula,<sup>73</sup> a large share of GPE's implementation grants goes to partner countries with the greatest needs (see [Figure 4.4](#) and [Appendices F-I](#)). Out of US\$226.2 million disbursed during calendar year 2019, 60 percent went to partner countries affected by fragility and conflict. Sub-Saharan Africa, the region with the lowest completion rates and the highest out-of-school rates, received 85 percent of total disbursements. Disbursements to low-income partner countries accounted for 69 percent.

71. Previously called Advocacy and Social Accountability, this instrument has been rebranded as Education Out Loud.

72. For more information, see GPE, "Grant Allocations Analysis" (GPE Board paper BOD/2019/16 DOC 07, Meeting of the Board of Directors, December 10-12, 2019, Nairobi, Kenya), <https://www.globalpartnership.org/content/grant-allocations-analysis-december-2019>.

73. For more information, see GPE, "Eligibility, Allocation, and Proportionality: Recommendations from the Strategic Financing Working Group" (GPE Board paper BOD/2017/03 DOC 04, Meeting of the Board of Directors, March 1, 2017, Washington, DC), <https://www.globalpartnership.org/content/eligibility-allocation-and-proportionality-recommendations-strategic-financing-working-group>.

FIGURE 4.1.

### GPE OFFERS VARIOUS INSTRUMENTS TO TACKLE COMPLEX EDUCATION SECTOR CHALLENGES IN PARTNER COUNTRIES.

Cumulative allocation since inception (various years), as of December 2019

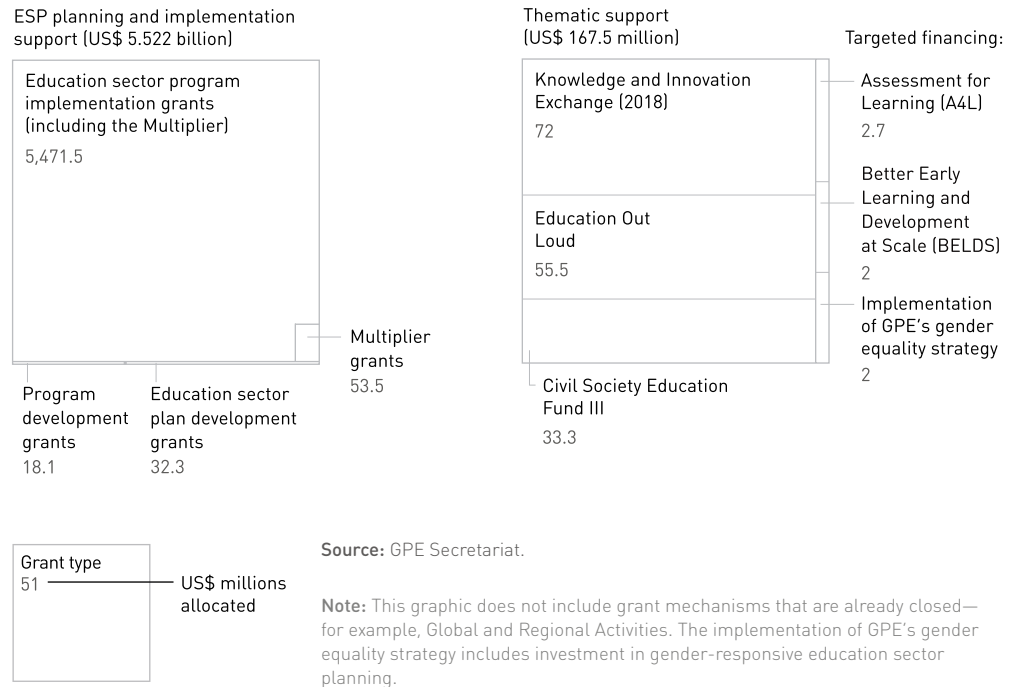
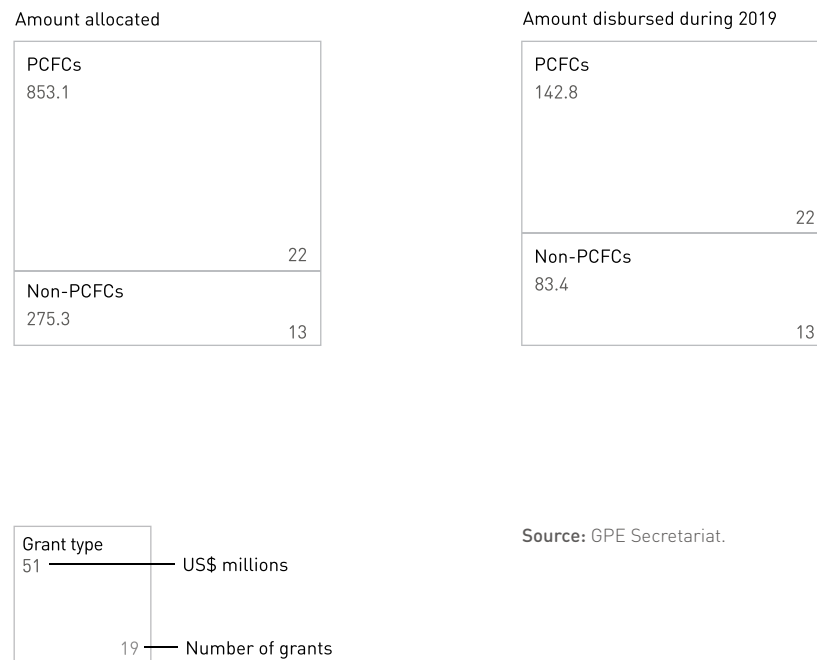


FIGURE 4.2.

### THIRTY-FIVE IMPLEMENTATION GRANTS WORTH US\$1.1 BILLION ARE ACTIVELY SUPPORTING PARTNER COUNTRIES.

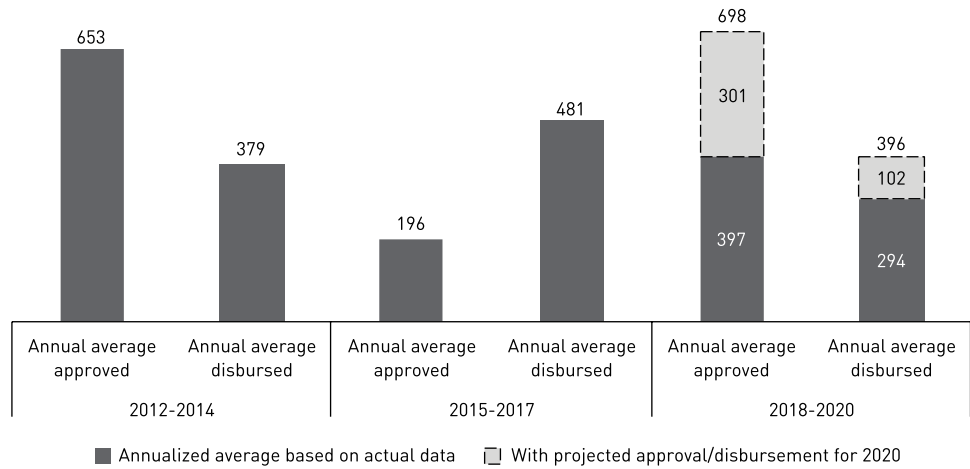
Overview of implementation grant allocation and disbursements, as of December 2019



**FIGURE 4.3.**

**RECENT SMALLER AVERAGE DISBURSEMENTS REFLECT THE LOWER AMOUNT OF APPROVALS DURING THE PREVIOUS REPLENISHMENT PERIOD.**

Annualized average approved and disbursed, by replenishment period (US\$, millions)



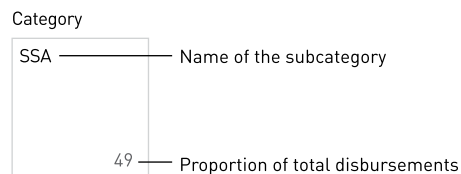
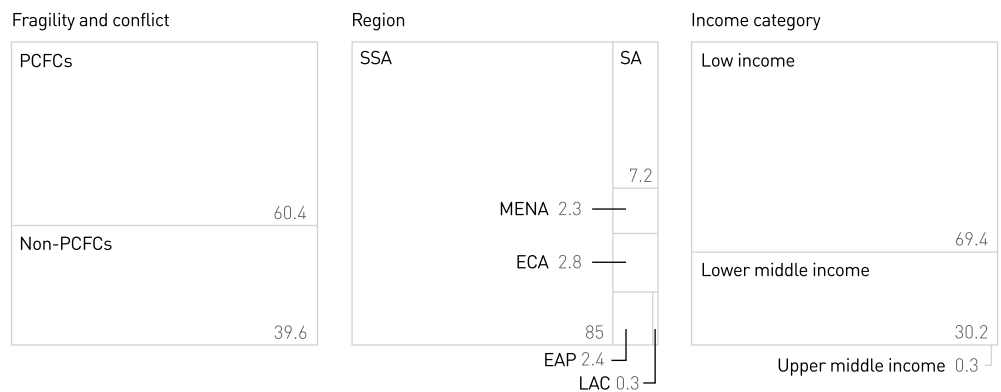
Source: GPE Secretariat.

Note: For the replenishment period 2018-2020, the annualized average approved takes into account actual approval for 2018 and 2019 and projected approval during 2020.

**FIGURE 4.4.**

**A LARGE SHARE OF GPE'S IMPLEMENTATION GRANTS GOES TO COUNTRIES IN THE GREATEST NEED.**

Implementation grant disbursement by PCFC, region and income category, calendar year 2019



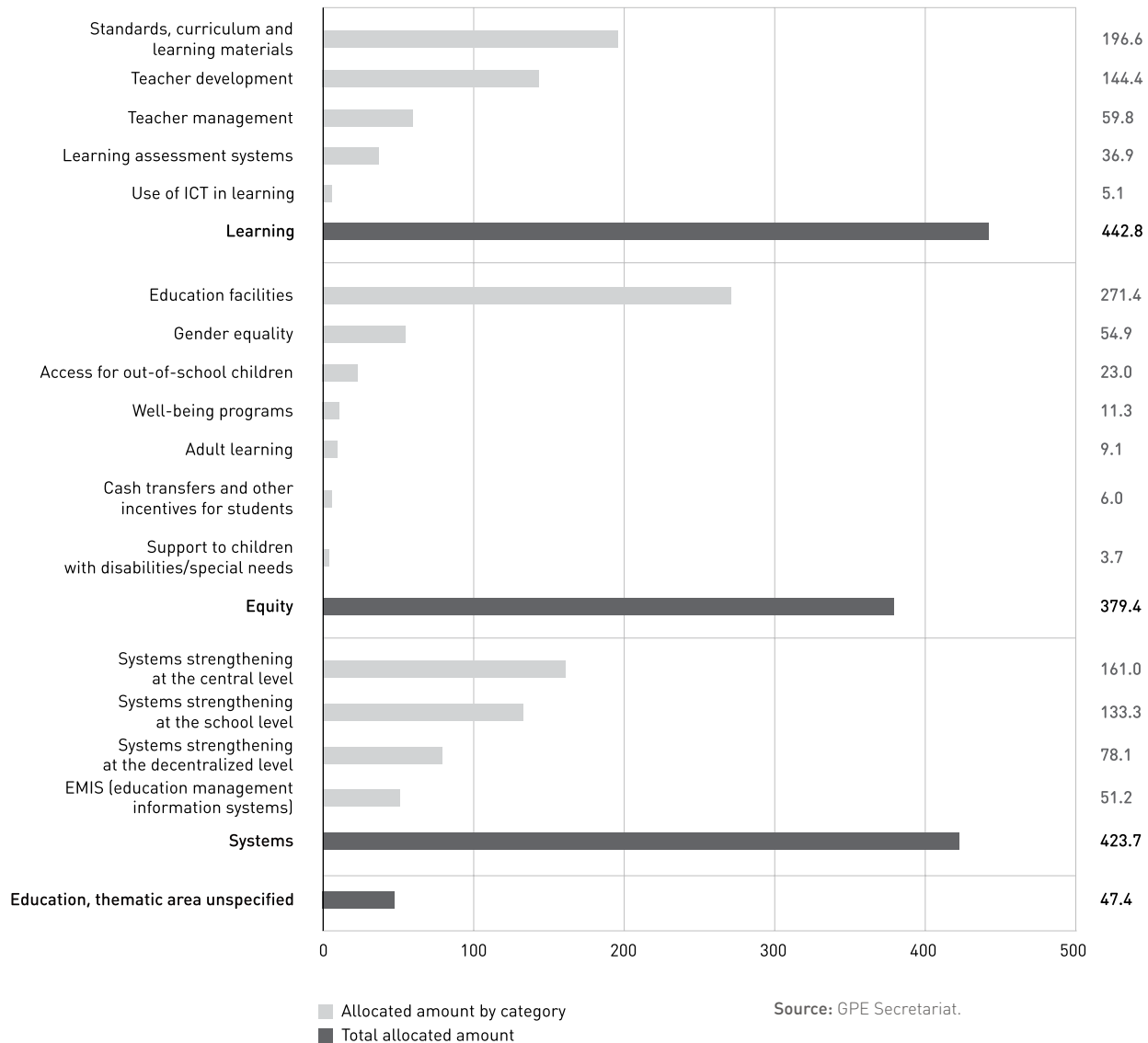
Source: GPE Secretariat.

Note: EAP = East Asia and Pacific, ECA = Europe and Central Asia, LAC = Latin America and Caribbean, MENA = Middle East and North Africa, SA = South Asia, SSA = Sub-Saharan Africa.

FIGURE 4.5.

### LEARNING, EQUITY AND SYSTEMS STRENGTHENING RECEIVE EQUIVALENT AMOUNTS OF GPE FUNDING.

Allocation per thematic activity of GPE implementation grants, fiscal year 2019 (US\$, millions)



Note: This graph shows total allocation across all 38 active implementation grants at the end of fiscal year 2019.

#### Thematic allocation of implementation grants

GPE's 38 implementation grants active in fiscal year 2019 were allocated in line with its strategic plan (Figure 4.5 and Figure 4.6). Similar to last year's finding, 34 percent of total funding for active implementation grants in fiscal year 2019 was allocated for activities related to learning, 29 percent to

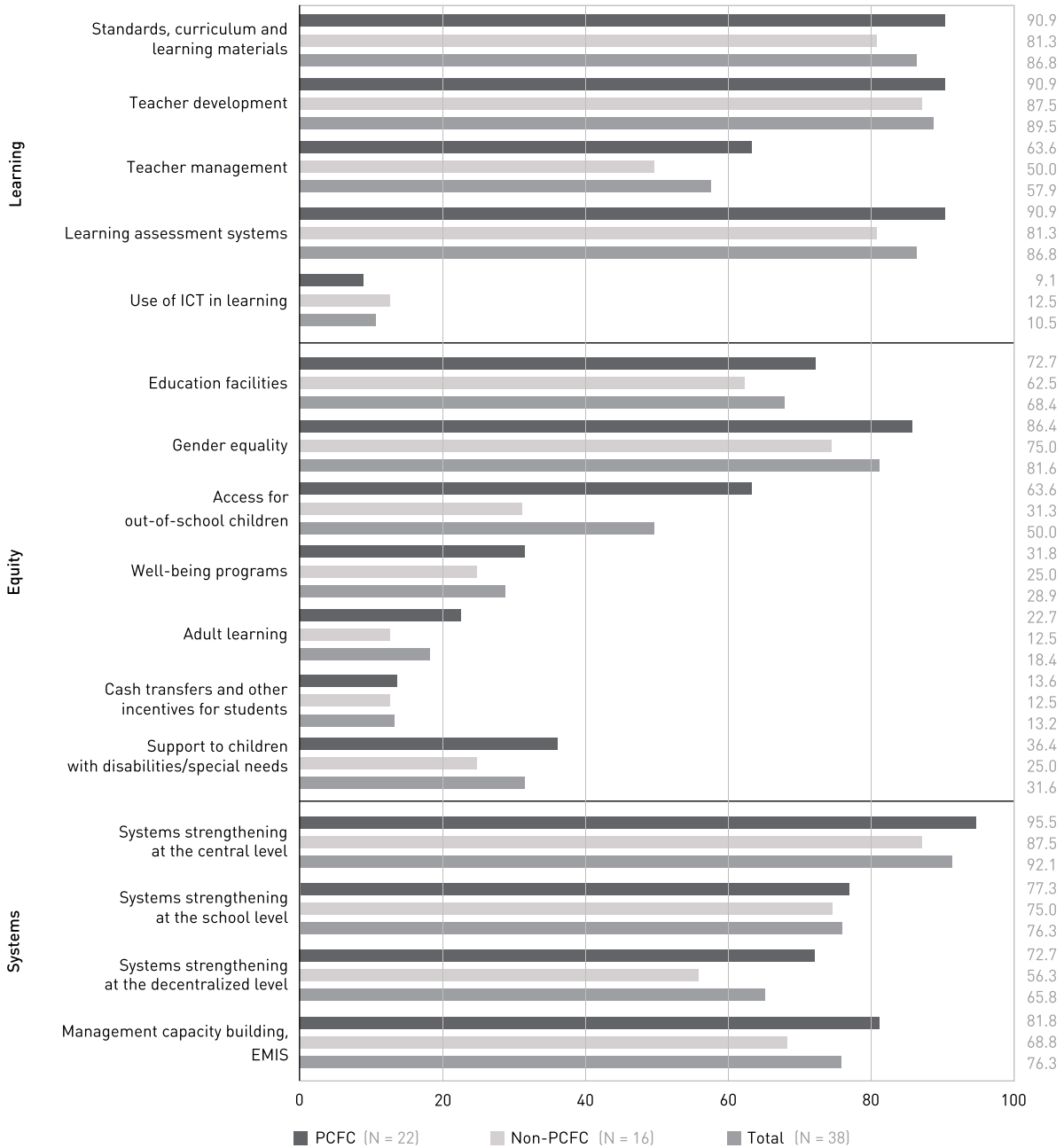
activities related to equity and 33 percent to activities related to system strengthening.<sup>74</sup>

Of the activities addressing learning, those related to teachers—teacher development and management—accounted for 46 percent of allocation. Of the activities addressing equity, a large share (72 percent) of the investment was allocated

74. The remaining 3 percent is allocated to "unspecified thematic area." Funding for project management and grant agent supervision fees are included in this category.

**FIGURE 4.6.**

**IMPLEMENTATION GRANTS SUPPORT THE ACHIEVEMENT OF GPE 2020 GOALS.**  
 Proportion of active grants supporting each thematic activity, fiscal year 2019



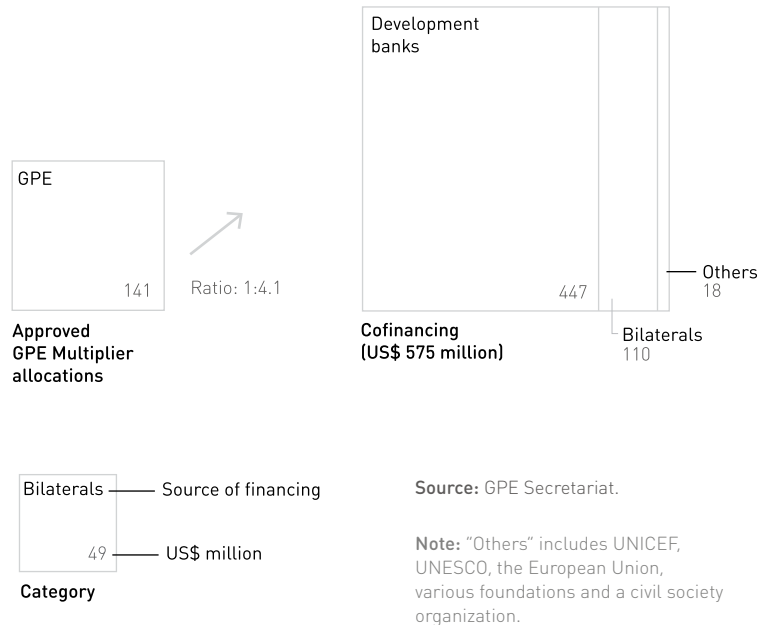
Source: GPE Secretariat.



FIGURE 4.7.

### GPE MULTIPLIER LEVERAGES ADDITIONAL COFINANCING TO FUND EDUCATION.

Cumulative Multiplier allocations and reported cofinancing, as of December 2019



to build or rehabilitate education facilities. Gender equality was supported by 31 out of 38 grants, with targeted support to specific gender activities costing in 11 grants, amounting to US\$54.9 million.<sup>75</sup> However, many non-gender-specific activities (for example, construction of education facilities) benefit girls (and boys) and may have a gender lens, though these activities are not separately accounted for as such. Activities to improve access of out-of-school children were supported by 64 percent of grants (14 out of 22 grants) in PCFCs, but only by 31 percent of grants (five out of 16) in non-PCFCs. Nonetheless, the building and rehabilitation of education facilities are also likely to benefit out-of-school children, though such benefits are not explicitly accounted for. Of the activities strengthening systems, 38 percent of funds were allocated to support at the central level, 18 percent to decentralized levels and 31 percent to school levels. An overview of thematic activities and subsectors supported by each implementation grant can be found in [Appendices J-K](#).

#### GPE MULTIPLIER

The GPE Multiplier is an innovative financing instrument that catalyzes more investment to education in partner countries. Countries can access Multiplier funding by mobilizing at least

US\$3 in new and additional external financing for every US\$1 from the Multiplier. Since its operationalization in 2018 and as of December 2019, 17 countries have secured more than US\$140 million from the Multiplier, which is expected to mobilize US\$575 million in cofinancing in support of quality education from various development partners ([Figure 4.7](#)). Out of these 17, six grants were approved for US\$53.5 million in funding from the Multiplier in 2019, which leverages US\$239 million of cofinancing to education in these countries (for the list of Multiplier grants, see [Appendix L](#)).

GPE's country-level evaluations<sup>76</sup> reviewed the Multiplier's effect on the timing and amount of external financing provided by development partners. Out of the 28 countries in which evaluations were conducted, six had received or applied for the Multiplier. Of these six countries, the Multiplier likely influenced both the timing and the amount of external financing in three of them. In Mauritania, for example, the decision on the amount of the next World Bank project was made partly based on cofinancing requirements for the Multiplier. In the other three countries, however, the Multiplier likely influenced the timing but not the amount of external financing. In these countries, the development partners' funding had already been approved for use in the education sector before the Multiplier application.

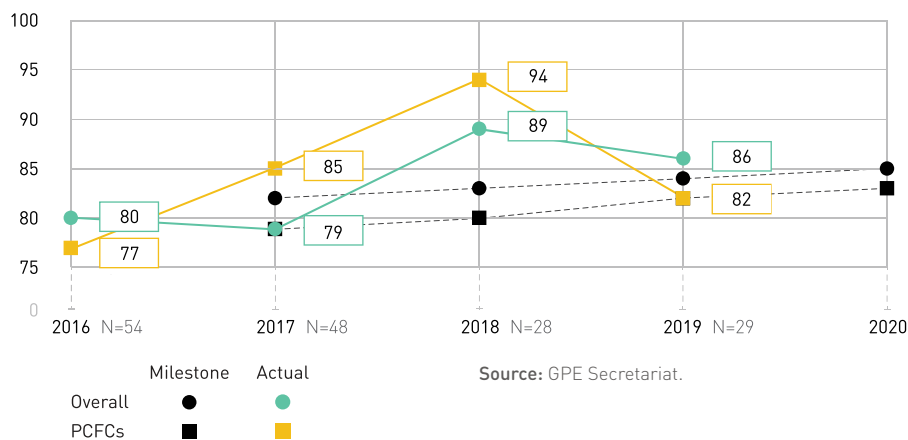
75. This figure includes only activities specifically targeting girls or gender equality (that is, not activities that would also benefit other groups). In a separate thematic study (see Chapter 1), almost all implementation grants reviewed were found to have activities advancing gender equality in education.

76. Universalis, *GPE Country-Level Evaluations—Final Synthesis Report*, Final Report, Vol. 1 (Montreal: Universalis, 2020), <https://www.globalpartnership.org/content/country-level-evaluations-final-synthesis-report-volume-1>.

FIGURE 4.8.

**MOST GRANTS ARE ON TRACK IN IMPLEMENTATION.**

Proportion of implementation grants rated as on track in implementation



**Note:** The number of implementation grants considered for this indicator was smaller in fiscal year 2018 and fiscal year 2019 (28 and 29, respectively) compared with the first two years in the current results framework (54 in fiscal year 2016 and 48 in fiscal year 2017). This is due to a high number of closed grants in fiscal year 2018 and fiscal year 2019 (24 and 12, respectively) as well as the unavailability of ratings at the time of writing for the nine grants mentioned above.

**4.2. Performance of implementation grants**

This section presents the performance of GPE’s implementation grants as measured by its five results framework indicators (Indicators 21-25). The partnership managed to maintain an overall positive trend across these five indicators. However, indicator data suggest difficulties in executing planned activities when unforeseen external factors affect project implementation. This highlights the importance of flexibility in grant design and increased supervision and support in these circumstances.

**STATUS OF IMPLEMENTATION GRANTS (Indicator 25)**

The results framework monitors the overall status of implementation grants (Indicator 25) by calculating the proportion of grants that are on track with implementation. Grants that are expected to achieve all or most of their major outputs by the end of the project period are rated as “on track.”<sup>77</sup>

Overall grant implementation status remains positive. Out of the 29 implementation grants that were active in fiscal year

2019 and reported,<sup>78</sup> 25 grants (86 percent) were on track in implementation, exceeding the milestone set for 2019 (Figure 4.8). Compared with the previous year, the share of on-track grants decreased slightly by 3 percentage points, which is equivalent to one grant.

Four grants were rated as “delayed” in implementation in fiscal year 2019 (Chad, Democratic Republic of Congo, Lesotho and Yemen). Grants categorized as delayed are the ones that are at risk of not achieving one or more outputs by the end of the project period. Most of these risks were caused by external factors outside the control of the projects, such as political instability (Democratic Republic of Congo), unforeseen teacher strikes (Lesotho) and armed conflict (Yemen).<sup>79</sup> In Chad, implementation was delayed by bottlenecks in the technical work preceding textbook procurement and the setting of criteria for sites for school construction, as well as by the late mobilization of technical assistance.<sup>80</sup>

Three out of these four grants were in PCFCs.<sup>81</sup> Findings from the *Grant Performance Report 2019* (see Box 4.1) indicate that

77. The rating definition for each implementation status [on track, slightly behind, delayed] can be found in the methodology sheet for Indicator 25 (<https://www.globalpartnership.org/content/methodology-sheet-gpe-result-indicator-25>).

78. The number of grants considered here is smaller than the total number of grants active as of June 2019 (38 grants, as stated in Section 4.1) because of unavailability of ratings for nine grants for which the first progress reports are not yet due to the Secretariat: Afghanistan, Bangladesh, Bhutan, Cabo Verde, Cameroon (accelerated funding), Sierra Leone, Somalia-FGS, Somalia-Somaliland and South Sudan.

79. GPE, *GPE Grant Performance Report 2019* (Washington, DC: Global Partnership for Education, 2019), 17, <https://www.globalpartnership.org/content/2019-grant-performance-report-december-2019>.

80. GPE, *GPE Grant Performance Report 2019*, Annex 2A. <https://www.globalpartnership.org/sites/default/files/document/file/2019%20Grant%20Performance%20Report%20%28DOC%2013%29%20-%20Annex.pdf>.

81. Namely, Chad, Democratic Republic of Congo and Yemen.

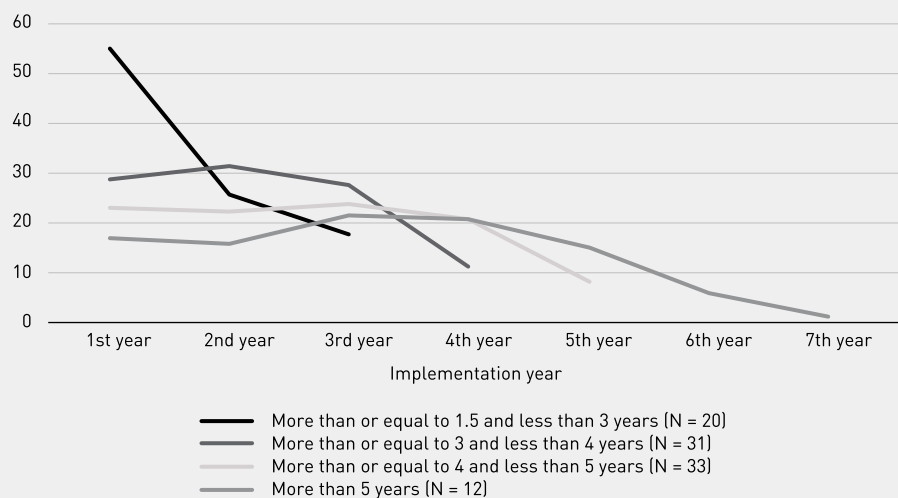
**BOX 4.1.****CHALLENGES IN PCFCs WITH LOW INSTITUTIONAL CAPACITY: HIGHLIGHTS FROM A DISBURSEMENT ANALYSIS**

As a part of its *Grant Performance Report 2019*, the Secretariat conducted an analysis to understand disbursement patterns of GPE implementation grants. The analysis included all 96 closed grants since GPE's inception.<sup>a</sup> Implementation grants usually last three to four years;<sup>b</sup> a grant that takes more than four years to complete has usually been delayed and extended. The analysis found that grants taking longer than four years to close generally have lower disbursements in the first years than shorter grants, which typically disburse most of their funds early (see figure below). The fact that grants that take more than four years to complete do not demonstrate a peak in their disbursement in the last years of implementation, typically the years after extension and/or restructuring, may be an indication that the challenges faced relate more to implementation modalities than the structure of the program itself.<sup>c</sup> Low disbursements in the first year of implementation are therefore an early warning sign of potential future delay, which should be monitored closely.

The analysis also found that although grants tend to disburse more slowly in PCFCs compared with non-PCFCs, among PCFCs, those with relatively higher institutional capacity tend to have grants that disburse faster. The report shows that a one-point increase in the Country Policy and Institutional Assessment (CPIA)<sup>d</sup> value for a country is associated with a 6.5-fold increase in the chances of its grant lasting less than four years and disbursing at a faster pace. These results point to difficulties involved in grant implementation in low-capacity PCFCs and suggest the importance of adapting the right implementation modality and a realistic timeline based on the country context and its institutional capacity.

**GRANTS THAT TAKE MORE THAN FOUR YEARS TO COMPLETE DISBURSE SMALLER AMOUNTS IN THE FIRST YEARS.**

Average percentage disbursed by grant duration



Source: GPE Secretariat.

a. The sample includes all closed implementation grants since inception except those that closed recently and those that lasted less than 1.5 years. The former are excluded because undisbursed funds may be disbursed during the grace period, ranging from six months to one year after the grant closing date. The latter are excluded as they are likely to be accelerated funding grants (see more details on the analysis methodology in the *Grant Performance Report 2019*, Annex B).

b. According to GPE's *Guidelines for Education Sector Program Implementation Grants—ESPIG* (Washington, DC: Global Partnership for Education, 2019), <https://www.globalpartnership.org/content/global-partnership-education-program-implementation-grant-guidelines>.

c. Implementation modalities refer to both aid modality (for example, project, pooled fund) and the implementation arrangements used (for example, use of country systems, procurement process).

d. CPIA is the rating of countries against a set of 16 criteria grouped in four clusters: economic management, structural policies, policies for social inclusion and equity, and public sector management and institutions. This analysis used the public sector management and institutions cluster average.

**BOX 4.2.****FINDINGS FROM THE REVIEW OF PROJECT COMPLETION REPORTS: HOW DID GPE PROJECTS PERFORM?**

The Secretariat conducted a review of completion reports for 30 implementation grants that were closed during fiscal years 2016 to 2018.<sup>a</sup> Completion reports are prepared by the grant agents at the completion of the grants.<sup>b</sup> The projects were approved before the beginning of GPE 2020.

Among the 30 projects reviewed, 25 had a formal results framework with measurable key performance indicators for their development objectives. The review found that the majority of these projects performed well against their (in some cases multiple) objectives and indicators: 20 out of 22 projects fully or partially achieved their objective of improving the learning and teaching environment; 14 out of 17 projects fully or partially achieved their objective of increased access; 8 out of 14 projects fully or partially achieved their objective of improved equity; and all 14 projects fully or partially achieved their objectives for strengthening institutional capacity.<sup>c</sup> However, the measurement of these objectives varied widely, with many indicators focusing on outputs (for example, number of teachers trained) rather than on outcomes supported through the interventions.

Although the completion reports are not required to provide assessments of non-grant aspects of GPE's work, the review found that two-thirds of the reports acknowledge the links between the project and the country's ESP, but few explicitly discuss the project's contribution to achieving the plan's target outcomes. Similarly, half of the reports reference the role played by local education groups and joint sector reviews in implementation, but they provide limited analysis of which functional aspects of these mechanisms are most effective. The completion reports also do not discuss the extent to which GPE influences domestic resources for education.

Future monitoring and evaluation requirements could focus on an improved framework for measuring and monitoring results and a systematic assessment of these prominent aspects of GPE's work to better understand the role these play in the outcomes achieved.

a. Though 36 projects had closed, full documentation was available for 30 at the time of review. GPE, *Review of Completion Reports for the Global Partnership for Education's Education Sector Program Implementation Grants, 2016-2018* (Washington, DC: Global Partnership for Education, 2019), <https://www.globalpartnership.org/content/review-completion-reports-gpes-implementation-grants-2016-2018>.

b. Out of the 30 completion reports, 10 were prepared by the World Bank and reviewed independently by its Independent Evaluation Group.

c. The achievement was assessed as follows: "fully achieved," target was 90-100 percent met; "partially achieved," target was 50-89 percent met; "not achieved," target was less than 50 percent met.

grant implementation in PCFCs with low institutional capacity is particularly challenging.

While Indicator 25 aims to capture the likelihood of active implementation grants achieving their major outcomes, it is important also to take stock of the achievements of closed grants and to extract lessons learned from their implementation to inform future grants. For this purpose, the Secretariat conducted a review of completion reports of closed grants during fiscal years 2016 to 2018 (see [Box 4.2](#) for key findings).

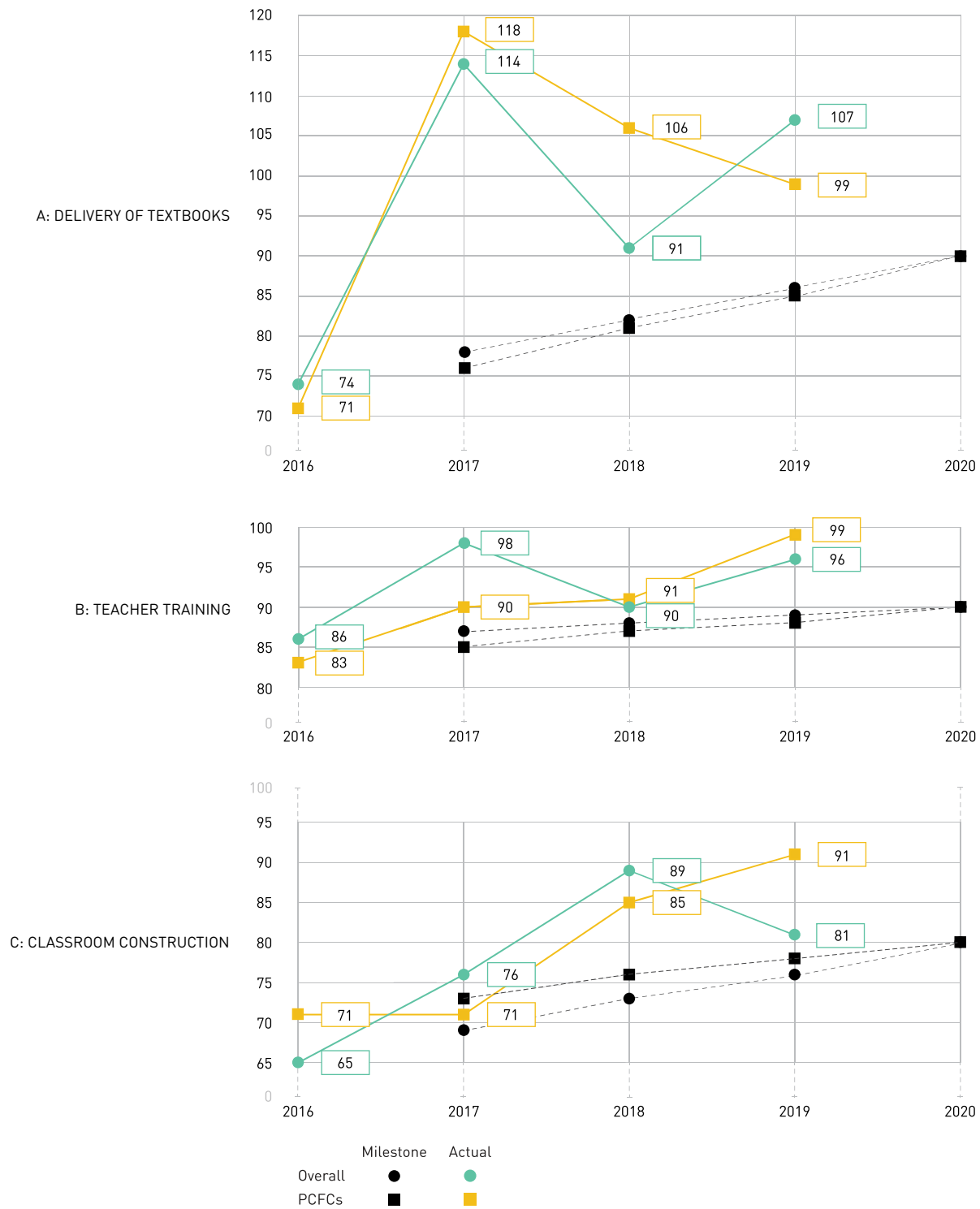
**TEXTBOOK, TEACHER TRAINING AND CLASSROOM CONSTRUCTION (Indicators 21-23)**

GPE's results framework tracks the performance of implementation grants on textbook provision, teacher training and classroom construction (Indicators 21, 22 and 23, respectively). In fiscal year 2019, all three indicators met their annual milestones and continued an upward trend since the baseline ([Figures 4.9a, 4.9b and 4.9c](#)). In fiscal year 2019, GPE implementation grants across partner countries provided

FIGURE 4.9.

### OVERALL POSITIVE TRENDS ARE OBSERVED FOR TEXTBOOK PROVISION, TEACHER TRAINING AND CLASSROOM CONSTRUCTION.

Respective proportions of textbooks purchased and distributed, teachers trained, and classrooms built or rehabilitated through GPE grants, out of the total planned by GPE grants



Source: GPE Secretariat.

48,400,203 textbooks, trained 465,346 teachers and constructed or rehabilitated 4,115 classrooms.

Despite this overall positive trend, some grants achieved less than 75 percent of their annual targets in fiscal year 2019. Two grants achieved less than 75 percent of their annual targets for textbook provision, seven for teacher training and four for classroom construction. Of these 13 grants, six achieved less than 75 percent of their annual targets for the second consecutive year (the remaining seven either were not active or did not have annual targets in fiscal year 2018).<sup>82</sup> Similar to the reasons for delay in overall implementation status (see Indicator 25), these continued delays are mostly caused by external factors: for example, procurement challenges as a result of economic sanctions in Eritrea and security issues in Pakistan-Balochistan. Lessons learned from completed projects underscore the importance of flexibility in project design that allows for the reallocation of funds or revision of targets as well as increased supervision and support when unforeseen circumstances affect project implementation.<sup>83</sup> GPE's country-level evaluations also acknowledge the diversity of contexts in which GPE operates and point to the need for more flexibility to adapt to contextual needs than is currently afforded.<sup>84</sup>

## RESULTS-BASED FUNDING (Indicator 24)

In 2014, GPE adopted a results-based funding model that disburses at least 30 percent of the total implementation grant funding on achievement of the targets set by countries. Indicator 24 of the GPE results framework monitors the proportion of implementation grant applications that identified performance targets on equity, efficiency and learning (Indicator 24a) and

the proportion of grants that achieved more than 75 percent of their performance targets in these areas (Indicator 24b).

Both Indicators 24a and 24b remained at 100 percent for the fourth consecutive year. An increasing number of implementation grants have adopted results-based funding since the operationalization of the current funding model, totaling 24 grants by the end of fiscal year 2019.<sup>85</sup> Grants to 10 countries (Afghanistan, Benin, Burundi, Myanmar, Nepal, Senegal, Sierra Leone, Tanzania-Mainland, Uzbekistan and Zimbabwe) in fiscal year 2019 adopted results-based funding, of which four are categorized as PCFCs.<sup>86</sup> All identified targets for equity, efficiency and learning. The results-based variable parts of four of these grants were larger than 30 percent of the total grant amount.<sup>87</sup>

In fiscal year 2019, six grants had a total of 17 variable part indicators scheduled for assessment.<sup>88</sup> All the grants achieved most of their targets, keeping the value of Indicator 24b at 100 percent.<sup>89</sup> For example, in Nepal school-based Early Grade Reading Assessment (EGRA) was conducted in 3,046 schools, exceeding the final target (3,000) for the learning indicator. In Madagascar, 976 new teachers were trained and recruited, exceeding the first-year milestone of 916.

However, a few countries faced implementation challenges that resulted in delayed achievement of targets or failure to meet targets. For example, Mozambique missed its final target for equity.<sup>90</sup> Although the country managed to decrease the number of districts with a pupil-teacher ratio above 80 from 17 to 8, this was not sufficient to meet the target of two.<sup>91</sup> As a result, US\$1.97 million out of the originally allocated US\$4 million was disbursed for the partial achievement of this indicator.

82. Six grants achieved less than 75 percent of their annual targets for the second consecutive year: Tanzania-Mainland for Indicator 21 (textbook provision); Lesotho, Nigeria and Pakistan-Balochistan for Indicator 22 (teacher training); and Eritrea and Guinea for Indicator 23 (classroom construction). Four of these grants achieved less than 75 percent of annual targets for the third consecutive year: Tanzania-Mainland for Indicator 21, Nigeria for Indicator 22 and Eritrea and Guinea for Indicator 23.

83. GPE, *Grant Performance Report 2019*, 24-25.

84. Universalia, *GPE Country-Level Evaluations—Final Synthesis Report: Financial Year 2019*.

85. Five grants adopted results-based funding in 2016, three in 2017, six in 2018 and ten in 2019 fiscal years. See [Appendix M](#) for a full list of grants approved under the current funding model (including their proportion of fixed to variable part).

86. Six implementation grants approved in fiscal year 2019 were exempted from results-based funding and thus not included in the monitoring of this indicator: four accelerated funding grants (Bangladesh, Cameroon, Central African Republic and South Sudan) and two implementation grants that were approved for an ex ante approach (Somalia-FGS and South Sudan). In an ex ante arrangement, the variable allocation is not linked to actual attainment of results. Exemptions are granted in certain fragile contexts where capacity and the availability of funding are particularly low, and where educational needs are critical in the short term. A grant for Papua New Guinea was approved only for the fixed part during fiscal year 2019. The country will resubmit its proposal for the variable part.

87. Myanmar, Nepal, Senegal and Tanzania-Mainland.

88. Cambodia, Ethiopia, Liberia, Madagascar, Mozambique and Nepal.

89. Indicator 24b calculates the proportion of grants that are considered "well-performing" or "high-performing." A grant that meets 75 percent to 99 percent of its targets is considered as well-performing; meeting 100 percent of its targets is considered as high-performing.

90. Mozambique had one target for equity, two for efficiency and two for learning, and met 80 percent of its targets (four out of five), exceeding the threshold (75 percent) to be considered as well-performing.

91. Partial achievement of this indicator was due in part to the government's decision not to revise the target after a change in the administrative map resulted in an increase in the number of districts with high pupil-teacher ratio from 12 to 17, making it harder to achieve the target.

**BOX 4.3.****FINDINGS FROM COUNTRY-LEVEL EVALUATIONS AND A REVIEW ON THE RESULTS-BASED FUNDING MECHANISM**

The Secretariat recently conducted a study of the variable part,<sup>a</sup> which reviewed the designs, implementation and results of the first 22 implementation grants with a variable part. A synthesis of the country-level evaluations also has some findings on the variable part,<sup>b</sup> drawing on the experience of eight grants with a variable part.

The review and country-level evaluations concur that variable parts encourage sector policy dialogue, especially during program design, implementation and results verification. The country-level evaluation synthesis notes that the variable part appears to strengthen the results focus of sector planning, translating broad sector plan objectives into more concrete strategies. It also suggests the variable part may positively influence more systemic monitoring of education sector plans, potentially strengthening plan implementation.

Variable part strategies and targets in the 22 grants included in the review are largely relevant to the dimensions of equity, efficiency and learning outcomes. Two-thirds of these strategies link variable part financing to an intermediate- or outcome-level indicator, which appears to respond well to the expectations of the mechanism. While countries are still in the early stages of implementation, in most countries, variable part strategies are generally being implemented as planned, with a few exceptions, where progress is delayed with some restructuring.

The review suggests some areas where this model could be strengthened: high transaction costs, demands on design and implementation capacity, and insufficient differentiation vis-à-vis the diversity of country contexts and operational and funding environments. It recommends a more differentiated approach for countries with low implementation capacity and those with a small variable part, as well as strengthened technical assistance in designing the variable part.

a. GPE, *An Early Stage Review of Country Program Designs and Implementation Experiences with GPE's Variable Part Financing Mechanism (2015-2019)*. <https://www.globalpartnership.org/sites/default/files/document/file/2020-05-review-of-design-and-implementation-experiences-of-gpe-variable-part-financing.pdf>.

b. Universalialia, *GPE Country-Level Evaluations—Final Synthesis Report*.

In 2019, the Secretariat also published a comprehensive guidance note to support countries in preparing grant applications containing the variable part.<sup>92</sup> The country-level evaluations and a review of the variable part take stock of the achievements and lessons learned from four years of implementation (see Box 4.3).

### 4.3. Aid effectiveness

GPE is committed to improving the alignment and harmonization of its funding to avoid aid fragmentation and to harness its potential to strengthen country systems. The GPE results framework monitors progress on alignment and harmonization with Indicators 29 and 30, respectively. In fiscal year 2019, these two indicators remained well below their milestones, indicating that the majority of the implementation grants

continue to be weakly aligned to the partner country system and to use relatively fragmented aid modality. In the past few years, however, the partnership has been working to promote alignment and harmonization in some target countries, and these efforts have begun to show signs of improvement.

#### ALIGNMENT (Indicator 29)

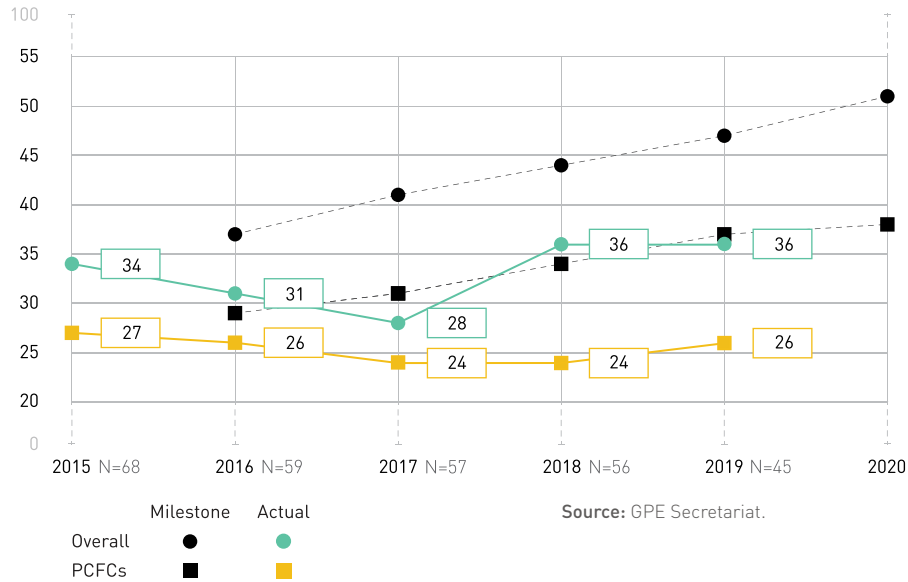
When external aid is aligned to partner country policies and systems, it provides an important opportunity to strengthen system capacity and reduce transaction costs. The results framework therefore tracks the proportion of its implementation grants that are aligned to the country system (Indicator 29). A grant is considered “aligned” if it meets at least seven out of ten dimensions of alignment.

92. GPE, *Guidance Note on GPE Variable Part Financing: Education Sector Planning and Program Design in the Context of Results-Based Financing* (Washington, DC: Global Partnership for Education, 2019), <https://www.globalpartnership.org/sites/default/files/2019-03-gpe-guidance-note-variable-part.pdf>.

FIGURE 4.10.

**THE PROPORTION OF ALIGNED IMPLEMENTATION GRANTS REMAINED AT 36 PERCENT IN FISCAL YEAR 2019.**

Proportion of implementation grants aligned to national systems



The majority of grants continued to be insufficiently aligned in fiscal year 2019. The overall proportion of grants that were aligned remained at 36 percent against the milestone of 47 percent, after recording an 8 percentage point increase from 28 percent in fiscal year 2017 to 36 percent in fiscal year 2018 (Figure 4.10). Progress in PCFCs is limited, with the indicator value only slightly increased from 24 percent in fiscal year 2018 to 26 percent in 2019. Indicator 29 missed the milestone for overall and for PCFCs for the fourth consecutive year.

If we look at the volume of the funding that is aligned instead of number of grants aligned,<sup>93</sup> the proportion of the funding aligned is 42 percent in fiscal year 2019. Between fiscal years 2015 and 2019, the proportion of aligned grants by volume of funding has fluctuated between 42 percent and 50 percent.

The Secretariat has been implementing an alignment road map since 2017. As part of these activities, 11 target countries with a potential for improved alignment have been identified. In these countries, the Secretariat strengthened country support during the grant formulation process to encourage increased use of country systems. As a result of the partnership’s effort, two recently approved grants (to Tanzania-Mainland and Benin) that were previously not aligned are now aligned with country systems.

**HARMONIZATION (Indicator 30)**

Harmonization, through the use of cofinanced projects or sector-pooled funding, reflects the partnership’s efforts to promote coordination among various donors and to avoid aid fragmentation. The results framework monitors the extent to which implementation grants are harmonized by calculating the proportion of grants that are either cofinanced or sector pooled (Indicator 30).

The overall proportion of grants that use harmonized funding mechanisms has continued a gradual downward trend from 40 percent in fiscal year 2015 to 31 percent in fiscal year 2019 (Figure 4.11). This decrease may not denote significant deterioration over time, as only a few grants changed modality when an old one had closed and a new one started during fiscal year 2015 to fiscal year 2019.<sup>94</sup> In PCFCs, the proportion remained largely unchanged at around 30 percent since 2017. The 2019 milestones for both overall portfolio and PCFCs were missed by a wide margin. The increased number of Multiplier grants, which require cofinancing from other partners to access the country allocation, is expected to contribute to improvements in this indicator; however, this has not yet had an effect as none of these grants had become active by the end of fiscal year 2019.<sup>95</sup>

93. As the implementation grants vary greatly in size, looking at the volume of funding gives us another perspective that complements the current indicator, which looks at the number of grants.

94. Out of 30 countries/states that have had more than two grants during fiscal year 2015 to fiscal year 2019, seven changed modality. Four changed from sector pooled or cofinanced to stand-alone, and the remaining three changed from stand-alone to cofinanced.

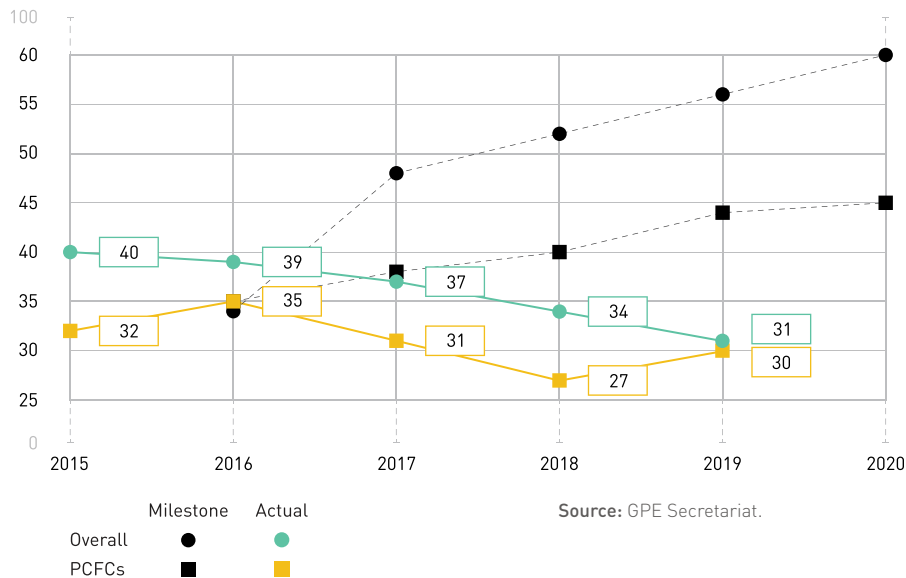
95. As of the end of fiscal year 2019, Multiplier grants for Nepal, Papua New Guinea, Senegal, Uzbekistan and Zimbabwe had been approved but had not yet started.



FIGURE 4.11.

### THE OVERALL PROPORTION OF IMPLEMENTATION GRANTS THAT USE HARMONIZED FUNDING MECHANISMS DECREASED GRADUALLY FROM 2016 TO 2019.

Proportion of implementation grants using cofinanced project or sector-pooled funding mechanisms



#### BOX 4.4.

#### ALIGNMENT, HARMONIZATION AND ABSORPTION

Strategic Objective 5 of the current GPE strategic plan is more and better financing. Alignment and harmonization play a critical role in advancing this objective because aligned and harmonized grants not only contribute to strengthened system capacity and promote coordination among donors, but also have absorbed more funding.<sup>a</sup> Data from fiscal year 2016 through fiscal year 2019 show that aligned and harmonized grants absorbed a greater volume of funding than nonaligned and nonharmonized grants. (See Appendix N for the methodology and underlying data for this analysis.) Variables that influence absorption, such as institutional capacity and the type of activities supported by the grant, are not incorporated in this analysis. Thus, the relationship between alignment and absorption can't be qualified as causal and needs to be further investigated. Although several factors influence absorption capacity, the higher absorption performance of aligned sector-pooled funds signals their potential to provide funding at scale. In fiscal year 2019, the average absorption of GPE grants through aligned sector-pooled funds was 93 percent higher than through nonaligned grants that are either cofinanced or stand-alone. This means that for every US\$10 of GPE funding disbursed through nonaligned grants, aligned sector-pooled funds disbursed US\$19.

a. GPE, *Portfolio Review 2017* (Washington, DC: Global Partnership for Education, 2018), <https://www.globalpartnership.org/content/2017-gpe-portfolio-review>; GPE, *Portfolio Review 2018* (Washington, DC: Global Partnership for Education, 2018), <https://www.globalpartnership.org/content/gpe-annual-portfolio-review-2018-key-observations-december-2018>.

**BOX 4.5.****IMPROVING PUBLIC FINANCIAL MANAGEMENT SYSTEMS IN BURKINA FASO AND NEPAL**

Data from fiscal year 2019 show that implementation grants remain 100 percent aligned with education sector plans, but alignment with national public financial management (PFM) systems continues to be a challenge, especially for nonaligned grants. Increased use of national PFM systems requires not only a stronger commitment to alignment on the donors' part, but also good management of fiduciary risks and enhanced national capacity for financial management on the country's part.

Countries with an aligned pooled fund have been taking various measures to better manage risks involved in using national PFM systems and to build their capacity for financial management. For example, Burkina Faso has been implementing a ring-fenced budget support that operates as a segregated subaccount at the national treasury, which gives donors more opportunity to manage fiduciary risks. External audit of the pooled fund account and technical support for financial management are also provided to strengthen national capacity. In Nepal, a pooled fund links results-based financing with a national PFM agenda, including enhancement of fiduciary oversight and capacity development for better public procurement.

However, there are some promising shifts in several countries. In Tanzania-Mainland, while the previous implementation grant (2014-2018) operated as a stand-alone modality, the grant approved in 2019 allocates 51 percent of its funds to a pooled fund for budget support. In Senegal and Benin, previous GPE grants supported cofinanced projects, while the grants approved in 2019 comprise sector-pooled funds, the most aligned modality. These pending grants were not included in the indicator value for fiscal year 2019,<sup>96</sup> but they will be in the next year's indicator value.

#### 4.4. Donor financing

##### OFFICIAL DEVELOPMENT ASSISTANCE TO EDUCATION (Indicator 28)

The most recent data from the Organisation for Economic Co-operation and Development (OECD) show that in calendar year 2018 the dollar amount of official development assistance (ODA) to education reached a record high of US\$15 billion and the share of education in total ODA reversed its downward trend (see [Appendix O](#)). The dollar amount of education ODA has grown at an annual growth rate of 7 percent since 2015, the beginning of the current results framework period. ODA to education from countries that are not members of the OECD Development Assistance Committee (DAC) almost tripled from 2015 to 2018, which accounts for half of the increase of the

entire education ODA during this period.<sup>97</sup> The share of education in total ODA reversed its continuous downward trend since 2009, increasing from 7.2 percent in 2015 to 7.9 percent in 2018; however, this is still far below its peak of 9.7 percent in 2009. The increase in education ODA is promising, though the current level is well below the US\$44 billion that is required annually for all low- and middle-income countries to achieve universal pre-primary, primary and secondary education.<sup>98</sup>

GPE results framework Indicator 28 measures the proportion of GPE donors who increased or maintained the dollar amount of their total education ODA in comparison with its base year (2014). In 2018, 76.2 percent of GPE donors increased or maintained their ODA to education, surpassing the milestone by 22 percent. Five GPE donors decreased their education ODA, including one that reduced its education ODA to half its 2014 volume.<sup>99</sup>

##### CONTRIBUTION TO GPE (Indicators 26 and 27)

In 2019, donors contributed US\$566 million to GPE, recording the second-highest annual contribution since GPE's inception (see [Appendices P-R](#)). Notably, the contributions by nontraditional donors (Indicator 26) dramatically increased, reaching the highest level ever recorded. With the receipt of US\$33 million from the United Arab Emirates and payments from other organizations, nontraditional donors' cumulative contribution amounted to US\$49.5 million in fiscal year 2019 ([Figure 4.12](#)),

96. They were still pending as of the end of June 2019, the end of fiscal year 2019 and the internal cutoff date for results report data collection.

97. The increase in dollar amount of education ODA during this period is largely due to an increase in education ODA from three non-DAC members (Kuwait, Saudi Arabia and Turkey) and four DAC members (European Union, Germany, Japan and the United States).

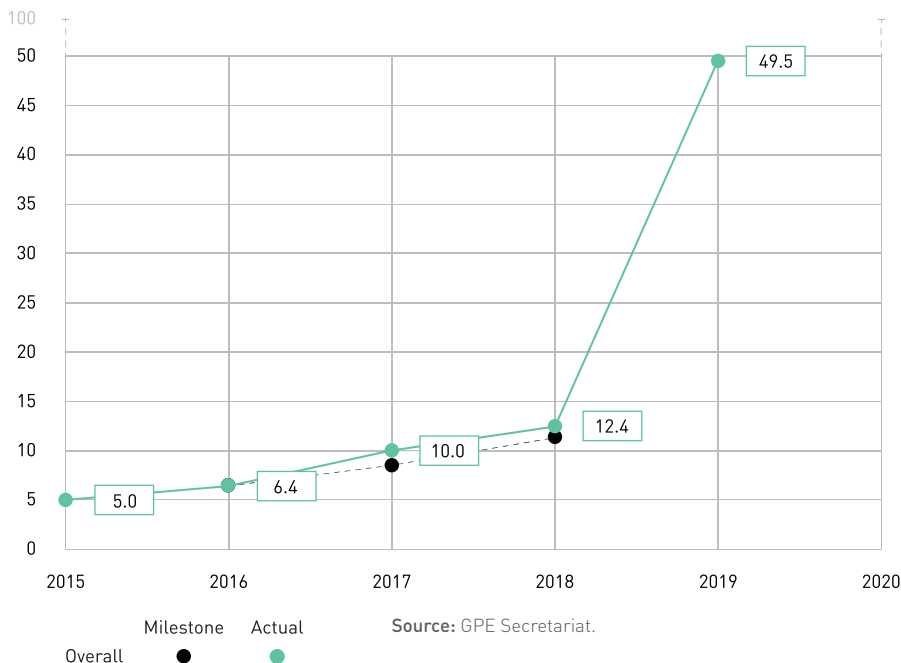
98. Projected by the Education Commission, *The Learning Generation: Investing in Education for a Changing World* (New York: International Commission on Financing Global Education Opportunity, 2016), <https://report.educationcommission.org/downloads>.

99. Australia, Finland, Ireland, Republic of Korea and United Kingdom. Australia decreased ODA to education by 53 percent compared with 2014.

FIGURE 4.12.

### CONTRIBUTION TO GPE BY NONTRADITIONAL DONORS GREW DRAMATICALLY IN 2019.

Cumulative amount paid to GPE by nontraditional donors, 2015-2019 (US\$, millions)



Note: The *Results Report 2019* reported US\$11.4 million as the amount contributed by nontraditional donors in 2018. This was updated to US\$12.4 million after correcting technical errors.

whereas it was US\$12.4 million in fiscal year 2018.<sup>100</sup> The proportion of GPE donor pledges fulfilled (Indicator 27) remained at 100 percent for the fifth consecutive year.<sup>101</sup> Despite this positive trend, more efforts across the partnership are needed to make sure the partnership reaches its replenishment target by 2020 to successfully achieve goals and objectives of GPE 2020.

#### 4.5. Building a stronger partnership

##### (Indicators 32-37)

In fiscal year 2019, the partnership strengthened its role in knowledge production and education advocacy and increased its organizational efficiency and effectiveness, as well as delivering on its key monitoring and evaluation targets.<sup>102</sup>

Since the beginning of the current GPE results framework (2015), the cumulative number of technical products developed by the Secretariat in collaboration with other partners (Indicator 33) has reached 78, surpassing its milestone of 50. During fiscal year 2019, nine technical products were developed by the Secretariat or by other partners with funding from GPE. Notably, the Secretariat developed four products on joint sector reviews, including a practical guide and a self-assessment tool (see Chapter 3).

Indicator 34 tracks the cumulative number of advocacy events conducted by the partnership. With 18 education events conducted during fiscal year 2019, the cumulative number reached 75, already exceeding the target of 65 by 2020. Just under half (eight) of the events conducted during fiscal year 2019 focused on gender equality and girls' education. For

100. The *Results Report 2018* reported US\$11.4 million as the amount contributed by nontraditional donors in 2018. This was updated to US\$12.4 million after correcting technical errors.

101. This indicator tracks actual payments made by the donors versus what they committed to pay as per the signed contribution agreements, in their own currencies.

102. Data collection for Indicator 32 (proportion of partner countries and other partners reporting strengthened clarity of roles, responsibilities and accountabilities in partner country processes) was postponed because of the ongoing follow-up process of the Effective Partnership Review. The indicator value may be gauged more accurately when the follow-up process has been completed.

example, in November 2018, at the second African Girls' Summit on Ending Child Marriage and Other Harmful Practices Against Girls organized by the African Union, Secretariat staff and partners highlighted the central role of girls' education in eliminating child marriage. At the 2019 Women Deliver Conference, the world's largest conference on gender equality, Secretariat staff collaborated on an education hub to bring partners together to discuss the power of education.

GPE continues to strengthen fiduciary oversight and country support. In fiscal year 2019, 23 significant issues were identified through audit reviews and were addressed satisfactorily, keeping the indicator value at 100 percent for Indicator 35. The proportion of staff time spent on country-facing functions (Indicator 36) is increasing progressively, from 28 percent in 2015 to 48 percent in 2019. To strengthen mutual accountability and to improve the work of the partnership, GPE is actively engaged in monitoring and evaluation. In line with its monitoring and evaluation strategy,<sup>103</sup> GPE delivered all 11 evaluation reports planned for fiscal year 2019, leading to successful achievement of the 100 percent milestone set for 2019 for Indicator 37 (proportion of results and evaluation reports published against set targets). The reports published this year consist of one results report, one programmatic evaluation, and nine country-level evaluations.

## **FINANCING AND PARTNERSHIP: LOOKING AHEAD**

The data on donors' contributions to the education sector indicate an overall positive trend. Indeed, annual contributions to GPE recorded the second-highest level since the partnership's inception. GPE uses these resources to support education for children in countries with the greatest need, prioritizing those in low-income countries and in PCFCs. GPE's cumulative support to education in partner countries surpassed US\$5.5 billion as of 2019. Overall, grants are on track with implementation, and a review of closed grants shows that the majority of these grants performed well against their objectives.

The biggest challenges for the partnership in terms of effectiveness in funding are alignment and harmonization. A majority of implementation grants continue to be insufficiently aligned to national systems and to use relatively fragmented modalities. This presents a risk of increased transaction costs as well as a missed opportunity to strengthen country systems. Given the considerable variance in how aligned modalities are set up and how they operate in different countries, continued efforts to provide contextualized support will be needed.

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103. The strategy is available at: <https://www.globalpartnership.org/content/gpe-monitoring-and-evaluation-strategy-july-2017>.

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# Appendices

# Appendix A

## GPE 2020 RESULTS REPORT INDICATORS<sup>1</sup>

### IMPACT

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

Indicator	Source for data	Periodicity	Baseline		Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020
1. Proportion of partner countries (PCs) showing improvement on learning outcomes (basic education)	UNICEF, others <sup>2</sup>	Reporting in 2018 and 2020	Overall: <sup>3</sup>	65%	n/a <sup>4</sup>	n/a	68%	n/a	70% <sup>5</sup>
			PCFC: <sup>7</sup>	50%	n/a	n/a	- <sup>6</sup>	n/a	75%
			Baseline time frame = CY2000-2015 N = 20 PCs (4 PCFCs) with assessment data available						
2. Percentage of children under five (5) years of age who are developmentally on track in terms of health, learning, and psychosocial well-being <sup>8</sup>	UNICEF	Reporting in 2018 and 2020	Overall:	66%	n/a	n/a	70%	n/a	74%
			PCFC:	62%	n/a	n/a	n/a <sup>9</sup>	n/a	n/a
			Female:	68%	n/a	n/a	71%	n/a	75%
Baseline time frame = CY2011-2014 N = 22 PCs									

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

3. Cumulative number of equivalent children supported for a year of basic education (primary and lower secondary) by GPE	UIS, GPE Secretariat	Yearly	Overall:	7.2 million	11.3 million	17.3 million	22.3 million	n/a	n/a
					<b>13.2 million<sup>10</sup></b>	<b>18.5 million</b>	<b>22.2 million</b>		
			PCFC:	5.6 million	7.2 million	9.5 million	11.4 million	n/a	n/a
				<b>10.4 million</b>	<b>14 million</b>	<b>16.6 million</b>			
			Female:	3.4 million	5.4 million	8.3 million	10.7 million	n/a	n/a
					<b>6.3 million</b>	<b>8.8 million</b>	<b>10.6 million</b>		
Baseline time frame = CY2015 N = 49 PC (24 PCFCs)									

- Throughout this table, the core indicators are indicated by a colored vertical line in the lefthand column.
- Including international, regional and national assessments.
- Throughout this table, the "Overall" fields display data for all partner countries for which data are available.
- Throughout this table, "n/a" stands for "not applicable."
- The 2020 targets (both overall and PCFCs) have been revised based on new baseline sample, which consists of 20 PCs (including four PCFCs).
- Throughout this table, "-" indicates insufficient data to report.
- Partner countries affected by fragility and conflict.
- "Children under five years of age" refers to children between 36 and 59 months of age.
- Although a 2018 milestone and 2020 target were initially intended for Indicator 2 for PCFCs, there was not enough available data to calculate these.
- Throughout this table, values in bold represent actual values, while values not bolded represent milestones or targets.

**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	Source for data	Periodicity	Baseline	Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020	
4. Proportion of children who complete: (a) primary education; (b) lower secondary education	UIS	Yearly (two-year time lag)	<b>(a) Primary education:</b>						
			Overall:	72.5%	73.7%	74.8%	76.0%	77.1%	78.3%
					<b>73.2%</b>	<b>76.1%</b>	<b>76.7%</b>	<b>74.7%</b>	
			PCFC:	68.1%	69.3%	70.6%	71.9%	73.3%	74.6%
					<b>68.5%</b>	<b>68.3%</b>	<b>69.8%</b>	<b>68.4%</b>	
			Female:	70.1%	71.1%	72.3%	73.5%	74.7%	75.9%
					<b>70.8%</b>	<b>73.9%</b>	<b>74.5%</b>	<b>73.1%</b>	
			<b>(b) Lower secondary education:</b>						
			Overall:	47.9%	48.6%	49.5%	50.3%	51.2%	52.1%
					<b>49.5%</b>	<b>50.2%</b>	<b>51.6%</b>	<b>52.0%</b>	
PCFC:	41.1%	41.9%	42.7%	43.6%	44.5%	45.4%			
		<b>42.7%</b>	<b>42.8%</b>	<b>45.5%</b>	<b>45.2%</b>				
Female:	45.7%	46.9%	48.1%	49.3%	50.6%	51.8%			
		<b>47.0%</b>	<b>47.9%</b>	<b>49.6%</b>	<b>50.1%</b>				
Baseline time frame = CY2013 N = 61 PCs (28 PCFCs)									
5. Proportion of GPE partner countries within set thresholds for gender parity index of completion rates for: (a) primary education; (b) lower secondary education	UIS	Yearly (two-year time lag)	<b>(a) Primary education:</b>						
			Overall:	62%	64%	65%	66%	68%	69%
					<b>64%</b>	<b>66%</b>	<b>67%</b>	<b>69%</b>	
			PCFC:	54%	54%	55%	57%	59%	61%
					<b>57%</b>	<b>57%</b>	<b>57%</b>	<b>64%</b>	
			<b>(b) Lower secondary education:</b>						
			Overall:	49%	52%	56%	59%	62%	66%
					<b>54%</b>	<b>51%</b>	<b>54%</b>	<b>54%</b>	
			PCFC:	36%	32%	38%	43%	48%	54%
					<b>34%</b>	<b>39%</b>	<b>43%</b>	<b>46%</b>	
Baseline time frame = CY2013 N = 61 PCs (28 PCFCs)									
6. Pre-primary gross enrollment ratio	UIS	Yearly (two-year time lag)	Overall:	28.2%	29.0%	29.8%	30.6%	31.4%	32.2%
					<b>28.1%</b>	<b>37.2%</b>	<b>37.9%</b>	<b>41.1%</b>	
			PCFC:	22.6%	23.3%	24.0%	24.6%	25.3%	26.0%
					<b>22.1%</b>	<b>35.5%</b>	<b>35.1%</b>	<b>37.0%</b>	
			Female:	27.5%	28.3%	29.1%	29.9%	30.8%	31.6%
					<b>27.5%</b>	<b>36.7%</b>	<b>37.3%</b>	<b>40.3%</b>	
Baseline time frame = CY2013 N = 61 PCs (28 PCFCs)									

**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	Source for data	Periodicity	Baseline	Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020			
7. Out-of-school rate for: (a) children of primary school age; (b) children of lower secondary school age	UIS	Yearly [two-year time lag]	<b>(a) Children of primary school age:</b>								
			Overall:	20.3%	19.6%	19.0%	18.3%	17.7%	17.0%		
					<b>19.8%</b>	<b>19.4%</b>	<b>19.4%</b>	<b>19.2%</b>			
			PCFC:	25.8%	25.0%	24.2%	23.4%	22.5%	21.7%		
					<b>25.0%</b>	<b>25.9%</b>	<b>23.7%</b>	<b>23.6%</b>			
			Female:	22.7%	21.9%	21.1%	20.2%	19.4%	18.6%		
					<b>22.3%</b>	<b>22.0%</b>	<b>21.7%</b>	<b>21.7%</b>			
			<b>(b) Children of lower secondary school age:</b>								
			Overall:	33.4%	32.7%	32.0%	31.3%	30.6%	29.9%		
					<b>32.4%</b>	<b>32.9%</b>	<b>31.8%</b>	<b>30.4%</b>			
			PCFC:	38.4%	37.2%	36.0%	34.8%	33.6%	32.4%		
					<b>36.6%</b>	<b>40.8%</b>	<b>37.6%</b>	<b>33.4%</b>			
Female:	35.3%	34.3%	33.3%	32.2%	31.2%	30.2%					
		<b>34.2%</b>	<b>34.1%</b>	<b>33.9%</b>	<b>32.0%</b>						
Baseline time frame = CY2013 N = 61 PCs (28 PCFCs)											
8. Gender parity index of out-of-school rate for: (a) primary education; (b) lower secondary education	UIS	Yearly [two-year time lag]	<b>(a) Primary education:</b>								
			Overall:	1.27	1.26	1.25	1.24	1.23	1.22		
					<b>1.28</b>	<b>1.30</b>	<b>1.27</b>	<b>1.29</b>			
			PCFC:	1.34	1.33	1.32	1.31	1.30	1.29		
					<b>1.37</b>	<b>1.40</b>	<b>1.40</b>	<b>1.40</b>			
			<b>(b) Lower secondary education:</b>								
			Overall:	1.12	1.10	1.09	1.07	1.05	1.04		
					<b>1.11</b>	<b>1.08</b>	<b>1.14</b>	<b>1.11</b>			
			PCFC:	1.19	1.17	1.15	1.14	1.12	1.10		
					<b>1.19</b>	<b>1.14</b>	<b>1.16</b>	<b>1.13</b>			
			Baseline time frame = CY2013 N = 61 PCs (28 PCFCs)								
			9. Equity index	UNICEF	Yearly	Overall:	32%	24%	36%	38%	40%
		<b>37%</b>				<b>42%</b>	<b>46%</b>	<b>51%</b>			
PCFC:	33%	15%				37%	39%	41%	43%		
		<b>37%</b>				<b>41%</b>	<b>48%</b>	<b>52%</b>			
Baseline time frame = CY2010-2014 N = 59 PCs (27 PCFCs)											

## OUTCOME

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

Indicator	Source for data	Periodicity	Baseline		Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020
10. Proportion of partner countries that have (a) increased their public expenditure on education; or (b) maintained sector spending at 20% or above	PCs, GPE Secretariat	Yearly	Overall:	78% (a - 24%; b - 53%)	76%	83%	85%	88%	90%
					<b>79%</b>	<b>65%</b>	<b>70%</b>		
			PCFC:	77% (a - 32%; b - 45%)	74%	81%	82%	84%	86%
Baseline time frame = CY2015 N = 49 PCs (22 PCFCs)									
11. Equitable allocation of teachers, as measured by the relationship [R <sup>2</sup> ] between the number of teachers and the number of pupils per school in each partner country	PCs, GPE Secretariat	Reporting in 2018 and 2020	Overall:	29%	n/a	n/a	38%	n/a	48%
						-			
			PCFC:	18% <sup>11</sup>	n/a	n/a	n/a	n/a	n/a
Baseline time frame = CY2010-2014 N = 21 PCs (11 PCFCs) <sup>12</sup>									
12. Proportion of partner countries with pupil/trained teacher ratio below threshold (<40) at the primary level	UIS	Yearly [two-year time lag]	Overall:	25%	27%	29%	31%	33%	35%
					<b>29%</b>	<b>24%</b>	<b>30%</b>	<b>34%</b>	
			PCFC:	13%	13%	17%	17%	21%	21%
Baseline time frame = CY2013 N = 55 PCs (24 PCFCs)									
13. Repetition and drop out impact on efficiency, as measured by the internal efficiency coefficient at the primary level in each partner country	PCs, GPE Secretariat	Reporting in 2018 and 2020	Overall:	26%	n/a	n/a	32%	n/a	42%
						-			
			PCFC:	17%	n/a	n/a	n/a	n/a	25%
Baseline time frame = CY2010-2014 N = 19 PCs (12 PCFCs)									
14. Proportion of partner countries reporting at least 10 of 12 key international education indicators to UIS (including key outcomes, service delivery and financing indicators as identified by GPE)	UIS	Yearly [two-year time lag]	Overall:	30%	30%	38%	43%	54%	66%
					<b>43%</b>	<b>30%</b>	<b>34%</b>	<b>30%</b>	
			PCFC:	32%	32%	39%	43%	46%	54%
Baseline time frame = CY2012-2013 N = 61 PCs (28 PCFCs)									
15. Proportion of partner countries with a learning assessment system within the basic education cycle that meets quality standards	UIS, UNESCO, World Bank, PC	Reporting in 2018 and 2020	Overall:	32%	n/a	n/a	38%	n/a	47%
						<b>48%</b>			
			PCFC:	21%	n/a	n/a	29%	n/a	36%
Baseline time frame = CY2011-2015 N = 60 PCs (28 PCFCs)									

11. Revised value is 25%.

12. Revised N for PCFCs is 12.

## COUNTRY-LEVEL

### Strategic Objective 1: Strengthen education sector planning and policy implementation

Indicator	Source for data	Periodicity	Baseline	Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020	
<b>(a): Support evidence-based, nationally owned sector plans focused on equity, efficiency and learning</b>									
16.a Proportion of endorsed (a) education sector plans (ESPs) or (b) transitional education plans (TEPs) meeting quality standards	GPE Secretariat	Reporting in 2018 and 2020	Overall:	58% of ESPs/TEPs met at least the minimum number of quality standards	n/a	n/a	95%	n/a	100%
			ESPs:	56% of ESPs met at least 5 quality standards out of 7	n/a	n/a	95%	n/a	100%
			TEPs:	67% of TEPs met at least 3 quality standards out of 5	n/a	n/a	95%	n/a	100%
			Baseline = CY2014-2015 N = 19 sector plans (16 ESPs and 3 TEPs)						
16.b Proportion of ESPs/TEPs that have a teaching and learning strategy meeting quality standards	GPE Secretariat	Reporting in 2018 and 2020	Overall:	58% of ESPs/TEPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			ESPs:	50% of ESPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			TEPs:	100% of TEPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			Baseline = CY2014-2015 N = 19 sector plans (16 ESPs and 3 TEPs)						
16.c Proportion of ESPs/TEPs with a strategy to respond to marginalized groups that meets quality standards (including gender, disability, and other context-relevant dimensions)	GPE Secretariat	Reporting in 2018 and 2020	Overall:	68% of ESPs/TEPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			ESPs:	63% of ESPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			TEPs:	100% of TEPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			Baseline = CY2014-2015 N = 19 sector plans (16 ESPs and 3 TEPs)						
16.d Proportion of ESPs/TEPs with a strategy to improve efficiency that meets quality standards	GPE Secretariat	Reporting in 2018 and 2020	Overall:	53% of ESPs/TEPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			ESPs:	50% of ESPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			TEPs:	67% of TEPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			Baseline = CY2014-2015 N = 19 sector plans (16 ESPs and 3 TEPs)						
<b>(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</b>									
17. Proportion of partner countries or states with a data strategy that meets quality standards	GPE Secretariat	Yearly	n/a	100%	100%	100%	100%	100%	
				100%	n/a <sup>13</sup>	100%	100%	100%	
Baseline time frame = FY2015 N = 1 ESPIG application identified with data gaps to inform key indicators									

13. All three countries that applied for ESPIG published data at the national level, which is why none developed a data strategy.

**Strategic Objective 2:** Support mutual accountability through effective and inclusive sector policy dialogue and monitoring

Indicator	Source for data	Periodicity	Baseline	Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020
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**(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

18. Proportion of joint sector reviews (JSRs) meeting quality standards	GPE Secretariat	Yearly	Overall:	29% of JSRs met at least 3 quality standards out of a total of 5	41%	53%	66%	78%	90%
					<b>45%</b>	<b>32%</b>	<b>27%</b>	<b>71%</b>	
			PCFC:	25% of JSRs met at least 3 quality standards out of a total of 5	38%	51%	64%	77%	90%
		<b>36%</b>	<b>18%</b>	<b>38%</b>	<b>75%</b>				
Baseline time frame = CY2015 N = 35 JSRs (20 in PCFCs)									

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

19. Proportion of local education groups (LEGs) with (a) civil society and (b) teacher representation	GPE Secretariat	Yearly	Overall:	44% (a - 77%; b - 48%)	n/a	48%	52%	55%	59%
						<b>53%</b>	<b>59%</b> (a. 89%; b. 59%)	<b>64%</b> (a. 89%; b. 66%)	
			PCFC:	55% (a - 77%; b - 58%)	n/a	59%	63%	66%	70%
			<b>61%</b>	<b>65%</b> (a. 91%; b. 65%)	<b>67%</b> (a. 94%; b. 67%)				
Baseline time frame = FY2016 N = 61 LEGs (28 in PCFCs)									

**Strategic Objective 3:** GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency and learning

**(a):** GPE financing is used to improve national monitoring of outcomes, including learning

20. Proportion of grants supporting EMIS/learning assessment systems	GPE Secretariat, grant agents	Reporting in 2018 and 2020	Overall:	38%	n/a	n/a	50%	n/a	60%
						<b>94%</b>			
			PCFC:	34%	n/a	n/a	43%	n/a	51%
			<b>100%</b>						
Baseline time frame = FY2015 N = 53 active ESPIGs at the end of FY (29 in PCFCs)									

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

21. Proportion of textbooks purchased and distributed through GPE grants, out of the total planned by GPE grants	GPE Secretariat, grant agents	Yearly	Overall:	74%	n/a	78%	82%	86%	90%
						<b>114%</b>	<b>91%</b>	<b>107%</b>	
			PCFC:	71%	n/a	76%	81%	85%	90%
			<b>118%</b>	<b>106%</b>	<b>99%</b>				
Baseline time frame = FY2016 N = 13 ESPIGs (9 in PCFC)									
22. Proportion of teachers trained through GPE grants, out of the total planned by GPE grants	GPE Secretariat, grant agents	Yearly	Overall:	86%	n/a	87%	88%	89%	90%
						<b>98%</b>	<b>90%</b>	<b>96%</b>	
			PCFC:	83%	n/a	85%	87%	88%	90%
			<b>90%</b>	<b>91%</b>	<b>99%</b>				
Baseline time frame = FY2016 N = 30 ESPIGs (17 in PCFCs)									

**Strategic Objective 3:** GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency and learning

Indicator	Source for data	Periodicity	Baseline	Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020	
<b>(c):</b> GPE financing is used to improve equity and access in national education systems									
23. Proportion of classrooms built or rehabilitated through GPE grants, out of the total planned by GPE grants	GPE Secretariat, grant agents	Yearly	Overall:	65%	n/a	69%	73%	76%	80%
						<b>76%</b>	<b>89%</b>	<b>81%</b>	
			PCFC:	71%	n/a	73%	76%	78%	80%
					<b>71%</b>	<b>85%</b>	<b>91%</b>		
Baseline time frame = FY2016 N = 25 ESPIGs (17 in PCFCs)									
<b>(d):</b> The GPE funding model is implemented effectively, leading to the achievement of country-selected targets for equity, efficiency and learning									
24. Proportion of GPE program grant applications approved from 2015 onward: (a) identifying targets in funding model performance indicators on equity, efficiency and learning; (b) achieving targets in funding model performance indicators on equity, efficiency and learning	GPE Secretariat	Yearly	Overall:	(a) n/a (b) n/a <sup>14</sup>	(a) 95% (b) 90%	(a) 95% (b) 90%	(a) 95% (b) 90%	(a) 95% (b) 90%	(a) 95% (b) 90%
					<b>(a) 100%</b> <b>(b) 100%</b>	<b>(a) 100%</b> <b>(b) 100%</b>	<b>(a) 100%</b> <b>(b) 100%</b>	<b>(a) 100%</b> <b>(b) 100%</b>	
			PCFC:	(a) n/a (b) n/a	(a) 90% (b) 90%	(a) 90% (b) 90%	(a) 90% (b) 90%	(a) 90% (b) 90%	(a) 90% (b) 90%
				<b>(a) 100%</b> <b>(b) n/a</b>	<b>(a) 100%</b> <b>(b) n/a</b>	<b>(a) 100%</b> <b>(b) 100%</b>	<b>(a) 100%</b> <b>(b) 100%</b>		
Baseline time frame = FY2015 N = (a) 3 ESPIG applications; (b) 0 active ESPIGs with such performance indicators due for assessment in FY2015									
<b>(e):</b> GPE financing is assessed based on whether implementation is on track									
25. Proportion of GPE program grants assessed as on track with implementation	GPE Secretariat, grant agents	Yearly	Overall:	80%	n/a	82%	83%	84%	85%
						<b>79%</b>	<b>89%</b>	<b>86%</b>	
			PCFC:	77%	n/a	79%	80%	82%	83%
					<b>85%</b>	<b>94%</b>	<b>82%</b>		
Baseline time frame = FY2016 N = 54 active ESPIGs at the end of FY (29 in PCFCs) <sup>15</sup>									

14. Performance data are not applicable for fiscal year 2015, as there were no ESPIG applications that identified equity, efficiency and learning indicators that were up for assessment of target attainment in fiscal year 2015.

15. Revised value is 31.



**GLOBAL LEVEL**
**Strategic Objective 4: Mobilize more and better financing**

Indicator	Source for data	Periodicity	Baseline	Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020	
<b>(a): Encourage increased, sustainable, and better coordinated international financing for education by diversifying and increasing GPE's international donor base and sources of financing</b>									
26. Funding to GPE from nontraditional donors (private sector and those who are first-time donors to GPE)	GPE Secretariat	Yearly	US\$5.0 million	US\$6.4 million	US\$8.5 million	US\$11.3 million	n/a	n/a	
				<b>US\$6.4 million</b>	<b>US\$10 million</b>	<b>US\$12.4 million</b>			
Baseline time frame = FY2015									
27. Percentage of donor pledges fulfilled	GPE Secretariat	Yearly	100% of pledges fulfilled	100%	100%	100%	100%	100%	
				<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>		
Baseline time frame = FY2015									
28. Proportion of GPE donors that have (a) increased their funding for education; or (b) maintained their funding	OECD-DAC	Yearly	48% (a – 38%; b – 10%)	n/a	50%	52%	54%	56%	
					<b>62%</b>	<b>48%</b>	<b>76%</b>		
Baseline time frame = CY2010-2014 N = 21 donors									
<b>(b): Advocate for improved alignment and harmonization of funding from the partnership and its international partners around nationally owned education sector plans and country systems</b>									
29. Proportion of GPE grants aligned to national systems	GPE Secretariat	Yearly	Overall:	34% of ESPIGs meet at least 7 elements of alignment out of a total of 10	37%	41%	44%	47%	51%
				<b>31%</b>	<b>28%</b>	<b>36%</b>	<b>36%</b>		
				PCFC:	27% of ESPIGs meet at least 7 elements of alignment out of a total of 10	29%	31%	34%	37%
<b>26%</b>	<b>24%</b>	<b>24%</b>	<b>26%</b>						
Baseline time frame = FY2015 N = 68 active ESPIGs at any point during FY (37 in PCFCs)									
30. Proportion of GPE grants using: (a) cofinanced project or (b) sector-pooled funding mechanisms	GPE Secretariat	Yearly	Overall:	40% of ESPIGs are cofinanced or sector pooled	34%	48%	52%	56%	60%
				(a – 26%; b – 13%)	<b>39%</b>	<b>37%</b>	<b>34%</b>	<b>31%</b>	
				PCFC:	32% of ESPIGs in PCFCs are cofinanced or sector pooled	32%	38%	40%	44%
<b>35%</b>	<b>31%</b>	<b>27%</b>	<b>30%</b>						
Baseline time frame = FY2015 N = 68 active ESPIGs at any point during FY (37 in PCFCs)									
<b>(c): Support increased, efficient and equitable domestic financing for education through cross-national advocacy, mutual accountability and support for transparent monitoring and reporting</b>									
31. Proportion of country missions addressing domestic financing issues	GPE Secretariat	Yearly	Overall:	47%	51%	54%	58%	61%	65%
				<b>70%</b>	<b>70%</b>	<b>83%</b>	<b>96%</b>		
				PCFC:	62%	65%	65%	65%	65%
<b>81%</b>	<b>76%</b>	<b>86%</b>	<b>98%</b>						
Baseline time frame = FY2015 N = 57 missions (34 to PCFCs)									

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

Indicator	Source for data	Periodicity	Baseline	Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020	
<b>(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</b>									
32. Proportion of (a) partner countries and (b) other partners reporting strengthened clarity of roles, responsibilities, and accountabilities in GPE country processes	GPE Secretariat	Yearly	<b>All respondents</b>						80%
			PC:	n/a	n/a	65%	70%	75%	
						<b>65%</b>	<b>n/r<sup>16</sup></b>	<b>n/r</b>	
			Other partners:	n/a	n/a	65%	70%	75%	
						<b>63%</b>	<b>n/r</b>	<b>n/r</b>	
			<b>Respondents in PCFCs</b>						
PC:	n/a	n/a	65%	70%	75%	80%			
			<b>58%</b>	<b>n/r</b>	<b>n/r</b>				
Other partners:	n/a	n/a	65%	70%	75%	80%			
			<b>55%</b>	<b>n/r</b>	<b>n/r</b>				
			Baseline time frame = FY2016 N = 70 respondents in 28 PCs (40 in 16 PCFCs)						
<b>(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</b>									
33. Number of policy, technical and/or other knowledge products developed and disseminated with funding or support from GPE	GPE Secretariat	Yearly	4	6 <sup>17</sup>	21	37	50	64	
				<b>13</b>	<b>36</b>	<b>69</b>	<b>78</b>		
			Baseline time frame = FY2015						
<b>(c): Expand the partnership's convening and advocacy role, working with partners to strengthen global commitment and financing for education</b>									
34. Number of advocacy events undertaken with partners and other external stakeholders to support the achievement of GPE's strategic goals and objectives	GPE Secretariat	Yearly	11 <sup>18</sup>	n/a	26	38	51	65	
					<b>26</b>	<b>57</b>	<b>75</b>		
			Baseline time frame = FY2016						
<b>(d): Improve GPE's organizational efficiency and effectiveness, creating stronger systems for quality assurance, risk management, country support and fiduciary oversight</b>									
35. Proportion of significant issues identified through audit reviews satisfactorily addressed	GPE Secretariat	Yearly	100%	n/a	100%	100%	100%	100%	
					<b>100%</b>	<b>100%</b>	<b>100%</b>		
			Baseline time frame = FY2016 N = 12 audit reports						
36. Proportion of GPE Secretariat staff time spent on country-facing functions	GPE Secretariat	Yearly	28%	32%	36%	40%	45%	50%	
				<b>42%</b>	<b>41%</b>	<b>44%</b>	<b>48%</b>		
			Baseline time frame = FY2015 N = 2,254.74 total work weeks						
<b>(e): Invest in monitoring and evaluation to establish evidence of GPE results, strengthen mutual accountability, and improve the work of the partnership</b>									
37. Proportion of results reports and evaluation reports published against set targets	GPE Secretariat	Yearly	100%	n/a	n/a	100%	100%	100%	
						<b>100%</b>	<b>100%</b>		
			Baseline time frame = FY2015 N = 1 results report and 1 evaluation report						

16. Please note that "n/r" stands for "not reported."

17. The target for fiscal year 2016 was set by the organization indicators, which, by definition, do not include knowledge products developed by partners through GPE funding (e.g., GRAs).

18. Revised value is 14.

## Appendix B

### 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, because of data availability limitations, the baseline was set at 2016. Ten indicators had revised baseline values published in the *Results Report 2015/16* because of improved availability of data: 1, 9, 10, 20, 21, 22, 23, 25, 30 and 37; Indicator 35 was also updated from "in process" to 100 percent.
- › **2. Milestones and targets:** For each indicator, 2020 end targets and milestones in intervening years were developed, in 2015, to assess whether GPE is on track to reach them. For Indicators 3 and 26, these were calculated based on donor funding and grant allocations for the period 2016-2018 (according to the 2015-2018 GPE replenishment). Given the new funding and grants under the new replenishment cycle (2018-2020), it was not possible to compute comparable milestones or targets for the period 2019-2020.
- › **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). The results framework specifies which is used for each indicator.
- › **4. Data sources:** Data sources vary; the results framework uses data from the UNESCO Institute for Statistics (UIS), UNICEF and other partners, in addition to data generated by the Secretariat.
- › **5. Units of analysis:** Indicators have different units of analysis—for example, children, partner countries, grants, donors, technical reports, and so on.
- › **6. Sample:** If the unit of analysis is a partner country, the sample consists of those countries that were partner countries at baseline, in 2015 (that is, 61 countries). If the unit of analysis is a grant (Indicators 20, 21, 22, 23, 24, 25, 29 and 30), education plan, joint sector review, local education group or mission (Indicators 16, 18, 19 and 31, respectively) all units from the reference 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 note 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 partner country, data are disaggregated by PCFC. Where the unit of analysis involves children, data are also disaggregated by sex.
- › **10. PCFC:** Though GPE revises the list of partner countries affected by fragility and conflict 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 PCFC list from 2016. However, the list of PCFCs from 2019 is used for the disaggregation of grant-level indicators (Indicators 18, 19, 20, 21, 22, 23, 24, 25, 29 and 30), to be consistent with other GPE publications (for example, the 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 display a vertical line to the left of the indicator in the results framework data tables presented in Appendix A.
- › **12. Achievement:** There are three categories for overall results for each indicator: met, partially met, and not met. In cases where an indicator has separate milestones for different education levels, indicator milestones are reflected as partially met if milestones for primary were achieved, but they were not for lower secondary. Indicator milestones are reflected as not met if milestones for lower secondary were achieved, but they were not for primary. They are reflected as met if the overall milestone is met, even if the milestone for disaggregated group(s) (that is, PCFC and/or girls) is not met.
- › **13. Updated data:** New data are available for some results framework indicators. When they are based on internally produced data, the revised numbers for 2016 and 2017 reporting years have been used in the figures and main texts in this report. Indicators 4, 5, 6, 7, 8, 12 and 14 of the results framework use data sourced from

the UIS. As new data become available, imputation methodologies are revised and population data are updated. The UIS revises indicator values. This includes revising data for past years. For instance, the value the UIS reported in 2016 for the primary completion rate in partner countries in 2015 can differ from the value it reported in 2017, when more reliable data for 2015 became available. In this iteration of the results report, the updated 2019 data release is used in the text and figures throughout the report. However, to avoid frequent revisions in baselines, milestones and targets, GPE will not officially revise data for any indicators going backward in its results framework (with the exception of the baselines noted in note 1 above).

- › **14. Methodological notes:** Methodological notes for each indicator are available on the GPE website at <http://www.globalpartnership.org/content/results-framework-methodology>.

## Appendix C

### GPE PARTNER COUNTRIES AS OF MARCH 2020

**Low-income countries:** Afghanistan; Benin; Burkina Faso; Burundi; Central African Republic; Chad; Congo, Dem. Rep.; Eritrea; Ethiopia; The Gambia; Guinea; Guinea-Bissau; Haiti; Liberia; Madagascar; Malawi; Mali; Mozambique; Nepal; Niger; Rwanda; Sierra Leone; Somalia; South Sudan; Tanzania; Tajikistan; Togo; Uganda; Yemen

**Small island and landlocked developing states:** Bhutan; Cabo Verde; Dominica; Grenada; Guyana; Lesotho; Maldives; Sao Tome and Principe; St. Lucia; St. Vincent and the Grenadines

**Lower-middle-income countries:** Bangladesh; Cambodia; Cameroon; Comoros; Congo, Rep. of; Cote d'Ivoire; Djibouti; Ghana; Honduras; Kenya; Kyrgyz Republic; Lao PDR; Mauritania; Moldova; Mongolia; Myanmar; Nicaragua; Nigeria; Pakistan; Papua New Guinea; Senegal; Sudan; Timor-Leste; Uzbekistan; Vietnam; Zambia; Zimbabwe

**Upper-middle-income countries (countries no longer eligible for GPE funding):** Albania; Georgia

#### Countries eligible to join GPE

**Low-income countries:** Syria

**Small island and landlocked developing states:** Eswatini; Kiribati; the Marshall Islands; FS Micronesia; Samoa; the Solomon Islands; Tonga; Tuvalu; Vanuatu

**Lower-middle-income countries:** Armenia; Bolivia; Indonesia; Sri Lanka; Tunisia; Ukraine; West Bank and Gaza

**Upper-middle-income countries:** Egypt, Arab Rep.; El Salvador; Guatemala; India; Morocco; the Philippines

#### PCFCs included in the 2016–2018 results report samples

A country is included if it is listed in either the 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 2019 is based on the World Bank's list for FY2019 and UNESCO's

**Table C.1.**  
FY2016 GPE PCFCs

Afghanistan
Burundi
Central African Republic
Chad
Comoros
Cote d'Ivoire
Congo, DR
Eritrea
Ethiopia
Gambia, The
Guinea-Bissau
Haiti
Liberia
Madagascar
Mali
Nepal
Nigeria
Pakistan
Rwanda
Sierra Leone
Somalia
South Sudan
Sudan
Timor-Leste
Togo
Uganda
Yemen
Zimbabwe

Note: Out of the 61 PCs of results framework. Applicable for Indicators 1 through 17 inclusive, and Indicator 31.

**Table C.2.**  
FY2019 GPE PCFCs

Afghanistan
Burundi
Cameroon
Central African Republic
Chad
Comoros
Cote d'Ivoire
Congo, DR
Congo, Rep. of
Djibouti
Eritrea
Ethiopia
Gambia, The
Guinea-Bissau
Haiti
Liberia
Mali
Mozambique
Niger
Nigeria
Pakistan
Papua New Guinea
Rwanda
Somalia
South Sudan
Sudan
Togo
Uganda
Yemen
Zimbabwe

Note: Out of the 61 PCs of results framework. Applicable for Indicators 18 through 25 inclusive, 29 and 30.

Global Education Monitoring Report 2018. The list for 2016 is based on the World Bank's list for FY2016 and UNESCO's Global Education Monitoring Report 2015.

## Appendix D

### KEY TAKEAWAYS FROM THE COUNTRY-LEVEL EVALUATIONS ON MUTUAL ACCOUNTABILITY

The GPE country-level evaluations examine progress toward mutual accountability with respect to sector monitoring and sector dialogue. Key takeaways in both areas are captured here.

› 1. Findings on progress toward mutual accountability through sector dialogue

- › **Unbalanced dialogue along the policy cycle:** While arrangements for education sector dialogue may already be deeply embedded in countries' education architecture, education plan development and appraisal nonetheless create incentives for more frequent and participatory sector dialogue. But sustaining that dialogue beyond the planning phase remains an area for improvement.
- › **Improved yet still uneven inclusion:** Sector dialogue mechanisms are improving in terms of better representation of government actors, civil society organizations and nongovernment stakeholders. Inclusiveness allows to clarify varied perspectives, harmonize inputs around national priorities and bridge across subsectors and national/subnational levels. This being said, the degree of inclusion is strongly dependent on the willingness of the governments and ministries of education to engage, and the extent to which constituency groups are organized within themselves.
- › **Improved country leadership despite capacity gaps:** Countries' leadership in sector dialogue is improving in terms of the chairing of core dialogue bodies, better attendance in local education group (LEG) meetings, transparency on information sharing and facilitation between different constituencies. However, country leadership and capacities for coordinating remain uneven. There is also sometimes confusion on who takes the lead in dialogue.
- › **Poor linkages between national/subnational entities:** Dialogue can be overly centralized with poor linkages between national and subnational levels, and between subnational levels. Bottom-up feedback loops are not systematically in place.
- › **Increased relevance and influence of LEGs, with room for operational improvements:** The quality of policy dialogue is improving over time as it becomes more evidence driven and through efforts to generate deep dives into specific thematic issues. As a result,

LEGs see increasing relevance and influence as a consultative body for decision making. At the same time, the sector dialogue is often challenged due to relative staff stability in ministries and partner organizations; existence of multiple dialogue forums with overlapping membership and mandates; lack of time dedicated to troubleshooting implementation issues; and inconsistency in reviewing advancements around partners' agreed roles because of subpar alignment and harmonization of partner initiatives around sector priorities.

- › **Pivotal role of coordinating agencies:** The role of the coordinating agency is appreciated in countries experiencing capacity constraints; however, there may be agencies that are interested but lack full capacities to take on this role.

› 2. Findings on progress toward mutual accountability through sector monitoring

- › **Mixed levels of sector monitoring and use of results frameworks:** Many countries have established or revamped their arrangements for monitoring education sector results, based on the creation of results frameworks and periodic data gathering that draws evidence from education management information systems (EMIS) and direct dialogue with stakeholders to track the achievement of key indicators. However, countries often still lack a coherent, joined-up monitoring system and struggle to generate quality monitoring data. Moreover, results frameworks and indicators are sometimes viewed as too complex, too high level or lacking in specificity to track progress effectively.
- › **Gaps in country leadership and operational capacity:** Ministries of education often identify a lead institution and expertise for sector monitoring duties. However, lack of clarity on concrete roles and responsibilities for data collection and reporting may generate a leadership and operationalization gap in practice. The lead organization may also lack the capacities for data gathering, analysis and management, or the authority and resources, to carry out data collection at central and decentralized levels. The implications are low data quality in terms of completeness, validity and consistency and dependence on external support for sector monitoring.

- › **Complexities of integrated, decentralized monitoring systems:** Decentralized monitoring systems are emerging with mechanisms for gathering information from the classroom level up and greater efforts to seek qualitative information for monitoring. However, monitoring within decentralized education management (or federal) systems still presents a particular set of complexities. In particular, there can be a lack of feedback loops to integrate data use from decentralized areas into policymaking, as well as information sharing on best monitoring practices. This is combined with inconsistent capacities at the subnational level to sustain data collection throughout the year.
- › **Uneven progress for sector monitoring through joint sector reviews:** JSRs are a central feature of sector monitoring in a range of countries, creating a regular space to review progress and gather stakeholder perspectives while generating agreement on strategies for course correction. Their value increases when the JSR is closely pegged to planning, budgeting and reporting processes. However, there is no clear pattern for education monitoring through JSRs. This is due in part to the lack of government commitment to regular reviews and concerns from stakeholders about conducting resource-intensive JSRs that, in the absence of quality data, may not support strategic dialogue and decision making.
- › **Joint sector reviews not necessarily joint:** Monitoring through JSRs is undoubtedly expanding opportunities for a broad range of stakeholders to have their voices and perspectives heard. However, JSRs can experience low representation from certain stakeholder groups and do not systematically address the extent to which development partners contribute to progress toward education goals and improve (or undermine) national monitoring efforts as a result of maintaining their own project-focused implementation and monitoring modalities.
- › **Improving joint sector reviews:** Countries have undertaken reflection on how to improve the focus, format and organizational efficiency of their JSRs, starting with more rigorous integration of reporting on data from subnational levels, the generation of thematic “deep dives” and arrangements for more inclusive and effective stakeholder reporting. However, there is inconsistency in many countries’ JSRs from year to year and progress is uneven. JSRs are weakened when they don’t generate actionable recommendations or when there is little effort to prioritize and quickly take up the recommendations within plan implementation or budgeting cycles.

## Appendix E

### GPE GRANTS BY TYPE AND AMOUNT

**Table E.1. Cumulative allocation and disbursement by grant per fiscal year, inception to June 2019**

Fiscal Year	Cumulative			
Type	Number	Amount (US\$, millions)	Amount share (%)	Disbursed (US\$, millions)
<b>ESP planning and implementation support</b>				
Education sector plan development grant (ESPDG)	102	30.9	0.6%	27.4
Program development grant (PDG)	76	15.1	0.3%	14.5
Education sector program implementation grant (ESPIG)	163	5,372.3	96.5%	4,396.1
<b>Thematic support</b>				
Civil Society Education Fund III	1	33.3	0.6%	28.8
Knowledge and Innovation Exchange	-	60.0	1.1%	0.0
Education Out Loud	-	55.5	1.0%	2.2
<b>Total</b>	<b>342</b>	<b>5,567.1</b>	<b>100%</b>	<b>4,469.0</b>

**Table E.2. Cumulative allocation and disbursement by grant per calendar year, inception to December 2019**

Calendar Year	Cumulative			
Type	Number	Amount (US\$, millions)	Amount share (%)	Disbursed (US\$, millions)
<b>ESP planning and implementation support</b>				
Education sector plan development grant (ESPDG)	105	32.3	0.6%	29.3
Program development grant (PDG)	90	18.1	0.3%	15.5
Education sector program implementation grant (ESPIG)	175	5,471.5	96.3%	4,486.0
<b>Thematic support</b>				
Civil Society Education Fund III	1	33.3	0.6%	32.6
Knowledge and Innovation Exchange	-	72.0	1.3%	6.0
Education Out Loud	-	55.5	1.0%	9.9
<b>Total</b>	<b>371</b>	<b>5,682.7</b>	<b>100%</b>	<b>4,579.3</b>



## Appendix F

### ESPIG CUMULATIVE DISBURSEMENTS TO PCFCs AND NON-PCFCs

**Table F.1. Cumulative disbursements by PCFC status since inception as of June 30, 2019**

	<b>Cumulative disbursement (US\$)</b>	<b>Cumulative disbursement (%)</b>
Non-PCFC	2,234,570,044	50.8%
PCFC	2,161,519,310	49.2%
<b>Total</b>	<b>4,396,089,355</b>	<b>100.0%</b>

**Table F.2. Cumulative disbursements by PCFC status since inception as of December 31, 2019**

	<b>Cumulative disbursement (US\$)</b>	<b>Cumulative disbursement (%)</b>
Non-PCFC	2,251,735,341	50.2%
PCFC	2,234,273,530	49.8%
<b>Total</b>	<b>4,486,008,870</b>	<b>100%</b>

## Appendix G

### ESPIG CUMULATIVE DISBURSEMENTS BY REGION

**Table G.1. Cumulative disbursement by region as of June 30, 2019**

Region	Cumulative disbursement (US\$)	Cumulative disbursement (%)
East Asia and Pacific	295,262,382	6.7%
Europe and Central Asia	134,111,083	3.1%
Latin America and the Caribbean	123,081,505	2.8%
Middle East and North Africa	104,810,878	2.4%
South Asia	406,034,144	9.2%
Sub-Saharan Africa	3,332,789,363	75.8%
<b>Total</b>	<b>4,396,089,355</b>	<b>100.0%</b>

**Table G.2. Cumulative disbursements by region as of December 31, 2019**

Region	Cumulative disbursement (US\$)	Cumulative disbursement (%)
East Asia and Pacific	295,262,382	6.6%
Europe and Central Asia	137,190,927	3.1%
Latin America and the Caribbean	123,380,659	2.8%
Middle East and North Africa	106,654,461	2.4%
South Asia	420,341,682	9.4%
Sub-Saharan Africa	3,403,178,760	75.9%
<b>Total</b>	<b>4,486,008,870</b>	<b>100.0%</b>

# Appendix H

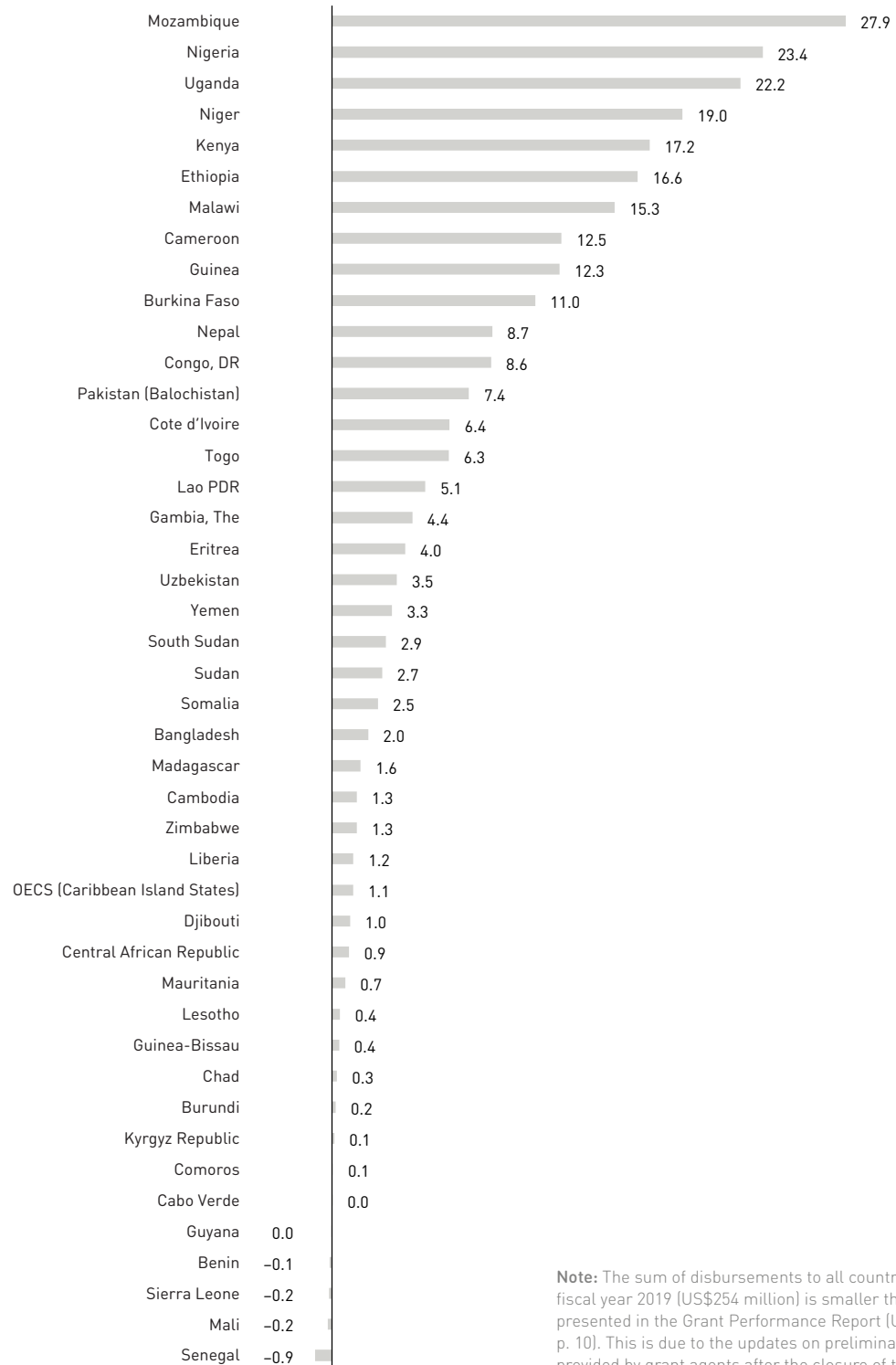
## ESPIG DISBURSEMENTS BY COUNTRY, FY2019

FIGURE H.1.



FIGURE H.2.

DISBURSEMENTS, FY2019 (US\$, MILLIONS)



**Note:** The sum of disbursements to all countries during fiscal year 2019 (US\$254 million) is smaller than the figure presented in the Grant Performance Report (US\$262 million, p. 10). This is due to the updates on preliminary figures provided by grant agents after the closure of the fiscal year.

# Appendix I

## ESPIG DISBURSEMENTS BY COUNTRY, CALENDAR YEAR 2019

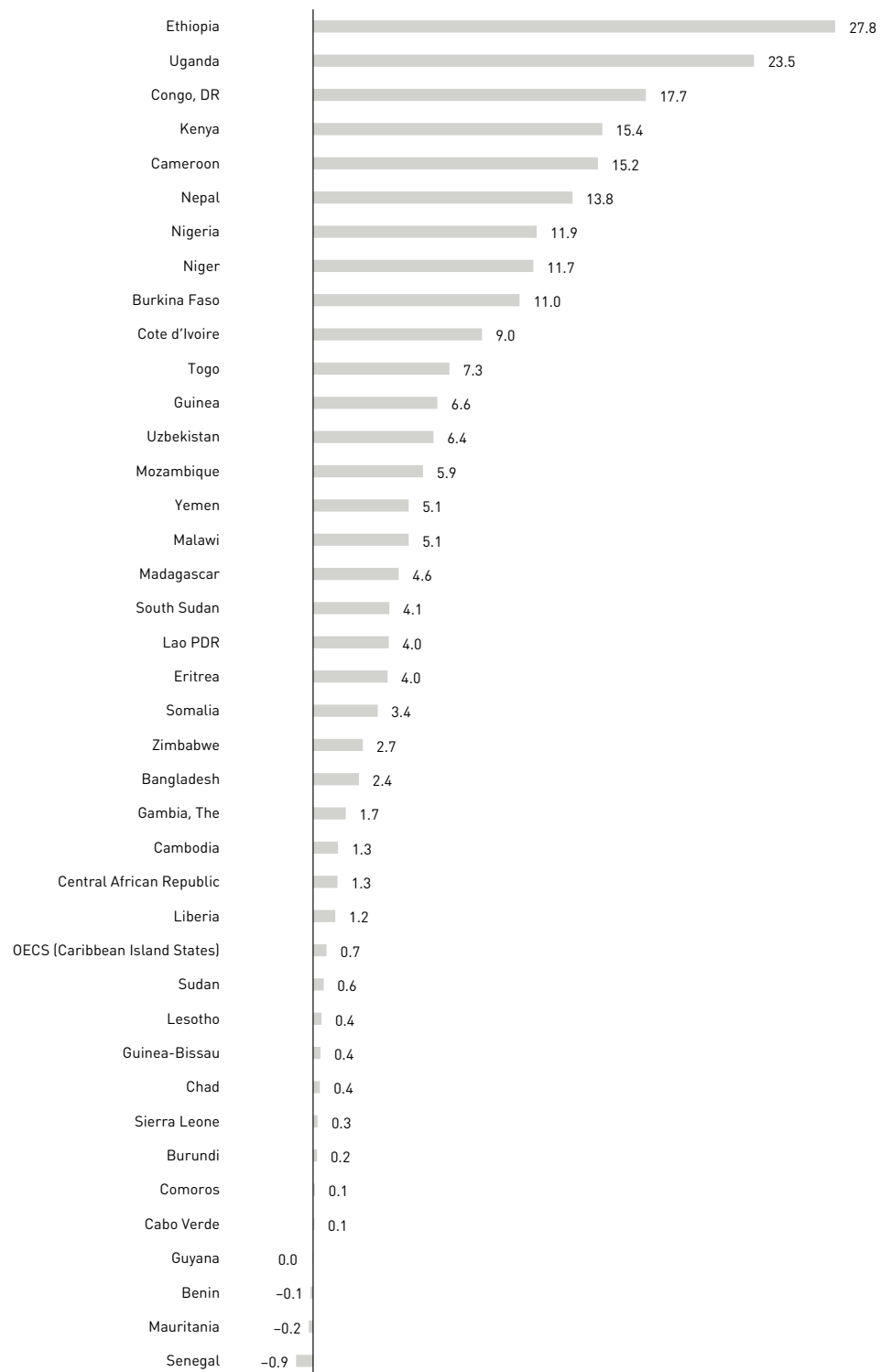
FIGURE I.1.

### CUMULATIVE DISBURSEMENTS AS OF DECEMBER 2019 (US\$, MILLIONS)



FIGURE I.2.

DISBURSEMENTS IN CALENDAR YEAR 2019 (US\$, MILLIONS)



## Appendix J

### THEMATIC ACTIVITIES SUPPORTED, BY STRATEGIC GOAL, BY COUNTRY/FEDERAL STATE<sup>1,2</sup>

Table J.1. Thematic areas coded in portfolio of active ESPIGs, FY2019: Equity

Country/federal state	Note	PCFC	Education facilities and infrastructure	Cash transfers and other targeted incentives for children and families	Gender equality	Access to education for out-of-school children	Adult learning	Well-being programs	Children with disabilities and special needs
Bangladesh	Accelerated funding		Yes	No	Yes	Yes	No	Yes	Yes
Bhutan			Yes	No	Yes	No	No	No	Yes
Cabo Verde			No	No	Yes	No	No	No	No
Cambodia			Yes	Yes	Yes	No	No	No	No
Cameroon	Accelerated funding	PCFC	Yes	No	Yes	Yes	No	Yes	No
Central African Republic	Accelerated funding	PCFC	Yes	Yes	Yes	Yes	No	Yes	No
Chad		PCFC	Yes	No	Yes	Yes	Yes	No	No
Comoros		PCFC	No	No	Yes	No	No	No	Yes
Congo, DR		PCFC	No	No	Yes	No	No	No	No
Cote d'Ivoire		PCFC	Yes	No	Yes	No	No	Yes	No
Eritrea		PCFC	Yes	No	Yes	Yes	Yes	Yes	Yes
Gambia, The		PCFC	Yes	No	Yes	Yes	No	No	Yes
Guinea			Yes	No	Yes	Yes	Yes	Yes	No
Guinea-Bissau		PCFC	No	No	Yes	No	No	No	No
Kenya			No	No	Yes	No	No	No	No
Lao PDR			No	No	Yes	No	No	No	Yes
Lesotho			No	No	No	No	No	No	No
Liberia		PCFC	No	No	No	No	No	No	No
Madagascar			No	No	No	No	No	No	No
Malawi			Yes	No	Yes	No	No	No	No
Nigeria		PCFC	No	No	Yes	Yes	No	No	No
OECS			No	No	Yes	No	No	No	No
Pakistan	Balochistan	PCFC	Yes	No	Yes	Yes	No	No	No
Sierra Leone			Yes	No	Yes	Yes	No	No	No
Somalia	Federal government	PCFC	Yes	No	Yes	Yes	No	No	Yes
Somalia	Puntland	PCFC	No	Yes	Yes	No	No	No	Yes
Somalia	Somaliland	PCFC	Yes	Yes	Yes	Yes	No	Yes	Yes
South Sudan		PCFC	Yes	No	Yes	Yes	No	No	No
Tanzania	Zanzibar		Yes	No	Yes	No	No	Yes	Yes
Togo		PCFC	Yes	No	Yes	No	Yes	No	No
Uganda		PCFC	Yes	No	Yes	Yes	No	No	Yes
Uzbekistan			Yes	No	No	No	No	No	No
Yemen		PCFC	Yes	No	Yes	Yes	Yes	No	No
Zimbabwe	ESPIG + Multiplier	PCFC	Yes	No	No	Yes	No	Yes	Yes

- Note: Four pooled fund grants (Afghanistan, Burkina Faso, Ethiopia and Nepal) are not included in this table.
- See Annex 7-B of 2018 Portfolio Review for definition of each thematic activity. GPE, *Portfolio Review 2018* (Washington, DC: Global Partnership for Education, 2018), <https://www.globalpartnership.org/content/gpe-annual-portfolio-review-2018-key-observations-december-2018>.

Table J.2. Thematic areas coded in portfolio of active ESPIGs, FY2019: Learning

Country/federal state	Note	PCFC	Teacher development	Standards, curriculum and learning materials	Learning assessment systems	Teacher management	Use of ICT
Bangladesh	Accelerated funding		Yes	Yes	No	Yes	Yes
Bhutan			Yes	Yes	Yes	No	No
Cabo Verde			Yes	Yes	Yes	No	No
Cambodia			Yes	No	Yes	Yes	No
Cameroon	Accelerated funding	PCFC	Yes	Yes	No	No	No
Central African Republic	Accelerated funding	PCFC	Yes	Yes	Yes	Yes	No
Chad		PCFC	Yes	Yes	Yes	Yes	No
Comoros		PCFC	Yes	Yes	Yes	No	No
Congo, DR		PCFC	Yes	Yes	Yes	Yes	No
Cote d'Ivoire		PCFC	Yes	Yes	Yes	No	No
Eritrea		PCFC	Yes	Yes	Yes	Yes	No
Gambia, The		PCFC	Yes	Yes	Yes	Yes	No
Guinea			Yes	Yes	Yes	Yes	No
Guinea-Bissau		PCFC	Yes	Yes	Yes	No	Yes
Kenya			Yes	Yes	Yes	Yes	No
Lao PDR			Yes	Yes	Yes	Yes	No
Lesotho			Yes	Yes	No	No	No
Liberia		PCFC	No	No	Yes	No	No
Madagascar			No	No	Yes	No	No
Malawi			Yes	No	No	No	No
Nigeria		PCFC	Yes	Yes	Yes	No	No
OECS			Yes	Yes	Yes	No	No
Pakistan	Balochistan	PCFC	Yes	Yes	Yes	Yes	No
Sierra Leone			Yes	Yes	Yes	Yes	No
Somalia	Federal government	PCFC	Yes	Yes	Yes	Yes	No
Somalia	Puntland	PCFC	Yes	Yes	Yes	No	No
Somalia	Somaliland	PCFC	Yes	Yes	Yes	Yes	No
South Sudan		PCFC	Yes	Yes	Yes	Yes	No
Tanzania	Zanzibar		Yes	Yes	Yes	No	No
Togo		PCFC	Yes	Yes	Yes	Yes	No
Uganda		PCFC	Yes	Yes	Yes	Yes	No
Uzbekistan			Yes	Yes	Yes	No	Yes
Yemen		PCFC	Yes	Yes	Yes	Yes	No
Zimbabwe	ESPIG + Multiplier	PCFC	Yes	Yes	Yes	Yes	No



**Table J.3. Thematic areas coded in portfolio of active ESPIGs, FY2019: System strengthening**

Country/federal state	Note	PCFC	Management capacity building (planning, M&E)	Management capacity building decentralized level	Management capacity building, EMIS	Management capacity building, school level
Bangladesh	Accelerated funding		Yes	Yes	Yes	Yes
Bhutan			Yes	Yes	No	Yes
Cabo Verde			No	No	Yes	No
Cambodia			Yes	Yes	Yes	Yes
Cameroon	Accelerated funding	PCFC	Yes	Yes	No	Yes
Central African Republic	Accelerated funding	PCFC	Yes	Yes	Yes	Yes
Chad		PCFC	Yes	Yes	Yes	No
Comoros		PCFC	Yes	Yes	Yes	Yes
Congo, DR		PCFC	Yes	No	No	No
Cote d'Ivoire		PCFC	Yes	Yes	No	Yes
Eritrea		PCFC	Yes	No	Yes	Yes
Gambia, The		PCFC	Yes	No	Yes	No
Guinea			Yes	Yes	Yes	Yes
Guinea-Bissau		PCFC	Yes	Yes	Yes	Yes
Kenya			Yes	Yes	Yes	Yes
Lao PDR			Yes	Yes	Yes	Yes
Lesotho			Yes	Yes	No	Yes
Liberia		PCFC	No	No	Yes	No
Madagascar			No	No	No	No
Malawi			Yes	Yes	Yes	Yes
Nigeria		PCFC	Yes	Yes	Yes	Yes
OECS			Yes	No	No	Yes
Pakistan	Balochistan	PCFC	Yes	No	Yes	Yes
Sierra Leone			Yes	No	Yes	Yes
Somalia	Federal government	PCFC	Yes	Yes	No	Yes
Somalia	Puntland	PCFC	Yes	Yes	Yes	Yes
Somalia	Somaliland	PCFC	Yes	Yes	Yes	Yes
South Sudan		PCFC	Yes	No	Yes	Yes
Tanzania	Zanzibar		Yes	No	No	Yes
Togo		PCFC	Yes	Yes	Yes	Yes
Uganda		PCFC	Yes	Yes	Yes	Yes
Uzbekistan			Yes	No	Yes	No
Yemen		PCFC	Yes	Yes	Yes	Yes
Zimbabwe	ESPIG + Multiplier	PCFC	Yes	Yes	Yes	Yes

## Appendix K

### EDUCATION SUBSECTORS SUPPORTED, BY COUNTRY/FEDERAL STATE<sup>1</sup>

Table K.1. Education subsectors coded in portfolio of active ESPIGs, FY2019

Country/federal state	Note	PCFC	Early childhood care and education	Primary	Secondary	Adult education
Bangladesh	Accelerated funding		Yes	Yes	Yes	No
Bhutan			Yes	Yes	No	No
Cabo Verde			Yes	Yes	Yes	No
Cambodia			No	Yes	No	No
Cameroon	Accelerated funding	PCFC	No	Yes	No	No
Central African Republic	Accelerated funding	PCFC	Yes	Yes	No	No
Chad		PCFC	No	Yes	No	Yes
Comoros		PCFC	No	Yes	No	No
Congo, DR		PCFC	Yes	Yes	No	No
Cote d'Ivoire		PCFC	Yes	Yes	No	No
Eritrea		PCFC	Yes	Yes	Yes	Yes
Gambia, The		PCFC	Yes	Yes	Yes	No
Guinea			Yes	Yes	Yes	Yes
Guinea-Bissau		PCFC	No	Yes	No	No
Kenya			No	Yes	No	No
Lao PDR			Yes	Yes	No	No
Lesotho			Yes	Yes	Yes	No
Liberia		PCFC	Yes	Yes	No	No
Madagascar			Yes	Yes	No	No
Malawi			No	Yes	No	No
Nigeria		PCFC	Yes	Yes	No	No
OECS			No	Yes	No	No
Pakistan	Balochistan	PCFC	Yes	Yes	Yes	No
Sierra Leone			Yes	Yes	No	No
Somalia	Federal government	PCFC	No	Yes	No	No
Somalia	Puntland	PCFC	No	Yes	No	No
Somalia	Somaliland	PCFC	Yes	Yes	No	No
South Sudan		PCFC	Yes	Yes	No	No
Tanzania	Zanzibar		Yes	Yes	No	No
Togo		PCFC	Yes	Yes	No	Yes
Uganda		PCFC	Yes	Yes	Yes	No
Uzbekistan			Yes	Yes	Yes	No
Yemen		PCFC	Yes	Yes	Yes	Yes
Zimbabwe	ESPIG + Multiplier	PCFC	Yes	Yes	Yes	No

1. Four pooled fund grants (Afghanistan, Burkina Faso, Ethiopia and Nepal) are not included in this table. Education subsector codes are consistent with the International Standard Classification of Education, the World Bank sector taxonomy and definitions, and the OECD/DAC codes.

## Appendix L

### MULTIPLIER GRANTS, AS OF DECEMBER 2019

Country/federal states	EOI submission date (month-year)	Approved maximum country allocation for Multiplier (US\$, millions)	Estimated cofinancing (US\$, millions)	Grant approval date (month-year)
Kyrgyz Republic	Sep-17	5	30	
Nepal	Sep-17	15	68	Mar-19
Senegal	Sep-17	10	35.9	Apr-19
Uzbekistan	Sep-17	10	59.85	Jan-19
Tanzania (Zanzibar)	Sep-17	2.5	16.69	
Ghana	Oct-17	15	50	
Zimbabwe	Oct-17	10	50	Aug-18
Djibouti	May-18	5	15	Jul-19
Mauritania	May-18	5	25	
Zambia	May-18	10	30	
Tajikistan	Jun-18	10	58	
Papua New Guinea	Jul-18	3.52	10.56	Mar-19
Honduras	Mar-19	10	30	
Maldives	May-19	1	10	
Ethiopia	May-19	20	60	
Timor-Leste	Jun-19	5	15	
Sudan	Oct-19	3.62	10.98	
<b>Total</b>		<b>140.64</b>	<b>574.98</b>	

## Appendix M

### LIST OF GRANTS APPROVED UNDER THE CURRENT FUNDING MODEL<sup>1</sup>

Country/ federal states	PCFC	Grant agent	Grant approval date	Grant amount <sup>a</sup>	Variable tranche amount	% of variable tranche	Variable part disbursement modality <sup>b</sup>	Comments
<b>FY2015/16</b>								
Mozambique		World Bank	23-May-15	57,900,000	17,370,000	30%	Ex post	
Nepal	PCFC	World Bank	23-May-15	59,300,000	17,800,000	30%	Ex post	
Rwanda	PCFC	DFID	23-May-15	25,200,000	7,560,000	30%	Ex post	
Congo, DR	PCFC	World Bank	15-Jun-16	100,000,000	30,000,000	30%	Ex post	
Malawi		World Bank	15-Jun-16	44,900,000	13,470,000	30%	Ex post	
OECS		World Bank	15-Jun-16	2,000,000	n/a	n/a	n/a	Fixed part only; small island exemption <sup>c</sup>
<b>Total</b>				<b>289,300,000</b>	<b>86,200,000</b>			
<b>FY2017</b>								
Zimbabwe	PCFC	UNICEF	2-Dec-16	20,580,000	n/a	n/a	Ex post	Two applications for fixed and variable
Ethiopia	PCFC	World Bank	2-Dec-16 15-Feb-17	100,000,000	30,000,000	30%	Ex post	Fixed part approval 02-Feb-17, variable part approval 15-Feb-17
Lesotho		World Bank	7-Jun-17	2,300,000	n/a	n/a	Ex ante	Ex ante approach for small grants
<b>Total</b>				<b>122,880,000</b>	<b>30,000,000</b>			
<b>FY2018</b>								
Somalia-Puntland	PCFC	UNICEF	21-Aug-17	5,600,000	n/a	n/a	Ex ante	Preapproval for ex ante approach
Liberia	PCFC	World Bank	29-Sep-17	11,900,000	3,570,000	30%	Ex post	
Burkina Faso		AFD	6-Dec-17	33,800,000	10,140,000	30%	Ex post	
Tanzania-Zanzibar		SIDA	6-Dec-17	5,761,000	n/a	n/a	Ex post	Separate applications for fixed and variable
Cambodia		UNICEF and UNESCO	22-Feb-18 22-May-18	20,600,000	6,200,000	30%	Ex post	Fixed part approval 22-Feb-18, variable part approval 22-May-18
Cote d'Ivoire	PCFC	World Bank	22-Feb-18	52,100,000	15,630,000	30%	Ex post	Additional MCA of US\$28 million, consisting of US\$19.6 million fixed part and US\$8.4 million variable part approved May 2019
Gambia, The	PCFC	World Bank	22-Feb-18	5,300,000	n/a	n/a	Ex ante	Preapproval for ex ante approach
Guinea-Bissau	PCFC	World Bank	22-Feb-18	4,700,000	n/a	n/a	Ex ante	Ex ante approach for small grants
Madagascar		World Bank	22-Feb-18	46,800,000	14,100,000	30%	Ex post	
Cabo Verde		UNICEF	22-May-18	1,400,000	n/a	n/a	n/a	Fixed part only; small island exemption
Chad	PCFC	UNICEF and UNESCO	22-May-18	27,844,830	8,354,000	30%	Ex post	
Comoros	PCFC	UNICEF	22-May-18	2,300,000	n/a	n/a	Ex ante	Ex ante approach for small grants
Somalia-Somaliland	PCFC	Save the Children	22-May-18	7,680,000	n/a	n/a	Ex ante	Preapproval for ex ante approach
Bhutan		Save the Children	28-Jun-18	1,800,000	n/a	n/a	Ex ante	Ex ante approach for small grants
<b>Total</b>				<b>227,585,830</b>	<b>57,994,000</b>			

1. Accelerated funding grants are not included in the list.

Country/ federal states	PCFC	Grant agent	Grant approval date	Grant amount <sup>a</sup>	Variable tranche amount	% of variable tranche	Variable part disbursement modality <sup>b</sup>	Comments
<b>FY19</b>								
Sierra Leone		UNICEF	3-Aug-18	17,200,000	5,200,000	30%	Ex post	
Somalia-Federal	PCFC	CARE	3-Aug-18	17,900,000	n/a	n/a	Ex ante	Ex ante approach for fragile context
Zimbabwe	PCFC	UNICEF	3-Aug-18	39,400,000	11,820,000	30%	Ex post	US\$18.82 million (variable part + Multiplier) was approved for this round. US\$39.4 million is the total by adding fixed part (US\$20.58 million) approved in FY17. They have been merged as one grant now.
Afghanistan	PCFC	World Bank	19-Nov-18	100,000,000	30,000,000	30%	Ex post	
Myanmar	PCFC	World Bank	19-Nov-18	73,700,000	24,000,000	33%	Ex post	
South Sudan	PCFC	UNICEF	19-Nov-18	35,700,000	n/a	n/a	Ex ante	Ex ante approach for fragile context
Uzbekistan		WB	31-Jan-19	10,000,000	3,000,000	30%	Ex post	
Benin		World Bank	21-Mar-19	19,400,000	5,820,000	30%	Ex post	
Burundi	PCFC	AFD	21-Mar-19	25,600,000	7,680,000	30%	Ex post	
Nepal		World Bank	21-Mar-19	24,200,000	9,758,000	40%	Ex post	
Papua New Guinea	PCFC	Save the Children	21-Mar-19	7,399,000	n/a	n/a	n/a	Fixed part application approved in FY19. Variable part application to be resubmitted.
Tanzania-Mainland		SIDA	21-Mar-19	90,000,000	28,000,000	31%	Ex post	
Senegal		AFD	25-Apr-19	42,600,000	15,803,226	37%	Ex post	Grant amounts converted from euros to U.S. dollars. Grant approved in euros for 37,200,000 euros.
<b>Total</b>				<b>503,099,000</b>	<b>141,081,226</b>			

a. The grant amount for the grants awarded in FY17 and FY18 includes the supervision allocation.

b. Ex ante approach means the variable allocation is not linked to actual attainment of results. This approach is accepted only in exceptional cases: fragile context, low capacity and unavailability of funding and critical short-term educational needs.

c. Small island countries are also exempted from results-based funding, due to small maximum country allocation, as per Board decision in June 2018.

## Appendix N

### FUNDING MODALITIES AND GRANT ABSORPTION PERFORMANCE ANALYSIS

#### › 1. Background and Objectives

The *Portfolio Review 2018* (p. 28) showed that the average annual absorption of aligned grants was 35 percent higher than nonaligned grants, controlling for any differences in the sizes of the grants. The objectives of this analysis are twofold: First, it aims to verify higher absorption performance for aligned grants in FY2016, 2017 and 2019; and second, it aims to compare absorption performance by different modality.

#### › 2. Methodology<sup>1</sup>

As shown in Table N.1, average annual absorption is higher for aligned grants than nonaligned grants for all years. But the average size of aligned grants happened to be larger than nonaligned grants for all years.

	Alignment status	Number of grants	Average annual absorption per grant (US\$)	Average grant amount per grant (US\$)
FY2016	Aligned	18	17,776,780	61,077,778
	Nonaligned	41	7,124,938	32,080,301
FY2017	Aligned	16	13,904,577	64,206,250
	Nonaligned	41	6,177,223	31,415,736
FY2018	Aligned	20	16,880,936	58,380,050
	Nonaligned	36	6,811,578	31,831,186
FY2019	Aligned	16	10,419,701	45,244,438
	Nonaligned	29	5,635,919	34,393,270

**Note:** Average annual absorption is the total average annual disbursement divided by the number of grants. This table considers active and closed grants at the end of each fiscal year.

To control for the difference in the grant size, the following formula is used:

Difference (%) between Annual Absorptions of Group A and Group B<sup>2</sup>

$$\frac{\text{Average annual absorption amount of group A} \times \text{Average grant amount of group B}}{\text{Average annual absorption amount of group B} \times \text{Average grant amount of group A}} - 1$$

Similar comparisons can be made between funding modality subgroups, that is, sector-pooled, cofinanced and stand-alone. As shown in Figure N.1, sector-pooled is the most aligned modality for all years. Therefore, absorption performance of most aligned modality, sector-pooled grants, and nonaligned grants of other modalities is compared. As shown in Table N.2, on average sector-pooled grants absorb more than nonaligned grants. But the average size of sector-pooled grants happened to be larger than nonaligned grants of other modalities. The aforementioned formula is used to control for the difference in the grant size.

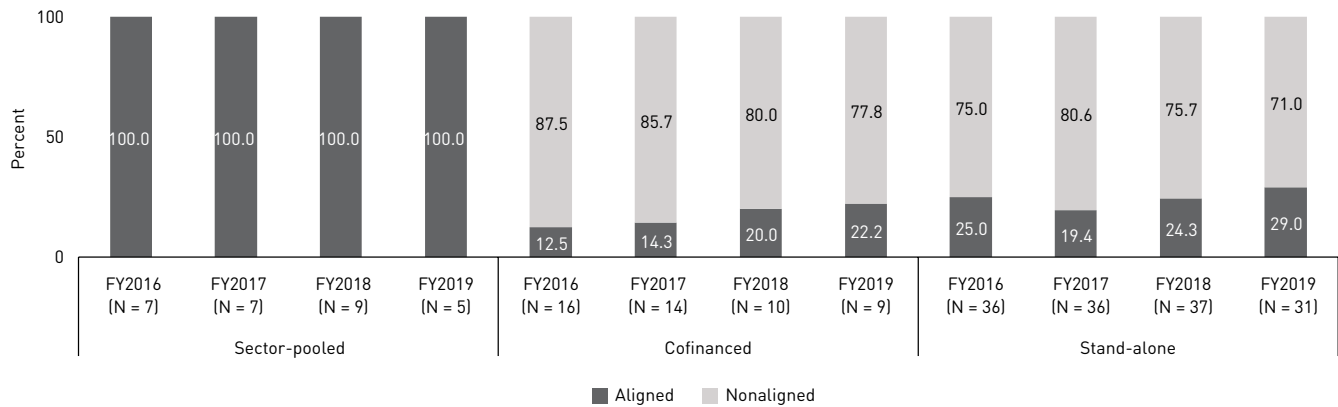
1. This is the same methodology used for the 2018 Portfolio Review.

2. Calculation aims to take into consideration differences in sizes of grants:

$$\left( \frac{\text{Average annual absorption amount of group A}}{\text{Average grant amount of group A}} - \frac{\text{Average annual absorption amount of group B}}{\text{Average grant amount of group B}} \right) \div \frac{\text{Average annual absorption amount of group B}}{\text{Average grant amount of group B}}$$

**FIGURE N.1.**

**PROPORTION OF ALIGNED AND NONALIGNED GRANTS, BY MODALITY, FY2016-2019**



**Table N.2. Average annual absorption and average grant amount by alignment status and funding modality, FY2019**

Alignment status	Funding modality	Number of grants	Average annual absorption per grant (US\$)	Average ESPIG amount per grant (US\$)
Aligned	Stand-alone	9	7,797,985	37,245,667
	Cofinanced	2	2,973,354	51,500,000
	<b>Sector-pooled</b>	<b>5</b>	<b>18,117,328</b>	<b>57,140,000</b>
	All modalities total	16	10,419,701	45,244,438
Nonaligned	Stand-alone	22	5,390,558	32,963,856
	Cofinanced	7	6,407,055	38,885,714
	Sector-pooled	0	n/a	n/a
	All modalities total	29	5,635,919	34,393,270

Note: n/a = not applicable.

› **3. Results**

(1) Absorption performance for FY2016-2019

As shown in Table N.3, the absorption performance of aligned grants was higher than nonaligned grants.

**Table N.3. Difference between annual absorption of aligned and nonaligned grants**

	FY2016	FY2017	FY2018	FY2019
Difference (%) between annual absorption of aligned and nonaligned grants	31%	10%	35%	41%

(2) Absorption performance of different grant modalities

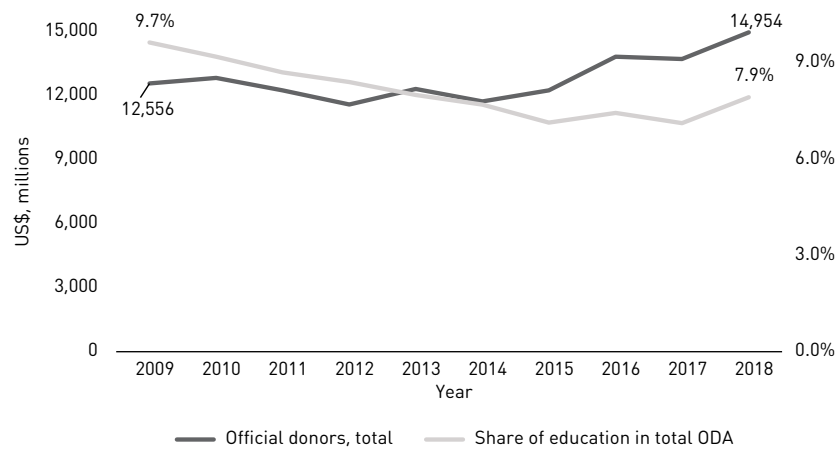
As shown in Table N.4, the absorption performance of aligned sector-pooled grants was higher than nonaligned grants, either stand-alone or cofinanced.

**Table N.4. Difference between annual absorption of aligned sector-pooled grants and nonaligned modalities**

	Nonaligned stand-alone grants	Nonaligned cofinanced grants	All nonaligned grants
Difference (%) between annual absorption of aligned sector-pooled grants and different types of nonaligned grants	94%	92%	93%

## Appendix O

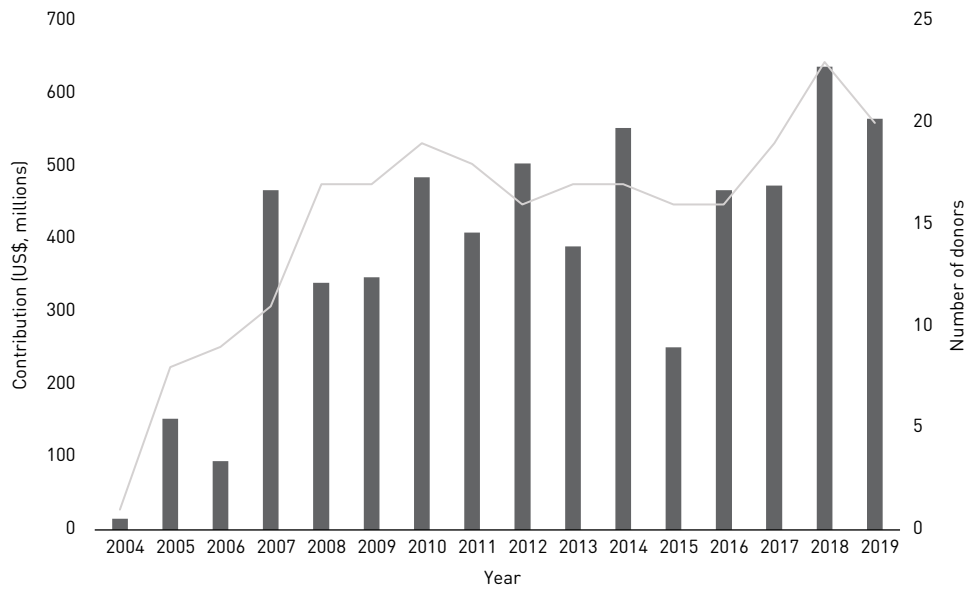
### AMOUNT OF OFFICIAL DEVELOPMENT ASSISTANCE (ODA) TO EDUCATION AND ITS SHARE IN TOTAL ODA, 2009-2018 (US\$, MILLIONS)





# Appendix P

## DONORS' CONTRIBUTION TO GPE, 2004-2019



# Appendix Q

## FINANCIAL CONTRIBUTION TO GPE (FISCAL YEAR)

FIGURE Q.1.

DONORS' CUMULATIVE CONTRIBUTION, AS OF JUNE 2019 (US\$, MILLIONS)

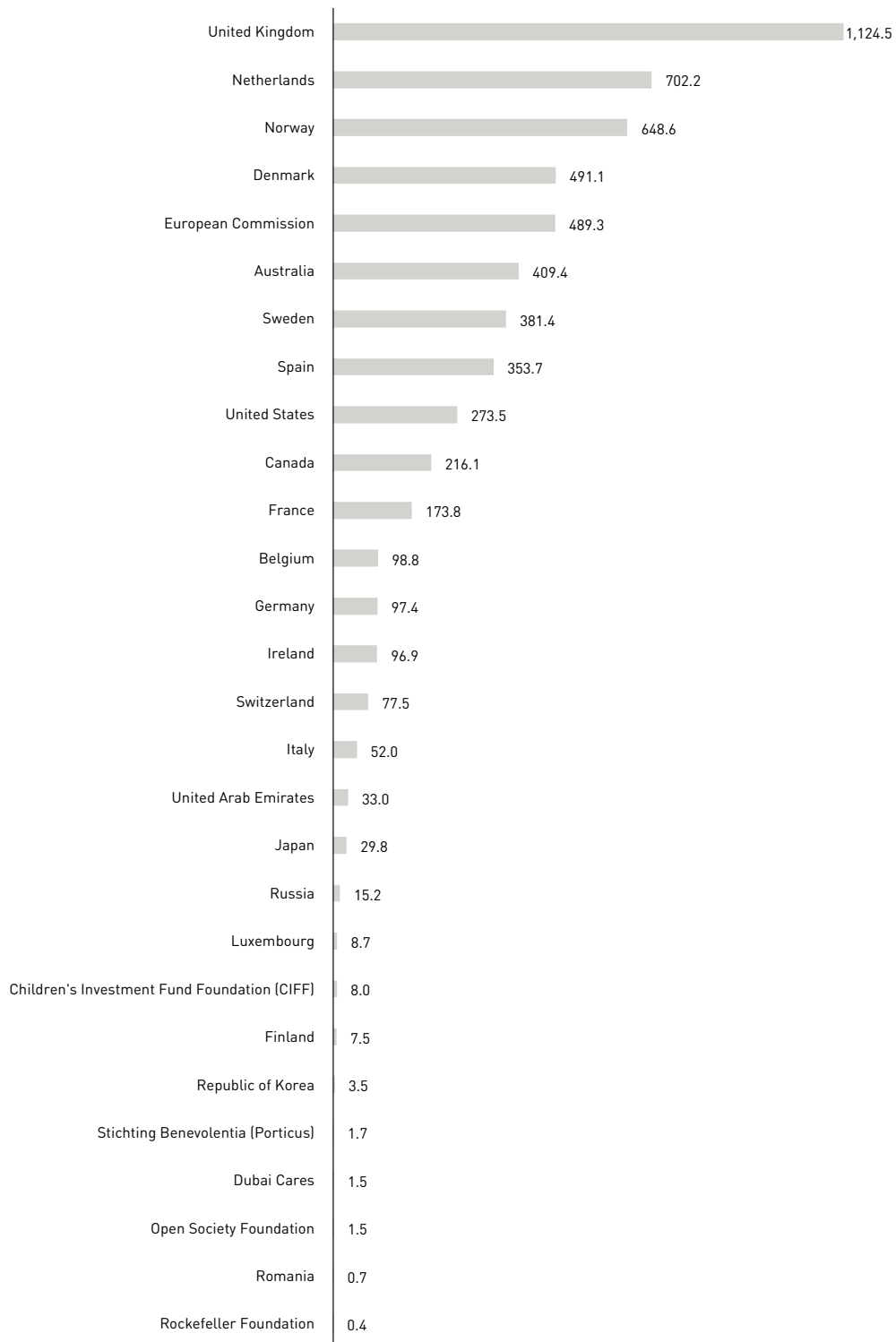
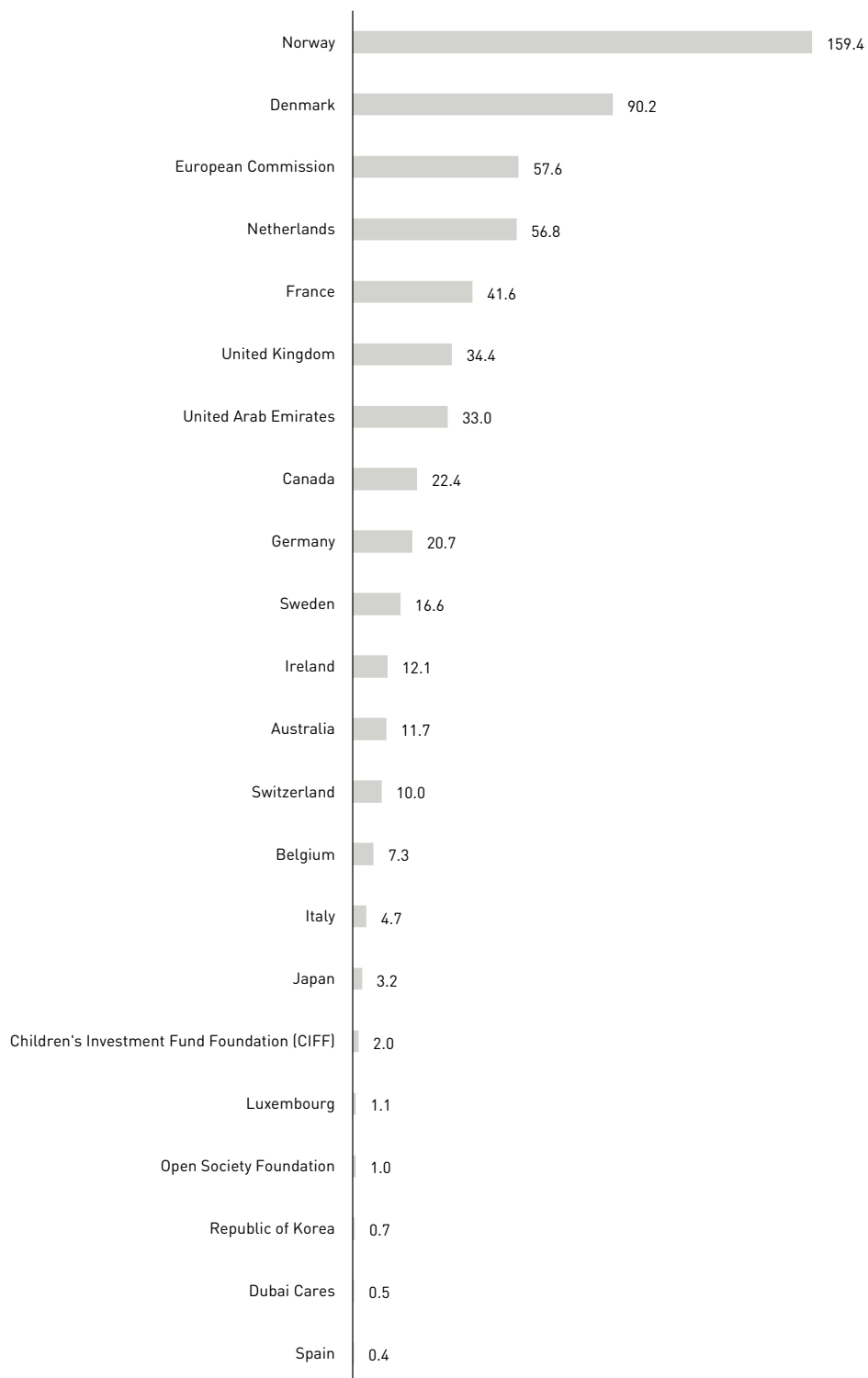


FIGURE Q.2.

DONORS' CONTRIBUTION, FY2019 (US\$, MILLIONS)



# Appendix R

## FINANCIAL CONTRIBUTION TO GPE (CALENDAR YEAR)

FIGURE R.1.

### DONORS' CUMULATIVE CONTRIBUTION, AS OF DECEMBER 2019 (US\$, MILLIONS)

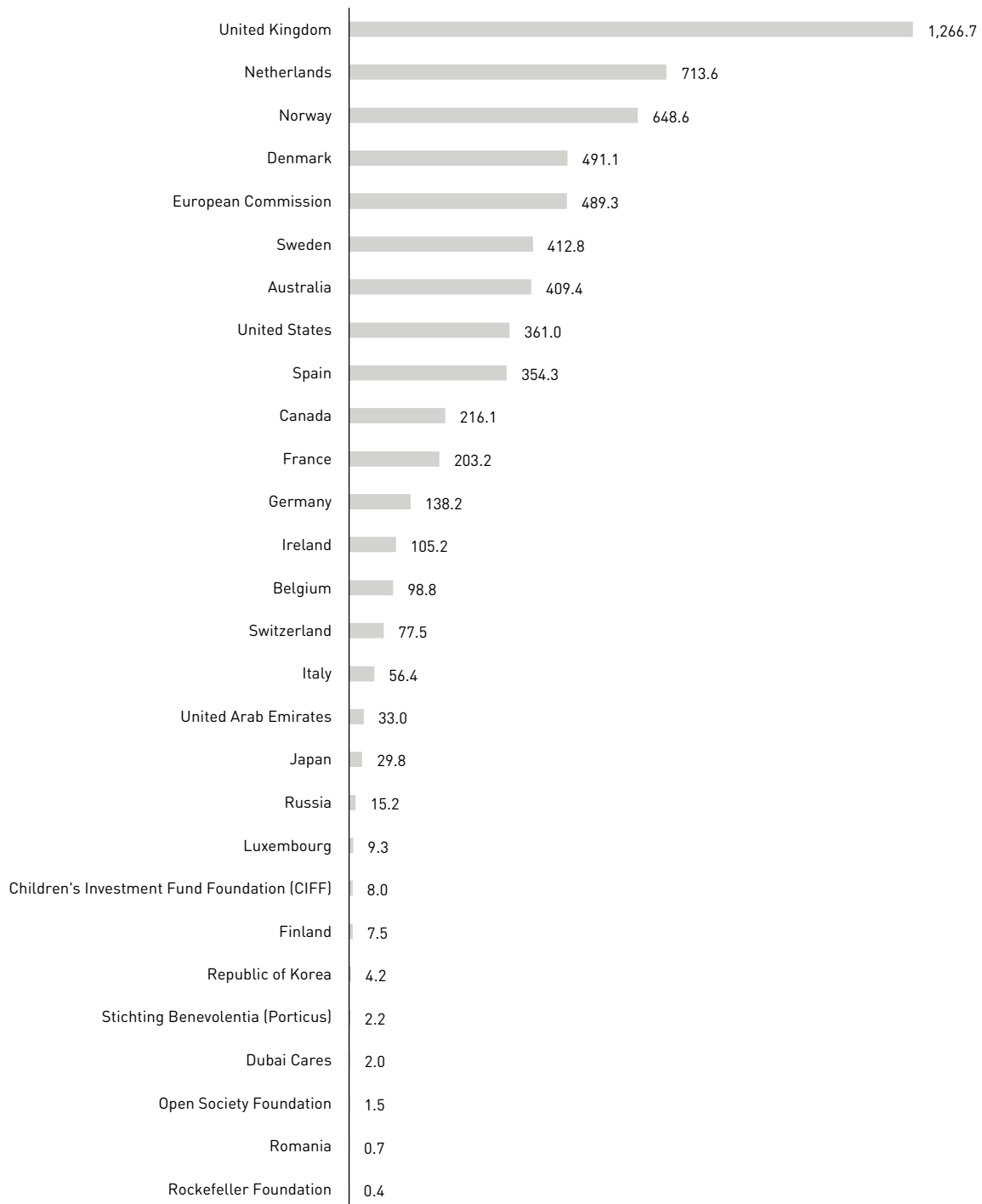
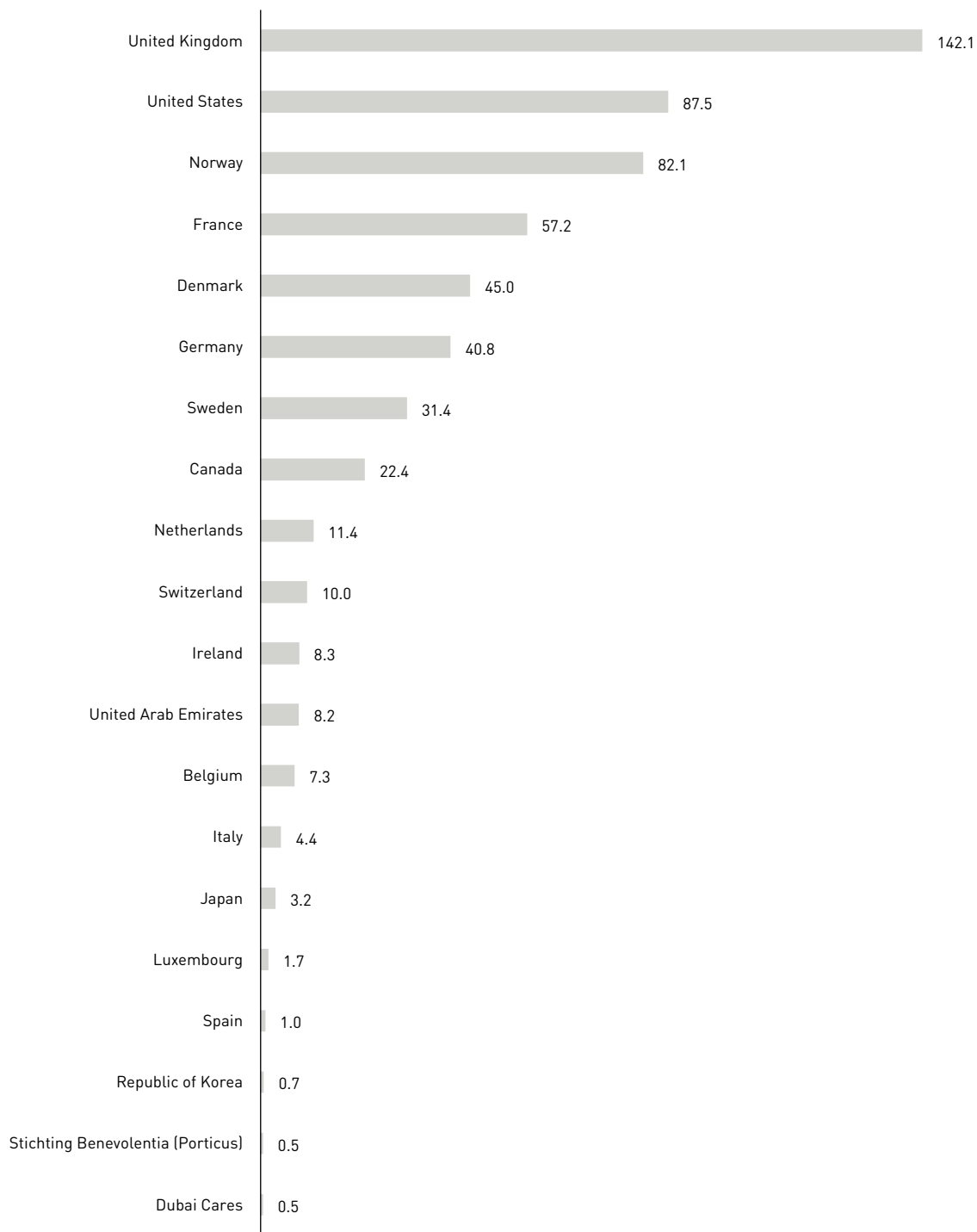


FIGURE R.2.

DONORS' CONTRIBUTION, CALENDAR YEAR 2019 (US\$, MILLIONS)





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