



GLOBAL PARTNERSHIP  
*for* EDUCATION  
globalpartnership.org

STRATEGIC PLAN  
2016–2020

# GPE 2020

*Improving learning  
and equity through stronger  
education systems*



School children at Hidassie Primary School in Addis Ababa, Ethiopia.

## Our Principles

The Global Partnership for Education is committed to upholding the following principles in all aspects of our work:

- **Education as a public good**, a human right and an enabler of other rights. It is essential for peace, tolerance, human fulfillment, and sustainable development.
- Focusing our resources on securing **learning, equity and inclusion** for the most marginalized children and youth, including those affected by fragility and conflict.
- Achieving **gender equality**.
- Enabling inclusive, evidence-based **policy dialogue** that engages national governments, donors, civil society, teachers, philanthropy and the private sector.
- Providing support that promotes **country ownership** and nationally identified priorities, and is linked to country performance in achieving improved equity and learning.
- Improving **development effectiveness** through harmonization and aligning aid to country systems.
- Promoting **mutual accountability** and transparency across the partnership.
- Acting on our belief that **inclusive partnership** is the most effective means of achieving development results.

GPE's principles apply and uphold the *Paris Declaration on Aid Effectiveness* (2005), the *Accra Agenda for Action* (2008), and the *Busan Partnership for Effective Development Cooperation* (2011).

## MESSAGE FROM THE CHIEF EXECUTIVE OFFICER



ALICE ALBRIGHT  
*Chief Executive Officer*

### GPE stands ready to respond

The world has high expectations for the Global Partnership for Education, as it should. GPE 2020 charts an ambitious course and commits us to significant advances in learning outcomes and equity over the next five years.

As a broad, global partnership united behind a single mission, we now have the tools in place to help developing country governments provide quality education. GPE brings together the largest assembly of education talent dedicated solely to helping the most vulnerable children learn. We are a collective endeavor that achieves progress beyond the capabilities of our individual members. GPE 2020 sets out in practical terms how we will lock together these capabilities and resources to deliver.

We have done much to strengthen GPE over the recent years. We have a sharpened business model, new organizational structures and capacity, and a partnership-wide commitment to track our added value and our results.

The financing we provide to countries is based firmly on needs, and it rewards good performance. We have built into our grant management the flexibility to respond to crises, while always staying focused on the most vulnerable. We have set stronger quality standards for our operations and have adopted a more rigorous approach to risk management.

In addition to equipping ourselves to invest GPE's resources well, we are determined to secure additional financing for education in the poorest countries.

Standing ready to test ourselves against our ambitions through our results framework, we have rolled up our sleeves, fine-tuned our operating model and sharpened risk management.

We are prepared to respond with urgency to the pressing needs of all those who are still denied a good quality education.

## MESSAGE FROM THE CHAIR OF THE BOARD OF DIRECTORS



JULIA GILLARD  
*Chair of the Board  
of Directors*

### A renewed global commitment to education

In 2015, with the full support of the United Nations, the world renewed its commitment to fighting poverty and inequality. All of us promised to create an era of sustainable development by achieving 17 global goals by 2030.

Goal 4 commits us to ensuring equitable, quality education for all. In addition to this specific and ambitious goal, the world recognized education as a key enabler of prosperity, peace and the broader vision of sustainable development.

Yet more than 120 million children of primary and lower secondary school age are out of school today, many living in areas blighted by violent conflict. Millions more receive schooling of such poor quality that they fail to learn. The resources made available for school and early childhood education, especially for the poorest and most marginalized, are woefully inadequate.

The Global Partnership for Education is determined to overcome these challenges. GPE is the only global development organization solely focused on education. We are dedicated to strengthening national education systems in order to dramatically increase the number of children who are in school and learning. Achieving such a transformation requires local and global resources and the skills and commitment of many, working together toward a shared mission and holding each other to account.

GPE 2020, our five-year strategic plan, details that shared mission and the steps it will take to get it done. It captures our vision, our practical approach and our dedication to partnership.

I commend GPE 2020 to you. It reflects the unified aspiration and commitment of our unique partnership: more than 60 developing country governments and more than 20 donor nations, plus international organizations, civil society, philanthropy, teachers and the private sector.

Hundreds of millions of children around the world today are counting on us. With your support, their dreams for a good quality education and a brighter future will come true.

## Introduction: Our Unique Way of Working

The Global Partnership for Education addresses the most significant education challenges faced by developing countries through supporting governments to improve equity and learning by strengthening their education systems.

GPE is a global fund and a partnership focused entirely on education in developing countries. The partnership has a unique role: agreeing standards for education planning and policy-making and mobilizing development financing from public and private donors around the world to support and monitor the implementation of those plans.

### Support for education sector planning and analysis

GPE's initial grants to developing country partners (DCPs) fund education sector planning processes. While developing country governments take the lead in planning and are accountable for delivery, GPE enables needs analysis, works to strengthen technical capacity, and brings in the talent and resources of others. As a result, formal stakeholder collaborative forums, known as local education groups (LEGs), exist in most countries. GPE actively supports the participation of civil society, the private sector and teacher organizations in LEGs. We also enable planning processes to be informed by research and shared best practices, including creating opportunities for DCPs to discuss and learn from each other's experiences.

The existence of robust national education sector plans gives donors greater confidence and enables them to better coordinate their efforts.

### Assistance to countries with greatest needs

In allocating our major grants, which help fund the implementation of education sector plans, GPE supports the poorest countries with the greatest education needs. This includes nations with high numbers of out-of-school children and weak school completion rates. Around half of GPE's developing country partners are affected by fragility and/or conflict.

### Results-based financing

Implementation grants are contingent on independent assessment of the education sector plan and the partner country increasing (or maintaining already high) domestic expenditure on education. We use results-based financing, with the release of 30 percent of each implementation grant contingent upon countries achieving agreed-upon results in equity, learning and system efficiency.

In fragile and crisis environments, GPE adapts its approach to allow more flexibility and a faster response in meeting urgent need. Our aim is to enable education services to be restored or started as quickly as possible, while laying the foundation for longer-term improvements in future, more stable times.

GPE stays involved as plans are put into action and implementation grants are used. There is strong fiduciary oversight through both our in-country grant agents and the Secretariat. Progress against the plan is assessed periodically in a joint sector review, an inclusive process involving all partners.

### A strong partnership based on mutual accountability

Our partnership is rooted in mutual accountability. Every partner must meet clear, specific goals and objectives, and we systematically measure the impact of our actions through a results framework. GPE is investing much more than ever in data and data collection systems to monitor progress and drive better decision-making.

Our stepped-up commitment to monitoring and evaluation will enable us to keep testing and refining our approach throughout the five years of this strategic plan.

We have developed GPE's unique way of working because our theory of change is that lasting improvement in equity and learning are delivered by strengthening whole education systems through partnership, with initiatives at individual country-level supported by global actions.

## GPE 2020—Plan at a Glance

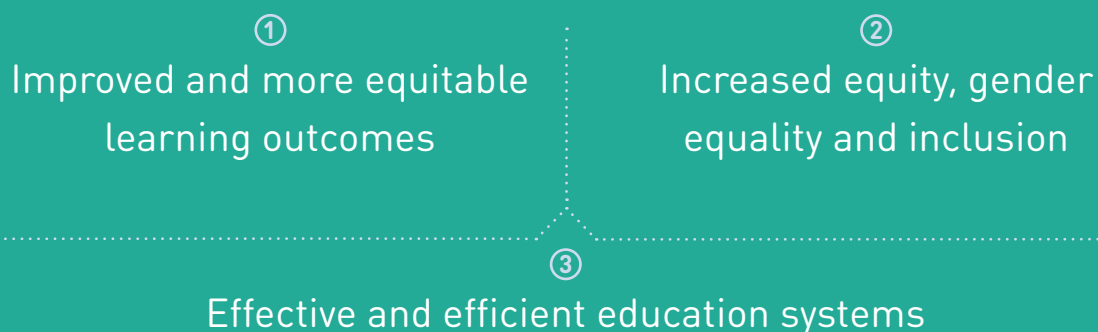
### VISION

To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

### MISSION

To mobilize global and national efforts to contribute to the achievement of equitable, quality education and learning for all, through inclusive partnership, a focus on effective and efficient education systems and increased financing.

### GOALS



### OBJECTIVES

#### COUNTRY LEVEL



#### GLOBAL LEVEL





School girl at Shree Mahendrodaya School, Sindhupalchowk, Nepal.



## Our Vision and Mission

GPE 2020 is a five-year strategic plan commencing January 1, 2016, and ending December 31, 2020. It aligns our vision and mission to the Global Goals for Sustainable Development.

In doing so, we specifically recognize that education is pivotal to the achievement of all of the other Global Goals.

**WE THEREFORE ADOPT AS OUR VISION FOR GPE 2020 THE WORDS OF GLOBAL GOAL 4:**

**“To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”**

Our mission responds to the international community’s call to GPE (in the *Education 2030 Incheon Declaration and Framework for Action* and the *Addis Ababa Action Agenda of the Third International Conference on Financing for Development*) to play a strengthened role in the achievement of Global Goal 4.

**TO REALIZE OUR VISION, GPE’S MISSION IS:**

**“To mobilize global and national efforts to contribute to the achievement of equitable, quality education and learning for all, through inclusive partnership, a focus on effective and efficient education systems and increased financing.”**

The GPE Strategic Plan was endorsed by the Board of Directors at its meeting in December 2015. The Board paper and the Board’s decision are available at [www.globalpartnership.org/content/2016-2020-strategic-plan](http://www.globalpartnership.org/content/2016-2020-strategic-plan) and [www.globalpartnership.org/content/board-decisions-december-2015](http://www.globalpartnership.org/content/board-decisions-december-2015)

## Results: Our Core Indicators

Our core indicators highlight the key results we want to achieve. They are part of a comprehensive set of indicators by which we will monitor GPE's progress over the next five years. The full GPE Results Framework is set out in the Annex.

### GOALS

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|---|--|
| <ul style="list-style-type: none"> <li>① Improved and more equitable learning outcomes</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Improved learning outcomes at primary level</li> <li>➤ More children under 5 years developmentally on track in health, learning and psychosocial wellbeing</li> </ul> |
| <ul style="list-style-type: none"> <li>② Increased equity, gender equality and inclusion</li> </ul> | <ul style="list-style-type: none"> <li>➤ Improved primary and lower secondary completion rates, total and by gender</li> </ul>   |
| <ul style="list-style-type: none"> <li>③ Effective and efficient education systems</li> </ul>       | <ul style="list-style-type: none"> <li>➤ Increased public expenditure on education</li> <li>➤ Improved ratios of pupils to trained teachers</li> <li>➤ Improved data reporting</li> </ul>                      |

### OBJECTIVES

#### COUNTRY LEVEL

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|--|--|
| <ul style="list-style-type: none"> <li>① Strengthen education sector planning and policy implementation</li> </ul>                 | <ul style="list-style-type: none"> <li>➤ Improved education sector plans meeting quality standards, including in countries affected by fragility and conflict</li> </ul> |
| <ul style="list-style-type: none"> <li>② Support mutual accountability through inclusive policy dialogue and monitoring</li> </ul> | <ul style="list-style-type: none"> <li>➤ Improved joint sector reviews meeting quality standards</li> </ul>  |
| <ul style="list-style-type: none"> <li>③ Ensure efficient and effective delivery of GPE support</li> </ul>                         | <ul style="list-style-type: none"> <li>➤ GPE financing supports achievement of targets for equity, efficiency and learning</li> </ul>                                    |

#### GLOBAL LEVEL

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|--|--|
| <ul style="list-style-type: none"> <li>④ Mobilize more and better financing</li> </ul> | <ul style="list-style-type: none"> <li>➤ Increased donor contributions to GPE</li> <li>➤ GPE grants align with national systems</li> </ul>               |
| <ul style="list-style-type: none"> <li>⑤ Build a stronger partnership</li> </ul>       | <ul style="list-style-type: none"> <li>➤ Strengthened clarity of partners' roles, responsibilities, and accountabilities in country processes</li> </ul> |

## GPE 2020 Strategic Goals

We have chosen three clear and ambitious goals, which encapsulate what must be done to stop children and youth being left out or left behind because education systems are not working as they should. Over the coming five years, we will mobilize more funds as well as know-how from across the partnership in support of these goals.

### Goal 1

#### Improved and more equitable student learning outcomes through quality teaching and learning

##### Indicators

- ▶ Improved learning outcomes at primary level
- ▶ More children under 5 years developmentally on track in health, learning and psychosocial wellbeing

An estimated 250 million primary school-age children worldwide face “silent exclusion,” meaning they are either out of school or enrolled but learning little. This access and learning crisis in basic education has implications for success at all levels of education. The problems can only be solved if national education systems are well planned and high performing, with more teachers, better teaching, increased access to pre-primary education to better prepare children for school, better learning materials and safe and supportive learning environments.

GPE will improve learning outcomes by supporting a stronger focus on each of these elements in all education sector plans and through all implementation grants.

Tracking changes in learning outcomes is challenging but will be essential to drive both education results and GPE’s progress. As a first step, we will report annually on trends in learning outcomes at the primary and pre-primary levels using available national and international data. Through the provision of technical support and investments, we will help governments improve their ability to assess learning and use that information to improve quality.

## 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.**

### Indicators

- ▶ Increased number of children in school supported by GPE
- ▶ Improved primary and lower secondary completion rates, total and by gender
- ▶ Increased pre-primary enrollment
- ▶ Reduced out-of-school rates, total and by gender
- ▶ Improved equity in lower secondary completion rates (gender, geography and wealth)

Millions of children and youth in developing countries face multiple barriers to education, including gender, poverty, disability and ethnicity. Among the most disadvantaged are girls in remote rural areas and children living in countries affected by fragility and conflict. For example, in sub-Saharan Africa only three out of four girls ever start primary school, and fewer than one in 10 girls completes secondary school.

As stated in the *Education 2030 Incheon Declaration and Framework for Action*, GPE recognizes that:

“... all people, irrespective of sex, age, race, colour, ethnicity, language, religion, political or other opinion, national or social origin, property or birth, as well as persons with disabilities, migrants, indigenous peoples, and children and youth, especially those in vulnerable situations or other status, should have access to inclusive, equitable quality education and lifelong learning opportunities.”

Under GPE 2020, we will direct financial support to low-income and lower-middle-income countries—especially those with high numbers of out-of-school children and significant gender disparities—including countries affected by crisis and fragility.

Such criteria will necessarily mean that financing continues to focus on basic education, defined as pre-primary, primary, lower secondary education and second-chance learning opportunities. Where equitable learning outcomes are well advanced at basic education levels, it may be appropriate for GPE to provide additional investments in early childhood care or upper secondary education.

GPE will also explore opportunities to work with others outside the education sector. For example, we will work with the health sector because we recognize that education, particularly of girls and women, promotes strong health outcomes and good health improves learning outcomes.

## Goal 3

### Effective and efficient education systems delivering equitable, quality educational services for all.

#### Indicators

- ▶ Increased public expenditure on education
- ▶ Equitable allocation of teachers
- ▶ Improved ratios of pupils to trained teachers
- ▶ Reduced student dropout and repetition rates
- ▶ Improved data reporting
- ▶ Improved learning assessment systems

Too often, past attempts to improve education outcomes have been piecemeal, focusing on discrete problem areas such as number of teachers, quality of school materials or infrastructure. However, achieving lasting change at scale requires a focus on the education system as a whole, including whether the funding for education is deployed efficiently and effectively to maximize the learning outcomes of all children.

Neither the efficiency nor effectiveness of any education system can be understood unless learning outcomes are measured. Doing this is far more challenging than simply counting the numbers of students attending school. Consequently, GPE will provide technical support and investments, including results-based financing, to help governments create robust assessment systems that will allow the monitoring of learning outcomes and support quality improvement. This information must be used not only to inform policymakers but also to enable teachers to have the data needed to improve the quality of learning in their classrooms.

High dropout and repetition rates are indicators of a system that is inefficient and ineffective. GPE will also provide support to measure and address these problems.

Everyone knows quality teaching is pivotal for children's learning. Consequently, skilled teachers who are properly trained and supported must be available to all children. We will monitor whether the distribution of teachers is fairly done or skewed to higher wealth areas, and address any problem areas in that regard.

GPE will help partner countries to strengthen the evidence base for their sector plans and their monitoring of key systems indicators.

Along with effectiveness and efficiency, adequate funding is critical. GPE appreciates that developing countries, through their own resources, are the biggest source of financing for education. GPE works with our partners to attain transparent reporting and government budgetary allocations to education that progressively reach the internationally agreed-upon benchmark of 20 percent of total expenditure, with a significant proportion of this (45 percent) for primary education.

## Strategic Objectives

Our goals are big. To achieve them, we have set specific objectives at both the country and global levels. We will mobilize partners globally to support developing country governments in order to maximize impact locally. In partnership, globally and at the country level, we will drive our shared ambition to build stronger education systems.

### COUNTRY-LEVEL OBJECTIVES

Under GPE 2020, we intend to strengthen our unique ability to lock together improved planning, policy development, monitoring and financing. We have adopted new quality standards and will adhere to them in our planning work, implementation monitoring and data capture. Quality standards will apply to all this work; however, for countries affected by fragility and conflict, GPE will tailor an approach appropriate to the context.

In planning, we will drive new approaches on teaching and learning, inclusion of marginalized groups, the

efficiency of the whole education system and data. Our planning work will underpin our financing approach thereby driving equity, learning and efficiency. We will also support the inclusion of civil society and teachers' organizations in the vital work of planning, policy dialogue and monitoring.

We will keep grant implementation on track and transparently show the impact.

Over the coming five years, GPE partners will hold each other accountable for delivering on each of these elements.

## Objective 1

### Strengthen education sector planning and policy implementation

#### Indicators

- Improved education sector plans meeting quality standards, including in countries affected by fragility and conflict
- Education sector plans contain strategies on teaching and learning, marginalized groups and efficiency
- National data collection strategies meet quality standards

## Objective 2

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

#### Indicators

- Improved joint sector reviews meet quality standards
- Local education groups include teacher and civil society representation

## Objective 3

### GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency and learning

#### Indicators

- Financing supports achievement of targets for equity, efficiency and learning
- Financing supports improved information management and learning assessment systems
- Textbooks purchased, teachers trained and classrooms built or rehabilitated, as planned
- Grant implementation on track

## GLOBAL-LEVEL OBJECTIVES

GPE 2020 harnesses the partnership’s strength at the global level in order to accelerate progress at the country level. We will use our convening power and advocacy to raise the global commitment to education, including by mobilizing international and domestic resources to meet the needs of the poorest and most marginalized.

Current estimates are that even with increased domestic expenditure on education, US\$39 billion more each year is required in external financing to achieve education for all. GPE recognizes that both fresh thinking and extensive efforts are required to bridge such an enormous annual resources gap. We will work to attract additional donors to education as well as seeking increased financing from traditional donors. GPE is determined to unlock further investments into education through innovative ways of mobilizing funding, including new financial instruments.

In addition, we will advocate for improved alignment and harmonization of funding from GPE and its international partners around nationally owned education sector plans and country systems.

We will continue to strengthen our operating processes and organizational efficiency and effectiveness by creating stronger systems for quality assurance, risk management, country support and fiduciary oversight. We will also continue to improve the capacity of the Secretariat to serve the partnership.

GPE 2020 requires clarity about roles, responsibilities and accountabilities. Therefore, we will promote and coordinate consistent country-level roles, responsibilities and accountabilities among governments, development partners, grant agents, civil society, teachers’ organizations and the private sector, through strong coordination mechanisms and a strengthened operational model.

We will harness the power of global and cross-national knowledge exchange and pursue a monitoring and evaluation strategy that is a tool for mutual accountability and learning in the work of the partnership.



## **Objective 4**

### **Mobilize more and better financing**

#### **Indicators**

- Increased donor contributions to GPE
- Increased number of donors, including from non-traditional sources
- GPE financing aligns to national systems and uses pooled funding mechanisms
- Policy dialogue to increase domestic financing

## **Objective 5**

### **Build a stronger partnership**

#### **Indicators**

- Strengthened clarity of partners' roles, responsibilities and accountabilities in country processes
- Knowledge and good practice exchange to improve education policy
- Expanded advocacy with partners to strengthen global commitment to education
- Improved country support and grant oversight from the Secretariat
- Results reports, evaluations and reviews published

## Measuring our Impact

At every level in education, from local schools to national governments to global discussions, there is an increasingly sharp recognition that the paucity of data, especially on learning outcomes, is holding back progress. Without better information and analysis, our world will not achieve quality education for all.

GPE understands this challenge and that we have a key responsibility in addressing it. Consequently, GPE 2020 is all about data and results.

We are determined to break new ground in data collection, analysis and usage. Under GPE 2020, we will make the move from measuring access to understanding better what is happening with learning.

We will use our funding to leverage sizeable improvements in country-level data, including on learning outcomes.

Using available sources of information, we will provide analysis in some important areas (such as tracking domestic financing) in a way that is much closer to real time. This is a major step forward in a world in which two- to three-year delays in data availability are common.

GPE 2020 is focused on equity, so all our indicator data will be disaggregated to enable the monitoring of

differences in progress for girls and boys and to help address other inequalities.

Tracking progress in fragile and conflict-affected environments is also a specific challenge and priority.

Our strategic goals and objectives are hard-wired to our results framework, which we set out in full in the Annex. The framework is the primary tool for measuring progress and holding all members of the partnership to account. It is also the vehicle for testing the effectiveness of our operating model and the validity of our theory of change. We will incorporate the new sustainable development goal indicators into our results framework as they are developed and adopted by the United Nations.

GPE is committed to transparency and we will therefore report our results annually. We will monitor and study our impact through other periodic assessments and evaluations.

Achieving quality education for all is our passion. We are determined to see change for hundreds of millions of children around the world. GPE is prepared to hold itself to account and welcomes being held to account by others.

GPE 2020 is our strategic plan, but it is also our open invitation to you to work with us in the cause of ensuring quality education for all.



## Annex

# GPE Results Framework: Baselines and Targets

IMPACT					
<b>STRATEGIC GOAL 1:</b> Improved and more equitable learning outcomes					
Results	Indicators		Baseline		Target 2020
Improved and more equitable student learning outcomes through quality teaching and learning	1.	<b>Proportion of developing country partners (DCPs) showing improvement on learning outcomes (basic education)</b>	Overall: <sup>1</sup>	65%	70%
			FCAC: <sup>2</sup>	50%	75%
			Baseline timeframe = CY2000-2013 N = 20 DCPs with international assessment data available (4 FCACs)		
	2.	<b>Percentage of children under five (5) years of age who are developmentally on track in terms of health, learning, and psychosocial well-being<sup>3</sup></b>	Overall:	66%	74%
			FCAC:	62%	—
			Female:	68%	75%
Baseline timeframe = CY2011-2014 N = 22 DCPs with international assessment data available (6 FCACs)					

1 Throughout this table, the "Overall" fields display data for all DCPs for which data are available.

The core indicators are indicated in blue font. "-" stands for not available and "n/a" means not applicable.

2 Fragile and conflict-affected countries.

3 "Children under five years of age" refers to children between 36 and 59 months of age.

## IMPACT

**STRATEGIC GOAL 2:**

## Increased equity, gender equality, and inclusion

Results	Indicators	Baseline	Target 2020	
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	Overall:	7.2 million	n/a
		FCAC:	5.6 million	n/a
		Female:	3.4 million	n/a
			Baseline timeframe = CY2015 N = 49 DCPs [24 FCACs]	
	4. <b>Proportion of children who complete:</b> <b>(a) primary education; (b) lower secondary education</b>	<b>(a) Primary education:</b>		
		Overall:	72.5%	78.3%
		FCAC:	68.1%	74.6%
		Female:	70.1%	75.9%
		<b>(b) Lower secondary education:</b>		
		Overall:	47.9%	52.1%
		FCAC:	41.1%	45.4%
		Female:	45.7%	51.8%
		Baseline timeframe = 2013 N = 61 DCPs [28 FCACs]		
5. Proportion of GPE DCPs within set thresholds for gender parity index of completion rates for: (a) primary education; (b) lower secondary education	<b>(a) Primary education:</b>			
	Overall:	62%	69%	
	FCAC:	54%	61%	
	<b>(b) Lower secondary education:</b>			
	Overall:	49%	66%	
		Baseline timeframe = 2013 N=61 DCPs [28 FCAC]		
6. Pre-primary gross enrollment ratio	Overall:	28.2%	32.2%	
	FCAC:	22.6%	26.0%	
	Female:	27.5%	31.6%	
			Baseline timeframe = 2013 N = 61 DCPs [28 FCACs]	
7. Out-of-school rate for: (a) children of primary school age; (b) children of lower secondary school age	<b>(a) Children of primary school age:</b>			
	Overall:	20.3%	17.0%	
	FCAC:	25.8%	21.7%	
	Female:	22.7%	18.6%	
	<b>(b) Children of lower secondary school age:</b>			
	Overall:	33.4%	29.9%	
	FCAC:	38.4%	32.4%	
	Female:	35.3%	30.2%	
		Baseline timeframe = 2013 N = 61 DCPs [28 FCACs]		
8. Gender parity index of out-of-school rate for: (a) primary education; (b) lower secondary education	<b>(a) Primary education:</b>			
	Overall:	1.27	1.22	
	FCAC:	1.34	1.29	
	<b>(b) Lower secondary education:</b>			
	Overall:	1.12	1.04	
	FCAC:	1.19	1.10	
		Baseline timeframe = 2013 N = 61 DCPs [28 FCACs]		
9. Equity index	Overall:	32%	42%	
	FCAC:	33%	43%	
			Baseline timeframe = CY2010-2014 N = 59 DCPs [27 FCACs]	

## OUTCOME

### STRATEGIC GOAL 3:

#### Effective and efficient education systems

Results	Indicators	Baseline		Target 2020
Effective and efficient education systems delivering equitable, quality educational services for all	<b>10. Proportion of DCPs that have (a) increased their public expenditure on education; or (b) maintained sector spending at 20% or above</b>	Overall:	78% [a: 24%; b: 53%]	90%
		FCAC:	77% [a: 32%; b: 45%]	86%
		Baseline timeframe = CY2015 N = 49 DCPs [22 FCACs]		
	<b>11. Equitable allocation of teachers, as measured by the relationship (<math>R^2</math>) between the number of teachers and the number of pupils per school in each DCP</b>	Overall:	29%	48%
		FCAC:	18%	—
		Baseline timeframe = CY2010-2014 N = 21 DCPs [11 FCACs]		
	<b>12. Proportion of DCPs with pupil/trained teacher ratio below threshold (&lt;40) at the primary level</b>	Overall:	25%	35%
		FCAC:	13%	21%
		Baseline timeframe = 2013 N = 55 DCPs [24 FCACs]		
	<b>13. Repetition and drop out impact on efficiency, as measured by the internal efficiency coefficient at the primary level in each DCP</b>	Overall:	26%	42%
		FCAC:	17%	25%
		Baseline timeframe = CY2010-2014 N = 19 DCPs [12 FCACs]		
	<b>14. Proportion of DCPs reporting at least 10 of 12 key international education indicators to UIS (including key outcomes, service delivery and financing indicators as identified by GPE)</b>	Overall:	30%	66%
		FCAC:	32%	54%
		Baseline timeframe = 2012-2013 N = 61 DCPs [28 FCACs]		
<b>15. Proportion of DCPs with a learning assessment system within the basic education cycle that meets quality standards</b>	Overall:	32%	47%	
	FCAC:	21%	36%	
	Baseline timeframe = CY2011-2015 N = 60 DCPs [28 FCACs]			

## COUNTRY-LEVEL OBJECTIVES

### STRATEGIC OBJECTIVE 1:

#### Strengthen education sector planning and policy implementation

Results	Indicators	Baseline	Target 2020	
<b>(a)</b> Support evidence-based, nationally owned sector plans focused on equity, efficiency and learning	<b>16.a</b> Proportion of endorsed (a) education sector plans (ESP) or (b) transitional education plans (TEP) meeting quality standards	Overall:	58% of ESPs/TEPs met at least the minimum number of quality standards	100%
		ESPs:	56% of ESPs met at least 5 quality standards out of 7	100%
		TEPs:	67% of TEPs met at least 3 quality standards out of 5	100%
		Baseline = CY2014-2015 N = 19 sector plans (16 ESPs and 3 TEPs)		
	<b>16.b</b> Proportion of ESPs/TEPs that have a teaching and learning strategy meeting quality standards	Overall:	58% of ESPs/TEPs met at least 4 out of 5 quality standards	100%
		ESPs:	50% of ESPs met at least 4 out of 5 quality standards	100%
		TEPs:	100% of TEPs met at least 4 out of 5 quality standards	100%
		Baseline = CY2014-2015 N = 19 sector plans (16 ESPs and 3 TEPs)		
	<b>16.c</b> Proportion of ESPs/TEPs with a strategy to respond to marginalized groups that meets quality standards (including gender, disability, and other context-relevant dimensions)	Overall:	68% of ESPs/TEPs met at least 4 out of 5 quality standards	100%
		ESPs:	63% of ESPs met at least 4 out of 5 quality standards	100%
		TEPs:	100% of TEPs met at least 4 out of 5 quality standards	100%
		Baseline = CY2014-2015 N = 19 sector plans (16 ESPs and 3 TEPs)		
	<b>16.d</b> Proportion of ESPs/TEPs with a strategy to improve efficiency that meets quality standards	Overall:	53% of ESPs/TEPs met at least 4 out of 5 quality standards	100%
		ESPs:	50% of ESPs met at least 4 out of 5 quality standards	100%
		TEPs:	67% of TEPs met at least 4 out of 5 quality standards	100%
		Baseline = CY2014-2015 N = 19 sector plans (16 ESPs and 3 TEPs)		
<b>(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.</b> Proportion of DCPs or States with a data strategy that meets quality standards	n/a	100%	
		Baseline timeframe = FY2015 N = 1 ESPIG application identified with data gaps to inform key indicators.		

## COUNTRY-LEVEL OBJECTIVES

### STRATEGIC OBJECTIVE 2:

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

Results	Indicators	Baseline		Target 2020
(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, teacher organizations, the private sector and all development partners	18. Proportion of joint sector reviews (JSRs) meeting quality standards	Overall:	29% of JSRs met at least 3 quality standards out of a total of 5	90%
		FCAC:	25% of JSRs met at least 3 quality standards out of a total of 5	90%
		Baseline timeframe = CY15 N = 35 JSRs (20 in FCACs)		
(b) Strengthen the capacity of civil society and teacher organizations to engage in evidence-based policy dialogue and sector monitoring on equity and learning, leveraging social accountability to enhance the delivery of results	19. Proportion of LEGs with (a) civil society and (b) teacher representation	Overall:	44% [a: 77%; b: 48%]	59%
		FCAC:	55% [a: 77%; b: 58%]	70%
		Baseline timeframe = FY16 N = 61 LEGs (28 in FCACs)		



## COUNTRY-LEVEL OBJECTIVES

### STRATEGIC OBJECTIVE 3:

GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency and learning

Results	Indicators	Baseline	Target 2020	
(a) GPE financing is used to improve national monitoring of outcomes, including learning	20. Proportion of grants supporting EMIS/ learning assessment systems	Overall:	38%	60%
		FCAC:	34%	51%
		Baseline timeframe = FY15 N = 53 active ESPIGs at the end of FY (29 in FCACs)		
(b) GPE financing is used to improve teaching and learning in national education systems	21. Proportion of textbooks purchased and distributed through GPE grants, out of the total planned by GPE grants	Overall:	74%	90%
		FCAC:	71%	90%
	Baseline timeframe = FY16 N = 13 overall (9 FCACs)			
	22. Proportion of teachers trained through GPE grants, out of the total planned by GPE grants	Overall:	86%	90%
FCAC:		83%	80%	
Baseline timeframe = FY16 N = 30 overall (17 FCACs)				
(c) GPE financing is used to improve equity and access in national education systems	23. Proportion of classrooms built or rehabilitated through GPE grants, out of the total planned by GPE grants	Overall:	65%	80%
		FCAC:	71%	70%
Baseline timeframe = FY16 N = 25 overall (17 FCACs)				
(d) The GPE funding model is implemented effectively, leading to the achievement of country-selected targets for equity, efficiency and learning	24. <b>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</b>	Overall:	(a) n/a <sup>4</sup> (b) n/a <sup>5</sup>	(a) 95% (b) 90%
		FCAC:	(a) n/a (b) n/a	(a) 90% (b) 90%
		Baseline timeframe = FY15 N = (a) 3 ESPIG applications; (b) 0 active ESPIGs with such performance indicators due for assessment in FY15		
(e) GPE financing is assessed based on whether implementation is on track	25. Proportion of GPE program grants assessed as on-track with implementation	Overall:	80%	85%
		FCAC:	77%	83%
Baseline timeframe = FY16 N = 54 active ESPIGs at the end of FY (29 in FCAC)				

<sup>4</sup> This indicator is cumulative and with only 3 applications in 2015, it cannot be assimilated to a baseline (3 out of 3 applications approved, including 2 from FCAC).

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

GLOBAL-LEVEL OBJECTIVES					
STRATEGIC OBJECTIVE 4: Mobilize more and better financing					
Results	Indicators		Baseline	Target 2020	
(a) Encourage increased, sustainable and better coordinated international financing for education by diversifying and increasing GPE's international donor base and sources of financing	26.	Funding to GPE from non-traditional donors (private sector and those who are first-time donors to GPE)	5.0 million USD Baseline timeframe = FY15	n/a	
	27.	<b>Percentage of donors pledges fulfilled</b>	100% of pledges fulfilled Baseline timeframe = FY15 N = 17 pledges	100%	
	28.	Proportion of GPE donors that have (a) increased their funding for education; or (b) maintained their funding	48% (a: 38%; b: 10%) Baseline timeframe = CY2010 - 2014 N = 21 donors	56%	
(b) Advocate for improved alignment and harmonization of funding from GPE and its international partners around nationally owned education sector plans and country systems	29.	<b>Proportion of GPE grants aligned to national systems</b>	Overall:	34% of ESPIGs meet at least 7 elements of alignment out of a total of 10	51%
			FCAC:	27% of ESPIGs meet at least 7 elements of alignment out of a total of 10	38%
	Baseline timeframe = FY15 N = 68 active ESPIGs at any point during FY (37 in FCACs)				
(c) Support increased, efficient, and equitable domestic financing for education through cross-national advocacy, mutual accountability, and support for transparent monitoring and reporting	30.	Proportion of GPE grants using: (a) co-financed project or (b) sector pooled funding mechanisms	Overall:	40% of ESPIGs are co-financed or sector pooled (a: 26%; b: 13%)	46%
			FCAC:	32% of ESPIGs are co-financed or sector pooled (a: 22%; b: 11%)	42%
	Baseline timeframe = FY15 N = 68 active ESPIGs at any point during FY (37 in FCACs)				
31.	Proportion of country missions addressing domestic financing issues	Overall:	47%	65%	
		FCAC:	62%	65%	
Baseline timeframe = FY15 N = 57 missions (34 to FCACs)					

## GLOBAL-LEVEL OBJECTIVES

### STRATEGIC OBJECTIVE 5:

#### Build a stronger partnership

Results	Indicators	Baseline	Target 2020
(a) Promote and coordinate consistent country-level roles, responsibilities, and accountabilities among governments, development partners, grant agents, civil society, teacher organizations, and the private sector through local education groups and a strengthened operational model	32. Proportion of (a) DCPs and (b) other partners reporting strengthened clarity of roles, responsibilities, and accountabilities in GPE country processes	All respondents	
		DCPs:	n/a 80%
		Other partners:	n/a 80%
		Respondents in FCAC	
		DCPs:	n/a 80%
		Other partners:	n/a 80%
		Baseline timeframe = FY16 N = 70 respondents in 28 DCPs (40 in 16 FCACs)	
(b) Use global and cross-national knowledge and good practice exchange effectively to bring about improved education policies and systems, especially in the areas of equity and learning	33. Number of policy, technical and/or other knowledge products developed and disseminated with funding or support from GPE	4 Baseline timeframe = FY15	64
(c) Expand the partnership's convening and advocacy role, working with partners to strengthen global commitment and financing for education	34. Number of advocacy events undertaken with partners and other external stakeholders to support the achievement of GPE's strategic goals and objectives	11 Baseline timeframe = FY16	65
(d) Improve GPE's organizational efficiency and effectiveness, creating stronger systems for quality assurance, risk management, country support and fiduciary oversight	35. Proportion of significant issues identified through audit reviews satisfactorily addressed	100% Baseline timeframe = FY16 N = 12 audit reports	100%
	36. Proportion of GPE Secretariat staff time spent on country-facing functions	28% Baseline timeframe = FY15 N = 2,254.74 total work weeks	50%
(e) Invest in monitoring and evaluation to establish evidence of GPE results, strengthen mutual accountability and improve the work of the partnership	37. Proportion of results reports and evaluation reports published against set targets	100% Baseline timeframe = FY16 N = 1 results report and 1 evaluation report	100%



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