

APPENDIXES

APPENDIX A

GPE 2020 RESULTS REPORT INDICATORS¹

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 ²	Reporting in 2018 and 2020	Overall: ³	65%	n/a ⁴	n/a	68%	n/a	70% ⁵
				– ⁶	–				
			PCFC: ⁷	50%	n/a	n/a	65%	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 ⁸	UNICEF	Reporting in 2018 and 2020	Overall:	66%	n/a	n/a	70%	n/a	74%
				–	–				
			PCFC:	62%	n/a	n/a	n/a ⁹	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
					13.2 million¹⁰	18.5 million	22.2 million		
			PCFC:	5.6 million	7.2 million	9.5 million	11.4 million	n/a	n/a
					10.4 million	14 million	16.6 million		
Female:	3.4 million	5.4 million	8.3 million	10.7 million	n/a	n/a			
		6.3 million	8.8 million	10.6 million					
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]	(a) Primary education:							
			Overall:	72.5%	73.7%	74.8%	76.0%	77.1%	78.3%	
					73.2%	76.1%	76.7%	74.7%	75.7%	
			PCFC:	68.1%	69.3%	70.6%	71.9%	73.3%	74.6%	
					68.5%	68.3%	69.8%	68.4%	69.4%	
			Female:	70.1%	71.1%	72.3%	73.5%	74.7%	75.9%	
					70.8%	73.9%	74.5%	73.1%	74.4%	
			(b) Lower secondary education:							
			Overall:	47.9%	48.6%	49.5%	50.3%	51.2%	52.1%	
					49.5%	50.2%	51.6%	52.0%	53.0%	
PCFC:	41.1%	41.9%	42.7%	43.6%	44.5%	45.4%				
		42.7%	42.8%	45.5%	45.2%	45.6%				
Female:	45.7%	46.9%	48.1%	49.3%	50.6%	51.8%				
		47.0%	47.9%	49.6%	50.1%	51.1%				
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]	(a) Primary education:							
			Overall:	62%	64%	65%	66%	68%	69%	
					64%	66%	67%	69%	69%	
			PCFC:	54%	54%	55%	57%	59%	61%	
					57%	57%	57%	64%	61%	
			(b) Lower secondary education:							
			Overall:	49%	52%	56%	59%	62%	66%	
					54%	51%	54%	54%	56%	
			PCFC:	36%	32%	38%	43%	48%	54%	
					34%	39%	43%	46%	43%	
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%	
					28.1%	37.2%	37.9%	41.1%	40.9%	
			PCFC:	22.6%	23.3%	24.0%	24.6%	25.3%	26.0%	
					22.1%	35.5%	35.1%	37.0%	38.4%	
			Female:	27.5%	28.3%	29.1%	29.9%	30.8%	31.6%	
					27.5%	36.7%	37.3%	40.3%	40.1%	
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]	(a) Children of primary school age:								
			Overall:	20.3%	19.6%	19.0%	18.3%	17.7%	17.0%		
					19.8%	19.4%	19.4%	19.2%	18.1%		
			PCFC:	25.8%	25.0%	24.2%	23.4%	22.5%	21.7%		
					25.0%	25.9%	23.7%	23.6%	22.1%		
			Female:	22.7%	21.9%	21.1%	20.2%	19.4%	18.6%		
					22.3%	22.0%	21.7%	21.7%	20.5%		
			(b) Children of lower secondary school age:								
			Overall:	33.4%	32.7%	32.0%	31.3%	30.6%	29.9%		
					32.4%	32.9%	31.8%	30.4%	30.8%		
			PCFC:	38.4%	37.2%	36.0%	34.8%	33.6%	32.4%		
					36.6%	40.8%	37.6%	33.4%	34.0%		
Female:	35.3%	34.3%	33.3%	32.2%	31.2%	30.2%					
		34.2%	34.1%	33.9%	32.0%	31.8%					
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]	(a) Primary education:								
			Overall:	1.27	1.26	1.25	1.24	1.23	1.22		
					1.28	1.30	1.27	1.29	1.30		
			PCFC:	1.34	1.33	1.32	1.31	1.30	1.29		
					1.37	1.40	1.40	1.40	1.43		
			(b) Lower secondary education:								
			Overall:	1.12	1.10	1.09	1.07	1.05	1.04		
					1.11	1.08	1.14	1.11	1.07		
			PCFC:	1.19	1.17	1.15	1.14	1.12	1.10		
					1.19	1.14	1.16	1.13	1.14		
			Baseline time frame = CY2013 N = 61 PCs (28 PCFCs)								
			9. Equity index	UNICEF	Yearly	Overall:	32%	24%	36%	38%	40%
		37%				42%	46%	51%	53%		
PCFC:	33%	15%				37%	39%	41%	43%		
		37%				41%	48%	52%	56%		
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%
					79%	65%	70%	76%	68%
			PCFC:	77% (a - 32%; b - 45%)	74%	81%	82%	84%	86%
				63%	53%	65%	71%	57%	
Baseline time frame = CY2015 N = 49 PCs (22 PCFCs)									
11. Equitable allocation of teachers, as measured by the relationship (R ²) between the number of teachers and the number of pupils per school in each partner country	PCs, GPE Secretariat	Reporting in 2018 and 2020	Overall:	29%	n/a	n/a	38%	n/a	48%
						-		-	
			PCFC:	18% ¹¹	n/a	n/a	n/a	n/a	n/a
Baseline time frame = CY2010-2014 N = 21 PCs (11 PCFCs) ¹²									
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%
					29%	24%	30%	34%	39%
			PCFC:	13%	13%	17%	17%	21%	21%
				13%	15%	12%	20%	27%	
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%
					43%	30%	34%	30%	33%
			PCFC:	32%	32%	39%	43%	46%	54%
				39%	21%	32%	29%	32%	
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%
						48%		48%	
			PCFC:	21%	n/a	n/a	29%	n/a	36%
						36%		39%	
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		
(a): Support evidence-based, nationally owned sector plans focused on equity, efficiency and learning										
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)					100%	n/a
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)					84%	n/a
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)					97%	n/a
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)					94%	n/a
(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										
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%
				Baseline time frame = FY2015 N = 1 ESPIG application identified with data gaps to inform key indicators		100%	n/a ¹³	100%	100%	

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%
				45%	32%	27%	71%	88%	
			PCFC:	25% of JSRs met at least 3 quality standards out of a total of 5	38%	51%	64%	77%	90%
				36%	18%	38%	75%	80%	
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%
				53%	(a. 89%; b. 59%)	64%	(a. 89%; b. 66%)	66%	(a. 94%; b. 68%)
			PCFC:	55% (a – 77%; b – 58%)	n/a	59%	63%	66%	70%
				61%	(a. 91%; b. 65%)	67%	(a. 94%; b. 67%)	69%	(a. 97%; b. 69%)
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%
				94%	89%				
			PCFC:	34%	n/a	n/a	43%	n/a	51%
				100%	83%				
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%
				114%	91%	107%	108%		
			PCFC:	71%	n/a	76%	81%	85%	90%
				118%	106%	99%	81%		
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%
				98%	90%	96%	77%		
			PCFC:	83%	n/a	85%	87%	88%	90%
				90%	91%	99%	76%		
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
(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	GPE Secretariat, grant agents	Yearly	Overall:	65%	n/a	69%	73%	76%	80%
						76%	89%	81%	78%
			PCFC:	71%	n/a	73%	76%	78%	80%
					71%	85%	91%	46%	
Baseline time frame = FY2016 N = 25 ESPIGs (17 in PCFCs)									
(d): 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 ¹⁴	(a) 95% (b) 90%	(a) 95% (b) 90%	(a) 95% (b) 90%	(a) 95% (b) 90%	(a) 95% (b) 90%
					(a) 100% (b) 100%	(a) 100% (b) 100%	(a) 100% (b) 100%	(a) 100% (b) 100%	(a) 100% (b) 67%
			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%
				(a) 100% (b) n/a	(a) 100% (b) n/a	(a) 100% (b) 100%	(a) 100% (b) 100%	(a) 100% (b) 75%	
Baseline time frame = FY2015 N = (a) 3 ESPIG applications; (b) 0 active ESPIGs with such performance indicators due for assessment in FY2015									
(e): 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%
						79%	89%	86%	81%
			PCFC:	77%	n/a	79%	80%	82%	83%
					85%	94%	82%	69%	
Baseline time frame = FY2016 N = 54 active ESPIGs at the end of FY (29 ¹⁵ in PCFCs)									

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	
(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 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	
				US\$6.4 million	US\$10 million	US\$12.4 million			
Baseline time frame = FY2015									
27. Percentage of donor pledges fulfilled	GPE Secretariat	Yearly	100% of pledges fulfilled	100%	100%	100%	100%	100%	
				100%	100%	100%	100%	100%	
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%	
					62%	48%	76%	71%	
Baseline time frame = CY2010-2014 N = 21 donors									
(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									
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%
				31%	28%	36%	36%	44%	
			PCFC:	27% of ESPIGs meet at least 7 elements of alignment out of a total of 10	29%	31%	34%	37%	38%
				26%	24%	24%	26%	32%	
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%)	39%	37%	34%	31%	36%
			PCFC:	32% of ESPIGs in PCFCs are cofinanced or sector pooled	35%	38%	40%	44%	45%
				(a – 22%; b – 11%)	35%	31%	27%	30%	20%
Baseline time frame = FY2015 N = 68 active ESPIGs at any point during FY (37 in PCFCs)									
(c): Support increased, efficient and equitable domestic financing for education through cross-national advocacy, mutual accountability and support for transparent monitoring and reporting									
31. Proportion of country missions addressing domestic financing issues	GPE Secretariat	Yearly	Overall:	47%	51%	54%	58%	61%	65%
				70%	70%	83%	96%	92%	
			PCFC:	62%	65%	65%	65%	65%	
81%	76%	86%		98%	100%				
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	
(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									
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	All respondents						
			PC:	n/a	n/a	65%	70%	75%	80%
						65%	n/r¹⁶	n/r	n/r
			Other partners:	n/a	n/a	65%	70%	75%	80%
						63%	n/r	n/r	n/r
			Respondents in PCFCs						
			PC:	n/a	n/a	65%	70%	75%	80%
			58%	n/r	n/r	n/r			
Other partners:	n/a	n/a	65%	70%	75%	80%			
			55%	n/r	n/r	n/r			
			Baseline time frame = FY2016 N = 70 respondents in 28 PCs (40 in 16 PCFCs)						
(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	GPE Secretariat	Yearly	4	6 ¹⁷	21	37	50	64	
					13	36	69	78	100
				Baseline time frame = FY2015					
(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	GPE Secretariat	Yearly	11 ¹⁸	n/a	26	38	51	65	
						26	57	75	126
					Baseline time frame = FY2016				
(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	GPE Secretariat	Yearly	100%	n/a	100%	100%	100%	100%	
						100%	100%	100%	100%
			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%	
					42%	41%	44%	48%	48%
				Baseline time frame = FY2015 N = 2,254.74 total work weeks					
(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	GPE Secretariat	Yearly	100%	n/a	n/a	100%	100%	100%	
							100%	100%	100%
			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 2020 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 2020 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 JUNE 2021

LOW-INCOME COUNTRIES: Afghanistan; Burkina Faso; Burundi; Central African Republic; Chad; Congo, Dem. Rep.; Eritrea; Ethiopia; The Gambia; Guinea; Guinea-Bissau; Haiti; Liberia; Madagascar; Malawi; Mali; Mozambique; Niger; Rwanda; Sierra Leone; Somalia; South Sudan; Sudan; Tajikistan; Togo; Uganda; Yemen

SMALL ISLAND AND LANDLOCKED DEVELOPING STATES: Bhutan; Cabo Verde; Dominica; Grenada; Guyana; Kiribati; Lesotho; Maldives; Marshall Islands; FS Micronesia; Samoa; Sao Tome and Principe; St. Lucia; St. Vincent and the Grenadines; Solomon Islands; Tonga; Tuvalu; Vanuatu

LOWER-MIDDLE-INCOME COUNTRIES: Bangladesh; Benin; Cambodia; Cameroon; Comoros; Congo, Rep.; Côte d'Ivoire; Djibouti; Ghana; Honduras; Kenya; Kyrgyz Republic; Lao PDR; Mauritania; Moldova; Mongolia; Myanmar; Nepal; Nicaragua; Nigeria; Pakistan; Papua New Guinea; Senegal; Tanzania; 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

LOWER-MIDDLE-INCOME COUNTRIES: Bolivia; Egypt, Arab Rep.; El Salvador; India; Morocco; Philippines; Sri Lanka; Tunisia; Ukraine; West Bank and Gaza

UPPER-MIDDLE-INCOME COUNTRIES: Armenia; Guatemala; Indonesia

PCFCs included in the 2016–2019 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

Table C.1.
FY2016 GPE PCFCs

Afghanistan
Burundi
Central African Republic
Chad
Comoros
Côte d'Ivoire
Congo, Dem. Rep. of
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

Table C.2.
FY2020 GPE PCFCs

Afghanistan
Burkina Faso
Burundi
Cameroon
Central African Republic
Chad
Comoros
Congo, Dem. Rep. of
Congo, Rep.
Eritrea
Gambia
Guinea-Bissau
Haiti
Kenya
Liberia
Mali
Niger
Nigeria
Pakistan
Papua New Guinea
Rwanda
Somalia
South Sudan
Sudan
Timor-Leste
Uganda
Yemen
Zimbabwe

Note: Out of the 61 partner countries of results framework. Applicable for indicators 1 through 17 inclusive, and indicator 31.

Note: Out of the 61 partner countries of results framework. Applicable for indicators 18 through 25 inclusive, 29 and 30.

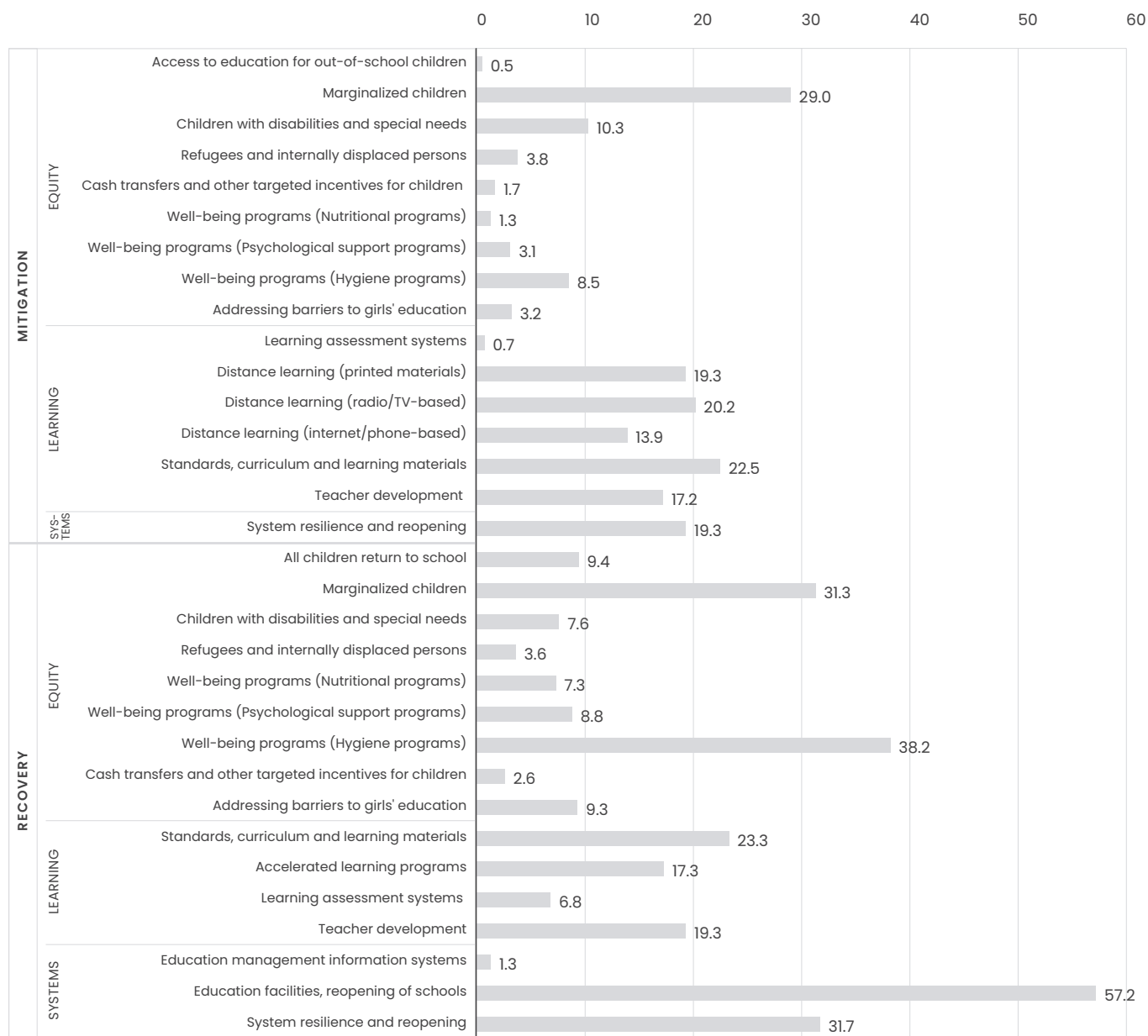
Program Battle-Related Deaths Dataset (UNESCO [2017] Global Education Monitoring Report, p. 427). The list for 2020 is based on the World Bank's list for FY2020 and UNESCO's Global Education Monitoring Report 2019. The list for 2016 is based on the World Bank's list for FY2016 and UNESCO's Global Education Monitoring Report 2015.

APPENDIX D

THEMATIC ALLOCATIONS OF COVID-19 ACCELERATED FUNDING GRANTS

FIGURE D.1.

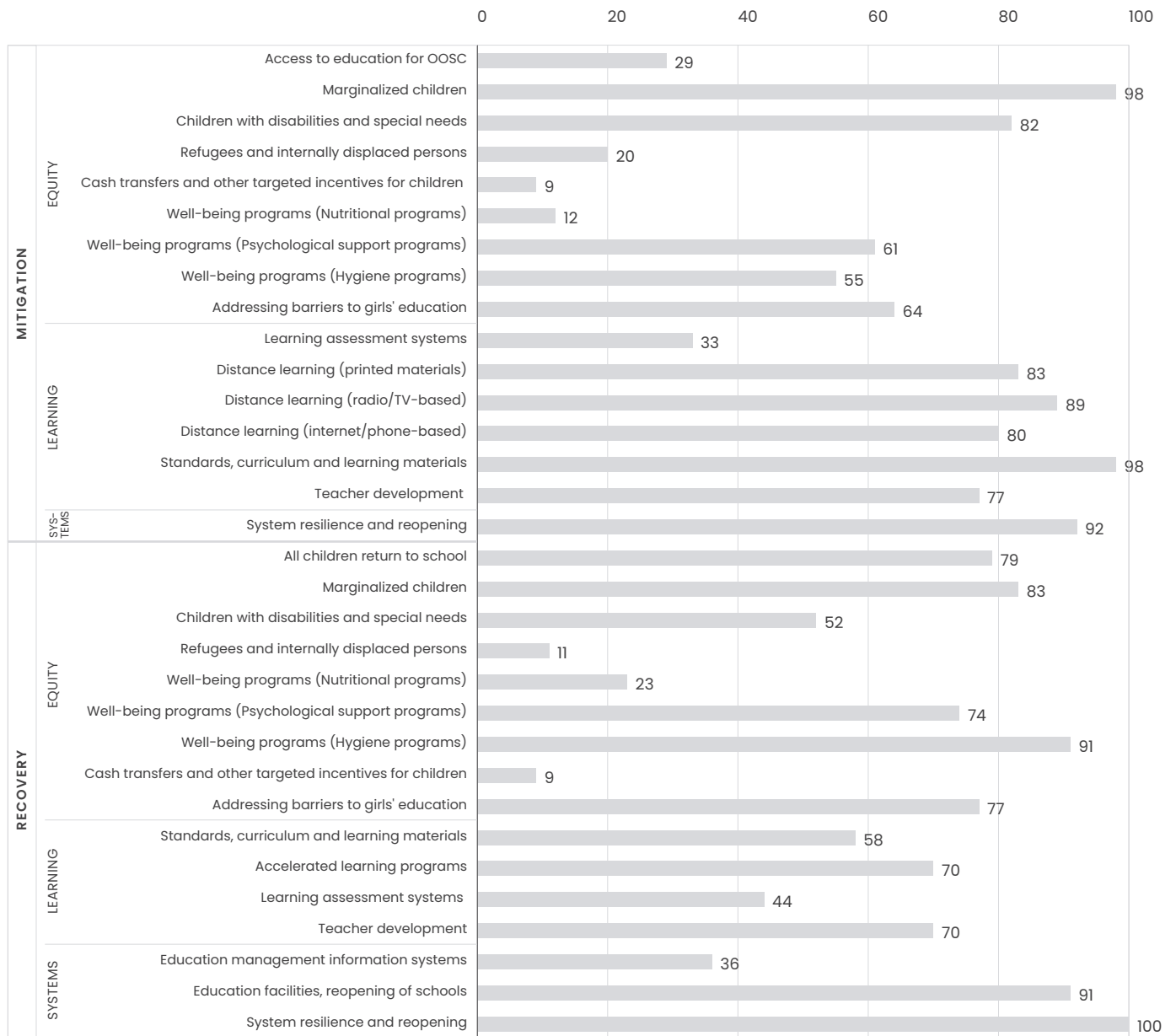
AMOUNT ALLOCATED TO EACH THEMATIC AREA ACROSS 66 COVID-19 ACCELERATED FUNDING GRANTS (US\$, MILLIONS)



Source: GPE Secretariat.

FIGURE D.2.

PROPORTION OF COVID-19 ACCELERATED FUNDING GRANTS SUPPORTING EACH THEMATIC AREA



Source: GPE Secretariat.

APPENDIX E

IMPACT OF COVID-19 ON EDUCATION AND GPE'S RESPONSE, BY THEME

GPE has sought to support education systems in partner countries to respond to COVID-19. This appendix provides a brief overview of the pandemic's impact on key thematic areas. It also discusses some of the measures taken by the partnership to mitigate that impact and promote recovery.

EQUITABLE LEARNING OUTCOMES

Learning Outcomes

As of December 2020, schools were closed in approximately half of PCFCs compared to a third of non-PCFCs. School closures caused by the COVID-19 pandemic could lead to significant learning loss. The World Bank estimates that the pandemic could push an additional 72 million children of primary school age into learning poverty worldwide.¹ The learning poverty rate could increase by 10 points, from 53 percent to 63 percent in low- and middle-income countries. The pandemic could undermine partner countries' ability to achieve the SDG 4 goals, and there is a need for countries to implement strong recovery policy to accelerate learning progress.

To help mitigate the impact of the pandemic on learning and ensure a strong recovery, GPE's COVID-19 accelerated funding grants support learning activities in partner countries. A total of US\$170 million (or 38 percent of the grants approved) was dedicated to learning activities, including curriculum and learning materials (\$45.9 million), distance learning (\$53.4 million), teachers' development (\$36.5 million) and accelerated learning (\$17.3 million).

To ensure children's continued learning during school closures, all countries with COVID-19 accelerated funding grants (with one exception) support distance learning activities.² Three-fourths (74 percent) of the amount will be used to deliver distance learning through printed materials, radio and/or TV. Countries that planned to provide remote learning that requires a device (computer, tablet, phone, radio or TV) take various measures to ensure education reaches targeted groups with different levels of connectivity and access

to electricity. In fact, 91 percent of grants (60 out of 66) combine more than two modalities of distance learning, to cater for vulnerable children with limited access to electricity and internet connectivity. For instance, in Sierra Leone, in addition to delivery of educational contents through radio or TV, the grant finances the provision of printed educational packets for students in the most vulnerable communities without access to radio or TV. This distance learning program started a week after the school closure and had already reached about 1.5 million children as of October 2020.³

Learning Assessments

When the pandemic forced the closure of schools, countries had to rapidly adapt their planned and upcoming assessment exercises, whether public examinations, large-scale assessments or practices of classroom assessment. In regard to public examinations, partner countries chose to maintain them as scheduled (e.g., Eritrea, Kenya, Lesotho), to cancel (e.g., Comoros, The Gambia, Uganda), to postpone (e.g., Bangladesh, Burkina Faso, Mongolia) or to shift to online or alternative approaches (e.g., Cambodia, Senegal, Uzbekistan). The school closures also necessitated shifts in practices of formative assessment at the classroom level. In some cases, teachers in partner countries conduct live assessment during virtual lessons using television, radio and e-platforms. In others, teachers assess their students' learning asynchronously through tasks and quizzes shared via online tools, messaging applications such as WhatsApp and printed material distributed to families.⁴ In certain countries where schools have reopened, such as Kenya, special administration of the national assessment is taking place to assess COVID-19-related learning loss.⁵

Approximately half of the COVID-19 accelerated funding grants approved by GPE include support to activities related to learning assessment systems. A large majority of these focus on classroom assessment specifically, including both ongoing formative (and in some cases summative) assessment being conducted by teachers during the time of school closures (using distance modalities) and diagnostic, rapid

1. J. P. Azevedo, "How Could COVID-19 Hinder Progress with Learning Poverty? Some Initial Simulations," *Education for Global Development* (blog), World Bank, December 15, 2020, <https://blogs.worldbank.org/education/how-could-covid-19-hinder-progress-learning-poverty-some-initial-simulations>.

2. In Afghanistan, distance learning is supported by a grant funded by Education Cannot Wait.

3. World Bank and Sierra Leone Ministry of Education, *COVID-19 AF Response: First Six-Monthly Implementation Progress Survey* (Washington, DC: World Bank, 2021).

4. UNESCO, "COVID-19: A Glance on National Coping Strategies on High-Stakes Examinations and Assessments" (Working document, UNESCO, Paris, 2020). https://en.unesco.org/sites/default/files/unesco_review_of_high-stakes_exams_and_assessments_during_covid-19_en.pdf.

5. A. Oduor, "Learners to Be Assessed to Determine Grasp of Subjects," *The Standard*, January 9, 2021, <https://www.standardmedia.co.ke/education/article/2001399559/schools-mass-assessment>.



assessment to be undertaken to assess learning levels upon reopening. In other countries, these grants are supporting the conduct or adaptation of national assessments after school reopening and in a few cases providing support to adapted examinations. For example, Rwanda is undertaking quick sample-based assessments of literacy and numeracy in the early grades to monitor the efficacy of remote learning and working to ensure that the national learning assessment is adapted for remote assessment in future pandemics or shocks.⁶ Tanzania–Zanzibar is working to develop an online or e-assessment platform. The continuity of learning global grant also includes support to learning assessment system work, such as the development of text/SMS-based quizzes for teachers to assess learning by distance as well as common “testlets” for integration into national assessments to track learning loss.

It is clear that the pandemic has had great impacts on learning assessment and has led to shifts that may be permanent. In many ways, it has led to a paradigm shift in understanding the crucial nature of assessment in order to track learning (including learning loss). It has also underlined that learning assessment systems need to be flexible, agile and open to innovation and nontraditional modes of assessing learning, including using a suite of approaches when necessary. Ensuring the assessment literacy of teachers (and parents/caregivers, in the context of distance learning) is also emerging as key. The partnership’s future support in this area needs to enable countries to make these shifts.

EQUITY, GENDER EQUALITY AND INCLUSION IN ACCESS TO EDUCATION

The impacts of COVID-19 not only keep children out of school across most partner countries but also exacerbate preexisting inequalities. While many countries are turning to the internet, radio and/or TV programming to provide remote instruction to students during school closures, many marginalized children are left out. Nearly half of the children in Sub-Saharan

Africa cannot be reached by these programs, and children from the poorest households are disproportionately likely to be without access.⁷ Children in countries affected by fragility and conflict face compounded challenges, especially those who are displaced,⁸ and refugees are only half as likely to have a phone that can access the internet.⁹ Rural children are profoundly affected as well: More than three-quarters of the children in low- and lower middle-income countries who cannot access remote learning opportunities live in rural areas.¹⁰ Furthermore, more than half of these countries did not provide accessible distance learning for learners with disabilities in 2020.¹¹

As socioeconomic pressures on families increase, gendered barriers to education, such as child labor and child marriage, will prevent more girls and boys from returning to school. For example, an additional 2.5 million girls are expected to be at risk for child marriage between 2020 and 2025 because of the economic impacts of COVID-19.¹² Across Sub-Saharan Africa, girls are less likely than boys to return to school after the pandemic, especially at the secondary level, including owing to gender-based violence, early pregnancy and, in some countries, discriminatory laws that prohibit pregnant girls from attending or returning to school.¹³

Almost all COVID-19 accelerated funding grants include support for improving equity and addressing specific disparities identified in each country context. Across grants, \$108 million is allocated to provide targeted support to groups of disadvantaged children in mitigation and recovery efforts. For example, a grant to Pakistan focuses on vulnerable children, particularly girls, who live in remote areas with limited access to technology. With GPE’s support, Pakistan promotes equity in education by establishing a new system of incentives for provinces to invest in the most disadvantaged geographical areas and encourage alternative methods of education delivery.¹⁴ Zambia, with GPE funds, is providing vulnerable students, including girls and children from low-income households, with solar radios and SD cards with prerecorded lessons, to ensure access to distance learning content even in areas with poor or no radio frequency coverage. Children with

6. GPE, *Summary of Activities Funded by COVID-19 Planning Grants* (Washington, DC: Global Partnership for Education, 2020), <https://www.globalpartnership.org/content/summary-activities-funded-covid-19-planning-grants>.
7. UNICEF, *COVID-19: Are Children Able to Continue Learning During School Closures? A Global Analysis of the Potential Reach of Remote Learning Policies* (Fact sheet, UNICEF, August 2020), <https://data.unicef.org/resources/remote-learning-reachability-factsheet>.
8. F. Bousquet, and O. Fernandez-Taranco, “COVID-19 in Fragile Settings: Ensuring a Conflict-Sensitive Response” (COVID-19 Response, UN joint blog, United Nations, n.d.), <https://www.un.org/en/un-coronavirus-communications-team/covid-19-fragile-settings-ensuring-conflict-sensitive-response>.
9. F. Grandi, “Internet and Mobile Connectivity for Refugees – Leaving No One Behind” (Innovation Service, UNHCR, n.d.), <https://www.unhcr.org/innovation/internet-mobile-connectivity-refugees-leaving-no-one-behind/>.
10. UNICEF, *COVID-19: Are Children Able to Continue Learning During School Closures? A Global Analysis of the Potential Reach of Remote Learning Policies*.
11. UNESCO, *Global Education Monitoring Report 2020 – Inclusion and Education: All Means All* (Paris: UNESCO, 2020), 61, <https://en.unesco.org/gem-report/report/2020/inclusion>.
12. G. Szabo, and J. Edwards, *The Global Girlhood Report 2020: How COVID-19 Is Putting Progress in Peril* (London: Save the Children, 2020), https://resourcecentre.savethechildren.net/node/18201/pdf/global_girlhood_report_2020_africa_version_2.pdf.
13. UNESCO, “How Many Students Are at Risk of Not Returning to School?” (Advocacy paper, UNESCO, Paris, 2020), 12, <https://unesdoc.unesco.org/ark:/48223/pf0000373992>.
14. For more on this grant, see H. Tranringrose, “Pakistan: Expanding Equal Access to Learning during Coronavirus,” *Education for All* (blog), Global Partnership for Education, June 17, 2020, <https://www.globalpartnership.org/blog/pakistan-expanding-equal-access-learning-during-coronavirus>.



special education needs are given adapted tablets to access remote learning alongside their peers.¹⁵ In the Central African Republic, a sensitization campaign against gender-based violence and other negative consequences of school closures had already benefited 191,738 girls as of September 2020.

Thirteen of the 66 accelerated funding grants provide targeted support to refugees and/or internally displaced persons (IDPs) in their mitigation efforts, and seven grants provide such support in their recovery efforts. More PCFCs than non-PCFCs support refugees and IDPs in their accelerated funding grants (55 percent in PCFCs compared with 10 percent in non-PCFCs). In partner countries with large refugee or IDP populations,¹⁶ if the GPE COVID-19 accelerated funding grant doesn't target those populations, either the government response plan for the pandemic and/or funding from Education Cannot Wait does.

Looking ahead, the partnership can expect a continued focus on the most vulnerable children to be needed in order to protect their right to a quality education. A wider cross section of children will now be affected by socioeconomic barriers to education, such as child labor and child marriage, as families face more acute pressures to ensure their own security, and direct or indirect costs of schooling become prohibitive for more families. Likewise, a broader array of creative solutions, including remote, community-based, remedial and informal education programming, will be needed to reach more children and help them bridge gaps in learning during the remainder of the crisis and recovery period.

EFFICIENT EDUCATION SYSTEMS

The threats that the COVID-19 crisis has posed to efficient education systems are manifold, including concerns linked to dropout, repetition, teacher training, data and domestic financing. UNESCO predicts that 6.5 million primary and lower secondary students globally will be at risk of not returning to

school because of the economic shock of the pandemic.¹⁷ Millions of households in low- and middle-income countries are likely to fall below the extreme poverty line, and this would lead to additional dropouts among the poorest share of the population.¹⁸ Moreover, because of school closures, students would be at a greater risk of repeating a grade if requirements for grade progression, such as passing an examination, remains unchanged. Teachers have faced the tremendous challenge of rapidly adapting to distance learning, often with almost no preparation time and, in some cases, with little guidance or support. Statistical institutes in low- and middle-income countries face significant pressures to collect education data to inform countries' response to the pandemic,¹⁹ but collecting education data during a crisis can be challenging.

To minimize student dropout, GPE's COVID-19 accelerated funding is supporting partner countries to prepare schools for safe reopening. Grants typically finance the construction of WASH facilities, disinfection and sanitization of classrooms and development of guidelines for safe school reopening. Back-to-school campaigns are supported in 79 percent of grants (52 out of 66), raising awareness of caregivers on school reopening. Across grants, targeted support is provided to those who may be at higher risk of dropping out, such as girls, children from low-income households and those with disabilities.

Countries are taking a variety of measures to adapt grade promotion policies in light of the pandemic.²⁰ For example, some countries (e.g., Bangladesh²¹ and Pakistan²²) adopted automatic promotion from one grade to another, in response to the cancellation of a school term and/or examinations. Some COVID-19 accelerated funding grants provide targeted support to disadvantaged children to prevent repetition. For example, in Benin, the grant offers remedial programs for students at risk of repetition in 20 disadvantaged communes.

Of the 66 COVID-19 accelerated funding grants approved, 51 (\$17.2 million) supported teacher development in the mitigation phase and 46 (\$19.3 million) supported teacher

15. For more on this grant, see P. Danchev, "Zambia Rises to Meet the Education Challenges Posed by the Coronavirus," *Education for All* (blog), Global Partnership for Education, August 19, 2020, <https://www.globalpartnership.org/blog/zambia-rises-meet-education-challenges-posed-coronavirus>.
16. More than 500,000 according to the UNHCR's Refugee Data Finder (<https://www.unhcr.org/refugee-statistics/download?url=PeIG>). The partner countries are Afghanistan, Bangladesh, Burkina Faso, Cameroon, Central African Republic, Chad, Democratic Republic of Congo, Ethiopia, Nigeria, Pakistan, Somalia, South Sudan, Sudan, Uganda and Yemen.
17. UNESCO, "How Many Students Are at Risk of Not Returning to School?"
18. See J. P. Azevedo et al., *Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes: A Set of Global Estimates* (Washington, DC: World Bank, 2020), <http://pubdocs.worldbank.org/en/798061592482682799/covid-and-education-June17-r6.pdf>. See also C. Lakner et al., "Updated Estimates of the Impact of COVID-19 on Global Poverty: The Effect of New Data," Data Blog, World Bank, October 7, 2020, <https://blogs.worldbank.org/opendata/updated-estimates-impact-covid-19-global-poverty-effect-new-data>.
19. UIS, *The Need to Collect Essential Education Data during the COVID-19 Crisis* (Fact Sheet 58, UNESCO Institute for Statistics, Montreal, May 2020), <http://uis.unesco.org/en/files/fs58-need-essential-education-data-pdf-0>.
20. World Bank, *The COVID-19 Pandemic: Shocks To Education and Policy Responses* (Washington, DC: World Bank, 2020), <https://openknowledge.worldbank.org/bitstream/handle/10986/33696/148198.pdf?sequence=4&isAllowed=y>.
21. See "Bangladesh Mulls Auto-promotion for Primary Students amid Pandemic," *bdnews24.com*, September 6, 2020, <https://bdnews24.com/education/2020/09/06/bangladesh-mulls-auto-promotion-for-primary-students-amid-pandemic>.
22. See S. Jeeva, N. Yousuf, and H. Shariff, "Post-Covid-19 Education Crisis: What Next?" *The News International*, August 21, 2020, <https://www.thenews.com.pk/print/703438-post-covid-19-education-crisis-what-next>.

development in the recovery phase.²³ GPE's planning grants also provide support to teachers. For example, teachers in the Maldives were trained on distance learning, and in Vietnam teachers were trained online on how to provide psychosocial support to students.²⁴ The continuity of learning global grant, likewise, supported regional teacher professional development and capacity-building, including on remote learning and psychosocial support. The grant also supported development of a compendium of structured lesson plans for teachers, along with professional development on their use, and development of the Technology for Teaching intervention to leverage technology to improve professional development.²⁵

In response to the need for relevant data necessary to tackle the challenges caused by the pandemic in the education sector, the COVID-19 accelerated funding grants allocated \$1.3 million to support activities aiming at strengthening data systems in partner countries. For instance, the COVID grant helped improve the capacity of the data systems to anticipate and cope with future shocks in Benin, and it supported the Central African Republic to implement a real-time monitoring and reporting of the country's COVID-19 response.

Concerted efforts by various stakeholders in the partnership are needed to use available resources effectively and efficiently, making sure that the most marginalized children in the world's poorest countries will benefit from these resources. As education systems work to address the crisis created by COVID-19 and use this as an opportunity to "build back better," engaging and supporting teachers, strengthening data systems, and minimizing dropout and repetition will be essential.

SECTOR PLANNING, MONITORING AND POLICY DIALOGUE

Sector planning and inclusive policy dialogue are important for long-term success in the education sector. The more immediate impacts of the pandemic may overshadow the interruptions that the education sector and ministries have experienced in the areas of sector planning and policy dialogue, among others. While much remains to be studied, partner countries have deployed available capacity among stakeholders and ministries toward developing COVID-19 response strategies and designing programs to access emergency funding. Traditionally, the development of both education sector analyses and plans requires the support

of external consultants and extensive collaboration between various departments within and across ministries (at national and regional levels within a country). Sector plan appraisals, too, require in-country consultations and meetings. As air travel has been restricted for much of 2020 and mobility within and outside countries has been severely impacted by the pandemic, partner countries working toward the development of new education sector analyses and plans are bound to face significant delays in their production. Given that GPE works in relatively low-resource environments without comprehensive internet access, gathering data and communicating even virtually to develop sector analyses and plans has been fraught with challenges. Owing to school closures, development partner staff absences and other interruptions to the sector and implementing projects, as well as the demands of the ongoing crisis, there was an appropriate shift in focus from the implementation of education sector plans to that of COVID-19 response plans. Understandably, this had an impact on routine sector processes such as joint sector reviews, education sector plan monitoring and policy dialogue. Joint sector reviews were organized virtually or in person in just 21 percent (15 out of 71) of partner countries in 2020.

In an effort to ensure that learning continues to take place despite the circumstances, GPE disbursed COVID-19 response planning grants through UNICEF to 87 funding-eligible countries (see section A.2 in the special COVID-19 chapter). For instance, in Djibouti the COVID-19 accelerated funding grant that followed the response planning grant brought together all sector stakeholders to rapidly endorse and implement the Djibouti COVID-19 Preparedness and Response Plan. Additionally, GPE is working on developing guidance on joint sector monitoring during COVID-19 and has extended flexibility in reprogramming grant funds toward responding to various COVID-19-related challenges. As more partner countries reopen schools and the education sector moves into recovery, GPE will continue extending technical support toward sector planning and monitor the implementation of the joint sector review, education sector analysis and education sector plan windows that exist within its new system capacity grants.

FINANCING AND PARTNERSHIP

According to an estimate by UNESCO, COVID-19 will add another \$30–\$45 billion to the existing \$148 billion annual financial gap to achieve SDG 4 in low- and lower middle-income

23. GPE, *COVID-19 AF Response: Mitigation and Recovery Thematic Grant Allocation* (Washington, DC: Global Partnership for Education, 2020), <https://www.globalpartnership.org/sites/default/files/document/file/2021-01-GPE-covid-19-grant-coding.pdf>.

24. GPE, *Summary of Activities Funded by COVID-19 Planning Grants*.

25. GPE, *GPE's Education Response to COVID-19: UNESCO, UNICEF, World Bank Joint Proposal for a Consortium of Grant Agents* (Washington, DC: Global Partnership for Education, 2020), <https://www.globalpartnership.org/sites/default/files/document/file/2020-07-Consolidated-GPE-proposal-with-summary-budget.pdf>.



countries.²⁶ However, partner countries are expected to decrease domestic financing to education to make space for required spending for health and social protection.²⁷ In fact, public education budgets have declined in two-thirds of low- and lower middle-income countries since the onset of the COVID-19 pandemic.²⁸ To make things worse, with the economic recession in donor countries, aid to education will fall by \$2 billion by 2022, according to UNESCO.²⁹

To respond to this shortfall, besides expeditiously mobilizing over \$500 million in response to COVID-19, GPE has tapped its strength as a partnership to put education on top of the

political agenda in partner countries, by organizing and participating in 12 events by the end of June 2020 (see section A.4 in the special COVID-19 chapter for examples). GPE also supported the development of knowledge products to help partner countries tackle this unprecedented crisis (see chapter 5, Indicator 33). Among GPE donors, Denmark, Finland, Germany and Sweden committed a total of \$40 million to GPE's COVID-19 response.³⁰ However, mobilizing the necessary resources is only a part of the solution. Continued efforts will be needed in the coming years to ensure that the right to education is not denied to the world's most vulnerable children.³¹

26. UNESCO, "Act Now: Reduce the Impact of COVID-19 on the Cost of Achieving SDG 4" (Policy Paper 42, UNESCO, Paris, 2020), <https://unesdoc.unesco.org/ark:/48223/pf0000374163>.

27. World Bank, *The Impact of the COVID-19 Pandemic on Education Financing* (Washington, DC: World Bank, 2020), <https://openknowledge.worldbank.org/handle/10986/33739>.

28. UNESCO and World Bank, *Education Finance Watch 2021* (Paris: UNESCO, 2021), <https://unesdoc.unesco.org/ark:/48223/pf0000375577>.

29. UNESCO, "COVID-19 Is a Serious Threat to Aid to Education Recovery" (Policy Paper 41, UNESCO, Paris, 2020), <https://unesdoc.unesco.org/ark:/48223/pf0000373844>.

30. GPE, "Statement by the GPE Board Chair on the December 2020 Board Meeting" (Statement, December 2020), <https://www.globalpartnership.org/sites/default/files/document/file/2020-12-GPE-board-chair-statement-rev1.pdf>.

31. See box 5.2 in chapter 5 for an additional discussion on the effects of the pandemic on GPE's implementation grants.



APPENDIX F

LEARNING ASSESSMENT DATA USED TO INFORM INDICATOR 1

Country name	PCFC Status	Assessment	Subject area	Number of assessments used (Language)	Number of assessments used (Math)	Learning trends (2010–15/2016–19)
Albania		PISA	Math, language	1	1	Increased
Burundi	PCFC	PASEC	Math, language	2	2	Decreased
Benin		ENAS (Évaluation Nationale des Acquis des Élèves), PASEC	Math, language	4	3	Increased
Burkina Faso		EAS (Assessment of Learning Achievements/ Évaluation Acquis Scolaires), PASEC	Math, language	6	6	Decreased
Bangladesh		NSA (National Student Assessment)	Math, language	2	2	Increased
Cambodia		National Assessment	Math, language	2	2	Increased
Cameroon		PASEC	Math, language	2	2	Stagnated
Chad	PCFC	PASEC	Math, language	2	2	Increased
Congo, Rep.		PASEC	Math, language	2	2	Increased
Côte d'Ivoire	PCFC	EDC (Évaluation Diagnostique des Compétences), PASEC	Math, language	4	4	Increased
Ethiopia	PCFC	EGRA, National Learning Assessments	Math, language	4	2	Decreased
Eritrea	PCFC	MLA (Monitoring of Learning Achievement)	Math, language	4	2	Increased
Gambia, The	PCFC	NAT (National Assessment Test)	Math, language	2	2	Increased
Georgia		PIRLS, PISA, TIMSS	Math, language	2	3	Increased
Ghana		NEA (National Education Assessment)	Math, language	1	1	Increased
Honduras		ERA (Evaluación Rendimiento Académico)	Math, language	9	9	Increased
Lesotho		NAEP (National Assessment of Educational Progress)	Math, language	2	1	Decreased
Moldova		PISA	Math, language	1	1	Increased
Madagascar	PCFC	PASEC	Math, language	1	1	Stagnated
Mozambique		Avaliação Nacional	Language	1	0	Stagnated
Niger		Évaluation Nationale des Acquis Scolaires, PASEC	Math, language	5	5	Increased
Nepal	PCFC	NASA (National Assessment of Student Achievement)	Math, language	2	1	Increased
Rwanda	PCFC	L3 (Literacy, Language, and Learning Initiative)	Math, language	10	4	Increased
Senegal		PASEC	Math, language	2	2	Increased
Tanzania		National Assessment	Math, language	1	1	Increased
Togo	PCFC	PASEC	Math, language	2	2	Decreased
Zimbabwe	PCFC	National	Math, language	1	1	Increased
Total				77	64	

Source: GPE Secretariat compilation.

Note: PASEC = Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN, PIRLS = Progress in International Reading Literacy Study, PISA = Programme for International Student Assessment, TIMSS = Trends in International Mathematics and Science Study.

APPENDIX G

2020 INDICATOR 15 CLASSIFICATIONS

Established	Under development	Nascent	No information
Albania, Benin, Bhutan, Burkina Faso, Burundi, Cambodia, Cameroon, Chad, Côte d'Ivoire, Ethiopia, The Gambia, Georgia, Guinea, Honduras, Kenya, Malawi, Mozambique, Nepal, Niger, Pakistan, Papua New Guinea, Rwanda, Sao Tome and Principe, Senegal, Sierra Leone, Tanzania, Togo, Vietnam, Zimbabwe	Bangladesh, Comoros, Congo, Dem. Rep. of, Eritrea, Ghana, Guyana, Haiti, Lao PDR, Lesotho, Madagascar, Mali, Mauritania, Moldova, Mongolia, Nicaragua, Nigeria, South Sudan, Sudan, Uganda, Zambia	Afghanistan, Central African Republic, Djibouti, Kyrgyz Republic, Liberia, Somalia, Tajikistan, Timor-Leste, Yemen	Guinea-Bissau, Uzbekistan

Source: GPE Secretariat.



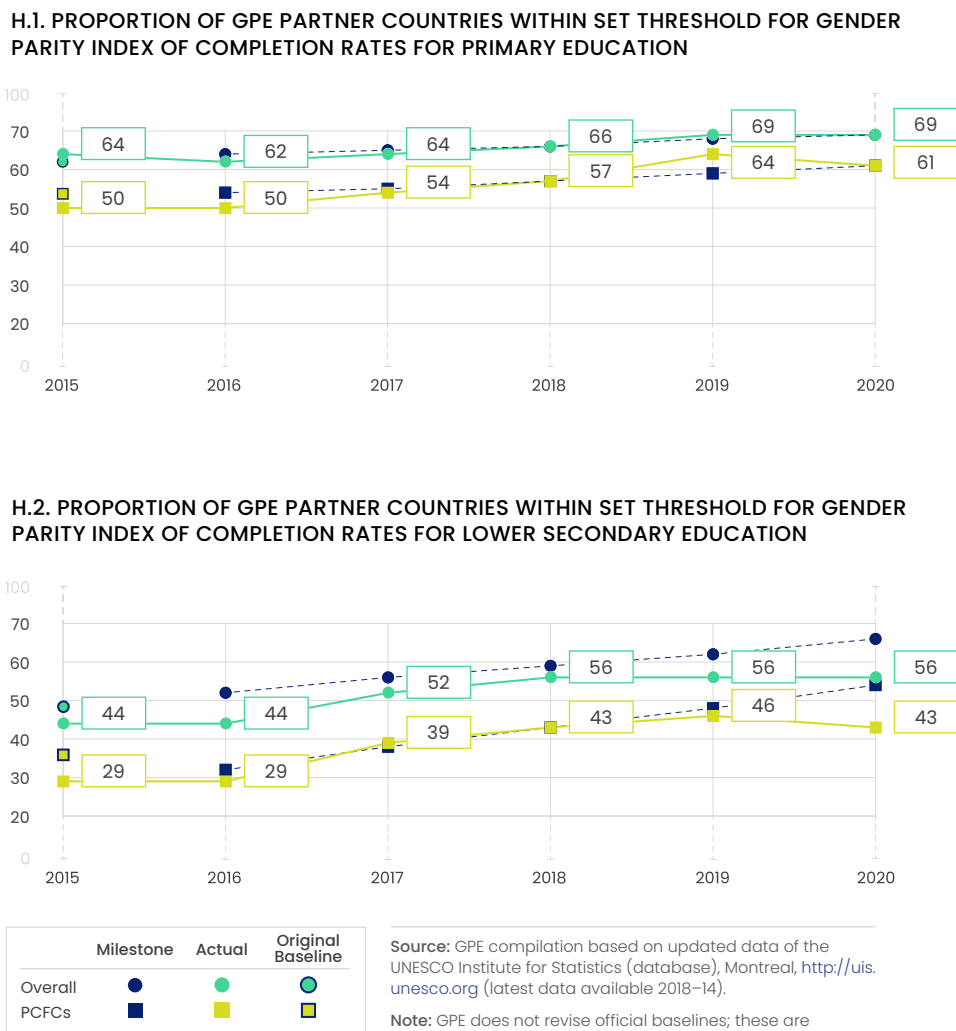
APPENDIX H

INDICATOR 5 PERFORMANCE WITH ORIGINAL PARITY THRESHOLD

In chapter 2, [figure 2.2](#) presents Indicator 5 data using a corrected threshold for gender parity. This threshold, from 0.8845 to 1.1306, ensures that the ratio of girls to boys at the lower bound is equal to the ratio of boys to girls at the upper

bound, while preserving the same overall threshold size as the original. [Figures H.1 and H.2](#) present the data using the original threshold, from 0.877 to 1.123, for gender parity in primary and lower secondary completion, respectively.

FIGURE H.

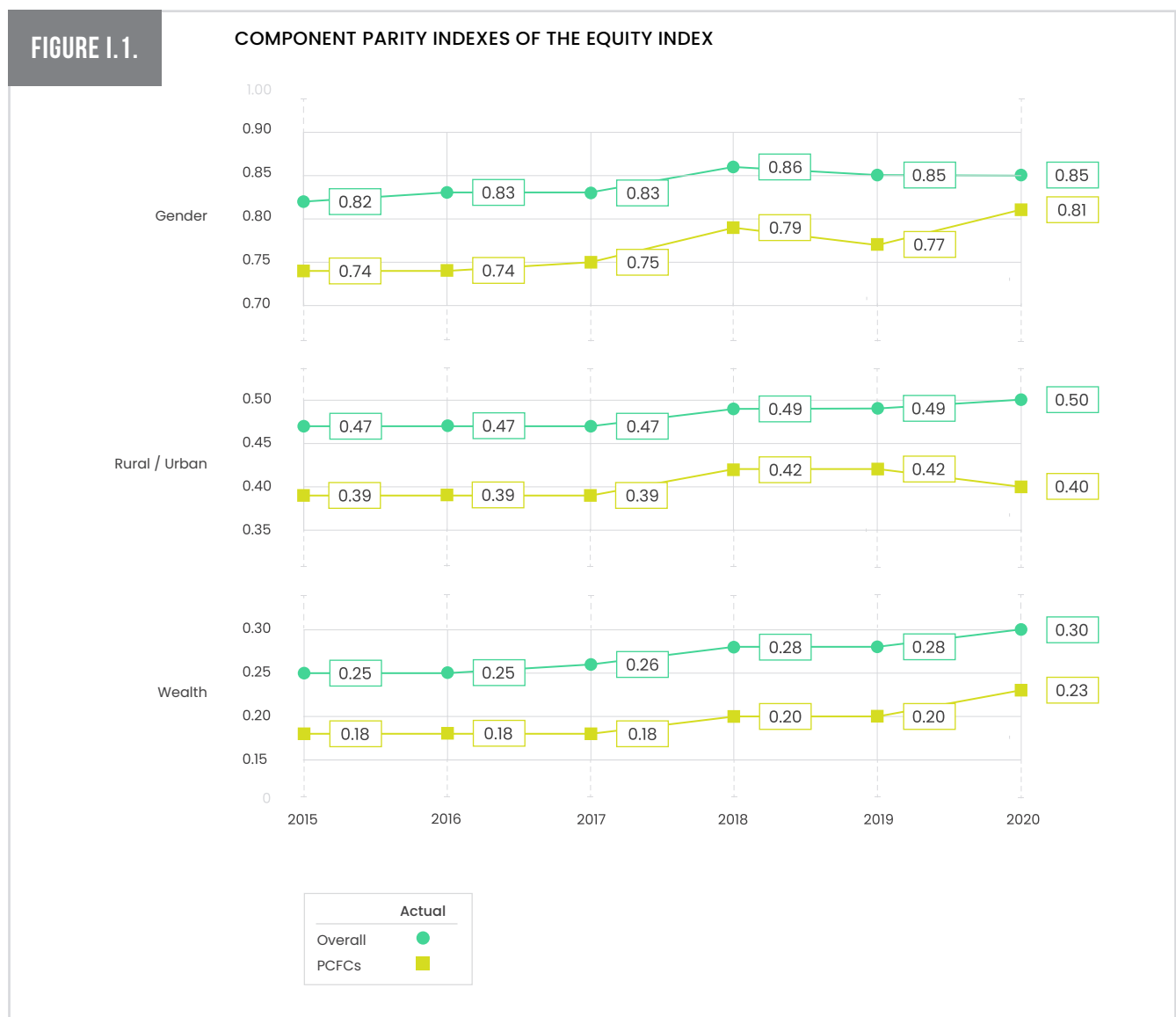


APPENDIX I

PERFORMANCE OF THE COMPONENT PARITY INDEXES OF THE EQUITY INDEX

Indicator 9, the equity index, is calculated as an average of three component parity indexes: girls to boys, rural children to urban children, and children from the poorest 20 percent of households to children from the richest 20 percent. Each parity index for each country is calculated as the lower secondary completion rate of the disadvantaged group divided by that of the advantaged group, so the index never exceeds 1.

Figure I.1 shows the progression of each parity index from 2015 to 2020, across 59 countries with data that had been partner countries as of 2016, of which 27 were then classified as affected by fragility and conflict. While the overall trends since the baseline are generally positive, individual patterns are mixed, with relative stagnation for the rural/urban parity index in PCFCs, and some backward movement for the gender parity index overall in recent years. However, progress on other indexes has been stronger.



APPENDIX J

GPE GRANTS BY TYPE AND AMOUNT

Table J.1. Cumulative Allocation and Utilization by Grant per Fiscal Year, Inception to June 2020

Fiscal Year	Cumulative			
	Type	Number	Amount (US\$, millions)	Amount share (%)
Education sector plan planning and implementation support				
Education sector plan development grant	114	36.5	0.6	36.5
Program development grant	107	21.5	0.3	21.5
Education sector program implementation grant	183	5,921.6	90.9	4,658.2
COVID-19 response				
COVID-19 planning grant	1	8.2	0.1	0
COVID-19 accelerated funding grant	43	370.8	5.7	15.2
Continuity of learning global grant	1	25.0	0.4	0
Thematic support				
Knowledge and Innovation Exchange	1	72.0	1.1	6.0
Education Out Loud	1	55.5	0.9	9.9
Total	451	6,511.1	100%	4,747.3

Table J.2. Cumulative Allocation and Utilization by Grant per Calendar Year, Inception to December 2020

Calendar Year	Cumulative			
	Type	Number	Amount (US\$, millions)	Amount share (%)
Education sector plan planning and implementation support				
Education sector plan development grant	121	40.2	0.6	36.5
Program development grant	116	22.8	0.3	21.5
Education sector program implementation grant	198	6,443.7	90.3	4,754.4
COVID-19 response				
COVID-19 planning grant	1	8.2	0.1	0.1
COVID-19 accelerated funding grant	66	467.2	6.5	122.6
Continuity of learning global grant	1	25.0	0.4	5.3
Thematic support				
Knowledge and Innovation Exchange	1	72.0	1.0	13.1
Education Out Loud	1	55.5	0.8	11.2
Total	505	7,134.6	100%	4,964.7

Table J.3. Cumulative Allocation and Utilization by Grant during GPE 2020, January 2016 through December 2020

Calendar Year	Cumulative			
	Type	Number	Amount (US\$, millions)	Amount share (%)
Education sector plan planning and implementation support				
Education sector plan development grant	79	30.6	1.1	27.1
Program development grant	79	16.0	0.6	15.1
Education sector program implementation grant	79	2,155.3	76.2	1,828.4
COVID-19 response				
COVID-19 planning grant (ESPDG)	1	8.2	0.3	0.1
COVID-19 accelerated funding grant	66	467.2	16.5	122.6
Continuity of learning global grant	1	25.0	0.9	5.3
Thematic support				
Knowledge and Innovation Exchange	1	72.0	2.5	13.1
Education Out Loud	1	55.5	2.0	9.8
Total	307	2,829.8	100%	2,021.5

APPENDIX K

CUMULATIVE AMOUNT UTILIZED FOR IMPLEMENTATION GRANTS, IN PCFCS AND NON-PCFCS¹

Table K.1. Cumulative Utilization by PCFC Status since Inception as of June 30, 2020

	Cumulative utilization (US\$) including COVID-19 accelerated funding grants	Cumulative utilization (%) including COVID-19 accelerated funding grants	Cumulative utilization (US\$) excluding COVID-19 accelerated funding grants	Cumulative utilization (%) excluding COVID-19 accelerated funding grants
non-PCFC	2,365,504,172	50.6%	2,350,344,172	50.5%
PCFC	2,307,868,468	49.4%	2,307,868,468	49.5%
Total	4,673,372,640	100%	4,658,212,640	100%

Table K.2. Cumulative Utilization by PCFC Status since Inception as of December 31, 2020

	Cumulative utilization (US\$) including COVID-19 accelerated funding grants	Cumulative utilization (%) including COVID-19 accelerated funding grants	Cumulative utilization (US\$) excluding COVID-19 accelerated funding grants	Cumulative utilization (%) excluding COVID-19 accelerated funding grants
non-PCFC	2,417,860,323	49.6%	2,368,420,890	49.8%
PCFC	2,459,172,727	50.4%	2,385,981,789	50.2%
Total	4,877,033,050	100%	4,754,402,679	100%

Table K.3. Cumulative Utilization by PCFC status during GPE 2020 period, January 2016 through December 2020

	Cumulative utilization (US\$) including COVID-19 accelerated funding grants	Cumulative utilization (%) including COVID-19 accelerated funding grants	Cumulative utilization (US\$) excluding COVID-19 accelerated funding grants	Cumulative utilization (%) excluding COVID-19 accelerated funding grants
non-PCFC	826,232,330	42.3%	776,792,897	42.5%
PCFC	1,124,800,010	57.7%	1,051,609,072	57.5%
Total	1,951,032,340	100%	1,828,401,969	100%

1. Figures in this appendix include utilization for education sector program implementation grants, Multiplier grants, regular accelerated funding grants and COVID-19 accelerated funding grants, depending on the columns.

APPENDIX L

CUMULATIVE AMOUNT UTILIZED FOR IMPLEMENTATION GRANTS, BY REGION¹

Table L.1. Cumulative Utilization by Region as of June 30, 2020

Region	Cumulative utilization (US\$) including COVID-19 accelerated funding grants	Cumulative utilization (%) including COVID-19 accelerated funding grants	Cumulative utilization (US\$) excluding COVID-19 accelerated funding grants	Cumulative tilization (%) excluding COVID-19 accelerated funding grants
East Asia and Pacific	297,229,093	6.4%	297,229,093	6.4%
Europe and Central Asia	138,208,772	3.0%	138,208,772	3.0%
Latin America and the Caribbean	123,193,656	2.6%	123,193,656	2.6%
Middle East and North Africa	109,289,037	2.3%	109,289,037	2.3%
South Asia	427,551,313	9.1%	427,551,313	9.2%
Sub-Saharan Africa	3,577,900,768	76.6%	3,562,740,768	76.5%
Total	4,673,372,640	100%	4,658,212,640	100%

Table L.2. Cumulative Utilization by Region as of December 31, 2020

Region	Cumulative utilization (US\$) including COVID-19 accelerated funding grants	Cumulative utilization (%) including COVID-19 accelerated funding grants	Cumulative utilization (US\$) excluding COVID-19 accelerated funding grants	Cumulative tilization (%) excluding COVID-19 accelerated funding grants
East Asia and Pacific	317,310,679	6.5%	307,010,197	6.5%
Europe and Central Asia	138,646,956	2.8%	138,646,956	2.9%
Latin America and the Caribbean	126,761,003	2.6%	123,588,504	2.6%
Middle East and North Africa	116,617,656	2.4%	116,617,656	2.5%
South Asia	432,104,773	8.9%	430,020,438	9.0%
Sub-Saharan Africa	3,745,591,982	76.8%	3,638,518,927	76.5%
Total	4,877,033,050	100%	4,754,402,679	100%

Table L.3. Cumulative Utilization by Region during GPE 2020 period, January 2016 through December 2020

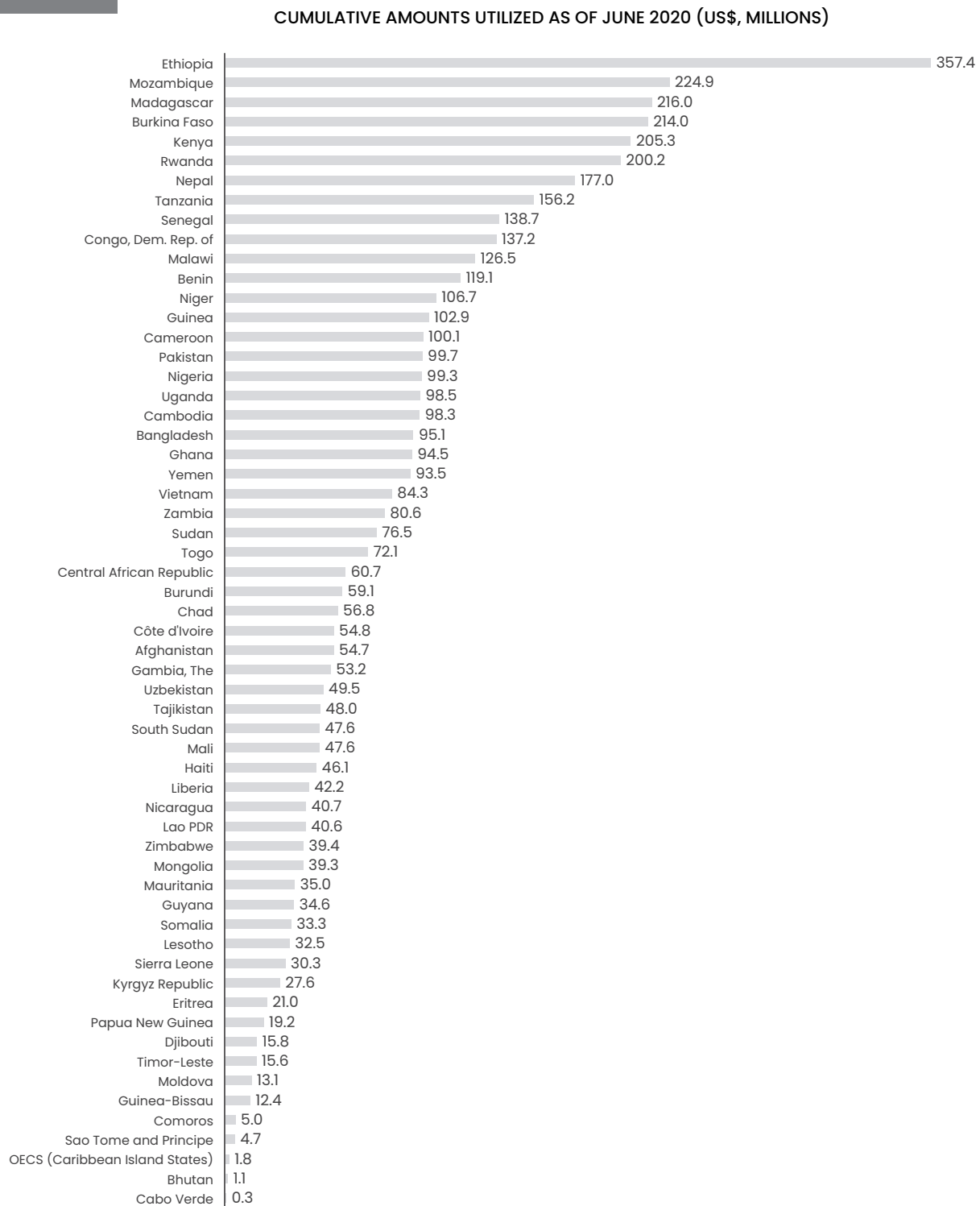
Region	Cumulative utilization (US\$) including COVID-19 accelerated funding grants	Cumulative utilization (%) including COVID-19 accelerated funding grants	Cumulative utilization (US\$) excluding COVID-19 accelerated funding grants	Cumulative tilization (%) excluding COVID-19 accelerated funding grants
East Asia and Pacific	52,828,423	2.7%	42,527,940	2.3%
Europe and Central Asia	64,411,620	3.3%	64,411,620	3.5%
Latin America and the Caribbean	28,669,207	1.5%	25,496,708	1.4%
Middle East and North Africa	51,390,253	2.6%	51,390,253	2.8%
South Asia	260,873,228	13.4%	258,788,894	14.2%
Sub-Saharan Africa	1,492,859,609	76.5%	1,385,786,554	75.8%
Total	1,951,032,340	100%	1,828,401,969	100%

1. Figures in this appendix include utilization for education sector program implementation grants, Multiplier grants, regular accelerated funding grants and COVID-19 accelerated funding grants, depending on the columns.

APPENDIX M

IMPLEMENTATION GRANTS UTILIZED BY COUNTRY, FISCAL YEAR 2020¹

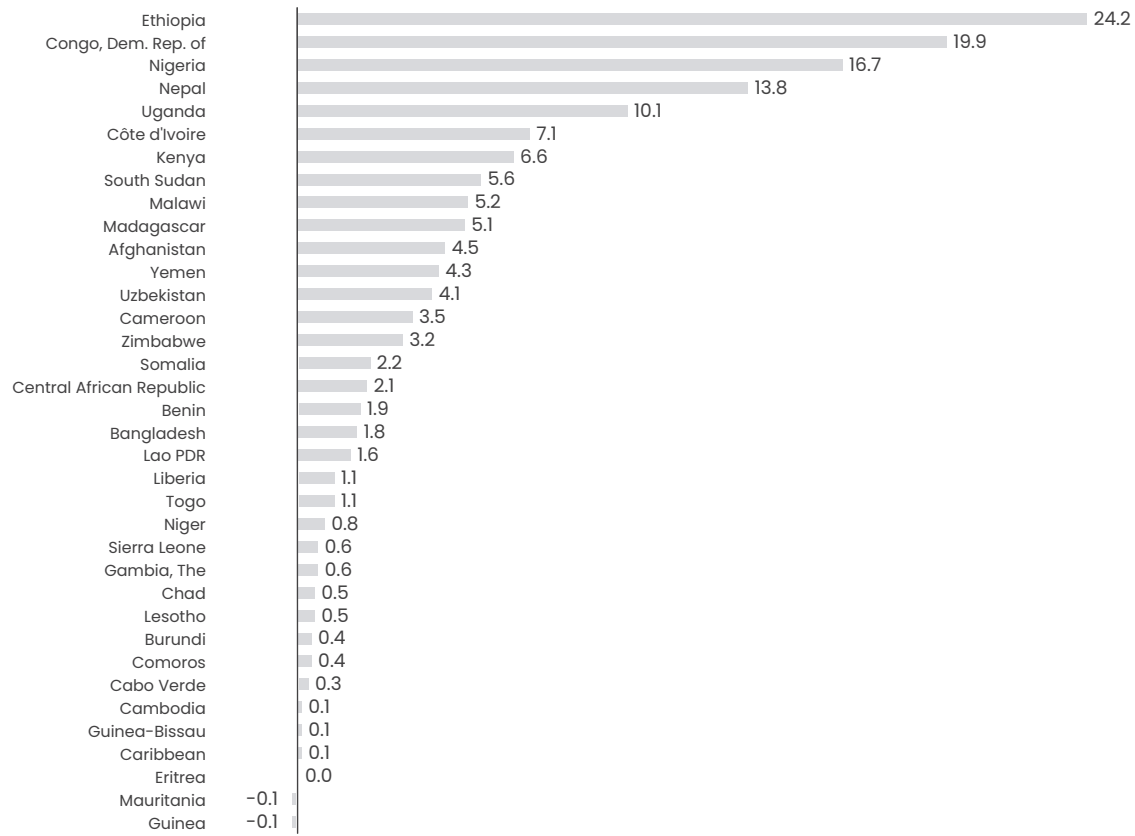
FIGURE M. 1.



1. Figures in this appendix include utilization for education sector program implementation grants, Multiplier grants and regular accelerated funding grants. They do not include COVID-19 accelerated funding grants.

FIGURE M.2.

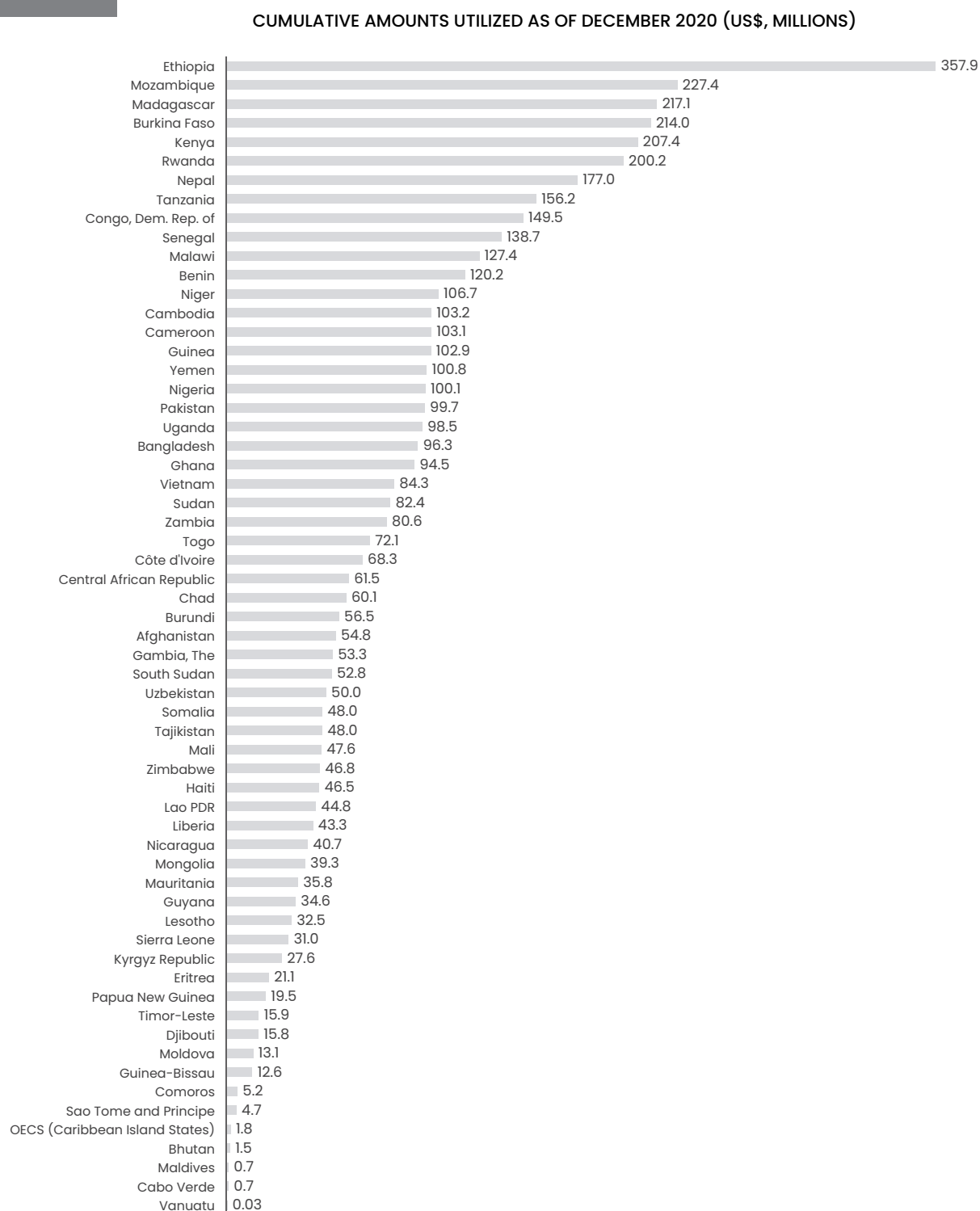
AMOUNTS UTILIZED, FISCAL YEAR 2020 (US\$, MILLIONS)



APPENDIX N

IMPLEMENTATION GRANTS UTILIZED BY COUNTRY, CALENDAR YEAR 2020¹

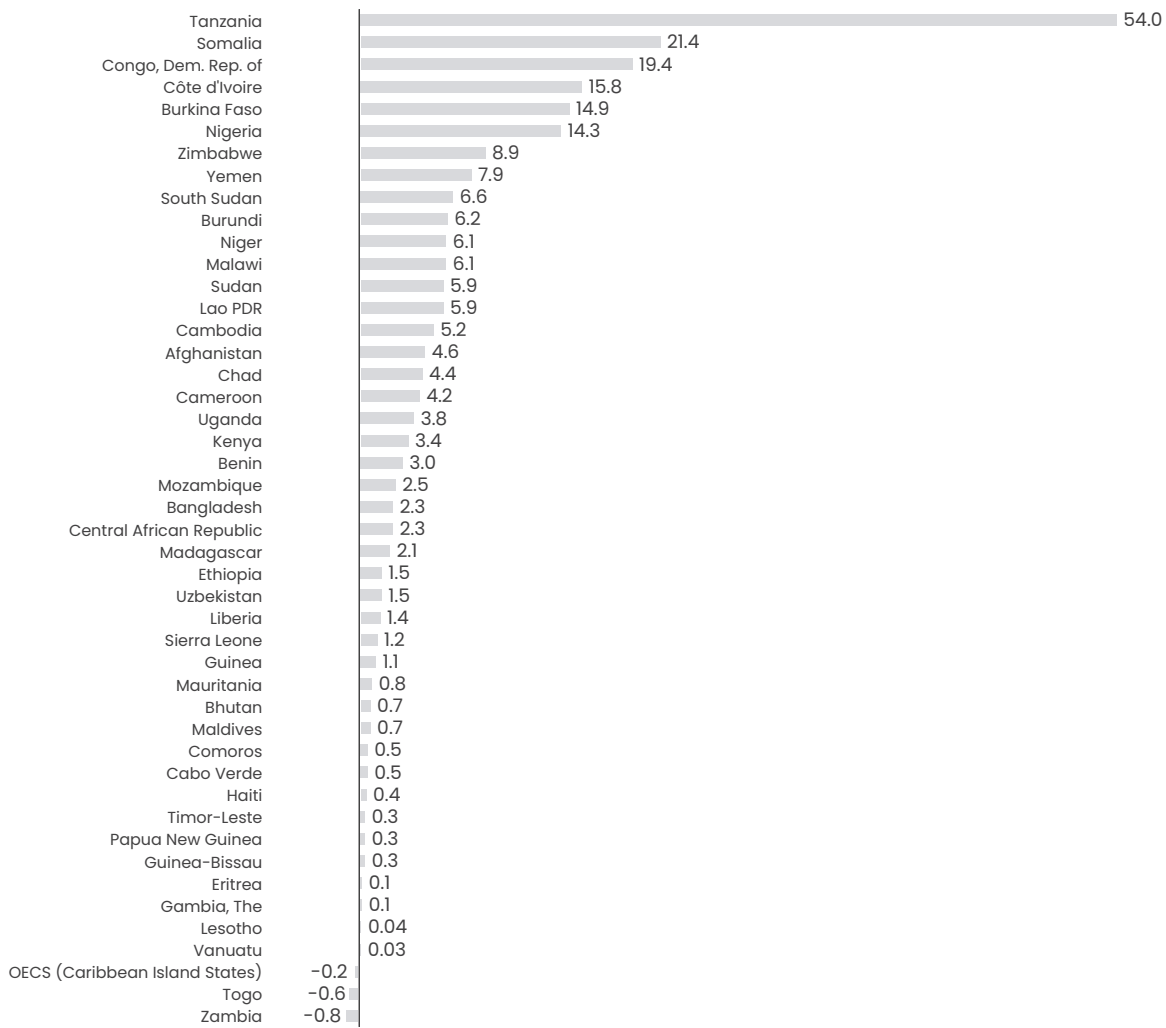
FIGURE N. 1.



1. Figures in this appendix include utilization for education sector program implementation grants, Multiplier grants and regular accelerated funding grants. They do not include COVID-19 accelerated funding grants.

FIGURE N.2.

AMOUNTS UTILIZED IN CALENDAR YEAR 2020 (US\$, MILLIONS)



APPENDIX O

THEMATIC ACTIVITIES SUPPORTED BY IMPLEMENTATION GRANTS, BY STRATEGIC GOAL, BY COUNTRY/FEDERAL STATE¹

Table O.1. Thematic areas coded in portfolio of implementation grants approved during GPE 2020: Equity

Country/federal state	Approval date	Education Facilities and Infrastructure	Cash Transfers and Other Targeted Incentives for Children and Families	Gender Equality	Access to Education for Out of School	Adult Learning	Well Being Programs	Children with Disabilities and Special Needs
Afghanistan	2018-11-19	Yes	No	Yes	Yes	No	No	Yes
Afghanistan (AF)	2020-09-23	Yes	No	Yes	Yes	No	Yes	Yes
Bangladesh (AF)	2018-09-17	Yes	No	Yes	Yes	No	Yes	Yes
Bhutan	2018-06-28	Yes	No	Yes	No	No	No	Yes
Burkina Faso (AF)	2020-08-17	Yes	No	Yes	No	No	Yes	Yes
Burundi	2016-06-16	Yes	No	No	Yes	No	No	No
Burundi	2019-03-21	Yes	No	Yes	Yes	No	No	Yes
Cambodia	2018-02-22	Yes	Yes	Yes	No	No	No	No
Cameroon (AF)	2019-04-11	Yes	No	Yes	Yes	No	Yes	No
Cameroon	2020-08-19	Yes	No	Yes	No	No	Yes	Yes
Cabo Verde	2018-05-22	No	No	Yes	No	No	Yes	No
Central African Republic (AF)	2018-09-17	Yes	Yes	Yes	Yes	No	Yes	No
Central African Republic	2020-12-04	Yes	No	No	Yes	No	No	Yes
Chad (AF)	2016-02-04	Yes	No	Yes	Yes	Yes	Yes	No
Chad	2018-05-22	Yes	No	Yes	Yes	Yes	No	No
Comoros	2018-05-22	No	No	Yes	No	No	No	Yes
Congo, Dem. Rep. of	2016-06-16	No	No	Yes	No	No	No	No
Congo, Dem. Rep. of (AF)	2020-12-11	Yes	No	Yes	No	No	Yes	No
Côte d'Ivoire	2018-02-22	Yes	No	Yes	No	No	Yes	No
Djibouti	2019-07-03	Yes	No	Yes	Yes	No	Yes	Yes
Ethiopia	2020-12-04	Yes	No	Yes	No	No	No	Yes
Ethiopia (AF)	2020-10-29	Yes	No	Yes	No	No	Yes	Yes
Eritrea	2020-01-08	Yes	Yes	Yes	Yes	Yes	No	Yes
Gambia, The	2018-02-22	Yes	No	Yes	Yes	No	No	Yes
Ghana	2020-01-30	No	No	Yes	No	No	No	Yes
Guinea-Bissau	2018-02-22	No	No	Yes	No	No	No	No
Haiti (AF)	2020-08-13	No	Yes	Yes	Yes	Yes	Yes	No
Honduras	2020-01-17	Yes	No	No	No	No	No	No
Kenya	2019-10-22	No	No	No	No	No	No	Yes
Lesotho	2017-06-07	No	No	No	No	No	No	No
Liberia	2017-09-29	No	No	Yes	No	No	No	No
Liberia	2020-10-22	Yes	No	No	Yes	No	No	No
Madagascar	2018-02-22	Yes	No	Yes	No	No	Yes	Yes
Malawi	2016-06-16	Yes	No	Yes	No	No	No	No

1. This table shows thematic areas supported by each implementation grant, for grants approved during GPE 2020. Implementation grants (education sector program implementation grants, Multiplier and accelerated funding grants) that are not sector-pooled are included. AF stands for accelerated funding. 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-observationsdecember-2018>.

Table O.1. Thematic areas coded in portfolio of implementation grants approved during GPE 2020: Equity

Country/federal state	Approval date	Education Facilities and Infrastructure	Cash Transfers and Other Targeted Incentives for Children and Families	Gender Equality	Access to Education for Out of School	Adult Learning	Well Being Programs	Children with Disabilities and Special Needs
Maldives	2020-04-29	No	No	Yes	No	No	No	Yes
Mali (AF)	2020-08-13	Yes	No	No	No	No	Yes	No
Mali	2020-03-05	Yes	No	Yes	No	No	Yes	No
Mauritania	2020-06-17	Yes	No	Yes	No	No	No	Yes
Mozambique (AF)	2020-06-09	Yes	No	Yes	Yes	No	Yes	Yes
Myanmar	2018-11-19	Yes	No	Yes	Yes	No	No	No
Nigeria	2020-08-24	Yes	No	Yes	Yes	No	No	Yes
O ECS (Caribbean Island States)	2016-06-16	No	No	Yes	No	No	No	No
Pakistan - Punjab	2020-05-19	No	No	Yes	Yes	No	No	Yes
Pakistan - Sindh	2020-08-19	Yes	No	Yes	Yes	No	No	No
Papua New Guinea	2019-03-21	No	No	Yes	No	No	No	Yes
Rwanda	2020-03-05	Yes	No	No	No	No	No	Yes
Sao Tome and Principe	2020-06-24	Yes	No	Yes	No	No	No	Yes
Sierra Leone	2018-08-03	Yes	No	Yes	Yes	No	No	No
Somalia - Federal	2018-08-03	Yes	No	Yes	Yes	No	No	Yes
Somalia - Federal	2020-04-17	Yes	No	Yes	Yes	No	Yes	Yes
Somalia - Federal (AF)	2020-05-26	Yes	No	Yes	No	No	Yes	Yes
Somalia - Puntland	2017-08-21	Yes	Yes	Yes	No	No	No	Yes
Somalia - Puntland (AF)	2020-07-20	Yes	No	Yes	Yes	No	Yes	Yes
Somalia - Somaliland (AF)	2017-04-28	Yes	No	No	Yes	No	Yes	No
Somalia - Somaliland (AF)	2019-11-05	Yes	No	Yes	Yes	No	Yes	No
Somalia - Somaliland	2018-05-22	Yes	Yes	Yes	Yes	No	Yes	Yes
South Sudan	2018-11-19	Yes	No	Yes	Yes	No	No	No
South Sudan (AF)	2018-07-25	No	No	No	Yes	No	No	No
Sudan (AF)	2019-12-17	Yes	Yes	Yes	Yes	No	No	No
Sudan	2020-03-05	Yes	Yes	Yes	No	No	No	No
Tajikistan	2020-01-17	Yes	No	Yes	No	No	No	Yes
Tanzania - Zanzibar	2017-12-06	Yes	No	Yes	No	No	Yes	Yes
Tanzania - Zanzibar	2020-02-14	No	No	No	No	No	No	Yes
Timor-Leste	2020-04-02	Yes	No	No	No	No	No	No
Uzbekistan	2019-01-31	Yes	No	Yes	Yes	No	Yes	Yes
Vanuatu (AF)	2020-06-24	Yes	No	Yes	No	No	No	Yes
Vanuatu	2020-12-08	Yes	No	Yes	No	No	Yes	Yes
Zimbabwe	2018-08-03	Yes	No	No	Yes	No	Yes	Yes
Zimbabwe	2016-12-02	Yes	No	No	Yes	No	Yes	Yes
Zimbabwe (AF)	2020-06-26	Yes	No	Yes	Yes	No	Yes	Yes

		Table O.2. Thematic areas coded in portfolio of implementation grants approved during GPE 2020: Learning					Table O.3. Thematic areas coded in portfolio of implementation grants approved during GPE 2020: System strengthening				
Country/federal state	Approval date	Teacher Development	Standards, Curriculum and Learning Materials	Learning assessment systems	Teacher Management	Use of ICT	Management capacity building (Planning, M&E)	Management Capacity Building Decentralized Level	Management Capacity Building, EMS	Management Capacity Building, School Level	
Afghanistan	2018-11-19	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	
Afghanistan (AF)	2020-09-23	Yes	Yes	Yes	Yes	No	Yes	No	No	Yes	
Bangladesh (AF)	2018-09-17	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	
Bhutan	2018-06-28	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	
Burkina Faso (AF)	2020-08-17	Yes	Yes	No	No	No	No	No	Yes	No	
Burundi	2016-06-16	Yes	Yes	No	No	No	Yes	No	Yes	No	
Burundi	2019-03-21	Yes	Yes	No	No	No	Yes	Yes	No	Yes	
Cambodia	2018-02-22	Yes	No	Yes	Yes	No	Yes	Yes	Yes	Yes	
Cameroon (AF)	2019-04-11	Yes	Yes	No	No	No	Yes	Yes	No	Yes	
Cameroon	2020-08-19	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Cabo Verde	2018-05-22	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	
Central African Republic (AF)	2018-09-17	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	
Central African Republic	2020-12-04	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	
Chad (AF)	2016-02-04	Yes	Yes	No	Yes	No	Yes	No	Yes	Yes	
Chad	2018-05-22	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	
Comoros	2018-05-22	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	
Congo, Dem. Rep. of	2016-06-16	Yes	Yes	Yes	Yes	No	Yes	No	No	No	
Congo, Dem. Rep. of (AF)	2020-12-11	Yes	Yes	No	No	No	No	Yes	No	Yes	
Côte d'Ivoire	2018-02-22	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	
Djibouti	2019-07-03	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	
Ethiopia	2020-12-04	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	
Ethiopia (AF)	2020-10-29	Yes	No	No	No	No	Yes	Yes	Yes	Yes	
Eritrea	2020-01-08	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Gambia, The	2018-02-22	Yes	Yes	Yes	Yes	No	Yes	No	Yes	No	
Ghana	2020-01-30	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Guinea-Bissau	2018-02-22	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	
Haiti (AF)	2020-08-13	Yes	Yes	Yes	No	No	Yes	No	No	Yes	
Honduras	2020-01-17	Yes	Yes	Yes	No	No	Yes	No	No	Yes	
Kenya	2019-10-22	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	
Lesotho	2017-06-07	Yes	Yes	No	No	No	Yes	Yes	No	Yes	
Liberia	2017-09-29	Yes	No	Yes	Yes	No	Yes	Yes	Yes	Yes	
Liberia	2020-10-22	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	
Madagascar	2018-02-22	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	
Malawi	2016-06-16	Yes	No	No	No	No	Yes	Yes	Yes	Yes	

		Table O.2. Thematic areas coded in portfolio of implementation grants approved during GPE 2020: Learning					Table O.3. Thematic areas coded in portfolio of implementation grants approved during GPE 2020: System strengthening				
Country/federal state	Approval date	Teacher Development	Standards, Curriculum and Learning Materials	Learning assessment systems	Teacher Management	Use of ICT	Management capacity building (Planning, M&E)	Management Capacity Building Decentralized Level	Management Capacity Building, EMS	Management Capacity Building, School Level	
Maldives	2020-04-29	Yes	Yes	Yes	No	Yes	Yes	No	No	Yes	
Mali (AF)	2020-08-13	No	Yes	No	No	Yes	Yes	No	No	Yes	
Mali	2020-03-05	Yes	No	No	No	No	Yes	Yes	No	No	
Mauritania	2020-06-17	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Mozambique (AF)	2020-06-09	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	
Myanmar	2018-11-19	Yes	Yes	Yes	Yes	No	Yes	No	No	Yes	
Nigeria	2020-08-24	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	
OECS (Caribbean Island States)	2016-06-16	Yes	Yes	Yes	No	No	Yes	No	No	Yes	
Pakistan – Punjab	2020-05-19	Yes	Yes	No	No	Yes	No	No	Yes	Yes	
Pakistan – Sindh	2020-08-19	Yes	No	Yes	No	No	Yes	No	No	Yes	
Papua New Guinea	2019-03-21	Yes	Yes	Yes	Yes	No	Yes	No	No	Yes	
Rwanda	2020-03-05	Yes	Yes	Yes	No	Yes	Yes	No	No	Yes	
Sao Tome and Principe	2020-06-24	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	
Sierra Leone	2018-08-03	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	
Somalia – Federal	2018-08-03	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	
Somalia – Federal	2020-04-17	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Somalia – Federal (AF)	2020-05-26	Yes	Yes	No	Yes	No	No	No	No	Yes	
Somalia – Puntland	2017-08-21	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	
Somalia – Puntland (AF)	2020-07-20	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	
Somalia – Somaliland (AF)	2017-04-28	Yes	Yes	No	Yes	No	Yes	No	No	Yes	
Somalia – Somaliland (AF)	2019-11-05	Yes	Yes	No	Yes	No	Yes	No	No	Yes	
Somalia – Somaliland	2018-05-22	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	
South Sudan	2018-11-19	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	
South Sudan (AF)	2018-07-25	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	
Sudan (AF)	2019-12-17	No	Yes	No	Yes	No	Yes	Yes	No	Yes	
Sudan	2020-03-05	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	
Tajikistan	2020-01-17	Yes	Yes	Yes	No	No	Yes	No	Yes	No	
Tanzania – Zanzibar	2017-12-06	Yes	Yes	Yes	No	No	Yes	No	No	Yes	
Tanzania – Zanzibar	2020-02-14	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	
Timor–Leste	2020-04-02	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	
Uzbekistan	2019-01-31	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	
Vanuatu (AF)	2020-06-24	No	Yes	No	No	Yes	Yes	No	Yes	No	
Vanuatu	2020-12-08	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	
Zimbabwe	2018-08-03	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	
Zimbabwe	2016-12-02	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	
Zimbabwe (AF)	2020-06-26	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	

APPENDIX P

EDUCATION SUBSECTORS SUPPORTED, BY COUNTRY/FEDERAL STATE¹

Table P.1. Education subsectors coded in portfolio of implementation grants approved during GPE 2020

Countries	Approval date	ECCE	Primary	Secondary	Adult Education
Afghanistan	2018-11-19	Yes	Yes	Yes	No
Afghanistan (AF)	2020-09-23	No	Yes	No	No
Bangladesh (AF)	2018-09-17	Yes	Yes	Yes	No
Bhutan	2018-06-28	Yes	Yes	Yes	No
Burkina Faso (AF)	2020-08-17	No	Yes	Yes	No
Burundi	2016-06-16	No	Yes	No	No
Burundi	2019-03-21	No	Yes	No	No
Cambodia	2018-02-22	No	Yes	No	No
Cameroon (AF)	2019-04-11	No	Yes	No	No
Cameroon	2020-08-19	Yes	Yes	Yes	No
Cabo Verde	2018-05-22	Yes	Yes	Yes	No
Central African Republic (AF)	2018-09-17	Yes	Yes	No	No
Central African Republic	2020-12-04	Yes	Yes	Yes	No
Chad (AF)	2016-02-04	No	Yes	No	No
Chad	2018-05-22	No	Yes	No	Yes
Comoros	2018-05-22	No	Yes	No	No
Congo, Dem. Rep. of	2016-06-16	Yes	Yes	No	No
Congo, Dem. Rep. of (AF)	2020-12-11	No	Yes	Yes	No
Côte d'Ivoire	2018-02-22	Yes	Yes	Yes	No
Djibouti	2019-07-03	Yes	Yes	Yes	No
Ethiopia	2020-12-04	No	Yes	Yes	No
Ethiopia (AF)	2020-10-29	Yes	Yes	No	No
Eritrea	2020-01-08	Yes	Yes	Yes	Yes
Gambia, The	2018-02-22	Yes	Yes	Yes	No
Ghana	2020-01-30	Yes	Yes	No	No
Guinea-Bissau	2018-02-22	No	Yes	No	No
Haiti (AF)	2020-08-13	No	Yes	Yes	No
Honduras	2020-01-17	Yes	No	No	No
Kenya	2019-10-22	No	Yes	No	No
Lesotho	2017-06-07	Yes	Yes	Yes	No
Liberia	2017-09-29	Yes	Yes	No	No
Liberia	2020-10-22	Yes	Yes	No	No
Madagascar	2018-02-22	No	Yes	No	No
Malawi	2016-06-16	No	Yes	No	No
Maldives	2020-04-29	No	Yes	No	No

1. This table shows education levels supported by each implementation grant, for grants approved during GPE 2020. Implementation grants (education sector program implementation grants, Multiplier and accelerated funding grants) that are not sector-pooled grants are included. AF stands for accelerated funding. Education subsector codes are consistent with the International Standard Classification of Education, the World Bank sector taxonomy and definitions, and the OECD/DAC codes.

Table P.1. Education subsectors coded in portfolio of implementation grants approved during GPE 2020

Countries	Approval date	ECCE	Primary	Secondary	Adult Education
Mali (AF)	2020-08-13	No	Yes	Yes	No
Mali	2020-03-05	Yes	Yes	Yes	No
Mauritania	2020-06-17	No	Yes	No	No
Mozambique (AF)	2020-06-09	Yes	Yes	Yes	No
Myanmar	2018-11-19	Yes	Yes	Yes	No
Nigeria	2020-08-24	No	Yes	No	No
OECS (Caribbean Island States)	2016-06-16	No	Yes	No	No
Pakistan - Punjab	2020-05-19	No	Yes	No	No
Pakistan - Sindh	2020-08-19	No	Yes	Yes	No
Papua New Guinea	2019-03-21	No	Yes	No	No
Rwanda	2020-03-05	Yes	Yes	Yes	No
Sao Tome and Principe	2020-06-24	Yes	Yes	Yes	No
Sierra Leone	2018-08-03	Yes	Yes	No	No
Somalia - Federal	2018-08-03	No	Yes	No	No
Somalia - Federal	2020-04-17	Yes	Yes	No	No
Somalia - Federal (AF)	2020-05-26	No	Yes	No	No
Somalia - Puntland	2017-08-21	Yes	Yes	No	No
Somalia - Puntland (AF)	2020-07-20	No	Yes	No	No
Somalia - Somaliland (AF)	2017-04-28	No	Yes	No	No
Somalia - Somaliland (AF)	2019-11-05	No	Yes	No	No
Somalia - Somaliland	2018-05-22	Yes	Yes	No	No
South Sudan	2018-11-19	Yes	Yes	No	No
South Sudan (AF)	2018-07-25	Yes	Yes	Yes	No
Sudan (AF)	2019-12-17	No	Yes	No	No
Sudan	2020-03-05	No	Yes	No	No
Tajikistan	2020-01-17	No	Yes	No	No
Tanzania - Zanzibar	2017-12-06	Yes	Yes	No	No
Tanzania - Zanzibar	2020-02-14	Yes	Yes	No	No
Timor-Leste	2020-04-02	No	Yes	No	No
Uzbekistan	2019-01-31	Yes	Yes	Yes	No
Vanuatu (AF)	2020-06-24	Yes	Yes	No	No
Vanuatu	2020-12-08	Yes	Yes	No	No
Zimbabwe	2018-08-03	Yes	Yes	Yes	No
Zimbabwe	2016-12-02	Yes	Yes	Yes	No
Zimbabwe (AF)	2020-06-26	Yes	Yes	No	No

APPENDIX Q

FINANCIAL CONTRIBUTION TO GPE (FISCAL YEAR)

FIGURE Q. 1.

DONORS' CUMULATIVE CONTRIBUTION, AS OF JUNE 2020 (IN US\$, MILLIONS)

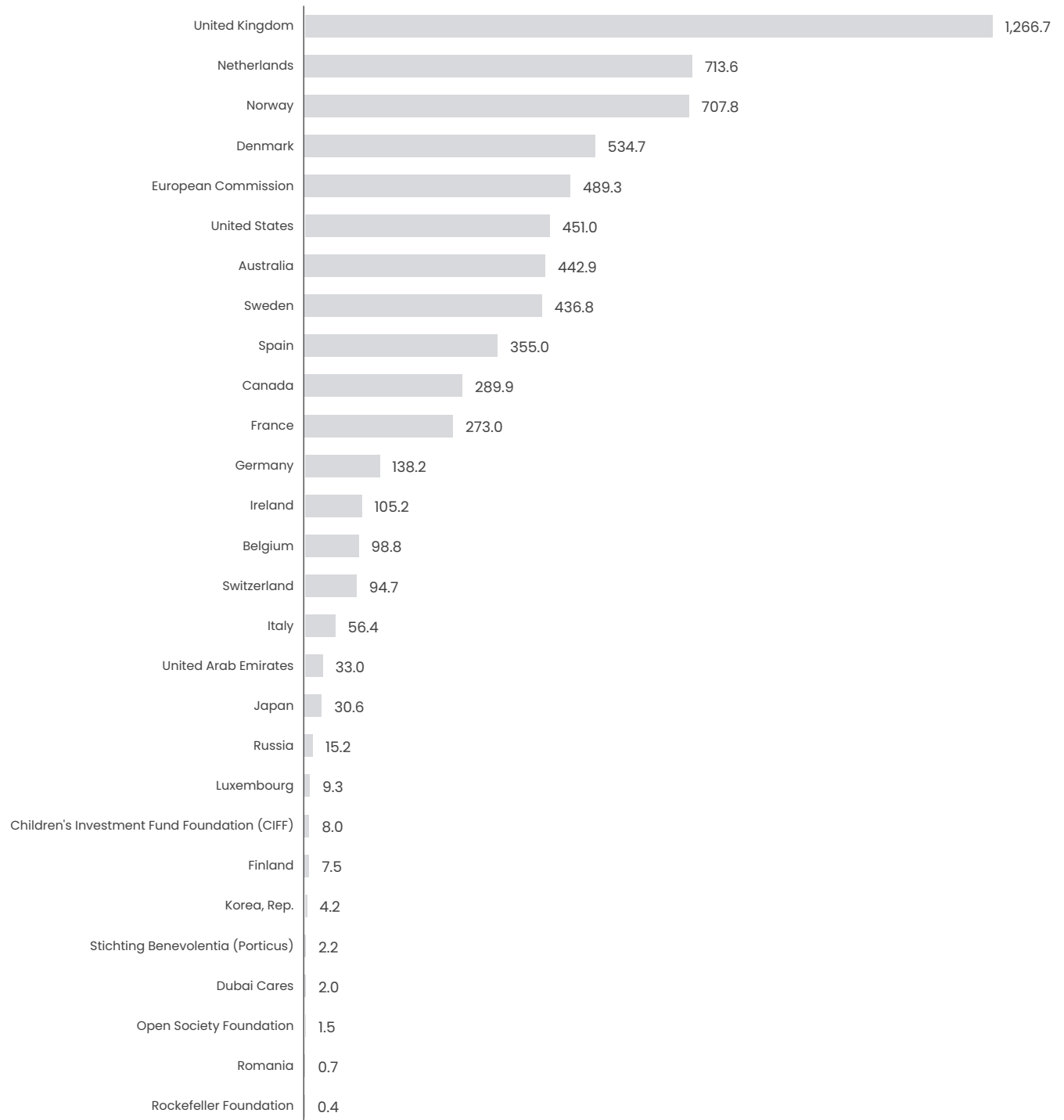
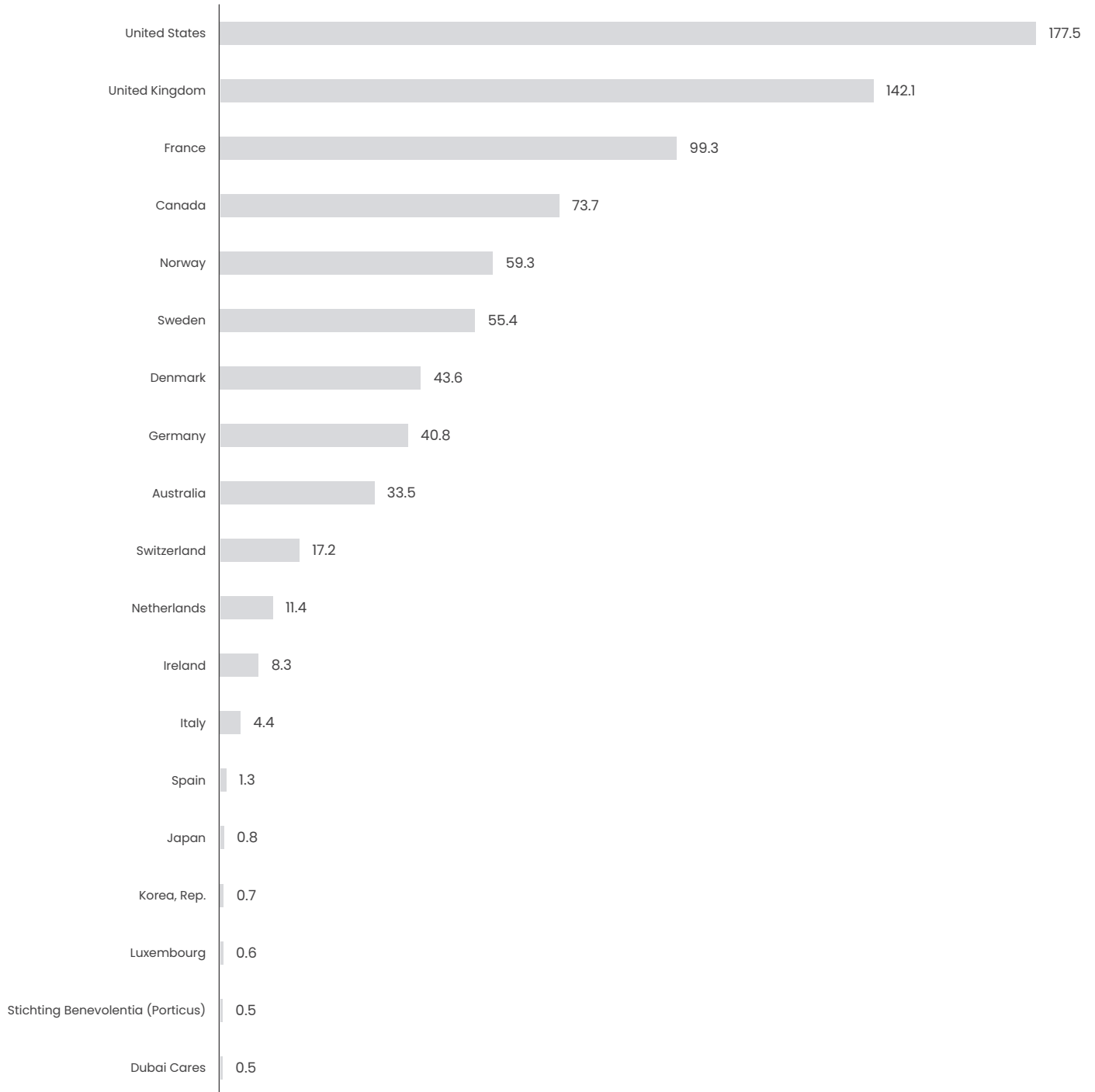


FIGURE Q.2.

DONORS' CONTRIBUTION, FISCAL YEAR 2020 (IN US\$, MILLIONS)



APPENDIX R

FINANCIAL CONTRIBUTION TO GPE (CALENDAR YEAR)

FIGURE R. 1.

DONORS' CUMULATIVE CONTRIBUTION, AS OF DECEMBER 2020 (IN US\$, MILLIONS)

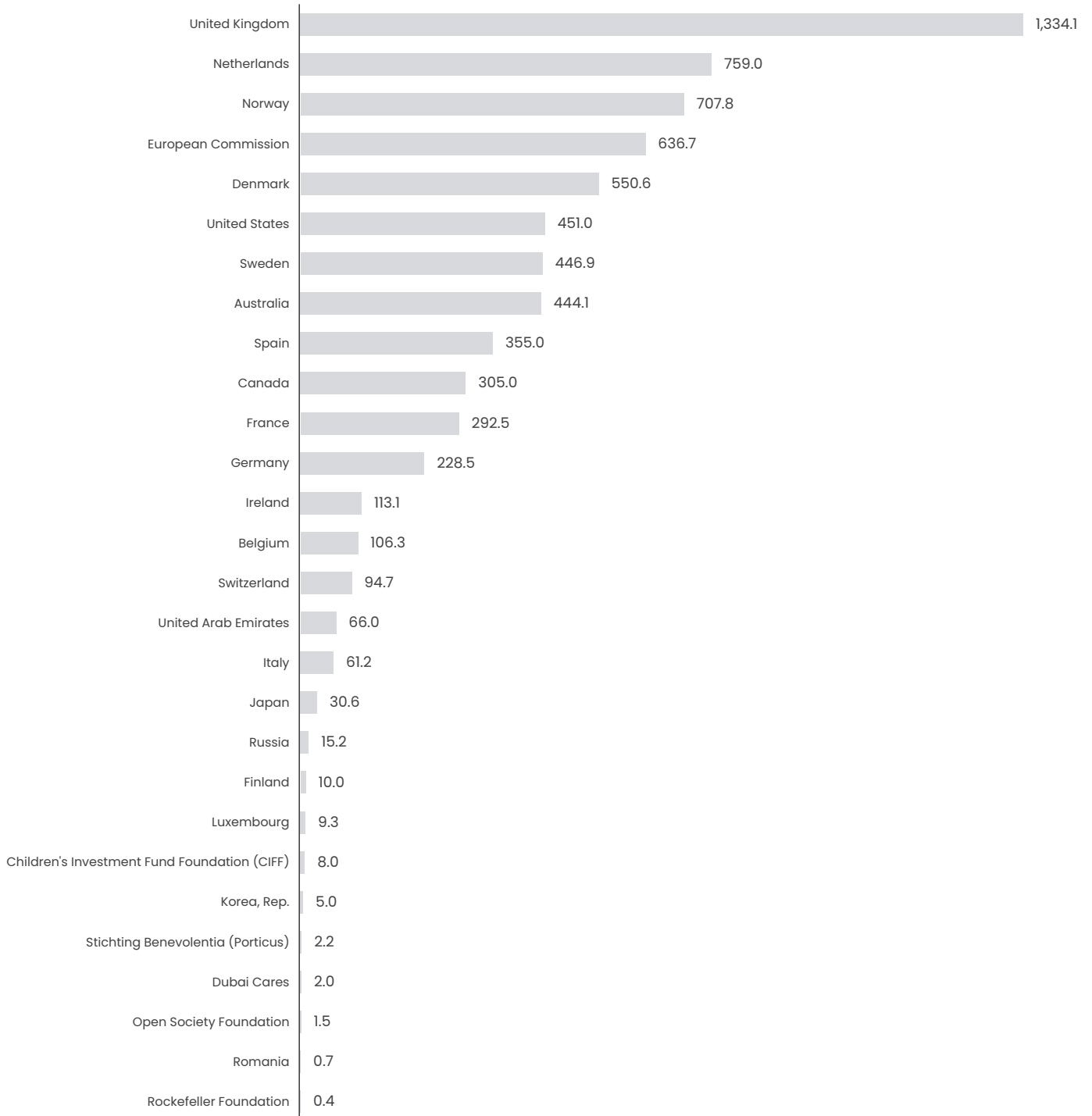


FIGURE R.2.

DONORS' CONTRIBUTION, CALENDAR YEAR 2020 (IN US\$, MILLIONS)

