RESULTS REPORT 2021

Final results report on
GPE's 2016–2020 strategy

GPE Transforming Education

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FOREWORD

I'm delighted to present this year's Results Report which summarizes the progress the partnership has made, and the efforts we must continue to make, in educating the world's most vulnerable children over the past five years.

GPE launched its 2016-2020 strategic plan with a sense of purpose and ambition to sharpen our focus on learning outcomes and equity through strong education systems. Since then, GPE has grown dramatically. Fifteen new countries have joined the partnership, and we have brought new members to our Board of Directors and diversified our grant agents. Annual grant allocations from the fund have increased from US $294 million in 2016 to $1.5 billion in 2020.

We have also grown in our focus and our ambition to reach the children who are most at risk of being left behind. We continued to direct the majority of GPE grant funding to where the needs are greatest; of $2.6 billion in implementation grants awarded by GPE during this period, two-thirds supported education in countries facing fragility, violence and conflict. We mobilized expertise and funding to promote inclusive education for children with disabilities. Most importantly, we transformed our focus from getting more children into school to ensuring that they learn once they are there, while continuing our efforts to enroll more children. And we redoubled our attention to girls' education because we know the high dividends it pays.

Partner country results are evident. Disparities diminished among those finishing lower secondary school due to a focus on equity, gender equality and inclusion. The proportion of children completing school rose at both the primary and lower secondary school levels. Learning outcomes improved in nearly 70 percent of partner countries with available data. A critical factor enabling this progress is that more children have access to trained teachers. Among countries with data available, 39 percent had fewer than 40 students per trained teacher in 2020, whereas in 2015 it was only 25 percent.

Despite this steady progress, much remains to be done. The proportion of children completing primary school improved steadily, but not quickly enough. Learning still lags: three out of every five students cannot read by the end of primary school. Children from poor families and rural areas do not learn as much as their more well-off, urban peers. And while the gender gap has been slowly narrowing, in most partner countries girls are still less likely than boys to finish school. The COVID-19 pandemic, which closed school doors to more than 1 billion children in 2020, threatens to undermine decades of hard-earned gains.

That is why our bold new strategic plan, GPE 2025, is so important. It sets out the transformative change needed to accelerate progress in access, learning outcomes, and gender equality through equitable, inclusive and resilient education systems fit for the 21st century. Through the Raise Your Hand financing campaign, GPE is aiming to raise at least $5 billion by 2025, and mobilize additional partnerships and investments to catalyze these changes in up to 90 countries and territories. With the achievement of Sustainable Development Goal 4 hanging in the balance, nothing short of transforming education systems will do. GPE is committed to delivering this so that no girl or boy is left behind because they lacked the education to realize their dreams.

Alice P. Albright
Chief Executive Officer
Global Partnership for Education

ACKNOWLEDGMENTS

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ACRONYMS

A4L	Assessment for Learning (initiative)	**KIX**	Knowledge and Innovation Exchange
ADEA	Association for the Development of Education in Africa	**LAS**	learning assessment system(s)
ANLAS	Analysis of National Learning Assessment Systems	**LPI**	learning poverty indicator
BELDS	Better Early Learning and Development at Scale (initiative)	**NEQMAP**	Network on Education Quality Monitoring in the Asia-Pacific
CSEF	Civil Society Education Fund	**ODA**	official development assistance
CSO	civil society organization	**OECS**	Organization of Eastern Caribbean States
DRT	Education Data Solutions Roundtable	**PASEC**	Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN
ECCE	early childhood care and education	**PCFC***	partner country affected by fragility and conflict
ECW	Education Cannot Wait	**PTTR**	pupil to trained teacher ratio
EGMA	early grade mathematics assessment	**SDG**	Sustainable Development Goal
EGRA	early grade reading assessment	**Sida**	Swedish International Development Cooperation Agency
EMIS	education management information system(s)	**TALENT**	Teaching and Learning: Educators' Network for Transformation
EPR	Effective Partnership Rollout	**UIS**	UNESCO Institute for Statistics
GPE	Global Partnership for Education	**UNGEI**	United Nations Girls' Education Initiative
HLO	Harmonized Learning Outcomes	**UNHCR**	United Nations High Commissioner for Refugees
IEC	internal efficiency coefficient	**UNICEF**	United Nations Children's Fund

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

RESULTS AT A GLANCE

IMPACT

GOAL 1
Improved and more equitable learning outcomes

#1
–
Proportion of partner countries with improved learning outcomes.

#2
–
Percentage of children under age 5 developmentally on track.

GOAL 2
Increased equity, gender equality and inclusion

#3
32.7 M
GPE supported 32.7 million children since 2015.

#4a
76%
of children completed primary education.

#4b
53%
of children completed lower secondary education.

#5a
69%
of partner countries were at or close to gender parity in primary completion.

#5b
56%
of partner countries were at or close to gender parity in lower secondary completion.

#6
41%
of pre-primary-age children enrolled in pre-primary education.

#7a
18%
of primary-school-age children were out of school.

#7b
31%
of lower-secondary-school-age children were out of school.

#8a
1.30
Primary-school-age girls were 1.3 times more likely than boys to be out of school.

#8b
1.07
Lower-secondary-school-age girls were 1.07 times more likely than boys to be out of school.

#9
53%
of partner countries improved substantially on the equity index since 2010.

OUTCOME

GOAL 3
Effective and efficient education systems

#10
68%
of partner countries increased their share of education expenditure or maintained it at 20% or above.

#11
–
Equitable allocation of teachers.

#12
39%
of partner countries had fewer than 40 pupils per trained teacher.

#13
–
Repetition and dropout impact on efficiency.

#14
33%
of partner countries reported at least 10 of 12 key education indicators to UIS.

#15
48%
Proportion of partner countries with a learning assessment system that meets quality standards.

COUNTRY-LEVEL

OBJECTIVE 1
Strengthen education sector planning and policy implementation

#16a
91%
Proportion of education plans that met quality standards.

#16b
77%
Proportion of education plans with teaching and learning strategies that met quality standards.

#16c
77%
Proportion of education plans with equity strategies that met quality standards.

#16d
77%
Proportion of education plans with strategies to improve efficiency that met quality standards.

#17
100%
of partner countries applying for GPE grant published data at national level.

OBJECTIVE 2
Support mutual accountability through inclusive policy dialogue and monitoring

#18
88%
of joint sector reviews met quality standards.

#19
66%
of local education groups included civil society and teacher organizations.

OBJECTIVE 3
Ensure efficient and effective delivery of GPE support

#20
89%
Proportion of grants supporting EMIS and/or learning assessment systems.

#21
108%
Implementation grants achieved 108% of their target for textbook distribution.

#22
77%
Implementation grants achieved 77% of their target for teacher training.

#23
78%
Implementation grants achieved 78% their target for classroom construction.

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

#24b
67%
of implementation grants achieved variable part targets.

#25
81%
of implementation grants were on track with implementation.

GLOBAL-LEVEL

OBJECTIVE 4
Mobilize more and better financing

#26
$51.3 M
contributed to GPE by nontraditional donors since 2015.

#27
100%
of donor pledges were fulfilled.

#28
71%
of GPE donors increased or maintained their official development assistance for education.

#29
44%
of implementation grants aligned with national systems.

#30
36%
of implementation grants were cofinanced or sector pooled.

#31
92%
of country missions addressed domestic financing.

OBJECTIVE 5
Build a stronger partnership

#32
N/R
Proportion of partner countries and other partners reported strengthened clarity of roles.

#33
100
technical products were produced since 2016.

#34
126
advocacy events were undertaken since 2016.

#35
100%
of significant audit issues were addressed.

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

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

Indicator status	Symbol
2020 target met	N N N N
2020 target not met	N
No 2020 target	N N
Insufficient data	– – – –
Not reported	N/R

*Find the GPE theory of change on page 13. See detailed graphics, including trends over recent years and disaggregation by gender and fragility and conflict, for each indicator at the beginning of the chapters. See full results framework in appendix A.

EXECUTIVE SUMMARY

The Global Partnership for Education (GPE) mobilizes global and national efforts to contribute to the achievement of equitable, quality education and learning for all. This is the final annual results report on the Strategic Plan 2016–2020 (GPE 2020). It provides an overview of trends between 2016 and 2020, presents progress against the GPE 2020 results framework and highlights the work of the partnership in 2020. The Results at a Glance on page 6 illustrates progress on the 37 indicators against the 2020 targets, while this summary focuses on the trends.

The COVID-19 crisis triggered an education emergency of unprecedented scale. Within two weeks of the declaration of the global pandemic, GPE announced new grants to help countries plan their education response and execute urgent early measures. This was followed up with US$500 million in accelerated funding support to help countries sustain learning and prepare for safe school reopening. A $25 million global grant promoted collaborative partnerships and knowledge sharing focused on promoting continuity of learning and building preparedness for future crises. Because of reporting lags, much of the indicator data at impact and outcome levels discussed in this report does not yet reflect the effects of the pandemic.

IMPACT LEVEL: LEARNING, ACCESS AND EQUITY

Ensuring that more children, especially those who are disadvantaged, can go to school and learn constituted GPE 2020's impact-level goals. Over the course of GPE 2020, progress was made against all impact-level indicators. The quality of learning assessment systems, the proportion of children completing lower secondary school, and the equity of lower secondary completion across gender, wealth and rural or urban location all improved steadily and met targets. The proportion of children completing primary school improved steadily but not quickly enough, while pre-primary enrollment showed robust improvement after an initial dip.

Improved and more equitable learning outcomes are at the heart of GPE's mission, and $775 million in implementation grant funding approved during the 2016–20 period was allocated to activities designed primarily to improve learning. Learning outcomes improved in 70 percent of the 27 partner countries with data available between the periods 2010–15 and 2016–19, and learning scores increased by 2.4 percent on average annually over the last decade, though the data do not yet reflect the impacts of COVID-19. However, more progress is needed in these areas. Three out of five students cannot read by the end of primary school across the 32 partner countries with data available. Including out-of-school children, three out of four 10-year-olds cannot read across the 28 partner countries with data available. Moreover, vast disparities in learning outcomes remain both between and within countries, with children from poor households or in rural areas more likely to be disadvantaged.

Strong learning assessment systems are critical for improving both learning outcomes and learning equity, and these have improved: Forty-eight percent of learning assessment systems met quality standards in 2020, up from 40 percent in 2015. Overall, this improvement was realized between 2015 and 2018, but progress has continued since in partner countries affected by fragility and conflict (PCFCs). The proportion of implementation grants supporting learning assessment systems increased from 67 percent in 2016 to 83 percent in 2020.

To deliver quality learning for all, it is crucial that more children, especially the most marginalized, can attend school and complete their education. The proportion of children completing basic education improved steadily over the course of the GPE 2020 period, according to the most recent data available from the UNESCO Institute for Statistics, which are for 2018. The proportion of children completing school across partner countries increased from 72 percent to 76 percent at the primary level, and from 49 percent to 53 percent at the lower secondary level.

Equity in access to education will be achieved when a child's chances of completing school are the same no matter their circumstances. More than $615 million in implementation grant funding approved during the 2016–20 period was for activities specifically promoting equity, gender equality

and inclusion. While wealthier children, urban children and boys are still more likely on average to complete lower secondary school, these disparities reduced over the course of GPE 2020. On average across the partnership, rural children are 50 percent as likely to complete lower secondary school as urban children, up from 47 percent at the 2015 baseline. Children from the poorest families are 30 percent as likely to complete lower secondary school as children from the richest families, up from 25 percent at baseline. And gender parity has improved by 3 percentage points since the baseline. The only disparity that did not improve significantly was the rural/urban disparity in PCFCs; in contrast, progress on gender and wealth parity was stronger in PCFCs than in partner countries overall. Across COVID-19 accelerated funding grants, 98 percent funded activities to help marginalized children in the mitigation phase, and 83 percent did so in the recovery phase.

In most partner countries, girls are still less likely to finish school, but the gender gap has been slowly narrowing. The gender gap is especially pronounced in PCFCs, but it has narrowed more rapidly in these countries, particularly at the primary level, in recent years: Sixty-one percent of PCFCs are nearing gender parity in primary completion compared with 46 percent at baseline. In comparison, partner countries overall made a more modest gain, from 64 percent to 69 percent nearing parity. Moreover, the vast majority of the partner countries that improved across the board on both access and equity over the course of GPE 2020 were PCFCs.[1] Across COVID-19 accelerated funding grants, 64 percent funded activities specifically addressing barriers to girls' education in the mitigation phase, and 77 percent did so in the recovery phase.[2]

GPE places a high priority on supporting partner countries affected by fragility and conflict and weights its funding allocations toward PCFCs so that these countries get more support from the outset. Between 2016 and 2020, 78.5 percent of all implementation grant funding approved, totaling nearly $1.7 billion, was for PCFCs. GPE promotes the inclusion of refugees and displaced children in national education systems and works with partners, such as the United Nations High Commissioner for Refugees (UNHCR), Education Cannot Wait, UNICEF and the World Bank, to meet the needs of these populations. Across COVID-19 accelerated funding grants, 20 percent funded activities specifically for refugees and internally displaced children in the mitigation phase, and 11 percent did so in the recovery phase.

Early childhood care and education is a crucial investment to improve not only outcomes for children but equity, as it reduces the impact of social inequality on educational outcomes. Pre-primary enrollment rose from 36 percent to 41 percent in the 2016–20 period, with nearly as many girls as boys enrolling. In addition to the $158.2 million in implementation grant funding over this period dedicated to early childhood care and education, as well as direct technical assistance to partner countries, the Better Early Learning and Development at Scale (BELDS) initiative provided support to early childhood care and education at both the country and global levels. More than 66 percent of COVID-19 accelerated funding grants included funding for pre-primary education.

GPE prioritizes expanding support for the inclusion of children with disabilities in quality education, by means of guidance, technical support and funding for inclusive interventions. During the GPE 2020 period, $45.5 million in implementation grant funding supported inclusive education for children with disabilities. In addition, more than 81 percent of COVID-19 accelerated funding grants included inclusive measures for children with disabilities during school closings, such as accessible remote lessons, print materials in Braille, assistive devices and the promotion of supplementary support programs.

OUTCOME LEVEL: EFFICIENT EDUCATION SYSTEMS

Strengthening education systems is crucial to sustainable improvements in equity and learning. A strong education system has accurate and timely data to inform sound policy. It also requires sufficient financial and human resources, efficiently used, to ensure effective policy implementation. The implementation grants approved between 2016 and 2020 dedicated $653.2 million to support activities aimed at strengthening systems, including technical assistance, school grants, teacher training and data systems.

The indicator on the ratio of students per trained teacher in primary education across partner countries has improved. Of partner countries with data available, 39 percent had fewer than 40 students per trained teacher in 2020, up from 25 percent in 2015. Despite these improvements, the number of countries with data available on this indicator declined from 55 in 2015 to 41 in 2020, showing the need for stronger data systems, particularly in PCFCs.

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1. Based on five indicators: both primary and lower secondary completion rates, gender parity of both primary and lower secondary completion rates, and the equity index (of lower secondary completion rates). Of the original 61 partner countries in the baseline cohort, the countries with data available that improved on all five indicators were Afghanistan, Comoros, Côte d'Ivoire, Honduras, Liberia, Niger, Sudan, Togo and Yemen. Of these nine, seven were classified as PCFCs.
2. Activities to promote gender equality more broadly were captured in the activities to help marginalized children, above.

Overall, data reporting to the UNESCO Institute for Statistics (UIS) stagnated, signaling the need for more effective strategies to strengthen data systems. Between 2015 and 2020, the percentage of partner countries reporting at least 10 out of 12 key indicators to the UIS hovered around 30 percent most years since the baseline, reaching 33 percent in 2020, although several partner countries have data available at the country level. However, countries where a larger proportion of GPE funding is dedicated to strengthening data systems recorded some progress in data reporting to the UIS. For instance, the average number of key indicators reported to the UIS increased from seven in 2015 to nine in 2020 in the countries that dedicated more than 5 percent of their implementation grants to data systems, but it stagnated at seven indicators in the other countries (those that spent less than 5 percent on data and countries that did not receive GPE implementation grants).

Data from 26 partner countries suggest that on average 41 percent of all education spending was related to the costs of repetition and dropout. However, efficiency improved from 2015 to 2019: The same level of education outcomes was achieved with approximately 1.29 percent fewer resources each year during that period.[3] The GPE 2025 strategy will pay particular attention to efficiency in domestic financing.

Robust domestic financing is indispensable for a strong and sustainable education system, and GPE's implementation grants required partner countries to commit to maintaining the share of their expenditure on education at or above 20 percent, or to increase education spending toward the 20 percent benchmark. In 2020, 68 percent of partner countries with available data met these criteria compared with 64 percent at the 2015 baseline. Domestic financing became a stronger focus of Secretariat staff visits to partner countries during this period, addressed in 92 percent of visits in 2020, up from 47 percent in 2015.

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

The quality of education plans was a key focus of GPE 2020, and 90 percent of education sector plans met the minimum of five out of seven quality standards at the end of the period, up from 58 percent at baseline. The average quality of plans endorsed after March 2020 declined, suggesting that the COVID-19 pandemic impacted countries' ability to focus on education sector plan development. The proportion of plans meeting the GPE benchmarks for quality teaching and learning, efficiency and equity strategies peaked during the 2016–18 period in particular, though all indicators showed improvement between the baseline and 2020. Over the GPE 2020 period, GPE granted more than $30.6 million to 59 partner countries to support education sector plan development.

Joint sector reviews are critical to the monitoring of plan implementation, and the average quality of sector reviews rose substantially, if erratically, between 2015 and 2020, with 88 percent meeting quality standards compared with 29 percent in 2015. However, only 15 joint sector reviews were held in 2020 compared with an average of 26 over the previous five years, limiting the inferences that can be made. Still, joint sector reviews conducted in the later years of the GPE strategy exhibited higher quality along all dimensions over the GPE 2020 period, especially regarding their evidentiary basis and their use as a policy making instrument.

Local education groups showed improvement on the inclusion of civil society and teachers' organizations during the GPE 2020 period. In 2020, 66 percent of countries included both civil society organizations and teachers' organizations in their education groups, up from 44 percent at the 2016 baseline. Teachers' organizations are on average less likely to be represented, as 68 percent of countries include them in education groups, while 94 percent include civil society organizations; nonetheless, the inclusion of both groups has risen steadily from the baseline.

GLOBAL-LEVEL OBJECTIVES: FINANCING AND PARTNERSHIP

GPE 2020 global objectives comprised mobilizing more and better financing for education and building a stronger partnership. During this period, GPE approved 145 major implementation grants worth $2.6 billion, of which 64 percent was allocated to PCFCs. In 2020, GPE approved 104 major implementation grants worth $1.47 billion and disbursed $818 million, reaching the highest level since GPE's inception. These numbers include 66 COVID-19 accelerated funding grants worth $467 million, in addition to traditional education sector program implementation grants.

Countries can access Multiplier funding by mobilizing at least $3 in new and additional external financing for every $1 from the Multiplier. Between 2018, when the Multiplier was introduced, and December 2020, 17 countries were approved for $136.6 million in Multiplier funding, which is expected to mobilize $552.4 million in cofinancing from 20 development partners.

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3.   Based on a stochastic frontier model; see chapter 3, box 3.1 for details.

The overall performance of implementation grants has been erratic since the baseline, with 81 percent rated on track with implementation in 2020 compared with 80 percent in 2016. Evidence from partner countries suggests that COVID-19 is affecting implementation of planned activities for almost all grants. The most common causes for delays are external risks outside the control of the program, such as political instability and teacher strikes, which were exacerbated by COVID-19.

The proportion of grants aligned to national systems grew from 34 percent in 2015 to 44 percent in 2020, with the majority of this progress taking place after the introduction of an alignment road map in 2017. However, the proportion of grants that were cofinanced or used sector-pooled funding has decreased slightly since the baseline, especially for PCFCs. Across partner countries, this proportion was 36 percent in 2020, down from 40 percent in 2015 but up from 31 percent in 2019.

In 2020, donors contributed nearly $882 million to GPE, recording the highest annual contribution since GPE's inception in 2002, and an increase of 46 percent over the average annual contribution during the 2016–19 period. The cumulative contribution from nontraditional donors, such as foundations or nonmembers of OECD-DAC, increased more than tenfold during GPE 2020, from $5 million to $51.3 million.

Overall, these GPE 2020 results point to substantial progress, with gains in access, equity and efficiency, as well as a variety of improved tools for sector planning and monitoring, harmonized financing and other key inputs to the provision of quality education. These efforts must be redoubled to preserve these gains despite the COVID-19 pandemic, and then to accelerate them in order to make Sustainable Development Goal 4 achievable by 2030. This will be the focus of the partnership in the coming years.

INTRODUCTION

The Global Partnership for Education is the largest global fund solely dedicated to transforming education in lower-income countries, and a unique, multi-stakeholder partnership. Founded in 2002, it works to deliver quality education so every girl and boy can have hope, opportunity and agency.

The partnership has completed implementation of GPE 2020, its strategic plan for the 2016–20 period that outlined an ambitious course of action to achieve three strategic goals:

› **STRATEGIC GOAL 1:** Improved and more equitable student learning outcomes through quality teaching and learning

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

› **STRATEGIC GOAL 3:** Effective and efficient education systems delivering equitable, quality educational services for all

These efforts were aligned with and supported Sustainable Development Goal 4, the world's commitment to inclusive and equitable quality education for all. Details on the new strategic plan for the 2021–25 period, GPE 2025, are available online, and future reports will cover its results.[1]

This is the final annual results report for GPE 2020. It presents progress and achievements of the partnership as measured against the targets set for 2019–20 in its results framework. It also discusses the partnership's progress during the implementation of the GPE 2020 strategy. This report thus informs the partnership about progress and challenges and aims to facilitate decision making about future action. It is not intended to evaluate GPE's impact—that role was performed by a portfolio of evaluations, as planned in the 2017 monitoring and evaluation strategy. However, when available, the report mobilizes the results of these evaluations to complement its findings and inform its message to the partnership.

GPE'S THEORY OF CHANGE AND RESULTS FRAMEWORK

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

At the global level, GPE 2020's strategic objectives were to (i) mobilize more and better financing, and (ii) build a stronger partnership. Activities underpinning the global strategic objectives formed the bedrock of the partnership for a strong interlocking of finance, knowledge and coordinated actions of diverse stakeholders in support of GPE 2020. The theory of change was accompanied by a results framework for GPE 2020, which encompassed a set of 37 indicators for the strategy's goals and objectives. Each indicator was associated with a set of milestones and targets to track the partnership's progress between 2015 and 2020 (see appendix A). Data for these indicators were collected from the partner countries and from international databases such as the UNESCO Institute for Statistics (UIS), as well as from the GPE Secretariat.

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1. GPE, *GPE 2025 Strategic Plan* (Washington, DC: Global Partnership for Education, 2021), https://www.globalpartnership.org/content/gpe-2025-strategic-plan.

UNDERSTANDING THE RESULTS PRESENTED

Most of the outcome and impact data available on the GPE 2020 strategic goals, mobilized through the UIS, household surveys and learning assessment programs, are at least two years old, owing to the time the UIS requires for data collection, cleaning, analysis and publication. As such, some 2020 data reflect results in 2018, which in turn reflect actions taken before 2018. As such, these do not fully capture the partnership's accomplishments during GPE 2020. For certain other indicators, data were not available in 2020 to assess the partnership's performance against the 2020 target. Because of data updates and other data issues, some of the targets set for 2020 may not be relevant, and a focus on the indicator trends may provide a better view of the partnership's progress. Despite these data issues, this final results report on GPE 2020 provides a comprehensive discussion of the partnership's achievements in delivering on the strategic plan's goals and objectives.

The COVID-19 pandemic posed a significant challenge for the partnership as a whole and for the GPE 2020 strategic plan in particular, as captured by some of the results framework indicators in 2020. This year's results report provides a special chapter dedicated to GPE's response to the pandemic. It discusses how the pandemic impacted the education sector in general and how the partnership deployed its instruments to help mitigate the pandemic's impact on the sector and boost the recovery from the pandemic.

IMPACT

1. IMPROVED AND MORE EQUITABLE LEARNING OUTCOMES

Improved and more equitable learning outcomes through quality teaching and learning

2. INCREASED EQUITY, GENDER EQUALITY AND INCLUSION

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.

OUTCOME

3. EFFECTIVE AND EFFICIENT EDUCATION SYSTEMS

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

THEORY OF CHANGE

COUNTRY-LEVEL OBJECTIVES

1. STRENGTHEN EDUCATION SECTOR PLANNING

Strengthen education sector planning and policy implementation

2. SUPPORT MUTUAL ACCOUNTABILITY

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

3. ENSURE EFFICIENT AND EFFECTIVE DELIVERY OF GPE SUPPORT

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

GLOBAL-LEVEL OBJECTIVES

4. MOBILIZE MORE AND BETTER FINANCING

5. BUILD A STRONGER PARTNERSHIP

GOALS

OBJECTIVES

SPECIAL CHAPTER:

Supporting Education Systems to Respond to COVID-19

SPECIAL CHAPTER: SUPPORTING EDUCATION SYSTEMS TO RESPOND TO COVID-19

While the world struggles to cope with the myriad emergencies brought on by COVID-19, the pandemic's impact on education cannot be underestimated. It has created the most serious education crisis of our lifetime, and this crisis is particularly acute in low and lower middle-income countries.
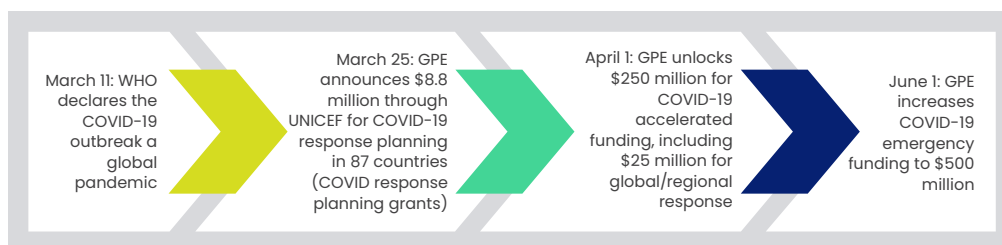
The global lockdown led to school closures in many GPE partner countries, which are expected to lead to learning loss and increased dropout rates. Disadvantaged children, especially girls, children with disabilities, those in remote areas or from poor families as well as refugees and displaced children are affected the most. Children in partner countries affected by fragility and conflict (PCFCs) are likely to fall even further behind because they tend to have less access to remote learning. As COVID-19 continues to unfold, some of the most vulnerable families may lose hope of their children making up lost learning, while the health and economic impacts of the pandemic push children into work or child marriage instead. This means that millions of children may never return to school.

GPE announced new grants immediately as the crisis began in March 2020 to help countries plan and execute their education response to COVID-19. Leveraging all partners, GPE mobilized cross-national knowledge sharing, supported civil society, and engaged in global advocacy to support countries to plan and implement effective education responses. This special chapter supplements GPE's regular results reporting with an overview of the grants and other measures taken to equip countries to respond to the crisis. An evaluation on GPE's support for the response to COVID-19 is also under way.

FIGURE A.1.

GPE RESPONDED EARLY TO THE PANDEMIC.
Timeline for GPE's COVID-19 support

March 11: WHO declares the COVID-19 outbreak a global pandemic

March 25: GPE announces $8.8 million through UNICEF for COVID-19 response planning in 87 countries (COVID response planning grants)

April 1: GPE unlocks $250 million for COVID-19 accelerated funding, including $25 million for global/regional response

June 1: GPE increases COVID-19 emergency funding to $500 million

Source: GPE Secretariat.

COMPLEMENTARITY BETWEEN COUNTRY-LEVEL GRANT MECHANISMS IN RESPONSE TO COVID-19

The COVID-19 accelerated funding window required that grant applications be based on the countries' own response plans, many of which have been developed with support from the GPE COVID-19 response planning grants.[a] It also required that the GPE funds be complementary to other sources of COVID-19 support. In addition, it placed a strong emphasis on reaching vulnerable populations, including girls, children with disabilities and poor or displaced children, who are most susceptible to fall further behind during the pandemic. The local education group in each country is intended to actively participate in varied activities throughout the accelerated funding grant cycle, from the selection of the grant agent to proposal endorsement and grant monitoring.

a. "As requested by the GPE Board, applications should demonstrate the link with the response plan that determines the need for the funding, ability to utilize it within the grant timeframe, and a focus on the most vulnerable." *GPE, Guidelines for COVID-19 Accelerated Funding Window* (Washington, DC: Global Partnership for Education, April 2020), https://www.globalpartnership.org/sites/default/files/document/file/2020-11-GPE-COVID-19-guidelines.pdf.

A.1. OVERVIEW OF GPE'S RESPONSE TO THE COVID-19 CRISIS

Following the global outbreak of COVID-19, GPE stepped up to provide a coordinated response and funding to partner countries for planning and implementing their response to the crisis (see figure A.1, box A.1 and appendix E). To date, GPE has mobilized US$509 million, representing the earliest and one of the largest external aid programs dedicated to education in the global pandemic response (figure A.2).

Within two weeks of COVID-19 being declared a global pandemic in March 2020, GPE provided immediate support for contingency and response planning through a multicountry allocation of $8.8 million[1] to 87 partner and eligible countries, managed by UNICEF as the grant agent.[2] By April 1, 2020, GPE had secured an initial $250 million for 67 eligible partner countries through a new dedicated accelerated funding window for COVID-19 response and recovery measures, including $25 million for global or regional responses to the crisis.[3] By

June 1, 2020, an additional $250 million was made available to meet high demand from countries.[4]

A.2. COVID-19 RESPONSE PLANNING GRANTS

As part of the COVID-19 response planning grant,[5] each country received a $70,000 or $140,000 allocation to fund interventions in three main areas:[6] (1) enhance education system-level response to the pandemic, (2) support the planning and implementation of safe school operation and risk communication, and (3) enhance knowledge sharing and capacity-building both for the current response and future pandemics. The implementation period for the grant was from March 2020 to March 2021. Adopting a multicountry mechanism[7] for these grants allowed GPE to mobilize and disburse these funds quickly on the ground with broad country coverage, enabling GPE financing to reach all partner countries. With support from the local education groups and UNICEF (the grant agent), governments

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1. $8.2 million excluding agency fee.
2. See GPE, "Global Partnership for Education Announces US$8.8 Million in Funding to Help UNICEF with COVID-10 Response," press release, March 25, 2020, https://www.globalpartnership.org/news/global-partnership-education-announces-us8-8-million-funding-help-unicef-covid-19-response.
3. Countries eligible for COVID-19 accelerated funding are those that are eligible for education sector program implementation grant funding, linked to the 2018–20 GPE eligibility list.
4. This decision stemmed from the countries' high demand for GPE's COVID-19-related funding and the notably positive joint efforts from partner countries, grant agents and local education groups to develop and rally behind the countries' COVID-19 response plans. This increased allocation allowed for eligible countries that had not yet applied for accelerated funding to do so within the allotted parameters, which were mainly related to allocation maximums, the time frame for applying and the development of a national COVID education response plan. While this additional funding was made possible by the Board through adjustment in other grant windows' funding amounts and financial carryovers, the Board also stressed the importance of GPE donors fully delivering on their pledges as agreed upon and called on donors, existing or additional, to provide further contributions. See GPE, "Decision on COVID-19 Increased Allocation" (Meeting of the Board of Directors, May 29, 2020), https://www.globalpartnership.org/content/decision-covid-19-increased-allocation-may-2020. Additional contributions from donors to the GPE COVID-19 funding window include those from Germany (€25 million), Finland (€2 million) and Sweden (SKr 14 million).
5. Eighty-seven countries received COVID-19 response planning grants: 74 partner countries and 13 GPE-eligible countries (but not yet considered partners) at the time of the application. Also, note that the Board extended partnership eligibility to a total of 90 countries (including current partner countries) as of February 2021. See GPE, "Final Decisions" (Meeting of the Board of Directors, November 30–December 3, 2020, BOD/2020/11/12-04), https://www.globalpartnership.org/sites/default/files/document/file/2020-12-GPE-board-decisions.pdf.
6. The larger allocation is given to countries with larger populations and more decentralized education systems (requiring more extensive engagement processes).
7. The planning grants delivered through UNICEF enabled GPE to reach all partner countries.

FIGURE A.2.

GPE'S SUITE OF SPECIAL GRANTS EQUIP COUNTRIES TO RESPOND TO COVID-19.
COVID-19 grants by amount, coverage and purpose

COVID-19 RESPONSE PLANNING GRANTS
> **$8.8 million**
> **87 partner and eligible countries**
> **Grant agent: UNICEF**
> Coordinated education response to the pandemic; communication around safe school operations; and knowledge sharing and capacity-building for the current response and future pandemics

COVID-19 ACCELERATED FUNDING GRANTS
> **$467 million**
> **66 partner countries**
> **Grant agent: varies**
> Implementation of coordinated national COVID-19 mitigation and recovery strategies for education aligned with government priorities

CONTINUITY OF LEARNING GLOBAL GRANT
> **$25 million**
> **48 partner countries piloting, global goods in development**
> **Grant agents: UNESCO, UNICEF and World Bank**
> Global and regional coordination; learning continuity at scale for the most marginalized; and monitoring, evidence, learning and preparation for future emergencies

COVID-19 GRANTS (IN US$ MILLIONS)
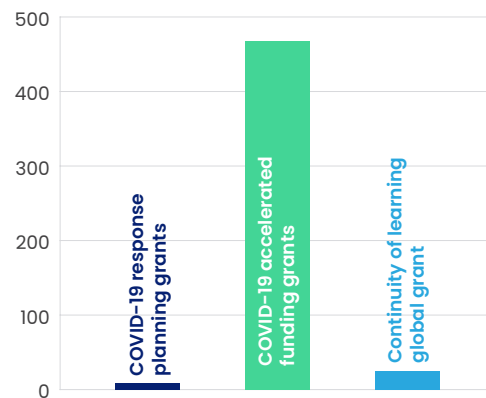
synchronized planning interventions, identifying which activities presented most value for the response at the country level, while at the regional level, UNICEF supported the identification of initiatives to benefit all countries in the region, especially in the areas of technical support, procurement, knowledge management and capacity development.

This funding mechanism used a process that was streamlined and focused on coordination to respond to the crisis in a timely and aligned manner. An analysis of an August 2020 survey completed by UNICEF country offices in all 87 recipient countries found that the activities funded are closely aligned with the planning grants' objectives and original intent. An examination of the activities undertaken also shows that countries' response planning included determining options to address immediate versus longer-term needs, use of evidence, equity focus and inclusiveness of the response process (see box A.2).[8]

A.3. COVID-19 ACCELERATED FUNDING GRANTS

To help partner countries mitigate the impact of the pandemic on children's learning and build more resilient education systems, GPE funded 66 COVID-19 accelerated funding grants worth $467 million in 66 partner countries. These grants, ranging in amount from $0.75 million to $20 million, help countries implement coordinated mitigation and recovery strategies aligned with government priorities, with a planned implementation period of 12 to 18 months. See box A.1 for details on how COVID-19 accelerated funding grants complement other country-level responses, as well as the grants' focus on marginalized children. The COVID-19 accelerated funding grants adopted an approval process that contributed to swift delivery of aid to the countries the most in need.

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8.   This analysis is based on the qualitative comments provided by UNICEF country offices in a survey covering the 87 countries that received COVID-19 response planning grants. Final survey data are as of August 2020. See UNICEF's COVID-19 National Responses in Education: UNICEF Global Tracker. Box A.2 presents data on the three categories of activities most frequently undertaken by countries who received COVID planning funding.

EXAMPLES OF ACTIVITIES FUNDED BY COVID-19 RESPONSE PLANNING GRANTS

RESPONSE PLANNING AT A NATIONAL OR SUBNATIONAL LEVEL

In addition to response plan development, countries used their planning grants to ensure proper coordination mechanisms between the different stakeholder groups within and beyond education (e.g., Guinea, Indonesia, Rwanda and Sierra Leone), or to conduct rapid assessments on COVID-19-related needs to inform the country planning process (e.g., Ghana, Papua New Guinea, Saint Vincent and the Grenadines, Tajikistan and Togo, among others).

58 COUNTRIES

PREPARATION OF ALTERNATIVE EDUCATION DELIVERY SYSTEMS

Countries used planning grants to prepare for the development of new online, TV and radio platforms for remote learning (e.g., Kyrgyz Republic, Samoa, Sudan and Tajikistan), often mobilizing social media. Plans were made to develop new content for distance learning (e.g., "Mon école à la maison" online program in Côte d'Ivoire), often in multiple languages (e.g., radio programs for multilingual early childhood education as well as sign language translation of video lessons in Cambodia). Some countries concentrated their assistance on direct, targeted learning support to the most vulnerable children. These included students with disabilities (e.g., Kyrgyz Republic and Ukraine) or those in rural areas or with limited access to digital, TV or radio platforms (e.g., printed learning packages in Cameroon, El Salvador, Sri Lanka and Sudan; access to devices in Dominica and Liberia).

60 COUNTRIES

PLANNING AND IMPLEMENTATION OF SAFE SCHOOL OPERATIONS

With regards to safe school operations, countries used planning grants to develop protocols for the safe reopening of schools (e.g., Dominica, Grenada, Honduras, Sierra Leone, Saint Lucia, and Saint Vincent and the Grenadines). Countries such as Chad and Nigeria also made plans to supply sanitation and hygiene materials to schools. Under planning for recovery and the reopening of schools, some countries designed plans for reopening "better schools": In Vietnam, for example, the new Opening Up Better Schools initiative integrates gender-based violence components. Indonesia also, for example, developed options for accelerating learning.

39 COUNTRIES

APPLICATION AND APPROVAL PROCESS

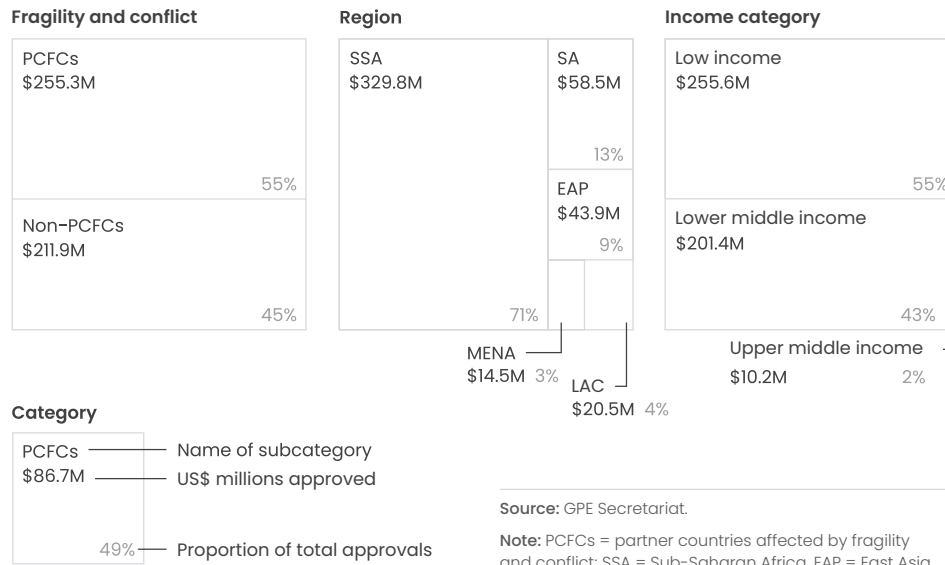GPE recognized the need for rapid response from the onset of the pandemic[9] and adopted a streamlined grant application, review and approval process, tailored specifically for this funding window, so the grants could get approved and disbursed quickly.[10] After the release of the guidelines for this funding window in mid-April 2020,[11] 78 percent of eligible

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9.   GPE, "GPE COVID-19 Response" (Meeting of the Board of Directors, March 31, 2020, BOD/2020/03 DOC 02), https://www.globalpartnership.org/sites/default/files/document/file/2020-03-GPE-COVID19-response_EN.pdf.

10. For how the process has been streamlined and accelerated, see GPE, *Grant Status Report 2020* (Washington, DC: Global Partnership for Education, 2020), https://www.globalpartnership.org/content/grant-status-report-2020-novemberdecember-2020.

11. GPE, *Guidelines for COVID-19 Accelerated Funding Window* (Washington, DC: Global Partnership for Education, 2020), https://www.globalpartnership.org/sites/default/files/document/file/2020-11-GPE-COVID-19-guidelines.pdf.

A LARGE SHARE OF COVID-19 ACCELERATED FUNDING GRANTS WERE ALLOCATED TO COUNTRIES AND REGIONS WITH HIGHER COVID-RELATED LEARNING LOSSES PREDICTED.

Distribution of approved COVID-19 accelerated funding grants by income, PCFC category and region

Fragility and conflict

PCFCs
$255.3M

55%

Non-PCFCs
$211.9M

45%

Region

SSA
$329.8M

SA
$58.5M

13%

EAP
$43.9M

9%

71%

MENA
$14.5M 3%

LAC
$20.5M 4%

Income category

Low income
$255.6M

55%

Lower middle income
$201.4M

43%

Upper middle income
$10.2M   2%

Category

PCFCs ——————— Name of subcategory
$86.7M ——————— US$ millions approved

49% —— Proportion of total approvals

Source: GPE Secretariat.

Note: PCFCs = partner countries affected by fragility and conflict; SSA = Sub-Saharan Africa, EAP = East Asia and Pacific, LAC = Latin America and Caribbean, MENA = Middle East and North Africa, SA = South Asia. Upper middle income countries are mainly GPE partner countries in Small Islands and Landlocked Developing States.

countries (52 out of 67) submitted their application by the end of May.[12] On average, grant proposals were approved within 32 calendar days after countries submitted their application package to the Secretariat.[13]

Out of 66 grants approved, 41 grants (62 percent) started within a month from the approval as expected for this funding window.[14] This is much shorter than regular implementation grants, which take 5.3 months on average to start implementation after their approval.[15] However, 12 COVID-19 accelerated funding grants took longer than 100 days to start

implementation after approval,[16] mainly owing to external factors such as change or absence of key ministry officials.[17]

COUNTRY COVERAGE

A large share of the COVID-19 accelerated funding grants are allocated to countries and regions that have been the most affected by school closures because of the pandemic (figure A.3). More than half (55 percent) of the total volume of the COVID-19 accelerated funding grants was allocated to PCFCs, home for 60 percent of out-of-school children due

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12. Grant applications were processed and approved on a "first come, first served" basis.
13. Regular accelerated funding grants average approximately 54 days to get approved. This timeline was made possible by the delegation of authority to approve grants to the GPE CEO and a streamlined proposal review process conducted by the Secretariat.
14. COVID-19 accelerated funding grants are expected to become effective within one month of GPE approval. This is included in the program standards for assessment of grant proposals. GPE, *Guidelines for COVID-19 Accelerated Funding Window*.
15. Average of all grants approved between 2016 and 2020, excluding the ones that were pending as of December 2020. It should be noted that the time taken from approval to start date varies greatly among the grants and many factors are at play: for example, grant agent and/or whether there are conditions that countries should fulfill before starting a grant.
16. Bangladesh, Burkina Faso, Chad, Ethiopia, Madagascar, Mali, Nepal, Pakistan, Sierra Leone, Sudan, Tonga and Yemen.
17. For some countries, issues related to grant agents' internal approval procedure and capacity to start a grant in an emergency context contributed to some delays. The impact of the delayed start was mitigated for some of the World Bank grants through the use of a retroactive financing agreement, which enabled countries to start some activities before the actual start date for the COVID-19 accelerated funding.

LOW-INCOME COUNTRIES PRIMARILY USE RADIO, TV AND PRINTED MATERIALS TO DELIVER DISTANCE LEARNING.

Average proportion allocated to different distance learning modalities, by income category (in percentage)

- ■ Average proportion allocated to printed materials
- ■ Average proportion allocated to radio/TV-based learning
- ■ Average proportion of internet/phone-based learning
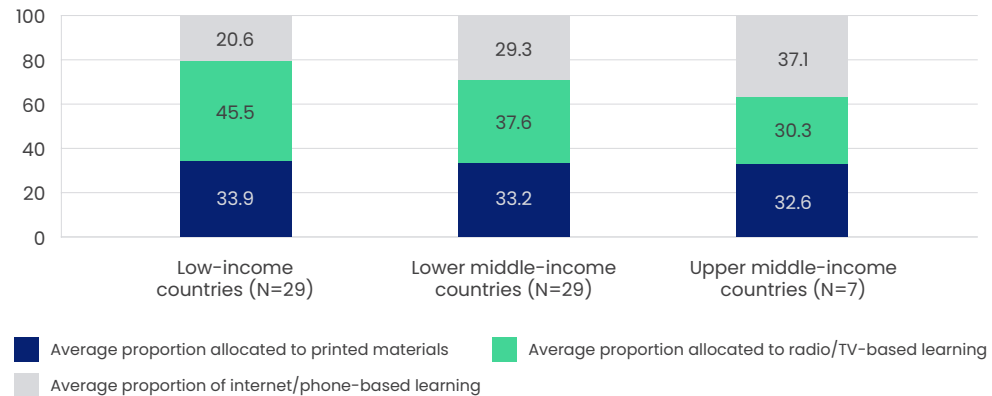
Source: GPE Secretariat.

Note: This figure includes 65 grants that allocated some amount to distance learning.

to the pandemic.[18] According to UNESCO's projection,[19] large shares of learners at risk of not returning to school because of the pandemic are found in South and West Asia and Sub-Saharan Africa.[20] These regions will receive 83 percent of the accelerated funding, or $388 million. The same projection found that low-income countries may experience a greater increase of students at risk of dropout because of COVID-19. GPE allocated 55 percent of its COVID-19 accelerated funding, or $256 million, to low-income countries. The remaining portion of funding is going to lower and upper middle-income countries.[21]

ALIGNMENT TO THE GPE 2020 STRATEGIC GOALS

The COVID-19 accelerated funding grants support all three GPE 2020 strategic goals: learning, equity and systems strengthening. Thirty-six percent of grant funds support learning (totaling $162 million), 40 percent support equity ($180 million) and 24 percent support system strengthening ($109 million).[22] Further details on the allocation of COVID-19

grants to different thematic areas can be found in appendix D, and a more in-depth discussion of country-level responses by theme follows in appendix E.[23]

Equitable Learning Outcomes – The COVID-19 accelerated funding grants support a variety of learning-related activities, including distance learning, teachers' development and accelerated learning. For example, to support learning continuity during school closures, all countries with COVID-19 accelerated funding grants (with one exception)[24] support distance learning activities. Upper middle-income countries in general tend to allocate more resources to internet- or phone-based distance learning, while lower middle- and low-income countries seem to invest more in radio, TV and printed materials to provide distance learning (figure A.4). To support teachers during and after school closures, a total of $36.5 million was dedicated to teachers' development activities, including training on remote teaching strategies, psychosocial and mental health support as well as training on how to identify learning gaps and implement catch-up lessons after school reopening. In some countries, the COVID-19

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18. Calculation by GPE Secretariat using the World Bank Education COVID-19 School Closures Map and UIS data on enrollments.
19. UNESCO, "How Many Students Are at Risk of Not Returning to School?" (Advocacy paper, UNESCO, Paris, July 30, 2020), https://unesdoc.unesco.org/ark:/48223/pf0000373992.
20. Some 6.9 million children in pre-primary to lower secondary levels (2.8 million children in South and West Asia and 4.1 million in Sub-Saharan Africa) are at risk of not returning to school, which accounts for 60 percent of children globally at risk of not returning for these education levels.
21. Upper middle-income countries are mostly GPE Small Islands and Landlocked Development States (SILDS) partners.
22. Based on the latest program documents as of March 2020. There will be no new grants for this funding window as it was closed at the end of September 2020.
23. It is important to note that many partner countries were affected by the recent Ebola outbreak in the Sub-Saharan Africa region. Existing evidence, including learning from countries' response to the Ebola crisis, was useful for the design of the GPE-funded interventions.
24. In Afghanistan, distance learning is supported by Education Cannot Wait.

accelerated funding also supports learning assessments systems.[25] A total of $7.5 million has been allocated to support this area, including formative assessment during school closures and the conduct or adaptation of national assessments after school reopening.

Equity, Gender Equality and Inclusion in Access to Education – All COVID-19 accelerated funding grants include support for improving equity and addressing specific disparities identified in each country context. In particular, a total of $98 million is allocated to provide targeted support to marginalized children. As an example, in Sudan, the grant aims to protect vulnerable children—particularly girls—from sexual abuse, violence and pregnancy by using technology to disseminate health messages. It also aims to improve child safeguarding by promoting parents' participation in distance learning, and to ensure that schools are safe when students drop off their assignments.[26] In Zambia, children with special education needs are provided with adapted tablets to access remote learning alongside their peers.[27] Fourteen grants also support refugees or internally displaced persons, for instance, providing additional literacy support to refugee students.[28] To ensure all children return to school when it safely reopens, grants provide targeted support to vulnerable children through school feeding, cash transfers and in-kind support.

Efficient Education Systems – To minimize student dropout, COVID-19 accelerated funding is supporting partner countries to prepare schools for safe reopening. Grants typically finance the construction of WASH (Water, sanitation and hygiene) facilities, disinfection and sanitization of classrooms, and development of guidelines for safe school reopening. Back-to-school campaigns are supported in 79 percent of the grants (52 out of 66). Countries are also taking a variety of measures to provide remedial programs for students at risk of repetition.[29] 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.

FUNDING ALLOCATION TO DIFFERENT PHASES OF RESPONSE TO THE PANDEMIC: MITIGATION AND RECOVERY

Overall, activities funded by the COVID-19 accelerated funding grants are conducted either during the mitigation phase—alleviating negative impacts of the pandemic on education—or in the recovery phase—ensuring all children return to school once it safely reopens and strengthening the resilience of education systems. On average, countries allocated a higher proportion of their grant funds to recovery (51 percent) than mitigation (43 percent). However, the proportion allocated to mitigation and recovery, and to each thematic area, varies by fragility category and income level (figure A.5). While non-PCFCs dedicated a higher share of resources to learning activities during the mitigation phase, PCFCs allocated a higher proportion of funds to equity-related activities in the recovery phase. On average, upper middle-income countries dedicated more than two-thirds (69 percent) of their grants to provide remote learning during school closures in the mitigation phase. On the other hand, in low- and lower middle-income countries a higher proportion of grant funds were allocated to recovery efforts. Among low-income countries, 29 percent of the grant amount was invested in equity-related activities during the recovery phase, making sure all children get back to school once it safely reopens.

OVERALL IMPLEMENTATION STATUS OF COVID-19 ACCELERATED FUNDING GRANTS

To enable a continuous learning from grant implementation and periodical assessment of grant performance, countries and grant agents are required to report on the progress of the COVID-19 accelerated funding on a quarterly basis. As of June 2021, of the 59 grants that had at least one monitoring survey submitted and verified by the Secretariat, the implementation progress was rated as moderately satisfactory or above for 56 grants (95 percent of the grants).[30] Two grants were rated as moderately unsatisfactory and one was rated

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25. This funding for learning assessment systems is only channeled to countries through the COVID-19 accelerated funding grants. Implementation grants also allocated funding to learning assessment systems (see chapter 1). The COVID-19 accelerated funding grants support specific needs around in the context of the COVID-19 pandemic. For instance, the grants support partner countries to monitor and assess student learning during and after the COVID-19-related school closures.

26. For more on this grant, see S. Dhar and C. Valenzuela, "Sudan: The Coronavirus Pandemic Forces Schools to Innovate," *Education for All* (blog), Global Partnership for Education, September 7, 2020, https://www.globalpartnership.org/blog/sudan-coronavirus-pandemic-forces-schools-innovate.

27. 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.

28. Afghanistan, Cameroon, Central African Republic, Chad, Republic of Congo, Djibouti, Kenya, Malawi, Myanmar, Somalia–FGS, Somalia–Puntland, Sudan, Uganda and Yemen have planned to support refugees or internally displaced children.
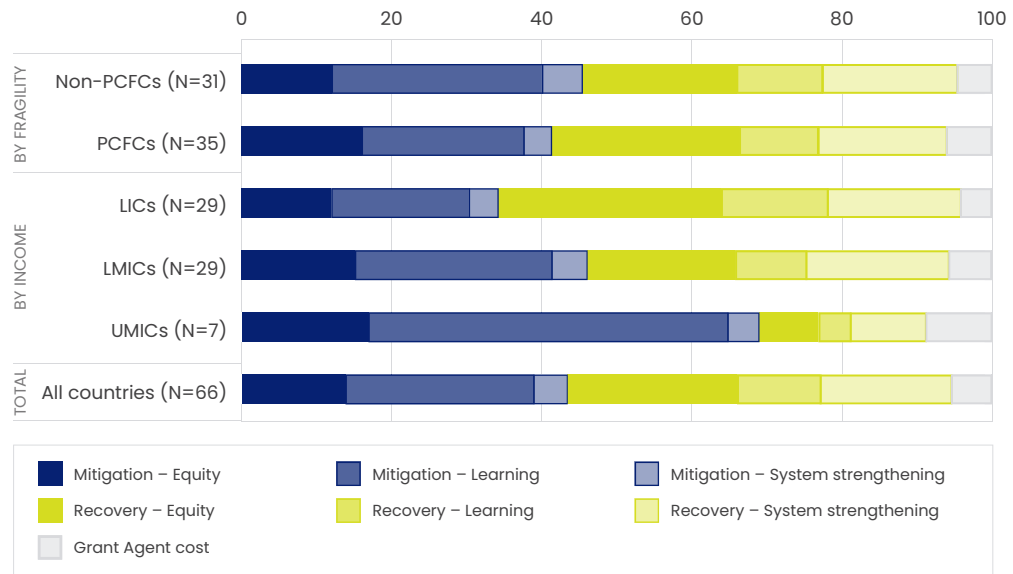
29. Benin, for instance.

30. Overall grant performance is assessed by taking into consideration the progress of the individual program components, program management, financial management, procurement, monitoring & evaluation, actual disbursement against planned disbursement and is rated as highly satisfactory, satisfactory, moderately satisfactory, moderately unsatisfactory, unsatisfactory and highly unsatisfactory.

FIGURE A.5.

WHILE UPPER MIDDLE-INCOME COUNTRIES PRIORITIZE LEARNING DURING MITIGATION PHASE, LOW-INCOME COUNTRIES INVEST IN GETTING ALL CHILDREN BACK TO SCHOOL.

Average proportion of dollar amount allocated to learning, equity and systems during mitigation and recovery phases, by fragility category and by income level

Legend:
- Mitigation – Equity
- Mitigation – Learning
- Mitigation – System strengthening
- Recovery – Equity
- Recovery – Learning
- Recovery – System strengthening
- Grant Agent cost

Source: GPE Secretariat.

Note: Data labels above the bars indicate proportion allocated to mitigation (blue) and recovery (chartreuse). PCFCs = partner countries affected fragility and conflict; LICs = low-income countries, LMICs = lower middle-income countries, UMICs = upper middle-income countries. UMICs are mainly GPE partner countries in Small Islands and Landlocked Developing States.

as unsatisfactory.[31] These surveys show substantial progress in the key activities for both mitigation and recovery.[32] In the area of mitigation, distance learning activities supported by the grants have reached a total of 40 million children so far. In the area of recovery, 116,000 schools received some support from COVID-19 accelerated funding and successfully reopened.

In terms of financial flow, out of $467 million that was approved, $466 million had already been disbursed to grant agents by June 2021.[33] For the 59 grants with available monitoring data, $188 million[34] (47 percent of the total amount approved for these grants) had been used by the grant agents.[35]

A.4. GLOBAL AND REGIONAL COORDINATION, LEARNING AND KNOWLEDGE SHARING

During the pandemic, GPE has actively leveraged the power of multisector and multi-stakeholder coordination, and nurtured learning and knowledge sharing at the global and country levels to facilitate response and recovery efforts.

CONTINUITY OF LEARNING GLOBAL GRANT

With the aim of helping partner countries adopt evidence-based strategies and measures to respond to the pandemic, GPE provided $25 million to UNESCO, UNICEF and the World Bank to work together to implement the continuity of learning

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31. Reasons for unsatisfactory ratings include extension of school closure which resulted in postponement of activities planned for after school reopening and limited capacity of staff to follow through the program implementation.
32. The monitoring survey responses are self-reported.
33. A disbursement of US$1 million to OECS is scheduled for July 2021.
34. This is the total amount used as of June 2021 for grants with at least one monitoring survey submitted and verified. It is different from the amount used for COVID-19 accelerated funding grants presented in chapter 5 and appendix J, which show utilization amounts as of June and December 2020.
35. For some countries, activities were progressing despite the apparent low utilization. In fact, some COVID-19 accelerated funding grants with the World Bank as the grant agent use a retroactive financing arrangement, which enables countries to use up to 40 percent of the grant amount up to 12 months before the signing of the financing agreement. For more details, see GPE, *Grant Status Report 2020.*

program. These grant agents were selected after an open invitation was sent to GPE partners. Selecting three grant agents instead of a single one aims to improve coordination in the global education sector response to the pandemic and manage efficiencies in the agencies' efforts.[36]

The grant includes a range of activities focused on three main components: global and regional coordination; learning continuity at scale for the most marginalized; and monitoring, evidence, learning and preparation for future emergencies. The grant targets 48 partner countries for piloting work but will eventually benefit the whole partnership. The grant activities seek to connect with other GPE instruments, including KIX regional hubs, and undertake joint meetings and linked dissemination efforts.

The grant has made satisfactory progress overall toward accomplishing its three components.[37] As of the end of January 2021, the cumulative grant amount used was $8.1 million. Prominent achievements include the launch of the regional online learning platform on quality education resources (Imaginecole);[38] the development of nearly all of the necessary practical resources for countries as part of their Read@Home program;[39] the development of varied guidelines and toolkits, as well as tools for parents on remote learning; and the expansion of the Learning Passport online platform.[40]

OTHER COVID-19-RELATED KNOWLEDGE SHARING AND ADVOCACY ACTIVITIES THROUGH KIX AND EDUCATION OUT LOUD

In November 2020, the GPE Knowledge and Innovation Exchange (KIX) launched a new observatory on COVID-19 responses in educational systems in Africa.[41] Funded for a duration of 18 months and with an aim to support continuity of learning approaches, this new observatory collects and disseminates evidence on how GPE partner countries in Africa address system-level challenges owing to the pandemic. For instance, in January 2021, the KIX COVID-19 observatory published a brief on teaching and learner well-being during the COVID-19 pandemic.[42] The observatory also gathers evidence on key non-schooling impacts of school closures on the most marginalized children and girls. In addition, the four KIX hubs have organized a number of knowledge exchange events for partner countries.[43]

With GPE support, civil society has adapted to the protracted pandemic. A recent progress report[44] on Education Out Loud implementation shows how civil society stepped up to contribute to the (virtual) knowledge sharing, advocacy and policy development agendas, further advocating for inclusive and quality education.[45] In addition to interventions through KIX and Education Out Loud, GPE has directly engaged country and global actors to ensure that the appropriate tools and knowledge base were being mobilized to fight the crisis together as a partnership.[46]

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36. UNESCO has been leading the interventions related to monitoring, evidence, learning and the preparation for future emergencies, as well as the efforts related to global and regional coordination. UNICEF and the World Bank are co-leading the activities pertaining to learning continuity at scale that reaches the most marginalized children. The grants' total allocation of $25 million was allotted in three tranches to the trio of continuity of learning global grant agents: The first tranche ($7.5 million) was approved in April 2020, the second tranche ($12.5 million) in June and the third tranche ($5 million) in September. An adaptive management approach is embedded in the grant, with the grant's steering committee meeting every six months to examine progress against targets based on the periodic data collection exercises, and to propose tweaks to implementation.

37. As of January 2021, three periodic surveys had been submitted by the grantees on grant implementation progress: two bimonthly progress surveys (July and September, 2020) and one biannual progress survey (November 2020).

38. Imaginecole is a regional online learning platform for 6.6 million Francophone learners in West and Central Africa. See https://imaginecole.africa.

39. Thirteen countries have been selected to participate in the first wave of Read@Home: Cameroon, Djibouti, El Salvador, Honduras, Marshall Islands, Mozambique, Niger, North Macedonia, Philippines, Sao Tome and Principe, Senegal, Sudan and Uzbekistan. See https://www.worldbank.org/en/topic/education/brief/read-at-home.

40. The Learning Passport is an online, offline and mobile platform that enables continuous access to quality education. Its flexibility and adaptability allow countries to easily and quickly adopt it as their national learning management system or use it to complement existing digital learning platforms. See https://www.learningpassport.org/.

41. The observatory is led by a consortium composed of the Association for the Development of Education in Africa (ADEA), the African Union's International Centre for Girls' and Women's Education in Africa (AU/CIEFFA) and the UNESCO Institute for Statistics (UIS). Find more information at https://www.gpekix.org/project/observatory-covid-19-responses-educational-systems-africa.

42. KIX COVID-19 Observatory, *Teaching and Learner Well-Being During the COVID-19 Pandemic* (Washington, DC: Global Partnership for Education, 2021), https://www.globalpartnership.org/sites/default/files/document/file/2021-02-GPE-KIX-brief-teaching-learner-well-being-covid.pdf.

43. For instance, in November 2020, the KIX Africa 19 hub provided a virtual opportunity for country representatives from Lesotho, Malawi and Sierra Leone to share their teaching/learning responses, challenges and successes with other stakeholders. In February 2021, the KIX Latin America and the Caribbean hub organized a discussion on the post-pandemic challenges and opportunities for education systems in the Eastern Caribbean countries.

44. Education Out Loud, *Status Report July 2020: Interventions in the Face of COVID-19* (Washington, DC: Global Partnership for Education, 2020), https://educationoutloud.org/sites/default/files/2021-02/EOL_StatusReportJuly2020_Web.pdf. See an overview of the findings here: https://educationoutloud.org/status-report-july-2020-interventions-face-covid-19.

45. For example, after conducting a rapid survey on the impact of COVID-19 on education, the Campaign for Popular Education (CAMPE), which is the National Education Coalition in Bangladesh, organized a webinar to contribute to policy dialogue on inclusive and quality education. This webinar involved about 120 individuals, including senior government officials, legislators, think tanks and civil society organizations. CAMPE then built on their webinar's momentum by subsequently reaching out to the government with concrete requests related, among others, to education financing and a new recovery plan.

46. These engagements included a virtual ministerial-level dialogue in May 2020 on learning from Sierra Leone's experience responding to the Ebola crisis, a series of workshops with 13 partner countries in October 2020 on longer-term scenario planning and on the simulation of the potential impact of COVID-19 on education systems, and a dialogue with UNICEF as well as other partners (including Africa Centers for Disease Control and Prevention, USAID and WHO Africa) around preparations for school reopening and safety in early 2021.

AN EARLY EVALUATION OF GPE'S COVID-19 RESPONSE

Suitability of GPE support and grant application mechanisms: GPE funding was deemed to be available in a timely fashion, with an average of 32 calendar days between application submission and approval. As a stakeholder noted, "GPE filled a big hole … it was done quickly and efficiently." A number of factors enabled this efficiency, including the advantage of an accelerated grant funding mechanism already in place at GPE as well as the quality of the applications received, in part due to sufficient capacity of stakeholders and institutions at the country level. GPE's COVID-19 funding guidance, standards and replicable/traceable processes also helped partners to submit efficient, relevant and high-quality grant applications. Another key strength of the grant process was its flexibility, which was appreciated by partners and appropriate to the changing nature of both the pandemic and country needs. Further, the multi-stakeholder nature of the GPE operating model allowed for the strengths of many organizations to be brought together to support partner countries, with governments empowered to take ownership of the process. Though the initial first-come-first-served funding approach was not perceived as an appropriate strategy, the subsequent needs-based approach was welcomed. Finally, the importance of GPE's requirements for reliable and timely data and accountability was acknowledged, although stakeholders wished for a better balance between these requirements and context-focused reporting.

Type and relevance of interventions: Mitigation and recovery represented 39 percent and 61 percent of costed interventions, respectively. There was a particular spotlight on information and communications technology across country grants, although contextual challenges (for example, access to electricity, internet) impacted the implementation of related initiatives. GPE's grant requirement for a clear and comprehensive COVID-19 national response plan supported a cohesive approach from country partners. The pandemic did, however, highlight the already recognized weaknesses within the education systems and beyond, and catalyzed the need to address these—for example, gender and other forms of marginalization. The pandemic also emphasized the need for systems to be able to adapt to and prepare for other crises in the future. On a positive note, GPE support appeared to moderately aid some countries' system strengthening and long-term capacity building. Indeed, COVID-19 accelerated funding grants bridged an important gap: addressing immediate emergency needs and ensuring the safe return to school allowed the ongoing (other) GPE grants to remain focused on longer-term education goals.

Efficiency and (early) effectiveness of grant implementation: Most GPE COVID-19 accelerated funding grants started implementation within a month from approval. Where grants took longer to implement, external factors such as issues with procurement, government restructuring or extended school closures were involved. As of the end of May 2021, 56 grants had a progress rating of moderately satisfactory or above, and 3 grants a rating of moderately unsatisfactory or below. Meanwhile, 100 percent of funding had been disbursed (from GPE to grant agents) and 47 percent used (from grant agent to grant recipient). Of note is that several innovative practices and successes began to emerge across key areas (namely, learning outcomes, access to education, gender equality, teachers and the quality of teaching), while innovative partnerships with the private sector were also leveraged. Further, GPE support encouraged global, regional and national coordination as well as the sharing of learning and knowledge among partners, although cross-sectoral engagement remained limited and there was a lack of community engagement in some contexts. There is also a need to further examine differences between provision of services and whether or not they are used, and the actual reach of, and children's learning stemming from, GPE interventions.

LOOKING AHEAD

As partner countries weather the remainder of the COVID-19 pandemic and move into the recovery phase, the whole of the partnership will remain dedicated to supporting them to maintain resilient education systems and make up lost ground in equitable access and learning. An evaluation report on GPE's support during the COVID crisis will be published in the third quarter of 2021. This report will depict not only how the partnership has supported countries in responding to the pandemic and addressing its lingering effects on equitable access and education quality, but also what can be learned with regard to longer-term system resilience and adaptability to shocks and crises (see box A.3).

LEARNING OUTCOMES

RESULTS AT A GLANCE

IMPACT

GOAL 1

Improved and more equitable learning outcomes.

#1
Proportion of **partner countries with improved learning outcomes.**
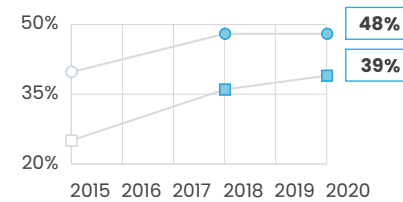
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*20 countries with data available.

OUTCOME

GOAL 3

Effective and efficient education systems

#15
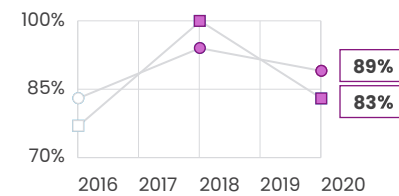**48% of partner countries** had a learning assessment system that met quality standards.

COUNTRY-LEVEL

OBJECTIVE 3

Effective and efficient GPE financing

#20
89% of grants **supported EMIS/LAS**.

*78% of active implementation grants in fiscal year 2020 invested in activities related to learning assessments.

	Baseline	Milestone met	Milestone not met	Insufficient data
Overall	○	● ●	●	–
PCFCs	☐	■ ■	■	

KEY FINDINGS

- Overall, 70 percent of partner countries with available data saw improvements in learning outcomes between 2010–15 and 2016–19.

- More GPE partner countries implemented learning assessments during the GPE 2020 period. In 2020, 27 countries had learning data available to measure progress, up from 20 countries in 2015.

- The quality of the learning assessment systems improved, as 48 percent of partner countries had a learning assessment system meeting quality standards in 2020, up from 40 percent in 2015.

- Despite the overall learning progress, learning outcomes still need to improve at a faster pace to meet the SGD 4 goal.

- Learning remained the largest investment area of GPE 2020. A total of US$775 million in funding was allocated to activities designed primarily to improve learning, representing 36 percent of GPE implementation funding approved between 2016 and 2020.

LEARNING OUTCOMES

Improving learning outcomes for all is one of the main goals of the GPE 2020 strategic plan. This ambition is in alignment with Sustainable Development Goal (SDG) 4.[1] During the implementation of GPE 2020 (2016–20), some countries experienced improvements in learning outcomes. GPE's financial support contributed to boosting the quality of learning assessment systems, and thereby the availability of data to measure progress on learning. This chapter provides an overview of the progress in learning outcomes and an analysis of the status of learning assessment systems in partner countries. The chapter also discusses how GPE funds and programs support learning and the strengthening of learning assessment systems.

1.1. TRENDS IN LEARNING OUTCOMES IN PARTNER COUNTRIES (Indicator 1)

GPE tracks trends in learning outcomes using available international, regional and national learning assessments. Indicator 1 captures the proportion of partner countries showing improvements in learning outcomes in basic education over the implementation period of GPE 2020. The baseline data from 20 partner countries with at least two data points available for the 2000–2015 period showed some progress in learning outcomes during that time.[2] Overall, 65 percent of partner countries (13 out of 20) showed improvements in learning outcomes between the periods 2000–2010 and 2011–15. In partner countries affected by fragility and conflict (PCFCs), two out of four countries showed improvements.

The 2020 target measures improvements between 2010–15 and 2016–19.[3] Data from 141 learning assessments (90 national assessments, 42 regional assessments and nine international assessments) at the basic education level are available. These assessments were administered more than once, and 27 countries have at least two comparable learning data points that can be used to inform Indicator 1.[4] The number of partner countries with data available to measure progress in learning outcomes improved from the 20 countries at baseline. Of the available learning assessments, 77 measure reading abilities, while 64 assess learning outcomes in mathematics. Overall, 70 percent of partner countries with available data (19 out of 27) saw improvements in learning outcomes.[5] Learning outcomes declined in five countries[6] and remained stable in three countries.[7] PCFCs registered slower progress, with only

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1. SDG 4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
2. To inform the learning outcomes indicator, data must meet three key criteria: (1) The data must be representative of the student population (including boys and girls) at either the national or subnational level; (2) the learning assessment must measure achievements in language, mathematics and/or other key subject areas in basic education; and (3) the data must include learning level scores that are comparable across years (same subjects, same scale, and drawing from equivalent samples of students). See appendix F. for more information on the learning assessment data used to inform Indicator 1. For details on any indicator methodology, replace X with the number of the indicator in the following URL address: https://www.globalpartnership.org/content/methodology-sheet-gpe-result-indicator-X.
3. The original methodology of Indicator 1 requires tracking learning improvement between 2011–15 and 2016–19. Given the timing of the learning assessments, including learning assessments administered in 2010 allows more robust comparisons with a higher number of comparable learning assessments.
4. The data from these 141 learning assessments were aggregated for each country following the Indicator 1 methodology. A total of 27 countries have data available in 2020, including 10 countries that were in the sample at baseline and 17 new countries.
5. Albania, Bangladesh, Benin, Cambodia, Chad, Republic of Congo, Côte d'Ivoire, Eritrea, The Gambia, Georgia, Ghana, Honduras, Moldova, Nepal, Niger, Rwanda, Senegal, Tanzania and Zimbabwe.
6. Burkina Faso, Burundi, Ethiopia, Lesotho and Togo.
7. Cameroon, Madagascar and Mozambique.

BOX 1.1. PASEC RESULTS SHOW SOME IMPROVEMENTS IN READING AND MATHEMATICS

Ten francophone countries in the West and Central Africa regions participated in the Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN (PASEC) test in reading and mathematics in 2014 and 2019.[a] Overall, the average reading score at grade 6 increased by 20 points (from 500 to 520, or a 4 percent increase) between 2014 and 2019. Six out of the 10 countries show significant improvement in reading at grade 6, and out of these Benin (+62, or 12 percent improvement from 2014), Republic of Congo (+39, or 8 percent), Niger (+67, or 17 percent) and Senegal (+27, or 5 percent) show remarkable progress. However, progress in mathematics at grade 6 is mixed. The average score only improved by 1.5 points (or 0.3 percent). Of the 10 countries with comparable data in 2014 and 2019, Benin (+37, or 7 percent) and Niger (+56, or 14 percent) are the only two with significant progress. The average mathematics score declined in Burundi (-48, or 8 percent decline from 2014), Côte d'Ivoire (-22, or 5 percent) and Togo (-25, or 5 percent) and remained stable in the rest of the countries. This shows that countries are overall facing challenges related to learning mathematics. At grade 2, the average learning score significantly improved between 2014 and 2019, by 33 points (7 percent) in reading and 38 points (8 percent) in mathematics. This means that preparedness at the beginning of primary school has improved, which could translate into future progress at the end of primary school, especially in mathematics.

Despite this apparent progress in learning outcomes in some countries, the PASEC 2019 report notes that inequality among students within countries overall increased from 2014 to 2019. Increased differences in the quality of schools is one of the main drivers of learning inequality among students. In addition, analysis by the Center for Global Development shows that learning levels are low in the PASEC countries when compared to international learning assessments. PASEC 2019 results show that 48 and 38 percent of students at the end of primary school reach the minimum proficiency level in reading and mathematics, respectively. This means that the majority of PASEC students do not achieve the lowest PIRLS/TIMSS competency level. A comparison with the World Bank's Harmonized Learning Outcomes (HLO) score shows that while reading skills at the end of primary education have improved by 15 points on the HLO scale, if this rate of progress is maintained, these countries would nonetheless need 45 years to catch up with the current level of performance of European countries.

a. These countries are among the 27 countries included in the Indicator 1 calculation.

Sources: PASEC, *Rapport international PASEC2019* (Dakar: PASEC, 2020), https://www.confemen.org/rapport-international-pasec2019; A. Le Nestour, "New PASEC Results Show Modest Improvements in Student Learning in Francophone Africa, but Inequalities Are Widening," *Commentary and Analysis* (blog), Center for Global Development, January 19, 2021, https://www.cgdev.org/blog/new-pasec-results-show-modest-improvements-student-learning-francophone-africa.

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64 percent (7 out of 11 countries) showing improvements.[8] Learning declined in three PCFCs[9] and remained stable in one PCFC.[10] While not all learning assessment results are comparable over time, the relatively high number of partner countries participating in PASEC in 2014 and 2019 means that assessment can provide a useful window into country-level progress (box 1.1). While not all learning assessment results are comparable over time, the relatively high number of partner countries participating in PASEC in 2014 and 2019 means it can provide a useful window into country-level progress (box 1.1).

Despite the learning improvement captured by Indicator 1, overall learning levels are still low in GPE partner countries. According to the World Bank's learning poverty indicator, on average, 76.6 percent of children across 28 partner countries with data available (including out-of-school children) are not able to read and understand a simple text by age 10.[11] In other words, only 23.4 percent of children among the population of the end-of-primary age can read and understand a simple text. This shows that learning levels are low on average in partner countries with data. However, there are important

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8. Chad, Côte d'Ivoire, Eritrea, The Gambia, Nepal, Rwanda and Zimbabwe.
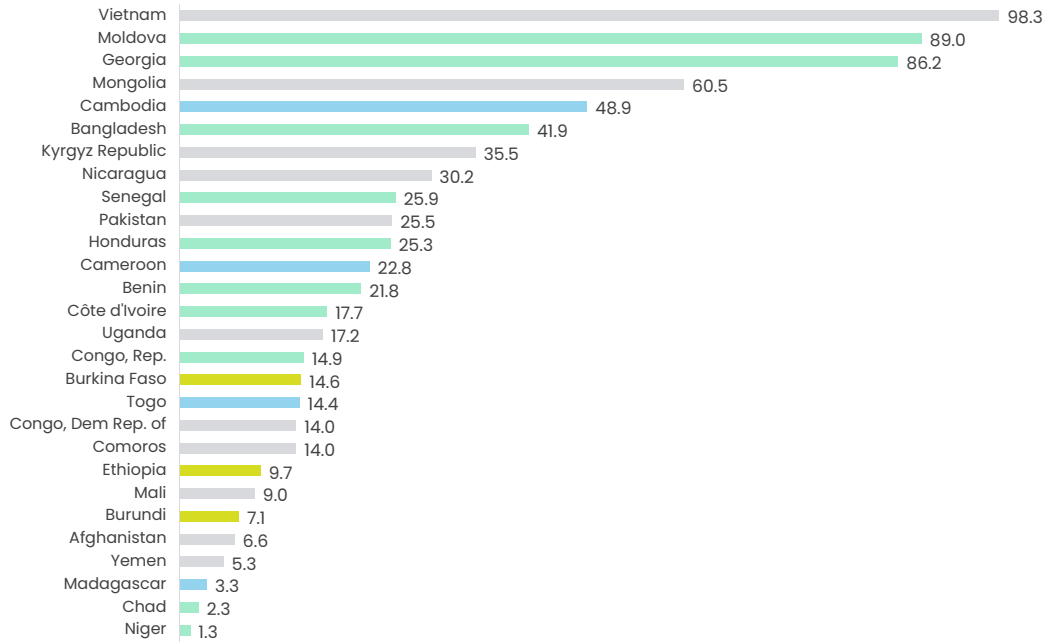9. Burundi, Ethiopia and Togo.
10. Madagascar.
11. Population-weighted average learning poverty. The data are compiled from 28 countries among the 61 GPE partner countries. Most recent data covering the period 2005–18 are used. The learning poverty indicator assumes that out-of-school children are in learning poverty.

FIGURE 1.1.

THERE ARE LARGE LEARNING DISPARITIES ACROSS PARTNER COUNTRIES.
Proportion of children who can read and understand a simple text by age 10

Country	Value
Vietnam	98.3
Moldova	89.0
Georgia	86.2
Mongolia	60.5
Cambodia	48.9
Bangladesh	41.9
Kyrgyz Republic	35.5
Nicaragua	30.2
Senegal	25.9
Pakistan	25.5
Honduras	25.3
Cameroon	22.8
Benin	21.8
Côte d'Ivoire	17.7
Uganda	17.2
Congo, Rep.	14.9
Burkina Faso	14.6
Togo	14.4
Congo, Dem Rep. of	14.0
Comoros	14.0
Ethiopia	9.7
Mali	9.0
Burundi	7.1
Afghanistan	6.6
Yemen	5.3
Madagascar	3.3
Chad	2.3
Niger	1.3

Source: World Bank, Washington DC.

Note: Green, chartreuse and blue bars show whether reading achievement increased, decreased or stagnated, respectively, between the period 2010–15 and the period 2016–19, according to Indicator 1. The gray bars show cases where trend data for learning outcomes are not available in the Indicator 1 database. Indicator 1 captures progress both in reading and mathematics. The share of children who are reading by age 10 is derived from the World Bank's learning poverty indicator (LPI). Indicator 1 captures improvements in learning scores while LPI measures the proportion of children achieving minimum proficiency level. Improvements in learning scores may not be translated into improvements in LPI.

disparities among partner countries: While some are lagging, others are performing relatively well in terms of this World Bank measure (figure 1.1).

In addition to the inequalities across countries, partner countries are facing huge learning inequalities among children within countries.[12] These disparities are mainly related to socioeconomic status (in favor of students from the wealthiest households) and location (in favor of students in urban areas).[13] Evidence suggests that poor and marginalized populations in developing countries, in general, are disadvantaged with regard to learning outcomes.[14] In most developing countries, any major improvement in learning outcomes will require focusing on those who are not learning at all.[15]

Another key measure of learning is the SDG 4.1.1 indicator, which measures the proportion of children achieving minimum proficiency in reading and mathematics at grades 2 or 3, the end of primary school and the end of lower secondary. The data show that 40.3 percent of the students in school (excluding

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12. Inequality among students within countries overall increased in the 10 PASEC countries (box 1.1). Because of data availably constraints, the trends of learning inequalities could not be analyzed in the other GPE partner countries.
13. GPE, *Results Report 2019* (Washington, DC: Global Partnership for Education, 2019), https://www.globalpartnership.org/content/results-report-2019.
14. Disparities in learning outcomes in developing countries should be addressed by focusing on the bottom of the pyramid (poor and marginalized communities). See D. Wagner, S. Wolf and R. Boruch, *Learning at the Bottom of the Pyramid: Science, Measurement, and Policy in Low-Income Countries* (Paris: UNESCO-IIEP, 2018).
15. L. Crouch and M. Gustafsson, "Worldwide Inequality and Poverty in Cognitive Results: Cross-sectional Evidence and Time-based Trends" (RISE Working Paper Series 18/019, RISE, Oxford, UK, 2018). Some studies show that various factors, especially female teachers and/or head teachers, can help address learning inequalities (T. S. Dee, "Teachers and the Gender Gaps in Student Achievement," *Journal of Human Resources 42*, no. 3 [2007]: 528–54; K. Muralidharan and K. Sheth, "Bridging Education Gender Gaps in Developing Countries: The Role of Female Teachers" [Working Paper 19341, National Bureau of Economic Research, Cambridge, MA, 2013]; A. Le Nestour and L. Moscoviz, "Six Things You Should Know about Female Teachers," *Commentary and Analysis* [blog], Center for Global Development, March 6, 2020, https://www.cgdev.org/blog/six-things-you-should-know-about-female-teachers).

out-of-school children) at the end of primary education in partner countries with data available are achieving the minimum proficiency level in reading.[16] Indicator 1 data show that learning scores improved on average by 2.4 percent annually (3.2 percent in reading and 1.7 percent in mathematics) over the last decade, for the 27 countries with data available.[17] Assuming the rate of progress derived from the Indicator 1 data, the proportion of children in school achieving minimum proficiency level in primary reading would increase by 5 percentage points by 2025.[18] However, it would take at least 40 years to achieve the SDG 4 goal related to learning at the primary education level.[19] It would take even longer to eliminate learning poverty as defined by the World Bank, given the high out-of-school rate.[20] For instance, if the rate of learning progress in the 10 PASEC countries is maintained, these countries would need 45 years to reach the current learning poverty level of the European countries (box 1.1).[21] GPE's strategic plan for 2021–25 aims to accelerate learning improvements and to address learning inequalities by supporting government-led education system transformation in key reform priority areas, including through identifying and unblocking implementation bottlenecks and strengthening the alignment of key actors. It is estimated that a successful replenishment for the period 2021–25 (US$5 billion direct contribution and $3 billion through the Multiplier fund) coupled with partner countries' engagement to prioritize learning could lead to an increase of the proportion of children in school achieving minimum reading proficiency by 7 percentage points by 2025, instead of 5 percentage points. GPE's financial support would prioritize the most marginalized and poorest children, especially in countries lagging behind in learning.

1.2. PROGRESS IN MEASURING LEARNING OUTCOMES
(Indicator 15)

GPE 2020 recognizes that learning outcomes cannot be improved without actual data on children's learning. The regular administration of learning assessments is necessary to produce such data, and this requires the existence of quality learning assessment systems (LAS). Indicator 15 tracks the proportion of partner countries with a learning assessment system within the basic education cycle that meets quality standards. The indicator looks at large-scale assessments (national and international) and examinations and whether these meet standards in terms of enabling context (e.g., frequency, subjects measured, grade levels, institutional anchoring), assessment quality (e.g., technical methodology, reporting of results) and system alignment (the extent to which the assessment is based on official learning standards and/or curriculum). Based on these three dimensions, it uses a composite index to classify the overall system into one of four categories: established, under development, nascent or no information. A country's learning assessment system meets the quality standards when it is classified as established. While the indicator does not consider classroom assessment, GPE also supports its partner countries in strengthening systems and practices in this regard, in recognition of the importance of teachers being able to assess the learning of their students on an everyday basis in order to inform their practice and to improve learning.

Over the implementation period of GPE 2020, the proportion of partner countries meeting the quality standards of Indicator 15 progressed from 40 percent (24 out of 60 countries) at baseline in 2015 to 48 percent (29 out of 60 countries) in 2020.[22] In partner countries facing fragility and conflict, the progress has been even more marked, from 25 percent (7 out of 28 PCFCs)

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16. This is calculated using the most recent SDG 4.1.1 data in the period 2005–19 provided by the UNESCO Institute for Statistics (UIS). The average is weighted by the primary enrollment. Thirty-two GPE partner countries have available data.
17. The average annual increase in the learning scores reported by 141 learning assessments is calculated. These learning assessments are not comparable across assessments and the scales are different. Progress may have different meanings across countries and learning assessments. The average annual increase is calculated for each learning assessment and aggregated using two weights: the number of learning assessments by country (to ensure that each country is equality represented) and the primary school enrollment in each country (to ensure that the size of the student population in each country is considered). The average annual increase in the learning scores reported by 141 learning assessments is calculated. These learning assessments are not comparable across assessments and the scales are different. Progress may have different meanings across countries and learning assessments. The average annual increase is calculated for each learning assessment and aggregated using two weights: the number of learning assessments by country (to ensure that each country is equality represented) and the primary school enrollment in each country (to ensure that the size of the student population in each country is considered).
18. This projection does not consider the disruptive effects of the COVID-19 pandemic on learning.
19. It is assumed that the rate of progress derived from the Indicator 1 data translates into progress in the proportion of children achieving minimum proficiency level. This appears to be a relatively strong assumption given that the correlation between the improvement in the learning score as per Indicator 1 and that of the proportion of children achieving minimum proficiency is not perfect and mainly depends on the learning inequalities among students. The 40 years may be considered as the minimum number of years required to reach the SDG goal. This is a linear projection is based on the assumption that learning would improve following the trends captured by indicator 1 and any changes to the assumptions may lead to different results.
20. See chapter 2.
21. The World Bank also estimates that if progress continues at the rate achieved during 2000–2015, by 2030 learning poverty will fall only to 43 percent, a few percentage points lower than the current 53 percent in low- and middle-income countries. See World Bank, *Ending Learning Poverty: What Will It Take?* (Washington DC: World Bank, 2019), http://documents1.worldbank.org/curated/en/395151571251399043/pdf/Ending-Learning-Poverty-What-Will-It-Take.pdf. According to a more recent study by the World Bank, while the share of children who are "learning-poor" has been declining, the pace of progress is far too slow to ensure that all children will be able to read by 2030. With progress at the rate we saw during 2000–2017—44 percent of children in 2030 will still be unable to read at age 10. See J. P. Azevedo et al., "Will Every Child Be Able to Read by 2030? Defining Learning Poverty and Mapping the Dimensions of the Challenge" (Policy Research Working Paper 9588, World Bank, Washington, DC, 2021), http://documents1.worldbank.org/curated/en/258831661162286391/pdf/Will-Every-Child-Be-Able-to-Read-by-2030-Defining-Learning-Poverty-and-Mapping-the-Dimensions-of-the-Challenge.pdf.
22. See appendix G for a list of GPE partner countries' LAS classification.

FIGURE 1.2.

THE PROPORTION OF COUNTRIES WITH QUALITY LEARNING ASSESSMENT SYSTEMS HAS IMPROVED SINCE 2015, SURPASSING TARGETS.
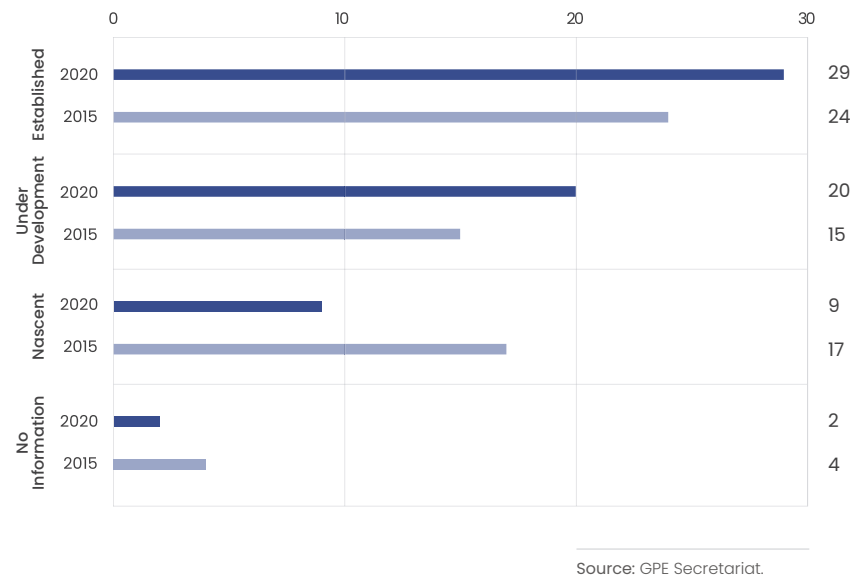
Proportion of partner countries with a learning assessment system within the basic education cycle that meets quality standards

Source: GPE Secretariat.

FIGURE 1.3.

COUNTRIES WITH WEAKER LEARNING ASSESSMENT SYSTEMS ALSO MADE SOME PROGRESS SINCE 2015.

Number of countries by category of the learning assessment system

Source: GPE Secretariat.

at baseline in 2015 to 39 percent (11 out of 28 PCFCs) in 2020. In both cases, the targets established for 2020 (47 percent overall and 36 percent for PCFCs) were surpassed by a small margin (figure 1.2).

Though some countries did not meet the quality standards through a classification as established, progress was made between 2018 and 2020 in the number of countries making the transition from nascent to under development. Over

FIGURE 1.4.

THE PROPORTION OF IMPLEMENTATION GRANTS SUPPORTING EMIS AND/OR LAS SURPASSED TARGETS.

Proportion of active implementation grants supporting education management information systems and/or learning assessment systems

	Milestone	Actual
Overall	●	●
PCFCs	■	■

Source: GPE Secretariat.
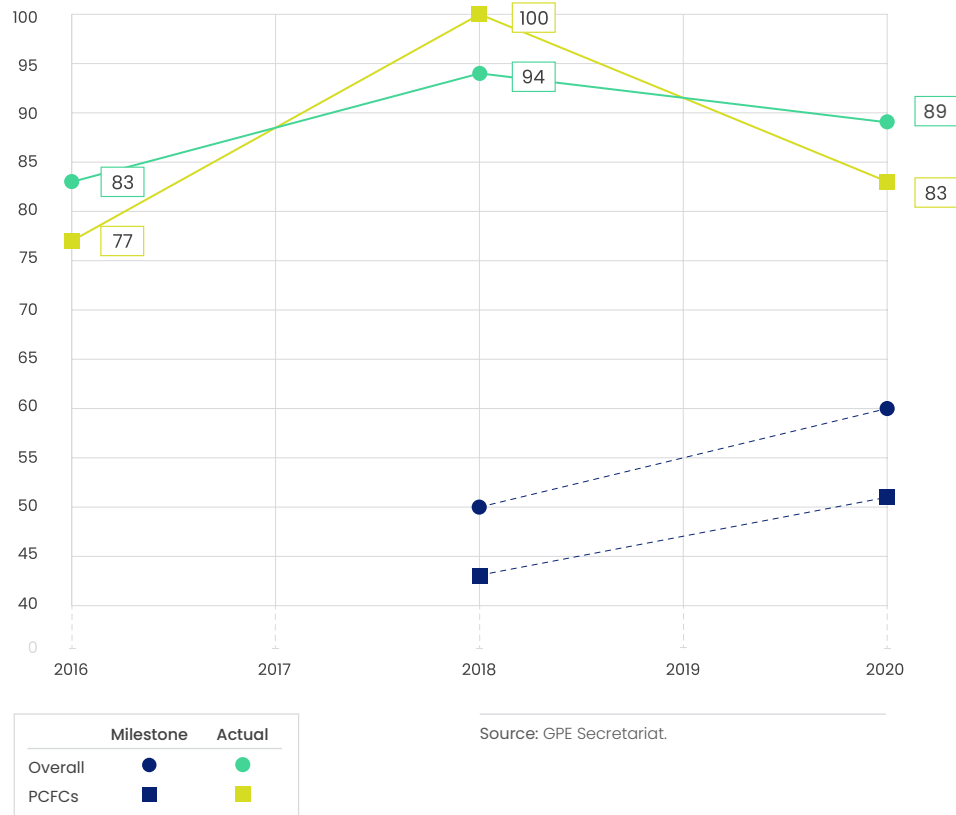
this period, the proportion of countries classified as nascent decreased from 23 percent (14 out of 60 countries) to 15 percent (9 out of 60). Several of these countries moved into the under development category, which increased from 25 percent (15 out of 60 countries) in 2018 to 33 percent (20 out of 60) in 2020. This trend can be observed from the baseline as well (figure 1.3).[23] This means that even in the case of countries that do not meet the quality standards, progress is being made. However, this is not to say that challenges do not remain. Over half of partner countries still do not meet quality standards in terms of their LAS, and countries such as Central African Republic, Djibouti, Liberia and Tajikistan have remained at the nascent level over the period of GPE 2020. Further efforts are needed to support these and other countries to make progress in this area.

Countries' progress in their LAS over the period of GPE 2020 is attributable to different factors, including administration of national large-scale assessment programs at regular intervals and sustained participation in international large-scale assessments such as PASEC and LLECE (for example, Burundi, Honduras, Niger). In regard to the latter, it is notable that almost all of the international large-scale assessments implemented a new round of their programs in the 2018–20 period (including the first-ever administration of two programs: PISA for Development and SEA-PLM). GPE partner countries are increasingly interested in participating in these programs, with a number planning to do so during the period of GPE 2025. In other cases, countries have made positive strides regarding other aspects of their assessment systems, such as setting up permanent institutions with responsibility for this area or ensuring the timely dissemination of results, which has allowed them to make progress in their overall classification. In some cases, these efforts are supported by GPE grants.

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23. Two countries with no data in 2015 had LAS data available in 2020.

1.3. GPE SUPPORT TO IMPROVING LEARNING

GRANT SUPPORT TO DATA SYSTEMS (Indicator 20)

GPE's implementation grants provided support to various dimensions of learning assessment systems as well as to education management information systems (EMIS) during the GPE 2020 implementation period. Indicator 20 tracks the proportion of grants supporting EMIS and/or LAS. In 2020, 89 percent of all implementation grants (41 out of 46) and 83 percent of implementation grants in PCFCs (20 out of 24) supported EMIS and/or LAS (figure 1.4). There was slight progress from 2016, but a decline in the proportion of implementation grants supporting EMIS and/or LAS between 2018 and 2020, especially for PCFCs.[24] The target for Indicator 20 set for 2020 was surpassed by 29 percentage points overall and 32 percentage points in PCFCs.

Specifically, 83 percent of implementation grants (38 out of 46) supported LAS in 2020, up from 67 percent in 2016 (36 out of 54). Active implementation grants during the implementation of GPE 2020 supported various activities, including national assessments, classroom assessments, examinations, and participation in early grade reading assessments (EGRAs) and early grade mathematics assessments (EGMAs).

GPE remained actively engaged in supporting LAS in partner countries through international initiatives such as the Assessment for Learning (A4L) initiative (box 1.2).

GPE's financial support to learning through implementation grants was also considerable during the implementation of GPE 2020. Seventy-nine implementation grants were approved under GPE 2020 (from January 2016 to December 2020).[25] A total of $775 million in funding was allocated to activities designed primarily to improve learning (Funding Focus: Learning). This is one of the largest investment areas for GPE, representing 36 percent of all implementation grant funding approved during GPE 2020.

BOX 1.2. | **ASSESSMENT FOR LEARNING (A4L) INITIATIVE**

GPE recently concluded the Assessment for Learning (A4L) initiative, a three-year (2017–20) targeted financing initiative that complemented GPE's general country-level support and aimed to strengthen national learning assessment systems and to promote a more holistic measurement of learning. A4L supported the production of a diagnostic toolkit on learning assessment (ANLAS, or Analysis of National Learning Assessment Systems), which was piloted in Ethiopia, Mauritania and Vietnam and is now available in English, French and Spanish.[a] Through A4L, GPE also supported two regional networks on learning assessment—Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP) and Teaching and Learning: Educators' Network for Transformation (TALENT) in Sub-Saharan Africa—to conduct capacity development, research and knowledge sharing on assessment issues among the countries of the two regions. In addition, A4L allowed GPE to produce a landscape review on 21st-century skills, which has informed reflection as to the role that GPE can take in supporting partner countries in this area into the future.[b] An independent summative evaluation of A4L lauded the initiative's support to capacity-building and better tools to improve learning assessment systems.[c] The evaluation also noted areas for improvement that can inform GPE 2025 and any new strategic capabilities supported by GPE—in particular, strengthening the alignment of activities offered through this type of initiative and the demand from countries.

a. GPE. Toolkit for Analysis of National Learning Assessment Systems – ANLAS (Washington, DC: Global Partnership for Education, 2019), https://www.globalpartnership.org/content/toolkit-analysis-national-learning-assessment-systems-anlas.
b. See GPE. 21st Century Skills: What Potential Role for the Global Partnership for Education, 2020. https://www.globalpartnership.org/content/21st-century-skills-what-potential-role-global-partnership-education.
c. L. Read and K. Anderson, *Summative Evaluation of GPE's Assessment for Learning (A4L) Initiative* (Washington, DC: Unbounded Associates, 2021), https://www.globalpartnership.org/content/summative-evaluation-gpes-assessment-learning-a4l-initiative.

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24. A new tool was introduced to collect more reliable data for Indicator 20. This makes the baseline data not directly comparable with the current data and the target underevaluated.
25. These grants do not include the COVID-19 accelerated funding grants.

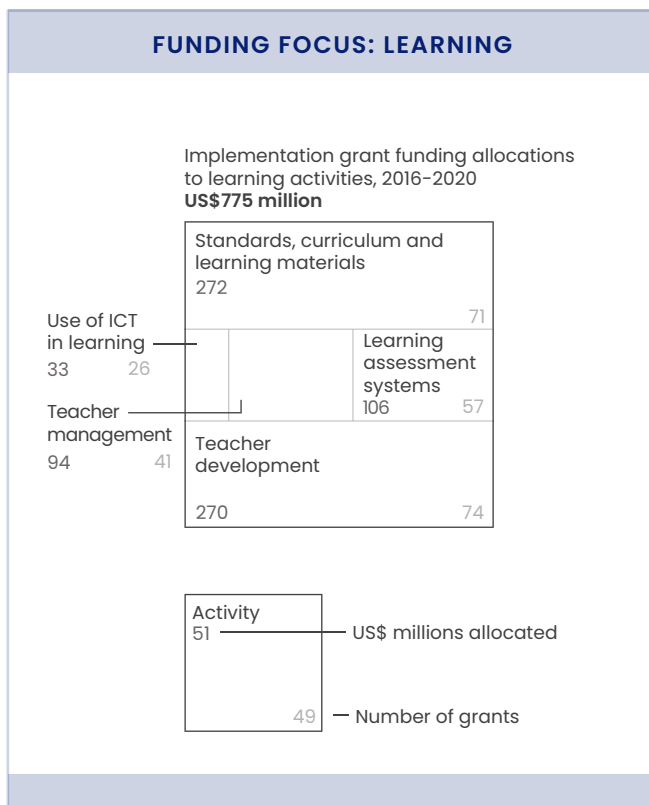## TOWARD ACCELERATED PROGRESS IN LEARNING OUTCOMES

The paucity of new and comparable learning assessments for the countries that had learning data in 2010-15 makes it difficult to compare countries' achievement against the 2020 target for Indicator 1. Nonetheless, available data from 27 countries show that 70 percent of partner countries have seen some progress in learning outcomes over time, and learning scores have increased by 2.4 percent on average annually over the last decade. The number of countries (especially the number of PCFCs) with available data to measure learning progress has improved since 2015.

However, the current learning levels are low, and progress needs to accelerate to meet the SDG 4 target. On average, three out of four children in GPE partner countries with data available are affected by learning poverty and cannot read and understand a simple text by age 10. More than half of the students in school are not achieving minimum proficiency in reading at the end of primary education. At the current pace of progress, it would take at least 40 years to achieve the SGD 4 goal on learning outcomes.[26]

SDG 4 could be achieved faster with efficient and focused financing of the education sector. For instance, a successful GPE replenishment for the period 2021-2025 (US$ 5 billion) coupled with increased investment by partner countries and other donors as well as improved efficiency of education spending could accelerate the progress toward the SDG 4 goal. The proportion of children in school achieving minimum reading proficiency could increase by 7 percentage points by 2025, instead of 5 percentage points assuming the current trends seen in Indicator 1.

There are important disparities among partner countries. For instance, countries such as Georgia and Cambodia have a relatively high proportion of children who can read a simple text and understand by age 10 and learning has overall improved. The proportion of children with minimum reading proficiency by age 10 is low in other partner countries such as Burkina Faso and Ethiopia and learning has overall decreased. In many other countries, learning could not be measured because of the lack of quality learning assessment systems.

On a positive note, partner countries' engagement to strengthen their learning assessment systems and to be able to properly measure learning outcomes is apparent. Indeed, 48 percent of learning assessment systems now meet quality standards—up from 40 percent in 2015. Countries with learning assessment systems that are not yet meeting quality standards have also made important progress since 2015. It is expected that stronger learning assessment systems would result in the availability of quality learning data in the future. The availability of learning data is critical to the design and the implementation of better policies to boost learning outcomes in partner countries.

FUNDING FOCUS: LEARNING

Implementation grant funding allocations to learning activities, 2016–2020
US$775 million

Standards, curriculum and learning materials
272
71

Use of ICT in learning
33   26

Learning assessment systems
106   57

Teacher management
94   41

Teacher development
270   74

Activity
51 ——— US$ millions allocated

49 — Number of grants

---

26. In other words, the SDG 4 goal may not be achieved before 2061.

A young girl listens during class.
Chad

Credit: Educate a Child

EQUITY, GENDER EQUALITY AND INCLUSION

in Access to Education

RESULTS AT A GLANCE

IMPACT

GOAL 1

Improved and more equitable learning outcomes

#2

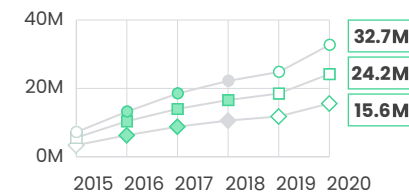Percentage of children **under age 5 developmentally on track.**

—

*13 countries with data available.
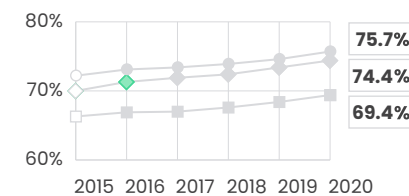
GOAL 2

Increased equity, gender equality, and inclusion

#3

GPE supported **32.7 million children** since 2015.

- 32.7M
- 24.2M
- 15.6M

#4a

75.7% of children **completed primary education.**

- 75.7%
- 74.4%
- 69.4%

#4b

53% of children **completed lower secondary education.**

- 53.0%
- 51.1%
- 45.6%

#5a

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

- 69%
- 61%

#5b

56% of partner countries were at or close to **gender parity** in lower secondary completion.

- 56%
- 43%
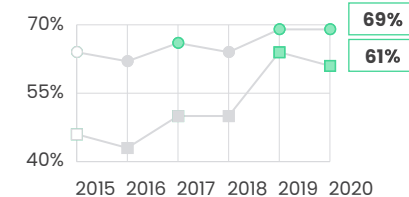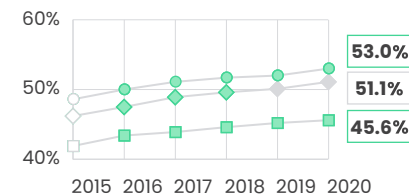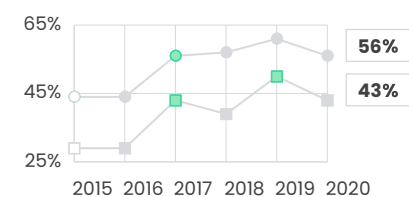
	Baseline	Milestone met	Milestone not met	No milestone	Insufficient data
Overall	○	●	●	○	—
PCFCs	□	■	■	□	
Female	◇	◆	◆	◇	

IMPACT

#6

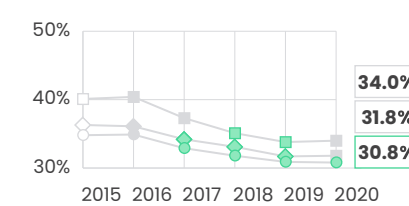**40.9%** of pre-primary-age children **enrolled in pre-primary education.**

- 40.9%
- 40.1%
- 38.4%
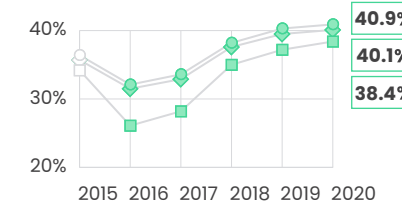
#7a

18.1% of primary-school-age children were out of school.

- 22.1%
- 20.5%
- 18.1%
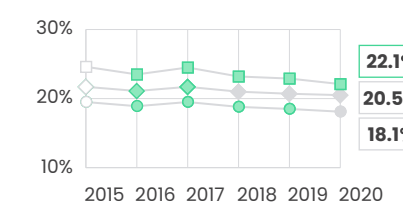
#7b

30.8% of lower-secondary-school-age **children** were out of school.

- 34.0%
- 31.8%
- 30.8%

#8a

Primary-school-age girls were **1.3 times more likely** than boys **to be out of school.**

- 1.43
- 1.30
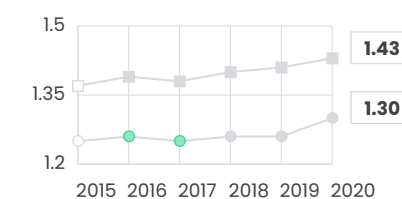
#8b

Lower-secondary-school-age girls were **1.07 times more likely** than boys **to be out of school.**
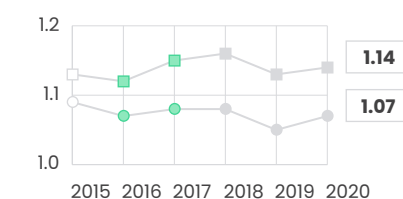
- 1.14
- 1.07

#9

53% of partner countries improved substantially on the **equity index since 2010.**

- 56%
- 53%
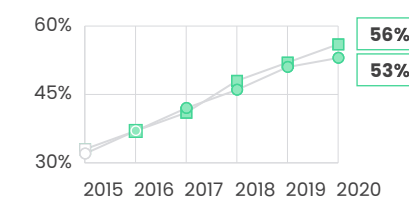
KEY FINDINGS

- Completion rates have improved over the GPE 2020 period, though progress at the primary level has been challenged by population growth. Primary completion rates have risen from 72.2 percent to 75.7 percent, and lower secondary completion rates have risen from 48.6 percent to 53 percent.

- Girls' disadvantage in access to education has decreased at both primary and lower secondary levels, as the gap between boys' and girls' average completion rates has narrowed since the 2015 baseline. At the primary level, this gender gap reduced from 6.1 percent to 3.4 percent of overall completion rates since the baseline. At the lower secondary level, it reduced from 9.9 percent to 7.2 percent of overall rates since the baseline.

- More children are in school, but this progress has not been fast enough. The data show 18.1 percent of children are out of primary school, down from 19.5 percent at the 2015 baseline. And 30.8 percent of children are out of lower secondary school overall, and 34 percent in PCFCs. But these numbers have fallen by more than 4 percentage points overall since the baseline—and by more than 6 percentage points for PCFCs.

- Four out of every five girls who are out of primary school across GPE partner countries live in a PCFC, as do two out of every three girls who are out of lower secondary school.

- In addition to girls, children from rural areas and/or PCFCs, and children from the poorest households, other disadvantaged children are disproportionately likely to be out of school, such as children with disabilities, refugees, internally displaced children, children from nomadic communities, and other marginalized groups.

- Since the 2015 baseline, the percentage of young children enrolled in pre-primary education has grown from 36.4 percent to 40.9 percent. There is nearly gender parity in pre-primary enrollment, with girls only slightly disadvantaged.

- Between 2015 and 2020, GPE grants have supported the equivalent of 32.7 million students, including 24.2 million children in partner countries affected by fragility and conflict.

- GPE implementation grants approved between 2016 and 2020 allocated 30 percent of funds, or $640 million, to activities specifically promoting equity, gender equality and inclusion.

EQUITY, GENDER EQUALITY AND INCLUSION IN ACCESS TO EDUCATION

Equity, gender equality and inclusion are at the heart of GPE's work, as reflected in Goal 2 of the GPE 2020 strategic plan. This chapter reports on progress on a variety of facets of equity in access to education, including numbers of children in school and completing basic education, as well as early childhood care and education, with a special focus on gender equality and on partner countries affected by fragility and conflict (PCFCs).

It is important to note that the data discussed in this chapter do not yet reflect the impacts of COVID-19, since they were collected prior to the pandemic.[1] These access indicators, based on data published by the UNESCO Institute for Statistics (UIS), take two years to complete the process from collection to publication, so each year GPE reports on UIS data that had been collected two years prior. Discussion of how these challenges have affected equitable access to education, and the scope of GPE's response, can be found in the Special COVID-19 Chapter.

2.1. EQUITY IN COMPLETION OF BASIC EDUCATION

COMPLETION RATES (Indicator 4)

Indicator 4 measures the proportion of children who complete (a) primary education and (b) lower secondary education.[2] Overall primary completion rates increased from 72.2 percent at baseline to 75.7 percent against the 2020 target, and increased each year in this period. However, revised data released in 2019 and confirmed in 2020 show that progress in primary completion has been weaker than previously estimated.[3] The milestones and 2020 targets for all indicators were selected based on projections at baseline, and the

revised data based on higher population estimates show primary completion rates below these—especially for PCFCs—as well as a slower rate of progress (figure 2.1a).[4] While primary completion rates are improving, they are struggling to keep pace with population growth. Lower secondary completion rates show good progress, surpassing the 2020 target overall and for PCFCs, and coming close enough to the target for girls to be considered "met within tolerance" (figure 2.1b).[5]

On average across GPE partner countries, girls are still disadvantaged in primary and lower secondary completion (figures 2.1a and 2.1b). Girls in PCFCs are especially disadvantaged: With a primary completion rate of 65.8 percent and a lower secondary completion rate of 41.6 percent, they fall

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1. GPE uses UIS data from the 2017–18 academic year to report against the 2020 target for the results framework because of the standard two-year lag in UIS data publication.
2. For details on any indicator methodology, replace X with the number of the indicator in the following link: https://www.globalpartnership.org/content/methodology-sheet-gpe-result-indicator-X.
3. In 2019 and 2020, the UIS released revised retrospective data for completion rates, pre-primary enrollment rates and out-of-school rates (Indicators 4, 6 and 7, respectively) based on updated population data estimates from the United Nations Population Division. These data also inform gender parity indicators on completion rates and out-of-school rates (Indicators 5 and 8). Updated rates are shown for all years based on updated population data for Indicators 4, 5, 6 and 7. Indicator 8 is also presented with updated data. Since the milestones and 2020 targets for these indicators were selected based on prior estimates, their attainability was in some cases affected, either positively or negatively, once revised data came in. Original baselines, prior to data revisions, are marked where applicable on the graphs in this chapter, and together with the full original data in appendix A, they can convey where these early estimates were higher or lower than the subsequent revisions.
4. In figure 2.1a, these revisions reflect the fact that some partner countries have had higher populations of primary-school-age children than originally estimated, particularly in PCFCs. Since completion rates are taken as a percentage of all children of completion age in a country, higher populations mean lower completion rates, given the same number of children completing school.
5. As noted in appendix B, 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. Therefore, if GPE achievement is within 1 percentage point of its milestone or target, this will be considered to have been met within tolerance.
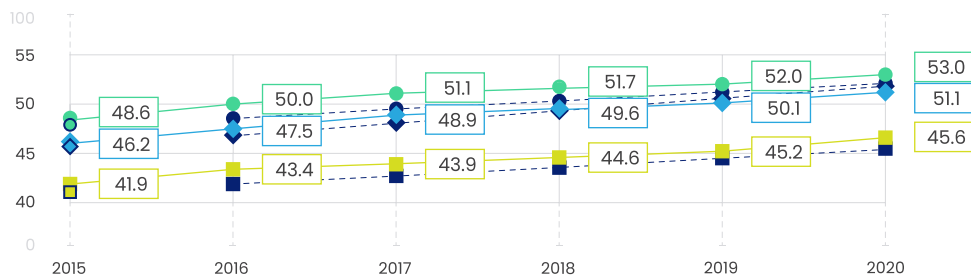
FIGURE 2.1.

A: PRIMARY COMPLETION RATES GREW STEADILY, THOUGH MORE SLOWLY THAN ORIGINALLY PROJECTED.

Proportion of children who complete primary education
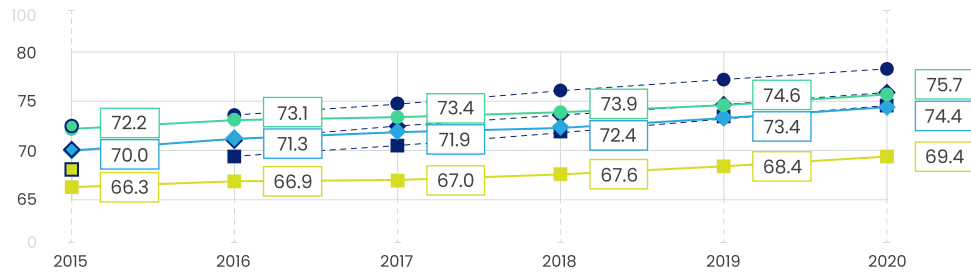
B: LOWER SECONDARY COMPLETION RATES INCREASED, THOUGH GAPS PERSIST.

Proportion of children who complete lower secondary education

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

Source: GPE compilation based on updated data of the UNESCO Institute for Statistics (database), Montreal, http://uis.unesco.org (2020).

Note: GPE does not revise official baselines; these are represented above as "Original Baseline." Originally reported data for years 2016–19 can be found in appendix A.

dramatically below both the average for all children in PCFCs and the average for girls overall against the 2020 target.[6]

GENDER PARITY IN COMPLETION RATES (Indicator 5)

Another way to measure progress toward gender equality is through a gender parity index, which shows how girls are faring compared with boys on a given indicator, such as completion rates. Indicator 5 measures the proportion of countries

with gender parity indexes for completion rates that come within a set threshold of about 10 percent of the accepted range for gender parity.[7]
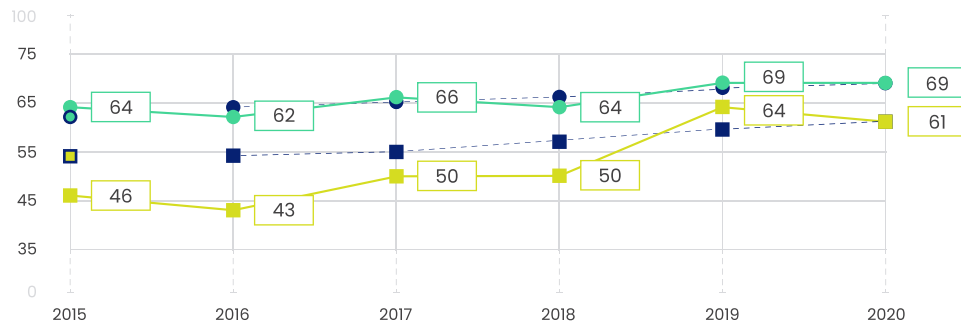
The proportion of partner countries near gender parity on completion of primary education met the 2020 targets both overall and for PCFCs, using both the original threshold (appendix H) and the corrected threshold (figure 2.2a).[8] Over the GPE 2020 period, a net of six countries entered the threshold from below, meaning that more girls are completing

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6. GPE compilation based on updated data of the UNESCO Institute for Statistics (database), Montreal, http://uis.unesco.org (2020).

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

8. As mentioned in GPE's *Results Report 2020*, the original set threshold for nearing gender parity for Indicator 5, 0.877–1.123, does not represent equivalent degrees of disadvantage for girls and boys. Because the gender parity indexes used here always divide girls' rates by boys, this represents a ratio of 877 girls to 1,000 boys on the lower end, and a ratio of over 890 boys to 1,000 girls on the higher end. In figure 2.2 and the associated discussion, the data presented employ a corrected threshold of 0.8845 to 1.1306, which represents equivalent degrees of disadvantage for girls and boys on the lower and upper bounds, while preserving the size of the original threshold (0.246). The data based on the original set threshold are presented in appendix H, as well as in the results framework in appendix A.

FIGURE 2.2.

A: GENDER PARITY IN PRIMARY COMPLETION MET TARGETS.

Proportion of GPE partner countries within corrected threshold for gender parity index of completion rates for primary education

B: GENDER PARITY IN LOWER SECONDARY COMPLETION ROSE ERRATICALLY FROM BASELINE, AND MISSED FINAL TARGETS.

Proportion of GPE partner countries within corrected threshold for gender parity index of completion rates for lower secondary education
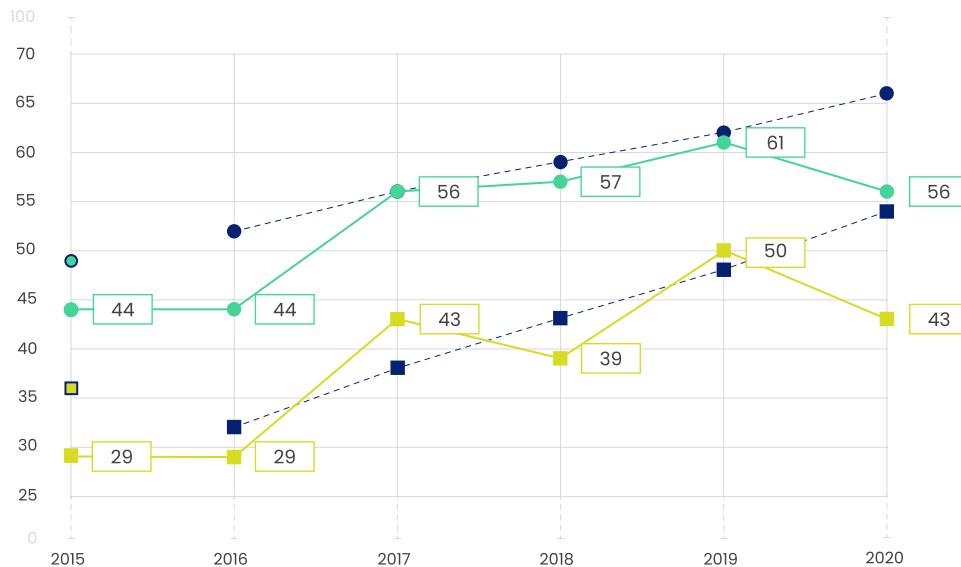
	Milestone	Actual	Original Baseline
Overall			
PCFCs			
Female			

Source: GPE compilation based on updated data of the UNESCO Institute for Statistics (database), Montreal, http://uis.unesco.org (latest data available 2018–14).

Note: GPE does not revise official baselines; these are represented above as "Original Baseline." Originally reported data for years 2016–19 can be found in **appendix A**. These data are based on a corrected threshold; data based on the original threshold can be found in **appendix H**.

primary school than previously, and one additional country was projected to do so.[9] At the same time, two countries exited the threshold upward, meaning that fewer boys than girls are now completing primary school, and two additional countries were projected to do so.[10]

9   Benin, Cameroon, the Democratic Republic of Congo, Madagascar, Mali and Togo entered the threshold, and Nigeria was projected to do so as well. Following Indicator 5 methodology, when recent data is not available for a country, a linear projection is substituted, based on past trends. For instance, the most recent gender-disaggregated primary completion rates available for Nigeria were collected in 2010.

10   Burundi and Senegal exited the threshold, and Bangladesh and the Republic of Congo were projected to do so as well. The most recent gender-disaggregated primary completion rates available for Bangladesh and the Republic of Congo were collected in 2010 and 2012, respectively.

Both 2020 milestones were missed for gender parity in lower secondary completion, using both the original threshold (appendix H) and the corrected threshold (figure 2.2b). Over the GPE 2020 period, nine countries entered the threshold: eight because girls' disadvantage decreased, and one because boys' disadvantage decreased. Four additional countries were projected to enter the threshold: two because girls' disadvantage decreased, and two because boys' disadvantage decreased. At the same time, four countries exited the threshold, all of which did so because more girls than boys are now completing lower secondary school, and two additional countries were projected to do the same.[11] One country, Burundi, rose into the threshold and then above it, with a sizable increase in the proportion of girls completing lower secondary school over the course of the GPE 2020 period.

THE EQUITY INDEX: LOWER SECONDARY COMPLETION RATES BY GENDER, LOCATION AND WEALTH (Indicator 9)
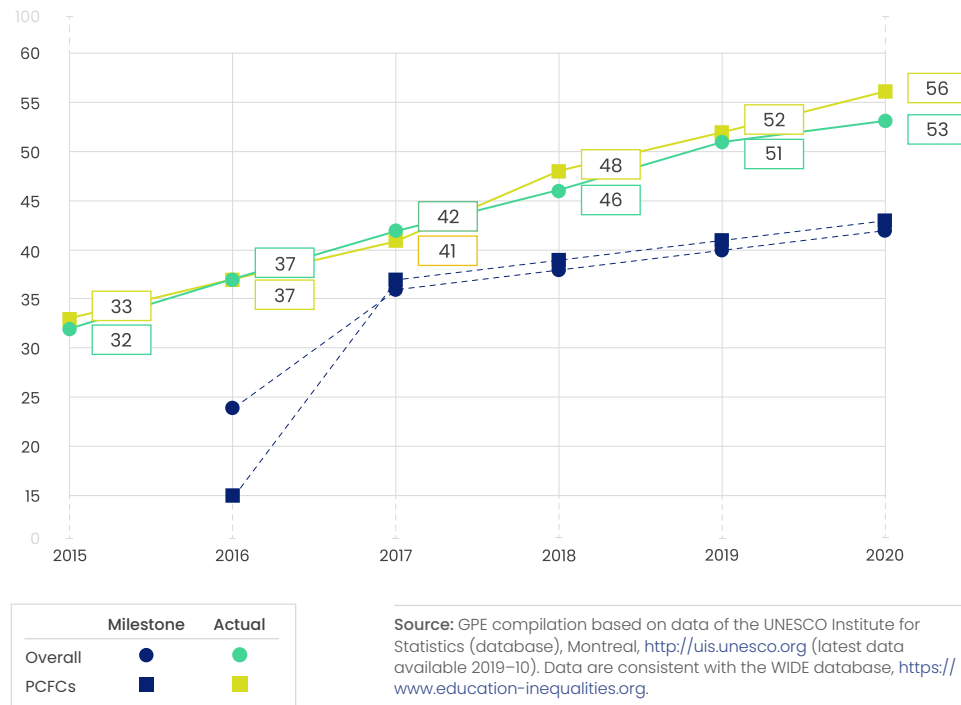
Indicator 9 tracks the performance of partner countries on the equity index each year and measures how many have improved at least 10 percent since 2010. The equity index provides a measure of equity in lower secondary completion rates in 59 partner countries with available data by averaging the three parity indexes: girls to boys, rural to urban, and the poorest 20 percent of households to the richest 20 percent.[12] In combining these three measures, the equity index provides a snapshot of how level the playing field may or may not be for all children within a given country to receive a full cycle of basic education.

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11. Burkina Faso, Eritrea, Ethiopia, Lao PDR, Liberia, Tanzania and Uganda entered the threshold because girls' disadvantage decreased, and Comoros entered the threshold because boys' disadvantage decreased. Somalia and Zambia were projected to enter the threshold because girls' disadvantage decreased, and Guyana and Nicaragua were projected to the threshold because boys' disadvantage decreased. The most recent gender-disaggregated primary completion rates available for Guyana, Nicaragua and Zambia were collected in 2010, 2010 and 2013, respectively, and no recent UIS data are available for Somalia.

12. Each component of the equity index always divides the rates of the more disadvantaged group by those of the advantaged group. In the relatively few countries where more girls complete lower secondary school than do boys, for example, boys' rates are divided by girls'. This way, unlike with traditional gender parity indexes used elsewhere in this chapter, the parity index never exceeds 1. Of the 59 partner countries with available data since the baseline, none has reported the poorest children having higher lower secondary completion rates than the wealthiest, or higher rates for rural children, since 2006, with one exception: The Kyrgyz Republic reported lower secondary completion rates of 98.9 percent for the poorest quintile and 98.3 percent for the wealthiest quintile. GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, http://uis.unesco.org, and the WIDE database, https://www.education-inequalities.org.

FIGURE 2.3.

PARTNER COUNTRIES MADE STRONG GAINS IN EQUITY.
Proportion of GPE partner countries with an equity index that has increased at least 10 percent since 2010

Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, http://uis.unesco.org (latest data available 2019–10). Data are consistent with the WIDE database, https://www.education-inequalities.org.

New data for 2020 on all three component parity indexes combine to produce continued increases and the 2020 targets being surpassed both overall and for PCFCs (figure 2.3). Data on each component parity index is available in appendix I. Examining country-level data on the equity index and its component parity indexes reveals a dramatic and complex pattern of disparities in lower secondary completion rates for children based on whether they come from the richest or poorest households, whether they live in urban or rural areas, and whether they are boys or girls. Moreover, the ways these factors combine tend to be predictable on average—in that the poorest rural girls are usually left farthest behind—though the degree of disparity can vary greatly from one country to the next.[13] See box 2.1 for an example of GPE's support to equity in light of these challenges. In terms of improvement over the course of GPE 2020, wealth parity performed best, with 37 countries improving and 11 backtracking, out of 48 partner countries with data available. Next was gender parity, with 39 countries improving and 16 worsening, out of 55 countries

with data available. On rural/urban parity, 29 countries improved and 19 did worse, out of 48 countries available.

Looking across the indicators on completion rates, gender parity in completion rates and equity (gender, wealth and rural/urban parity) in lower secondary completion rates, a few patterns emerge regarding the progress of certain partner countries during the GPE 2020 period. Afghanistan, Comoros, Côte d'Ivoire, Honduras, Liberia, Niger, Sudan, Togo and Yemen improved on all five indicators with data available, and PCFCs and West African countries are overrepresented among these star performers. No country with data available on all five indicators worsened on all, but other patterns appeared: Benin, Chad, Lesotho and Mozambique improved on primary completion rates while losing ground on lower secondary completion rates, whereas the reverse was true for Burundi, Cambodia, Cameroon, Ghana, Lao PDR, Moldova, Senegal and Tajikistan. This suggests that more countries are experiencing challenges in accommodating the current primary-school-age population, as the next section will discuss.

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13. More details on these dynamics can be found in *GPE's Results Report 2019,* including in figure 2.6 of that report, illustrating the variance across countries in the disparity between completion rates for urban girls from the wealthiest quintile of the population and rural girls from the poorest quintile.

FIGURE 2.4.

A: PRIMARY OUT-OF-SCHOOL RATES FELL TOO SLOWLY.
Out-of-school rate for children of primary school age
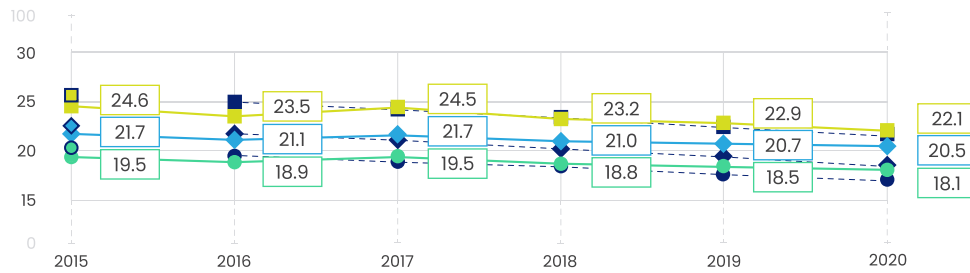
B: LOWER SECONDARY OUT-OF-SCHOOL RATES FELL SHARPLY BUT THEN STAGNATED.
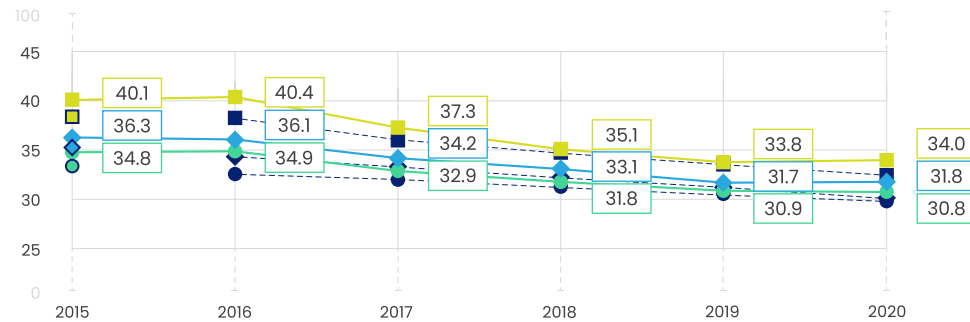Out-of-school rate for children of lower secondary school age

Source: GPE compilation based on updated data of the UNESCO Institute for Statistics (database), Montreal, http://uis.unesco.org (2020).

Note: GPE does not revise official baselines; these are represented above as "Original Baseline." Originally reported data for years 2016–19 can be found in appendix A.

2.2. OUT-OF-SCHOOL CHILDREN

OUT-OF-SCHOOL RATES (Indicator 7)

As many developing country populations continue to grow larger and become younger, their education systems struggle to keep pace, and additional social, economic and other barriers to access persist. Across GPE partner countries, 42.5 million children are still out of primary school and 36.3 million are out of lower secondary school. Of these, 76 percent and 66 percent respectively are in partner countries affected by fragility and conflict. While the proportion of children out of school has improved, the unsatisfactory progress in absolute numbers since the baseline—when 41.5 million children were out of primary school and 37.3 million were out of lower

secondary—illustrates this pressing challenge, especially at the primary level currently.

Indicator 7 tracks the proportion of (a) children of primary school age and (b) children of lower secondary school age who are out of school.[14] At the primary level, progress has been remarkably slow, apart from PCFCs over the past year: This target alone was met within tolerance, while the overall and girls' targets were missed (figure 2.4a). The newly revised data (see discussion in section 2.1) show that lower secondary out-of-school rates were higher at baseline than previously estimated—nonetheless, there was a substantial drop between 2016 and 2019 (figure 2.4b). However, these rates appear to be stagnating, and only the overall 2020 target was met within tolerance; the targets for girls and PCFCs were missed.

---

14.   Out-of-school rates track the number of primary-school-age children who are not in primary school as a proportion of all primary-school-age children; the same principle applies for lower secondary.

Across GPE partner countries, on average, more girls than boys are still out of primary and lower secondary school, and girls in PCFCs are especially disadvantaged, particularly at the primary level. The most recent data show that 26.1 percent of girls in PCFCs were out of primary school and 36.3 percent out of lower secondary school. This means that a primary-school-age girl in a PCFC is 44 percent more likely to be out of school than is the average for all primary-school-age children across partner countries. At the lower secondary level, this number is 18 percent. Four out of every five girls who are out of primary school across GPE partner countries live in a PCFC, as do two out of every three girls who are out of lower secondary school.[15]

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

Indicator 8 tracks the average gender parity index of out-of-school-rates: what proportion of girls are out of school versus what proportion of boys are out of school, on average across the partnership. The updated data show that girls' disadvantage in access to primary education has been worsening: Girls are now 30 percent more likely to be out of primary school across partner countries overall, and 43 percent more likely to be out of primary school in PCFCs, as opposed to 25 and 37 percent, respectively, at the baseline. Gender parity in access to lower secondary school has changed little, with girls 7 percent and 14 percent more likely to be out of school overall and in PCFCs, respectively, versus 9 percent and 13 percent, respectively, at baseline. The 2020 targets were missed for both groups at both levels of education. In addition, since taking an average of gender parity indexes across countries allows instances of girls' disadvantage to cancel out instances of boys' disadvantage, it can mask disparities.[16]

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15. GPE Secretariat compilation based on data of the UNESCO Institute for Statistics (database), Montreal, http://uis.unesco.org (2020): 18,824,556 girls out of primary school in PCFCs and 23,639,989 in partner countries overall; 12,555,566 girls out of lower secondary school in PCFCs and 18,429,820 in partner countries overall.
16. It is also worth keeping in mind that the gender parity index of out-of-school rates can be misleading if considered in isolation from the raw out-of-school rates. Indeed, the countries with the highest gender disparities in out-of-school rates are often those with the lowest overall out-of-school rates, because higher ratios are easier to come by between smaller numbers. For this reason, countries that have more out-of-school children are generally less likely to have the most alarming gender parity indexes for out-of-school rates. Especially when it comes to out-of-school rates, then, gender parity indexes must be considered in combination with the rates themselves in order to provide a full picture of where the needs are greatest. Note that this concern does not apply in the same way to completion rates, which are typically larger numbers and much more likely to have instances of gender disparity correspond with poor outcomes for children generally in the form of low completion rates.

BOX 2.2. **GENDER EQUALITY AS A CORE PRIORITY OF THE GPE 2025 STRATEGY AND OPERATING MODEL**

As GPE embarks on a new strategic plan, GPE 2025, it continues to increase its commitment to gender equality in and through education. As a reflection of this commitment, gender equality is mainstreamed throughout GPE's model and operations, rather than a stand-alone gender equality strategy. Mainstreaming, or "hardwiring," gender equality across GPE's work means that gender equality is at the center of the partnership's goal to "accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century." Moreover, gender equality and inclusion have each been set as priority areas around which the new operating model is organized, and strengthening gender-responsive planning and policy development for systemwide impact is a strategic objective. GPE will focus on tackling the pervasive—and unique—barriers that prevent girls and boys in different contexts across partner countries from realizing their full potential through education, and in society.

At the country level, GPE 2025 will strengthen gender-responsive planning and policy development for systemwide impact. Hardwiring gender will mean that every level of the operating model should systematically identify and address gendered barriers to education. To complement this approach, GPE has created a thematic funding window for gender equality, the Girls' Education Accelerator (see pg 44). As this funding is secured, it can support targeted, transformational change for girls in countries where they lag the furthest behind, as to complement the overall hardwiring of gender equality across our work.

Gender equality remains a critical challenge in the pursuit of quality education for all children, and a key priority for GPE. Girls are still disadvantaged in most partner countries in access and learning. Some progress has been made as completion rates have improved and the gender gap narrowed since 2015, and the proportion of girls completing primary school in partner countries has met the 2020 target. However, too few girls complete their lower secondary education, and their disadvantage is more prominent there, especially in partner countries affected by fragility and conflict. Partner countries identify a range of overlapping barriers for girls, ranging from cultural attitudes, household labor, child marriage and early pregnancy to school-related gender-based violence, lack of facilities and concerns about safe passage to school. Barriers identified for boys include economic and cultural drivers such as the need for wage labor, traditional pastoralist roles or other socioeconomic pressures. During GPE 2020, more than $147 million in implementation grant funding was allocated to activities exclusively promoting gender equality, which does not include major drivers of gender equality in access such as school construction or sanitation facilities.[17]

The public data available on access and completion do not yet reflect the impacts of COVID-19, which is likely to affect girls disproportionately in most cases. However, specific core indicators related to gender equality were included in the monitoring and evaluation guidance provided to partner countries benefitting from COVID-19 accelerated funding to support coordinated and country-driven responses.

As an example of one such response, $11 million in COVID-19 accelerated funding supports a program, through UNICEF, to help the Ministry of Education in Afghanistan to prepare for a safe and equitable return to school. In addition to improved hygiene measures, the program supports the recruitment and training of 1,500 teachers (60 percent female) to provide child-centered instruction and a supportive learning environment. It will equip teachers in 1,250 schools to assess learning levels and identify appropriate grade placement and remedial planning, with particular attention to the inclusion of girls, linguistically and culturally marginalized children, and children with disabilities. The program will also support a back-to-school campaign especially targeting girls and boys who may have been displaced, or pushed into child labor or child marriage, by the economic impacts of COVID-19.[18]

In 2020, GPE established a Gender Reference Group to support the Secretariat in embedding gender equality in the strategic planning process (see box 2.2). Their discussions were informed by a workshop on achieving gender-transformative education systems, coorganized by the Secretariat and the Brookings Center for Universal Education for over 100 attendees, and further consultations were held to gather inputs. GPE continues to partner with the United Nations Girls' Education Initiative (UNGEI) in delivering gender-responsive education sector planning workshops; while the in-person workshops planned for 2020 were postponed, online workshops were held in January and February 2021. The two organizations have also worked together on the development of a rapid gender assessment tool. GPE's collaboration with both UNGEI and UNESCO-IIEP through the Gender at the Centre Initiative continues to grow, to include the design of a course on gender-responsive planning held in early 2021. In addition, GPE has joined the COVID-19 Education Coalition convened by UNESCO, and the Secretariat has been supporting advocacy efforts to ensure that gender equality is at the forefront of the education response.

In December 2020, GPE created the $250 million Girls' Education Accelerator to support opportunities for girls to attend school and learn, leading to transformational change. Eligible countries that have identified gender equality as a focus area in their partnership compact can integrate a request for the Girls' Education Accelerator in their system transformation grant or Multiplier grant application, to support activities complementing and extending these grants' work on gender equality.

For more details on the impact of COVID-19 on equity, gender equality and inclusion, as well as GPE's response, see appendix E.

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17. This involves activities focused on promoting gender equality in a very clear and specific way, such as awareness campaigns, resources for menstrual hygiene management, gender-responsive education and so on. Activities (such as scholarships) that mention girls as part of a broader group of beneficiaries are additional to this category.
18. *Program Document for COVID-19 Accelerated Funding for Afghanistan, July 2020.*

IN FOCUS:
BASIC EDUCATION IN PARTNER COUNTRIES AFFECTED BY FRAGILITY AND CONFLICT

As of August 2020, 29 of GPE's 68 partner countries at the time were categorized as being affected by fragility and conflict. On average, these countries tend to have fewer children completing basic education, and more children out of school. The need to ensure consistent access to quality education for these children is urgent, and a central priority for GPE.

GPE weights its funding allocations toward countries affected by fragility and conflict to ensure these countries receive more support from the outset.[19] Between 2016 and 2020, 78.5 percent of all implementation grant funding approved was for PCFCs, totaling nearly $1.7 billion for these countries. GPE also allows partner countries affected by a crisis[20] to access the equivalent of up to 20 percent of their maximum allocation in additional funding, up to $250 million in total, for education needs. In addition, as of October 2020, more than $255 million had been approved for PCFCs specifically for COVID-19 response in education systems.

In crisis situations, GPE grants can be restructured to meet crisis needs and deployed for direct service provision to ensure schools remain open, under the *Operational Framework for Effective Support in Fragile and Conflict-Affected States.*[21] GPE can also provide financial and technical support to help countries emerging from a crisis to establish a transitional education plan, which sets up a coordinated approach by identifying priority actions in the medium term to maintain progress toward key educational goals and by linking development and humanitarian actors. In some countries, such as Afghanistan and Syria, GPE funds support programs developed by partners in alignment with the Multi-Year Resilience Programme developed there with Education Cannot Wait (ECW).

GPE promotes the inclusion of refugees and displaced children in national education systems and works with partners such as ECW, the United Nations High Commissioner for Refugees (UNHCR) and the World Bank to meet the needs of these populations. For example, after the December 2019 joint pledge with ECW and the World Bank to support the Global Compact on Refugees, a joint action plan was published in October 2020 to implement this pledge through 2023.[22] GPE also made a separate pledge to ensure more and better financing to scale up quality learning for refugees. In addition to funding and advocacy, this includes strengthening incentives for host countries to include refugees in national education systems, and ensuring coordination of responses at the country level. Refugees and internally displaced children are also key beneficiaries of GPE grants (see box 2.3 for an example).

BOX 2.3. **GPE SUPPORT FOR EDUCATION IN PARTNER COUNTRIES AFFECTED BY FRAGILITY AND CONFLICT: NIGERIA**

In Nigeria, the states of Borno, Adamawa and Yobe have been affected by violence and displacement caused by Boko Haram. An estimated 3.1 million children are impacted by the ongoing conflict in these states. GPE's accelerated funding grant of $20 million for 2020–22, through UNICEF, provides learning materials to 500,000 out-of-school children who are repatriated, displaced or from host communities. Up to 100,000 children will also receive psychosocial support, and 100 schools will be built or rehabilitated with separate sanitation facilities for girls and boys. This programming is aligned with Nigeria's multiyear Education in Emergencies Strategy (2020–2023), annual Humanitarian Response Plan, and Joint Education Needs Assessment. It has also benefited from extensive consultations with the Nigeria Education Group, which provided endorsement.

Source: *Nigeria Accelerated Funding Quality Assurance Review – Phase 3, July 6, 2020.*

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19. GPE, *GPE Funding Model: A Results-Based Approach for the Education Sector* (Washington, DC: Global Partnership for Education, 2015), https://www.globalpartnership.org/sites/default/files/2015-06-gpe-funding-model_0.pdf.

20. GPE, *Guidelines for Accelerated Support in Emergency and Early Recovery Situations* (Washington, DC: Global Partnership for Education, 2015), https://www.globalpartnership.org/content/guidelines-accelerated-support-emergency-and-early-recovery-situations; GPE, Final Decisions" (Meeting of the Board of Directors, December 10-12, 2019, Nairobi, Kenya), https://www.globalpartnership.org/content/board-decisions-december-2019.

21. GPE, *Operational Framework for Effective Support in Fragile and Conflict-Affected States* (Washington, DC: Global Partnership for Education, 2018), https://www.globalpartnership.org/content/gpe-operational-framework-effective-support-fragile-and-conflict-affected-states.

22. GPE, *Ensuring More Effective, Efficient and Aligned Education Assistance in Refugee-Hosting Countries*, ECW-GPE-WBG Joint Action Plan (Washington, DC: Global Partnership for Education, 2020), https://www.globalpartnership.org/content/joint-action-plan-ensure-more-effective-efficient-and-aligned-education-assistance-refugee.

GPE FUNDING SUPPORT TO IMPROVE EQUITY, 2016-2020

Implementation grant funding allocations
to improve equity, 2016-2020
US$640 million

Education facilities 323	Gender equality[a] 147	Cash transfers and other incentives for students 6 8
	63	Access for out-of-school children[b] 58 38
		Adult learning 11 7
62		Suppport to children with disabilities/special needs 46 42
Health and nutrition in school 48 34		

Activity
51 ——— US$ milllions allocated

49 — Number of grants
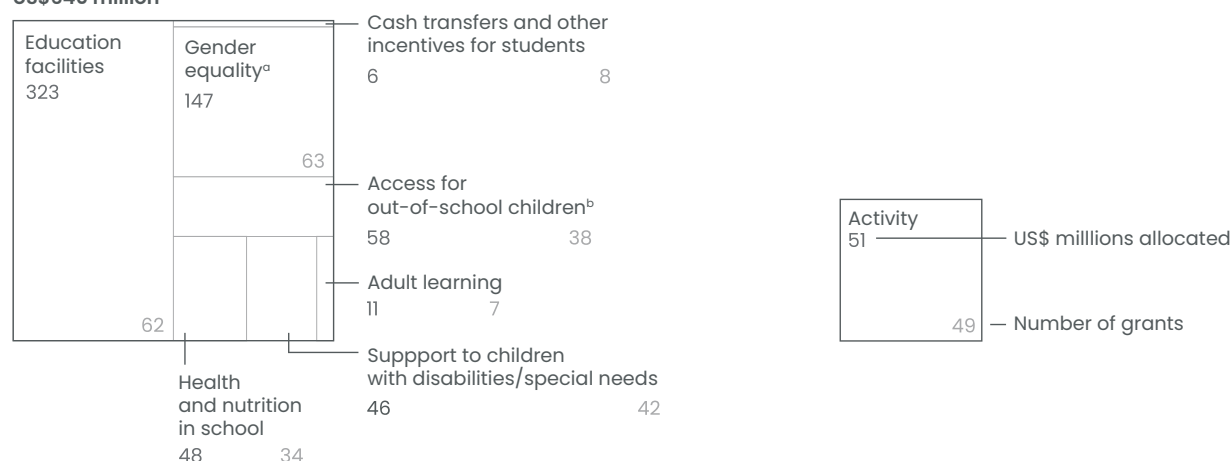
a. This involves activities focused on promoting gender equality in a very clear and specific way, such as awareness campaigns, resources for menstrual hygiene management, gender-responsive education and so on. Activities (such as scholarships) that mention girls as part of a broader group of beneficiaries are additional to this category.

b. This category focuses primarily on nonformal education systems and interventions for refugees and displaced children; other activities that expand access to get more children into school, such as building schools and recruiting teachers, are counted in other categories.

2.3. GPE SUPPORT FOR EQUITY IN BASIC EDUCATION

SUPPORTING BASIC EDUCATION FOR CHILDREN (Indicator 3)

Indicator 3 provides a rough equivalence of the number of additional children supported in basic education as a result of the disbursements of GPE grants in a particular year.[23] This number increased more dramatically in 2020 as a result of the significant surge in disbursements (figure 2.5), primarily through accelerated funding grants to help partner countries respond to COVID-19.[24]

FUNDING FOCUS: EQUITY

Among the 79 implementation grants approved between 2016 and 2020 (for more details, see chapter 5), $615.9 million in GPE funding supported activities to improve equity, ranging across seven categories (see Funding Focus: Equity). Education facilities are the largest expenditure for equity. They are key to expanding access to school especially for children in underserved areas, and for girls, who may be less likely to be sent to school if it is too long a journey. The facilities category also includes water, sanitation and hygiene facilities, which are likewise critical for equitable access.

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23. This indicator is not intended as a formal count; it is only a proxy for the actual number of children reached by GPE. Specifically, depending on how a given GPE grant is used by a country and the nature of country-level projects implemented, GPE's impact may affect more or fewer children than estimated by the indicator. It is calculated by dividing country-level disbursements by country-specific public expenditures per child in basic education for each partner country that received a GPE grant in that year. The 2019 milestones and 2020 targets do not appear for this indicator for the following reason: The previous milestones were set in 2015 for the period 2016–18. These were calculated based on the grant allocations for 2016–18 (according to the 2015–18 GPE replenishment). Given the new grants approved under the new replenishment cycle (2018–20), it was not possible to compute comparable milestones or targets for 2019–20.
24. Girls make up less than half of the estimated children supported because these estimates are based on the children being served by the education systems across partner countries, and girls are still on average less likely to have access to education and therefore less likely to be grant beneficiaries.

FIGURE 2.5.

MORE THAN 32 MILLION CHILDREN WERE SUPPORTED IN BASIC EDUCATION DURING THE 2015–20 PERIOD.

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

Source: GPE Secretariat.

	Milestone	Actual
Overall	●	●
PCFCs	■	■
Female	◆	◆

GPE SUPPORT FOR INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES

Expanding support for the inclusion of children with disabilities in quality education is an important priority for GPE. GPE provides a wide range of assistance toward this goal, including guidance, support and funding for interventions to include children with disabilities in countries' education systems. During GPE 2020, $45.5 million in implementation grant funding supported inclusive education for children with disabilities. GPE's support includes tools and guidelines for education sector analysis and planning to support improved disability data, teacher training in inclusive education, and equipment and learning materials such as braille machines, eyeglasses and hearing aids (see box 2.4 for an example from Zanzibar).

Inclusive education for children with disabilities was a key priority in GPE's COVID-19 response. More than 81 percent of COVID-19 accelerated funding grants included inclusive measures for children with disabilities during school closings, such as accessible remote lessons, print materials in Braille, assistive devices and the promotion of supplementary support programs. GPE also joined with the World Bank and other partners to produce the report *Pivoting to Inclusion: Leveraging Lessons from the COVID-19 Crisis for Learners with Disabilities*, which makes recommendations about building and maintaining inclusive education during the crisis and in recovery.[25]

2.4. EARLY CHILDHOOD CARE AND EDUCATION

PRE-PRIMARY ENROLLMENT (Indicator 6)

Early childhood care and education (ECCE) is a critical investment, as it not only contributes powerfully to a child's ability to stay and succeed in school down the road, but also reduces disparities in outcomes stemming from social inequality.[26] Indicator 6 tracks progress on access to pre-primary education through the pre-primary gross enrollment ratio,[27] and its 2020 targets were met for all groups (figure 2.6). While revised

25. C. V. Mcclain-Nhlapo et al., *Pivoting to Inclusion: Leveraging Lessons from the COVID-19 Crisis for Learners with Disabilities* (Washington, DC: World Bank Group, 2020), http://documents.worldbank.org/curated/en/777641595915675088/Pivoting-to-Inclusion-Leveraging-Lessons-from-the-COVID-19-Crisis-for-Learners-with-Disabilities.
26. B. Daelmans et al., "Early Childhood Development: The Foundation of Sustainable Development," *The Lancet* 389, no. 10064 (2017): 9–11.
27. The pre-primary gross enrollment ratio of a country measures the number of children enrolled in pre-primary education, as a percentage of the number of children of pre-primary school age living in that country.

data suggest higher baselines than originally indicated, enrollments have been increasing since 2016, and rose by roughly 4 percentage points for all groups since the 2016 baseline. Children in partner countries affected by fragility and conflict are slightly disadvantaged, but the gap is narrowing.

GPE supports ECCE in a variety of ways, notably including implementation grants (see box 2.5 for an example). Of this financing, 6.6 percent went to ECCE during the 2016–20 period, for a total of $158.2 million. The funds disbursed for ECCE

increased from $21 million (5 percent) in 2016 to $31 million (11 percent) in 2019, before finishing at $27 million (7 percent) in 2020.

The Better Early Learning and Development at Scale (BELDS) initiative at GPE, which had spanned more than three years, ended in 2020. Funded equally by the Open Society Foundations, Comic Relief, Dubai Cares and the Hilton Foundation, the initiative devoted $2 million to technical support on ECCE both within the GPE Secretariat and across the

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FIGURE 2.6.

PRE-PRIMARY GROSS ENROLLMENT RATIOS FAR EXCEEDED TARGETS.
Children enrolled in pre-primary education, as a percentage of children of pre-primary school age

Source: GPE compilation based on updated data of the UNESCO Institute for Statistics (database), Montreal, http://uis.unesco.org (2020).

Note: GPE does not revise official baselines; these are represented above as "Original Baseline." Originally reported data for years 2016–19 can be found in appendix A.
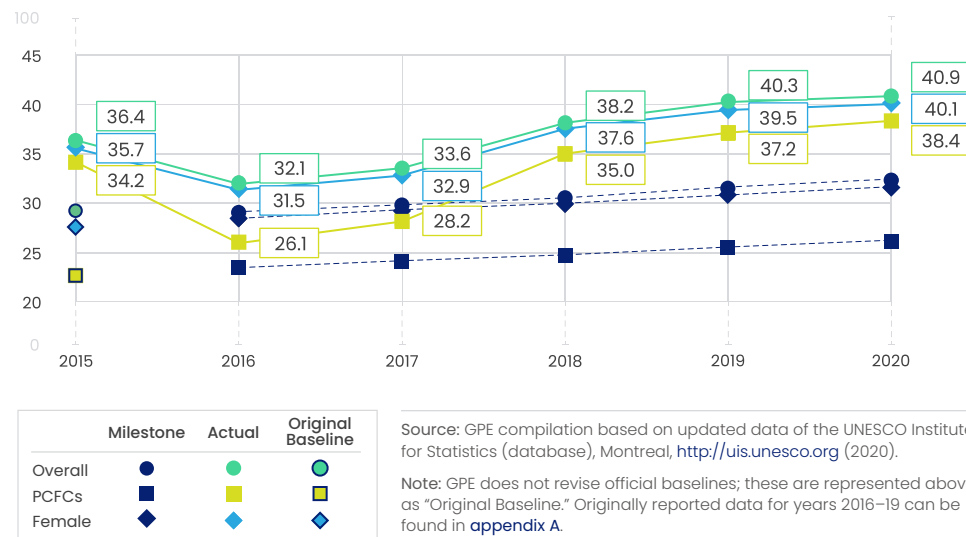
partnership. Through the BELDS initiative, GPE partnered with UNICEF to develop and implement three components:

> Partnerships at the national and global levels to strengthen the visibility of ECCE in sector plans
> In-country capacity development for ECCE in sector planning in four pilot partner countries: Lesotho, Ghana, Kyrgyz Republic, and Sao Tome and Principe
> Global toolkit of interactive resources to support the integration of ECCE in national sector planning processes, with complete illustrative country-level examples, available at www.ece-accelerator.org[28]

The development of the third component, the ECE Accelerator toolkit, through a year-long consultative process with dozens of stakeholders, occurred in 2020. The toolkit was also informed by the BELDS pilot country experiences as well as the expertise of global partners. An independent evaluation of BELDS was also conducted in 2020, confirming the overall success of the initiative in equipping ministries with the capacity, knowledge, and resources to mainstream ECCE, and in raising the profile of early childhood education in sector plans and policies.[29] The flexible design ensured responsiveness and relevance to countries, stakeholders felt that the project was well managed and efficient, and the mini-pooled funding mechanism was seen as a successful way to leverage foundation partnerships while reducing transaction costs. This evaluation will help inform the KIX-financed scale-up of BELDS, which will continue under a consortium led by UNICEF, the World Bank and the Early Childhood Development Action Network.

EARLY CHILDHOOD DEVELOPMENT (Indicator 2)

Indicator 2 tracks the percentage of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being. Of the 22 countries in the baseline, 10 have new data since the baseline. Of these, six have new data since the last scheduled reporting in *Results Report 2019*.[30] The average among these 22 countries was 66 percent at baseline and has increased to 68 percent; however, this result should be interpreted with caution because of the small number of countries with updated data. Among the 10 countries with updated data since the baseline, the average

has improved from 62 percent at the 2011–14 baseline to 66 percent during the 2015–19 period. However, because of the paucity of countries with updated data available, the performance of this indicator could not be compared to the 2020 target.

TOWARD EQUITY, GENDER EQUALITY AND INCLUSION IN ACCESS TO EDUCATION

Progress in partner countries on equity, gender equality and inclusion during GPE 2020 is undeniable, but it is now in peril. Published data on access to education, which do not yet reflect the impacts of COVID-19, show important gains prior to the pandemic. More children completed school: 75.7 percent at primary level compared with 72.2 percent at baseline, and 53 percent at lower secondary level compared with 48.6 percent at baseline. The gender gap in completion rates narrowed, as a larger proportion of girls completed school compared to overall rates at both levels. Equity in lower secondary completion rates, including by gender, location and wealth, also improved, with 53 percent of partner countries having improved substantially over 2010, compared with 32 percent at baseline. Out-of-school rates fell as well, most notably for partner countries affected by fragility and conflict, which saw rates fall to 34 percent at lower secondary level compared with 40.1 percent at baseline. More children enrolled in pre-primary education: 40.9 percent across partner countries in 2020 compared with 36.4 percent at baseline.

However, many indicators show progress too slow to achieve Sustainable Development Goals regarding universal access to education. Population growth poses an urgent challenge to education systems, as the absolute number of out-of-school children across partner countries is virtually unchanged from baseline even as rates decreased.[31] And both the educational and economic impacts of COVID-19 threaten to reverse this progress, as discussed in the Special COVID-19 Chapter. A new level of effort and focus will be needed from all partners to protect the right of all children to a quality education, and to support the innovations of GPE 2025 to be maximally effective toward this vision.

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28. Details on the toolkit are available at https://www.globalpartnership.org/blog/launching-ece-accelerator-toolkit-support-strengthening-early-childhood-education-systems.
29. https://www.globalpartnership.org/content/independent-evaluation-belds-initiative.
30. GPE, *Results Report 2019* (Washington, DC: Global Partnership for Education, 2019), https://www.globalpartnership.org/content/results-report-2019. The scheduled reporting years for Indicator 2 after the baseline are 2018 and 2020.
31. GPE Secretariat compilation based on data of the UNESCO Institute for Statistics (database), Montreal, http://uis.unesco.org (2020): 78,738,457 children out of primary and lower secondary school across partner countries compared to 78,775,509 at baseline.

BOX 2.5. GPE SUPPORT FOR EARLY CHILDHOOD CARE AND EDUCATION: GUYANA

Guyana chose to focus the entirety of its latest implementation grant (2015–18) on investing in early childhood education with a focus on reducing disparity.[a] The $1.7 million grant, through the World Bank, went to improve emergent literacy and numeracy outcomes for children at the nursery and grade 1 level in hinterland regions and targeted remote riverine areas. Thanks to GPE's support, the program focused on change at all levels: capacity-building for teachers, new learning materials and training primary caregivers to help them better support their children's learning at home.

The project completion review notes that the results are palpable: Teachers now effectively tailor lessons to meet the children's needs and know how to create an environment that stimulates learning. Caregivers are more engaged in their children's learning, and, with new learning materials available, lessons have become easier for teachers to deliver and more interactive for students. With GPE's support, Guyana has made significant strides in early childhood education and reduced learning disparities between regions: Eighty-eight percent of vulnerable young children living in remote areas now master early reading and math skills by the end of preschool, similar to their peers in coastal regions. In 2020, an additional $3.5 million in accelerated funding was approved for the COVID-19 response of Guyana's education system, which also focused on supporting learning in remote areas.

a. Read more at GPE, "Guyana: Closing the Learning Gap for the Most Vulnerable Studens," Stories of Change, Global Partnership for Education, October 2020, https://www.globalpartnership.org/results/stories-of-change/guyana-closing-learning-gap-most-vulnerable-students.

Source: World Bank, *Implementation Completion and Results Report TF019053 on a Small Grant in the Amount of USD1.7 Million to the Co-Operative Republic of Guyana for the Guyana Early Childhood Education Project (P129555), March 2019* (Washington, DC: World Bank, 2019).
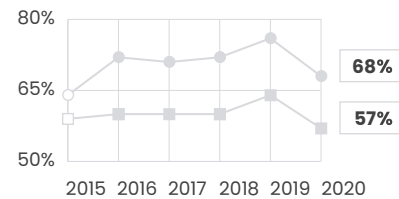
EFFICIENT EDUCATION SYSTEMS

RESULTS AT A GLANCE

OUTCOME

GOAL 3
Effective and efficient education systems

#10
68% of partner countries increased their share of education expenditure or maintained it at 20% or above.
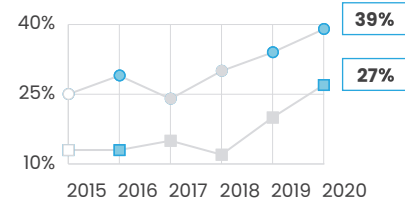

| 80% |
| 65% |
| 50% |

2015 2016 2017 2018 2019 2020

68%
57%

#11
Equitable allocation of teachers.

—

*Only 10 countries from the baseline cohort had data after 2015.

#12
39% of partner countries had fewer than 40 pupils per trained teacher.

| 40% |
| 25% |
| 10% |

2015 2016 2017 2018 2019 2020

39%
27%

#13
Repetition and dropout impact on efficiency.

—

*Only three countries from the baseline cohort had data after 2015.

#14
33% of partner countries reported at least **10 of 12 key education indicators** to the UIS.

| 50% |
| 35% |
| 20% |

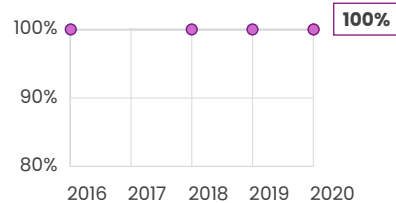2015 2016 2017 2018 2019 2020

33%
32%
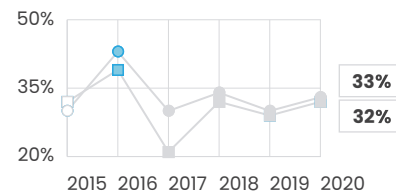
COUNTRY-LEVEL

OBJECTIVE 1
Strengthen education sector planning and policy implementation

#17
100% of partner countries applying for GPE grant published data at national level.

| 100% |
| 90% |
| 80% |

2016 2017 2018 2019 2020

100%

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

GLOBAL-LEVEL

OBJECTIVE 4
Mobilize more and better financing

#31
92% of country missions addressed domestic financing.

| 100% |
| 70% |
| 40% |

2015 2016 2017 2018 2019 2020

100%
92%

	Baseline	Milestone met	Milestone not met	Insufficient data
Overall	○	●●●	●	—
PCFCs	☐	■■■	■	
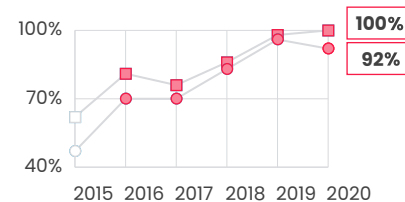
KEY FINDINGS

- The volume of domestic financing for education increased by $5.8 billion between 2015 and 2019 in the 61 GPE partner countries.

- The proportion of countries with a share of education spending at or above the 20 percent recommended threshold or an increased share of government expenditure on education went from 64 percent in 2015 to 68 percent in 2020.

- GPE maintained its commitment to supporting more and better domestic financing. The proportion of Secretariat missions addressing domestic financing issues increased, from 47 percent in 2015 to 92 percent in 2020.

- Partner countries achieved progress in teacher training as demonstrated by 39 percent of countries with fewer than 40 primary students per trained teacher in 2020, increasing from 25 percent in 2015.

- The availability of key data to drive evidence-based education policy dialogue remained a challenge during the implementation of GPE 2020. The lack of data to report on teacher deployment and internal efficiency confirms the data challenge. In 2020, 33 percent of partner countries reported at least 10 out of 12 key indicators to the UIS, up by only 3 percentage points from the 2015 baseline.

- In addition to the various incentives provided through its operational model, GPE's implementation grants approved between 2016 and 2020 dedicated $653.2 million to support activities aimed at strengthening education systems (for instance, data-related and capacity-building activities at central and decentralized levels) in partner countries.

3

EFFICIENT EDUCATION SYSTEMS

The GPE 2020 theory of change[1] advocates that a strong education system is one of the conditions for improved access to education and learning for all. Since 2015, GPE has been contributing to improving the efficiency and the effectiveness of the education systems in partner countries through nonfinancial support (various incentives provided by GPE's funding model) and direct financial contribution to system strengthening activities. The GPE 2020 results framework dedicated seven indicators to gauge the partnership's progress toward efficient and effective education systems in partner countries. This chapter discusses GPE's progress toward stronger education systems as measured by these indicators, highlighting progress in domestic financing and teacher training but continued challenges with data.

3.1. DOMESTIC FINANCING FOR EDUCATION
(Indicators 10 and 31)

Building a stronger education system requires adequate financing of the education sector. As government expenditure is one of the most important sources of funds for the education sector, improving the education share of the government budget has been a key element of the GPE 2020 strategy.[2] To incentivize education budget improvements in partner countries, GPE requires countries applying for implementation grants to commit to maintaining the share of their expenditure on education at 20 percent (or more) or to increase education spending toward the 20 percent benchmark. Indicator 10 monitors the proportion of partner countries dedicating at least 20 percent of government total expenditure to education or increasing their share of education expenditure toward this benchmark.[3]

In 2015, at baseline 64 percent of partner countries with data available (32 out of 50), including 59 percent of partner countries affected by fragility and conflict (PCFCs) (13 out of 22), maintained a share of education expenditure at or above 20 percent or increased the share of their education expenditure from 2014.[4] In 2020, the proportion of countries with at least a 20 percent share of education spending or an increasing share of education spending improved to 68 percent overall (32 out of 47 countries) and declined to 57 percent in PCFCs (12 out of 21). The value of Indicator 10 in 2020 is 22 percentage points below the overall target, and 29 percentage points below the target for PCFCs (figure 3.1).

The targets and milestones for Indicator 10 were calculated using baseline data collected in 2016 on public education expenditure in 2015 and before. Since then, Indicator 10 data were revised in 2017, 2018, 2019, 2020 and 2021 as more recent budget documents became available. Because the original baseline was 14 percentage points higher than the revised baseline, it led to higher target-setting for 2020. Therefore, despite the increase in the value of Indicator 10 since 2015, the 2020 target was missed.

Education expenditure as a share of total government expenditure (excluding debt service) improved from 19.0 percent in 2015 to 19.8 percent in 2019 on average in 44 countries with

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1. As per Strategic Plan 2016–2020 (GPE 2020); theory of change available at https://www.globalpartnership.org/content/gpe-2020-theory-change.
2. Overall, the 2019 *Global Education Monitoring Report* shows that governments account for four out of five dollars spent on education. See UNESCO, *Global Education Monitoring Report 2019 – Migration, Displacement and Education: Building Bridges, Not Walls* (Paris: UNESCO, 2019), https://unesdoc.unesco.org/ark:/48223/pf0000265866.
3. For more information, see the methodology sheet for Indicator 10: https://www.globalpartnership.org/content/methodology-sheet-gpe-result-indicator-10-0.
4. The baseline was updated in figure 3.1 using more recent budget documents. The updated baseline is much lower than the original, which was 78 percent (77 percent for PCFCs). The baseline was updated in figure 3.1 using more recent budget documents. The updated baseline is much lower than the original, which was 78 percent (77 percent for PCFCs).

COUNTRIES MADE SOME PROGRESS IN INCREASING DOMESTIC FINANCING SINCE 2015.
Proportion of countries that achieved the 20 percent benchmark or increased the share of education spending from the baseline

	Milestone	Actual
Overall	● (dark blue)	● (green)
PCFCs	■ (dark blue)	■ (yellow)

Source: GPE compilation based on country-level publicly available budget documents collected by the GPE Secretariat.

Note: Data published as part of previous results reports have been updated and revised accordingly, as has the baseline.
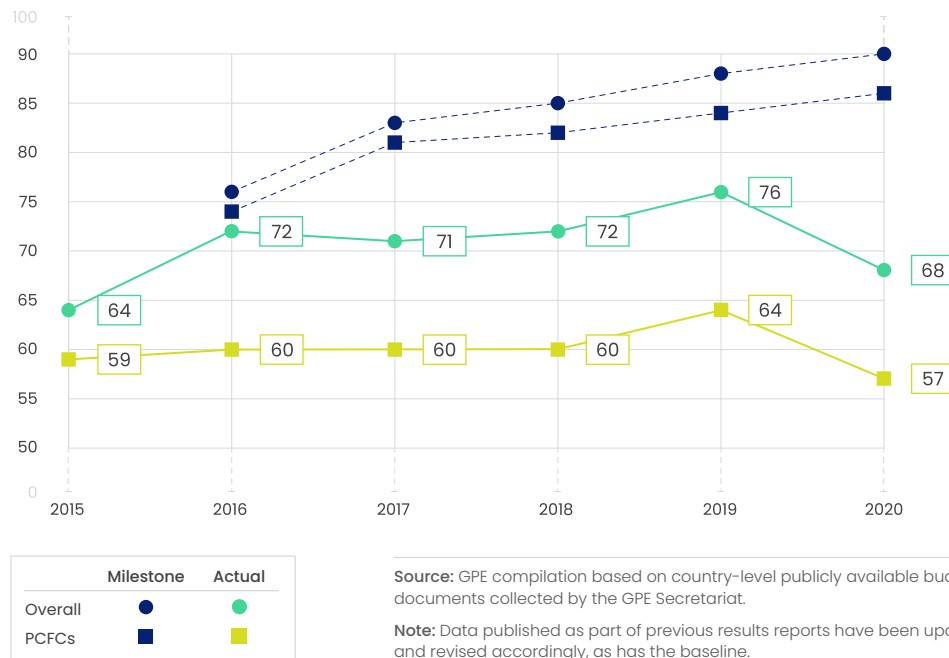
data available, but declined to 17.5 percent in 2020.[5] The total volume of public education expenditure increased by $5.8 billion between 2015 and 2019 in the 61 partner countries.[6] The volume of education expenditure experienced a faster growth compared to that of the school-age population. This led to a slight increase of the spending per school-age child from $119 ($84 in PCFCs) in 2015 to $122 ($106 in PCFCs) in 2019.

During the GPE 2020 strategy implementation period, country missions offered an opportunity to tackle domestic financing issues through dialogue with various actors at the country level.[7] Indicator 31 monitors the proportion of the Secretariat's missions addressing domestic education financing issues in partner countries.

At baseline in 2015, 47 percent of missions (27 out of 57) and 62 percent of missions in PCFCs (21 out of 34) addressed domestic financing issues. In 2020, because of the COVID-19 pandemic, 64 missions (down from 90 missions in 2019) were undertaken in partner countries.[8] Of these, 92 percent (59 out of 64 missions) addressed domestic financing issues; 33 missions took place in PCFCs and all addressed domestic financing issues. Despite the slowdown in country missions in 2020 because of COVID-19-related travel restrictions, the target of Indicator 31 was exceeded by 27 percentage points (35 percentage points for PCFCs) (figure 3.2).

Findings from the country-level evaluations[9] show that GPE's requirement for domestic financing contributed to improving the dialogue between the ministry of education and the ministry of finance during the budget negotiation process in some

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5. A study from the World Bank shows that education expenditure was expected to decline in 2020 because of the economic setbacks due to the pandemic. According to a joint study by the World Bank and UNESCO, two-thirds of low- and lower middle-income countries have cut their public education budgets since the onset of the pandemic. See World Bank, *The Impact of the COVID-19 Pandemic on Education Financing* (Washington, DC: World Bank, 2020) https://openknowledge.worldbank.org/handle/10986/33739; UNESCO and World Bank,, *Education Finance Watch 2021* (Paris: UNESCO 2021), https://unesdoc.unesco.org/ark:/48223/pf0000375577.
6. These figures were calculated by the Secretariat using data from UIS (database), Montreal (http://uis.unesco.org), and World Development Indicators, World Bank, Washington, D.C. (https://datacatalog.worldbank.org/dataset/world-development-indicators). The 2020 data are not available yet.
7. This indicator mainly monitors the Secretariat country leads' involvement in domestic financing dialogue during their mission travel in partner countries.
8. In 2019, 90 missions were undertaken in partner countries, of which 86 addressed domestic financing issues. The number of missions declined in 2020 because of COVID-19-related travel restrictions; however, the GPE Secretariat remained engaged to continue the policy dialogue on domestic financing through virtual meetings.
9. Country-level evaluations are a key part of GPE's monitoring and evaluation strategy. Find more information here: https://www.globalpartnership.org/results/monitoring-evaluation.

THE PROPORTION OF COUNTRY MISSIONS ADDRESSING DOMESTIC FINANCING ISSUES HAS EXCEEDED MILESTONES AND TARGETS SINCE 2016.

Proportion of country missions addressing domestic financing issues

Source: GPE Secretariat.

countries. However, GPE's influence on the volume of domestic financing was moderate to minimal, with domestic factors playing a much stronger role in determining the volume of education financing. The domestic financing requirements can be an effective tool for initiating discussions on domestic financing especially with the ministry of finance. Dialogue could also play a key role in engaging the government in discussion on the efficiency and the equity of public education expenditure.

3.2. EFFICIENCY OF THE EDUCATION SYSTEM (Indicator 13)

GPE 2020 not only advocated for an increased volume of education expenditure, but also aimed to incentivize the efficient use of education resources. Indicator 13, the internal efficiency coefficient (IEC), estimates the proportion of the primary education resources used to cover internal inefficiencies caused by repetition and dropout. Specifically, Indicator 13 measures the proportion of countries that have an IEC higher or equal to 70 percent, meaning that 30 percent or less of their resources are wasted because of repetition and dropout.

In 2015, 19 countries had some data available for the period 2010–14 and five of them (including 2 out of 12 PCFCs) had an IEC above 70 percent. Indicator 13 tracks the same countries' progress through the period 2015–20. Only three of the 19 countries (Benin, Cameroon, and Sao Tome and Principe) have a new data point available in 2015–20, of which one (Sao Tome and Principe) exceeds the threshold of 70 percent. There are not enough updates to enable reporting against the target for this indicator.

Data for the IEC are available from 2010 to 2019 for 26 partner countries (including seven countries that were not in the Indicator 13 baseline sample and the 19 countries at the baseline). The IEC at the primary level in these countries varies from 25 percent in South Sudan to 82 percent in Sao Tome and Principe with an average of 59 percent (56 percent for the 17 PCFCs with data). This means that 41 percent of all education spending was used to cover the costs of repetition and dropout in these countries. Overall, 31 percent of the partner countries with data available any time between 2010 and 2019 (8 out of 26 countries) and 29 percent of the PCFCs (5 out of 17) have an IEC value at or above the benchmark

EFFICIENCY TRENDS IN GPE PARTNER COUNTRIES

To better understand how efficiency evolved in partner countries over the implementation period of GPE 2020, an alternative measure of efficiency is explored. Using data on public education spending per school-age child and lower-secondary completion rates for 35 partner countries with data available between 1990 and 2019, an efficiency score is estimated using a frontier-based technique.[a] The efficiency score captures countries' ability to reach the maximum possible level of education completion, given the available spending per school-age child.

Between 1990 and 2019, the efficiency increased by an average of 1 percentage point every year, that is, the same level of education outcomes was achieved with approximately 1 percent fewer resources from one year to another. GPE partner countries experienced a stronger efficiency improvement in the period 2015–19, with a 1.29 percentage point annual improvement of the efficiency score.

a. A stochastic frontier model is estimated using a methodology introduced by G. Battese and T. Coelli, "A Model for Technical Inefficiency Effects in a Stochastic Frontier Production Function for Panel Data," *Empirical Economics* 20 (1995): 325–32, 10.1007/BF01205442. For an application of the stochastic frontier model to estimate the efficiency of the education systems in developing countries, see E. W. Miningou, "Quality Education and the Efficiency of Public Expenditure: A Cross-Country Comparative Analysis" (Policy Research Working Paper 9077, World Bank, Washington, DC, 2019), https://ideas.repec.org/p/wbk/wbrwps/9077.html. A measure of learning is not included as one of the outcome variables because of data availability issues.

Source: GPE Secretariat analysis based on UIS and World Bank data.

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of 70 percent.[10] A longer-term analysis of the efficiency of education spending using data from the World Bank and UIS shows some improvements since 1990 (box 3.1).

3.3. TEACHER TRAINING AND DEPLOYMENT
(Indicators 11 and 12)

Teachers are one of the most important factors for improving learning.[11] It is estimated that almost 69 million more teachers (24.4 million for primary and 44.4 million for secondary) are needed worldwide to reach the SDG Education 2030 goals.[12] The scope of the challenge is even more daunting when one considers the availability of trained teachers and the equitability of teacher allocation, both areas on which GPE collects data.

Having trained teachers in the classroom is one of the cornerstones of a strong education system. GPE recognizes the importance of having adequate numbers of trained teachers in schools and thus tracks the proportion of countries with a ratio of students to trained teachers below a threshold of 40 in primary education (Indicator 12). During the implementation of GPE 2020, the pupil to trained teacher ratio (PTTR)[13] improved in many partner countries to below the suggested threshold of less than 40 students per trained teacher. The proportion of countries below the threshold was 25 percent (14 out of 55 countries) in 2015 and 39 percent (16 out of 41) in 2020 (figure 3.3).[14] Overall, the indicator value surpassed the 2020 target of 35 percent.

In partner countries affected by fragility and conflict, the proportion of countries with a PTTR below the threshold increased from 13 percent (3 out of 24 countries) in 2015 to 27 percent (4 out of 15) in 2020. Despite a dip in 2018, these countries also

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10. The 31 percent figure cannot be compared to the baseline of Indicator 13 because of differences in the samples of countries.
11. B. Snilstveit et al., *Interventions for Improving Learning Outcomes and Access to Education in Low- and Middle-Income Countries: A Systematic Review* (3ie Systematic Review 24, International Initiative for Impact Evaluation, Washington, DC, 2015); T. Béteille and D. K. Evans, *Successful Teachers, Successful Students: Recruiting and Supporting Society's Most Crucial Profession* (Washington, DC: World Bank, 2019).
12. UIS, *The World Needs Almost 69 Million New Teachers to Reach the 2030 Education Goals* (Montreal: UNESCO Institute for Statistics, 2016), https://unesdoc.unesco.org/ark:/48223/pf0000246124.
13. Indicator 12 uses the PTTR at the primary level provided by the UIS. PTTR is the average number of pupils per teacher who has received the minimum organized teacher training (pre-service or in-service) required for teaching at the relevant level according to the relevant national policy or law.
14. Of the 25 countries with a PTTR above the benchmark in 2020, 17 have a PTTR between 41 and 60, and eight have a PTTR greater than 60. Half of the countries with a PTTR above 60 are categorized as PCFCs. On average, PCFCs register 60 students per trained teacher, compared with 48 for non-PCFCs. A total of 38 partner countries have data available both in 2015 and 2020. The proportion of countries with a PTTR below the threshold increased from 24 percent (9 out of 38 countries) in 2015 to 37 percent (14 out of 38) in 2020.

FIGURE 3.3.

THERE WERE SOME IMPROVEMENTS IN THE PUPIL TO TRAINED TEACHER RATIOS BETWEEN 2015 AND 2020.

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

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

	Milestone	Actual
Overall	●	●
PCFCs	■	■
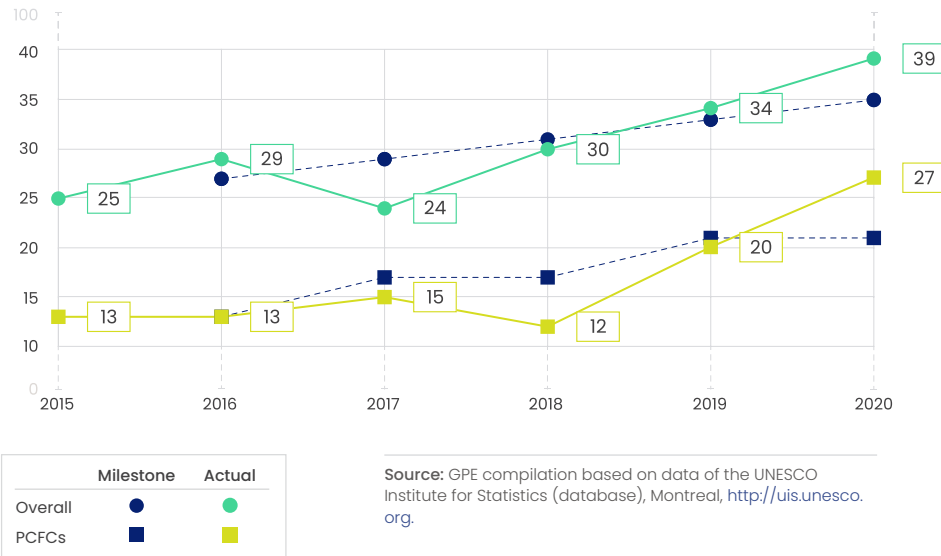
surpassed the 2020 target (21 percent). However, among the 14 PCFCs with data available in both 2015 and 2020, the average PTTR improved slightly in that time.

Despite general improvements over the period 2015–20 in the proportion of countries with a PTTR below the threshold, it is important to note that the number of countries with data available declined from 55 in 2015 to 41 in 2020, showing the need for stronger data systems that consistently collect and track data in this regard, particularly in PCFCs. Only 38 countries have data available in both 2015 and 2020, and the average PTTR among those slightly improved from 56 students per trained teacher in 2015 to 54 in 2020. Five countries improved from above the threshold in 2015 to below the threshold in 2020.[15] A closer review of the countries shows that, though many countries did not meet the benchmark of below 40 pupils to trained teacher, some countries such as Benin and Sierra Leone still made considerable progress.[16]

To ensure that the education system provides equitable learning opportunities to all students, the available teachers need to be deployed according to need. The adequacy of the allocation of teachers is measured by the statistical relationship (denoted as R^2) between the number of teachers and the number of students in schools. Indicator 11 assesses the percentage of partner countries meeting the suggested 0.8 threshold, meaning that the number of students enrolled explains at least 80 percent of teacher distribution.[17]

Data availability for Indicator 11 is a challenge because the R^2 data are collected from education sector analyses, which are not often conducted in partner countries. In the baseline period (2010–14), 21 partner countries had data available. As of December 2020, 10 of these countries (including six PCFCs) reported new data points for this indicator (2015–20). Of these 10 countries with new data points, only one country reported a R^2 value above the 0.8 threshold. The average R^2 in the 10 countries with data available in the period 2015–20 worsened from 0.57 in 2015 to 0.49 in 2020.[18] Notably, eight of these 10 countries show a decline in the R^2 values between 2015 and 2020. The most recent data available between 2010 and 2020 for the 21 countries in the baseline sample show that

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15. The Gambia, Kyrgyz Republic, Lesotho, Liberia and Mauritania. Note that none of the 38 countries with data available in 2015 and 2020 declined from below the threshold in 2015 to above the threshold in 2020.
16. For instance, Bangladesh (from 70 to 60), Benin (from 94 to 56), Burkina Faso (from 54 to 45), Burundi (from 50 to 43), Cambodia (from 47 to 42), Côte d'Ivoire (from 50 to 42), Eritrea (from 57 to 46), Ghana (from 59 to 45), Mozambique (from 63 to 57), Niger (from 79 to 65), Sierra Leone (from 61 to 45) and Zambia (from 53 to 43).
17. A country-level R^2 value of 1 would indicate that the number of teachers is perfectly proportional to the number of students across schools. GPE has set 0.8 as the suggested threshold for partner countries' R^2 value, meaning that the number of students enrolled should explain at least 80 percent of teacher distribution.
18. The R^2 values in 2020 vary between countries, ranging from a low of 0.24 in Cameroon (a figure that declined from the baseline) to a high of 0.93 in Sao Tome and Principe (which increased from the baseline).

19 percent (4 out of 21 countries) reported R^2 values that meet the threshold of 0.8.[19] Among the 12 PCFCs in this sample, only two meet the threshold. Because of the insufficient data availability, the Indicator 11 value in 2020 could not be compared against the 2020 target.

Recognizing the central role that trained teachers play in ensuring good quality learning for all, the partnership is continuing to prioritize increasing the availability and equitable distribution of teachers across partner countries, particularly in PCFCs (see box 3.2 for some examples). Teachers and teaching quality are priorities under GPE 2025. Through grants to partner countries, GPE will support diagnostics and data on teachers and teaching quality and consolidation as well as sharing of evidence on quality teaching. GPE will also support building the capacity of teachers' organizations to participate effectively in policy dialogue and focused investments in policies and programs that are grounded in evidence. Through the Knowledge and Innovation Exchange (KIX), three global grants on teacher professional development and capacity-building are also supporting research in this area, while through Education Out Loud, GPE is supporting constituency-based networks such as teachers' organizations to participate in sector policy dialogue and development processes.

3.4. DATA FOR EDUCATION SYSTEMS (Indicators 14 and 17)

Strengthening education systems by making use of accurate, timely and comprehensive data to design and implement effective education policies was at the core of the GPE 2020 strategy. Overall, Indicators 14 and 17 show that GPE has supported data strategies through its grants, but many countries still do not report all data to the UIS, although several have data available at the country level.

Indicator 14 monitors the proportion of partner countries reporting at least 10 out of 12 key education-related outcomes, service delivery and financing indicators to the UIS.[20] In 2020, 33 percent of partner countries (20 out of 61) reported at least 10 out of 12 key indicators to the UIS, up by 3 percentage points from the 2015 baseline (figure 3.4). Many countries registered some improvements between 2015 and 2020. In total, eight countries that did not report key data to the UIS in 2015 reported data in 2020.[21] In contrast, six countries reported key data to the UIS in 2015 but did not do so in 2020.[22] There is a net gain of two additional countries reporting key data to the UIS between 2015 and 2020.

The number of partner countries reporting key data to the UIS increased between 2015 and 2020, but the target of Indicator 14 for 2020 was missed by 33 percentage points, and

19. This includes the baseline data for the 11 countries without new data points.
20. For more information, see the "Methodology Sheet for Indicator 14": https://www.globalpartnership.org/content/methodology-sheet-gpe-result-indicator-14. Note that GPE uses UIS data from 2016–17 to generate 2019 values for the results framework because of the standard two-year lag in data publication on the online UIS database.
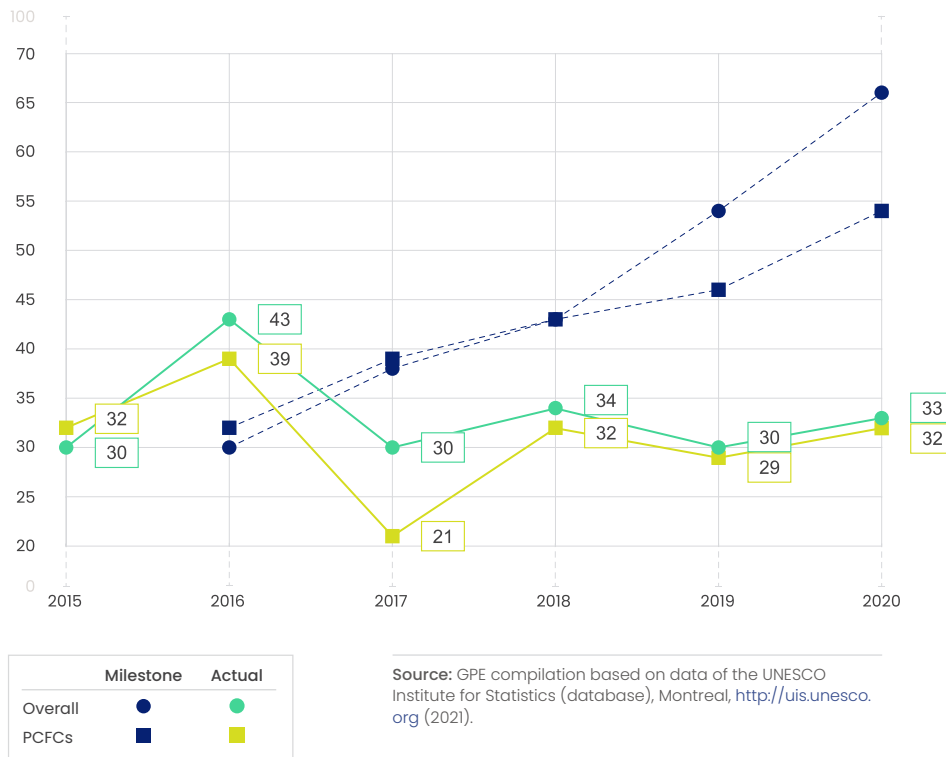21. Albania, Cambodia, Côte d'Ivoire, Djibouti, Ghana, Liberia, Mongolia and Uzbekistan.
22. Benin, The Gambia, Guyana, Mauritania, Mozambique and Togo.

FIGURE 3.4.

THE AVAILABILITY OF DATA HAS BEEN A CONSISTENT CHALLENGE SINCE 2017.
Proportion of countries reporting at least 10 out of 12 key education indicators to the UIS

	Milestone	Actual
Overall	●	●
PCFCs	■	■

Source: GPE compilation based on data of the UNESCO Institute for Statistics (database), Montreal, http://uis.unesco.org (2021).

improvement since the baseline has been unsteady. In 2015, countries reported an average of seven out of 12 indicators to the UIS. The average number of indicators reported remained at seven in 2020.

A closer look at the data shows that the number of indicators reported to the UIS increased in 40 percent of the partner countries (39 out of 61) between 2015 and 2020. In particular, in countries where a larger proportion of GPE funding is allocated to EMIS (more than 5 percent of the total grant amount and more) 46 percent (6 out of 13 countries) recorded some progress in the number of key indicators reported to the UIS. The average number of key indicators reported to the UIS increased from seven to nine in the countries that dedicated more than 5 percent of their implementation grants to data systems but stagnated at seven indicators on average in the other countries (those that spent less than 5 percent on data and countries that did not receive GPE's implementation grants).

Reporting on education finance and service delivery indicators regarding teachers, especially by level of education, has been a persistent challenge for partner countries during the GPE 2020 implementation period. The ability of the education system to collect and disseminate key education data appears to be related to weak statistical systems in countries.[23] Strengthening the overall statistical capacity in partner countries would be necessary to tackle the education data gaps. In particular, the World Bank's Statistical Capacity Index reveals that partner countries need support to adhere to internationally recommended standards and methods and to build stronger administrative systems to conduct data collection activities in line with internationally recommended periodicity.

During the implementation period of the GPE 2020 strategy, GPE remained committed to leveraging its funding model to help fill the data gaps in partner countries. Indicator 17 monitors the proportion of countries with approved implementation

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23. There is a significant correlation between the number of indicators reported to the UIS and the World Bank's statistical capacity index (see box 2.2 in GPE's results report for 2020). However, it is worth noting that consultations with EMIS units in some countries show that there could be a lack of coherence between the overall statistical strategy and the capacity within the ministry of education.

grants and data strategies that meet quality standards to address data challenges. Data challenges mean that the country neither reports key data to the UIS nor collects and disseminates key education and finance data at the country level.[24] At baseline in 2015, one partner country (out of the six that applied for implementation grants) did not report key data to the UIS. This country succeeded, however, in developing a robust data plan leading to a value of 100 percent for Indicator 17 at baseline. In 2020, GPE approved 16 education sector plan implementation grants for which the data requirements applied.[25] Key data were not fully reported to the UIS in 10 countries. Data were available at the country level in five of these countries. The five other countries were identified as having some data gaps as per the funding model requirements and all developed strategies to address these data issues.[26] Indicator 17 has reported a 100 percent value every year since 2015. This reflects GPE's consistent engagement in addressing the data gaps in partner countries, although the partnership's effort has not resulted in tangible improvements in data reporting to the UIS. However, this does not mean that data do not exist in countries. Indicator 17 clearly shows that even though some countries do not report key indicators to the UIS, the data are available at the country level.
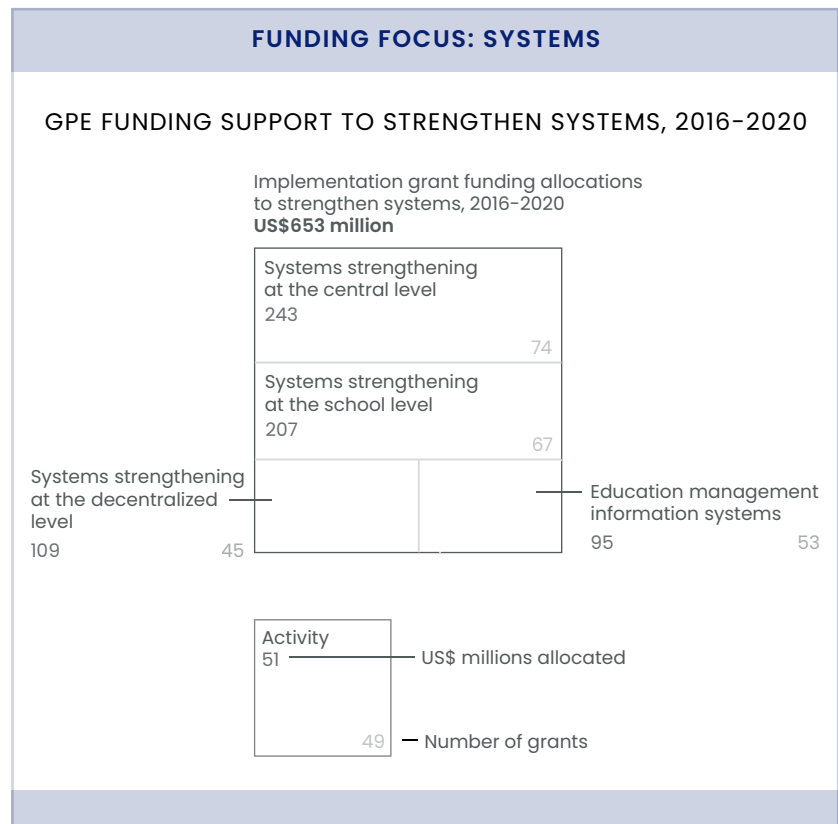
In addition to leveraging its operating model to incentivize the production and use of data, GPE is involved at the international level, partnering with other organizations to strengthen data systems. In 2017, GPE and UNESCO co-hosted an international conference on education management information systems, which brought together a wide cross section of education stakeholders, including more than 20 partner countries as well as nonprofits, private companies and international organizations. Building on the momentum from this conference, GPE launched the Education Data Solutions Roundtable (DRT), with the goal of leveraging local private and development partners' expertise to improve the availability and use of accurate and timely education data at country and global levels. GPE also works closely with regional partners on data issues. For instance, in 2019, GPE in partnership with the Association for the Development of Education in Africa (ADEA) and the World Bank organized an evaluation of the EMIS in Burkina Faso

in a peer review format. The review involved government representatives from The Gambia, Haiti, Morocco and Mali, who systematically assessed the performance of Burkina Faso's EMIS against each standard laid out in ADEA's norms and standards for EMIS.[27]

3.5. GPE FINANCIAL SUPPORT TO EDUCATION SYSTEMS STRENGTHENING

FUNDING FOCUS: SYSTEMS

A total of 79 education sector plan implementation grants were approved under GPE 2020 (from January 2016 to December 2020). Of these, 77 grants allocated financial resources to support activities aiming at strengthening the education system. This corresponds to a total $653.2 million commitment, or 30 percent of the grants' total allocations (Funding Focus: Systems). An important portion of these grants supported activities at the central level, such as technical assistance to the education ministry, followed by activities at school level, such as school grants or school-based management programs. Grants also supported activities at the decentralized

FUNDING FOCUS: SYSTEMS

GPE FUNDING SUPPORT TO STRENGTHEN SYSTEMS, 2016–2020

Implementation grant funding allocations to strengthen systems, 2016–2020
US$653 million

Systems strengthening at the central level 243	74
Systems strengthening at the school level 207	67

Systems strengthening at the decentralized level 109 — 45

Education management information systems 95 — 53

Activity 51 — US$ millions allocated
49 — Number of grants

24. For more information, see the methodology sheet for Indicator 17: https://www.globalpartnership.org/content/methodology-sheet-gpe-result-indicator-17.
25. The funding model requirements do not apply to accelerated financing.
26. Maldives, Mauritania, Sao Tome and Principe, Somalia–FGS and Sudan.
27. ADEA, *Education Management Information Systems: Norms and Standards Assessment Framework for the SADC Region* (Harare, Zimbabwe: Association for the Development of Education in Africa, 2011), https://www.adeanet.org/sites/default/files/sadc_ns_assessment_framework_english_combined.pdf.

level, such as technical assistance to the education systems in regions or provinces, as well as activities targeting data systems.

A NEED TO BOOST DOMESTIC FINANCING AND STRENGTHEN DATA SYSTEMS

Seven indicators are discussed in this chapter, but the available data allowed reporting on indicators' values against their 2020 targets for five indicators. The GPE 2020 targets were met overall in three cases (Indicators 12, 17 and 31) and missed in two cases (Indicators 10 and 14). Overall, partner countries recorded some improvements in teachers' availability and domestic financing but are still lagging in terms of data reporting to the UIS. The lack of data to report on Indicators 11 and 13 confirms the data challenge that partner countries are facing.

While some partner countries are lagging on the key elements of a strong education system, others are performing well. For instance, in addition to facing issues related to shortages in the availability of trained teachers, Guinea and the Republic of Congo have consistently spent less than 20 percent of their government resources on education and have reported only a few key indicators to the UIS during GPE 2020. In contrast, countries such as Moldova and Uzbekistan have consistently spent 20 percent or more on education and maintained a pupil to trained teacher ratio below 40:1 over the implementation period of GPE 2020. These countries also reported more than 10 key indicators to the UIS as of December 2020. Other countries such as Burkina Faso, Côte d'Ivoire and Liberia made some remarkable progress in domestic financing, data reporting to the UIS and the availability of trained teachers.

Overall, despite the incentives provided by the funding model requirements, data gaps seem to persist in partner countries, signaling the need for more effective strategies to strengthen the data systems. Building sound data systems that will help design and implement adequate education policies capable of boosting the transformation of the education sector requires adequate financing. As domestic financing is one of the most important sources of funding for the sector, there is a need to implement better policies for more and better domestic education financing.

GPE's evaluations find that many complex country-level factors (including political changes, crises or natural disasters) affected domestic financing trends, with variations across countries. Evaluations show that GPE contributed to the dialogue and continued focus on the importance of domestic financing. However, the partnership's involvement did not translate into a tangible improvement in the volume of domestic financing. Stronger engagement by the education stakeholders at the country level is needed to ensure that education is better prioritized in government budget and the resources are efficiently used to deliver equitable access to quality education to all children.[28] Improving the volume, the efficiency and the equity of domestic financing is particularly important given the impact of the COVID-19 pandemic on the education sector. The GPE 2025 strategy aims to update GPE's operating model to better leverage the partnership's ability to strengthen education systems at the country level.

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28. Miningou (2019).

A teacher in front of his class.
Kenya, April 2017

Credit: GPE/Kelley Lynch

SECTOR PLANNING, MONITORING AND POLICY DIALOGUE
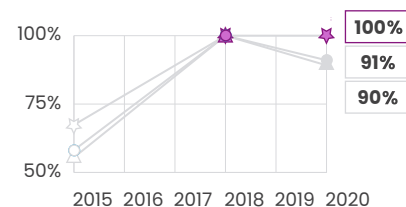
RESULTS AT A GLANCE

COUNTRY-LEVEL

OBJECTIVE 1

Strengthen education sector planning and policy implementation

#16a

91% of education plans met quality standards.

100% / 91% / 90%

2015 2016 2017 2018 2019 2020

#16b

77% of education plans had **teaching and learning strategies** that met quality standards.

80% / 77% / 50%

2015 2016 2017 2018 2019 2020
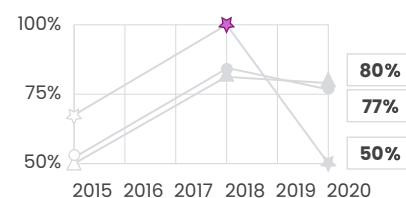
#16c

77% of education plans had **equity strategies** that met quality standards.

100% / 77% / 75%

2015 2016 2017 2018 2019 2020
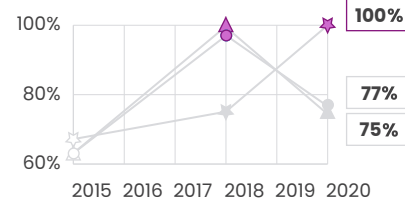
#16d

77% of education plans had **strategies to improve efficiency** that met quality standards.
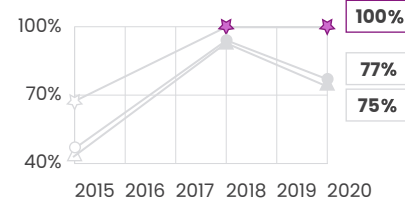
100% / 77% / 75%

2015 2016 2017 2018 2019 2020

OBJECTIVE 2

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

#18

88% of joint sector reviews met quality standards.

88% / 80%

2015 2016 2017 2018 2019 2020
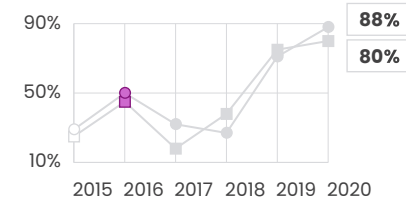
#19

Civil society and teachers were represented in **66% of local education groups.**

68% / 66%

2016 2017 2018 2019 2020
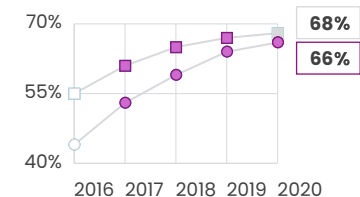
	Baseline	Milestone met	Milestone not met
Overall	○	●	●
PCFCs	□	■	■
Education sector plans	△	▲	▲
Transitional education plans	☆	★	★

KEY FINDINGS

- Between 2016 and 2020, GPE granted more than US$30.6 million to 59 partner countries and federal member states to develop education plans and sector analyses.

- The proportion of education plans meeting quality standards increased from 58 percent in 2014–15 to 90 percent in 2019–20.

- There was a wide variation in the effectiveness of joint sector reviews from year to year during GPE 2020. Between 19 and 35 partner countries organize sector reviews each year. In 2020, that number was further impacted by the COVID-19 pandemic.

- Inclusiveness of local education groups has increased significantly over the GPE 2020 period. Nine out of 10 education groups have participation from national or regional civil society organizations. Nearly seven out of 10 education groups involve teachers' organizations.

4

SECTOR PLANNING, MONITORING AND POLICY DIALOGUE

Strengthening sector planning and policy implementation are among the key objectives of the GPE 2020 strategic plan and operational model. Education sector plans are the main vehicle by which the partnership supports sector planning at the country level. This chapter provides an update on indicators that monitor the quality of education plans and on those related to mutual accountability and the inclusiveness of country-level policy dialogue.

4.1. EDUCATION PLANS

GPE gives partner countries the tools and support they need to strengthen planning and dialogue, as well as sector monitoring, and help them achieve their education goals. By providing technical and financial support during the planning cycle, GPE aims to promote quality education sector plans, which are fundamental in building stronger and more equitable education systems.[1] Over the GPE 2020 period,[2] GPE granted more than $30.6 million to 59 partner countries and federal member states to support their planning processes through the education sector plan development grants.

QUALITY OF EDUCATION SECTOR PLANS AND TRANSITIONAL EDUCATION PLANS (Indicator 16a)

GPE's results framework monitors progress on the overall quality of education plans as measured by the partnership's education sector plan and transitional education plan quality standards (Indicator 16a).[3] An education sector plan must meet at least five out of seven quality standards to achieve the benchmark for a quality education sector plan;[4] a transitional education plan, employed by countries affected by fragility or conflict, must meet at least three out of five quality standards to achieve the benchmark for a quality transitional education plan.[5] The following sections discuss the two plans.

Quality of Education Sector Plans

Sector plans have shown an overall increase in quality since the beginning of the GPE strategic period 2016–20,[6] but with some setbacks in 2020.[7] The proportion of education sector plans meeting the benchmark of five out seven quality standards increased to 100 percent in 2016–18 from the baseline of 56 percent in 2014–15 (figure 4.1). This increase is likely linked to the strengthened quality assurance process for education sector plans/transitional education plans established during that period. However, there was a slight decrease to

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1. For more information on GPE's technical assistance and funding to lower-income country governments to help them develop and implement good quality education plans, see "Education Sector Planning," Global Partnership for Education, https://www.globalpartnership.org/what-we-do/education-sector-planning.
2. Education sector plan development grants granted from January 1, 2016, through December 31, 2020.
3. For details on any indicator methodology, replace X with the number of the indicator in the following link: https://www.globalpartnership.org/ content/methodology-sheet-gpe-result-indicator-X.
4. GPE education sector plan quality standards mirror the seven key characteristics for education sector plan preparation as outlined in GPE–IIEP, *Guidelines for Education Sector Plan Preparation* (Paris: UNESCO-IIEP; Washington, DC: Global Partnership for Education, 2015), https://www.globalpartnership.org/ content/guidelines-education-sector-plan-preparation. The seven quality standards: (i) Guided by an overall vision: The plan, for instance through a mission statement, indicates overall direction; (ii) Strategic: It identifies the strategies for achieving the vision; (iii) Holistic: It covers all subsectors (early childhood education, primary, secondary and higher education), and should also include nonformal education as well as adult literacy; (iv) Evidence-based: It starts from an education sector analysis providing data and assessments that form the information base on which strategies and programs are developed; (v) Achievable: It is based on an analysis of the current trends and thoughtful hypotheses for overcoming financial, technical and political constraints to effective implementation; (vi) Sensitive to the context: It includes an analysis of the vulnerabilities specific to a country; and (vii) Attentive to disparities: It includes disaggregated data for gender, children with disabilities and/or geographic disparities.
5. GPE transitional education plan quality standards are based on the characteristics of a quality transitional education plan as outlined in GPE–IIEP, *Guidelines for Transitional Education Plan Preparation* (Paris: UNESCO-IIEP; Washington, DC: Global Partnership for Education, 2016), https://www.globalpartnership.org/content/ guidelines-transitional-education-plan-preparation.
6. Since 2014, a number of education plans have been assessed annually for this exercise: 16 education sector plans (2014–15), 28 education sector plans and four transitional education plans (2016–18), and 20 education sector plans[6] and two transitional education plans (2019–20).
7. The education sector plans assessed during 2019–20 are the Central African Republic, Guinea, Honduras, Haiti, Kenya, Lao PDR, Maldives, Mali, FS Micronesia, Mozambique, Pakistan–KP, Pakistan–Punjab, Pakistan–Sindh, Sao Tome and Principe, Sudan, Timor-Leste, Togo, Uganda, Vanuatu and Zambia.

FIGURE 4.1.

PROGRESS IN THE QUALITY OF EDUCATION SECTOR PLANS DECLINED, AND THE FINAL TARGET WAS NOT MET.

Percentage of education sector plans meeting the benchmark of five out of seven quality standards

Source: GPE Secretariat 2014–2020.

Milestone   Actual

90 percent for the final year of the current planning period, meaning that the target (100 percent) for this indicator was not met.

During the COVID-19 pandemic, the country-level process for the development of education sector plans suffered because of lockdowns and travel restrictions globally. Ministry officials and development partners faced challenges in organizing face-to-face meetings and sustaining sector dialogue required to prepare plans as a result of some of the disruptions brought on by the COVID-19 crisis. Typically, the education plan development process is an iterative one that goes through a long process of including inputs and feedback from all partners in the local education group. Operating in already resource-constrained contexts has imposed additional challenges for the local education groups and governments, making it harder for them to work toward finalizing education plans. Data show that education sector plans that were unable to meet the benchmark for 2019–20 were endorsed after March 2020, which was the beginning of the pandemic in several countries. This could potentially explain the decline in meeting the final targets. The measurement of quality does not capture this aspect. The following paragraphs present an

analysis of each quality standard to better understand the trends of Indicator 16a.

The quality standard "achievable"[8] reviews the extent to which the education sector plan reflects key considerations for its implementation as related to the financial framework, the implementation capacity, the monitoring tools and the action plan. Progress on this standard has been unsteady through the years, and it has frequently been the quality standard most challenging for education sector plans to meet. At baseline, this standard was met by 25 percent of the education sector plans (4 out of 16), showing a relatively strong increase in 2016–18 at 68 percent (19 out of 28) and dropping to 45 percent in 2019–20 (9 out of 20) (figure 4.2). Most often, education sector plans are unable to meet this standard when the partner countries are not able to produce or submit an action plan or a simulation model. In other words, it means that the implementation of the sector plan has not been sufficiently discussed and planned as these two elements are linked to the financial framework and the execution of the activities. The country-level evaluations show that in-country actors often do not use the education sector plans to guide implementation, monitoring and reporting. This raises the question

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8.   See footnote 4 of this chapter.

PROGRESS ON QUALITY STANDARDS HAS SHOWN VARIATIONS IN PERFORMANCE FROM YEAR TO YEAR.

Percentage of education sector plans meeting each quality standard

Quality standard	2014-15 Baseline (N=16)	2016-18 Cohort (N=28)	2019-20 Cohort (N=20)
Achievable	25	68	45
Strategic	38	89	80
Holistic	56	86	75
Sensitive to context	75	86	85
Overall vision	88	100	100
Evidence-based	100	100	95
Attentive to disparities	100	100	100

■ 2014-15 Baseline (N=16)
■ 2016-18 Cohort (N=28)
■ 2019-20 Cohort (N=20)

Source: GPE Secretariat 2014-2020.
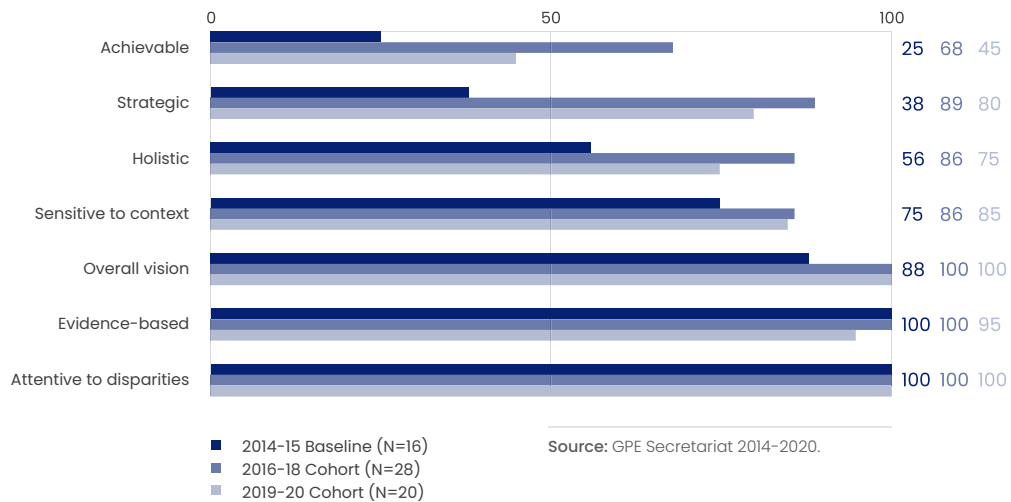
of relevance of the plans to the practical needs of the country-level partners.[9] The evaluations suggest that GPE ensures a close connection between the country-level planning process and the resulting plans to improve the relevance of the plans. Education sector plans have met the quality standards "holistic" and "strategic" at a slightly higher level, with 75 percent (15 out of 20) and 80 percent (16 out of 20) meeting these standards, respectively, in 2019–20. Progress has been more impressive on the other quality standards, with 100 percent of education sector plans meeting "overall vision," 95 percent (19 out of 20) meeting "evidence-based," 85 percent (17 out of 20) meeting "sensitive to context" and 100 percent meeting "attentive to disparities." The main limitation of this analysis is that the sample is not comparable from one year to another as it includes different countries.

An education sector plan usually covers 5–10 years, and only five countries resubmitted their plans over the period 2014–20: Haiti, Kenya, Mozambique, Pakistan–Sindh and Togo, which all previously shared their education sector plans with the Secretariat in 2014–15. In this group, three out five education sector plans met the benchmark in 2014–15, while four out of five did so in 2019–20. The same number of plans met the quality standards "overall vision," "strategic," "holistic," evidence-based," and "attention to disparities," at both points

in time. But the number meeting "achievable" improved from 2014–15 to 2019–20, while those meeting "sensitive to context" declined over the same period. Despite the improvement on the quality standard "achievable," the education sector plan development grant evaluation indicates that good quality plans are still not effectively implemented because of weak capacity for implementation and monitoring.

Quality of Transitional Education Plans

For transitional education plans, the target for 2020 has been met. Progress has been generally more consistent for Indicator 16a. 100 percent of the transitional education plans met the benchmark of three out of five quality standards in 2016–18 and 2019–20. These data show us that the quality of these plans has been consistent over the GPE 2020 period.

STRATEGIES FOR STRONGER LEARNING, EQUITY, AND EFFICIENCY IN EDUCATION SECTOR PLANS (Indicators 16b–d)

In addition to monitoring the overall quality of education sector plans, GPE tracks the quality of their strategies related to GPE 2020's three strategic goals: teaching and learning (Indicator 16b), equity (Indicator 16c) and efficiency (Indicator 16d). These indicators look at the proportion of plans in

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

FIGURE 4.3.

OVERALL MIXED PROGRESS ON QUALITY STANDARDS FOR SAME SAMPLE OF COUNTRIES OVER TIME.

Number of education sector plans meeting each quality standard, among the five assessed in both 2014-15 and 2019-20

Quality standard	2014-15	2019-20
Achievable	2	3
Strategic	3	3
Holistic	3	3
Sensitive to context	4	3
Overall vision	5	5
Evidence-based	5	5
Attentive to disparities	5	5

■ 2014-15
■ 2019-20

Source: GPE Secretariat 2014-2020.
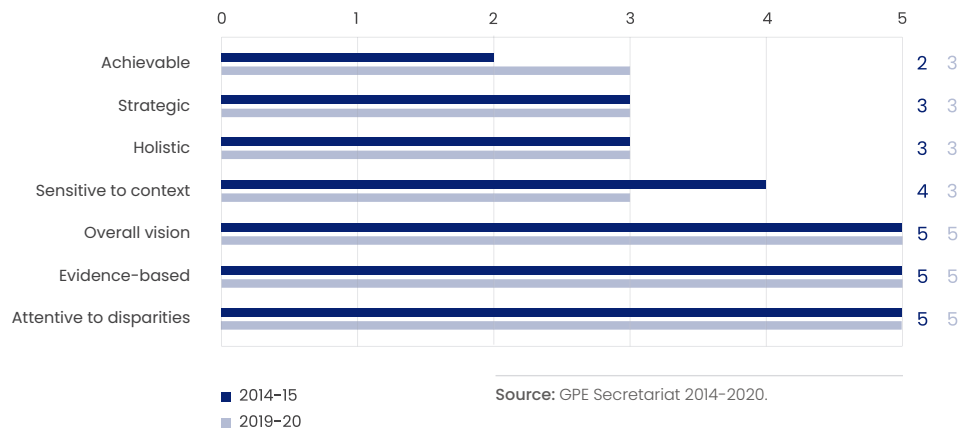
each strategic area that have a strategy that meets quality standards.[10] If a plan meets four out of five criteria within each strategic area, it is considered to have met the quality benchmark for that strategic area.

Over the strategic period 2016–20, the progress made on these indicators has been varied and the milestones frequently unmet. Notably, progress is required for education sector plans to meet the benchmark for having a teaching and learning strategy meeting the necessary quality standards (Indicator 16b). At baseline, 50 percent of plans met the benchmark for Indicator 16b, and improved to 82 percent in 2016–18 and 80 percent in 2019–20 (figure 4.4). In most cases where the quality standards were not met, the education sector plan strategy for teaching and learning is neither measurable nor implementable, and plans do not contain details of implementing the strategies.[11] Interventions related to teaching and learning are left out of the operational plans.

Education sector plans should also contain strategies to respond to marginalized groups (e.g., by gender, disability or displacement). Indicator 16c measures the progress against these aspects. In 2016–18, 100 percent of education sector plans submitted met the benchmark (figure 4.4), but the proportion declined to 75 percent in 2019–20. The plans that failed to meet the benchmark for this indicator did not contain strategies that were either implementable or measurable. Data

show that most plans not meeting the benchmark for the equity strategy do have a monitoring and reporting system at all levels and an existing education management system. However, local education groups have not been able to finalize the implementation of the education sector plan, and thus the benchmark remained unmet.

Education sector plans should also include a sound strategy to tackle efficiency-related challenges of repetition, dropout and transition. A majority of GPE partner countries face these issues, but very few education sector plans proposed adequate strategies to remedy them. In the 2016–20 period, progress on this indicator (16d) has been uneven, and in addition to not having efficiency strategies that can be implemented and monitored, plans do not identify the underlying causes for the efficiency challenges faced in the country. Indicator 16d performed similarly with an increase from 44 percent at the baseline to 93 percent in 2016–18, but it decreased to 75 percent in 2019–20, thus missing the 2020 target of 100 percent (figure 4.4).

The indicators on education sector plan quality improved significantly from baseline to 2016–18 but declined slightly for the 2019–20 sample. It is important to keep in mind that the COVID-19 crisis has affected sector dialogue particularly around the preparation of sector plans. Data for 2020 confirmed that some of the plans that were finalized after the

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10. The quality standards to assess plan strategies are (i) evidence-based: includes identification of the underlying causes of the challenge; (ii) relevant: addresses the underlying causes of the challenge; (iii) coherent: aligns the action plan to the strategies; (iv) measurable: includes indicators with targets; and (v) implementable: identifies cost, funding source, responsible entity and time frames for operationalization. GPE, Results Framework Methodology (Washington, DC: Global Partnership for Education, 2019), https://www.globalpartnership.org/content/results-framework-indicators-methodological-briefs.

11. Though there are interventions to improve teaching and learning, the sector plans and their supporting documents often do not have the right or sufficient set of indicators to measure progress.

FIGURE 4.4.

OVERALL QUALITY OF STRATEGIES IN TEACHING AND LEARNING, EQUITY AND EFFICIENCY SHOWED MIXED IMPROVEMENT.

Proportion of strategies in teaching and learning, equity and efficiency meeting quality standards

Teaching and learning
Efficiency
Equity
Milestone
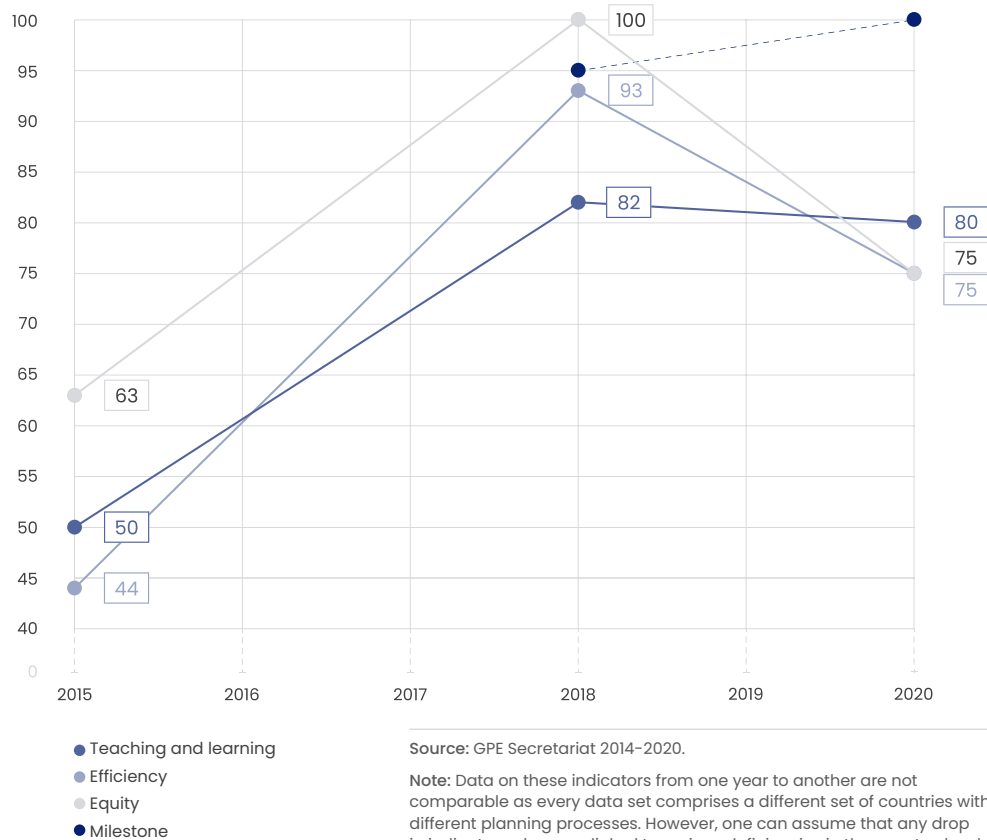
Source: GPE Secretariat 2014-2020.

Note: Data on these indicators from one year to another are not comparable as every data set comprises a different set of countries with different planning processes. However, one can assume that any drop in indicator values are linked to various deficiencies in the country-level process for developing education sector plans. Overall baseline values for Indicators 16b–d have been updated to correct earlier technical errors.

beginning of the COVID-19 pandemic did not meet the quality benchmark.

4.2. SECTOR MONITORING AND POLICY DIALOGUE

JOINT SECTOR REVIEWS (Indicator 18)

Joint sector reviews bring together stakeholders crucial to the education sector and serve as a valuable tool for responsive sector planning. They also act as platforms for building and supporting mutual accountability. Typically, joint sector reviews are led by government with participation from a variety of stakeholders who engage in dialogue, review status, and monitor expenditure, progress and performance in the implementation of national education sector plans or sector implementation frameworks. Effective joint sector reviews take a critical look at past achievements as well as bottlenecks in plan implementation and propose forward-looking remedial actions.[12]

Indicator 18 measures the effectiveness of joint sector reviews against five key dimensions, or quality standards.[13] Over the GPE 2020 period, between 19 and 35 partner countries organized joint sector reviews every calendar year. The sample of countries assessed annually varied every year and did not consistently contain the same set of countries. Looking back

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12. GPE, *Effective Joint Sector Reviews as (Mutual) Accountability Platforms: Key Takeaways for Policymakers and Practitioners* (Washington, DC: Global Partnership for Education, 2017), https://www.globalpartnership.org/content/key-takeaways-effective-joint-sector-reviews-mutual-accountability-platforms.
13. The five dimensions, or quality standards, to assess the effectiveness of joint sector reviews are (i) participation and inclusion; (ii) evidence-based; (iii) comprehensive; (iv) monitorable; and (v) policy making instrument.

FIGURE 4.5.

THE PROPORTION OF JOINT SECTOR REVIEWS MEETING QUALITY STANDARDS HAS CONTINUALLY FLUCTUATED.

Proportion of joint sector reviews meeting three or more quality standards

Source: GPE Secretariat.

	Milestone	Actual	Cohort size
Overall	●	●	N
PCFCs	■	■	[N]
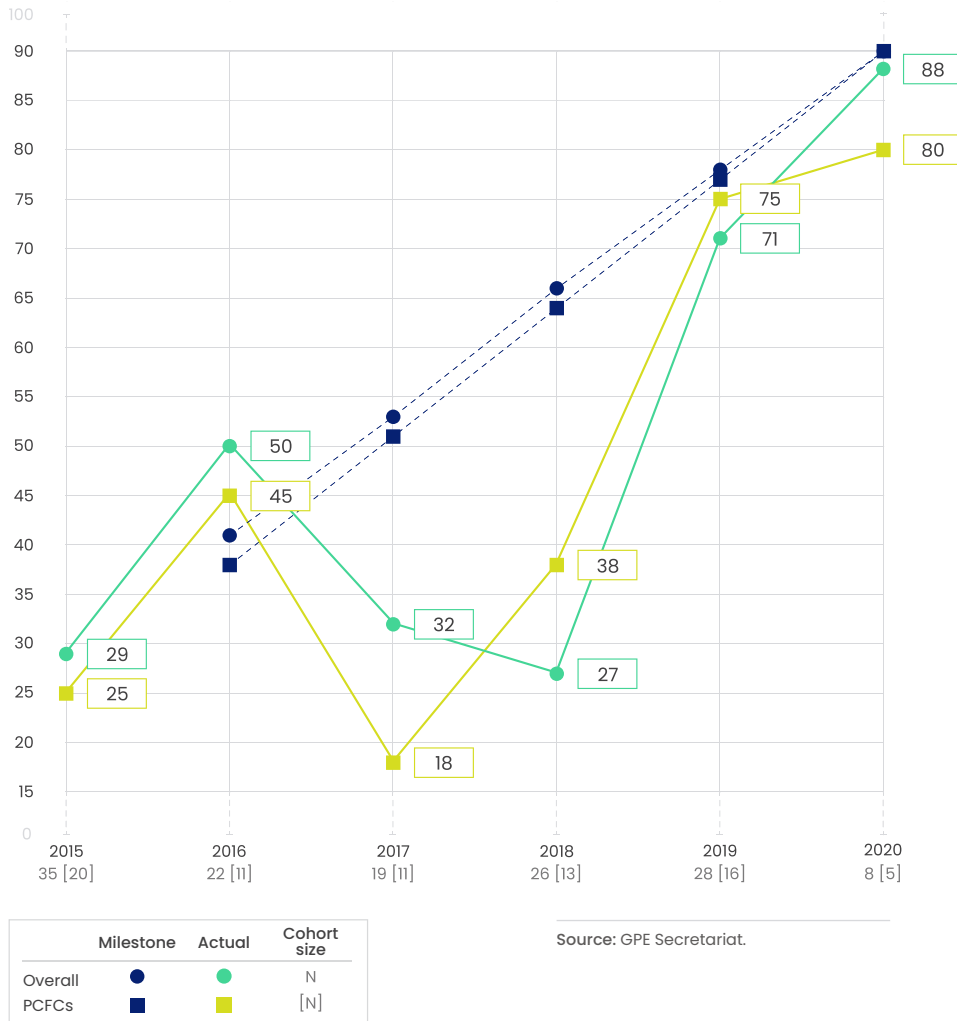
at how joint sector reviews have progressed since 2015, data show that there has been a wide variance in their performance. They performed particularly poorly in the years 2017 and 2018 after which there was a massive upswing in their performance in 2019 (figure 4.5).[14] The same volatility can be observed across the performance of all quality standards through the years (figure 4.6). PCFCs similarly exhibit a wide variance in overall performance and across individual quality standards.
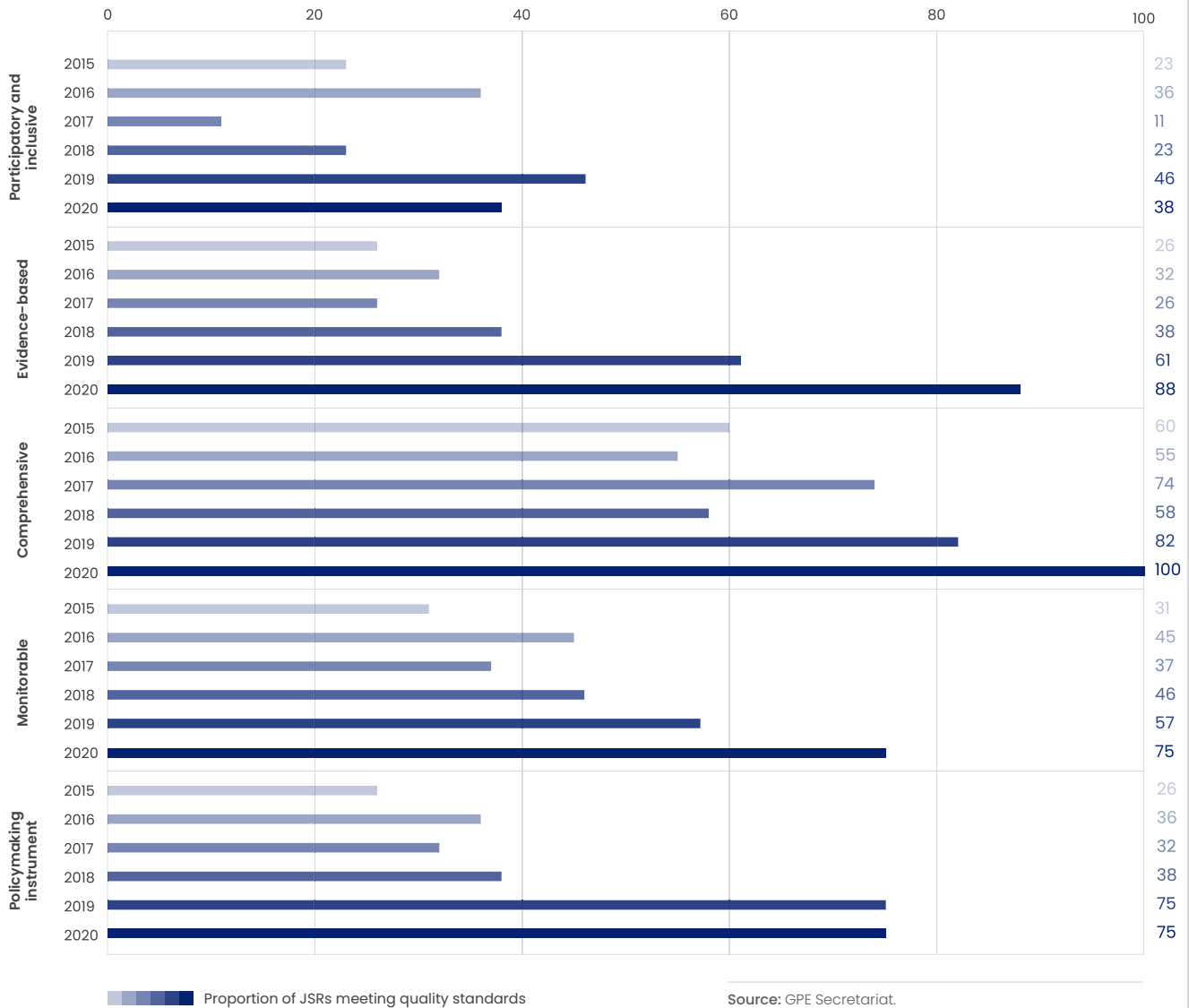
In 2020, joint sector reviews took place in 15[15] out of 71 partner countries and federal member states, of which only eight (53 percent)[16] could be assessed. The number of countries organizing reviews was unusually low because of the ongoing COVID-19 pandemic. Three out of these 15 joint sector reviews (20 percent) took place pre-COVID-19, while the rest (80 percent) were conducted virtually or as a mix of in-person and virtual events well into the pandemic. Given that the sample of reviews analyzed this year is unusually small (only eight

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14. In 2019, Indicator 18 came close to meeting the milestone for the first time, falling just one country short of meeting three or more quality standards and narrowly missing the 75 percent milestone for that year.

15. Joint sector reviews took place in Benin, Burkina Faso, Burundi, Ghana, Guinea-Bissau, Malawi, Mozambique, Nepal, Niger, Rwanda, Senegal, Somalia–Puntland, Tanzania–Zanzibar, Zambia and Zimbabwe in 2020. The reviews held in Benin, Burundi, Ghana, Guinea-Bissau, Malawi, Senegal and Zambia could not be assessed because of insufficient documentation.

16. The joint sector reviews organized in seven countries could not be assessed owing to insufficient documentation produced or unavailability of certain review related documents in a timely fashion.

ALL QUALITY STANDARDS HAVE SHOWN IMPROVEMENTS SINCE 2015, BUT THE DEGREE OF PROGRESS HAS BEEN MIXED.

Proportion of joint sector reviews meeting each quality standard, 2015–20

Participatory and inclusive

Year	Value
2015	23
2016	36
2017	11
2018	23
2019	46
2020	38

Evidence-based

Year	Value
2015	26
2016	32
2017	26
2018	38
2019	61
2020	88

Comprehensive

Year	Value
2015	60
2016	55
2017	74
2018	58
2019	82
2020	100

Monitorable

Year	Value
2015	31
2016	45
2017	37
2018	46
2019	57
2020	75

Policymaking instrument

Year	Value
2015	26
2016	36
2017	32
2018	38
2019	75
2020	75

Proportion of JSRs meeting quality standards

Source: GPE Secretariat.

Note: The N for each year is as follows: 35 in 2015, 22 in 2016, 19 in 2017, 28 in 2019, and 8 in 2020.

reviews with data available),[17] the data presented for 2020 should be interpreted with caution. Despite the relatively good overall performance this calendar year, there is a shortfall in meeting the target.

In 2020, seven out of eight joint sector reviews assessed overall, and four out of five reviews assessed for partner countries affected by fragility and conflict met three or more quality standards. The analysis revealed notable performances across all but one standard that tracks participation and inclusion. Participation was relatively difficult to track down in some countries because meetings were held virtually and participant names were not gathered and recorded as would normally be the case. This could explain the dip in the

17.   Many countries (Benin, Burkina Faso, Ghana, Mozambique, Nepal, Niger, Rwanda and Senegal) that organized joint sector reviews in 2020 are those that have organized reviews almost every year or at least three times since 2016. These countries have good processes in place to organize joint sector reviews.

performance of this standard for 2020. All (100 percent) of the joint sector reviews conducted in 2020 covered all the subsectors (early childhood, primary, secondary, technical and vocational education and training and higher education) addressed in the education sector plan, as well as nonformal education and adult literacy alongside reporting on externally funded activities. Seven out of eight reviews met the quality standard measuring the evidence base utilized to inform the review, while the remaining two standards, which assess monitorability and policy making aspects of the joint sector review, were met by six out of eight reviews.

However, as mentioned earlier, the data insufficiently reflect the full reality of sector monitoring in 2020. Understandably, education systems across partner countries were disrupted by the closing of schools in early 2020. Additionally, the sector was plagued by connectivity issues, and in many countries ministries were left with skeleton staff and limited in-country presence, if any, of development partners. Available resources were largely pooled toward designing and implementing emergency activities in most partner countries. As countries reemerge from the pandemic, ministries should reevaluate the scope of and how they organize joint sector reviews. The reviews will play an even more important role in helping countries gather data and information on the pandemic's true impacts on the education system, which could in turn help country partners determine the best way forward. Box 4.1 provides an example of how Nepal organized its review during the pandemic.

Annual joint sector review data suggests that relatively few partner countries organize joint sector reviews every year and not all of those conducted produce sufficient documentation to be assessed. Data also suggests a worrying disconnect between the indicators developed to monitor education sector plans and what joint sector reviews actually monitor. It is hard to gauge if this is due to the partial use of education sector plans and/or because other monitoring frameworks are deployed during joint sector reviews. To help countries make their joint sector reviews more valuable to policymaking and strengthen the implementation and monitoring of education sector plans, GPE has provided technical (see box 4.2), analytical and financing support to partner countries.[18]

LOCAL EDUCATION GROUPS (Indicator 19)

"Local education group"[19] is the term used by GPE to refer to a group whose mandate it is to engage in policy dialogue and alignment and harmonization of education sector support to a country-owned education sector plan. Local education groups serve as a concrete expression of mutual accountability in action and are critical for supporting improved sector outcomes in countries. Indicator 19 measures the inclusiveness of local education groups by tracking the representation of civil society organizations (CSOs) and teachers' organizations in the groups.

Both CSOs and teachers' organizations are critical for ensuring that the voices of marginalized groups are heard, and a broad base of interests are brought to the table while policy

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18. This support includes (i) the *Practical Guide for Organizing Effective Joint Sector Review in the Education Sector* (https://www.globalpartnership.org/content/practical-guide-effective-joint-sector-reviews-education-sector); (ii) cross-country exchange around joint sector reviews; (iii) a new funding window (in the form of system capacity grants) for supporting joint sector reviews (since February 2020) (https://www.globalpartnership.org/content/guidelines-education-sector-plan-development-grants), as part of the Effective Partnership Rollout; and (iv) overall technical support provided to countries.
19. Generally led by the government, the specific composition, title and working arrangements of education groups vary from context to context.

FIGURE 4.7. **THE PROPORTION OF LOCAL EDUCATION GROUPS WITH REPRESENTATION FROM CIVIL SOCIETY AND TEACHERS' ORGANIZATIONS HAS SHOWN CONSISTENT IMPROVEMENT SINCE 2016.**

Proportion of local education groups with civil society and teacher representation

Source: GPE Secretariat, 2014–20.
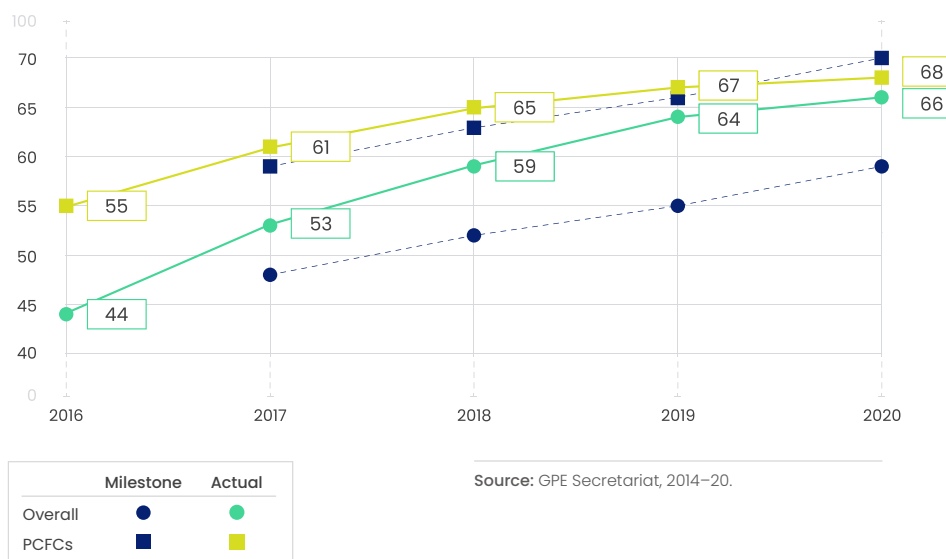
dialogue takes place. The engagement of CSOs and teachers' organizations with local education groups is highly context sensitive. Across partner countries, CSOs have helped monitor implementation of grants and sector plans, and helped gather data, evidence and knowledge that have fed into policy making in varying degrees. Teacher voices are represented in local education groups in several different ways. Several teacher's organizations have direct membership in

FIGURE 4.8.

THE PROPORTION OF LOCAL EDUCATION GROUPS WITH REPRESENTATION FROM CIVIL SOCIETY HAS SHOWN IMPRESSIVE IMPROVEMENT, WHILE PROGRESS ON INTEGRATING TEACHERS' ORGANIZATIONS HAS BEEN SLOWER.

Representation of civil society and teachers' organizations on local education groups in GPE partner countries and federal states

Overall

Year	[N]	Teachers	Civil society
2016	[61]	48	77
2017	[62]	56	87
2018	[64]	59	89
2019	[70]	66	89
2020	[71]	68	94

PCFC

Year	[N]	Teachers	Civil society
2016	[28]	58	77
2017	[31]	65	90
2018	[34]	65	91
2019	[36]	67	94
2020	[35]	68	97

■ Proportion of local education groups with teachers' organizations represented

■ Proportion of local education groups with civil society organizations represented

[Number of local education groups in the cohort]

the groups, while others are represented through their association with Education International[20] or by being members of national CSO coalitions. In countries where teachers' organizations are a part of the CSO coalition, they undertake some of the same tasks as CSOs. These organizations are also invaluable assets to the education landscape as they have their ears to the ground and can bring important perspectives and an understanding of what does and does not work with various reforms as well as grant implementation and monitoring.

As well as offering technical and financial support for effective partnerships (box 4.3), GPE has been striving to open the door to the participation of CSOs in local education groups for several years. Since 2016, GPE has worked with partner countries to expand the breadth of inclusion and support meaningful participation in the groups. It has also conducted research on multi-stakeholder coordination practices and what determinants best contribute to local education group effectiveness, which has in turn informed guidance materials to help strengthen local education groups.[21] This engagement has contributed to an increase in the proportion of partner countries' local education groups with representation from both CSOs and teachers' organizations from 44 percent in 2016 to 66 percent in 2020 (figure 4.7). Representation of CSOs and teachers' organizations has consistently performed above the milestones since 2016, except for PCFCs in 2020.

20. In financial year 2020, 48 percent of teachers' organizations on local education groups were members of Education International. Education International is a global union federation of teachers' trade unions consisting of 401 member organizations in 172 countries and territories that represents over 30 million education personnel from preschool through university.

21. Guidance materials include GPE, *Principles toward Effective Local Education Groups* (Washington, DC: Global Partnership for Education, 2019), https://www.globalpartnership.org/content/principles-toward-effective-local-education-groups; and GPE, Local Education Group Self-Assessment and Performance Feedback Tools (Washington, DC: Global Partnership for Education, 2019), https://www.globalpartnership.org/content/leg-self-assessment-and-performance-feedback-tools.

As part of the Effective Partnership Rollout, GPE conducted two complementary pilots designed to strengthen country-level partnership, government ownership and focus on inclusive policy dialogue. Although the COVID-19 pandemic delayed country processes and changed the nature and modalities of pilot activities, the pilots were successfully carried out.

1. Pilot of a diagnostic local education group self-assessment tool. This pilot tested the utility of the tool and explored what might motivate country partners to use it. The tool is designed to facilitate dialogue among local education group members to assess the effectiveness of coordination practices and identify improvement areas, for example looking at the strategic value, and organizational and collaborative capacities of the local education group. The pilot benefited from the engagement of 14 countries that volunteered to trial and help improve the tool.[a]

2. Pilot of financial support to the coordinating agency or ministry of education for administrative support to the local education groups and to support GPE-specific processes. This pilot tested the impact of providing support of up to $50,000 to each of eight countries, chosen through a lottery process, to support sector coordination. In four of the countries, the funding was channeled to the coordinating agency to ease administrative burdens, and in the other four countries it was channeled to the ministry of education to increase the centrality of country-level partnership.[b] The funding, which was received amid increased pressures because of the COVID-19 pandemic, helped fill critical gaps through support to personnel, consultancies, communications and equipment, to strengthen capacities for coordination. Analysis from the pilot is intended to further inform efforts to build and sustain country-level capacity and inform the sector coordination window of the system capacity grant to be implemented under GPE's new operating model currently being piloted.

a. Burundi, Cabo Verde, Cameroon, Chad, Comoros, Guinea, Guyana, Mozambique, Niger, Rwanda, Papua New Guinea, Sao Tome and Principe, Senegal, and Yemen.
b. Funding channeled to the coordinating agency: Burundi, Djibouti, OECS and Rwanda; funding channeled to the ministry of education: Nepal, Nigeria, Senegal and Uzbekistan.

Sources: GPE, *Local Education Group Self-Assessment and Performance Feedback Tools* (Washington, DC: Global Partnership for Education, 2019), https://www.globalpartnership.org/content/leg-self-assessment-and-performance-feedback-tools; GPE Secretariat.

Representation of CSOs has improved from 77 percent at baseline to 94 percent in 2020 (figure 4.8). To better understand and identify ways to support meaningful participation of CSOs in education groups, in fiscal year 2020 GPE has been tracking representation of both international and national/regional CSOs in local education groups. Ninety-nine percent of local education groups with CSO representation (66 out of 67 groups) have participation from national or regional CSOs, 55 percent of which are supported and funded by Civil Society Education Fund (CSEF). GPE provides funding to CSOs to organize and build capacity through CSEF (2009–20) and Education Out Loud (2020–24).[22] Representation of teachers' organizations has also seen an improvement between 2016

and 2020 (figure 4.8), which is positive given the challenges involved in ensuring teachers organizations have a seat at the table.

In PCFC contexts where the capacities of governments are overstretched, data are lean or unavailable and certain areas are hard to reach, active CSO and teachers' organization presence and participation in local education groups is seen to have several advantages. On-the-ground knowledge and perspectives of CSOs and teachers' organizations in these contexts, shared through meaningful engagement in local education groups, could compensate for the lack of information and unavailability of relevant data. Combined

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22. In 2020, the CSEF grants were succeeded by a new fund called Education Out Loud that provides support for CSOs. This fund builds on CSEF and includes grants that fund national education coalitions, national social accountability organizations and transnational alliances in GPE partner countries. By doing so, Education Out Loud aims to facilitate more comprehensive multilevel advocacy and expand the accountability network. More information on Education Out Loud can be found at https://educationoutloud.org/.

representation of CSOs and teachers' organizations in PCFCs has been on an upward trajectory since 2016 (figure 4.7). CSO participation has also risen between 2016 and 2020 (figure 4.8). Teachers' organization participation, on the other hand, has shown relatively slower progress in PCFCs between 2016 and 2020 (figure 4.8).

A NEED FOR MORE CONSISTENT PROGRESS IN SECTOR PLANNING, MONITORING AND POLICY DIALOGUE

The results over the GPE 2020 period show varied progress across indicators measuring the quality of education plans (Indicator 16) and the effectiveness of joint sector reviews (Indicator 18), although the 2020 target for these indicators were missed. Data show that some progress has been made in improving the overall quality of sector plans and the strategies (equity, teaching and learning, efficiencies) included in these plans. However, progress has lacked on the "achievability" aspect of sector plans and their monitoring. Only a modest set of countries organize joint sector reviews annually and the performance of those has been inconsistent and unpredictable. Local education groups, on the other hand, have shown

good improvement on the inclusion of civil society and teachers' organizations over the implementation period of GPE 2020 and the target for the related indicator (Indicator 19) was met. However, the inclusion of teachers' organizations in local education groups still requires work in some countries.

Unfortunately, all achievements (big and small) on these indicators alongside the resilience of education systems are now being tested by the COVID-19 pandemic. The onset of the pandemic particularly impacted the quality of education sector plans that were finalized after it began and the ability of countries to organize sector reviews. These setbacks may potentially have long-term implications in countries, especially on sector planning, monitoring and implementation. With this in mind as GPE implements its 2025 strategic plan, the system capacity grants will support and strengthen different aspects of planning, monitoring and coordination on an ongoing basis. Additionally, local education groups will continue to be closely engaged with the various aspects of the new operating model currently being piloted and GPE will continue its ongoing work to strengthen local education groups.

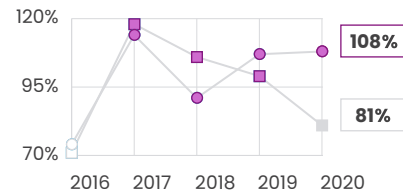CHAPTER 5

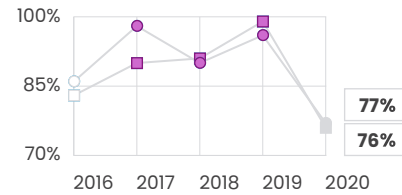# FINANCING AND PARTNERSHIP

RESULTS AT A GLANCE

COUNTRY-LEVEL

OBJECTIVE 3
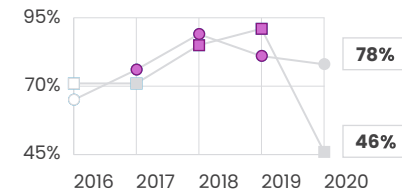**Effective and efficient GPE financing**

#21
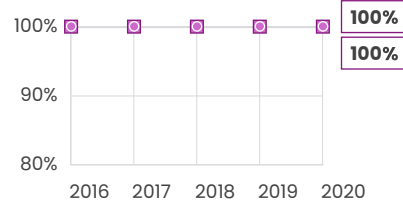Implementation grants achieved **108% of their target for textbook distribution.**

108%
81%

#22
Implementation grants achieved **77% of their target for teacher training.**

77%
76%

#23
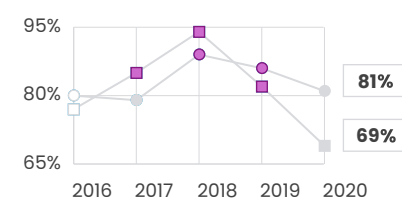Implementation grants achieved **78% of their target for classroom construction.**

78%
46%

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

100%
100%

#24b
67% of Implementation grants achieved variable part targets.

75%
67%

#25
81% of Implementation grants were on track.

81%
69%
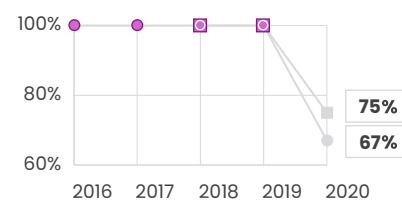
*The 2016 and 2017 value for PCFCs was not applicable; see appendix A for details.

OBJECTIVE 4
Mobilize more and better financing

#26
Non-traditional donors contributed **51.3 million** to GPE since 2015.
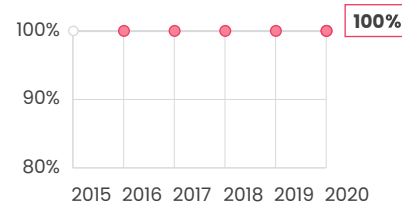
51.3M

#27
100% of donor pledges were fulfilled.

100%

#28
71% of GPE donors increased or maintained their **official development assistance for education.**

71%

#29
44% of implementation grants aligned with **national systems.**

44%
32%

#30
36% of implementation grants were co-financed or sector pooled.

36%
20%
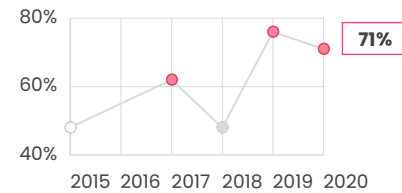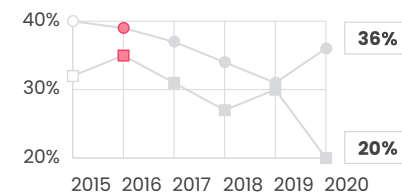
GLOBAL-LEVEL

OBJECTIVE 5
Build a stronger partnership

#32
Proportion of **partner countries and other partners** reporting strengthened clarity of roles, responsibilities, and accountabilities in GPE country processes.

N/R

#33
100 technical products were produced since 2015.
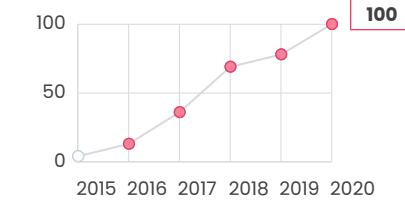
100

#34
126 advocacy events were undertaken since 2016.

126

#35
100% of significant audit issues were addressed.

100

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

48%

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

100%
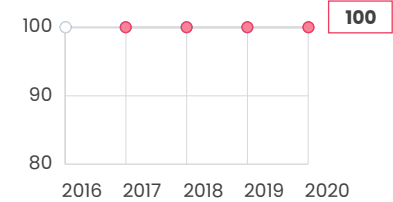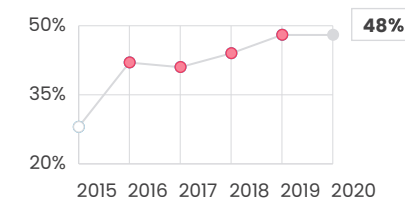
*There was no milestone for 2016 and 2017; see appendix A for details.

	Baseline	Milestone met	Milestone not met	No milestone	Not reported
Overall	○	● ●	●	○	N/R
PCFCs	□	■ ■	■		

KEY FINDINGS

- Over the course of GPE 2020, GPE approved 145 implementation grants (including COVID-19 accelerated funding grants) worth US$2.6 billion, 64 percent of which was allocated to PCFCs. During the same period, grant agents utilized $2.0 billion, 58 percent of which was in PCFCs.

- In calendar year 2020, GPE approved 104 implementation grants worth $1.47 billion and disbursed $818 million, reaching the highest level ever recorded in GPE's history. This includes 66 COVID-19 accelerated funding grants worth $467 million.

- The proportion of grants on track with implementation did not change substantially from 80 percent in 2016 to 81 percent in 2020. Implementation delays were partly explained by external factors outside the control of the GPE grant, including COVID-19.

- GPE set annual performance targets for grants meeting their objectives of teacher training, provision of textbooks and classroom construction. Since 2016, GPE had

met these targets, but the partnership missed teacher training and school construction targets for the first time in 2020, largely because of COVID-19.

- Alignment and harmonization of implementation grants continued to be a challenge throughout the GPE 2020 period. The proportion of grants that are aligned with country systems increased from 34 percent in 2015 to 44 percent in 2020, while the proportion of grants that used harmonized modality decreased from 40 percent in 2015 to 36 percent in 2020. The alignment indicator has never met annual milestones since 2016, and the harmonization indicator has not done so since 2017.

- Aid to education reached a record high of $15.9 billion in 2019, though the growth is mainly attributed to an increase in aid to higher education.

- In 2020, donors contributed $882 million to GPE, recording the highest annual contribution since GPE's inception in 2002.

The global-level objectives of GPE 2020 were to mobilize more and better resources for education and build a strong partnership. GPE uses its convening power and advocacy to raise the global commitment to education. The resources mobilized are then allocated to the countries with the greatest education need. At the country level, GPE strives to ensure its grant money is used effectively and efficiently. This chapter presents an overview of the GPE grant portfolio, its geographic and thematic allocation, and performance and effectiveness of its grants as measured by the GPE results framework. It also reports on the partnership's collective efforts in resource mobilization, advocacy and knowledge generation.

5.1. GRANT PORTFOLIO

OVERVIEW OF GPE GRANTS

GPE offers a variety of grants to its partner countries to support improved learning and increased equity in education (figure 5.1 and appendix J). In 2020, in light of COVID-19, three new funding mechanisms were created to help partner countries ensure continued learning during the pandemic and build resilience of education systems to prepare for future emergencies (see the special COVID-19 chapter). The cumulative volume of funding, combining all types of active grant mechanisms, amounts to $7.1 billion.

EDUCATION SECTOR PROGRAM IMPLEMENTATION GRANTS

The education sector program implementation grant is the largest grant type in the GPE grant portfolio.[1] From its inception in 2002 to December 2020, GPE has cumulatively allocated $6.4 billion to 198 implementation grants in 66 countries. As of December 2020, there were 62 active implementation grants worth $1.6 billion in 49 countries.

In 2020, both grant approval and disbursement reached the highest levels ever recorded in the partnership's history (see box 5.1 for the terminology used for GPE's financial reporting).

Including COVID-19 accelerated funding grants, GPE approved 104 grants worth $1.47 billion in 2020 alone, which is more than the total dollar amount for grants approved in the first four years of GPE 2020 (2016–19, $1.1 billion, figure 5.2). Two-thirds of the total approval amount in 2020 was for regular implementation grants, which was the highest amount since the partnership's inception, while the remaining third is for COVID-19 accelerated funding grants, which amount to $467 million. The amount disbursed to grant agents reached a record high as well, totaling $818 million including COVID-19 accelerated funding grants. However, utilization by the grant agents stagnated at $364 million including COVID-19 accelerated funding grants and at $241 million excluding COVID-19 accelerated funding grants. The amount utilized in 2020 partly reflects the amount approved during the preceding several years,[2] as well as the time taken from grant approval to start date, and slower grant implementation because of the COVID-19 pandemic (see box 5.2 for the pandemic's impact on implementation grants).

Throughout the GPE 2020 period, GPE prioritized countries with the greatest need (see appendixes K–N). Out of $1.8 billion utilized by grant agents from 2016 to 2020, 58 percent was in partner countries affected by fragility and conflict (figure 5.3); the proportion utilized in PCFCs varied between 54 percent and 62 percent, depending on the year. Sub-Saharan Africa's share of all utilized implementation grant funding was more than three-quarters of the total, and increased

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1. Although COVID accelerated funding is a type of education sector program implementation grant, it is not included in this section unless otherwise specified. Refer to the special COVID-19 chapter for details of COVID-19 accelerated funding grants.
2. Grant agents typically utilize grant money over a three-to-five-year period after the approval, depending on grant duration.

FIGURE 5.1.

GPE OFFERS A VARIETY OF GRANTS TO ADDRESS COMPLEX CHALLENGES IN EDUCATION IN PARTNER COUNTRIES.
Cumulative allocation of different grant types since their inception (various years), as of December 2020

Education sector plan planning and implementation support: US$6.5 billion

Education sector program implementation grants (including the Multiplier)

6,443. 7 [2,155.3]

Multiplier grants

136.6

Program development grants

22.8 [16.0]

Education sector plan development grants

40.2 [30.6]
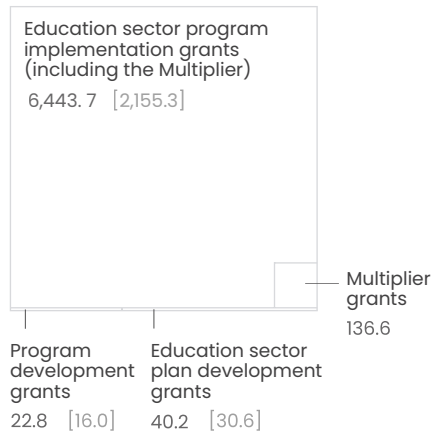
COVID-19 response: US$500.4 million

COVID-19 accelerated funding grants

467.2

COVID-19 global grant

25.0

COVID-19 response planning grants

8.2
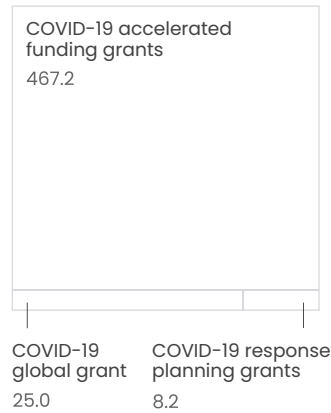
Thematic support: US$134.2 million

Knowledge and Innovation Exchange (KIX)

72.0

Education Out Loud

55.5

Targeted financing:

Assessment for Learning (A4L)

2.7

Better Early Learning and Development at Scale (BELDS)

2.0

Implementation of GPE's gender equality strategy

2.0

Category

Name of grant — KIX — US$ millions allocated since grant inception

86.7 [45.2] — US$ millions allocated during GPE 2020, if different
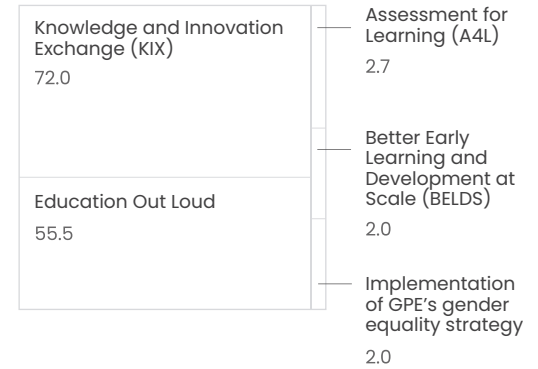
Source: GPE Secretariat.

Note: This graphic shows grant mechanisms that were active at some point during 2020. The implementation of GPE's gender equality strategy includes investment in gender-responsive education sector planning. The amount allocated to COVID response planning grants, including the agency fee, is $8.8 million, as shown in the special COVID-19 chapter.
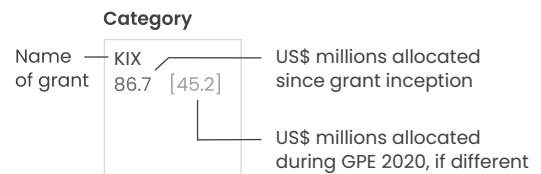
FIGURE 5.2.

APPROVAL AND DISBURSEMENT OF IMPLEMENTATION GRANTS REACHED A RECORD HIGH IN 2020.
Approval, disbursement and utilization of implementation grants (including COVID-19 accelerated funding) since 2012 (US$, millions)

- Approval (with COVID-AF)
- Approval (without COVID-AF)
- Disbursement to GA (with COVID-AF)
- Disbursement to GA (without COVID-AF)
- Utilization by GA (with COVID-AF)
- Utilization by GA (without COVID-AF)

1,474
1,007
818
411
364
241
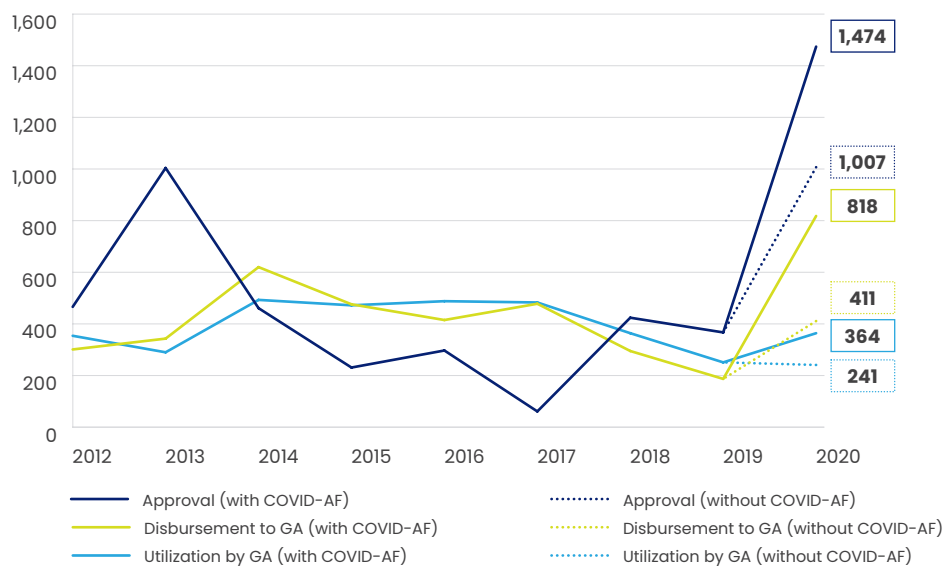
Source: GPE Secretariat.

Note: This figure shows approval, disbursement and utilization from 2012, as disbursement and utilization figures before and after 2012 are not directly comparable because of a change in disbursement mechanism in 2012. Approval in 2020 was $1.6 billion, including all grants and Secretariat and Trustee budgets. All disbursements made from the trust fund, which includes all grants, agency fees, and Secretariat and Trustee budgets, amount to $1 billion. GA = grant agent, COVID-AF = COVID-19 accelerated funding.

FIGURE 5.3.

OVER THE GPE 2020 PERIOD, A LARGE SHARE OF GPE IMPLEMENTATION GRANT FUNDING WAS UTILIZED IN THE COUNTRIES WITH THE GREATEST NEED.
Implementation grant utilization by PCFC category, region and income category, 2016–20

Fragility and conflict

PCFCs — 57.5
Non–PCFCs — 42.5

Region

SSA — 75.8
SA — 14.2
ECA — 3.5
MENA — 2.8
EAP — 2.3
LAC — 1.4

Income category

Low income — 55.1
Lower middle income — 44.8
Upper middle income — 0.2

Category

SSA ——— Name of subcategory
49.0 ——— Proportion of total
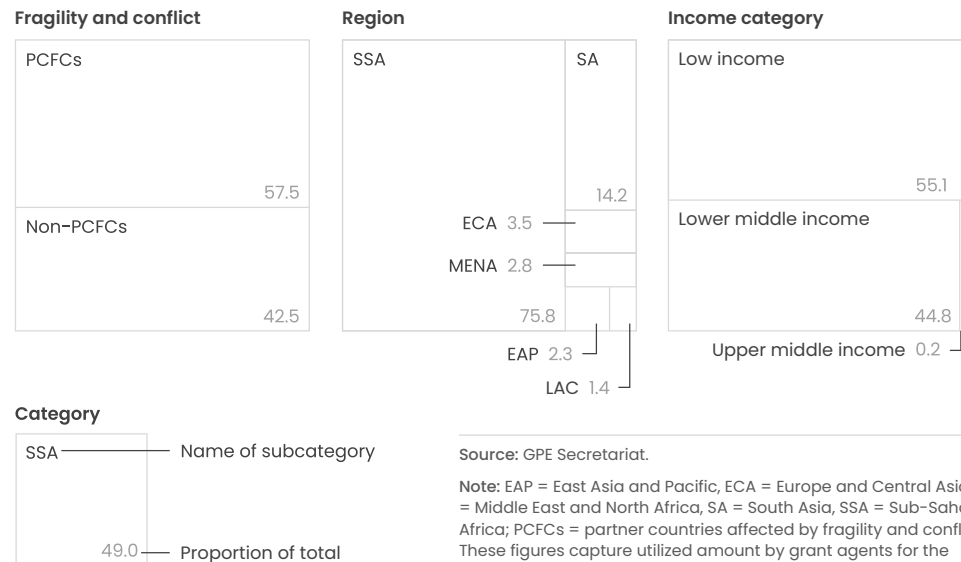
Source: GPE Secretariat.

Note: EAP = East Asia and Pacific, ECA = Europe and Central Asia, MENA = Middle East and North Africa, SA = South Asia, SSA = Sub-Saharan Africa; PCFCs = partner countries affected by fragility and conflict. These figures capture utilized amount by grant agents for the implementation grants. They do not include utilization for COVID-19 accelerated funding grants (for that utilization, see the special COVID-19 chapter).
Rounding to the nearest tenth of a percent for each subcategory may result in totals slightly above or below 100.0.

from 65 percent in 2016 to 88 percent in 2020. Low-income countries utilized 55 percent of implementation grant funding.

Thematic allocation

During the GPE 2020 strategy period, GPE approved 79 implementation grants worth $2.16 billion.[3] Of this amount, 36 percent, or $775 million, was allocated to activities primarily related to learning; 30 percent, or $640 million, to activities related to equity; and 30 percent, or $653 million, to system strengthening (figure 5.4).[4] Grants in PCFCs, where average completion rates are lower and out-of-school rates are higher than non-PCFCs,[5] allocated a higher proportion of their grant amount to equity than non-PCFCs (31 percent in PCFCs compared with 25 percent in non-PCFCs).

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3.   This does not include COVID accelerated financing grants.
4.   The remaining 4 percent is not allocated to a specific thematic area. This typically includes grant agent cost, contingency cost and project monitoring and evaluation.
5.   According to GPE's results framework Indicators 4 and 7.

FIGURE 5.4.

LEARNING, EQUITY AND SYSTEMS RECEIVED SIMILAR AMOUNTS OF GPE IMPLEMENTATION GRANTS.

Allocation per thematic activity of GPE implementation grants, 2016–20 (US$, millions)

Thematic activity	US$ millions
Standards, curriculum and learning materials	272.5
Teacher development	269.9
Learning assessment systems	106.3
Teacher management	93.6
Use of ICT in learning	32.9
Learning total	**775.2**
Education facilities	323.1
Gender equality	147.1
Access for out-of-school children	58.5
Well-being programs: health and nutrition	48.0
Support to children with disabilities/special needs	46.0
Adult learning	11.1
Cash transfers and other incentives for students	6.1
Equity total	**639.8**
Systems strengthening at the central level	243.4
Systems strengthening at the school level	206.6
Systems strengthening at the decentralized level	108.6
Education management information systems	94.6
Systems total	**653.2**
Grant agent cost	72.6
Other	14.5

Source: GPE Secretariat.

Overall, thematic allocation across grants appears to reflect education challenges in each country (see appendixes O and P respectively for thematic activities and education levels supported for each country). For example, all grants to countries below the GPE threshold for the gender parity index[6] for completion rates for either primary or lower secondary education supported gender equality. Most of the grants in countries with higher out-of-school rates have supported increased access to education for out-of-school children.[7]

During the GPE 2020 period, 59 percent of all implementation grant funding was spent on primary education, 11 percent

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6. Below 0.877.
7. Out-of-school children in the 10 countries with highest out-of-school rate at primary level according to Indicator 7a (in descending order of out-of-school-rates: South Sudan, Eritrea, Mali, Sudan, Djibouti, Niger, Chad, Senegal, Guinea and Liberia) have been supported by at least one GPE implementation grant during GPE 2020, except Mali. Grants in Mali support increased participation and completion of primary education, especially for girls.

FIGURE 5.5.

MULTIPLIER GRANTS IN THE AMOUNT OF $137 MILLION MOBILIZED $552 MILLION IN COFINANCING.

Cumulative Multiplier allocations approved and reported cofinancing as of December 2020 (US$, millions)

GPE

136.6

Mobilization Ratio: 1:4.04

Development banks

392.4

Other
25.7

Bilaterals
134.4

Approved GPE Multiplier allocations

Cofinancing (US$552.4 million)
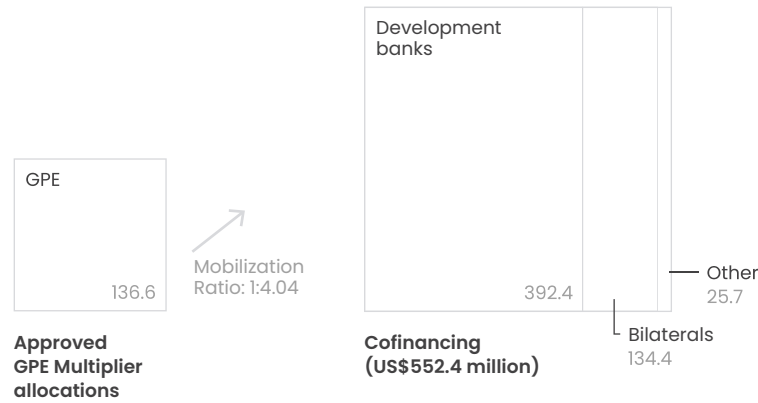
Source: GPE Secretariat.

Note: "Other" include UNICEF, UNESCO, United Nations World Food Programme, European Union and two foundations.

FIGURE 5.6.

THE PROPORTION OF ON-TRACK GRANTS MISSED THE FINAL TARGET AFTER A DOWNWARD TREND SINCE 2018.

Proportion of implementation grants rated as on track in implementation

	Milestone	Actual
Overall	●	●
PCFCs	■	■
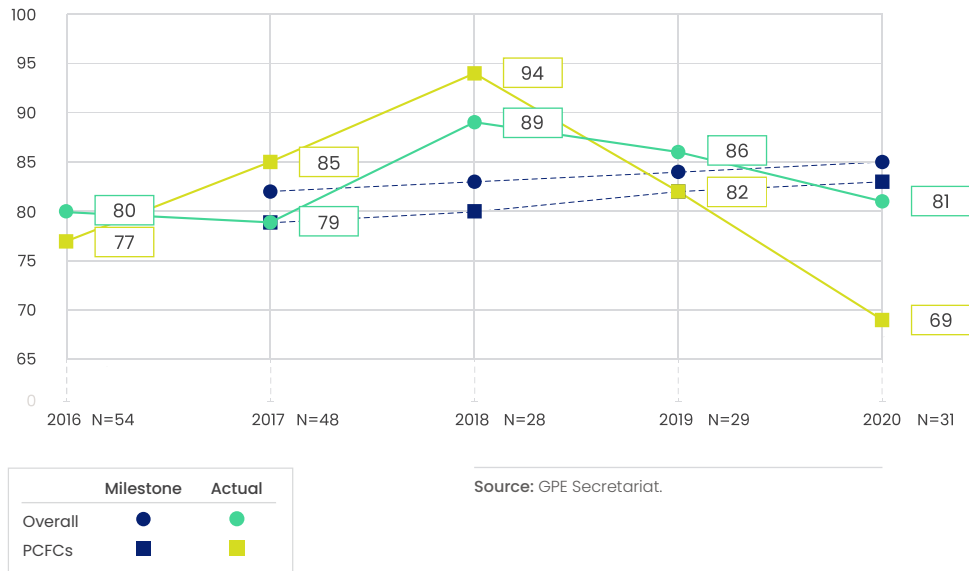
Source: GPE Secretariat.

on secondary education and 7 percent on pre-primary education.[8] The proportion of funding supporting each level remained largely consistent throughout the GPE 2020 period.

The total amount spent on pre-primary, primary and secondary education accounted for 16 percent of all aid to those levels in partner countries receiving any implementation grants from

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8.   Twenty-two percent was not allocated to a specific level (e.g., supporting education policy and administrative management, education facilities and training, teacher training and education research), and the remaining 1 percent was allocated to other levels, such as adult education and life skills training.

GPE from 2016 through 2019 (the most recent year for which the data are available).[9]

GPE Multiplier

Countries can access Multiplier funding by mobilizing at least $3 in new and additional external financing for every $1 from the Multiplier. As of December 2020, 28 countries/states had secured US$ 279.2 million in Multiplier allocations, on the basis of mobilizing US$1,219.2 million in cofinancing. Of these allocations, 17 had been developed into approved grant allocations totaling $136.6 million and leveraging $552.4 million in reported additional cofinancing from 20 development partners[10] (figure 5.5), more than two-thirds of which was from development banks and more than half (54%) of which was from the World Bank Group.[11] Preliminary findings from the review of the Multiplier grants conducted by the Secretariat in 2021[12] suggest that the Multiplier was associated with unlocking more funding or mobilizing funding more quickly in almost all countries covered by the review, though the causality cannot be definitively established. The review also found that Multiplier was associated with aligning the placement of cofinancing - where and how it is used – more closely to GPE goals, such as equity and efficiency.

5.2. PERFORMANCE OF IMPLEMENTATION GRANTS

STATUS OF IMPLEMENTATION GRANTS (Indicator 25)

The results framework monitors the overall status of implementation grants (Indicator 25) by calculating the proportion of grants that are on track with implementation. Grants that are expected to achieve all or most of their major outputs by the end of the project period are rated as on track.[13]

In fiscal year 2020, 81 percent of grants were on track with implementation (figure 5.6). The proportion of grants that were on track with implementation increased from fiscal year 2016 to fiscal year 2018 but steadily decreased after that, missing the final target by 4 percentage points in fiscal year 2020. This downward trend is more salient among PCFCs. In fiscal year 2020, out of 31 grants that were active and reported progress at least once,[14] six were rated as off track,[15] a slight increase from four in the previous fiscal year.

Consistent with previous years, implementation delays in off-track grants were mainly explained by external factors such as political instability (Comoros, Democratic Republic of Congo and Guinea-Bissau), teacher strikes (Guinea-Bissau and Lesotho) and conflict (Yemen). Other reasons for delays included complex project design (Democratic Republic of Congo), protracted operationalization of project implementation unit (Guinea-Bissau), lack of political and institutional ownership (Comoros) and procurement issues (Lesotho). In Chad, implementation was delayed by bottlenecks in the technical work preceding textbook procurement and the setting of criteria for sites for school construction, as well as by the late mobilization of technical assistance. For some countries, delays were compounded by COVID-19. For example, in the Democratic Republic of Congo, COVID-19-related containment measures such as school closures and limitation on domestic travel further delayed project implementation.

Evidence from the countries[16] suggests that COVID-19 is affecting implementation of planned activities for almost all grants,[17] though it is not the only factor that triggered off-track ratings for grants' overall implementation status, at least as of the June 2020 cutoff for this indicator. School closures, adherence to social distancing norms and disruptions in supply chains all affected the implementation of activities (see box 5.2).

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

GPE's results framework tracks the performance of implementation grants on textbook distribution, teacher training

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9. Based on GPE calculations using data from the Organisation for Economic Co-operation and Development Creditor Reporting System, downloaded March 2021, https://stats.oecd.org/Index.aspx?DataSetCode=crs1.
10. United Kingdom (FCDO), Germany (KfW), JICA (Japan International Cooperation Agency), Islamic Development Bank, World Bank, IDA refugee window, Global Partnership for Out-Based Aid, UNICEF, Asian Development Bank, USAID, Australia (DFAT), New Zealand (NZAID), AFD (Agence Française de Développement), MECP (Madrasa Early Childhood Foundation – Zanzibar), KOICA (Korea International Cooperation Agency), MZE (Milele Zanzibar Foundation), UNESCO, European Union, Canada and UN World Food Programme (WFP).
11. Including IDA refugee window and Global Partnership for Out-Based Aid, based at the World Bank.
12. Based on the desk review of 32 Multiplier grants and interviews for 10 out of these 32 grants.
13. The rating definition for each implementation status (on track, slightly behind, delayed) can be found in the methodology sheet for Indicator 25 (https://www.globalpartnership.org/content/methodology-sheet-gpe-result-indicator-25).
14. Out of 46 grants that were active during fiscal year 2020, 15 were new grants for which the first progress reports and grant agents' ratings were not yet due: Burundi, Cameroon, Eritrea, Ghana, Guinea, Maldives, Mozambique, Niger, Papua New Guinea, Senegal, Somalia–Federal (additional financing), Somalia–Somaliland (accelerated funding), Sudan, Tanzania–Mainland, Tanzania–Zanzibar (implementation grant and Multiplier)..
15. Chad, Comoros, Democratic Republic of Congo, Guinea-Bissau, Lesotho and Yemen.
16. Implementation status reports and information provided by grant agents for this indicator and for other purposes.
17. GPE, *Grant Status Report 2020* (Washington, DC: Global Partnership for Education, 2021), https://www.globalpartnership.org/content/grant-status-report-2020-novemberdecember-2020. Though strictly speaking, evidence on the impact of COVID-19 is not yet available for two grants that started implementation just before the close of the fiscal year (Maldives implementation grant and Multiplier, and Mozambique accelerated funding grant).

BOX 5.2. IMPACT OF COVID-19 ON IMPLEMENTATION GRANTS

According to an analysis conducted by the Secretariat and preliminary findings from a review of the effect of COVID-19 on GPE's implementation grants,[a] the pandemic appears to have contributed to delays in the implementation of activities and the utilization of grant funding.

Among various activities planned under the implementation grants, teacher training is most frequently cited as being affected, as a result of containment measures such as prohibition of mass gathering. Activities that were planned to be conducted at the school level—namely, lesson observation, school data collection, piloting newly developed teaching and learning materials and learning assessment— were typically postponed until after school reopenings. Access to project sites was limited in countries that imposed domestic travel restrictions. The capacity of ministries of education was stretched thin to respond to this crisis while negotiating a new remote work environment.

MORE GRANTS WERE RATED AS OFF TRACK WITH UTILIZATION AFTER THE OUTBREAK OF COVID-19.
Utilization status for active implementation grants by quarter, in 2020 (percent)
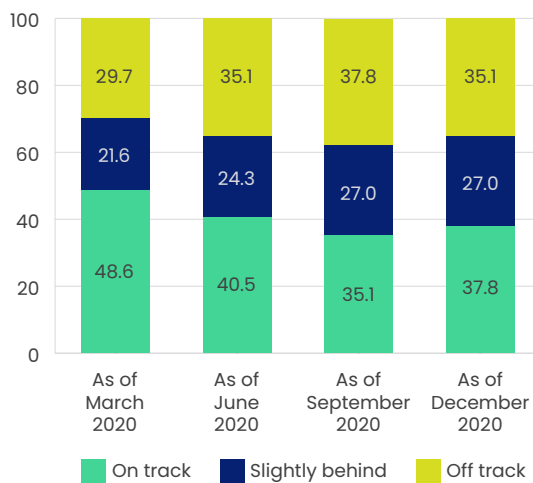
Source: GPE Secretariat.

Note: In this figure, all 37 grants that were active throughout 2020 are included. In contrast, the grants included in the analysis for the Grant Status Report 2020 were limited to those with at least one progress report submitted to the Secretariat, resulting in different proportions.

The proportion of grants off track with utilization increased during 2020 (see figure on left). When the global outbreak happened in March 2020, the proportion of off-track grants was 30 percent.[b] This increased to 35 percent in June and 38 percent in September, but then it slightly decreased to 35 percent in December 2020, as some grants that had been considered off track extended their closing date.

Some countries adapted grant implementation, for example, by changing the modality of teacher training from in-person to distance learning or reallocating the funds to respond to new needs stemming from the pandemic.[c] Other countries applied for grant revisions, such as an extension of the closing date or adjustment in the variable part target.[d] The number of grant revisions related to COVID-19 was limited right after the global outbreak, but it slightly increased as the effects of COVID-19 became more visible.[e]

a. Final report will be available later in 2021.
b. To rate implementation grants as on or off track with utilization, GPE compares the proportion utilized so far to the proportion of the grant period that has passed. If the amount of time elapsed exceeds the amount of funds utilized by more than 25 percent, the grant is rated off track with utilization.
c. As per a new provision of implementation grant policy that allows countries to reallocate resources (up to $10 million or 25 percent of the total grant amount) to integrate a new activity to respond to COVID-19 without approval from the Secretariat or the Board Committee formerly known as the Grants and Performance Committee.
d. These revisions require approval from the Secretariat or the Board Committee formerly known as the Grants and Performance Committee.
e. A number of grants mention the COVID-19 pandemic as a reason for non-minor and major restructuring: two for the second quarter, four for the third quarter, five for the fourth quarter of 2020; five for the first quarter, five for the second quarter of 2021.

and classroom construction (Indicators 21, 22 and 23, respectively). The proportion of textbooks distributed out of the total planned by implementation grants increased from 74 percent in 2016 to 108 percent in 2020 (Indicator 21, figure 5.7a). Similarly, the proportion of classrooms constructed out of those planned increased, from 65 percent in 2016 to 78 percent in 2020, though it slightly missed the 2020 target by 2 percentage points (Indicator 23, figure 5.7c). On the other hand, the proportion of teachers trained out of those planned decreased from 86 percent in 2016 to 77 percent in 2020, missing the target by 13 percentage points (Indicator 22, figure 5.7b). In fiscal year 2020, the targets for PCFCs were missed for all three indicators for the first time since the baseline. In particular, the classroom construction target was missed by a large margin in PCFCs—only 46 percent of classrooms were constructed out of those planned in fiscal year 2020, far below the target of 80 percent.

Evidence shows that grant performance in all three areas was affected by COVID-19 to varying degrees.[18] Teacher training was particularly affected by the pandemic (see box 5.2). Indeed, a review of grant progress reports reveals that most of the teacher trainings that were counted toward this indicator were conducted before the pandemic. The underachievement of the school construction target was partly due to COVID-related factors, such as prohibition of movement within the country, restriction on construction work and disruption of the global supply chain. Other factors that affected school construction include delay in due diligence processes for procurement (The Gambia and Sierra Leone) and security reasons (Pakistan).

Despite the challenges faced in fiscal year 2020, GPE managed to distribute 155,715,890 textbooks, train 1,570,909 teachers and construct 16,837 classrooms during the GPE 2020 strategy period.[19]

RESULTS-BASED FUNDING (Indicator 24)

Since 2015, GPE has been implementing a results-based funding model that disburses at least 30 percent of the total implementation grant funding on achievement of the targets set by countries. Indicator 24 of the GPE results framework monitors the proportion of implementation grant applications that identified performance targets on equity, efficiency and learning outcomes (Indicator 24a) and the proportion of grants that achieved more than 75 percent of their performance targets in these areas (Indicator 24b).

An increasing number of implementation grants have adopted results-based funding, from three in fiscal year 2016 to 14 in fiscal year 2020. All identified targets for equity, efficiency and learning, meaning that Indicator 24a has remained at 100 percent from 2016 through 2020.[20] Since the adoption of the results-based funding model, GPE has approved 38 implementation grants with a results-based variable part, worth $614 million in total.

Indicator 24b consistently reported a 100 percent value every year since 2016. However, in 2020, out of the six grants that had variable part results verified, two grants achieved less than 75 percent of their targets,[21] which resulted in nonattainment of the target for the first time in the strategy period. Indicator 24b missed the final target by 23 percentage points (67 percent achieved against the 90 percent target). Burkina Faso missed a learning indicator on the textbook to pupil ratio because of a delay in textbook procurement. Although the country managed to make important progress in the textbook procurement process, which resulted in a partial disbursement (50 percent) of the originally allocated $1,690,000, the books had not been distributed by start of the school year.[22] Cambodia slightly missed its efficiency indicator on the repetition rate,[23] and the $700,000 funding attached to this indicator was not disbursed. The remaining four grants successfully achieved their targets. For example, Zimbabwe achieved the targets for two equity indicators: The country successfully improved the transition rate from primary to lower secondary level for districts with the lowest transition rates and had the revised Education Act.[24]

As it takes some time for countries to verify variable part results, the effects of COVID-19 are not yet observable in the performance of this indicator. However, reports from countries indicate that the pandemic has started to affect not only the progress of activities programmed as variable part but also the verification of their results. For instance, Nepal experienced delays in data collection for the verification of variable part indicators, which resulted in the restructuring of the grant in May 2020.

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18.   GPE, *Grant Status Report 2020*.
19.   During fiscal year 2020, GPE distributed 23,515,704 textbooks, trained 117,563 teachers and constructed 1,441 classrooms.
20.   Note that certain countries are exempt from results-based funding, because of a highly fragile implementation context or a small grant below $5 million. These are not included in the monitoring of this indicator.
21.   These two grants had three variable part indicators each, out of which one was missed. Indicator 24b calculates the proportion of grants that are considered well performing or high performing. A grant that meets 75–99 percent of its targets is considered well performing; if a grant meets 100 percent of its targets, it is considered high performing. These two grants achieved 67 percent of their targets (two out of three), so they are not considered as performing well.
22.   Burkina Faso aimed to distribute reading and numeracy textbooks for grades 1 and 2 that are aligned with new curriculum before the school year 2019/2020. The target for the textbook-pupil ratio was 1.5 to 2.
23.   The repetition rate was 13.4 percent, slightly above the maximum threshold of 13.1 percent for disbursement.
24.   Important changes include a ban on corporal punishment.

FIGURE 5.7.

TEACHER TRAINING AND CLASSROOM CONSTRUCTION MISSED THE OVERALL TARGET FOR THE FIRST TIME IN FIVE YEARS, PARTLY BECAUSE OF COVID-19.

A: Proportion of textbooks purchased and distributed, out of the total planned by GPE grants
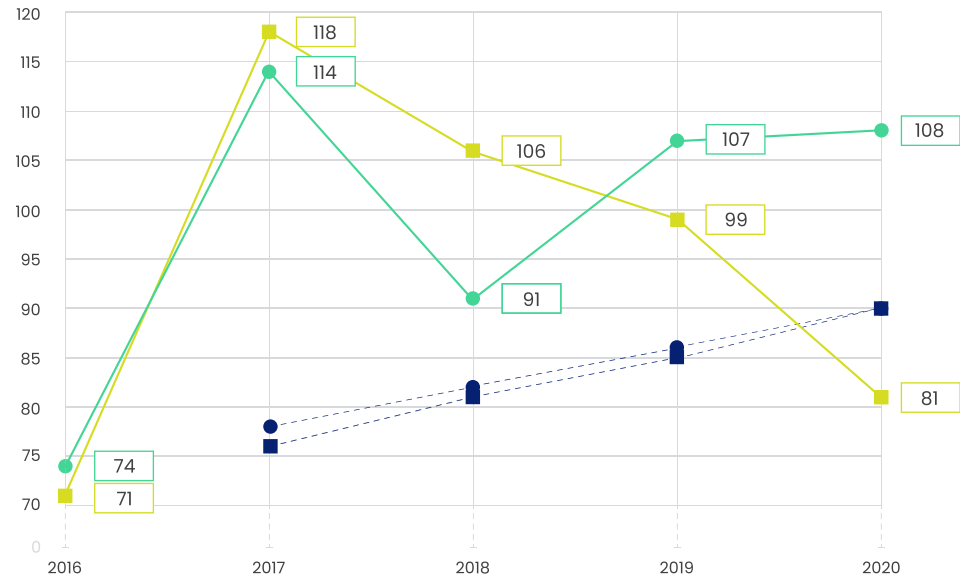
B: Proportion of teachers trained, out of the total planned by GPE grants
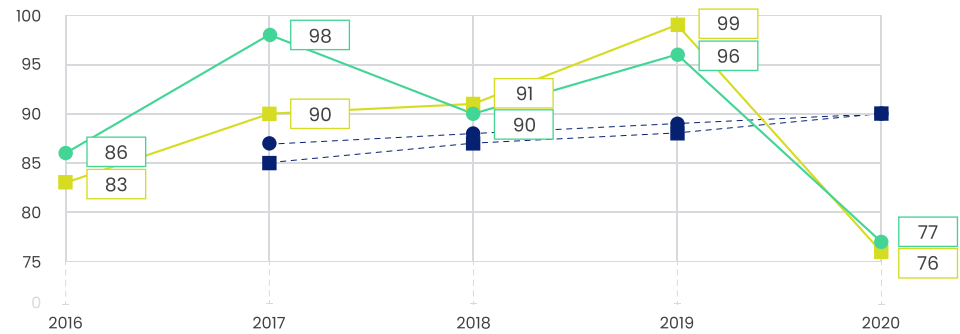
C: Proportion of classrooms built or rehabilitated through GPE grants, out of the total planned by GPE grants
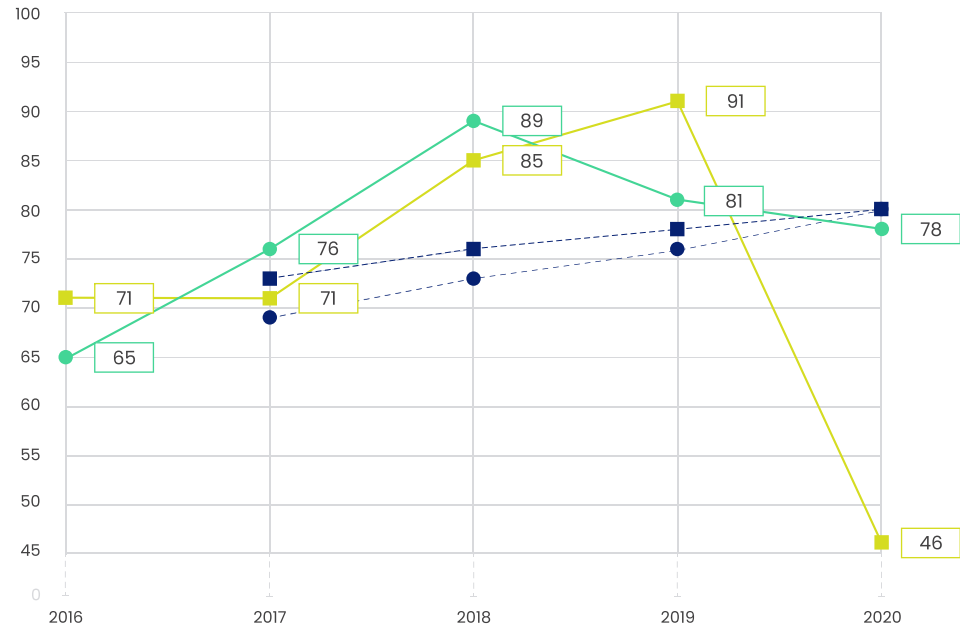
	Milestone	Actual
Overall	●	●
PCFCs	■	■

Source: GPE Secretariat.

FIGURE 5.8.

DESPITE ROBUST IMPROVEMENT SINCE FISCAL YEAR 2017, MOST IMPLEMENTATION GRANTS REMAINED INSUFFICIENTLY ALIGNED.

Proportion of implementation grants aligned to national systems

Source: GPE Secretariat.

Milestone	Actual
Overall ●	●
PCFCs ■	■
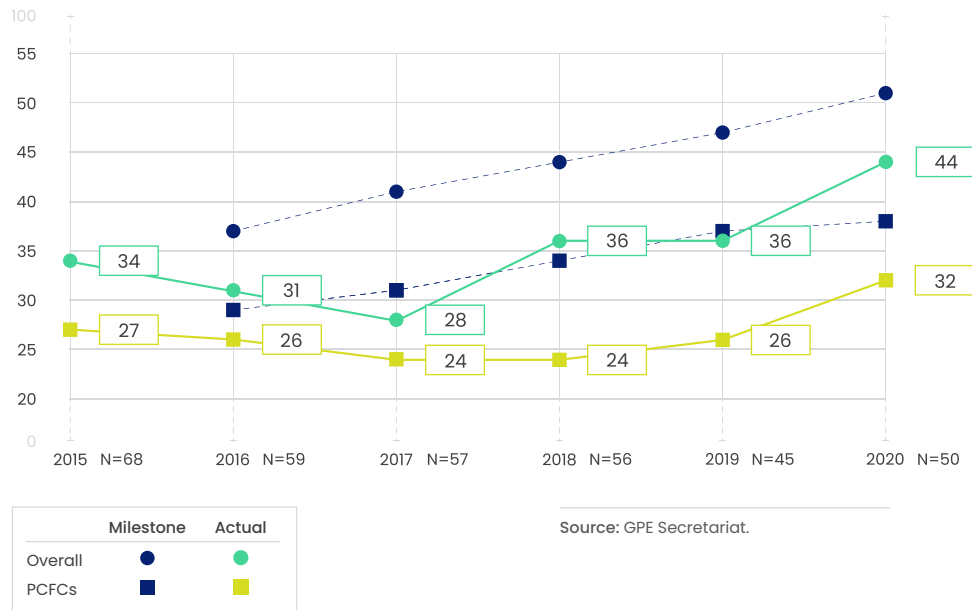
5.3. AID EFFECTIVENESS

GPE promotes alignment and harmonization of its implementation grants to maximize the partnership's potential to strengthen country systems and to avoid aid fragmentation. The GPE results framework monitors the proportion of implementation grants that are aligned to the country system (Indicator 29) and use harmonized funding mechanisms (Indicator 30).

ALIGNMENT (Indicator 29)

GPE encourages the use of funding modalities that are aligned to national systems. Aligned funding modalities—coupled with appropriate measures to manage fiduciary risks and to strengthen systems—provide unique opportunities to enhance the capacity of education systems in partner countries. A grant is considered aligned when it meets at least seven out of 10 alignment criteria.[25]

The proportion of grants that are aligned improved from 34 percent (23 out of 68) in 2015 to 44 percent (22 out of 50) in 2020 (figure 5.8). The average number of alignment criteria met also improved from 5.04 in 2015 to 5.8 in 2020. In terms of volume of funding, more than half (54 percent) of the funding in fiscal year 2020 was aligned, up from 47 percent in 2015.[26] Despite a continued upward trend since fiscal year 2017, most implementation grants remained insufficiently aligned in fiscal year 2020, missing the final target for this indicator by 7 percentage points. Throughout the GPE 2020 period, out of 103 grants that were active at some point in 2016–20, almost two in three grants (65 percent, or 67 grants) were not aligned to the country system.[27]

The improvement in grant alignment may partly be related to the implementation of the alignment road map since 2017 to promote the use of aligned modalities.[28] The Secretariat provided additional support to target countries with a potential to improve alignment when they were preparing a new grant, leveraging a small window of opportunity. Notably, during the GPE 2020 implementation period, 15 newly approved grants

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25. For details, see methodology sheet for GPE Results Indicator 29: https://www.globalpartnership.org/content/methodology-sheet-gpe-result-indicator-29.
26. As the implementation grants vary greatly in size, looking at the volume of funding gives us another perspective that complements the current indicator, which looks at the number of grants.
27. In terms of volume of funding, 49 percent of funding for 103 grants that were active at some point during GPE 2020 was aligned; 51 percent of funding was not aligned.
28. The Secretariat developed a plan to facilitate alignment in 2017. More information on the alignment road map can be found in GPE, *Portfolio Review 2017* (Washington, DC: Global Partnership for Education, 2017), https://www.globalpartnership.org/content/2017-gpe-portfolio-review.

FIGURE 5.9.

MOST GRANTS CONTINUED TO USE FRAGMENTED MODALITIES.
Proportion of implementation grants using cofinanced or sector-pooled funding mechanisms

Source: GPE Secretariat.
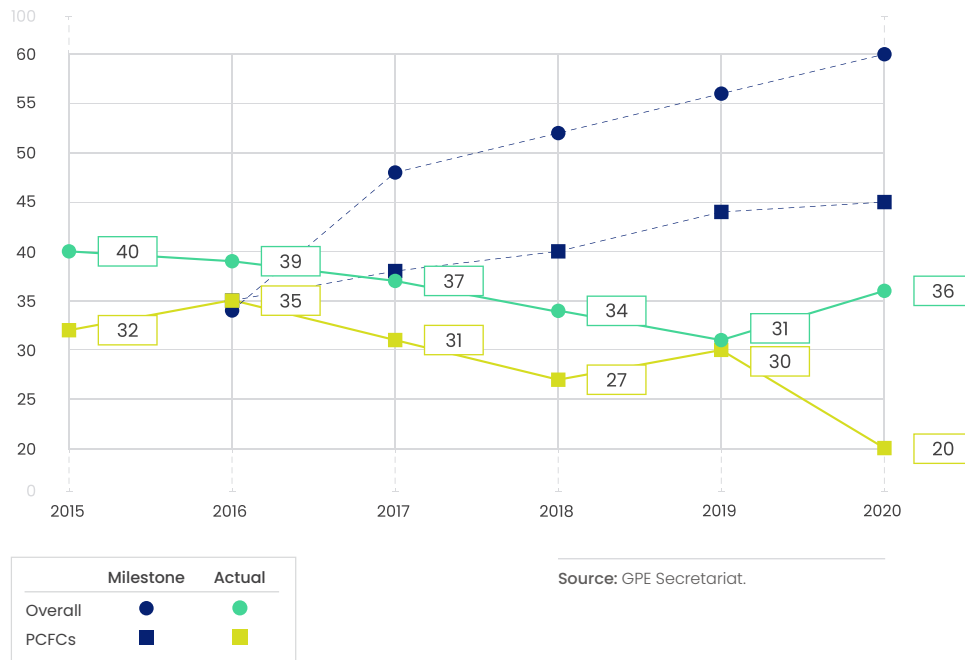
improved their alignment[29] compared with the previous grants in those countries. Out of these 15, six grants were newly categorized as aligned.[30]

HARMONIZATION (Indicator 30)

To avoid the high transaction costs associated with stand-alone projects, GPE encourages partner countries to use harmonized modalities for its implementation grants, through cofinanced projects and sector-pooled funding. The results framework monitors the proportion of grants that are either cofinanced or sector pooled (Indicator 30).

The proportion of implementation grants cofinanced or sector pooled decreased from 40 percent (27 out of 68) in fiscal year 2015 to 36 percent (17 out of 50) in fiscal year 2020, missing the final target by a large margin (figure 5.9). By volume of funding, the proportion of the total funding that was provided

through harmonized modalities stagnated at around 40 percent throughout GPE 2020 period.[31] In PCFCs, only 20 percent of grants were either cofinanced or sector pooled in 2020, down from 37 percent in 2015. Over the GPE 2020 period, out of 103 grants that were active at some point from 2016 to 2020, 15 percent (15 grants) were sector pooled, 23 percent (24 grants) were cofinanced and 62 percent (64 grants) were stand-alone.[32]

Despite an overall downward trend over the 2016–20 period, the proportion of implementation grants cofinanced or sector pooled increased by 5 percentage points between 2019 and 2020. Out of 16 grants that became active during fiscal year 2020, eight changed to a more harmonized grant modality.[33] Of these eight grants, five opted for sector-pooled funding.[34] As part of the alignment road map, the Secretariat provided targeted support in the grant development process for these five grants to encourage the use of sector-pooled funding that is aligned to country systems or supported

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29. As assessed by the number of alignment criteria met.
30. Benin, Ghana, Guinea, Niger, Tanzania–Mainland and Tanzania–Zanzibar.
31. It was 42 percent in fiscal year 2015, 39 percent in 2016, 38 percent in 2017, 41 percent in 2018, 38 percent in 2019 and 43 percent in 2020.
32. In terms of volume of funding, 25 percent of total grant funding from 2016 to 2020 used a sector-pooled funding mechanism, 19 percent used a cofinanced modality and 56 percent used stand-alone projects.
33. Among the three funding modalities of GPE implementation grants, pooled funding is considered the most harmonized, followed by cofinanced, and stand-alone is considered the least harmonized. Tanzania–Mainland changed modality from stand-alone to sector pooled. Benin, Guinea, Niger and Senegal changed from cofinanced to sector pooled. Djibouti, Ghana and Uzbekistan changed from stand-alone to cofinanced.
34. Benin, Guinea, Niger, Senegal and Tanzania–Mainland.

operationalization of new sector-pooled fund. The remaining three grants[35] adopted a cofinanced modality for their Multiplier grant, which requires mobilization of other sources of external financing to access its allocation, while the previous grants for the same countries had been stand-alone projects.[36]

Aligning development aid with a country's public financial management system while managing fiduciary risks and ensuring accountability is inherently difficult. During the GPE 2020 period, the implementation of the alignment road map helped willing countries move toward more alignment to some extent. However, GPE's influence on the choice of funding modality was generally limited when compared to the many other factors that likely shape government and grant agent's decision around how to channel GPE resources.[37] Strengthened support from the Secretariat as well as increased incentives for countries and grant agents to use aligned modalities will be needed to further promote alignment and harmonization.

5.4. DONOR FINANCING

OFFICIAL DEVELOPMENT ASSISTANCE TO EDUCATION (Indicator 28)

The most recent data from the Organisation for Economic Co-operation and Development (OECD) show that aid to education reached a record high of $15.9 billion in 2019, increasing by 10 percent since the beginning of GPE 2020, that is, from $14.4 billion in 2016.[38] Most of this increase is attributed to the increase in aid to higher education. Aid to basic education during this period decreased by $254 million, or 4 percent, from $6.399 billion to $6.145 billion.[39]

Indicator 28 measures the proportion of GPE donors who increased or maintained the dollar amount of their total education official development assistance (ODA) in comparison with its base year (2014). In 2019, 71 percent (15 out of 21) of GPE donors increased their ODA to education, an increase from 48 percent in 2015. The indicator exceeded its final target of 56 percent.

Among GPE donors, Germany, the largest bilateral donor for education, increased education aid by 73 percent from 2014 to 2019—the biggest increase among GPE donors in absolute terms ($1.237 billion). In 2019, the country contributed $2.9 billion to education, almost two-thirds of which, however, goes to higher education. Australia decreased education aid by 60 percent, from $466 million in 2014 to $187 million in 2019, the largest reduction among GPE donors. The United Kingdom made the second largest reduction in education aid in absolute terms, from $1.187 billion in 2014 to $1.041 billion in 2019.

CONTRIBUTIONS TO GPE (Indicators 26 and 27)

In 2020, donors contributed $881.7 million to GPE, recording the highest annual contribution since GPE's inception in 2002 (see appendixes Q and R for annual and cumulative contribution by donor). This is an increase of 64 percent, or $345 million, from the average of annual total donor contribution from 2016 to 2019. The proportion of GPE donor pledges fulfilled (Indicator 27) remained at 100 percent for the sixth consecutive year.[40]

Donors collectively contributed $3 billion to GPE during the GPE 2020 implementation period, an almost $1 billion increase from the $2.1 billion in contributions made during the previous five years (2011–15). More than half of the total donor contribution, or $1.652 billion, is from the top four donors: the United Kingdom, European Commission, United States and Norway (figure 5.10).[41] The cumulative contributions from nontraditional donors during GPE 2020[42] (Indicator 26) amounted to $51.3 million, up from $5 million in 2015.

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35. Djibouti, Ghana and Uzbekistan.
36. Multiplier contributed to improve the performance of this indicator to some extent. Eight Multiplier grants became active during fiscal year 2020. Of these eight, three (Djibouti, Ghana and Uzbekistan) changed modality from stand-alone to cofinanced and one changed from cofinanced to sector pooled (Senegal). Three Multiplier grants (Maldives, Papua New Guinea and Tanzania–Zanzibar) are categorized as stand-alone because the cofinancier(s) channel their funds to a different bank account than GPE's; thus, they are categorized as stand-alone per the definition used for this indicator. The remaining one (Nepal) continues to use sector-pooled funding.
37. Universalia, *GPE Country-Level Evaluations—Final Synthesis Report, Final Report*, Vol. 1 (Montreal: Universalia, 2020), https://www.globalpartnership.org/content/country-level-evaluations-final-synthesis-report-volume-1.
38. Aid to education includes 20 percent of general budget support.
39. Aid to basic education includes 10 percent of general budget support and 50 percent of education level unspecified.
40. This indicator tracks actual payments made by the donors versus what they committed to pay as per the signed contribution agreements, in their own currencies.
41. The top four donors during the 2011–15 period were the United Kingdom, Australia, Denmark and Norway. They accounted for 60 percent of total donor contributions to GPE.
42. Indicator 26 tracks the cumulative contribution from nontraditional donors from fiscal year 2015. Indicator 26 has milestones only up to 2018 as it reflects GPE's ambition to mobilize resources from nontraditional donors under the replenishment period 2015–18. The milestone for 2019 and target for 2020 were not set owing to unpredictability around new donors' contribution after the replenishment in 2018.

FIGURE 5.10.

TOTAL CONTRIBUTIONS FROM THE TOP FOUR DONORS ACCOUNT FOR 55 PERCENT OF TOTAL DONOR CONTRIBUTIONS TO GPE.
Total donor contributions during GPE 2020 (2016–20) (US$, millions)

Donor	Amount
United Kingdom	482.8
European Commission	448.6
United States	367.5
Norway	353.4
Denmark	214.0
France	193.9
Canada	180.3
Germany	167.4
Sweden	161.3
Netherlands	113.6
Australia	93.2
United Arab Emirates	66.0
Switzerland	61.1
Belgium	37.5
Ireland	37.4
Italy	20.5
Others	28.1
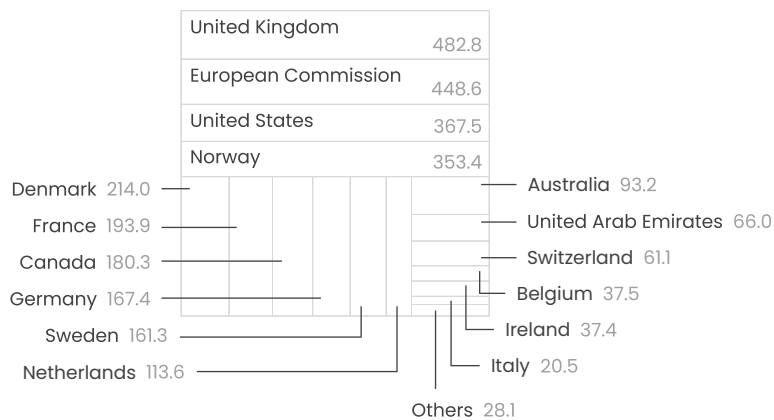
Source: GPE Secretariat.

5.5. BUILDING A STRONGER PARTNERSHIP (Indicators 32–37)[43]

Over the course of GPE 2020, the cumulative number of knowledge products developed and disseminated increased from four in 2015 to 100 in 2020 (Indicator 33), far exceeding the target of 64. Knowledge products developed during the strategy period cover thematic areas of interest for GPE (such as education financing, education sector analysis, gender equality, learning assessments, early childhood care and education, school health, equity, teachers and data) and take various formats (e.g., guidelines, reviews, toolkits, evaluations, or handbooks). The partnership also intensified its efforts to advocate for education over the GPE 2020 period. The cumulative number of events organized increased from 11 in 2016 to 126 in 2020 (Indicator 34). This is almost twice as many as the final target of 65. In fiscal year 2020, 51 events were organized,[44] which is the highest number of events organized for a year in the strategy period.

Faced with the unprecedented crisis presented by COVID-19, GPE stepped up its knowledge exchange and advocacy. After the outbreak of the pandemic in March 2020, 10 events discussed the impact of COVID-19 on education and how to ensure continuity in learning for all children during the crisis. The COVID-19 global grant, a $25 million investment to support continued learning through knowledge sharing at global and regional levels, brought together UNESCO, UNICEF and the World Bank to take stock of education responses to COVID-19. The Knowledge and Innovation Exchange (KIX) launched an observatory on COVID-19 responses in education systems in Africa. The Secretariat together with Sierra Leone's Ministry of Education organized a virtual ministerial-level dialogue engaging 30 partner countries on learning from previous experiences with Ebola. All of these tapped into GPE's strength as a partnership beyond grant making.

Fiduciary oversight has been strengthened over the course of GPE 2020. All issues identified through audit reviews were satisfactorily addressed in fiscal year 2020 and throughout the overall strategic period (Indicator 35).

The proportion of staff time spent on country-facing operations (Indicator 36) increased from 28 percent in fiscal year 2015 to 48 percent in fiscal year 2020, just missing the indicator's final target of 50 percent. Compared with fiscal year 2019, time spent on country-facing operations, such as country advisory and quality assurance, increased in fiscal year 2020; however, time spent on development of the new strategic plan and public communications also increased.

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43. Data collection for Indicator 32 was not carried out because improving clarity of roles and responsibilities across the partnership has been integrated into the Effective Partnership Rollout (EPR). The EPR principles have been formally adopted as GPE's operating principles, and clarity of roles and responsibilities under the new operating model will be assessed through the operating model pilots currently under way.
44. Including virtual events.

In line with its monitoring and evaluation strategy,[45] GPE published all 27 planned evaluation reports in fiscal year 2020 (Indicator 37), consisting of 24 country-level evaluations, a results report, an evaluation on sector plan development and an independent summative evaluation of GPE 2020. Indicator 37 has consistently met milestones at 100 percent since 2018.

TOWARD MORE AND BETTER FINANCING AND PARTNERSHIP FOR THE EDUCATION SECTOR

In 2020, donors contributed $881.7 million to GPE, the highest level ever recorded. The total donor contribution during GPE 2020 amounted to $3 billion. In 2020, approval and disbursement of implementation grants also reached a record high. These resources are allocated to the poorest countries with the greatest education needs, responding to specific challenges identified in each country.

However, the indicators on implementation grants' performance showed a mixed performance. Of the six indicators monitoring the grants' performance, while two improved since the baseline and one remained at 100 percent throughout the GPE 2020 period, one remained at the same level as the baseline and two fell below the level of the baseline. Compared with 2016, more grants met their annual targets on textbook distribution and classroom construction in 2020. Throughout the GPE 2020 period, all grants identified their variable part targets on learning, equity and efficiency, except a few

that were exempt. On the other hand, the indicator on overall grant implementation status did not improve substantially during GPE 2020 and fell short of the 2020 target. This is due to the implementation delay in some grants, mainly caused by external factors outside the control of GPE grants, such as political instability, teacher strikes and COVID-19 in 2020. The indicator on teacher training and the indicator on variable part achievement met all milestones through 2019 but missed the final target. The underachievement of teacher training target was mostly because of the pandemic. The indicator on variable part attainment missed the target because two grants did not meet sufficient variable part targets.

Alignment and harmonization indicators remained well below the milestones throughout the GPE 2020 period,[46] and they missed the final targets in 2020. The implementation of the alignment road map and the introduction of the Multiplier grant facilitated progress in these areas to some extent, but generally GPE's influence on the choice of modality has been limited.[47] Continued support and better incentives will be needed to encourage the use of aligned and harmonized modality when countries develop a grant.

In light of COVID-19, GPE increased its advocacy and knowledge exchange efforts to help countries mitigate the impact of the pandemic and build resilience of education system. Redoubled efforts will be needed in view of the increased financial gap to achieve SDG 4 and the projected decrease in domestic finance and aid to education (see appendix E).

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45. GPE, *Monitoring and Evaluation Strategy* (Washington, DC: Global Partnership for Education, 2017), https://www.globalpartnership.org/content/gpe-monitoring-and-evaluation-strategy-july-2017.

46 Except in 2016, when Indicator 30 met the milestone.

47. Universalia, *GPE Country-Level Evaluations—Final Synthesis Report, Final Report,* Vol. 1.

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APPENDIXES

APPENDIX A

GPE 2020 RESULTS REPORT INDICATORS[1]

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% / –[6]	n/a	70%[5] / –
			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

Indicator	Source for data	Periodicity	Baseline		Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020
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 / **13.2 million**[10]	17.3 million / **18.5 million**	22.3 million / **22.2 million**	n/a	n/a
			PCFC:	5.6 million	7.2 million / **10.4 million**	9.5 million / **14 million**	11.4 million / **16.6 million**	n/a	n/a
			Female:	3.4 million	5.4 million / **6.3 million**	8.3 million / **8.8 million**	10.7 million / **10.6 million**	n/a	n/a
			Baseline time frame = CY2015 N = 49 PC (24 PCFCs)						

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1. Throughout this table, the core indicators are indicated by a colored vertical line in the lefthand column.
2. Including international, regional and national assessments.
3. Throughout this table, the "Overall" fields display data for all partner countries for which data are available.
4. Throughout this table, "n/a" stands for "not applicable."
5. The 2020 targets (both overall and PCFCs) have been revised based on new baseline sample, which consists of 20 PCs (including four PCFCs).
6. Throughout this table, "–" indicates insufficient data to report.
7. Partner countries affected by fragility and conflict.
8. "Children under five years of age" refers to children between 36 and 59 months of age.
9. Although a 2018 milestone and 2020 target were initially intended for Indicator 2 for PCFCs, there was not enough available data to calculate these.
10. 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%	42%
						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)						

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 (R²) 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.

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% / **100%**	n/a	100% / **91%**
			ESPs:	56% of ESPs met at least 5 quality standards out of 7	n/a	n/a	95% / **100%**	n/a	100% / **90%**
			TEPs:	67% of TEPs met at least 3 quality standards out of 5	n/a	n/a	95% / **100%**	n/a	100% / **100%**
			Baseline = CY2014–2015 N = 19 sector plans (16 ESPs and 3 TEPs)						
16.b Proportion of ESPs/TEPs that have a teaching and learning strategy meeting quality standards	GPE Secretariat	Reporting in 2018 and 2020	Overall:	58% of ESPs/TEPs met at least 4 out of 5 quality standards	n/a	n/a	95% / **84%**	n/a	100% / **77%**
			ESPs:	50% of ESPs met at least 4 out of 5 quality standards	n/a	n/a	95% / **82%**	n/a	100% / **80%**
			TEPs:	100% of TEPs met at least 4 out of 5 quality standards	n/a	n/a	95% / **100%**	n/a	100% / **50%**
			Baseline = CY2014-2015 N = 19 sector plans (16 ESPs and 3 TEPs)						
16.c Proportion of ESPs/TEPs with a strategy to respond to marginalized groups that meets quality standards (including gender, disability, and other context-relevant dimensions)	GPE Secretariat	Reporting in 2018 and 2020	Overall:	68% of ESPs/TEPs met at least 4 out of 5 quality standards	n/a	n/a	95% / **97%**	n/a	100% / **77%**
			ESPs:	63% of ESPs met at least 4 out of 5 quality standards	n/a	n/a	95% / **100%**	n/a	100% / **75%**
			TEPs:	100% of TEPs met at least 4 out of 5 quality standards	n/a	n/a	95% / **75%**	n/a	100% / **100%**
			Baseline = CY2014-2015 N = 19 sector plans (16 ESPs and 3 TEPs)						
16.d Proportion of ESPs/TEPs with a strategy to improve efficiency that meets quality standards	GPE Secretariat	Reporting in 2018 and 2020	Overall:	53% of ESPs/TEPs met at least 4 out of 5 quality standards	n/a	n/a	95% / **94%**	n/a	100% / **77%**
			ESPs:	50% of ESPs met at least 4 out of 5 quality standards	n/a	n/a	95% / **93%**	n/a	100% / **75%**
			TEPs:	67% of TEPs met at least 4 out of 5 quality standards	n/a	n/a	95% / **100%**	n/a	100% / **100%**
			Baseline = CY2014-2015 N = 19 sector plans (16 ESPs and 3 TEPs)						
(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% / **n/a[13]**	100% / **100%**	100% / **100%**	100%
			Baseline time frame = FY2015 N = 1 ESPIG application identified with data gaps to inform key indicators						

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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
(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% **45%**	53% **32%**	66% **27%**	78% **71%**	90% **88%**
			PCFC:	25% of JSRs met at least 3 quality standards out of a total of 5	38% **36%**	51% **18%**	64% **38%**	77% **75%**	90% **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 grous (LEGs) with (a) civil society and (b) teacher representation	GPE Secretariat	Yearly	Overall:	44% (a – 77%; b – 48%)	n/a	48% **53%**	52% **59% (a. 89%; b. 59%)**	55% **64% (a. 89%; b. 66%)**	59% **66% (a.94%; b.68%)**
			PCFC:	55% (a – 77%; b – 58%)	n/a	59% **61%**	63% **65% (a. 91%; b. 65%)**	66% **67% (a. 94%; b. 67%)**	70% **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

Indicator	Source for data	Periodicity	Baseline		Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020
(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% **94%**	n/a	60% **89%**
			PCFC:	34%	n/a	n/a	43% **100%**	n/a	51% **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% **114%**	82% **91%**	86% **107%**	90% **108%**
			PCFC:	71%	n/a	76% **118%**	81% **106%**	85% **99%**	90% **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% **98%**	88% **90%**	89% **96%**	90% **77%**
			PCFC:	83%	n/a	85% **90%**	87% **91%**	88% **99%**	90% **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% **76%**	73% **89%**	76% **81%**	80% **78%**
			PCFC:	71%	n/a	73% **71%**	76% **85%**	78% **91%**	80% **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) 100% (b) 100%**	(a) 95% (b) 90% **(a) 100% (b) 100%**	(a) 95% (b) 90% **(a) 100% (b) 100%**	(a) 95% (b) 90% **(a) 100% (b) 100%**	(a) 95% (b) 90% **(a) 100% (b) 67%**
			PCFC:	(a) n/a (b) n/a	(a) 90% (b) 90% **(a) 100% (b) n/a**	(a) 90% (b) 90% **(a) 100% (b) n/a**	(a) 90% (b) 90% **(a) 100% (b) 100%**	(a) 90% (b) 90% **(a) 100% (b) 100%**	(a) 90% (b) 90% **(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% **79%**	83% **89%**	84% **86%**	85% **81%**
			PCFC:	77%	n/a	79% **85%**	80% **94%**	82% **82%**	83% **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.

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%	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/r[16]**	**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					

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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 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.

Table C.1. FY2016 GPE PCFCs	Table C.2. FY2020 GPE PCFCs
Afghanistan	Afghanistan
Burundi	Burkina Faso
Central African Republic	Burundi
Chad	Cameroon
Comoros	Central African Republic
Côte d'Ivoire	Chad
Congo, Dem. Rep. of	Comoros
Eritrea	Congo, Dem. Rep. of
Ethiopia	Congo, Rep.
Gambia, The	Eritrea
Guinea-Bissau	Gambia
Haiti	Guinea-Bissau
Liberia	Haiti
Madagascar	Kenya
Mali	Liberia
Nepal	Mali
Nigeria	Niger
Pakistan	Nigeria
Rwanda	Pakistan
Sierra Leone	Papua New Guinea
Somalia	Rwanda
South Sudan	Somalia
Sudan	South Sudan
Timor-Leste	Sudan
Togo	Timor-Leste
Uganda	Uganda
Yemen	Yemen
Zimbabwe	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 partner countries of results framework. Applicable for Indicators 18 through 25 inclusive, 29 and 30.

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)

MITIGATION

EQUITY

Access to education for out-of-school children	0.5
Marginalized children	29.0
Children with disabilities and special needs	10.3
Refugees and internally displaced persons	3.8
Cash transfers and other targeted incentives for children	1.7
Well-being programs (Nutritional programs)	1.3
Well-being programs (Psychological support programs)	3.1
Well-being programs (Hygiene programs)	8.5
Addressing barriers to girls' education	3.2

LEARNING

Learning assessment systems	0.7
Distance learning (printed materials)	19.3
Distance learning (radio/TV-based)	20.2
Distance learning (internet/phone-based)	13.9
Standards, curriculum and learning materials	22.5
Teacher development	17.2

SYSTEMS

System resilience and reopening	19.3

RECOVERY

EQUITY

All children return to school	9.4
Marginalized children	31.3
Children with disabilities and special needs	7.6
Refugees and internally displaced persons	3.6
Well-being programs (Nutritional programs)	7.3
Well-being programs (Psychological support programs)	8.8
Well-being programs (Hygiene programs)	38.2
Cash transfers and other targeted incentives for children	2.6
Addressing barriers to girls' education	9.3

LEARNING

Standards, curriculum and learning materials	23.3
Accelerated learning programs	17.3
Learning assessment systems	6.8
Teacher development	19.3

SYSTEMS

Education management information systems	1.3
Education facilities, reopening of schools	57.2
System resilience and reopening	31.7

Source: GPE Secretariat.

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

MITIGATION	**EQUITY**	Access to education for OOSC — 29
		Marginalized children — 98
		Children with disabilities and special needs — 82
		Refugees and internally displaced persons — 20
		Cash transfers and other targeted incentives for children — 9
		Well-being programs (Nutritional programs) — 12
		Well-being programs (Psychological support programs) — 61
		Well-being programs (Hygiene programs) — 55
		Addressing barriers to girls' education — 64
	LEARNING	Learning assessment systems — 33
		Distance learning (printed materials) — 83
		Distance learning (radio/TV-based) — 89
		Distance learning (internet/phone-based) — 80
		Standards, curriculum and learning materials — 98
		Teacher development — 77
	SYSTEMS	System resilience and reopening — 92
RECOVERY	**EQUITY**	All children return to school — 79
		Marginalized children — 83
		Children with disabilities and special needs — 52
		Refugees and internally displaced persons — 11
		Well-being programs (Nutritional programs) — 23
		Well-being programs (Psychological support programs) — 74
		Well-being programs (Hygiene programs) — 91
		Cash transfers and other targeted incentives for children — 9
		Addressing barriers to girls' education — 77
	LEARNING	Standards, curriculum and learning materials — 58
		Accelerated learning programs — 70
		Learning assessment systems — 44
		Teacher development — 70
	SYSTEMS	Education management information systems — 36
		Education facilities, reopening of schools — 91
		System resilience and reopening — 100

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., Bangladesh[21] and Pakistan[22]) 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, 2002, 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**	

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.

H.1. PROPORTION OF GPE PARTNER COUNTRIES WITHIN SET THRESHOLD FOR GENDER PARITY INDEX OF COMPLETION RATES FOR PRIMARY EDUCATION

H.2. PROPORTION OF GPE PARTNER COUNTRIES WITHIN SET THRESHOLD FOR GENDER PARITY INDEX OF COMPLETION RATES FOR LOWER SECONDARY EDUCATION

Source: GPE compilation based on updated data of the UNESCO Institute for Statistics (database), Montreal, http://uis.unesco.org (latest data available 2018–14).

Note: GPE does not revise official baselines; these are represented above as "Original Baseline." Originally reported data for years 2016–19 can be found in appendix A.

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.

FIGURE I.1.

COMPONENT PARITY INDEXES OF THE EQUITY INDEX
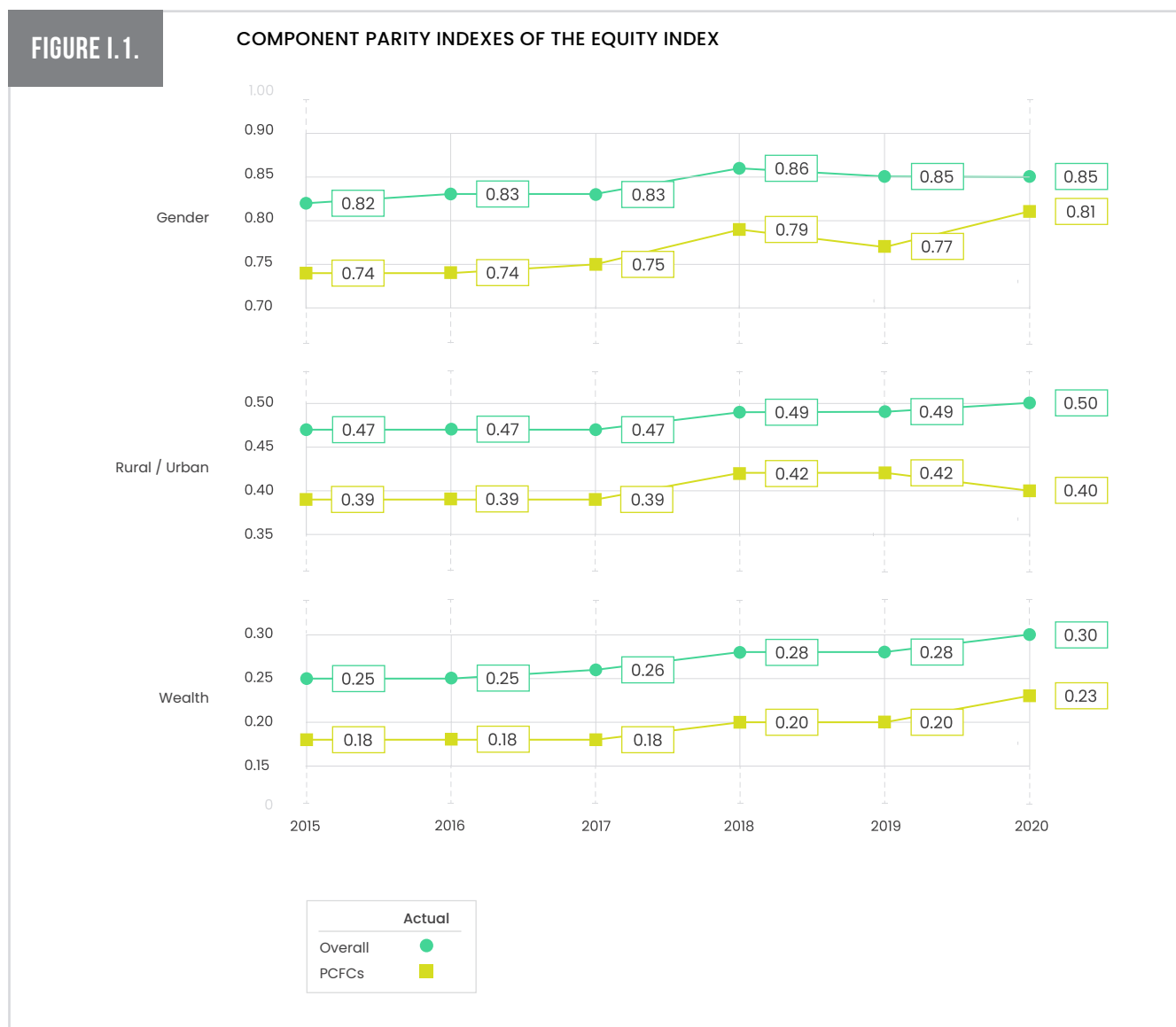
APPENDIX J

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$, millions)	Amount share (%)	Utilized (US$, millions)
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$, millions)	Amount share (%)	Utilized (US$, millions)
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$, millions)	Amount share (%)	Utilized (US$, millions)
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-PCFCS[1]

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 tilization (%) 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 tilization (%) 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 tilization (%) 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%**

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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 REGION[1]

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%**

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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 2020[1]

FIGURE M. 1.

CUMULATIVE AMOUNTS UTILIZED AS OF JUNE 2020 (US$, MILLIONS)

Country	Amount
Ethiopia	357.4
Mozambique	224.9
Madagascar	216.0
Burkina Faso	214.0
Kenya	205.3
Rwanda	200.2
Nepal	177.0
Tanzania	156.2
Senegal	138.7
Congo, Dem. Rep. of	137.2
Malawi	126.5
Benin	119.1
Niger	106.7
Guinea	102.9
Cameroon	100.1
Pakistan	99.7
Nigeria	99.3
Uganda	98.5
Cambodia	98.3
Bangladesh	95.1
Ghana	94.5
Yemen	93.5
Vietnam	84.3
Zambia	80.6
Sudan	76.5
Togo	72.1
Central African Republic	60.7
Burundi	59.1
Chad	56.8
Côte d'Ivoire	54.8
Afghanistan	54.7
Gambia, The	53.2
Uzbekistan	49.5
Tajikistan	48.0
South Sudan	47.6
Mali	47.6
Haiti	46.1
Liberia	42.2
Nicaragua	40.7
Lao PDR	40.6
Zimbabwe	39.4
Mongolia	39.3
Mauritania	35.0
Guyana	34.6
Somalia	33.3
Lesotho	32.5
Sierra Leone	30.3
Kyrgyz Republic	27.6
Eritrea	21.0
Papua New Guinea	19.2
Djibouti	15.8
Timor-Leste	15.6
Moldova	13.1
Guinea-Bissau	12.4
Comoros	5.0
Sao Tome and Principe	4.7
OECS (Caribbean Island States)	1.8
Bhutan	1.1
Cabo Verde	0.3

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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.

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

Country	Value
Ethiopia	24.2
Congo, Dem. Rep. of	19.9
Nigeria	16.7
Nepal	13.8
Uganda	10.1
Côte d'Ivoire	7.1
Kenya	6.6
South Sudan	5.6
Malawi	5.2
Madagascar	5.1
Afghanistan	4.5
Yemen	4.3
Uzbekistan	4.1
Cameroon	3.5
Zimbabwe	3.2
Somalia	2.2
Central African Republic	2.1
Benin	1.9
Bangladesh	1.8
Lao PDR	1.6
Liberia	1.1
Togo	1.1
Niger	0.8
Sierra Leone	0.6
Gambia, The	0.6
Chad	0.5
Lesotho	0.5
Burundi	0.4
Comoros	0.4
Cabo Verde	0.3
Cambodia	0.1
Guinea-Bissau	0.1
Caribbean	0.1
Eritrea	0.0
Mauritania	-0.1
Guinea	-0.1

APPENDIX N

IMPLEMENTATION GRANTS UTILIZED BY COUNTRY, CALENDAR YEAR 2020[1]

CUMULATIVE AMOUNTS UTILIZED AS OF DECEMBER 2020 (US$, MILLIONS)

Country	Amount
Ethiopia	357.9
Mozambique	227.4
Madagascar	217.1
Burkina Faso	214.0
Kenya	207.4
Rwanda	200.2
Nepal	177.0
Tanzania	156.2
Congo, Dem. Rep. of	149.5
Senegal	138.7
Malawi	127.4
Benin	120.2
Niger	106.7
Cambodia	103.2
Cameroon	103.1
Guinea	102.9
Yemen	100.8
Nigeria	100.1
Pakistan	99.7
Uganda	98.5
Bangladesh	96.3
Ghana	94.5
Vietnam	84.3
Sudan	82.4
Zambia	80.6
Togo	72.1
Côte d'Ivoire	68.3
Central African Republic	61.5
Chad	60.1
Burundi	56.5
Afghanistan	54.8
Gambia, The	53.3
South Sudan	52.8
Uzbekistan	50.0
Somalia	48.0
Tajikistan	48.0
Mali	47.6
Zimbabwe	46.8
Haiti	46.5
Lao PDR	44.8
Liberia	43.3
Nicaragua	40.7
Mongolia	39.3
Mauritania	35.8
Guyana	34.6
Lesotho	32.5
Sierra Leone	31.0
Kyrgyz Republic	27.6
Eritrea	21.1
Papua New Guinea	19.5
Timor-Leste	15.9
Djibouti	15.8
Moldova	13.1
Guinea-Bissau	12.6
Comoros	5.2
Sao Tome and Principe	4.7
OECS (Caribbean Island States)	1.8
Bhutan	1.5
Maldives	0.7
Cabo Verde	0.7
Vanuatu	0.03

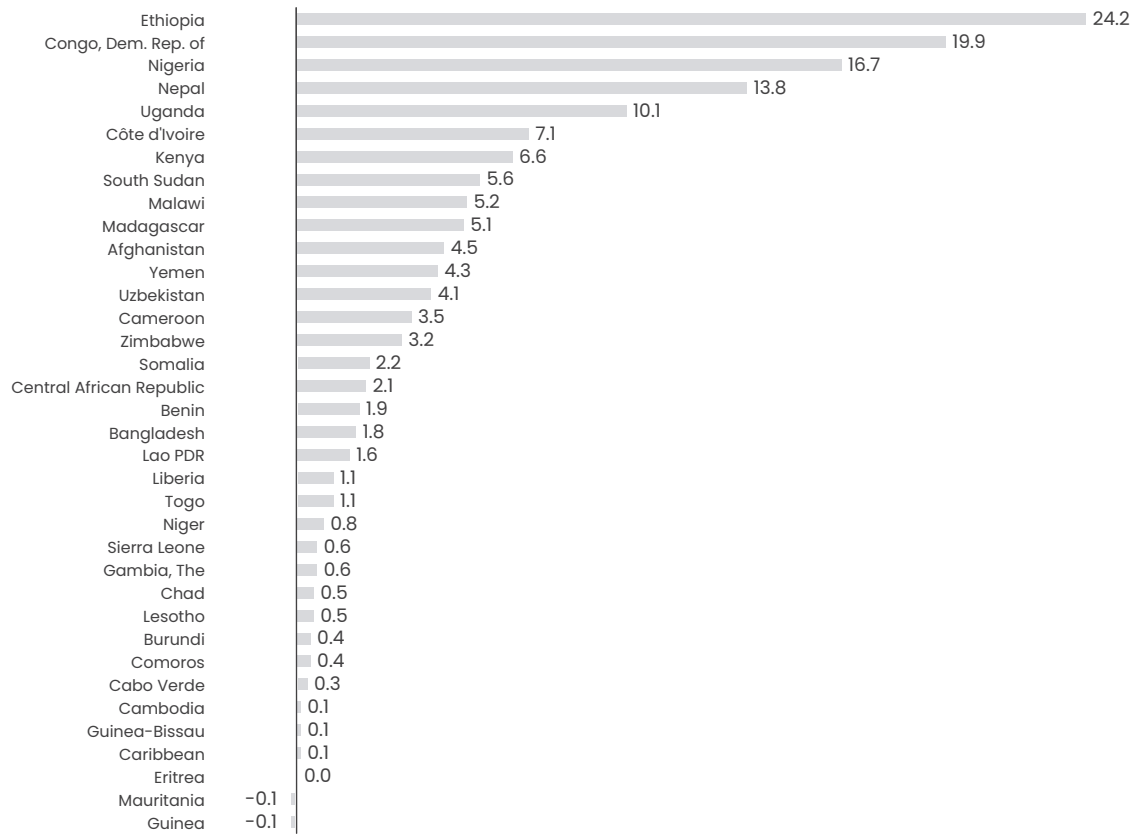
1. Figures in this appendix include utilization for education sector program implementation grants, Multiplier grants and regular accelerated funding grants. They do not include COVID-19 accelerated funding grants.
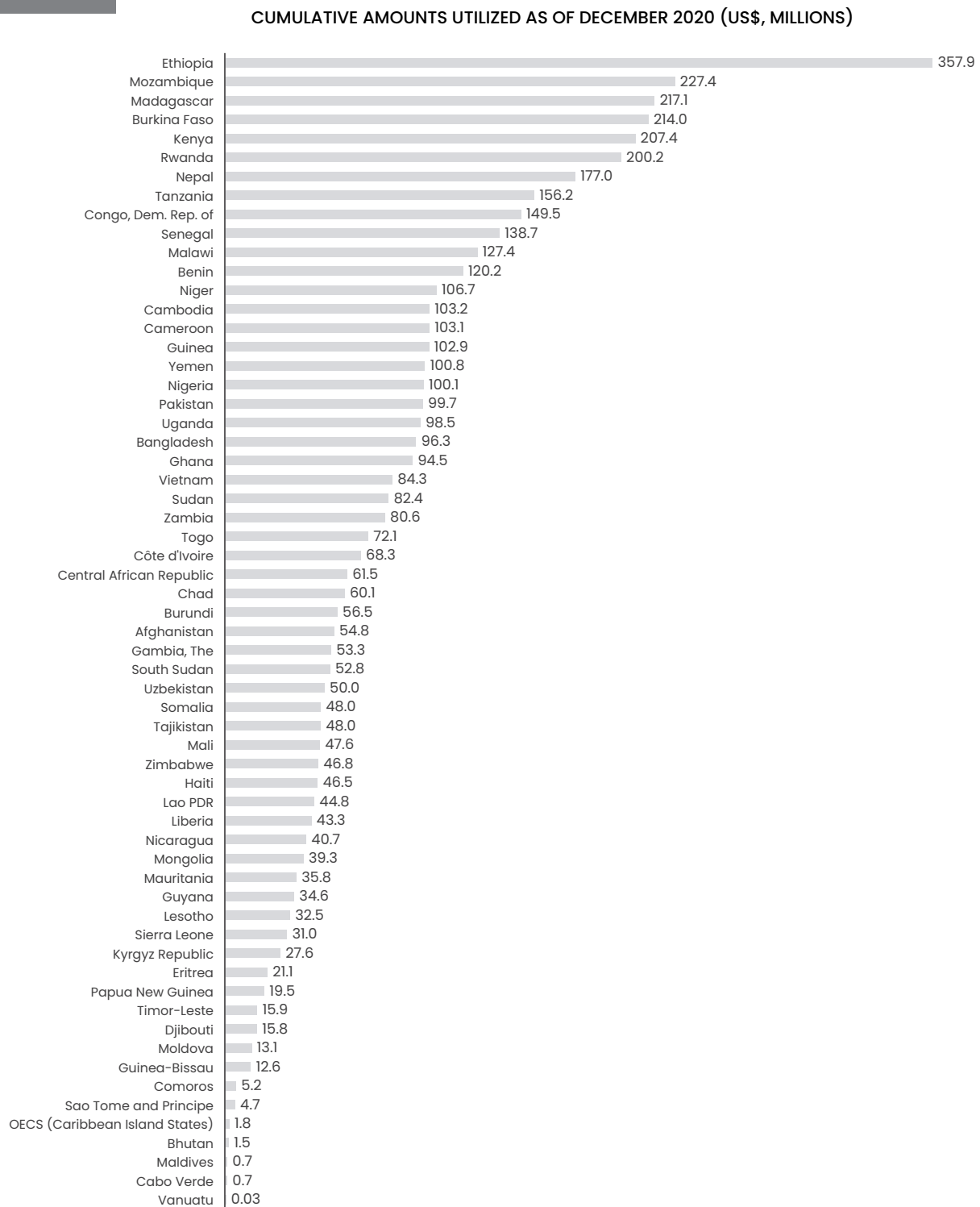
AMOUNTS UTILIZED IN CALENDAR YEAR 2020 (US$, MILLIONS)

Country	Amount
Tanzania	54.0
Somalia	21.4
Congo, Dem. Rep. of	19.4
Côte d'Ivoire	15.8
Burkina Faso	14.9
Nigeria	14.3
Zimbabwe	8.9
Yemen	7.9
South Sudan	6.6
Burundi	6.2
Niger	6.1
Malawi	6.1
Sudan	5.9
Lao PDR	5.9
Cambodia	5.2
Afghanistan	4.6
Chad	4.4
Cameroon	4.2
Uganda	3.8
Kenya	3.4
Benin	3.0
Mozambique	2.5
Bangladesh	2.3
Central African Republic	2.3
Madagascar	2.1
Ethiopia	1.5
Uzbekistan	1.5
Liberia	1.4
Sierra Leone	1.2
Guinea	1.1
Mauritania	0.8
Bhutan	0.7
Maldives	0.7
Comoros	0.5
Cabo Verde	0.5
Haiti	0.4
Timor-Leste	0.3
Papua New Guinea	0.3
Guinea-Bissau	0.3
Eritrea	0.1
Gambia, The	0.1
Lesotho	0.04
Vanuatu	0.03
OECS (Caribbean Island States)	−0.2
Togo	−0.6
Zambia	−0.8

APPENDIX O

THEMATIC ACTIVITIES SUPPORTED BY IMPLEMENTATION GRANTS, BY STRATEGIC GOAL, BY COUNTRY/FEDERAL STATE[1]

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

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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
OECS (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	No	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

Country/federal state	Approval date	**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			
		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, EMIS	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	No
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

Country/federal state	Approval date	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			
		Teacher Devel-opment	Standards, Curriculum and Learning Materials	Learning assess-ment systems	Teacher Man-age-ment	Use of ICT	Man-agement capacity building (Planning, M&E)	Man-agement Capacity Building Decentral-ized Level	Man-agement Capacity Building, EMIS	Man-agement 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	No
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	No	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	No
Somalia - Puntland	2017-08-21	Yes	Yes	Yes	Yes	No	Yes	No	No	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 STATE[1]

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)

Donor	Contribution
United Kingdom	1,266.7
Netherlands	713.6
Norway	707.8
Denmark	534.7
European Commission	489.3
United States	451.0
Australia	442.9
Sweden	436.8
Spain	355.0
Canada	289.9
France	273.0
Germany	138.2
Ireland	105.2
Belgium	98.8
Switzerland	94.7
Italy	56.4
United Arab Emirates	33.0
Japan	30.6
Russia	15.2
Luxembourg	9.3
Children's Investment Fund Foundation (CIFF)	8.0
Finland	7.5
Korea, Rep.	4.2
Stichting Benevolentia (Porticus)	2.2
Dubai Cares	2.0
Open Society Foundation	1.5
Romania	0.7
Rockefeller Foundation	0.4

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

Country	Contribution
United States	177.5
United Kingdom	142.1
France	99.3
Canada	73.7
Norway	59.3
Sweden	55.4
Denmark	43.6
Germany	40.8
Australia	33.5
Switzerland	17.2
Netherlands	11.4
Ireland	8.3
Italy	4.4
Spain	1.3
Japan	0.8
Korea, Rep.	0.7
Luxembourg	0.6
Stichting Benevolentia (Porticus)	0.5
Dubai Cares	0.5
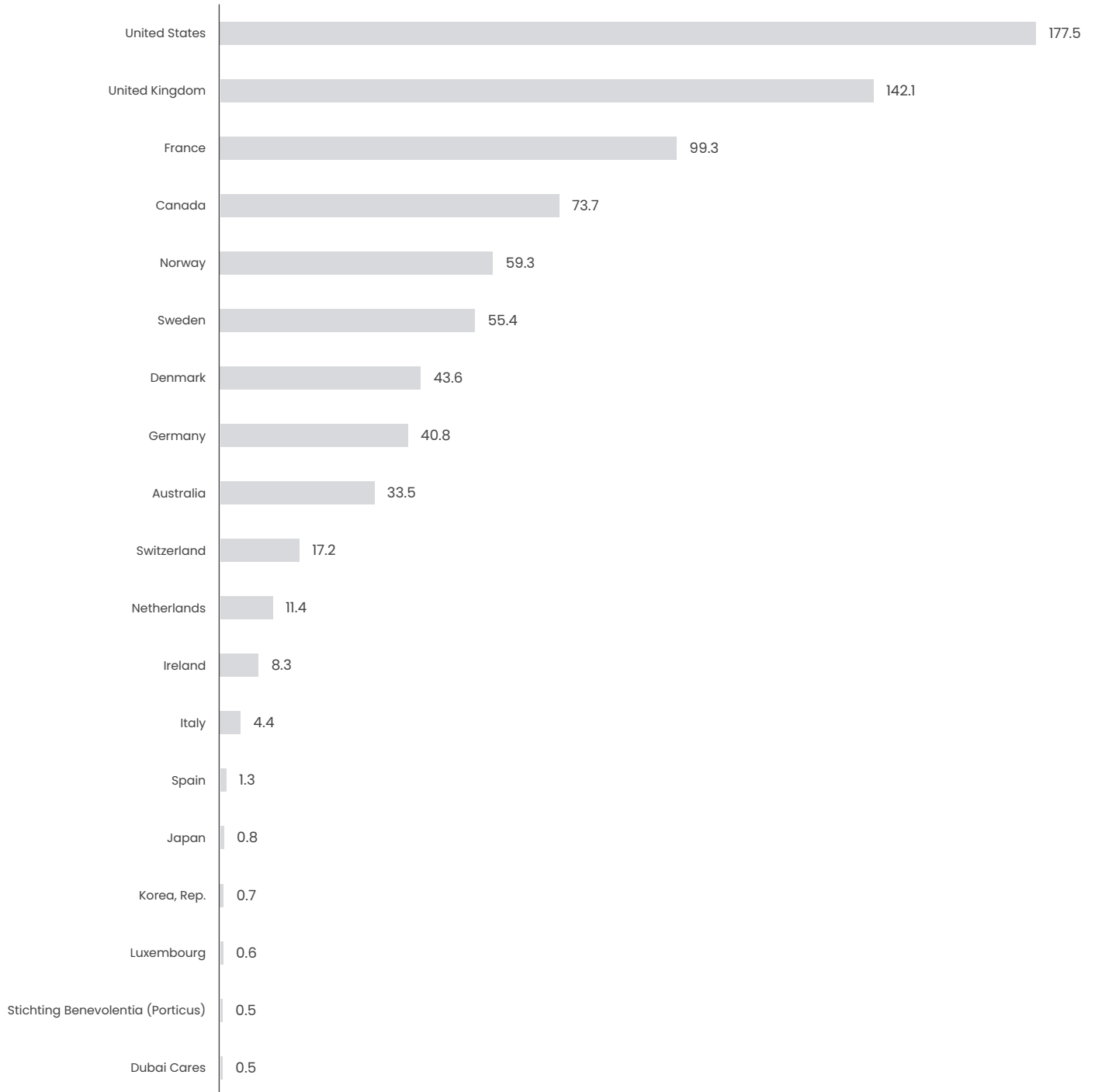
FINANCIAL CONTRIBUTION TO GPE (CALENDAR YEAR)

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

Donor	Contribution
United Kingdom	1,334.1
Netherlands	759.0
Norway	707.8
European Commission	636.7
Denmark	550.6
United States	451.0
Sweden	446.9
Australia	444.1
Spain	355.0
Canada	305.0
France	292.5
Germany	228.5
Ireland	113.1
Belgium	106.3
Switzerland	94.7
United Arab Emirates	66.0
Italy	61.2
Japan	30.6
Russia	15.2
Finland	10.0
Luxembourg	9.3
Children's Investment Fund Foundation (CIFF)	8.0
Korea, Rep.	5.0
Stichting Benevolentia (Porticus)	2.2
Dubai Cares	2.0
Open Society Foundation	1.5
Romania	0.7
Rockefeller Foundation	0.4

FIGURE R.2.

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

Donor	Contribution
European Commission	147.5
Germany	90.3
United States	90.0
France	89.3
Canada	88.8
United Kingdom	67.5
Denmark	59.5
Norway	59.3
Netherlands	45.5
Australia	34.7
Sweden	34.1
United Arab Emirates	33.0
Switzerland	17.2
Ireland	8.0
Belgium	7.6
Italy	4.8
Finland	2.5
Japan	0.8
Korea, Rep.	0.8
Spain	0.6
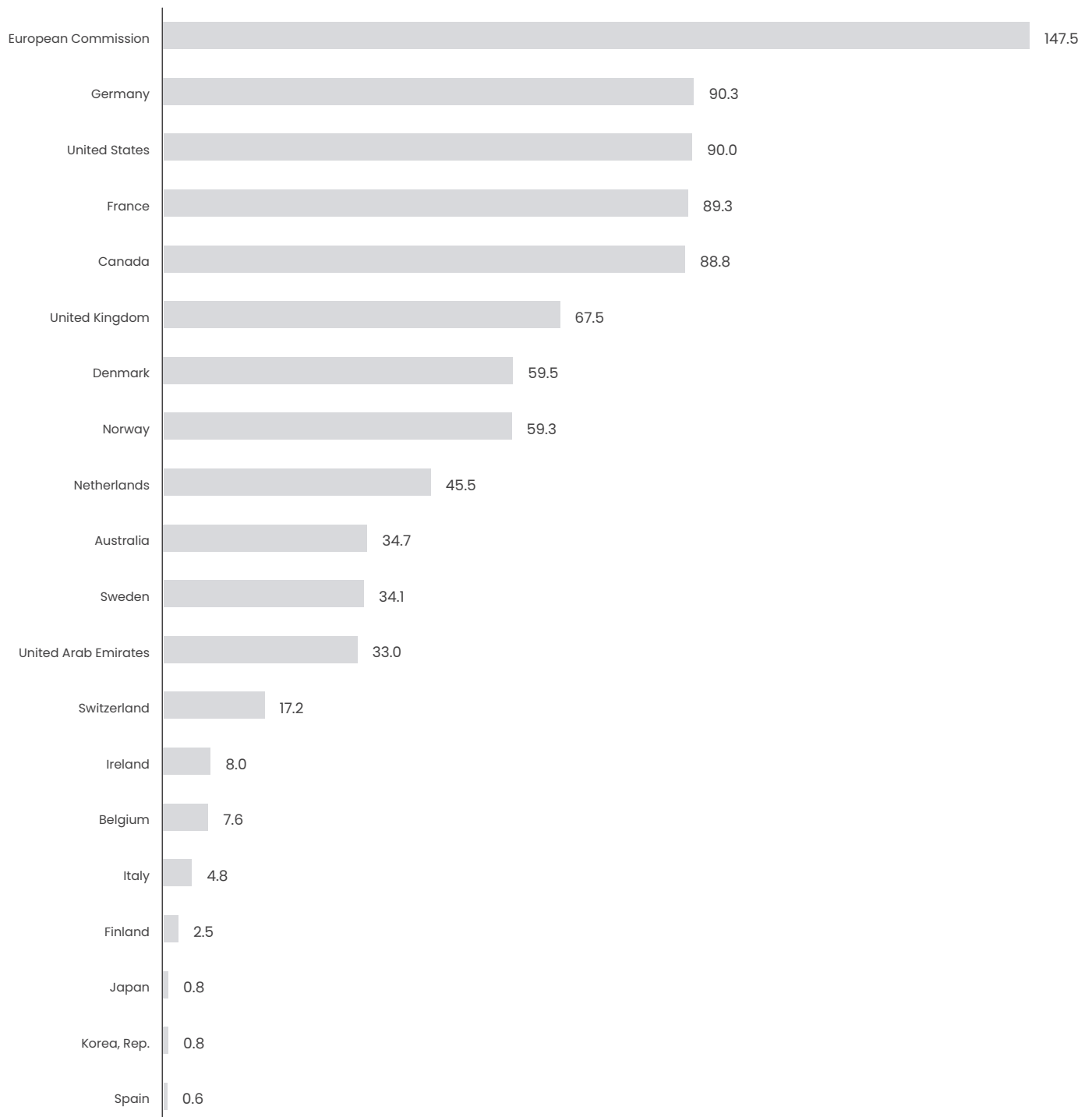
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