Results Agreement with UNICEF on Systems Improvement -

School Profiles under the Global and Regional Activities (GRA) program

March 30, 2014

1.	**Thematic Area**	Systems Improvement
2.	**Subtheme**	Systemic improvements for increased accountability through information feedback systems and tools
3.	**Managing Entity Contact Information (Program manager)**	**UNICEF** 3 UN Plaza, New York, N.Y. 10017 Mr. Mathieu Brossard, Senior Adviser, Education Tel: +1 212 824 6012 Email: mbrossard@unicef.org
4.	**Amount out of GPE Fund**	USD 878,069, of which USD 65,042 is agency fee.
5.	**Proposed Start/End Dates**	April 2014 to March 2017
6.	**Reporting on Implementation**	Monitoring reports due June 30 and December 31. Completion report due within 3 months after end date of implementation
7.	**Regional Focus (if any)**	Global: Africa and at least one other region to widen knowledge and South-South cross-fertilization. Five participating countries in total
8.	**Knowledge/Capacity Gap to be Addressed (in very brief form)**	• Technical capacity gap for the development of sustainable feedback/monitoring systems and tools; • Implementation gap for the sustainable and effective utilization of feedback/monitoring systems and tools; • Institutional gap in accountability at decentralized and school levels for equitable and results-based management; • Global knowledge gap about the drivers for a sustainable and effective utilization of feedback/monitoring systems and tools.
9.	**Results Expected**	See the table below
10.	**Readjustment and mid-term Review**	If the Managing Entity sees a need for substantial change of scope or sequence, a request can be sent to the Secretariat for consideration. Based on the monitoring results of the implementation the Secretariat can propose changes too. The Secretariat will conduct a mid-term review in August 2015 which aims at ensuring that the activity stays on track and relevant to GPE strategic objectives. This may lead to adjustments in the activity.

Detailed Expected Results, Outcomes and Outputs

Overall Goal to which program will contribute: Systemic improvements for strengthened accountability and improved management capacity to deliver, support and assess quality education for all **Indicator 1:** Quality assurance or benchmarking systems are in place, are linked to information systems and are being actively used at regular intervals in targeted countries (Indicator of the GPE Strategic Goal IV) **Indicator 2:** Reduction of inequality of pupil-teacher ratio (and of other resources' allocation) across schools in targeted countries (Indicator of the GPE Strategic Goal III)			
Expected Outcomes (What will be delivered?)	**Indicators, timescales, milestones and targets for expected Outcomes**	**Program Outputs (Program Deliverables) with indicators and targets**	**Activities (planned to obtain or to contribute to achieving stated outcomes)**
Outcome 1 Targeted countries have improved their education system thanks to increased technical capacity for equitable, results-based and participatory management of schools performance	**Indicator**: Number of countries having produced 'ready-to-use' feedback/monitoring tools (district/school profiles or similar) **Timescale/Milestone:** Assessment at project end (3 countries by mid-point) **Target:** 5	**Output 1:** Design of feedback/monitoring tools **Indicator:** Number of templates of tools designed **Target:** 10 (5 by mid-point) **Output 2:** Methodology for school/district typologies and calculations. **Indicator:** Number of countries having prepared school/district typologies' methodology and completed calculations **Target:** 5 (3 by mid-point)	- Identification of the participating countries - Baseline country analysis - Preparation of country-specific action plans - Local consultations and Technical Assistance for preparing tools' templates - Technical assistance for preparing school/districts typologies capturing context, resources and performance
Outcome 2: Targeted countries have improved their education system thanks to increased institutional capacity for equitable, results-based and participatory management of schools performance	**Indicator**: Number of countries using feedback/monitoring tools and processes **Timescale/Milestone:** Assessment at project end **Target:** 5	**Output:** Decision makers and stakeholders trained for the use of the tools **Indicator:** Number of training workshops for Central level staffs, regional/district officers, inspectorates, quality assurance agencies and school management committees **Target:** 10	- Training of education central/regional/district officers, inspectorates and quality assurance agencies - Training of school committees and communities (pilot basis)

Outcome 3: Countries/donors are better informed about how to strengthen accountability and improve education and learning service delivery	**Indicator**: Number of websites where the tools and methodologies have been posted **Timescale/Milestone:** Assessment at project end **Target:** 3	**Output:** Consolidation of experiences and lessons learnt in the targeted countries **Indicator:** Number of report consolidating lessons learnt and best practices completed **Target:** 1	-International workshop -Repository of tools on websites

Annex: Information and Instructions for the detailed table on outputs, outcomes/results:

1. **Definitions:**

● **Overall program goal** (mauve shaded row): Higher level goal (impact) to which the program will contribute.

● **Outcomes:** Expected demand-side behavioral responses by the direct beneficiaries outside the control of the managing/implementing partner that demonstrate uptake, adoption and use of the project outputs, Example: New practices adopted, children in school, reduction in absenteeism, students show improved reading performance, Governments use new databases. The **focus should be on outcome(s) that the program is reasonably expected to lead to but are not directly within its control**.

● **Indicators:** Indicators are statements of measure: E.g. Number or Percentage of something which improve / increase / decrease. They are meant to verify an expected result is achieved, but they do not themselves express the result. E.g. "Annual training takes place on how to run parenting groups" is the result and not an indicator, while number or percentage of parenting groups trained per year could be the indicator. The indicators should be **SMART: S**pecific, **M**easurable, **A**ttributable, **R**ealistic and relevant, **T**ime-bound, meaning they can be measured, and have baselines, milestones and targets. Example: in follow up survey, X% staff use concepts/skills from learning activity, stakeholder consultations held, feedback reflected in revision of education sector policy, network of official formed after participation in program/workshop, meet regularly etc.

The indicators for the **overall goal** (in the mauve shaded row) should be publicly measurable and tracked. When formulating the **indicators for the outcomes** please ensure they can be measured by someone involved in the project including how the information will be gathered, processed and reported. Preferably the outcome indicators should not be all end of project indicators, sequencing is recommended.

● **Outputs:** Program deliverables (on the supply side) within the control of the managing/ implanting partner; tangible products of services that can be counted. Examples: Training plan completed, local staff trained, report completed, new curriculum materials developed, school built, etc. For the outputs indicators and targets should be provided as well including planned dates for completion (e.g. indicate how many staff will be trained and by when).

● **Activities:** Action taken or work performed by which inputs are converted into specific outputs to achieve or to contribute to the achievement of the expected outcomes listed under the first

column Training, study, workshop etc.).

2. Guidance:

● Start with providing a clear statement what is **the program's overall goal** (changes in **institutional** performance or behavior / practices of target groups) along with **1 - 3 key indicators** to measure this goal. These indicators should be publicly measurable and tracked. They should be at a higher level and relate to the MDGs and/or the GPE strategic goals and objectives the program will contribute to.

● Then list the **major expected program outcomes** in the rose colored column 1. Please make sure to clearly define what is intended to be achieved as a result of the interventions (activities) and avoid stating deliverables (which are outputs) under outcomes. Example: "Teachers trained" is an output. The respective outcome could be "students show improved reading performance". The higher level goal (overall program goal) in this example would be "literacy rates increase". There should be **not more than 3 major outcomes** for the whole program. **Please make sure that you keep this limit** unless the complexity of the program absolutely requires an exception.

● The number of key indicators per outcome should also be limited to a **maximum of 3** per outcome so that the monitoring and reporting efforts don't become too complicated. The same applies for the indicators per output. In many cases just one indicator might be sufficient. **Please also inform on the data resources** which will be used to help insure that the indicators are measurable.