GLOBAL PARTNERSHIP FOR EDUCATION RESULTS FRAMEWORK[1]

Results by Level	Indicators	Agency source and data availability
IMPACT – 1. **Increased equity, gender equality, and inclusion for all in a full cycle of quality education, targeting the poorest and those marginalized, including by gender, disability, ethnicity, and conflict or fragility** 2. **Improved and more equitable student learning outcomes through quality teaching and learning** ***(All impact indicators will be disaggregated by fragile/conflict-affected countries (FCAS) and other countries, and as available by: gender, rural/urban, income quintile, and disability)***		
1) Increased equity, gender equality, and inclusion for all in a full cycle of quality education, targeting the poorest and those marginalized, including by gender, disability, ethnicity, and conflict or fragility	1. Proportion of children who do not complete: (i) primary education; (ii) lower secondary education	UIS data / GPE Secretariat calculation
	2. Gender parity index of completion rates for: (i) primary education; (ii) lower secondary education	UIS data
	3. Pre-primary gross enrollment ratio	UIS data
	4. Out-of-school rate: (i) for children of primary school age; (ii) for children of lower secondary school age	UIS data
	5. Gender parity index of out-of-school rate for: (i) primary education; (ii) lower secondary education	UIS data
	6. Equity index using household survey data (e.g. gender, rural/urban, income, etc.)	Methodology to be developed collaboratively with UNICEF, UIS, GMR
(2) Improved and more equitable student learning outcomes through quality teaching and learning	7. Proportion of development country partners (DCPs) showing improvement on learning outcomes at the primary level	National, regional, and/or international assessment data / GPE Secretariat calculation (methodology to be developed)
	8. Proportion of DCPs showing improvement for females on learning outcomes at the primary level	National, regional, and/or international assessment data / GPE Secretariat calculation (methodology to be developed)
	9. # of equivalent children supported in basic education (pre-primary, primary, and lower secondary school) annually by the Global Partnership	UIS data / GPE Secretariat calculation
	10. Early child development index	MICS data

[1] **Note: The turquoise background identifies GPE methodologies to be developed. All other indicators utilize existing methodologies and/or data.**

Results by Level	Indicators	Agency source and data availability
OUTCOME – **Strong and efficient educational systems delivering equitable, quality educational services for all** ***(All outcome indicators will be disaggregated by fragile/conflict-affected countries and other disaggregation as available)***		
Strong and efficient educational systems delivering equitable, quality educational services for all: Defined in terms of <u>resources</u>, <u>data</u>, and <u>capacity</u>	**Resourcing Indicators:**	
	11. Proportion of DCPs that have (i) increased their public expenditure on education since joining the Partnership; or (ii) maintained sector spending at 20% or above (cumulative)	National data / GPE calculation
	12. Equitable allocation of teachers, as measured through correlation coefficient between the number of teachers and number of pupils per school in each DCP	Education sector analysis data
	Data Indicator:	
	13. Proportion of DCPs reporting all of the key international education indicators to UIS (including key outcomes, service delivery and financing indicators – as identified by the Global Partnership)	UIS data / GPE Secretariat calculation
	Capacity Indicators:	
	14. Proportion of DCPs with a learning assessment system that meets minimum standards within the basic education cycle	National, regional and international data / GPE Secretariat calculation
	15. Proportion of DCPs with pupil/ trained teacher ratio below threshold (<40)	UIS data / GPE Secretariat calculation
	16. Internal efficiency coefficient at the primary level *(This is a measure that captures the cost of dropout and repetition, by comparing the ideal number of pupil years to actual number of pupil years it takes to produce a graduate from a specific level of education.)*	UIS data / GPE Secretariat calculation

Results by Level	Indicators	Agency source and data availability
COUNTRY-LEVEL OUTPUT #1: **Stronger sector planning and policy implementation** ***(All output indicators with proportion of DCPs as unit of measurement will be disaggregated by fragile/conflict-affected countries and other countries and other disaggregation as available)***		
(a) Support nationally owned sector plans focused on equity, efficiency, and learning	17. Proportion of endorsed (i) Education Sector Plans (ESP) or (ii) Transitional Education Plans (TEP) meeting minimum standards	Global Partnership for Education
	18. Proportion of ESPs/TEPs that have a teaching and learning strategy meeting minimum standards	Global Partnership for Education (methodology to be developed)
	19. Proportion of ESPs/TEPs with a strategy to respond to marginalized groups that meets minimum standards (including gender, disability, and other context-relevant dimensions)	Global Partnership for Education (methodology to be developed)
	20. Proportion of ESPs/TEPs with a strategy to improve efficiency that meets minimum standards	Global Partnership for Education (methodology to be developed)
(b) Enhance implementation through knowledge and good practice exchange, capacity development, and improved monitoring and evaluation (M&E), particularly in the areas of teaching and learning and equity and inclusion	21.Proportion of DCPs involved in workshops or other events supported by the Global Partnership that are related to knowledge and good practice exchange, capacity development, or M&E	Global Partnership for Education / GPE Secretariat calculation
	22. Proportion of DCPs with a data strategy that meets minimum standards	Global Partnership for Education / GPE Secretariat calculation
Results by Level	**Indicators**	**Agency source and data availability**
COUNTRY-LEVEL OUTPUT #2: **Effective and inclusive policy dialogue** ***(All output indicators with proportion of DCPs as unit of measurement will be disaggregated by fragile/conflict-affected countries and other countries and other disaggregation as available)***		
(a) Promote inclusive and evidence-based national policy dialogue, through government-led local education groups (LEGs) and the joint sector review process, with participation from civil society, teachers' organizations, the private sector, and all development partners	23. Proportion of DCPs: (i) organizing Joint Sector Reviews (JSR); (ii) sharing JSR reports with the LEG and providing them to GPE Secretariat	Global Partnership for Education / GPE Secretariat calculation
	24. Proportion of JSRs meeting minimum standards	Global Partnership for Education / GPE Secretariat calculation

(b) Strengthen the capacity of civil society and teachers' organizations to engage in evidence-based policy dialogue on equity and learning, leveraging social accountability to enhance the delivery of results	25. Proportion of DCPs with civil society and teacher representation on LEGs	GPE / GPE Secretariat calculation
Results by Level	**Indicators**	**Agency source and data availability**
COUNTRY-LEVEL OUTPUT #3: **GPE grants effectively support improved outcomes in equity and learning**		
(a) GPE grants are used to improve national monitoring of outcomes, including learning	26. Proportion of grants supporting **EMIS /Learning assessment systems**, out of the total planned	GPE grant agents/ GPE Secretariat calculation (methodology to be developed)
(b) GPE grants are used to improve teaching and learning in national education systems	27. Proportion of **textbooks purchased** through GPE grants, out of the total planned	GPE grant agents/ GPE Secretariat calculation (methodology to be developed)
	28. Proportion of **teachers trained** through GPE grants, out of the total planned	GPE grant agents/ GPE Secretariat calculation (methodology to be developed)
(c) GPE grants are used to improve equity and access in national education systems	29. Proportion of **classrooms built or rehabilitated** through GPE grants, out of the total planned	GPE grant agents/ GPE Secretariat calculation (methodology to be developed)
	30. Proportion of GPE program grants assessed as on-track with implementation *(disaggregated by FCAS/non FCAS)*	GPE grant agents/ GPE Secretariat calculation
	31. Proportion of GPE program grant applications approved from 2015 onwards: (i) identifying targets in Funding Model performance indicators on equity, efficiency, and learning; (ii) achieving targets in Funding Model performance indicators on equity, efficiency, and learning *(disaggregated by FCAS/non FCAS)*	GPE grant agents/ GPE Secretariat calculation

Results by Level	Indicators	Agency source and data availability
GLOBAL AND CROSS-NATIONAL OUTPUT #1: **More and better financing**		
1) Leverage increased, sustainable, and better coordinated ***international*** financing for education:		
(a) Diversify and increase the Global Partnership's international donor base and sources of financing	32. Amount of funding to Global Partnership from non-traditional donors (private sector and those who are first-time donors to the GPE) for 2015–2020 (cumulative)	GPE Secretariat
(b) Advocate for increased funding and improved alignment and harmonization of funding from the Global Partnership and its international partners around nationally owned education sector plans and country systems	33. Donor funding through the Global Partnership for 2015–2020 (cumulative)	GPE Secretariat
	34. Alignment of GPE grants to national systems	GPE grant agents/ GPE Secretariat calculation
	35. Proportion of GPE grants using: ((ii) project pooled funding mechanisms; (iii) sector pooled funding mechanisms	GPE grant agents/ GPE Secretariat calculation
2) Support adequate, efficient, and equitable ***domestic*** financing for education:		
(a) Support increased and more efficient domestic financing and transparent reporting	36. Proportion of country missions addressing domestic financing issues	GPE Secretariat
(b) Advocate internationally and across the Partnership for adequate, efficient, and equitable domestic financing of education	37. # of GPE events, presentations, CEO/Chair speeches, publications, and/or meetings that focus on the need for improved levels of domestic financing	GPE Secretariat
Results by Level	**Indicators**	**Agency source and data availability**
GLOBAL AND CROSS-NATIONAL OUTPUT #2: **Building a stronger partnership** ***(All output indicators with proportion of DCPs as unit of measurement will be disaggregated by fragile/conflict-affected countries and other countries)***		
(a) Promote consistent country-level roles, responsibilities, and accountabilities among governments, development partners, grant agents, civil society, teacher organizations, and the private sector through local education groups and a strengthened operating model	38. Proportion of (i) DCPs (ii) other partners reporting strengthened clarity of roles, responsibilities, and accountabilities in GPE country processes	Global Partnership for Education / GPE Secretariat calculation (survey methodology to be developed)

(b) Effectively use global and cross-national knowledge and good practice exchange to leverage improved education policies and systems, especially in the areas of equity and learning	39. # of policy, technical, and/or other knowledge products developed and disseminated with funding or support from the Global Partnership	Global Partnership / GPE Secretariat calculation
(c) Expand the Partnership's convening and advocacy role, working with partners to strengthen global commitment and financing for education	40. # of collaborative initiatives undertaken with Partners and other external agencies to support the achievement of GPE strategic goals and objectives	Global Partnership / GPE Secretariat calculation
(d) Improve the Global Partnership's organizational effectiveness, creating stronger systems for quality assurance, risk management, country support, and fiduciary oversight	41. Proportion of audit reports received and reviewed	GPE Secretariat
	42. Proportion of GPE Secretariat staff time spent on country-facing functions	GPE Secretariat
(e) Invest in monitoring and evaluation to establish evidence of GPE results and strengthen mutual accountability, and improve the work of the Partnership	43. Proportion of results reports, evaluations, and best practice reviews of investments and activities published against planned Monitoring and Evaluation Strategy	GPE Secretariat