GLOBAL PARTNERSHIP *for* EDUCATION

METHODOLOGY SHEET FOR GLOBAL PARTNERSHIP FOR EDUCATION (GPE) INDICATORS

Indicator title	**Indicator (14)** Proportion of DCPs reporting at least 10 out of 12 key international education indicators to UIS (including key outcomes, service delivery, and financing indicators as identified by GPE)
Result measured (from GPE Results Framework):	**Strategic Goal (3)** Effective and efficient education systems delivering equitable, quality educational services for all

JUSTIFICATION FOR INDICATOR

Background/context for indicator:	In the run-up to the post-2015 international development agenda, which culminated in the adoption of the Sustainable Development Goals (SDGs) in 2015, the Secretary-General of the United Nations (UNSG) Ban Ki Moon requested an Independent Expert Advisory Group to submit concrete recommendations to bring about a 'data revolution' in international sustainable development. This built on the United Nation's High Level Panel on the post-2015 development agenda which called for a 'data revolution for sustainable development'[1] and led, in November of the same year, to the publication of the report 'A World that Counts' according to which data are "the lifeblood of decision-making"[2]. Following up on this, in June of the following year, the Sustainable Development Solutions Network offered the report 'Indicators and a Monitoring Framework for the Sustainable Development Goals: Launching a data revolution for the SDGs' to the UNSG as well, again emphasising the importance of the availability of data for effective decision-making in international development. These developments point to the relevance of availability of good quality data for international development in the field of education as well. In this spirit, GPE has provided ongoing support to improving data availability and quality in education by encouraging its developing country partners (DCPs) to accelerate their commitments to improved availability, reliability, quality and timeliness of data production and their efficient use in policy making and monitoring[3]. However, a significant lack of national and international data is still hampering efforts towards quality education for all[4]. Data quality, frequency of collection and disclosure, remain a major weakness. Indeed, the GPE Results for Learning Report 2014/154 concluded that "of the key indicators for outcome, service delivery, and financing published by [the UNESCO Institute for Statistics] UIS for developing country partners, the percentage for which information was missing increased between 2008 and 2011".

[1] United Nations, *A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development. The Report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda* (New York: United Nations, 2013), retrieved 18 May 2016, from: http://www.susana.org/_resources/documents/default/2-1930-hlp-reportenglish-access-pdf.pdf

[2] Data Revolution Group, *A world that counts: Mobilising the data revolution for sustainable development* (New York: United Nations, 2014), retrieved 18 May 2016, from: http://www.undatarevolution.org/wp-content/uploads/2014/12/A-World-That-Counts2.pdf

[3] Global Partnership for Education, *Data Strategy for Improved Education Sector Planning and Monitoring (BOD/2013/11 DOC 07),* (Addis Ababa, Ethiopia: Meeting of the Board of Directors, 18-19 November 2013)

[4] Global Partnership for Education, *Results for Learning Report 2014/15: Basic Education at Risk* (Washington DC: Global Partnership for Education, 2014), retrieved May 18, 2016, from http://www.globalpartnership.org/2014-2015-results-for-learning-report

	Looking forward, the GPE, through its Strategic Plan 2016-2020, is committed to continue its work with national governments and other country-level partners to build capacity and strengthen monitoring of outcomes and more effective and evidence-based policy dialogue5. The GPE recognizes that relevant, reliable and timely data are crucial to build effective national education systems, monitor policy implementation and enable global monitoring. Reaching the marginalized requires more targeted policies, which can only be developed if relevant data are available, drawing on information from national and local governments1. In order to support the data agenda, the GPE Board introduced a data requirement in the funding model developed in 2014 and currently implemented. To access GPE funding countries must have basic data available or a robust plan to ensure that these data will be available in a near future.
Rationale for indicator selection:	This indicator is included to offer an overview of DCPs reporting on key education indicators, as a function of their ability to generate them. GPE 2020 (GPE's Strategic Plan for 2016-2020) identifies data as one of the key elements of "effective and efficient education systems delivering equitable, quality educational services for all"[5], i.e. Strategic Goal 3. It also regards data as a fundamental building block for achieving country-level Strategic Objective #3: "GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency, and learning". Strengthened education management and information systems (EMIS) shall have the capacity to produce timely, reliable disaggregated data on equity, efficiency, and learning. The relevance of the indicator is underlined by the fact that GPE called on its partners to join the *data revolution* by supporting capacity for the creation and collection of education data. Consequently, DCPs have pledged to increase their collection, reporting and use of education data, to enhance accountability and support more targeted and evidence-based policy and implementation decisions[6].
DEFINITION	
Indicator definition:	This indicator measures the **proportion of DCPs reporting at least 10 of 12 key international education indicators to UIS including (i) key outcome indicators; (ii) service delivery indicators; and (iii) financing indicators.** The threshold of 10 out of 12 indicators was set by the GPE Secretariat as a quality standard for data reporting. This indicator helps to identify data reporting gaps when relevant indicators are not reflected in the official online UIS database, with the indicators listed below taken as proxy measures for the three relevant dimensions. The indicator requires that data be available from at least one of the most two recent years available in the UIS database. Given the standard two-year lag in data publication, this means, for example, that in the calendar year 2016, UIS data from 2013 and 2014 are considered (June release).

[5] Global Partnership for Education, *GPE 2020. Improving learning and equity through stronger education systems* (Washington DC: Global Partnership for Education, 2016), retrieved May 18, 2016, from http://www.globalpartnership.org/content/gpe-2020-strategic-plan

[6] The Global Partnership for Education, *The Power of Partnership: Second Replenishment Pledging Conference. 26 June 2014, Final Pledge Report,* (GPE, 2014), retrieved 18 May 2016, from: http://www.globalpartnership.org/content/pledge-report-gpe-replenishment-conference-june-2014

(i) Category 1: Outcome indicators:
- Pre-primary gross enrollment rate
- Primary Gross Intake Rate
- Primary Gross Enrollment Ratio
- Primary Completion Rate
- Lower Secondary Completion Rate

(ii) Category 2: Service delivery indicators:
- Pupil Teacher Ratio, Primary Education
- Pupil Teacher Ratio, Lower Secondary Education
- Percentage of teacher trained, Primary Education
- Percentage of teacher trained, Lower secondary Education

(iii) Category 3: Financing indicators:
- Public expenditure on education as % of GDP
- Public expenditure on education as % of public expenditure
- Educational expenditure in primary as % of total educational expenditure

Data availability (reporting) follows a set of criteria described below:

a) Every year, countries provide UIS with key data including enrolment levels, education expenditure, and teacher numbers, etc. UIS translates the raw data into indicators using again other data sources, such as United Nations Population Division (UNPD) databases. Indicators may therefore be unavailable in the UIS database if a country did not provide the raw data, if UIS did not consider data reliable enough or if there is a lack of coherence with external data[4].

Under this approach, availability of UIS data serves as a proxy to capture thematic coverage and the quality of the data collected at country level. **The main assumption is that if a key indicator is not calculated by UIS, data may not be collected or may not be reliable enough at the country level**; this in turn likely reflects a national education statistics system with insufficient capacity to produce data on key indicators. *[Note: At times, country data are not published by UIS due to differences due to divergence between national and UN sources for population data that are used to calculate the indicators.]*

b) Using (one of) the two most recent years available in the official UIS database, GPE Secretariat analyzes country-level information in UIS database. These analyzes highlight, for each of the 12 key indicators, whether the relevant data are available or missing for these given years (the list of key indicators is provided in the definition section). Consideration of the UIS database for at least one of the two most recent years provides one means to attempt to account for this distinction.

c) For the purpose of this corporate indicator, in order to meet quality standards for data reporting, the following condition with respect to key indicators must be met:

At least 10 out of 12 key indicators must be available for at least one of the two most recent years

Unit of measurement:	**Percentage, expressing a proportion "n of N,"** where: n = number of DCPs reporting at least 10 out of 12 key international education indicators to UIS N = total number of DCPs included in the country sample in a given year
Disaggregation:	**n1 of N1 (FCAC)** Where: n1= number of countries reporting at least 10 out of 12 key international education indicators to UIS in FCAC N1= total number of countries included in the FCAC sample
Year for data reported (select only one and mark an "x")	__ fiscal year _X_ calendar year
Frequency of data collection:	Official request to UIS submitted twice a year (beginning and mid-calendar year), following UIS releases of education data

DATA TREATMENT

Source of information for collecting data:	Source document, template, etc.:	UIS
	Source agency:	UIS
Formula:		At the country level, data are identified as "reported" when the relevant indicators (as per indicator definition section above) are reflected in the official online UIS database for at least one of the two most recent available years available in the UIS database. There are a total of 12 key indicators that are subdivided into three dimensions, but the dimension each indicator is associated with has no impact on the final result. The indicator is then calculated as follows: **Step 1:** Identify for each country ***j,*** the number of indicators reported (NIR) from the two most recent years available in UIS database $$(NIR_{j,t}) = \begin{cases} 12, if\ (country\ j\ reports\ 12\ out\ of\ 12\ indicators\ in\ year\ t) \\ 11, if\ (country\ j\ reports\ 11\ out\ of\ 12\ indicators\ in\ year\ t) \\ 10, if\ (country\ j\ reports\ 10\ out\ of\ 12\ indicators\ in\ year\ t) \\ 9, if\ (country\ j\ reports\ 9\ out\ of\ 12\ indicators\ in\ year\ t) \\ 8, if\ (country\ j\ reports\ 8\ out\ of\ 12\ indicators\ in\ year\ t) \\ 7, if\ (country\ j\ reports\ 7\ out\ of\ 12\ indicators\ in\ year\ t) \\ 6, if\ (country\ j\ reports\ 6\ out\ of\ 12\ indicators\ in\ year\ t) \\ 5, if\ (country\ j\ reports\ 5\ out\ of\ 12\ indicators\ in\ year\ t) \\ 4, if\ (country\ j\ reports\ 4\ out\ of\ 12\ indicators\ in\ year\ t) \\ 3, if\ (country\ j\ reports\ 3\ out\ of\ 12\ indicators\ in\ year\ t) \\ 2, if\ (country\ j\ reports\ 2\ out\ of\ 12\ indicators\ in\ year\ t) \\ 1, if\ (country\ j\ reports\ 1\ out\ of\ 12\ indicators\ in\ year\ t) \\ 0, otherwise \end{cases}$$ **Step 2:** Assess whether country ***j*** in year t meets the data reporting condition (REPORTEDj,t = 1 if at least 10 out of 12 key indicators are reported) $$(REPORTED_{j,t}) = \begin{cases} 1, if\ country\ \boldsymbol{j}\ in\ year\ t\ has\ (NIR_{j,t}) \geq 10 \\ 0, otherwise \end{cases}$$

	Where: $NIR_{j,t}$ = *number of indicators reported for country* ***j*** in year ***t***
Aggregation formula:	The corporate indicator refers to the proportion of DCPs reporting at least 10 out of 12 key international education indicators to UIS. This is calculated as the total number of countries that comply with data reporting requirement (REPORTED = 1), out of the total number of countries in the country sample for a given year: *PROP (REPORTED$_{j,t}$)* = $[\frac{\sum_{j=1}^{n} REPORTED_{j,t}}{n}] * 100$ Where: *n = total number of DCPs in sample*
Data limitations (if any known / anticipated):	The regular two-year time lag of UIS reporting country data implies that any changes in countries' capacities to report will only be reflected after some time. In addition, different academic years imply that some countries will have more time to consolidate their data and report to UIS than others.
Interpretation	A higher proportion reflects DCPs commitments to improved availability, quality and timeliness of data production. Availability of data in the UIS database serves as a proxy to capture thematic coverage and the quality of the data collected at country level. The main assumption is that if a key indicator is not calculated by UIS, data may not be collected or may not be reliable enough at the country level; this in turn likely reflects a national education statistics system with insufficient capacity to produce data on key indicators.

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ANNEXES

Annex 1- Data Collection tool	
Data collection tool utilized for collecting the data, if any:	GPE data request file sent to UIS, including: 1. Updated list of GPE countries; 2. Fragile and Conflict-Affected Countries categorization; 3. List of indicators. The Fragile and Conflict-Affected Countries (FCAC) categorization is updated by the GPE Secretariat on the basis of: • The most recent list of conflict-affected countries from UNESCO GEMR (formerly EFA GMR) • The list of countries in fragile situations from the World Bank

Annex 2- Standard Operating Procedure		
Process Name: Data Collection, Quality Assurance, & Storage for Indicators # 4-8, 12 & 14	**Owner:** R&P Team	**Updated:** <date published>
Function: Measuring GPE Impact	**Version #:** 1	**Review:** pick a future date to trigger review

Material changes from prior version of SOP

None; this is the first version.

Summary

This SOP describes the process for data collection, quality assurance, and storage for indicators:

4. Proportion of children who complete: (a) primary education; (b) lower secondary education

5. Proportion of GPE DCPs within set thresholds for gender parity index of completion rates for: (a) primary education; (b) lower secondary education

6. Pre-primary gross enrolment ratio

7. Out-of-school rate for: (a) children of primary school age; (b) children of lower secondary school age

8. Gender parity index of out-of-school rate for: (a) primary education; (b) lower secondary education

12. Proportion of DCPs with pupil/trained teacher ratio below threshold (<40) at the primary level

14. Proportion of DCPs reporting at least 10 of 12 key international education indicators to UIS (including key outcomes, service delivery and financing indicators as identified by GPE)

of the GPE results framework.

Results / Outputs

This process should result in the results framework being updated with quality assured data on indicators# 4-8, 12 & 14.

Interim outputs of the Secretariat:

Completed data collection template

Final Output:

Updated results framework database

Scope

- Begins: The process begins with the M & E Data Manager sending GPE data request file to UIS.
- Ends: The process ends with updated data being integrated into the results framework database by the Monitoring and Evaluation Data Manager.
- Includes: All procedural aspects
- Excludes: Methodological aspects of calculating the indicator value. These can be found in the methodology sheet.
- Note: Official requests to UIS are submitted twice a year (beginning and mid-calendar year), following releases of education data.

Standards (Policies, Approvals, Deadlines, etc.):

- Policies: GPE 2020, Monitoring Sheet for GPE Results Framework Indicators #4-8, 12 & 14
- Deadlines: M & E Data Manager updates results framework database with the Indicators # 4-8, 12, & 14 data by 30th April
- Approval: The completed data template is prepared by the M & E Data Manager and includes final approval from the Head of M & E

Issues /Risks:

- UIS may not send the data to GPE in good time.

Overview:



Steps in the Process	Roles / Responsibilities	Outputs / Deliverables	Tools / Templates
1. Data Request Typically by 15th Jan			
• Request the UNESCO Institute for Statistics for data as per the updated list of FCACs prior to the December release of UIS data	• M & E Data Manager	Data request file	Data request file
• Review data received from UIS	• M & E Data Manager		
• Report any discrepancies to the UIS and request revised/updated data	• M & E Data Manager		
2. Aggregate Data Typically by 20th February			
• Enter data into the template provided by the M&E Data Manager	• M & E Data Manager		Data Collection Template

• Compute indicator values using the completed data collection template, based on the latest available classification of countries affected by Fragile and Conflict and forward to M & E data Manager.	• M & E Data Manager	Completed Data Collection Template	List of countries affected by Fragile and Conflict from the GPE Intranet
3. Update Results Framework Database Typically by 30th March			
• Forward data collection template to the Head of M & E for review and approval.	• M & E Data Manager		
• Review & approve completed data collection template	• Head of M & E	Approved data collection template	
• Update results framework database using completed template	• M & E Data Manager	Updated results framework database	N/A
• Notify the secretariat on the availability of data in the results framework database through the intranet	• M & E Data Manager	Notification on GPE intranet	