METHODOLOGY SHEET FOR GLOBAL PARTNERSHIP FOR EDUCATION (GPE) INDICATORS

Indicator title	**Indicator (16a)** Proportion of endorsed (a) education sector plans (ESP) or (b) transitional education plans (TEP) meeting quality standards
Result measured (from GPE Results Framework):	**COUNTRY-LEVEL OUTPUT (1)** Strengthen sector planning and policy implementation (a) Support evidence-based nationally owned sector plans focused on equity, efficiency, and learning

JUSTIFICATION FOR INDICATOR

Background/context for indicator:

In May 2014, the Global Partnership for Education Board of Directors decided to include, as a requirement for countries under the new funding model (GPE FM), to submit a credible and endorsed ESP "*to ensure that education aid, including from the Global Partnership, (i) is based on a solid, nationally owned analysis of the challenges of delivering quality basic education to all boys and girls, including those from marginalized groups, and (ii) builds institutional capacity to deliver education services equitably and efficiently*". This requirement follows directly from the vision of the Education for All Fast-Track Initiative, which evolved into GPE, that no country with a credible education sector plan should be unable to implement this plan for lack of funds[1].

Since then, the Secretariat efforts to support national planning processes have been reinforced in order to increase its capacity to provide quality technical support to country members in the development of credible ESPs. The present methodology builds on a number of theoretical and practical elements developed by the Secretariat:

1. Key knowledge products and tools were developed or co-developed by the GPE Secretariat and released in FY2015 to strengthen technical support to sector plans including (i) Education Sector Analysis Methodological Guidelines[2], (ii) Education Sector Plan Preparation Guidelines that clarify standards and requirements for improving the quality of ESPs[3] and (iii) Education Sector Plan Appraisal Guidelines[4].
2. In particular, the revision of two latter was initiated in 2014/15 by the Secretariat:
    - To better adjust the guidelines to the newly approved GPE FM requirements by providing more clarity on the concept of ESP credibility.

[1] Global Partnership for Education, *Report of the Country Grants and Performance Committee Part 1: Operational Framework for Requirements and Incentives in the Funding Model of Global Partnership for Education and Results* (BOD/2014/05-DOC 03) (Meeting of the Board of Directors, May 28, 2014)

[2] United Nations Educational, Scientific and Cultural Organization, United Nations Children's Fund, World Bank & Global Partnership for Education. *Education sector analysis methodological guidelines*. 2014. Retrieved from http://www.globalpartnership.org/content/methodological-guidelines-education-sector-analysis-volume-1 and http://www.globalpartnership.org/content/methodological-guidelines-education-sector-analysis-volume-2

[3] Global Partnership for Education and International Institute for Educational Planning-UNESCO, *Guidelines for Education Sector Plan Preparation* (Paris: IIEP-UNESCO, 2015), retrieved from http://unesdoc.unesco.org/images/0023/002337/233767e.pdf

[4] Global Partnership for Education and International Institute for Educational Planning-UNESCO, *Guidelines for Education Sector Plan Appraisal* (Paris: IIEP-UNESCO, 2015), retrieved from http://unesdoc.unesco.org/images/0023/002337/233768e.pdf

	➢ To better adapt to actual users' needs (Government and Development Partners active in supporting ESP elaboration). As a result, the guidelines are now more sensitive to cross-cutting issues such as disparities and vulnerabilities These guidelines are the theoretical basis for the development of this methodology and subsequent indicator. 3. The Secretariat organized technical meetings in May 2015 in direction of country partners that specifically focused on the "credible ESP" funding model requirement. The meetings allowed the development develop a common understanding around the GPE FM requirements in relation to sector planning, to discuss and devise commonly agreed ESP credibility criteria, and to identify good practices in preparing, implementing and monitoring credible ESPs. These exchanges have informed the present methodology in determining relevant credibility criteria and minimum standards.
Rationale for indicator selection:	This indicator is included in the results framework to measure the credibility of sector plans, which has been recognized as a central element for the development of education systems. Inclusive and effective sector planning and policy dialogue processes are critical foundations for countries to provide equitable access to quality basic education. Supporting these processes is a core element of GPE's work, which culminates in the production of a credible education sector plans (ESPs) or transitional plans (TEPs). Credible Education Sector Plans or Transitional Plans directly serve multiple purposes among which a greater harmonization of the sector interventions and their alignment to country systems and policy priorities, a greater coordination among the education stakeholders and a greater capacity to mobilize adequate level of funding for sector reforms; the assumption being that the latter will increase the effective implementation of performing sector strategies to achieve better sector results. The centrality of this requirement is reaffirmed through the operational model[5] where ESP/TEPs that meet credibility minimum standards become cases for investment to approve GPE Program Implementation Grants. Besides monitoring the effects of the GPE model on the credibility of the ESP/TEP produced, this methodology and indicator shall also serve as a technical tool for the GPE Secretariat to better and systematically identify ESP/TEP credibility shortcomings and to support countries in identifying remedial action for increasing the credibility of their plans that would in turn increase the likeliness of their effective implementation.
DEFINITION	
Indicator definition:	**Number of endorsed Education Sector Plans or Transitional Plans meeting the minimum standards of "credibility" as defined by the Global Partnership for Education, divided by the number of total endorsed ESP and TEP included in the group sample.** An **Education Sector Plan** (ESP) is by nature a national policy instrument, elaborated under the responsibility of Government, which provides a development vision for the education system, and outlines a coherent set of actionable strategies to implement reforms and reach development objectives[6].

[5] Global Partnership for Education. *Proposal for a More Effective Operational Platform*. Unpublished document for review of the GPE Board, Washington, D.C., October 2015.
[6] Global Partnership for Education, *Country Level-Process Guide* (Washington, D.C.: Global Partnership for Education, 2015), retrieved from http://www.globalpartnership.org/useful-resources-for-gpe-grants

A **Transitional Education Plan** (TEP) is a national policy instrument, elaborated under the responsibility of Government, similar to an Education Sector Plan (ESP). But TEPs differ from ESPs in a number of specificities. They are (i) a shorter term (3 years in general), (ii) targeted to a limited number of sub-sectors and priorities, (iii) have stronger focus on system capacity. The TEP shall include a sound analysis of the current situation, using the best-available data. Implementation and monitoring and evaluation (M&E) frameworks must also be included in TEPs to assess whether the intended results are being achieved**Erreur ! Signet non défini.**.

Endorsement means that the Development Partners including the Civil Society commit to financially and technically support the implementation of a sector plan or transitional plan approved by the Government[6].

Credibility has been first defined in the Board Paper on the operationalization of the new funding model requirements as: *A **'credible'** Education Sector Plan (ESP) will include evidence-based strategies for access to quality basic education for all, cover all subsectors and both formal and non-formal education, have an appropriate balance between sub-sectors, and focus on the learner as the central beneficiary. To be feasible, an ESP must pay attention to financial, technical and political constraints and stakeholder ownership, and be context-sensitive with regard to vulnerabilities such as conflicts, natural disasters and economic crisis.*1

The above definition served as the very basis for further defining the **minimum standards of ESP/TEP credibility** that represents a major ongoing effort, advanced by the Global Partnership for Education and UNESCO's International Institute for Educational Planning (IIEP) – See Background and Context section. Seven credibility criteria have been devised on the basis of technical work and consultations with countries and global stakeholders in education and have been broadly communicated to GPE partners through the dissemination of ESP Preparation Guidelines3, related workshops (see above in background and context Dubai and Dakar workshops) and ad hoc country support missions.

The set of criteria form a coherent definition of what is credibility. In details, to be considered as **credible**, an ESP/TEPs shall be:

1. guided by an overall vision:

The plan, for instance through a mission statement, indicates overall direction, including (i) the government's development policy, (ii) the approach the government will follow to reach its goal, and (iii) the principles and values that will guide this approach.

2. strategic:

It identifies the strategies for achieving the vision, including the human, technical, and financial capacities required, and it sets priorities.

3. holistic[7]:

An ESP covers all subsectors (early childhood education, primary, secondary, and higher education), and should also include non-formal education, as well as adult literacy. It recognizes the need for coherence among subsectors, with a specific attention to the levels attached to recognized education rights and compulsory schooling, and reflects awareness that education takes place throughout life. The

[7] In the case of TEPs, this criterion is slightly adjusted: it is expected that it paves the way for later developing credible and sector-wide plan.

	learner is defined as the central beneficiary of the education system, with recognized rights and needs. ***4. 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. ***5. achievable:*** An ESP/TEP is based on an analysis of the current trends and thoughtful hypotheses for overcoming financial, technical, and political constraints to effective implementation. It should provide a framework for budget and management decisions. It is also recognized that strong ownership by key stakeholders largely determines ESP feasibility. ***6. sensitive to the context:*** It includes an analysis of the vulnerabilities specific to a country. Vulnerabilities might for example include conflicts, disasters, and economic crises. An ESP/TEP must address preparedness, prevention, and risk mitigation in order to strengthen the resilience of the education system at all levels. ***7. attentive to disparities:*** A sector plan should recognize that, within a country, there may be significant gender differences between girls and boys and inequalities between groups of students in their participation in education and the quality of education they receive. These groups may be defined for instance by their location, their socio-economic or ethnic characteristics, or their abilities. A credible sector plan must identify and attend to gender considerations across the plan, including where gender disparities intersect with other sources of disparity, and address the specific needs and opportunities of different groups. *TO NOTE:* While ESPs should meet 5 out of 7 quality standards to be classified as meeting quality standards overall, TEPs should meet 3 out of 5.
Unit of measurement:	Proportion
Disaggregation:	Disaggregation by type of planning products (TEP and ESP), reflecting overall and FCAC
Year for data reported (select only one and mark an "x")	__ fiscal year _X_ calendar year

Frequency of data collection:	• Given that countries only develop plans in a range of 3 to 10 years, the indicator will be updated every two years, in order to have a reasonable number of countries with endorsed plans in the sample to feed this indicator.
	• However, the assessment of the ESPs/TEPs (actual data collection) will be conducted on a routine base each time a country submits a program implementation grant application. CST will be responsible for data collection
	• SPP Planning cluster will conduct data check and validation
	• Database will be updated on a regular basis to incorporate the data as they are collected and validated. SPP M&E is responsible for database maintenance
	• This indicator will be thus populated in the following way:
	  ○ Baseline established retroactively in 2015 (includes 2012 and 2013 endorsed plans)
	  ○ Update in 2016 (will include 2014 and 2015 endorsed plans, retroactive data collection)
	  ○ Update in 2018 (will include 2016 and 2017 endorsed plans, routine data collection).
	  ○ Update in 2010 (will include 2018 and 2019 endorsed plans, routine data collection).

DATA TREATMENT

Source of information for collecting data:	Source document, template, etc.:	1. Endorsed Education Sector Plans 2. Endorsed Transitional Sector Plans 3. Multi-year Implementation Plans 4. Annexes and related documents attached, such as costed Budgets, Results Framework, Statistical Yearbook, simulation models, etc.
	Source agency:	Local Education Groups (Coordination Agency or Government authority in charge of the preparation of a plan).
Formula:		**Calculation Method** **Assumptions:** 1. The assessment questionnaires include 7 different criteria set as ***minimum standards***, which are disaggregated into 1 to 4 questions that weight the same. 2. Questions are coded from 0 to 2 or 3 on a continuous scale. 3 or 2 is the maximum to be obtained per item meaning that the question is found fully satisfactory. 3. Only one minimum standard (#5 "achievable") is disaggregated into 4 sub-standards and corresponding sets of questions (they vary from 1 to 3 questions). The sub-standards all weigh the same so as the questions. 4. Minimum standards are met separately when all questions included in one given criterion coded as greater than 0. Except for: • Criterion 5 (Achievability) which minimum standard is achieved when all the four sub-standards are assessed to be greater than 0. • Criterion 7 (Attention to disparities) which minimum standard is achieved when at least one of its questions is assessed to be greater than 0. **Step 1 and 2: Identifying the number and type of criteria met per ESP/TEP** ➢ The calculation method permits to identify the number and type of criteria met per country plan: $GOODCRIT1_{ijk}$ in the below formula for ESPs, and $GOODCRIT1_{ijl}$ for TEPs, both referring to Criteria 1 in this example but they are similarly labelled for the 6 criteria; $GOODCRIT2_{ijk}$. $GOODCRIT3_{ijk}$, etc. • The above means that, at question level (disaggregation of criteria), plans need to be assessed as greater than 0 in all of the questions ($Q_{i=1}^{n} > 0$) comprised in a given criterion, except for criteria 5 and 7 as described in the assumptions above. **Step 3: Calculating the percentage of plans that meet a certain number of minimum standards** $INDICATORHIGH_{ij}$ Sum of ESPs that meet 5 minimum standards and TEPs that meet 3 minimum standards
Aggregation formula:		*Question-level* *Standard- level (ESP: 7 quality standards)* Step 1= Identified questions that satisfied minimum standard ($QMIN_{k,c,i,j,t}$) $$f(QMIN_{v,c,i,j,t}) = \begin{cases} 1, & if\ Q_{v,c,i,j,t} > 0 \\ 0, & if\ Q_{v,c,i,j,t} = 0 \end{cases}$$

Where
v= country ESP $1, \dots,$ *country ESP V*
c=type of criteria to assess (1,2,3,4,5,6,7)
i=questions to assess criteria c (1,2,3)
j= DPC country
t= year of the evaluation

Step 2= Identified ESPs plan (v) that satisfied minimum standard ($GOODCRIT_{v,c,j,t}$) for each quality criteria in country j in time t

$$(GOODCRIT1_{v,1,j,t}) = \begin{cases} 1, & if\ QMIN_{v,1,i,j,t} = 1 \\ 0, & otherwise \end{cases}$$

$$f(GOODCRIT2_{v,2,j,t}) = \begin{cases} 1, & if \sum_{i=1}^{3} QMIN_{v,2,i,j,t} = 3 \\ 0, & otherwise \end{cases}$$

$$f(GOODCRIT3_{v,3,j,t}) = \begin{cases} 1, & if \sum_{i=1}^{3} QMIN_{v,3,i,j,t} = 3 \\ 0, & otherwise \end{cases}$$

$$f(GOODCRIT4_{v,4,j,t}) = \begin{cases} 1, & if\ QMIN_{v,4,i,j,t} = 1 \\ 0, & otherwise \end{cases}$$

$$f(GOODCRIT5.1_{v,5.1,j,t}) = \begin{cases} 1, & if\ QMIN_{v,5.1,i,j,t} = 1 \\ 0, & otherwise \end{cases}$$

$$f(GOODCRIT5.2_{v,5.2,j,t}) = \begin{cases} 1, & if \sum_{i=1}^{3} QMIN_{v,5.2,i,j,t} = 3 \\ 0, & otherwise \end{cases}$$

$$f(GOODCRIT5.3_{v,5.3,j,t}) = \begin{cases} 1, & if \sum_{i=1}^{2} QMIN_{v,5.3,i,j,t} = 2 \\ 0, & otherwise \end{cases}$$

$$f(GOODCRIT5.4_{v,5.4,j,t}) = \begin{cases} 1, & if \sum_{i=3}^{3} QMIN_{v,5.4,i,j,t} = 3 \\ 0, & otherwise \end{cases}$$

$$f(GOODCRIT5_{v,5,j,t}) = \begin{cases} 1, & if\ CRIT5.1_{v,5.1,j,t} + CRIT5.2_{v,5.2,j,t} \\ & +CRIT5.3_{v,5.3,j,t} + CRIT5.4_{v,5.4,j,t} = 4 \\ 0, & otherwise \end{cases}$$

$$f(GOODCRIT6_{v,6,j,t}) = \begin{cases} 1, & if\ QMIN_{v,6,i,j,t} = 1 \\ 0, & otherwise \end{cases}$$

$$f(GOODCRIT7_{v,7,j,t}) = \begin{cases} 1, & if \sum_{i=1}^{3} QMIN_{v,7,i,j,t} = 1 \\ 0, & otherwise \end{cases}$$

Step 3= Calculate the number of ESPs plan (v) that satisfies threshold standard (more than 4 criteria meeting quality standard) for good criteria in country j at time t.($ESPINDICATORHIGH_{j,t}$)

$$f(GOODCRITHIGH_{v,j,t}) = \begin{cases} 1, & if \sum_{c=1}^{7} GOODCRIT_{v,cj,t} \geq 5 \\ 0, & otherwise \end{cases}$$

$$(ESPINDICATORHIGH_{j,t}(GOODCRITHIGH_{v,j,t} = 1)) = \sum_{k=1}^{n} GOODCRITHIGH_{v,j,t}$$

Step 4= **Calculate the percentage of sector EPSs plans that meet the threshold of quality standards**

$$IndicatorESP_{j,t} = \left(\frac{EPSINDICATORHIGH_{j,t}}{V_{j,t}}\right) * 100$$

Standard-level (TEP: 5 quality standards)

Step 1= Identified questions that satisfied minimum standard ($QMIN_{l,c,i,j,t}$) in each quality criteria c

$$f(QMIN_{l,c,i,j,t}) = \begin{cases} 1, & if\ Q_{l,c,i,j,t} > 0 \\ 0, & if\ Q_{l,c,i,j,t} = 0 \end{cases}$$

Where
l= country TEP 1, … , country TEP L
c=type of criteria to asses (1,2,3,4,5,6,7)
i=questions to assess criteria c (0,1,2,3)
j= DPC countries
t= year of the evaluation

Step 2= Identified TEPs plan (l) that satisfied minimum standard ($GOODCRIT_{l,c,j,t}$) for each quality criteria in country j in time t

$$(GOODCRIT1_{l,1,j,t}) = \begin{cases} 1, & if\ QMIN_{l,1,i,j,t} = 1 \\ 0, & otherwise \end{cases}$$

$$f(GOODCRIT2_{l,2,j,t}) = \begin{cases} 1, & if \sum_{i=1}^{4} QMIN_{l,2,i,j,t} = 4 \\ 0, & otherwise \end{cases}$$

$$f(GOODCRIT3_{l,3,j,t}) = \begin{cases} 1, & if \sum_{i=1}^{7} QMIN_{l,3,i,j,t} = 7 \\ 0, & otherwise \end{cases}$$

$$f(GOODCRIT4_{l,4,j,t}) = \begin{cases} 1, & if \sum_{i=1}^{4} QMIN_{l,4,i,j,t} = 4 \\ 0, & otherwise \end{cases}$$

$$f(GOODCRIT5_{l,5,j,t}) = \begin{cases} 1, & if \sum_{i=1}^{5} QMIN_{l,5,i,j,t} = 5 \\ 0, & otherwise \end{cases}$$

	Step 3= Calculate the number of TPSs plan(l) that satisfies threshold standard (more than 4 criteria meeting quality standard) for good criteria in country j at time t. ($TEPINDICATORHIGH_{j,t}$***)*** $$f(GOODCRITHIGH_{l,j,t}) = \begin{cases} 1, & if \sum_{c=1}^{5} GOODCRIT_{l,c,j,t} \geq 3 \\ 0, & otherwise \end{cases}$$ $$TEPINDICATORHIGH_{j,t}(GOODCRITHIGH_{l,j,t} = 1) = \sum_{l=1}^{n} GOODCRITHIGH_{l,j,t}$$ ***Step 4=*** **Calculate the percentage of TEPs sector plans (l) that meet the threshold of quality standards in country *j* and in time *t*** $$IndicatorEPS_{j,t} = \left(\frac{TEPINDICATORHIGH_{j,t}}{L_{j,t}}\right) * 100$$
Data limitations (if any known / anticipated):	The following limitations have been identified for this indicator: • ***Reliability and subjectivity of the coding:*** multiple coders have applied the questionnaires and scoring guidelines to the sample of 30 ESP/TEPs. The questions entail a certain level of subjectivity in the appreciation. Information in ESPs is dense, and coders have not been exposed to contextual elements that could eventually change the perception of the questions. Knowing the context of the ESP elaboration may turn to be an additional element of subjectivity but would also help navigate the ESPs to make sure that the full information has been carefully reviewed. Indeed, ESPs/TEPs structures are relatively standardized but there is normal variation in the display of some key information (in the body of the ESPs, in annexes, in attached notes). • ***Sample limitation:*** given that countries develop Education Sector Plans by policy cycles, ranging approximately from 3 to 10 years, the number of countries with new ESPs or TEPs per year is limited. As a consequence, and to keep an ESPs/TEPs sample of sufficient size and significant, the indicator will only be updated every two years. • ***No capture of the political credibility (national leadership, political buy-in):*** This methodology is naturally biased towards *technical* credibility that is more easily objectively verifiable. However, it could be that highly credible ESP/TEPs only are the reflection of the strong support that Governments had from external expertise in the preparation of ESPs/TEPs and related pieces (Education Sector Analysis, Action Plan, Costed Budget, etc.). The level of which the ESP/TEPs is owned or was led could not be captured in this methodology. Defining relevant proxies for capturing political buy-in, national participation and leadership has revealed to be an impossible task through a desk review. The level of national leadership and political buy-in is critical as a complementary measure for assessing the overall credibility of a plan. National adhesion, stakeholders' adherence to a plan will increase (if not crucial) the likeliness of an effective implementation. In this sense, assessing the *political* credibility of a planning product would take other methodological approaches of more qualitative nature such as opinion polls, focus groups, direct observations, etc.
Interpretation	A high value suggests that DCPs, by and large, have developed quality evidence-based education sector plans that provide relevant and credible strategies to improve access and learning. Increasing results over time point to progress made in operating the GPE funding model as a lever to produce quality sector plans.

REFERENCES

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ANNEXES

Annex 1- Data Collection tool

Data collection tool utilized for collecting the data, if any:	"Datacollectiontemplate_updated". This is the excel document that includes pre-defined fields with questions codes and guidelines for scoring. It also includes the two questionnaires for reference.

Annex 2- Standard Operating Procedure

Process Name: Data Collection, Quality Assurance & Storage for Indicator # 16a of the GPE Results Framework	**Owner:** R&P Team	**Updated:**
Function: Measuring GPE Impact	**Version #:** 1	**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 indicator # 16a (Proportion of endorsed (a) education sector plans (ESP) or (b) transitional education plans (TEP) meeting quality standards) of the GPE results framework.

Results / Outputs

This process should result in the results framework being updated with quality assured data on indicator# 16a, with the data available for use by Secretariat staff and for reporting/publication.
Interim outputs of the Secretariat:

Completed final version of raw data collected/recorded using the ESP assessment methodology template
The consolidated ESP results database containing item level scores

Final Output:

Updated results framework database

Scope

- Begins: The process begins with the Education Specialist (Quality Assurance) coding appraised and endorsed Education Sector Plan (ESP) or Transitional Education Plan (TEP)
- Coding of one ESP/TEP is carried out by one or two QA consultants who provide their coding/scoring to the Quality Assurance team.
- A QA team member will then validate the coding and data in the data collection template and provide feedback to the consultant(s) who may need to update/finalize the file.
- The finalized, validated file is then sent to R&P who process the data and calculate minimum standard level scores
- 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.

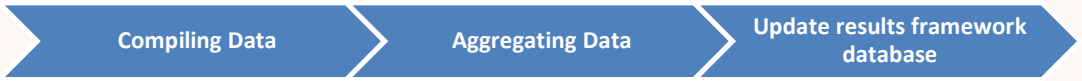
Standards (Policies, Approvals, Deadlines, etc.):

- Policies: GPE 2020, Monitoring Sheet for GPE Results Framework Indicator # 16a
- Deadlines: M & E Data Manager updates results framework database with the Indicator # 16a data by 30th March
- Approval: The completed data template is prepared by the M&E Data Manager and includes quality checks by the M & E Data Manager and final approval from the Head of M & E

Issues /Risks:

- Complete ESP documentation might not be available in time.

Overview:



By 30th January | By 28th February | By 30th March

Steps in the Process	Roles / Responsibilities	Outputs / Deliverables	Tools / Templates
1. Compile Data Typically by 30th January			
• Compile finalized and validated raw data templates for ESPs, coded by external coders under the supervision of the QA team, over the previous calendar year.	• Education Specialist, QA	Coded ESPs	ESP data collection template
• Classify the ESPs as meeting the minimal standards of credibility or not based on the methodology	• M & E Data Manager		

contained in the Methodology Sheets and processing through STATA			
2. Aggregate Data Typically by 28th February			
• Enter data into the consolidated ESP data collection template for indicator 16a	• M & E Data Manager	Completed data collection template	
• Compute indicator values using the completed data collection template	• M & E Data Manager		
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 and approve completed data collection template	• Head of M & E	Approved data collection template	
• Update results framework database using completed template submitted by the Education Specialist QA	• 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	