METHODOLOGY SHEET FOR GLOBAL PARTNERSHIP FOR EDUCATION (GPE) INDICATORS

Indicator title	**Indicator (17)** Proportion of DCPs or States with a data strategy that meets quality standards
Result measured (from GPE Results Framework):	**COUTNRY-LEVEL OBJECTIVE - Strategic Objective (1)** – Strengthen education sector planning and policy implementation. (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

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, 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" (Data Revolution Group, 2014). 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 emphasizing the importance of the availability of data for effective decision-making in international development. These developments reflect the realization that relevant, reliable and timely data are crucial to building effective national education systems, monitoring policy implementation and enabling global monitoring including cross-national comparisons of education systems. However, significant deficits in national and international data continue to hamper the achievement of quality education for all[2]. Looking back, it is clear that the MDGs dramatically increased attention on the need for strengthening statistical capacities for development indicators. But data quality, frequency of collection and disclosure, remain major weaknesses. For example, the *GPE Learning for Results report 2014/15* concluded that of the key indicators for outcome, service delivery, and financing published by UIS for developing country partners, the percentage for which information was missing increased between 2008 and 2011. The latest available data from UIS suggests that 73% of countries did not report key

[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* (United Nations Publications, 2013).
[2] Global Partnership for Education, *Results for Learning Report 2014/14: Basic Education at Risk* (Washington, D.C: Global Partnership for Education, 2014).

	domestic financing indicators for 2013. On primary enrolment, 12 percent of developing country partners have information at least two years older than the expected 2012 data for primary enrolment[2]. GPE has provided ongoing support to the "data revolution" in education by encouraging its developing country partners to accelerate their commitments to improved availability, reliability, quality and timeliness of data production and their efficient use in policy making and monitoring. In November 2013, the Board approved a GPE data strategy for improved education sector planning and monitoring[3]. This data strategy is reflected in the fixed part of the GPE funding model, in which data availability and actual use as a fundamental requirement for accessing GPE funding. The requirement calls for improving data strategies to provide essential information on learning outcomes and education financing to the education sector in general and marginalized groups specifically: "*The purpose of this requirement is to contribute to improve data as a tool to diagnose, draw evidence from education needs and challenges, develop relevant, appropriate sector strategies and track progress towards realistic targets (…)"* and "*to strengthen country-level accountability and the development and monitoring of education sector plans at country level"*[4].
Rationale for indicator selection:	This indicator is included to reflect that the GPE theory of change identifies data as one of the key elements of stronger educational systems for *delivering equitable, quality educational services for all* (Strategic Goals # 3) and a fundamental building block for achieving the country-level strategic objective #1, *Strengthen[ed] education sector planning and policy implementation*. Strengthened education management and information systems (EMIS) should have capacity to produce timely, reliable disaggregated data on equity, efficiency, and learning. GPE supports the collective efforts of its partners in data for two main purposes: (i) education sector policy and monitoring, and (ii) GPE funding model effectiveness at sector level (FM fixed component) and GPE grant management. **Data for improving policy making and sector monitoring** GPE plays an active role in promoting data production and use for: - Building more relevant/context-specific policies - Developing capacity at country level, moving towards more aligned aid modalities, and reinforcing the mutual accountability framework. - Effective monitoring of the implementation of education sector plans and evaluation of education policies[3]. **Data for operationalizing the GPE funding model and strengthening the Partnership Mutual Accountability framework**

[3] Global Partnership for Education, *Data Strategy for Improved Education Sector Planning and Monitoring (BOD/2013/11 DOC 07)*. Meeting of the Board of Directors (Addis Ababa, Ethiopia, 18-19 November 2013).
[4] Global Partnership for Education. *Report of the Country Grants and Performance Committee Part1: 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.

	Data requirements of the Funding Model Fixed Part take different forms. They underpin the development of credible Education Sector Plans (Requirement 1), help to provide evidence of a country's financial commitment to ESPs (Requirement 2) and constitute the core of Requirement 3 on "availability of data". The latter is disaggregated into four sub-requirements: 3.1 Education Sector Analysis 3.3 Basic financial and education data to monitor sector 3.3 System to monitor learning outcomes 3.4 Reporting of critical data to UNESCO Institute of Statistics for global monitoring of education progress Another corporate indicator (see corporate results framework – indicator 15) monitors the progress of establishing functional learning assessment systems (linked to sub-requirement 3.3). The focus of the current methodology is thus especially on sub-requirement 3.2 of the GPE funding model, although it makes use of requirement 3.4 as the proxy against which the availability of data is assessed at country level. Reliable data is of paramount importance for operationalization of the Funding Model variable part. Disbursement of 30% of GPE funding is triggered through the achievement of goals as measured by indicators selected in the ESP and monitored by the LEG[5]. At least one indicator should be selected in each of the areas of equity, efficiency and learning outcomes. Lack of data in any of these areas may be a major impediment to the effectiveness of the GPE Funding Model. The Fixed Part requirements on data serve as a remedial incentive that should limit potential for such situations to arise. In addition to aiding compliance with its monitoring objectives, this methodology also provides a technical framework for the Partnership, the Secretariat and other key institutional players such as UIS, to provide targeted technical support to countries in order to improve their data capacity and to strengthen their EMIS. It is also an instrument to objectively systematize the assessment of the funding model education and financial data requirement undertaken by the Secretariat throughout the grant preparation Quality Assurance Review (QAR) process and will help the Country Grant and Performance Committee to make an informed decision vis-a-vis the fulfilment of this funding model requirement.
DEFINITION	
Indicator definition:	**Total number of countries applying for an education sector implementation program grant with a *data strategy meeting quality standards* to address *data gaps in key (i) outcome indicators* (ii) *service delivery indicators and (iii) financing indicator*s as assessed in the *QAR* process.** This is a two-step indicator, which firstly checks, on a yearly basis, the availability of key UIS data or national level data for all countries and states with an ESPIG application, which form the denominator for this indicator. The enumerator will be calculated as the sum of

[5] Global Partnership for Education. *Guidelines for Education Sector Plan Implementation Grants* (Washington, D.C.: Global Partnership for Education, 2014), retrieved from http://www.globalpartnership.org/useful-resources-for-gpe-grants

countries that do report data to UIS, or publish national data, in addition to those that do not, but do have a data strategy.

***Data gaps in (i) outcome indicators; (ii) service delivery indicators; and (iii) financing indicators*:** Gaps are recorded when relevant indicators are not reflected in the official online UIS database for the two most recent available years, with the indicators listed below taken as proxies for capturing dimensions (i) through (iii). UIS is used as a source to ensure consistency across methodologies used in the corporate framework.

NOTE: the term "indicator" can refer either to corporate indicator 17 (the subject of this monitoring sheet), or to one of the 12 specific indicators identified in the UIS database, as reflected below. The reader should infer from context which of these two uses is applicable.

Data gaps in learning outcomes and learning assessment systems are *not* captured in this indicator, as two separate corporate indicators are devoted to this work (see indicators 1 and 15, respectively).

The UIS indicators examined as a proxy for countries' data coverage are as below:

(i) Category 1: Outcome indicators
- Pre-primary Gross Enrollment Ratio
- 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 on primary as % of total educational expenditure

Note that this reflects the same set of UIS indicators considered under corporate indicator 14, but the conditions for meeting standards here are more stringent than in that methodology.

If data on these indicators is not available as per the requirements outlined later in this document, the GPE Secretariat will then verify whether national data are published otherwise.

If data on these indicators is not available as per the requirements outlined in this document, the country's data strategy is then assessed to ensure that a clear plan exists to address data deficiencies moving forward.

A data strategy meeting quality standards: as specified in the operational framework of the GPE funding Model, countries that are not able to provide basic financial and education data shall develop a "a *time-bound plan to develop or strengthen the national Education Monitoring and Information System (EMIS)* to produce reliable

education and financial data and reporting systems for improved education planning and management"[4].
The data strategy's main focus is then the strengthening of the national Education Management Information System (EMIS) that provides systematic, quality data in a well-structured enabling environment that facilitates utilization of the information produced to inform planning and policy dialogue and in the management of the system. An effective EMIS is one that has a fully functioning information cycle, with an effective feedback loop, demanding more than a simple annual school census. Statistical coverage should extend beyond just administrative census data, with the objective of achieving a dynamic EMIS that has a defined architecture, clear linkages with learning outcomes, monitoring systems, inclusion of financing data, the capacity to perform analytics, and the ability to serve its users. This cyclical process should result in more effective data sharing and coordination[6].

The **contents of a data strategy** should:

(i) *Be based on a diagnosis to develop the evidence base and identify the main challenges/ bottlenecks in data coverage, collection, management, analysis, dissemination, and use*

(ii) *Provide actionable solutions to support improvements in the following areas as extracted from the SABER-EMIS methodology[6]:*

a. An enabling environment: reflecting a sustainable infrastructure and human resources that can effectively coordinate data collection, management, and access.
b. System soundness: processes and structure that support the components of a comprehensive information management system.
c. Quality of data: capacity of the EMIS system to accurately collect, securely save, and produce high-quality, timely information
d. Utilization for decision making: utilization of EMIS information in decision making that would also include sector monitoring.

A "data strategy" to be qualified as "meeting quality standards" should be outlined in the form of an action plan to improve the data availability, quality, and utilization for strengthening evidence-based policy- making and sector monitoring in education. The clarity of an action plan should be assessed using the same basic criteria for any regular action plan. A list of these elements can be found in the guidelines developed by GPE and IIEP[7] for Education Sector Plan Preparation and adapted to the data field specifically.

A data strategy should include:

(i) *Activities:* This serves as a reference point in developing a work plan. It should be accompanied by corresponding activity targets and outputs

(ii) *Responsible party*: Clear designation of a party or parties responsible for the elimination of a data gap, including data

[6] World Bank. *Systems approach for better education results (SABER). What Matters Most for Education Management Information Systems: A Framework Paper. Working paper series Number 7* (Washington, D.C.: World Bank, 2014), retrieved from http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/Background/EMIS/Framework_SABER-EMIS.pdf

[7] Global Partnership for Education & 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

collection, analysis, and validation of an indicator is crucial if a data strategy is to be implemented.

(iii) *Timelines:* Because most education indicators must be reported on an annual basis, having timelines for data collection, analysis, and reporting articulated in the Education Sector Plan is an essential quality standard for a data strategy.

(iv) *Costing:* The success of the implementation of a data strategy and its sustainability depends in large part on an understanding of the associated financial commitment. Therefore, cost estimates for data collection, analysis, and reporting are a crucial component of a data strategy.

(v) *Funding:* An understanding of the costs must be accompanied by a parallel understanding of how these costs will be covered. This criterion will be used to assess whether a funding party is identified in the Education Sector Plan.

A data strategy should be relevant and responsive to the issues, challenges, bottlenecks identified in the diagnosis. It should provide actionable solutions to remediate the situation and to strengthen the effectiveness of the EMIS to produce quality data and to be used for policy making, education monitoring and system management.

Quality Assurance Review Phase (QAR): The Quality Assurance Review is a form of support provided by the Secretariat to facilitate the preparation of high quality applications for the ESPIG and to enable the Country Grant and Performance Committee (CGPC) and the Board of Directors to make informed allocation decisions. It consists of three phases: Phase I, the Initial Design Review; Phase II, the Review of the Draft Program; and Phase III, the Final Readiness Review.

At Phase 1, the Secretariat invites the Local Education Group (LEG) to assess the applicant country's readiness to fulfill the three requirements to access the Fixed part of the Maximum Allocation within which the data requirement is assessed. The Secretariat provides guidance on the assessment and identification by the LEG of milestones to help address any identified gaps by the time of the estimated application date. Conclusions of this assessment are included in a report from the Secretariat on the readiness of the countries to fulfill the requirements for an ESPIG, which is then integrated in the report of the Quality Assurance Review (QAR1) shared with the country. The matrix of the funding model requirement is also shared with the Grant and Performance Committee in advance of the actual country application.

To facilitate the joint assessment of a country's readiness to fulfil the fixed part requirements, the Secretariat developed a GPE *Funding Model Requirements Matrix* (see Annex 3) which serves as a dialogue tool between the LEG and the Secretariat. This matrix helps countries to analyze their readiness vis-à-vis the fulfilment of the requirements, and identify remedial actions to further comply with these requirements before the actual country application.
The final elements of compliance with requirements are included in the Final Readiness Review that should include an updated assessment of the requirements as the country application

	preparation process draws to completion[5].
Unit of measurement:	**Proportion, expressed as "n of N",** where: n = number of countries meeting criteria for quality data strategies addressing data gaps N = total number of countries included in the country sample in a given fiscal year
Disaggregation:	Fragile and conflict-affected countries
Year for data reported (select only one and mark an "x")	_X_ fiscal year __ calendar year
Frequency of data collection:	Yearly

DATA TREATMENT

Source of information for collecting data:	Source document, template, etc.:	• Data/ EMIS diagnosis such as Data Quality Assessment Framework (DQAF)[8] or SABER EMIS • National School Census questionnaires • Statistical Yearbooks • Data strategies as in ESPs (draft or endorsed), National Multi-sectoral Data Strategies • Programmatic document: donor- supported EMIS program documents • Education budgets • JSR reports
	Source agency:	• UNESCO Institute for Statistics (UIS) • Department of Planning and Statistics in Ministries of Education (EMIS team) and/or Monitoring and Evaluation Units in Ministries of Education • National Statistic Offices/Institutes • Local Education Groups
Formula:		**STEP 0: Identification of missing data and information at country unit level – first screen** ***Responsibility: SPP M&E Team*** This occurs in two steps: 1. Create dummy variables (IND_AVAIL) for each of the twelve key UIS indicators reflecting the most recent year (t) and the previous year ($t-1$). These should reflect whether data was available for the indicator in the most recent or previous year (i.e. 1 indicates data is available, while 0 indicates data is missing). In total, 24 dummy variables are created (12 indicators for two years) clustered in 3 class of indicators ci. $f\left(IND_{ci,i,n,j}\right) = \begin{cases} 1, & if\ indicator\ i\ is\ available\ in\ time\ period\ n \\ 0, & otherwise \end{cases}$ where: i = indicator 1, …. indicator 12 $ci = \begin{cases} 1\ is\ outcome\ indicator \\ 2\ is\ service\ indicator \\ 3\ is\ finance\ indicator \end{cases}$ n = time period $(t-1)$ and time period (t) j=DPC countries

[8] United Nations Educational, Scientific and Cultural Organization. *Data Quality Assessment Framework (DQAF)* (Kenya, 2010), retrieved from http://www.poledakar.com/dqaf/images/e/ee/EdDQAF-Kenya-2010-Report-Final.pdf

2. Consider each indicator associated with each dimension, and calculate how many are available for the most recent year, (t). The associated variables for each dimension are: outcomes - $NIND_{1,i,t,j}$, service delivery -$NIND_{2,i,t,j}$, and financing - $NIND_{3,i,t,j}$.

$$NIND_{1,i,t,j}(IND_{1,i,t,j} = 1) = \sum_{i=1}^{5} IND_{1,i,t,j}$$

$$NIND_{1,i,t-1,j}(IND_{1,i,t-1,j} = 1) = \sum_{i=1}^{5} IND_{1,i,t-1,j}$$

$$NIND_{2,i,t,j}(IND_{2,i,t,j} = 1) = \sum_{i=1}^{4} IND_{2,i,t,j}$$

$$NIND_{2,i,t-1,j}(IND_{2,i,t-1,j} = 1) = \sum_{i=1}^{4} IND_{2,i,t-1,j}$$

$$NIND_{3,i,t,j}(IND_{3,i,t,j} = 1) = \sum_{i=1}^{3} IND_{3,i,t,j}$$

$$NIND_{3,i,t-1,j}(IND_{3,i,t-1,j} = 1) = \sum_{i=1}^{3} IND_{3,i,t-1,j}$$

where:

$IND_{1,i,t,j}$ = outcome (1) indicator 1, …, outcome indicator 5, available in time *t* in country *j*

$IND_{1,i,t-1,j}$ = outcome (1) indicator 1, …, outcome indicator 5, available in time *t-1* in country *j*

$IND_{2,i,t,j}$ = service delivery (2) indicator 1, …, service delivery indicator 4, available in time *t* in country *j*

$IND_{2,i,t-1,j}$ = service delivery (2) indicator 1, …, service delivery indicator 4, available in time *t-1* in country *j*

$IND_{3,i,t,j}$ = service delivery (3) indicator 1, …, service delivery indicator 3, available in time *t* in country *j*

$IND_{3,i,t-1,j}$ = service delivery (2) indicator 1, …, service delivery indicator 3, available in time *t-1* in country *j*

3. Consider whether requirements are met based on UIS data by considering each dimension. The associated variables for each dimension are: outcomes - $OUTCOME_MET$, service delivery - $SERVICE_MET$, and financing - $FINANCE_MET$.

$$f(OUTCOME_MET_j) = \begin{cases} 1, & if\ \left(IND_{1,i,t,j} + IND_{1,i,t-1,j} > 0\right) AND\ (NIND_{1,i,t,j} > 2) \\ 0, & otherwise \end{cases}$$

	$f(SERVICE_MET_j)$ $= \begin{cases} 1, & if\ \left(IND_{2,i,t,j} + IND_{2,i,t-1,j} > 0\right) AND\ (NIND_{2,i,t,j} > 2) \\ 0, & otherwise \end{cases}$ $f(FINANCE_MET_j)$ $= \begin{cases} 1, & if\ \left(IND_{3,i,t,j} + IND_{3,i,t-1,j} > 0\right) AND\ (NIND_{3,i,t,j} > 2) \\ 0, & otherwise \end{cases}$ UIS data requirements are met if all three indicators ($OUTCOME_MET$, $SERVICE_MET$ and $FINANCE_MET$) are assigned a value of 1. **STEP 1: Country verification of missing data - second screen** ***Responsibility: CST*** When a country is reported to have missing indicators in Step 1, the relevant CL will verify the accuracy of this assessment during the QAR1 field mission. Indicators that are unavailable on the UIS website may still be collected at country level and reported in statistical yearbooks. If evidence is found in the two most recent yearbooks available and the CL can document the reason why data are not reported to UIS, the country would then qualify as having "indicators reported" and fall out of the sample of countries that need to produce data strategy. The assumption is that the issue/bottleneck does not lie in data collection and production but in country reporting capacity to UIS. **STEP 2: Inputting results from the final EMIS/Data questionnaire into the Data Strategy Database** ***Responsibility: CST Monitoring Unit*** The questionnaire consists of five questions, of which four are scored on a 0/1 scale (where No = 0 and Yes = 1). One question is not scored (Q2, on data/EMIS challenges identification) as it only facilitates collection of background information necessary for scoring Q5 (on strategy relevance). The score is assigned by the CL according to his/her assessment. The CST Monitoring Unit will then collect the final questionnaires revised once the country has submitted its application and the CL has finalized his/her FRR and recorded the scores in the Data Strategy Database
Aggregation formula:	**STEP 3: Aggregation at the country- level:** ***Responsibility: SPP M&E Team*** A country must strictly score four points to qualify as having a data strategy that meets quality standards. All questions are equally weighted. Question 4 is disaggregated into five sub-items. All sub-items together receive a joint weight of 1, i.e. Q4 is equal to 1 only if the sum of the sub-items is 5.

	$$f(EMISQ4_j) = \begin{cases} 1, & if \sum_{si=1}^{5} EMISQ4_{j,si} = 5 \\ 0, & otherwise \end{cases}$$ $$f(QUALSTDSTRAT_j) = \begin{cases} 1, & if\ EMISQ1_j + EMISQ3_j + EMISQ4_j + EMISQ5_j = 4 \\ 0, & otherwise \end{cases}$$ where: *j= country 1, …, country n* *si=sub-item 1, …, sub-item n in Question 4* *EMISQi = question i in EMIS /Data Strategy Questionnaire (Q1, Q3, Q4 and Q5 are considered)* *QUALSTDSTRAT = country identified as having a data strategy meeting quality standards at FRR stage* **STEP 4: Aggregation at the corporate level** ***Responsibility: SPP M&E Team*** The final assessment in the FRR for funding model requirement 3.2.b is what is counted for the reporting of this indicator. The final indicator consists of the number of countries with data strategies meeting quality standards as assessed in FRR, out of the total number of countries in the country sample. In order to report this, the number of countries meeting quality standards is calculated as follows: $$INDICATOR = \sum_{j=1}^{n} QUALSTDSTRAT_j$$ where: *j= country 1, …, country n (n total countries in the sample)* *INDICATOR = number of countries identified as having data strategies meeting quality standards to address educational data gaps identified in Step 1*
Data limitations (if any known / anticipated):	• Some GPE member countries are not grant recipients and will not be assessed through the QAR grant process. The rationale for excluding non-recipient ESPIG countries is that GPE's most effective lever for promoting systemic changes and sector results is the funding model and its allocation. • Over time, countries should be held accountable to the data strategies they propose, with the intent to measure the underlying efficacy of the conditions stipulated on receipt of a GPE grant. • Countries will require time to develop capacity to engage in appropriate data collection and reporting to UIS as a proxy of the reliability of their country data. In the best-case scenario, a 2015 grant applicant country which does not have the full set of basic indicators might estimate a year to develop capacity to collect and report on all required indicators, which would mean that they should be reporting 2016 data to UIS. This would only appear in UIS data in mid-2018, so three years of

	intermediate reports would be required before this result is reflected in the corporate indicator.
Interpretation	Results approaching 100% indicate that DCPs/States successfully applying for an education sector implementation program grant report and identified data gaps have in place a clear plan to address data deficiencies moving forward and be able to produce reliable education and financial data for improved education planning and management.

REFERENCES

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ANNEXES

Annex 1- Data Collection tool

Data collection tool utilized for collecting the data, if any:	• Funding Model Requirements Matrix in preparation of Country and Performance Committee (CGPC) data requirement fields highlighted in yellow, see Annex 3 • EMIS/Data Strategy Questionnaire, see Annex 4

Annex 2- Standard Operating Procedure

Process Name: Data Collection, Quality Assurance, & Storage for Indicator # 17	**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 # 17 (Proportion of DCPs or States with a data strategy that meets 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 # 17.

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 Analyst collecting data from the UIS website.
- 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.

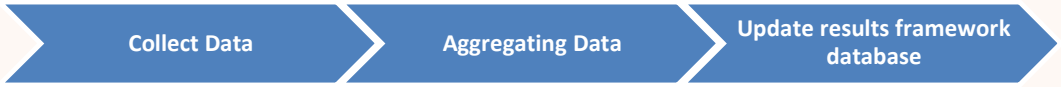
Standards (Policies, Approvals, Deadlines, etc.):

- Policies: GPE 2020, Monitoring Sheet for GPE Results Framework Indicator # 17
- Deadlines: M & E Data Manager updates results framework database with the Indicator # 17 data by 30th April
- Approval: The completed data template is prepared by the Indicator lead and includes quality checks by the M & E Data Manager and final approval from the head of M & E

Issues /Risks:

- UIS may not send the data to GPE in good time, as expected by the Secretariat.

Overview:



By 15th February | By **28th February** | By 30th March

Steps in the Process	Roles / Responsibilities	Outputs / Deliverables	Tools / Templates
1. Collect Data **Typically by 15th February**			
• Prepare a list of successful ESPIG applicants during the previous calendar year that do not meet UIS data reporting requirements and do not publish key data at national level in consultation with the respective country leads	• M & E Data Analyst		
• For each country in the list prepared as per the above step, determine whether a data strategy meeting quality standards is in place or not using the data strategy template in consultation with the respective country leads	• M & E Data Analyst & Country Leads		Data strategy quality standards template
2. Aggregate Data **Typically by 28h February**			

• Enter data into the template provided by the M&E Data Manager	• M & E Data Analyst		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 Analyst	Completed Data Collection Template	List of countries affected by fragile and conflict from the GPE Intranet
• Review completed data collection template and send comments/queries to the M & E Data Analyst	• M & E Data Manager		
• Respond to the comments/queries, updates data collection template as necessary and forward to M & E data Manager	• M & E Data Analyst	Updated data collection template	
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 submitted by the M & E Data Analyst	• 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	

Annex 3: GPE Funding Model Requirements Matrix – Country XX

The table below is based on the Board paper, Operational Framework for Requirements and Incentives in the Funding Model of the Global Partnership (BOD/2014/05-DOC 03). It aims at helping countries analyze their readiness vis-à-vis the fulfilment of the requirements of the new funding model, and identifying actions to be taken by the country to further comply with the new funding model (both in view of the application submission, and medium/longer term actions).

This matrix will also form the basis of the discussion during Quality Assurance Review Phase 1 and will be subject to changes by the Secretariat of GPE according to the findings of the QAR phase 1. In a shorter version, the matrix will be presented for information and feedback from the Country Grant and Performance Committee to make it aware of the country specificities prior to the actual submission of the grant application. CGPC feedback will be reported to the countries.

Requirements for the <u>fixed</u> component of the Program Implementation Grant (70% of the allocation)	**Technical specifications and sources of verification**	**Country situation**	**Actions identified (specify timing; what needs to be done before application VS. medium/longer**

			term)
REQUIREMENT 1: CREDIBLE, ENDORSED EDUCATION SECTOR PLAN (ESP)			
1.1 Credible Education Sector Plan or equivalent, including a costed multi-year implementation plan			
a. Education Sector Plan has to be "credible"	a 'credible' Education Sector Plan (ESP) will include evidence-based strategies for access to quality basic education for all, cover all sub-sectors 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. For more detailed information, please refer to the Plan Preparation Guidelines developed by GPE and UNESCO/IIEP.		
b. Endorsed no later than 3 months before submission of the Program Implementation Grant application	This criterion is exclusively on the endorsement process and does not discuss the quality, credibility and feasibility of the ESP (see above cell)		
c. Costed multi-year implementation plan covering at least the first 2 years of grant cycle	For more detailed information, please refer to the Plan Preparation Guidelines developed by GPE and UNESCO/IIEP		
1.2 In fragile and conflict-affected states, a costed Transitional Education Sector Plan (TESP) may fulfill the requirement	For more detailed information, please refer to the Transitional Plan Preparation Guidelines developed by GPE and UNESCO/IIEP.		
REQUIREMENT 2: EVIDENCE OF COMMITMENT TO THE ESP/TESP AND ITS FINANCING			
2.1 Government commitment			
a. Commitment to finance the ESP.	Budget law should include provisions to finance national contribution during first year, and, if available, MTEF should forecast enough resources to finance second and third year. In any situation, the ESP financing framework should make clear the domestic resources devoted to education over the		

	planned period.		
b. Current government commitment to education: lower/higher than 20% of national budget?	The economical prospects for reaching or maintaining the 20% of national budget target should be stated in the ESP and should be relevant with the macro-economical assumptions and framework		
c. If the country has not reached Universal Primary Education, an extra commitment to allocate at least 45% of the education budget to primary education is requested.			
2.2 Development partners commitment			
a. DP's intended financial support to the ESP/TESP reflected in the plan's financial framework			
REQUIREMENT 3: AVAILABILITY OF DATA (OR A STRATEGY TO OBTAIN DATA)			
3.1 Education Sector Analysis			
a. Education Sector Analysis conducted no more than three years prior to the grant application submission?[9]		.	
b. In fragile contexts, a time-bound plan to carry out an ESA.			
c. ESA includes context analysis (including demographic analysis), analysis of existing policies, costs and financing, system performance and system capacity.	For more detailed information, please refer to the Plan Preparation Guidelines developed by GPE and UNESCO/IIEP		
d. ESA addresses vulnerability and equity (marginalized groups, girls, children with disabilities)	For more detailed information, please refer to the Plan Preparation Guidelines developed by GPE and UNESCO/IIEP		
3.2 Basic financial and education data to monitor sector			

[9] When an endorsed ESP is already being implemented, the requirement is to conduct an ESA prior to the development of the next phase of the ESP.

a. Availability of basic financial and education data disaggregated by gender and socio-economic status[10] • EMIS • Household surveys	• EMIS: timing of school data collection, Timing of EMIS/statistics publication, Funding source, Levels of education covered, Response rate, Estimation of missing values e.g. for community or Koranic schools, Issues regarding EMIS, Assessment of EMIS and main recommendations/perspectives to improve EMIS • Household surveys: years of last household surveys such as DHS, MICS, CWIQ, LFS etc., If the data was analyzed to highlight equity issues related to gender, urban/rural, regions, income quintile, disability, etc. See the EMIS/Data Strategy questionnaire for more information on actual quality standards		
OR b. A time-bound plan to develop or strengthen the national EMIS	See the EMIS/Data Strategy Questionnaire for more information on actual quality standards		
3.3 System or mechanism to monitor learning outcomes			
a. System or mechanism to monitor learning outcomes[11] OR b. A time-bound plan to develop mechanisms to monitor learning outcomes	Types of learning assessments done and years carried out- national and international, Education level targeted, Subjects covered, Availability of databases, Sources of funding, Implementer of the assessment, Plans for future assessments and frequency, intended uses		
3.4 Reporting of critical data to UNESCO Institute of Statistics for global monitoring of education progress			
a. The type of data that was last reported (specify the year) + challenges identified in the reporting + strategies in place for improving reporting to UIS			

Annex 4 EMIS/Data Strategy Questionnaire (informed for Mozambique)

[10] Socio-economic status can be taken from household survey data

[11] National exams are not considered as an effective monitoring mechanism if their data are not directly used to monitor learning outcomes at school level.

Mozambique										
	Available in UIS database? Please consider the most recent two years							*Available at country level?*		
	2008	2009	2010	2011	2012	2013		Y/N?	Most recent year	Source
Financing										*ISR report or Statistical yearbooks and reports*
Public expenditure on education as % of GDP	1	1	1	1	1	0				
Public Expenditure on Education as % of Public Expenditure	1	1	1	1	1	0				
Educational expenditure in primary as % of total educational expenditure	1	1	1	1	1	0				
Service delivery										
Pupil Teacher Ratio, Primary Education	0	0	0	0	0	0				
Pupil Teacher Ratio, Lower Secondary Education	0	0	1	1	1	0				
Percentage of teacher trained, Primary Education	0	0	0	0	0	0				
Percentage of teacher trained, Lower secondary Education	0	1	1	1	1	0				
Outcomes										
Pre-primary gross enrollment ratio	1	1	1	1	1	1		No	na	
Primary gross intake rate	0	0	0	0	0	0				
Primary Gross Enrollment Ratio	0	0	0	0	0	0				
Primary Completion Rate	0	0	0	0	0	0				
Lower Secondary Completion Rate	0	0	0	0	0	0				
	*** 1 indicates data missing; red shaded cells represent years for which no data is in UIS database*									

(narrative) In the case missing data are produced at country level, please explain why they are not systematically reported to UIS:
na
(narrative) Please inform the strategies and remedial actions considered to report to UIS on the missing data and inform the source of evidence - (the planning document(s)):
na
Funding Model requirement Assessment as produced in the FM matrix:
There is a running EMIS in place that produces yearly and relatively reliable data on school enrollments and inputs as well as on school results to national exams. There are ongoing interventions to continue strengthening the EMIS, most notably at decentralized levels to reinforce the use of data for planning and management and bring it up to the standards set by the African Union, SADC Region. Special needs children module is going to be tested in 2015. Household surveys are conducted regularly and are administrated and processed by the National Institute for Statistics. EMIS and households' surveys data are cross-checked for enhancing reliability of the education data. The current challenges lie with the integration of ECD information (managed by the Ministry of Women and Social Affairs) into the MoE EMIS and the integration of financial data from the administrative records.

EMIS/Data Strategy Questionnaire			scoring for indicator calculation
Q1	**Is there an existing data diagnosis?**	**YES**	1
Q1a.	Title	Mozambique EMIS Peer Review Report on implementing SADC EMIS Norms and Standards Assessment Framework	
Q1b.	Date	2014	
Q1c	Supporting agency (ies)	SADC	
Q1a.	Title	Avaliação das Normas e Standards do Sistema de Informação para a Gestão da Educação. Ministério da Educação	
Q1b.	Date	2013	

Q1c	Supporting agency (ies)	MoE	
Q1a	Title	Education Information and Education Policy and Planning in Mozambique	
Q1b	Date	2011	
Q1c	Supporting agency (ies)	USAID - main author Luis Crouch for EdData II Project	
Q1a	Title	DQAF Mozambique	
Q1b	Date	2009	
Q1c	Supporting agency (ies)	UIS	
Q2	**What are the main challenges identified in the data diagnosis or as identified by the MoE? In the following areas:**		
Q2a	Enabling Environment - Refer to SABER/EMIS methodology	*The mandate for the collection of pre-primary education data is under The Ministry of Women and Social Affairs. This may pose a challenge for The comprehensive collection of statistics and planning for future purposes. *Policy frameworks, processes and procedures to ensure quality data are in place, but do not fully take into account international quality standards. *Information sharing is not very formalized especially across Ministries. *data collection instruments cover core education aspects except ICT, finance and pre-primary education. *The Ministry has a plan and strategy for capacity building, but staff retention mechanisms are lacking. *There are minimal user feedback and user satisfaction surveys conducted by The Ministry. *Lack of decentralization of The EMIS	
Q2b	System Soundness - Refer to SABER/EMIS methodology	*The education statistics are clear but have minimal analysis in the publications. *There is no policy with regards to how long the data collection instruments should be kept and modalities for disposal. *Education statistics are comprehensive in that they cover all the sub-sectors except pre-primary and learners with special education needs. In addition, the data is not disaggregated by rural and urban. *Lack of integration of data from SYSTAF (accounting system). Also integration of data from HR shall be reinforced	
Q2c	Quality of Data - Refer to SABER/EMIS methodology	No particular issue reported. Data are assessed as of quality and reliable	

Q2d	Utilization for Decision Making - Refer to SABER/EMIS methodology	*The publications are available in hard copy only, even though pivot tables and time series data are available online. The Ministry does not have a formal strategy for disseminating the publications to stakeholders. *Lack of decentralization of the EMIS to be closer to the direct users.	
Q3	**is there an existing data strategy?**	**YES**	1
Q3a	Date	Operational Plan 2015-2019 that includes reference to the specific EMIS action plan developed in 2014	
Q3b	Is it a stand-alone document?	no	
Q3c	Is it included as part of the Education Sector Strategy	yes	
Q3d	If no to Q3b and Q3c, inform the source document where the EMIS/Data strategy is integrated into.	not applicable	
Q4	**Does the data strategy include the following:**		1 if sum of the following gives 5 Sum is 4 but qualifies as a 1 for this criteria as one of the item does not impact the quality of the strategy
Q4a	*Activities*: This serves as a reference point in developing a work plan. It should be accompanied by the corresponding activity targets and outputs	yes	1
Q4b	*Responsible party*. A clear designation of a party responsible for the elimination of a data gap, including data collection, analysis, and validation of an indicator is crucial if a data strategy is to be implemented.	yes	1
Q4c	*Timelines:* Because most education indicators must be reported on an annual basis, having timelines for data collection, analysis and reporting articulated in the Education Sector Plan is essential for a clear data strategy.	yes	1

Q4d	*Costing:* The success of the implementation of a data strategy and its sustainability depends in large part on the understanding of the required financial commitment. Therefore, cost estimates for data collection, analysis and reporting are crucial for a clear data strategy.	yes	1
Q4e	*Funding:* An understanding of the costs must be accompanied by a joint understanding of how these costs will be covered. This criterion will be used to assess whether a funding party is identified in the Education Sector Plan.	Not precisely, but the operational plan does not include the source of funding for any of the activities included in the plan. It is assumed that the activities are going to be entirely financed by the sources identified in the Plan such as domestic financing, FASE (pooled fund) etc. there is only a residual gap of 2.8% in average over the planned period (2016-2019)	Not Applicable
Q5	**Is the strategy proposing remedial actions to the challenges/issues identified in Q2?**	yes	1
Q5a	justify your assessment:	All points identified in the diagnosis (areas of improvement) are addressed in the Operational Plan with more or less detail. One point in the operational plan (15.1) is specifically about implementing the EIMS action plan that was developed on the basis of the diagnosis recommendations. Other activities such as reinforcing the efficient use of data for planning and monitoring purposes by stakeholders etc., are included as activities (16.1 and following).	

Annex 5- Forecast of Country Applicants by Fiscal Year (ESPIGs)

FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
Mozambique	Caribbean small states	Afghanistan	Bangladesh	Cameroon	Democratic Republic of the Congo
Nepal	DRC	Bhutan	Benin	Guyana	Dominica
Rwanda	Malawi	Burkina Faso	Bolivia	Kenya	Ethiopia
	~~Congo~~	Cambodia	Central African Republic	Laos People's Democratic Republic	Grenada
		Cape Verde	Comoros	Mozambique	Liberia
		Chad	Djibouti		Malawi
		Côte d'Ivoire	El Salvador		Somalia
		Eritrea	Gambia, The		St. Lucia
		Guinea-Bissau	Georgia		St. Vincent

					and the Grenadines
		Haiti	Ghana		Zimbabwe
		Lesotho	Guinea		
		Madagascar	Honduras		
		Maldives	Kiribati		
		Mali	Kyrgyzstan		
		Myanmar	Marshall Islands		
		Nicaragua	Mauritania		
		Papua New Guinea	Micronesia, Federated States of		
		Sierra Leone	Moldova		
		Somalia (Federal)	Nepal		
		Somalia (Puntland)	Niger		
		Somalia (Somaliland)	Pakistan		
		South Sudan	Rwanda		
		Tanzania (Mainland)	Samoa		
		Tanzania (Zanzibar)	Sao Tome and Principe		
		Timor-Leste	Senegal		
		Togo	Solomon Islands		
		Zimbabwe (National)	Sudan		
			Swaziland		
			Syrian Arab Republic		
			Tajikistan		
			Tonga		
			Tuvalu		
			Uganda		
			Uzbekistan		
			Vanuatu		
			Viet Nam		
			Yemen		
			Zambia		