GLOBAL PARTNERSHIP *for* EDUCATION

METHODOLOGY SHEET FOR GLOBAL PARTNERSHIP FOR EDUCATION (GPE) INDICATORS

Indicator title	**Indicator (22**) Proportion of **teachers trained** through GPE grants, out of the total planned by GPE grants
Result measured (from GPE Results Framework):	**Strategic Objective (3)** GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency and learning. (b) GPE financing is used to improve teaching and learning in national education systems

JUSTIFICATION FOR INDICATOR

Background/context for indicator:	Teachers have the single biggest impact on children learning[1] and professionally trained, qualified, and motivated teachers are a key component of a successful education system. While teacher training has been shown to be positively associated with student achievement[2], often in order to meet the requirements associated with expanded enrollment, countries have rapidly expanded their numbers of teachers by hiring applicants who lack proper professional training[3]. In 30 of the 91 countries with data on trained teachers in 2012, less than 75% of teachers were trained to national standards[4]. In order for GPE to deliver on improved equity, efficiency, and learning, it is crucial that GPE grants engage with the key issue of teacher training. SDG 4, which relates to ensuring inclusive and quality education for all and promoting lifelong learning, also emphasizes improved teacher qualifications and training through the target, *'By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states'.*
Rationale for indicator selection:	GPE's 2016-2020 strategic plan puts an emphasis on education sector planning and results-based financing to work with partners towards achieving the following strategic goals: 1. Improved and more equitable student learning outcomes through quality teaching and learning 2. Increased equity, gender equality and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity, and conflict or fragility 3. Effective and efficient education systems delivering equitable, quality educational services for all.

[1] Visible Learning, John Hattie. https://visible-learning.org/
[2] N Harris and R Sass, *Teacher Training, Teacher Quality, and Student Achievement* (The Urban Institute, 2007), retrieved May 2017 from http://files.eric.ed.gov/fulltext/ED509656.pdf
[3] EFA GMR Policy Paper 19 The challenge of teacher shortage and quality: Have we succeeded in getting enough quality teachers into classrooms? (2015), retrieved May 2017 from http://unesdoc.unesco.org/images/0023/002327/232721E.pdf
[4] Ibid.

Indicator #22 relates to strategic goal three, designed to help partners pursue quality educational services for all. It is part of a cluster of indicators (see table below) in strategic objective number three in GPE's strategic plan, aiming to efficiently and effectively finance the implementation of sector plans focused on improved equity, efficiency, and learning.

Objective 3: GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency and learning	Indicator 20	Grants support improved information management and learning assessment systems
	Indicators 21-23	Textbooks purchased, teachers trained and classrooms built or rehabilitated, as planned
	Indicator 24	Grants support achievement of targets for equity, efficiency and learning
	Indicator 25	Grant implementation on track

(GPE 2016-2020 Strategic Plan)

It is included to assess the extent to which grants agents achieve the targets they set for the grant, which is interpreted as a reflection of the extent to which 'GPE financing efficiently and effectively supports the implementation of sector plans'.

DEFINITION

Indicator definition:

This indicator tracks the number of teachers who received and completed formal training, according to national standards, through GPE's ESPIGs during the reporting period, out of the total number of teachers planned (i.e. targeted) to be trained through the ESPIGs over the same period.
In the context of this indicator,

- "Teachers" comprise professional teaching/instructional personnel who are directly involved in teaching students. They include classroom teachers; special education teachers; and other teachers who work with students as a class in a classroom, in small groups in a resource room, or in one-to-one teaching inside or outside a regular classroom. Teaching/ instructional staff excludes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel.
- "Training" refers to formal teacher training (pre- or in-service) designed to equip teachers with the knowledge, attitude, behavior, and skills required for teaching at the relevant level and perform their tasks effectively.
- "Through GPE grants" refers to the funds that the Partnership contributed to, not just those that it actually extended
- "Total planned" means "total targeted," which refers to:
    - The targets for the specific reference year, mentioned in the program document, if that is available.
    - The proportional part of the end target, if there is no yearly target available. For example, if the end target is 1,000, for a four-year project, the inferred yearly target would be 250

Teachers who started training during the reporting period but didn't finish until the subsequent period should be reported in that subsequent period, where they completed training. Also, teachers who began but did not complete training (i.e. dropped out of the training), or didn't meet the criteria for satisfactory training completion per the national standards, should not be counted under this indicator.

Unit of measurement:	"n out of N," expressed as a percentage, where: - n represents the number of teachers trained through ESPIGs during a reporting period - N represents the total number of teachers targeted to be trained by the ESPIGs over the same period
Disaggregation:	By Fragile/conflict-affected Country / Non-fragile/conflict-affected Country.
Year for data reported (select only one and mark an "x")	_X_ fiscal year __ calendar year
Frequency of data collection:	Annual

DATA TREATMENT

Source of information for collecting data:	Source document, template, etc.:	ESPIG Annual Implementation Status Reporting Template
	Source agency:	Multilateral and bilateral agencies acting as Grant Agents
Formula		Approach for each ESPIG Divide the total number of teachers trained across each ESPIGs by the total number of teachers targeted to be trained, through the program, over the same period

Aggregation formula:

Aggregation Example
Across all ESPIGs in the portfolio, calculate the simple average of the teachers trained as a proportion of the teachers targeted to be trained. Table A below presents number of teachers planned to be trained, and the actual number of teachers that were trained across ESPIGs A-E in a given reporting period.

ESPIGs	Actual # of teachers trained	Planned # of teachers trained	Proportion of teachers trained
ESPIG A	100	200	50%
ESPIG B	200	250	80%
ESPIG C	30	50	60%
ESPIG D	20	60	33%
ESPIG E	600	600	100%
Simple Average			65%

Across all ESPIGs in the portfolio, the simple average of the teachers trained as a proportion of the teachers targeted to be trained is 65%.

Formula
The proportion of teachers trained out of those planned at the ESPIG level is calculated as:

$$\%\mathrm{ATT}_{j,t,i} = \frac{\mathrm{ATT}_{j,t,i}}{\mathrm{PTT}_{j,t,i}}$$

Where

i= Index of ESPIGs
$\%\mathrm{ATT}_{j,t,i}$= proportion of actually trained teachers in country j time t at ESPIG i level
$\mathrm{ATT}_{j,t,i}$= Actually trained teachers in country j time t under ESPIG i
$\mathrm{PTT}_{j,t,i}$=Planned teachers to train in country j time t under ESPIG i
The proportion of teachers trained out of those planned at the ESPIG portfolio level is calculated as follows:

	$\mathrm{AVG}(\%\mathrm{ATT}_{j,t}) = \frac{\sum_{i=1}^{n} \%\mathrm{ATT}_{j,t,i}}{N}$ N=Number of ESPIGs active at any point during the reporting period.
Data limitations (if any known / anticipated):	1. This indicator does not factor differences in teachers' experience, status and variation in teaching conditions, quality of training or the changes in knowledge, skills and teaching practice the occurred as a result of the training. 2. This indicator does not factor types of training (e.g., in-service/pre-service) 3. If targets are not updated by the grant agent, or if yearly target information is not available at all, this will hamper the precision of the indicator value.
Interpretation	Results approaching 100% indicate that results regarding the training of teachers are achieved as initially anticipated. This suggests that grants are being implemented in line with the planning for training teachers, through the funds provided.

REFERENCES

- Harris, N and Sass, R: *Teacher Training, Teacher Quality, and Student Achievement.* The Urban Institute, 2007. Retrieved May 2017 from http://files.eric.ed.gov/fulltext/ED509656.pdf
- EFA GMR Policy Paper 19 *The challenge of teacher shortage and quality: Have we succeeded in getting enough quality teachers into classrooms?* 2015. Retrieved May 2017 from http://unesdoc.unesco.org/images/0023/002327/232721E.pdf

ANNEXES

Annex 1- Data Collection tool

Data collection tool utilized for collecting the data, if any:	ESPIG Annual Implementation Status Reporting Template

Annex 2- Standard Operating Procedure

Process Name: Data Collection, Quality Assurance & Storage for Indicators # 21 - 23 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 indicators # 21 – 23 (Proportion of textbooks purchased and distributed/teachers trained/classrooms built or rehabilitated through GPE grants, out of the total planned by GPE grants) of the GPE results framework.

Results / Outputs

This process should result in the results framework being updated with quality assured data on indicators# 21 -23.

Interim outputs of the Secretariat:

Completed data collection sheet

Final Output:

Updated results framework database

Scope

- Begins: The process begins with Monitoring Officer (MU) pre-populating the data collection sheet with the previous year's data on the number of textbooks distributed, classrooms built or

rehabilitated, and teachers trained under each active ESPIG

- 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: Data will be collected annually.

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

- Policies: GPE 2020, Monitoring Sheet for GPE Results Framework Indicators # 21-23
- Deadlines: M & E Data Manager updates results framework database with the Indicators # 21-23 data by 15th November
- Approval: The completed data template is prepared by the Monitoring Officer (MU) and includes quality checks by the M & E Data Manager and final approval by the Head of M&E

Issues /Risks:

- Relevant documents might not be available to the Grant Agents on time.

Overview:



Steps in the Process	Roles / Responsibilities	Outputs / Deliverables	Tools / Templates
1. Request Data Collection Typically by 15th September			
• Pre-populate the data collection sheet with previous year's data on the number of textbooks distributed, classrooms built or rehabilitated, and teachers trained under each active ESPIG	• Monitoring Officer (MU)	Pre-populated data collection sheet	
• Request Country Leads to validate the pre-populated data collection sheet on # of textbooks purchased and distributed, # of teachers trained, and # of classrooms built or rehabilitated	• Monitoring Officer (MU)		
• Validate the pre-populated data collection sheet on # of textbooks purchased and distributed, # of teachers trained, and # of classrooms built or rehabilitated	• Country Leads		
• Collect data for the reference financial including by requesting data from Country Leads/Grant Agents as necessary.	• Monitoring Officer (MU)		

• Complete and validate the data	• Country Leads		
2. Quality Assurance and Compilation of Data Typically by 30th September			
• Perform quality assurance checks on the completed and validated data collection sheet	• Monitoring Officer (MU)	Quality Assured data collection sheet	
• Compile and consolidate the data collected into a single database	• Monitoring Officer (MU)		
3. Aggregate Data Typically by 30th October			
• Enter data into the template provided by the M&E Data Manager	• Monitoring Officer (MU)		Data Collection Template
• Compute indicator values using the completed data collection template, based on the latest available classification of Countries Affected by Fragility and Conflict and forward to M & E data Manager.	• Monitoring Officer (MU)	Completed data collection template and indicator values	List of Countries Affected by Fragility and Conflict from the GPE Intranet
• Review completed data collection template and send comments/queries to the Monitoring Officer(MU)	• M & E Data Manager		
• Respond to the comments/queries, update data collection template as necessary and forward to M & E Data Manager	• Monitoring Officer (MU)	Updated data collection template	
3. Update Results Framework Database Typically by 15th November			
• 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 Monitoring Officer (MU)	• 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	