

GPE 2025 RESULTS FRAMEWORK

Comparison of indicators between GPE 2020 and GPE 2025 result frameworks

GPE 2020 RF		GPE 2025 RF		
Indicator	Area of measurement (from GPE 2020 RF)	Indicator (retained/modified/removed)	Area of measurement (from GPE 2025 RF)	Notes (why retained/modified/removed)
Indicator 1 ¹ : Proportion of developing country partners (DCPs) showing improvement in learning outcomes (basic education)	Goal 1 (Impact): Learning	Modified: Indicator 6: SDG 4.1.1. Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	Goal: Learning, Gender equality	SDG 4.1.1 data published by UIS were not available in 2015 when 2020 RF indicator was adopted. The new indicator can provide a more powerful message such as '(only) xx percent of children in GPE countries are learning at a level appropriate for their age group' and aligns with the SDG framework.
Indicator 2 ² : Percentage of children under five (5) years of age who are developmentally on track in terms of health, learning, and psychosocial well-being	Goal 1 (Impact): Learning	Removed: But is included as a key indicator reported (data availability) under Indicator 8 (i) Proportion of countries reporting international education indicators to UIS	Goal: PA8: Strong organizational capacity; PA4: Gender Equality; PA5: Inclusion;	Data coverage is low, and countries will not have multiple data points over the strategy period, meaning that progress over time cannot be tracked. Hence, this indicator has been removed as an indicator of GPE RF and included under indicator on data availability.
Indicator 3 ³ : Number of equivalent children in basic education (primary and lower-secondary levels)	Goal 2 (Impact): Equity, gender equality, and inclusion	Removed: But data will be collected		Output indicator, which is not meaningful for measuring progress. Nevertheless, the number of direct beneficiaries of GPE grants (disaggregated by sex, disability, and

¹ The methodology sheet for indicator 1 can be found [here](#).

² The methodology sheet for indicator 2 can be found [here](#).

³ The methodology sheet for indicator 3 can be found [here](#).

supported annually by the Global Partnership				socioeconomic status, as applicable) will be reported in results reports as a monitoring tool and not as an RF indicator. Calculations from GPE case for investment will also serve to report on the number of children enrolled.
Indicator 4 ⁴ : Proportion of children who complete: (a) primary education; (b) lower secondary education	Goal 2 (Impact): Equity, gender equality, and inclusion	Retained: Indicator 3: SDG 4.1.3 Gross intake ratio to the last grade (primary education, lower secondary education)	Goal: Access, Gender equality	Complements Indicator 3(ii) of the proposed 2025 RF: SDG 4.1.4 and has greater data coverage of GPE Partner Countries as it is based on administrative data.
Indicator 5 ⁵ : Proportion of GPE DCPs within set thresholds for gender parity index of completion rates for: (a) primary education; (b) lower secondary education	Goal 2 (Impact): Equity, gender equality, and inclusion	Removed		2020 RF Indicator conveys similar information as indicator 3(i) of the proposed 2025 RF when disaggregated by sex. Gender Parity Index will continue to be analyzed in other reporting tools such as the annual results report. All other access indicators will be disaggregated by sex as well.
Indicator 6 ⁶ : Pre-primary gross enrolment ratio	Goal 2 (Impact): Equity, gender equality, and inclusion	Modified: Indicator 2: SDG 4.2.2: Participation rate in organized learning (one year before the official primary entry age), by sex	Goal: Access, Early learning, Gender equality	Replaces pre-primary GER to reflect a focus on the 2025 strategy on at least one year of pre-primary education.
Indicator 7 ⁷ : Out-of-school rate for: (a) children of primary school age; (b) children of lower secondary school age	Goal 2 (Impact): Equity, gender equality, and inclusion	Modified: Indicator 3(ii): SDG 4.1.4: Out of school rate of (a) primary school age; (b) lower-secondary school age; (c) upper-secondary school age by sex, location, and	Goal: Access, Gender equality	(SDG 4.1.4 is the same indicator as to the 2020 RF indicator 7 with a modification on the source of the data) SDG 4.1.4 provides more granular disaggregation as it draws from household survey data instead of the

⁴ The methodology sheet for indicator 4 can be found [here](#).

⁵ The methodology sheet for indicator 5 can be found [here](#).

⁶ The methodology sheet for indicator 6 can be found [here](#).

⁷ The methodology sheet for indicator 7 can be found [here](#).

		wealth quintile (from household surveys)		previous indicator from administrative data.
Indicator 8 ⁸ : Gender parity index of out-of-school rate for: (a) primary education; (b) lower secondary education	Goal 2 (Impact): Equity, gender equality, and inclusion	Removed		2020 Indicator conveys similar information as indicator 3(ii) of the proposed 2025 RF. Gender Parity Index will continue to be analyzed in other reporting tools such as the annual results report. All other access indicators will be disaggregated by sex as well.
Indicator 9 ⁹ : Equity index	Goal 2 (Impact): Equity, gender equality, and inclusion	Removed		Sex, wealth, and location disaggregation SDG 4.1.4 (indicator 3(ii) of the proposed GPE 2025 RF) provide similar information.
Indicator 10 ¹⁰ : Proportion of DCPs that have (a) increased their public expenditure on education; or (b) maintained sector spending at 20% or above	Goal 3 (Outcome): Effective and efficient education systems	Retained: Indicator 4: (i) Proportion of countries with government expenditure increasing or 20% or above on education as a percentage of total government expenditure (excluding debt service) <i>Plus (New):</i> (ii) (a) Proportion of countries where <i>equity, efficiency, and volume of domestic finance for education</i> is assessed; (b) Proportion of countries making progress against identified challenges in <i>equity, efficiency, and volume of</i>	Goal: Equity, efficiency, and volume of domestic finance	The indicator is a good proxy for government commitment to education and provides continuity from the previous RF (ii) As part of the Partnership Compact, an assessment of the equity, efficiency, and volume of domestic finance will be undertaken, followed by regular reviews to assess progress towards implementation of reforms.

⁸ The methodology sheet for indicator 8 can be found [here](#).

⁹ The methodology sheet for indicator 9 can be found [here](#).

¹⁰ The methodology sheet for indicator 10 can be found [here](#).

		<i>domestic finance for education</i>		
Indicator 11 ¹¹ : Equitable allocation of teachers, as measured by the relationship (R2) between the number of teachers and the number of pupils per school in each DCP	Goal 3 (Outcome): Effective and efficient education systems	Removed		In 2020 RF indicator, the reference is to equitable allocation of teachers. However, the goodness of fit of a regression of the number of teachers on the number of pupils per school is not a valid measure of equitable allocation. In addition, small sample size and long data lags can lead to invalid interpretations of the indicator.
Indicator 12 ¹² : Proportion of DCPs with pupil/trained teacher ratio (PTTR) below threshold (<40) (at the primary level)	Goal 3 (Outcome): Effective and efficient education systems	Modified: Indicator 7: (i)SDG 4.c.1 Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex <i>Plus (New):</i> (ii) Proportion of countries where teaching quality is assessed	Goal: Quality teaching and Gender equality	Progress (or deterioration) in a country's PTTR is not reflected unless it crosses the threshold. Proposed indicator 7(i) is aligned with global goals on education regarding quality teaching. Comparability of data across countries will be improved with the roll-out of ISCED-T. 7 (ii) This indicator will provide information based on classroom-based assessments of teacher classroom practice.

¹¹ The methodology sheet for indicator 11 can be found [here](#).

¹² The methodology sheet for indicator 12 can be found [here](#).

Indicator 13 ¹³ : Reduction in repetition and dropout, as measured by the internal efficiency coefficient at the primary level in each DCP	Goal 3 (Outcome): Effective and efficient education systems	Removed		2020 RF indicator is a limited measure of the internal efficiency of an education system. Data coverage is very low.
Indicator 14 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)	Goal 3 (Outcome): Effective and efficient education systems	Modified: Indicator 8(i) Proportion of countries with reporting key international education indicators to UIS;	Goal: Strong organizational capacity and Gender Equality	The revised indicator will include data reporting on learning outcomes.
Indicator 15 ¹⁵ : Proportion of DCPs with a learning assessment system within the basic education cycle that meets quality standards	Goal 3 (Outcome): Effective and efficient education systems	Removed but a strengthened measure with data coming from GPE 2025 operating model is proposed		There is a need to strengthen 2020 RF indicator to measure the use of learning assessment data to inform policy and practice in DCPs. This will be implemented through indicator 8(ii) on "(a) Proportion of countries where the availability and use of data and evidence is assessed; (b) Proportion of countries making progress against identified challenges in availability and use of data and evidence; (c) Proportion of countries where the availability and use of data and evidence is assessed that report

¹³ The methodology sheet for indicator 13 can be found [here](#).

¹⁴ The methodology sheet for indicator 14 can be found [here](#).

¹⁵ The methodology sheet for indicator 15 can be found [here](#).

				key education statistics disaggregated by children with disabilities." Data for this indicator will be drawn from an assessment of the availability and use of data and evidence as part of the compact development process and at the mid-term review.
<p>Indicator 16a¹⁶: Proportion of endorsed (a) education sector plans (ESP) or (b) transitional education plans (TEP) meeting quality standards (QSS)</p> <p>Indicator 16.b¹⁷: Proportion of ESPs/TEPs that have a teaching and learning strategy meeting quality standards</p> <p>Indicator 16.c: Proportion of ESPs/TEPs with a strategy to respond to marginalized groups that meets quality standards (including gender, disability, and other context-relevant dimensions)</p>	<p>Country level objective 1: Strengthen education sector planning and policy implementation</p>	Removed		<p>GPE contributions to improving the strength of sector policy and planning processes to be tracked through indicator 9 (i) on "Proportion of countries that implement [GPE allocation-linked] policy reforms in the "gender-responsive sector planning and monitoring requirement area" as identified in their Partnership Compact."</p>

¹⁶ The methodology sheet for indicator 16a can be found [here](#).

¹⁷ The methodology sheet for indicator 16b-d can be found here [\(16b, 16c, and 16d\)](#).

Indicator 16.d: Proportion of ESPs/TEPs with a strategy to improve efficiency that meets quality standards				
Indicator 17 ¹⁸ : Proportion of DCPs or States with a data strategy that meets quality standards	Country level objective 1: Strengthen education sector planning and policy implementation	Removed but strengthened measures with data coming from GPE 2025 operating model		The new OM has requirements for availability and use of data and evidence; this is covered under indicator 8(ii) on "(a) Proportion of countries where the availability and use of data and evidence is assessed; (b) Proportion of countries making progress against identified challenges in availability and use of data and evidence; (c) Proportion of countries where the availability and use of data and evidence is assessed that report key education statistics disaggregated by children with disabilities."
Indicator 18 ¹⁹ : Proportion of joint sector reviews (JSRs) meeting quality standards	Country level objective 2: Support mutual accountability	Removed		Quality of sector monitoring to be assessed as part of the gender-responsive planning and monitoring indicators (drawing from OM requirements assessment) and Compact monitoring.
Indicator 19 ²⁰ : Proportion of LEGs with (a) civil society and (b) teacher representation	Country level objective 2: Support mutual accountability	Retained (as part (c); part (a) and (b) are new): Indicator 8(iii) (a) Proportion of countries where sector coordination is assessed; (b)	Goal: Gender Equality; Inclusion; Strong organizational capacity	Additional information on sector coordination will be captured through parts (a) and (b). Part (c) is the same as before with modifications to

¹⁸ The methodology sheet for indicator 17 can be found [here](#).

¹⁹ The methodology sheet for indicator 18 can be found [here](#).

²⁰ The methodology sheet for indicator 19 can be found [here](#).

		Proportion of countries making progress against identified challenges in sector coordination; (c)Proportion of local education groups (LEGs) that include CSO/TA		consider national civil society organizations.
Indicator 20 ²¹ : Proportion of grants supporting EMIS/learning assessment systems	Country level objective 3: GPE financing efficiently and effectively supports the implementation	Modified: 14(i) Proportion of System Transformation Grants (a) meeting specific objectives during implementation (b) met objectives at completion by priority areas	Country-level objective 3: Strengthen capacity, adapt and learn to implement and drive results at scale (All priority areas)	Data on grants achieving their objectives with respect to EMIS and LAS will be collected and reported through grant monitoring and completion reports.
Indicator 21 ²² : Proportion of textbooks purchased and distributed through GPE grants, out of the total planned by GPE grants	Country level objective 3: GPE financing efficiently and effectively supports the implementation	Removed: But data will be collected		Data to be collected and reported on through grant monitoring.
Indicator 22 ²³ : Proportion of teachers trained through GPE grants, out of the total planned by GPE grants	Country level objective 3: GPE financing efficiently and effectively supports the implementation	Removed: But data will be collected		Data to be collected and reported on through grant monitoring.
Indicator 23 ²⁴ : Proportion of classrooms built or	Country level objective 3: GPE financing efficiently	Removed but data will be collected		Data to be collected and reported on through grant monitoring.

²¹ The methodology sheet for indicator 20 can be found [here](#).

²² The methodology sheet for indicator 21 can be found [here](#).

²³ The methodology sheet for indicator 21 can be found [here](#).

²⁴ The methodology sheet for indicator 23 can be found [here](#).

rehabilitated through GPE grants, out of the total planned by GPE grants	and effectively supports the implementation			
Indicator 24 ²⁵ : Proportion of GPE program grant applications approved from 2015 onward: (a) identifying targets in Funding Model performance indicators on equity, efficiency and learning; (b) achieving targets in Funding Model performance indicators on equity, efficiency and learning	Country level objective 3: GPE financing efficiently and effectively supports the implementation	Removed		The operational usefulness of indicator 24(a) of the 2020 RF is limited due to the implementation of the 2015 funding model and, thus, by design, widespread use of VP indicators. The new MEL framework intends to shift the focus toward measuring grant accomplishments in priority areas. This will generate the information previously captured through 24(b) of the 2020 RF.
Indicator 25 ²⁶ : Proportion of GPE program grants assessed as on track with implementation	Country level objective 3: GPE financing efficiently and effectively supports the implementation	Modified: Indicator 14(i) Proportion of System Transformation Grants (STG) (a) meeting objectives during implementation (methodology to account for disbursement/utilization volume and progress towards objectives); (b) met objectives at completion (by priority area): All priority areas	Country-level objective 3: Strengthen capacity, adapt and learn, to implement and drive results at scale (All priority areas)	Indicator on achievement of grants' objectives was missing. Indicator 14 methodology will account for disbursement/ utilization volume and progress towards objectives for system transformation grants; (b) Will monitor whether completed STGs achieved their objectives by GPE 2025 priority areas

²⁵ The methodology sheet for indicator 24 can be found [here](#).

²⁶ The methodology sheet for indicator 25 can be found [here](#).

Indicator 26 ²⁷ : Funding to GPE from nontraditional donors (private sector and those who are first-time donors to GPE)	Global level Objective 4: Mobilize more and better financing	Removed		Data from indicator 26 suggests that donor categories are not mutually exclusive.
Indicator 27 ²⁸ : Percentage of donor pledges fulfilled	Global level Objective 4: Mobilize more and better financing	Modified: Indicator 18: Percent and amounts of donor commitments fulfilled	Enabling objective: Mobilize global and national partners and resources for sustainable results	2020 RF indicator only measured fulfillment of donor commitments made in signed contribution agreements –likely to be 100% always. The modified indicator will include commitments/pledges made in the GPE Fund replenishment campaign.
Indicator 28 ²⁹ : Proportion of GPE donors that have (a) increased their funding for education; or (b) maintained their funding	Global level Objective 4: Mobilize more and better financing	Removed		2020 RF indicator can be tracked through other donor reporting mechanisms (e.g., DAC) and reported on if necessary.
Indicator 29 ³⁰ : Proportion of GPE grants aligned to national systems	Global level Objective 4: Mobilize more and better financing	Modified (kept with modifications): Indicator 12: Proportion of GPE grant funding (a) aligned to national systems and (b) uses harmonized funding modalities	Country-level objective 2: Mobilize coordinated action and financing to enable transformative change	New indicator combines alignment and harmonization as sub-parts of the one indicator. New indicator captures volume of grant funding instead of number of grants aligned or with harmonized funding modalities.
Indicator 30 ³¹ : Proportion of GPE grants using: (a) co-	Global level Objective 4:	Modified (kept with modifications): Indicator 12: Proportion of GPE grant	Country-level objective 2: Mobilize coordinated action and financing to	New indicator combines alignment and harmonization as sub-parts of the same indicator.

²⁷ The methodology sheet for indicator 26 can be found [here](#).

²⁸ The methodology sheet for indicator 27 can be found [here](#).

²⁹ The methodology sheet for indicator 28 can be found [here](#).

³⁰ The methodology sheet for indicator 29 can be found [here](#).

³¹ The methodology sheet for indicator 30 can be found [here](#).

financed project or (b) sector pooled funding mechanisms	Mobilize more and better financing	funding (a) aligned to national systems and (b) uses harmonized funding modalities	enable transformative change	New indicator captures volume of grant funding instead of number of grants aligned or with harmonized funding modalities.
Indicator 31 ³² : Proportion of country missions addressing domestic financing issues	Global level Objective 4: Mobilize more and better financing	Removed		Not useful for operational decision-making.
Indicator 32 ³³ : Proportion of (a) DCPs and (b) other partners reporting strengthened clarity of roles, responsibilities, and accountabilities in GPE country processes	Global level Objective 5: Build a stronger partnership	Removed		The sense of precision that the indicator imparts is not supported by the underlying quality of data. The sample size has been very small.
Indicator 33 ³⁴ : Number of policy, technical and/or other knowledge products developed and disseminated with funding or support from GPE	Global level Objective 5: Build a stronger partnership	Modified: Indicator 15: Number of cases of uptake of KIX-supported research, knowledge, and innovation in country-level policy development or delivery	Enabling objective: Mobilize global and national partners and resources for sustainable results	2020 RF indicator does not measure to what extent these products reach their potential audience and the utility of the products at the country level. Indicator 33 from the 2020 RF can be monitored as part of the GPE's work program. KIX funding modality is part of a newer model post the development of 2020 RF.
Indicator 34 ³⁵ : Number of advocacy events undertaken with	Global level Objective 5: Build a	Modified: Indicator 17: Number of countries where civil society in EOL funded	Enabling objective: Mobilize global and national partners and	The utility of the 2020 RF indicator data is limited as it only tracks the number of events, not their quality or impact.

³² The methodology sheet for indicator 31 can be found [here](#).

³³ The methodology sheet for indicator 32 can be found [here](#).

³⁴ The methodology sheet for indicator 33 can be found [here](#).

³⁵ The methodology sheet for indicator 34 can be found [here](#).

partners and other external stakeholders to support the achievement of GPE's strategic goals and objectives	stronger partnership	projects has influenced education planning, policy dialogue and monitoring	resources for sustainable results	Indicator 34 from the 2020 RF can be monitored as part of GPE's work program. EOL funding modality is part of a newer model post the development of 2020 RF.
Indicator 35 ³⁶ : Proportion of significant issues identified through audit reviews satisfactorily addressed	Global level Objective 5: Build a stronger partnership	Removed		The usefulness of the indicator is limited as it does not directly measure the nature of the issue and is operationally mechanistic. Such analysis of audit data could be instead reported to FRC.
Indicator 36 ³⁷ : Proportion of GPE Secretariat staff time spent on country facing functions	Global level Objective 5: Build a stronger partnership	Removed		Potential misclassifications of some organizational functions and potential inaccuracies in how staff record their time.
Indicator 37 ³⁸ : Proportion of results reports, and evaluation reports published against set targets	Global level Objective 5: Build a stronger partnership	Removed		Building a stronger partnership must include learning from evidence and implementing changes based on evidence. The new MEL framework will aim to promote a stronger learning partnership and its effectiveness will be assessed as part of the summative evaluation of GPE 2025.

³⁶ The methodology sheet for indicator 35 can be found [here](#).

³⁷ The methodology sheet for indicator 36 can be found [here](#).

³⁸ The methodology sheet for indicator 37 can be found [here](#).