

Grant Codebook GPE 2025

Contents

1. Thematic codes (by eight priority areas under GPE2025)	2
Priority area: Access	2
Priority area: Learning	5
Priority area: Gender equality	10
Priority area: Inclusion.....	14
Priority area: Early learning	20
Priority area: Teaching.....	22
Priority area: Volume, equity and efficiency of domestic finance	26
Priority area: Strong organizational capacity.....	29
Other.....	36
2. Generic codes	37
3. Levels of education codes (for OECD reporting).....	55
4. Gender marker	57

1. Thematic codes (by eight priority areas under GPE2025)

Code #	Code	Definition	Examples of activities and interventions (including but not limited to)	Methodological note
Priority area: Access				
1.1	Educational facilities and infrastructure	Activities related to construction or rehabilitation of infrastructure of educational institutions for children, including provision of furniture and equipment needed for learning.	<ul style="list-style-type: none"> • Construction / rehabilitation / expansion of schools or classrooms • Construction of libraries, resource centers, computer labs and science labs • Furniture and equipment for students (e.g., desks and chairs) • Facilities for education administration • School maintenance programs • Any policy or framework related to this area 	For construction of education facilities for a specific population (e.g., girls, refugees), split the amount allocated to the activity between this code and other relevant code(s).
1.2	Reducing cost of education	Interventions aimed at reducing financial and opportunity costs of education, including monetary and nonmonetary subsidies and incentives to send, attract and retain children	<ul style="list-style-type: none"> • Reduction or elimination of school fees/tuition • Conditional incentives (e.g., conditional cash transfer for working children, or for the poorest families to ensure their children enroll and remain in school) • Stipends and scholarships 	<p>Use this code for take-home meals for family, and use "School feeding" code for take home-meals for children.</p> <p>For interventions targeting a specific population (e.g., girls), split the amount</p>

		in school, such as cash transfers.	<ul style="list-style-type: none"> • Merit scholarships • Other monetary and nonmonetary targeted incentives (e.g., provision of learning kits, school supplies, uniforms, take-home meals or food rations/food programs for families) • Any policy or framework related to this area 	<p>allocated to the activity between this code and other relevant code(s).</p> <p>Incentive for teachers (or recent graduates to become teachers), use Teacher management code.</p>
1.3	Travel time to school	Interventions aimed at reducing travel time to school, in order to facilitate access to school.	<ul style="list-style-type: none"> • Provision of transport for children to commute to school (e.g., bus, donkey, boat) • Construction of school/classroom/boarding facility, specifically to reduce travel time to school, for example, by adding adjacent classrooms for lower-secondary level to a primary school. • School mapping (if the aim is to reduce travel time) 	<p>For construction of school/classroom/boarding facility, particularly to reduce travel time to school, split the amount allocated to the activity between this code and “Educational facilities and infrastructure” code.</p> <p>For interventions targeting a specific population (e.g., girls), split the amount allocated to the activity between this code and other relevant code(s).</p>
1.4	Adult education and literacy	Education specifically targeted to help individuals regarded as adults by their society to	<ul style="list-style-type: none"> • Adult literacy and numeracy • Training of teachers and training of trainers for adult education/literacy and andragogy 	This code captures interventions targeting adults. For interventions targeting school-age

		<p>acquire, refresh or update their knowledge, skills and competencies, including literacy and numeracy, which may lead to qualifications. This code also includes what may be referred to as “continuing education,” “recurrent education” or “second chance education.”</p>	<ul style="list-style-type: none"> • Construction of community learning centers • Community outreach on adult education/literacy • Other adult learning activities such as work-based education programs for adult learners and combined adult education/health/employment income-generation initiatives • Any policy or framework related to this area 	<p>adolescents, use “Catch-up and nonformal education for out-of-school children” code under “Inclusion.” If targeting both adults and school-age adolescents, split the amount.</p>
1.5	Community outreach	<p>Activities such as campaigns and initiatives for community sensitization and outreach to improve access to education.</p>	<ul style="list-style-type: none"> • Campaigns and community sensitization (e.g., on the importance and benefits of education, sending children with disabilities to school, health education) • Any policy or framework related to this area 	<p>For interventions to promote involvement of community members in a school management committee, use relevant code under “Strong organizational capacity.”</p> <p>If the intervention aims to increase access to education for girls, split the amount between this code and “Community engagement for gender-responsive education” code.</p>

				If it aims to increase access to education for multiple targeted groups (e.g. girls, children with disabilities), split the amount allocated to the activity between this code and other relevant code(s).
1.6	Other, describe:			
Priority area: Learning				
2.1	Curriculum and learning standards	Activities that relate to development or revision of curriculum, syllabus and learning standards for children’s learning.	<ul style="list-style-type: none"> • Development or revision of curriculum framework, curriculum, syllabus, scheme of work and any other learning/educational standards • Development or revision of technical and vocational education programs • Any policy or framework related to this area 	<p>If the activity supports development or revision of curriculum for pre-service training, use “Pre-service training” under “Teaching.”</p> <p>If the revision of the curriculum aims to enhance gender responsiveness of the curriculum, split the amount between this code and “Gender-responsive curriculum” code under “Gender Equality.”</p>
2.2	Textbooks and learning materials	Activities that relate to learning materials and resources that are	• Development, procurement, printing and distribution of textbooks and other learning materials for students	This code excludes the provision of technological/ICT

		intended to support the learning process for children.	<ul style="list-style-type: none"> • Procurement and distribution of library books • Any policy or framework related to this area 	<p>equipment, which is captured under the “Use of ICT/EdTech” code.</p> <p>If the activity supports development or distribution of textbooks or learning materials for pre-service training, use “Pre-service training” under “Teaching.”</p> <p>For learning materials for a specific population (e.g., children with disabilities), split the amount allocated to the activity between this code and other relevant code(s).</p>
2.3	Remedial instruction	Activities such as remedial and accelerated education programs or initiatives meant to support students falling behind in the learning process or having learning difficulties. It also includes activities related to the identification of students	<ul style="list-style-type: none"> • Remedial, catch-up and accelerated education programs or initiatives (e.g., tutoring, supplementary lessons) • Identification of students requiring remedial instruction • Any policy or framework related to this area 	This code is for those who are falling behind but still enrolled in school. It is different from the code “Catch-up and nonformal education for out-of-school children” under “Inclusion,” which is for those who are out of school.

		requiring remedial instruction.		For activities targeting a specific population (e.g., girls), split the amount between this code and the relevant code under "Inclusion."
2.4	Learning assessments	Learning assessments are defined as the process of gathering and evaluating information on what learners know, understand and can do. Learning assessment systems are the policies, institutions, assessment tools and practices that contribute to gathering and using information on how students are learning in the education system. This code includes classroom assessments.	<ul style="list-style-type: none"> • Development, reinforcement and/or implementation of the following: <ul style="list-style-type: none"> - International learning assessments (PISA, TIMSS, PIRLS) - Regional learning assessments (PASEC, WAEC, LLECE, PILNA, SEA-PLM, SACMEQ) - Early grade assessments (EGRA, EGMA) - National learning assessments - Subnational learning assessments - National examinations - Classroom assessments (whether formative or summative) - Citizen-led assessments • Improvement of assessment systems at the institutional level (e.g., development of assessment frameworks and strategies, activities to align the learning assessment to the curriculum or any changes in curriculum, establishment of a governmental body/unit for learning 	<p>Activities aiming to improve data collection and information of the whole education system are coded under "Education management information system."</p> <p>Data collection focused specifically on learning outcomes is coded under this code.</p> <p>For teacher training to improve classroom assessment, split the amount between this code and relevant code under "Teaching."</p>

			assessments) <ul style="list-style-type: none"> • Use of learning assessment data to improve student learning • Any policy or framework related to this area 	
2.5	Use of ICT/EdTech	Education models that employ ICT to support, enhance and enable the delivery of education. This code includes any, all or combinations of the following types of ICTs: radio, television, telephone, mobile devices, computers, tablets and internet.	<ul style="list-style-type: none"> • Internet-based distance learning either synchronously or asynchronously • Telecourse- or broadcast-based education, in which content is delivered via radio or television • CD-ROM- or DVD-based self-learning in which learners interact with computer content stored on a CD-ROM or DVD • Mobile device-based learning in which the learner accesses course content stored on a mobile device or through a wireless server 	<p>For distance learning using ICT, split the amount between this code and "Distance learning."</p> <p>If the activity supports use of ICT/EdTech in pre-service training, split the amount between this code and "Pre-service training" under "Teaching."</p> <p>If the use of ICT/EdTech is meant to increase access or quality of education for specific targeted group(s) (e.g., girls, children with disabilities) or a specific education level (e.g., preprimary), split the amount between this code and other relevant code(s).</p>

2.6	Distance learning	<p>Programs or instructional systems that use ICT (internet, radio, television, personal computers, audiovisual material) or print material to deliver all or a significant portion of teaching to learners removed in space and time.</p>	<ul style="list-style-type: none"> • Internet-based distance learning either synchronously or asynchronously • Telecourse- or broadcast-based education, in which content is delivered via radio or television • CD-ROM- or DVD-based self-learning in which the learners interact with computer content stored on a CD-ROM or DVD • Mobile device-based learning in which the learner accesses course content stored on a mobile device or through a wireless server • Learning through printed assignments • Integrated distance learning, combining live versus recorded delivery modes, individualized interaction versus group instruction through various channels and/or print materials, etc. 	<p>For distance learning using ICT, split the amount between this code and “Use of ICT/EdTech.”</p> <p>If the activity supports use of ICT/EdTech in pre-service training, split the amount between this code and “Pre-service training” under “Teaching.”</p> <p>For interventions targeting a specific population (e.g., girls) or a specific education level (e.g., preprimary), split the amount allocated to the activity between this code and other relevant code(s).</p>
2.7	Instructional/learning time	<p>Activities that aim to increase students’ time spent on learning in/outside the classroom.</p>	<ul style="list-style-type: none"> • Overall duration of school day or school year, including extended school day/school year schedules • Organized tutoring • Activities promoting homework • Any policy or framework related to this area 	<p>For interventions targeting a specific population (e.g., girls), split the amount allocated to the activity between this code and other relevant code(s).</p>

2.8	Other, describe:			
Priority area: Gender equality				
3.1	Gender-responsive curriculum and teaching	Activities to improve gender responsiveness of educational contents and materials (e.g., curriculum, syllabus, textbook, teaching guide, any other teaching and learning materials), such as by revising the content to reduce existing gender bias and discrimination and/or introducing new content on gendered needs of boys and girls. This code also includes activities aimed at teachers, <u>with a clear gender equality lens</u> .	<ul style="list-style-type: none"> • Curriculum reform to increase gender responsiveness • Development of gender-responsive teacher and student textbooks/guides or other teaching/learning materials and assessments • Training of teachers/school administrators on gender-responsive education content • Recruitment, promotion or dispatching of female teachers, when facing specific gaps/barriers • Teacher training on education content or pedagogy, with gender lens • Teacher training on SRGBV, psychosocial support to girls/boys, gender-sensitive health/hygiene, etc. • Any policy or framework related to this area 	<p>Learning content/practices that are not directly related to gender equality or girls education should be coded under “Learning.”</p> <p>Split the amount between this code and other code(s) through which they aim to improve gender responsiveness (e.g., curriculum development, textbook and learning materials, teacher training/management).</p>
3.2	Community engagement for gender-responsive education	Initiatives that aim to engage communities with a clear gender lens toward education issues, such as on the topic of gender norms and the access to	<ul style="list-style-type: none"> • Community campaigns and sensitization through media, meetings, etc., which aim to address the role of gender norms in access to education • Women’s committees, mother’s groups and female engagement in PTA 	Split the amount between this code and “Community outreach” code under “Access” if the activity matches the definition of that code.

		and benefits of education for girls or boys.	<ul style="list-style-type: none"> • School management committees if proposal has a clear gender lens • Campaigns promoting the economic returns to education for disadvantaged boys • Any policy or framework related to this area 	
3.3	Monetary and nonmonetary incentives (gender)	Interventions aimed at reducing the direct costs (e.g., school tuition and fees), indirect costs (e.g., uniforms, school supplies) and opportunity costs (e.g., compensation of families of working girls and boys for the monetary/services loss incurred when sending their children to school) of education that contribute to gender inequality. These interventions include monetary/nonmonetary incentives to attract and retain boys/girls in school, <u>which have a clearly and directly identified gender equality component.</u>	<ul style="list-style-type: none"> • Conditional incentives (e.g., conditional cash for working girls/boys or for families to ensure their boys/girls enroll and remain in school), unconditional cash transfers • Stipends and scholarships for (disadvantaged) girls or boys • Tuition waivers for girls or boys • Merit scholarships for disadvantaged girls or boys • Other monetary and nonmonetary targeted incentives for girls or boys (e.g., provision of learning kits, school supplies, uniforms, take-home food rations) • Any policy or framework related to this area 	Split the amount between this code and “Reducing cost of education” code under “Access” if the activity matches the definition of that code.

3.4	Empowerment and life skills	Initiatives and activities that aim to enhance the personal self-esteem of, and empower, girls and boys, <u>when those activities have a clearly and directly identified gender equality component</u> . They include school-related gender interventions aimed at girls and/or boys, depending on the program’s focus, with a clear and explicit gender angle.	<ul style="list-style-type: none"> • Special training, mentoring, tutoring programs for girls/boys for empowerment and life skills • After-school programs, gender lens • Girls/boys clubs • Initiatives for girls to undertake STEM studies • Tutoring and other pedagogical support • School-based advisors and mentors for girls/boys • Any policy or framework related to this area 	
3.5	Organizational capacity to enhance gender responsiveness	Interventions to strengthen the gender responsiveness and mainstreaming of the country’s education institutions, at the organizational level.	<ul style="list-style-type: none"> • Sex-disaggregated data in EMIS • Gender-responsive planning and monitoring • Production and use of gender-related research • Gender mainstreaming • Results-based school grants to incentivize better outcomes on gender equality/girls education • Recruitment or training of women in school/government leadership • Any policy or framework related to this area 	Split the amount between this code and other relevant code(s) under “Strong organizational capacity.”

3.6	Early marriage, pregnancy, gender-responsive health and hygiene	Interventions (i) to prevent early marriage; (ii) to prevent teen pregnancy, such as comprehensive sexual education (including support measures for young mothers and mothers-to-be); and (iii) that take into consideration the personal needs of girls and boys in terms of their health, nutrition and hygiene and <u>that have a clearly and directly identified gender equality component</u> . They include school-related gender interventions aimed at girls and/or boys, depending on the program’s focus, with a clear and explicit gender angle.	<ul style="list-style-type: none"> • Comprehensive sexual and reproductive education • Support for survivors of child marriage or pregnancy, (e.g., pathways for young mothers to go back to school, options for mothers-to-be to remain in school, provision of childcare for children or young siblings of students) • Teacher/school administrator training around teen pregnancy/early marriage • Community sensitization/campaigns around teen pregnancy/early marriage • Girls’ and boys’ health, with gender lens (physical, emotional, psychological) • Nutrition, with gender lens • Hygiene, with gender lens (e.g., menstrual hygiene management, hygiene kits or supplies) • Any policy or framework related to this area 	<p>Single-sex bathrooms are coded under “Education facility and infrastructure (gender)” and “Health and hygiene programs.”</p> <p>Split the amount between this code and “Health and hygiene programs” and/or “Nutrition and school feeding” if the activity matches definitions of those codes.</p>
3.7	School related gender-based violence (SRGBV)	Activities that improve the safety of girls and boys at school and beyond and that have <u>a clearly and directly identified gender</u>	<ul style="list-style-type: none"> • SRGBV and safe schools programs (remediation, prevention, awareness at the school and community levels) • Teacher, student or school principal training on SRGBV 	Split the amount between this code and “Safety from violence” code under “Inclusion” if the activity

		<p><u>equality component</u>. They include school-related gender interventions around girls’ and/or boys’ safety, depending on the program’s focus, with a clear and explicit gender angle. Interventions may target students, teachers or communities.</p>	<ul style="list-style-type: none"> • Community outreach, campaigns, or sensitization/training on SRGBV/GBV • Teacher/school administrator training and community sensitization in any of the areas above • Any policy or framework related to this area 	<p>matches the definition of that code.</p>
3.8	Education facility and infrastructure (gender)	<p>Activities related to more/better educational infrastructure and transportation that improve the access to and comfort of girls and boys at school, and that <u>clearly and directly identify a gender lens</u>.</p>	<ul style="list-style-type: none"> • More schools/classrooms, reducing distance to schools—with a gender lens • Transportation to school—with a gender lens • Separate toilets • Integrated WASH • Menstrual hygiene management facilities • Any policy or framework related to this area 	<p>Split the amount between this code and other relevant code(s) (e.g., “Health and hygiene programs”) as relevant.</p>
3.9	Other, describe:			
<p>Priority area: Inclusion</p>				
4.1	Support to children with disabilities	<p>Activities that specifically target children with disabilities, at the school and overall system levels. Countries may refer to</p>	<ul style="list-style-type: none"> • Inclusive and accessible education facilities • Inclusive learning resources and materials (e.g., braille) • Inclusive teaching/learning practices 	<p>Split the amount between this code and other relevant code(s) that capture(s) the ways/means to increase access and</p>

		<p>disability inclusion using terms such as special needs and special education.</p>	<ul style="list-style-type: none"> • Disability screening/diagnostics • Teacher training for special/inclusive education • Community and school advocacy/outreach/sensitization campaigns to increase access to education for children with disabilities • Learning assessment system including principles or practices of inclusive assessment for children with disabilities • Disaggregation of EMIS data by disability status • Any policy or framework related to this area 	<p>quality of education for children with disabilities. For example, if the activity refurbishes school infrastructure to facilitate access for children with disabilities, split the amount between this code and “Education facility and infrastructure.”</p>
4.2	Support to children from ethnic/linguistic minorities	<p>Activities that specifically target children from ethnic/linguistic minorities. If the intervention aims to support a language minority group, it may include language of instruction.</p>	<ul style="list-style-type: none"> • Mother tongue instructional programs, curricula, teaching/learning materials, for minority groups <ul style="list-style-type: none"> • Hiring/training of teachers who speak the minority language • Transitional interventions from mother tongue to second or national language of instruction • Community and school advocacy/outreach/sensitization campaigns and interventions in this area • Bilingual and intercultural educational programs 	<p>When offering learning assessment in languages other than the majority language, use this code and “Learning assessments” code.</p> <p>Split the amount between this code and other relevant code(s) that capture(s) the ways/means to increase access and quality of education for children from</p>

			<ul style="list-style-type: none"> • Learning assessments offered in minority languages • Any policy or framework related to this area 	<p>ethnic/linguistic minorities. For example, if the activity supports training of in-service teachers in bilingual education, split the amount between this code and “In-service training” under “Teaching.”</p>
4.3	Support to refugees’ education	Activities that aim to provide learning opportunities for refugee children, for example, by providing catch-up courses or by integrating these children into the mainstream system.	<ul style="list-style-type: none"> • Child-friendly, safe schools/learning spaces for refugee children • Curricula, catch-up programs and learning materials and equipment for refugee children • Well-being and protective interventions for refugee children • EiE teacher support and training to provide learning opportunities for refugee children • Partnerships with humanitarian, health, private sector, foundations in the area of refugee education • Back-to-school preparations and campaigns for postcrisis stage • Development or strengthening of data systems that track the education needs of refugee populations • Any policy or framework related to this area 	<p>System capacity strengthening for education in emergencies and system resilience/agility strengthening should be coded under “Strong organizational capacity.”</p> <p>Split the amount between this code and other relevant code(s) that capture(s) the ways/means to increase access and quality of education for refugees. For example, if the activity builds learning spaces for refugees, split the amount between this code and “Education facility and infrastructure.”</p>

4.4	Support to internally displaced children (IDPs)' education	Activities specifically targeted to children who are internally displaced and to inclusion of internally displaced children in the system.	<ul style="list-style-type: none"> • Child-friendly, safe schools/learning spaces for internally displaced children • Curricula, catch-up programs and learning materials and equipment for internally displaced children • Well-being and protective interventions for internally displaced children • EiE teacher support and training to provide learning opportunities for internally displaced children • Partnerships with humanitarian, health, private/foundations in the area of IDP education • Back-to-school preparations and campaigns for postcrisis stage • Development or strengthening of data systems that track the education needs of internally displaced populations • Any policy or framework related to this area 	<p>System capacity strengthening for education in emergencies and system resilience/agility strengthening should be coded under "Strong organizational capacity."</p> <p>Split the amount between this code and other relevant code(s) that capture(s) the ways/means to increase access and quality of education for IDPs. For example, if the activity builds learning spaces for IDPs, split the amount between this code and "Education facility and infrastructure."</p>
4.5	Catch-up and nonformal education for out-of-school children	Activities that specifically target out-of-school children (OOSC) and dropouts, including through nonformal education systems and	<ul style="list-style-type: none"> • Nonformal education programs, catch-up programs and second chance education for OOSC • Reintegration pathways/programs to formal education for OOSC • Nonformal education activities, such 	Use this code for remedial/catch-up/accelerated programs clearly and specifically meant for OOSC. If such programs are intended for

		<p>pathways to formal education and interventions.</p>	<p>as use of radio or television for educational programs and the use of mosques in support of education at the local level</p> <ul style="list-style-type: none"> • Other activities targeting OOSC • Any policy or framework related to this area 	<p>general student populations, use “Remedial instruction” code.</p> <p>Use “Support to refugees’ education” or “Support to IDPs’ education” codes for interventions meant specifically for refugee/internally displaced children.</p>
4.6	Nutrition and school feeding	<p>Activities that relate to (i) school feeding (i.e., provision of food to schoolchildren); (ii) school-based food and nutrition education (i.e., educational activities that will help schoolchildren, along with school staff and parents, to achieve lasting improvements in their diets, other food practices, outlooks and knowledge, and build their capacity to change, adapt to external change and pass on their learning to others); and (iii) micronutrient</p>	<ul style="list-style-type: none"> • School feeding/meals • Food rations for students • Take-home meals for students (not their families) • Nutrition education • Micronutrient supplementation • Any policy or framework related to this area 	<p>Use the “School feeding” code for take-home meals for children, and use “Reducing cost of education” under “Access” for take-home meals for families.</p> <p>If the intervention targets specific groups (e.g., girls, refugees), split the amount between this code and other relevant code(s) (e.g., “Gender equality,” other codes under “Inclusion”).</p>

		supplementation (i.e., provision of micronutrients, such as iron and iodine, to prevent disease and foster growth and development).		
4.7	Health and hygiene programs	Activities that help ensure that schoolchildren become, are and remain healthy from physical and psychological standpoints, so they can realize their full learning potential without being held up by health impairments. This code also includes hygiene programs intended to instill good hygiene practices at school and prevent the spread of diseases.	<ul style="list-style-type: none"> • Deworming • Health checkups, including vision screening/glasses • Psychological health and emotional well-being programs • Distribution of health kits • Malaria • School-based vaccinations • Water, hygiene, and sanitation infrastructure (e.g., WASH, toilets, handwashing) • Any policy or framework related to this area 	For health and hygiene programs with a gender lens, split the amount between this code and the “Early marriage, pregnancy, gender-responsive health and hygiene” code.
4.8	Safety from violence	Activities that help prevent, identify, and remediate school-related violence (SRV), targeted to students, teachers, administrators, parents and communities.	<ul style="list-style-type: none"> • SRV awareness campaigns and trainings • Identification and support mechanisms for at-risk students and victims of SRV • Accountability for SRV • Any policy or framework related to this area 	For school-related gender-based violence, split the amount between this code and the “School related gender-based violence” code.

4.9	Other, describe:	-		
Priority area: Early learning				
5.1	ECE learning	Activities related to the content, standards, delivery, and student assessment in early childhood education (ECE).	<ul style="list-style-type: none"> • Development of ECE curricula/syllabus/programs/quality standards/methods/requirements • ECE student learning materials, booklets, teacher guides and materials, lesson plans • ECE play equipment, teaching and learning equipment • ICT/EdTech in ECE, distance learning in ECE • ECE assessments (IDELA, MELCO, etc.) • Any policy or framework related to this area 	This code comprises activities that promote ECE in a very clear and specific way. Activities that mention ECE as part of a broader set of activities related to other education levels should be dispatched under their other, respective codes.
5.2	ECE teachers	Activities related to ECE teachers, such as their professional development and hiring/dispatching. ECE teachers include caregivers, teacher assistants and school principals who deal with ECE, and “community” teachers.	<ul style="list-style-type: none"> • Training of teachers and school principals in ECE (e.g., pre-/in-service, certification, coaching, mentoring) • Hiring and deployment of ECE teachers and teacher assistants • Development of ECE training institutes or certification programs offering specialized courses in preprimary education • Any policy or framework related to this area 	This code comprises activities that clearly and specifically promote ECE. Activities that mention ECE as part of a broader set of activities related to other education levels should be dispatched under their other, respective codes.

5.3	Access to ECE	Activities that aim to increase access to ECE, including the construction of ECE classrooms or facilities, time spent learning at ECE level and accessibility.	<ul style="list-style-type: none"> • Building/renovation of ECE facilities/classrooms • Playground equipment • ECE learning time • Any policy or framework related to this area 	This code comprises activities that clearly and specifically promote ECE. Activities that mention ECE as part of a broader set of activities related to other education levels should be dispatched under their other, respective codes.
5.4	Demand for ECE	Activities that aim to stimulate an increased demand for ECE at the community and political levels.	<ul style="list-style-type: none"> • Community campaigns on ECE, materials on ECE benefits • Generating political will toward ECE at varied government levels • Production of research on benefits of ECE • Any policy or framework related to this area 	This code comprises activities that clearly and specifically promote ECE. Activities that mention ECE as part of a broader set of activities related to other education levels should be dispatched under their other, respective codes.
5.5	Cross-sectoral support for ECE	Activities and cross-sectoral programs meant to provide holistic care to young children at the ECE level. This code also includes interventions promoting protective factors for young children's readiness to learn within the school and beyond in the family/community.	<ul style="list-style-type: none"> • Well-being programs for young learners at the ECE level, including health, nutrition, care and protection • Parental/community support to ECE and child stimulation for learning, parental training on ECE • Any policy or framework related to this area 	

5.6	ECE systems support	Activities that aim to improve the system-wide management of ECE, including its quality assurance, program management and use of data.	<ul style="list-style-type: none"> • Accreditation of ECE institutions, regulatory systems, inspectorate visits/training/protocol development • ECE data collected through EMIS • M&E on ECE • Any policy or framework related to this area 	
5.7	Other, describe:			
Priority area: Teaching				
6.1	Pre-service education	Activities that aim to train and build the capacity of teachers before they start in their teaching careers. Teachers can be contract or community teachers.	<ul style="list-style-type: none"> • Pre-service teacher training program content, curriculum, syllabus, teaching and learning materials • Training of trainers/instructors/lecturers in teacher training colleges/centers • Practice teaching in schools (support to student teachers) • Restructuring of pre-service teaching training systems • Development/improvement of pre-service teacher training framework and related policies • Infrastructure and equipment (e.g., teacher training colleges, centers) • Use of ICT and distance learning • Strengthening capacity of teacher training colleges, institutes or centers • Training of trainers in the above areas 	When training activities target a specific type of teacher (e.g., female teachers, teachers from minority ethnic group), split the amount between this code and other relevant code.

			<ul style="list-style-type: none"> • Any policy or framework related to this area 	
6.2	In-service training	Activities that aim to train and build capacity of teachers who have already started their teaching careers. Teachers can be contract or community teachers.	<ul style="list-style-type: none"> • Training on specific theme/methodology/pedagogy/policy (e.g., new curriculum) • Training of trainers • Restructuring of in-service teacher training systems • Development/improvement of in-service teacher training framework and related policies • Infrastructure and equipment needed for in-service teacher training • Use of ICT and distance learning • Building/strengthening of teacher training colleges, institutes or centers for in-service teacher training • Training of trainers in the above areas • Any policy or framework related to this area 	<p>When training activities target a specific type of teacher (e.g., female teachers, teachers from minority ethnic group), split the amount between this code and other relevant code.</p> <p>In some instances, program document combines “recruitment and training of teachers” as one activity; the amount allocated to this activity should then be split between this code and the “Teacher management” code.</p>
6.3	Teacher coaching and mentoring	Activities that aim to provide hands-on, practical support to teachers to improve their teaching practices. Coaching is about meeting specific	<ul style="list-style-type: none"> • Coaching, mentoring, peer(-to-peer) learning • Instructional/pedagogical support from school directors, inspectors • Training of trainers in the above areas 	When teacher coaching and mentoring target a specific type of teacher (e.g., female teachers, teachers from minority ethnic group), split the amount between this code

		objectives within a set period of time, to gain specific skills. Mentoring is about providing counsel or guidance whereby the mentor shares their own experiences and reflections on certain topics. Teachers can be contract or community teachers.	<ul style="list-style-type: none"> • Any policy or framework related to this area 	and the other relevant code.
6.4	Teacher management	Activities and strategies that relate to teacher recruitment, deployment, availability, retention, remuneration, incentives, career progression and accountability. Teachers can be contract or community teachers.	<ul style="list-style-type: none"> • Teacher recruitment and entry requirements • Teacher deployment and allocation, including strategies/incentives for teacher allocation in remote or disadvantaged areas • Use of substitute/contract/volunteer teachers • Teacher compensation • Monetary and nonmonetary benefits and incentives for teachers (e.g., bonuses, teacher scholarships, teacher lodging, teacher transportation) • Teacher career progression, including career pathways for community teachers • Teacher supervision, attendance checks, performance feedback and 	<p>For recruitment of female teachers, split amount between this code and relevant code under “Gender equality.”</p> <p>In some instances, program document combines “recruitment and training of teachers” as one activity; the amount allocated to this activity should then be split between this code and the “In-service training” code.</p> <p>Training of school principals/inspectors to</p>

			<p>accountability</p> <ul style="list-style-type: none"> • Any other interventions to reduce teacher absenteeism in the classroom • Any policy or framework related to this area 	<p>manage the school (not the teachers) should be coded under “Organizational capacity.”</p>
6.5	Teaching tools	<p>Activities related to the development, procurement and/or provision of any tools and materials used by a teacher to help teach a lesson more effectively. Teachers can be contract or community teachers.</p>	<ul style="list-style-type: none"> • Teaching materials (e.g., teacher guide) and other resources such as maps, posters and blackboards • Ready-made lessons plans • Any policy or framework related to this area 	<p>If the development, procurement and/or provision of teaching tools and materials aims to improve quality or education for a specific targeted group (e.g., children with disabilities), split the amount between this code and other relevant code(s).</p>
6.6	Assessment of teaching quality	<p>Activities that aim to assess teaching quality in the classroom by measuring, for example, time on task, classroom culture, instruction and students’ socioemotional skills. Classroom observation is used not only in teacher education and professional development but also in evaluation studies.</p>	<ul style="list-style-type: none"> • Classroom/lesson observations of teaching practices (e.g., WB TEACH) • Any policy or framework related to this area 	

		Teachers can be contract or community teachers.		
6.7	Social dialogue involving teachers	Dialogue-focused interventions that mobilize teachers to ensure that their voices are being heard, around topics that relate to teachers, students, learning processes and schools at large. Teachers can be contract or community teachers.	<ul style="list-style-type: none"> • Involvement and participation of teachers or teacher groups in planning (at school, subnational or national level) • Activities related to teacher unions (e.g., teacher association capacity building) • Any policy or framework related to this area 	
6.8	Other, describe:			
Priority area: Volume, equity and efficiency of domestic finance				
7.1	Financing at the national level	Activities that aim to improve the volume, equity and efficiency of education financing at the national level. These activities include public financial management practices and reforms.	<ul style="list-style-type: none"> • Interventions to increase the volume of public expenditure • Budget planning and allocation for the sector at the national level • Budgeting and public financial capacity at the national level (including payroll management) • Financial reporting, review and accountability at the national level (including expenditure reviews, audits) • Dialogue between ministry of education and ministry of finance • Any policy or framework related to this area 	

7.2	Financing at the subnational level	Activities that aim to improve the volume, equity and efficiency of education financing at the subnational level (i.e., districts, regions and provinces). This code excludes the school level, which is tackled under another code	<ul style="list-style-type: none"> • Interventions to increase the volume of public expenditure • Budget planning and allocation at subnational levels • Budgeting and public financial capacity at subnational levels (including payroll management) • Financial tracking, reporting, review and accountability (including expenditure reviews, audits) in districts, regions and provinces • Capacity of the national system to address the financial needs of education institutions at subnational levels, and funding flows to subnational levels • Any policy or framework related to this area 	
7.3	Financing at the school level	Activities that aim to improve the volume, equity and efficiency of education financing at the school level. This code also applies to grants and other funding that schools receive directly from the central government with context-driven aims of, for example, increasing	<ul style="list-style-type: none"> • Provision of school grants: block grants/per capita/supplement grants to schools; cash grants to schools; other types of direct grants to schools, including performance-based grants and thematic grants (e.g., to support science) • Mechanisms for allocating, distributing and monitoring/controlling the use of school grants and other types of direct funding to schools 	If the school grants provide specific incentives that can be captured in other code(s) (e.g., gender equality, children with disabilities), split the amount between this code and other relevant code(s).

		<p>access, quality, equity and efficiency in education. It encompasses system-level mechanisms and capacities to allocate, use and monitor the grants/other direct funding, from the side of the government grantor and the recipient schools.</p>	<ul style="list-style-type: none"> • Budget planning and allocation at the school level • Budgeting and financial management capacity at the school level, including mechanisms to receive and use direct funding (i.e., school bank accounts and financial reporting on grant use, payroll, expenditure management capacity, etc.) • Financial tracking, reporting, reviews and assessments in schools • Capacity of the subnational system to address the financial needs of schools, and funding flow to schools • Any policy or framework related to this area 	
7.4	Schooling patterns and internal efficiency	<p>Activities aimed at improving the education system's efficiency in student schooling patterns and outcomes (e.g., repetition, dropout, transition, retention, promotion).</p>	<ul style="list-style-type: none"> • Solutions to early grade bottlenecks and overage children • Measures to improve transition from primary to lower secondary • Rules about transition within/between cycles, repetition and promotion, graduation • Any policy or framework related to this area 	<p>If the activity targets a specific group (e.g., girls), split the amount between this code and other relevant code(s).</p>
7.5	Other, please describe:			

Priority area: Strong organizational capacity

8.1	Coordination, dialogue and engagement	<p>Activities that focus on the ability of governments, education sector partners and other stakeholders to engage proactively and constructively with one another for better education service delivery. This code includes activities related to better sector coordination (e.g., capacity strengthening, governance, structures, working arrangements). Activities can occur at the national, subnational and school levels.</p>	<ul style="list-style-type: none"> • Local education group meetings and coordination • Coordination and dialogue among national, subnational and school levels (vertical coordination) • Coordination and dialogue with other ministries, between subnational entities and between schools (lateral coordination) • Stakeholders' involvement at the school level (including parents and parent associations, community, students, teacher unions/associations) • School management committees and school accountability toward communities • Any policy or framework related to this area 	<p>Indicate the amount to be spent at different administrative levels, if such information is available.</p>
8.2	Planning and formulation of policies and strategies	<p>Activities that focus on the ability of individuals and organizations to plan and develop effective policy, legislation, strategies and plans. This code includes activities related to better planning (e.g., capacity strengthening).</p>	<ul style="list-style-type: none"> • Activities related to policy, strategies and plans (e.g., capacity building, skills training, planning, development, communications and dissemination) • Education sector analysis • Annual operational planning and budgeting • School mapping • Development of school plans, including school 	<p>If the activity aims to improve gender equality, split the amount between this code and the relevant code under "Gender equality."</p> <p>For policies specific to a thematic area, split the dollar amount under this</p>

			<p>development/improvement plans and micro planning</p> <ul style="list-style-type: none"> • Capacity building and skills training in any of the areas above 	<p>code and the one for the thematic area covered in the policy.</p> <p>Indicate the amount to be spent at different administrative levels, if such information is available.</p>
8.3	Management and implementation	<p>Activities that focus on the ability of individuals and organizations to organize themselves and function, and ultimately enact policies and/or regulatory decisions, and plan and execute relevant actions and solutions. This code includes program/project management for GPE grants.</p>	<ul style="list-style-type: none"> • Education sector human resources management, including hiring and management of staff, incentives and accountability • National/subnational standards for school quality/performance, school budget, implementation of school plan, school governance and school-based management (e.g., school management committees and other governing bodies, school autonomy, school councils) • Mechanisms related to human resources, including hiring, management of staff, incentives for performance • Information/knowledge management platforms and mechanisms (excluding data systems) • Capacity building and skills training in any of the areas above 	<p>Code data systems under “Data, data systems and use of data.”</p> <p>Indicate the amount to be spent at different administrative levels, if such information is available.</p>

			<ul style="list-style-type: none"> • Any policy or framework related to this area 	
8.4	Monitoring, evaluation and learning	Activities that focus on the ability of individuals and organizations to effectively monitor and evaluate project and/or program achievements against expected results, to learn from practices for adaptive management and corrective actions, and to strengthen mutual accountability	<ul style="list-style-type: none"> • Monitoring (sector/subsector), evaluation (formative/summative), baseline/midline/endline surveys • Impact studies of specific intervention, midterm reviews of compact, policy research, surveys, stock-taking exercises and any other exercise to produce evidence • Feedback and learning loop mechanisms • Joint monitoring review processes, including joint sector reviews, reviews of COVID-19 response and recovery plans • Learning activities for the uptake of monitoring and evaluation findings, and learning from innovative models • Capacity building and skills training in any of the areas above • Any policy or framework related to this area 	<p>Education sector analysis should be coded under “Planning and formulation of policies and strategies.”</p> <p>Indicate the amount to be spent at different administrative levels, if such information is available.</p> <p>Use this code for monitoring and evaluation of the sector or subsector. If it is specific to the grant-funded program or the project, use “other” category.</p>
8.5	Education decentralization	Activities related to the transfer of tasks or decision-making/management authority from higher to lower levels of	<ul style="list-style-type: none"> • Decentralization frameworks, processes and rules • Decentralization pilots • Capacity building of lower-level government entities/schools to perform decentralized activities 	If the system has already been decentralized and the activity aims to strengthen capacity of decentralized levels, use the “Subnational” subcode in the relevant

		<p>governments, or even to schools, in the education system (as defined in a given context) in terms of budget/expenditure, program and policy planning and implementation (including the organization of instruction), administrative management and governance.</p> <p>Decentralization can take any of three forms: (i) devolution (shifting decision-making powers to lower levels of government), (ii) deconcentration (shifting responsibility or tasks but not decision-making power to geographically dispersed agents) and (iii) delegation (shifting responsibility to entities outside of full government control)</p>	<ul style="list-style-type: none"> • Communication around decentralization, guidelines, handbooks • Any policy or framework related to this area 	<p>organizational capacity code (e.g., “Planning and formulation of policies and strategies”).</p>
--	--	---	--	--

8.6	Data, data systems and use of data	Activities related to building data systems; maintaining, expanding, modernizing, and interlinking them; and collecting/using the resulting education data, including disaggregation. Data systems are understood as systems for the collection, integration, processing, maintenance and dissemination of data and information to support decision-making, policy-analysis and formulation, planning, monitoring and management at all levels of an education system. Cost the subcodes that apply.		
	8.6.1	Education management information system	A management information system designed to manage information about an education system. An EMIS is a repository for data collection, processing, analyzing and reporting of educational information including on schools, students, teachers and staff. EMIS information is used by ministries of education, NGOs, researchers, donors and other education stakeholders for research, policy and planning, monitoring and evaluation, and decision-making. EMIS information is specifically used to create indicators that monitor the performance of an education system and to manage the distribution and allocation of educational resources and services. (from GPE Glossary)	<p>Split the amount if the activity involves any other codes or subcodes under "Data, data systems and use of data." For example, if development of an EMIS involves data collection using ICT (e.g., tablet, phone), split the amount between this subcode and ICT code (and possibly "Hardware/software for data systems" subcode, if relevant).</p> <p>If the activity relates to disaggregating EMIS data by various population groups, split the amount between this subcode and "Disaggregated data" subcode.</p>

				If the activity explicitly aims at improving data availability on a specific population (e.g., children with disabilities, refugees), split the amount between this code and relevant code(s) under “Inclusion.”
8.6.2	School report cards		A system for making public a set of aggregated data specific to an individual school.	
8.6.3	Hardware/software for data systems		Upgrades to hardware and software used for data collection, analysis and dissemination.	
8.6.4	Decentralization of data systems		Decentralization of data systems refers to efforts to build capacity for data collection, analysis and dissemination at subnational levels (i.e., state/provincial, local/district and school).	
8.6.5	Integrated data		Refers to ability to integrate external information being collected by NGOs, other government institutions, etc. Note: integration of data includes integration both within and external to the ministry of education	
8.6.	Disaggregated data		Disaggregation of data, for example, by sex, income, disability status, locality, etc.	Split the amount between this code and relevant code

				under “Inclusion” or “Gender equality,” as relevant.
	8.6.7	Data, Other		Use only if the activity is about data, data systems or the use of data but cannot be categorized under any of the subcodes above.
8.7	System capacity for education in emergencies	Planning, policies and mechanisms for increased system preparedness, resilience and agility at the national, subnational and school levels. This code includes organizational capacity vis-à-vis education in emergencies and protracted crises (e.g., planning and implementation of both mitigation and recovery efforts during a crisis.	<ul style="list-style-type: none"> • Diagnostic of external/contextual risks to the education system; conflict analyses • Development or revision of sector plan, strategy, programs and/or budgets to include preparedness, response and recovery strategies • Establishment of national/subnational contingency plans on how to maintain provision of core educational services during crises • Establishment of school-level crisis contingency plans • Development or strengthening of data systems that track risks and their impact on the education system and/or the educational needs of displaced populations • Climate-sensitive planning for both adaptation and mitigation (e.g., approaches to school construction, 	

			<p>curriculum content, teacher professional development, evacuation measures)</p> <ul style="list-style-type: none"> • Knowledge exchange related to strengthening resilience of the education system • Capacity building and technical assistance related to integrating resilience and risk management in planning, monitoring and evaluation • Support to sector coordination, including between local education group and education cluster, between education and other sectors such as health and between different government ministries/agencies with mandates for education in crisis • Any policy or framework related to this area 	
8.8	Other, please describe:	-	-	-
Other				
9.1	Other unallocable costs	Costs that do not match the definition of any of the codes under eight priority areas	<ul style="list-style-type: none"> • GA implementation support cost (supervision fee) • Program/project management cost • Monitoring and evaluation of the program/project • Procurement support cost 	

			<ul style="list-style-type: none"> • Cost for independent verification of variable part indicators 	
--	--	--	---	--

2. Generic codes

Description	Codes	Description	Source	Examples	Coding instruction
Targeted groups					
Beneficiaries directly targeted by interventions supported by the GPE program	Out-of-school children	School-aged children who are not enrolled in or attending schools. OOSC encompass both dropouts and children who have never attended school. This second group can be either late entrants or children who will never attend school.	UIS , UIS/UNICEF , GPE glossary		
	Dropouts	Students who left school before completion of their schooling.	UNICEF	Dropouts	
	At risk of dropout	Students who are at risk of leaving school before completion.	N/A		Use this code if the program document explicitly specifies students at risk of dropping out as a target group.
	Children with disabilities	Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments that, in interaction with various barriers, may hinder their full and	CRPD	Special needs, handicapped, blind,	

Description	Codes	Description	Source	Examples	Coding instruction
		effective participation in society on an equal basis with others.		deaf, illness that caused impairment (e.g., polio)	
	Linguistic minorities	A group numerically inferior to the rest of the population of a state, in a nondominant position, whose members—although nationals of the state—possess linguistic characteristics differing from those of the rest of the population.	UN		
	Ethnic minorities	A group numerically inferior to the rest of the population of a state, in a nondominant position, whose members—although nationals of the state—possess ethnic characteristics differing from those of the rest of the population.	UN	Indigenous groups	
	Refugees	People who have fled war, violence, conflict or persecution and have crossed an international border to find safety in another country.	UNHCR		
	IDPs	People who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not	UNHCR		

Description	Codes	Description	Source	Examples	Coding instruction
		crossed an internationally recognized state border.			
	Crisis-affected children	Children affected by various kinds of crisis, including but not limited to conflict, natural disaster, and health crisis.	N/A		In the context of conflict, if the program targets refugees and IDPs, use other codes. This code is for those who are affected by conflict but did not leave their homes or places of habitual residence.
	Disadvantaged/underserved/marginalized children	Children at risk of education exclusion because of sex, location, poverty, disability, ethnicity, language, migration, displacement or other characteristics.	UIS		Use this code only if program document doesn't specify the way the targeted group is disadvantaged.
	Children affected by school-related violence	Children affected by school-related violence (physical, sexual or emotional), including but not limited to bullying, harassment, verbal abuse, sexual abuse and exploitation, corporal punishment and other forms of humiliation.	UNICEF		

Description	Codes	Description	Source	Examples	Coding instruction
		School violence can also be associated with gang culture, weapons and fighting.			
Cross-sectoral intervention					
SDG areas other than education, to which GPE program contributes	Climate change or environmental education	<p>Climate change education: Activities that help people understand and address the impact of global warming, increase “climate literacy” among young people, encourage changes in their attitudes and behavior, and help them adapt to climate change-related trends. Activities shall enable informed decision-making, play an essential role in increasing adaptation and mitigation capacities of communities and empower women and men to adopt sustainable lifestyles.</p> <p>Environmental education: Activities that allow individuals to explore environmental issues, engage in problem solving and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.</p>	<p>UNESCO</p> <p>US EPA</p>		
	Health	Interventions delivered from a school platform, which, in addition to affecting education outcomes, aim to improve health and/or prevent disease. These interventions typically aim at establishing health-related	WB SABER , EPL coding framework, GPE factsheet .	Vaccination campaign, deworming, vision/hearing	Auto-populated from thematic costing (“Health and hygiene programs” code),

Description	Codes	Description	Source	Examples	Coding instruction
		<p>school policies, ensuring safe and supportive school environments, providing school-based health services and delivering skills-based health education. In addition to general health interventions, in this codebook health also includes sexual and reproductive health, menstrual health and hygiene, and mental and psychological health.</p>	<p>UNICEF</p>	<p>screening, infectious disease prevention education, handwashing, WASH facilities, Menstrual health management, education on link to reproductive health</p>	<p>plus code 3.6 (gender-responsive health and hygiene).</p>
	<p>Nutrition</p>	<p>School feeding: Provision of food to schoolchildren. There are as many types of programs as there are countries, but they can be classified into two main groups: (i) in-school feeding, whereby children are fed in school, and (ii) take-home rations, whereby families are given food if their children attend school.</p> <p>School-based food and nutrition education: Educational activities that will help schoolchildren (along with school staff and parents) to achieve lasting improvements in</p>	<p>WB SABER FAO OECD DAC CRS code</p>	<p>School feeding/school meal, food rations, nutrition education, micronutrient supplementation</p>	<p>Auto-populated from thematic costing (“Nutrition and school feeding” code).</p>

Description	Codes	Description	Source	Examples	Coding instruction
		<p>their diets and other food practices as well as their outlooks and knowledge, to build their capacity to change and adapt to external change and to pass on their learning to others</p> <p>Micronutrient supplementation: Provision of micronutrient (e.g., iron and iodine) to prevent disease and foster growth and development</p>			
	Global citizenship/education for sustainable development	Activities to increase knowledge and skills needed to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.	SDG 4.7.1	Education on/for peace, democracy, human rights, war, genocide, etc.	For climate change and environmental education, use the first code under this category.
Learning content area					
	21st century skills/competencies	Abilities and attributes that can be taught or learned in order to enhance ways of thinking, learning, working and living in the world. The skills include creativity and innovation, critical thinking/problem solving/decision-making, learning to learn/metacognition, communication, collaboration (teamwork), information literacy, ICT literacy, citizenship (local and global), life and career skills and personal and social responsibility (including cultural awareness and competence).	GPE (2020) , adapted from Binkley et al.	21st century skills/competencies	Use this code when program document uses one of the following terms: 21st century skills/competencies, noncognitive skills, soft skills, whole child development,

Description	Codes	Description	Source	Examples	Coding instruction
	Science, technology, engineering and mathematics	STEM education refers to teaching and learning in the fields of science, technology, engineering and mathematics. It typically includes educational activities across all grade levels—from preschool to postdoctorate—in both formal (e.g., classrooms) and informal (e.g., afterschool programs) settings.	Gonzalez and Kuenzi (2012)	STEM, STM (science, technology and mathematics), STEAM (science, technology, engineering, art and mathematics), etc.	<p>transversal skills/competencies, transferable skills, social/socio-emotional skills/learning.</p> <p>If the program document supports foundational/early grade numeracy but not other subject areas in STEM, use the “Foundational skills” code, not this one.</p> <p>Code variations of STEM, including the ones listed in the examples. Use this code for any activities that promote, improve and/or expand STEM (e.g., development of a</p>

Description	Codes	Description	Source	Examples	Coding instruction
					policy on STEM, teacher training, scholarship for girls, competitions/events). Use this code for activities in a subject area that constitutes STEM (e.g., math, ICT).
	Foundational skills	Foundational learning skills refer to the skills that make learning possible. They typically include basic literacy and numeracy skills commonly covered in the curricula of the first years of primary education.	UIS/ Evans and Hares (2021)	Foundational literacy and/or numeracy (skills), FLN, foundational learning, early (grade) literacy and/or numeracy	
Education in emergencies					
Type of crisis and phase of response	Conflict	International armed conflicts exist whenever two or more states resort to armed conflict. Noninternational armed conflicts are protracted armed confrontations occurring between governmental armed forces and the	Adapted from ICRC	Conflict, civil war	Code only when program document specifically mentions

Description	Codes	Description	Source	Examples	Coding instruction
		forces of one or more armed groups, or between such groups arising on the territory of a state. The armed confrontation must reach a minimum level of intensity and the parties involved in the conflict must show a minimum level of organization.			situation of conflict (e.g., in the country context or background section of the program document), typically described with words in the example.
	Natural disaster	Program operates in a country recently affected by a natural event such as a flood, earthquake or hurricane that caused great damage or loss of life.	Oxford Dictionary	Earthquake, cyclone, drought, flooding, etc.	Code only when program document specifically mentions a natural disaster (e.g., in the country context or background section of the program document).

Description	Codes	Description	Source	Examples	Coding instruction
	Health crisis	An occurrence or imminent threat of an illness or health condition, caused by bioterrorism, epidemic (e.g., gastrointestinal, malaria, Dengue, Zika) or pandemic disease (e.g., flu, Avian Flu, Ebola), or a novel and highly fatal infectious agent or biological toxin, that poses a substantial risk of a significant number of human fatalities or incidence of permanent or long-term disability.	INEE	COVID-19, Ebola, Zika virus	Code only when program document specifically mentions a health crisis (e.g., in the country context or background section of the program document).
	Mitigation/Response	Mitigation: The lessening or minimizing of the adverse impacts of a hazardous event. Response: Actions taken directly before, during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected.	UNDRR UNDRR		
	Recovery	The restoring or improving of livelihoods and health—as well as economic, physical, social, cultural and environmental assets, systems and activities—of a disaster-affected community or society, aligning with the principles of sustainable development and “build back better,” to avoid or reduce future disaster risk.	UNDRR		
	Preparedness	The knowledge and capacities developed by governments, response and recovery	UNDRR		

Description	Codes	Description	Source	Examples	Coding instruction
		organizations, communities and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent or current disasters.			
Geographic locale					
Refers to the classification system to describe a type of location. Used in cases when the text specifically mentions a geographic area or region within the country.	Urban/Peri-urban	<p>Urban: Based on the definition applied in national statistical practices and exercises. For example, an urban area can be defined by one or more of the following: administrative criteria or political boundaries (e.g., the area within the jurisdiction of a municipality or town committee), a threshold population size (minimum for an urban settlement is typically about 2,000 people but varies globally between 200 and 50,000), population density, economic function (e.g., an area where a significant majority of the population is not primarily engaged in agriculture, or where there is surplus employment) or the presence of urban characteristics (e.g., paved streets, electric lighting, sewerage).</p> <p>Peri-urban: An area between consolidated urban and rural regions.</p>	UNICEF		
	Rural/Remote/Hard-to-reach	<p>Rural: Based on the definition applied in national statistical practices and exercises. For example, a rural area can be considered a geographical region outside the urban agglomeration.</p>	UIS UNICEF		

Description	Codes	Description	Source	Examples	Coding instruction
		Remote/Hard-to-reach: Hard-to-reach areas can be defined as those parts of the country whose physical, communication, security, social and economic conditions mean they receive a relatively inequitable level of public service.			
	Slum neighborhood/ Informal settlement	Residential areas where <ul style="list-style-type: none"> • Inhabitants often have no security of tenure for the land or dwellings they inhabit (for example, they may squat or rent informally); • Neighborhoods usually lack basic services and city infrastructure; and • Housing may not comply with planning and building regulations, and is often situated in geographically and environmentally sensitive areas. 		Slum, informal settlement, squatter settlement (depending on how the government labels this kind of area)	This code does not include refugee camps.
	Refugee camp	Temporary facilities built to provide immediate protection and assistance to people who have been forced to flee their homes because of war, persecution or violence.	UNHCR		
Intervention type					
	Pilot	A pilot program, pilot project, pilot test or pilot experiment is a small-scale preliminary intervention implemented in order to evaluate feasibility, time, cost and adverse events, and to improve upon the design of the intervention	Adapted from Wikipedia		

Description	Codes	Description	Source	Examples	Coding instruction
		before implementing or attempting to implement the intervention at scale.			
	Scale-up	Expansion, adaptation, replication and sustaining of desired policy, program and practice changes. Implied in definitions of scaling up is the assumption that we scale up in order to achieve valued outcomes (such as increased access to schools, improved learning outcome).	World Bank		
	Innovation	Innovation is defined as the implementation of a new or significantly improved product (good or service), or process, or a new marketing method, or a new organizational method. The minimum requirement for an innovation is that the product, process, marketing method or organizational method must be new (or significantly improved in the case of product or process) to the country or to the given context. In this category we include all scientific, technological, organizational, financial and commercial steps that actually lead, or are intended to lead, to the implementation of innovations. Some innovation activities are themselves innovative; others are not novel activities but are necessary for the implementation of innovations. Innovation activities also include	UIS		

Description	Codes	Description	Source	Examples	Coding instruction
		R&D that is not directly related to the development of a specific innovation.			
	Production and use of evidence	Evidence is understood as any piece of information from empirical research, evaluations, statistical data and/or education stakeholders' experiences that has the potential to help understand the situation, deliberate options and make informed policy and operational decisions. This code includes support to build capacity of the education stakeholders to regularly produce and consistently mobilize and make use of evidence throughout the policy formulation and implementation continuum.	GPE Guidance for analyzing requirements areas	Development of education sector analyses Public Education Expenditure Reviews, diagnostic studies, global/country-level research, studies and evaluations	
	Policy-related support/Policy reform	Activities to develop a new policy document or to revise an existing one.		Development of new policy and revision of existing policy	If a program supports policy development/reform in a thematic area, use this generic code and cost thematic area in thematic coding. Do NOT code sector plan

Description	Codes	Description	Source	Examples	Coding instruction
					or strategy (e.g., education sector plan under this code.
	Cross-country knowledge sharing/learning	Activities to generate, curate, share and apply knowledge/experience with other countries. The code includes activities that are adapted from other countries' experiences.	USAID Learning Lab	Adaptation of a best practice in one country by another Cross-country knowledge-sharing workshop	
Core education service providers					
	Government	Grant supports schools whose core education services are provided by government bodies, including national (e.g., ministry of education) and subnational (e.g., local government) ones.			
	Community	Grant supports schools whose core education services are provided by the community.		Community school	Code "1" if program document specifically mentions community

Description	Codes	Description	Source	Examples	Coding instruction
					school, or schools run by community.
	NGO	Grant supports schools whose core education services are provided by an NGO.			
	Faith-based organization	Grant supports schools whose core education services are provided by a faith-based organization (e.g., a church).		Madrasa	
Actors involved					
Actors who will partner with GPE-supported program to design/implement interventions. Code the categories targeted by the program under "Targeted groups."	Civil society organizations	Nongovernmental and not-for-profit organizations in partner countries or elsewhere that have a presence in public life, expressing the interests and values of their members or others on the basis of ethical, cultural, political, scientific, religious or philanthropic considerations. CSOs therefore refer to a wide of array of organizations: community groups, NGOs, labor unions, indigenous groups, charitable organizations, faith-based organizations and professional associations.	GPE 2020 RE indicator 19 (based on World Bank definition)	Local NGOs, international NGOs, national coalitions, international coalitions	
	Parents, caregivers, community	Caregiver: A person who is very closely attached to the child and responsible for their daily care and support. Primary caregivers include parents, families and other people who are directly responsible for the child at	UNICEF	Parent associations, school councils, local	

Description	Codes	Description	Source	Examples	Coding instruction
		<p>home. They also include carers outside the home, such as people working in organized day care.</p> <p>Community: Group of people sharing common characteristics or interests. A community can be either a geographically based group of persons or a group with shared interests or common demographic composition irrespective of their physical location within a country.</p>	UIS	children and youth organizations, community-based organizations	
	Youth groups	Group of persons between the ages of 15 and 24, forming a part or a unit of an organized social, political or religious institution, in partner countries or elsewhere. Youth is best understood as a period of transition from the dependence of childhood to adulthood's independence. Youth often refers to a person between the ages of leaving compulsory education and finding their first job.	UN Merriam-Webster		
	Private sector	<p>The private sector comes in many forms:</p> <ul style="list-style-type: none"> • Business community: Companies that operate within and across countries and whose core business is primarily outside education • Providers of ancillary education services: Companies that produce/sell goods and services supporting education service 	GPE Private sector engagement strategy 2019-2022		Include private sector organization in partner countries or elsewhere.

Description	Codes	Description	Source	Examples	Coding instruction
		<p>provision (e.g., publishing, infrastructure, training, connectivity, IT, financial services)</p> <ul style="list-style-type: none"> Providers of core education services: Organizations running schools or other educational institutions (e.g., kindergartens, training facilities) Membership associations for private sector operators: Actors operating mainly at the national level but also at the international level (e.g., Global Schools Forum) 			
	Foundations	Use in any case where the text explicitly mentions “foundation,” defined here by the use of the term itself rather than any technical definition.			Include foundations in partner countries or elsewhere.
	Teacher organizations	Nongovernmental associations that provide a range of services to teachers. Teacher organizations may provide, among other things, initial teacher education programs and continuing professional development, legal counseling, welfare assistance, lobbying services, political representation and/or representation of teachers’ interests.	GPE2020 RF indicator 19 (based on WB Saber document)	Teachers associations, teachers unions, Education International	Include foundations in partner countries or elsewhere.
	Academia/research institutions	Academic institutions: Educational institutions in partner countries and elsewhere that are dedicated to education and research, and that grant academic degrees.	Adapted from a journal paper	University, research centers/institutions, think tanks	Do not include national statistics institutions that may be part of EMIS data

Description	Codes	Description	Source	Examples	Coding instruction
		Research institutions: Organizations in partner countries and elsewhere that are concerned with the creation and communication of policy-relevant knowledge.			collection/compilation. Include government bodies that are explicitly research institutions.

3. Levels of education codes (for OECD reporting)¹

The level of education is considered to be “supported” if dollar amount is costed for corresponding CRS code.

DAC 5 COD E	CRS COD E	DESCRIPTION	Clarifications/Additional notes on coverage
110		Education	
111		Education, Level Unspecified	The codes in this category are to be used only when level of education is unspecified or unknown (e.g., training of primary school teachers should be coded under 11220).
	11110	Education policy and administrative management	Education sector policy, planning and programs; aid to education ministries, administration and management systems; institution capacity building and advice; school management and governance; curriculum and materials development; unspecified education activities.
	11120	Education facilities and training	Educational buildings, equipment, materials; subsidiary services to education (boarding facilities, staff housing); language training; colloquia, seminars, lectures, etc.
	11130	Teacher training	Teacher education (where the level of education is unspecified); in-service and pre-service training; materials development.
	11182	Educational research	Research and studies on education effectiveness, relevance and quality; systematic evaluation and monitoring.
112		Basic Education	

¹ Updated in January 2021 for reporting on 2020 flows. <http://www.oecd.org/dac/stats/purposecodessectorclassification.htm>

	11220	Primary education	Formal and nonformal primary education for children; all elementary and first cycle systematic instruction; provision of learning materials.
	11230	Basic life skills for adults	Formal and nonformal education for basic life skills for adults (adult education); literacy and numeracy training. Excludes health education (12261) and activities related to prevention of noncommunicable diseases. (123xx).
	11231	Basic life skills for youth	Formal and nonformal education for basic life skills for young people.
	11232	Primary education equivalent for adults	Formal primary education for adults.
	11240	Early childhood education	Formal and nonformal preschool education.
	11250	School feeding	Provision of meals or snacks at school; other uses of food for the achievement of educational outcomes including “take-home” food rations provided as economic incentives to families (or foster families, or other child care institutions) in return for a child’s regular attendance at school; food provided to adults or youth who attend literacy or vocational training programs; food for preschool activities with an educational component. These activities may help reduce children’s hunger during the school day if food/meals provided contain bioavailable nutrients to address specific nutrition needs and have nutrition expected outcomes in school children, or if the rationale [mainstream nutrition]] or expected outcome is nutrition-linked.
	11260	Lower-secondary education	Second cycle systematic instruction at junior level.
113		Secondary Education	
	11320	Upper-secondary education (modified and includes data from 11322)	Second cycle systematic instruction at senior levels.
	11330	Vocational training	Elementary vocational training and secondary-level technical education; on-the-job training; apprenticeships; including informal vocational training.
114		Postsecondary Education	
	11420	Higher education	Degree and diploma programs at universities, colleges and polytechnics; scholarships.
	11430	Advanced technical and managerial training	Professional-level vocational training programs and in-service training.

4. Gender marker

Grants, at the subcomponent level, are coded per the following criteria and scored 0, 1 or 2. In line with the definition and minimum recommended criteria for the DAC gender quality policy marker².

Score	Criteria	Examples						
Score 0 Subcomponent has been screened and found that it is not targeting gender equality.	Interventions included in the subcomponent fail to meet the minimum criteria per scores 1 and 2.	- The main objective of this subcomponent is to implement a teacher training program for enhancing student learning. A gender analysis/study was not considered in the design of subcomponent activities. There are no indications that the teacher training activities integrate gender-responsive pedagogy, and there is no sex-disaggregated data associated to the sub-component.						
Score 1 Gender equality is a significant objective, but not the principal reason for undertaking the subcomponent	Interventions included in the subcomponent have been informed by evidence, and their progress may be monitored through indicators in the results framework, where applicable. <table border="1" data-bbox="430 950 1255 1287"> <thead> <tr> <th>Minimum criteria</th> <th>Required</th> </tr> </thead> <tbody> <tr> <td>The design of the activities in the subcomponent has been informed by a gender analysis, evidence, or problem statement on gender gap/barriers, or there is a plan to conduct a gender analysis.</td> <td>Yes</td> </tr> <tr> <td>Gender equality is an important and deliberate objective of the subcomponent or consideration to be given in designing and/or implementing the subcomponent.</td> <td>Yes</td> </tr> </tbody> </table>	Minimum criteria	Required	The design of the activities in the subcomponent has been informed by a gender analysis, evidence, or problem statement on gender gap/barriers, or there is a plan to conduct a gender analysis.	Yes	Gender equality is an important and deliberate objective of the subcomponent or consideration to be given in designing and/or implementing the subcomponent.	Yes	- The main objective of this subcomponent is to procure textbooks that align with new national curriculum. In developing textbooks, the Ministry of Education (MoE) will conduct a series of background studies, including on the role of gender, as the reinforcement of gender stereotypes was identified as one of the challenges of previous textbooks as well as issues such as quality and relevance to the new curriculum. The MoE sees challenging negative gender stereotypes as significant but not the primary reason for the development of the new textbooks.
Minimum criteria	Required							
The design of the activities in the subcomponent has been informed by a gender analysis, evidence, or problem statement on gender gap/barriers, or there is a plan to conduct a gender analysis.	Yes							
Gender equality is an important and deliberate objective of the subcomponent or consideration to be given in designing and/or implementing the subcomponent.	Yes							

² <https://www.oecd.org/dac/gender-development/Minimum-recommended-criteria-for-DAC-gender-marker.pdf>

	<p>Commitment to monitor and report on the gender-equality results of the subcomponent through an indicator in the results framework where applicable. The presence of an indicator is tracked but is not a requirement.</p>	<p>No</p>										
<p>Score 2 Gender equality is the main or principal objective of the subcomponent and is fundamental in its design and expected results</p>	<p>The subcomponent would not have been undertaken without this gender equality objective. Interventions included in the subcomponent have been informed by evidence, and their progress will be monitored through indicators in the results framework, where applicable.</p> <table border="1" data-bbox="436 651 1255 1219"> <thead> <tr> <th data-bbox="436 651 1121 691">Minimum criteria</th> <th data-bbox="1121 651 1255 691">Required</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 691 1121 846"> <p>The design of the activities in the subcomponent has been informed by a gender analysis or evidence of gender gaps/barriers.</p> </td> <td data-bbox="1121 691 1255 846"> <p>Yes</p> </td> </tr> <tr> <td data-bbox="436 846 1121 992"> <p>The aim of the subcomponent is to advance gender equality (to education, within education, and through education, and/ or addressing gender equality at a system change level).</p> </td> <td data-bbox="1121 846 1255 992"> <p>Yes</p> </td> </tr> <tr> <td data-bbox="436 992 1121 1146"> <p>Commitment to monitor and report on the gender-equality results of the subcomponent through an indicator in the results framework, where applicable.</p> </td> <td data-bbox="1121 992 1255 1146"> <p>Yes</p> </td> </tr> <tr> <td data-bbox="436 1146 1121 1219"> <p>Data and indicators are disaggregated by sex, where applicable.</p> </td> <td data-bbox="1121 1146 1255 1219"> <p>Yes</p> </td> </tr> </tbody> </table>	Minimum criteria	Required	<p>The design of the activities in the subcomponent has been informed by a gender analysis or evidence of gender gaps/barriers.</p>	<p>Yes</p>	<p>The aim of the subcomponent is to advance gender equality (to education, within education, and through education, and/ or addressing gender equality at a system change level).</p>	<p>Yes</p>	<p>Commitment to monitor and report on the gender-equality results of the subcomponent through an indicator in the results framework, where applicable.</p>	<p>Yes</p>	<p>Data and indicators are disaggregated by sex, where applicable.</p>	<p>Yes</p>	<p>- The lower share of female teachers in rural secondary schools (20% in rural area vs 60% in urban) has been identified as an impediment to increase girls’ continued attendance at schools in rural areas. The main objective of this subcomponent is to increase the proportion of female teachers in rural secondary schools as a means to improving girls’ attendance and learning. The subcomponent also includes activities to strengthen the capacity of female teachers in rural schools. This includes reviewing recruitment practices, providing training support that responds to male and female trainees and paying stipend for female teachers to be deployed to rural areas. This aims to create environments where girls see female teachers and leaders as role models, improve teaching quality, and create a more welcoming environment for girls. To overcome this challenge, the grant will finance the review of recruitment practices, teacher training and stipends to female teachers to incentivize the deployment to rural secondary schools. The share of female teachers in rural schools will be monitored through an indicator in the Results Framework.</p>
Minimum criteria	Required											
<p>The design of the activities in the subcomponent has been informed by a gender analysis or evidence of gender gaps/barriers.</p>	<p>Yes</p>											
<p>The aim of the subcomponent is to advance gender equality (to education, within education, and through education, and/ or addressing gender equality at a system change level).</p>	<p>Yes</p>											
<p>Commitment to monitor and report on the gender-equality results of the subcomponent through an indicator in the results framework, where applicable.</p>	<p>Yes</p>											
<p>Data and indicators are disaggregated by sex, where applicable.</p>	<p>Yes</p>											