GLOBAL PARTNERSHIP *for* EDUCATION

METHODOLOGY SHEET FOR GLOBAL PARTNERSHIP FOR EDUCATION (GPE) INDICATORS

Indicator title	**Indicator (6)** Pre-primary gross enrollment rate
Result measured (from GPE Results Framework):	**Strategic Goal (2)** Increased equity, gender equality, and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity, and conflict or fragility

JUSTIFICATION FOR INDICATOR

Background/context for indicator:	The second of 10 targets from Sustainable Development Goal 4 is: "By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education." There is a growing understanding that pre-primary education is among the best investments in learning[1]. Children who benefit from early childhood education programs are better prepared for and to transition to primary school; they also tend to have improved school readiness and performance, as well as reduced repetition and drop-out rates at the primary level[2 and 3]. In addition, pre-primary education promotes children's social, emotional, physical, and cognitive and non-cognitive skills/development on the whole and helps them develop their full potential in subsequent years[2 and 3]. Finally, some research studies showed that, overall, good quality early childhood programs can reduce inequalities and thus "compensate for vulnerability and disadvantage"[4]. In the Global Partnership for Education's (GPE) developing country partners (DCPs), there has been a progressive growth in pre-primary gross enrolment rates (GER) between 2008 and 2012, by an average of 2.6 percentage points during that timeframe, from 24 percent to 27 percent overall, and from 20 percent to 22 percent in fragile and conflict-affected countries[2]. The progress shown between 2008 and 2012 was driven by an overall increase in enrolment in public pre-primary institutions[2] while enrolment in private institutions seems to have stagnated. Despite this progress on the whole between 2008 and 2012, only a fraction of children in DCPs are enrolled in pre-primary education—which means that the majority of children remain excluded from pre-primary education[3]. In addition, disparities persist within and between countries[2]. For example, one in four children had access to pre-primary education in DCPs in 2012, and only one in five in fragile and conflict-affected countries[2]. Also in 2012, the pre-primary GER was 28% for boys and 26% for girls in GPE DCPs.

[1] P Glewwe and C Kraft, *The benefits and costs of the education targets for the post 2015 development agenda. Education Perspectives (*Copenhagen Consensus, 2014), retrieved May 17, 2016, from http://www.copenhagenconsensus.com/sites/default/files/education_perspective_-_glewwe_krafft__0.pdf

[2] Global Partnership for Education. *Results for Learning Report 2014/15: Basic Education at Risk.* GPE/World Bank, Washington DC, 2014. Retrieved May 17, 2016, from http://www.globalpartnership.org/2014-2015-results-for-learning-report

[3] UNESCO. *Expanding equitable early childhood care and education is an urgent need*. Education for All Global Monitoring Report Policy Paper (03), April 2012. Retrieved May 17, 2016, from http://unesdoc.unesco.org/images/0021/002160/216038E.pdf

[4] UNESCO. *Strong foundations, Early childhood care and education.* EFA Global Monitoring Report 2007 (Paris: UNESCO, 2006), retrieved May 17, 2016, from http://unesdoc.unesco.org/images/0014/001477/147794e.pdf P.113UNESCO

	Across countries (not necessarily DCP countries only), comparisons show that "urban-rural differences in participation rates are much larger [and quasi] always favor urban children. Place of residence is a more important factor than gender in accounting for participation rate disparities (…) [and] children from poorer households participate in ECCE programs at considerably lower levels than do children from richer households"[5]. These data show that, overall, there is a need for DCPs to increase their efforts to improve and expand equitable access to quality pre-primary education and reduce disparities among subgroups. In this spirit, through its strategic plan GPE 2020, the Partnership reinforces its long-standing commitment to the equitable provision of quality pre-primary education and recognizes the importance of pre-primary enrolment especially for children from disadvantaged communities. This more comprehensive view of pre-primary education will be a priority for the Global Partnership in the coming years[6].
Rationale for indicator selection:	• The GPE 2020 strategic plan, in alignment with the Sustainable Development Goals (SDGs) and the Incheon Declaration supports the focus on "increased access to pre-primary education to better prepare children for school" and specifies that is defines basic education as including pre-primary, primary, lower secondary education, and second chance learning opportunities[6]. • One of the main impacts of GPE 2020 overall, is educational equity. As pre-primary education is considered to have an important equalizing effect in terms of educational attainment, participation in it on the national level, is considered as indicative of a dimension of educational equity. • This indicator shows the general level of participation in pre-primary education, regardless of the age of the children (as opposed to the net enrollment ratio, which only includes children of official school age), thus also accounting for overage students. • This indicator, finally, points to a country's capacity to prepare young children for primary education[7].
DEFINITION	
Indicator definition:	The **pre-primary gross enrollment rate** is measured as the total number of students enrolled in pre-primary education, regardless of age, expressed as a percentage of the total population of official pre-primary education age[7] in a given school year. For the purpose of this indicator: "Pre-primary education" refers to programs that are targeted at children aged 3 years until the age to start ISCED level 1, i.e. primary education[8]. The upper age limit for the pre-primary education category varies depending on the theoretical age of entry into ISCED level 1[8]. Pre-primary is included in ISCED 0. There are two categories of ISCED level 0 programs: early childhood educational development (which has educational content designed for younger children, in the age range of 0 to 2 years) and pre-primary education.

[5] UNESCO, *Education for people and planet: Creating sustainable futures for all* (2016), retrieved April 2017 from http://unesdoc.unesco.org/images/0024/002457/245752e.pdf
[6] Global Partnership for Education, *GPE 2020. Improving learning and equity through stronger education systems* (Washington, DC: World Bank Group, 2016), retrieved May 17, 2016, from http://www.globalpartnership.org/content/gpe-2020-strategic-plan
[7] UNESCO Institute for Statistics, *Education Indicators: Technical Guidelines* (Montreal, Quebec, 2009), retrieved May 18, 2016, from http://www.uis.unesco.org/Library/Documents/eiguide09-en.pdf
[8] UNESCO Institute for Statistics, *International Standard Classification of Education: ISCED 2011* (Montreal, Quebec, 2011), retrieved May 18, 2016, form http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf

	According to UNESCO: *"The educational properties of pre-primary education are characterized by interaction with peers and educators, through which children improve their use of language and social skills, start to develop logical and reasoning skills, and talk through their thought processes. They are also introduced to alphabetical and mathematical concepts, and encouraged to explore their surrounding world and environment. Supervised gross motor activities (i.e. physical exercise through games and other activities) and play-based activities can be used as learning opportunities to promote social interactions with peers and to develop skills, autonomy and school readiness"*[8].
Unit of measurement:	Percentage
Disaggregation:	a) By fragile / conflict-affected (FCAC) and non-fragile / conflict-affected countries b) By gender
Year for data reported (select only one and mark an "x")	__ fiscal year _X_ calendar year
Frequency of data collection:	Official request to UIS submitted twice a year (beginning and mid-calendar year), following UIS releases of education data

DATA TREATMENT

Source of information for collecting data:	Source document, template, etc.:	UIS
	Source agency:	UIS
Formula:		**This indicator is calculated at the country level for all GPE DCPs by UIS, and aggregate values provided by GPE. While GPE does not perform the calculation, details are provided below for the purposes of clarity.** At the country level, the GER for pre-primary education is calculated by dividing the total number of pupils (or students) enrolled in pre-primary education regardless of age, by the total population in the pre-primary education theoretical age group, and then multiplying the result by 100, for country ***j*** for a given school year: GER for pre-primary education (GERPP), in country ***j***: $$GER_{pp,t,j} = \frac{E_{pp,t,j}}{Pa^{pp}{}_{j,t}} * 100$$ where: $E_{pp,t,j}$ = Number of pupils enrolled in pre-primary **(*pp*)** education, in country ***j*** $P^{pp}{}_{j,t}$ = Total population of the theoretical age group ***c*** of pre-primary education in country ***j***
Aggregation formula:		The aggregate values for the group of all GPE countries (and the relevant sub-groupings – i.e. disaggregated by FCAC and male/female) of the GER for pre-primary education are provided directly by UIS to the GPE Secretariat. These aggregate values are computed using both country level publishable data and imputed estimates for countries with missing data (N.B.: country-

	level estimates are not provided to GPE). Aggregate figures are calculated as a weighted average, using the population of the theoretical age of pre-primary education, as a weight: Population weighted average of pre-primary GER (PWGERPP) for a given year: $$CGER_{pp,t} = \frac{\sum_{j=1}^{n}(GER_{pp,t,j} \quad * Pa^{pp}{}_{j,t})}{\sum_{j=1}^{n} Pa^{pp}{}_{j,t}}$$ where: *n* = Total number of GPE DCPs in sample **Note:** • **Population data:** Every two years, the United Nations Population Division releases new population projections and revised estimates for previous years. The UIS systematically revises its data according to the new estimates in order to provide the most accurate information possible and allow comparison of trends over time. These updates may result in revisions of the indicators' values.
Data limitations (if any known / anticipated):	• Pre-primary GER can exceed 100% due to the inclusion of over-aged and under-aged students because of early or late entrants, and grade repetition. In this case, a rigorous interpretation of pre-primary GER requires additional information to assess the extent of repetition, late entrants, etc.[7] • Additionally, while, according to the UNESCO Institute for Statistics (UIS) a pre-primary GER value approaching or exceeding 100% indicates that a country is, in principle, able to accommodate all of its (relevant) school-age population, it does not indicate that the full cohort eligible for pre-primary education is enrolled: "*The achievement of a GER of 100% is therefore a necessary but not sufficient condition for enrolling all eligible children in school. When the GER exceeds 90% for a particular level of education, the aggregate number of places for students is approaching the number required for universal access of the official age group. However, this is a meaningful interpretation only if one can expect the under-aged and over-aged enrolment to decline in the future to free places for pupils from the expected age group*"[7]. • Where data for a country are not available, the UIS estimates country-level figures. These are not published, but are used only for the purposes of calculating regional or global aggregates or averages. In these cases, the regional averages are derived from both reported and *imputed* national data and, thus, are an approximation of the unknown real value. The UIS calculation method of regional figures for indicators that are ratios consists of two steps: • Complete the data series by estimating the values for missing data using imputation methodology; • Calculate the regional average as the weighted average of the given ratio using its denominator as weight. **Notes:** *In the case of absolute numbers, Step (2) to calculate the regional or global average is simply the sum of publishable and imputed values of the given indicator for the countries in the given region.* *More information about aggregate level calculations can be found at*

	http://www.uis.unesco.org/Education/Pages/FAQ.aspx, and for missing values at http://mdgs.un.org/unsd/mdg/Metadata.aspx?IndicatorId=0&SeriesId=743
Interpretation	A high ratio indicates a high degree of participation in pre-primary education, regardless of the age of the children. As students within and outside the official age group are included in the calculation, a value approaching or exceeding 100% indicates that in principle all of the (relevant) school-age population can be accommodated, but it does not indicate that the full cohort eligible for pre-primary education is enrolled. A rigorous interpretation of the pre-primary GER requires additional information to assess the extent of repetition and early/late entrants.

REFERENCES

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ANNEXES

Annex 1- Data Collection tool	
Data collection tool utilized for collecting the data, if any:	GPE data request file sent to UIS, including: 1. Updated list of GPE countries; 2. Fragile and Conflict-Affected categorization; 3. List of indicators. The Fragile/Conflict-Affected Country categorization is updated by the GPE Secretariat on the basis of: • The most recent list of conflict-affected countries from the GEMR (formerly EFA GMR); • The list of countries in fragile situations from the World Bank.
Annex 2- Standard Operating Procedure	

Process Name: Data Collection, Quality Assurance, & Storage for Indicators # 4-8, 12 & 14	**Owner:** R&P Team	**Updated:**
Function: Measuring GPE Impact	**Version #:** 1	**Review:**

Material changes from prior version of SOP

None; this is the first version.

Summary

This SOP describes the process for data collection, quality assurance, and storage for indicators:

4. Proportion of children who complete: (a) primary education; (b) lower secondary education

5. Proportion of GPE DCPs within set thresholds for gender parity index of completion rates for: (a) primary education; (b) lower secondary education

6. Pre-primary gross enrolment ratio

7. Out-of-school rate for: (a) children of primary school age; (b) children of lower secondary school age

8. Gender parity index of out-of-school rate for: (a) primary education; (b) lower secondary education

12. Proportion of DCPs with pupil/trained teacher ratio below threshold (<40) at the primary level

14. Proportion of DCPs reporting at least 10 of 12 key international education indicators to UIS (including key outcomes, service delivery and financing indicators as identified by GPE) of the GPE results framework.

Results / Outputs

This process should result in the results framework being updated with quality assured data on indicators# 4-8, 12 & 14.

Interim outputs of the Secretariat:

Completed data collection template

Final Output:

Updated results framework database

Scope

- Begins: The process begins with the M & E Data Manager sending GPE data request file to UIS.
- Ends: The process ends with updated data being integrated into the results framework database by the Monitoring and Evaluation Data Manager.
- Includes: All procedural aspects
- Excludes: Methodological aspects of calculating the indicator value. These can be found in the methodology sheet.
- Note: Official requests to UIS are submitted twice a year (beginning and mid-calendar year), following releases of education data.

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

- Policies: GPE 2020, Monitoring Sheet for GPE Results Framework Indicators #4-8, 12 & 14

- Deadlines: M & E Data Manager updates results framework database with the Indicators # 4-8, 12, & 14 data by 30th April
- Approval: The completed data template is prepared by the M & E Data Manager and includes final approval from the Head of M & E

Issues /Risks:

- UIS may not send the data to GPE in good time.

Overview:

By 15th Jan | By 20th February | By 30th March

Steps in the Process	Roles / Responsibilities	Outputs / Deliverables	Tools / Templates
1. Data Request			**Typically by 15th Jan**
• Request the UNESCO Institute for Statistics for data as per the updated list of FCACs prior to the December release of UIS data	• M & E Data Manager	Data request file	Data request file
• Review data received from UIS	• M & E Data Manager		
• Report any discrepancies to the UIS and request revised/updated data	• M & E Data Manager		
2. Aggregate Data			**Typically by 20th February**
• Enter data into the template provided by the M&E Data Manager	• M & E Data Manager		Data Collection Template
• Compute indicator values using the completed data collection template, based on the latest available classification of countries affected by Fragile and Conflict and forward to M & E data Manager.	• M & E Data Manager	Completed Data Collection Template	List of countries affected by Fragile and Conflict from the GPE Intranet
3. Update Results Framework Database			**Typically by 30th March**
• Forward data collection template to the Head of M & E for review and approval.	• M & E Data Manager		
• Review & approve completed data collection template	• Head of M & E	Approved data collection template	

• Update results framework database using completed template	• M & E Data Manager	Updated results framework database	N/A
• Notify the secretariat on the availability of data in the results framework database through the intranet	• M & E Data Manager	Notification on GPE intranet	