



RESULTS FRAMEWORK INDICATORS

Methodological Briefs

IMPORTANT NOTE:

The indicator methodologies and formulas included here are summaries of more detailed descriptions contained in Methodology Sheets, available upon request. These methodological briefs are subject to further revision and refinement.

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ABBREVIATIONS AND ACRONYMS

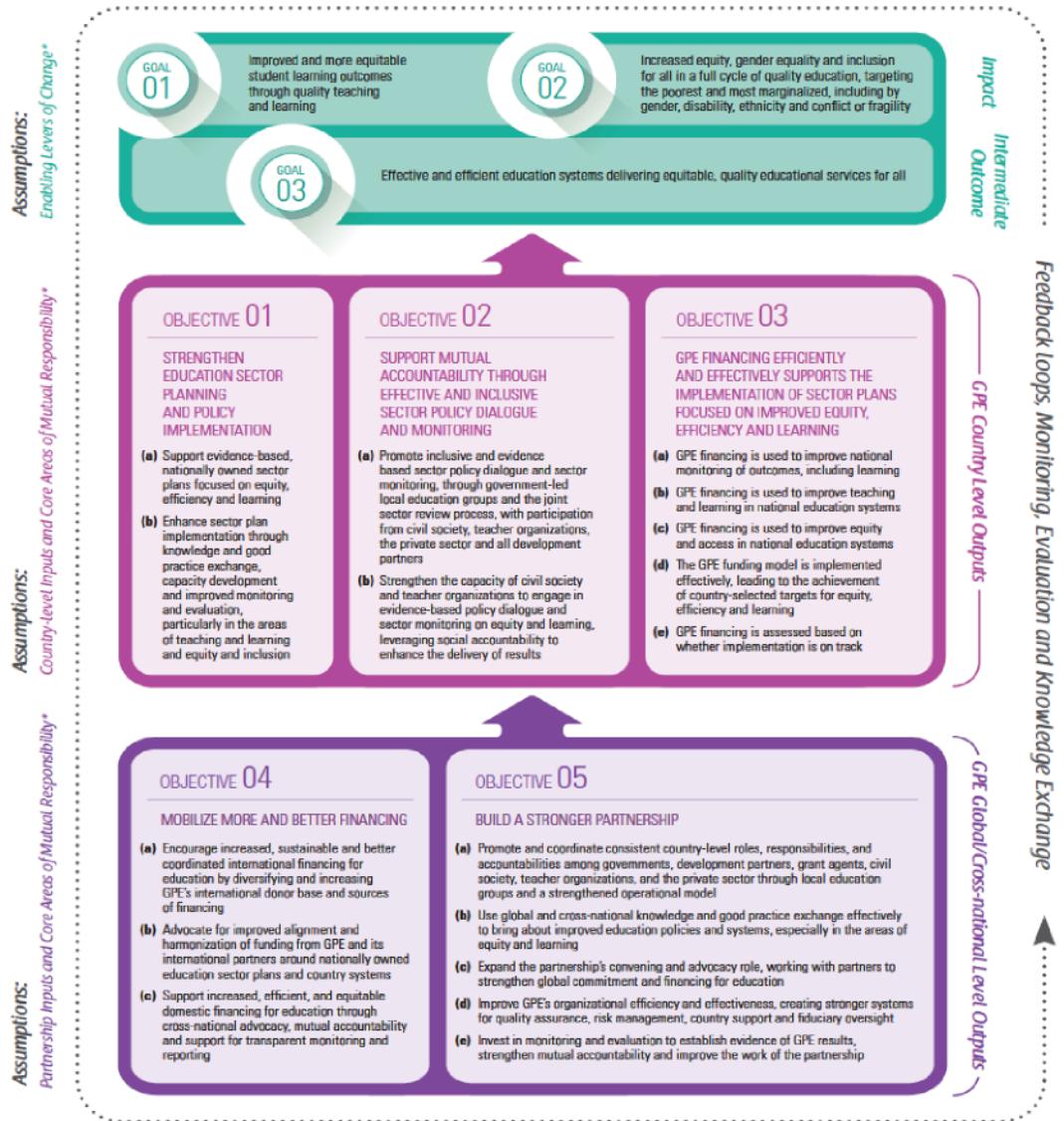
CSO	Civil society organization
CRS	Creditor Reporting System
CY	Calendar year
DAC	Development Assistance Committee (OECD)
DCP	Developing Country Partners
DHS	Demographic And Health Surveys (USAID)
ECDI	Early Childhood Development Index
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Math Assessment
EMIS	Education Management Information System
ESP	Education sector plan
ESPIG	Education sector program implementation grant
FCAC	Fragile and conflict-affected country
FY	Fiscal year
GA	Grant agent
GER	Gross enrollment ratio
GDP	Gross domestic product
GIR	Gross intake ratio
GPE	Global Partnership for Education
GPI	Gender parity index
IEC	Internal efficiency coefficient
JSR	Joint sector review
LAS	Learning assessment system
LEG	Local education group
LSA	Large scale assessment
M&E	Monitoring and evaluation
MICS	Multiple Indicator Cluster Surveys
SAP	Systems, Applications, and Products
SDG	Sustainable Development Goals
ODA	Official Development Assistance
OECD	Organisation For Economic Co-Operation and Development
PTTR	Pupil to trained teacher ratio
QAR	Quality assessment review
TEP	Transitional education plan
TO	Teacher organization
UIS	UNESCO Institute For Statistics
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund

INTRODUCTION

In December 2015, the Board of Directors of the Global Partnership for Education adopted a new five-year strategic plan - GPE 2020 - and endorsed an accompanying results framework based on an agreed theory of change.¹ The results framework² is the primary tool for measuring progress towards the goals and objectives of GPE 2020, improving program implementation and holding all members of the Partnership accountable. It is also the vehicle for testing the effectiveness of GPE's operating model and the validity of its theory of change. The framework includes 37 indicators that are hard-wired to the goals and objectives of GPE 2020:

¹ <http://www.globalpartnership.org/content/board-decisions-december-2015>

² The results framework was approved by the Board of Directors in October, 2016. It can be found at:
<http://www.globalpartnership.org/content/gpe-2020-strategic-plan>



*Overall assumptions for impact and intermediate outcome: (i) GPE's partnership model is able to leverage outputs at each level of its theory of change, leading to the achievement of identified results; (ii) Improved planning, monitoring and inclusive policy dialogue, when combined with improved financing, lead to stronger educational systems focused on equity and learning.

Country-level assumptions: (i) GPE partners work together effectively at the country level around nationally owned sector plans and goals; (ii) Developing country partners create effective and inclusive mechanisms for policy dialogue, including participation of civil society and teachers; (iii) Developing country partners increase domestic financing for education.

(iv) Developing country partners prioritize the creation, use and sharing of reliable and disaggregated education sector data for evidence based planning and monitoring.

Global-level and cross-national level assumptions: (v) All partners commit to the GPE partnership model and participate in monitoring, knowledge exchange and advocacy for GPE goals.

(vi) Donor contributions to the GPE and to the education sector in GPE developing country partners increase; (vii) Board adopts a realistic and achievable implementation plan for the achievement of GPE's strategic goals.

This document presents the methodological underpinnings of the results framework's 37 indicators, outlining indicator definitions, purpose, calculation methods and corresponding formulae, interpretation and limitations³. Reflecting the Partnership's focus on equity, where relevant and feasible, data are disaggregated by: (i) gender; and (ii) countries affected by fragility and conflict (FCAC). The GPE List of FCAC is based on the World Bank's Harmonized List of Fragile Situations and the UNESCO's GMR list of conflict-affected states, and is updated yearly. However, indicator values are not revised retroactively, but reflect disaggregated data as per the year of reporting.

³ Extensive methodological notes are available on request.

These guidelines complement the [Results Framework Matrix](#) which presents baselines, along with milestones and overall targets, and provides additional information on each indicator, such as baseline year, reporting frequency as well as the sample size used to compute the baseline value. GPE's annual results report records progress towards milestones.

INDICATOR 1

Proportion of development country partners (DCPs) showing improvement on learning outcomes (basic education)

Definition: Total number of DCPs with improved learning scores, expressed as a percentage of the total number of DCPs. A DCP is considered to have improved learning scores when the number of assessments with statistically significant increases in paired scores (i.e., baseline and post-baseline) is greater than the number of assessments with statistically significant decreases in paired scores. The representative assessments can address any educational subject, at the primary and lower secondary levels.

Purpose: To show the proportion of DCPs in which learning outcomes have improved over time. Such data will relay information on the state of learning in DCPs, which has been shown to have important consequences for variables such as economic growth.

Unit of measurement: Percentage

Calculation method: At country-level, for each assessment's paired scores (1 pair = 1 initial & 1 final score), classify the differences in scores (DIFF) as follows:

- DIFF= 1 if the difference is positive and statistically significant
- DIFF= 0 if the difference is not statistically significant
- DIFF=-1 if the difference is negative and statistically significant

Thereafter, assess whether a DCP shows improvement in learning outcomes by summing all the differences between each pair of initial and final scores (DIFF), and classifying a DCP as showing improvement if the sum is greater than zero. The aggregate value for the group of DCPs is calculated by dividing the number of DCPs that show improvement on learning outcomes over the total number of DCPs, and multiplying by 100.

Formula:

Country-level

$$\text{SCORE}_j = \sum_{i=1}^t \text{DIFF}_{i,j}$$

$$\text{IMPROV}_j = \begin{cases} 1, & \text{if } \text{SCORE}_j > 0 \\ 0, & \text{otherwise} \end{cases}$$

Aggregate

$$\text{Prop}(\text{IMPROV} = 1) = \frac{\sum_{j=1}^n \text{IMPROV}_j}{n} * 100$$

where:

SCORE_j sum of the differences between each pair of initial and final scores $\text{DIFF}_{i,j}$ Differences between the pair i of initial and final scores in country j

IMPROV_j Dummy indicating if there is improvement in learning outcomes in country j

$\text{Prop}(\text{IMPROV} = 1)$ Proportion of DCPs that show learning improvement, i.e. $\text{IMPROV}_j = 1$

n Total number of DCPs in sample

Reporting timeframe: CY

Data required: Representative and comparable learning assessment scores for basic education, including data on sample variability or effect size to determine statistical significance.

Data source: International/regional assessments; national assessments; or EGRA/EGMA results

Types of disaggregation: By FCAC

Interpretation: A high percentage on this indicator suggests that DCPs are making progress in terms of learning achievement at the primary and lower secondary levels. This, in turn, suggests a more effective school system at these levels.

Quality standards: If there are several scores that can be used as an initial data point in a given base period, the most recent score (i.e. latest in the time period) is used. Similarly, if there are several scores that can be used as a final data point, the score closest to 2020 is used. A minimum of 3 years between 2 data points, i.e. two calendar years, is observed.

Limitations: (i) While the indicator shows progress of countries, it does not indicate the degree of variation in learning outcomes across different groups within the countries. (ii) It measures the progress of each country over time, relative to its own past performance, and thus does not generate internationally comparable data. (iii) Timeliness of the availability of learning data can be limited, as it is not usual for learning data to become available within a year of the implementation of an assessment.

INDICATOR 2

Percentage of children under five (5) years of age who are developmentally on track in terms of health, learning, and psychosocial well-being

Definition: Total number of children aged 36 to 59 months, in GPE DCPs, who are developmentally on track in at least three of four domains - Literacy-numeracy, Physical, Social-emotional, and Learning - expressed as a percentage of the total corresponding age-group population. The four domains are defined as follows:

1. **Literacy-numeracy:** The child is considered developmentally on track if he/she can do at least two of the following: identify/name at least 10 letters of the alphabet; read at least 4 simple, popular words; and/or know the name and recognize the symbols of all numbers from 1 to 10.
2. **Physical:** The child is considered developmentally on track if he/she can pick up a small object with two fingers, like a stick or rock from the ground, and/or the mother/primary caregiver does not indicate that the child is sometimes too sick to play.
3. **Social-emotional:** The child is considered developmentally on track if two of the following are true: The child gets along well with other children; the child does not kick, bite or hit other children; and the child does not get distracted easily.
4. **Learning:** The child is considered developmentally on track if the he/she follows simple directions on how to do something correctly and/or when given something to do, and is able to do it independently.

Purpose: To measure the developmental status of children in the early childhood years, recognizing that early childhood care and education is one of the best investments to prepare children for improved learning outcomes, help them develop to their full potential, and allow them to thrive later in life.

Unit of measurement: Percentage

Calculation method: At the country-level, divide the number of children aged 36 to 59 months who are developmentally on track in at least three of four domains (see Definition above) by the total population of 36-59 months old, and multiply by 100. The aggregate value for the group of all DCPs is calculated as the weighted average of the country-level percentages, using the population of children aged 36 to 59 months in each country as the weighting factor.

Formula:

Country-level

$$ECDI_j = \frac{\sum_{i=1}^{P^{PP}_j} ECDi,j}{P^{PP}_j}$$

Aggregate

$$CECDI = \frac{\sum_{j=1}^n (P^{pp}_j * ECDI_j)}{\sum_{j=1}^n P^{pp}_j}$$

where:

$ECDI_j$: Early Childhood Development Index in country j

$ECDi,j$ dummy reflecting whether child i , aged 36 to 59 months, in country j , is developmentally on track in three of four domains (see definition above)

P^{pp}_j population of children 36 to 59 (pre-primary) months in country j

$CECDI$ Population weighted average ECDI

Reporting timeframe: CY

Data required: Early Childhood Development Index; population of children aged 36 to 59 months

Data source: UNICEF (MICS/DHS surveys)

Types of disaggregation: By FCAC and gender

Interpretation: A high percentage of children aged 36 to 59 months developmentally on track in terms of physical growth, literacy and numeracy skills, socio-emotional development and readiness to learn suggests that they display age-appropriate skills and behaviours. This in turn suggests that children have (or have had) access to and/or are benefiting from quality early childhood care and education, which helps to reduce repetition and drop-out rates, improves school readiness, and increases school achievement. Careful consideration of differences across cultures and environments is necessary when interpreting this indicator, since expectations and parenting strategies may differ, not only among countries, but also among cultural, ethnic or religious groups within the same country.

Quality standards: In cases where the MICS round overlaps two years, population data for the latter of the two years is used.

Limitations: MICS/DHS surveys are not administered in all countries (and only the fourth round of MICS onwards included the Early Child Development Index), leading to limited coverage of GPE DCPs.

INDICATOR 3

Cumulative number of equivalent children supported for a year of basic education (primary and lower secondary) by GPE

Definition: Number of equivalent children in primary and lower-secondary education supported annually by GPE, where the number of equivalent children refers to, the sum across all DCPs, of the annual GPE grant disbursement to each DCP divided by the per-child cost of education borne by the public sector in that DCP,

N.B. As GPE grants do not fund programs on a per child basis and hence, in practice, disbursements to a DCP will not always map directly to the number of children enrolled at the basic education level in that DCP, the term equivalent children can be broadly understood as “equivalent to” the number of children supported for a year of basic education (primary and lower secondary) by GPE funding.

Purpose: To assess the extent to which GPE grants can contribute to improving access to education for children at the primary and lower-secondary level. For each DCP, this can be thought of as a measure of the extent to which GPE contributes to the national effort for improved access, relative to the cost of education paid by the public sector.

Unit of measurement: Number (cumulative)

Calculation method: At country-level, divide the value of GPE grants to a DCP by government expenditure per student at a given basic education level (primary and lower secondary), assuming that 85 percent of the GPE grants disbursed to a DCP is allocated to primary education. That is, calculate the number of equivalent children supported in:

- **primary education** by multiplying the USD amount of GPE grant disbursement by 0.85, and dividing the result by the USD amount of government expenditure per student in primary education;
- **lower secondary education** by multiplying the USD amount of GPE grant disbursement by 0.15, and dividing the result by the USD amount of government expenditure per student in lower-secondary education.

The total number of equivalent children supported in a DCP is then obtained by summing the number of equivalent children supported in primary and lower secondary. The aggregate value is calculated by summing the total number of equivalent children supported across all DCP that received GPE grants in the year under consideration.

Formula:

Country-level

$$ECS_{pri,t,j} = \frac{0.85 \times D_j}{eex_{pri,t,j}} \quad ECS_{ls,t,j} = \frac{0.15 \times D_j}{eex_{ls,t,j}} \quad ECS_{t,j} = ECS_{pri,t,j} + ECS_{ls,t,j}$$

Aggregate

$$ECS_t = \sum_j^n ECS_{t,j}$$

where:

$ECS_{pri,t,j}$ Equivalent children supported in primary education in country j in year t

$eex_{pri,t,j}$ Government expenditure per child in primary education in country j in year t

$eex_{ls,t,j}$ Government expenditure per child in lower-secondary education in country **j** in year **t**, estimated as [1.8 x $eex_{pri,t,j}$] ⁴

$ECS_{ls,t,j}$ Equivalent children supported in lower secondary education in country **j** in year **t**

n Total number of countries who received GPE grants in a given year in year **t**

N.B.: When data on government expenditure per primary school child are not available in the UIS database, they can be derived by dividing the total USD amount of government expenditure on primary education (in turn, calculated as [GDP] x [government expenditure on education as % of GDP] x [expenditure on primary education as % of total government expenditure on education]) by the total gross enrollment in primary education.

Reporting timeframe: CY

Data required: GPE disbursements to each DCP; government expenditure per primary school child in each DCP

Data source: UNESCO Institute for Statistics (UIS), World Bank, GPE Secretariat

Types of disaggregation: By FCAC and gender.

Interpretation: The indicator should be interpreted as a proxy for the actual number of children reached by GPE. As GPE grants do not fund programs on a per child basis, in practice, GPE disbursements to a country will not always map directly to the number of children enrolled at the basic education level in that country. Specifically, depending on how a given GPE grant is used by a country and the nature of country-level projects implemented, its impact may affect more or less children than estimated by the indicator. In addition, even with a constant or increasing level of GPE funding, the value of this indicator is heavily contingent on which countries are receiving funding in a given year; in particular, whether unit costs are high or low. It is therefore important to recognize that a decline in equivalent children supported may not imply worse performance by GPE. A decline in equivalent children supported, when associated with rising unit costs rather than decreased disbursements, may, in fact, reflect a number of positive or arguably neutral outcomes, including increasing country wealth with associated increases in the cost of living (including teacher salaries and education costs), a larger proportion of grants focused on countries where the cost of education is higher, or a shift in burden of education costs away from households and towards the public sector.

Quality standards: In order to reflect costs for the year in which GPE disbursements are considered, expenditure per child is adjusted for inflation (using World Bank inflation data).

Limitations: (i) Data on spending at the lower secondary level is limited in coverage and is somewhat less reliable than data on spending at the primary level. Therefore, an assumption is employed to estimate spending per child at the lower secondary level (i.e. lower secondary spending is 1.8 times greater than expenditure per student in primary), which may not hold in all cases. Furthermore, data on enrollment and government expenditure in each of the different types of educational institutions in a given country is not always complete or reliable; (ii) Data on spending disaggregated by level of education are sometimes missing, therefore requiring estimates for the share of education spending at primary and/or lower-secondary level; (iii) As it is not always possible to disaggregate the use of GPE grants by level of education, it is assumed that 85 and 15 percent of disbursements are allocated to primary and lower-secondary education respectively; (iv) Since the indicator considers only public expenditure per child (as per UIS) and excludes private spending, it underestimates the actual cost of education and may therefore overestimate the number of children that could be effectively educated.

⁴ This ratio is based on the average across GPE countries assessed to have reliable data across both levels of education (See Limitations below).

INDICATOR 4

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

Definition: Completion is estimated by using as a proxy measure the Gross Intake Ratio (GIR) to the last grade of primary/lower secondary education, defined as the total number of new entrants in the last grade of primary/lower secondary education, regardless of age, expressed as a percentage of the population at the theoretical entrance age to the last grade of primary/lower secondary.

Purpose: To measure progress towards universal completion of primary and lower secondary education, and thus assess the extent to which the goal of inclusion for all in a full cycle of quality education is achieved.

Unit of measurement: Percentage

Calculation method: At country-level, divide the number of new entrants in last grade of primary/lower secondary, irrespective of age, by the population of theoretical entrance age to the last grade of primary/lower secondary, and multiply the result by 100. The aggregate value for the group of DCPs is calculated as the weighted average, using the population of the theoretical entrance-age to the last grade of primary/lower secondary as the weighting factor.

Formula:

Country-level

$$GIR_{pri,j} = \frac{NE_{pri,lg,j}}{Pa_{lg,j}^{pri}} * 100 \quad GIR_{ls,j} = \frac{NE_{ls,lg,j}}{Pa_{lg,j}^{ls}} * 100$$

Aggregate

$$CGIR_{pri,j} = \frac{\sum_{j=1}^n (GIR_{pri,lg,j} * Pa_{lg,j}^{pri})}{\sum_{j=1}^n Pa_{lg,j}^{pri}} \quad CGIR_{ls,j} = \frac{\sum_{j=1}^n (GIR_{ls,lg,j} * Pa_{lg,j}^{ls})}{\sum_{j=1}^n Pa_{lg,j}^{ls}}$$

where:

$GIR_{pri,j}$ Gross intake ratio in the last grade of primary, in country j

$GIR_{ls,j}$ Gross intake ratio in the last grade of lower secondary, in country j

$NE_{pri,lg,j}$ Number of new entrants in the last grade of primary education in country j

$Pa_{lg,j}^{pri}$ Population of the theoretical entrance-age to the last grade of primary education in country j

$NE_{ls,lg,j}$ Number of new entrants in the last grade of lower secondary education in country j

$Pa_{lg,j}^{ls}$ Population of the theoretical entrance-age to the last grade of lower secondary education in country j

$CGIR_{pri,j}$ Population weighted average GIR to the last grade of primary education

$CGIR_{ls,j}$ Population weighted average GIR to the last grade of lower secondary education

Reporting timeframe: CY

Data required: Number of new entrants in the last grade of primary/lower secondary; population of the theoretical entrance-age to the last grade of primary/lower secondary.

Data source: UIS

Types of disaggregation: By FCAC and gender

Interpretation: A high ratio indicates a high degree of completion of primary/lower secondary education. The indicator shows the capacity of the education systems in GPE countries to provide primary/lower secondary completion for the theoretical entrance age population to the last grade of primary/lower secondary.

Quality standards: Population data includes only individuals of the theoretical entrance age in the last grade of primary/lower secondary. Repeaters in the last grade are not included as this would inflate the GIR.

Limitations: (i) As the calculation of the GIR includes all new entrants to last grade of primary [lower secondary], regardless of age, the indicator value may exceed 100% due to over-age or under-age pupils entering the last grade of primary/lower-secondary school; (ii) the indicator does not capture the quality of education; (iii) country-level figures are estimated by UIS when data for a country are not available. Aggregates are derived from both reported and imputed national data and, thus, they are an approximation of the unknown real value.⁵

⁵ UIS estimates of country-level figures are not published, and used only for the purposes of calculating regional or global aggregates. More information about the estimation can be found at <http://uis.unesco.org/sites/default/files/documents/education-statistics-faq-en.pdf>

INDICATOR 5

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

Definition: Total number of DCPs with a gender parity index (GPI) of completion rates for primary/lower secondary education between 0.88 and 1.12, expressed as a percentage of the total number of DCPs.⁶

Purpose: To measure the extent to which gender inequalities persist in terms of education completion. Based on the recognition that there are vast positive effects for both individuals and societies as a whole that derive from reducing disparities, this indicator monitors progress towards the goal of increased equity, gender equality and inclusion for all in a full cycle of quality education.

Unit of measurement: Percentage

Calculation method: At country-level, divide the value of the gross intake ratio (GIR) to the last grade of primary /lower secondary for females by the value of the GIR to the last grade of primary/lower secondaryfor males.⁷ The aggregate value is calculated by dividing the number of DCPs with a gender parity index of completion rate for primary/lower secondary between (0.88 and 1.12) by the total number of DCPs, and multiplying by 100.

Formula:

Country-level

$$GPI_{pri,lg,j,t} = \frac{GIR_{pri,lg,f,j,t}}{GIR_{pri,lg,m,j,t}}$$

$$GPI_{ls,lg,j,t} = \frac{GIR_{ls,lg,f,j,t}}{GIR_{ls,lg,m,j,t}}$$

$$GPI_WithinThr_{pri,j,t} = \begin{cases} 1, & \text{if } 0.88 \leq GPI_{pri,lg,j,t} \leq 1.12 \\ 0, & \text{otherwise} \end{cases}$$

$$GPI_WithinThr_{ls,j,t} = \begin{cases} 1, & \text{if } 0.88 \leq GPI_{ls,lg,j,t} \leq 1.12 \\ 0, & \text{otherwise} \end{cases}$$

Aggregate

$$\text{Prop}(GPI_WithinThr_{pri,j,t} = 1) = \frac{\sum_{j=1}^n GPI_WithinThr_{pri,j,t}}{n} * 100$$

$$\text{Prop}(GPI_WithinThr_{ls,j,t} = 1) = \frac{\sum_{j=1}^n GPI_WithinThr_{ls,j,t}}{n} * 100$$

where:

$GPI_{pri,lg,j,t}$ Gender parity index of completion rates for primary education, in country j in year t

$GPI_{ls,lg,j,t}$ Gender parity index of completion rates for lower secondary education, in country j in year t

$GIR_{pri,lg,f,j,t}$ Female GIR to the last grade of primary education, in country j in year t

$GIR_{pri,lg,m,j,t}$ Male GIR to the last grade of primary education, in country j in year t

$GIR_{ls,lg,f,j,t}$ Female GIR to the last grade of lower secondary education, in country j in year t

$GIR_{ls,lg,m,j,t}$ Male GIR to the last grade of lower secondary education, in country j in year t

$GPI_WithinThr_{pri,j,t}$ Dummy indicating if GPI of primary completion in country j is within thresholds in year t

⁶ According to the UNESCO Institute for Statistics (UIS), a country with a GPI between 0.97 and 1.03 is considered to have achieved gender parity, with GPE thresholds set roughly 10% below and above the UIS lower and upper boundaries, respectively. It is important to note that the lower and upper-bound thresholds for this indicator do not suggest that GPE endorses this level of parity as an acceptable end goal, but rather serves as recognition of the challenges and likely time necessary to influence systems in the ways required to ensure equal opportunities for girls and boys.

⁷ The gross intake ratio to last grade (GIR) is used as a proxy measure for completion; see Indicator #4 for further details.

$GPI_{WithinThr}_{ls,j,t}$ Dummy indicating if GPI of lower secondary completion in country j is within thresholds in year t

n = total number of GPE DCPs in sample

Reporting timeframe: CY

Data required: Female and male values of the gross intake ratio to the last grade of primary [lower secondary].

Data source: UIS

Types of disaggregation: By FCAC.

Interpretation: A GPI equal to 1 indicates parity between females and males, with a value less than 1 indicating disparity in favour of males and a value greater than 1 indicating disparity in favour of females. A high indicator value suggests that DCPs are making progress towards (or have achieved) gender parity in education completion.

Quality standards: As this indicator uses Indicator #4 (completion rate) as its basis, quality standards pertaining to underlying Indicator #4 apply – see above.

Limitations: The GPI does not show whether improvement or regression is due to the performance of one of the gender groups. For example, the ratio may approach 1 due to either an improvement in girls' completion rates in primary or lower secondary education (desirable), but it may also be due to a decrease in boys' completion rates (undesirable) and vice-versa. Limitations pertaining to underlying Indicator #4 also apply – see above.

INDICATOR 6

Pre-primary gross enrollment ratio

Definition: 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.

Purpose: To show the general level of participation in pre-primary education. There is a growing understanding that pre-primary education is among the best investments in learning since children who benefit from early childhood education programs tend to be better prepared 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.

Unit of measurement: Percentage

Calculation method: At country-level, divide the number of students enrolled in pre-primary education regardless of age by the total population in the pre-primary education theoretical age group, and multiply the result by 100. The aggregate value for the group of DCPs is calculated as the weighted average, using the population of the theoretical age of pre-primary education as the weighting factor.

Formula:

Country-level

$$GER_{pp,t,j} = \frac{E_{pp,t,j}}{Pa^{pp}_{j,t}} * 100$$

Aggregate

$$CGER_{pp,t} = \frac{\sum_{j=1}^n (GER_{pp,t,j} * Pa^{pp}_{j,t})}{\sum_{j=1}^n Pa^{pp}_{j,t}}$$

where:

$GER_{pp,t,j}$ Gross enrollment ratio for pre-primary education, in country j in year t

$E_{pp,t,j}$ Number of students enrolled in pre-primary education, in country j in year t

$Pa^{pp}_{j,t}$ Total population of the theoretical age group of pre-primary education in country j in year t

$CGER_{pp,t}$ Population weighted pre-primary GER in year t

Reporting timeframe: CY

Data required: Number of students enrolled in pre-primary education in each DCP; population of the theoretical age group of pre-primary education in each DCP.

Data source: UIS

Types of disaggregation: By FCAC and gender.

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.

Quality standards: The enrolment count should cover all types of schools and education institutions, including public, private and all other institutions that provide organized educational programmes.

Limitations: (i) GER may exceed 100% due to the inclusion of over-aged and under-aged students because of early or late entrants, and grade repetition; (ii) the indicator does not capture the quality of education; (iii) country-level figures are estimated by UIS when data for a country are not available. Aggregates are derived from both reported and imputed national data and, thus, they are an approximation of the unknown real value.⁸

⁸ UIS estimates of country-level figures are not published, and used only for the purposes of calculating regional or global aggregates. More information about the estimation can be found at <http://uis.unesco.org/sites/default/files/documents/education-statistics-faq-en.pdf>

INDICATOR 7

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

Definition: Total number of children of official primary/lower secondary school age who are not enrolled in primary or secondary school, expressed as a percentage of the population of official primary/lower secondary school age.

Purpose: To measure the exclusion of children from education and, thus, the extent to which the inclusion for all in a full cycle of quality education is not being achieved. Such data on out-of-school children provide critical information to identify the size of the target population for policies and interventions aimed at achieving universal primary and lower secondary education.

Unit of measurement: Percentage

Calculation method: At country-level, subtract the number of primary/lower secondary school-age pupils enrolled in either primary or secondary school from the total population of official primary/lower secondary school age, divide the difference by the population of primary/lower secondary school age, and multiply by 100. The aggregate value for the group of DCPs is calculated as the weighted average, using the population of official primary/lower secondary school age as the weighting factor.

Formula:

Country-level

$$OOS_{pri,t,j} = \frac{Pa^{pri}_{j,t} - Ea^{pri,s}_{j,t}}{Pa^{pri}_{j,t}} * 100 \quad OOS_{ls,t,j} = \frac{Pa^{ls}_{j,t} - Ea^{ls}_{j,t}}{Pa^{ls}_{j,t}} * 100$$

Aggregate

$$COOS_{pri,t} = \frac{\sum_{j=1}^n (OOS_{pri,t,j} * Pa^{pri}_{j,t})}{\sum_{j=1}^n Pa^{pri}_{j,t}} \quad COOS_{ls,t} = \frac{\sum_{j=1}^n (OOS_{ls,t,j} * Pa^{ls}_{j,t})}{\sum_{j=1}^n Pa^{ls}_{j,t}}$$

where:

$OOS_{pri,t,j}$ = Out-of-school rate for children of primary school age in country j in year t

$OOS_{ls,t,j}$ Out-of-school rate for children of lower secondary school age in country j in year t

$Pa^{pri}_{j,t}$ Population of official primary school age in country j in year t

$Ea^{pri,s}_{j,t}$ Total enrolment of official primary school age in either primary or secondary education in country j in year t

$Pa^{ls}_{j,t}$ Population of official lower secondary school age in country j in year t

$Ea^{ls}_{j,t}$ Total enrolment of official lower secondary school age in either primary or secondary education in country j in year t

$COOS_{pri,t}$ Population weighted out-of-school rate for children of primary school age in year t

$COOS_{ls,t}$ Population weighted out-of-school rate for children of lower secondary school age in year t

Reporting timeframe: CY

Data required: Country-level and aggregate figures are provided directly by UIS to the GPE Secretariat.

Data source: UIS

Types of disaggregation: FCAC and gender.

Interpretation: The higher the rate, the greater the need for interventions to target out-of-school children to achieve the goal of universal primary and lower secondary education. As the term 'out-of-school' encompasses a wide range of realities, including children that will enter school late, never enter school or dropped out, it is important to keep in mind that in some cases children might have been in the education system, but not at the intended age or for the intended duration.

Quality standards: Total enrollment should be based on total enrolment in all types of schools and education institutions, including public, private and all other institutions that provide organized educational programmes.

Limitations: (i) Enrollment does not guarantee actual attendance of the learner at the school which may lead to under-estimation of effective out-of-school rates; (ii) the administrative data used in the calculation of the indicator are based on enrollment at a specific reference date, which can bias the results by omitting those who will enroll after that date; (iii) discrepancies in the availability of population data can result in over- or underestimates of the indicator; (iv) country-level figures are estimated by UIS when data for a country are not available. Aggregates are derived from both reported and imputed national data and, thus, they are an approximation of the unknown real value.⁹

⁹ UIS estimates of country-level figures are not published, and used only for the purposes of calculating regional or global aggregates. More information about the estimation can be found at <http://uis.unesco.org/sites/default/files/documents/education-statistics-faq-en.pdf>

INDICATOR 8

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

Definition: Ratio of female to male out-of-school rate for children of primary/lower secondary school age.

Purpose: To measure the extent to which gender inequalities persist in enrollment – of which the out-of-school is the mirror image - and, thus, the extent to which the goal of *increased equity, gender equality, and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender* is not achieved.

Unit of measurement: Ratio

Calculation method: Divide GPE's population weighted out-of-school rate for children of primary [lower secondary] school age for females by GPE's population weighted out-of-school rate for children of primary [lower secondary] school age for males.¹⁰

Formula:

$$GPI_{OOS}_{pri,t} = \frac{PWOOS_{pri,f,t}}{PWOOS_{pri,m,t}}$$

$$GPI_{OOS}_{ls,t} = \frac{PWOOS_{ls,f,t}}{PWOOS_{ls,m,t}}$$

where:

$GPI_{OOS}_{pri,t}$ Gender parity index of out-of-school rate for children of primary school age in year t

$GPI_{OOS}_{ls,t}$ Gender parity index of out-of-school rate for children of lower secondary school age in year t

$PWOOS_{pri,f,t_j}$ Female population weighted out-of-school rate for children of primary school age in year t

$PWOOS_{pri,m,t_j}$ Male population weighted out-of-school rate for children of primary school age in year t

$PWOOS_{ls,f,t}$ Female population weighted out-of-school rate for children of lower secondary school age in year t

$PWOOS_{ls,m,t}$ Male population weighted of out-of-school rate for children of lower secondary school age in year t

Reporting timeframe: CY

Data required: Female and male values of the population weighted out-of-school rates for children of primary/lower secondary school age.

Data source: UIS

Types of disaggregation: By FCAC.

Interpretation: As the parity index refers to out-of-school rate rather than enrollment or completion rate, the indicator has a non-traditional reading with a GPI of less than 1 indicating a disparity in favour of females and a value greater than 1 indicates a disparity in favour of males. In other words, a GPI above 1 indicates a higher out-of-school rate for girls and thus a disadvantage for girls, while a GPI below 1 indicates a disadvantage for boys.

Quality standards: As this indicator uses the out-of-school rate as its basis, quality standards pertaining to underlying Indicator #7 apply – See above.

Limitations: (i) The GPI does not show whether improvement or regression is due to the performance of one of the gender groups; (ii)The GPI may show improvement even if the overall number of children out of school increases; (iii) Enrollment does not guarantee actual attendance which may lead to under-estimation of out-of-

¹⁰ See Indicator #7 for details on the calculation method of the out-of-school rate.

school rates; (iv) Administrative data used in the calculation of the indicator are based on enrolment at a specific date, which can bias the results by omitting those who will enroll after the specific date of reference; (v) Discrepancies in the availability of population data can result in over- or underestimates of the indicator; (vi) Country-level figures are estimated by UIS when data for a country are not available. Aggregates are derived from both reported and imputed national data and, thus, they are an approximation of the unknown real value.¹¹

¹¹ UIS estimates of country-level figures are not published, and used only for the purposes of calculating regional or global aggregates. More information about the estimation can be found at <http://uis.unesco.org/sites/default/files/documents/education-statistics-faq-en.pdf>

INDICATOR 9

Equity index

Definition: Number of DCPs making significant progress on the equity index - defined as a 10% improvement over a five-year time period -, expressed as a percentage of the total number of DCPs. A country-level equity index is a composite index consisting of three equally weighted components: (1) Gender parity index, (2) Location parity index, (3) Wealth parity index.

Purpose: To measure progress in DCPs towards increased equity, gender equality and inclusion for all in a full cycle of quality education, including the poorest and most marginalized. The equity index represents an attempt to account for elements of disadvantage that produce inequalities in education outcomes; namely, gender, location (rural/urban), and wealth. Such data on a composite equity index not only enables monitoring of progress in the reduction of disparities to ensure accountability for results and identify good practices, but also increases the visibility of equity issues along more dimensions than only gender, which is the one more frequently monitored.

Unit of measurement: Percentage

Calculation method: At country-level, compute the equity index as the simple average of the latest available values of gender, location and wealth parity indices for lower secondary completion, where:

- **Gender parity index** is calculated by dividing the lower secondary completion rate for the lowest performing gender over that of the highest performing gender;
- **Location parity index** is calculated by dividing the lower secondary completion rate for the lowest performing location (urban or rural) over that of the highest performing location;
- **Wealth parity index** is calculated by dividing the lower secondary completion rate for the poorest wealth quintile over that of the wealthiest quintile.

The aggregate value is calculated by dividing the number of DCPs that show a 10% improvement in their equity index over a five-year time period by the total number of DCPs, and multiplying by 100.

N.B.: To compute lower secondary completion using household surveys, consider children 3 to 5 years older than the completion age for computation of the share that have completed lower secondary education. By taking 3 to 5 years over the completion age, the computation provides more current information than when considering 20-25 years old in the sample. Some children may complete the level of education more than 3 or even 5 years later than the expected age in countries where overage entry is the norm and repetition rates are high.

Formula:

Country-level

$$EI_{j,t} = 1/3 * [(completion\ rate\ for\ the\ lowest\ performing\ gender / completion\ rate\ for\ the\ highest\ performing\ gender) + (completion\ rate\ for\ the\ lowest\ performing\ location\ (urban\ or\ rural) / completion\ rate\ for\ the\ highest\ performing\ location) + (completion\ rate\ for\ the\ poorest\ wealth\ quintile / completion\ rate\ for\ the\ wealthiest\ wealth\ quintile)]$$

Aggregate

$$CEI_t = \frac{\sum_{j=1}^n EI_{j,t}}{n}$$

where,

$EI_{j,t}$ Equity Index in DCP j in year t

CEI_t Simple average of equity indices across all DCPs

n Total number of DCPs

Reporting timeframe: CY

Data required: Lower secondary completion rate disaggregated by gender, location (urban/rural) and wealth poorest and wealthiest quintiles).

Data source: UIS, Household Surveys (WIDE database)¹²

Types of disaggregation: N/A

Interpretation: A high percentage on this indicator suggests that DCPs, in general, are making progress on equity issues. Increasing values for this indicator over time should be interpreted in the context of GPE's New Funding Model in which equity is one of the three dimensions (along with learning and effectiveness) to access the variable part of funding. At country-level, the equity index ranges between 0 and 1, 0 reflecting the highest disparities and 1 perfect equality in completion for all groups.

Quality standards: In cases where one of the parity indices is higher than 1 (e.g. girls have better completion than boys in the specific country context) then a corrected parity index should be computed. It will reflect the level of completion of the group where it is the lowest over that of the group where it is the highest, so that in all cases all three parity indices, and the resulting equity index, will range between 0 and 1.

Limitations: (i) While there are risks associated with a mismatch between UN population data used in UIS estimates and national population data, these are minimized when computing parity indices (assuming there is a similar bias in population data for boys and girls); (ii) In some cases, the sample of household surveys may be small, or data quality may not be optimal. Household survey data are excluded from the computations when such issues arise.

¹² As to ensure regular updating of the index, the latest household survey data available should be used for the computation of the parity indices related to location and wealth, and the latest UIS data, if available and more recent than the household survey data, should be used for the computation of gender parity indices.

INDICATOR 10

Proportion of DCPs that have (a) increased their public expenditure on education; or (b) maintained sector spending at 20% or above

Definition: Total number of DCPs that during the corresponding fiscal year either (i) increased their public expenditure on education, as compared with a base year value, or (ii) have maintained public expenditure on education at 20% or above, expressed as a percentage of total number of DCPs.

Purpose: To monitor progress towards increased domestic financing for education, a prerequisite for funding credible education plans and policies.

Unit of measurement: Percentage

Calculation method: At country-level, calculate total public education expenditure as sum of (i) expenditure on education by all ministries, (ii) expenditure on education by local government, (iii) employer's contribution to non-salary social benefits (if not charged directly to the education ministry's budget). Secondly, calculate the share of education spending in total government spending by dividing total public education expenditure over total public expenditure (excluding debt service), and multiply by 100. The share is calculated for the most recent year (the current year) and for a reference year in the past (the base year). Based on the education shares for the current year and the base year, the aggregate value for the group of DCPs is calculated by dividing the number of DCPs that either increased their public expenditure on education or maintained sector spending at 20% or above over the total number of DCPs, and multiplying by 100.

N.B. For the aggregate indicator, the current year is the last calendar year. For a DCP, the current year is the country fiscal year that ends in the current year considered for the aggregate indicator.

Formula:

Country level

$$EEShare_{j,t} = \frac{EEEEx_{j,t}}{EGEx_{j,t}}$$

Aggregate level

$$f(CRITERIA_2_{j,t}) = \begin{cases} 1, & EEShare_{j,t} \geq 20\% \\ 0, & \text{otherwise} \end{cases}$$

$$f(CRITERIA_1_{j,t}) = \begin{cases} 1, & EEShare_{j,t} \geq EEShare_{j,t-1} \\ 0, & \text{otherwise} \end{cases}$$

$$\text{PROPt}(CRITERIA_2_{j,t} = 1 \text{ or } CRITERIA_1_{j,t}) = \frac{\sum_{j=1}^n CRITERIA_2_{j,t} + CRITERIA_1_{j,t}}{n}$$

where:

$EEShare_{t,j}$ Share of public education expenditure in total public expenditure in country j in year t

$EEEEx_{t,j}$ Public education expenditure in country j in year t

$EGEx_{t,j}$ Total public expenditure in country j in year t

$f(CRITERIA_{2,j,t})$ Dummy indicating whether the share of public education expenditure in total public expenditure in country j in year t was greater than 20%

$f(CRITERIA_1_{j,t})$

Dummy indicating whether the share of public education expenditure in total public expenditure in country j in year t was greater than in year t-1

$\text{PROP}_t(\text{CRITERIA_2}_{j,t} = 1 \text{ or } (\text{CRITERIA_1}_{j,t}))$ proportion of DCPs that (i) increased their public expenditure on education, as compared with a base year value, or (ii) have maintained public expenditure on education at 20% or above, expressed as a percentage of total number of DCPs.

n total number of DCPs

Reporting timeframe: CY

Data required: Expenditure on education; total public expenditure (excluding debt service).

Data source: Ministries of Finances, Budget Departments or National Treasuries

Types of disaggregation: By FCAC

Interpretation: This indicator reflects countries' financial commitment to education. The higher the percentage, the greater the progress towards meeting domestic financing objectives in all DCPs. The indicator should be interpreted in parallel to other country indicators and mitigating circumstances in order to assess a country's commitment to education. These include: (i) demographic context; (ii) security context that may require high military expenses; (iii) conditions of schooling; (iv) effectiveness and efficiency in education expenditure.

Quality standards: For a majority of countries, actual expenditures may not be available in time for calculation. In these cases, estimates are made using provisional budget data corrected by an estimated execution rate equivalent to that of the previous year. Execution rates are calculated for (i) total expenditure, and (ii) education expenditure for each ministry, national body that would provision education spending. Both total and education expenditure are disaggregated by capital and recurrent expenditure to make the estimate as reliable possible.

Limitations: (i) The budget perimeter (i.e. institutional coverage, of which entities and their related education expenses are considered "public") varies widely by country, in line with variation across those institutions mandated to provide public educational services. In addition, education can also be funded at the infra level, or via decentralized agencies whose budgets (centrally-transferred and locally generated) could be hard to consolidate. In certain contexts, relevant expenditures in budget documents are not systematically identified as being directed towards education; as a result there is a risk that education expenditure could be underestimated. Expenditures should include the social contributions attached to salaries. When employers' contributions are not charged to the budget of individual line ministries but instead draw on a common pool across the whole civil service (often the case for pension schemes), an equivalent to employers' contribution has to be calculated. This is a significant issue in light of the high proportion of education expenditure directed towards salaries; (ii) The % of public expenditure directed towards education calculated at DCP level for the purpose of this GPE indicator is not directly comparable with similar indicators calculated at country level or by international bodies such as UNESCO/UIS. Key items to consider specific here include the exclusion of debt service in total expenditure, the use of actual vs budgeted expenditure, and the education expenditure perimeter; (iii) Education expenditure is considered independent of the source of funding (domestic or external) as long as they are recorded in official budgets. Capital or investment budgets in developing countries are typically subject to fluctuations in response to changes in external support to Government budgets. This could lead to considerable volatility of the DCP indicator when the investment budget is heavily supported by external funding.

INDICATOR 11

Equitable allocation of teachers, as measured by the relationship (R^2) between the number of teachers and the number of pupils per school in each DCP

Definition: Total number of DCPs with a coefficient of determination (R^2) between the number of teachers and the number of pupils per school of at least 0.8, expressed as a percentage of the total number of DCPs. As a measure of the consistency of teacher allocation, the R^2 measures the extent to which the number of teachers in a school is proportional to the number of pupils enrolled.

Purpose: To monitor the distribution of teachers in relation to the number of children enrolled across schools, with the aim to ultimately increase equitable access to quality education and learning outcomes for all children. Such data on the allocation of teachers are important to inform and set policies and systematic mechanisms in terms of staff deployment/redeployment, as well as with regard to incentivization and management decisions.

Unit of measurement: Percentage

Calculation method: At country-level, assess whether the coefficient of determination (R^2) - which measures the extent to which the number of teachers is proportional to the number of students enrolled - is equal to or greater than the 0.8 threshold. The aggregate value is calculated by dividing the total number of DCPs with a R^2 of at least 0.8, over the total number of DCPs.

Formula:

Country-level

$$THMR_{j,t} = \begin{cases} 1, & \text{if } R_{j,t}^2 \geq 0.8 \\ 0, & \text{if } R_{j,t}^2 < 0.8 \end{cases}$$

Aggregate

$$PROP(R^2_{j,t} \geq 0.8) = \left[\frac{\sum_{j=1}^N THMR_{j,t}}{n} \right] * 100$$

where:

$THMR_{j,t}$ Dummy indicating if country j has a R^2 of at least 0.8 in year t

$R_{j,t}^2$ Coefficient of determination for country j (value ranges from 0 to 1) in year t

$PROP_t(R^2_{j,t} \geq 0.8)$ Proportion of DCPs with a R^2 of at least 0.8 in year t

n Total number of DCPs

Reporting timeframe: CY

Data required: Coefficient of determination (R^2) at primary level for public schools/government-aided schools.

Data source: Pôle de Dakar database; Education Sector Analysis reports.

Types of disaggregation: By FCAC.

Interpretation: The closer to 1 is the value of the R^2 (which ranges between 0 and 1), the greater the relationship between the number of students and the number of teachers at the school level. As “*equitable allocation*” refers to situations where the number of teachers allocated to a school is proportional to the number of students in that

school, a high value of this indicator suggests that, generally, DCPs are making the allocation of teachers in public primary schools more equitable according to the number of students in each school. This means that schools with approximately the same number of students have a comparable number of teachers, addressing issues of (in)equity in learning conditions across schools.

Quality standards: (i) Education level: Only the primary level is considered. In cases where a R^2 is reported for the 'basic education' level with no further specification, it should be included in the sample. (ii) Status of institution: Only public schools and/or government-aided schools are considered. In cases where a R^2 is for the 'public/community' with no further distinction between the two types of institutions, it should be included.

Limitations: (i) In practice, there can be various reasons for two schools with the same number of students to have different numbers of teachers, and these reasons are not captured through this indicator. There may be positive discrimination policies, providing better schooling conditions (including more teachers) in schools operating in contexts that are more difficult. There may be some effect of the class sizes, for example, without multi-grade teaching, two classes of 20 students require two teachers, while 40 students in the same class may need only one teacher. (ii) For some countries, the school-based sample used to calculate the national R^2 is considerably smaller than others, with cases where the national R^2 is a proxy taken from the analysis performed on only one or a few provinces; (iii) The analysis of R^2 data does not imply causality; (iv) The indicator considers the correlation between the number of students and the number of teachers to be strong when the value of the R^2 is equal or greater than 0.8. This does not necessarily imply that the correlation between the two variables is statistically significant. In fact, depending on the distribution of these two variables, the corresponding coefficient of correlation may not be statistically significant even when the R^2 value is high.

INDICATOR 12

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

Definition: Total number of DCPs with pupil/trained teacher ratio (PTTR) below 40 at the primary level, expressed as a percentage of the total number of DCPs.

Purpose: To measure the level of qualified human resources (trained teachers) in relation to the pupil population, at the primary level. As a proxy measure for quality of education, the P PTR serves to monitor progress towards the goal of delivering quality educational services for all.

Unit of measurement: Percentage

Calculation method: At country-level, PTTR is calculated by dividing the total number of pupils enrolled at the primary level by the number of trained teachers at the same level. The aggregate value is calculated by dividing the total number of DCPs with P PTR below 40 by the total number of DCPs, and multiplying by 100.

Formula:

Country-level

$$PTTR_{pri,j,t} = \frac{E_{pri,j,t}}{TT_{pri,j,t}}$$
$$THPTTR_{pri,j,t} = \begin{cases} 1, & \text{if } PTTR_{pri,j,t} \leq 40 \\ 0, & \text{otherwise} \end{cases}$$

Aggregate

$$PROP(THPTTR_{pri,j,t} = 1)_t =$$

$$\frac{\sum_{j=1}^n THPTTR_{pri,j,t}}{n} * 100$$

where:

$PTTR_{pri,j,t}$ Pupil / trained-teacher ratio at the primary level, for country **j** in **year t**

$E_{pri,j,t}$ Total number of pupils or (students) at the primary level, for country **j** in **year t**

$TT_{pri,j,t}$ Total number of trained teachers at the primary level, for country **j** in **year t**

$PROP(THPTTR_{pri,j,t} = 1)_t$ Proportion of DCPs, have a PTTR below 40 at the primary level in **year t**

$THPTTR_{pri,j,t}$ Dummy indicating whether the PTTR in primary education for country **j** is below 40 in **year t**

n Total number of DCPs

Reporting timeframe: CY

Data required: Number of pupils enrolled in primary level; number of trained teaching staff for primary level.

Data source: UNESCO Institute for Statistics (UIS)

Types of disaggregation: By FCAC

Interpretation: The lower the PTTR, the higher the relative access of pupils to trained teachers. A higher proportion in this indicator value suggests a greater number of DCPs with smaller classes (i.e. less than 40 pupils per trained teacher) which generally enable the teacher to pay more attention to individual students, and which in turn may in the long run result in a better performance of the pupils.

Quality standards: Careful treatment of the existence of part-time teaching, school-shifts, multi-grade classes, and other practices should be considered when computing the PTTR as these may affect the precision and meaningfulness of the indicator. All staff involved in teaching should be included when computing this indicator.

Limitations: As teacher training standards vary from country to country data are not internationally comparable. Other factors which may also affect the quality of teaching/learning, such as differences in teachers' experiences and status, teaching materials and classroom conditions are not accounted for in the PTTR.

INDICATOR 13

Repetition and drop out impact on efficiency, as measured by the internal efficiency coefficient at the primary level in each DCP

Definition: Number of DCPs with an internal efficiency coefficient (IEC) above 0.7 in primary education, expressed as a percentage of the total number of DCPs. The IEC is the ratio between the theoretical number of pupil-years required to produce a number of graduates from a given school-cohort for primary (in the absence of repetition or dropout) and the actual number of pupil-years spent to produce the same number of graduates, where a pupil-year is defined as one year spent by one student in one grade (regardless of whether the pupil is a repeater or will later drop out of the system).

Purpose: To measure the efficiency of primary education systems in DCPs, which is central to improve education quality and learning effectiveness.¹³ At the country-level, the IEC relays information on the wastage resulting from repetition and dropout on the education system¹⁴ and provides a non-monetary assessment of the efficiency with which resources made available to an education system are being used to enable students to complete a full cycle of primary within the prescribed period.

Unit of measurement: Percentage

Calculation method: At country-level, calculate the IEC by dividing the number of pupil-years required to produce a number of graduates from a given school-cohort for primary in the absence of repetition or dropout ('ideal pupil-years') by the actual number of pupil-years spent to produce the same number of graduates. The aggregate value is calculated by dividing the number of DCPs with an IEC in primary above 0.7 by the total number of DCPs, and multiplying by 100.

Formula:

Country-level

$$IEC_{j,x} = \frac{n_{j,x} * \sum_{y=n}^{n+r} G_{j,g,y,x}}{\left\{ \sum_{y=n}^{n+r} G_{j,g,y,x} * y_{j,x} \right\} + \left\{ \sum_{y=1}^{n+r} D_{j,g,y,x} * y_{j,x} \right\}} * 100$$

Aggregate

$$CIEC = \frac{\sum_{j=1}^n IEC_{j,x}}{n}$$

$n_{j,x}$ prescribed duration of a level or cycle of education x in country j

r number of repetitions taken to complete a given cycle or level of education

$y_{j,x}$ number of years of study of level or cycle of education x in country j

$G_{j,g,y,x}$ number of students in country j graduating from cohort, g, after y years of study in level of education x

$D_{j,g,y,x}$ number of dropouts in country j from cohort, g, after y years of study in level of education j

$CIEC$ Simple average of country level IECs

n total number of DCPs included in sample

Reporting timeframe: CY

¹³ Improvements in resource efficiency can free significant resources that may then be utilized to address education quality.

¹⁴ In particular, repetition translates into greater spending to achieve a given learning outcome, while dropout involves spending resources on individuals that will not derive the full benefit for themselves or society.

Data required: Internal Efficiency Coefficient (Number of graduates and dropouts by length of study).

Data source: Education Sector Analyses

Types of disaggregation: By FCAC

Interpretation: A high value of this indicator indicates that DCPs, by and large, have relatively efficient primary education systems, where a large share of students in a given cohort who enter the first grade of primary will have completed the cycle in the prescribed duration. The IEC itself ranges from 0 (no students complete a full cycle at the relevant level) to 1 (all students who initially enroll graduate without any repetition or dropout – i.e. perfectly efficient system). Thus, an IEC above 0.7 reflect a high overall level of internal efficiency of the primary education system in producing graduates in the.

Quality standards: IEC data from the five most recent years for which this are publicly available through ESAs are considered. Where a country has multiple data points in this range, only the most recent is considered.

Limitations: (i) Conceptually, economic efficiency requires that most students graduating within the prescribed duration of the cycle is optimal. However, this does not necessarily imply achievement of optimal learning outcomes; (iii) The ideal number of years to complete a cycle varies by country, which confounds cross-country comparisons.

INDICATOR 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)

Definition: Total number of DCPs reporting at least 10 of the following 12 key international education indicators to UIS for at least one of the two most recent years, expressed as a percentage of the total number of DCPs:

Outcome indicators:	Service delivery indicators:	Financing indicators:
Pre-primary Gross Enrollment Rate	Pupil Teacher Ratio, Primary	Public expenditure on education as % of GDP
Primary Gross Intake Rate	Pupil Teacher Ratio, Lower Secondary	Public expenditure on education as % of public expenditure
Primary Gross Enrollment Ratio	Percentage of Teacher Trained, Primary	Educational expenditure in primary as % of total educational expenditure
Primary Completion Rate	Percentage of Teacher Trained, Lower Secondary	
Lower Secondary Completion Rate		

Purpose: To provide an overview of DCPs reporting on key education indicators, recognizing that relevant, reliable and timely data are crucial to build effective national education systems, monitor policy implementation and enable global monitoring.

Unit of measurement: Percentage

Calculation method: At country-level, count the number of key indicators (see Data required below) reported to UIS for at least one of the two most recent available years available (N.B. indicators are identified as reported when they are reflected in the official UIS database). The aggregate value is calculated by dividing the number of countries that report at least 10 indicators over the total number of DCPs, and multiplying by 100. The threshold of 10 out of 12 indicators was set by the GPE Secretariat as a quality standard for data reporting.

Formula:

Country-level

$$(NIR_{j,t}) = \begin{cases} 12, & \text{if (country } j \text{ reports 12 out of 12 indicators in year } t) \\ 11, & \text{if (country } j \text{ reports 11 out of 12 indicators in year } t) \\ 10, & \text{if (country } j \text{ reports 10 out of 12 indicators in year } t) \\ 9, & \text{if (country } j \text{ reports 9 out of 12 indicators in year } t) \\ 8, & \text{if (country } j \text{ reports 8 out of 12 indicators in year } t) \\ 7, & \text{if (country } j \text{ reports 7 out of 12 indicators in year } t) \\ 6, & \text{if (country } j \text{ reports 6 out of 12 indicators in year } t) \\ 5, & \text{if (country } j \text{ reports 5 out of 12 indicators in year } t) \\ 4, & \text{if (country } j \text{ reports 4 out of 12 indicators in year } t) \\ 3, & \text{if (country } j \text{ reports 3 out of 12 indicators in year } t) \\ 2, & \text{if (country } j \text{ reports 2 out of 12 indicators in year } t) \\ 1, & \text{if (country } j \text{ reports 1 out of 12 indicators in year } t) \\ 0, & \text{otherwise} \end{cases}$$

$(REPORTED_{j,t})$

$$= \begin{cases} 1, & \text{if country } j \text{ in year } t \text{ has } (NIR_{j,t}) \geq 10 \\ 0, & \text{otherwise} \end{cases}$$

Aggregate

$$PROP (REPORTED_{j,t=1}) = \left[\frac{\sum_{j=1}^n REPORTED_{j,t}}{n} \right] * 100$$

where:

$NIR_{j,t}$ = number of indicators reported for country j in year t

$REPORTED_{j,t}$ Dummy indicating if DCP reported at least 10 of the key international education indicators

$PROP (REPORTEDj,t=1)$ Proportion of DCPs reporting at least 10 of the key international education indicators
 n Total number of DCPs in sample

Reporting timeframe: CY

Data required: Outcome, Service delivery, and Financing indicators listed under Definition.

Data source: UIS

Types of disaggregation: By FCAC.

Interpretation: A higher proportion reflects DCPs commitments to improved availability, quality and timeliness of data production. Availability of data in the UIS database serves as a proxy to capture thematic coverage and the quality of the data collected at country level. The main assumption is that if a key indicator is not calculated by UIS, data may not be collected or may not be reliable enough at the country level; this in turn likely reflects a national education statistics system with insufficient capacity to produce data on key indicators.

Quality standards: For consistency across countries, need to ensure that at all times only the June/July UIS data release is used as over time more indicators are included in the UIS database.

Limitations: The regular two-year time lag between the current year and the reference year of education data published implies that any changes in countries' capacities to report will only be reflected after some time.

INDICATOR 15

Proportion of DCPs with a learning assessment system within the basic education cycle that meets quality standards

Definition: Total number of DCPs with a learning assessment system (LAS) meeting quality standards, expressed as a percentage of the total number of DCPs with a LAS. For a LAS to meet quality standards, it must have an Examination and a Large Scale Assessment (LSA) that are classified as *Established*.¹⁵

Purpose: To assess the quality of LAS in DCPs, in line with the increasing recognition of LAS as an integral part of a successful education system, as they serve to monitor learning outcomes and promote evidence-based policies which are crucial for education reform.

Unit of measurement: Percentage

Calculation method:

Step 1: Assign a score to each criterion

Assess examinations and LSAs on the following criteria¹⁶ by scoring responses per criterion as: 1 = "Yes"; 0 = "No".

ENABLING CONTEXT				
The assessment is offered:	i) annually or more frequently	X	N/A	N/A
	ii) to all eligible individuals	X	N/A	N/A
The assessment has been carried out:	i) at least twice at the basic education level	N/A	X	X
	ii) most recently between 2011 and 2015	N/A	X	X
The assessment is offered for at least one subject (i.e., language, mathematics, science, and/or other subjects)		X	X	X
The assessment is offered for at least one level of basic education (i.e., primary and/or lower secondary education)		X	X	X
SYSTEM ALIGNMENT				
The assessment is based on official learning standards/curriculum		N/A	X	N/A
ASSESSMENT QUALITY				
A permanent agency, institution, or office conducts the assessment		X	X	X
There is a publicly available methodology/technical document on the assessment OR the assessment results are made available to the general public within 12 months		X	X	X

Step 2: Calculate the weighted value for each criterion

The two criteria on: (i) the number of subjects and (ii) education levels are important, but not as crucial as the frequency of the assessments. Hence, for these two criteria a score of at least 1 across its sub-criteria (i.e. each subject, each education level) gives the criterion a score of 1. All the other criteria are weighted equally and assigned a value of 1 for every positive response (see Step 1).

Step 3: Assign a category for examinations and large scale assessments within a country

The sum of weighted values is used to determine an overall classification for each examination and LSA, separately.

Examinations	Large scale assessments
No information: when no data was found/publicly available (sum = 0)	No information: when no data was found/publicly available (sum = 0)
Nascent: when some but not all of the following criteria are met - a) examination is offered annually, b) to all eligible students, c) for at least one subject, and d) at least at one level of basic education (sum = 1-3).	Nascent: when some but not all of the following criteria are met - a) the assessment has been carried out at least twice, b) most recently between 2011-2015, c) for at least one subject, d) at least at one level of basic education, and if it is a national large scale assessment e) is based on official learning standards/curricula (sum for national LSA =1-4, sum for international/regional LSA = 1-3).

¹⁵ Exception: a learning assessment system is considered to have met quality standards if there is No information on Examinations but there is an Established National LSA. See Calculation method/formula.

¹⁶ The criteria are guided by the framework for learning assessments developed by the World Bank's Systems Approach for better Education Results (SABER). The three SABER determinants used in this methodology are Enabling context, Assessment quality, and System alignment.

Under development: when all of the following criteria are met - a) examination is offered annually, b) to all eligible students, c) for at least one subject, and d) at least at one level of basic education, but does not meet the additional set of criteria to be "established" (sum = 4-5).	Under development: when all of the following criteria are met - a) the assessment has been carried out at least twice, b) most recently between 2011-2015, c) for at least one subject, d) at least at one level of basic education, and if it is a national large scale assessment e) is based on official learning standards/curricula (sum for national LSA = 5-6, sum for international/regional LSA = 4-5).
Established: when all of the criteria required to be classified as "under development" in addition to the following criteria are met - a) there is permanent agency/institution/office that conducts the assessment, and b) there is a publicly available methodology/technical document on the assessment or assessment results are made available to the general public within 12 months (sum = 6-8).	Established: when all of the criteria required to be classified as "under development" in addition to the following criteria are met - a) there is permanent agency/institution/office that conducts the assessment, and b) there is a publicly available methodology/technical document on the assessment or if it is a national large scale assessment, assessment results are made available to the general public within 12 months (sum for national LSA = 7, sum for international/regional LSA= 6).

To determine the overall classification for LSA, the highest category achieved by any of the LSA is retained.

Step 4: Assigning one single category for each country

The learning assessment system of each country receives an overall classification according to the possible combinations demonstrated in the following table:

Categories assigned to Examination and LSA	Learning Assessment System
No information + No information	No information
Nascent + Nascent No information + Nascent No information + Under development Nascent + Under development	Nascent
Under development + Under development Nascent + Established Under Development + Established No information on Examination + Established on regional/international LSA No information on LSA + Established on Examination	Under development
Established + Established No info on Examinations + Established on national LSA	Established

The aggregate value is calculated by dividing the number of DCPs that have an Established LAS by the total number of DCPs, and multiplying by 100.

Formula:

Examination-level	National LSA-level	Int./regional LSA-level	Overall LSA-level¹⁷
$NoInfoExam_c$ $= \begin{cases} 1, & \text{if no data found} \\ 0, & \text{otherwise} \end{cases}$	$NoInfoNLSA_c$ $= \begin{cases} 1, & \text{if no data found} \\ 0, & \text{otherwise} \end{cases}$	$NoInfoILSA_c$ $= \begin{cases} 1, & \text{if no data found} \\ 0, & \text{otherwise} \end{cases}$	$NoInfoLSA_c$ $= \begin{cases} 1, & \text{if } NoInfoNLSA_c = 1 \text{ and } NoInfoILSA_c = 1 \\ 0, & \text{otherwise} \end{cases}$
$NascentExam_c$ $= \begin{cases} 1, & \text{if } UnderDevExam_c = 0 \text{ and } EstablishedExam_c = 0 \\ 0, & \text{otherwise} \end{cases}$	$NascentNLSA_c$ $= \begin{cases} 1, & \text{if } UnderDevNLSA_c = 0 \text{ and } EstablishedNLSA_c = 0 \\ 0, & \text{otherwise} \end{cases}$	$NascentILSA_c$ $= \begin{cases} 1, & \text{if } UnderDevILSA_c = 0 \text{ and } EstablishedILSA_c = 0 \\ 0, & \text{otherwise} \end{cases}$	$NascentLSA_c$ $= \begin{cases} 1, & \text{if } EstablishedLSA_c = 0 \text{ and } UnderDevLSA_c = 0 \text{ and } (NascentNLSA_c = 1 \text{ or } NascentILSA_c = 1) \\ 0, & \text{otherwise} \end{cases}$

¹⁷ If a country has multiple large scale assessments, the one with the highest classification achieved is retained.

$UnderDevExam_c$ $= \begin{cases} 1, \text{if } (Context1 = 1) \text{ and } \\ \left(\sum_{i=1}^n ContextSub > 0 \right) \text{ and } \\ \left(\sum_{j=1}^n ContextLevel > 0 \right) \text{ and } \\ 0, \text{otherwise} \end{cases}$	$UnderDevNLSA_c$ $= \begin{cases} 1, \text{if } (Context3 = 1) \text{ and } \\ (Context4 = 1) \text{ and } \\ (ContextStandard = 1) \text{ and } \\ \left(\sum_{i=1}^n ContextSub > 0 \right) \text{ and } \\ \left(\sum_{j=1}^n ContextLevel > 0 \right) \text{ and } \\ 0, \text{otherwise} \end{cases}$	$UnderDevILSA_c$ $= \begin{cases} 1, \text{if } (Context3 = 1) \text{ and } \\ (Context4 = 1) \text{ and } \\ \left(\sum_{i=1}^n ContextSub > 0 \right) \text{ and } \\ \left(\sum_{j=1}^n ContextLevel > 0 \right) \text{ and } \\ 0, \text{otherwise} \end{cases}$	$UnderDevLSA_c$ $= \begin{cases} 1, \text{if } EstablishedLSA_c = 0 \text{ and } \\ (UnderDevNLSA_c = 1 \text{ or } UnderDevILSA_c = 1) \\ 0, \text{otherwise} \end{cases}$
$EstablishedExam_c$ $= \begin{cases} 1, \text{if } (UnderDevExam_c = 1) \text{ and } \\ (Agency = 1) \text{ and } \\ (Quality1 = 1) \text{ or } \\ (Quality2 = 1) \\ 0, \text{otherwise} \end{cases}$	$EstablishedNLSA_c$ $= \begin{cases} 1, \text{if } (UnderDevNLSA_{c1...60}) \text{ and } \\ (Agency = 1) \text{ and } \\ (Quality1 = 1) \text{ or } \\ (Quality2 = 1) \\ 0, \text{otherwise} \end{cases}$	$EstablishedILSA_c$ $= \begin{cases} 1, \text{if } (UnderDevILSA_{c1...60}) \text{ and } \\ (Agency = 1) \text{ and } \\ (Quality1 = 1) \\ 0, \text{otherwise} \end{cases}$	$EstablishedLSA_c$ $= \begin{cases} 1, \text{if } EstablishedNLSA_c = 1 \text{ or } \\ EstablishedILSA_c = 1 \\ 0, \text{otherwise} \end{cases}$
Large Assessment System-level			
$NoInfo_{ck} = \begin{cases} 1, (NoInfoExam_c = 1) \text{ and } (NoInfoLSA_c = 1) \\ 0, \text{Otherwise} \end{cases}$			
$Nascent_{ck} = \begin{cases} 1, ((NascentExam_c = 1) \text{and } (NascentLSA_c = 1)) \text{ or } \\ ((NoInfoExam_c = 1) \text{ and } (NascentLSA_c = 1)) \text{ or } \\ ((NascentExam_c = 1) \text{ and } (NoInfoLSA_c = 1)) \text{ or } \\ ((NoInfoExam_c = 1) \text{ and } (UnderDevLSA_c = 1)) \text{ or } \\ ((UnderDevExam_c = 1) \text{ and } (NoInfoLSA_c = 1)) \text{ or } \\ ((NascentExam_c = 1) \text{ and } (UnderDevLSA_c = 1)) \text{ or } \\ ((UnderDevExam_c = 1) \text{ and } (NascentLSA_c = 1)) \\ 0, \text{Otherwise} \end{cases}$			
$UnderDev_{ck} = \begin{cases} 1, ((UnderDevExam_c = 1) \text{ and } (UnderDevLSA_c = 1)) \text{ or } \\ ((NoInfoExam_c = 1) \text{ and } (EstablishedILSA_c = 1)) \text{ or } \\ ((EstablishedExam_c = 1) \text{ and } (NoInfoLSA_c = 1)) \text{ or } \\ ((NascentExam_c = 1) \text{ and } (EstablishedLSA_c = 1)) \text{ or } \\ ((EstablishedExam_c = 1) \text{ and } (NascentLSA_c = 1)) \text{ or } \\ ((UnderDevExam_c = 1) \text{ and } (EstablishedLSA_c = 1)) \text{ or } \\ ((EstablishedExam_c = 1) \text{ and } (UnderDevLSA_c = 1)) \\ 0, \text{Otherwise} \end{cases}$			
$Established_{ck} = \begin{cases} 1, ((EstablishedExam_c = 1) \text{ and } (EstablishedLSA_c = 1)) \text{ or } \\ ((NoInfoExam_c = 1) \text{ and } (EstablishedNLSA_c = 1)) \\ 0, \text{Otherwise} \end{cases}$			
Aggregate- Level			
$CDCP = \frac{\sum_{c=1}^n Established_{ck}}{n} * 100$			

where:

i= subject 1... country n (i.e. Math, Language, science and other subjects)

j= education level1... education level n (i.e. Primary & Secondary)

c= country 1... country n

k= examinations and LSA combined

Context1= Assessment is offered annually or more frequently

Context2= Assessment is offered to all eligible individuals

ContextSub= The assessment has been offered for at least one subject (i.e. math, science, language, or other)

ContextLevel= The assessment is available at i: primary ii: secondary levels

Agency= A permanent agency, institution, or office conducts the assessments

Quality1= There is a publicly available methodology/technical document on the assessment

Quality2= The assessment results are made available to the general public within 12 months

Context3= Assessment has been carried out at least twice at the basic education level

Context4= Assessment has been carried out most recently between 2011 and 2015

ContextStandard= The assessment is based on official learning standards/curriculum

CLAS Proportion of DCPs meeting quality standards for LAS

Reporting timeframe: CY

Data required: Learning assessments reports including, for example, education assessment reports published by ministries, SABER Country Reports.

Data source: UIS Learning Assessment Catalogue, UIS Central Data Catalogue, UNESCO, World Bank, Ministries of Education.

Types of disaggregation: By FCAC.

Interpretation: A high value indicates that DCPs, by and large, have in place robust learning assessment systems to monitor progress in learning outcomes and promote evidence-based policy-making. Information on DCPs with non-established learning assessment systems, on the other hand, helps identify areas where systemic change is essential to better support countries in the strengthening of such systems.

Quality standards: Criteria should be assessed and scored based *solely* on publicly available information.

Limitations: (i) The extent to which the results reflect the reality depends on the degree to which countries make information related to their assessment practices available online or are included in initiatives focusing on learning assessments; (ii) There may be cases where information is public, and as such it fulfils the specified criteria, but is not easily accessible via the Internet; (iii) The criteria included for evaluating the quality of assessments are proxy measures. The presence of technical or final reports does not ensure quality; however, producing such reports and sharing them with the public suggests that some accountability measures are incorporated into the process of assessing learning achievement and an assumption is made that such measures lead to an increase in the quality. Likewise, this assessment cannot truly examine the extent of its alignment with the curriculum or the permanent character of the office responsible for conducting an assessment; (iv) Though important, classroom assessments are not included as it is impossible to assess them using publicly available information and it would be difficult to calculate a national-level value for such assessments.

INDICATOR 16a

Proportion of endorsed (a) education sector plans (ESP) or (b) transitional education plans (TEP) meeting quality standards

Definition: Number of endorsed ESP/TEP meeting quality standards as defined by GPE - that is, meeting at least 5 out of a possible total of 7 standards for ESPs, and at least 3 out of a possible total of 5 standards for TEPs as per table below¹⁸ – expressed as a percentage of the total number of endorsed ESP/TEP.

Quality Standards for ESP	Quality Standards for TEP
Standard 1 - Guided by an overall vision	Standard 1 - Evidence-based
Standard 2 - Strategic	Standard 2 - Attentive to disparities and sensitive to context
Standard 3 - Holistic	Standard 3 - Strategic
Standard 4 - Evidence-based	Standard 4 - Targeted
Standard 5 - Achievable	Standard 5 - Operational
Standard 6 - Sensitive to context	
Standard 7 - Attentive to disparities	

Purpose: To assess the credibility of national ESP/TEP, which has been recognized as a central element for the development of education systems. Such data will allow the GPE Secretariat to better and systematically identify ESP credibility shortcomings and to support countries in identifying remedial action for increasing the credibility of their plans that would in turn increase the likeliness of their effective implementation.

Unit of measurement: Percentage

Calculation method: At question-level, check whether the question obtains the minimum score for contributing to meeting a given standard by assessing if the question's score is greater than 0.¹⁹ At standard-level, identify if each standard is met by assessing if all questions included in a given standard are greater than 0 (except for ESP's standard #5 which is met when all four sub-questions are assessed to be greater than 0; and ESP's standard #7 which is met when at least one of its questions is assessed to be greater than 0). At ESP/TEP-level, assess if the total number of standards met is greater or equal to the set thresholds: 5 quality standards for ESPs and 3 for TEPs. The aggregate value is calculated by dividing the number of endorsed ESP or TEP meeting at least 5 and 3 standards for ESP and TEP respectively, by the number of total endorsed ESP and TEP, and multiplying by 100.

Formula:

Question-level

$$f(QMIN_{ij}) = \begin{cases} 1, & \text{if } QMIN_{ij} > 0 \\ 0, & \text{if } QMIN_{ij} = 0 \end{cases}$$

Standard- level (ESP: 7 quality standards)

$$f(GOODCRIT1_{ik}) = \begin{cases} 1, & \text{if } QMIN_{ik} = 1 \\ 0, & \text{otherwise} \end{cases}$$

$$f(GOODCRIT2_{ik}) = \begin{cases} 1, & \text{if } \sum_{i=1}^7 QMIN_{ik} = 7 \\ 0, & \text{otherwise} \end{cases}$$

$$f(GOODCRIT3_{ik}) = \begin{cases} 1, & \text{if } \sum_{i=1}^3 QMIN_{ik} = 3 \\ 0, & \text{otherwise} \end{cases}$$

$$f(GOODCRIT4_{ik}) = \begin{cases} 1, & \text{if } QMIN_{ik} = 1 \\ 0, & \text{otherwise} \end{cases}$$

$$f(GOODCRIT5_{ik}) = \begin{cases} 1, & \text{if } CRIT5.1_{ik} + CRIT5.2_{ik} \\ & + CRIT5.3_{ik} + CRIT5.4_{ik} = 4 \\ 0, & \text{otherwise} \end{cases}$$

Standard-level (TEP: 5 quality standards)

$$f(GOODCRIT1_{il}) = \begin{cases} 1, & \text{if } QMIN_{il} = 1 \\ 0, & \text{otherwise} \end{cases}$$

$$f(GOODCRIT2_{il}) = \begin{cases} 1, & \text{if } \sum_{i=1}^4 QMIN_{il} = 4 \\ 0, & \text{otherwise} \end{cases}$$

$$f(GOODCRIT3_{il}) = \begin{cases} 1, & \text{if } \sum_{i=1}^7 QMIN_{il} = 7 \\ 0, & \text{otherwise} \end{cases}$$

$$f(GOODCRIT4_{il}) = \begin{cases} 1, & \text{if } \sum_{i=1}^4 QMIN_{il} = 4 \\ 0, & \text{otherwise} \end{cases}$$

¹⁸ Quality standards have been devised on the basis of technical work and consultations with countries and global stakeholders in education.

¹⁹ Questions are coded from 0 to 2 or 3. Three or two is the maximum to be obtained per item meaning that the information found in the sector plan is assessed as being fully satisfactory to meet the requirement stipulated in the question.

$$f(GOODCRIT6_{ik}) = \begin{cases} 1, & \text{if } QMIN_{ik} = 1 \\ 0, & \text{otherwise} \end{cases}$$

$$f(GOODCRIT7_{ik}) = \begin{cases} 1, & \text{if } \sum_{i=1}^3 QMIN_{ik} = 1 \\ 0, & \text{otherwise} \end{cases}$$

ESP/TEP-level

$$f(GOODCRITHIGH_{ij}) = \begin{cases} 1, & \text{if } \sum_{i=1}^n GOODCRIT_{ij} = (5,7) \\ 0, & \text{otherwise} \end{cases}$$

Aggregate

$$PROP(GOODCRITHIGH_{ij} = 1) = \sum_{j=1}^n \frac{GOODCRITHIGH_{ij}}{n}$$

$$f(GOODCRIT5_{il}) = \begin{cases} 1, & \text{if } \sum_{l=1}^5 QMIN_{il} = 5 \\ 0, & \text{otherwise} \end{cases}$$

$$f(GOODCRITHIGH_{il}) = \begin{cases} 1, & \text{if } \sum_{i=1}^n GOODCRIT_{il} = (3,5) \\ 0, & \text{otherwise} \end{cases}$$

$$PROP(GOODCRITHIGH_{ij} = 1) = \sum_{j=1}^n \frac{GOODCRITHIGH_{ij}}{n}$$

where:

Q question

QMIN question that contributes to achieving the standard

i Q1, ..., Qn

j country ESP/TEP 1, ..., country ESP/TEP n

k country ESP 1, ..., country ESP n; l = country TEP 1, ..., country TEP

GOODCRIT1 country plan meeting standard 1

GOODCRIT2 country plan meeting standard 2

GOODCRIT3 country plan meeting standard 3

GOODCRIT4 country plan meeting standard 4

GOODCRIT5 country plan meeting standard 5

GOODCRIT6 country plan meeting standard 6

GOODCRIT7 country plan meeting standard 7

CRIT5.1 country plan meeting sub – standard 5.1

CRIT5.2 country plan meeting sub – standard 5.2

CRIT5.3 country plan meeting sub – standard 5.3

CRIT5.4 country plan meeting sub – standard 5.4

GOODCRITHIGH_{ij} dummy indicating that a ESP/TEP meets the required number of quality standards

PROP(GOODCRITHIGH_{ij})

= 1) Proportion of endorsed ESPs and TEPs that meet the required number of quality standards.

n number of TEPs and ESPs endorsed in the reference calendar year

Reporting timeframe: CY

Data required: Endorsed ESP and TEP; Multi-year Implementation Plans; Costed Budgets; Results Framework; Statistical Yearbook; simulation models.

Data source: LEG (Coordination Agency or Government authority in charge of the preparation of a plan).

Types of disaggregation: By type of planning products (TEP and ESP).

Interpretation: A high value suggests that DCPs, by and large, have developed quality evidence-based education sector plans that provide relevant and credible strategies to improve access and learning. Increasing results over time point to progress made in operating the GPE funding model as a lever to produce quality sector plans.

Quality standards: Given that countries only develop plans in a range of 3 to 10 years, the indicator is to be updated every two years, in order to have a reasonable number of countries with endorsed plans in the sample to feed this indicator. However, the assessment of the ESPs/TEPs will be conducted on a routine base each time a country submits a program implementation grant application.

Limitations: Political credibility (national leadership, political buy-in) are not captured as the methodology is naturally biased towards quality standards that are more easily objectively verifiable. Because the methodology is based on a desk review, it could not capture the level of national leadership and political buy-in for the plan and defining reliable proxies for these measures proved too difficult of a task. These elements are nevertheless crucial to effective implementation and complementary to assess the overall credibility of a plan. However, assessing the political credibility of a planning product would take other methodological approaches of more qualitative nature such as opinion polls, focus groups, direct observations, etc. which were beyond the scope of this indicator.

INDICATOR 16b/c/d

16b - Proportion of ESPs/TEPs that have a teaching and learning strategy meeting quality standards

16c - Proportion of ESPs/TEPs with a strategy to respond to marginalized groups meeting quality standards (including gender, disability, and other context-relevant dimensions)

16d - Proportion of ESPs/TEPs with a strategy to improve efficiency that meets quality standards

Definition: Number of endorsed ESP or TEP that have a **teaching and learning strategy (Ind. #16b)/strategy addressing marginalized groups (Ind. #16c)/efficiency strategy (Ind. #16d)** meeting quality standards as defined by GPE - that is, meeting at least 4 out of a possible total of 5 standards -, expressed as a percentage of the total number of endorsed ESPs and TEPs. The quality standards for each of these thematic strategies are:

1. **Evidence-based** - including identification of the underlying causes of the challenge;
2. **Relevant**- addressing the underlying causes of the challenge;
3. **Coherent**- aligning the action plan to the strategies;
4. **Measurable** - by including indicators with targets;
5. **Implementable** - identifying cost, funding source, responsible entity and timeframes for operationalization.

Purpose: To assess whether ESPs/TEPs have a sound teaching and learning strategy, equity strategy, and efficiency strategy, with a view to supporting evidence-based nationally owned sector plans to contribute to the achievement of equitable, quality education and learning for all.

Unit of measurement: Percentage

Calculation method: At the question-level, check whether the question obtains the minimum score for contributing to meeting a given standard by assessing if the question's score is greater than 0.²⁰ At the standard-level, identify whether each individual quality standard is met by assessing if all questions included in one given standard are greater than 0. At the ESP/TEP level, determine whether the ESP/TEP has a teaching and learning/equity/efficiency strategy meeting quality standards by assessing if the total number of standards met is greater or equal to four. The aggregate value, per strategy, is calculated by dividing the number of ESPs/TEPS that are identified as having a teaching and learning/equity/efficiency strategy meeting quality standards by the total number of endorsed ESPs/TEP, and multiplying by 100.

Formula:

Question-level²¹

$$f(QMIN_{ij}) = \begin{cases} 1, & \text{if } Q_{ij} > 0 \\ 0, & \text{if } Q_{ij} = 0 \end{cases}$$

Standard-level²¹ (5 quality standards)

$$f(GOODCRIT1_{ij}) = \begin{cases} 1, & \text{if } \sum_{i=1}^2 QMIN_{ij} = 2 \\ 0, & \text{otherwise} \end{cases}$$

²⁰ Questions are coded on a scale from 0 to 2. Two is the maximum score that can be obtained per item, meaning that the information found in the sector plan is assessed as being fully satisfactory to meet the requirement stipulated in the question. There are two exceptions, where questions disaggregate the results for the benefit of further analysis:

a. Question addressing the relevance of the strategy: a score of 4 is equivalent to a score of 2, a score of 3 is equivalent to a score of 1, and a score of 2, 1, or 0 is equivalent to a score of 0.

b. Question addressing if strategy is implementable: a score of 3 or 2 is equivalent to a score of 2, a score of 1 is equivalent to a score of 1, and a score of 0 is equivalent to a score of 0.

²¹ For ease of reading, the formulas at question-level, standard-level, and ESP/TEP-level are included generically as there is no difference in approach when calculating the indicator for each of the three thematic strategies.

$$f(GOODCRIT2_{ij}) = \begin{cases} 1, & \text{if } QMIN_{ij} = 1 \\ 0, & \text{otherwise} \end{cases}$$

$$f(GOODCRIT3_{ij}) = \begin{cases} 1, & \text{if } QMIN_{ij} = 1 \\ 0, & \text{otherwise} \end{cases}$$

$$f(GOODCRIT4_{ij}) = \begin{cases} 1, & \text{if } \sum_{i=1}^3 QMIN_{ij} = 3 \\ 0, & \text{otherwise} \end{cases}$$

$$f(GOODCRIT5_{ij}) = \begin{cases} 1, & \text{if } QMIN_{ij} = 1 \\ 0, & \text{otherwise} \end{cases}$$

ESP/TEP-level²¹

$$TOTCRITMET_j = \sum_{i=1}^5 GOODCRIT_{ij}$$

$$QLTYSTRAT_j = \begin{cases} 1, & \text{if } TOTCRITMET_j \geq 4 \\ 0, & \text{otherwise} \end{cases}$$

Aggregate

$$PROP(QLTYSTRAT_j = 1) = \left(\frac{\sum_{j=1}^n QLTYLNGSTRAT_j}{n} \right) * 100$$

where:

Q question

$QMIN$ question that obtains the minimum score needed to contribute to achieving a quality standard
 i 1, ..., n

j country ESP/TEP 1, ..., country ESP/TEP J

$GOODCRIT1$ country plan meeting the quality standard 1

$GOODCRIT2$ country plan meeting the quality standard 2

$GOODCRIT3$ country plan meeting the quality standard 3

$GOODCRIT4$ country plan meeting the quality standard 4

$GOODCRIT5$ country plan meeting the quality standard 5

$PROP(QLTYLNGSTRAT_j = 1)$ Proportion of endorsed ESPs and TEPs that meet the required number of quality standards.

n number of TEPs and ESPs endorsed in the reference calendar year

Reporting timeframe: CY

Data required: Endorsed ESP and TEP; Multi-year Implementation Plans; Costed Budgets; Results Framework; Statistical Yearbook; simulation models.

Data source: LEG (Coordination Agency or Government authority in charge of the preparation of a plan).

Types of disaggregation: By type of planning products (TEP and ESP).

Interpretation: A high value suggests that DCPs, by and large, have developed quality strategies aimed at improving equitable learning, equity and inclusion, and/or system efficiency. Strategies that meet quality standards increase the likelihood of their effective implementation, transformational effect in the education sector, and, ultimately.

Quality standards: Given that countries only develop plans in a range of 3 to 10 years, the indicator is to be updated every two years, in order to have a reasonable number of countries with endorsed plans in the sample to feed this indicator. However, the assessment of the ESPs/TEPs will be conducted on a routine base each time a country submits a program implementation grant application.

Limitations: (i) The methodology focuses on quality elements necessary for a successful thematic strategy, but does not go into the details of the programs proposed by the strategy to assess whether they are fit for purpose. It assumes that the ESP/TEP has identified the right challenge, the right underlying causes for that challenge, and that as long as the underlying causes are addressed that the strategy is good enough, although there could be other strategies that may be more cost-effective, easier to implement, or yield greater impact. (ii) Political credibility (national leadership, political buy-in) are not captured as the methodology is naturally biased towards quality standards that are more easily objectively verifiable. Because the methodology is based on a desk review, it could not capture the level of national leadership and political buy-in for the strategy and defining reliable proxies for these measures proved too difficult of a task. These elements are nevertheless crucial to effective implementation and complementary to assess the quality of a strategy. However, assessing the *political* credibility of a planning product would take other methodological approaches of more qualitative nature such as opinion polls, focus groups, direct observations, etc. which were beyond the scope of this indicator.

INDICATOR 17

Proportion of DCPs or States with a data strategy that meets quality standards

Definition: Total number of DCPs or States with a successful ESPIG application and a data strategy meeting quality standards to address data gaps in key outcome, service delivery and financing indicators²², expressed as a percentage of the number of DCPs or States with a successful ESPIG application and identified data gaps.

To be qualified as meeting quality standards, a data strategy should be outlined in the form of an action plan to improve the data availability, quality, and utilization for strengthening evidence-based policy-making and sector monitoring in education,²³ and include concrete activities, responsible parties, timelines, costing, and funding.

Purpose: To measure the extent to which DCPs/States have critical data and evidence for planning, budgeting, managing, monitoring and accountability, or have a data strategy to develop capacity to produce and effectively use critical data. Grounded on the introduction of data availability as a fundamental requirement for accessing GPE funding, this indicator contributes to improving data for strengthened sector planning and policy implementation.

Unit of measurement: Percentage

Calculation method: At country/State-level,

Step 1 - Identification of missing data: Identify data gaps by assessing if in the UIS database²⁴ (1) all twelve key indicators are available for at least one of the two most recent years; and (2) at least 50% of the indicators in each category - i.e. outcome, service delivery, financing - are available for the most recent year.

Step 2 - Country verification: If data gaps are identified in the UIS database, proceed to country verification. If data on the relevant indicators is found in the two most recent yearbooks available, the country would then qualify as having "indicators reported" and fall out of the sample of countries that need to produce data strategy.²⁵

Step 3 - Data strategy assessment: If data gaps are identified in the preceding steps, assess the existence and robustness of data strategies. To qualify as having a data strategy that meets quality standards, a country/state must strictly score four points out of four equally weighted questions.²⁶

Step 4 - Aggregation: The aggregate indicator is calculated by dividing the number of countries/States with a successful ESPIG application identified as having data strategies meeting quality standards to address educational data gaps by the number of the number of countries or States with a successful ESPIG application and data gaps.

N.B.: If the applicant is a sub-national State, Step 1 is not applicable as sub-national data are not published by UIS.

Formula:

Country-level

To determine if there are data gaps:

$$IND_AVAIL_i^t = \begin{cases} 1, & \text{if indicator } i \text{ is available in time period } t \\ 0, & \text{otherwise} \end{cases}$$

$$NOUTCOME_t = \sum_{oj=1}^5 IND_AVAIL_{i_{oj}}^t$$

$$\begin{aligned} OUTCOME_MET &= \begin{cases} 1, & \text{if } NOUTCOME_t \geq 3 \\ 0, & \text{otherwise} \end{cases} \end{aligned}$$

²² **Outcome:** Pre-primary Gross Enrollment Rate, Primary Gross Intake Rate, Primary Gross Enrollment Ratio, Primary Completion Rate, Lower Secondary Completion Rate; **Service delivery:** Pupil Teacher Ratio in Primary, Pupil Teacher Ratio in Lower Secondary, Percentage of Teacher Trained in Primary, Percentage of Teacher Trained in Lower Secondary; **Financing:** Public expenditure on education as % of GDP, Public expenditure on education as % of public expenditure, Educational expenditure in primary as % of total educational expenditure.

²³ A list of these elements can be found in the Education Sector Plan Preparation Guidelines developed by GPE and IIEP and adapted to the data field specifically.

²⁴ Availability of UIS data serves as a proxy to capture the thematic coverage and the quality of the data collected at country level. The main assumption is that if a key indicator is not calculated by UIS, data are not collected or not reliable enough at the country level; this in turn likely reflects an EMIS without the capacity to produce quality, exhaustive, and timely data.

²⁵ The assumption is that the issue/bottleneck does not lie in data collection and production but in country reporting capacity to UIS.

²⁶ The questionnaire consists of five questions, of which four are scored on a 0(no)/1(yes) scale. One question is not scored (Q2, on data/EMIS challenges identification) as it only facilitates collection of information necessary for scoring Q5 (on strategy relevance). Q4 is disaggregated into five sub-items, with all sub-items together receiving a joint weight of 1.

$$NSERVICE_t = \sum_{sj=1}^4 IND_{AVAIL}_{i_{sj}}^t$$

$$NFINANCE_t = \sum_{fj=1}^3 IND_AVAIL_{i_{fj}}^t$$

$$\begin{aligned} SERVICE_MET \\ = \begin{cases} 1, & \text{if } NSERVICE_t \geq 2 \\ 0, & \text{otherwise} \end{cases} \end{aligned}$$

$$\begin{aligned} FINANCE_MET \\ = \begin{cases} 1, & \text{if } NFINANCE_t \geq 2 \\ 0, & \text{otherwise} \end{cases} \end{aligned}$$

$$\begin{aligned} f(DATAGAP_t) \\ = \begin{cases} 0, & \text{if } OUTCOME_MET = SERVICE_MET = FINANCE_MET = 1 \text{ and} \\ & (IND_AVAIL_i^t = 1 \text{ or } IND_AVAIL_i^{t-1} = 1 \text{ for all } i) \\ 1, & \text{otherwise} \end{cases} \end{aligned}$$

If $f(DATAGAP_t) = 1$, determine whether the data strategy meets quality standards, if data gaps are identified:

$$QUALSTDSTRAT_c = \begin{cases} 1, & \text{if } EMISQ1 + EMISQ3 + EMISQ4 + EMISQ5 = 4 \\ 0, & \text{otherwise} \end{cases}$$

Aggregate

$$PROP(QUALSTDSTRAT_c = 1) = \left(\frac{\sum_{c=1}^n QUALSTDSTRAT_c}{n} \right) * 100$$

where:

i = indicator 1, ..., indicator 12

c = successful ESPIG applications in the reference calendar year

i_{oj} = outcome indicator 1, ..., outcome indicator 5

i_{sj} = service delivery indicator 1, ..., service delivery indicator 4

i_{fj} = domestic financing indicator 1, ..., domestic financing indicator 3

j =sub-item 1, ..., sub-item n in Question 4

$EMISQ1, EMISQ2, EMISQ3$ and $EMISQ4$ Questions in EMIS/Data Strategy Questionnaire (respectively Q1, Q3, Q4 & Q5)

$QUALSTDSTRAT_c$ dummy which indicates whether a given DCP or state, c , is identified as having a data strategy meeting quality standards

$PROP(QUALSTDSTRAT_c = 1)$ Proportion of DCPs or States with successful ESPIG applications in the previous calendar year, with data gaps identified, that have a data strategy that meets quality standards

n Number of DCPs or States with successful ESPIG applications in the previous calendar year, with data gaps identified

Reporting timeframe: CY

Data required: Outcome, service delivery, and financing indicators; EMIS/Data Strategy Questionnaire.

Data source: UIS, Department of Planning and Statistics in Ministries of Education (EMIS team) and/or Monitoring and Evaluation Units in Ministries of Education, National Statistic Offices/Institutes, Local Education Groups.

Types of disaggregation: By FCAC

Interpretation: Results approaching 100% indicate that DCPs/States applying for an education sector implementation program grant report and identified data gaps have in place a clear plan to address data deficiencies moving forward and be able to produce reliable education and financial data for improved education planning and management. Furthermore, countries/States with an ESPIG application but not included in the

indicator's sample meet standards for data reporting (see Step 1/2 under Calculation method) with respect to key outcome, service delivery, and financing indicators.

Quality standards: In order to monitor countries' political and programmatic commitments to improve data availability and reliability, the bulk of the information for this indicator will be collected as part of the Quality Assessment Review (QAR1) process for GPE Program Implementation Grants, noting that the final, stabilized version of the EMIS/Data Strategy Questionnaire at Final Readiness Review (FRR) stage of the QAR process will be used.

Limitations: (i) Over time, countries should be held accountable to the data strategies proposed, with the intent to measure the underlying efficacy of the conditions stipulated on receipt of a GPE grant. A matching indicator shall be thus developed. (ii) Countries will require time to develop capacity to engage in appropriate data collection and reporting to UIS as a proxy of the reliability of their country data. In the best case scenario, a 2015 grant applicant country which does not have the full set of basic indicators might estimate a year to develop capacity to collect and report on all required indicators, which would mean that they should be reporting 2016 data to UIS. This would only appear in UIS data in mid-2018, so three years of intermediate reports would be required before this result is reflected in the corporate indicator.

INDICATOR 18

Proportion of joint sector reviews meeting quality standards

Definition: Total number of Joint Sector Reviews (JSRs), in GPE member states with active program implementation grants, which meet quality standards - that is, that meet at least three out of the following five quality criteria - expressed as a percentage of the total number of JSRs conducted. Joint Sector Reviews are defined as a joint periodic assessment of mutual progress in implementation performance through existing country-level mechanisms, and the five standards to assess its quality are:

1. **Participatory and inclusive:** *The JSR includes effective participation from all education sector stakeholders transparently. It sets the stage for a reinforced mutual accountability framework.*
2. **Evidence-based:** *The JSR is informed by evidence including reliable education and financial data from the year under review, assessments of program implementation, documentary inputs combining primary and secondary data sources, feedback from beneficiaries, etc.*
3. **Comprehensive:** *The JSR should address and cover all the sub-sectors (early childhood, primary, secondary, TVET, and higher education) as well as non-formal education and adult literacy. It should also discuss all the sources of funding identified in the annual action plan (on/off budget, aligned, non-aligned, etc.).*
4. **A monitoring instrument:** *The JSR monitors sector performance and key indicators (including equity, efficiency and learning outcomes) to help better identify implementation issues and real achievements with respect to ESP/TEP implementation and overall sector progress.*
5. **Anchored into an effective policy cycle:** *Recommendations from the JSR effectively feed into addressing weaknesses in the ESP/TEP implementation so as to ensure it is being used as a planning instrument to influence future policy planning, design and the budget cycle. Dissemination of JSR recommendations incentivizes mutual accountability.*

Purpose: To assess the effectiveness of JSRs, recognizing their critical role in promoting inclusive and evidence-based sector policy dialogue and monitoring in support of the implementation of education sector plans.

Unit of measurement: Percentage

Calculation method: Each JSRs is assessed on five equally weighted questions, directly mapped to the five JSR standards (see Definition). Each question contains multiple items.

For each item (item-level coding), categorize the response as:²⁷

- Yes (1): answer is completely fulfilled.
- No (0): answer is not completely fulfilled.
- Partial coverage (97): answer is only partially fulfilled.
- Unknown (98): the respondent is unsure of the answer, or the Annual Implementation Report could not be obtained, or respondent does not know whether the document exists or not.
- Not applicable (99): the item is not applicable in the context of the JSR under consideration, or the item asks for comparing with the previous JSR, while it is the case of a first JSR.

For each question (question-level coding), assess the question following a four-value categorical scale:

- Category 1 (met): all *good items*²⁸ in a question are coded “Yes” (1).
- Category 2 (exceeded): all items in a question (*good items* and additional ones) are coded “Yes” (1).²⁹
- Category 0 (not met): at least one *good item* is coded “No” (0) or “Partial Coverage” (97).
- Category 98 (inconclusive): at least one *good item* is rated as “Unknown” (98), provided that no other *good item* is rated as 0 or 97 (in which case - i.e. combination of 98 AND 0 or 97 - the question is classified as not meeting the standard (Category 0).

²⁷ Please refer to JSR Questionnaire for further explanation on the coding guidelines.

²⁸ Please refer to JSR Questionnaire for specification of subset of *good items*. If a *good item* is coded as 99 (not applicable), the item does not count to assess if the standard is met or not (question-level coding). The item is therefore removed, without penalizing for information that is not applicable in the context of a particular JSR.

²⁹ Exception in Question 4, in which standard exceeded is achieved when at least one more than the good items is met.

A standard is considered met when the corresponding question is coded as Category 1 or 2. The aggregate value is calculated by dividing the number of JSRs that meet at least 3 quality standards, by the total number of JSRs, and multiplying by 100.

Formula:

JSR Level

$$f(MINSTANDARD_{ij}) = \begin{cases} 1, & \text{if } MINSTANDARD_{ij} \text{ is met} \\ 0, & \text{otherwise} \end{cases}$$

$$f(QSMET_j) = \begin{cases} 1, & \text{if } \sum_{i=1}^n MINSTANDARD_{ij} = (3,5) \\ 0, & \text{otherwise} \end{cases}$$

Aggregate Level

$$PROP(QSMET_j = 1) = \frac{\sum_{j=1}^n QSMET_j}{n} * 100$$

where,

$MINSTANDARD_{ij}$ Dummy indicating whether minimum standard i for JSR j

$QSMET_j$ Dummy indicating whether JSR j meets at least 3 out of 5 minimum standards

$PROP(QSMET_j = 1)$ Proportion of JSRs that meet at least 3 out of 5 minimum standards

n Number of JSRs held in the previous calendar year for which sufficient documentation is available to carry out a JSR assessment

Reporting timeframe: CY

Data required: JSR Terms of Reference, JSR Agenda, JSR Participant List, Annual Implementation Report, JSR Report/Aide-memoire

Data source: LEGs, Ministries of Education, and Coordinating Agencies.

Types of disaggregation: By FCAC.

Interpretation: A high value suggests DCPs are conducting, by and large, robust JSRs so that policy dialogue and monitoring at the country level is focused on effective implementation of Education Sector Plans or Transitional Education Plans (ESP/TEP).

Quality standards: In cases when more than one JSR is conducted in the same country/state in a given year, the selection of the appropriate JSR(s) for assessment is guided by the following parameters:

- If multiple JSRs include the same set of themes/indicators at different points in time
→ Review the most recent JSR;
- If multiple JSRs conducted look at different things in a complementary way
→ Review all and aggregate results into one questionnaire;
- If one JSR looks at the overall education sector while the other(s) report on a peripheral theme
→ Review the most comprehensive JSR available.

Limitations: The assessment is based on a desk review of key JSR documents, and excludes direct observations stemming from participation in JSR workshops, so as to ensure that the appraisal is based strictly on verifiable

evidence. This means that some of the questions to assess the JSR standards are limited to proxies capturing the underlying concept behind an attribute.

INDICATOR 19

Proportion of LEGs with (a) civil society and (b) teacher representation

Definition: Total number of Local Education Groups (LEGs) who have representation of both Civil Society Organization(s) (CSO) and Teacher Organization(s) (TO), expressed as a percentage of the total number of LEGs.

Purpose: To assess the extent to which civil society and teacher organizations are engaged in evidence-based policy dialogue and sector monitoring on equity and learning, leveraging social accountability to ultimately enhance the delivery of results. CSOs and TOs, as key education sector stakeholders, play a key role in making citizens' concerns and needs heard.

Unit of measurement: Percentage

Calculation method: For each LEG, assess if CSOs and TOs are both represented. The aggregate value is calculated by dividing the number of LEGs with representation of both CSO and TO over the total number of LEGs, and multiplying by 100.

Formula:

LEG-level

$$CSO\&TO_{j,t} = \begin{cases} 1, & \text{if LEG } j \text{ has both CSO and TO representation} \\ 0, & \text{otherwise} \end{cases}$$

Aggregate

$$PROP(CSO\&TO_{j,t} = 1) = \frac{\sum_{j=1}^n CSO\&TO_{j,t}}{n} * 100$$

where:

$CSO\&TO_{j,t}$ Dummy indicating representation of both CSOs and TOs in the LEG

$PROP(CSO\&TO_{j,t} = 1)$ Proportion of LEGs with representation of CSOs and TOs

n Total number of LEGs

Reporting timeframe: FY

Data required: LEG composition

Data source: GPE Secretariat (CSO/TO representation in LEG Worksheet)

Types of disaggregation: By FCAC

Interpretation: A high value indicates a high degree of representation of CSOs and TOs in LEGs across the Partnership. Representation may reflect different forms of engagements that may be formal or informal, and may vary in terms of inclusiveness and influence on decision making. Thus, these data should be complemented with additional information as to have more nuanced understanding of the role and impact CSOs and TOs have on policy dialogue and other sector related processes within countries.

Quality standards: In instances where TOs are considered CSOs from a legal status standpoint, they would be counted under this indicator as "TO" and not "CSO."

Limitations: The level of inclusiveness of CSOs/TOs (such as input, contribution, etc.), the number of CSOs/TOs represented on the LEG, and frequency of LEG meeting attendance by CSO/TO representatives are not captured by the indicator.

INDICATOR 20

Proportion of grants supporting EMIS/learning assessment systems

Definition: Total number of active ESPIGs that support *either* an Education Management Information System (EMIS) or a Learning Assessment System (LAS), expressed as a percentage of the total number of active ESPIGs.

Purpose: To monitor whether GPE financing is used to improve national monitoring of outcomes, including learning. Investments to support the enhancement or development of robust data management systems are key to generate critical data for decision-making, policy-analysis and formulation, planning, budgeting, management, monitoring and accountability, in support of improved education quality and learning outcomes.

Unit of measurement: Percentage

Calculation method: At the grant-level, assess whether the active ESPIG supports either EMIS or LAS. The aggregate value is calculated by dividing the number of active ESPIGs supporting the development/improvement of either an EMIS or LAS, over the total number of active ESPIGs, and multiply by 100.

Formula:

LEG-level

$$EMISorLAS_{j,t} = \begin{cases} 1, & \text{if ESPIG } j \text{ supports either an EMIS or LAS in period t} \\ 0, & \text{otherwise} \end{cases}$$

Aggregate

$$PROP(EMISorLAS_{j,t} = 1) = \frac{\sum_{j=1}^n EMISorLAS_{j,t}}{n} * 100$$

where:

$EMISorLAS_{j,t}$ Dummy indicating whether ESPIG j supports either an EMIS or LAS

$PROP(EMISorLAS_{j,t} = 1)$ Proportion of LEGs with representation of CSOs and TOs

n Total number of active ESPIGs in the reference financial year

Reporting timeframe: FY

Data required: ESPIG Annual Implementation Status Reporting

Data source: Grant Agent

Types of disaggregation: By FCAC

Interpretation: A high value indicates that DCPs are generally allocating part of their grants to components related to the strengthening of data management and monitoring data systems. This, in turn, suggests a commitment to increase the availability of education sector data to monitor sector outcomes and progress.

Quality standards: As the development or enhancement of an EMIS/LAS can occur over the course of several years during the implementation of a grant, ESPIGs should be counted as providing support in *all* applicable years.

Limitations: The indicator does not capture EMIS/LAS functionality or use or any other information to assess levels of EMIS/LAS effectiveness, efficiency, or sustainability.

INDICATOR 21

Proportion of textbooks purchased and distributed through GPE grants, out of the total planned by GPE grants

Definition: Number of textbooks purchased and distributed through ESPIGs, expressed as a percentage of the total number of textbooks targeted by the ESPIGs.

Purpose: To assess whether textbooks are purchased and distributed as planned, with a view to ensuring GPE financing is used to improve teaching and learning in national education systems. It reflects the extent to which the targets set for purchasing and distributing textbooks throughout the implementation of the grants are met.

Unit of measurement: Percentage

Calculation method: At the grant-level, calculate the proportion of textbooks distributed in the reference FY, out of the total planned in that FY. The aggregate value is calculated as the simple average across all active grants during the reference FY.

Formula:

Grant-level

$$\text{Prop_Textbooks}_j = \frac{\text{Textbooks_distributed}_j}{\text{Textbooks_planned}_j}$$

Aggregate

$$\text{CProp_Textbooks} = \frac{\sum_{j=1}^n \text{Prop_Textbooks}_j}{n}$$

where:

Prop_Textbooks_j proportion of textbooks distributed in the reference FY, out of the total planned in that FY through grant j

Textbooks_distributed_j Number of textbooks distributed in the reference FY through grant j

Textbooks_planned_j Number of textbooks planned to be distributed in the reference FY through grant j.

CProp_Textbooks Simple average, across all active grants, of Prop_Textbooks_j

n number of active grants during the reference FY.

Reporting timeframe: FY

Data required: Actuals, and targets on textbooks purchased and distributed.

Data source: Grant Agents (Monitoring template and Progress reports)

Types of disaggregation: By FCAC

Interpretation: Results approaching 100% indicate that textbook-related results are achieved as initially anticipated. This suggests that grants are being implemented in line with the planning for publishing and distributing textbooks, through the funds provided.

Quality standards: Textbooks (in all languages of instruction) that have either been distributed to pupils on loan or kept in schools for use in the classroom should be included, as well as textbooks in stock but not currently in use by pupils. Books in school libraries as well as novels and books for use by teachers (such as curriculum guides, syllabi and teacher guides) should be excluded.

Limitations: (i) There is a limit to the extent of analysis the indicator allows in relation to distribution effectiveness, authorship, production, procurement, etc.; (ii) Availability of textbooks does not necessarily imply that they are used in the classroom; (iii) Available data do not always meet the definition of textbooks precisely

(e.g. Teaching and Learning materials, supplementary materials and learning kits were included for calculation this indicator, as they were considered to include textbook as a part of “materials” or “kits”).

INDICATOR 22

Proportion of teachers trained through GPE grants, out of the total planned by GPE grants

Definition: Number of teachers trained through ESPIGs, expressed as a percentage of the total number of teachers targeted for training by the ESPIGs.

Purpose: To assess whether teachers are trained as planned, with a view to ensuring GPE financing is used to improve teaching and learning in national education systems. It reflects the extent to which the targets set for training teachers throughout the implementation of the grants are met.

Unit of measurement: Percentage

Calculation method: At the grant-level, calculate the proportion of teachers trained in the reference FY, out of the total planned in that FY. The aggregate value is calculated as the simple average across all active grants during the reference FY.

Formula:

Grant-level

$$\text{Prop_Teachers}_j = \frac{\text{Teachers_trained}_j}{\text{Teachers_planned}_j}$$

Aggregate

$$\text{CProp_Teachers} = \frac{\sum_{j=1}^n \text{Prop_Teachers}_j}{n}$$

where:

Prop_Teachers_j proportion of teachers trained in the reference FY, out of the total planned in that FY through grant j

Teachers_trained_j Number of teachers trained in the reference FY through grant j

Teachers_planned_j Number of teachers planned to be trained in the reference FY through grant j.

CProp_Teachers Simple average, across all active grants, of Prop_Teachers_j

n number of active grants during the reference FY.

Reporting timeframe: FY

Data required: Baseline, actuals, and targets on teachers trained.

Data source: Grant Agents (Monitoring template and Progress reports)

Types of disaggregation: By FCAC

Interpretation: Results approaching 100% indicate that results regarding the training of teachers are achieved as initially anticipated. This suggests that grants are being implemented in line with the planning for training teachers, through the funds provided.

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

Limitations: (i) This indicator does not factor differences in teachers' experience, status and variation in teaching conditions, quality of training or the changes in knowledge, skills and teaching practice the occurred as a result of the training.

(ii). This indicator does not factor types of training (e.g., in-service/pre-service)

INDICATOR 23

Proportion of classrooms built or rehabilitated through GPE grants, out of the total planned by GPE grants

Definition: Number of classrooms built or rehabilitated through ESPIGs, expressed as a percentage of the total number of classrooms targeted to be built or rehabilitated by the ESPIGs.

Purpose: To assess whether classrooms are built or rehabilitated as planned, with a view to ensuring GPE financing is used to improve teaching and learning in national education systems. It reflects the extent to which the targets set for building or rehabilitated throughout the implementation of the grants are met

Unit of measurement: Percentage

Calculation method: At the grant-level, calculate the proportion of classrooms built or rehabilitated in the reference FY, out of the total planned in that FY. The aggregate value is calculated as the simple average across all active grants during the reference FY.

Formula:

$$\text{Grant-level} \\ \text{Prop_Classrooms}_j = \frac{\text{Classrooms_Built}_j}{\text{Classrooms_planned}_j}$$

$$\text{Aggregate} \\ \text{CProp_Classrooms} = \frac{\sum_{j=1}^n \text{Prop_Classrooms}_j}{n}$$

where:

Prop_Classrooms_j proportion of classrooms built or rehabilitated in the reference FY, out of the total planned in that FY through grant j

$\text{Classrooms_Built}_j$ Number of classrooms built or rehabilitated in the reference FY through grant j

$\text{Classrooms_planned}_j$ Number of classrooms planned to be built or rehabilitated in the reference FY through grant j .

CProp_Classrooms Simple average, across all active grants, of Prop_Classrooms_j

n number of active grants during the reference FY.

Reporting timeframe: FY

Data required: Baseline, actuals, and targets on classrooms built or rehabilitated.

Data source: Grant Agents (Monitoring template and Progress reports)

Types of disaggregation: By FCAC.

Interpretation: Results approaching 100% indicate that classroom-related results are achieved as initially anticipated. This suggests that grants are being implemented in line with the planning for building/rehabilitating classrooms, through the funds provided.

Quality standards: Classrooms for which construction/rehabilitation was begun but not completed should not be included under this indicator. Also, the classrooms should be counted in the period during which they were actually completed—if construction/rehabilitation began in reporting period A but was completed in the subsequent period B, then they should be counted for period B.

Limitations:

- (i) This indicator does not account for all aspects of the effectiveness of the ESPIGs in classroom construction/rehabilitation. For example, it does not provide any data/information on the extent to which new, or rehabilitated classroom meet applicable standards for class size, health codes, or any national, industry, or otherwise best practices in class building or rehabilitation.
- (ii) The construction/rehabilitation of classrooms does not necessarily ensure that they are effectively utilized.

INDICATOR 24

Proportion of GPE program grant applications approved from 2015 onward: (a) identifying targets in funding model performance indicators on equity, efficiency and learning; (b) achieving targets in funding model performance indicators on equity, efficiency and learning

Definition: Access to the results-based Variable Part of GPE's funding model is linked to performance on indicators chosen by countries to improve in three key dimensions: equity, efficiency, and learning outcomes in basic education. This indicator consists of two components:

- (a) **Variable Part Adoption Rate** defined as the total number of ESPIGs applications including a Variable Part, expressed as a percentage of the total number ESPIG applications.
- (b) **Variable Part Performance Rate** defined as the total number of ESPIGs meeting targets for access to the Variable Part, expressed as a percentage of the total number of ESPIGs that include a Variable Part.

Purpose: To assess the extent to which DCPs decide to use GPE's results-based approach (*Part a*) and are successful in doing so by meeting the set targets for equity, efficiency and learning indicators (*Part b*). Such data will serve to monitor whether GPE's funding model is implemented effectively and supports the implementation of sector plans focused on improved equity, efficiency and learning.

Unit of measurement: Percentage

Calculation method:

(a) *Variable Part Adoption Rate*: divide the number of ESPIGs applications that identify equity, efficiency, and learning indicators to access the Variable Part, by the total number ESPIG applications, and multiply by 100.

(b) *Variable Part Performance Rate*: For each equity, efficiency, and learning indicator of the Variable Part, determine the achievement of targets by assigning a performance value of 1 if the target is fully met or 0 if the target is not met.³⁰ At the ESPIG level, add the performance values across all three dimensions and divide the result by the total number of indicators that were set for attainment, and multiply by 100 to obtain a score for each ESPIG. Determine the performance category for each ESPIG according to the following classification:

Score	Performance categories
X = 0	Not performing
0 < X < 25%	Low performing
25% ≤ X < 75%	Moderately performing
75% ≤ X < 100%	Well performing
X = 100%	Highly performing

The aggregate value is calculated by dividing the number of ESPIGs categorized as "well performing" or "highly performing" by the total number of ESPIGs with efficiency, learning, and equity indicators targets due for assessment, and multiply by 100. An indicator is considered as meeting the target when".

Formula:

Part a - Adoption Rate of the Variable Part

$$A_{vp} = \frac{\sum ESPIG_{vp(1..n)}}{\sum ESPIG_{(1..n)}} * 100$$

³⁰ If there is a pre-determined agreement on the partial achievement of Variable Part indicators in the ESPIG application, meeting the partial target is also considered as "meeting targets".

Part b - Variable Part Performance Rate

ESPIG-level

$$ESPIG_{PS} = \left(\frac{EQ_a + EF_a + LE_a}{EQ_t + EF_t + LE_t} \right) * 100$$

$$ESPMT^j = \begin{cases} 1, & \text{if } ESPIG^j \text{ is equal or above 75\%} \\ 0, & \text{otherwise} \end{cases}$$

Aggregate-level

$$Prop(ESPIG \geq 75\%) = \frac{\sum_{j=1}^n ESPMT^j}{n} \times 100$$

where:

A_{vp} Variable Part Adoption Rate

$ESPIG_{vp}$ Number of ESPIG applications with a Variable Part

$ESPIG_{1\dots n}$ Number of ESPIGs applications approved

$ESPIG_{PS}$ Performance score per ESPIG

EQ_a Number of equity indicators that achieved targets

EQ_t Total number of equity indicators

EF_a Number of efficiency indicators that achieved targets

EF_t Total number of efficiency indicators

LE_a Number of learning indicators that achieved targets

LE_t Total number of learning indicators

$ESPMT^j$ Dummy indicating whether the performance category for ESPIG in country j is equal or above the 75% threshold

$Prop(ESPIG \geq 75\%)$ Variable Part Performance Rate

n Number of ESPIGs that include a Variable Part

Reporting timeframe: FY

Data required: Proposed indicators, baseline, targets, and actuals for Variable Part indicators.

Data source: ESPIG Application form, ESPIG standard reporting template

Types of disaggregation: By FCAC

Interpretation: A high value of Part (a) suggests that the funding model is being implemented effectively. Such data should be complemented with an analysis of the applications that were approved and did not include a Variable Part, focusing on the reasons behind its exclusion. A high value of Part (b) indicates DCPs are meeting the required achievement levels with respect to the performance-based indicators linked to transformative strategies to improve equity, efficiency, and learning outcomes.

Quality standards: According to the ESPIG Guidelines (September 2015), at least one indicator should be selected for each of the areas of equity, efficiency and learning outcomes.

Limitations: (i) Target attainment per indicator or dimension is not captured; (ii) The Variable Part performance rate does not show differences between “meeting targets” of the partial target vs. the full target.

INDICATOR 25

Proportion of GPE program grants assessed as on-track with implementation

Definition: Number of active ESPIGs classified as non-delayed (i.e. at least *Moderately Satisfactory* as per table below) expressed as a percentage of the total number of active ESPIGs. Grants' classification as non-delayed is based on the Secretariat's triangulation of the Grant Agent's rating for *Overall progress in program implementation*³¹ and other data sources (e.g. progress reports (semi-annual), grant monitoring mission reports, Aide-Memoires, correspondence and report reviews), as follows:

GA's rating	GPE Classification	Classification Ind. #25
Highly Satisfactory: The Program is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings.	On Track	Non-Delayed
Satisfactory: The Program is expected to achieve almost all of its major outputs efficiently with only minor shortcomings.		
Moderately Satisfactory: The Program is expected to achieve most of its major outputs efficiently with moderate shortcomings	Slightly Behind	
Moderately Unsatisfactory: The Program has moderate shortcomings that limit or jeopardize the achievement of one or more outputs but a resolution is likely.		
Unsatisfactory: The Program has significant shortcomings that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain.	Delayed	Delayed
Highly Unsatisfactory: The Program has major shortcomings that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely.		

Purpose: To assess the extent to which the ESPIGs, GPE's largest program grant for the implementation of ESP/TEP, are implemented efficiently and as planned. This enables constructive discussions regarding the grants' implementation status, as to efficiently and effectively support the implementation of sector plans focused on improved equity, efficiency and learning.

Unit of measurement: Percentage

Calculation method: At the grant-level, categorize grants as on track, slightly behind, or delayed based on the GA's rating (see Definition) and classify the grant as being On-Track (non-delayed) if it is on-track or slightly behind. The aggregate value is calculated by dividing the total number active ESPIGs that are On-track (non-delayed) by the total number active ESPIGs, and multiplying by 100.

Formula:

Grant-level

$$On-track^i = \begin{cases} 1, & \text{if } (Rating^i = \text{On track}) \text{ OR } (Rating^i = \text{slightly behind}) \\ 0, & \text{otherwise} \end{cases}$$

Aggregate

$$Prop(OnTrack) = \frac{\sum_{i=1}^n OnTrack^i}{n} * 100$$

where:

i active grant (ESPIG)1, active grant (ESPIG)2, ..., active grant (ESPIG) N
N Total number of active grants (ESPIG)

Reporting timeframe: FY

³¹ The assessment of active ESPIGs is based on three determinants: 1. Progress of individual Program components; 2. Implementation arrangements (program management, financial management, procurement, M&E, etc.); 3. Disbursement status based on Grant Agent's calculation.

Data required: GPE ESPIG Annual Implementation Status Reports, Progress reports, Audit reports, Mission reports, and documentation from Country Leads.

Data source: Grant Agents and GPE Secretariat.

Types of disaggregation: By FCAC

Interpretation: A high value suggest that ESPIGs are to a large extent being implemented in an efficient and timely manner. An analysis of implementation status by categories is important to identify which ESPIGs are “Delayed” and flag issues to the GAs for further discussion.

Quality standards: If the Secretariat disagrees with the GA’s rating, the Secretariat will provide its own rating and document the reasons behind the different rating from that of GA.

Limitations: (i) The results of this exercise are primarily based on the information available in the GPE ESPIG Annual Implementation Status Reporting submitted by the GAs, collected through the Developing Country Partners (DCPs). The availability of information from primary sources may have some impacts on the outcome of the assessment of implementation status.

INDICATOR 26

Funding to GPE from non-traditional donors (private sector and those who are first-time donors to GPE)

Definition: Contributions paid into the GPE Fund by non-traditional donors, which are understood to be:

- novel types of donors to the GPE Fund (e.g. non-DAC donors, private sector, private foundations, and high Net Worth Individuals);
- first-time DAC donors to the GPE Fund;
- donors under new financing mechanisms (i.e. post-2014 replenishment).

Purpose: To measure GPE's ability to increase its financing base, by raising funds from donors who have not contributed to the Partnership in the past, or are non-traditional donors, or through new financing mechanisms as a part of GPE's strategic financing efforts. It will measure progress towards leveraging new sources of financing, for a more varied and increased financing portfolio.

Unit of measurement: Number (cumulative)

Calculation method: At the donor-level, convert the receipt amount from each non-traditional donor into US dollars using the corresponding exchange rate at the date of pledge. The aggregate value is calculated by adding up the US\$-equivalent value of all receipts received from non-traditional donors (cumulative value across fiscal years).

Formula:

Donor-level

$$NTD_{USD}^t = NTD_{oc}^t * \left(\frac{USD}{OC}\right)^t$$

Aggregate

$$FYNTD_{USD}^j = \sum_{t \in FYj, i=1}^n NTD_{USD}^t$$

$$CUMNTD = \sum_{j=FY2016}^J FYNTD_{USD}^j$$

NTD_{USD}^t Receipt amount from each non-traditional donor in US\$

NTD_{oc}^t Receipt amount from each non-traditional donor in original currency

$\left(\frac{USD}{OC}\right)^t$ Exchange rate at the time of pledge

t Date of the pledge

$FYNTD_{USD}^j$ Total value of all donor pledges in FY j

$CUMNTD$ Cumulative total up to FY J

Reporting timeframe: FY

Data required: Cash Receipts Reports (receipts paid in by donors).

Data source: World Bank Trustee (SAP database)

Types of disaggregation: N/A

Interpretation: Increasing values over time reflect progress made by GPE in unlocking further investments into education through innovative ways of mobilizing financing, including new and/or non-traditional donors as well as new financial instruments.

Quality standards. The base year to consider whether a donor's receipts should be included is 2011. In other words, any donor that was not a donor as of 2011 should be counted.

INDICATOR 27

Percentage of donors' pledges fulfilled

Definition: Contributions from donors expressed as a percentage of the pledged funds, where:

- Contributions = payments actually received by GPE.
- Pledges = amounts as per signed contribution agreements; comprise those made at the time of the replenishment as well as the ad-hoc additional contributions agreements signed subsequently.

Purpose: To monitor the payments being made by GPE donors versus what they have pledged to pay, cumulatively across years, as per their contribution agreements. Such data reflect both the extent to which GPE donors, overall, follow-up on their pledges to the Partnership, as well as the financial capabilities of GPE.

Unit of measurement: Percentage (cumulative)

Calculation method: At the donor-level, determine each donor's pledge weighted percentage for a given period (that is, up to and including the actual reporting year) by converting, if necessary, the cumulative non-US\$ pledges into US\$ using the foreign exchange rate at the time of pledge, and dividing the cumulative pledge in US\$ for each donor by the cumulative total amount pledged in US\$ by all donors. Determine, thereafter, each donor's payment percentage against pledge by dividing the donor's cumulative actual payment in local currency by the cumulative pledge in local currency, and multiplying by 100. The aggregate value is calculated as the weighted average of the donors' payment percentage against pledge using as weight the donor's pledge weighted percentage.

Formula:

Donor-level

$$\text{Weight of pledge}_i = \frac{\text{pledge}_i}{\sum_{i=1}^n \text{pledge}_i} \quad \% \text{paid}_i = \frac{\text{paymentLoc}_i}{\text{pledgeLoc}_i} * 100$$

Aggregate

$$\text{Donor funding} = \sum_{i=1}^n (\% \text{paid}_i * \text{Weight of pledge}_i)$$

where:

pledge_i US\$ (equivalent) of donor i pledge as per signed contribution agreement

paymentLoc_i Payment in local currency for donor i

pledgeLoc_i Pledge in local currency for donor i as per signed contribution agreement

n Total number of donors in the sample for the given period

Reporting timeframe: FY

Data required: Contribution Status Reports (signed contribution agreements); Cash Receipts Reports (receipts paid in by donors).

Data source: World Bank Trustee (SAP database)

Types of disaggregation: N/A

Interpretation: Results approaching 100% indicate that nearly all of contributions pledged for a given time period were actually received by GPE during this timeframe. High values reflect donors' commitment to follow-through with their obligations and provide the necessary financial means for the Partnership to support DCPs. Results tallying 100% are expected as it is anticipated that all donor contributions, signed either at the time of replenishment or subsequently, will be actually fulfilled by donors per the terms and schedule stipulated in the contractual arrangement.

Quality standards: Matching of the payment received against the pledged amount to assess whether the donor is meeting their pledge shall be done in the pledging currency, since losses due to the conversion to the US dollar is beyond the donors' control.

Limitations: The indicator does not capture cases when there is a reduction between the original pledged value and the value in the signed contribution agreement. Thus, while donors can be fully compliant with making contributions in line with their *signed contribution agreements*, not all donors may have signed a contribution agreement that reflect the value of their *pledge*.

INDICATOR 28

Proportion of GPE donors that have (a) increased their funding for education; or (b) maintained their funding

Definition: Total number of GPE donors for which education aid in a given year was greater than or equal to education aid in the base year (CY 2014), expressed as a percentage of the total number of GPE donors over the given period.

Purpose: To monitor progress towards mobilizing more and better financing for education. Such data will serve to inform of developments made by GPE donors towards attaining “increased, sustainable, and better coordinated international financing for education”. This indicator also serves to track donor performance, which may encourage mutual accountability between donors and GPE DCPs in pursuit of achieving SDG 4.

Unit of measurement: Percentage

Calculation method: At the donor-level, for GPE donor k, identify if aid to education in year t is greater than or no less than 1% lower than aid to education in the base year (N.B. “maintained” is defined as increasing or decreasing funding by no more than 1% compared to the base year). The aggregate value is calculated by dividing the number of GPE donors that increased or maintained their contribution to education aid between a given year and base year over the total number of GPE donors over the given period, and multiplying by 100.

Formula:

Donor-level

$$(DC_k) = \begin{cases} 1 & \text{if } ed.aid_k^t \geq 0.99 \times ed.aid_k^{2014} \\ 0 & \text{otherwise} \end{cases}$$

Aggregate

$$AID_INC = \sum_{k=1}^K DC_k$$

$$PROP_{INC} = \frac{AID_{INC}}{K} * 100$$

where:

t Year

k Donor 1, donor 2,...donor n

DC_k Dummy indicating if GPE donor k increased or maintained education aid

AID_INC Number of donors for which education aid is greater than or equal to education aid in year t vs. base year

$PROP_{INC}$ Proportion of total donors who increased or maintained their contribution to education aid

K Total number of donors

Reporting timeframe: CY

Data required: Total aid to education

Data source: OECD DAC CRS database; donor reports to GPE Secretariat

Types of disaggregation: N/A

Interpretation: Higher values of this indicator over time indicate an increased commitment by donors to support and finance global education development. External support continues to play a key role in filling financing gaps in education. This indicator identifies donors that increase, maintain, or decrease their financial contribution to education. It is therefore key for comprehensively understanding challenges in closing financing gaps in education.

Quality standards: Aid to education should always be considered disbursements in constant US\$ with no adjustments made for budget support.

Limitations: There exists a risk of incomplete coverage of donor aid to education (i.e. not all GPE donors consistently report total education aid).

INDICATOR 29

Proportion of GPE grants aligned to national systems

Definition: Total number of active ESPIGs that meet at least 7 out of 10 elements of alignment (across 7 dimensions) to national systems, expressed as a percentage of the total number of ESPIGs.

Purpose: To assess the extent of alignment of GPE funding with national systems, recognizing that alignment between external aid and countries' systems is key in increasing effectiveness of development interventions and in strengthening national capacity. It serves to measure progress towards *improved alignment and harmonization of funding from GPE and its international partners around nationally owned education sector plans and country systems*.

Unit of measurement: Percentage

Calculation method: At grant-level, count the number of ESPIG elements out of a total of 10 elements across 7 dimensions that are aligned to country systems:

Dimension 1 - On PLAN

- 1.1** Is the GPE funded program aligned with the Education Sector Plan?
- 1.2** Are the projected expenditures of the program included in the multi-year forecast of the Minister of Finance (medium term expenditure framework)?

Dimension 4 – On PROCUREMENT

- 4.1** Are government procurement rules used?

Dimension 5 – On ACCOUNTING

- 5.1** Is the financial accounting directly on government's accounting systems used for the national budget?

Dimension 2 - On BUDGET/PARLIAMENT

- 2.1** Is the project included in the national budget?
- 2.2** Does the national annual budget show specific appropriations for the different planned expenditures (economic and/or functional classification)?

Dimension 6 – On AUDIT

- 6.1** Will the financial accounts be audited by the government's external auditor?

Dimension 3 – On TREASURY

- 3.1** Is the majority of the financing disbursed into (a) the main revenue account of government, (b) a specific account at treasury or (c) a specific account at a commercial bank?
- 3.2** Is the expenditure process (documents and signatures on commitment, payment orders, etc.) for the national budget used for the program expenditures?

Dimension 7 – On REPORT

- 7.1** Will the information on project execution be included in the Education Sector Plan Annual Implementation Report prepared by the Ministry of Education?

The aggregate value is calculated by dividing the number of ESPIGs that are aligned in at least 7 elements over the total number of ESPIGs, and multiplying by 100.

Formula:

Grant-level

$$Score_i^j = \begin{cases} 1, & \text{if question } i \text{ from ESPIG } j = \text{yes} \\ 0, & \text{otherwise} \end{cases}$$

$$Aligned_j = \begin{cases} 1, & \text{if } \sum_{i=1}^{10} Score_i^j \geq 7 \\ 0, & \text{otherwise} \end{cases}$$

Aggregate

$$Prop(Aligned \geq 7) = \left[\frac{\sum_{j=1}^N Aligned_j}{n} \right] * 100$$

where:

$Score_i^j$ Dummy indicating if element i of ESPIG j is aligned

$Aligned_j$ Dummy indicating if ESPIG meets at least 7 out of 10 elements of alignment

Prop (Aligned \geq 7) Proportion of ESPIGs aligned

n Total number of ESPIGs

Reporting timeframe: FY

Data required: Questionnaire on 10 elements of alignment listed under Definition,

Data source: ESPIG Application Form (grant program documentation for pre-2015 ESPIGs).

Types of disaggregation: By FCAC

Interpretation: A high percentage indicates a high degree of alignment, with DCPs basing support/funding modalities on the countries' own operational systems, frameworks and procedures. Monitoring of alignment of GPE supported programs with national systems complements monitoring of harmonization between donors (see Indicator #30).³² The holistic approach to monitoring harmonization and alignment allows for better execution, planning and monitoring efforts both at the project and sector levels through ESPIGs as the main implementation mechanism.

Quality standards: All ESPIGs active in a given FY should be considered regardless of whether: (a) they closed during the FY; and (b) whether they fall or not under the new GPE funding model. Alignment is analyzed and discussed during the QAR process which allows a consistency check.

Limitations: Changes that could happen during grant implementation are not captured.

³² Five fundamental principles recognized in the Paris Declaration for making aid more effective: Ownership, Alignment, Harmonization, Results, and Mutual Accountability (<https://www.oecd.org/dac/effectiveness/parisdeclarationandaccraagendaforaction.htm>).

INDICATOR 30

Proportion of GPE grants using: (a) co-financed project or (b) sector pooled funding mechanisms

Definition: Total number of active ESPIGs using a pooled modality (co-financed project or sector pooled mechanism), expressed as a percentage of the total number of active ESPIGs, where:

- **Co-financed project** funding refers to funding coming from more than a single partner to support a common project.
- **Sector pooled** funding refers to a diverse group of grant or credit modalities with varying instruments and mechanisms to support implementation of an endorsed national education sector plan. The specificity for sector pooled funds is that multiple contributing partners deliver funds in a coordinated fashion to support implementation of the national education plan, or specific parts thereof.

Purpose: To assess the extent of harmonization of external financing in DCPs, which is encouraged as a fundamental principle to enable more organized and effective interventions. It serves to measure progress towards *improved alignment and harmonization of funding from GPE and its international partners around nationally owned education sector plans and country systems*.

Unit of measurement: Percentage

Calculation method: At the grant-level, classify each active ESPIG funding modality as co-financed, sector-pooled, or stand-alone. The aggregate value is calculated by dividing the total number of co-financed and sector-pooled ESPIGs by the total number of ESPIGs, and multiplying by 100.

Formula:

Grant-level –

$$ESPIG_{k,cf} = \begin{cases} 1, & \text{ESPIG } k \text{ used a co-financing modality} \\ 0, & \text{otherwise} \end{cases}$$
$$ESPIG_{k,sp} = \begin{cases} 1, & \text{ESPIG } k \text{ used a sector-pooled modality} \\ 0, & \text{otherwise} \end{cases}$$

Aggregate

$$prop(grants)_{cf} = \frac{\sum_{j=1}^n ESPIG_{k,cf}}{n} * 100$$

$$prop(grants)_{sp} = \frac{\sum_{j=1}^n ESPIG_{k,sp}}{n} * 100$$

$ESPIG_{k,cf}$ Dummy indicating if ESPIG k is co-financed

$ESPIG_{k,sp}$ Dummy indicating if ESPIG k is sector-pooled

$prop(grants)_{cf}$ Proportion of active grants that are co-financed

$prop(grants)_{sp}$ Proportion of active grants that are sector-pooled
n Total number of active ESPIGs

Reporting timeframe: FY

Data required: Grant modality

Data source: ESPIG Application Form

Types of disaggregation: By FCAC.

Interpretation: A high percentage indicates a high degree of harmonization of GPE funding with funding from other donors and/or international partners. While harmonization is typically recommended to create a space for dialogue and coordination, funding modalities should respond to different country needs, capacity and operating

mechanisms of the entity supervising or managing the grant. Monitoring of *harmonization* between donors complements the monitoring of *alignment* of GPE supported programs with national systems (see Indicator #29), two of the five fundamental principles outlined in the Paris Declaration on Aid Effectiveness.³³ The holistic approach to monitoring harmonization and alignment allows for better execution, planning and monitoring efforts both at the project and sector levels through ESPIGs as the main implementation mechanism.

Quality standards: If grant modality in application form does not distinguish between project and sector pooled funding, and this is not indicated in the project description, clarification from the Grant Agent is needed.

Limitations: Changes that could happen during grant implementation are not captured.

³³ Five fundamental principles recognized in the Paris Declaration for making aid more effective: Ownership, Alignment, Harmonization, Results, and Mutual Accountability (<https://www.oecd.org/dac/effectiveness/parisdeclarationandaccraagendaforaction.htm>).

INDICATOR 31

Proportion of country missions addressing domestic financing issues

Definition: Number of country missions addressing domestic financing issues, expressed as a percentage of the total number of country missions, where *domestic financing issues* refer to matters related to DCP's commitment towards meeting the requirements of GPE's funding model.³⁴ Those may include, but are not limited to, resource mobilization, budget education share, ESP, and basic/primary sub-sector issues associated with domestic funding.

Purpose: To monitor the extent to which GPE missions address domestic financing issues, aiming at promoting effective dialogue around increased domestic financing for education, a pre-requisite for funding credible education plans and policies. Such data are important as to advance DCPs' work toward fulfilling the domestic financing requirement of GPE's funding model, and ultimately mobilize more and better financing for education.

Unit of measurement: Percentage

Calculation method: At the mission-level, assess whether a country mission addressed domestic financing issues. The aggregate value is calculated by dividing the total number of country missions addressing domestic financing issues by the total number of country missions, and multiplying by 100.

Formula:

Mission-level

$$M_{DFI} = \begin{cases} 1, & \text{if the country mission } cm \text{ addressed domestic financing issues} \\ 0, & \text{otherwise} \end{cases}$$

Aggregate

$$\%M_{DFI} = \frac{\sum_{cm=1}^{CM} M_{DFI}}{CM} * 100$$

where:

M_{DFI} Dummy indicating if a country mission addressed domestic financing issues

$\%M_{DFI}$ Proportion of country missions addressing domestic financing issues

Reporting timeframe: FY

Data required: Statement Mission Objective; Back-to-office Report

Data source: GPE Secretariat

Types of disaggregation: By FCAC

Interpretation: A high value suggests that domestic financing issues are consistently being discussed during GPE Secretariat's missions to the countries. As an increasing number of grants are expected to be approved under the new funding model, it is expected that a growing number of missions will include domestic financing issues as part of those discussions. It is important to take into account that addressing domestic financing issues is an activity that usually happens in specific steps of the country process such as during JSR participation, ESP development, preparation for an application, or when it is specifically requested. Therefore, it is not necessary to address domestic financing issues in all the mission.

³⁴ GPE's funding model requires that in order to achieve the 70% fixed part allocation, an applying government must achieve, among other requirements, a commitment to gradually raise its own domestic spending on the implementation of the education sectors plan up to at least 20% of the national budget, and donors' commitment to provide additional financing to ESP implementation.

Quality standards: (i) One mission covering multiple countries should be counted as multiple missions, corresponding to the number of countries visited; (ii) A mission that occurs between fiscal years should be counted based on the fiscal year in which it ended; (iii) A mission that addresses multiple agendas and includes multiple people is counted as one mission; (iv) A mission that occurs but is not conducted in a DCP is not counted under this indicator.

Limitations: (i) The depth and level of discussions related to domestic financing issues, or the level of need, risk, priority, or any other substantive factor associated with domestic financing issues are not captured.

INDICATOR 32

Proportion of (a) DCPs and (b) other partners reporting strengthened clarity of roles, responsibilities, and accountabilities in GPE country processes

Definition: Number of DCPs and other partners with a higher or equal clarity index (CI) in one reference year with respect to that in the previous year expressed as a percentage of the number of DCPs and other partners responding to the survey. The CI is derived from Question 3 of the GPE survey: *In the country in which you work, are the roles and responsibilities of key policy stakeholders clear in relation to the following GPE specific processes:*

Stakeholder/Process	(a) GPE Grant Application Process	(b) GPE Grant Implementation	(c) Grant Monitoring and Reporting
1. Local Education Group (or equivalent)	y/n	y/n	y/n
2. Ministry of Education	y/n	y/n	y/n
3. Coordinating Agency	y/n	y/n	y/n
4. Grant Agent	y/n	y/n	y/n
5. Development Partners	y/n	y/n	y/n
6. Civil Society Partners	y/n	y/n	y/n
7. Teacher Organizations	y/n	y/n	y/n
8. Private Sector Partners	y/n	y/n	y/n

Purpose: To assess the extent to which there exists clarity of roles, responsibilities, and accountabilities with respect to GPE processes at country-level, with a view to understanding to which degree GPE is building a stronger partnership. Such data are key as a clear understanding of different partners' roles and responsibilities are the first steps to enable country-level partners to effectively implement GPE processes centred on improved use of finance, sound sector planning, and policy dialogue.

Unit of measurement: Percentage

Calculation method: At the respondent-level, score the responses for each item of Question 3 (See Definition) as 1 if "Yes" and 0 if "No" and assign each respondent to a category, where the Ministry of Education (or equivalent) representative is assigned to category *a* (DCPs) and all other respondents are assigned to category *b* (Other partners). At the country-level, by category, calculate a CI by dividing the number of positive item responses by the total number of responses, and multiplying by 100 and compare the CI in a given year with that of the previous year. The aggregate value is calculated, for each category, by dividing the number of countries with an increased or maintained CI by the total number of countries, and multiplying by 100.

Formula:

Respondent-level

$$Q3item_{i,r}^j = \begin{cases} 1, & \text{if the response to item } i \text{ of Question 3 is "Yes"} \\ 0, & \text{otherwise} \end{cases}$$

Country-level

$$\text{Clarity Index}_a^j = \frac{\sum_{i=1}^{24} \sum_{r=1}^{N_a^j} Q3item_{i,r}^j}{N_a^j \times 24} * 100$$

$$\text{Clarity Index}_b^j = \frac{\sum_{i=1}^{24} \sum_{r=1}^{N_b^j} Q3item_{i,r}^j}{N_b^j \times 24} * 100$$

$$\text{Improved_CI}_a^j = \begin{cases} 1, & \text{if } \text{Clarity Index}_{a,t}^j - \text{Clarity Index}_{a,t-1}^j \geq 0 \\ 0, & \text{otherwise} \end{cases}$$

$$\text{Improved_CI}_b^j = \begin{cases} 1, & \text{if } \text{Clarity Index}_{b,t}^j - \text{Clarity Index}_{b,t-1}^j \geq 0 \\ 0, & \text{otherwise} \end{cases}$$

Aggregate

$$\text{Prop (Improved_CI)}_a = \frac{\sum_{j=1}^{n_a} \text{Improved_CI}_a^j}{n_a}$$

$$\text{Prop (Improved_CI)}_b = \frac{\sum_{j=1}^{n_b} \text{Improved_CI}_b^j}{n_b}$$

where:

i Items 1, 2, ..., 24 in Question 3

Clarity Index_a^j Proportion of positive responses in Question 3 for country *j* in category *a*

Clarity Index_b^j Proportion of positive responses in question 3 for country *j* in category *b*

N_a^j = total number of respondents to Question 3 in category **a** for country **j**

N_b^j = total number of respondents to Question 3 in category **b** for country **j**

$Prop(Improved_CI)_a$ Proportion of DCPs reporting strengthened clarity of R&R

$Prop(Improved_CI)_b$ Proportion of Other partners reporting strengthened clarity of R&R

n_a = total number of DCPs giving an answer in category **a**

n_b = total number of DCPs giving an answer in category **b**

Reporting timeframe: FY

Data required: GPE's online survey questionnaire.

Data source: LEG members in each DCP.

Types of disaggregation: By FCAC

Interpretation: Results approaching 100% suggest that vast majority of LEG members perceive progress in the clarity of country processes and the associated roles and responsibilities. This, in turn, suggests that the efforts furnished by the Secretariat to improve country guidance, via revised guidelines and systematized and harmonized processes through the new operational platform, are effective.

Quality standards: Respondents who self-select the "Ministry of Education" category are considered as "DCP" (category a). Respondents who self-select any of the other categories are considered as "Other partners" (category b). Only one survey shall be completed on behalf of the Ministry of Education.

Limitations: (i) *Construct validity:* The binary "yes/no" response does not allow for distinction of clarity on some aspects of the process, and lack of clarity on others. (ii) *Desirability bias:* despite the survey being anonymous, respondents may be reluctant to give feedback on lack of clarity of GPE processes, being apprehensive of jeopardizing their funding in an increasingly results-based operational model. (iii) *Sampling:* It might be difficult to obtain a representative sample of respondents from all relevant categories in each DCP. In addition, given the (small) sample size at country level, changes in respondents from year to year may impact indices.

INDICATOR 33

Number of policy, technical and/or other knowledge products developed and disseminated with funding or support from GPE

Definition: Number of policy, technical, or other knowledge products written with financial support, human resources, or substantial technical engagement³⁵ from GPE (GPE Secretariat and/or partners within GPE), and disseminated by the GPE Secretariat. Three levels of GPE involvement are considered:

- Knowledge products that the GPE Secretariat develops solely;
- Knowledge products that the GPE Secretariat develops in collaboration with partners;
- Knowledge products that are developed solely by partners through GPE funding.

Purpose: To measure the volume of knowledge products that GPE is contributing to develop and disseminate in support of the Partnership's role as a global and cross-national convener, advocate, and broker of knowledge and good practice exchange in order to, ultimately, bring about improved education policies and systems, especially in the areas of equity and learning.

Unit of measurement: Number (cumulative)

Calculation method: For each knowledge product developed with funding or support from GPE, assess if it was disseminated. The aggregate value is calculated by adding up all the knowledge products developed and disseminated with funding and/or support from GPE.

N.B: A knowledge product is counted in the fiscal year during which it was disseminated by the GPE Secretariat, irrespective of the fiscal year during which the knowledge product was developed.

Formula:

Knowledge product-level

$$KPDD_i = \begin{cases} 1, & \text{if knowledge product developed } i \text{ was disseminated} \\ 0, & \text{if knowledge product developed } i \text{ was not disseminated} \end{cases}$$

Aggregate

$$KPDD = \sum_{i=1}^N KPDD_i$$

where:

$KPDD$ Total number of knowledge products developed and disseminated

$KPDD_i$ Dummy indicating if a knowledge product was developed and disseminated

N Total number of knowledge products developed

Reporting timeframe: FY

Data required: Knowledge Product Monitoring Tool containing data on development and dissemination status of knowledge products involving GPE Secretariat/partners (as per Definition above).

Data source: GPE Secretariat, collaborating partners, grant recipients

Types of disaggregation: N/A

³⁵ Substantial technical engagement denotes cases where GPE would be formally recognized as co-author or contributor.

Interpretation: Increasing values over time (as this indicator is measured cumulatively) reflect GPE's commitment to building a stronger Partnership through the exchange of knowledge and good practices, drawing on the experience and expertise of GPE partners and its operations.

Quality standards: Publications are considered *disseminated* when they have been copyedited and made available, either electronically, online on the GPE website, and/or in print form. In cases of updated versions of the same knowledge product, the publication should be counted only once unless there are major revisions which result in substantial changes to the content. Results reports or evaluation reports shall not be included in this indicator as they are accounted for in Indicator# 37.

Limitations: This indicator does not capture whether the knowledge products have been further cited/shared, or whether the information contained in the knowledge products is being used to improve implementation.

INDICATOR 34

Number of advocacy events undertaken with partners and other external stakeholders to support the achievement of GPE's strategic goals and objectives

Definition: Number of advocacy events undertaken with partners and other external stakeholders, where advocacy events are defined as activities with all of the following requirements:

1. Engagement is organized in collaboration with at least one other partner or external stakeholder and includes at least one participant whose mandate or responsibility for representing GPE is accepted by the participant and others engaged in the activity;
2. Engagement is externally facing and regional, global or cross-national in nature;
3. Engagement has an objective relevant to GPE's mission and the goals of GPE 2020, and the specific objective of participation is to generate momentum for these goals.

Purpose: To assess GPE's convening and advocacy role to strengthen global commitment and financing for education, in line with the increasing recognition of multi-stakeholder partnerships as effective structures for advancing development outcomes.

Unit of measurement: Number (cumulative)

Calculation method: For each event, identify compliance of each requirement and assess if an event meets all requirements (see Definition). The aggregate value is calculated by adding up the number of events that meet all four requirements.

Formula:

Event-level

$$REQ_r^i = \begin{cases} 1, & \text{if event } i \text{ meets requirement } r \\ 0, & \text{otherwise} \end{cases}$$
$$ADVOCACY^i = \begin{cases} 1, & \text{if } \sum_{r=1}^3 REQ_r^i = 3 \\ 0, & \text{otherwise} \end{cases}$$

Aggregate

$$INDICATOR34 = \sum_{i=1}^n ADVOCACY^i$$

where

i Event 1, ..., event n

r Requirement 1, ..., requirement 3

ADVOCACYⁱ Dummy indicating if an event meets all requirements

Reporting timeframe: FY

Data required: List/description of advocacy events.

Data source: GPE Secretariat

Types of disaggregation: N/A

Interpretation: A high value suggests GPE is effectively engaging in opportunities to work collectively and collaboratively with partners and allies to raise awareness, discuss challenges and solutions, and advocate for increased domestic and international financing and better results in the education sector.

Quality standards: For some advocacy engagements, the direct effect of the activity on the results defined under strategic goals or objectives is not immediately evident or a direct causal relationship. If the objective of the engagement (as it is stated when planned and defined) includes activities that aim to reach the results delineated

under the strategic goals and objectives, then the event complies with the indicator's definition even though the event did not actually achieve those objectives.

Limitations: As the impact or quality of the events are not captured, there could be a year where less events achieved better results, or created more momentum than more events in another year.

INDICATOR 35

Proportion of significant issues identified through audit reviews satisfactorily addressed

Definition: Number of significant issues as identified by GPE, raised in the Finance Team's reviews of Audit Reports, satisfactorily addressed by the Grant Agents and if necessary DCP within six months after review by GPE, expressed as a percentage of the total number of significant issues identified by GPE.

Significant issues are defined as issues that based on the Secretariat's judgement may either jeopardize the successful implementation of a given grant, indicate a weakness in the internal controls related to the management of GPE funds, may be indicative of a potential or actual misuse of GPE funds, value for money concerns regarding the use of GPE funds, or pose a reputational risk to GPE.

Purpose: To track the success of the audit reports review process,³⁶ a core element of GPE's fiduciary oversight arrangements. A failure to satisfactorily address significant issues identified from audit reports within a reasonable time period can significantly increase the risk of misuse of funds and subsequent financial loss and reputational damage to GPE.

Unit of measurement: Percentage

Calculation method: Divide the cumulative number of significant issues satisfactorily addressed during the reporting period by the cumulative number of issues raised by the Finance Team, and multiply by 100.

Formula:

$$Prop_Addressed = \frac{\text{Cumulative number of significant issues satisfactorily addressed at end of the GPE FY}}{\text{Cumulative number of issues raised from Finance review of Audit Reports during ANY GPE FY}} * 100$$

Reporting timeframe: FY

Data required: Status of significant issues identified.

Data source: Audit Reports; Audit Reports Memos; Audit Reports Review Log.

Types of disaggregation: By FCAC

Interpretation: Results approaching 100% indicate an overall consistent collection, review, and successful follow-up of issues raised in audit reports, by the Secretariat. This suggests progress towards strengthening GPE's Operational Model (OM) and in particular creating stronger systems for risk management and fiduciary oversight of grant funds.

Quality standards: Typically, one audit report per year per each active grant is produced, unless certain exceptions apply. The reasons for exceptions for audit reports are subject to GA's policies. For example, grants are exempted from a given year audit report in cases when grants are less than one year into implementation at the end of the reviewed FY, or if the level of funds disbursed is very low.

Limitations: Timely submission of audit reports as well as satisfactorily addressing issues identified and reporting on same may be beyond the control of the Secretariat.

³⁶ The scope of the audit reports review process is to identify significant issues raised by auditors and satisfactorily address them within six months from the date of the review by the Secretariat.

INDICATOR 36

Proportion of GPE Secretariat staff time spent on country-facing functions

Definition: Total number of weeks that GPE Secretariat staff spent on country-facing functions, expressed as a percentage of the total number of weeks that GPE Secretariat staff worked, where country-facing functions refer to activities that have direct interactions with and impact on countries.

Purpose: To monitor GPE's organizational effectiveness in terms of country support as to, in turn, ensure that adequate and sufficient staff time is spent on country-facing activities, which should contribute to strengthening partnerships with and within DCPs.

Unit of measurement: Percentage

Calculation method: Divide the number of weeks spent on country-facing work by the number of all work weeks, and multiply by 100.³⁷

Formula:

$$CF_{stafftime} = \frac{CFweeks}{AWweeks} * 100$$

where:

CFweeks Total number of weeks of country-facing work

AWweeks Total number of all-work weeks

CF_stafftime Proportion of staff time spent on country-facing functions

Reporting timeframe: FY

Data required: Number of weeks of country-facing work; number of all-work weeks

Data source: WBG Systems, Applications, Products cost-analysis report

Types of disaggregation: N/A

Interpretation: A high value indicates the GPE Secretariat devotes adequate and sufficient staff time to country-facing activities with the aim to build strong relationships with/within, and provide adequate support to its developing country partners, ultimately thriving toward every child receiving a quality education.

Quality standards: Country-facing functions should be identified through the Secretariat's organizational 'functions,' which are defined on a yearly basis based on anticipated objectives for the forthcoming fiscal year.

Limitations: (i) Country-facing time recorded in the system is time deemed country-facing ex-ante, without correction ex-post for the time dedicated to different functions. Thus, it is not possible to guarantee with certainty that a certain amount of work that was classified as country-facing has, in fact, been country-facing; (ii) Risk that time is recorded incorrectly in the system; (iii) Time records for staff might be missing.

³⁷ The number of weekly hours entered by GPE Secretariat staff into the Time Recording System is automatically normalized by the Systems, Applications, Products software into 40-hours weeks.

INDICATOR 37

Proportion of results reports and evaluation reports published against set targets

Definition: Total number of GPE results and evaluation reports published, expressed as a percentage of the total number of results and evaluation reports targeted (planned) for publication per GPE's M&E Strategy, with:

- *Results reports* encompassing GPE-published reports that track and analyze the Partnership's progress toward and achievement of targets based on GPE's results framework, as well as investigations of education results attained within a set reporting timeframe.
- *Evaluations reports* encompassing reports developed on country-level evaluations, thematic evaluations, programmatic evaluations, and comprehensive summative evaluations.

Purpose: To provide evidence on the accomplishment of fundamental monitoring and evaluation processes within the GPE Secretariat and measure progress towards the objective of investing in monitoring and evaluation to establish evidence of GPE results, strengthen mutual accountability, and improve the work of the Partnership.

Unit of measurement: Percentage

Calculation method: Divide the total number of results reports and evaluation reports actually published by total number of such reports planned for publication, and multiply by 100.

Formula:

$$Prop(Published_RR/ER) = \frac{\sum_{i=1}^n Published_RR/ER_i}{n} * 100$$

where:

$Published_RR/ER_i$ Dummy indicating if a results or evaluation report planned for publication was published

$Prop(Published_RR/ER)$ Proportion of results and evaluation reports published against the set target

n Total number of results reports and evaluation reports targeted for publication

Reporting timeframe: FY

Data required: Number of results and evaluation reports (i) planned and (ii) published.

Data source: GPE Secretariat

Types of disaggregation: N/A

Interpretation: This indicator reflects the Secretariat's ability to implement its work plan as per the M&E Strategy. A high proportion indicates compliance for reporting on agreed-upon targets which is thought to allow for continuous planning and coordination based on substantial evidence and learning from evaluation findings and, in turn, allow for improvement of current and future programs

Quality standards: Each results report will be counted only once, notwithstanding being produced in different ways – such as a Board paper and then an externally-facing designed report. Portfolio Review reports are not to be counted under this indicator, as they were considered a GPE CGPC committee report prior to FY2017, and will be integrated in the annual public-facing GPE results report from FY2017 onwards.

Limitations: (i) The indicator does not capture whether learning/follow-up from the monitoring and evaluation reports findings occurs; (ii) Reports produced through GPE monitoring and evaluation processes, but which are not included in the M&E Strategy are not considered.