

<p>14. Number of key education indicators reported to UIS (out of 12 key indicators): Count of number of key indicators reported to UIS for at least one of the two most recent years with available data.</p> <p><i>Interpretation:</i> A higher number of key education indicators reported to UIS reflects PC's 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.</p> <p><i>Source:</i> UNESCO Institute for Statistics</p>	<p>7 out of 12 key indicators reported to UIS</p> <p>(2016/17)</p>	<p>8 out of 12 key indicators reported to UIs</p> <p>30 percent reported at least 10 key indicators</p> <p>(N= 33, 2016/17)</p>	<p>7 out of 12 key indicators reported to UIs</p> <p>30 percent reported at least 10 key indicators</p> <p>(N= 61, 2016/17)</p>	<p>At least 10 key indicators reported to UIS</p>
<p>15. Status of Learning Assessment System (LAS): For a LAS to meet quality standards, it must have a national examination and a large-scale assessment classified as 'Established' using GPE quality standards.</p> <p><i>Interpretation:</i> A value of 'Established' suggests that the PC has in place robust learning assessment systems to monitor progress in learning outcomes and promote evidence-based policy-making. Information on PCs with non-established learning assessment systems, on the other hand, helps identify areas where systemic change is essential for GPE to better support countries in the strengthening of such systems.</p> <p><i>Source:</i> UIS Learning Assessment Catalogue, UIS Central Data Catalogue, UNESCO, World Bank, Ministries of Education.</p>	<p>LAS nascent</p> <p>(2015-2018)</p>	<p>59% have an established LAS</p> <p>(N= 32, 2015-2018)</p>	<p>48% have an established LAS</p> <p>(N= 60, 2015-2018)</p>	<p>Established</p>
<p>16a. Quality of Education Sector Plan: Number of quality standards met by Education Sector Plan (ESP) or transitional education plan (TEP).</p> <p><i>Interpretation:</i> A high value suggests that the PC has developed quality evidence-based education sector plans that provide relevant and credible strategies to improve access and learning.</p> <p><i>Source:</i> ESP/TEP assessed using Quality Standards developed by UNESCO International Institute for Educational Planning and GPE.</p>	<p>n/a</p> <p>(2016/17/18)</p>	<p>6 out of 7 quality standards met for 28 ESPs</p> <p>28 out of 28 ESPs met at least 5 quality standards</p> <p>(2016/17/18)</p>	<p>5 out of 5 quality standards met for 4 TEPs / 6 out of 7 quality standards met 28 ESPs</p> <p>32 out of 32 ESP/TEPs met the minimum quality standards</p> <p>(2016/17/18)</p>	<p>At least 5 quality standards met out 7 (ESP)</p> <p>At least 3 quality standards met out 5 (TEP)</p>
<p>16b. Quality of the teaching and learning strategy in the Education Sector Plan: Number of quality standards met by a teaching and learning strategy in an ESP or TEP.</p> <p><i>Interpretation:</i> A high value suggests that the PC has developed quality strategies aimed at improving teaching and learning. Strategies that meet quality standards increase the likeliness of their effective implementation, and their transformational effect in the education sector.</p> <p><i>Source:</i> ESP/TEP assessed using Quality Standards developed by UNESCO International Institute for Educational Planning and GPE.</p>	<p>n/a</p> <p>(2016/17/18)</p>	<p>4 out of 5 quality standards met for 28 ESPs</p> <p>23 out of 28 ESPs met at least 4 quality standards</p> <p>(2016/17/18)</p>	<p>5 out of 5 quality standards met for 4 TEPs / 4 out of 5 quality standards met for 28 ESPs</p> <p>27 out of 32 ESP/TEPs met at least 4 quality standards</p> <p>(2016/17/18)</p>	<p>At least 4 quality standards met out of 5 (ESP/TEP)</p>
<p>16c. Quality of the strategy to respond to marginalized groups in the Education Sector Plan: Number of quality standards met by a strategy to respond to marginalized groups in an ESP or TEP.</p> <p><i>Interpretation:</i> A high value suggests that the PC has developed quality strategies aimed at improving equity. Strategies that meet quality standards increase the likeliness of their effective implementation, and their transformational effect in the education sector.</p> <p><i>Source:</i> ESP/TEP assessed using Quality Standards developed by UNESCO International Institute for Educational Planning and GPE.</p>	<p>n/a</p> <p>(2016/17/18)</p>	<p>5 out of 5 quality standards met for 28 ESPs</p> <p>28 out of 28 ESPs met at least 4 quality standards</p> <p>(2016/17/18)</p>	<p>4 out of 5 quality standards met for 4 TEPs / 5 out of 5 quality standards met for 28 ESPs</p> <p>31 out of 32 ESP/TEPs met at least 4 quality standards</p> <p>(2016/17/18)</p>	<p>At least 4 quality standards met out of 5 (ESP/TEP)</p>
<p>16d. Quality of the strategy to improve efficiency in the Education Sector Plan: Number of quality standards met by a strategy to improve efficiency in an ESP or TEP.</p> <p><i>Interpretation:</i> A high value suggests that the PC has developed quality strategies aimed at improving system efficiency. Strategies that meet quality standards increase the likeliness of their effective implementation, and their transformational effect in the education sector.</p> <p><i>Source:</i> ESP/TEP assessed using Quality Standards developed by UNESCO International Institute for Educational Planning and GPE.</p>	<p>n/a</p> <p>(2016/17/18)</p>	<p>5 out of 5 quality standards met for 28 ESPs</p> <p>26 out of 28 ESPs met at least 4 quality standards</p> <p>(2016/17/18)</p>	<p>5 out of 5 quality standards met for 4 TEPs / 5 out of 5 quality standards met for 28 ESPs</p> <p>30 out of 32 ESP/TEPs met at least 4 quality standards</p> <p>(2016/17/18)</p>	<p>At least 4 quality standards met out of 5 (ESP/TEP)</p>

<p>23. Proportion of classrooms constructed through the ESPIG, out of the total planned by the ESPIG: The proportion of classrooms built or rehabilitated in the reference FY, out of the total planned to be built or rehabilitated in that FY.</p> <p><i>Interpretation:</i> Results approaching 100% indicate that classroom-related results are achieved as initially anticipated. This suggests that grants are being implemented in line with the plan for building/rehabilitating classrooms, through the funds provided.</p> <p><i>Source:</i> GPE Grant Agent.</p>	n/a (2019)	60% (N= 4, 2019)	81% (N= 13, 2019)	n/a
<p>24. Grant performance against Funding Model performance indicators (a) Did the ESPIG identify targets for Funding Model performance indicators on equity, efficiency and learning? (b) Percentage of targets achieved against Funding Model performance indicators on equity, efficiency and learning?</p> <p><i>Interpretation:</i> A high value of Part (b) indicates that the PC is meeting the required achievement levels with respect to the performance-based indicators linked to transformative strategies to improve equity, efficiency, and learning outcomes.</p> <p><i>Source:</i> ESPIG Application form, GPE Grant Agent.</p>	(a) n/a (b) n/a (2019)	(a) 100% (b) 100% (N= (a) 6 ; (b) 3, 2019)	(a) 100% (b) 100% (N= (a) 10 ; (b) 6, 2019)	n/a
<p>25. ESPIG Implementation status: Active ESPIGs are classified as on track, slightly behind, or delayed based on the GPE Grant Agents' implementation rating.</p> <p><i>Interpretation:</i> A value of on-track suggests that the ESPIG is to a large extent being implemented in an efficient and timely manner. A value of slightly behind or delayed suggests the need to focus on more effective grant implementation.</p> <p><i>Source:</i> GPE Grant Agent and GPE Secretariat.</p>	n/a (2019)	92% Grants on track or slightly behind (N= 12, 2019)	86% Grants on track or slightly behind (N= 29, 2019)	Grant on track or slightly behind
<p>29. ESPIG alignment to national systems (number of criteria met out of 10): the number of elements of alignment, as defined by GPE, that are met by an active ESPIG.</p> <p><i>Interpretation:</i> A high degree of alignment indicates that support/funding modalities are aligned with PC's own operational systems, frameworks and procedures.</p> <p><i>Source:</i> ESPIG Application form</p>	n/a (2019)	7 criteria aligned 9 out of 18 ESPIGs are aligned in at least 7 criteria (2019)	5 criteria aligned 16 out of 45 ESPIGs are aligned in at least 7 criteria (2019)	ESPIGs that are aligned in at least 7 criteria out of 10
<p>30. ESPIG modality: Stand-alone funding refers to GPE grant funding that is not combined with funding from any other partner to support a common project. 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.</p> <p><i>Interpretation:</i> Harmonized funding (co-financed or sector-pooled) is typically recommended to create a space for dialogue and coordination amongst funding partners. However, funding modalities also vary based on different country needs, capacity and operating mechanisms of the entity supervising or managing the grant.</p> <p><i>Source:</i> ESPIG Application form</p>	(co-financed project) n/a (sector pooled) n/a (stand-alone) n/a (2019)	(co-financed project) 17% (sector pooled) 17% (standalone) 67% (N= 18, 2019)	(co-financed project) 20% (sector pooled) 11% (standalone) 69% (N= 45, 2019)	ESPIGs using a pooled modality (co-financed project or sector pooled mechanism)

Notes:

(i) [Methodological notes \(including a description of data sources\) for all indicators can be found here: https://www.globalpartnership.org/content/results-framework-indicators-methodological-briefs](https://www.globalpartnership.org/content/results-framework-indicators-methodological-briefs)

(ii) Indicator 16(16a-16d)- non- PCFC average values show either ESP or TEP average respective to country's modality;

(iii) n/a: not applicable