

## METHODOLOGY SHEET FOR GLOBAL PARTNERSHIP FOR EDUCATION (GPE) INDICATORS

Indicator title **Indicator (21)** Proportion of **textbooks purchased and distributed** through GPE grants out of the total planned by GPE grants

Result measured (from GPE Results Framework): **Strategic objective (3)** GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency and learning (b) GPE financing is used to improve teaching and learning in national education systems

### JUSTIFICATION FOR INDICATOR

<p>Background/context for indicator:</p>	<p>The crucial importance of textbooks for quality education has long been recognized. They are considered “especially relevant to improving learning outcomes in low income countries with large class sizes, a high proportion of unqualified teachers and a shortage of instructional time”<sup>1</sup> and even, “in sufficient quantities ... the most effective way to improve instruction and learning”<sup>2</sup>. They are “sometimes the only books that a young person may read”<sup>3</sup>. It is thus not coincidental that access “to appropriate learning materials is listed as a key strategy for achieving the first means of implementation (4a) under SDG4”: <i>Ensure that every institution is secure and has water, electricity, gender-segregated toilets that work and are accessible, adequate and safe classrooms, and appropriate learning materials and technology.</i></p> <p>Yet, “in many countries”, including DCPs, “students at all levels either lack textbooks altogether or are required to share them with their peers” (id.: 2). This implies the need for GPE to engage with textbooks as a way to operationalize grants for improved equity, efficiency and learning.</p>
<p>Rationale for indicator selection:</p>	<p>GPE’s 2016-2020 strategic plan puts an emphasis on education sector planning and results-based financing to work with partners towards achieving the following strategic goals:</p> <ol style="list-style-type: none"> <li>1. Improved and more equitable student learning outcomes through quality teaching and learning</li> <li>2. Increased equity, gender equality and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity, and conflict or fragility</li> <li>3. Effective and efficient education systems delivering equitable, quality educational services for all.</li> </ol> <p>Indicator #21 relates to strategic goal three, designed to help partners pursue quality educational services for all. It is part of a cluster of indicators (see table below) in strategic objective number three in GPE’s strategic plan, aiming to efficiently and effectively finance the implementation of sector plans focused on improved equity, efficiency, and learning.</p>

<sup>1</sup> UNESCO, *GEMR: Every Child Should Have a Textbook* (Paris: UNESCO, 2016), retrieved 4 May 2017, from: <http://unesdoc.unesco.org/images/0024/002433/243321E.pdf>

<sup>2</sup> UNESCO, *GEMR: Textbooks pave the way to sustainable Development* (Paris: UNESCO, 2016), retrieved 4 May 2017, from: <http://unesdoc.unesco.org/images/0024/002467/246777E.pdf>

<sup>3</sup> S Lässig and K.H Pohl, *History Textbooks and Historical Scholarship in Germany. History Workshop Journal*, Vol. 67, Nr. 1, p. 125-39 (2009)

<b>Objective 3:</b> GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency and learning	Indicator 20	Grants support improved information management and learning assessment systems
	Indicators 21-23	Textbooks purchased, teachers trained and classrooms built or rehabilitated, as planned
	Indicator 24	Grants support achievement of targets for equity, efficiency and learning
	Indicator 25	Grant implementation on track

(GPE 2016-2020 Strategic Plan)

It is included to assess the extent to which grants agents achieve the targets they set for the grant, which is interpreted as a reflection of the extent to which 'GPE financing efficiently and effectively supports the implementation of sector plans'.

## DEFINITION

Indicator definition:	<p>This indicator tracks the proportion of school textbooks that were purchased <u>and</u> distributed through GPE’s ESPIGs during a reporting period, i.e. the number purchased and distributed out of the total number of textbooks planned (i.e., targeted) by the ESPIG for the relevant timeframe. In the context of this indicator:</p> <ul style="list-style-type: none"> <li>- “Textbooks” are books designed for instructing pupils in specific subject areas, including books described as ‘learning material’. They exclude books in school libraries as well as novels and books for use by teachers (such as curriculum guides, syllabi and teacher guides/kits). In cases where books are designated both as books for use by teachers and as books designed for instructing pupils, the books will be considered textbooks for the purpose of this indicator.</li> <li>- The data refer to textbooks that have been “distributed” to schools and have either been distributed to pupils on loan or kept in schools for use in the classroom. The data on textbooks can include textbooks in stock but not currently in use by pupils.</li> <li>- “Through GPE grants” refers to the funds that the Partnership contributed to, not just those that it actually extended.</li> <li>- “Total planned” means “total targeted” which refers to:             <ul style="list-style-type: none"> <li>o The targets for the specific reference year, mentioned in the program document, if that is available.</li> <li>o The proportional part of the end target, if there is no yearly target available. For example, if the end target is 1,000, for a four-year project, the inferred yearly target would be 250.</li> </ul> </li> </ul> <p>Textbooks that were only purchased but not distributed should not be included under this indicator. Also, the textbooks should be counted in the period during which they were actually distributed—if they were purchased in reporting period A but distributed in the subsequent period B, then they should be counted for period B.</p>
Unit of measurement:	<p>“n out of N,” expressed as a percentage, where:</p> <ul style="list-style-type: none"> <li>- n represents the number of textbooks purchased and distributed through ESPIGs during a reporting period</li> <li>- N represents the total number of textbooks targeted by the ESPIGs over the same period</li> </ul>

Disaggregation:	By Fragile/conflict-affected country / Non-fragile/conflict-affected Country
Year for data reported (select only one and mark an "x")	<u>  </u> _X_ fiscal year <u>  </u> calendar year
Frequency of data collection:	Annual

## DATA TREATMENT

Source of information for collecting data:	Source document, template, etc.:	ESPIG Annual Implementation Status Reporting Template
	Source agency:	Multilateral and bilateral agencies acting as Grant Agents

Formula:

*Approach for each ESPIG*

Divide the total number of textbooks actually purchased and distributed across each ESPIGs by the total number of textbooks targeted to be purchased during the same reporting period.

**Proportion of textbooks purchased/distributed across the ESPIG portfolio**  
*Aggregation Example*

Across all ESPIGs in the portfolio, calculate the simple average of the textbooks purchased and distributed as a proportion of the textbooks targeted to be distributed.

Table A below presents number of textbooks planned to be purchased and distributed, and the actual number of textbooks that were purchased and distributed across ESPIGs A-E in a given reporting period.

ESPIGs	Actual # of textbooks purchased and distributed	Planned # of textbooks purchased and distributed	Proportion of textbooks purchased and distributed
ESPIG A	100	200	50%
ESPIG B	200	250	80%
ESPIG C	30	50	60%
ESPIG D	20	60	33%
ESPIG E	600	600	100%
<b>Simple Average</b>			<b>65%</b>

Aggregation formula:

Across all ESPIGs in the portfolio, the simple average of the textbooks purchased and distributed as a proportion of the textbooks targeted to be purchased and distributed is 65%.

*Formula*

The proportion of textbooks purchased and distributed out of those planned at the ESPIG level is calculated as:

$$\%ATPD_{j,t,i} = \frac{ATPD_{j,t,i}}{PTPD_{j,t,i}}$$

Where

i= index of ESPIGs

%ATPD<sub>j,t,i</sub>= proportion of actual textbooks purchased and distributed in country j at time t at ESPIG i level

ATPD<sub>j,t,i</sub>= Actual textbooks purchased and distributed in country j at time t under ESPIG i

PTPD<sub>j,t,i</sub>=Planned textbooks purchased and distributed in country j at time t under ESPIG i

The proportion of textbooks purchased and distributed out of those planned at the ESPIG portfolio level is calculated as follows:

	$AVG(\%ATPD_{j,t}) = \frac{\sum_{i=1}^N \%ATPD_{j,t,i}}{N}$
Data limitations (if any known / anticipated):	<p>N= Number of ESPIGs active during the reporting period</p> <ol style="list-style-type: none"> <li>1. This indicator is expressed as a proportion of textbooks purchased and distributed against the targeted amount in a given reporting period. However, there is a limit to the extent of analysis this measure may allow in relation to distribution effectiveness.</li> <li>2. Availability of textbooks does not necessarily mean that they are used in the classroom.</li> <li>3. If targets are not updated by the grant agents, or if yearly target information is not available at all, this will hamper the precision of the indicator value.</li> </ol>
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.

## REFERENCES

- Lässig, S. and Pohl, K. H. *History Textbooks and Historical Scholarship in Germany*. *History Workshop Journal*, Vol. 67, Nr. 1, pp. 125-39. 2009
- UNESCO. *GEMR: Every Child Should Have a Textbook*. Paris: UNESCO, 2016. Retrieved 4 May 2017, from: <http://unesdoc.unesco.org/images/0024/002433/243321E.pdf>
- UNESCO. *GEMR: Textbooks pave the way to sustainable Development*. Paris: UNESCO, 2016. Retrieved 4 May 2017, from: <http://unesdoc.unesco.org/images/0024/002467/246777E.pdf>

## ANNEXES

### Annex 1- Data Collection tool

Data collection tool utilized for collecting the data, if any:	ESPIG Annual Implementation Status Reporting Template
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### Annex 2- Standard Operating Procedure

<b>Process Name:</b> Data Collection, Quality Assurance & Storage for Indicators # 21 - 23 of the GPE Results Framework	<b>Owner:</b> R&P Team	<b>Updated:</b>
<b>Function:</b> Measuring GPE Impact	<b>Version #:</b> 1	<b>Review:</b>
<b>Material changes from prior version of SOP</b> None; this is the first version.		
<b>Summary</b>  This SOP describes the process for data collection, quality assurance, and storage for indicators # 21 – 23 (Proportion of textbooks purchased and distributed/teachers trained/classrooms built or rehabilitated through GPE grants, out of the total planned by GPE grants) of the GPE results framework.		
<b>Results / Outputs</b>  This process should result in the results framework being updated with quality assured data on indicators# 21 -23.  Interim outputs of the Secretariat: Completed data collection sheet Final Output: Updated results framework database		
<b>Scope</b>  <ul style="list-style-type: none"> <li>• Begins: The process begins with Monitoring Officer (MU) pre-populating the data collection sheet with the previous year’s data on the number of textbooks distributed, classrooms built or</li> </ul>		

<p>rehabilitated, and teachers trained under each active ESPIG</p> <ul style="list-style-type: none"> <li>• Ends: The process ends with updated data being integrated into the results framework database by the Monitoring and Evaluation Data Manager.</li> <li>• Includes: All procedural aspects</li> <li>• Excludes: Methodological aspects of calculating the indicator value. These can be found in the methodology sheet.</li> <li>• Note: Data will be collected annually.</li> </ul>
<p><b>Standards (Policies, Approvals, Deadlines, etc.):</b></p> <ul style="list-style-type: none"> <li>• Policies: GPE 2020, Monitoring Sheet for GPE Results Framework Indicators # 21-23</li> <li>• Deadlines: M &amp; E Data Manager updates results framework database with the Indicators # 21-23 data by 15<sup>th</sup> November</li> <li>• Approval: The completed data template is prepared by the Monitoring Officer (MU) and includes quality checks by the M &amp; E Data Manager and final approval by the Head of M&amp;E</li> </ul>
<p><b>Issues /Risks:</b></p> <ul style="list-style-type: none"> <li>• Relevant documents might not be available to the Grant Agents on time.</li> </ul>
<p><b>Overview:</b></p>

Steps in the Process	Roles / Responsibilities	Outputs / Deliverables	Tools / Templates
<b>1. Request Data Collection</b> Typically by 15 <sup>th</sup> September			
<ul style="list-style-type: none"> <li>• Pre-populate the data collection sheet with previous year's data on the number of textbooks distributed, classrooms built or rehabilitated, and teachers trained under each active ESPIG</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring Officer (MU)</li> </ul>	Pre-populated data collection sheet	
<ul style="list-style-type: none"> <li>• Request Country Leads to validate the pre-populated data collection sheet on # of textbooks purchased and distributed, # of teachers trained, and # of classrooms built or rehabilitated</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring Officer (MU)</li> </ul>		
<ul style="list-style-type: none"> <li>• Validate the pre-populated data collection sheet on # of textbooks purchased and distributed, # of teachers trained, and # of classrooms built or rehabilitated</li> </ul>	<ul style="list-style-type: none"> <li>• Country Leads</li> </ul>		
<ul style="list-style-type: none"> <li>• Collect data for the reference financial including by requesting data from Country Leads/Grant Agents as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring Officer (MU)</li> </ul>		

<ul style="list-style-type: none"> <li>Complete and validate the data</li> </ul>	<ul style="list-style-type: none"> <li>Country Leads</li> </ul>		
<b>2. Quality Assurance and Compilation of Data</b> <b>Typically by 30<sup>th</sup> September</b>			
<ul style="list-style-type: none"> <li>Perform quality assurance checks on the completed and validated data collection sheet</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring Officer (MU)</li> </ul>	Quality Assured data collection sheet	
<ul style="list-style-type: none"> <li>Compile and consolidate the data collected into a single database</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring Officer (MU)</li> </ul>		
<b>3. Aggregate Data</b> <b>Typically by 30<sup>th</sup> October</b>			
<ul style="list-style-type: none"> <li>Enter data into the template provided by the M&amp;E Data Manager</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring Officer (MU)</li> </ul>		Data Collection Template
<ul style="list-style-type: none"> <li>Compute indicator values using the completed data collection template, based on the latest available classification of Countries Affected by Fragility and Conflict and forward to M &amp; E data Manager.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring Officer (MU)</li> </ul>	Completed data collection template and indicator values	List of Countries Affected by Fragility and Conflict from the GPE Intranet
<ul style="list-style-type: none"> <li>Review completed data collection template and send comments/queries to the Monitoring Officer(MU)</li> </ul>	<ul style="list-style-type: none"> <li>M &amp; E Data Manager</li> </ul>		
<ul style="list-style-type: none"> <li>Respond to the comments/queries, update data collection template as necessary and forward to M &amp; E Data Manager</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring Officer (MU)</li> </ul>	Updated data collection template	
<b>3. Update Results Framework Database</b> <b>Typically by 15<sup>th</sup> November</b>			
<ul style="list-style-type: none"> <li>Forward data collection template to the Head of M &amp; E for review and approval</li> </ul>	<ul style="list-style-type: none"> <li>M &amp; E Data Manager</li> </ul>		
<ul style="list-style-type: none"> <li>Review and approve completed data collection template</li> </ul>	<ul style="list-style-type: none"> <li>Head of M &amp; E</li> </ul>	Approved data collection template	
<ul style="list-style-type: none"> <li>Update results framework database using completed template submitted by the Monitoring Officer (MU)</li> </ul>	<ul style="list-style-type: none"> <li>M &amp; E Data Manager</li> </ul>	Updated results framework database	N/A
<ul style="list-style-type: none"> <li>Notify the secretariat on the availability of data in the results framework database through the intranet</li> </ul>	<ul style="list-style-type: none"> <li>M &amp; E Data Manager</li> </ul>	Notification on GPE intranet	

