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

<table>
<thead>
<tr>
<th>Indicator title</th>
<th>Indicator (23) Proportion of classrooms built or rehabilitated through GPE grants, out of the total planned by GPE grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Result measured (from GPE Results Framework):</td>
<td>Strategic Objective (3) GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency and learning</td>
</tr>
<tr>
<td></td>
<td>(c) GPE financing is used to improve equity and access in national education systems</td>
</tr>
</tbody>
</table>

**JUSTIFICATION FOR INDICATOR**

**Background/context for indicator:**

Physical learning environments can have a measurable impact on children’s physical and emotional health and hence on their readiness and ability to learn. In particular, safe, well-designed school environments can positively impact learning, with studies showing a strong positive correlation between building conditions and student achievement. The absence of good facilities, alongside adversely impacting student achievement, affects the health and productivity of teachers and makes retention of teachers difficult.

Access to adequate and safe classrooms is listed as a key strategy for achieving the first means of implementation (4a) under SDG4 related to providing inclusive and effective learning environments for all: “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.”

**Rationale for indicator selection:**

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:

1. Improved and more equitable student learning outcomes through quality teaching and learning
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
3. Effective and efficient education systems delivering equitable, quality educational services for all.

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1 Comesaña and Juste, *Description of Environmental Factors in Schools: Lessons from a Study in North-West Spain* (2007)
2 Earthman, G.I. *School Facility Conditions and Student Academic Achievement* (Los Angeles: UCLA Institute for Democracy, Education, & Access, 2002), retrieved from [http://escholarship.org/uc/item/5sw56439](http://escholarship.org/uc/item/5sw56439)
Indicator #23 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.

**Objective 3: GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency and learning**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Grants support improved information management and learning assessment systems</td>
</tr>
<tr>
<td>21-23</td>
<td>Textbooks purchased, teachers trained and classrooms built or rehabilitated, as planned</td>
</tr>
<tr>
<td>24</td>
<td>Grants support achievement of targets for equity, efficiency and learning</td>
</tr>
<tr>
<td>25</td>
<td>Grant implementation on track</td>
</tr>
</tbody>
</table>

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

This indicator tracks the proportion of classrooms that were built and/or rehabilitated through GPE’s ESPIGs in a given reporting period, out of the total number of classrooms planned (i.e. targeted) to be built and/or rehabilitated by the ESPIGs for the timeframe.

In the context of this indicator,

- “Classrooms” comprise rooms in which teaching and learning activities can take place. They are semi-permanent or permanent physical structures and may or may not be located in a school.
- “Through GPE grants” refers to the funds that the Partnership contributed to, not just those that it actually extended.
- The term ‘total planned’ means ‘total targeted,” which refers to:
  - The targets for the specific reference year, mentioned in the program document, if that is available.
  - 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.

Data on classrooms should be reported upon completion of the building or rehabilitation during the given period.
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.

**Unit of measurement:**

“n out of N,” expressed as a percentage, where:
- n represents the number of classrooms built and/or rehabilitated through ESPIGs during a reporting period
- N represents the total number of classrooms built and/or rehabilitated as targeted by the ESPIGs over the same period

**Disaggregation:**

By Fragile/conflict-affected Country / Non-fragile/conflict-affected Country

**Year for data reported (select only one and mark an “x”)**

_X_ fiscal year
__ 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 Agencies

**Approach for each ESPIG**

Divide the total classrooms built and/or rehabilitated through ESPIGs during a reporting period by the total number of classrooms built and/or rehabilitated as targeted by the ESPIGs over the same period

**Aggregation Example**

Across all ESPIGs in the portfolio, calculate the simple average of the classrooms built and/or rehabilitated as a proportion of classrooms targeted to be built and/or rehabilitated

Table A below present number of classrooms targeted to be built and/or rehabilitated, and the actual number of classrooms built and/or rehabilitated across ESPIGs A-E in a given reporting period.

<table>
<thead>
<tr>
<th>ESPIGs</th>
<th>Actual # classrooms built or rehabilitated</th>
<th>Planned # classrooms built or rehabilitated</th>
<th>Proportion of classrooms built or rehabilitated</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESPIG A</td>
<td>100</td>
<td>200</td>
<td>50%</td>
</tr>
<tr>
<td>ESPIG B</td>
<td>200</td>
<td>250</td>
<td>80%</td>
</tr>
<tr>
<td>ESPIG C</td>
<td>30</td>
<td>50</td>
<td>60%</td>
</tr>
<tr>
<td>ESPIG D</td>
<td>20</td>
<td>60</td>
<td>33%</td>
</tr>
<tr>
<td>ESPIG E</td>
<td>600</td>
<td>600</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Simple Average</strong></td>
<td></td>
<td></td>
<td><strong>65%</strong></td>
</tr>
</tbody>
</table>

Across all ESPIGs in the portfolio, the simple average of classrooms built or rehabilitated as a proportion of classrooms targeted to be built and/or rehabilitated is 65%

**Formula**

The proportion classrooms built or rehabilitated out of those targeted to
be built and/or rehabilitated at the ESPIG level is calculated as:

\[
\%\text{ACBR}_{j,i} = \frac{\text{ACBR}_{j,i}}{\text{PCBR}_{j,i}}
\]

Where

\( i = \) Index of ESPIGs  \\
\( \%\text{ACBR}_{j,i} = \) proportion of actually classroom built or rehabilitated in country \( j \) time \( t \) at ESPIG \( i \) level  \\
\( \text{ACBR}_{j,i} = \) actually classroom built or rehabilitated in country \( j \) time \( t \) under ESPIG \( i \)  \\
\( \text{PCBR}_{j,i} = \) planned classroom built or rehabilitated in country \( j \) time \( t \) under ESPIG \( i \)

The proportion classrooms built or rehabilitated out of those targeted to be built and/or rehabilitated at the at the ESPIG portfolio level is calculated as follows:

\[
\text{AVG}(\%\text{ACBR}_{j,i}) = \frac{\sum_{i=1}^{n} \%\text{ACBR}_{j,i}}{N}
\]

\( N = \) Number of ESPIGs active at any point during the reporting period.

Data limitations (if any known / anticipated):

1. This indicator does not account for all aspects of the effectiveness of the ESPIGs in classroom construction/rehabilitation. For example, it does not provide 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.
2. The construction/rehabilitation of classrooms does not necessarily ensure that they are effectively utilized.
3. If targets are not updated by the grant agent, or if yearly target information is not available at all, this will hamper the precision of the indicator value.

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.

REFERENCES

- Comesaña and Juste. Description of Environmental Factors in Schools: Lessons from a Study in North-West Spain. 2007.

ANNEXES

- **Annex 1- Data Collection tool**
  
  Data collection tool utilized for collecting the data, if any:
  
  ESPIG Annual Implementation Status Reporting Template

- **Annex 2- Standard Operating Procedure**
**Process Name:** Data Collection, Quality Assurance & Storage for Indicators # 21 - 23 of the GPE Results Framework  

**Owner:** R&P Team  

**Updated:**

**Function:** Measuring GPE Impact  

**Version #:** 1  

**Review:**

**Material changes from prior version of SOP**

None; this is the first version.

**Summary**

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

**Results / Outputs**

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

**Scope**

- 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 rehabilitated, and teachers trained under each active ESPIG.
- Ends: The process ends with updated data being integrated into the results framework database by the Monitoring and Evaluation Data Manager.
- Includes: All procedural aspects
- Excludes: Methodological aspects of calculating the indicator value. These can be found in the methodology sheet.
- Note: Data will be collected annually.

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

- Policies: GPE 2020, Monitoring Sheet for GPE Results Framework Indicators # 21-23
- Deadlines: M & E Data Manager updates results framework database with the Indicators # 21-23 data by 15th November
- Approval: The completed data template is prepared by the Monitoring Officer (MU) and includes quality checks by the M & E Data Manager and final approval by the Head of M&E

**Issues /Risks:**

- Relevant documents might not be available to the Grant Agents on time.

**Overview:**

![Request Data Collection](By 15th September)  
![Quality Assurance and Compilation of Data](By 30th September)  
![Aggregating Data](By 30th October)  
![Update results framework database](By 15th November)

**Steps in the Process**

<table>
<thead>
<tr>
<th>Steps in the Process</th>
<th>Roles / Responsibilities</th>
<th>Outputs / Deliverables</th>
<th>Tools / Templates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Request Data Collection</td>
<td>Typically by 15th September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step</td>
<td>Activity</td>
<td>Responsible Party(S)</td>
<td>Notes</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>-------</td>
</tr>
<tr>
<td>1.1.</td>
<td>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</td>
<td>Monitoring Officer (MU)</td>
<td>Pre-populated data collection sheet</td>
</tr>
<tr>
<td>1.2.</td>
<td>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</td>
<td>Monitoring Officer (MU)</td>
<td></td>
</tr>
<tr>
<td>1.3.</td>
<td>Validate the pre-populated data collection sheet on # of textbooks purchased and distributed, # of teachers trained, and # of classrooms built or rehabilitated</td>
<td>Country Leads</td>
<td></td>
</tr>
<tr>
<td>1.4.</td>
<td>Collect data for the reference financial including by requesting data from Country Leads/Grant Agents as necessary.</td>
<td>Monitoring Officer (MU)</td>
<td></td>
</tr>
<tr>
<td>1.5.</td>
<td>Complete and validate the data</td>
<td>Country Leads</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Quality Assurance and Compilation of Data
Typically by 30th September

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
<th>Responsible Party(S)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.</td>
<td>Perform quality assurance checks on the completed and validated data collection sheet</td>
<td>Monitoring Officer (MU)</td>
<td>Quality Assured data collection sheet</td>
</tr>
<tr>
<td>2.2.</td>
<td>Compile and consolidate the data collected into a single database</td>
<td>Monitoring Officer (MU)</td>
<td></td>
</tr>
</tbody>
</table>

### 3. Aggregate Data
Typically by 30th October

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
<th>Responsible Party(S)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.</td>
<td>Enter data into the template provided by the M&amp;E Data Manager</td>
<td>Monitoring Officer (MU)</td>
<td>Data Collection Template</td>
</tr>
<tr>
<td>3.2.</td>
<td>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.</td>
<td>Monitoring Officer (MU)</td>
<td>Completed data collection template and indicator values List of Countries Affected by Fragility and Conflict from the GPE Intranet</td>
</tr>
<tr>
<td>3.3.</td>
<td>Review completed data collection template and send comments/queries to the Monitoring Officer(MU)</td>
<td>M &amp; E Data Manager</td>
<td></td>
</tr>
<tr>
<td>3.4.</td>
<td>Respond to the comments/queries, update data collection template as necessary and forward to M &amp; E Data Manager</td>
<td>Monitoring Officer (MU)</td>
<td>Updated data collection template</td>
</tr>
</tbody>
</table>
### 3. Update Results Framework Database
**Typically by 15<sup>th</sup> November**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible Party</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forward data collection template to the Head of M &amp; E for review and approval</td>
<td>M &amp; E Data Manager</td>
<td></td>
</tr>
<tr>
<td>Review and approve completed data collection template</td>
<td>Head of M &amp; E</td>
<td>Approved data collection template</td>
</tr>
<tr>
<td>Update results framework database using completed template submitted by the Monitoring Officer (MU)</td>
<td>M &amp; E Data Manager</td>
<td>Updated results framework database</td>
</tr>
<tr>
<td>Notify the secretariat on the availability of data in the results framework database through the intranet</td>
<td>M &amp; E Data Manager</td>
<td>Notification on GPE intranet</td>
</tr>
</tbody>
</table>