

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

Indicator title	<b>Indicator (33)</b> Number of policy, technical, and/or other knowledge products developed and disseminated with funding or support from GPE
Result measured (from GPE Results Framework):	<b>Strategic Objective (5)</b> Build a stronger Partnership (b) Use global and cross-national knowledge and good practice exchange effectively to bring about improved education policies and systems, especially in the areas of equity and learning

### JUSTIFICATION FOR INDICATOR

Background/context for indicator:	<p>The GPE Board of Directors, in BOD/2015/10-04, endorsed GPE’s role as a “global and cross-national role as a convener, advocate, and broker of knowledge and best practice.” The development and dissemination of publications and other knowledge products would support the work of the GPE Secretariat in this role, as it draws on operations, experience and expertise of the partnership and learnings from the past in order to engage in knowledge and good practice exchange at the global and country levels.</p> <p>More specifically, document SPC/2016/04 states: <i>The Global Partnership for Education’s Strategy 2020 calls upon GPE to develop its knowledge and good practice exchange activities, in order to better support the achievement of the partnership’s goals for improved learning outcomes, enhanced equity, and stronger educational systems.</i></p> <p>Work on Knowledge Exchange and Good Practice is hardwired in GPE governance documents including the GPE Charter and the GPE Compact, which states several aims of GPE including to “promote the exchange of information and good practice on implementation of developing country partners and donor activity in support of GPE strategies, policies and objectives” (p. 9). It further lays out roles and responsibilities of the Board and Secretariat, the latter of which include “collecting, monitoring and sharing, among partners, global and country-level information on education financing” and “facilitating the sharing of lessons learned and data collected from developing country partners within the Global Partnership”. Numerous Secretariat-led activities have operationalized these roles and functions since 2010 including: The Global Regional and Activities program; the Civil Society Education Fund; the Sector Monitoring Initiative; Developing Country Partner meetings; Technical Reference Groups, and Sector Analysis Investments.</p> <p>Distribution, amplification and generation of knowledge products are a core component of GPE’s approach to knowledge and good practice exchange, which builds on its significant comparative advantage for work in this area and aims to harness the knowledge and expertise of GPE partners and its operations, meet developing country partner demands,</p>
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	and ensure that shared knowledge and capacity building drives GPE 2020 through improved country level outcomes in the areas of improved learning outcomes, equity, gender equality and inclusion, and effective and efficient education systems.
Rationale for indicator selection:	<p>This indicator is included to reflect the extent to which GPE manages to implement its KGPE strategy and, through this, deliver knowledge products. Concretely, it expresses the volume of knowledge products that GPE is contributing to develop in order to enhance educational practices in developing countries.</p> <p>This indicator is also related to one of the 11 “Org Review Indicators” (Indicator 8 - # of policy, technical or other knowledge products delivered), which are tracked by the Secretariat and reported to the Board each year. These Org Review Indicators stem from the GPE Organizational Review Report (and its follow-on efforts), which was prepared by Dr. Alison Evans and presented to the December 2014 GPE Board meeting. This report identified actions to be put in place by the Secretariat to strengthen its oversight capacity and overall effectiveness. Dr. Evans also identified key success criteria of this change process, which these Org Review Indicators help measure the progress on and the outcomes of.</p>

## DEFINITION

Indicator definition:	<p>This indicator tracks the number of policy, technical, or other knowledge products which were written with funding and/or support from GPE, either by the GPE Secretariat and/or by partners within GPE, and that were disseminated by the GPE Secretariat.</p> <p>In the context of this indicator:</p> <ul style="list-style-type: none"> <li>- A “policy, technical, or other knowledge product” refers to different types of knowledge products and comprise the following categories as per the GPE Publication Typology, as of May 2016: <ul style="list-style-type: none"> <li>o Technical Reports and Papers – Technical reports comprise research commissioned by the GPE Secretariat or produced in collaboration with partners. Technical Papers are derivatives of Technical Reports or original source documents that probe strategy, policy and thematic issues, as well as emerging trends relevant to GPE. Technical Reports are intended to improve policy and practice; they tend to be technical, present research, and contain substantial analysis. Technical papers develop knowledge, present innovations, debate lessons learned, and share good practices between and among policy and implementation stakeholders. They are also useful for communicating with education researchers and analysts.</li> <li>o Working Papers – Working papers are produced as a numbered series and include high quality, evidence-based content intended to stimulate debate or anchor core technical activities in the GPE business model. These are often works in progress disseminated for discussion and have not been peer reviewed externally.</li> </ul> </li> </ul>
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- Policy briefs – Policy briefs can be original products that draw from larger bodies of material, or derivative products that summarize larger source materials. In both cases they present information in an accessible format. Briefs draw from research and grey literature and often use infographics to repackage information and highlight particular issues or points. Briefs are especially useful for communicating lessons learned, sharing good practice and building core knowledge on essential areas among policy and implementation stakeholders. Policy Briefs are an advocacy tool that communicate information and aim to convince policy-makers and advocates that a certain course of policy action is in their best interest and also in the interest of the society at large. Persuasive, evidence-based, and structured writing of this type represents a powerful way of contributing to policy debates and influencing the policy-making processes
- Guidelines and Tools – Guidelines are either sources or derivative resources that provide planners and developers with practical information, core knowledge, and summaries of good practice on a range of GPE strategy issues. While similar to Briefs, they provide tools and elements to think about in the design phases of policy and programming, and are especially useful for policy and implementation stakeholders. Tools are documents that supplement technical guidelines with resources.

It is important to note that the GPE Publication Typology may be edited in the future, that is, the categories revised or definitions amended.

- Publications are considered “disseminated” when they have been copyedited and made available, either electronically, online (on the GPE website), and/or in print form.
- “With funding or support from the Global Partnership” refers to the type of involvement from GPE with regards to the development of a knowledge product. This includes financial support, human resources, or substantial technical engagement (that is, where GPE would be formally recognized as co-author or contributor) from GPE.

Three levels of GPE involvement are considered for this indicator:

- **(a) Knowledge products that the GPE Secretariat develops solely** and which are disseminated to the broader Partnership and other stakeholders.
- **(b) Knowledge products that the GPE Secretariat develops in collaboration with partners** and which are disseminated to the broader Partnership and other stakeholders. An example of such a joint venture between the GPE Secretariat and partners includes the collaboration with IIEP on the Guidelines for Education Sector Preparation and Appraisal Guidelines and Transitional Education Plan Preparation and Appraisal. Another example would be the joint UNGEI/GPE Guidance for Developing Gender-sensitive ESPs.

	<ul style="list-style-type: none"> <li><b>(c) Knowledge products that are developed solely by partners through GPE funding</b> (for grant recipients) and which are disseminated to the broader Partnership and other stakeholders. More specifically, this category includes outputs from the 15 grants in the Global and Regional Activities (GRA) portfolio. The GRA grants produce a multitude of knowledge products, including reports, publications, methodologies, and surveys. Another example would be knowledge products developed through the CSEF grant.</li> </ul> <p><i>Please note:</i> This indicator does not include the results reports or evaluation reports, which are counted under Indicator 37.</p>
Unit of measurement:	Number
Disaggregation:	None
Year for data reported (select only one and mark an “x”)	<input type="checkbox"/> _X_ fiscal year <input type="checkbox"/> __ calendar year
Frequency of data collection:	<p>For the purpose of the “Org Review Indicators,” the data on knowledge products are collected, consolidated, and reported to the Board on a quarterly basis.</p> <p>For the purpose of the GPE results framework corporate indicator, data are aggregated and reported on an annual basis.</p>

## DATA TREATMENT

Source of information for collecting data:	Source document, template, etc.:	Range of technical and policy knowledge products
	Source agency:	GPE Secretariat, collaborating partners, or grant recipients
Formula:	<p>Identify whether a knowledge product developed <math>i</math> was disseminated as of the end of the fiscal year <math>t</math>:</p> $KPDD_{i,t} = \begin{cases} 1, & \text{if knowledge product } i \text{ was developed and disseminated} \\ 0, & \text{if knowledge product } i \text{ was not disseminated} \end{cases}$	
Aggregation formula:	<p style="text-align: center;"><b>To calculate the corporate indicator:</b></p> <p>Sum all knowledge products that the GPE Secretariat and partners developed with funding and/or support from GPE that were disseminated as of the end of a given fiscal year <math>t</math>.</p> <p>The corresponding formula is as follows:</p> $KPDD_t = \sum_{i=1}^N KPDD_{i,t}$ <p>Where,</p> <p><math>KPDD_t</math> = total number of knowledge products developed and disseminated in a given fiscal year <math>t</math></p> <p><math>N</math> = total number of knowledge products developed</p>	
Data limitations (if any known / anticipated):	This indicator does not capture whether the knowledge product itself is being read by the recipient it has been shared with, or whether the	

	information contained in the knowledge product is being used to improve implementation.
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.

## ANNEXES

### Annex 1- Data Collection tool

Data collection tool utilized for collecting the data, if any:	Knowledge Products Monitoring Tool
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### Annex 2- Standard Operating Procedure

<b>Process Name:</b> Data Collection, Quality Assurance & Storage for Indicator # 33 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 indicator # 33 (Number of policy, technical and/or other knowledge products developed and disseminated with funding or support from GPE) of the GPE results framework.		
<b>Results / Outputs</b> This process should result in the results framework being updated with quality assured data on indicator# 33. Interim outputs of the Secretariat:  Completed data collection template  Final Output:  Updated results framework database		
<b>Scope</b> <ul style="list-style-type: none"> <li>• Begins: The process begins with Education Knowledge Mobilization Officer requesting each secretariat team (SPP, PERT, CST, Ops) to count the publications produced by their team in the previous financial year and inform the publications team</li> <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 is to be collected annually.</li> </ul>		
<b>Standards (Policies, Approvals, Deadlines, etc.):</b> <ul style="list-style-type: none"> <li>• Policies: GPE 2020, Monitoring Sheet for GPE Results Framework Indicators # 33</li> <li>• Deadlines: M &amp; E Data Manager updates results framework database with the Indicators # 33 data by 30<sup>th</sup> October</li> <li>• Approval: The completed data template is prepared by the Education Knowledge Mobilization Officer and includes quality checks by the M &amp; E Data Manager and final approval from the Head of M &amp; E</li> </ul>		
<b>Issues /Risks:</b> <ul style="list-style-type: none"> <li>• Relevant documents might not be available in time.</li> </ul>		
<b>Overview:</b>		



Steps in the Process	Roles / Responsibilities	Outputs / Deliverables	Tools / Templates
<b>1. Request Data Collection</b> Typically by 30 <sup>th</sup> August			
Request each secretariat team (SPP, PERT, CST, Ops) to count the publications produced by their team over the previous financial year and inform the publications team	Education Knowledge Mobilization Officer		
Ask the publications team to aggregate and provide the total number of publications produced	Education Knowledge Mobilization Officer		Knowledge products monitoring tool (annexed)
<b>2. Aggregate Data</b> Typically by 30 <sup>th</sup> September			
Enter data into the template provided by the M&E Data Manager	Education Knowledge Mobilization Officer		Data Collection Template
Compute indicator values using the completed data collection template	Education Knowledge Mobilization Officer	Completed data collection template and indicator values	
Review completed data collection template and send comments/queries to the Education Knowledge Mobilization Officer	M & E Data Manager		
Respond to the comments/queries, updates data collection template as necessary and forward to M & E data Manager	Education Knowledge Mobilization Officer	Updated data collection template	
<b>3. Update Results Framework Database</b> Typically by 30 <sup>th</sup> October			
Forward data collection template to the Head of M & E for review and approval	M & E Data Manager		
Review and approve completed data collection template	Head of M & E	Approved data collection template	

Update results framework database using completed template submitted by the Education knowledge mobilization officer	M & E Data Manager	Updated results framework database	
Notify the secretariat on the availability of data in the results framework database through the intranet	M & E Data Manager	Notification on GPE intranet	

### *Annex 3- Additional Analysis*

- Analysis by the level of involvement from the GPE Secretariat in developing the knowledge products (per the definition section: Knowledge products that the GPE Secretariat develops solely; Knowledge products that the GPE Secretariat develops in collaboration with partners; and Knowledge products that are developed solely by partners through GPE funding)
- Analysis by type of knowledge product, per the GPE Publication Typology.

### *Annex 4 - Knowledge Products Monitoring Tool*

