

METHODOLOGY SHEET FOR GLOBAL PARTNERSHIP FOR EDUCATION (GPE) INDICATORS

Indicator title **Indicator (37)** Proportion of results reports and evaluation reports published against set targets

Result measured (from GPE Results Framework):	<p>Global-level objectives</p> <p>Strategic Objective (5): Build a stronger partnership</p> <p>(e) Invest in monitoring and evaluation to establish evidence of GPE results, strengthen mutual accountability, and improve the work of the partnership</p>
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JUSTIFICATION FOR INDICATOR

Background/context for indicator:	<p>In September 2015, at the United Nations Sustainable Development Summit, world leaders adopted the 2030 Agenda for Sustainable Development, which included a set of 17 Sustainable Development Goals (SDGs) that built on the preceding Millennium Development Goals (MDGs). Drawing on the experience of the MDGs, the SDGs underscored the importance of monitoring established indicators and the need to measure progress based on set targets as early as possible¹. In this respect, monitoring and evaluating progress towards international development goals at the local, national, regional and global levels was encouraged as a management tool to help countries develop implementation and allocation strategies, to help ensure accountability of stakeholders in the pursuit of the SDGs¹.</p> <p>GPE recognizes that the increased complexity of the international education agenda that developed from one MDG on universal access to primary education (MDG 2), to a broader SDG 4, calls for an increasingly more fine-grained monitoring and evaluation infrastructure and culture. In November 2011, the Board of Directors of the Global Partnership for Education (GPE) recognized the need for an effective monitoring and evaluation capacity within the Partnership and Secretariat² and, in this context, GPE expanded its monitoring, evaluation and reporting efforts significantly over the past few years. In 2013, the first annual GPE Results for Learning Report was published, with an initial data collection process that was carried out through preliminary results forms². In 2015, GPE established the Results and Performance Unit (SPP) as well as a Monitoring Unit (CST) within the Secretariat, to monitor performance at the corporate and grant levels, and to coordinate independent evaluations.</p> <p>In 2015, the GPE Board of Directors endorsed a new results framework composed of 37 indicators, which cover GPE's strategic goals and objectives at the global and country levels as part of its overall strategic plan, GPE 2020.</p>
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¹ United Nations, *Indicators and a Monitoring Framework for the Sustainable Development Goals: Launching a Data Revolution* (2015), retrieved 6 October, 2016, from: <https://sustainabledevelopment.un.org/content/documents/2013150612-FINAL-SDSN-Indicator-Report1.pdf>

² Global Partnership for Education, *Monitoring and Evaluation Activities: Meeting of the Board of Directors Brussels, Belgium 21-22 May 2013* (2013), retrieved 6 October, 2016, from: <http://www.globalpartnership.org/content/monitoring-and-evaluation-activities>

In 2016, GPE published its first pre-results report demonstrating progress towards targets based on its interim results framework. This same year, the Board endorsed the Partnership’s Monitoring and Evaluation (M&E) Strategy, which marks GPE’s level of ambition with regards to: “strengthen[ing] accountability, stimulate[ing] institutional learning and improved performance, and assist[ing] in organizational decision making across the partnership.” Thus: “The M&E Strategy is a central pillar of GPE’s approach to results- based management and it is its main instrument to assess and analyze the results of the GPE strategic plan”³.

Through GPE 2020 and its palette of associated M&E tools and processes, GPE is committed to improving the work of the Partnership by enabling mutual accountability, and strengthening the capacity of the Secretariat for generating evidence-based results- and evaluation reports to gauge progress to targets and the extent to which, and how, its goals were met, with the aim of reinforcing sector planning and program implementation³. In this sense, GPE commits itself to specific activities in the field of results- and evaluation reporting, allowing for evidence-based learning, experimentation and self-reflection⁴.

This indicator is included as it offers clear and concise evidence on the accomplishment of fundamental monitoring and evaluation processes within the Secretariat, as established by GPE 2020, and accompanying monitoring and evaluation strategy. It thus helps report on the extent to which the Partnership achieves the results (e) of Strategic Objective 5, i.e. to: “Invest in monitoring and evaluation to establish evidence of GPE results, strengthen mutual accountability, and improve the work of the partnership”. Compliance for reporting on agreed-upon targets is thought to allow for continuous planning and coordination based on substantial evidence and learning from evaluation findings allows to improve current and future programs.

Rationale for indicator selection:

This is relevant against the background of GPE’s theory of change, which itself illustrates the strengthened approach to monitoring, evaluation, and knowledge sharing adopted by the Strategic Plan 2016-2020. This approach emphasizes a system of holistic learning through evidence, where the continuous prioritization of monitoring and reporting acts as a prerequisite to achieving country level objectives and long-term outcomes and impact³. This fits within a broader UN-framework in which, as per the United Nations Sustainable Development Solutions Network, the accountability of stakeholders towards achieving the SDGs is built on the process of monitoring and reporting of targets for specific indicators acting as the “backbone of monitoring progress...at the local, national, regional, and global levels”¹ (pg. 2).

DEFINITION

Indicator definition:

This indicator measures the proportion of results reports and evaluation reports published against set targets, reported cumulatively

In the context of this indicator:

³ Global Partnership for Education, *Strategic Plan 2016-2020 – GPE 2020: Improving Learning and Equity* (Washington, DC: The World Bank, 2016).

⁴ Global Partnership for Education, *Report from the Strategy and Policy Committee: Monitoring and evaluation strategy* (2016), retrieved 6 October, 2016, from: <http://www.globalpartnership.org/content/20-report-strategy-and-policy-committee-monitoring-and-evaluation-strategy-june-2016>

- “**Results reports**” refers to 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. These results reports include, for example:

- The public-facing GPE results reports, developed for varied audiences and education stakeholders and published during the first semester of the following calendar year, presenting in-depth analyses and country vignettes;
- Reports from the Results for Learning series.

It is to note that each results report will be counted only once, including when it is produced in different ways – such as a Board paper and then an externally-facing designed report. Similarly, separate Portfolio Review reports will not be counted under this indicator, as they were considered a GPE CGPC committee report prior to FY2017, and in FY2017 and after will be integrated in the annual public-facing GPE results report.

- According to GPE’s M&E Strategy, evaluations are used to “provide objective findings and recommendations about GPE grants and support to developing countries; (...) probe the strengths and weaknesses of its operational model; and provide detailed information about the effectiveness of its thematic and programmatic activities”³. In this context, “**evaluations reports**” include reports developed by external GPE evaluation tenders according to a set portfolio and schedule of country-level evaluations, thematic evaluations, and programmatic evaluations, which culminate in a summative evaluation as detailed in the GPE M&E Strategy. On this portfolio:

- Country-level evaluations encompass two types, one summative, to be implemented at the end of the grant cycle in a sample of countries, and one formative or “prospective” that evaluates GPE’s operational model in a small sample of countries in the course of program implementation.
- Programmatic evaluations will focus on specific GPE grants and financing initiatives such as ESPDG, CSEF, GRA, and DCP pre-Board meetings.
- Thematic evaluations will include reviews in sub-sectoral areas that highlight best practice and value for money.
- The comprehensive summative evaluation (called ‘GPE’s development impact evaluation’ in the M&E Strategy) will assess, around 2020, the overall contribution of GPE along its Theory of Change and will draw from all the evaluation and monitoring efforts of GPE 2020. It is important to note that since this particular evaluation is scheduled to occur in FY2020/2021 per the M&E Strategy, the associated report will *not* be counted as a targeted evaluation report by 2020, since the report will likely be published in FY2021 or FY2022.

For this indicator:

- A one-year time lag is considered between the time an evaluation is scheduled to take place, and the subsequent evaluation report generated from it.

- Each evaluation is associated with a subsequent final report (and no interim reports), as per the following table:

	2017	2018	2019	2020
Results report	1	1	1	1
Country summative		2	7	7
Country prospective				2
Thematic / programmatic		3	3	2
Final comprehensive				
Total	1	6	11	12

Note: this table also includes the results reports to demonstrate the full numbers of planned reports.

- “Published” reports include results reports and evaluation reports that were publicly released by GPE and shared electronically, online or in print form, without necessarily undergoing a full design process.
- “Set targets” refer to the set number of results reports and evaluation reports planned to be published per fiscal year for the duration of GPE 2020 (that is, between 2016 and 2020), as presented in the data collection tool specifically designed for this indicator (annex 2). These yearly targets are established based on the M&E Strategy and R&P’s overall schedule of deliverables.

“n out of N,” expressed as a percentage, where:

- n refers to the number results and evaluation reports published in a given fiscal year
- N refers to the total number of results reports and evaluation reports targeted (planned) to be published for that fiscal year, per the M&E Strategy and R&P’s overall schedule of deliverables

Unit of measurement:

Disaggregation:

n/a

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

 X_ fiscal year
 calendar year

Frequency of data collection:

Annually

DATA TREATMENT

Source of information for collecting data:

Source document, template, etc.:

Published GPE results reports and GPE evaluation reports

Source agency:

GPE Secretariat

Formula:

Identify whether a given results or evaluation report (planned) for publication during a fiscal year was indeed published by GPE as of the end of that fiscal year:

$$PUB_{i,t} = \begin{cases} 1, & \text{if a planned results or evaluation report was published} \\ 0, & \text{otherwise} \end{cases}$$

	<p>Where:</p> <p><i>i</i> = results or evaluation report 1, ..., results or evaluation report <i>n</i></p>
<p>Aggregation formula:</p>	<p>The proportion of results reports and evaluation reports published against the set target to be published in that reporting year $PROP(PUB_{i,t})$ is calculated by dividing the total number of such reports actually published by total number of such reports planned for publication for that reporting year, and then multiplying this quotient by 100:</p> $PROP(PUB_{i,t}) = \frac{\sum_{i=1}^n PUB_{i,t}}{N_t} * 100$ <p>Where:</p> <p><i>i</i> = results or evaluation report 1, ..., results or evaluation report <i>n</i> N_t = Total number of results reports and evaluation reports targeted for publication in year <i>t</i></p>
<p>Data limitations (if any known / anticipated):</p>	<ul style="list-style-type: none"> • This indicator does not specify in itself whether GPE is on track to achieving its GPE 2020 goals or whether GPE is learning from its monitoring and evaluation deliverables. • This indicator does not consider reports that may be produced through GPE monitoring and evaluation processes, but are not included in the M&E Strategy. Specifically, this indicator does not count the Portfolio Review reports or other sub-reports that report information from the larger public-facing GPE results report. • The methodology assumes that there will be a one-year time lag between when an evaluation is conducted and when the associated evaluation report is published, except in the case of a prospective evaluation, where the time lag is three years. In reality, some evaluation reports may end up being published earlier and others later than planned. This time lag also suggests that evaluations scheduled to be conducted in FY 2020 will have reports published in FY 2021, and these are thus not included for the purposes of GPE 2020 reporting. • This indicator reports on the proportion of reports published against targets, and not on volume. It thus reflects the Secretariat's ability to implement its work plan as per the M&E Strategy, and not its ambition.
<p>Interpretation</p>	<p>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</p>

REFERENCES

- Global Partnership for Education. *Monitoring and Evaluation Activities: Meeting of the Board of Directors Brussels, Belgium 21-22 May 2013*. 2013. Retrieved 6 October, 2016, from: <http://www.globalpartnership.org/content/monitoring-and-evaluation-activities>
- Global Partnership for Education. *Strategic Plan 2016-2020 – GPE 2020: Improving Learning and Equity*. Washington, DC: The World Bank, 2016.
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[and-evaluation-strategy-june-2016](#)

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ANNEXES

Annex 1- Data Collection tool

Data collection tool utilized for collecting the data, if any:

Data Collection Matrix Indicator 37 (annex 2)

Annex 2 - Data Collection Matrix Indicator 37

BASELINE	Published against set targets	Milestone 2016	Published against set targets	Milestone 2017	Published against set targets	Milestone 2018	Published against set targets	Milestone 2019	Published against set targets	End target 2020	Published against set targets	Beyond end target - 2021	Published against set targets	Beyond end target - 2022	Published against set targets						
FY2015 accomplishments (July 1, 2014 to June 30, 2015)	Date of publication	R and E reports published in FY2016 (July 1, 2015 to June 30, 2016)	Date of publication	R and E Reports published in FY2017 (July 1, 2016 to June 30, 2017)	Date of publication	R and E Reports published in FY2018 (July 1, 2017 to June 30, 2018)	Date of publication	R and E Reports published in FY2019 (July 1, 2018 to June 30, 2019)	Date of publication	R and E Reports published in FY2020 (July 1, 2019 to June 30, 2020)	Date of publication	R and E Reports published in FY2020 (July 1, 2019 to June 30, 2020)	Date of publication	R and E Reports published in FY2020 (July 1, 2019 to June 30, 2020)	Date of publication						
RESULTS REPORTS																					
Results for learning report 2014/15	Dec. 2014	1	Interim GPE results report (formerly "DFID report")	May 2016	1	Public-facing GPE results report 1 with expanded narrative (to be published June 2017)		Public-facing GPE results report 2 with expanded narrative (to be published June 2018)		Public-facing GPE results report 3 with expanded narrative (to be published June 2019)		Public-facing GPE results report 4 with expanded narrative (to be published June 2020)									
EVALUATION REPORTS																					
			Universalis evaluation report	Nov. 2015	1			Thematic evaluation report: Data systems (formative)		Thematic evaluation report: teacher development (formative)				Thematic evaluation report: gender (formative)		Summative country study 17 report			Evaluation report on GPE's development impact		
								Programmatic evaluation report: EPDG		Programmatic evaluation report: GPR				Programmatic evaluation report: TBD		Summative country study 18 report					
								Programmatic evaluation report: DCP meetings		Programmatic evaluation report: CSEF				Summative country study 10 report		Summative country study 19 report					
								Summative country study 1 report		Summative country study 3 report				Summative country study 11 report		Summative country study 20 report					
								Summative country study 2 report		Summative country study 4 report				Summative country study 12 report		Summative country study 21 report					
								Prospective country study (formative) 1: intermediate report		Summative country study 5 report				Summative country study 13 report		Summative country study 22 report					
								Prospective country study (formative) 2: intermediate report		Summative country study 6 report				Summative country study 14 report		Prospective country study (formative) 3: final report					
										Summative country study 7 report				Summative country study 15 report		Prospective country study (formative) 4: final report					
										Summative country study 8 report				Summative country study 16 report		Prospective country study (formative) 5: final report					
										Summative country study 9 report/report				Prospective country study (formative) 1: final		Prospective country study (formative) 6: final report					
										Prospective country study (formative) 3: intermediate report				Prospective country study (formative) 2: final		Prospective country study (formative) 7: final report					
										Prospective country study (formative) 4: intermediate report						Prospective country study (formative) 8: final report					
										Prospective country study (formative) 5: report 1											
										Prospective country study (formative) 6: report 1											
										Prospective country study (formative) 7: report 1											
										Prospective country study (formative) 8: report 1											