

METHODOLOGY SHEET FOR GLOBAL PARTNERSHIP FOR EDUCATION (GPE) INDICATORS

Indicator title **Indicator (4)** Proportion of children who complete: (i) primary education; (ii) lower secondary education

Result measured (from GPE Results Framework): **Strategic Goal (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

JUSTIFICATION FOR INDICATOR

<p>Background/context for indicator:</p>	<p>The first of the 10 targets of Sustainable Development Goal 4 is: “By 2030, [to] ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes.”¹ In that spirit, the Global Partnership for Education (GPE) is committed to improving access to quality basic education, while promoting inclusion and equity, especially in countries affected by conflict or fragility in alignment with the 2030 international development agenda. The Global Partnership for Education’s priority focus on increasing completion at the primary and lower secondary education levels is in line with the needs expressed in the <i>GPE Results for Learning Report 2014/15</i>², according to which about half (N=30) of GPE developing country partners (DCPs) still had PCRs [Primary Completion Rates] lower than 75 in 2012. Further, gender parity in primary completion rates had not been fully achieved thus far. To be precise, in 2012, 89 girls completed a full cycle of primary education for every 100 boys. Completion rates remain even lower at the lower secondary level, at 42 percent on average across DCPs in 2012. This still represents a rise in percentage of children who complete this cycle rose from 40 in 2008, however, with growth from 34 to 37 percent in FCAC partners and 49 to 52 percent in non-FCAC partners between 2008 and 2012. Yet, the increase in enrollment between 2008 and 2012 was 16 percentage points (NER), while the school age population for this education level increased by only 5 percentage points within this timeframe. This suggests that completion growth is lagging behind enrolment.</p>
<p>Rationale for indicator selection:</p>	<p>This indicator is included in the GPE results framework as it reflects partially the extent to which children benefit from their right to education as per the Convention of Children’s Rights (CRC) and as per SDG 4.1, which specifically refers to “a full cycle of quality education”. Participation in a full cycle of education implies completion of that cycle. It does not capture the quality dimension. In turn, completion is defined by the UNESCO Institute for Statistics (UIS) as participation in all components of an educational program (including final exams if any), irrespective of the result of any potential assessment of achievement of learning objectives.</p>

¹ *Indicators of Sustainable Development: Guidelines and Methodologies* – Third edition - Methodology sheets

<http://www.uis.unesco.org/Education/Pages/standards-and-methodologies.aspx>

<http://www.un.org/esa/sustdev/natlinfo/indicators/guidelines.pdf>

² Global Partnership for Education. *Results for Learning Report 2014/15: Basic Education at Risk*. GPE/World Bank, Washington DC, 2014. Retrieved May 17, 2016, from <http://www.globalpartnership.org/2014-2015-results-for-learning-report>

	<p>This indicator is operationalized using UIS' Gross Intake Ratio (GIR) to Last Grade. It is important to emphasize that this a proxy indicator of completion, in line with UIS' definition of completion, as it indicates the extent to which the eligible school age cohort has (had) access to the cycle of which the last grade is a part. Although it considers the children who enter the last grade of the cycle rather than those who effectively complete that grade (or pass a leaving examination), the difference between the number of last grade entrants and the number of last grade completers tends to be limited. In addition, leaving exams may provide a biased perspective of the completion of the cycle, in particular when these exams are used as admission tests for the next cycle.</p> <p>It is targeted at the primary and lower secondary education cycles (ISCED 1 and 2), as these education cycles are considered part of basic education.</p>
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DEFINITION

Indicator definition:	<p>Primary Completion Rate and Lower Secondary Completion are measured using the Gross Intake Ratio (GIR) to the Last Grade as a proxy.</p> <p>The GIR to the last grade of primary education is defined as: Total number of new entrants in the last grade of primary education, regardless of age, expressed as percentage of the total population of the theoretical entrance age to the last grade of primary education.</p> <p>The GIR to the last grade of lower secondary education is defined as: Total number of new entrants in the last grade of lower secondary education, regardless of age, expressed as percentage of the total population of the theoretical entrance age to the last grade of lower secondary education.</p>
Unit of measurement:	Percentage
Disaggregation:	<p>a) By fragile / conflict-affected (FCAC) and non-fragile / conflict-affected countries</p> <p>b) By gender</p>
Year for data reported (select only one and mark an "x")	<p>__ fiscal year</p> <p>_X_ calendar year</p>
Frequency of data collection:	Official request to UIS submitted twice a year (beginning and mid-calendar year), following UIS releases of education data.

DATA TREATMENT

Source of information for collecting data:	Source document, template, etc.:	UIS	
	Source agency:	UIS	
Formula:	<p>At the country level, completion measured by the Gross Intake Ratio to Last Grade of Primary and Lower Secondary education is computed dividing the number of new entrants in last grade of primary and lower secondary education, irrespective of age, by the population of the theoretical entrance age to the last grade of primary and lower secondary education (source: UN population data), respectively, and multiplying the result by 100:</p> <p>1. GIR to the Last Grade of Primary Education (GIRLGP) for a given year, in country <i>j</i>:</p>		

$$GIR_{pri,j} = \frac{NE_{pri,lg,j}}{Pa^{pri}_{lg,j}} * 100$$

2. GIR to the Last Grade of Lower Secondary Education (GIRLGLS) for a given year, in country *j*:

$$GIR_{ls,j} = \frac{NE_{ls,lg,j}}{Pa^{ls}_{ls,j}} * 100$$

where:

$NE_{pri,lg,j}$ = Number of new entrants in the last grade of primary education in country *j*

$Pa^{pri}_{lg,j}$ = Population of the theoretical entrance-age to the last grade of primary education in country *j*

$NE_{ls,lg,j}$ = Number of new entrants in the last grade of lower secondary education in country *j*

$Pa^{ls}_{lg,j}$ = Population of the theoretical entrance-age to the last grade of lower secondary education in country *j*

Country-level figures for primary and lower secondary completion rates (as measured by the GIR to last grade) are provided directly by UIS to the GPE Secretariat.

Notes:

- **New entrants:** If not available, the number of new entrants to the last grade can be estimated by subtracting the number of repeaters from enrolment in the last grade.

Population data: Every two years, the United Nations Population Division releases new population projections and revised estimates for previous years. The UIS systematically revises its data according to the new estimates in order to provide the most accurate information possible and allow comparison of trends over time. These updates may result in revisions in the indicators' values.

Aggregation formula:

The aggregate values for the group of all GPE DCPs (and the relevant sub-groupings – i.e. disaggregated by FCAC and gender) of primary and lower secondary completion rates are provided directly by UIS to the GPE Secretariat.

These aggregate values are computed using both country level publishable data and imputed estimates for countries with missing data (N.B.: these country-level estimates are not provided to GPE Secretariat). Aggregate figures are calculated as the weighted average using the population of the theoretical entrance-age to the last grade of primary and lower secondary, respectively, as weights:

1. Population weighted average of GIR to the Last Grade of Primary Education (PWGIRLGP) for a given year:

$$CGIR_{pri,j} = \frac{\sum_{j=1}^n (GIR_{pri,lg,j} * Pa^{pri}_{lg,j})}{\sum_{j=1}^n Pa^{pri}_{lg,j}}$$

2. Population weighted average of GIR to the Last Grade of lower secondary education (PWGIRLGLS) for a given year:

$$CGIR_{ls,j} = \frac{\sum_{j=1}^n (GIR_{ls,lg,j} * Pa^{ls}_{lg,j})}{\sum_{j=1}^n Pa^{ls}_{lg,j}}$$

where:

$GIR_{pri,lg,j}$ = GIR to the Last Grade of Primary Education in country j

$GIR_{ls,lg,j}$ = GIR to the Last Grade of Lower Secondary Education in country j

$Pa^{pri}_{lg,j}$ = Population of the theoretical entrance-age to the last grade of primary in country j

$Pa^{ls}_{ls,j}$ = Population of the theoretical entrance-age to the last grade of lower secondary education in country j

Note:

Population data: Every two years, the United Nations Population Division releases new population projections and revised estimates for previous years. The UIS systematically revises its data according to the new estimates in order to provide the most accurate information possible and allow comparison of trends over time. These updates may result in revisions of the indicators' values.

As the calculation of the Gross Intake Ratio (GIR) includes all new entrants to last grade of primary and lower secondary (regardless of age), the indicator value may exceed 100%, due to over-aged or under-aged pupils entering the last grade of primary school or lower secondary, respectively, for the first time.

In cases where data for a country are not available, the UIS estimates country-level figures. These are not published, but used only for the purposes of calculating regional or global aggregates or averages. In these cases, the regional averages are derived from both reported and *imputed* national data and, thus, they are an approximation of the unknown real value. The UIS' calculation method of regional figures for indicators that are ratios consists of two steps:

1. Complete the data series by estimating the values for missing data using imputation methodology;
2. The regional average is calculated as the weighted average of the given ratio using its denominator as weight.

Note 1: In the case of absolute numbers, step (2) to calculate the regional or global average is the sum of publishable and imputed values of the given indicator for the countries in the given region.

Note 2: More information about aggregate level calculations can be found at <http://www.uis.unesco.org/Education/Pages/FAQ.aspx>, and for missing values at <http://mdgs.un.org/unsd/mdg/Metadata.aspx?IndicatorId=0&SeriesId=743>

Data limitations (if any known / anticipated):

Interpretation

A high ratio indicates a high degree of completion of primary/lower secondary education. The indicator shows the capacity of the education

systems in GPE countries to provide primary/lower secondary completion for the theoretical entrance age population to the last grade of primary/lower secondary.

REFERENCES

- *The Global Partnership for Education Results for Learning Report 2014/15: Basic Education at Risk*. GPE/World Bank, Washington DC, 2014. Retrieved May 17, 2016, <http://www.globalpartnership.org/2014-2015-results-for-learning-report>
- *Indicators of Sustainable Development: Guidelines and Methodologies – Third edition - Methodology sheets* <http://www.uis.unesco.org/Education/Pages/standards-and-methodologies.aspx>
<http://www.un.org/esa/sustdev/natlinfo/indicators/guidelines.pdf>

ANNEXES

Annex 1- Data Collection tool

Data collection tool utilized for collecting the data, if any:	<p>GPE data request file sent to UIS, including:</p> <ol style="list-style-type: none"> 1. Updated list of GPE countries; 2. Fragile and Conflict-Affected Country categorization; 3. List of indicators. <p>The Fragile and Conflict-Affected Country categorization is updated by the GPE Secretariat on the basis of:</p> <ul style="list-style-type: none"> • The most recent list of conflict-affected countries from the GEMR (formerly EFA GMR) • The list of countries in fragile situations from the World Bank
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Annex 2- Standard Operating Procedure

Process Name: Data Collection, Quality Assurance, & Storage for Indicators # 4- 8, 12 & 14 **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:

4. Proportion of children who complete: (a) primary education; (b) lower secondary education
5. Proportion of GPE DCPs within set thresholds for gender parity index of completion rates for: (a) primary education; (b) lower secondary education
6. Pre-primary gross enrolment ratio
7. Out-of-school rate for: (a) children of primary school age; (b) children of lower secondary school age
8. Gender parity index of out-of-school rate for: (a) primary education; (b) lower secondary education
12. Proportion of DCPs with pupil/trained teacher ratio below threshold (<40) at the primary level
14. Proportion of DCPs reporting at least 10 of 12 key international education indicators to UIS (including key outcomes, service delivery and financing indicators as identified by GPE)

of the GPE results framework.

Results / Outputs

This process should result in the results framework being updated with quality assured data on indicators# 4-8, 12 & 14.

Interim outputs of the Secretariat:

Completed data collection template

Final Output:

Updated results framework database

Scope

- Begins: The process begins with the M & E Data Manager sending GPE data request file to UIS.
- 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: Official requests to UIS are submitted twice a year (beginning and mid-calendar year), following releases of education data.

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

- Policies: GPE 2020, Monitoring Sheet for GPE Results Framework Indicators #4-8, 12 & 14
- Deadlines: M & E Data Manager updates results framework database with the Indicators # 4-8, 12, & 14 data by 30th April
- Approval: The completed data template is prepared by the M & E Data Manager and includes final approval from the Head of M & E

Issues /Risks:

- UIS may not send the data to GPE in good time..

Overview:



Steps in the Process	Roles / Responsibilities	Outputs / Deliverables	Tools / Templates
1. Data Request		Typically by 15 th Jan	

<ul style="list-style-type: none"> Request the UNESCO Institute for Statistics for data as per the updated list of FCACs prior to the December release of UIS data 	<ul style="list-style-type: none"> M & E Data Manager 	Data request file	Data request file
<ul style="list-style-type: none"> Review data received from UIS 	<ul style="list-style-type: none"> M & E Data Manager 		
<ul style="list-style-type: none"> Report any discrepancies to the UIS and request revised/updated data 	<ul style="list-style-type: none"> M & E Data Manager 		
2. Aggregate Data		Typically by 20th February	
<ul style="list-style-type: none"> Enter data into the template provided by the M&E Data Manager 	<ul style="list-style-type: none"> M & E Data Manager 		Data Collection Template
<ul style="list-style-type: none"> Compute indicator values using the completed data collection template, based on the latest available classification of countries affected by Fragile and Conflict and forward to M & E data Manager. 	<ul style="list-style-type: none"> M & E Data Manager 	Completed Data Collection Template	List of countries affected by Fragile and Conflict from the GPE Intranet
3. Update Results Framework Database		Typically by 30th March	
<ul style="list-style-type: none"> Forward data collection template to the Head of M & E for review and approval. 	<ul style="list-style-type: none"> M & E Data Manager 		
<ul style="list-style-type: none"> Review & approve completed data collection template 	<ul style="list-style-type: none"> Head of M & E 	Approved data collection template	
<ul style="list-style-type: none"> Update results framework database using completed template 	<ul style="list-style-type: none"> M & E Data Manager 	Updated results framework database	N/A
<ul style="list-style-type: none"> Notify the secretariat on the availability of data in the results framework database through the intranet 	<ul style="list-style-type: none"> M & E Data Manager 	Notification on GPE intranet	