GPE RESULTS FRAMEWORK 2025

METHODOLOGICAL TECHNICAL GUIDELINES

DRAFT
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Abbreviations and Acronyms

CSO  Civil Society Organization
CY  Calendar year
DFID  (UK) Department for International Development
DHS  Demographic and Health Surveys
EOI  Expressions of Interest
EOL  Education Out Loud
ESPIG  Education Sector Program Implementation Grant
FY  Fiscal year
GA  Grant Agent
GDP  Gross domestic product
GEA  Girls’ Education Accelerator
GESI  Gender, equity and social inclusion
GIR  Gross Intake Ratio
GPE  Global Partnership for Education
IBRD  International Bank for Reconstruction and Development
IDA  International Development Association
IDRC  International Development Research Centre
ISCED  International Standard Classification of Education
ITAP  Independent Technical Advisory Panel
KIX  Knowledge and Innovation Exchange
LEG  Local Education Group
MEL  Monitoring, Evaluation and Learning
MICS  Multiple Indicator Cluster Surveys
MPL  Minimum proficiency level
Oxfam  Oxfam
IBIS  Oxfam Confederation Danish member
PASEC  Program for the Analysis of CONFEMEN Education Systems
PCFC  Partner countries affected by fragility and conflict
PIRLS  Progress in International Reading Literacy Study
PISA  Program for International Student Assessment
QAR  Quality Assurance Reviews
RF  Results Framework
RLP  Regional Learning Partners
SACMEQ  Southern and Eastern Africa Consortium for Monitoring Educational Quality
SAP  System Applications Products
SCG  System Capacity Grant
SDG  Sustainable Development Goals
STG  System Transformation Grant
TA  Teacher Association
TERCE  Third Regional Comparative and Explanatory Study
TIMSS  Trends in International Mathematics and Science Study
UIS  (UNESCO) Institute for Statistics
UNESCO  United Nations Educational, Scientific, and Cultural Organization
UNICEF  United Nations Children’s Fund
INTRODUCTION

In May 2021, the Board of Directors of the Global Partnership for Education (GPE) adopted the 2025 Results Framework BOD/2021/05 DOC 05 aligned with the strategic framework BOD/2020/11/12 DOC 11 (vision, mission, goal and objectives also approved by the Board). Hence, the three tiers of the Framework follow the Strategic Framework structure:

Figure 1: Results Framework structure follows GPE 2025 Strategic Framework

The Results Framework aims to serve as a "telegraph" of GPE results and aims to support strategic decision-making and transparency by allowing the Partnership to monitor progress in the main areas of its strategy. It is a pillar of GPE Monitoring, Evaluation and Learning (MEL). The information in the Framework will be buttressed with data from grant monitoring and evaluations in the annual Results Report, to be used for decision making at all levels of the Partnership.

This document (currently in draft version1) presents the methodological technical guidelines of the Results Framework's eighteen indicators, outlining indicator purpose, definition, calculation methods and corresponding formulae, interpretation and limitations. The Results Framework includes disaggregation of indicators by country and individual characteristics (e.g., fragility status for countries2 and sex and disability status for children), among others, as data availability allows. Indicators based on household survey data will also include disaggregation by location and socio-

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1 This document is in its draft version. In addition, indicators under development (4ii, 5ii, 7ii, 8ii, 8iii, 14ii, 16i, and 16ii) remain to be included.

2 The GPE’s list of PCFC is based on the World Bank’s list of fragile and conflict-affected situations and the UNESCO Global Monitoring Report’s list of conflict-affected states, and is updated yearly.
economic status, where available.

These guidelines complement the Results Framework Matrix, which presents baselines, along with milestones and overall targets as applicable, and provides additional information on each indicator, such as reporting frequency as well as the sample size used to compute the baseline value.
**INDICATOR 1**

Proportion of countries with at least one year of free and compulsory pre-primary education guaranteed in legal frameworks (based on SDG indicator 4.2.53)

**Purpose:** The indicator measures government commitment to guaranteeing the right to free and compulsory pre-primary education to young children.

**Definition:** Proportion of countries where children are legally entitled to at least one year of pre-primary education free of tuition fees and compulsory. Most countries have legislation specifying the ages at which children should start school (pre-primary or primary education). Such legislation usually also specifies either the number of years of education guaranteed or the age at which young people may leave education or, in some cases, both. The number of years of pre-primary education to which children are legally entitled (free of tuition fees) should ideally be the number of grades of pre-primary education which children are expected to complete (free of tuition fees) before starting primary education.

**Unit of measurement:** Percentage

**Calculation method:** At the country level, record the number of grades (i.e., years) of pre-primary education guaranteed to children (a) free and (b) compulsory. If using ages rather than grades, subtract the official entrance age to pre-primary school from the official entrance age to primary school. When both numbers are one or greater, count the country as having at least one year of free and compulsory pre-primary education guaranteed. If either number is zero or negative, there are no years of pre-primary education that are guaranteed free and compulsory. The aggregate value is the number of countries with at least one year of free and compulsory education divided by the total number of countries and multiplied by 100.

**Formula:**

**Country level**

\[
PPFC_j = \begin{cases} 
1 & \text{if } YF_j \geq 1 \text{ and } YC_j \geq 1 \\
0 & \text{otherwise} 
\end{cases}
\]

where:

- \(PPFC_j\): At least one year of free and compulsory pre-primary education guaranteed in country \(j\)
- \(YF_j\): Number of years of free pre-primary education (ISCED level 02)4 in country \(j\)
- \(YC_j\): Number of years of compulsory pre-primary education (ISCED level 02) in country \(j\)

**Aggregate level**

\[
PPFC = \frac{\sum_{j=1}^{n} PPFC_j}{n} \times 100
\]

where:

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4 The International Standard Classification of Education (ISCED) is a statistical framework for organizing information on education maintained by UNESCO. ISCED level 02 is the preprimary education part of early childhood education, designed for children from age 3 years to the start of primary education.
**PPFC**  |  Percentage of countries with at least one year of free and compulsory pre-primary education guaranteed  

**PPFC**\(^j\)  |  At least one year of free and compulsory pre-primary education guaranteed in country \(j\)  

\(n\)  |  Number of Partner Countries with data available

**Reporting timeframe:** Data will be reported every calendar year, with a one-year lag to optimize data availability per the UIS’s latest data release schedule. We will use the latest available data within the last three years. For instance, in 2021, we will report the latest available data in 2020, 2019, or 2018.

**Data required:** Number of grades of pre-primary education which are (a) free from tuition fees and (b) compulsory according to national legislation. If the number of grades is not specified, the age range in which education is (a) free and (b) compulsory may be used instead. Data on the structure (entrance age and duration) of each level of education are also required.

**Data source:** UIS (data used for SDG indicator 4.2.5, which in turn comes from national legislation, formal education standards and norms on access to schooling; the legal entitlement or obligation to attend school; and administrative data from ministries of education on the structure of the education system.)

**Types of disaggregation:** PCFC

**Interpretation:** The existence of national legislation guaranteeing the right to education at given ages and/or grades demonstrates the government’s commitment to ensuring that children and young people attend school regularly. A higher value of the indicator means a higher proportion of countries with at least one year of free and compulsory pre-primary education guaranteed. This implies a higher proportion of young children are likely to access pre-primary education and be (school) ready for entry to primary education at the appropriate time, assuming the legislated guarantee is implemented and enforced.

**Quality standards:** There could be issues of comparability in the country-level indicator in various scenarios: (1) the age of starting pre-primary and/or primary school differs across countries, (2) the meaning/definition of pre-primary education differs across countries and cultural contexts, (3) the level of enforcement of the legal entitlement of pre-primary schooling differs, (4) cultural norms that influence parents’ willingness to enroll children in pre-primary education differ.

**Limitations:** The existence of national legislation does not guarantee that countries ensure that it is implemented effectively with service indeed provided and that parents ensure their children benefit from the provision available.
**INDICATOR 2**

**Participation rate in organized learning one year before the official primary entry age (SDG indicator 4.2.2)**

**Purpose:** This indicator measures children’s exposure to organized or formal learning activities in the year prior to the start of primary school. An organized learning program consists of a coherent set or sequence of educational activities designed to achieve pre-determined learning outcomes or accomplish a specific set of educational tasks. Early childhood and primary education programs are examples of organized learning programs. This indicator aims to monitor progress to SDG 4.2 for universal access to quality pre-primary education by 2030.

**Definition:** The participation rate in organized learning (one year before the official primary entry age) is defined as the percentage of children of the given age participating in one or more organized learning programs, including programs that offer a combination of education and care. Participation in early childhood and primary education are both included. The age will vary by country, depending on the official age for entry to primary education. The official primary entry age is the age at which children are obliged to start primary education according to national legislation or policies.

**Unit of measurement:** Percentage

**Calculation method:** At the country level, the indicator is calculated as the number of children in the relevant age group participating in an organized learning program, expressed as a percentage of the total population of the same age range. The aggregate value is the average of the country-level participation rates weighted by the population in the relevant age range in each country.

**Formula:**

*Country level*

\[
PROL_{a-1}^j = \frac{EN_{a-1}^j}{P_{a-1}^j} * 100
\]

where:

- \( PROL_{a-1}^j \): Participation rate in organized learning one year before the official entry age \( a \) to primary education in country \( j \)
- \( EN_{a-1}^j \): Number of students one year below the official entry age \( a \) to primary education enrolled in early childhood or primary education (ISCED levels 0 and 1) in country \( j \)
- \( P_{a-1}^j \): School-age population aged one year below the official entry age \( a \) to primary education

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6 According to ISCED 2011, "early childhood education provides learning and educational activities with a holistic approach to support children’s early cognitive, physical, social and emotional development and introduce young children to organized instruction outside of the family context to develop some of the skills needed for academic readiness and to prepare them for entry into primary education" (79), and "primary education provides learning and educational activities typically designed to provide students with fundamental skills in reading, writing and mathematics (e.g., literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge and personal development, preparing for lower secondary education. It focuses on learning at a basic level of complexity with little, if any, specialization" (82).

7 Where more than one age is specified, for example, in different parts of a country, the most common official entry age (e.g., the age at which most children in the country are expected to start primary) is used for the calculation of this indicator at the aggregate level.
in country $j$

**Aggregate level**

$$PROL_{a-1} = \frac{\sum_{j=1}^{n} (PROL_{a-1}^j \times P_{a-1}^j)}{\sum_{j=1}^{n} P_{a-1}^j}$$

where:

- $PROL_{a-1}$: Weighted average participation rate in organized learning one year before the official entry age $a$ to primary education
- $PROL_{a-1}^j$: Participation rate in organized learning one year before the official entry age $a$ to primary education in country $j$
- $P_{a-1}^j$: School-age population aged one year below the official entry age $a$ to primary education in country $j$
- $n$: Number of Partner Countries with data available

**Reporting timeframe:** Data will be reported every calendar year, with a one-year lag to optimize data availability per the UIS’s latest data release schedule. We will use the latest available data within the last three years. For instance, in 2021, we will report the latest available data in 2020, 2019, or 2018.

**Data required:** Number of children participating in organized learning activities (enrollment number in early childhood and primary education) by single year of age; the total population of children by single year of age; data on the official entrance age to primary education.

**Data source:** UIS (drawing from Participation Rate in Organized Learning administrative data).

**Types of disaggregation:** PCFC and sex

**Interpretation:** A high value of the indicator shows a high degree of participation in organized learning immediately before the official entrance age to primary education.

**Quality standards:** Data are reported according to the levels of education defined in ISCED to ensure international comparability of resulting indicators.

**Limitations:** (1) Participation in learning programs in the early years is not full-time for many children, suggesting that the exposure to learning environments outside of the home could vary in intensity. The indicator measures the percentage of children exposed to organized learning but not the intensity or quality of programs. So, caution needs to be exercised in interpreting the extent of exposure to organized learning. (2) The definition of early learning programs can differ across surveys/countries and might not be easily understood in the same way by education administrators (for example, the difference between early childhood services and government-run preschools and pre-primary education classes). Cultural and country contexts would be important in these definitions and their interpretations. (3) Informal community-based programs might not be included in administrative data due to the weak regulation of the sector in general.
INDICATOR 3.i

Gross intake ratio to the last grade of (a) primary education, (b) lower secondary education (SDG Indicator 4.1.3)

Purpose: The indicator measures progress towards universal completion of primary or lower secondary education, using Gross Intake Ratio (GIR) as a proxy measure, and thus assesses the extent to which the goal of inclusion for all in a full cycle of quality education is achieved. It reflects how policies on access to and progression through the early grades of primary or lower secondary education impact the final grade of that education level. It also indicates the capacity of the education system to cater to the completion of the population of the intended entrance age to the last grade of the given level of education. It assumes that pupils entering the last grade for the first time will eventually complete the grade and hence the given level of education.

Definition: Total number of new entrants into the last grade of primary education or lower secondary general education, regardless of age, expressed as a percentage of the population at the intended entrance age to the last grade of primary education or lower secondary general education.\(^8\)

Unit of measurement: Percentage

Calculation method: At the country level, calculate the number of new entrants in the last grade of primary or lower secondary education, regardless of age, expressed as a percentage of the population of the intended entrance age to the last grade of primary or lower secondary education. The aggregate value is the average of the country level GIR for the last grade of primary or lower secondary education, weighted by the population at the intended entrance age to the last grade of primary or lower secondary education in each country.

Formula:

**Country level**

\[
GIR^j_l = \frac{NE^j_l}{P^j_l} \times 100
\]

where:

| GIR\(_l^j\) | GIR to the last grade of level \(l\) (primary/lower secondary) education in country \(j\) |
| NE\(_l^j\) | Number of new entrants in the last grade of level \(l\) (primary/lower secondary) education in country \(j\) |
| P\(_l^j\) | Population of the intended entrance age to the last grade of level \(l\) (primary/lower secondary) education in country \(j\) |

**Aggregate level**

\[
GIR^l = \frac{\sum_{j=1}^{n}(GIR^j_l \times P^j_l)}{\sum_{j=1}^{n}P^j_l}
\]

where:


\(^9\) The intended entrance age to the last grade is the age at which pupils would enter the grade if they had started school at the official primary entrance age, had studied full-time, and had progressed without repeating or skipping a grade.
**Reporting timeframe:** Data will be reported every calendar year, with a one-year lag to optimize data availability per the UIS’s latest data release schedule. We will use the latest available data within the last three years. For instance, in 2021, we will report the latest available data in 2020, 2019, or 2018.

**Data required:** Number of new entrants in the last grade of primary or lower secondary; population of the intended entrance age to the last grade of primary or lower secondary.

**Data source:** UIS (drawing from GIR administrative data)

**Types of disaggregation:** PCFC, sex, level of education.

**Interpretation:** A high ratio indicates a high degree of completion of primary or lower secondary education. The indicator shows the capacity of the education systems in GPE countries to provide primary or lower secondary completion for the intended entrance age population to the last grade of primary or lower secondary.

**Quality standards:** Repeaters in the last grade are not included as this would inflate the GIR.

**Limitations:** (1) As the calculation of the GIR includes all new entrants to the last grade of primary or lower secondary education, regardless of age, the indicator value may exceed 100% due to over-age or under-age pupils entering the last grade of primary or lower-secondary school. (2) The indicator does not capture the quality of education. (3) GIR does not indicate how many children complete the last grade, only how many children enter that grade. If students in the last grade leave school before graduation, GIR overestimates completion. (4) Country-level figures are estimated by UIS when data for a country are not available. Aggregates are derived from both reported and imputed national data and, thus, they are an approximation of the unknown real value.
INDICATOR 3.ii

Out-of-school rate at (a) primary school age, (b) lower secondary school age; (c) upper secondary school age (SDG Indicator 4.1.4\textsuperscript{10})

**Purpose:** The indicator measures the exclusion of children from education and, thus, the extent to which the inclusion for all in a full cycle of quality education is not achieved. Such data on out-of-school children provide critical information to identify the size of the target population for policies and interventions aimed at achieving universal primary and secondary education.

**Definition:** Total number of children at official primary/lower secondary/upper secondary school age who are not enrolled in primary/lower secondary/upper secondary school, expressed as a percentage of the population at official primary/lower secondary/upper secondary school age.

**Unit of measurement:** Percentage

**Calculation method:** At country-level, subtract the number of primary/lower secondary/upper secondary school-age pupils enrolled in either primary, lower secondary or upper secondary school from the total population of official primary/lower secondary/upper secondary school age, divide the difference by the population of primary/lower secondary/upper secondary school age, and multiply by 100. The aggregate value for the group of Partner Countries is calculated as the weighted average, using the population of official primary/lower secondary school age as the weighting factor.

**Formula:**

**Country level**

\[
OOS^j_l = \frac{P^j_l - EN^j_l}{P^j_l} \times 100
\]

where:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(OOS^j_l)</td>
<td>Out-of-school rate for children at level (I) (primary/lower secondary/upper secondary) school age in country (j)</td>
</tr>
<tr>
<td>(EN^j_l)</td>
<td>Number of enrollment in the level (I) (primary/lower secondary/upper secondary) education at the official level (I) (primary/lower secondary/upper secondary) school age</td>
</tr>
<tr>
<td>(P^j_l)</td>
<td>Population at official level (I) (primary/lower secondary/upper secondary) school age in country (j)</td>
</tr>
</tbody>
</table>

**Aggregate level**

\[
OOS_l = \frac{\sum_{j=1}^{n} (OOS^j_l \times P^j_l)}{\sum_{j=1}^{n} P^j_l}
\]

where:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(OOS_l)</td>
<td>Weighted average of out-of-school rate for children at level (I) (primary/lower secondary/upper secondary) school age</td>
</tr>
<tr>
<td>(OOS^j_l)</td>
<td>Out-of-school rate for children at level (I) (primary/lower secondary/upper secondary) school age in country (j)</td>
</tr>
</tbody>
</table>

\( p^j_i \)  
Population at official level \( l \) (primary/lower secondary/upper secondary) school age in country \( j \)

\( n \)  
Number of Partner Countries with data available

**Reporting timeframe:** Data will be reported every calendar year, with a one-year lag to optimize data availability per the UIS’s latest data release schedule. We will use the latest available data within the last five years. For instance, in 2021, we will report the latest available data in 2020, 2019, 2018, 2017, or 2016.

**Data required:** Country-level and aggregate figures are provided directly by UIS to the GPE Secretariat.

**Data source:** UIS (drawing from household surveys.)

**Types of disaggregation:** By PCFC, sex, level of education, location, and socio-economic status.

**Interpretation:** The higher the rate, the greater the need for interventions to target out-of-school children to achieve the goal of universal primary and lower secondary education. As the term “out-of-school” encompasses a wide range of realities, including children that will enter school late, never enter school or dropped out, it is important to keep in mind that in some cases children might have been in the education system, but not at the intended age or for the intended duration.

**Quality standards:** Total enrolment should be based on total enrolment in all types of schools and education institutions, including public, private and all other institutions that provide organized educational programs.

**Limitations:** (i) Enrolment does not guarantee actual attendance of the learner at the school, which may lead to under-estimation of effective out-of-school rates; (ii) household data is reported every 3-5 years, hence limiting data coverage; (iii) discrepancies in the availability of population data can result in over or underestimates of the indicator.
INDICATOR 4.i

Proportion of countries with government expenditure on education increasing or at 20% or above as a percentage of total government expenditure (Volume of domestic finance)

**Purpose:** The indicator monitors progress towards increased domestic financing for education, a prerequisite for funding credible education plans and policies.

**Definition:** Total number of Partner Countries/subnational entities that during the corresponding fiscal year (FY) either (a) increased their government expenditure on education, as compared with a base year value, towards the 20% benchmark or (b) have maintained government expenditure on education at 20% or above, expressed as a percentage of the total number of Partner Countries/subnational entities.

**Unit of measurement:** Percentage

**Calculation method:** At the country/subnational level, first calculate the total government education expenditure as a sum of (1) expenditure on education by all ministries, (2) expenditure on education by local governments, and (3) employer’s contribution to non-salary social benefits for staff working in education (if not charged directly to the education ministry’s budget). Second, calculate the share of education spending by dividing total government education expenditure over total government expenditure (excluding debt service) and multiplying by 100. The share is calculated for the most recent year (the current year) and a reference year in the past (the base year). The aggregate value is the number of Partner Countries/subnational entities either (a) with current year government expenditure increased compared to the base year on track towards the 20% benchmark or (b) or maintained sector spending at 20% or above, divided by the total number of Partner Countries/subnational entities and multiplied by 100.

**Formula:**

**Country/subnational level**

\[
EEShare_t^j = \frac{EEEX_t^j}{EGEX_t^j} \times 100
\]

\[
CRITERIA_t^j = \begin{cases} 
1 & \text{if ( EEShares_t^j < 20\% and EEShares_t^j > EEShares_{t-1}^j) or EEShares_t^j \geq 20\%} \\
0 & \text{otherwise}
\end{cases}
\]

where:

| \( EEShares_t^j \) | The share of government education expenditure in total government expenditure in country/subnational entity \( j \) in year \( t \) |
| \( EEEX_t^j \) | Government education expenditure in country/subnational entity \( j \) in year \( t \) |
| \( EGEX_t^j \) | Total government expenditure in country/subnational entity \( j \) in year \( t \) |
| \( CRITERIA_t^j \) | The share of government education expenditure in total government expenditure in country/subnational entity \( j \) in year \( t \) was (1) below 20\% and greater than in reference year \( t-1 \) or (2) at 20\% or above |

**Aggregate level**

\[
CRITERIA_t = \frac{\sum_{j=1}^{n} CRITERIA_t^j}{n}
\]
where:

<table>
<thead>
<tr>
<th>( CRITERN_{t} )</th>
<th>Percentage of Partner Countries/subnational entities that increased government expenditure on education or maintained sector spending at 20% or above in year ( t )</th>
</tr>
</thead>
<tbody>
<tr>
<td>( CRITERN_{j,t} )</td>
<td>The share of government education expenditure in total government expenditure in country/subnational entity ( j ) in year ( t ) was (1) below 20% and greater than in reference year ( t-1 ) or (2) at 20% or above</td>
</tr>
<tr>
<td>( n )</td>
<td>Number of Partner Countries/subnational entities with data available</td>
</tr>
</tbody>
</table>

**Reporting timeframe:** CY

**Data required:** Expenditure on education; total government expenditure (excluding debt service).

**Data source:** Ministries of Finances, Budget Departments or National Treasuries.

**Types of disaggregation:** PCFC

**Interpretation:** This indicator reflects countries’ financial commitment to education. The higher the percentage, the greater the progress towards meeting domestic financing objectives in all Partner Countries. The indicator should be interpreted in parallel to other country-level indicators to assess a country’s commitment to education, mitigating circumstances and contexts such as (1) demographic context, (2) security context that may require high military expenses, (3) conditions of schooling, and (4) effectiveness and efficiency in education expenditure.

**Quality standards:** For most countries, the data of actual expenditures may not be available in time for calculation. In these cases, estimates are made using provisional budget data corrected by an estimated execution rate equivalent to the previous year. Execution rates are calculated for (1) total expenditure and (2) education expenditure for each ministry or national body that would provide education spending. Both total and education expenditure are disaggregated by capital and recurrent expenditure to make the estimate as reliable as possible.

**Limitations:** (1) The budget perimeter (i.e., institutional coverage, of which entities and their related government education expenses are considered “public”) varies widely by country, in line with variation across those institutions mandated to provide public educational services. In addition, education can be funded at the infra level or via decentralized agencies whose budgets (centrally transferred and locally generated) could be hard to consolidate. In certain contexts, relevant expenditures in budget documents are not systematically identified as being directed towards education; as a result, there is a risk of underestimating education expenditure. Expenditures should include the social contributions attached to salaries. When employers’ contributions are not charged to the budget of individual line ministries but instead draw on a common pool across the whole civil service (often the case for pension schemes), an equivalent to employers’ contribution has to be calculated. It is a significant issue in light of the high proportion of education expenditure directed towards salaries. (2) The percentage of government expenditure directed towards education calculated at the Partner Country level is not directly comparable with similar indicators calculated at the country level, given issues such as the exclusion of debt service in total expenditure, the use of actual vs. budgeted expenditure, and the education expenditure perimeter. (3) Education expenditure is considered independent of the funding source (domestic or external) when recorded in official budgets. However, capital or investment budgets in developing countries typically fluctuate in response to changes in external support to Government budgets, which could lead to considerable volatility of the indicator when the investment budget is heavily supported by external funding.
INDICATOR 4.ii

(a) Proportion of countries where equity, efficiency, and volume of domestic finance for education is assessed; (b) proportion of countries making progress against identified challenges in equity, efficiency, and volume of domestic finance for education

Under development
INDICATOR 5.i

Proportion of women aged 20-24 years who were married or in a union before age 18 (SDG Indicator 5.3.1)

Purpose: Marriage before the age of 18 is a fundamental violation of human rights. Child marriage often compromises a girl's development by resulting in early pregnancy and social isolation, interrupting schooling, and limiting career opportunities. In some cultures, girls reaching puberty are expected to assume gender roles including entering a union and becoming a mother. The practice of early/child marriage is a result of gender inequality.

Definition: Proportion of women aged 20-24 years who were married or in a union before age 18. Both formal (i.e., marriages) and informal unions are covered under this indicator. Informal unions are generally defined as those in which a couple lives together for some time, intends to have a lasting relationship, but there has been no formal civil or religious ceremony.

Unit of measurement: Percentage

Calculation method: At the country level, the indicator is calculated as the number of women aged 20-24 who were first married or in a union before age 18, divided by the total number of women aged 20-24 in the population, and multiplied by 100. The aggregate value is the average of the country level percentages, weighted by the population of women aged 20-24 in each country.

Formula:

Country level

\[ PM_j = \frac{NM_j}{PW_j} \times 100 \]

where:

- \( PM_j \): Percentage of women aged 20-24 who were first married or in a union before age 18 in country \( j \)
- \( NM_j \): Number of women aged 20-24 who were first married or in a union before age 18 in country \( j \)
- \( PW_j \): Population of women aged 20-24 in country \( j \)

Aggregate level

\[ PM = \frac{\sum_{j=1}^{n}(PM_j \times PW_j)}{\sum_{j=1}^{n}PW_j} \]

where:

- \( PM \): Weighted average percentage of women aged 20-24 who were first married or in a union before age 18 in country \( j \)
- \( PM_j \): Percentage of women aged 20-24 who were first married or in a union before age 18 in country \( j \)
- \( PW_j \): Population of women aged 20-24 in country \( j \)
- \( n \): Number of Partner Countries with data available

Reporting timeframe: Data will be reported every calendar year, with a one-year lag to optimize data availability per the UICEF's latest data release schedule. We will use the latest available data
within the last five years. For instance, in 2021, we will report the latest available data in 2020, 2019, 2018, 2017, or 2016.

**Data required:** Number of women aged 20-24 who were first married or in a union before age 18; the total population of women aged 20-24.

**Data source:** UNICEF (drawing from household surveys such as Multiple Indicator Cluster Surveys (MICS)/Demographic and Health Surveys (DHS) and national household surveys).

**Types of disaggregation:** PCFC

**Interpretation:** A high percentage on this indicator suggests that Partner Countries have a high proportion of young women married or in union at an early age before reaching adulthood (age 18). This, in turn, indicates a wide prevalence of gender norms supporting early marriage and therefore contributing to different dimensions of gender inequality.

**Quality standards:** UNICEF maintains a global database on child marriage used for SDG and other official reporting. Before including any data point, it is reviewed by technical focal points at UNICEF to check for consistency and overall data quality. This review is based on a set of objective criteria to ensure that only the most recent and reliable information are included in the databases. These criteria include the following: data sources must include proper documentation; data values must be representative at the national population level; data are collected using an appropriate methodology (e.g., sampling); data values are based on a sufficiently large sample; data conform to the standard indicator definition including age group and concepts, to the extent possible; data are plausible based on trends and consistency with previously published/reported estimates for the indicator.

**Limitations:** (1) There could be issues of data comparability for countries that participate in different surveys (MICS/DHS or national surveys), although as per UIS the modules used to collect information on marital status among women and men of reproductive age (15-49 years) in DHS and MICS have been fully harmonized. (2) Timeliness of data availability can be an issue because it is based on household surveys. (3) For the treatment of missing values, UNICEF does not publish country-level estimate when data for a country are entirely missing.
INDICATOR 5.ii

(a) Proportion of countries where gender-responsive planning and monitoring is assessed; (b) Proportion of countries making progress against identified challenges in gender-responsive planning and monitoring; (c) Proportion of countries where gender-responsive planning and monitoring is assessed that have a legislative framework assuring the right to education for all children

Under development
INDICATOR 6

Proportion of children and young people (a) in Grade 2 or 3, (b) at the end of primary education, and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics (SDG indicator 4.1.1)

Purpose: The indicator shows the percentage of children and young people in Partner Countries achieving minimum proficiency level in reading and mathematics. It is a direct measure of the learning outcomes achieved in the subject areas at the relevant stages of education. Data from this indicator can provide a way to compare student performance in subject matters necessary for lifelong learning.

Definition: Percentage of children and young people in Grade 2 or 3 of primary education, at the end of primary education, and at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics. Minimum proficiency level is the benchmark of basic knowledge in a domain (i.e., reading and mathematics) measured through learning assessments.

Unit of measurement: Percentage

Calculation method: At the country level, the indicator is calculated as the number of children and young people at the relevant stage of education achieving or exceeding a pre-defined proficiency level in a given subject, divided by the in-school population in the relevant stage of education, and multiplied by 100. By subject and stage of education, the aggregate value is the average of country-level percentages, weighted by the in-school population of children/young people in the relevant stage of education in each country.

Formula:

**Country level**

\[
MPL_{stg,s}^j = \frac{MP_{stg,s}^j}{P_{stg}^j} \times 100
\]

where:

- \(MPL_{stg,s}^j\): Percentage of children and/or young people at the education stage \(stg\) achieving or exceeding the pre-defined proficiency level in subject \(s\) in country \(j\)
- \(MP_{stg,s}^j\): Number of children and/or young people at the education stage \(stg\) achieving or exceeding the pre-defined proficiency level in subject \(s\) in country \(j\)
- \(P_{stg}^j\): Total number of in-school children and/young people at the education stage \(stg\) in country \(j\)

**Aggregate level**

\[
MPL_{stg,s} = \frac{\sum_{j=1}^{n}(MPL_{stg,s}^j \times P_{stg}^j)}{\sum_{j=1}^{n}P_{stg}^j}
\]

where:

---

### Reporting timeframe:
Data will be reported every calendar year, with a one-year lag to optimize data availability per the UIS’s latest data release schedule. We will use the latest available data within the last five years. For instance, in 2021, we will report the latest available data in 2020, 2019, 2018, 2017, or 2016.

### Data required:
Number of children/young people at the given stage of education who have achieved a minimum proficiency level in a given subject; total in-school population in the relevant stage of education.

### Data source:
UIS (drawing from national and cross-national learning assessments including PASEC, PIRLS, PISA, SACMEQ, TERCE, and TIMSS.)

### Types of disaggregation:
PCFC, sex, level of education.

### Interpretation:
A high percentage on this indicator suggests that Partner Countries have a high proportion of in-school children acquiring minimum proficiency in learning achievement at the early primary, primary and lower secondary levels. This, in turn, suggests a more effective school system at these levels. Each of the three measurement points has its own established minimum standard, a threshold dividing students into (a) below or (b) at or above minimum proficiency levels. Given the heterogeneity set by national and cross-national assessments, the performance levels are mapped to globally defined minimum performance levels, which is already the case for most cross-national assessments.

### Quality standards:
UIS maintains a global database on learning assessments in basic education. Data sources must include proper documentation. Data values must be representative at the national population level and, if not, should be footnoted. Data values are based on a sufficiently large sample, and learning assessments framework are covering the minimum set of contents in the global content framework and levels of proficiency are aligned to the minimum proficiency level (MPL) as defined in the global proficiency framework. Data are plausible and based on trends and consistency with previously published/reported estimates for the indicator.

### Limitations:
1. Data are fully or directly comparable only for countries that participated in the same assessment. Methods to compare results from different learning assessments (cross-national and national) are in progress as per UIS.
2. Timeliness of the availability of learning data can be limited, as it is not usual for learning data to become available within a year of implementing an assessment.
3. The learning indicator covers only children in school; it does not include children out of school.
INDICATOR 7.i

Proportion of teachers in (a) pre-primary education, (b) primary education, (c) lower secondary education, and (d) upper secondary education with the minimum required qualifications (SDG indicator 4.c.1\textsuperscript{12})

**Purpose:** Teachers play a key role in ensuring the quality of education provided. The indicator measures the share of the teaching workforce that is pedagogically well-trained according to national standards. Teachers are trained if they have received at least the minimum organized pedagogical teacher training pre-service and in-service required at the relevant level in a given country.

**Definition:** Percentage of teachers by level of education taught in pre-primary, primary, lower secondary and upper secondary education who have received at least the minimum organized pedagogical teacher training pre-service and in-service required for teaching at the relevant level in a given country.

**Unit of measurement:** Percentage

**Calculation method:** The country-level value is calculated as the number of teachers in a given level of education who are trained, divided by the number of all teachers in that level of education, and multiplied by 100. The aggregate value, by the level of education, is the average of the country level percentages, weighted by the total number of teachers in the respective stage of education in each country.

**Formula:**

**Country level**

\[ PTT_i^j = \frac{TT_i^j}{T_i^j} \times 100 \]

where:

| \( PTT_i^j \) | Percentage of trained teachers at level \( i \) of education (pre-primary/primary/lower secondary/upper secondary) in country \( j \) |
| \( TT_i^j \) | Number of trained teachers at level \( i \) of education (pre-primary/primary/lower secondary/upper secondary) in country \( j \) |
| \( T_i^j \) | Total number of teachers at level \( i \) of education (pre-primary/primary/lower secondary/upper secondary) in country \( j \) |

**Aggregate level**

\[ PTT_i = \frac{\sum_{j=1}^{n} (PTT_i^j \times T_i^j)}{\sum_{j=1}^{n} T_i^j} \]

where:

| \( PTT_i \) | Weighted average percentage of trained teachers at level \( i \) of education (pre-primary/primary/lower secondary/upper secondary) |

| $\%T_{lj}$ | Percentage of trained teachers at level $l$ of education (pre-primary/primary/lower secondary/upper secondary) in country $j$ |
| $T_{lj}$ | Total number of teachers at level $l$ of education (pre-primary/primary/lower secondary/upper secondary) in country $j$ |
| $n$ | Number of Partner Countries with data available |

**Reporting timeframe:** Data will be reported every calendar year, with a one-year lag to optimize data availability per the UIS’s latest data release schedule. We will use the latest available data within the last three years. For instance, in 2021, we will report the latest available data in 2020, 2019, or 2018.

**Data required:** The number of teachers who are trained at each level of education (pre-primary/primary/lower secondary/upper secondary) and the total number of teachers at each level.

**Data source:** UIS (drawing from administrative data from schools and other organized learning centers).

**Types of disaggregation:** PCFC, sex, level of education.

**Interpretation:** A high value indicates that students are being taught by a higher proportion of pedagogically well-trained to teach.

**Quality standards:** Ideally, all teachers should receive adequate, appropriate and relevant pedagogical training at the chosen level of education and be academically well-qualified in the subject(s) they are expected to teach. The indicator should preferably be calculated separately for public and private institutions if possible.

**Limitations:** The national minimum training requirements can vary widely across countries. Also, the quality and content of teacher training delivery differs across countries, and so does the classroom context. The variation in teacher training standards and delivery across countries lessens the usefulness of the indicator to track and compare teacher training across countries. The indicator would only show the percent reaching national standards, not whether teachers in different countries have similar or equivalent levels or quality of training. Comparability across countries would ideally need the applying of a common standard for teacher training across countries.
INDICATOR 7.ii

Proportion of countries where teaching quality is assessed

Under development
INDICATOR 8.i

Proportion of countries reporting at least 10 of 12 key international education indicators to UIS

**Purpose:** The indicator provides an overview of Partner Countries reporting on key education indicators, recognizing that relevant, reliable and timely data are crucial to build effective national education systems, monitor policy implementation and enable global monitoring.

**Definition:** Total number of Partner Countries reporting at least 10 of the following 12 key international education indicators to UIS (by the level of disaggregation if noted in parentheses next to the indicator below) for at least one of the two most recent years (or another timeframe if noted in parentheses next to the indicator), expressed as a percentage of the total number of Partner Countries:

**Outcome indicators:**
1. Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being (yes if data reported at least once in last 5 years)
2. Administration of a nationally representative learning assessment in grade 2 or 3 (yes if math or reading assessment took place at least once in last 5 years)
3. Primary Gross Enrollment Ratio (yes if disaggregation by sex reported)
4. Gross Intake Rate to the last grade of primary education (yes if disaggregation by sex reported)
5. Gross Intake Rate to the last grade of lower secondary education (yes if disaggregation by sex reported)

**Service delivery indicators:**
6. Pupil-trained teacher ratio, Pre-primary
7. Pupil-trained teacher ratio, Primary
8. Pupil-trained teacher ratio, Secondary
9. Number of teachers by teaching level, Primary (yes if disaggregation by sex reported)

**Financing indicators:**
10. Government expenditure on education as % of GDP
11. Government expenditure on education as % of total government expenditure
12. Government expenditure on primary education as % of GDP

**Unit of measurement:** Percentage

**Calculation method:** At the country level, count the number of key indicators reported (by the level of disaggregation if noted in parentheses next to the indicator in the definition) to UIS for at least one of the two most recent available years (or another timeframe if noted in parentheses next to the indicator in the definition). The aggregate value is the number of countries that report at least 10 indicators, divided by the total number of Partner Countries, and multiplied by 100. The GPE Secretariat set the threshold of 10 out of 12 indicators as a quality standard for data reporting.

**Formula:**

\[
RPTD_j = \begin{cases} 
1 & \text{if } NIR_j \geq 10 \\
0 & \text{otherwise} 
\end{cases}
\]

where:

| \(RPTD_j\) | At least 10 indicators reported by country \(j\) |
| \(NIR_j\) | Number of indicators reported by country \(j\) |
Aggregate level

\[ RPTD = \frac{\sum_{j=1}^{n} RPTD^j}{n} \times 100 \]

where:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>( RPTD )</td>
<td>Percentage of countries reporting at least 10 indicators</td>
</tr>
<tr>
<td>( RPTD^j )</td>
<td>At least 10 indicators reported by country ( j )</td>
</tr>
<tr>
<td>( n )</td>
<td>Number of Partner Countries with data available</td>
</tr>
</tbody>
</table>

**Reporting timeframe:** Data will be reported every calendar year, with a one-year lag to optimize data availability per the UIS’s latest data release schedule. We will use the latest available data within at least one of the two most recent years (or another timeframe if noted in parentheses next to the indicator). For instance, in 2021, we will report the latest available data in 2020 or 2019.

**Data required:** Outcome, Service delivery, and Financing indicators listed under Definition.

**Data source:** UIS.

**Types of disaggregation:** PCFC.

**Interpretation:** A higher proportion reflects Partner Countries’ commitments to improved availability, quality and timeliness of data production. Data availability in the UIS database serves as a proxy to capture the thematic coverage and quality of data collected at the country level. The main assumption is that if a key indicator is not calculated by UIS, data may not be collected or may not be reliable enough at the country level; this in turn likely reflects a national education statistics system with insufficient capacity to produce data on key indicators.

**Quality standards:** For consistency across countries, a specific UIS data release (e.g., February data release) every year or the most recent version from UIS following Results Framework timelines should be considered for indicator data collection.

**Limitations:** The regular two-year time lag between the current year and the year data published implies that any changes in countries’ capacities to report will only be reflected after some time.
INDICATOR 8.ii

(a) Proportion of countries where the availability and use of data and evidence is assessed; (b) Proportion of countries making progress against identified challenges in the availability and use of data and evidence; (c) Proportion of countries where the availability and use of data and evidence is assessed that report key education statistics disaggregated by children with disabilities

Under development
INDICATOR 8.iii(a)(b)

(a) Proportion of countries where sector coordination is assessed; (b) Proportion of countries making progress against identified challenges in sector coordination

Under development
INDICATOR 8.iii(c)

Proportion of Local Education Groups that include Civil Society Organizations and Teacher Associations

**Purpose:** The indicator assesses whether civil society organizations (CSOs) and teacher associations (TAs) are represented on local education groups and have the (structured) opportunities to engage in all the functions undertaken by the Local Education Groups (LEGs). For example, consultative and evidence-based policy dialogue and coordinated action including sector monitoring and leveraging social accountability to ultimately enhance the delivery of results. CSOs and TAs, as key education sector stakeholders, play a key role in making citizens’ concerns and the teaching profession’s needs heard. Overall this indicator tells us more about the types of CSO and TA representation on LEGs.

**Definition:** Total number of LEGs which have representation of National CSOs and TAs, expressed as a percentage of the total number of LEGs.

**Unit of measurement:** Percentage

**Calculation method:** For each LEG, assess if CSOs and TAs are both represented. The aggregate value is the number of the Local Education Groups with both CSO and TA represented, divided by the total number of the LEGs in GPE Partner Countries, and multiplied by 100.

**Formula:**

**Local Education Group (LEG) level**

\[
CSO\_TA^j = \begin{cases} 
1 & \text{if LEG } j \text{ has both CSO and TA represented} \\
0 & \text{otherwise}
\end{cases}
\]

where:

| $CSO\_TA^j$ | Both national CSOs and TAs are represented in LEG $j$ |

**Aggregate level**

\[
CSO\_TA = \frac{\sum_{j=1}^{n} CSO\_TA^j}{n} * 100
\]

where:

| $CSO\_TA$ | Percentage of LEGs with both national CSOs and TAs represented |
| $CSO\_TA^j$ | Both national CSOs and TAs are represented in LEG $j$ |
| $n$ | Number of LEGs in GPE Partner Countries with data available |

**Reporting timeframe:** CY

**Data required:** LEG composition.

**Data source:** GPE Secretariat (documentation with relevant LEG membership information)

**Types of disaggregation:** PCFC.

**Interpretation:** A high value indicates a high degree of representation of national CSOs and TAs in
LEGs across the Partnership. Representation may reflect different forms of engagements that are formal and may vary in terms of inclusiveness and influence on decision making. Thus, these data should be complemented with additional information as to have more nuanced understanding of the role and impact national CSOs and TAs have on policy dialogue and other sector-related processes within countries.

**Quality standards:** If a TA is considered as a CSO from a legal status standpoint, it should be counted under this indicator as a TA instead of a CSO.

**Limitations:** The indicator does not capture the level of inclusiveness and engagement of CSOs and TAs (such as input, contribution, etc.), as well as the frequency of LEG meeting attendance by CSO and TA representatives. While only information on national CSOs and TAs is included, the international representation may exist.
INDICATOR 9.i

Proportion of countries that implement GPE allocation-linked policy reforms in the gender responsive sector planning and monitoring enabling factor as identified in their Partnership Compact

**Purpose:** The indicator tracks the effectiveness of the top-up portion of the System Transformation Grant (STG) as lever for reforms in the enabling factor of gender responsive sector planning and monitoring.

**Definition:** The indicators pertain to achievement of triggers for the top-up portion of the STG in the GPE’s operating model’s gender-responsive sector planning and monitoring enabling factor. The enabling factor and its constructs are defined in the Draft Guide for Enabling Factors Analysis for GPE System Transformation Grants.

Triggers are the conditions required for the release of the top-up portion of the STG. Triggers for the top-up portion of the STG, where present, will be agreed as part of the GPE Board’s approval of the STG in each country or subnational entity. Not all countries will have a top-up portion to their STGs. All triggers for the top-up portion of the STG will be assessed together as part of the periodic or mid-term review of the Partnership Compact.

A country or subnational entity will be considered as implementing GPE-allocation linked reforms in an enabling factor if it achieves the triggers for more than 50% of the funds under the top-up portion of the STG that are linked to that enabling factor.

**Unit of measurement:** Percentage

**Calculation method:** For each country/subnational entity, identify if triggers were achieved for more than 50% of funds linked to the gender responsive sector planning and monitoring enabling factor. The aggregate value is the number of countries/subnational entities with the triggers achieved more than 50% of funds, divided by the total number of countries/subnational entities that completed a periodic or mid-term review of their Partnership Compact before or during the given fiscal year and have the trigger mapped to the enabling factor, and multiplied by 100.

**Formula:**

**Country/subnational level**

\[ T_j = \begin{cases} 
1 & \text{if } \frac{FT_j}{F_j} > 0.5 \\
0 & \text{otherwise} 
\end{cases} \]

where:

- \( T_j \) Trigger achieved for more than 50% of funds linked to the gender responsive sector planning and monitoring enabling factor in country/subnational entity \( j \)
- \( FT_j \) Amount of funds allocated to the achieved trigger linked to the gender responsive sector planning and monitoring enabling factor in country/subnational entity \( j \)
- \( F_j \) Total amount of funds allocated to the trigger linked to the gender responsive sector planning and monitoring enabling factor in country/subnational entity \( j \)

**Aggregate level**
\[
T = \sum_{j=1}^{n} T^j \quad \frac{n}{n}
\]

where:

| \( T \) | Percentage of countries/subnational entities with trigger achieved for more than 50% of funds linked to the gender responsive sector planning and monitoring enabling factor |
| \( T^j \) | Trigger achieved for more than 50% of funds linked to the gender responsive sector planning and monitoring enabling factor in country/subnational entity \( j \) |
| \( n \) | Number of countries/subnational entities that completed a periodic or mid-term review of their Partnership Compact at any point before or during the given fiscal year and had top-up triggers mapped to the gender responsive sector planning and monitoring enabling factor |

**Reporting timeframe:** FY. The indicator is calculated cumulatively since July 1, 2021.

**Data required:** (1) List of triggers and corresponding top-up amounts in the enabling factor for each eligible country/subnational entity at Board approval of STG stage. (2) List of triggers achieved in the enabling factor for each eligible country/subnational entity at the Partnership Compact periodic or mid-term review (link to be added) stage.

**Data source:** (1) Board decision documents on STG top-up triggers at STG approval. (2) Letter from the GPE Secretariat verifying achievement of STG top-up triggers from the Compact review.

**Types of disaggregation:** PCFC when a sufficiently large sample is available

**Interpretation:** A higher value means that more countries/subnational entities are successfully implementing GPE allocation-linked reforms in the enabling factor.

**Quality standards:** The achievement of the triggers is assessed based on means of verification that are approved by the Board in its decision on the STG.

**Limitations:** The implementation of GPE allocation-linked reforms may or may not be a result of the financial incentive provided by the top-up portion of the STG. The implementation of reforms could be influenced by broader country-level dynamics. Also, there could be a time lag between the achievement of a trigger and the publication of GPE Secretariat letter verifying the achievement.
INDICATOR 9.ii

Proportion of System Capacity Grants where activities under the gender responsive planning and monitoring window are on track

**Purpose:** The indicators track whether System Capacity Grant (SCG) activities under the gender responsive planning and monitoring window are being implemented as planned.

**Definition:** Please see the GPE operational guidelines for a description of the System Capacity Grant (interim).

The gender responsive planning and monitoring window is on track if it is rated ‘moderately satisfactory’ or better in terms of implementation of activities in the SCG annual monitoring report (link to be included). Secretariat may change the rating if there is evidence supporting the change (e.g., mission report, aide-memoires, email exchanges).

**Unit of measurement:** Percentage

**Calculation method:** For each SCG, identify if the implementation of activities under the gender responsive planning and monitoring window was rated moderately satisfactory or better. The aggregate value is the number of SCG with the implementation of activities under the gender responsive planning and monitoring window rated moderately satisfactory or better, divided by the total number of SCGs with the gender responsive planning and monitoring window active at the end of a given fiscal year, and multiplied by 100.

**Formula:**

**Grant level**

\[
W^j = \begin{cases} 
1 & \text{if } R^j \geq \text{MS} \\
0 & \text{otherwise} 
\end{cases}
\]

where:

- \(W^j\) SCG \(j\) with activities under the gender responsive planning and monitoring window on-track
- \(R^j\) Rating of implementation of activities under the gender responsive planning and monitoring window for SCG \(j\)
- MS Moderately satisfactory

**Aggregate level**

\[
W = \frac{\sum_{j=1}^{n} W^j}{n}
\]

where:

- \(W\) Percentage of SCGs with activities under the gender responsive planning and monitoring window on-track
- \(W^j\) SCG \(j\) with activities under the gender responsive planning and monitoring window on-track
- \(n\) Total number of SCGs with the gender responsive planning and monitoring window active at the end of a given fiscal year
Reporting timeframe: FY

Data required: (1) List of SCGs active at the end of a given fiscal year with information on their gender responsive planning and monitoring window. (2) Secretariat’s implementation rating for each SCG’s gender responsive planning and monitoring window active at the end of the given fiscal year, based on grant agent (GA)’s rating. Secretariat may change the rating if there is evidence supporting the change.

Data source: GPE grant tracking database on GPExchange; SCG annual monitoring reports

Type of disaggregation: PCFC (if a sufficiently large sample is available)

Interpretation: Higher values indicate better performance of the gender responsive planning and monitoring window.

Quality standards: All grant implementation ratings are quality assured, per grant monitoring standards, by the Secretariat.

Limitations: Secretariat may not have enough evidence to validate GA’s rating. There may be a few SCGs with progress reports submitted in the first years of GPE2025.
**INDICATOR 10.i**

Proportion of countries that implement GPE allocation-linked policy reforms in the sector coordination enabling factor as identified in their Partnership Compact

**Purpose:** The indicator tracks the effectiveness of the top-up portion of the System Transformation Grant (STG) as lever for reforms in the enabling factor of sector coordination.

**Definition:** The indicators pertain to achievement of triggers for the top-up portion of the STG in the GPE’s operating model's sector coordination enabling factor. The enabling factor and its constructs are defined in the Draft Guide for Enabling Factors Analysis for GPE System Transformation Grants.

Triggers are the conditions required for the release of the top-up portion of the STG. Triggers for the top-up portion of the STG, where present, will be agreed as part of the GPE Board’s approval of the STG in each country or subnational entity. Not all countries will have a top-up portion to their STGs. All triggers for the top-up portion of the STG will be assessed together as part of the periodic or mid-term review of the Partnership Compact.

A country or subnational entity will be considered as implementing GPE-allocation linked reforms in an enabling factor if it achieves the triggers for more than 50% of the funds under the top-up portion of the STG that are linked to that enabling factor.

**Unit of measurement:** Percentage

**Calculation method:** For each country/subnational entity, identify if triggers were achieved for more than 50% of funds linked to the sector coordination enabling factor. The aggregate value is the number of countries/subnational entities with the triggers achieved for more than 50% of funds, divided by the total number of countries/subnational entities that completed a periodic review of their Partnership Compact before or during the given fiscal year and have triggers mapped, and multiplied by 100.

**Formula:**

**Country/subnational level**

\[ T_j = \begin{cases} 
1 & \text{if } \frac{FT^j}{F^j} > 0.5 \\
0 & \text{otherwise} 
\end{cases} \]

where:

| \( T_j \) | Trigger achieved for more than 50% of funds linked to the sector coordination enabling factor in country/subnational entity \( j \) |
| \( FT^j \) | Amount of funds allocated to the achieved trigger linked to the sector coordination enabling factor in country/subnational entity \( j \) |
| \( F^j \) | Total amount of funds allocated to the trigger linked to the sector coordination enabling factor in country/subnational entity \( j \) |

**Aggregate level**

\[ T = \frac{\sum_{j=1}^{n} T_j}{n} \]

where:
<table>
<thead>
<tr>
<th>$T$</th>
<th>Percentage of countries/subnational entities with trigger achieved for more than 50% of funds linked to the sector coordination enabling factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>$T_j$</td>
<td>Trigger achieved for more than 50% of funds linked to the sector coordination enabling factor in country/subnational entity $j$</td>
</tr>
<tr>
<td>n</td>
<td>Number of countries/subnational entities that completed a periodic or mid-term review of their Partnership Compact at any point before or during the given fiscal year and had top-up triggers mapped to the gender responsive sector planning and monitoring enabling factor</td>
</tr>
</tbody>
</table>

**Reporting timeframe:** FY. The indicator is calculated cumulatively since July 1, 2021.

**Data required:** (1) List of triggers and corresponding top-up amounts in the enabling factor for each eligible country/subnational entity at Board approval of STG stage. (2) List of triggers achieved in the enabling factor for each eligible country/subnational entity at the Partnership Compact periodic or mid-term review (link to be added) stage.

**Data source:** (1) Board decision documents on STG top-up triggers at STG approval. (2) Letter from the GPE Secretariat verifying achievement of STG top-up triggers from the Compact review.

**Types of disaggregation:** PCFC when a sufficiently large sample is available

**Interpretation:** A higher value means that more countries/subnational entities are successfully implementing GPE allocation-linked reforms in the enabling factor.

**Quality standards:** The achievement of the triggers is assessed based on means of verification that are approved by the Board in its decision on the STG.

**Limitations:** The implementation of GPE allocation-linked reforms may or may not be a result of the financial incentive provided by the top-up portion of the STG. The implementation of reforms could be influenced by broader country-level dynamics. Also, there could be a time lag between the achievement of a trigger and the publication of GPE Secretariat letter verifying the achievement.
INDICATOR 10.ii

Proportion of System Capacity Grants where activities under the mobilize coordinated action and finance window are on track

**Purpose:** The indicator tracks whether System Capacity Grant (SCG) activities under the mobilize coordinated finance and action window are being implemented as planned.

**Definition:** Please see the GPE operational guidelines for a description of the System Capacity Grant (interim).

The mobilize coordinated finance and action window is on track if it is rated 'moderately satisfactory' or better in terms of implementation of activities in the SCG annual monitoring report (link to be included). Secretariat may change the rating if there is evidence supporting the change (e.g., mission report, aide-memoires, email exchanges).

**Unit of measurement:** Percentage

**Calculation method:** For each SCG, identify if the implementation of activities under the mobilize coordinated finance and action window was rated moderately satisfactory or better. The aggregate value is the number of SCG with the implementation of activities under the mobilize coordinated finance and action window rated moderately satisfactory or better, divided by the total number of SCGs with the mobilize coordinated finance and action window active at the end of a given fiscal year, and multiplied by 100.

**Formula:**

*Grant level*

\[
W^j = \begin{cases} 
1 & \text{if } R^j \geq \text{MS} \\
0 & \text{otherwise} 
\end{cases}
\]

where:

- \( W^j \): SCG \( j \) with activities under the mobilize coordinated finance and action window on-track
- \( R^j \): Rating of implementation of activities under the mobilize coordinated finance and action window for SCG \( j \)
- \( \text{MS} \): Moderately satisfactory

*Aggregate level*

\[
W = \frac{\sum_{j=1}^{n} W^j}{n}
\]

where:

- \( W \): Percentage of SCGs with activities under the mobilize coordinated finance and action window on-track
- \( W^j \): SCG \( j \) with activities under the mobilize coordinated finance and action window on-track
- \( n \): Total number of SCGs with the mobilize coordinated finance and action window active at the end of a given fiscal year

**Reporting timeframe:** FY
Data required: (1) List of SCGs active at the end of a given fiscal year with information on their mobilize coordinated finance and action window. (2) Secretariat’s implementation rating for each SCG’s mobilize coordinated finance and action window active at the end of the given fiscal year, based on GA’s rating. Secretariat may change the rating if there is evidence supporting the change.

Data source: GPE grant tracking database on GPExchange; SCG annual monitoring reports

Type of disaggregation: PCFC (if a sufficiently large sample is available)

Interpretation: Higher values indicate better performance of the mobilize coordinated finance and action window.

Quality standards: All grant implementation ratings are quality assured, per grant monitoring standards, by the Secretariat.

Limitations: Secretariat may not have enough evidence to validate GA’s rating. There may be a few SCGs with progress reports submitted in the first years of GPE2025.
INDICATOR 11

Proportion of countries that implement GPE allocation-linked policy reforms in the equity, efficiency, and volume of domestic finance enabling factor as identified in their Partnership Compact

**Purpose:** The indicator tracks the effectiveness of the top-up portion of the System Transformation Grant (STG) as lever for reforms in the enabling factor of equity, efficiency, and volume of domestic finance.

**Definition:** The indicators pertain to achievement of triggers for the top-up portion of the STG in the GPE’s operating model’s equity, efficiency, and volume of domestic finance enabling factor. The enabling factor and its constructs are defined in the Draft Guide for Enabling Factors Analysis for GPE System Transformation Grants.

Triggers are the conditions required for the release of the top-up portion of the STG. Triggers for the top-up portion of the STG, where present, will be agreed as part of the GPE Board’s approval of the STG in each country or subnational entity. Not all countries will have a top-up portion to their STGs. All triggers for the top-up portion of the STG will be assessed together as part of the periodic or mid-term review of the Partnership Compact.

A country or subnational entity will be considered as implementing GPE-allocation linked reforms in an enabling factor if it achieves the triggers for more than 50% of the funds under the top-up portion of the STG that are linked to that enabling factor.

**Unit of measurement:** Percentage

**Calculation method:** For each country/subnational entity, identify if triggers were achieved for more than 50% of funds linked to the equity, efficiency, and volume of domestic finance enabling factor. The aggregate value is the number of countries/subnational entities with the triggers achieved for more than 50% of funds, divided by the total number of countries/subnational entities that completed a periodic review of their Partnership Compact and have triggers mapped, and multiplied by 100.

**Formula:**

**Country/subnational level**

\[ T_j = \begin{cases} 
1 & \text{if } \frac{F_T^j}{F_j} > 0.5 \\
0 & \text{otherwise} 
\end{cases} \]

where:

- \( T_j \) Trigger achieved for more than 50% of funds linked to equity, efficiency, and volume of the domestic finance enabling factor in country/subnational entity \( j \)
- \( F_T^j \) Amount of funds allocated to the achieved trigger linked to the equity, efficiency, and volume of domestic finance enabling factor in country/subnational entity \( j \)
- \( F_j \) Total amount of funds allocated to the trigger linked to the equity, efficiency, and volume of domestic finance enabling factor in country/subnational entity \( j \)

**Aggregate level**
\[ T = \frac{\sum_{j=1}^{n} T^j}{n} \]

where:

| \( T \) | Percentage of countries/subnational entities with trigger achieved for more than 50% of funds linked to the equity, efficiency, and volume of domestic finance enabling factor |
| \( T^j \) | Trigger achieved for more than 50% of funds linked to equity, efficiency, and volume of the domestic finance enabling factor in country/subnational entity \( j \) |
| \( n \) | Number of countries/subnational entities that completed a periodic or mid-term review of their Partnership Compact at any point before or during the given calendar fiscal year and had top-up triggers mapped to the gender responsive sector planning and monitoring enabling factor |

**Reporting timeframe:** FY. The indicator is calculated cumulatively since July 1, 2021.

**Data required:** (1) List of triggers and corresponding top-up amounts in the enabling factor for each eligible country/subnational entity at Board approval of STG stage. (2) List of triggers achieved in the enabling factor for each eligible country/subnational entity at the Partnership Compact periodic or mid-term review (link to be added) stage.

**Data source:** (1) Board decision documents on STG top-up triggers at STG approval. (2) Letter from the GPE Secretariat verifying achievement of STG top-up triggers from the Compact review.

**Types of disaggregation:** PCFC when a sufficiently large sample is available

**Interpretation:** A higher value means that more countries/subnational entities are successfully implementing GPE allocation-linked reforms in the enabling factor.

**Quality standards:** The achievement of the triggers is assessed based on means of verification that are approved by the Board in its decision on the STG.

**Limitations:** The implementation of GPE allocation-linked reforms may or may not be a result of the financial incentive provided by the top-up portion of the STG. The implementation of reforms could be influenced by broader country-level dynamics. Also, there could be a time lag between the achievement of a trigger and the publication of GPE Secretariat letter verifying the achievement.
**INDICATOR 12.i**

**Proportion of GPE grant funding aligned to national systems**

**Purpose:** The indicator assesses the extent of alignment of GPE funding with national systems, recognizing that alignment between external aid and countries’ systems is key in increasing effectiveness of development interventions and in strengthening national capacity.

**Definition:** Total amount of active Education Sector Program Implementation Grant (ESPIG) or System Transformation Grant (STG) funding that is aligned expressed as a percentage of total grant funding. An ESPIG/STG grant is considered aligned if it meets at least 7 out of 10 elements of alignment (across 7 dimensions) to national systems.

**Unit of measurement:** Percentage

**Calculation method:** At the grant-level, count the number of ESPIG/STG elements out of a total of 10 elements across 7 dimensions that are aligned to country systems:

<table>
<thead>
<tr>
<th>Dimension 1 - In relation to the ESP/TEP</th>
<th>Dimension 4 – In relation to procurement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 (On Plan)</strong> Is the GPE-funded program aligned with the Education Sector Plan?</td>
<td><strong>4.1 (On procurement)</strong> Are government procurement rules used? If yes, are they accompanied by exemptions/safeguard clauses?</td>
</tr>
<tr>
<td><strong>1.2 (On Plan)</strong> Are the projected expenditures of the program included in the multi-year forecast of the Ministry of Finance (medium-term expenditure framework)?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimension 2 - In relation to the national budget and parliament</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1 (On Budget)</strong> Is the project included (planned) in the national budget?</td>
</tr>
<tr>
<td><strong>2.2 (On parliament)</strong> Does the national annual budget show specific appropriations for the different planned expenditures (economic and/or functional classification of expenditure)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimension 3 - In relation to treasury</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1 (On treasury)</strong> Is the majority of the financing disbursed into: (a) the main revenue account of government, (b) a specific account at treasury, or, (c) a specific account at a commercial bank?</td>
</tr>
<tr>
<td><strong>3.2 (On treasury)</strong> Is the expenditure process (documents and signatures on commitment, payment orders, etc.) for the national budget used for the program expenditures? Do the national execution procedures include any exemptions or safeguard clauses for program expenditures (other documents and/or signatures)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimension 5 – In relation to accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.1 (On accounting)</strong> Is financial accounting integrated with the accounting systems used for the national budget? If not, are the accounting results subsequently incorporated into national accounting systems?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimension 6 – In relation to audit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1 (On auditing)</strong> Will the financial accounts be audited by the government’s independent auditor?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimension 7 – In relation to reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.1 (On reporting)</strong> Is the information on program execution included in the education sector plan implementation report? Is the report prepared by the Ministry of Education?</td>
</tr>
</tbody>
</table>

Based on the above scoring, at grant-level classify each active ESPIG/STG as aligned or not. The aggregate value is calculated by dividing the total volume of funding of aligned ESPIGs and STGs by the total volume of funding of ESPIGs and STGs and multiplying by 100.
**Formula:**

*Grant level*

\[ E_i^j = \begin{cases} 1 & \text{if element } i \text{ of ESPIG or STG} \text{ is aligned} \\ 0 & \text{otherwise} \end{cases} \]

\[ A^j = \begin{cases} 1 & \text{if } \sum_{i=1}^{10} E_i^j \geq 7 \\ 0 & \text{otherwise} \end{cases} \]

*Aggregate level*

\[ A = \frac{\sum_{j=1}^{n} (A^j \cdot V^j)}{\sum_{j=1}^{n} V^j} \times 100 \]

where:

| \( E_i^j \) | Element \( i \) of ESPIG or STG \( j \) is aligned to national system (if yes) |
| \( A^j \) | ESPIG \( j \) with 7 or more elements of alignment |

| \( A \) | Percentage of ESPIG and STG funding aligned to national system |
| \( A^j \) | ESPIG and STG \( j \) meets 7 or more elements of alignment |
| \( V^j \) | Total volume of funding in ESPIG and STG \( j \) |
| \( n \) | Total number of active ESPIGs and STGs |

**Reporting timeframe:** FY

**Data required:** Response to questions on 10 elements of alignment listed under calculation method.

**Data source:** ESPIG and STG Application Form

**Types of disaggregation:** PCFC

**Interpretation:** A high percentage of proportion of funds aligned indicates a high degree of alignment of the volume of grant funding, with DCPs basing support/funding modalities on the countries’ own operational systems, frameworks and procedures. Monitoring of alignment of GPE supported programs with national systems complements monitoring of harmonization between donors (see Indicator 12ii). The holistic approach to monitoring harmonization and alignment allows for better execution, planning and monitoring efforts both at the project and sector levels through ESPIGs and STGs as the main implementation mechanism.

**Quality standards:** All ESPIGs and STGs active in a given fiscal year should be considered regardless of whether: (a) they closed during the FY; and (b) whether they fall or not under the new GPE funding model. Alignment is analyzed and discussed during the quality assurance review process which allows a consistency check. Aligned grants that have a higher volume of funding get more weight compared to smaller grants because the proportion of grant funding aligned is being measured in the indicator rather than the proportion of grants that are aligned. Information on the number of grants aligned will be provided for references.
Limitations: Changes that could happen during grant implementation are not captured. This indicator is based on a desk review or ESPIG and STG application forms. Results can be influenced by the composition of active grants in a given fiscal year, specifically when grants vary in volume significantly.
INDICATOR 12.ii

Proportion of GPE grant funding using harmonized funding modalities

**Purpose:** The indicator assesses the extent of harmonization of external financing in DCPs, which is encouraged as a fundamental principle to enable more organized and effective interventions. It serves to measure progress towards improved harmonization of funding from GPE and its international partners around nationally owned education sector plans and country systems. This contributes to GPE’s country-level objective 2 to mobilize coordinated action and financing to enable transformative change.

**Definition:** Proportion of grant funding using harmonized funding modalities is defined as the total volume of funding of active ESPIGs and STGs using a co-financing modality, either project pooled or sector pooled mechanism, expressed as a percentage of the total volume of funding of active ESPIGs and STGs. Hence, co-financing modality details are presented below:

- **Project pooled** funding refers to funding coming from more than a single partner to support a common project.
- **Sector pooled** funding refers to a diverse group of grant or credit modalities with varying instruments and mechanisms to support implementation of a national education sector plan. The specificity for sector pooled funds is that multiple contributing partners deliver funds in a coordinated fashion to support implementation of the national education plan, or specific parts thereof. Sector pooled funding is ring-fenced for the education sector. Therefore, by definition, sector pooled funding is aligned to national systems.

**Unit of measurement:** Percentage

**Calculation method:** At grant-level, classify each active ESPIG/STG funding modality as co-financed or stand-alone. The aggregate value is calculated by dividing the total volume of funding of co-financed ESPIGs and STGs by the total volume of funding of ESPIGs and STGs and multiplying by 100.

**Formula:**

*Grant level*

\[
PP_j = \begin{cases} 
1 & \text{if ESPIG or STG } j \text{ has project pooled modality} \\
0 & \text{otherwise}
\end{cases}
\]

\[
SP_j = \begin{cases} 
1 & \text{if ESPIG or STG } j \text{ has sector pooled modality} \\
0 & \text{otherwise}
\end{cases}
\]

where:

- \( PP_j \) ESPIG or STG \( j \) is project pooled
- \( SP_j \) ESPIG or STG \( j \) is sector pooled

*Aggregate level*

\[
HF = \frac{\sum_{j=1}^{n}(PP_j * V_j) + \sum_{j=1}^{n}(SP_j * V_j)}{\sum_{j=1}^{n}V_j}
\]

where:

- \( HF \) Percentage of ESPIG and STG funding that are project pooled or sector pooled
- \( PP_j \) ESPIG or STG \( j \) is project pooled
- \( SP_j \) ESPIG or STG \( j \) is sector pooled
- \( V_j \) Volume of funding in ESPIG or STG \( j \)
**Reporting timeframe:** FY

**Data required:** Grant modality

**Data source:** ESPIG and STG Application Form

**Types of disaggregation:** PCFC

**Interpretation:** A high percentage of proportion of grant funding in co-financed modality indicates a high degree of harmonization of GPE funding with funding from other donors and/or international partners. While harmonization is typically recommended to create a space for dialogue and coordination, funding modalities should respond to different country needs, capacity and operating mechanisms of the entity supervising or managing the grant. Monitoring of harmonization between donors complements the monitoring of alignment of GPE supported programs with national systems (see Indicator 12i), two of the five fundamental principles outlined in the Paris Declaration on Aid Effectiveness.13 The holistic approach to monitoring harmonization and alignment allows for better execution, planning and monitoring efforts both at the project and sector levels through ESPIGs and STGs as the main implementation mechanism.

**Quality standards:** Grant modality in the application form should distinguish between project pooled, sector pooled and stand-alone funding, where this is not indicated in the project description, clarification from the GA is needed.

**Limitations:** Changes that could happen during grant implementation are not captured. Definitions of project and sector pooled funding can lack clarity and so classification of grants into these categories might not be fully accurate. Another limitation is that the indicator only measures harmonization with GPE funding and does not distinguish between sector pooled and project pooled.

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13 Five fundamental principles recognized in the *Paris Declaration on Aid Effectiveness* are Ownership, Alignment, Harmonization, Results, and Mutual Accountability.
INDICATOR 13.i

Proportion of countries that implement GPE allocation-linked policy reforms in the availability and use of data and evidence enabling factor as identified in their Partnership Compact

**Purpose:** The indicator tracks the effectiveness of the top-up portion of the System Transformation Grant (STG) as lever for reforms in the enabling factor of availability and use of data and evidence.

**Definition:** The indicators pertain to achievement of triggers for the top-up portion of the STG in the GPE operating model’s availability and use of data and evidence enabling factor. The enabling factor and its constructs are defined in the [Draft Guide for Enabling Factors Analysis for GPE System Transformation Grants](#).

Triggers are the conditions required for the release of the top-up portion of the STG. Triggers for the top-up portion of the STG, where present, will be agreed as part of the GPE Board’s approval of the STG in each country or subnational entity. Not all countries will have a top-up portion to their STGs. All triggers for the top-up portion of the STG will be assessed together as part of the periodic review or mid-term of the Partnership Compact.

A country or subnational entity will be considered as implementing GPE-allocation linked reforms in an enabling factor if it achieves the triggers for more than 50% of the funds under the top-up portion of the STG that are linked to that enabling factor.

**Unit of measurement:** Percentage

**Calculation method:** For each country/subnational entity, identify if triggers were achieved for more than 50% of funds linked to the availability and use of data and evidence enabling factor. The aggregate value is the number of countries/subnational entities with the triggers achieved for more than 50% of funds, divided by the total number of countries/subnational entities that completed a periodic review of their Partnership Compact and have triggers mapped, and multiplied by 100.

**Formula:**

**Country/subnational level**

\[ T^j = \begin{cases} 1 & \text{if } \frac{F^T_j}{F_j} > 0.5 \\ 0 & \text{otherwise} \end{cases} \]

where:

| \( T^j \) | Trigger achieved for more than 50% of funds linked to the availability and use of data and evidence enabling factor in country/subnational entity \( j \) |
| \( F^T_j \) | Amount of funds allocated to the achieved trigger linked to the availability and use of data and evidence enabling factor in country/subnational entity \( j \) |
| \( F_j \) | Total amount of funds allocated to the trigger linked to the availability and use of data and evidence enabling factor in country/subnational entity \( j \) |

**Aggregate level**

\[ T = \frac{\sum_{j=1}^{n} T^j}{n} \]
where:

<table>
<thead>
<tr>
<th>$T$</th>
<th>Percentage of countries/subnational entities with trigger achieved for more than 50% of funds linked to the availability and use of data and evidence enabling factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>$T_j$</td>
<td>Trigger achieved for more than 50% of funds linked to the availability and use of data and evidence enabling factor in country/subnational entity $j$</td>
</tr>
<tr>
<td>$n$</td>
<td>Number of countries/subnational entities that completed a periodic or mid-term review of their Partnership Compact at any point before or during the given calendar fiscal year and had top-up triggers mapped to the gender responsive sector planning and monitoring enabling factor</td>
</tr>
</tbody>
</table>

**Reporting timeframe:** FY. The indicator is calculated cumulatively since July 1, 2021.

**Data required:** (1) List of triggers and corresponding top-up amounts in the enabling factor for each eligible country/subnational entity at Board approval of STG stage. (2) List of triggers achieved in the enabling factor for each eligible country/subnational entity at the Partnership Compact periodic or mid-term review (link to be added) stage.

**Data source:** (1) Board decision documents on STG top-up triggers at STG approval. (2) Letter from the GPE Secretariat verifying achievement of STG top-up triggers from the Compact review.

**Types of disaggregation:** PCFC when a sufficiently large sample is available

**Interpretation:** A higher value means that more countries/subnational entities are successfully implementing GPE allocation-linked reforms in the enabling factor.

**Quality standards:** The achievement of the triggers is assessed based on means of verification that are approved by the Board in its decision on the STG.

**Limitations:** The implementation of GPE allocation-linked reforms may or may not be a result of the financial incentive provided by the top-up portion of the STG. The implementation of reforms could be influenced by broader country-level dynamics. Also, there could be a time lag between the achievement of a trigger and the publication of GPE Secretariat letter verifying the achievement.
INDICATOR 13.ii

Proportion of System Capacity Grants where activities under the adapt and learn for results at scale window are on track

**Purpose:** The indicator tracks whether System Capacity Grant (SCG) activities under the adapt and learn for results at scale window are being implemented as planned.

**Definition:** Please see the GPE operational guidelines for a description of the System Capacity Grant (interim).

The adapt and learn for results at scale window is on track if it is rated 'moderately satisfactory' or better in terms of implementation of activities in the SCG annual monitoring report (link to be included). Secretariat may change the rating if there is evidence supporting the change (e.g., mission report, aide-memoires, email exchanges).

**Unit of measurement:** Percentage

**Calculation method:** For each SCG, identify if the implementation of activities under adapt and learn for results at scale window was rated moderately satisfactory or better. The aggregate value is the number of SCG with the implementation of activities under the adapt and learn for results at scale window rated moderately satisfactory or better, divided by the total number of SCGs with the adapt and learn for results at scale window active at the end of a given fiscal year, and multiplied by 100.

**Formula:**

**Grant level**

\[ W_j = \begin{cases} 1 & \text{if } R_j \geq \text{moderately satisfactory} \\ 0 & \text{otherwise} \end{cases} \]

where:

- \( W_j \) SCG \( j \) with activities under the adapt and learn for results at scale window on-track
- \( R_j \) Rating of implementation of activities under the adapt and learn for results at scale window for SCG \( j \)
- MS Moderately satisfactory

**Aggregate level**

\[ W = \frac{\sum_{j=1}^{n} W_j}{n} \]

where:

- \( W \) Percentage of SCGs with activities under the adapt and learn for results at scale window on-track
- \( W_j \) SCG \( j \) with activities under the adapt and learn for results at scale window on-track
- \( n \) Total number of SCGs with the adapt and learn for results at scale window active at the end of a given fiscal year

**Reporting timeframe:** FY

**Data required:** (1) List of SCGs active at the end of a given fiscal year with information on their adapt
and learn for results at scale window. (2) Secretariat’s implementation rating for each SCG’s adapt and learn for results at scale window active at the end of the given fiscal year, based on GA’s rating. Secretariat may change the rating if there is evidence supporting the change.

**Data source:** GPE grant tracking database on GPExchange; SCG annual monitoring reports

**Type of disaggregation:** PCFC (if a sufficiently large sample is available)

**Interpretation:** Higher values indicate better performance of the adapt and learn for results at scale window.

**Quality standards:** All grant implementation ratings are quality assured, per grant monitoring standards, by the Secretariat.

**Limitations:** Secretariat may not have enough evidence to validate GA’s rating. There may be a few SCGs with progress reports submitted in the first years of GPE2025.
INDICATOR 14.i

Proportion of System Transformation Grants (a) meeting specific objectives during implementation (methodology to account for disbursement/utilization volume and progress towards objectives); (b) met objectives at completion (by priority area):

- PA1: Access
- PA2: Early learning
- PA3: Equity, efficiency, and volume of domestic finance
- PA4: Gender Equality
- PA5: Inclusion
- PA6: Learning
- PA7: Quality teaching
- PA8: Strong organizational capacity

Purpose: 14.i (a) tracks the implementation of System Transformation Grant (STG)/ Education Sector Program Implementation Grant/GPE Multiplier; hereafter, abbreviated as STG. The indicator monitors overall grant progress and progress by priority area. 14.i (b) tracks whether the STG met objectives at completion. Both indicator monitor completion status as overall and by priority area.

Definition: For description of the STG, see the GPE Draft Guide for Enabling Factors Analysis for GPE System Transformation Grants.

For 14.i(a), the STG’s overall implementation progress is on track if (1) the overall grant implementation status is rated as “moderately satisfactory” or better using GPE’s grant implementation monitoring standards, and (2) the fund utilization is rated as on track. For the utilization, it is rated on track if the proportion of grant period elapsed does not exceed the proportion of funds utilized by more than 25 percentage points at the end of the 4th quarter of that FY. Given different definitions of “utilization” applied among GAs, Secretariat may adjust utilization rating in the following scenario - when utilization data is in line with a submitted disbursement forecast, evidence suggests that the reported utilization amount is underestimated due to delay in claiming expenses at the country level or overestimated as the GA only reports on transfers to government and/or implementing partner.

To assess whether an STG is on track by GPE 2025 priority areas, the GPE Secretariat first manually maps each STG component and splits its amount to all relevant priority areas through GPE thematic coding exercise (add link to methodology and codebook ; once on GPE website). Meanwhile, all components are rated on the implementation status using GPE’s grant implementation monitoring standards. The rating received by a component applies to all relevant priority areas the component is mapped to. Therefore, under a priority area, there could be multiple components with their mapped grant amount and ratings. In a priority area, an STG will be considered on track if more than 50% of the total grant amount across components are rated as “moderately satisfactory” (link to STG monitoring guidelines to be added once available).

For 14.i(b), an STG met its overall objectives at completion if achievement of objectives (‘efficacy’) is rated “substantial” or better using GPE’s grant completion reporting standards.

To assess whether an STG met its objectives at completion by GPE 2025 priority areas, the GPE Secretariat first manually maps each STG component and splits amount to all relevant priority areas. Meanwhile, all components are rated on meeting objectives using GPE’s grant completion reporting
standards. The rating received by a component applies to all relevant priority areas the component is mapped to. Therefore, under a priority area, there could be multiple components with their mapped grant amount and ratings. In a priority area, an STG met its objectives if more than 50% of the total grant amount across components are rated as “substantial” or better (link to STG monitoring guidelines to be added once available).

**Unit of measurement:** Percentage

**Calculation method:**

**Formula:**

**Grant level**

14.i(a)

\[
STG^j_{imp,overall} = \begin{cases} 
1 & \text{if } R^j_{imp} \geq \text{moderately satisfactory}; \text{ and } U^j = \text{on track} \\
0 & \text{otherwise}
\end{cases}
\]

\[
STG^j_{imp,a} = \begin{cases} 
1 & \text{if } R^j_{imp,a} \geq \text{moderately satisfactory} \\
0 & \text{otherwise}
\end{cases}
\]

\[
STG^j_{imp,a} = \begin{cases} 
1 & \text{if } \frac{\sum_{k=1}^{n} (G^j_{a,k} \times STG^j_{imp,a})}{\sum_{k=1}^{n} G^j_{a,k}} > 0.5 \\
0 & \text{otherwise}
\end{cases}
\]

where:

<table>
<thead>
<tr>
<th>( STG^j_{imp,overall} )</th>
<th>STG ( j ) with the overall implementation progress on track</th>
</tr>
</thead>
<tbody>
<tr>
<td>( R^j_{imp} )</td>
<td>Rating of STG ( j ) on overall grant implementation</td>
</tr>
<tr>
<td>( U^j )</td>
<td>Rating of STG ( j ) on fund utilization</td>
</tr>
<tr>
<td>( STG^j_{imp,a} )</td>
<td>In priority area ( a ), STG ( j ) component ( k ) has implementation progress on track</td>
</tr>
<tr>
<td>( R^j_{imp,a} )</td>
<td>In priority area ( a ), rating of STG ( j ) component ( k ) on implementation progress</td>
</tr>
<tr>
<td>( STG^j_{cmpl,a} )</td>
<td>STG ( j ) with the implementation progress on track in priority area ( a )</td>
</tr>
<tr>
<td>( G^j_{a,k} )</td>
<td>STG ( j ) component ( k ) grant amount mapped to priority area ( a )</td>
</tr>
<tr>
<td>( n )</td>
<td>Number of components under STG ( j )</td>
</tr>
</tbody>
</table>

14.i(b)

\[
STG^j_{cmpl,overall} = \begin{cases} 
1 & \text{if } R^j_{cmpl} \geq \text{substantial} \\
0 & \text{otherwise}
\end{cases}
\]

\[
STG^j_{cmpl,a} = \begin{cases} 
1 & \text{if } R^j_{cmpl,a} \geq \text{substantial} \\
0 & \text{otherwise}
\end{cases}
\]
\[ STG_{\text{compl},a}^j = \begin{cases} 1 & \text{if} \quad \frac{\sum_{k=1}^{n} (G_a^j * STG_{\text{compl},a}^{j,k})}{\sum_{k=1}^{n} G_a^j} > 0.5 \\ 0 & \text{otherwise} \end{cases} \]

where:

<table>
<thead>
<tr>
<th>STG_{\text{compl},overall}^j</th>
<th>STG j met the overall objectives at completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>R_{\text{compl},a}^j</td>
<td>Rating of STG j on achievement of objectives</td>
</tr>
<tr>
<td>STG_{\text{compl},a}^{j,k}</td>
<td>In priority area ( a ), STG j component ( k ) met its objectives at completion</td>
</tr>
<tr>
<td>R_{\text{compl},a}^{j,k}</td>
<td>In priority area ( a ), rating of STG j component ( k ) on achievement of objectives</td>
</tr>
<tr>
<td>STG_{\text{compl},a}^j</td>
<td>STG j met the objectives at completion in priority area ( a )</td>
</tr>
<tr>
<td>( G_a^j )</td>
<td>STG j component ( k ) grant amount mapped to priority area ( a )</td>
</tr>
<tr>
<td>( n )</td>
<td>Number of components under STG j</td>
</tr>
</tbody>
</table>

**Aggregate level**

14.i(a)

\[ STG_{\text{imp,overall}} = \frac{\sum_{j=1}^{N_{\text{active}}} STG_{\text{imp,overall}}^j}{N_{\text{active}}} \]

\[ STG_{\text{imp,}a} = \frac{\sum_{j=1}^{N_{\text{active}}} STG_{\text{imp,}a}^j}{N_{\text{active},a}} \]

where:

<table>
<thead>
<tr>
<th>STG_{\text{imp,overall}}</th>
<th>Proportion of STGs with the overall implementation progress on track</th>
</tr>
</thead>
<tbody>
<tr>
<td>STG_{\text{imp,overall}}^j</td>
<td>STG j with the overall implementation progress on track</td>
</tr>
<tr>
<td>( N_{\text{active}} )</td>
<td>Total number of active STGs at the end of the fiscal year</td>
</tr>
<tr>
<td>STG_{\text{imp,}a}</td>
<td>Proportion of STGs with the overall implementation progress on track in priority area ( a )</td>
</tr>
<tr>
<td>STG_{\text{imp,}a}^j</td>
<td>STG j with the implementation progress on track in priority area ( a )</td>
</tr>
<tr>
<td>( N_{\text{active},a} )</td>
<td>Total number of active STGs at the end of the fiscal year in priority area ( a )</td>
</tr>
</tbody>
</table>

14.i(b)

\[ STG_{\text{compl,overall}} = \frac{\sum_{j=1}^{N_{\text{closed}}} STG_{\text{compl,overall}}^j}{N_{\text{closed}}} \]

\[ STG_{\text{compl,}a} = \frac{\sum_{j=1}^{N_{\text{closed}}} STG_{\text{compl,}a}^j}{N_{\text{closed},a}} \]

where:

<table>
<thead>
<tr>
<th>STG_{\text{compl,overall}}</th>
<th>Proportion of STGs met the overall objectives at completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>STG_{\text{compl,overall}}^j</td>
<td>STG j met the overall objectives at completion</td>
</tr>
<tr>
<td>( N_{\text{closed}} )</td>
<td>Total number of STGs submitted completion report during the fiscal year</td>
</tr>
</tbody>
</table>
\[
\begin{array}{|c|l|}
\hline
STG_{\text{cmpl},a} & \text{Proportion of STGs met the overall objectives at completion in priority area } a \\
STG_{j,\text{cmpl},a} & \text{STG } j \text{ met the objectives at completion in priority area } a \\
N_{\text{closed},a} & \text{Total number of STGs submitted completion report during the fiscal year in priority area } a \\
\hline
\end{array}
\]

**Reporting timeframe:** FY

**Data required:** (1) List of STGs active at the end of the fiscal year with at least one progress report submitted to the Secretariat. (2) List of STGs that submitted completion report during the fiscal year. (3) Implementation/completion rating for overall grant and by component, based on GA’s rating included in the progress/completion report. (4) Coding/costing data mapping STG components to GPE 2025 priority areas. (5) Utilization data for STGs active at the end of the fiscal year.

**Data source:** (1) GPE grant tracking database on GPExchange. (2) STG implementation monitoring reports. (3) STG completion reports. (4) Grant coding/costing database. (5) STG utilization data reporting.

**Types of disaggregation:** PCFC when a sufficiently large sample is available

**Interpretation:** Higher values indicate better grant performance, for indicator 14.i(a), with respect to progress towards objectives overall and in the 8 priority areas, and overall utilization; and, for indicator 14.i(b), with respect to the achievement of objectives overall and in the 8 priority areas.

**Quality standards:** Secretariat may adjust GA’s rating, if there is evidence supporting the change (e.g., mission reports, Aide-Memoires, and exchanges of emails).

**Limitations:** Secretariat may not have enough evidence to validate GA’s rating. Utilization data provided by GA is diverse, and not always reports on actual expenditure. Implementation rating may be positively affected by extensions. Current utilization rating doesn’t capture low utilization during first year(s) of implementation.
INDICATOR 14.ii

Proportion of grants with a Girls' Education Accelerator component where the Girls' Education Accelerator-funded component met its objective at completion

Under development
INDICATOR 15

Number of cases with KIX mechanisms contributing to strengthening knowledge and skills in GPE Partner Countries

Purpose: The indicator measures the contribution of GPE Knowledge and Innovation Exchange (KIX) mechanisms to strengthening knowledge and skills, including those related to gender, equity and social inclusion (GESI), of educational stakeholders in GPE Partner Countries to improve their education policies and national education systems.

KIX aims for two sets of boundary partners to influence and bring about change: country representatives and stakeholders supported by global and regional grant projects. Country Representatives consist of five people, including three from the Ministry of Education and two from the Local Education Group. The Ministry of Education is requested to lead a process with the LEG - or equivalent policy body - to nominate a group of up to five stakeholders to represent their country in the Regional Hub. In addition, there may be other education stakeholders that Regional Learning Partners (RLPs) work to support and influence, and the monitoring tools can also capture similar changes. KIX also funds global and regional projects that conduct applied research for scaling promising or proven innovations addressing GPE Partner Countries’ education priorities.

Definition: In the KIX Results Framework (RF), number of distinct outcome cases in areas of:

- country representatives reporting new knowledge and skills, including those related to GESI (KIX RF indicator 3.2.1)
- country representatives identifying new policy and practice options, including those related to GESI (KIX RF indicator 3.3.1)
- education stakeholders involved in global and regional grant projects reporting new knowledge and skills substantiated by the grantee projects, including those related to GESI (KIX RF indicator 3.7.1)

At the immediate level in the KIX RF, an outcome case is a narrative summary of an observed or reported use of knowledge, a half-one-page document including a description of the change, significance, and contribution from the program. Note that "significance" is a subjective assessment and will mean something different for each context.

Unit of measurement: Number of distinct outcome cases (cumulative)

Calculation method: At the country level, count the total number of distinct outcome cases with KIX mechanisms (i), (ii) or (iii) (see definition above). Distinct outcome cases attributable to the same KIX mechanisms are mutually exclusive in the outcomes described. The aggregate value is calculated by counting all the distinct outcome cases across GPE Partner Countries.

Formula:

\[ N^j = \sum_{i=1}^{C_i^j} \]

where:
Number of distinct outcome cases with KIX mechanisms (KIX RF indicators 3.2.1, 3.3.1 or 3.7.1) in country \( j \)

A distinct outcome case \( i \) with KIX mechanisms (KIX RF indicators 3.2.1, 3.3.1 or 3.7.1) in country \( j \)

Aggregate level

\[
N = \sum_{i=1}^{C_i} C_i
\]

where:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>( N )</td>
<td>Total number of distinct outcome cases with KIX mechanisms (KIX RF indicators 3.2.1, 3.3.1 or 3.7.1)</td>
</tr>
<tr>
<td>( C_i )</td>
<td>A distinct outcome case ( i ) with KIX mechanisms (KIX RF indicators 3.2.1, 3.3.1 or 3.7.1)</td>
</tr>
</tbody>
</table>

Reporting timeframe: International Development Research Center (IDRC) FY, which is between April 1 and March 31. Data collection is on an annual basis.

Data required: Number of outcome cases by KIX knowledge and skills, including scaling of innovations from KIX-funded projects.

Data source: KIX Results Framework (indicators 3.2.1, 3.3.1, and 3.7.1 of KIX RF).

Types of disaggregation: By GESI

Interpretation: The indicator is meant to be interpreted as capturing whether knowledge and skills—which country representatives report through learning exchanges/involvement in KIX-related activities—are used to improve their national education systems. Higher values over time suggest GPE KIX’s greater success in building a stronger Partnership through the exchange of knowledge, innovation, and good practices and having an influence on strengthening knowledge and skills in GPE Partner Countries.

Quality standards: IDRC maintains a database on KIX’s RF results. Before including any data point, it is reviewed by technical focal points at IDRC to check for consistency and overall data quality. The review is based on a set of objective criteria defined by IDRC to ensure that only the most recent and reliable information are included in the databases.

Limitations: i) It is KIX’s self-reported indicator. ii) The indicator interpretation assumes one or more of the following: that country representatives (voluntary) will dedicate time, effort and real interest to hubs.; that education stakeholders are willing to actively engage; and, that country representatives hold influence and authority in educational networks/groups in their respective countries which allows them to mobilize new knowledge and skills gained through the participation in KIX’s hub activities.
INDICATOR 16.1

Number of GPE countries benefiting from newly mobilized strategic partnerships

Under development
INDICATOR 16.ii

Proportion of GPE-mobilized strategic capabilities that meet their objectives

Under development
**INDICATOR 16.iii**

**Additional co-financing leveraged through innovative GPE financing mechanisms**

**Purpose:** To measure and report the amount of co-financing mobilized by the different innovative mechanisms that include the Multiplier, Debt2Ed, GPE Match, and Frontloaded Co-financing. Although Debt2Ed, Match, and Frontloading are all frontends to the Multiplier mechanism, they vary in their design/incentive/ability to attract external finance. Therefore, it is useful to treat them as separate mechanisms for the purpose of tracking the amount of finance mobilized by each instrument.

**Definition:** The indicator measures the amount of additional co-financed mobilized through the different innovative GPE financing mechanisms. The external funding mobilized should align to the needs of the education sector and activities under implementation or planned to be implemented by national authorities and international partners. The relevant mechanisms included are the Multiplier, Debt2Ed, GPE Match, Enhanced Convening, and Frontloaded Co-financing. These mechanisms, other than the Multiplier, are still in development. For the Multiplier, the co-financing is the new and additional external funding mobilized by the instrument.

A country needs to mobilize at least US$ 3 in new external funding for every US$ 1 it accesses from its Multiplier allocation. Amongst other criteria, the external funding mobilized must meet the requirements of additionality, debt-sustainability and co-financing. Additionality means the external funding is unlikely to have been mobilized or mobilized as quickly in the absence of the multiplier. Debt-sustainability means the funding, if mobilized as a loan (for example, IDA), is consistent with the IMF’s Debt Limits Policy and/or the World Bank Group’s Sustainable Development Finance Policy, as applicable.

Co-financing means the external funding mobilized is channelled through the same program and through the same modality as GPE funding, through a common funding mechanism like a pooled fund, or aligned with the GPE-funded program. In the multiplier application process, the Expression of Interest (EOI) reviews and Quality Assurance Reviews (QARs) verify that the requirements are met. The co-finance mobilized is reported at the EOI stage and confirmed at the Final Readiness Review or equivalent stage of grant QAR.

**Unit of measurement:** Number cumulative (US$)

**Calculation method:** For each innovative GPE financing mechanism, sum the amount of mobilized co-financing reported in US dollars in the FY and cumulatively by the FY. The aggregate value is calculated by adding up the total co-financed mobilized across innovative GPE financing mechanisms in US dollars in the FY and cumulatively by the FY.

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14 As part of GPE’s new operating model, in addition to the Multiplier, new initiatives being launched include 1) **GPE Match** which enables foundations and private sector partners to help countries access their Multiplier grant with a ratio of 1:1. Their contributions are “matched” by GPE funds at a higher rate of US$ 1 in Multiplier resources for each US$ 1 of partner’s resources. Approved partners can mobilize the Multiplier through finance and in-kind contributions. 2) **Debt2Ed** which will be debt forgiveness with the stipulation that funding that would have been spent on debt service should be invested in education, 3) **Updated sector level requirements** to access any GPE funding, including the Multiplier financing, have been expanded from three to four areas and will be assessed in a more nuanced, context-specific manner: i) equity, efficiency, and volume of domestic finance (ii) sector planning, policy, and monitoring (iii) data and evidence (iv) sector coordination. However, these initiatives have not yet been rolled out and operational details are being developed.

15 External funding could come from many sources, like concessional lending from a development bank (e.g., IDA or IBRD), grants from a bilateral partner (e.g., DFID), or grants from a private foundation or other source.
**Formula:**

*Innovative GPE financing mechanism level*

\[
FYAI\!FM_i, \\
CUMAIFM_i
\]

where:

<table>
<thead>
<tr>
<th>FYAI!FM_!i</th>
<th>Amount (US $) of reported co-financing mobilized by mechanism (i) in the FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUMAIFM_!i</td>
<td>Amount (US $) of reported co-financing mobilized by mechanism (i) cumulatively by the FY</td>
</tr>
</tbody>
</table>

**Aggregate level**

\[
FYAI\!FM = \sum_{i=1}^{5} FYAI\!FM_i \\
CUMAIFM = \sum_{i=1}^{5} CUMAIFM_i
\]

where:

<table>
<thead>
<tr>
<th>FYAI!FM</th>
<th>Amount (US $) of reported co-financing mobilized by all mechanisms in the FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYAI!FM_!i</td>
<td>Amount (US $) of reported co-financing mobilized by mechanism (i) in the FY</td>
</tr>
<tr>
<td>CUMAIFM</td>
<td>Amount (US $) of reported co-financing mobilized by all mechanisms cumulatively by the FY</td>
</tr>
<tr>
<td>CUMAIFM_!i</td>
<td>Amount (US $) of reported co-financing mobilized by mechanism (i) cumulatively by the FY</td>
</tr>
</tbody>
</table>

**Reporting timeframe:** FY

**Data required:** Grant reports with additional co-financing leveraged through innovative GPE financing mechanisms

**Data source:** Innovative financing data base or GPE Pipeline (GPExchange) data (i.e. Multiplier, Debt2Ed, GPE Match, Enhanced Convening, and Frontloaded Co-financing application data base)

**Types of disaggregation:** By innovative GPE financing mechanisms, Multiplier, Debt2Ed, GPE Match, Enhanced Convening, and Frontloaded Co-financing.

**Interpretation:** Increasing values over time reflect progress made by GPE in unlocking additional amounts of co-financing and further investments into education through innovative GPE financing mechanisms. Such data should be complemented with an analysis of each type of mechanism.

**Quality standards:** The indicator distinguishes the co-financing through Debt2Ed, Match, Frontloading and Multiplier mechanism. This is important because the mechanisms differ in their design and therefore ability to mobilize external funding.

**Limitations:** With the exception of the Multiplier, data for the indicator will be available in 2022 for all the other innovative mechanisms. Only overall milestones and targets are defined; this was not possible at the co-financing mechanism level.
INDICATOR 17

Number of countries where civil society in Education Out Loud (EOL) funded projects has influenced education planning, policy dialogue and monitoring

**Purpose:** A high value suggests EOL effectively engages in opportunities to work collectively and collaboratively with partners and allies to raise awareness, discuss challenges and solutions, and advocate for increased domestic and international financing, better policies, planning, monitoring and results in the education sector.

**Definition:** Number of those countries that have registered significant changes in number of education policies— including in their financing and delivery in practice – with changes that are influenced by EOL grantees. Changes are defined as changes reached with the influence of the national education coalitions, its individual members and other EOL grantees for increasing the universal right to education in national, regional, local laws and policies; education plans, curricula, methodologies; teachers’ skills; education public administration; up-take of students, and the like. Changes are counted in the following documents:

- New or improved laws
- Policy documents
- Public education budgets
- Public education sector reform documents
- Curricula
- Education programs
- Uptake logs
- Other documents

**Unit of measurement:** Number of eligible countries (cumulative)

**Calculation method:** For each country, identify the number of new/improved policies approved in this reporting period that EOL grantees have participated in and influenced the process. That is, identify and count the number of documented changes in education policies where changes are influenced by EOL grantees for a country. Then assess if the number of documented changes is significant (1 or more in number) at the country level. The aggregate value is calculated by adding up the number of countries with documented changes that are significant.

**Formula:**

*Document level*

\[
Doc^j_i = \begin{cases} 
1 & \text{if the change is influenced by EOL grantees} \\
0 & \text{otherwise} 
\end{cases}
\]

where:

- \( Doc^j_i \) Document \( i \) with change in education policies influenced by EOL grantees for country \( j \)

*Country level*

\[
Change^j = \begin{cases} 
1 & \text{if } \sum_{i=1}^{\text{Doc}^j_i} > 0 \\
0 & \text{otherwise} 
\end{cases}
\]
where:

<table>
<thead>
<tr>
<th>$Change^j$</th>
<th>Country $j$ has significant documented change in education policies influenced by EOL grantees</th>
</tr>
</thead>
<tbody>
<tr>
<td>$Doc^i$</td>
<td>Document $i$ with change in education policies influenced by EOL grantees for country $j$</td>
</tr>
</tbody>
</table>

Aggregate level

$$Change = \sum_{j=1}^{n} Change^j$$

where:

<table>
<thead>
<tr>
<th>$Change$</th>
<th>Number of countries with significant documented change in education policies influenced by EOL grantees</th>
</tr>
</thead>
<tbody>
<tr>
<td>$Change^j$</td>
<td>Country $j$ has significant documented change in education policies influenced by EOL grantees</td>
</tr>
<tr>
<td>$n$</td>
<td>Number of Eligible Countries with data available</td>
</tr>
</tbody>
</table>

Reporting timeframe: FY

Data required: List of countries; number of education policies with changes assessed due to EOL grantees by country.

Data source: [Indicator 1.3.2. of EOL Results Framework (RF)]

Types of disaggregation: PCFC.

Interpretation: At the end of the EOL project, education planning, policy dialogue and monitoring have been influenced by civil society in a significant number of countries in diverse regions. A high value suggests GPE (or EOL) effectively engages in opportunities to work collectively and collaboratively with partners and allies to raise awareness, discuss challenges and solutions, and advocate for increased domestic and international financing and better results in the education sector.

Quality standards: Oxfam IBIS maintains a database on EOL RF. Before including any data point, it is reviewed by technical focal points at Oxfam IBIS to check for consistency and overall data quality. The review is based on a set of objective criteria defined by Oxfam IBIS to ensure that the databases only include the most recent and reliable information. Data is available every 6, 12, 24 or 48 months.

Limitations: Assessment of whether a change in a particular document for a country is considered significant is subjective. Similarly, the assessment of whether a documented change in a given document for a country is attributable to EOL grantees’ influence is subjective because multiple factors could have influenced the particular change in policy. This may create a perception (or lack thereof) that a change in a country's policy or planning is due to EOL’s influence. It is also important to note that not all GPE member countries have EOL grantees.
INDICATOR 18

(i) Percentage and (ii) amounts of donor commitments fulfilled

**Purpose:** To monitor the payments made by GPE donors compared to what they have pledged to pay, cumulatively across years, as per their publicly announced pledges, as well as the absolute amount of payments. The data reflect both to what extent GPE donors, overall, follow up on their pledges to the Partnership and the financial capabilities of GPE.

**Definition:** Contributions from donors expressed as a percentage of the pledged funds and in absolute amount. Contributions are cumulative payments actually received by GPE, while pledges refer to the amounts pledged by donors at replenishment. A pledge would be donors publicly announced pledges, rather than the amount in their contribution agreements.

Note that the total amount pledged by donors for the strategy period will be subject to change when donors pledge duration extends beyond the strategy period, or there are potential additional contributions from donors during the strategy period.

**Unit of measurement:** Percentage (cumulative) and absolute amount (cumulative).

**Calculation method:** At the donor-level, determine each donor’s pledge weighted percentage for a given period (up to and including the actual reporting year) by converting, if necessary, the cumulative non-US$ pledges into US$ using the foreign exchange rate at the time of pledge, and dividing the cumulative pledge in US$ for each donor by the cumulative total amount pledged in US$ by all donors. Determine, thereafter, each donor’s payment percentage against pledge by dividing the donor’s cumulative actual payment in local currency by the cumulative pledge in local currency, and multiplying by 100. The aggregate value of donors’ payment percentage is calculated as the weighted average of the donors’ payment percentage against pledge using as weight the donor’s pledge weighted percentage.

**Formula:**

For donor level:

\[
P_i = \frac{Payment_i}{Pledge_i}\]

\[
% paid_i = \frac{paymentLoc_i}{pledgeLoc_i} \times 100
\]

where:

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(P_i)</td>
<td>Cumulative share of pledge paid by donor (i)</td>
</tr>
<tr>
<td>(Payment_i)</td>
<td>US$ (equivalent) of cumulative payment made by donor (i)</td>
</tr>
<tr>
<td>(Pledge_i)</td>
<td>US$ (equivalent) of cumulative pledge as per publicly announced pledge from donor (i)</td>
</tr>
<tr>
<td>(% paid_i)</td>
<td>Payment percentage against pledge of donor (i)</td>
</tr>
<tr>
<td>(paymentLoc_i)</td>
<td>Payment (cumulative) in local currency by donor (i)</td>
</tr>
<tr>
<td>(pledgeLoc_i)</td>
<td>Pledge (cumulative) in local currency by donor (i) as per publicly announced pledge</td>
</tr>
</tbody>
</table>
Aggregate level

\[ P = \frac{\sum_{i=1}^{n} (P_i \times Pledge_i)}{\sum_{i=1}^{n} Pledge_i} \]

where:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>( P )</td>
<td>Weighted cumulative share of pledge paid by donors</td>
</tr>
<tr>
<td>( P_i )</td>
<td>Cumulative share of pledge paid by donor ( i )</td>
</tr>
<tr>
<td>( Pledge_i )</td>
<td>US$ (equivalent) of cumulative pledge as per publicly announced pledge from donor ( i )</td>
</tr>
<tr>
<td>( Pledge )</td>
<td>US$ (equivalent) of cumulative pledge as per publicly announced pledge from all donors</td>
</tr>
<tr>
<td>( n )</td>
<td>Number of donors with data available</td>
</tr>
</tbody>
</table>

**Reporting timeframe:** FY

**Data required:** Publicly announced pledge amount; Cash Receipts Reports (receipts paid in by donors).

**Data source:** World Bank Trustee (SAP database)

**Types of disaggregation:** N/A

**Interpretation:** The percentage of donor funding fulfilled indicates the percentage of contributions pledged (to be paid over a given time frame) that were actually received cumulatively by GPE up to this time period. The indicator value throughout the pledge time frame is more meaningful because the amount of pledged funding received over the pledge time frame may not necessarily be evenly distributed across years in the given pledge’s time frame. Donors’ commitment to follow through with their obligations and provide the necessary financial means for the Partnership to support Partner Countries is reflected by high values measured for the duration of the pledge time period. Note that caution needs to be exercised in interpreting the indicator value when a donor’s pledge duration extends beyond the strategy period or there are potential additional contributions from donors.

**Quality standards:** (1) Matching of the payment received against the pledged amount to assess whether the donor is meeting their pledge shall be done in the pledging currency, since losses due to the conversion to the US dollar is beyond the donors’ control. (2) Setting milestones for the indicator will not be useful because the amount of pledged funding received over a pledge’s time frame might not necessarily be evenly distributed over the years in the given pledge’s time frame.

**Limitations:** The cumulative total amount pledged by donors or the target for the strategy period is subject to change due to donors’ pledge duration sometimes extending beyond the strategy period, and potential additional contributions from donors during the strategy period.