

# RESULTS FRAMEWORK 2025: METHODOLOGICAL TECHNICAL GUIDELINES

April 2024

## Contents

Abbreviations and Acronyms .....	ii
Introduction .....	1
Indicator 1 .....	4
Indicator 2 .....	7
Indicator 3.i.....	10
Indicator 3.li.....	13
Indicator 4.i.....	16
Indicator 4.li .....	19
Indicator 5.i.....	23
Indicator 5.li.....	26
Indicator 6 .....	31
Indicator 7.i.....	34
Indicator 7.li.....	37
Indicator 8.i.....	42
Indicator 8.li .....	45
Indicator 8.iii(a)(b).....	50
indicator 8.iii(c).....	54
Indicator 9. i .....	56
Indicator 9.li .....	59
Indicator 10.i.....	62
Indicator 10.li.....	65
Indicator 11.....	68
Indicator 12.i .....	71
Indicator 12.li.....	75
Indicator 13.i .....	78
Indicator 13.li.....	81
Indicator 14.i.....	84
Indicator 14.li.....	90
Indicator 15 .....	92
Indicator 16.i.....	95
Indicator 16.li.....	97
Indicator 16.lii.....	100
Indicator 17.....	104
Indicator 18 .....	107
ANNEXES .....	110
Annex A:.....	110
Annex B:.....	115

## ABBREVIATIONS AND ACRONYMS

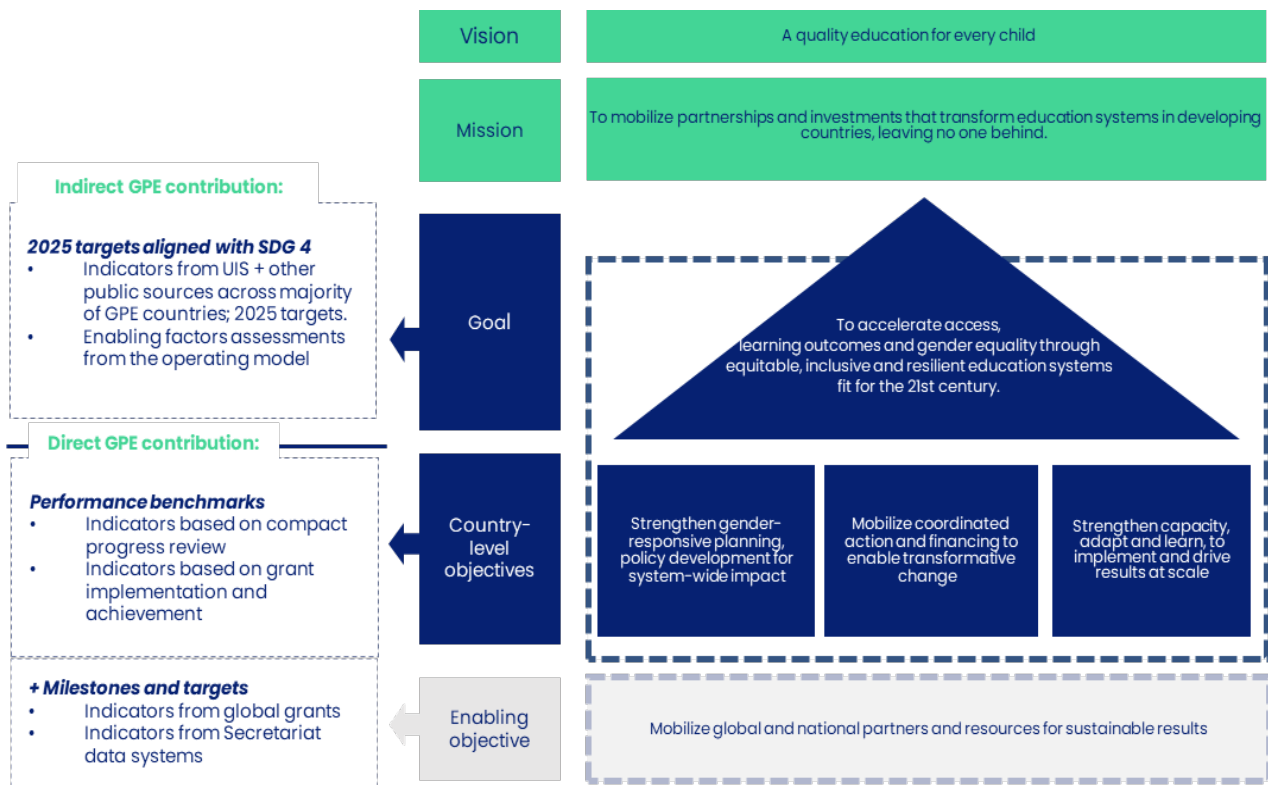
CSO	Civil Society Organization
CY	Calendar year
DHS	Demographic and Health Surveys
EOI	Expressions of Interest
EOL	Education Out Loud
ESP	Education sector plans
ESPIG	Education Sector Program Implementation Grant
FY	Fiscal year
GA	Grant Agent
GDP	Gross domestic product
GEA	Girls' Education Accelerator
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 IBIS	Oxfam Confederation Danish member
PASEC	Program for the Analysis of CONFEMEN Education Systems
PCFC	Partner countries affected by fragility and conflict
PILC	Performance, Impact, and Learning Committee
PIRLS	Progress in International Reading Literacy Study
PISA	Program for International Student Assessment
PPP	Purchasing power parity
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  
SCPT Strategic Capability Project Team  
SDG Sustainable Development Goals  
STG System transformation grant  
TA Teacher Association  
TEP Transitional Education Plans  
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 is 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. Indicators are grouped into 18 measurement areas and further disaggregated into relevant sub-indicators covering the different aspects and levels of the GPE 2025 strategic framework.

This document presents the methodological technical guidelines of the Results Framework's 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 countries<sup>1</sup> and sex for children and teachers), among others, as data availability allows. Indicators based on household survey data also include disaggregation by location and socio-economic status, where available. Implementation grant indicators include disaggregation by GPE priority areas.

Baseline values for indicators where data is available and applicable are present in the results framework. Calendar year<sup>2</sup> 2020 is the baseline and first year of reporting for goal sector-level Sustainable Development Goal (SDG) 4 and SDG 5 based indicators<sup>3</sup> and equivalent 2020 results framework indicators<sup>4</sup> for which data are available. Fiscal year<sup>5</sup> 2021 is the baseline year for country-level objectives; only indicators on alignment and harmonization<sup>6</sup> include a value, given equivalent 2020 results framework indicators for which data are available. Baseline values are not applicable for new results framework indicators where historical data are not available.

The GPE 2025 results framework distinguishes between a benchmark and a milestone. Performance benchmark or 'benchmark' apply to country-level objectives indicators for tracking implementation progress and achievement of objectives in GPE grants. Annual benchmarks for indicators related to compact<sup>7</sup> and grants<sup>8</sup> are set at 75 percent and 80 percent, respectively. Annual milestones apply to selected enabling objectives indicators<sup>9</sup>, given these indicators come from defined frameworks from GPE mechanisms: Education Out Loud, GPE Knowledge and Innovation Exchange (KIX), strategic capabilities and innovative financing.

As for targets, goal-level SDG 4 based indicators<sup>10</sup> include calendar year 2025 target values, where data are available. Indicators' overall targets are calculated by UNESCO

---

<sup>1</sup> 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.

<sup>2</sup> Calendar year = 1 January – 31 December

<sup>3</sup> Indicators 1, 2, 3i, 3ii, 5i, 6, 7i

<sup>4</sup> Indicators 4i, 8i, 8iic

<sup>5</sup> Fiscal year = 1 July – 30 June

<sup>6</sup> Indicators 12i, 12ii

<sup>7</sup> Indicators 9i, 10i, 11, 13i

<sup>8</sup> Indicators 9ii, 10ii, 13ii, 14i, 14ii

<sup>9</sup> Indicators 15, 16i, 16ii, 16iii, 17

<sup>10</sup> Indicators 2, 3i, 3ii, 6, 7i

Institute for Statistics (UIS) based on globally agreed SDG 4 2030 targets. Disaggregation by sex or others are not available. Target values are not applicable for country-level objectives indicators, and fiscal year 2014/26 targets apply for enabling objectives level indicators<sup>11</sup>.

In addition to Results Framework indicators, in the Annexes, methodological guidelines on indicator on number of equivalent children supported for a year of education by GPE financing is included. This indicator will be reported as ad-hoc data to GPE's Results Framework.

The [Results Framework Matrix](#) accompanies the Results Framework technical guidelines, which presents baselines, milestones, benchmarks, targets, and actual values, as available.

---

<sup>11</sup> Fiscal year 2026 target values apply for Indicators 16i, 16ii, 16iii, and 18, and fiscal year 2024 target values apply for Indicators 15 and 17.

## 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 4.2.5](#)<sup>12</sup>)

**Purpose:** The indicator measures government commitment to guaranteeing the right to free and/ or 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/ or 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/ or (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/ or 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/ or compulsory education divided by the total number of countries and multiplied by 100.

**Formula:**

*Country level*

$$PPFC^j = \begin{cases} 1 & \text{if } YF^j \geq 1 \text{ and/or } YC^j \geq 1 \\ 0 & \text{otherwise} \end{cases}$$

where:

---

<sup>12</sup> UNESCO Institute for Statistics. 2018. [“Metadata for the global and thematic indicators for the follow-up and review of SDG 4 and Education 2030.”](#) 33.



- $PPFC^j$  At least one year of free and / or compulsory pre-primary education  
 $YF^j$  Number of years of free pre-primary education (ISCED level 02)<sup>13</sup> in country **j**  
 $YC^j$  Number of years of compulsory pre-primary education (ISCED level 02) in

Aggregate level

$$PPFC = \frac{\sum_{j=1}^n PPFC^j}{n} * 100$$

where:

- $PPFC$  Percentage of countries with at least one year of free and/ or compulsory pre-primary education guaranteed  
 $PPFC^j$  At least one year of free and/ or 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. We will use the latest available data within the last four years, including the reporting year where available. For instance, in 2021, we will report the latest available data in 2021, 2020, 2019, or 2018.

**Data required:** Number of grades of pre-primary education which are (a) free from tuition fees and/ or (b) compulsory according to national legislation. If the number of grades is not specified, the age range in which education is (a) free and/ or (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

---

<sup>13</sup> 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.

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<sup>14</sup>)

**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.<sup>15</sup> 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.<sup>16</sup>

**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.

---

<sup>14</sup> UNESCO Institute for Statistics. 2018. [“Metadata for the global and thematic indicators for the follow-up and review of SDG 4 and Education 2030.”](#) 26.

<sup>15</sup> 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).

<sup>16</sup> 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.

**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 in country **j**

Aggregate level

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

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. We will use the latest available data within the last four years, including the reporting year where available. For instance, in 2021, we will report the latest available data in 2021, 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 3.1

### Completion rate of (a) primary education, (b) lower secondary education, (c) upper secondary education (SDG indicator 4.1.2<sup>17</sup>)<sup>18</sup>

**Purpose:** The indicator measures how many persons in each age group have completed the relevant level of education. By choosing an age group that is slightly older than the theoretical age group for completing each level of education, the indicator measures how many children and adolescents enter school more or less on time and progress through the education system without excessive delays.

**Definition:** Percentage of a cohort of children or young people aged 3–5 years above the intended age for the last grade of each level of education who have completed that grade.

The *intended age for the last grade* of each level of education 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. For example, if the official age of entry into primary education is 6 years, and if primary education has 6 grades, the intended age for the last grade of primary education is 11 years. In this case, 14–16 years ( $11 + 3 = 14$  and  $11 + 5 = 16$ ) would be the reference age group for the calculation of the primary completion rate.

**Unit of measurement:** Percentage

**Calculation method:** At the country level, calculate the number of persons in the relevant age group who have completed the last grade of the given level of education is expressed as a percentage of the total population (in the survey sample) of the same age group. As with attendance rates, individuals are assigned completion age groups based on actual or assumed age at the beginning of the school year.

The aggregate value is the average of the country-level completion rate of primary or lower/ upper secondary education, weighted by the population at the intended age for the last grade of primary or lower/ upper secondary education in each country.

---

<sup>17</sup> UNESCO Institute for Statistics. 2018. [“Metadata for the global and thematic indicators for the follow-up and review of SDG 4 and Education 2030.”](#) 14.

<sup>18</sup> A revision was made to incorporate completion rate instead of gross-intake ratio on April 23, 2024, following the review of the Results framework.

**Formula:**

Country level

$$CR_l^j = \frac{PC_{n,AG(a+3t5)}^j}{P_l^j} * 100$$

where:

- $CR_l^j$  Completion rate for level ***l*** (primary/lower/ upper secondary) education in country ***j***
- $PC_{n,AG(a+3t5)}^j$  Population aged 3 to 5 years above the official entrance age ***a*** into the last grade level ***l*** (primary/lower/ upper secondary) education who completed level ***l*** in country ***j***
- $P_l^j$  Population aged 3 to 5 years above the official entrance age ***a*** into the last grade level ***l*** (primary/lower secondary/ upper secondary)

Aggregate level

$$CR_l = \frac{\sum_{j=1}^n (CR_l^j * P_l^j)}{\sum_{j=1}^n P_l^j}$$

where:

- $CR_l$  Weighted average of completion rate of level ***l*** (primary/lower/ upper secondary) education
- $CR_l^j$  Completion rate for level ***l*** (primary/lower/ upper secondary) education in country ***j***
- $P_l^j$  Population aged 3 to 5 years above the official entrance age ***a*** into the last grade level ***l*** (primary/lower/ upper secondary)
- $n$  Number of partner countries with data available

**Reporting timeframe:** Data will be reported every calendar year. We will use the latest available data within the last six years, including the reporting year where available. For instance, in 2021, we will report the latest available data in 2021, 2020, 2019, 2018, 2017, or 2016.

**Data required:** Population in the relevant age group by the highest level of education

or grade completed; data on the structure (entrance age and duration) of each level of education. Data should also ideally be made available on the date of interview and month of birth to calculate the age at the beginning of the school year.

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

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

**Interpretation:** A high rate, near 100%, indicates that most or all children and adolescents have completed a level of education by the time they are 3 to 5 years older than the official age of entry into the last grade of the given level of education. The indicator shows the capacity of the education systems in GPE countries to provide primary or lower/upper secondary completion for the intended relevant age group.

**Quality standards:** Accurate data on the structure of the national education system and on educational attainment by single year of age are needed for calculating this indicator.

**Limitations:** (1) Education levels and grades reported in household surveys may not align with the country ISCED mappings, with implications for comparability. (2) Programme completion is typically determined using data on the highest grade completed and the official duration for the given level. As a result, individuals that complete a program corresponding to a given ISCED level that has a duration less than the official duration of that ISCED level are assumed to not have completed. (3) Changes in the official duration of education levels over time can prevent the accurate assessment of the completion status of older cohorts.



## 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<sup>19</sup>)

**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*

$$OOS_t^j = \frac{P_t^j - EN_t^j}{P_t^j} * 100$$

---

<sup>19</sup> UNESCO Institute for Statistics. 2018. [“Metadata for the global and thematic indicators for the follow-up and review of SDG 4 and Education 2030.”](#) 17. The indicator id changed to [4.1.4 in 2021](#).

where:

- $OOS_l^j$  Out-of-school rate for children at level ***l*** (primary/lower secondary/upper secondary) school age in country ***j***
- $EN_l^j$  Number of enrollment in the level ***l*** (primary/lower secondary/upper secondary) education at the official level ***l*** (primary/lower secondary/upper secondary) school age in country ***j***
- $P_l^j$  Population at official level ***l*** (primary/lower secondary/upper secondary) school age in country ***j***

Aggregate level

$$OOS_l = \frac{\sum_{j=1}^n (OOS_l^j * P_l^j)}{\sum_{j=1}^n P_l^j}$$

where:

- $OOS_l$  Weighted average of out-of-school rate for children at level ***l*** (primary/lower secondary/upper secondary) school age
- $OOS_l^j$  Out-of-school rate for children at level ***l*** (primary/lower secondary/upper secondary) school age in country ***j***
- $P_l^j$  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. We will use the latest available data within the last six years, including the reporting year where available. For instance, in 2021, we will report the latest available data in 2021, 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 4.1

### 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 year 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

$$EEShare_t^j = \frac{EEEX_t^j}{EGEX_t^j} * 100$$

$$CRITERIA_t^j = \begin{cases} 1 & \text{if } (EEShare_t^j < 20\% \text{ and } EEShare_t^j > EEShare_{t-1}^j) \text{ or } EEShare_t^j \geq 20\% \\ 0 & \text{otherwise} \end{cases}$$

where:

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

Aggregate level

$$CRITERIA_t = \frac{\sum_{j=1}^n CRITERIA_t^j}{n}$$

where:

$CRITERIA_t$	Percentage of partner countries/subnational entities that increased government expenditure on education or maintained sector spending at 20% or above in year <b>t</b>
$CRITERIA_t^j$	The share of government education expenditure in total government expenditure in country/subnational entity <b>j</b> in year <b>t</b> was (1) below 20% and greater than in reference year <b>t-1</b> or (2) at 20% or above
$n$	Number of partner countries/subnational entities with data available

**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**

**Purpose:** The indicator tracks system-wide progress in GPE countries/subnational entities on the equity, efficiency, and volume of domestic finance for education, which is a key enabling condition for system transformation in the GPE 2025 strategy.

**Definition:** These indicators pertain to system performance in one of the “enabling factors” of GPE’s operating model – equity, efficiency, and volume of domestic finance for education. The enabling factor and its constructs are defined in the [draft guide for enabling factors analysis for GPE system transformation grants](#).

For indicator 4.ii(a), the assessment of the enabling factor as a part of the partnership compact processes is submitted by the country/subnational entity to the GPE Secretariat and assessed by the Independent Technical Advisory Panel (ITAP). The Independent Technical Advisory Panel (ITAP) assesses the status of the enabling factors in a country based on evidence and using the country analysis to contextualize the assessment.

Indicator 4.ii(b) only applies to countries/subnational entities with partnership compact developed. Progress in the enabling factor through the periodic review of the partnership compact in each country/subnational entity is carried out and assessed by GPE Secretariat in coordination with the Local Education Group under government leadership. A country or subnational entity is “making progress” in the enabling factor if the assessment concludes that progress made against challenges with medium or high priority, as identified in the initial assessment of the enabling factor, is “moderately satisfactory” or better.

**Unit of measurement:** Percentage

**Calculation method:** For indicator 4.ii(a), at the country/subnational level, identify whether the enabling factor assessment has taken place and been assessed by the ITAP. The aggregate value is calculated by dividing the number of countries/subnational entities identified over the total number of partner countries/subnational entities and multiplying it by 100.

For indicator 4.ii(b), among countries/subnational entities conducted periodic reviews of the partnership compact within or before the calendar year under review, identify whether the progress against identified challenges in the enabling factor with a medium or high priority is “moderately satisfactory” or better. For the aggregate value, divide the number of countries/subnational entities rated “moderately satisfactory” or better over the total number of partner countries/subnational entities with partnership compact review conducted and multiply it by 100.

**Formula:**

Country/subnational level

$$Assessment^j = \begin{cases} 1 & \text{if country/subnational entity } j \text{ has the enabling factor} \\ & \text{assessed and validated by ITAP} \\ 0 & \text{Otherwise} \end{cases}$$

$$Progress^j = \begin{cases} 1 & \text{if country/subnational entity } j \text{ has moderately satisfactory} \\ & \text{or better rating on progress in the enabling factor} \\ 0 & \text{Otherwise} \end{cases}$$

where:

*Assessment<sup>j</sup>* The enabling factor assessment has taken place and has been assessed by the ITAP in country/subnational entity **j**

*Progress<sup>j</sup>* The review of partnership compact of country/subnational entity **j** rated progress in the enabling factor “moderately satisfactory” or better

Aggregate level

$$Assessment = \frac{\sum_{j=1}^n Assessment^j}{n} * 100$$

$$Progress = \frac{\sum_{j=1}^r Progress^j}{r} * 100$$

where:



<i>Assessment</i>	Percentage of countries/subnational entities with the enabling factor assessment taken place and assessed by the ITAP
<i>Assessment<sup>j</sup></i>	The enabling factor assessment has taken place and has been assessed by the ITAP in country/subnational entity <b>j</b>
<i>n</i>	Total number of partner countries (plus subnational entities, as applicable)
<i>Progress</i>	Percentage of countries/subnational entities with the progress in the enabling factor rated “moderately satisfactory” or better by the review of partnership compact
<i>Progress<sup>j</sup></i>	The review of partnership compact of country/subnational entity <b>j</b> rated progress in the enabling factor “moderately satisfactory” or better
<i>r</i>	Number of partner Countries/subnational entities that conducted periodic review of partnership compact

**Reporting timeframe:** FY. Part a is calculated cumulatively since January 1, 2021. Part b reflects progress on the number and type of countries assessed in a given year<sup>20</sup>.

**Data required:** For 4.ii(a), a list of countries or subnational entities, as applicable, with completed enabling factors assessments submitted to the GPE Secretariat and assessed by the ITAP. For 4.ii(b), country assessment ratings of progress in the enabling factors areas.

**Data source:** For 4.ii(a), final enabling factors assessment document after review by the ITAP. For 4.ii(b), partnership compact periodic review report.

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

**Interpretation:** For indicator 4.ii(a), a higher value means more countries are conducting assessments in the enabling factor as part of their partnership compact processes. For indicator 4.ii(b), a higher value implies that more countries are satisfactorily implementing reforms to address the challenges in the enabling factor area, which were prioritized at their initial assessments.

**Quality standards:** For indicator 4.ii(a), the assessment must be conducted by the ITAP. For indicator 4.ii(b), the Secretariat (country teams) will assess the completeness of the justification previously defined by the ITAP team and progress to the enabling

---

<sup>20</sup> A revision was made to the reporting period on April 23, 2024, following the review of the Results framework.

factor identified challenges.

**Limitations:** Indicator 4.ii(b) is based on the assessment performed by GPE Secretariat, and must be interpreted as such. Results only reflect progress on the number and type of countries assessed in a given year.

## INDICATOR 5.1

### 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

$$PM^j = \frac{NM^j}{PW^j} * 100$$

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

$$PM = \frac{\sum_{j=1}^n (PM^j * PW^j)}{\sum_{j=1}^n PW^j}$$

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. We will use the latest available data within the last six years, including the reporting year where available. For instance, in 2021, we will report the latest available data in 2021, 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**

**Purpose:** The indicator tracks system-wide progress in GPE countries/subnational entities on gender-responsive planning and monitoring, which is a key enabling condition for system transformation in the GPE 2025 strategy.

**Definition:** These indicators pertain to system performance in one of the “enabling factors” of GPE’s operating model – gender-responsive planning and monitoring. The enabling factor and its constructs are defined in the [draft guide for enabling factors analysis for GPE system transformation grants](#).

For indicator 5.ii(a), the assessment of the enabling factor as a part of the partnership compact processes is submitted by the country/subnational entity to the GPE Secretariat and assessed by the ITAP. The completeness check of the initial screening template as part of the ITAP assessment will verify the validity of responses to questions in the initial requirement assessment relevant to indicator 5.ii(c). The Independent Technical Advisory Panel (ITAP) assesses the status of the enabling factors in a country based on evidence and using the country analysis to contextualize the assessment.

Indicator 5.ii(b) only applies to countries/subnational entities with partnership compact developed. Progress in the enabling factor through the periodic review of the partnership compact in each country/subnational entity is carried out and assessed by GPE Secretariat in coordination with the Local Education Group under government leadership. A country or subnational entity is “making progress” in the enabling factor if the assessment concludes that progress made against challenges with medium or high priority, as identified in the initial assessment of the enabling factor, is “moderately satisfactory” or better.

Indicator 5.ii(c) only applies to the enabling factor on gender-responsive planning and monitoring.

**Unit of measurement:** Percentage

**Calculation method:** For indicator 5.ii(a), at the country/subnational level, identify whether the enabling factor assessment has taken place and been assessed by the ITAP. The aggregate value is calculated by dividing the number of countries/subnational entities identified over the total number of partner countries/subnational entities and multiplying it by 100.

For indicator 5.ii(b), among countries/subnational entities conducted periodic reviews of the partnership compact within or before the calendar year under review, identify whether the progress against identified challenges in the enabling factor with a medium or high priority is “moderately satisfactory” or better. For the aggregate value, divide the number of countries/subnational entities rated “moderately satisfactory” or better over the total number of partner countries/subnational entities with partnership compact review conducted and multiply it by 100.

For 5.ii(c), review the completeness check conducted by the Secretariat and identify whether it validated the existence of a legislative framework assuring the right to education for all children exists within the gender-responsive planning and monitoring enabling factor. Calculate the aggregate value by dividing the number of countries/subnational entities with the legislative framework over the total number of countries/subnational entities with enabling factor assessment conducted.

**Formula:**

Country/subnational level

$$Assessment^j = \begin{cases} 1 & \text{if country/subnational entity } j \text{ has the enabling factor} \\ & \text{assessed and validated by ITAP} \\ 0 & \text{Otherwise} \end{cases}$$

$$Progress^j = \begin{cases} 1 & \text{if country/subnational entity } j \text{ has moderately satisfactory} \\ & \text{or better rating on progress in the enabling factor} \\ 0 & \text{Otherwise} \end{cases}$$

$$Framework^j = \begin{cases} 1 & \text{if country/subnational entity } j \text{ with the enabling factor assessed has a} \\ & \text{legislative framework assuring the right to education for all children} \\ 0 & \text{Otherwise} \end{cases}$$

where:

*Assessment<sup>j</sup>* The enabling factor assessment has taken place and has been assessed by the ITAP in country/subnational entity **j**

*Progress<sup>j</sup>* The review of partnership compact of country/subnational entity **j** rated progress in the enabling factor “moderately satisfactory” or better

*Framework<sup>j</sup>* Country/subnational entity **j** with the enabling factor assessed has a legislative framework assuring the right to education for all children

Aggregate level

$$Assessment = \frac{\sum_{j=1}^n Assessment^j}{n} * 100$$

$$Progress = \frac{\sum_{j=1}^r Progress^j}{r} * 100$$

$$Framework = \frac{\sum_{j=1}^{Assessment} Framework^j}{\sum_{j=1}^n Assessment^j} * 100$$

where:

*Assessment* Percentage of countries/subnational entities with the enabling factor assessment taken place and assessed by the ITAP

*Assessment<sup>j</sup>* The enabling factor assessment has taken place and has been assessed by the ITAP in country/subnational entity **j**

*n* Total number of partner countries/subnational entities

*Progress* Percentage of countries/subnational entities with the progress in the enabling factor rated “moderately satisfactory” or better by the review of partnership compact

*Progress<sup>j</sup>* The review of partnership compact of country/subnational entity **j** rated progress in the enabling factor “moderately satisfactory” or better

*r* Number of partner countries/subnational entities that conducted periodic review of partnership compact



*Framework* Percentage of countries/subnational entities with the enabling factor assessment assessed having a legislative framework assuring the right to education for all children

*Framework<sup>j</sup>* Country/subnational entity *j* with the enabling factor assessed has a legislative framework assuring the right to education for all children

**Reporting timeframe:** FY. Part a and c are calculated cumulatively since January 1, 2021. Part b reflects progress on the number and type of countries assessed in a given year<sup>21</sup>.

**Data required:** For 5.ii(a), a list of countries or subnational entities, as applicable, with completed enabling factors assessments submitted to the GPE Secretariat and assessed by the ITAP. For 5.ii(b), country assessment ratings of progress in the enabling factors areas. For 5.ii(c), for the list of countries or subnational entities submitted for indicator 5.ii(a), information on the existence of a legislative framework assuring the right to education for all children.

**Data source:** For 5.ii(a), final enabling factors assessment documents after review by the ITAP. For 5.ii(b), partnership compact periodic review reports. For 5.ii(c), in the final enabling factors assessment documents, validated information by the Secretariat on legislative framework assuring the right to education for all children.

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

**Interpretation:** For indicator 5.ii(a), a higher value means more countries are conducting assessments in the enabling factor as part of their partnership compact processes. For indicator 5.ii(b), a higher value implies that more countries are satisfactorily implementing reforms to address the challenges in the enabling factor area, which were prioritized at their initial assessments. For indicator 5.ii(c), a higher value means that, among those that assessed gender-responsive planning and monitoring, more countries have a legislative framework assuring the right to education for all children as part of their partnership compact processes.

**Quality standards:** For indicator 5.ii(a), the assessment must be conducted by the ITAP. For indicator 5.ii(b), the Secretariat (country teams) will assess the completeness of the justification previously defined by the ITAP team and progress

---

<sup>21</sup> A revision was made to the reporting period on April 23, 2024, following the review of the Results framework.

to the enabling factor identified challenges. Indicator 5.ii(c) must be assessed by the ITAP through the completeness check.

**Limitations:** Indicator 5.ii(b) is based on the assessment by GPE Secretariat, and must be interpreted as such. Results only reflect progress on the number and type of countries assessed in a given year. Indicator 5.ii(c) only pertains to the existence of a legislative framework assuring the right to education for all children.

## 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<sup>22</sup>)**

**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*

$$MPL_{stg,s}^j = \frac{MP_{stg,s}^j}{P_{stg}^j} * 100$$

where:

---

<sup>22</sup> UNESCO Institute for Statistics. 2018. [“Metadata for the global and thematic indicators for the follow-up and review of SDG 4 and Education 2030.”](#) 5.

- $MPL_{stg,s}^j$  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/or young people at the education stage **stg** in country **j**

Aggregate level

$$MPL_{stg,s} = \frac{\sum_{j=1}^n (MPL_{stg,s}^j * P_{stg}^j)}{\sum_{j=1}^n P_{stg}^j}$$

where:

- $MPL_{stg,s}$  Weighted average percentage of children and/or young people at the education stage **stg** achieving or exceeding the pre-defined proficiency level in subject **s**
- $MPL_{stg,s}^j$  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**
- $P_{stg}^j$  Total number of in-school children and/or young people at the education stage **stg** in country **j**
- $n$  Number of partner countries with data available

**Reporting timeframe:** Data will be reported every calendar year, We will use the latest available data within the last six years, including the reporting year where available. For instance, in 2021, we will report the latest available data in 2021, 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 7.1

### 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<sup>23</sup>)

**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*

$$PTT_l^j = \frac{TT_l^j}{T_l^j} * 100$$

where:

$PTT_l^j$  Percentage of trained teachers at level  $l$  of education (pre-primary/primary/lower secondary/upper secondary) in country  $j$

---

<sup>23</sup> UNESCO Institute for Statistics. 2018. [“Metadata for the global and thematic indicators for the follow-up and review of SDG 4 and Education 2030.”](#) 95.

- $TT_l^j$  Number of trained teachers at level  $l$  of education (pre-primary/primary/lower secondary/upper secondary) in country  $j$
- $T_l^j$  Total number of teachers at level  $l$  of education (pre-primary/primary/lower secondary/upper secondary) in country  $j$

Aggregate level

$$PTT_l = \frac{\sum_{j=1}^n (PTT_l^j * T_l^j)}{\sum_{j=1}^n T_l^j}$$

where:

- $PTT_l$  Weighted average percentage of trained teachers at level  $l$  of education (pre-primary/primary/lower secondary/upper secondary)
- $PTT_l^j$  Percentage of trained teachers at level  $l$  of education (pre-primary/primary/lower secondary/upper secondary) in country  $j$
- $T_l^j$  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. We will use the latest available data within the last four years, including the reporting year where available. For instance, in 2021, we will report the latest available data in 2021, 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

**Purpose:** To measure the percentage of countries that have an assessment, as a measurement, of teaching quality at the pre-primary, primary, and/or secondary level of schooling based on a classroom observation tool that captures key domains of the teaching-learning interaction that help students learn (see definition).

Teachers play a key role in determining the quality of education provided in classrooms. Assessing teaching quality helps diagnose areas that need improvement and inform change to teaching practice, institutional supports, or policy design. A teaching quality assessment can help understand strengths and weaknesses in teacher knowledge and practice and identify teachers' attitudes and beliefs about learning and teaching. Such assessments can thus be useful for informing teacher practice and policy development. While measuring teacher quality through classroom observation does not necessarily ensure that findings are leveraged to improve teaching or policy, they are a useful step.

**Definition:** Percentage of countries where a teaching quality assessment has taken place at the pre-primary, primary, or secondary level of schooling within the last five years. Recognizing the complexities in measuring teaching quality and the different foci, factors, and policy areas that can be considered in such a measure, the scope of this indicator is limited to assessing key domains regarding the quantity and quality of teaching. While these factors, in part, cannot give a comprehensive picture of teaching quality on their own, they serve as a proxy for teaching quality in this indicator.

This indicator is based on classroom observation tools to assess teaching quality at the teacher level. A rubric to determine the quality of the teaching quality assessment considers four minimum criteria listed below:

1. Level of education: Focus on grades at (a)pre-primary, (b)primary, or (c)secondary education.
2. The classroom-based observation tool through teaching-learning interaction assesses the following key domains:

- (i) Quantity of teaching or instructional time: (a) time teachers spend on teaching and helping students learn, (b) teachers' attendance in their classes
  - (ii) Quality of teaching practice delivered in the classroom: the quality of teaching practice can be broken down to include one or more of the following areas: (a) teacher instruction, (b) pedagogical content knowledge, (c) classroom environment (whether it supports learning), (d) use of socioemotional skills in the classroom.
3. Representativeness: The assessment is representative nationally or at least at federated state/ region/ province/ its equivalent.
  4. Frequency of data collection with relevant endorsement: Assessment has been carried out at least once in the last five years and with the endorsement of the relevant authorities in the country.

**Unit of measurement:** Percentage

**Calculation method:** At the country level, the assessment of teaching quality can be classified into one of four levels of development or rigor as follows.

**Advanced**, where the assessment of teaching quality meets all four minimum criteria by:

1. covering more than one grade in at least one level of education: (a)pre-primary, (b)primary, and/or (c)secondary education.
2. assessing at least one area of (i) quantity of teaching or instructional time; and one area of (ii) quality of teaching practice delivered in the classroom.
3. representative nationally or at least at federated state/ region/ province/ its equivalent.
4. being carried out at least once in the last five years and with the endorsement of the relevant authorities in the country.

**Established**, where the assessment of teaching quality, not considered as advanced, meets all four minimum criteria by:

1. covering at least one grade in one level of education, (a)pre-primary, (b)primary, or (c)secondary education.
2. assessing at least one area of (i) quantity of teaching or instructional time; and/or one area of (ii) quality of teaching practice delivered in the classroom.
3. representative nationally or at least at federated state/ region/

province/ its equivalent.

4. being carried out at least once in the last five years and with the endorsement of the relevant authorities in the country

**Emerging**, where the assessment of teaching quality, not considered as advanced or established, partially meets the four minimum indicator criteria by:

1. covering at least one grade in one level of education, (a)pre-primary, (b)primary, or (c)secondary education.

And fails to meet all remaining three criteria<sup>24</sup> (criteria 2-4).

**Not reported**, where data or information to evidence an assessment of teaching quality through a classroom-based observation tool are not available.

At the aggregate level, take the sum of the number of countries which have had an assessment of teaching quality classified as established or advanced divided by the total number of GPE partner countries.

#### **Formula:**

##### Country level

*Teaching quality assessment\_advanced<sub>j</sub>* = 1 if country *j* has a teaching quality assessment that meets all four minimum criteria as advanced (see calculation section above), 0 otherwise

*Teaching quality assessment\_established<sub>j</sub>* = 1 if country *j* has a teaching quality assessment that meets all four minimum criteria as established (see calculation section above), 0 otherwise

*Teaching quality assessment\_emerging<sub>j</sub>* = 1 if country *j* has a teaching quality assessment that partially meets the four minimum criteria as emerging (see calculation section above), 0 otherwise

*Teaching quality assessment\_not reported<sub>j</sub>* = 1 if country *j* does not report on a teaching quality assessment or no data are available (see calculation section

---

<sup>24</sup> To the minimum as “Established” classification

above), 0 otherwise

for  $j = 1, \dots, n$ .

### Aggregate level

$$\text{Teaching quality assessment} = \sum_{j=1}^n \frac{\text{Teaching quality assessment}_{est_j} + \text{Teaching quality assessment}_{adv_j}}{n}$$

Where:

<i>Teaching quality assessment<sub>adv<sub>j</sub></sub></i>	Dummy representing if country <b>j</b> has a teaching quality assessment at the advanced level
<i>Teaching quality assessment<sub>est<sub>j</sub></sub></i>	Dummy representing if country <b>j</b> has a teaching quality assessment at the established level
<i>Teaching quality assessment</i>	Proportion of partner countries with a teaching quality assessment established or advanced
<i>n</i>	Number of partner countries.

**Reporting timeframe:** At least twice during GPE 2025 Results Framework.

**Data required:** Teaching quality assessments following the defined rubric (see definition)

**Data source:** GPE Secretariat (Documentation with relevant teaching quality information.)

**Types of disaggregation:** By PCFC.

**Interpretation:** The indicator will provide information on the extent to which assessments of teaching quality, through classroom-based observation tools, are being carried out throughout the GPE 2025 Strategy. A high value indicates that a larger number of partner countries assess quality of teaching in the classroom and are classified as established or advanced.

**Quality standards:** Assessment of teaching quality based on a classroom-based observation tool in a country with the aim to capture one or more aspects of the

teaching–learning interaction. Generally, classroom–based observation tools differ in whether they are low and/or high inference, inter–rater reliability, and ability to predict student outcomes. Qualitative notes will accompany the teaching quality assessment describing the purpose intended<sup>25</sup>, targeted audience<sup>26</sup>, sources, and potential limitations.

**Limitations:** The indicator at the country level conveys information on teaching quality broadly through the assessment of the quantity of teaching and quality of teaching practice delivered in the classroom. The comparability of teaching quality assessment results across countries will be limited. This is because the quality and content of classroom teaching delivery differ across countries and classroom contexts and because how quality teaching manifests in different settings may vary. The data collection is extended to five years, given that teaching assessments are unlikely to be conducted yearly or even regularly, similar to learning assessments.

---

<sup>25</sup> Purpose or intended use: Intended use is one or more of the following: (a) for diagnostic purposes (b) to inform teacher policies, (c) to measure progress over time, (d) to support improvement (e) to measure impact of an intervention.

<sup>26</sup> Target audience: Target audience includes one or more of the following: (a) policymakers, or (b) education practitioners, including schools' principals, administrators, including those in charge of monitoring school quality, development partners, and civil society.

## INDICATOR 8.1

### 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 once in the last four or six recent years, including the reporting year, 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 6 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 6 years*)
3. Primary Gross Enrollment Ratio (*yes if disaggregation by sex reported at least once in last 4 years*)
4. Gross Intake Rate to the last grade of primary education (*yes if disaggregation by sex reported at least once in last 4 years*)
5. Gross Intake Rate to the last grade of lower secondary education (*yes if disaggregation by sex reported at least once in last 4 years*)

#### **Service delivery indicators:**

6. Pupil-trained teacher ratio, Pre-primary (*yes if data reported at least once in last 4 years*)
7. Pupil-trained teacher ratio, Primary (*yes if data reported at least once in last 4 years*)
8. Pupil-trained teacher ratio, Secondary (*yes if data reported at least once in last 4 years*)
9. Number of teachers by teaching level, Primary (*yes if disaggregation by sex reported at least once in last 4 years*)

#### **Financing indicators:**

10. Government expenditure on education as % of GDP (*yes if data reported at least once in last 4 years*)
11. Government expenditure on education as % of total government expenditure (*yes if data reported at least once in last 4 years*)
12. Government expenditure on primary education as % of GDP (*yes if data reported at least once in last 4 years*)

**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 once in the last four or six most recent available years, including the reporting year (timeframe 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:**

Country level

$$RPTD^j = \begin{cases} 1 & \text{if } NIR^j \geq 10 \\ 0 & \text{otherwise} \end{cases}$$

where:

$RPTD^j$             At least 10 indicators reported by country **j**  
 $NIR^j$             Number of indicators reported by country **j**

Aggregate level

$$RPTD = \frac{\sum_{j=1}^n RPTD^j}{n} * 100$$

where:

$RPTD$             Percentage of countries reporting at least 10 indicators  
 $RPTD^j$             At least 10 indicators reported by country **j**  
 $n$                 Number of partner countries

**Reporting timeframe:** Data will be reported every calendar year. We will use the latest available data within at least once in the last four or six most recent years, including the reporting year where available (timeframe is noted in parentheses next to the indicator). For instance, in 2021, we will report the latest available data in 2021, 2020, 2019 or 2018.

**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 one-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**

**Purpose:** The indicator tracks system-wide progress in GPE countries/subnational entities on availability and use of data and evidence, which is a key enabling condition for system transformation in the GPE 2025 strategy.

**Definition:** These indicators pertain to system performance in one of the “enabling factors” of GPE’s operating model – availability and use of data and evidence. The enabling factors and its constructs are defined in the [draft guide for enabling factors analysis for GPE system transformation grants](#).

For indicator 8.ii(a), the assessment of the enabling factor as a part of the partnership compact processes is submitted by the country/subnational entity to the GPE Secretariat and assessed by the ITAP. The completeness check of the initial screening template as part of the ITAP assessment will verify the validity of responses to questions in the initial requirement assessment relevant to indicator 8.ii(c). The Independent Technical Advisory Panel (ITAP) assesses the status of the enabling factors in a country based on evidence and using the country analysis to contextualize the assessment.

Indicator 8.ii(b) only applies to countries/subnational entities with partnership compact developed. Progress in the enabling factor through the periodic review of the partnership compact in each country/subnational entity is carried out and assessed by GPE Secretariat in coordination with the Local Education Group under government leadership. A country or subnational entity is “making progress” in the enabling factor if the assessment concludes that progress made against challenges with medium or high priority, as identified in the initial assessment of the enabling factor, is “moderately satisfactory” or better.

Indicator 8.ii(c) only applies to the enabling factor on availability and use of data and evidence.

**Unit of measurement:** Percentage

**Calculation method:** For indicator 8.ii(a), at the country/subnational level, identify whether the enabling factor assessment has taken place and been assessed by the ITAP. The aggregate value is calculated by dividing the number of countries/subnational entities identified over the total number of partner countries/subnational entities and multiplying it by 100.

For indicator 8.ii(b), among countries/subnational entities conducted periodic reviews of the partnership compact within or before the calendar year under review, identify whether the progress against identified challenges in the enabling factor with a medium or high priority is “moderately satisfactory” or better. For the aggregate value, divide the number of countries/subnational entities rated “moderately satisfactory” or better over the total number of partner countries/subnational entities with partnership compact review conducted and multiply it by 100.

For 8.ii(c), review the completeness check conducted by the Secretariat and identify whether it validated that data reporting is disaggregated by children with disabilities within the availability and use of data and evidence enabling factor. Calculate the aggregate value by dividing the number of countries/subnational entities with disaggregated data reporting over the total number of countries/subnational entities with enabling factor assessment conducted.

**Formula:**

Country/subnational level

$$Assessment^j = \begin{cases} 1 & \text{if country/subnational entity } j \text{ has the enabling factor} \\ & \text{assessed and validated by ITAP} \\ 0 & \text{Otherwise} \end{cases}$$

$$Progress^j = \begin{cases} 1 & \text{if country/subnational entity } j \text{ has moderately satisfactory} \\ & \text{or better rating on progress in the enabling factor} \\ 0 & \text{Otherwise} \end{cases}$$

$$Report^j = \begin{cases} 1 & \text{if country/subnational entity } j \text{ with the enabling factor assessed} \\ & \text{reports data disaggregated by children with disabilities} \\ 0 & \text{Otherwise} \end{cases}$$

where:

- Assessment<sup>j</sup>* The enabling factor assessment has taken place and has been assessed by the ITAP in country/subnational entity **j**
- Progress<sup>j</sup>* The review of partnership compact of country/subnational entity **j** rated progress in the enabling factor “moderately satisfactory” or better
- Report<sup>j</sup>* Country/subnational entity **j** with the enabling factor assessed reports data disaggregated by children with disabilities

Aggregate level

$$Assessment = \frac{\sum_{j=1}^n Assessment^j}{n} * 100$$

$$Progress = \frac{\sum_{j=1}^r Progress^j}{r} * 100$$

$$Report = \frac{\sum_{j=1}^{Assessment} Report^j}{\sum_{j=1}^n Assessment^j} * 100$$

where:

- Assessment* Percentage of countries/subnational entities with the enabling factor assessment taken place and assessed by the ITAP
- Assessment<sup>j</sup>* The enabling factor assessment has taken place and has been assessed by the ITAP in country/subnational entity **j**
- n* Total number of partner countries/subnational entities
- Progress* Percentage of countries/subnational entities with the progress in the enabling factor rated “moderately satisfactory” or better by the review of partnership compact
- Progress<sup>j</sup>* The review of partnership compact of country/subnational entity **j** rated progress in the enabling factor “moderately satisfactory” or better
- r* Number of partner countries/subnational entities that conducted periodic review of partnership compact

*Report* Percentage of countries/subnational entities with the enabling factor assessment assessed reports data disaggregated by children with disabilities

*Report<sup>j</sup>* Country/subnational entity *j* with the enabling factor assessed reports data disaggregated by children with disabilities

**Reporting timeframe:** FY. Part a and c are calculated cumulatively since January 1, 2021. Part b reflects progress on the number and type of countries assessed in a given year<sup>27</sup>.

**Data required:** For 8.ii(a), a list of countries or subnational entities, as applicable, with completed enabling factors assessments submitted to the GPE Secretariat and assessed by the ITAP. For 8.ii(b), country assessment ratings of progress in the enabling factors areas. For 8.ii(c), for the list of countries or subnational entities submitted for indicator 8.ii(a), information on whether data reporting is disaggregated by children with disabilities.

**Data source:** For 8.ii(a), final enabling factors assessment documents after review by the ITAP. For 8.ii(b), partnership compact periodic review report. For 8.ii(c), in the final enabling factors assessment documents, information on whether data reporting is disaggregated by children with disabilities.

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

**Interpretation:** For indicator 8.ii(a), a higher value means more countries are conducting assessments in the enabling factor as part of their partnership compact processes. For indicator 8.ii(b), a higher value implies that more countries are satisfactorily implementing reforms to address the challenges in the enabling factor area, which were prioritized at their initial assessments. For indicator 8.ii(c), a higher value means that, among those that assessed gender-responsive planning and monitoring, more countries report data disaggregated by children with disabilities as part of their partnership compact processes.

**Quality standards:** For indicator 8.ii(a), the assessment must be conducted by the ITAP. For indicator 8.ii(b), the Secretariat (country teams) will assess the completeness of the justification previously defined by the ITAP team and progress to the enabling factor identified challenges. Indicator 8.ii(c) must be assessed by

---

<sup>27</sup> A revision was made to the reporting period on April 23, 2024, following the review of the Results framework.

the ITAP through the completeness check.

**Limitations:** Indicator 8.ii(b) is based on the assessment by GPE Secretariat, and must be interpreted as such. Results only reflect progress on the number and type of countries assessed in a given year. Indicator 8.ii(c) only pertains to the availability of data disaggregated by children with disabilities in Education Management Information System, household survey or other sample surveys or censuses.

## 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

**Purpose:** The indicator tracks system-wide progress in GPE countries/subnational entities on sector coordination, which is a key enabling condition for system transformation in the GPE 2025 strategy.

**Definition:** These indicators pertain to system performance in one of the “enabling factors” of GPE’s operating model – sector coordination. The enabling factors and their constructs are defined in the [draft guide for enabling factors analysis for GPE system transformation grants](#).

For indicator 8.ii(a), the assessment of the enabling factor as a part of the partnership compact processes is submitted by the country/ subnational entity to the GPE Secretariat and assessed by the ITAP. The Independent Technical Advisory Panel (ITAP) assesses the status of the enabling factors in a country based on evidence and using the country analysis to contextualize the assessment.

Indicator 8.ii(b) only applies to countries/subnational entities with partnership compact developed. Progress in the enabling factor through the periodic review of the partnership compact in each country/subnational entity is carried out and assessed by GPE Secretariat in coordination with the Local Education Group under government leadership. A country or subnational entity is “making progress” in the enabling factor if the assessment concludes that progress made against challenges with medium or high priority, as identified in the initial assessment of the enabling factor, is “moderately satisfactory” or better.

**Unit of measurement:** Percentage

**Calculation method:** For indicator 8.ii(a), at the country/subnational level, identify whether the enabling factor assessment has taken place and been assessed by the ITAP. The aggregate value is calculated by dividing the number of countries/subnational entities identified over the total number of partner countries/subnational entities and multiplying it by 100.

For indicator 8.ii(b), among countries/subnational entities conducted periodic reviews of the partnership compact within or before the calendar year under review, identify

whether the progress against identified challenges in the enabling factor with a medium or high priority is “moderately satisfactory” or better. For the aggregate value, divide the number of countries/subnational entities rated “moderately satisfactory” or better over the total number of partner countries/subnational entities with partnership compact review conducted and multiply it by 100.

**Formula:**

Country/subnational level

$$Assessment^j = \begin{cases} 1 & \text{if country/subnational entity } j \text{ has the enabling factor} \\ & \text{assessed and validated by ITAP} \\ 0 & \text{Otherwise} \end{cases}$$

$$Progress^j = \begin{cases} 1 & \text{if country/subnational entity } j \text{ has moderately satisfactory} \\ & \text{or better rating on progress in the enabling factor} \\ 0 & \text{Otherwise} \end{cases}$$

where:

*Assessment<sup>j</sup>* The enabling factor assessment has taken place and has been assessed by the ITAP in country/subnational entity **j**

*Progress<sup>j</sup>* The review of partnership compact of country/subnational entity **j** rated progress in the enabling factor “moderately satisfactory” or better

Aggregate level

$$Assessment = \frac{\sum_{j=1}^n Assessment^j}{n} * 100$$

$$Progress = \frac{\sum_{j=1}^r Progress^j}{r} * 100$$

where:

*Assessment* Percentage of countries/subnational entities with the enabling factor assessment taken place and assessed by the ITAP

<i>Assessment<sup>j</sup></i>	The enabling factor assessment has taken place and has been assessed by the ITAP in country/subnational entity <b>j</b>
<i>n</i>	Total number of partner countries/subnational entities
<i>Progress</i>	Percentage of countries/subnational entities with the progress in the enabling factor rated “moderately satisfactory” or better by the review of partnership compact
<i>Progress<sup>j</sup></i>	The review of partnership compact of country/subnational entity <b>j</b> rated progress in the enabling factor “moderately satisfactory” or better
<i>r</i>	Number of partner countries/subnational entities that conducted periodic review of partnership compact

**Reporting timeframe:** FY. Part a is calculated cumulatively since January 1, 2021. Part b reflects progress on the number and type of countries assessed in a given year<sup>28</sup>.

**Data required:** For 8.iii(a), a list of countries or subnational entities, as applicable, with completed enabling factors assessments submitted to the GPE Secretariat and assessed by the ITAP. For 8.iii(b), country assessment ratings of progress in the enabling factors areas.

**Data source:** For 8.iii(a), final enabling factors assessment documents after review by the ITAP. For 8.iii(b), partnership compact periodic review report.

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

**Interpretation:** For indicator 8.iii(a), a higher value means more countries are conducting assessments in the enabling factor as part of their partnership compact processes. For indicator 8.iii(b), a higher value implies that more countries are satisfactorily implementing reforms to address the challenges in the enabling factor area, which were prioritized at their initial assessments.

**Quality standards:** For indicator 8.iii(a), the assessment must be conducted by the ITAP. For indicator 8.iii(b), the Secretariat (country teams) will assess the completeness of the justification previously defined by the ITAP team and progress to the enabling factor identified challenges.

**Limitations:** Indicator 8.iii(b) is based on the assessment by GPE Secretariat, and must be interpreted as such. Results only reflect progress on the number and type of

---

<sup>28</sup> A revision was made to the reporting period on April 23, 2024, following the review of the Results framework.



countries assessed in a given year.

## INDICATOR 8.III(C)

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

**Purpose:** The indicator assesses whether national 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 Local Education Groups.

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

**Unit of measurement:** Percentage

**Calculation method:** For each Local Education Group, assess whether CSOs and TAs are 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 Local Education Groups 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:

<i>CSO_TA</i>	Percentage of LEGs with both national CSOs and TAs represented
<i>CSO_TA<sup>j</sup></i>	Both national CSOs and TAs are represented in LEG <b>j</b>
<i>n</i>	Number of LEGs in GPE partner countries with data available

**Reporting timeframe:** FY<sup>29</sup>

**Data required:** Local Education Group composition.

**Data source:** GPE Secretariat (documentation with relevant Local Education Group membership information)

**Types of disaggregation:** PCFC.

**Interpretation:** A high value indicates a high degree of representation of national CSOs and TAs in Local Education Groups 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 to have a 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 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.), nor the frequency of Local Education Group meeting attendance by CSO and TA representatives. While only information on national CSOs and TAs is included, international representation may exist.

---

<sup>29</sup> A revision was made to the reporting period on April 23, 2024, following the review of the Results framework.

## INDICATOR 9.1

### 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 a lever for reforms in the enabling factor of gender responsive sector planning and monitoring.

**Definition:** The indicators pertain to the achievement of triggers for the top-up portion of the system transformation grant 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 system transformation grant. Triggers for the top-up portion of the system transformation grant, where present, will be agreed upon as part of the GPE Board's approval of the system transformation grant in each country or subnational entity. Not all countries will have a top-up portion to their system transformation grants. All triggers for the top-up portion of the system transformation grant 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 system transformation grant 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 that 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

$$T = \frac{\sum_{j=1}^n T^j}{n}$$

where:

- $T$  Percentage of countries/subnational entities with trigger achieved for more than 50% of funds linked to the 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 1st, 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 system transformation grant 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 (see [compact development guidelines](#)) stage.

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

**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 system transformation grant. 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 indicator tracks 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](#).

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 system capacity grant annual monitoring report ([preliminary guidelines](#)). 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 system capacity grant, 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 system capacity grant with the implementation of activities under the gender responsive planning and monitoring window rated moderately satisfactory or better, divided by the total number of system capacity grants with the gender responsive planning and monitoring window active at the end of a given fiscal year, and multiplied by 100.

For system capacity grants with a total length duration of fewer than twelve months and are not required to submit an annual progress report, the indicator considers the system capacity grant's completion reporting rating<sup>30</sup>.

#### **Formula:**

*Grant level*

---

<sup>30</sup> Completion reporting rating scale varies to implementation reporting rating one, where the indicator will consider activities on track if the completion rating is "Substantial" or "High".

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

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 system capacity grant's active at the end of a given fiscal year with information on their gender responsive planning and monitoring window. (2) For grants of 12 months or more, Secretariat's implementation rating for each system capacity grant'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; (3) For grants of less than 12 months, Secretariat's completion rating for each system capacity grant'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 GPEExchange<sup>31</sup>; system capacity grant

---

<sup>31</sup> GPEExchange is the internal data platform utilized by GPE Secretariat and partners, including Grant Agents, for reporting on sector and grant monitoring, and other results framework indicators, as relevant.



annual monitoring reports; system capacity grant completion 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 system capacity grants with progress reports submitted in the first years of GPE2025. It is possible system capacity grants have a duration of fewer than 12 months, in which case completion reporting will be considered an equivalent rating.

## INDICATOR 10.1

### 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 a lever for reforms in the enabling factor of sector coordination.

**Definition:** The indicators pertain to the achievement of triggers for the top-up portion of the system transformation grant 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 system transformation grant. Triggers for the top-up portion of the system transformation grant, where present, will be agreed upon as part of the GPE Board's approval of the system transformation grant in each country or subnational entity. Not all countries will have a top-up portion to their system transformation grants. All triggers for the top-up portion of the system transformation grant 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 system transformation grant 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:

- $T$  Percentage of countries/subnational entities with trigger achieved for more than 50% of funds linked to the sector coordination enabling factor
- $T^j$  Trigger achieved for more than 50% of funds linked to the sector coordination 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 1st, 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 system transformation grant 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 (see [compact development guidelines](#)) stage.

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

**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 system transformation grant. 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](#).

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 system capacity grant annual monitoring report ([preliminary guidelines](#)). Secretariat may change the rating if there is evidence supporting the change (e.g., mission report, Aide Memoire, email exchanges).

**Unit of measurement:** Percentage

**Calculation method:** For each system capacity grant, 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 system capacity grants with the implementation of activities under the mobilize coordinated finance and action window rated moderately satisfactory or better, divided by the total number of system capacity grants with the mobilize coordinated finance and action window active at the end of a given fiscal year, and multiplied by 100.

For system capacity grants with a total length duration of fewer than twelve months and are not required to submit an annual progress report, the indicator considers the system capacity grant's completion reporting rating<sup>32</sup>.

**Formula:**

---

<sup>32</sup> Completion reporting rating scale varies to implementation reporting rating one, where the indicator will consider activities on track if the completion rating is "Substantial" or "High".

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  $j$
- 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 system capacity grants active at the end of a given fiscal year with information on their mobilize coordinated finance and action window. (2) For grants of 12 months or more, Secretariat's implementation rating for each system capacity grant/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; (3) For grants of less than 12 months, Secretariat's completion rating for each system capacity grant'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; system capacity grant annual monitoring reports; system capacity grant completion 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 system capacity grants with progress reports submitted in the first years of GPE2025. It is possible system capacity grants have a duration of fewer than 12 months, in which case completion reporting will be considered as an equivalent rating.

## 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 system transformation grant 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 system transformation grant. Triggers for the top-up portion of the system transformation grant, where present, will be agreed upon as part of the GPE Board's approval of the system transformation grant in each country or subnational entity. Not all countries will have a top-up portion to their system transformation grants. All triggers for the top-up portion of the system transformation grant 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 system transformation grant 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

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

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**
- $FT^j$  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 1st, 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 system transformation grant 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 (see [compact development guidelines](#)) stage.

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

**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 system transformation grant. 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 12.1

### 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 and expressed as a percentage of total grant funding. An ESPIG/system transformation 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/system transformation grant elements out of a total of 10 elements across 7 dimensions that are aligned to country systems:

<p>Dimension 1 - In relation to the ESP/TEP</p> <p><b>1.1</b> (On Plan) Is the GPE-funded program aligned with the Education Sector Plan?</p> <p><b>1.2</b> (On Plan) Are the projected expenditures of the program included in the multi-year forecast of the Ministry of Finance (medium-term expenditure framework)?</p>	<p>Dimension 4 – In relation to procurement</p> <p><b>4.1</b> (On procurement) Are government procurement rules used? If yes, are they accompanied by exemptions/safeguard clauses?</p>
<p>Dimension 2 - In relation to the national budget and parliament</p> <p><b>2.1</b> (On Budget) Is the project included (planned) in the national budget?</p> <p><b>2.2</b> (On parliament) Does the national annual budget show specific appropriations for the different planned expenditures (economic and/or functional classification of expenditure)?</p>	<p>Dimension 5 – In relation to accounting</p> <p><b>5.1</b> (On accounting) 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?</p>
	<p>Dimension 6 – In relation to audit</p>

	<b>6.1</b> (On auditing) Will the financial accounts be audited by the government’s independent auditor?
<p>Dimension 3 – In relation to treasury</p> <p><b>3.1</b> (On treasury) 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?</p> <p><b>3.2</b> (On treasury) 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)?</p>	<p>Dimension 7 – In relation to reporting</p> <p><b>7.1</b> (On reporting) Is the information on program execution included in the education sector plan implementation report? Is the report prepared by the Ministry of Education?</p>

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

**Formula:**

Grant level

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

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

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

Aggregate level

$$A = \frac{\sum_{j=1}^n (A^j * V^j)}{\sum_{j=1}^n V^j} * 100$$

where:

- $A$  Percentage of ESPIG and STG funding aligned to the 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 system transformation grant 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 system transformation grants as the main implementation mechanism.

**Quality standards:** All ESPIGs and system transformation grants 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 of ESPIG and system transformation grant 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 system transformation grants 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 system transformation grants. 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.

Alternatively, grant funding can be **stand-alone**, which refers to unilateral, or in other words, funding not pooled with any other sources of financing. This is not considered a co-financing modality.

**Unit of measurement:** Percentage

**Calculation method:** At grant-level, classify each active ESPIG/system transformation grant 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 system transformation grants by the total volume of funding of ESPIGs and system transformation grants 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  $j$   
 $n$  Total number of active ESPIGs/STGs

**Reporting timeframe:** FY

**Data required:** Grant modality

**Data source:** ESPIG and system transformation grant 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.<sup>33</sup> 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 system transformation grants 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.

---

<sup>33</sup> 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 a lever for reforms in the enabling factor of availability and use of data and evidence.

**Definition:** The indicators pertain to the achievement of triggers for the top-up portion of the system transformation grant 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 system transformation grant. Triggers for the top-up portion of the system transformation grant, where present, will be agreed upon as part of the GPE Board's approval of the system transformation grant in each country or subnational entity. Not all countries will have a top-up portion to their system transformation grants. All triggers for the top-up portion of the system transformation grant 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 system transformation grant 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

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

where:

- $T^j$  Trigger achieved for more than 50% of funds linked to the availability and use of data and evidence enabling factor in country/subnational entity **j**
- $FT^j$  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:

- $T$  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
- $T^j$  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**
- $n$  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 1st, 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 system transformation grant 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 (see [compact development guidelines](#)) stage.

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

**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 system transformation grant. 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](#).

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 system capacity grant annual monitoring report ([preliminary guidelines](#)). Secretariat may change the rating if there is evidence supporting the change (e.g., mission report, Aide Memoire, email exchanges).

**Unit of measurement:** Percentage

**Calculation method:** For each system capacity grant, 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 system capacity grants 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 system capacity grants with the adapt and learn for results at scale window active at the end of a given fiscal year and multiplied by 100.

For system capacity grants with a total length duration of fewer than twelve months and are not required to submit an annual progress report, the indicator considers the system capacity grant’s completion reporting rating<sup>34</sup>.

#### **Formula:**

##### Grant level

$$W^j = \begin{cases} 1 & \text{if } R^j \geq \text{moderately satisfactory} \\ 0 & \text{otherwise} \end{cases}$$

---

<sup>34</sup> Completion reporting rating scale varies to implementation reporting rating one, where the indicator will consider activities on track if the completion rating is “Substantial” or “High”.

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 system capacity grants active at the end of a given fiscal year with information on their adapt and learn for results at scale window. (2) For grants of 12 months or more, Secretariat's implementation rating for each system capacity grant'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; (3) For grants of less than 12 months, Secretariat's completion rating for each system capacity grant'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; system capacity grant annual monitoring reports; system capacity grant completion 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 system capacity grants with progress reports submitted in the first years of GPE2025. It is possible system capacity grants have a duration of fewer than 12 months, in which case completion reporting will be considered an equivalent rating.

## 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, referred to as implementation grant (and system transformation grant in formula section). The indicator monitors overall grant progress and progress by priority area. 14.i (b) tracks whether the implementation grant met objectives at completion. The indicator monitors the completion status overall and by priority area.

**Definition:** For a description of the implementation grants, see the [GPE website](#).

For 14.i(a), the implementation grant'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 implementation grant is on track by GPE 2025 priority areas, the GPE Secretariat first manually maps each implementation grant component and splits its amount to all relevant priority areas through GPE grant thematic coding



exercise. 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 implementation grant will be considered on track if more than 50% of the total grant amount across components are rated as "moderately satisfactory" ([system transformation grant monitoring guidelines at implementation](#)).

For 14.i(b), an implementation grant met its overall objectives at completion if achievement of objectives ('efficacy') is rated "substantial" or better using GPE's grant completion reporting standards. This part of the indicator is reported cumulatively since July 1st 2021.

To assess whether an implementation grant met its objectives at completion by GPE 2025 priority areas, the GPE Secretariat first manually maps each implementation grant 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 implementation grant met its objectives if more than 50% of the total grant amount across components are rated as "substantial" or better ([system transformation grant monitoring guidelines at completion](#)).

**Unit of measurement:** Percentage. For part (a), active grants in the fiscal year with a grant progress report. For part (b), cumulative reporting, closed grants with a grant completion report since July 1st 2021.

**Calculation method:**

14.i (a): For each implementation during implementation, identify:

- for overall, overall grant implementation status rating and the fund utilization rating;
- for each GPE priority area, implementation grant status rating by component and assign it to all relevant priority areas in GPE grant thematic coding the component is mapped to.

14.i (b): For each implementation at completion, identify:

- for overall, overall grant completion status rating.
- for each GPE priority area, completion grant status rating by component and assign to all relevant priority areas in GPE grant thematic coding the component it is mapped to.

See definition section for details on indicator criteria.

**Formula:**

Grant level

**14.i(a)**

$$STG_{imp,overall}^j = \begin{cases} 1 & \text{if } R_{imp}^j \geq \text{moderately satisfactory; and } U^j = \text{on track} \\ 0 & \text{otherwise} \end{cases}$$

$$STG_{imp,a}^{j,k} = \begin{cases} 1 & \text{if } R_{imp,a}^{j,k} \geq \text{moderately satisfactory} \\ 0 & \text{otherwise} \end{cases}$$

$$STG_{imp,a}^j = \begin{cases} 1 & \text{if } \frac{\sum_{k=1}^n (G_a^{j,k} * STG_{imp,a}^{j,k})}{\sum_{k=1}^n G_a^{j,k}} > 0.5 \\ 0 & \text{otherwise} \end{cases}$$

where:

$STG_{imp,overall}^j$	STG <b>j</b> with the overall implementation progress on track
$\bar{R}_{imp}^j$	Rating of STG <b>j</b> on overall grant implementation
$U^j$	Rating of STG <b>j</b> on fund utilization
$STG_{imp,a}^{j,k}$	In priority area <b>a</b> , STG <b>j</b> component <b>k</b> has implementation progress on
$R_{imp,a}^{j,k}$	In priority area <b>a</b> , rating of STG <b>j</b> component <b>k</b> on implementation
$STG_{imp,a}^j$	STG <b>j</b> with the implementation progress on track in priority area <b>a</b>
$G_a^{j,k}$	STG <b>j</b> component <b>k</b> grant amount mapped to priority area <b>a</b>
$n$	Number of components under STG <b>j</b>

**14.i(b)**

$$STG_{c mpl, overall}^j = \begin{cases} 1 & \text{if } R_{c mpl}^j \geq \text{substantial} \\ 0 & \text{otherwise} \end{cases}$$

$$STG_{c mpl, a}^{j, k} = \begin{cases} 1 & \text{if } R_{c mpl, a}^{j, k} \geq \text{substantial} \\ 0 & \text{otherwise} \end{cases}$$

$$STG_{c mpl, a}^j = \begin{cases} 1 & \text{if } \frac{\sum_{k=1}^n (G_a^{j, k} * STG_{c mpl, a}^{j, k})}{\sum_{k=1}^n G_a^{j, k}} > 0.5 \\ 0 & \text{otherwise} \end{cases}$$

where:

$STG_{c mpl, overall}^j$	STG <b>j</b> met the overall objectives at completion
$R_{c mpl}^j$	Rating of STG <b>j</b> on achievement of objectives
$STG_{c mpl, a}^{j, k}$	In priority area <b>a</b> , STG <b>j</b> component <b>k</b> met its objectives at completion
$R_{c mpl, a}^{j, k}$	In priority area <b>a</b> , rating of STG <b>j</b> component <b>k</b> on achievement of objectives
$STG_{c mpl, a}^j$	STG <b>j</b> met the objectives at completion in priority area <b>a</b>
$G_a^{j, k}$	STG <b>j</b> component <b>k</b> grant amount mapped to priority area <b>a</b>
$n$	Number of components under STG <b>j</b>

### Aggregate level

#### 14.i(a)

$$STG_{imp, overall} = \frac{\sum_{j=1}^{N_{active}} STG_{imp, overall}^j}{N_{active}}$$

$$STG_{imp, a} = \frac{\sum_{j=1}^{N_a} STG_{imp, a}^j}{N_{active, a}}$$

where:

$STG_{imp, overall}$	Proportion of STGs with the overall implementation progress on track
$STG_{imp, overall}^j$	STG <b>j</b> with the overall implementation progress on track
$N_{active}$	Total number of active STGs at the end of the fiscal year

$STG_{imp,a}$	Proportion of STGs with the overall implementation progress on track in priority area <b>a</b>
$STG_{imp,a}^j$	STG <b>j</b> with the implementation progress on track in priority area <b>a</b>
$N_{active,a}$	Total number of active STGs at the end of the fiscal year in priority area <b>a</b>

**14.i(b)**

$$STG_{cpl,overall} = \frac{\sum_{j=1}^{N_{closed}} STG_{cpl,overall}^j}{N_{closed}}$$

$$STG_{cpl,a} = \frac{\sum_{j=1}^{N_{closed,a}} STG_{cpl,a}^j}{N_{closed,a}}$$

where:

$STG_{cpl,overall}$	Proportion of STGs met the overall objectives at completion
$STG_{cpl,overall}^j$	STG <b>j</b> met the overall objectives at completion
$N_{closed}$	Total number of STGs submitted completion report cumulatively by the FY
$STG_{cpl,a}$	Proportion of STGs met the overall objectives at completion in priority area <b>a</b>
$STG_{cpl,a}^j$	STG <b>j</b> met the objectives at completion in priority area <b>a</b>
$N_{closed,a}$	Total number of STGs submitted completion report cumulatively by the FY in priority area <b>a</b>

**Reporting timeframe:** FY

**Data required:** (1) List of implementation grants active at the end of the fiscal year with at least one progress report submitted to the Secretariat. (2) List of implementation grants that submitted completion reports since July 1st 2021. (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 implementation grant components to GPE 2025 priority areas. (5) Utilization data for implementation grants active at the end of the fiscal year.

**Data source:** (1) GPE grant tracking database on GPExchange. (2) implementation grant implementation monitoring reports. (3) implementation grant completion

reports. (4) Grant coding/costing database. (5) implementation of grant 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 report on actual expenditure. Implementation rating may be positively affected by extensions. The current utilization rating doesn't capture low utilization during the 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

**Purpose:** The indicator tracks whether system transformation grants (or Multiplier grants) with Girls' Education Accelerator funding are implemented effectively and meeting their objectives in girls' education.

**Definition:** For the description of Girls' Education Accelerator-funding and list of eligible countries for this funding, see [GPE website](#). The Girls' Education Accelerator-funding of a grant met its overall intended objectives at completion if the achievement of objectives ('efficacy') is rated "substantial" or better using GPE's grant completion reporting standards.

**Unit of measurement:** Percentage

**Calculation method:** For each system transformation (or Multiplier grants) at completion, identify Girls' Education Accelerator-funding level of achievement rating at the time of grant closing. See definition section for details on indicator criteria.

#### Grant level

$$GEA^j = \begin{cases} 1 & \text{if } R^j \geq \text{substantial} \\ 0 & \text{otherwise} \end{cases}$$

where:

$GEA^j$  System transformation grant / Multiplier  $j$  with Girls' Education Accelerator - funding met the intended objectives at completion

$R^j$  Rating of system transformation grant / Multiplier  $j$  Girls' Education Accelerator -funding on achievement of objectives

#### Aggregate level

$$GEA = \frac{\sum_{j=1}^N GEA^j}{N}$$

where:

- GEA Proportion of system transformation grant / Multiplier with Girls' Education Accelerator -funding met the objectives at completion
- $GEA^j$  System transformation grant/ Multiplier  $j$  with Girls' Education Accelerator - funding met the objectives at completion
- $N$  Number of System transformation grant / Multiplier with Girls' Education Accelerator -funding submitted completion report during the fiscal year

**Reporting timeframe:** FY

**Data required:** List of system transformation grants (or Multiplier) with Girls' Education Accelerator financing that submitted completion report during the FY. Completion rating for overall intended objectives for Girls' Education Accelerator -funding, based on GA's rating included in the completion report, reviewed by GPE Secretariat.

**Data source:** GPE grant tracking database on GPExchange. System transformation grant (or Multiplier) completion reports.

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

**Interpretation:** Higher values indicate better grant performance with respect to the achievement of Girls' Education Accelerator-funded intended objectives.

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

**Limitations:** Secretariat may not have enough evidence to validate GA's rating.

## INDICATOR 15

### Number of cases of uptake of KIX-supported research, knowledge, and innovation in country-level policy development or delivery through (i) capacity strengthening and (ii) knowledge mobilization<sup>35</sup>.

**Purpose:** The indicator aims to report on GPE Knowledge and Innovation Exchange (KIX) mechanisms for strengthening the knowledge and skills of educational stakeholders contributing to improvements in their education policies and national education systems. KIX targets two groups of boundary partners to engage, including country representatives and stakeholders supported by global and regional grant projects<sup>36</sup>.

Part (i) aims to report on KIX capacity strengthening of educational stakeholders in partner countries, while part (ii) focuses on the mobilization of knowledge and skills for policy development or delivery. Both are considered dimensions contributing to improvements in the uptake of KIX-supported research, knowledge, and innovation in partner countries. A disaggregation of the data on aspects of gender, equity, and social inclusion (GESI) will be included, as applicable.

**Definition:** For part (i), two KIX outcome case-based indicators (3.2.1 and 3.3.1) on capacity strengthening include the number of distinct outcome cases of:

- educational stakeholders from GPE partner countries reporting new knowledge and skills, including those related to GESI (KIX RF indicator 3.2.1)<sup>37</sup>
- educational stakeholders identifying new policy and practice options, including those related to GESI (KIX RF indicator 3.3.1)<sup>38</sup>

For part (ii), two KIX outcome case-based indicators (2.2.1 and 2.3.2) on mobilizing new

---

<sup>35</sup> A revision was made to this indicator on April 23, 2024, following the review of the Results framework.

<sup>36</sup> 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 Local Education Group - 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.

<sup>37</sup> In this revision, previous KIX indicators 3.2.1 (country representatives reporting new knowledge and skills, including those related to GESI) and 3.7.1 (education stakeholders involved in global and regional grant projects reporting new knowledge and skills substantiated by the grantee projects, including those related to GESI) have been combined as indicator 3.2.1: number of outcome cases of educational stakeholders from GPE partner countries reporting new knowledge and skills, including those related to GESI.

<sup>38</sup> In this revision, KIX indicator 3.3.1 (outcome cases of country representatives identifying new policy and practice options, including those related to GESI) has been reworded as outcome cases of educational stakeholders identifying new policy and practice options, including those related to GESI.



knowledge and skills include the number of distinct outcome cases of:

- policy development and/or delivery, including those related to GESI, which use KIX knowledge and innovation (KIX RF indicator 2.2.1)
- uptake of KIX-supported research or innovation by education stakeholders, including those related to GESI, in GPE partner countries and international development community (KIX RF indicator 2.3.2)

Based on the KIX results framework, the selected indicators under part (i) refer to elements of capacity strengthening and are considered immediate outcome-level indicators, while part (ii) refers to mobilization of knowledge and skills considered intermediate outcome-level indicators. Part (i) data are available earlier in the KIX mechanism program than part (ii). The two parts in this indicator allow to track progress of KIX theory of change around uptake of KIX-supported research, knowledge, and innovation in country-level policy development or delivery.

**Unit of measurement:** Number of distinct outcome cases for (i) capacity building and (ii) knowledge mobilization (cumulative)

**Calculation method:** At the country level, count the total number of distinct outcome cases with KIX mechanisms (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:**

Country level

$$Capacity^j = \sum_{i=1} C_i^j$$

$$Mobilization^j = \sum_{i=1} M_i^j$$

where:

$Capacity^j$  Number of distinct outcome cases with KIX mechanisms (KIX RF indicators 3.2.1 or 3.3.1) in country  $j$

$C_i^j$  A distinct outcome case  $i$  with KIX mechanisms (KIX RF indicators 3.2.1, 3.3.1) in country  $j$

*Mobilization<sup>j</sup>* Number of distinct outcome cases with KIX mechanisms (KIX RF indicators 2.2.1 or 2.3.2) in country **j**

*M<sub>i</sub><sup>j</sup>* A distinct outcome case **i** with KIX mechanisms (KIX RF indicators 2.2.1 or 2.3.2) in country **j**

Aggregate level

$$Capacity = \sum_{i=1} C_i$$
$$Mobilization = \sum_{i=1} M_i$$

where:

*Capacity* Total number of distinct outcome cases with KIX mechanisms (KIX RF indicators 3.2.1 or 3.3.1)

*C<sub>i</sub>* A distinct outcome case **i** with KIX mechanisms (KIX RF indicators 3.2.1 or 3.3.1)

*Mobilization* Total number of distinct outcome cases with KIX mechanisms (KIX RF indicators 2.2.1 or 2.3.2)

*M<sub>i</sub>* A distinct outcome case **i** with KIX mechanisms (KIX RF indicators 2.2.1 or 2.3.2)

**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 with KIX mechanisms, per the indicator definition above, from KIX-funded projects.

**Data source:** KIX Results Framework (indicators 3.2.1, 3.3.1, 2.2.1, and 2.3.2 of KIX RF).

**Types of disaggregation:** By GESI

**Interpretation:** Increasing values over time suggest the GPE KIX mechanism has a growing contribution to strengthening knowledge and skills in GPE partner countries through capacity strengthening and mobilization of knowledge and skills in partner countries. The exchange of knowledge, innovation, and good practices is a key area of the GPE KIX mechanism. Hence, this indicator aims to report a growing uptake of KIX-

supported research, knowledge, and innovation in country-level policy development or delivery.

**Quality standards:** IDRC maintains a database of 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 is 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.I

## Number of GPE countries benefiting from newly mobilized strategic partnerships

**Purpose:** To measure and report the number of GPE countries accessing newly mobilized strategic capabilities to reinforce government capacity to tackle complex education or cross-sectoral system problems.

**Definition:** The indicator measures the number of distinct GPE eligible and partner countries (or subnational entities, where relevant) that access support from strategic capabilities in strategic areas where particular partners can bring expertise, resources, or solutions, to directly support countries tackling complex education or cross-sectoral system problems. All strategic capabilities that become operational over the strategy period will be considered.

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

**Calculation method:** For each eligible and partner country, identify the number of new strategic capabilities accessed by GPE eligible and partner country in the FY and cumulatively by the FY. The aggregate value is calculated by adding up the total number of countries with access to one or more strategic capabilities in the FY and cumulatively by the FY.

### Formula:

#### Country level

$$N^j = 1 \text{ if country accessed strategic capabilities}$$

where:

$N^j$  Distinct eligible or partner country  $j$  benefiting from strategic capabilities

#### Aggregate level

$$N = \sum_{i=1} N^j$$

where:

$N$  Total number of distinct eligible or partner countries benefiting from strategic capabilities

*N<sup>j</sup>* Distinct eligible or partner country benefiting from strategic capabilities

**Reporting timeframe:** FY cumulative

**Data required:** Strategic capabilities accessed by type and country.

**Data source:** Strategic capabilities database

**Types of disaggregation:** By type of strategic capability. PCFC when a sufficiently large sample is available

**Interpretation:** Increasing values over time suggest GPE strategic capabilities have growing demand from partner countries to access them, including capacity development, technical and advisory support and financial and human resources.

**Quality standards:** GPE Secretariat Strategic Capability Project Team (SCPT) maintains a database on countries accessing strategic capabilities. Data is available twice a year for reporting to the Performance, Impact and Learning Committee (PILC), the latest available information by the end of the FY will be considered for reporting on this indicator annually.

**Limitations:** Data for the indicator will be available in FY2023.

## INDICATOR 16.II

## Proportion of GPE-mobilized strategic capabilities that meet their objectives

**Purpose:** To measure and report whether GPE-mobilized strategic capabilities are being implemented effectively and meeting their objectives.

**Definition:** The indicator measures the extent to which GPE-mobilized strategic capabilities accessed by partner countries are on track to meeting their objectives. Each Strategic Capability Project Team (SCPT) reports against a defined set of objectives to be achieved by the GPE eligible and partner country with an active GPE strategic capability. It is 'on track' if a strategic capability mobilized in a GPE eligible and partner country is rated 'moderately satisfactory'<sup>39</sup> or better in terms of implementation of activities as assessed and reported by the SCPT. Each SCPT will assess a progress rating of the respective strategic capability mobilized in country using evidence supporting the achievement of objectives (e.g., country documentation, policy reforms, among other relevant documentation).

**Unit of measurement:** Percentage

**Calculation method:** For each strategic capability mobilized in a GPE eligible and partner country, identify if the implementation of activities under each strategic capability workstream monitored and reported by the SCPT was rated moderately satisfactory or better. The aggregate value is the percentage of strategic capabilities mobilized in countries rated 'moderately satisfactory' or better, divided by the total number of strategic capabilities mobilized at the end of a given fiscal year, and multiplied by 100.

**Formula:**

*Strategic Capability level*

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

where:

---

<sup>39</sup> Ratings definition: **Unsatisfactory** – The strategic capability mobilized has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain.

**Moderately Unsatisfactory** – The strategic capability mobilized has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. **Moderately Satisfactory** – The strategic capability mobilized is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays.

**Satisfactory** – The strategic capability mobilized is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays.

- $W^j$  Strategic capability mobilized  $j$  is on-track
- $R^j$  Rating of implementation of activities for strategic capability mobilized  $j$
- MS Moderately satisfactory

Aggregate level

$$W = \frac{\sum_{j=1}^n W^j}{n}$$

where:

- $W$  Percentage of strategic capabilities mobilized on-track
- $W^j$  Strategic capabilities mobilized  $j$  on-track
- $n$  Total number of strategic capabilities mobilized active at the end of a given fiscal year.

**Reporting timeframe:** FY

**Data required:** (1) List of strategic capabilities mobilized active at the end of a given fiscal year with information on progress. (2) Secretariat SCPT's implementation rating for each strategic capability mobilized active at the end of the given fiscal year, based on Secretariat rating utilizing supporting evidence.

**Data source:** Strategic capabilities database on progress monitoring and supporting evidence.

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

**Interpretation:** Higher values indicate better performance of strategic capabilities mobilized in GPE eligible and partner countries.

**Quality standards:** All implementation ratings are quality assured, per Secretariat SCPT monitoring standards. In this case, the Strategic Capabilities Advisory Group will review the rating provided by the project team. Data is available twice a year for reporting to PILC. The latest available information closer to the end of the FY will be considered for reporting on this indicator.

**Limitations:** Data for the indicator will be available in FY2023.

## 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 (or Multiplier standard), Debt2Ed, GPE Match, Frontloaded or Arab Coordination Group Smart Education Initiative (ACG SmartEd) and Enhanced Convening Co-financing. Although Debt2Ed, GPE Match, and Frontloaded 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 (or Multiplier standard), Debt2Ed, GPE Match, Frontloaded (or ACG SmartEd) and Enhanced Convening Co-financing, where:

- 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.<sup>40</sup> 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.
- Debt2Ed on 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. Debt2Ed will be debt forgiveness with the stipulation that funding that would have been spent on debt service should be invested in education.

---

<sup>40</sup> 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., FCDO), or grants from a private foundation or other source.



- GPE Match 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.
- Frontloaded cofinancing, (or ACG SmartEd) deploys US\$ 400 million in co-financing from the Islamic Development Bank and Arab Coordination Group alongside US\$ 100 million in GPE grant finance through the GPE Multiplier. Eligible partner countries may choose ACG SmartEd as co-financing to unlock their Multiplier allocations. ACG SmartEd requires US\$ 4 in co-financing for each US\$ 1 from the Multiplier, which is higher than the US\$ 3 to US \$ 1 required for a standard Multiplier. External funding mobilized through ACG SmartEd already meets the additionality requirement, but Multiplier’s debt sustainability and co-financing requirements, among other criteria, continue to apply to Multiplier transactions that use ACG SmartEd as the source of co-financing.
- Enhanced Convening<sup>41</sup> may be deployed alongside other innovative financing mechanisms such as the Multiplier, Debt2Ed, GPE Match, and ACG SmartEd, and resources crowded in from approved partners may include finance and in-kind contributions. When a partner country utilizes Enhanced Convening, as identified via an Engagement Memo, Multiplier EOI or other process, all external resources the Secretariat supports mobilizing for that partner country are attributable to Enhanced Convening as well as any other innovative financing mechanisms utilized (e.g., the Multiplier, GPE Match, etc.), if 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\$)

---

<sup>41</sup> Enhanced Convening is an approach which leverages Secretariat capabilities to support partner countries with limited external financing for education to implement resource mobilization strategies that crowd in more aligned resources from sovereign and non-sovereign donors for underfunded country-level policy priorities

**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, both minus duplicate values mobilized by more than one innovative mechanism.

**Formula:**

Innovative GPE financing mechanism level

$$\begin{matrix} FYAIFM_i \\ CUMAIFM_i \end{matrix}$$

where:

$FYAIFM_i$  Amount (US \$) of reported co-financing mobilized by mechanism  $i$  in the FY

$CUMAIFM_i$  Amount (US \$) of reported co-financing mobilized by mechanism  $i$  cumulatively by the FY

Aggregate level

$$\begin{aligned} FYAIFM &= \sum_{i=1}^5 FYAIFM_i - FYAIFM_D \\ CUMAIFM &= \sum_{i=1}^5 CUMAIFM_i - CUMAIFM_D \end{aligned}$$

where:

$FYAIFM$  Amount (US \$) of reported co-financing mobilized by all mechanisms minus duplicate values from more than one innovative mechanism in the FY

$FYAIFM_i$  Amount (US \$) of reported co-financing mobilized by mechanism  $i$  in the FY

$FYAIFM_D$  Amount (US \$) of reported co-financing mobilized duplicated from more than one innovative mechanism in the FY

$CUMAIFM$  Amount (US \$) of reported co-financing mobilized by all mechanisms minus duplicate values from more than one innovative mechanism cumulatively by the FY

$CUMAIFM_i$  Amount (US \$) of reported co-financing mobilized by mechanism  $i$  cumulatively by the FY

$CUMAI FM_{Ecd}$  Amount (US \$) of reported co-financing mobilized duplicated from more than one innovative mechanism  $i$  cumulatively by the FY

**Reporting timeframe:** FY

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

**Data source:** Innovative financing data base (GPExchange) data (i.e. Multiplier, Debt2Ed, GPE Match, Enhanced Convening, and ACG SmartEd application database)

**Types of disaggregation:** By innovative GPE financing mechanisms, Multiplier, Debt2Ed, GPE Match, Enhanced Convening, and ACG SmartEd.

**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, particularly where Enhanced Convening Co-financing has been deployed alongside other innovative financing mechanisms such as the Multiplier, Debt2Ed, GPE Match, and ACG SmartEd.

**Quality standards:** The indicator distinguishes the co-financing through Debt2Ed, GPE Match, ACG SmartEd, Multiplier and Enhanced Convening Co-financing 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 innovative 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 Education Out Loud (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 (or subnational entities, where relevant) that have registered significant changes in number of education policies– including in their financing and delivery in practice – with changes that are influenced by Education Out Loud grantees. Changes are defined as changes reached with the influence of the national education coalitions, its individual members and other Education Out Loud 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 Education Out Loud 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 Education Out Loud 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

$$Doc_i^j = \begin{cases} 1 & \text{if the change is influenced by EOL grantees} \\ 0 & \text{otherwise} \end{cases}$$

where:

$Doc_i^j$  Document  $i$  with change in education policies influenced by EOL grantees

Country level

$$Change^j = \begin{cases} 1 & \text{if } \sum_{i=1} Doc_i^j > 0 \\ 0 & \text{otherwise} \end{cases}$$

where:

$Change^j$  Country  $j$  has significant documented change in education policies influenced by EOL grantees

$Doc_i^j$  Document  $i$  with change in education policies influenced by EOL grantees for country  $j$

Aggregate level

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

where:

$Change$  Number of countries with significant documented change in education policies influenced by EOL grantees

$Change^j$  Country  $j$  has significant documented change in education policies influenced by EOL grantees

$n$  Number of Eligible Countries with data available

**Reporting timeframe:** FY

**Data required:** List of countries; number of education policies with changes assessed due to Education Out Loud grantees by country.

**Data source:** [Indicator 1.3. of EOL Results Framework \(RF\)](#)

**Types of disaggregation:** PCFC.

**Interpretation:** At the end of the Education Out Loud 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 Education Out Loud) 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 Education Out Loud 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 Education Out Loud 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 Education Out Loud's influence. It is also important to note that not all GPE member countries have Education Out Loud 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 amounts 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:**

Donor level

$$P_i = \frac{Payment_i}{Pledge_i}$$

$$\% \text{ paid}_i = \frac{\text{paymentLoc}_i}{\text{pledgeLoc}_i} * 100$$

where:

$P_i$	Cumulative share of pledge paid by donor <b><i>i</i></b>
$\text{Payment}_i$	US\$ (equivalent) of cumulative payment made by donor <b><i>i</i></b>
$\text{Pledge}_i$	US\$ (equivalent) of cumulative pledge as per publicly announced pledge from donor <b><i>i</i></b>
$\% \text{ paid}_i$	Payment percentage against pledge of donor <b><i>i</i></b>
$\text{paymentLoc}_i$	Payment (cumulative) in local currency by donor <b><i>i</i></b>
$\text{pledgeLoc}_i$	Pledge (cumulative) in local currency by donor <b><i>i</i></b> as per publicly

#### Aggregate level

$$P = \frac{\sum_{i=1}^n (P_i * \text{Pledge}_i)}{\sum_{i=1}^n \text{Pledge}_i}$$

where:

$P$	Weighted cumulative share of pledge paid by donors
$P_i$	Cumulative share of pledge paid by donor <b><i>i</i></b>
$\text{Pledge}_i$	US\$ (equivalent) of cumulative pledge as per publicly announced pledge
$\text{Pledge}$	US\$ (equivalent) of cumulative pledge as per publicly announced pledge
$n$	Number of donors with data available

**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.

## ANNEXES

### ANNEX A:

#### Number of equivalent children supported for a year of education (pre-primary, primary, lower-secondary, and upper secondary) by GPE financing

**Purpose:** To assess the extent to which GPE grants can contribute to improving access to education for children at pre-primary, primary, lower-secondary and upper secondary levels. For each partner country, this can be thought of as a measure of the extent to which GPE contributes to the national effort for improved access and learning relative to the cost of education paid by the public sector.

**Definition:** The number of equivalent children supported annually by GPE is a rough proxy of the number of children GPE supported for one year of basic education, assuming the unit cost of education in GPE partner countries. The number of equivalent children supported in a given country is calculated by the annual GPE grant disbursement<sup>42</sup> divided by the public unit cost of education given by government expenditure per student (SDG 4.5.4)<sup>43</sup> in that partner country.

As GPE grants do not fund programs on a per child basis and hence, in practice, disbursements to a partner country will not always map directly to the number of children enrolled at the basic education level in that partner country, the term equivalent children can be broadly understood as “equivalent to” the number of children supported for a year of basic education (pre-primary, primary, lower-secondary, and upper secondary) by GPE 2025 funding (July 2020 to June 2026).

**Unit of measurement:** Number (actual and cumulative)

**Calculation method:** At country-level, divide the value of GPE grants disbursed to a partner country by government expenditure per student at a given education level (pre-primary, primary, lower-secondary, and upper secondary). GPE financing thematic coding and costing results will provide the distribution of the GPE grants disbursed to a partner country allocated to pre-primary, primary, lower-secondary, and upper secondary levels. That is, calculate the number of equivalent children supported in:

---

<sup>42</sup> Including system transformation grant, ESPIG, Multiplier and all accelerated funding grants.

<sup>43</sup> UNESCO Institute for Statistics. 2018. [“Metadata for the global and thematic indicators for the follow-up and review of SDG 4 and Education 2030.”](#)

- **Pre-primary education** by multiplying the USD amount of GPE grant disbursement by pre-primary % from GPE thematic coding and costing results and dividing the result by the USD amount of government expenditure per student in pre-primary education in PPP\$ (constant);
- **Primary education** by multiplying the USD amount of GPE grant disbursement by primary % from GPE thematic coding and costing results and dividing the result by the USD amount of government expenditure per student in primary education in PPP\$ (constant);
- **Lower secondary education** by multiplying the USD amount of GPE grant disbursement by lower secondary % from GPE thematic coding and costing results, and dividing the result by the USD amount of government expenditure per student in lower secondary education in PPP\$ (constant);
- **Upper secondary education** by multiplying the USD amount of GPE grant disbursement by upper secondary % from GPE thematic coding and costing results, and dividing the result by the USD amount of government expenditure per student in upper secondary education in PPP\$ (constant);

The total number of equivalent children supported in a partner country is then obtained by summing the number of equivalent children supported in pre-primary, primary, lower-secondary, and upper secondary. The aggregate value is calculated by summing the total number of equivalent children supported across all partner countries that received GPE grants in the year (fiscal/calendar where relevant) under consideration.

#### Formula:

##### Country-level

$$\begin{aligned}
 ECS_{pre-pri,t,j} &= \frac{C\%_{pre-pri,t,j} \times D_{j,t}}{eex_{pre-pri,t,j}} & ECS_{pri,t,j} &= \frac{C\%_{pri,t,j} \times D_{j,t}}{eex_{pri,t,j}} & ECS_{t,j} &= ECS_{pre-pri,t,j} + ECS_{pri,t,j} \\
 & & & & & + ECS_{ls,t,j} + ECS_{us,t,j} \\
 ECS_{ls,t,j} &= \frac{C\%_{ls,t,j} \times D_{j,t}}{eex_{ls,t,j}} & ECS_{us,t,j} &= \frac{C\%_{us,t,j} \times D_{j,t}}{eex_{us,t,j}}
 \end{aligned}$$

where:

- $D_j$  GPE grant disbursement in country **j** in year **t** in USD;  
 $ECS_{pre-pri,t,j}$  Equivalent children supported in pre-primary education in country **j** in year **t**;

$C\%_{pre-pri,t,j}$	Estimated percentage coded/costed towards pre-primary education in country <b>j</b> in year <b>t</b> ;
$eeX_{pre-pri,t,j}$	Government expenditure per child in pre-primary education in country <b>j</b> in year <b>t</b> in PPP\$ (constant);
$ECS_{pri,t,j}$	Equivalent children supported in primary education in country <b>j</b> in year <b>t</b> ;
$C\%_{pri,t,j}$	Estimated percentage coded/costed towards primary education in country <b>j</b> in year <b>t</b> ;
$eeX_{pri,t,j}$	Government expenditure per child in primary education in country <b>j</b> in year <b>t</b> in PPP\$ (constant);
$ECS_{ls,t,j}$	Equivalent children supported in lower secondary education in country <b>j</b> in year <b>t</b> ;
$C\%_{ls,t,j}$	Estimated percentage coded/costed towards lower secondary education in country <b>j</b> in year <b>t</b> ;
$eeX_{ls,t,j}$	Government expenditure per child in lower secondary education in country <b>j</b> in year <b>t</b> in PPP\$ (constant);
$ECS_{us,t,j}$	Equivalent children supported in upper secondary education in country <b>j</b> in year <b>t</b> ;
$C\%_{us,t,j}$	Estimated percentage coded/costed towards upper secondary education in country <b>j</b> in year <b>t</b> ;
$eeX_{us,t,j}$	Government expenditure per child in upper secondary education in country <b>j</b> in year <b>t</b> in PPP\$ (constant);

### Aggregate-level

$$ECS_t = \sum_j^n ECS_{t,j}$$

where:

$ECS_t$	Total equivalent children supported in year <b>t</b> ;
$ECS_{t,j}$	Equivalent children supported in country <b>j</b> in year <b>t</b> ;
$n$	Total number of countries who received GPE grants in a given year in year <b>t</b>

*N.B.: When data on government expenditure per pre-primary, primary, lower-secondary, or upper secondary school child are not available in the UIS database, they can be derived by calculating the average government expenditure in the given education level in a country of available data in the last five years. When the aforementioned data in the last five years are not available, they can be derived by dividing the total amount of government expenditure in PPP\$ constant in the given education level in a country by the total enrolment in the relevant level of education. Lastly, where data remains missing, values can be estimated using*

*weighted average values by country's income level*<sup>44</sup>, using the population of official pre-primary/primary/lower secondary/upper secondary school age as the weighting factor.

**Reporting timeframe:** FY and CY (separate reporting datasets)

**Data required:** GPE disbursements to each partner country; government expenditure per pre-primary, primary, lower-secondary, and upper secondary school child in each partner country; estimated GPE financing percentage coded/costed towards per pre-primary, primary, lower-secondary, and upper secondary in each partner country grouped by income level.

**Data source:** UNESCO Institute for Statistics (UIS), GPE Secretariat

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

**Interpretation:** The indicator should be interpreted as a proxy for the actual number of children reached by GPE. As GPE grants do not fund programs on a per-child basis, in practice, GPE disbursements to a country will not always map directly to the number of children enrolled at the basic education level in that country. Specifically, depending on how a given GPE grant is used by a country and the nature of country-level projects implemented, its impact may affect more or fewer children than estimated by the indicator. In addition, even with a constant or increasing level of GPE funding, the value of this indicator is heavily contingent on which countries are receiving funding in a given year; in particular, whether unit costs are high or low. Therefore, it is important to recognize that a decline in equivalent children supported may not imply worse performance by GPE. A decline in equivalent children supported, when associated with rising unit costs rather than decreased disbursements, may, in fact, reflect a number of positive or arguably neutral outcomes, including increasing country wealth with associated increases in the cost of living (including teacher salaries and education costs), a larger proportion of grants focused on countries where the cost of education is higher, or a shift in the burden of education costs away from households and towards the public sector.

**Quality standards:** In order to reflect costs for the year in which GPE disbursements are considered, expenditure per child is in PPP\$ constant.

**Limitations:** (i) Data on spending distribution allocated by level of education is

---

<sup>44</sup> per World Bank income level categorization

dependent on estimated GPE financing percentage coded/costed towards per pre-primary, primary, lower-secondary, and upper secondary in each partner country. Thematic coding/costing is limited to grant documentation at grant approval stage ; (ii) Data on government spending disaggregated by level of education are sometimes missing, therefore requiring estimates for the share of education spending at pre-primary, primary, lower-secondary, and/o upper secondary; (iii) Data on government spending considers total initial funding from government (i.e. including transfers paid but excluding transfers received) from government (central, regional, local); (iv) Since the indicator considers only public expenditure per child (as per UIS) and excludes private (household and other private) spending, it underestimates the actual cost of education and may therefore overestimate the number of children that could be effectively educated.

## ANNEX B:

### Number of beneficiary student (from grant progress/completion reports)

**Purpose:** The indicator monitors the cumulative number of students benefited from GPE grant financing support.

**Definition:** Number of students who have been benefited by GPE's implementation grants during GPE2025. It counts the number of students who directly participated in project activities, received project-supported incentives or services or benefited from project interventions since the start of GPE2025, as reported in grant progress reports and completion reports. GPE's implementation grants include system transformation grants, Education Sector Program Implementation Grants, Multipliers and accelerated funding grants (regular and COVID-19). It covers implementation grants that are active at some point in GPE2025 (July 2021 to June 2026).

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

#### Calculation method:

##### Grant level

Identify grants that are active at some point during the reporting fiscal year that submitted progress reports or completion reports by the data cut-off. For progress reports, identify the latest reports submitted to the Secretariat as of the end of fiscal year. If closed grants submitted a progress report and a completion report during the fiscal year, completion report will be used. From the report, extract the cumulative number of beneficiary students.

Co-financed grants report number of beneficiary students for the entire project/program in progress/completion reports. GPE Secretariat calculates the number of beneficiary students for GPE portion of the project/program using the proportion of GPE contribution to the co-financed project/program.

*N.B.: For ESPIGs, Multiplier and regular Accelerated Funding grants that started implementation before July 2021, the number of beneficiary students as reported in the latest progress reports as of the end-June 2021 will be deducted from the number reported in the progress/completion reports.*

*N.B.: For COVID-19 accelerated funding grants, a grant may have more than one indicator monitoring the number of student beneficiaries. In those cases, the Secretariat uses the*

highest number reported among those indicators, to avoid double-counting the same students.

### Aggregate level

Aggregate the number of cumulative beneficiary students for all grants that are active at some point since July 2021, after deducting the number of beneficiary students supported before GPE2025.

### **Formula:**

#### Grant level

$$N_i^j = \begin{cases} cb_i^j * \% C, & \text{if cofinanced} \\ cb_i^j, & \text{otherwise} \end{cases}$$

where:

$N^j$  Number of students benefited with GPE grant financing support in country **j**

$cb_i^j$  Children benefited reported **i** (progress/completion report) by GPE grant financing support in country **i**

**C** Proportion of GPE contribution to the co-financed project/program

#### Aggregate level

$$N = \sum_{i=1} N_i$$

where:

$N$  Total number of students benefited by GPE grant financing support

$N^j$  Number of students benefited with GPE grant financing support in country **j**

**Reporting timeframe:** Data will be updated every fiscal year. We will use the number reported in the latest progress report for each grant as of the end of June each year and completion reports submitted during the fiscal year. The first reporting year will be fiscal year 2022.

**Data required:** Cumulative number of students benefited from GPE grant support, reported in progress reports and completion reports. For grants that started implementation before June 2021, cumulative number of beneficiary students, as



reported in the latest progress report as of the end-June 2021 will be used to establish the baseline.

**Data source:** Grant progress reports and completion reports

**Types of disaggregation:** By PCFC, sex, disability, level of education, refugee, internally displaced persons, and out-of-school children (last five when dataset is representative)

**Interpretation:** Higher number indicates more students supported by GPE grant.

**Quality standards:** Progress and completion reports undergo a quality assurance review process by Secretariat team after grant agent submission.

**Limitations:**

- Methodology to count the number of beneficiary students may vary across grants.
- Some ESPIGs, multipliers and accelerated funding grants do not monitor this data.
- For partner countries benefiting from more than one type of implementation grant (e.g., education sector program implementation grant and COVID-19 accelerated funding grant), the same students may be counted as beneficiaries of different interventions financed by different grants.
- For co-financed grants, the number of beneficiary students for GPE portion is an estimate calculated by GPE Secretariat.

## CONTACT

[information@globalpartnership.org](mailto:information@globalpartnership.org)

## OFFICES

### Washington

701 18<sup>th</sup> St NW  
2<sup>nd</sup> Floor  
Washington, DC 20006  
USA

### Paris

66 Avenue d'Éléna  
75116 Paris  
France

### Brussels

Avenue Marnix 17, 2<sup>nd</sup> floor  
B-1000, Brussels  
Belgium

### Chennai

Global Infocity Park, Block C  
11<sup>th</sup> floor  
40 MGR Salai, Perungudi  
Chennai, Tamil Nadu 600096  
India