MEETING OF THE BOARD OF DIRECTORS

| VIA VIDEOCONFERENCE | BOD/2021/05 DOC 05 | FOR DECISION |

GPE 2025 RESULTS FRAMEWORK

Please note: Documents are deliberative in nature and, in accordance with the GPE Transparency Policy, are considered to be public documents only after their appraisal by the relevant governance instance. It is understood that members will circulate documents among their constituency members prior to consideration for consultation purposes, with the exception of documents that are confidential.

Key issues for consideration:

During its first meeting on April 27, 2021, the Performance, Impact and Learning Committee (PILC) discussed the GPE 2025 Results Framework. The Committee broadly supported the framework, its two-tier structure, and the principles of simplicity and use in decision-making. In addition, the following key points were highlighted:

- Agreement on the use of SDG-based targets for 2025 for goal-level indicators, with an emphasis on ensuring that baselines and targets reflect the impact of COVID-19 on education systems.
- A call for data on the contribution of GPE grants to goal-level results to be collected, analyzed, and reported.
- Suggestions to include indicators in areas such as digital learning, youth participation, women in the teacher workforce, resilient education systems, and parenting, while noting that periodically updated international data on these indicators is not readily available.
- Emphasis on the need for alignment between the GPE operating model and results framework, to ensure that the operating model supports country data capacity to improve the availability and timeliness of data on key indicators such as learning outcomes.

Objective

1. The Board is requested to approve the GPE 2025 Results Framework.
2. 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. Towards this objective, the Results Framework will:

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a. Support clear decisions and actions by the GPE Board, its committees, and the Secretariat, through annual reporting alongside other key information from both the monitoring and evaluation streams of the MEL framework,

b. Communicate transparently and more clearly about GPE results to the wider public.

Recommended decision

BOD/2021/05-XX— GPE 2025 Results Framework: The Board of Directors in reference to decision BOD/2020/11/12-08:

1. Approves the GPE 2025 Results Framework as set out in Annex B to BOD/2021/05 DOC 05, and requests the Secretariat to develop indicator methodologies, baselines, milestones, and targets for the Results Framework, as relevant.

2. Further requests the Secretariat to develop a Grant and Compact monitoring approach that provides requisite data on the performance and achievements of GPE grants and processes in GPE 2025 priority and requirement areas, and to report this data through annual results reports.

Background and overview

3. In December 2020, the Board approved the GPE 2025 strategy through BOD/2020/11/12 DOC 11, as well as the Operating Model (OM) and the Monitoring, evaluation and learning Framework (MEL) to support its delivery.

4. The Results Framework is a pillar of the MEL framework, which includes grant monitoring and evaluations. The Framework draws on a subset of this information to provide an overview of GPE's progress against the objectives of GPE 2025.

5. The Results Framework serves as a "telegraph" of GPE results; hence it is a tool in the MEL approach that captures only some dimensions of the GPE 2025 priority areas and the performance of the OM. The information in the Framework will be buttressed with data from grant monitoring and evaluations in the annual results report, to be used for decision making at all levels of the Partnership.

6. Annex A explains the structure of the Results Framework and its intended use in broader results reporting, and Annex B presents the proposed Framework itself. In addition, appendices with supplemental information are available on the Governance Portal.
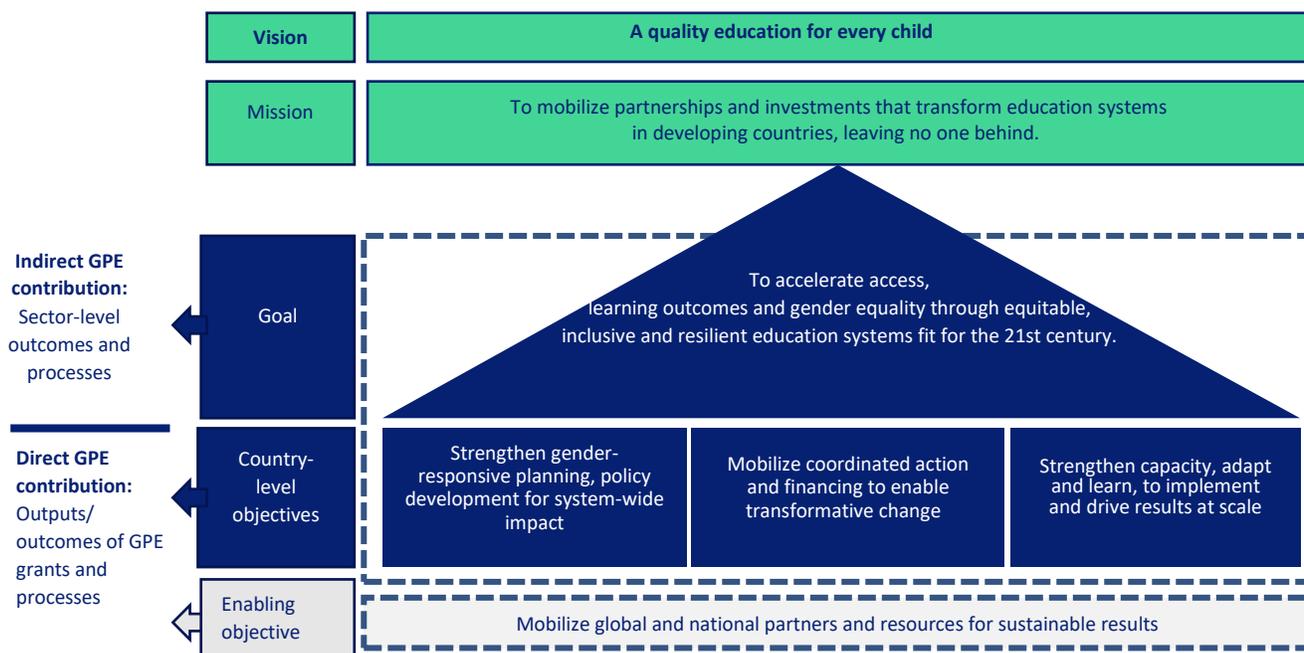
Annex A - Structure of the GPE 2025 Results Framework and use in broader results reporting
Annex B - GPE 2025 Results Framework

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Annex A: Structure of the GPE 2025 Results Framework and use in broader results reporting

1. The 2025 Results Framework is aligned with the strategic framework [BOD/2020/11/12 DOC 11](#) (vision, mission, goal and objectives approved by the Board). Hence, the three tiers of the Framework follow the Strategic Framework structure. A representation of this can be found in Figure 1.

Figure 1: Results Framework structure follows GPE 2025 Strategic Framework

Vision	**A quality education for every child**
Mission	To mobilize partnerships and investments that transform education systems in developing countries, leaving no one behind.

Indirect GPE contribution: Sector-level outcomes and processes

Goal — To accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century.

Direct GPE contribution: Outputs/ outcomes of GPE grants and processes

Country-level objectives:
- Strengthen gender-responsive planning, policy development for system-wide impact
- Mobilize coordinated action and financing to enable transformative change
- Strengthen capacity, adapt and learn, to implement and drive results at scale

Enabling objective — Mobilize global and national partners and resources for sustainable results

2. The Results Framework, detailed in Annex B, proposes a total of eighteen indicators: eight under sector level progress that correspond to the GPE 2025 Goal, six under country-level objectives, and four under the enabling objective. The Results Framework will include disaggregation of indicators by country and individual characteristics (e.g., fragility status for countries and sex and disability status for children), among others, as data availability allows. Indicators based on household survey data will also include disaggregation by location and socio-economic status, where available.

Rationale for each level of the GPE 2025 Results Framework vis-à-vis the lessons learned from the GPE 2020 Results Framework

3. **Indicators on Goal level Priority Areas.** In the goal-level section, the 2025 Results Framework includes indicators that measure sector progress in all GPE goal priority areas. Each priority area includes one or two Sustainable Development Goal (SDG) indicators, many of which are a continuation from GPE 2020. (Thus, the current Results Framework will have some continued key indicators and data from the previous GPE 2020 strategy

period.) Key priority areas with data gaps in SDG indicators, such as gender equality and quality teaching, will be addressed by embedding data generation in the operating model. Unlike the GPE 2020, the Results Framework will not contain GPE-specific annual milestones at the goal level. Rather, progress will be monitored towards globally/regionally agreed targets where these exist (e.g. by using UIS/GEM developed benchmarks for SDG indicators to establish 'expected' targets for GPE partner countries and monitor progress by 2025). These targets will reflect the impact of COVID-19 on education systems as data become available. Targets for goal-level indicators will be disaggregated by partner countries affected by fragility and conflict, by sex, and by other categories, where available from global/regional target-setting exercises.

4. **Indicators on Country-level Objectives.** The indicators for the country-level objectives will measure the outcomes and outputs of GPE's country-level grants and processes. Thus these "meso-level" indicators are designed to provide information on the effectiveness of GPE's instruments in contributing to system-level outcomes. The indicators will draw on data and information generated through the operating model and measure the direct contribution of GPE levers in the areas of (i) reforms incentivized by top-ups in operating model requirement areas for systemic conditions (see the Board document on the GPE 2025 operating model) ; (ii) capacity reinforcement through the system capacity grant in areas corresponding to the GPE 2025 country-level objectives; (iii) delivery (or support to delivery of) of transformational policies/programs through the system transformation grant (STG) (focused on driving transformative improvements in priority areas of the Goal).

5. **Indicators on the Enabling Objective**– The GPE 2025 Results Framework includes indicators that measure all areas of the Enabling Objective, including (i) "becoming a learning partnership" through an indicator on how learning supported by the Knowledge and Innovation Exchange, a program specifically focused on Partnership-wide learning, is incorporated in countries' plans and policies (ii) the effectiveness of GPE-funded strategic capabilities to support countries in capacity building and the amount external co-financing leveraged through GPE's innovative finance mechanisms; (iii) the effectiveness of GPE-supported advocacy by an indicator on the role of advocacy funded through Education Out Loud in influencing country plans and policies; and (iv) donor finance to GPE. The Results Framework will not include indicators on Secretariat performance. Instead, Secretariat performance will be tracked separately through reporting on the Secretariat's work program and the GPE Risk Management Framework.

GPE Case for Investment projections and GPE Results Framework indicator targets

6. The GPE case for investment (CFI) calculated the number of children learning and additional children enrolling in schools because of a given level of expected inputs across

the partnership (GPE fund + domestic finance + official development assistance + estimated efficiency gains). However, these numbers are not used in the Results Framework as targets. Instead, the Framework will provide 2025 targets for SDG indicators related to these numbers, calculated based on expected progress towards SDG 2030 targets. The reason is that the 2030 targets were set based on a broadly owned and widely endorsed intergovernmental process of what is desirable to achieve. Nonetheless, the results report will track and report on the case for investment numbers on learning and additional children enrolling in school, by 2025. Similarly, the results report will track and provide annual figures on the number of teachers trained, new classrooms built, textbooks distributed, and other grant outputs based on grant monitoring data.

Supplementing the Results Framework data on the outputs and achievements of GPE grants in the Results Report

7. The MEL framework contains several complimentary streams of work to capture results from GPE grants. First, a real-time grant coding exercise will allow us to identify the specific results grants are targeting in GPE priority areas and to track implementation progress and achievement of those results (to be discussed with grant agents). Second, a common set of standards for grant implementation and completion monitoring (to be discussed with the grant agents), will lead to more standardized information on grant results, including for various sub-groups of beneficiaries. Third, where innovative interventions are funded through GPE grants, evaluations will be requested to be built into the grants (process to be piloted both under the new model and with upcoming ESPIGs). Data from these three streams of work will be analyzed and presented in the annual results reports to supplement the information in the results framework. In addition, the results from GPE grants and processes will be captured through systematic reviews of the grant completion reports (with a set of questions regarding achievement of grant objectives and results) and compact periodic reviews, that focus on progress on policy reforms.

8. As a result, GPE will collect, analyze, and report information on the direct contribution of GPE system transformation grants to system-level results, alongside the contributions of Compact processes in supporting system transformation and policy reforms, the contributions of the system capacity grant in strengthening country capacity, and those of the strategic capabilities in reinforcing the country-level model. This process will also generate data on the numeric outputs of GPE grants such as the children reached through GPE grants (disaggregated by various groups of beneficiaries, including girls, children with disabilities, refugees, and IDPs) and grant results in the priority areas such as children supported for learning (as part of the objectives on learning). GPE will also report disaggregated data on types of interventions financed through GPE grants in the different priority areas. This approach will include information on support to Education

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Management Information Systems/Learning Assessment Systems, as provided by the previous Results Framework, but also expand it to analysis based on a typology of interventions in GPE 2025 priority areas (typology being developed).

Measuring progress towards gender equality and inclusion in the Results Framework

9. Gender equality and inclusion are key priorities of GPE 2025 and are embedded across the MEL framework. In the Results Framework, specifically, indicators 5 and 9 look at country progress and the outputs and achievements of GPE grants respectively in gender-responsive planning and monitoring. Indicator 14 will track the proportion of GPE STGs that are meeting their gender equality-related objectives. All other indicators will be disaggregated by sex, where applicable. In addition, the evaluation policy requires all GPE grants to report sex-disaggregated data and to assess their gender impacts in grant completion reports.

10. On inclusion, the Results Framework includes indicators 5(ii)(c) and 8(ii)(c) that measure whether the right to education is guaranteed in a legislative framework and whether reporting on key education statistics is disaggregated by children with disabilities, respectively. Other goal-level indicators will be disaggregated by children with disabilities wherever data availability allows. In addition, indicator 14 will track the proportion of GPE STGs that are meeting their inclusion-related objectives. Grant monitoring will also include data on the number of direct beneficiaries of GPE grants that are children with disabilities, IDP/refugees, out-of-school children, among other vulnerable groups.

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Annex B: GPE 2025 Results Framework

Table 1 below provides the proposed GPE 2025 Results Framework indicators alongside their data sources.

Table 1: GPE 2025 Results Framework

No.	Primary area covered (in bold) and other areas	Indicator (all relevant indicators to be disaggregated by PCFC[1], sex, disability status, and other disaggregation as available/relevant)	Data sources/ availability[2], and notes
		Goal – To accelerate access, learning outcomes and gender equality through equitable, inclusive and resilient education systems fit for the 21st century **Sector Progress Indicators– aligned with SDG indicators[3] (when possible) –report baseline for 2020 + add an 'expected' target (based on required progress to meet SDG targets by 2030) for 2025 for SDG indicators. Baselines to be established in October 2021.**	
1	**PA1: Access: PA2 Early learning**	(Based on SDG 4.2.5): Proportion of countries where at least one year of free and compulsory pre-primary education is guaranteed in legal frameworks	Data source: UIS
2	**PA1: Access; PA2 Early learning;** PA4: Gender equality	SDG 4.2.2: Participation rate in organized learning (one year before the official primary entry age), by sex	Data source: UIS
3	**PA1: Access**; PA4: Gender equality	(i) SDG 4.1.3 Gross intake ratio to the last grade (primary education, lower secondary education), by sex (ii) SDG 4.1.4: Out of school rate of (a) primary school age; (b) lower-secondary school age; (c) upper-secondary school age, by sex, location and socio-economic status	(i) Data source: UIS (ii)Data source: UIS (based on household survey data)
4	**PA3: Equity,**	(i) *Volume of domestic finance*: Proportion of countries with	(i)Data source: National budget documents compiled by

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No.	Primary area covered (in bold) and other areas	Indicator (all relevant indicators to be disaggregated by PCFC[1], sex, disability status, and other disaggregation as available/relevant)	Data sources/ availability[2], and notes
	efficiency, and volume of domestic finance	government expenditure on education increasing or 20% or above as a percentage of total government expenditure (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*	GPE (ii) Data source: Assessment of equity, efficiency, and volume of domestic finance (a) as part of the Partnership Compact development process (b) at the periodic reviews of the Partnership Compact
5	**PA4: Gender equality**; PA5: Inclusion; PA8: Strong Organizational capacity	(i) Percentage of women aged 20 to 24 years who were first married or in union before age 18; (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	(i) Data source: UNICEF (based on household survey data); (ii)Data source: Assessment of gender-responsive sector planning and monitoring (a) and (c) as part of the Partnership Compact development process (b) at the periodic reviews of the Partnership Compact
6	**PA6: Learning**; PA4: Gender equality	SDG 4.1.1: Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	Data source: UIS
7	**PA7: Quality teaching**; PA4: Gender equality;	(i)SDG 4.c.1 Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex (ii) Proportion of countries where teaching quality is assessed	(i) Data source: UIS (ii) Data source: GPE Secretariat compilation based on country-led assessments [potentially available through the assessment of the availability and use of data and evidence requirement]

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No.	Primary area covered (in bold) and other areas	Indicator (all relevant indicators to be disaggregated by PCFC[1], sex, disability status, and other disaggregation as available/relevant)	Data sources/ availability[2], and notes
8	**PA8: Strong organizational capacity**; PA4: Gender Equality; PA5: Inclusion;	(i) Proportion of countries reporting international education indicators to UIS; (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 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 (iii) (a) Proportion of countries where sector coordination is assessed; (b) Proportion of countries making progress against identified challenges in sector coordination; (c)Proportion of local education groups that include Civil Society Organizations/Teacher Associations	(i) Data source: UIS [including data reporting on learning outcomes] (ii) Data source: Assessment of availability and use of data and evidence (a) and (c) as part of the Partnership Compact development process (b) at the periodic reviews of the Partnership Compact (iii) Data source: Assessment of sector coordination (a) as part of the Partnership Compact development process (b) at the periodic reviews of the Partnership Compact (c) GPE Secretariat monitoring
**Country-level objective 1 (CLO1) – Strengthen gender-responsive planning, policy development for system-wide impact** **INDICATORS ON GPE COUNTRY-LEVEL LEVERS- performance benchmark proposed: 75% compact; 80% GPE grants**		
9	**PA4: Gender equality**; PA8: Strong Organizational Capacity	(i) Proportion of countries that implement [GPE allocation-linked] policy reforms in the "gender responsive *sector planning and monitoring requirement area*" as identified in their Partnership Compact (ii) Proportion of System Capacity Grants where activities under the *"gender responsive planning and monitoring"* window are on-track	(i)Data source: GPE Secretariat from compact monitoring and periodic reviews. Implementation of policy reform to be assessed based on whether corresponding allocation "top-up" is accessed (ii) Data source: System capacity grant implementation and completion monitoring
**Country-level objective 2 (CLO2) – Mobilize coordinated action and financing to enable transformative change** **INDICATORS ON GPE COUNTRY-LEVEL LEVERS- performance benchmark proposed: 75% compact; 80% GPE grants**		
10	**PA8: Strong organizational capacity**	(i) Proportion of countries that implement [GPE allocation-linked] policy reforms in "*sector coordination requirement area*" as identified in their Partnership Compact	(i) Data source: GPE Secretariat from compact monitoring and periodic reviews. Implementation of policy reform to be assessed based on

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No.	Primary area covered (in bold) and other areas	Indicator (all relevant indicators to be disaggregated by PCFC[1], sex, disability status, and other disaggregation as available/relevant)	Data sources/ availability[2], and notes
		(ii) Proportion of System Capacity Grants where activities under the *"mobilize coordinated action and finance" window are on-track*	whether corresponding allocation "top-up" is accessed (ii) Data source: System capacity grant implementation and completion monitoring
11	**PA3: Equity, efficiency, and volume of domestic finance**	(i) Proportion of countries that implement [GPE allocation-linked] policy reforms in" *equity, efficiency, and volume of domestic finance requirement area" as* identified in their partnership compact	(i) Data source: GPE Secretariat from compact monitoring and periodic reviews. Implementation of policy reform to be assessed based on whether corresponding allocation "top-up" is accessed
12	**PA3: Equity, efficiency, and volume of domestic finance**	Proportion of GPE grant funding (a) aligned to national systems and (b) using harmonized funding modalities	Data source: GPE Secretariat (grant data)
13	**PA8: Strong organizational capacity**	(i) Proportion of countries that implement [GPE allocation-linked] policy reforms in the "*data and evidence requirement area*" as identified in their Partnership Compact (ii) Proportion of System Capacity Grants where activities under the *"adapt and learn for results at scale" window are on-track*	(i) Data source: GPE Secretariat from compact monitoring and periodic reviews. Implementation of policy reform to be assessed based on whether corresponding allocation "top-up" is accessed (ii) Data source: System capacity grant implementation and completion monitoring
	Country-level objective 3 (CLO3) – Strengthen capacity, adapt and learn, to implement and drive results at scale **INDICATORS ON GPE COUNTRY–LEVEL LEVERS– 80% GPE grants**		
14	**All priority areas**	(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;	(i and ii)Data source: GPE Secretariat: grant monitoring and completion Notes: (i) (b) requires tracking progress at completion at the objective level (objectives will be mapped to priority areas at the beginning of the project). Data from

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No.	Primary area covered (in bold) and other areas	Indicator (all relevant indicators to be disaggregated by PCFC[1], sex, disability status, and other disaggregation as available/relevant)	Data sources/ availability[2], and notes
		PA5: Inclusion; **PA6:** Learning; **PA7:** Quality teaching; **PA8:** Strong organizational capacity (ii) Proportion of grants with a Girls' Education Accelerator component where the Girls' Education Accelerator-funded component met its objective at completion	monitoring and completion reports [updated reporting requirements to be discussed with grant agents] [Number of children reached, textbooks distributed, teachers trained, classrooms built alongside other grant outputs – *will be tracked and reported through the results report but not as Results Framework indicators*]
**Enabling objective (EO) – Mobilize global and national partners and resources for sustainable results** **INDICATORS ON GPE GLOBAL-LEVEL LEVERS-** **milestones, performance benchmarks, and targets to be established**		
15	**Learning Partnership**	Number of cases of uptake of KIX-supported research, knowledge, and innovation in country-level policy development or delivery	Data source: Knowledge and Innovation Exchange (KIX) Results Framework, combining indicators 2.2.1, 2.41 and 2.5.1 [milestones and targets]
16	**Strategic Partnership**	(i)Number of GPE countries benefiting from newly mobilized strategic partnerships (ii)Proportion of GPE-mobilized strategic capabilities that meet their objectives (iii) Additional co-financing leveraged through GPE innovative financing mechanisms	(i, ii and iii) Data source: GPE Secretariat [milestones/performance benchmarks + targets]
17	**Advocacy**	Number of countries where civil society in EOL funded projects has influenced education planning, policy dialogue and monitoring	(i) Data source: Education Out Loud (EOL) Results Framework indicator 1.1 [milestones and targets]
18	**Financing**	Percent and cumulative amounts of donor commitments fulfilled	Data source: GPE Secretariat [target]

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Supporting appendices [available on the Governance Portal](#):

Appendix 1: The recommendations of the Technical Reference Committee constituted for the Results Framework and feedback from consultations;

Appendix 2: Principles underpinning the GPE 2025 Results Framework based on lessons learned from the 2020 Results Framework;

Appendix 3: Coverage of GPE 2025 priority areas by the Results Framework and other MEL mechanisms;

Appendix 4: Crosswalk of indicators between GPE 2020 and 2025 Results Frameworks;

Appendix 5: Data availability for the proposed UIS/UNICEF-based goal-level indicators.

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