Global Europe Results Framework Indicator Methodology Note

1. Indicator name

GERF 2.36: Number of students enrolled in education with EU support: (a) primary education, (b) secondary education, (c) tertiary education

2. Technical details

Please use the information provided in OPSYS or the SWD.

Results Dashboard code(s): *(a) 65252; (b) 65253; (c) 65254*.

Unit of measure: *Number of (#)*.

Type of indicator: *Quantitative (not Qualitative) – Numeric (not Percentage); Actual ex-post (not estimated or ex-ante); Cumulative (not annual); Direct (not indirect).*

Level(s) of measurement: *Specific Objective – Outcome; Direct Output; Output.*

Disaggregation(s): Sex (*Female; Male; Intersex*); Gender (*Woman/girl; Man/boy; Non-binary; Prefer not to say*).

DAC sector code(s): *(a) 11220 – Primary education; (b) 11320 – Secondary education; (c) 11420 – Higher education, 11430 – Advanced technical and managerial training.*

Main associated SDG: *4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes*.

Other associated SDGs: *4.3 technical, vocational and tertiary education; 8.6 youth not in employment or education; 10.2 inclusion without discrimination; 10.3 reduce inequalities of outcome*.

Associated GERF Level 1 indicator: *1.28 UNESCO Institute for Statistics Youth literacy rate.*

Associated GERF Level 3 indicators:

3.10 Amount and share of EU-funded external assistance directed towards supporting social inclusion and human development

3.12 Amount and share of EU-funded external assistance directed towards education

3.13 Number and share of EU- external interventions promoting gender equality and women's empowerment

3.14 Number and share of EU-funded external interventions promoting disability inclusion

3.15 Amount and share of EU-funded external assistance directed towards reducing inequalities

3.16 Amount and share of EU-funded external assistance qualifying as ODA

3. Policy context and rationale

Education is a fundamental human right and an essential part of the EU policy framework to foster economic prosperity and promote peaceful and democratic societies. Education, training and skills provide an environment that helps partner countries to take advantage of the opportunities offered by the digital and green transitions, and to boost economic growth under the Global Gateway. The 2030 Agenda recognises the critical role of education and training in enabling further learning and effectively addressing these challenges, and in achieving many of the SDGs.

The New Consensus for Development has fully endorsed the SDG 4 on education which aims to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all', that is, to ensure everyone has the knowledge, skills and values they need to engage actively and responsibly in society.

4. Logframe inclusion

If an intervention generates the result measured by this indicator, then it must be reported in OPSYS. Corporate targets have been set for the indicators used to monitor the Strategic Plan and the Multiannual Financial Framework (see Section 9). Progress towards these targets is reported annually in the Annual Activity Plan (for the Strategic Plan) and the Programme Performance Statements (for the Multiannual Financial Framework). These values are calculated by aggregating the results reported in OPSYS. These reports ultimately contribute to the Annual Management Performance Report submitted by the European Commission to the Council and Parliament during the annual budgetary discharge procedure. If targets are not met, explanations must be provided. Therefore, it is crucial that all results are recorded in OPSYS.

There are two ways of doing this:

1. Include the indicator directly in the logframe (recommended approach);
2. Match the indicator to the closest logframe indicator (only if the indicator was not originally included in the logframe and modification is not possible).

Why? The matching functionality in OPSYS only accommodates reporting current values and does not yet support encoding baselines and targets. This is a significant drawback because targets are a valuable piece of information, especially at the beginning of a Multiannual Financial Framework. Indeed, results take time to materialise as they are the last step in the chain, appearing only after programming, commitments, contracting, and spending have occurred. Targets allow to see what results are expected long before they materialise, which is reassuring to the different stakeholders concerned with accountability. **Therefore, include all corporate indicators directly in the logframe whenever possible, and reserve the matching functionality only for cases when this is not feasible**.

5. Values to report

The following values must be determined in line with the definitions provided in Section 6.

Baseline value: the value measured for the indicator in the baseline year. The baseline value is the value against which progress will be assessed.

Current value:

- **For logframe indicators**: the most recent value for the indicator at the time of reporting. The current value includes the baseline value which is reported separately for logframe indicators in OPSYS.
- **For matched indicators**: the most recent value for the results achieved at the time of reporting since the start of implementation of the intervention. This value is obtained by taking the most recent value for the indicator at the time of reporting and subtracting off the baseline value which is not reported separately for matched indicators in OPSYS.

Current values will be collected at least once a year and reported cumulatively throughout the implementation period.

Final target value: the expected value for the indicator in the target year.

Intermediate target values (milestones). A tool has been developed in OPSYS to generate intermediate targets automatically[1].

- **For outputs**: the intermediate targets are generated using a linear interpolation between the baseline and target values because it is assumed that outputs materialise sooner and more progressively over implementation (than outcomes).
- **For outcomes**: the expected progression over the course of implementation will vary across interventions. During the creation of a logframe, the expected outcome profile must be selected (OPSYS offers four options[2]) and this selection triggers the generation of intermediate targets for all 30 June and 31 December dates between the baseline and target dates for all output and outcome quantitative indicators. All automatically generated intermediate targets values and dates can be subsequently modified by the Operational Manager or the Implementing Partner with the approval of the Operational Manager.

6. Calculation of values

[1] This has been done in the context of the Primary Intervention Questionnaire (PIQ) for the EAMR. Three new KPIs provide an overall assessment of ongoing interventions (current performance and future performance) and completed interventions (final performance). Scores will be calculated for all INTPA and NEAR interventions participating in the annual results data collection exercise.

- *KPI 10* reflects the relevance, efficiency and effectiveness of ongoing interventions. The information on relevance is provided by the Operational Manager's response to a question in a survey. The information on efficiency and effectiveness is provided either by the logframe data, if sufficient data is available, or the response to a question in a survey, if not.
- *KPI 11* reflects expectations regarding the most probable levels of relevance, efficiency, effectiveness and sustainability that can be achieved by ongoing interventions in the future. In this case, all the information is provided by the Operational Manager's responses to questions in a survey.
- *KPI 12* reflects the relevance, efficiency and effectiveness of completed interventions. The information on relevance is provided by the Operational Manager's response to a question in a survey. The information on efficiency and effectiveness is provided by the logframe data if sufficient data is available, or the response to a question in a survey, if not.

[2] a. *steady progress*: The outcomes are achieved continuously throughout implementation; b. *accelerating progress*: The outcomes are achieved towards the end of implementation; c. *no progress until end*: The outcomes are mostly achieved at the end of implementation; d. *none of the above*.

Specify all assumptions made, list definitions for all technical terms, provide any relevant guidance on (double) counting, and include checklist for quality control.

The value for this indicator is calculated by counting the number of students enrolled in education with EU support: (a) primary education, (b) secondary education, (c) tertiary education, using the technical definitions and counting guidance provided below. Please double check your calculations using the quality control checklist below.

Technical definitions

UNESCO has developed a classification of education levels named International Standard Classification of Education (ISCED). It allows cross country comparisons to be made, despite the duration of education levels varying from one country to another. According to ISCED standards the classifications are as follows:

- *Primary education (ISCED 1)* is considered to last between 4 and 7 years, with a common duration of 6 years.
- *Lower secondary (ISCED 2)* is considered to end after a cumulative 8 to 11 years of education (including primary education) with 9 years being the most common cumulative duration. Lower secondary can last between 2 and 6 years. In 2010, this duration was 3 or 4 years in 82% of countries.
- *Upper secondary (ISCED 3)* follows lower secondary education, and students enter at around 14 to 16 years-old. The duration of the lower and upper secondary education combined (i.e. all secondary education) is usually 6 to 7 years.
- *Tertiary education (ISCED levels 5-8) builds* on secondary education, providing learning activities in specialised fields of education. It aims at learning at a high level of complexity and specialisation. Tertiary education not only includes what is commonly understood as academic education but also advanced vocational or professional education. There is usually a clear hierarchy between qualifications granted by tertiary education programmes: ISCED levels 5 (short-cycle tertiary education), 6 (bachelor's or equivalent level), 7 (master's or equivalent level) and 8 (doctoral or equivalent level).

Note that ISCED level 4 (non-secondary tertiary education) builds on secondary education, usually preparing participants for direct labour market entry or equipping them with the qualifications required to progress to tertiary education. Programmes classified at ISCED level 4 may be referred to in multiple ways, for example: technician diploma, primary professional education or *préparation aux carrières administratives*. It is recommended that support to these interventions is counted under GERF 2.14 *Number of people who have benefited from institution or workplace-based VET/skills development interventions supported by the EU: (a) all VET/skills development, (b) only VET/skills development for digitalisation* instead.

For this indicator:

- ***primary education*** only refers to ISCED level 1
- ***secondary education*** refers to ISCED level 2 and 3
- ***tertiary education*** refers to ISCED levels 5, 6, 7, 8

A basic education programme may include both primary education and lower secondary education. Compulsory education might include a portion of lower secondary education.

Counting guidance

1. The number of children enrolled in each year will count the overall number of children in each grade, regardless of their age, including under- and over-aged children.
2. Enrolment in all types of schools and education institutions count for this indicator, including public and private, formal and non-formal institutions that provide organised educational programmes.
3. (a) & (b) only: If the intervention supports children with specific educational programmes in facilities not integrated into mainstream education, check the level of the programme taught, and the country's page on the UIS website, for correct matching to (a) or (b).
4. (b) only: Interventions should support part of the general secondary system, and can include general secondary, vocational/technical within upper secondary, or re-integration programmes. For easier identification, check the equivalent levels of secondary schooling: typically, lower VET corresponds to 14-15 year-olds in grades 8-9 and middle VET to 16-18 year-olds in grades 10-12. Upper or tertiary VET (beyond upper secondary school level) might be matched with GERF 2.14 *Number of people who have benefited from institution or workplace-based VET/skills development interventions supported by the EU: (a) all VET/skills development, (b) only VET/skills development for digitalisation*, if the conditions specified in the corresponding methodology note are verified.
5. (c) only: Maintaining high standards for entry and completion of tertiary education is a priority for education ministries, and a prerequisite for' international qualification frameworks. If the EU is supporting a new or informal course, do not count it under this indicator until the course receives an accreditation status of ISCED level 5 or higher from education authorities. If a training course does not qualify as tertiary education, it might be matched with GERF 2.14 *Number of people who have benefited from institution or workplace-based VET/skills development interventions supported by the EU: (a) all VET/skills development, (b) only VET/skills development for digitalisation* instead
6. The number of school years which composes primary, lower and upper secondary, and tertiary education varies by country. Report which school years were included in the comment field to facilitate quality control of values reported.
7. The Gender Action Plan III (GAP III) requires the reporting of gender-diasaggregated values if possible and sex-disaggregated values if not. Use intervention data to provide the disaggregation.
8. The number of students enrolled in primary, secondary and tertiary education are reported separately. This means a student supported by the EU to enrol in primary education, and then later in secondary education and even later in tertiary education can be counted in all three sub-indicators (each at the relevant point in time).
9. Double-counting is not allowed: a student can be counted only once in the same reporting period. This means that if the same student benefits from one or more forms of support over one or more years in the same reporting period, from the same intervention or different interventions, this student should be counted only

once. To avoid the double counting of students over time, two approaches are possible. If it is possible to reliably estimate the number of students supported in the first year, and the number of new students supported in the following years (i.e. not yet supported during the reporting period in question), these numbers can be added up without the risk of double counting. However, if this information is not available, the maximum result of the reporting period should be used instead. Record the calculations in the calculation method field to facilitate quality control of the values reported. Report the geographic location of the students in the comment field to facilitate quality control of double counting.

10. There is a risk of double counting between values reported by interventions managed by EU Delegations and those reported by centrally managed support to global interventions (e.g. Global Partnership for Education). Quality Managers will implement any corrections needed for this type of double counting
11. However, there are exceptions to the double-counting rule: students counted under GERF 2.36 can also be counted under the following GERF indicators if the relevant conditions are met:
    - GERF 2.20 *Number of migrants, refugees, and internally displaced people or individuals from host communities protected or assisted with EU support;*
    - GERF 2.39 *Number of people directly benefiting from EU supported interventions that aim to reduce social and economic inequality*.
12. There is a risk of over reporting results relating to the EU contribution to the Global Partnership for Education. Historically, the contribution approach to results reporting has been favoured over the more elusive attribution approach. Conceptually, the partnership model combined with EU additionality justified such an approach and practically, it did not seem to make much of a difference. However, in the case of EU contributions to global initiatives, the results reported using a contribution approach are much larger than the results that would be reported using any type of attribution approach. Consequently, results must be scaled to maintain data integrity. The share of the EU contribution in the total budget will be used as the scaling factor because this information is both available and sufficiently meaningful. To ensure coherence, this scaling will be applied to all results generated by interventions for which the EU contribution is less than 50% of the total budget (except for blending and guarantee operations and budget support). Nothing changes for the results to be encoded in OPSYS by the Implementing Partner and approved by the Operational Manager; the total results must continue to be encoded for all interventions. The scaling will be implemented by Quality Managers for the purpose of corporate reporting.

Quality control checklist

1. Has the indicator been included directly in the logframe? Reserve the OPSYS matching functionality only for cases when this is not feasible.
2. If the indicator has been included directly in the logframe, does the current value *include* the baseline value? If the indicator has been matched to a logframe indicator, does the current value *exclude* the baseline value?
3. Does the GERF value count the number enrolled, including former dropouts who returned to school, but EXCLUDING those transferred through the grades or graduated?

4. (a) & (b) only: Were the children enrolled in primary/secondary education as per the ISCED definition of level I/2?
5. (a) & (b) only: If the level of education is reported as basic, does it include a secondary level? Lower secondary enrolment should be removed from the value for (a) and included in the value for (b).
6. (b) only: Have you included lower and middle VET students enrolled in mainstream (secondary level) VET schools?
7. (c) only: Have you checked the ISCED level of the course provided?
8. If the intervention reports results for more than 1 year, have you used the peak year number for the GERF value?
9. Is the GERF value a whole number? The number of students cannot be a decimal number.
10. Have gender (or sex) disaggregated values been reported? Gender (or sex) disaggregation is mandatory.
11. Does the intervention focus on migration? If so, this result should also be reported under GERF 2.20 *Number of migrants, refugees, and internally displaced people or individuals from host communities protected or assisted with EU support*, if all conditions are verified. Double counting with GERF 2.20 is allowed.
12. Does the intervention focus on inequalities? If so, this result should also be reported under GERF 2.39 *Number of people directly benefiting from EU supported interventions that aim to reduce social and economic inequality*, if all conditions are verified. Double counting with GERF 2.39 is allowed.
13. Has any other double counting been avoided? Students should be counted only once, except for the cases mentioned above.
14. Have all calculations been recorded in the calculation method field? Has all relevant information, including the geographic location of results, been reported in the comment field?

7. Examples of calculations

The EU is providing support to a budget support scheme related to the education sector in country A, from 2022 to 2026. The country's education information management system reveals the following information about the number of students enrolled in primary and secondary education (including public and private schools, and students of all ages including under- and over-aged children).

# of students enrolled in education (millions)	Year				
	2022	2023	2024	2025	2026*
primary	2.75	2.90	3.01	3.00	-
girls	*1.25*	*1.30*	*1.41*	*1.40*	-
secondary	1.00	1.10	1.20	1.30	-
girls	*0.40*	*0.45*	*0.48*	*0.50*	-

*not yet available

From this information, it is not possible to determine the unique number of students supported across the four years, since a child starting in grade 1 in 2022 and moving into grade 2 in 2023 would be included in both the 2022 and 2023 figures in the table

above. So, to avoid double counting, the peak figure over the 2022-2025 support period should be used.

a) number of students enrolled in primary education with EU support = 3.01 million, of which 1.41 million are girls (since 2024 is the peak year for primary education)

b) number of students enrolled in secondary education with EU support = 1.30 million, of which 0.50 million are girls (since 2025 is the peak year for secondary education)

Since the results for 2026 are not yet available, it is possible that the final figure for the whole support period of 2012-2026 will change if the figures for 2026 are higher than the figures reported in (a) and (b).

8. Data sources and issues

Please use the data source categories specified in OPSYS.

Public sector reports: *National statistical report*.

International organisation data portals and reports: *International statistics.*

EU intervention monitoring and reporting systems: *Progress and final reports for the EU-funded intervention*.

Include any issues relating to the availability and quality of the data.

9. Reporting process & Corporate reporting

The data collected on this indicator will be reported in OPSYS by the Implementing Partner. The values encoded in OPSYS will be verified, possibly modified and ultimately validated by the Operational Manager. Once a year the results reported will be frozen for corporate reporting. The methodological services in HQ that are responsible for GERF corporate reporting will perform quality control on the frozen data and aggregate as needed to meet the different corporate reporting requirements.

This indicator is used for corporate reporting in the following contexts:

- *NDICI via the Annual Report*
- *NDICI via the Programme Statements*
- *INTPA Strategic Plan via the Annual Activity Report*
  - *NEAR Strategic Plan via the Annual Activity Report*
  - *FPI Strategic Plan*

This indicator has been included in the following other Results Measurement Frameworks:

- *EFSD+*
  - *GAP III*
  - *IPA III*
- *TEI-MORE*

10. Other uses

GERF 2.36 can be found in the following thematic results chains, along with other related indicators:

- Human rights
- Resilience, Conflict sensitivity and Peace

GERF 2.36 can be found in the following groups of EU predefined indicators available in OPSYS, along with other related indicators:

- Education
- Human Rights
- Nutrition
- Resilience, Conflict Sensitivity and Peace

For more information, see: Predefined indicators for design and monitoring of EU-funded interventions | Capacity4dev (europa.eu)

Include references to external bodies using the same or similar indicator.

External bodies using the same or similar indicator:

- African Development Bank: Numbers of people benefiting from better access to education
- The UK Department for International Development (DFID): Number of children supported to gain a decent education

11. Other issues

Data availability can be severely reduced or limited in countries or sub-national regions affected by conflict. The quality and reliability of the data also depends on the quality of data collection mechanisms at local, provincial or national level. The stage of development of the national Education Management Information System (EMIS) can also affect the availability of data.

Caution should be taken when interpreting enrolment numbers, as access alone does not ensure education quality, participation or the level of learning. For example, total enrolment does not determine whether a child attends school on a regular basis (or has dropped out), whether there is a (trained) teacher in the classroom, whether the environment of the classroom and school infrastructure is conducive to learning, or whether the curriculum is inclusive.

Total enrolment figures which are disaggregated can be a powerful policy tool to highlight problems of access for disadvantaged groups. For example, the international education goals (EFA and education-related SDGs) use the gender parity index (GPI) to measure equal access to education, which should be monitored and reported at intervention level. The GPI is calculated as a ratio: the gross enrolment ratio (GER) of girls is divided by the GER of boys. A GPI of 1 (between 0.97 and 1.03) indicates gender parity has been reached. Below 0.97, girls are considered disadvantaged, and above 1.03, boys are considered disadvantaged.