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Draft
International Finance Facility for Education (IFFEd)
Results Framework
December 2019

NOTE: This draft IFFEd Results Framework was developed by a working group comprised of representatives from potential contributors, multilateral development banks (MDBs), and the Education Commission as part of the design process of IFFEd. The Results Framework Working Group agreed that the Administrative Unit should submit the draft IFFEd Results Framework to the first contributors meeting for endorsement and, subsequently, to the IFFEd Board for approval.

Draft Results Framework

An initial set of monitoring and results indicators are included in this proposed Results Framework. They include:

- a) **Input indicators**, which are the responsibility of IFFEd: These relate to the financial health of IFFEd and its organizational effectiveness and are reported on an aggregate basis for IFFEd.
- b) **Output indicators**, which are the responsibility of MDBs and countries: The results framework includes common output indicators, measuring a **set of prioritized deliverables of IFFEd’s Qualifying Education Obligations**. All Qualifying Education Obligations will report on at least one of output indicators 2 or 3 that are relevant to the project activities. The MDBs will be responsible for collecting, compiling and sending the results information from the Qualifying Education Obligations to the Administrative Unit for aggregation. In addition, MDBs will report on agreed program-specific indicators that measure other outputs specified in the Qualifying Education Obligations results frameworks.
- c) **Outcome indicators**, which are the responsibility of the MDBs and countries: The results framework includes outcome indicators, measuring **key desired effects of Qualifying Education Obligations**. All Qualifying Education Obligations will report on at least one of outcome indicators 2 or 3. The MDBs will be responsible for collecting, compiling, and sending the information on the outcome indicators of the Qualifying Education Obligations to the Administrative Unit for aggregation. In addition, MDBs will report on program-specific indicators that measure other outcomes specified in the Qualifying Education Obligations results frameworks.
- d) **Impact**, which is the responsibility of the MDBs and countries working together, relating to each countries progress toward SDG 4. Indicators are selected SDG 4 indicators. An education profile will be produced annually for each country participating in IFFEd, allowing its progress toward SDG 4 to be measured over time.

In addition to the indicators that will be monitored in accordance with the results framework, the IFFEd annual report should also include information on:

- a) The ratio of IFFEd’s administrative costs to program costs;

- b) IFFEd’s self-sustainability in terms of financing its costs;
- c) Leverage ratios used by each MDB and the average leverage ratio across MDBs; and
- d) Percentage of Qualifying Education Obligations that use results-based financing.

Results level	Expected results	Indicator	Baseline	Target (2030)	Data source	Note
IMPACT 1	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG 4)	<p>SDG target indicators under SDG 4, with a particular focus on: 4.1.1: the 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;</p> <p>The proportion of children completing primary and secondary education disaggregated by the parity indices highlighted under SDG 4.5.1.</p> <p>(see table of SDG 4 indicators at the end of this annex)</p>			UIS SDG4 country report, with SDG 4.5 on equity supplemented by World Bank, based on DHS, MICs, and LSMS	For countries where disaggregated SDG 4 target indicator data is available, could it be possible to report on data for the areas in which IFFEd programs are being implemented, and compare these to overall national reference data? It would be good to reflect on such figures in the country program reporting in IFFEd’s annual report.

OUTCOME			Target 2025	
OUTCOME 1	Increased prioritization of education by IFFEd-supported governments	Government expenditure on education as a % of GDP and % of total government expenditure		
OUTCOME 2	Improved education opportunities for marginalized children and youth	Percentage ¹ of children and youth enrolled at each education level, disaggregated for marginalized groups where data is available (and including income quintile, sex, rural-urban, and disability)		Marginalized group will vary by country. Generally, poverty, rurality, gender (girls), and disability put children at risk. These are captured by SDG 4.5 at the impact level. But projects have also on occasion targeted underperforming boys, migrants, slum dwellers, working children, ethnic and linguistic minorities, sexual minorities, etc. Suggest leaving some space for definition at the outcome level.

¹ Where possible, reporting should also include the number of students.

		Percentage of countries with IFFEd Qualifying Education Obligations that have (a) tuition-free and compulsory basic education, and (b) integrated basic education guaranteed for students with disabilities ²			World Policy Center	WPC tracks and rates the robustness of education rights, laws and policies with regard to gender, disability, and cost (poverty)
OUTCOME 3	Improved education quality and learning	Proportion of children and youth beneficiaries of IFFEd Qualifying Education Obligations achieving minimum proficiency level in reading and math (measured at relevant education level by international, regional, or national tests) ³				
OUTCOME 4	Other program-specific outcomes	Agreed program-specific outcome indicators (see results frameworks of each program)				Program-specific outputs will be presented in IFFEd’s annual report. These reflect the specific loan objectives and related key indicators.
OUTCOME 5	Well-performing MDB IFFEd Qualifying Loan portfolio	% of projects rated satisfactory on progress toward development outcomes: (1) during implementation and (2) at project completion				

² It has been proposed that consideration be given to supplementing this indicator with a measurement of reduced reported household spending on education (if this is regularly reported in i.e. household surveys)?

³ One participant in the working group noted that it will be important to define the target group (“beneficiaries”) at the outset and to clarify who will define “minimum proficiency level.” The participant suggested that this should preferably be defined by national governments.











OUTPUT						
OUTPUT 1	Increased education financing committed by MDBs	Total (USD) IFFEd-enabled funds committed by MDBs	USD 0			
		Total (USD) of education financing committed by MDBs				
OUTPUT 2	More marginalized children and youth reached	Number of children and youth reached ⁴ by Qualifying Education Obligations, disaggregated for marginalized groups where data is available (and including income quintile, sex, rural-urban, and disability)				
OUTPUT 3	More qualified teachers	Number of teachers trained through IFFEd-financed projects Number of teachers recruited through IFFEd-financed projects				
INPUT						
INPUT 1	Expand MDB lending capacity with contingent finance for portfolio insurance	Value of contingent financing raised	USD 0	USD 2 billion	IFFEd	

⁴ One participant in the working group noted that it would be important for the definition of “reached” to be agreed at the outset.

INPUT 2	Maintain IFFEd's strong credit as foundation of IFFEd's efficiency and attractiveness to investors	IFFEd's credit rating			Credit rating agency	
INPUT 3	Provide grant funding to make MDB loans more concessional	Value of grant funding raised to blend with loan finance	USD 0	USD 2 billion		

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SDG 4 Indicators

Indicator	Custodian agency
 4.1.1 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, by sex	UNESCO-UIS
 4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	UNICEF
 4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex	UNESCO-UIS
 4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	UNESCO-UIS
 4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	UNESCO-UIS, ITU
 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	UNESCO-UIS
 4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	UNESCO-UIS
 4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment	UNESCO-UIS
 4.a.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)	UNESCO-UIS
 4.b.1 Volume of official development assistance flows for scholarships by sector and type of study	OECD
 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	UNESCO-UIS