

GPE 2025 Results Framework for Dominica

Dominica joined the Global Partnership for Education (GPE) in 2016 and is not classified as a partner country affected by fragility and conflict (non-PCFC) in fiscal year 2022. The brief contains [GPE 2025 Results Framework](#) indicators (Ind.) with latest (calendar year (CY) 2021 and fiscal year (FY) 2022)¹ country-level data produced or compiled by the GPE Secretariat **as of September 2022**. Graphs include average values achieved by all partner countries (PCs). For indicators with categories or levels of performance, figures present the distribution of PCs in each category or level. Please note that "Sub-group" average values depend on the country's fragility status. If a country is classified as a partner country affected by fragility and conflict (PCFC), averages of PCFCs are presented. Similarly, if a country is not a partner country affected by fragility and conflict (non-PCFC), averages of non-PCFCs are presented.

SECTOR PROGRESS INDICATORS²

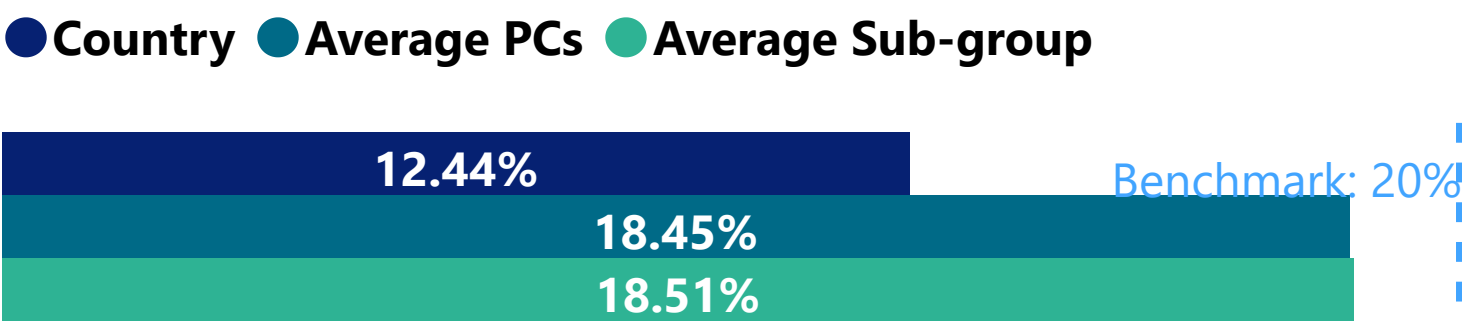
Domestic finance expenditure for education

Ind. 4i: In Dominica, the government expenditure on education as a percentage of total government expenditure (excluding debt service) shifted from **12.91%** in 2020 to **12.44%** in 2021. This indicator reflects countries' financial commitment to education. The higher the percentage, the greater the progress towards meeting domestic financing objectives.

Source: National budget documents compiled by GPE.

See figure 1 for details on Dominica compared to average in PCs overall (Average PCs) and Non-PCFCs (Average Sub-group).

Figure 1: Average of gov. expenditure on education as a % of total gov. expenditure



N³ : PCs=62, PCFCs=29, Non-PCFCs=33. (CY2021)

GPE suggests A benchmark of 20% or above of gov. expenditure on education. Countries with increased gov. expenditure on education or maintained sector spending at 20% or above meet the indicator's criteria.

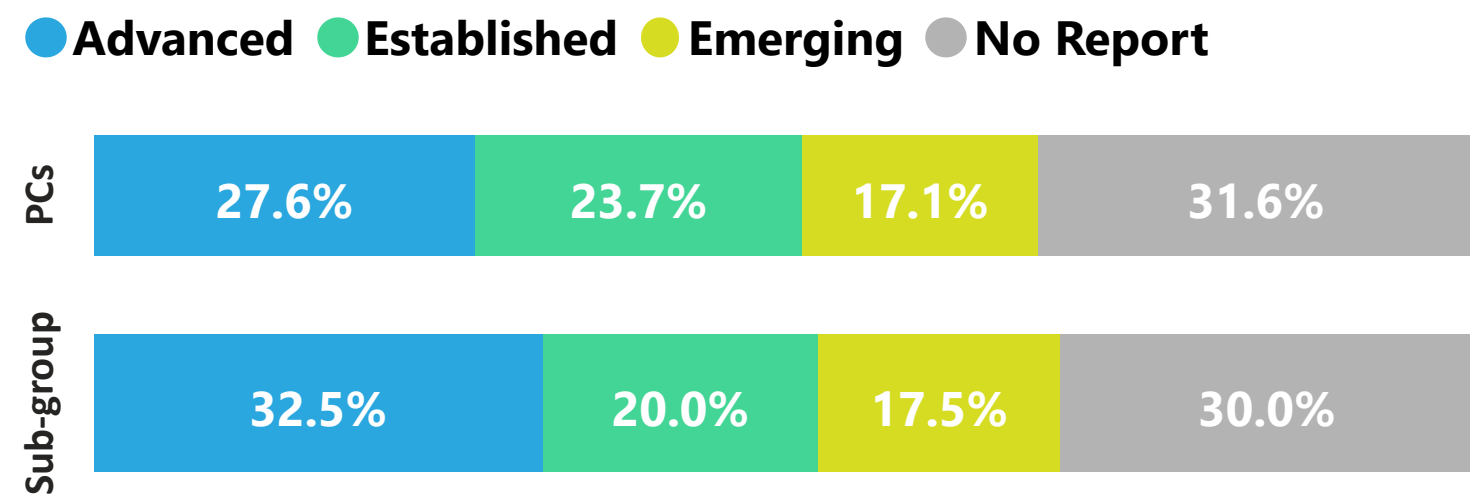
Teaching quality assessed through classroom observation tools

Ind. 7ii: In Dominica, **there were classroom observation studies to assess teaching quality**. The assessment of teaching quality is classified: **advanced**. This indicator captures whether a country assesses teaching quality based on classroom observation tools at the teacher level following a set of criteria by GPE, including elements of focus around 1) level of education; 2) quantity of teaching and quality of teaching practice; 3) representativeness of the assessment; and 4) frequency of data collection with relevant endorsement.

Source: Classroom-observation tool documents compiled by GPE Secretariat.

See figure 2 for details on the proportion of PCs in each classification, Dominica is part of advanced.

Figure 2: Proportion of PCs classified by the level of their classroom observations



N: PCs=76, PCFCs=36, Non-PCFCs=40. (CY2021)

Countries' assessment of teaching quality, through classroom-based observation tools, classified as established or advanced, based on the indicator's criteria.

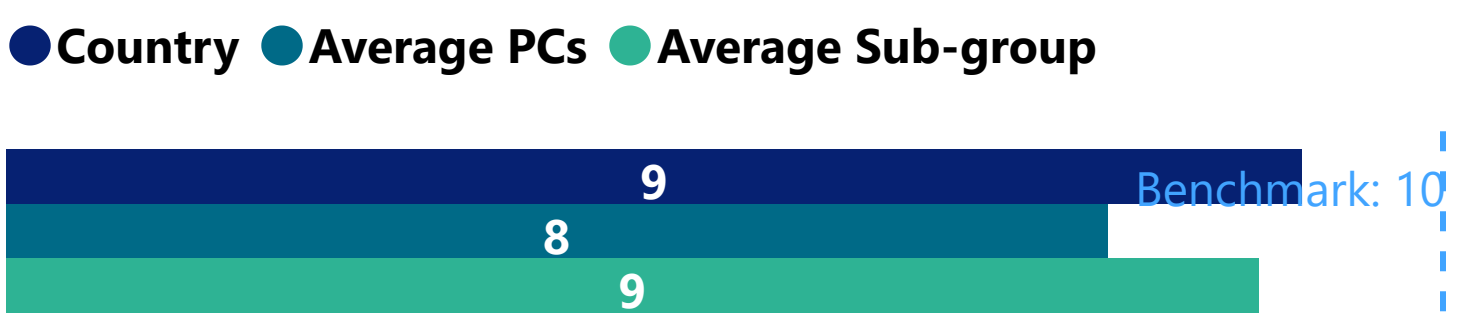
Number of key indicators reported to UNESCO Institute for Statistics (UIS)

Ind. 8i: Dominica reports **9** of the 12 key international education indicators to UIS, below the benchmark of **10** defined by GPE. A higher number of education indicators⁴ reported to UIS reflects PC's commitments to improved availability, quality and timeliness of data reporting. GPE Secretariat groups these key indicators in three main areas: 1) outcome, 2) service delivery, and 3) financing.

Source: UNESCO Institute for Statistics and GPE Secretariat.

See figure 3 for details on Dominica compared to average in PCs overall (Average PCs) and Non-PCFCs (Average Sub-group).

Figure 3: Average number of key indicators reported to UIS



N: PCs=76, PCFCs=36, Non-PCFCs=40. (CY2021)

GPE suggests a benchmark of 10 or above out of 12 key indicators reported to UIS. Countries with 10 or above of key indicators reported to UIS meet the indicator's criteria.



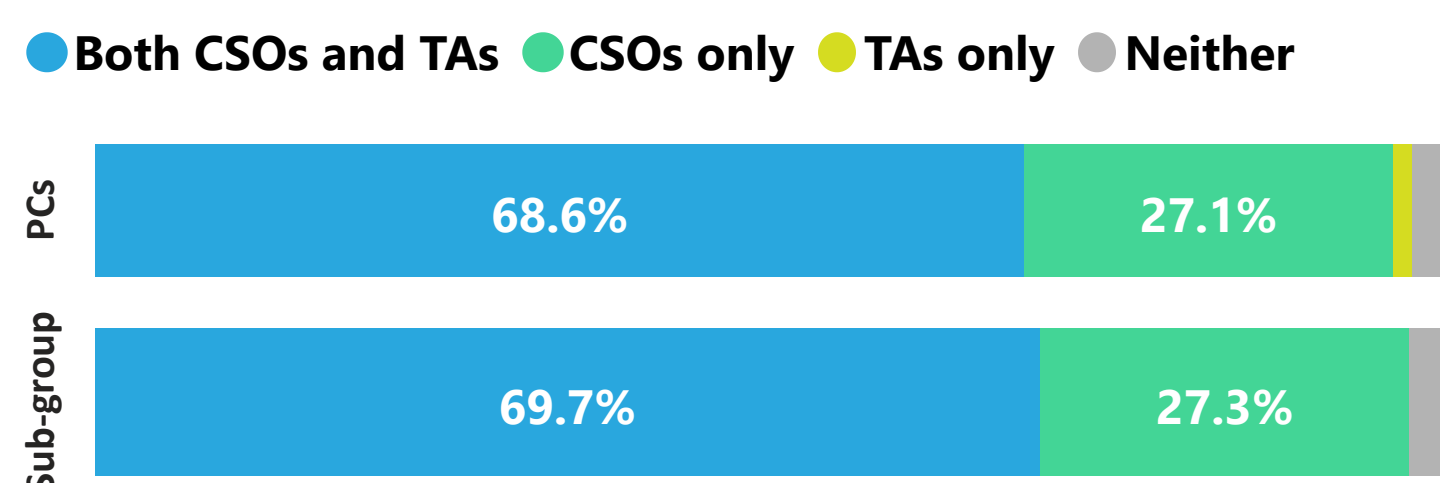
Inclusive local education groups

Ind. 8iic: At the regional level, the Caribbean GPE members' education group **includes TAs but does not include CSOs**. Representation of regional CSOs and TAs suggests that they are engaged in evidence-based policy dialogue and sector monitoring on equity and learning, leveraging social accountability to ultimately enhance the delivery of results.

Source: Local education group documentation.

See figure 4 for details on the proportion of PCs in each classification, Caribbean's local education group includes TAs but does not include CSOs.

Figure 4: Proportion of PCs classified by local education group representation



N: 70 local education groups, 37 in PCFCs, and 33 in Non-PCFCs. (CY2021)
Countries with a local education group classified with having national CSOs and TAs representation meet the indicator's criteria.

Progress on Key Enabling Conditions (or Factors) for System Transformation

GPE's strategy identifies four areas as enabling factors⁵ for education system transformation, listed below. Indicators are mapped to these:

-Equity, efficiency, and volume of domestic finance for education:

Ind. 4iia-b: Dominica has not undergone the enabling factors review assessment. No progress against challenges can be captured.

-Gender-responsive planning and monitoring:

Ind. 5iia-b: Dominica has not undergone the enabling factors review assessment. No progress against challenges can be captured.

Ind 5iic: There is currently no available information on its legislative framework assuring the right to education for all children.

-Availability and use of data and evidence:

Ind. 8iia-b: Dominica has not undergone the enabling factors review assessment. No progress against challenges can be captured.

Ind 8iic: There is currently no available information on whether the key education statistics reported are disaggregated by children with disabilities.

-Sector coordination:

Ind. 8iia-b: Dominica has not undergone the enabling factors review assessment. No progress against challenges can be captured.

Overall, for Ind. 4iia, 5iia/c, 8iia/c, and 8iia, information on the assessment of enabling factors is available only once the country has undergone the Independent Technical Advisory Panel (ITAP) assessment. Three PCs have gone through the ITAP assessment process in CY2021 (Democratic Republic of Congo, Kenya and Tajikistan) and are included in the sample of these indicators. Ind 5iic: Of the three PCs, all PCs have a legislative framework that assures the right to education for children of all genders. Ind 8iic: Of the three PCs, two PCs reported key education statistics on children with disabilities.

Overall, for Ind. 4iib, 5iib, 8iib, 8iib, data on monitoring of enabling factors will be available one year after the finalization of the Compact, thus no progress can be captured in CY2021 for any partner country.

Sources: Part a: Enabling factors assessment by ITAP; Part b: Partnership compact periodic monitoring; Part c: Completeness check of enabling factors assessment documentation.

COUNTRY LEVEL OBJECTIVES INDICATORS

Top-up of System Transformation Grant at Compact Mid-term

GPE offers financial incentives, called top-ups⁶, through the system transformation grants to support progress where challenges are identified in the enabling factors. Ind. 9i, 10i, 11 and 13i are mapped to each enabling factor to track the effectiveness of the top-up portion of the system transformation grant, where applicable.

Ind. 9i/10i/11/13i: In Dominica, there is currently no active system transformation grant undergoing compact at mid-term for the top-up. Unlocking more than 50% of the funds under the top-up portion of the system transformation grant linked to selected enabling factor(s) is considered satisfactory.

Overall, there are no active system transformation grant undergoing compact mid-term for the top-up in FY2022.

Source: System transformation grant top-up at compact review.

Implementation of the System Capacity Grant

There are three system capacity grant financing windows⁷: 1) gender responsive planning and monitoring window; 2) mobilize coordinated finance and action window; and 3) adapt and learn for results at scale window. Ind. 9ii, 10ii, and 13ii are mapped to each financing window to track whether system capacity grant activities under the active financing window are being implemented as planned, where applicable.

Ind. 9ii/10ii/13ii: There is currently no active system capacity grant, in Dominica, reporting on its activities' progress. A system capacity grant is considered on track if it is rated 'moderately satisfactory' or better in terms of implementation of activities per the annual monitoring report submitted by the grant agent and reviewed by GPE Secretariat.

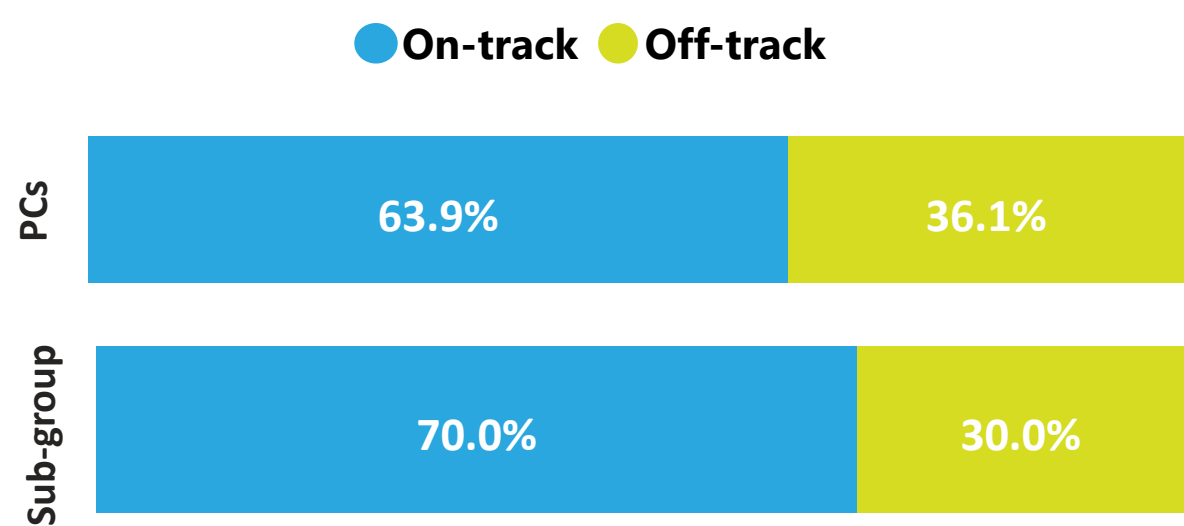
Overall, there are no active system capacity grant reporting on progress in FY2022.

Source: System capacity grant monitoring report.

Implementation Grants Meet Their Objectives: System Transformation Grant, Education Sector Program Implementation Grant, and Multiplier.

During implementation

Figure 5: Proportion of grants meeting their intended objectives



N: 61 implementation grants, 31 in PCFCs, and 30 in Non-PCFCs. (FY2022)

Grants classified as 'on-track' meet both criteria: implementation rating of moderately satisfactory or better and on-track utilization of grant-financing.

Ind. 14ia: Dominica has **no active grant** . It **has no available data** ⁸ towards meeting its' intended objectives with the overall grant implementation status rating **N/A**, and funds utilization rating **is N/A**.

Source: Implementation grant monitoring reports.
See figure 5 for details on the proportion of grants in each category.

Girls' Education Accelerator

Ind. 14ii: There is currently no system transformation grant's Girls' Education Accelerator⁹ in Dominica, reporting on its objective(s) at grant completion.

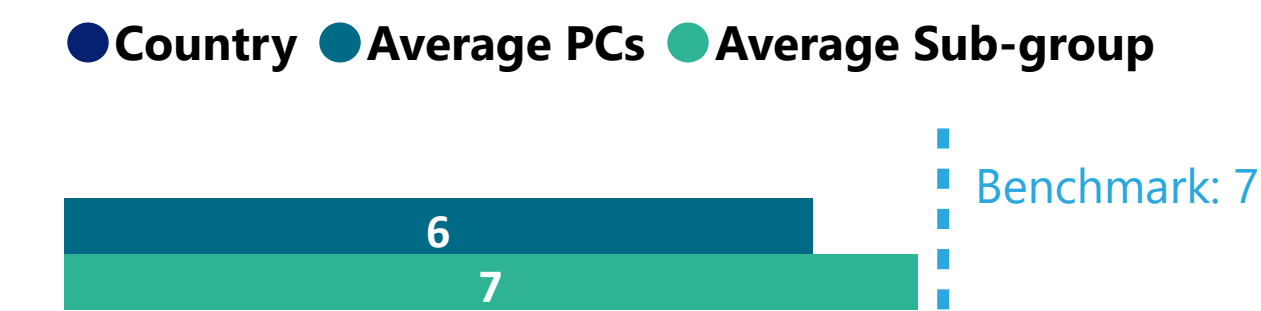
Girls' Education Accelerator-funding is considered on track if it is rated 'substantial' or better in terms of achievement of objectives per the implementation grant completion report submitted by the grant agent and reviewed by GPE Secretariat.

Overall, there are no system transformation grant's Girls' Education Accelerator reporting on grant completion in FY2022.

Source: System transformation grant (or Multiplier) completion reports

Alignment of grants to national systems

Figure 6: Average number of aligned elements



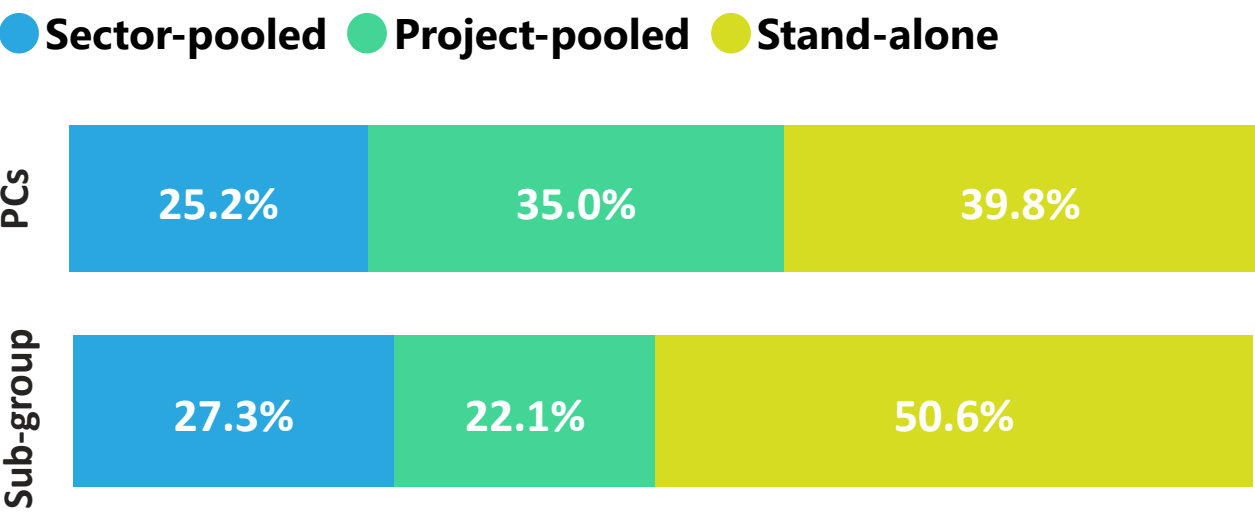
N: 73 implementation grants, 39 in PCFCs, and 34 in Non-PCFCs. (FY2022)
GPE suggests a benchmark 7 aligned elements out of 10. Grants with 7 or more aligned elements meet the indicator's criteria.

Ind. 12i: Dominica has **no active grant** . It is classified as **N/A** **because there is no information available on alignment** to national system with N/A out of 10 elements met, as defined by GPE. A high number of alignment¹⁰ to national systems based on GPE assessment indicates that the grant is aligned with PC's own operational systems, frameworks and procedures.

Source: ESPIG and system transformation grants application form.

Harmonization: Grant funding modality

Figure 7: Proportion of grant amount by funding modality



N: 73 implementation grants, 39 in PCFCs, and 34 in Non-PCFCs. (FY2022)
Grants classified as harmonized (with funding modality sector-pooled or project-pooled) meet the indicator criteria.

Ind. 12ii: Dominica has **no active grant** . It is classified as **N/A because there is no available information on the harmonization of** funding modality.

Harmonized funding is typically recommended by GPE to create a space for dialogue and coordination amongst funding partners. However, funding modalities can vary based on different country needs, capacity and operating mechanisms of the entity supervising or managing the grant.

Source: ESPIG and system transformation grants application form.
See figure 7 for details on the proportion of grants in each category.

ENABLING OBJECTIVES INDICATORS¹¹

Ind. 15: In Dominica, representatives reported **no case(s)** where KIX supported research, knowledge, and innovation in country-level policy development or delivery, through learning exchanges or involvement in KIX-related activities. These efforts are considered to improve their national education systems.

Overall, countries reported a total of 46 cases in FY2022.

Source: Knowledge and Innovation Exchange (KIX) Results Framework (IDRC).

Ind. 16i: No strategic capabilities are currently active in Dominica.

PCs can 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.

Overall, there are no strategic capabilities currently active in FY2022.

Source: GPE Secretariat.

Ind. 16iii: There was no additional co-financing leveraged through GPE innovative financing mechanisms.

Co-financing refers to the external funding mobilized channeled 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. GPE innovative financing mechanisms include multiplier, GPE Match, Debt2Ed, ACG SmartEd and enhanced convening.

Overall, an additional \$1 billion in co-financing has been mobilized through GPE's innovative financing mechanisms (Multiplier and GPE Match) in FY2022.

Source: GPE Secretariat.

Ind. 17: In Dominica, **0 documented changes** in education policies have been registered influenced by Education Out Loud (EOL) funded projects.

Documented 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.

Overall, Education Out Loud funded projects registered education policy influence in 30 countries and states in FY2022.

Source: Education Out Loud Results Framework (Oxfam IBIS).

SDG 4 and SDG 5 Indicators (in %)

This section presents the Sustainable Development Goals (SDG) 4 and SDG 5 indicator values along with average values for all partner countries (PCs) and partner countries affected by fragility and conflict (PCFCs). SDG 4 and SDG 5 indicators baseline (2020) data are publicly made available by UNESCO Institute for Statistics and UNICEF Data Warehouse, respectively. For more details on the indicators and sample size, please refer to [GPE 2025 Results Framework indicators](#). Blank spaces suggest data is either not available or not applicable.

	Dominica	PC	PCFC
Ind 1: At least one year of free and compulsory pre-primary education guaranteed	No	35	19
Ind 2: Participation rate in organized learning one year before the official primary entry age	96	62	60
Ind 3ia: Gross intake ratio to the last grade of primary education		75	68
Ind 3ia: Female gross intake ratio to the last grade of primary education		73	
Ind 3ib: Gross intake ratio to the last grade of lower secondary education		55	43
Ind 3ib: Female gross intake ratio to the last grade of lower secondary education		52	
Ind 3iia: Out-of-school rate at primary school age		20	23
Ind 3iia: Female out-of-school rate at primary school age		21	
Ind 3iib: Out-of-school rate at lower secondary school age		26	26
Ind 3iib: Female out-of-school rate at lower secondary school age		28	
Ind 3iic: Out-of-school rate at upper secondary school age		46	45
Ind 3iic: Female out-of-school rate at upper secondary school age		50	
Ind 5i: % of women aged 20-24 years who were married or in a union before age of 18		33	30
Ind 6ai: % of children in grade 2, 3 achieving min. proficiency in reading		35	30
Ind 6ai: % of girls in grade 2, 3 achieving min. proficiency in reading		30	
Ind 6aii: % of children in grade 2, 3 achieving min. proficiency level in math		36	31
Ind 6aii: % of girls in grade 2,3 achieving min. proficiency level in math		31	
Ind 6bi: % of children at end of primary edu. achieving min. proficiency level in reading		27	17
Ind 6bi: % of girls at end of primary edu. achieving min. proficiency level in reading		26	
Ind 6bii: % of children at end of primary edu. achieving min. proficiency level in math		25	17
Ind 6bii: % of girls at end of primary edu. achieving min. proficiency level in math		22	
Ind 6ci: % of children at end of lower secondary edu. with min. proficiency level in reading			
Ind 6ci: % of girls at end of lower secondary edu. with min. proficiency level in reading			
Ind 6cii: % of children at end of lower secondary edu with min. proficiency level in math			
Ind 6cii: % of girls at end of lower secondary edu with min. proficiency level in math			
Ind 7ia: % of teachers in pre-primary education with min. required qualifications	28	59	
Ind 7ib: % of teachers in primary education with min. required qualifications	58	77	79
Ind 7ic: % of teachers in lower secondary education with min. required qualifications		72	71
Ind 7id: % of teachers in upper secondary education with min. required qualifications		72	71

The data disclosure follows a procedure developed and agreed to by GPE partner countries (PCs) through a consultation process.¹²

Indicators include available country's information from national budget documents; classroom observation tools; local education groups; enabling factors review ITAP assessment; development and periodic/mid-term review of partnership compact; monitoring of system capacity grant, system transformation grant (including ESPIGs and multipliers), and Girls Education Accelerator; International Development Research Centre; Innovative financing; Oxfam IBIS; UNESCO Institute for Statistics; and UNICEF Data Warehouse.

For more information on the indicators, technical guidelines, and data sources, view the *GPE 2025 Results Framework Guidelines* at <https://www.globalpartnership.org/content/gpe-results-framework-2025-methodological-technical-guidelines>.

Endnotes

- (1) Calendar year = January 1- December 31; Fiscal year = July 1-June 30. Sector progress indicators follow calendar year-based reporting. Country-level and enabling objectives levels indicators follow fiscal year-based reporting. Latest available data reported in this brief includes CY2021 and FY2022, except for SDG 4 based indicators, where only baseline (CY2020) values are reported for references.
- (2) Please note this brief is presented following the structure of GPE 2025 Results Framework, which allows the partnership to monitor progress in the main areas of its strategy. View GPE 2025 strategic plan here: <https://www.globalpartnership.org/content/gpe-2025-strategic-plan>
- (3) "N" represents the number of partner countries in the indicator sample. "PCs" refers to the total number of partner countries with data available. Where applicable, both PCFC and Non-PCFC samples are provided. "PCFCs" refers to the number of partner countries affected by fragility and conflict, and "Non-PCFCs" refers to the number of partner countries not affected by fragility and conflict. Please refer only to the category relevant to the country, noted in the first paragraph of the brief.
- (4): These are: Outcome indicators: 1) Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being; 2) Administration of a nationally representative learning assessment in grade 2 or 3; 3) Primary Gross Enrollment Ratio; 4) Gross Intake Rate to the last grade of primary education; 5) Gross Intake Rate to the last grade of lower secondary education. Service delivery indicators: 6) Pupil-trained teacher ratio, Pre-primary; 7) Pupil-trained teacher ratio, Primary; 8) Pupil-trained teacher ratio, Secondary; 9) Number of teachers by teaching level, Primary. Financing indicators: 10) Government expenditure on education as % of GDP; 11) Government expenditure on education as % of total government expenditure; 12) Government expenditure on primary education as % of GDP.
- (5) Please see here: Draft guide for enabling factors analysis for GPE system transformation grants <https://www.globalpartnership.org/content/draft-guide-enabling-factors-analysis-gpe-system-transformation-grants>
- (6) Please see here: Partnership compact development guidelines <https://www.globalpartnership.org/content/partnership-compact-development-guidelines-draft>
- (7) Please see here: Guidelines for system capacity grant <https://www.globalpartnership.org/content/guidelines-system-capacity-grant-draft>
- (8) The system transformation grant overall implementation progress is on track if the overall grant implementation status provided by GPE Secretariat is rated as "moderately satisfactory" or better and the utilization rate is on track. GPE Secretariat may adjust GA's rating if there is evidence supporting the change (e.g., mission reports, Aide-Memoires, and exchanges of emails).
- (9) Indicator values will be reported for PCs eligible for Girls Education Accelerator funding at the time of grant completion. View the list of PCs eligible for Girls Education Accelerator funding at <https://www.globalpartnership.org/content/list-countries-and-grant-eligibility>
- (10) The 10 elements are assessed by GPE Secretariat across 7 dimensions: 1) In relation to the education sector planning; 2) In relation to the national budget and parliament; 3) In relation to treasury; 4) In relation to procurement; 5) In relation to accounting; 6) In relation to audit; 7) In relation to reporting. For details on the list of elements, view the GPE 2025 Results Framework Guidelines at <https://www.globalpartnership.org/content/gpe-results-framework-2025-methodological-technical-guidelines>.
- (11) Enabling objectives refer to support from GPE's innovative financing and cross-national partnership mechanisms. Please refer to data file accompanying the brief for overall indicator values.
- (12) View the Summary of Steps for the GPE Results Framework Country-Level Data Disclosure at <https://www.globalpartnership.org/content/gpe-results-framework-country-level-data-disclosure>