



WBG SCORECARD FY24-FY30 METHODOLOGY NOTE

WBG Results Indicator

The purpose of this note is to ensure the rigor, transparency, and reproducibility of the WBG results indicators included in the new WBG Scorecard FY24-FY30, as well as their alignment with the WBG’s vision. Technical teams were asked to provide a sufficiently detailed methodology so that anyone who reads this note can understand its rationale, theory of change, data sources, and method of calculation.

Definitions included in this template are aligned to the WBG Scorecard paper endorsed by the Board on Dec 19, 2023. The methods notes are living documents and will be subject to updating and revision pending operational inputs and implementation lessons over time.

OVERVIEW																			
INDICATOR NAME	Millions of students supported with better education																		
SUB-INDICATORS	<ul style="list-style-type: none"> • Students supported with better education, in early childhood education • Students supported with better education, in primary school • Students supported with better education, in secondary school • Students supported with better education, at post-secondary level 																		
OUTCOME AREA	<table border="0"> <tr> <td><input type="checkbox"/> Protection for the Poorest</td> <td><input checked="" type="checkbox"/> No Learning Poverty</td> </tr> <tr> <td><input type="checkbox"/> Healthier Lives</td> <td><input type="checkbox"/> Effective Macroeconomics and Fiscal Management</td> </tr> <tr> <td><input type="checkbox"/> Green and blue planet and resilient populations</td> <td><input type="checkbox"/> Inclusive and equitable water and sanitation services</td> </tr> <tr> <td><input type="checkbox"/> Sustainable food systems</td> <td><input type="checkbox"/> Connected Communities</td> </tr> <tr> <td><input type="checkbox"/> Affordable, reliable, and sustainable energy for all</td> <td><input type="checkbox"/> Digital connectivity</td> </tr> <tr> <td><input type="checkbox"/> Digital services</td> <td><input type="checkbox"/> Gender equality and youth inclusion</td> </tr> <tr> <td><input type="checkbox"/> More and Better Jobs</td> <td><input type="checkbox"/> Better Lives for People in Fragility, Conflict, and Violence</td> </tr> <tr> <td></td> <td><input type="checkbox"/> More private investments</td> </tr> </table>	<input type="checkbox"/> Protection for the Poorest	<input checked="" type="checkbox"/> No Learning Poverty	<input type="checkbox"/> Healthier Lives	<input type="checkbox"/> Effective Macroeconomics and Fiscal Management	<input type="checkbox"/> Green and blue planet and resilient populations	<input type="checkbox"/> Inclusive and equitable water and sanitation services	<input type="checkbox"/> Sustainable food systems	<input type="checkbox"/> Connected Communities	<input type="checkbox"/> Affordable, reliable, and sustainable energy for all	<input type="checkbox"/> Digital connectivity	<input type="checkbox"/> Digital services	<input type="checkbox"/> Gender equality and youth inclusion	<input type="checkbox"/> More and Better Jobs	<input type="checkbox"/> Better Lives for People in Fragility, Conflict, and Violence		<input type="checkbox"/> More private investments		
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DISAGGREGATION	<input checked="" type="checkbox"/> Youth <input checked="" type="checkbox"/> Sex <input checked="" type="checkbox"/> Disability-inclusive <input checked="" type="checkbox"/> FCS <input checked="" type="checkbox"/> SS, SIDS and LDCs <input checked="" type="checkbox"/> IDA, IBRD, IFC and MIGA <input checked="" type="checkbox"/> Country income groups <input checked="" type="checkbox"/> Regions <input checked="" type="checkbox"/> WBG Joint Programming																		
ENGAGEMENT TYPE	<p>WORLD BANK</p> <input checked="" type="checkbox"/> IBRD <input checked="" type="checkbox"/> IDA <input checked="" type="checkbox"/> Trust Fund (TF) <input checked="" type="checkbox"/> Advisory Services and Analytics (ASA) <input type="checkbox"/> Treasury Products (including technical assistance) <p>IFC</p> <input checked="" type="checkbox"/> IFC Investment <input checked="" type="checkbox"/> IFC Upstream and Advisory Services <p>MIGA</p> <input checked="" type="checkbox"/> MIGA Guarantee																		

ENGAGEMENT INSTRUMENT	WORLD BANK <input checked="" type="checkbox"/> IPFs <input checked="" type="checkbox"/> DPFs <input checked="" type="checkbox"/> PforR <input checked="" type="checkbox"/> Guarantees <input checked="" type="checkbox"/> TF: IDA <input checked="" type="checkbox"/> TF: IBRD <input checked="" type="checkbox"/> TF: RETF ¹ <input checked="" type="checkbox"/> TF: GEF ² <input type="checkbox"/> TF: MONT ³ <input type="checkbox"/> TF: SPF ⁴ <input checked="" type="checkbox"/> ASA: BB ⁵ <input checked="" type="checkbox"/> ASA: BETFs/EFOs ⁶ <input checked="" type="checkbox"/> ASA: RAS ⁷
	IFC <input checked="" type="checkbox"/> Loans <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Blended Finance <input checked="" type="checkbox"/> Syndications <input checked="" type="checkbox"/> Asset Management <input checked="" type="checkbox"/> Advisory Services <input type="checkbox"/> Trade and Commodity Finance <input type="checkbox"/> Treasury Client Solutions
	MIGA <input checked="" type="checkbox"/> Political Risk Insurance <input checked="" type="checkbox"/> Credit Enhancement <input checked="" type="checkbox"/> Trade Finance Guarantees
LEGACY INDICATOR NAME	<input checked="" type="checkbox"/> WB Old Scorecard indicator: [Students benefitting from direct interventions to enhance learning (number in millions)] <input type="checkbox"/> WBG Old Scorecard indicator: <input type="checkbox"/> N/A
RATIONALE	
DEFINITION	The number of students benefiting from activities supported by IBRD, IDA, IFC, and MIGA that change education in ways that increase participation, improve learning, or improve labor market outcomes. To increase learning for all, more children, youth, and adults must be enrolled in education institutions for longer and attending frequently, and the quality of the education services they receive must be more effective at improving learning and building skills (cognitive, non-cognitive, and job-specific), ultimately leading to better labor market outcomes. It includes beneficiaries of any age in formal or non-formal settings, in the public or private sectors, at any level namely early childhood, primary, secondary (general and vocational), and post-secondary (including technical, vocational, and tertiary). The indicator builds on and enhances existing methodologies.
REPORTING TIMELINE	<input checked="" type="checkbox"/> Results achieved ⁸ <input checked="" type="checkbox"/> Results expected ⁹
DIRECT/INDIRECT	<input checked="" type="checkbox"/> Direct ¹⁰ <input checked="" type="checkbox"/> Indirect ¹¹
ACTUALS/ MODEL-BASED	<input checked="" type="checkbox"/> Actuals <input checked="" type="checkbox"/> Model-based
UNIT OF MEASURE	<input checked="" type="checkbox"/> Number of people <input type="checkbox"/> Number of countries <input type="checkbox"/> USD <input type="checkbox"/> GW <input type="checkbox"/> Hectares <input type="checkbox"/> tCO2eq/year <input type="checkbox"/> Other: _____ [Please specify]
THEORY OF CHANGE	Please see Annex 1 for a visualization of the theory of change.

¹ RETF: Recipient Executed Trust Fund.

² GEF: Global Environment Facility.

³ MONT: Montreal Protocol.

⁴ SPF: Special financing.

⁵ Bank's own administrative budget (BB).

⁶ Donors (via Bank-executed Trust Funds (BETFs) or Externally Financed Outputs (EFOs).

⁷ Clients (via Reimbursable Advisory Services (RAS).

⁸ New WBG Scorecard paper (Section G): it refers to *results that have occurred* at a given moment of the projects' results horizon. *Results achieved* can be based on actuals at the project level or can use model-based estimations at the portfolio level relying always on available project level data inputs.

⁹ New WBG Scorecard paper (Section G): it refers to the *anticipated results over the projects' results horizon*. *Expected results* is based on the latest available estimations of future results, including model-based or other informed estimations.

¹⁰ New WBG Scorecard paper (Annex I, Technical Criteria): it refers to outcomes with sufficient causal proximity to WBG interventions to allow for attribution of results.

¹¹ New WBG Scorecard paper (Annex I, Technical Criteria): it refers to outcomes where attribution is located further down the causal chain, relative to WBG interventions, and may be contingent on other exogenous factors.

The World Bank Group (WBG) supports policies and t country strategies, programs, and projects (hereafter referred to as “activities”) designed to improve education for all students (hereafter referred to as “learners”).

- **Inputs:** IBRD and IDA provide support through lending, trust funds, as well as advisory services and analytics. IFC provides support through investment and advisory services. MIGA provides support through risk guarantees mainly for investments in the tertiary education sector.
- **Activities:** Education activities supported by the WBG are policies, strategies, programs, and projects implemented by private or public counterparts. They can be structured, conceptually, in a set of 5 interrelated pillars, building and expanding on the WB Education Global Practice approach to realizing learning for all. These activities change education in ways that impact *learners* directly or indirectly through their *educators, classrooms/learning facilities, education institutions* (such as schools, training centers, and universities; managed by private or public providers; in the formal or non-formal sector), and the overall education *system*.
- **Outputs:** When designed and implemented adequately, the activities result in *learners* that are better prepared and motivated, *educators* that are more effective and valued, *classrooms/learning facilities* that are more accessible to learners, better equipped (with books, technology, etc.), and better managed, *education institutions* that have better facilities and offer more conducive learning environments (safe, inclusive, supportive, and positive), and *systems* that are more efficient and better-managed.
- **Outcomes:** These outputs contribute to three sets of outcomes, which center on learners: increased participation, improved learning, and improved labor market outcomes. Increased participation includes increased enrollment and retention (fewer dropouts) in education institutions and increased attendance in classes, courses, and training delivered. Improved learning includes better cognitive, non-cognitive and/or job-specific skills and capabilities. Improved labor market outcomes include higher earnings, lower un- and under-employment, and more flexible careers or employment paths. Outcomes are only partially attributable to WBG support because of the important role of other actors including governments, the private sector, and households.

Increased participation and improved learning of primary school age children and below contribute to *reducing Learning Poverty (LP)* of WBG clients. Increased participation and learning of all learners contribute to increasing *Learning Adjusted Years of Schooling (LAYS)* of WBG clients. Reductions in LP and increases in LAYS contribute to increasing countries’ *Human Capital* and, along with better labor market outcomes, to increasing countries’ *productivity*.

**OUTCOME TYPE/
SUBTYPE**

Outcome type/subtypes from the IEG taxonomies developed in Results and Performance of the World Bank Group Annual Review (RAP) 2021 mapped to the outcome(s) measured by the indicator.¹²

WORLD BANK¹³

- A. Access to services expanded
- B. Human capital increased
- D. Quality of services improved
- E. Capacity of institutions to perform institutional functions enhanced
- M. Individual employability or livelihood improved
- P. Equity or inclusion enhanced

IFC

Project-level outcomes:

¹² Independent Evaluation Group: [RAP 2021](#).

¹³ https://ieg.worldbankgroup.org/sites/default/files/Data/reports/cn_rap2023.pdf

- 1.1. Access to goods and services
- 1.2. Quality/affordability of goods and services
- 1.3. Enhanced capacity of final beneficiaries

MIGA

Project-level outcomes:

- 1.1. Access to goods and services
- 1.2. Quality/affordability of goods and services
- 1.3. Enhanced capacity of final beneficiaries

Foreign investment:

- 9. Business and sector practices
- 10. Market development
- 13. Signaling effects

Beneficiaries of a WBG supported activities (which can include multiple interventions) are included in the WBG Scorecard Results indicator if the activity satisfies *three inclusion criteria*. In the case of a WBG operation supporting multiple activities, alignment with these criteria is assessed separately for each activity. Therefore, the indicator reports on the number of learners (which can be measured through enumeration or modeling) benefiting from education activities implemented by the client and supported by the WBG that:

A. Fit under one (or more) of the five pillars of the approach to realizing learning for all.

For beneficiaries of an activity to be included in the indicator, the activity must fit under one (or more) of the five interrelated pillars, building and expanding on the WB Education Global Practice approach to realizing learning for all. The five pillars, their objectives, and examples of the type of activities they include are presented in the table below. This table only provides examples and is not an exhaustive list of activities meeting this criterion.

Pillar	Objectives	Examples of activities
Learners	Children, youths, and adults are prepared and motivated to learn	Quality childcare; nutrition; early stimulation; institution-based health treatment (e.g., deworming); cash transfers, scholarships, and subsidies/discounts; mental and socio-emotional health support and training; accommodations for students with disabilities; school report cards.
Educators	Educators (teachers, trainers, professors, etc.) at all levels and in all types of institutions are effective and valued	Pre- and in-service training, certification, professional development (with or without financial support such as scholarships, subsidies/discounts, etc.); additional staff; attraction; meritocratic recruitment and selection, deployment, and career progression.
Classrooms	Classrooms and laboratories in an education institution, virtual, or in the workplace are available, well-managed, and well-equipped	Relevant and skills-focused curriculum; quality books, up-to-date equipment, and other teaching materials; supportive technology and online learning materials (e.g., quality content, adaptive software learning); digital solutions; Learning Management Systems (LMS); pedagogical approaches (including differentiated teaching, small group tutoring, remedial, etc.); practical/work-based learning experiences (e.g., internships and apprenticeships); use of formative and summative assessments; adapted instruction for

		students with disabilities; research promotion in tertiary education.
Institutions	Schools, training centers, universities, etc. offer quality facilities and conducive learning environments (safe, inclusive, supportive, positive, etc.)	Construction, acquisition, and capacity expansion; Rehabilitation and upgrading of facilities (e.g., adequate lighting, better internet connectivity); improved operational efficiency; student housing; accommodations for students with disabilities and other marginalized groups; safeguards from violence and discrimination; community involvement.
Systems	Education systems are efficient and well-managed	Financing and human resource management; monitoring and evaluation systems (e.g., Education Management Information Systems, EMIS) and learning assessments; Clear mandates, responsibilities, accountabilities; Regulatory and governance frameworks (e.g., quality assurance processes; national and international accreditation at the program and institutional level); Merit-based professional bureaucracy.

B. Are designed to be effective, as informed by research and backed by evidence, in leading to one or several of the targeted outcomes.

For beneficiaries of an activity to be included in the indicator, it must be *designed with the intention of leading to at least one of the three main outcomes of the TOC*. In other words, the activity must be designed explicitly to increase participation (enrollment, retention, attendance), increase learning, skills, and capabilities, or improve labor market outcomes.

Additionally, the *expected effectiveness of the activity (“what”) and its design features (“how”) in leading to the intended outcomes must be documented (in the WBG operational documents) and backed by evidence and research*. The design features of (or interventions making up) the activity can be supported by other WBG operations or other actors (previously or in parallel). Sources of evidence include peer-reviewed literature¹⁴ and public databases widely recognized by researchers and practitioners¹⁵ (preferred) as well as country-level studies and best practice notes. Experimental or quasi-experimental evidence (with robust identification strategies) and results from comparable contexts and activities are preferred. However, the availability of evidence varies significantly depending on contexts and activities. Therefore, to allow for innovations, if the activity lacks strong evidence of effectiveness, it can meet this criterion if the TOC is sound and a rigorous impact evaluation with early and continuous feedback is embedded in the design.

¹⁴ Examples of peer-reviewed literature include, for example, 2023 Cost-Effective Approaches to Improve Global Learning (“Smart Buys” report); State of Global Learning Poverty: 2022 Update; Realizing the Future of Learning (2021 EDU approach refresh); WDR 2018: Learning to Realize Education’s Promise); Steering tertiary education toward resilient systems that deliver for all; and Learning Recovery to Acceleration : A Global Update on Country Efforts to Improve Learning and Reduce Inequalities.

¹⁵ This includes databases such as Strategic Impact Evaluation Fund (SIEF), 3ie, and Education Endowment Fund (EEF).

Examples of activities *designed to improve learning* of which beneficiaries are not to be included in the indicator include *provisions of additional inputs alone i.e., without addressing other quality issues*. Current evidence indicates inputs alone are not sufficient to improve learning outcomes. Such inputs include textbooks (without improving content and training educators), additional educators to reduce class size (without adequately preparing/training/coaching them); salary (without meritocratic human resource management); hardware such as laptops, tablets, computers (without appropriate software, content, and training); equipment and machines (without training/coaching educators, maintenance plans, involvement of employers). Beneficiaries of such activities may be included in the indicator if they are designed to *increase participation*. This is the case of, for example, the construction of new education institutions and classrooms in areas where the supply (of education services) is insufficient to meet the demand.

C. Support the use of data on and, where relevant, the strengthening of the measurement of the intended outcomes.

For beneficiaries of an activity to be included in the indicator, the activity must *support the use of data on the intended outcome(s), at a minimum*. To the extent possible, data on the outcome(s) must be used to monitor achievement of results and inform course-corrections. Additionally, if the production, management, governance, or analysis of this data lacks in quality or efficiency, and no other concurrent activity (whether supported by the WBG or other actors) supports the strengthening of this system, the activity must support the strengthening of the relevant data system. For example, an activity designed to increase enrollment includes, at a minimum, use of yearly Education Management Information Systems (EMIS) data on enrollment. If the EMIS data releases are irregular and delayed, and no other activity supports improvements of the EMIS, the activity includes such support. There is one exception to this criterion. If data on an intended outcome cannot be collected by the client through the monitoring of their operations, then data on this outcome do not have to be used or measured. Instead, data and measurement of a related output or outcome are included. For example, a university can track students' graduation rate with its monitoring system, but not whether those graduates get jobs because they have left the institution.

Data and measurement systems that are used and strengthened include EMIS and Higher Education Management Information Systems (HEMIS); institution and household surveys; learning assessments (at large-scale, classroom-based, virtual, on the job, etc.); and tracer studies. EMIS and HEMIS are administrative systems that regularly collect and process school- and institutional-level data on enrollment, attendance, repetition, etc. They generally disaggregate data by grade, location, types of institutions, and often by age of learners. These systems need, at minimum, institutional-level unique identifiers and would ideally include student-level identifiers (most currently do not). Learning assessment systems measure learning outcomes of different domains (cognitive, non-cognitive, job-specific) at scale (national or subnational) to monitor learning at the system level and inform policies and programs or in the classrooms primarily to inform institution- or educator-level decisions. Both types of learning assessment data can be used, depending on the activity. Institution and household surveys can collect data on enrollment, attendance, or learning in addition to school- or household-level variables. They are used to measure inputs, outputs, or outcomes that are not typically collected through administrative systems. Systems strengthening support can focus on data production, management, governance, or analysis in alignment with gaps and needs.

All three above criteria will be documented in WBG operational documents, namely the Project Appraisal Documents (PADs) (IBRD/IDA), Board Papers or Implementation Plans (IFC), and Board Papers (MIGA) and global teams will offer support to do so. This includes specifying the intended outcome(s) and relevant pillar(s), documenting the expected effect size (or range) and provide relevant references, describing relevant data and measurement system(s), and specifying how data are used and measurement system(s) strengthened.

<p>ADVANTAGES</p>	<p>The indicator illustrates the contribution of the WBG towards reducing and eliminating learning poverty as well as several of the SDG 4 indicators.¹⁶</p> <p>The indicator builds on the old WBG Scorecard indicators for education. As such, the indicator builds on existing good practices and a solid operational set of experiences. The indicator introduces improvements related to the TOC and inclusion criteria, including the requirement to document evidence of the activity that is effective at improving outcomes and its contribution to better monitoring of the outcomes, technical rigor in the calculation method and operation-level data processing to capture the correct beneficiaries and limit double-counting, as well as quality assurance processes.</p>
<p>LIMITATIONS</p>	<p>The indicator reports millions of students supported with better education. Better education is defined at the activity level and requires that the activity meets the three inclusion criteria for its beneficiaries to be counted. This does not account for the baseline in outcomes, or the size of the effect (changes in outcomes) expected or achieved. To do so (especially for learning outcomes) would require data that are often lacking, especially in FCV countries. Consequently, the indicator can rely on multiple imputations and strong modeling assumptions. The inclusion criteria related to using data and strengthening measurement of the outcomes contributes to reducing the data gaps.</p> <p>Implementing evidence-based design and monitoring outcomes are necessary ingredients to deliver better education, which is how the inclusion criteria help ensure that activities included are likely to lead to the desired outcomes specified in the TOC. However, the quality of the implementation also affects the resulting outcomes. This indicator does not account for implementation quality, which is a limitation. For learners to be counted in the indicator, the link between the activity and learners must be explicit, allowing for a credible enumeration or estimate. Impacts of WBG supported policies, strategies, and reforms (e.g., through DPF) are counted if the actions stipulated are implemented (with or without WBG support) and expected to reach learners between approval and completion of the operation. This effectively leaves out activities delivering results over longer time horizons such as those not immediately implemented.</p>
<p>DATA AND CALCULATION</p>	
<p>INTERNAL DATA SOURCE(S)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> World Bank's Operations Portal (PADs, PDs, ISRs, and ICRs) <input checked="" type="checkbox"/> World Bank's Operations Portal (Lending and Portfolio) <input checked="" type="checkbox"/> IFC Operational Portal (iDesk/iPortal) <input checked="" type="checkbox"/> IFC AIMM System <input checked="" type="checkbox"/> MIGA Results Measurement System <input checked="" type="checkbox"/> MIGA Portfolio Records <input type="checkbox"/> Other
<p>METHOD OF CALCULATION (CORE)</p>	<p>At the operation's level, the indicator values are expressed in number of learners. Operations do not report on the number of institutions, grades, classes, or educators for the indicator, but these numbers are used when the indicator value is estimated (modeled).</p> <p>Baseline and tracking cumulative number of beneficiaries: The indicator captures beneficiaries of <i>better</i> education, therefore the "baseline value" is always established at zero. Beneficiaries are counted the first time they are reached (expected or achieved). Subsequent reporting <i>only</i> adds new beneficiaries so that the cumulative values are reported. Generally, the assumption is that, once reached, the learner continues to benefit from the activity throughout the duration of the operation/investment whether the activity consists of a one-off action (assumed to have sustained impacts) or continuous actions. An example of a one-off action with sustained impacts is classroom/education facility construction intended to increase enrollment. Learners</p>

¹⁶ These include primary and secondary education: 4.1.1; 4.1.4; early childhood: 4.2.1; 4.2.2; 4.2.3; 4.2.4; technical, vocational, and tertiary education: 4.3.1; 4.3.2; 4.3.3; and equity: 4.5.1.

newly enrolled in the expanded institutions are expected to stay enrolled (with the same likelihood as other students). Where data are available, modeling is used to estimate completion and dropouts.

Direct (enumeration) and indirect (modelling): The number of students supported is enumerated, where possible. If only the identity or the number of institutions, grades, classes, educators, etc. are known, modelling is applied by the operational teams to convert the value into learners before reporting on the indicator. Modelling can be based on averages, enrollment, attendance, graduation rates, or risks using data on the specific institutions, grades, classes, or educators extracted from the most recent administrative records or surveys, at the most disaggregated level. If disaggregation is not possible, country level variables are used. Examples of how to count learners are:

1. **Educator-focused activities such as a training programs designed to improve learning:**
 - Number of learners educated by the educators trained (enumeration), or
 - Number of educators trained x average number of learners taught by one educator (model, estimated using data from administrative records or surveys), or
 - Number of schools where trained educators teach x average number of learners enrolled in the school (model, estimated using data from administrative records or surveys)
2. **Institution-focused activities such as the construction of facilities designed to increase enrollment:**
 - Number of students newly enrolled in beneficiary institutions (enumeration); or
 - Change in enrollment rate within the beneficiary institutions x total number of students enrolled in the institutions (model)
3. **Institution-focused activities such as early warning systems designed to reduce dropouts:**
 - Number of students at risk of dropping out (model, estimated using survey data including students' enrollment overtime and others student level variables such as test scores, attendance, and mindset, household-level variables such as wealth, parental education, and chores, and school-level variables); or
 - Change in attendance rate within the beneficiary institutions x total number of students enrolled in the institutions (model)

Data inputs and aggregation: The enumeration or modelling methodology used by the operational teams is documented in the operation documents and reporting system. Data inputs and aggregation differ slightly across the three WBG organizations.¹⁷

- **World Bank:** World Bank task teams collect data on implementation progress from governments, other actors, or the project implementation unit(s). If the number of learners supported is provided, it is used for the indicator. If not (e.g., several institutions, grades, classes or educators is provided), the data provided is combined with enrollment data from administrative sources such as the EMIS or surveys and results are converted (using relevant model) to number of learners. For operations including multiple activities meeting the inclusion criteria, the operation-level indicator value is the sum of the number of learners reached by all activities adjusted for double-counting (as outlined in the "Avoid Double-Counting" section). For each operation, the expected indicator value is provided in the Results Framework (RF) of the PAD (during preparation) and the achieved indicator value is reported in the Implementation Status Reports (ISRs) (during implementation) or the Implementation Completion Report (ICR) (after closing). Operation-level indicators are aggregated at the country level, and then at the

¹⁷ To disentangle the WBG results on the three main outcomes, indicator values will be reported separately as number of students supported with better education designed to increase participation, improve learning, and improve labor market outcomes. These categories are not mutually exclusive so the sum will not equal the parent indicator (and sub indicators) values.

METHOD OF CALCULATION (DISAGGREGATION)

WB portfolio level. These values are converted from “number of students” to “millions of students” at the portfolio level.

- **IFC:** IFC project teams collect achieved indicator results from investment clients during the annual AIMM monitoring exercise in the first half of each year. Indicators contributing to WBG Results indicators, including this indicator, are included as a subset in this exercise. CDI conducts internal quality control during the data collection process with the support of operational teams. Results data are adjusted as needed to remove double counting, converted to reflect the number of learners, and aggregated using different criteria, as needed.
- **MIGA:** MIGA collects data on student enrollment and active users of digitally enabled education services from the guarantee holders under MIGA’s Results Measurement System. Internal quality control of the data collection process is conducted. The reported data will be adjusted to remove double counting, and aggregated using different criteria, as needed. The reported data will reflect the “churn” rate in education institutions supported.

- **Youth:** Where available, activities enumerating the number of learners benefiting by age will provide the number of learners ages 15-24, as aligned with the UN definition of youth. If enumeration is not possible, enrollment data by age are combined with the parent indicator value to estimate the number of youths. If enrollment data by age are not available, data on population by age is used or data on enrollment per level (secondary and post-secondary) is used and combined with the parent indicator value to estimate the number of youths.
- **Sex:** Where available, enumerated data will be used to disaggregate by sex. The standardized approach specified in the Corporate Scorecard Results Handbook is followed.
- **Disability inclusion:** The standardized approach specified in the Corporate Scorecard Disaggregation Methodology is followed.
- **FCS:** Results are aggregated according to the most recent FCS list.¹⁸
- **Small States (SS), Small Island Developing States (SIDS), and Least Developed Countries (LDCs):** Results are aggregated according to the most recent list of SS,¹⁹ SIDS,²⁰ and LDCs.²¹
- **IDA/IBRD/IFC/MIGA:** Project data are used to aggregate results by institution.
- **Region:** Project data are used to aggregate results by WBG region.²²
- **Country income group:** Results are aggregated according to the income level list.²³
- **WBG joint programming:** The standardized approach specified in the Corporate Scorecard Results Calculation Handbook is followed.

PRINCIPLES TO AVOID DOUBLE COUNTING

For more information, please refer to the **Common Principles to Limit Double Counting**.

Step 1. For each included activity, identify the unit at the most granular level to be used for the analysis. This choice depends, among other things, on:

- Granularity of enrollment data of the client (e.g., EMIS generally comprises data at the grade (sometimes class) and age levels which can be used directly or aggregated at the school, district, region, or country level).
- Type(s) of units targeted by the activity (e.g., a scholarship program targets learners, teacher training targets educators, construction/upgrading of facilities target education institutions, grades, or classes).
- Methodology for selecting beneficiary units which could be deterministic (e.g., there is a known list of schools for which facilities are upgraded or all teachers in grade 5 are

¹⁸ WB: [Classification of Fragile and Conflict-Affected Situations](#).

¹⁹ <https://www.worldbank.org/en/country/smallstates/overview>.

²⁰ UN List of SIDS: [List of SIDS](#).

²¹ UN List of LDCs: [List of LDCs](#).

²² WBG regions are Africa West, Africa East, East Asia & Pacific, Europe & Central Asia, Latin America & the Caribbean, Middle East & North Africa, and South Asia.

²³ WB Data: [WB Country and Lending Groups](#).

trained) or probabilistic (25% of students entering secondary schools get a scholarship).

Step 2. For each included activity, estimate the number of learners benefiting in a given period accounting for potential double counting with the prior period.

- For all activities, the indicator reports the number of learners benefiting. Therefore, limiting double counting over time requires modeling the progress of learners within the unit identified in step 1. In general, change in gross enrollment is affected by new entry and attrition (due to completion/graduation, dropout, or transfer. Where possible, operational teams use available information on graduations, dropouts, and transfers to estimate the additional number of learners benefiting in the period and add it to the prior indicator. Otherwise, teams use change in gross enrollment (or 0, if the change is negative).²⁴

Step 3. For each operation, estimate the aggregate number of learners benefiting from different included activities in one period accounting for potential double counting across activities. Using data at the most granular level available, the operational team first determines whether there is risk of overlap.

- If there is not, indicator values for each activity are added.
- If there is, the operational team determines whether the size of the overlap (in terms of number of learners) is measurable (through enumeration or modelling), to subtract the overlap.
- If not, the maximal value of the indicator contribution of each activity is used for reporting. While this approach may lead to an underestimate of the total number of beneficiaries at the operation level, it effectively eliminates the concern of double counting.

Step 4. For each country, estimate the aggregate number of learners benefiting from different operations in one period accounting for potential double counting across activities. Aggregation at the country/portfolio level is conducted by the global teams using operational level data (as described under “Data inputs and aggregation” in the “Method of Calculation” section above), in collaboration with operational teams which will provide the information necessary to determine the size of the overlap.²⁵

**QUALITY
ASSURANCE
PROCESS**

Alignment of each activity for which beneficiaries are included in the indicator (within one operation) is documented, reviewed, and decided following the regular preparation process of the respective organizations. For IBRD/IDA, alignment with the criteria is documented in the Project Appraisal Documents (PADs) and decided on during the Decision Meeting (DMs) informed by assessments from peer-reviewers and from Corporate Scorecards focal points in the Education Global Practice. For IFC, alignment with the criteria is documented in Board Papers and Implementation Plans (IFC) and the decision whether beneficiaries of the activities are included in this indicator is made by the Development Impact Measurement department. For MIGA, alignment with the criteria is documented in Underwriting and Board Papers (MIGA) and the decision is made by the MIGA Economics group (MIGEC).

To ensure accuracy, values recorded in the indicator for the current reporting period are cross-checked against those from the previous reporting period. As the reported values are

²⁴ To illustrate the issue, a hypothetical operation supports the construction and operation of a new university campus. Simply counting the number of learners enrolled and attending the institution on an annual basis would risk double counting learners who spend more than one year studying. Where education institutions are not able to uniquely identify learners, the number of unique beneficiaries is modelled considering factors such as the increase in learners enrolled and/or the number of years that learners attend the educational institution. Where this is not possible, the maximal yearly value over the life of the activity is used to calculate the number of beneficiaries. Where the numbers seem too high or in some cases exceed the overall learner populations, concerns about double-counting are flagged and addressed by operational teams with support from the global team.

²⁵ There are certain limitations to limiting double counting. In some cases, learners may move within the education system over time which leads them to benefit from different activities at different points in time. For example, a secondary school learner may receive a scholarship to attend university after being taught by secondary school teachers having participated in effective teacher training programs. If this overlap is measurable, it is removed from the indicator value at completion. Discriminating between graduates, drop-outs, and transfers is not always possible due to lack of data. If data are available, operational teams can refine the model used to account for the likelihood that a learner drops outs then re-enrolls, the likelihood that transfers happen within the set of beneficiary schools, etc.

cumulative, any instance of the current report showing lower values than the previous report is flagged as a potential reporting error. The issue is flagged and addressed by operational teams with support from the global team. At the aggregate level, sample quality control checks and peer reviews are conducted on individual project values and calculations done at the portfolio level to confirm the accuracy of reported figures.

Efforts will need to be made to strengthen both staff and client capacity to effectively capture results in line with the definition included in this note as well as related to the design of results frameworks and recording and reporting of the new indicator during project implementation.

VERSION

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THEORY OF CHANGE FOR EDUCATION

