GLOBAL PARTNERSHIP for EDUCATION

BOD/2013/05 DOC 10
Meeting of the Board of Directors
Brussels, Belgium
21-22 May 2013

SECRETARIAT RECOMMENDATIONS FOR GLOBAL AND REGIONAL ACTIVITIES PROGRAM CONCEPT NOTES – SECOND BATCH

For Decision

1. PURPOSE

The purpose of this paper is to present the recommendations of the Secretariat and seek a decision from the Board of Directors on the approval of allocations for the second batch of concept notes under the Global and Regional Activities ("GRA") program.

2. RECOMMENDED DECISION

The Secretariat requests that the Board of Directors approves the following decision:

BOD/2013/05-XX — Approval of Funding of GRA Concept Notes: The Board of Directors:

a. approves an allocation of up to US$ 16,786,086 from the Global Partnership for Education Fund to fund the Global and Regional Activities ("GRA") concept notes one to five, as set out in the "Summary and Decision Matrix of GRA Concept Notes", Annex 1 of the Secretariat's Recommendations for GRA (BOD/2013/05 DOC 10);

b. will decide on the remaining concept notes at a later date in the year.

The funds will be divided as follows:

No.	Idea/ Knowledge Product	Agency	Agency's Function	Approved Grant in US$
1	Out-of-School Children - Addressing the Out-of-School Children Data and Policy Gaps	World Bank	Managing Entity	1,831,500
2	Learning Outcomes - Learner assessment for	UNESCO	Managing Entity	944,061

	instructional progress			
3	Pacific Early Age Readiness and Learning Program PEARL Quality/Learning Outcomes	World Bank	Managing Entity	8,505,075
4	Delivering on Teachers	UNESCO	Managing Entity	1,984,850
5	Disability/Health and Education in support of Learning for All	World Bank	Managing Entity	3,520,600
Total				**16,786,086**

3. EXECUTIVE SUMMARY

3.1 Specific instructions exist that determine how the Secretariat should proceed with the GRA. These have been approved by the Board of Directors in the form of the GRA Operational Manual in October 2012. At all stages of the process, the Secretariat has proceeded according to the Operational Manual.

3.2 A prerequisite for consideration of a concept note is its alignment with the Strategic Plan and the applicant has to meet the eligibility criteria defined in the Operational Manual, which are the same as for any Supervising or Managing Entity operating under the GPE Fund.

3.3 The Secretariat received eighteen concept notes which meet these criteria. It conducted the internal and external quality review and closely worked with the applicants to further refine their concept notes and improve the quality. The Secretariat applied the decision matrix outlined in the Operational Manual. In the scoring, special attention was given to concept notes that cater for strategic goals and objectives which had not been addressed in the first batch and which are of particular strategic interest to the partnership. The same applies for regions which were not yet attended. For example, Strategic Objective 4 (Teachers) had not received any attention previously and, similarly Asia and the Pacific had not received much attention.

3.4 In Annex 1, all concept notes appear in the order of the ranking according to the scores produced by applying the decision matrix outlined in the GRA Operational Manual.

3.5 In the decision matrix, under columns 2 and 8, the particular relevance of each note to the GPE strategic goals and objectives and the country work is explained. There are a couple of natural breaks in the scoring in column 8 of the detailed score matrix (pages 128 and 29 of Annex 1) which could be used for selecting which notes could be approved. Given the total amounts and existing budget restrictions within the GPE, an extensive re-organization process

leading to even more priority to the country work, and given a need to take better stock of the GRA process thus far, the Secretariat recommends the breakpoint between concept notes 5 and 6 and that the Board take a decision on the remaining notes at a later stage in the year.

3.6 However, this is only a recommendation. The Board of Directors has the choice not to follow the Secretariat's position and to decide to include more or less concept notes from the decision matrix in the approval package or modify the individual amount of a concept note.

4. BACKGROUND

4.1 As per BOD/2012/10-02 – Global and Regional Activities Operational Manual – the Board of Directors approved the Global and Regional Activities Operational Manual and requested the Secretariat to launch an immediate call for GRA program concept notes. In this Operational Manual, the application and selection process and the role of the Secretariat are clearly outlined. The Operational Manual includes on pages 21 - 23 a decision matrix with criteria and weights to be applied for the selection of the concept notes to be submitted for Board approval.

4.2 The Secretariat launched an open call for submission of concept notes through the GPE website and by e-mail.

4.3 At the Board's audio-conference on GRA on 7 February 2013, the Board requested the Secretariat per BOD/2013/02-01 to prepare the second batch of GRA concept notes to be submitted for approval at the next face-to-face Board of Directors meeting in May 2013. This batch could include resubmissions from the first batch.

5. REASONS FOR RECOMMENDATION

See Annex 1.

6. IMPLICATIONS FOR SECRETARIAT RESOURCES

6.1 The GRA process requires the work of at least one full-time-equivalent senior staff and several person-months of consultant work. Some minor travel costs will be required.

6.2 Staff who will otherwise work on the five Strategic Objectives will contribute to those areas within the GRA program.

7. NEXT STEPS

7.1 The Secretariat will work with applicants as necessary to finalize the approved concept notes from the second batch, and turn them into full proposals based on input from the Board of Directors.

7.2 As requested by the Board, the Secretariat will prepare a monitoring report and a review of the first year of implementation of the GRA program with recommendations for the GRA process.

ANNEX 1: SUMMARY AND DECISION MATRIX OF GRA CONCEPT NOTES

Summary

Eighteen concept notes were received by the Secretariat for the second batch, of which four concept notes were re-submissions. All concept notes were refined by proponents in April 2013 based on peer reviewer comments. These 18 concept notes are presented to the Board of Directors for decision, based on a ranking according to the scores produced by applying the decision matrix outlined in the GRA Operational Manual.

All concept notes were reviewed by several members of the Secretariat and three external consultants. The overall quality of the concept notes varied but many improved substantially in the second drafts. Communication with the applicants was constructive and efficient. The concept notes can be roughly divided into three different categories: Notes that meet all basic GRA criteria, two notes that are technically of very good quality but beneficiaries are in their majority not GPE developing country partners (most are in fact Small Island States), and one concept note has a very innovative approach but is very different from the rest. The concept notes on the Small Island States could be used by the Board as a test case for working with groups of countries as a whole, in situations where it may not be worthwhile for each country to become a partner but it might make sense to work as a group.

Through the decision matrix as outlined in the GRA Operational Manual the strategic fit, technical quality, and knowledge-sharing potential of the concept notes was determined. Special attention was also given to the value for money ratio. The maximum total amount for the GPE Fund for this second batch of concept notes is of US$ 40,104,068.

In the detailed score matrix on pages 25 and 26, there are several natural breaks in the scoring, one between note 5 and 6 (with a total amount of US$ 16,786,086), which was used for the Secretariat's recommendation, one between notes 7 and 8 (with a total amount of US$ 21,030,155), another one between notes 9 and 10 (with a total amount of US$ 25,450,592), and another one is between concept notes 15 and 16 (with a total amount of US$ 33,731,108).

Concept notes by theme: *(Note: some concept notes cover more than one theme so the sum of Concept Notes touching various goals and objectives may be greater than the total*).

Strategic Goals (SG)	**Strategic Objectives (SO)**
SG 1 (Access for All): 10	SO 1 (Fragility): 8
SG 2 (Learning for All): 12	SO 2 (Girls' Primary Completion and Transition to Secondary): 8
SG 3 (Reaching Every Child): 10	SO 3 (Learning, Early Years): 10
SG 4 (Building for the Future): 10	SO 4 (Teachers): 9
	SO 5 (Finance): 5

Concept notes by applicant:

Agence Française de Développement (AFD)	1
Center for International Cooperation in education and Development (CICED)	1
Department for International Development (DFID) – Center for Education Innovations (CEI)	1
UNESCO	3
UNESCO International Institute for Educational Planning (IIEP)	2
UNESCO Institute for Lifelong Learning (UIL)	1
UNICEF	4
World Bank	5

Decision Matrix								
No	**Idea or Knowledge Product**	**GPE Strategic Goal (SG)/ Objective (SO)**	**Program Description, Scope (potential reach if scaled, and indicators of size such as number and size of workshops, size of pilot activity) and results expected**	**Agency**	Beneficiary Countries	**Estimated Cost $ GPE Fund (addit. co-financing)**	**Overall GPE relevance**	**Total Score**
1	Out-of-School Children - Addressing the Out-of-School Children Data and Policy Gaps	SG 1 (Access for All) SG 3 (Reaching All) SO 2 (Girls' Transition)	**Scope:** Large: A small part of the work will be conducted on a large number (60+) of countries. The in-depth country studies will be in countries with large out-of-school populations. Many of these countries are fragile states. Other post-conflict countries will also be included such as Liberia, Sierra Leone, and Burundi. Several small and large desk research or materials preparation, field based analytical work, several small and large international and regional meetings as well as small and large country workshops. **Results expected:** 1. Diagnostic work using decomposition on factors affecting learning-adjusted attainment in 60+ countries using data including, though not limited to, Demographic and Health Surveys (DHS) data. 2. Application of SEE model with in-depth case studies to help develop cost-effective, pro-equity education strategies for one or multiple groups of excluded children. In most countries, additional focus on the extreme poor, girls, and children with disabilities. 3. Expansion of impact evaluations in education database pooling evidence from rigorous evaluations of interventions and preparation of summary briefs to enable practitioners and policy makers to formulate evidence-based basic education strategies. 4. Organization of capacity building workshops to support	World Bank	Directly: Focus on DR Congo Ethiopia Kenya Nigeria Pakistan Senegal Rwanda Somalia South Sudan Sudan Yemen Indirectly: 60 + countries	1,831,500	This concept note is part of a suite of integrated notes from UIS, UNICEF, and, now, the World Bank. It is the only concept note thus far received that addresses itself, quantitatively, at the issue of not just measuring and cataloguing the causes of OOS, but at assessing low-cost ways of dealing with the issues. In the early days of GPE (then FTI) quantitative analysis and modeling of a similar kind was carried out, and was found to be useful; some of the dividends are still being enjoyed by GPE in terms of the good trends in improved completion. But the work has not continued, which puts in doubt the foundations of future achievement. This work could continue the tradition of analysis that provides information on cost-effective ways to deal with the out-of-school population. In contradistinction to the earlier modeling work, this	31.7

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			local and national education planners, policy makers and other stakeholders plan and prioritize interventions best tailored to their country contexts and excluded populations. 5. Enhanced ability for policy makers to assess the cost-effectiveness of proposed interventions and their carry-on costs at higher levels of schooling; further development of the Simulations for Equity in Education model. 6. Series of publications (notes, working papers, edited volumes, manuals) broadly disseminated from this work program. 7. Reduction in number of out-of-school children through adoption of appropriate policies in countries of focus.				could point costed "best-practice" ways to deal with the now harder to reach populations.	
2	Learning	SG 2	**Scope:**	UNESCO	Afghanista	944,061	The Asia region is the only region of the developing	31.5

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	Outcomes - Learner assessment for instructional progress	(Learning) SG 3 (Reaching All) SG 4 (Systems) SO 1 (Fragile States) SO 3 (Learning)	Medium to large: All countries of the Asia-Pacific region, with focus on 5-7 of the GPE developing country partners and Fragile States. Many regional organizations mobilized. Several small and large individual desk research activity or materials preparation, 12 small field-based surveys, 2 small and 2 large regional meetings, 12 small and 6 large country workshops. **Results expected:** 1. Improved knowledge about experience, lessons learned and best practices of monitoring of literacy, numeracy and other foundational skills. 2. Improved knowledge about impediments to and solutions for the monitoring of literacy, numeracy and other foundational skills. 3. Establishment of credible national systems and capacity to monitor basic literacy and numeracy skills.	Bangkok	n Bhutan Cambodia Kyrgyz Rep. Lao PDR Mongolia Nepal Pakistan Papua New Guinea Tajikistan Timor-Leste Vietnam with priority: Afghanistan, Nepal, Timor-Leste and Fragile States	(100,000 UNESCO)	world without its own regional efforts to improve the monitoring of student learning. While not proposing a regional assessment such as those in Latin America and Africa, the note focuses on a strongly regional and networked approach to improve learning assessment in each country, through networking, research and dissemination, and capacity building, particularly in the poorest countries.	

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3	(Pacific Early Age Readiness and Learning Program – PEARL) Quality and LO: Research-based instruction in early grades; Effective early childhood education methodology	SG 1 (Access for All) SG 3 (Reaching All) SG 4 (Systems) SO 1 (Fragile States) SO 3 (Learning Outcomes) SO 4 (Teachers)	**Scope:** Medium: 2 direct beneficiaries for pilot interventions but regional knowledge sharing activities and technical assistance to benefit all Pacific island countries. Several small and large individual desk research activities, 2 small field-based surveys, 2 small and 2 large regional meetings, 17 small and 6 large country workshops. **Results expected:** 1. Baseline census of school readiness and early reading indicators in Tonga. 2. Desk reviews, diagnostic research (fieldwork inclusive) and dissemination of information on the state of the enabling environment supporting school readiness and better early grades reading instruction in selected countries in the Pacific. 3. Pilot interventions in Tonga to promote literacy preparedness and early reading. 4. Improved capacity at Ministries of Education to generate and monitor indicators of school readiness and early learning grade reading and to formulate, develop and implement evidence-based policies in education. 5. Country "roadmaps" of activities for better school readiness and better early grade instruction based on discrete analytical pieces supporting education sector programs. 6. Regional workshops to disseminate lessons learned from regional pilots and disseminate global practices to promote	World Bank	Directly; Tonga and Papua New Guinea Indirectly: all Pacific Island countries	8,505,075	This is a large concept note, so its significance and relevance have to be well-defended. 1) The concept note is the first that sets out to develop an approach to learning outcomes improvement that is conceptually replicable among countries. The justification for this approach is that so many of the countries are small island states. But the approach can hold lessons for GPE in how one can go to scale across many countries. 2) The note also represents a first in that it shows collaboration between an "opted-in" bilateral and a multilateral. 3) The concept note explicitly integrates school readiness and reading. 4) Finally, the note tests the concept of working with a group of countries, some of which are not partners, and for whom individual partnership might not make sense, but working as a group, via a couple of	31.5

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			school readiness and early grade learning.				strong donor partners.	
4	Delivering on Teachers: - Improving capacity of teachers' organizations to participate in LEGs -Analysis of salary scales, work conditions and standards -Pilot programs for improved in-service mechanisms	SG 4 (Systems) SO 4 (Teachers)	**Scope:** Medium: 10 countries: Production of 7 training modules, 10 field-based analytical activity to prepare background reports, 2 training workshops, 2 large regional meetings, 20 large workshops. **Results expected:** 1. Increased engagement of the teaching profession in LEGs. 2. Improved support to education plans that focus on increasing the quality of teaching, along with the percentage and number of qualified teachers. 3. More engagement of the teaching profession on standards of practice in GPE-endorsed countries. 4. Improved support in the deployment, remuneration and working conditions of teachers in GPE-endorsed countries.	UNESCO – Education International	Africa: Benin DRC Ivory Coast Liberia Mali Senegal Sierra Leone Uganda Asia: Nepal Latin America: Haiti	1,984,850	This is the only GRA concept note that directly addresses itself at SO4 (Teachers), an area that has been, thus far, very under-worked in the GPE. In addition, it is, amongst the concept notes, perhaps the one that takes the Strategic Plan most seriously by directly addressing itself at the specific actions and objectives outlined in the Strategic Plan and in the Implementation plan.	31.2
5	Disability/Health	SG 1 (Access)	**Scope:** Medium: 5 small field based surveys, 2 small international	World Bank	15 GPE developing country partners:	3,520,600	At various GPE forums, the need to better link education to the health	31.2

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	and Education in support of Learning for All	SG 2 (Learning) SG 3 (Reaching All) SO 2 (Girls) SO 3 (Learning) SO 4 (Teachers)	meetings, 4 small regional meetings, 2 large regional meetings, 10 small country workshops, 5 large country workshops. **Results expected:** 1. School-based interventions against impairments/disabilities incorporated and operationalized within the ESP in a select number of GPE countries. 2. A number of tools and operational and training manuals developed and disseminated to a broader partnership for improvement of services to school-age children.		10 in Africa and 5 in Southeast Asia		sector has been noted, because it is well-known that there are serious health-oriented limitations to both completion and learning outcomes. This is the first GRA concept note to explicitly work cross-sectorally with health, in a very focused and practical manner. The two interventions are chosen as a case in point, not as the only ones systems ought to consider; but they are important as a starting point, in that the approaches are doable and have high cost-effectiveness.	
6	Report cards – Information feedback processes and tools for increasing accountability and learning outcomes	All SGs SO 1 (Fragile States) SO 2 (Girls) SO 4	**Scope:** Medium: Several small and large individual desk research activities, 60 pilot experiences, 1 large international meeting, 25 large local meetings/workshops are planned. **Results expected:** 1. Enhanced capacity of Ministries of Education (incl. Department of planning, Quality Assurance Agencies and	UNICEF	5 countries (including at least one fragile State)	878,069 (839,364 UNICEF)	A large body of literature, including much financed by GPE in the series of "Country Status Reports," documents a very weak link between spending and results at the school level, in GPE countries; in other words, the literature documents very unpredictable value-for-money in GPE countries.	31.0

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		(Teachers) SO 5 (Financing)	inspectorates) to produce and use monitoring/feedback tools. 2. Sustainable monitoring and participation mechanisms, mainstreamed in Education Sector Plans at all levels of the system and able to provide inputs to joint sector reviews. 3. Increased accountability and quality assurance for equitable learning and retention results and for more equitable and cost-effective management ('value-for-money'). 4. Increased community participation and "voice" for action on school performance. 5. Improved global knowledge about the enabling drivers for the development and effective utilization of feedback/monitoring systems and tools.				The missing link here is accountability for results. This concept note represents a unique effort to systematize and make sustainable the experience and practice of school report cards, whereby schools are required to report on their results to communities and government and encourage an examination, school by school, of what schools produce in exchange for resources. In addition, the concept note demonstrates how to make "demand side" use of data, an objective that has eluded the very supply-side data systems used in the education sector.	
7	Learning Standards and Assessments in the Eastern Caribbean	SG 2 (Learning) SG 4 (Building for the Future)	**Scope:** Medium, 1 international meeting, 6 large regional meetings, 12 large country workshops. **Results expected:**	World Bank	All countries of the Eastern Caribbean States: Antigua and Barbuda	3,366,000	This, along with the World Bank proposal for the Pacific Islands, provides a test case for GPE to work with a regional grouping of small islands, where individual work with each island might not be cost-effective either for GPE or	31.0

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		SO 3 (Learning) SO 4 (Teachers)	1. Regional learning standards for basic education established. 2. Regional classroom assessment strategies and framework established. 3. Regional communities of practice for basic education established. 4. Regional common Caribbean Primary Exit Assessment established in 6 Caribbean Countries. 5. Enhanced capacity for assessment of student learning. 6. Move to student centered teaching and learning resulting in improved learning for all.		Commonwealth of Dominica Grenada Saint Kitts and Nevis Saint Lucia Saint Vincent and the Grenadines Jamaica Guyana		for the islands. In addition, the work is significant in that, of almost all concept notes, it is the one that most easily and naturally inserts into an existing regional structure that has expressed need. It is to be noted, however, that the note addresses learning at the end-of-cycle point. This is both an advantage, in that few other concept notes address this issue so the concept note represents value-added, but also somewhat misaligned with SO3.	
8	Learning Outcomes – Students' reasoning skills	SG 2 (Learning) SG 4 (Systems) SO 3 (Learning) SO 4 (Teachers)	**Scope:** Medium: 6 direct beneficiary countries. 3 small individual desk research / activity or materials preparation; 10 large individual desk research / activity or materials preparation; 1 small, 1 large international meeting 1 small, 1 large regional meeting, 12 small and 12 large country workshops. **Results expected:** 1. Stock-taking of best practices in teaching and learning for development of reasoning skills. 2. Provision of prerequisites to establish national systems for monitoring of students' reasoning skills and its dynamics	Center for International Cooperation in Education Development (CICED)	Tajikistan Uzbekistan Kyrgyz Republic Armenia, Mongolia Moldova	1,850,919 (435 000 CICED)	This note is one of the few working on education quality in the Central Asian GPE countries, and one of only two (the other being the World Bank's "Escuela Nueva" note) working on skills beyond the basics. The note links to other efforts in measuring higher-order skills such as the READ Trust Fund of the World Bank. The note will not only produce	29.9

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			depending on teaching and learning practices. 3. Provision of national policymakers with data on students' reasoning skills and recommendations on strategies in the area of teaching and learning approaches based on the revealed best practices.				specific approaches but, by encouraging a learning-by-doing approach, will also improve measurement capacity in the countries concerned. Importantly, the project will improve the capacity of teachers to use the assessment results to improve the teaching of reasoning skills.	
9	Results in Terms of Learning/ Quality - Formative Assessment and Learning Support in first years of Primary Education (EFPA)	SG 2 (Learning) SO 3 (Learning) SO 4 (Teachers)	**Scope:** Small direct impact: 1 direct beneficiary country though with considerable scalability; 1 large desk study, field 1 survey/pilot, 1 large field survey with video documentation, several manuals/guidelines and online materials for dissemination. 3 workshops. The research will be implemented by the University of Nantes and the Conference of Ministers of Education in Countries sharing the French Language (CONFEMEN). **Results Expected:** 1. Improvement in the learning quality of basic skills in the first two grades of primary education. 2. Reduction in pupil inequalities on entry to primary school, to the benefit of the most vulnerable, through early pedagogical support to their specific difficulties. 3. Improvement in teacher training with regard to pupils' skills	Agence Française de Développement (AFD)	Directly: Ivory Coast Indirectly: Benin Burundi Burkina Faso Cameroon Congo Niger Senegal Chad	2,569,518	This concept note represents an innovative means to unify assessment and teaching practices in the early grades in Francophone countries. It is part of a suite of projects and approaches of AFD and others, and can play the crucial role of developing the assessment tools that those other projects need.	29.7

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			and their learning difficulties. 4. Outputs: - Diagnostic assessment tools to support pupil learning, for teachers to assess their pupils' capacities and difficulties upon entry to primary education and in the first 2 years of schooling. - Pedagogical resources to help teachers use the assessment tools and address their pupils' learning difficulties. - Recommendations for the improvement of teacher training in early learning and of the curricula in the first grades of primary education. 5. Technical support to the pilot country to create the assessment and learning support device and scale up.		Togo			
10	Learning Outcomes: Development of a systematic policy cycle to monitor and ensure gender equality in Learning outcomes	SG 2 (Learning) SO 2 (Girls' Transition) SO 3 (Learning)	**Scope:** Medium to large: 5 direct immediate target countries, though potential is large. From our count (though it is difficult to count): 6 small desk studies/reports, 2 small field-based survey, 1 small, 9 large regional meetings, and 15 small country workshops. **Results expected :** 1. Medium-term: (a) A sustainable network of national researchers in Africa with new capacity to analyze gender gap in learning outcome. 2. Medium-term: (b) A pool of planners in Ministries of Education in Africa with capacity to use evidence-based monitoring tools in decision making about gender equality	International Institute for Educational Planning IIEP-UNESCO	Sub-Sahara Africa: Cameroon Kenya Lesotho Malawi Mozambique Uganda	1,554,739	Gender differences in learning achievement persist in many GPE countries. The difference is not always in favor of boys. The concept note proposes to analyze the reasons for persistence in an achievement gender gap, and ways to address it.	28.4

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			issue; (c) A strengthened relationship between national researchers and Ministries of Education, with a deeper understanding of each other's roles and contributions. 3. Long-term: (a) Improved learning outcomes for boys and girls; (b) reduced Medium-term: (a) A sustainable network of national researchers in Africa with new capacity to analyze gender gap in learning outcome; (b) A pool of planners in Ministries of Education in Africa with capacity to use evidence-based monitoring tools in decision making about gender equality issue; (c) A strengthened relationship between national researchers and Ministries of Education, with a deeper understanding of each other's roles and contributions. Long-term: (a) Improved learning outcomes for boys and girls; (b) reduced gender gap in learning outcomes.		Zambia			
11	Vietnam Escuela Nueva: East Asia Building Global Evidence Base for Learning for All	All SGs SO 3 (Learning Outcomes) SO 4 (Teachers) SO 5 (Financing)	**Scope:** Small – medium: 3 countries are direct beneficiaries, but scalable to countries in other regions that are using or planning to use Escuela Nueva model (Vietnam). 1 international workshop, 1 regional seminar, several regional workshops. Given the scope and the budget, the note offers a good value for money ratio. **Results expected:** 1. Knowledge generated about improving education quality in low income settings (especially for girls, ethnic minorities) through an adaptable and replicable model (Escuela Nueva).	World Bank	Directly: Vietnam Lao PDR Cambodia	688,600	The Escuela Nueva model, as adapted in Vietnam, is arguably one of the most innovative and effective approaches to improving school quality, especially in learning beyond the basics (e.g., into critical thinking). This concept note provides a mechanism for better documenting the Vietnam experience and sharing it with other countries.	27.6

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			2. Capacity building regarding impact evaluation of a GPE supported program that has regional and global relevance (Escuela Nueva). 3. Global network of researchers and policy practitioners connected.					
12	Addressing School Related Gender Based Violence to Promote Safe and Supportive Learning Environments for Girls	SG 1 (Access) SG 2 (Learning) SO1 (Fragile States) SO 2 (Girls' Transition)	**Scope:** Medium: 4 small field based surveys, 1 small and 1 large international meeting, 3 small regional meetings, 2 large regional meetings, 12 small country workshops, 6 large country workshops. **Results expected:** Country Level: 1. Availability of a comprehensive country-specific evidence base on the nature and scope of SRGBV; and effective strategies to address it. 2. Strengthened capacity of the education sector (Ministry and LEGs) and other partners to address policies and legal frameworks that address SRGVB; build local data collection systems; and integrate effective strategies into education sector plans. 3. Increased advocacy and involvement of the community and children and adolescents and teachers in developing strategies to prevent and reduce gender based violence. 4. Strengthened capacity of a selected academic/research	UNICEF	4 countries across Africa including at least 2 post conflict/fragile countries	800,000 (400,000 UNICEF, 200,000 UNGEI)	The GPE Strategic Plan greatly emphasizes the issue of school safety, but so far there are few operational tools available to the GPE to judge and promote school safety. This concept note provides the first opportunity to operationalize the safety issues on a systematic basis.	27.3

Decision Matrix								
No	**Idea or Knowledge Product**	**GPE Strategic Goal (SG)/ Objective (SO)**	**Program Description, Scope (potential reach if scaled, and indicators of size such as number and size of workshops, size of pilot activity) and results expected**	**Agency**	Beneficiary Countries	**Estimated Cost $ GPE Fund (addit. co-financing)**	**Overall GPE relevance**	**Total Score**
			institution in the country and its collaboration to support evidence-building, local data collection systems and surveys, and distill lessons learned and good practice. 5. Demonstration of innovative real-time monitoring mechanisms for SRGVB. 6. Strengthened inter-ministerial links between education ministry, LEGS and other collaborating ministries especially Social Welfare, Gender/Women and Youth. Regional and global level: 1. Global evidence base on effective strategies to address SRGBV in different contexts available. 2. Functioning community of practice around the issue to promote information sharing, learning and feedback on evidence, intervention design, research methodologies, and results. 3. Practical and accessible guidance and tools for designing, implementing and assessing GBV programs available for sharing with other countries/partners.					
13	Education Financing Fiduciary Risk	SG 4 (Systems) SO 1 (Fragile States) SO 5 (Finance)	**Scope:** Medium: Risk assessment: 1 desk review of extant fiduciary risk tools, 1 updated "best of" tool, 5 field-based analytical activities, 5 regional workshops; Social-audit risk control: study on corruption risks, 2 case studies, 5 workshops, and one set of guidelines. **Results expected:**	International Institute for Educational Planning	7 directly incl. Fragile States 20 indirectly	1,764,524	The GPE Board would like GPE to use more aligned modalities. However, sometimes there is reluctance to use aligned modalities and country systems due to fear of fiduciary mismanagement. This concept note delivers	26.9

Decision Matrix								
No	**Idea or Knowledge Product**	**GPE Strategic Goal (SG)/ Objective (SO)**	**Program Description, Scope (potential reach if scaled, and indicators of size such as number and size of workshops, size of pilot activity) and results expected**	**Agency**	Beneficiary Countries	**Estimated Cost $ GPE Fund (addit. co-financing)**	**Overall GPE relevance**	**Total Score**
			1. International expertise strengthened in the area of fiduciary risks in education, in particular those associated with the introduction of budget support in a country's education sector. 2. Countries prepared to pilot new tools to assess fiduciary risks and attract funding to their education sector. 3. Variations reduced between education sector plan allocation and actual budget expenditure, by limiting risks of misallocation of funds, leakage of funds, etc. 4. Civil society organizations trained in the production and use of tools aimed at promoting social control over the allocation and use of public educational funds. 5. More aligned aid modalities used, as recommended by the GPE Board, by reducing the risks associated with such modalities.	IIEP-UNESCO			ways to lower fiduciary risk and yet remain aligned and/or using country systems.	
14	Diffusion of Education Innovations stemming from the non-state sector	All SGs and SOs	**Scope:** Medium **Results expected:** 1. Improved access to affordable, quality education services for the poor through non-state provision of education services – at least 100,000 additional people would have access to newly available or significantly improved services. 2. Increased number of innovative non-state education programs that offer new or improved education services for the poor – at least 35 CEI-profiled programs leading to new or	UK Department for International Development (DFID) – Center for Education	South and South East Asia and Sub-Saharan Africa with a focus on Nigeria Ghana Tanzania Rwanda Nepal	2,400,000 (4,750,000 DFID)	Several Board members have documented the lack of innovation in GPE activities. This concept note specifically tackles process and institutional innovations by focusing on innovation lessons learned from non-state actors that are applicable to the poorer segments of the populations in GPE countries. The note aims, in particular, to document and spread lessons from	26.2

Decision Matrix								
No	**Idea or Knowledge Product**	**GPE Strategic Goal (SG)/ Objective (SO)**	**Program Description, Scope (potential reach if scaled, and indicators of size such as number and size of workshops, size of pilot activity) and results expected**	**Agency**	Beneficiary Countries	**Estimated Cost $ GPE Fund (addit. co-financing)**	**Overall GPE relevance**	**Total Score**
			improved education services. 3. Accelerated scale up/adaptation/replication and/or improvement of programs and practices in non-state education – at least 17 funding, operational, and/or learning linkages traced back to CEI. 4. At least 200 new program profiles from the target geographies in the CEI global repository (housed at www.educationinnovations.org, planned for launch in mid-2013).	Innovations (CEI)	Pakistan Cambodia Vietnam		the less publicized innovations, in particular those with impact on learning outcomes. The note is also unusual in that it co-sponsors a hopefully sustainable institution (not just a particular effort) with a key donor partner.	
15	Funding Monitoring Observatory for Education in Humanitarian Contexts	SG 1 (Access) SG 2 (Reaching All) SO 1 (Fragile States) SO 2 (Girls) SO 5 (Finance)	**Scope:** Medium: 1 small individual desk research activity or materials preparation, 2 large individual desk research activity or materials preparation, 5 Small international meetings, 10 small country workshops. **Results expected:** 1. Global and National Education Cluster capacity is built to track and analyze funding to education in humanitarian emergencies. 2. A Funding Monitoring Observatory has produced key global and country analysis on humanitarian funding to education and aid architecture in fragile states. 3. Evidence of the gaps in aid architecture and the humanitarian education deficit prompts increased discourse around and funding commitments in fragile states.	UNICEF	5 GPE developing country conflict or post-conflict humanitarian crises	1,072,663	It has been noted that the education sector frequently is under-attended in crisis and fragile situations. Funding for education in such situations is much lower than anything that should be considered as laying the groundwork for transition and recovery. The concept note proposes a mechanism for keeping track of, and raising an advocacy concern, in situations where funding for education in crises and similar situations appears to be under-funded. No other body or facility is providing this service.	26.0

Decision Matrix								
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16	Learning Outcomes/Quality and Out of School Children ECCE	All SG SO 3 (Learning Early)	**Scope:** Large: 4 direct beneficiary countries, but all 54 African countries will benefit from participation in technical assistance activities and knowledge sharing. Creation of 4 national networks and 1 regional ECCE research network, launch of e-journal/volume on African ECD, 8 national workshops, 2 regional workshops, 1 large international pan-African conference. **Results expected:** Increase in number of children demonstrating mastery of reading/learning by grade 3, by supporting efforts to increase ECCE.	UNESCO	4 African countries (2 Anglophone, 1 Francophone 1 Lusophone)	2,872,950 (100,000 Open Society Foundation)	This concept note is the only one aimed at providing knowledge and creating knowledge networks on how to increase the quality of Early Childhood Care and Education.	22.6
17	Learning Outcomes: Regional School Readiness Metrics	SG 3 (Reaching all) SG 3 (Learning) SO 3 (Learning)	**Scope:** Large. Several desk researches, 6 small and 3 large international meetings, 24 small and 12 large regional meetings, 144 small and 72 large country workshops. **Results expected:** 1. Processes set in place, with Committees, Task Forces and Working Groups established for the long term and regional buy-in to work collaboratively attained. 2. Concept note for a Regional School Readiness Metrics (RSRM) with framework developed and used as reference and guide for planning, design and advocacy.	UNICEF	24 countries: 4 – 8 per regions (Central and Eastern Europe and the Commonwealth of Independent States, East Asia and the Pacific	1,000,000 (250,00 UNICEF)	While learning metrics increasingly exist for the end of the primary cycle, and for the early grades, there is a lag in learning or quality metrics for early childhood care and development. This effort is aimed at filling this vacuum.	21.1

Decision Matrix								
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			3. Capacity is built in countries and regions in the development and implementation of monitoring and evaluation tools of child learning outcomes. 4. RSRMs are finalized by each participating region and piloted tested and used by countries across the region reflecting ethno-linguistic diversity of learners. 5. RSRM used to conduct regional and country level research that assesses learning and development of children for clear analysis of existing status and equity issues. 6. RSRM and allied tools are used to build capacity of child care providers and teachers to improve quality of early learning programs. 7. Progress in children's early development learning and links to later success in primary school vis-à-vis targets in national policies and programs are monitored across several countries in regions using the RSRM. 8. Evidence base to advocate for greater investment in early years learning is strengthened with examples from the region. 9. RSRM used to evaluate impact of school readiness programs in countries and for cross country comparability.		region, South Asia and West and Central Africa region			
18	Out-of-school children and young	SG 1 (Access) SO 1 (Fragile	**Scope:** Medium: 4 direct beneficiary countries: Fragile States and Post conflict countries. 1 small and 1 large international meeting, 4 small and 4 large country workshops, 12 community	UNESCO Institute for Lifelong	Africa: Eritrea South	2,500,000	This concept note addresses the issue of the relationship between community participation and the quality of schooling	20.0

Decision Matrix								
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	people – Building safe, supportive learning environments for girls in families and communities	States) SO 2 (Girls' Transition)	workshops, 3 small and 7 large desk reviews activity or materials preparation. **Results expected:** 1. (GPE Strategic Objective 2) Out-of-school girls are enrolled in schools, supported by enabling family and community learning environments. 2. Enhanced understanding of the complementarity of family literacy and community based learning in facilitating the participation of girls in schools and other learning environments. 3. Interventions to improve the learning environment at home and in communities designed, piloted and summarized in the form of guidelines and indicators. 4. Good practices in applying family literacy/learning and community learning approach for girls disseminated. 5. Heightened awareness among decision-makers in Ministries of Education and GPE partners of added value of family literacy/learning and community learning approaches in reaching marginalized girls. 6. National education plans adjusted to incorporate family literacy/learning and community learning approaches as part of the outreach strategies for out of school children.	Learning (UIL)	Sudan Asia: Nepal Lao PDR		for girls, particularly in the context of literacy and girls' continuation in school.	
	TOTAL					40,104,068		

Detailed Score Matrix as outlined in the GRA Operational Manual								
		Alignment with GPE Strategy[1]	**Evidence of country demand**	**Overall technical quality, innovation, merit**	**Ownership potential**	**Scalability of the ideas**	**Evidence of capacity building ideas being included**	
No	Agency	Weight of each criterion						Total Score
		5	**3**	**3**	**3**	**3**	**3**	
1	WB OOSCI	1.5	1.0	2.0	1.5	2.0	1.5	**31.7**
2	UNESCO Bangkok	0.9	1.75	1.75	1.75	1.75	2.0	**31.5**
3	WB PEARL	1.0	1.5	2.0	1.5	1.75	2.0	**31.5**
4	UNESCO EI	1.0	1.75	1.5	1.5	2.0	2.0	**31.2**
5	WB Disability	1.0	1.5	2.0	1.5	1.75	2.0	**31.2**
6	UNICEF S cards	1.4	1.0	2.0	1.0	2.0	2.0	**31.0**
7	WB E Caribb.	0.6	2.0	1.25	2.0	2.0	2.0	**31.0**
8	CICED	0.7	1.5	1.75	1.5	2.0	2.0	**29.9**
9	AFD	1.1	1.25	1.5	1.25	2.0	2.0	**29.7**
10	IIEP (LO)	1.0	1.5	1.5	1.5	1.25	2.0	**28.4**
11	WB East Asia	0.7	1.5	1.5	1.5	1.5	2.0	**27.6**
12	UNICEF Gbv	1.0	1.0	1.5	1.5	1.5	2.0	**27.3**

[1] Note: As per the Board's instructions on the audio-conference on 7 February 2013, strategic areas that were previously not emphasized received a few more points, and strategic areas that previously have been heavily emphasized received a few less points. Thus, the "Strategic Interest" scores tend to reflect slightly different priorities (more for fragility, marginalized, and teachers, less for learning outcomes, about the same for girls, out of school, and finance.)

Detailed Score Matrix as outlined in the GRA Operational Manual								
		Alignment with GPE Strategy[1]	**Evidence of country demand**	**Overall technical quality, innovation, merit**	**Ownership potential**	**Scalability of the ideas**	**Evidence of capacity building ideas being included**	
No	Agency	Weight of each criterion						Total Score
		5	**3**	**3**	**3**	**3**	**3**	
13	IIEP (Fin.)	1.0	1.25	1.5	1.5	1.0	2.0	**26.9**
14	DFID CEI	0.7	1.0	2.0	1.5	2.0	1.0	**26.2**
15	UNICEF (Hum)	1.3	0.5	1.5	1.0	2.0	1.5	**26.0**
16	UNESCO ECCE	0.9	1.0	1.0	1.0	1.0	2.0	**22.6**
17	UNICEF S read.	0.9	1.0	1.0	1.0	1.0	1.5	**21.1**
18	UIL	1.0	0.5	1.0	1.0	1.0	1.5	**20.0**