



Independent Summative Evaluation Global Partnership for Education

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Presentation final ISE results for Board Meeting

June 3rd, 2020





Scope of work and evidence-base

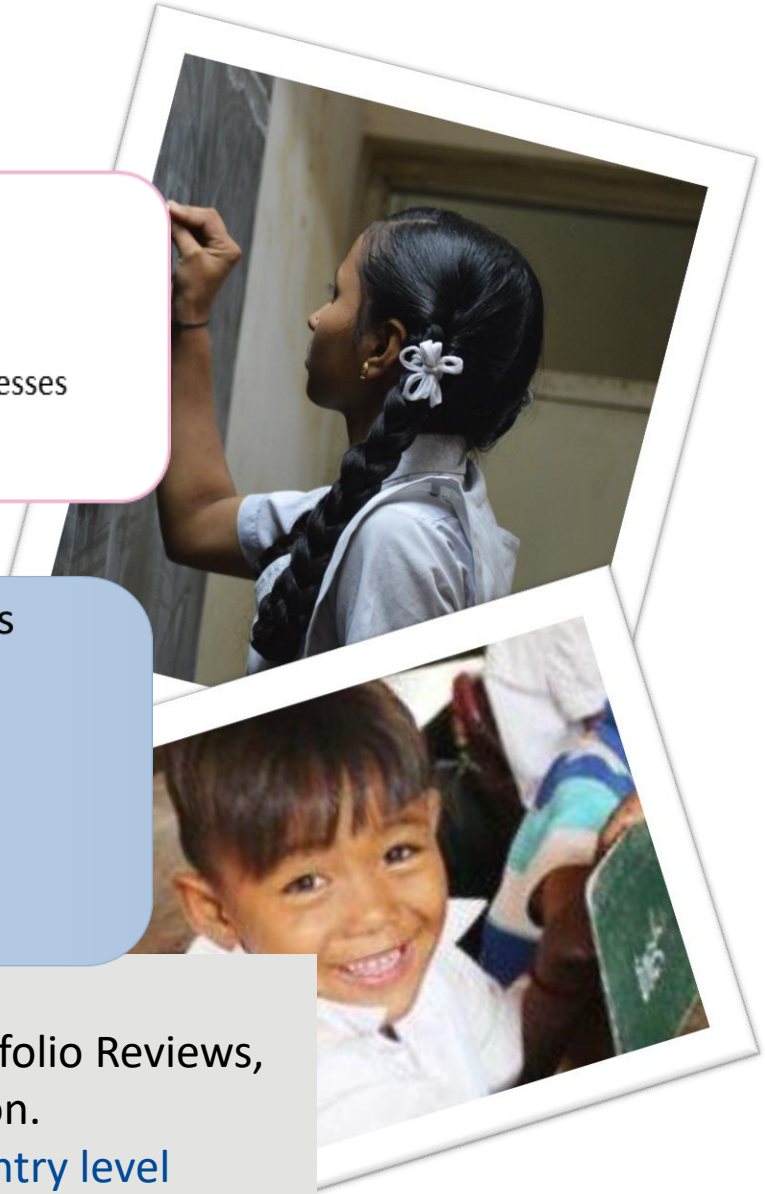
Stage one

Development effectiveness

- Relevance
- Effectiveness and contributions to impact
- Efficiency, additionality and leverage
- Likely sustainability

Organizational effectiveness

- Governance and management
- Administrative efficiency
- Country-level arrangements and processes
- Monitoring and evaluation



In response to gaps in evidence, focus in stage two on:

Development effectiveness

- ESP implementation
- LEG effectiveness
- Efficiency & use of funds
- Trends in financing

Organizational effectiveness

- Fit-for-purpose governance and management arrangements
- Overall health of the partnership
- Functionality of GPE's conceptual framework
- GPE's performance in M&E

Sources include:

- **Document review** – over 170 documents, including Country Level Evaluations, Portfolio Reviews, Results Reports, Board Decisions, Evaluation reports of other global funds, and so on.
- **Over 100 interviews** with representatives from all constituencies at global and country level (including Board (committee) members, GA / CA / Govt. focal points, Secretariat staff, external consultants / evaluators, and representatives of other global funds).
- **Consultation with SIC**, incl. sense-making workshop with (open) SIC meeting (April 2020)

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Development Effectiveness

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Recommendation 1 *(to be initiated during first year of new strategy)*

Improve ESP/TEP implementation for stronger basic education systems.

- Match progress in the quality of content of plans with progress in improved - more inclusive - dialogue and monitoring process, as both content and process are essential for progress in plan implementation.
- Pursue reduction of funding gaps by adapting the planning documents and arrangements through:
  - More deliberate inclusion of funding priorities, making it more clear what needs funding first and catering to the reality of partners having specific funding interests.
  - Strengthen engagement / linkage with the Ministry of Finance and national budgetary processes, reducing the risk of ESP/TEPs being seen as ESPIG funding requirement, separate from national education plans.
  - Continue efforts to strengthen credibility of appeals for more funding by demonstrating the effective and efficient use of funds with the deliberate purpose of fund-raising.
- Strengthen national and sub-national implementation capacity by including a more systematic capacity assessment as part of the ESA process, while introducing, testing and optimizing more varied mechanisms to address emerging capacity constraints.
- Build and use knowledge to better adapt to contextual complexities by referring to key factors in the overall ToC that can help direct a more elaborate contextual analysis, and build a body of experience-based lessons for adapting to, and monitoring of, context in plan development and implementation.

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Recommendation 2 *(to be initiated during first year of new strategy)*

Strengthen LEG effectiveness to add value throughout the education policy cycle, in line with the on-going EPR process.

- Initiate a process to reconfirm country-specific LEG mandates and ambitions based on the prevailing political economy in partner countries, taking into account existing LEG principles and coordination structures.
- Empower LEGs to assess and address their own performance challenges in meeting their own mandate, taking into account their resource base, capacities and motivation.
- Stimulate a regular self-assessment and continuous improvement of LEG performance, as part of the JSR process, in which LEGs address *joint accountability for results* before *mutual accountability for contributions.*
- Ensure financial resources are available to strengthen the LEG's overall capacity to deliver, and the capacity of individual members to contribute, possibly by combining a number of already existing funding windows (i.e. ESPDG, Education-out-Loud, pilot to finance CAs)

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Implications for on-going strategy development process

- No reason to abandon sector-wide focus on basic education, but recognize relative complexity in comparison to other global funds.
- Ascertain a more balanced approach, whereby GPE's contribution to improve the quality of plans, is complemented by equal progress towards the more complex challenge of realizing inclusive dialogue and monitoring processes.
- Consider importance, feasibility and suggest ways to connect more strongly with Ministries of Finance and national budgetary processes.
- Elevate the importance of implementation capacity and motivation in GPE's conceptual thinking at national ànd sub-national level.
- Dedicate deliberate attention / resources to partnership (capacity) development at country level, as important precondition for GPE's success.

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Financing, Efficiency and Use of Funds

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Recommendation 3

Sharpen the positioning of GPE, and its financing, emphasizing support to enable plan implementation.

- More deliberately position GPE vis-à-vis other (emerging) funds in the international basic education aid architecture and bridge the gap between different types of international funding modalities (i.e. emergency funding and loans) by focusing on improving systemic conditions necessary for the government to effectively design, fund, manage and implement education sector plans, rather than co-financing implementation – to be considered during on-going strategy development process.
- Already during the ESA process, clearly distinguish systemic pre-conditions for effective plan implementation from education needs, and identify quick-wins for accelerated financing.
- Prioritize GPE funding to help create systemic pre-conditions / remove systemic barriers for sector-plan implementation (e.g. research and plan capacity, public finance management/accountability systems) running partly in parallel to sector-plan development processes – to be considered during on-going strategy development process.
- Determine thematic priorities for GPE support before selecting the Grant Agent, to ensure the mandate and competencies of the GA are in line with the GPE's country-specific ambitions.

N.B. recognize that COVID-19 crisis is likely to have strong impact on financing for education.

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Organizational Effectiveness

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Recommendation 4

Take GPE's Strategic Management Framework further, including the development of utility-focused management tools and (joint) learning processes.

- Adapt the corporate ToC to reflect lessons from the past strategy period related to the complexity of GPE's work, which would improve its utility as evolving experience-based management tool at global and country level – as part of the on-going strategy development process.
- Task the Secretariat with developing a revised RF that better captures complex (i.e. less predictable and linear) and qualitative change and is aligned with the ToC, using a combination of more behaviour-oriented progress markers and selected key-indicators.
- Ensure that GPE's (Gender) equality ambitions are fully integrated in its corporate strategy and management framework, so progress is pursued and tracked as part of GPE's core operational process – as part of the on-going strategy development process.
- Strengthen joint learning processes at global and country level by shaping a prioritized learning agenda (as part of the on-going strategy development process), incorporating learning results in the corporate results framework and specifying the learning purpose of future M&E work streams.

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Recommendation 5 – Implications for the Board

Focus on the 'what and the why' of the partnership, empowering the Secretariat to take charge of and report on the 'how'. More specifically this implies among others;

- The Board would drive GPE's strategies, including the ToC that reflects the conceptual thinking of the Board about the desired change process from member contributions to GPE's overall vision, mission and goals. In doing so, it specifies the *expectations from and for its members*, and shapes a *collective accountability framework for the results of the partnership* as a whole. This forms the foundation for a *mutual accountability framework* for the different constituencies making up the partnership.
- The Board would specify its overall key performance questions, learning and development needs, *but leaves the development and implementation of a revised results and learning framework to answer these questions to the Secretariat,* whilst empowering the Secretariat to accelerate the implementation of organizational development processes like the EPR and GPSP.
- The Board would determine the introduction and (dis)continuation of funding mechanisms and country allocations, *but limits involvement in individual grant approval to large higher-risk grants.*
- The Board would use the upcoming *Governance Review* to assess the costs and benefits of its current governance structure to determine whether and how to improve future arrangements, keeping in mind the importance that members lead on strategic issues, drawing on the advisory and support functions of the Secretariat.

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Recommendation 5 – Implications for the Secretariat

In its on-going considerations about organizational reform, reconfirm the centrality of supporting in-country grant management and partnership facilitation, with all other functions in support or overseeing this. In line with this, the ISE recommends;

- Recognizing and responding to the different system and competency requirements of its grant management and partnership facilitation requirements.
- Developing and implementing separate work streams for i) the mobilization of new partners to retain GPE's uniqueness of being the only global platform in the education sector jointly led by governmental and non-governmental stakeholders, and ii) optimizing the contribution of existing partners.
- Prioritizing utility over specificity in developing its guidelines and support, allowing time, freedom and space for adaptations at the country level.

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Time to reflect and discuss



