Annex 2
Summary of Proposal Scoring

Basis for scoring:		Alignment with GPE Strategic Plan[1]	Evidence of country demand	Overall technical quality, innovation, Merit	Ownership potential	Scalability of the ideas	Evidence of capacity building ideas included	ALIGNMENT WITH BOARD PRIORITIES AND NEW SCORES AND WEIGHTING: Regional focus, prioritization on certain strategic objectives, partner diversity, synchronization with 1st round of GRA proposals	
Total Score[2]	Agency / Short name of note	Weight of each criterion (note that the score can be between a minimum of 0 and a maximum of 2)							Total Score new
		5	**3**	**3**	**3**	**3**	**3**	**5**	
31.7	WB OOSCI	1.5 This note is highly aligned, even though it did not receive a 2, as it touches on SG1, SG3, and SO3 (note that while the title refers to OOSCI, learning is also a subject of the analysis), in quite direct ways. It also touches on cost-effectiveness, thus relating to	1.0 This note got only half points on this criterion because while the World Bank certainly has good contacts and networks with countries, there did not seem to be specific plans and ongoing contacts/relationships with specific countries,	2.0 The note showed a very well-thought out technical process for producing planning or policy dialogue tools similar to those that have been used in the past for planning in many countries, but with the added distinction that in this case the tool would draw on a database of various interventions' cost-effectiveness, evaluated on a rigorous basis, which	1.5 By integrating the tool into the planning processes of GPE (given that the note is proposed by an institution working as SE in many countries, in collaboration with other institutions playing a role as SE, and institutions	2.0 The concept note proposes a tool, rather than bricks-and-mortar, ongoing training (though some initial training), or other expensive interventions. It promotes knowledge and a planning approach, and, as such, is inherently scalable and in fact, by concentrating on	1.5 Good, rather detailed (in comparison with most other notes) plan is presented, but it is not clear whether the plans have already been talked about with governments and partner institutions. The capacity	1.2 The note is part of a suite of approaches that, together with UIS and UNICEF proposals in the GRA first, form a unified whole. It is the only concept note thus far received that addresses quantitatively the issue of not just measuring and cataloguing the causes of OOS, but at assessing low-cost ways of dealing with the issues. Upon request by the Board it has been re-written and the revised note now makes a strong case for coordination and collaboration between UNICEF, UIS and the World Bank. The revised note requires less funding and part of the requested	**37.7**

[1] Note that Strategic Alignment is a composite of sub-scores on 9 criteria, 4 for the Strategic Goals and 5 for the Strategic Objectives. For this reason it is unlikely that any note would get top score on this criterion: few notes touch upon all the Strategic Goals and Strategic Objectives.

[2] [2] Note: As per the Board's instructions on the audio-conference on 7 February 2013, strategic areas that were not emphasized in Round 1 approvals received a higher rating, and strategic areas that previously have been heavily emphasized received a lower rating.

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		5	**3**	**3**	**3**	**3**	**3**	**5**	
		finance (SO5) and, by helping build planning approaches/ systems/ tools, also touches on SG4.	mention of standing work processes into which this could fit, etc. Typical language was "the project will work with countries such as…" (our emphasis). It may be that the proponents had this in mind, but the evidence in the note was not very strong.	has not been done before. The effort touches very much on work by UNICEF on the SEE approach and work is now well aligned between the two organizations. The need for close coordination with the Bank was already communicated to UNICEF by the Secretariat in the first batch of notes, as the Bank had not submitted their counterpart or complimentary concept note yet. Now work is complimentary to the one that was approved for UNICEF in batch 1 .	with standard dissemination roles), the potential is there. However, the note does not address the fact that in the past, countries have tended not to readily adopt planning models. More on this issue and how to deal with it (or why it might not matter as much as it may appear at first) might have merited a higher score.	rigorous evidence about the most cost-effective interventions, can aid policy dialogue on the cost of policy changes and interventions that countries could make in reaching the EFA goals.	building will be implemented national OOSCI teams.	funding will be given to UNICEF for co-implementation. The concept note is now more coherent. Even more UNICEF will be implementing a component of this note together with WB. The revised note shows that the Bank's work avoids any duplication and even complements UNICEF's work. 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. The work proposed in this note could continue the tradition of analysis that provides information on cost-effective ways to deal with the out-of-school population. The work is intrinsically multi-country or global in nature	

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Total Score[2]	Agency / Short name of note	Weight of each criterion (note that the score can be between a minimum of 0 and a maximum of 2)							Total Score new
		5	**3**	**3**	**3**	**3**	**3**	**5**	
								and could not be done via implementation grants.	
31.5	UNESCO Bangkok	0.9 This note received slightly fewer points than others aimed at the same strategic objective (SO3) because, in comparison with other efforts aimed at GPE's SO3 and which scored well, it focuses on learning in general rather than the early grades.	1.75 The note makes use of an active and very current network that already exists (other notes often propose creating networks), has ties to countries, and has had recent events. Specific countries are discussed, and many are GPE countries.	1.75 The note is straightforward and the proposed activities line up well and clearly with the expected results. Nothing particularly innovative is proposed with regard to methodology, but the idea of more closely linking the countries in the region into efforts to manage and perhaps assess quality is a needed change. (Without necessarily proposing a regional assessment.)	1.75 Extensive demonstration of use of networks and evidence of past work involving countries, as well as previous evaluation and documentation of country interest.	1.75 No expensive follow-on, recurrent training is proposed by the activity itself. The resulting country-based activities that would result on an ongoing basis would be relatively inexpensive.	2.0 The concept note refers to the creation of capacity both via direct capacity building and the energizing of networks interested in assessment and quality. There are no expensive interventions being piloted.	0.6 The note focuses on Asia. This region is the only region of the developing 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 regional and networked approach to improve learning assessment in each country, through networking, research and dissemination, and capacity building, particularly in the poorest countries. However, this is one of many proposals focused on learning and involves a partner that has received a significant number of grants under Round 1. **The work is intrinsically regional in nature** and could not be done via implementation grants.	**34.8**

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		5	**3**	**3**	**3**	**3**	**3**	**5**	
31.5	WB PEARL	1.0 This note gets half points, even though it is technically excellent, because it focuses a great deal on SO3, and there had already been quite a few notes focusing on SO3 in the first batch. As requested by the Board, we provided more points to notes working across either a large variety of SOs, or in SOs that were relatively un-attended.	1.5 The note shows evidence of ongoing discussion with many of the countries in the region and the proposer has already been engaging in actual work in this area in a few countries, and planning with more of them.	2.0 This note got full points on technical merit because it provided a well-documented, well-argued process logic (a process for gathering and presenting technical evidence, dialoguing with countries, and engaging bilateral partners (AusAID) in a model where the GPE GRA effort could be catalytic but bilateral(s) would provide support (separate to the GRA effort itself). In that respect it is similar to the various projects in which AFD would play a similar role for	1.5 The region has existing networks that in principle are poised to take ownership, assuming good results. In addition, there is awareness at policy levels of the issue and bilateral partners of the proposing multilateral are ready to collaborate. Part of the appeal of the note is the potential of discovering ways to work	1.75 The note explicitly addresses the scalability issue by outlining a process of documentation of the first few experiences, and enabling ongoing diagnosis and self-diagnosis of additional countries.	2.0 There is good and plentiful description in the note on how the ideas would be dialogued and disseminated. The institutions producing the concept note have vast experience and networks in the area.	1.7 This is a large concept note in terms of requested funding, so its significance and relevance have to be well-defended. 1) The concept note is the only one in both GRA batches that focuses on the Asia-Pacific region. 2) It is also 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. 3) The note also represents a first in that it shows collaboration between an "opted-in" bilateral and a multilateral. 4) The concept note explicitly integrates school readiness and reading. 5) Finally, the note tests the concept of working with a group of countries,	**40**

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		5	**3**	**3**	**3**	**3**	**3**	**5**	
				similar reasons. (AFD is putting most of the funding in the GRA projects it will run.) It also represents an important technical/institutional innovation in that it allows GPE to work with a group of countries under a single SE who otherwise might not be able to work with GPE due to the small size of their implementation grants. Finally, the note takes on board the most recent evidence on reading issues pertinent to both standard technical literature and the issues	better with networks of countries that could all tackle one specific problem.			some of which are not partners, and for whom individual partnership might not make sense, but working as a group, via a couple of strong donor partners. The proponent is well qualified by virtue of direct and successful experience with similar approaches in the region under consideration. This work is particularly suited to GRA as it tries to exemplify not just drawing lessons from multi-country comparisons, but actually working directly with groups of countries.	

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		5	**3**	**3**	**3**	**3**	**3**	**5**	
				pertinent to the specific region in question (e.g., the multiplicity of mother tongues).					
31.2	UNESCO EI	1.0 This note got only half points on this score because while it addresses one SO (teachers) very strongly and exactly, it does not address many of the others (it is very focused on teachers) directly (though some are addressed indirectly). However, as per Board	1.75 The proponents of the note have extensive and intensive networks in countries. These already exist and thus would not have to be created (as is the case in some of the notes) and are already used for similar purposes. Evidence of country interest additional to the note exists.	1.5 While the proposed technical approach is straightforward and fit for purpose, and its purpose is tightly focused on a key GPE objective (perhaps the most tightly focused of all), the approach does not claim to make any particular technical innovation, with the exception of being open to technological means to improve teacher support and supervision, but this is a relatively small and	1.5 While there is evidence of existing networks that are proposed to be mobilized for the effort, actual demand for, for example, participation of the teaching profession in LEGs, and "ownership" by countries of the fact that this is a good idea, will still	2.0 The approach proposes knowledge interventions, not bricks-and-mortar or other expensive ongoing recurrent costs, so the sustainability aspects should be high. (One assumes what is sustained is the knowledge, once it is shared, not necessarily similar ongoing trainings. However, if the trainings are well	2.0 The entire process is about capacity building and the approach is sound, though standard.	1.45 This is the only concept note of both GRA batches that directly addresses itself at SO4 (Teachers), an area that has been, thus far, very under-worked in the GPE. In addition, it is the one proposal that takes the Strategic Plan most seriously by directly addressing itself at the specific actions and objectives outlined in the SP and in the Implementation plan. The team undertaking the work is uniquely qualified by having access to the key networks of teachers and teacher organizations who could play a role in the actions called for in the GPE Strategic Plan, Objective 4, and because they have carried out similar (but not the same) activities	**38.5**

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		instructions, "neglected" SOs got more points than other SOs. Note that many concept notes got only half points even if very strong, because they tended to address only a few or even just one of the SOs.		less developed part of the note.	have to be created.	received, the curricular materials, as it were, can then be adopted at zero or low cost, again enhancing sustainability.)		in the past. The work is inherently multi-country in nature, and great economies of scale can be achieved by working with many countries at a time.	
31.2	WB Disability and Health	1.0 Touches upon a great many of the Strategic Goals and objectives, but not specifically and strongly on any of them except some of the aspects of	1.5 The proposers have extensive, existing networks that have already been used for similar purposes. Trials have been held and the	2.0 The methodologies being proposed are straightforward, innovative, and there is track record in doing similar work. The interventions being discussed hold promise of very high cost-effectiveness.	1.5 The proposed interventions are relatively straightforwar d and yet should have high human impact. However the proposal does	1.75 The note's essential purpose is to provide tools and models for scalability of relatively cost-effective interventions, so the emphasis is on low-cost	2.0 Capacity building is one of the key components of the note.	1.25 At various GPE forums, the need to better link education to the health 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 and also the first	**37.5**

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		SG3.	countries where such trials have been held show enthusiasm.	The approach could be a model for other health interventions and indeed any other innovative interventions that would work with groups of countries.	not address the long-run ownership potential as explicitly as might have been desirable.	interventions that can be standardized, and how to replicate them across countries, specifically in situations where the main constraint is implementation capacity, rather than input cost.		one that focuses on disability. 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. Besides Africa the note also focuses on South East Asia, a region not much focused on in the first round of funding. The work is multi-country in nature.	
31.0	UNICEF School report cards	1.4 This note got the highest technical-alignment score because school report cards, as a methodology, can touch upon essentially all strategic goals and objectives.	1.0 Not much clear evidence of country demand was shown.	2.0 The methodology is innovative but has been tried in the past so it is not overly risky. The proposer has track record in implementing it. The subject matter, school accountability to parents and its implementation via	1.0 While the methodology has potential, and while in principle the idea of the effort is to explore this issue, it is also the case that not so many	2.0 The ideas are scalable as they do not require expensive recurrent spending.	2.0 The project largely focuses on capacity building.	0.75 Primarily focused on Africa and on learning, both well-covered in Round 1 grants. 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	**34.8**

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		However, by being so broad it also loses a little focus. Furthermore, the relevance for some of the Strategic Objectives (e.g., SO4) was not judged to be very high. Nonetheless this note got the highest score on strategic alignment because it does cut across so many strategic domains.		report cards, receives wide support in the education literature, though more evidence on how to use it to improve results, and on sustainability, is desirable. The implementation plan was straightforward and doable.	countries have adopted it in the past and sustained it, and the note did not go into much detail on the issue of demand creation and sustainability.			GPE countries. 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. The proposing institution is well-qualified by virtue of the fact that it is one of the few partners with direct, school-level reach in the countries; the specific unit within the institution has human capital with experience in the area of school report cards. The work is inherently multi-country in that it draws lessons learned across countries.	
31.0	WB Eastern	0.6 This note, while	2.0 Out of many of	1.25 The note is	2.0 Very high,	2.0 The ideas relative	2.0 The entire note	0.45 This, along with the WB note for the	**33.3**

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	Caribb.	technically very sound, is more focused on later grades than the high-scoring notes on SO3 of both GRAS batches. Furthermore, while other concept notes strong echo in geographical areas of strong strategic interest to the Partnership, this is not as much the case in the Eastern Caribbean. Also, relative to other notes that focused on SO3 but cross-	the concept notes, this one gave evidence of a tight integration with regional bodies which could put the work to use and have demand for the work.	straightforward and fit for purpose, but details on the precise means to be used for accomplishing the purpose (e.g., specifics on cross-country curricular review using curricular banks) were a bit short. Also, while the purpose is important, the note is very procedurally-oriented and makes not particularly innovative breakthrough. (This last is a relatively minor point, as the action itself is the innovative aspect.)	because of the tie-in to existing networks in the Caribbean.	to knowledge management and do not require expensive ongoing outlays.	was aimed at capacity building.	Pacific Islands, provides another 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 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, which is outside of the focus of the objectives of the SP. It also focuses on a region with few partners or even potential partners.. As with the WB work with the Pacific islands, the work is **inherently multi-country in nature,** not just because it relies on multi-country analysis and comparisons but because it actually proposes to work with various countries at a	

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		referenced their intended impact on other SOs, this one did not do so or did it only weakly.						time.	
29.9	CICED / LO	0.7 The note focuses almost entirely on one Strategic Objective, learning outcomes (SO3). While in principle this could affect others, it is not clear that in the precise geography in question the impact of learning outcomes on	1.5 The note proposes extensive use of existing networks, and specific institutions and counterparts are already named and targeted in the note. But it is a little short on detail.	1.75 The proposed approach (improve assessment of higher-order skills) is innovative both in that it is a needed innovation relative to current practice in the proposed countries, but also in the proposed mechanisms for achieving the result. Thus, the results could well be of interest beyond the proposed region. If relatively simple ways to assess and measure	1.5 The proposed participatory learning-by-doing methodology has the potential to instill ownership at least amongst the individuals in question. However, broader institutional ownership in the longer term is	2.0 The ideas being proposed relate only to knowledge management and systems development, requiring little in the way of costly recurrent expenditures.	2.0 The concept note is entirely oriented at capacity building and the energizing of knowledge networks with good evidence of links to such networks.	**0.95** 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 WB'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 work will not only produce 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	**34.7**

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		the other strategic objectives and goals would as great as in other geographies (e.g., learning impacting on girls' progression). The focus on learning outcomes, while strong and needed, is not that precisely aligned with the specific indicators in SO3.		the skills under discussion, this could be a contribution to other developing regions.	somewhat unaddressed (as in many of the notes).			skills. The proposing institution is applying for the first time and is well-qualified by having unique access to a geography that no other partner specializes in, in a language that, also, no other partner works effectively in. The work is inherently regional and is focused on geography as yet to be given much attention under the GRA.	
29.7	AFD/ LO early grades	1.1 This note was strategically aligned mostly with SO3,	1.25 While the proposers of the note have extensive	1.5 The tools and approaches discussed line up well with current trends in	1.25 Many assessment tools continue to struggle	2.0 As many other notes, the attempt here is to provide a knowledge	2.0 Entire note is strong on capacity building.	0.9 This concept note represents an innovative means to unify assessment and teaching practices in the early grades in Francophone	**34.2**

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		learning so it lost some points given its narrow focus. However, **within that SO, it is very focused on basic skills and the early grades.** It also is consistent with other AFD efforts in the area, and touches upon countries most in need of support in this area.	networks that they can activate (PASEC/CONFEMEN), it was not clear to what degree the countries themselves have expressed demand for the tools.	assessment in the early grades, and represent little risk though at the same time relatively little innovation. However, it is important to note that they are being developed for a new set of circumstances and geographies. The methodologies proposed are rigorous and rely on top-notch talent.	with localized ownership and often even ownership of specific results. The plan for increasing ownership, given this reality, was not as clear as might have been desirable.	product with high economies of scale. Once the methods and tools are developed, applying them should be fairly low cost.		countries. It is very focused on basic skills and the early grades. It is part of a suite of projects and approaches of AFD and others, and can play an important role of developing the assessment tools that those other projects need. In addition, it plays a role in providing assessment techniques consistent with what other partners are doing, but in different geographies and languages. The work is inherently regional and relies on working with a group of countries as well as on drawing multi-country lessons. The focus on Francophone Africa and SO3 mirrors much of the focus of the first round of GRA proposals.	
28.4	IIEP (LO)	1.0 The note touches strongly on only 2 of the strategic goals, learning and	1.5 There was some evidence of indirect link to countries through various	1.5 The note is reasonably strong, but it appeared as if some of the proposed steps in remediation of gender	1.5 Unclear, because the direct and ongoing link to country work	1.25 The analyses being proposed seemed relatively sophisticated and difficult to	2.0 Most of the work aims at capacity building, creation of	0.8 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	**32.4**

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		5	**3**	**3**	**3**	**3**	**3**	**5**	
		gender (girls, relatedly, but not focused on girls per se).	strong networks.	imbalances are based on assumptions of what the analysis will show. Thus, to some extent, it seemed as if the later activities were contingent on the earlier activities, yet not enough allowance was made for this. Also it is not clear that this research is not already somewhat duplicative of other analyses.	was also relatively unclear.	maintain, relative to their potential merit. The proposed methods would likely discover some causal factors behind the gender imbalances, but the methodologies are unlikely to discover very strong causes, relative to their cost and difficulty of implementation.	networks of researchers and planners with experience in gender analysis of learning outcomes and barriers to gender equality.	reasons for persistence in the gender gap, and ways to address it. In that sense it does have a unique function within the set of concept notes; however, the work is duplicative of other work in this area. The work is regional and could not be done (or could not be done efficiently) via a country-specific implementation grant. The proposing organization has received a number of GRA grants under round 1.	
27.6	WB East Asia	0.7 Relatively narrowly focused in terms of GPE strategic objectives and goals, also fairly narrowly	1.5 Some evidence of country demand but evidence of regional (other country) demand	1.5 A little weaker than other notes on the same theme in that the scope seems relatively ambitious given the state of knowledge. Some of	1.5 The analytical approach is embedded in a school improvement approach (Escuela	1.5 Some scalability, but also some concern that the proposed approach might be somewhat more expensive than the	2.0 Much of the focus of the proposed note is on capacity building, as in many of the other notes,	1.0 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	**32.6**

Annex 2
Summary of Proposal Scoring

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Total Score[2]	Agency / Short name of note	Weight of each criterion (note that the score can be between a minimum of 0 and a maximum of 2)							Total Score new
		5	**3**	**3**	**3**	**3**	**3**	**5**	
		geographically focused.	weaker.	the empirical instruments and approaches proposed did not seem up to the task.	Nueva) that has much to recommend. It is not totally clear, however, how much the analytical approach proposed will be "owned" nor is it clear why the approach is needed when the concept has already been adopted by the country.	traditional approaches.	given that the main aim is knowledge-sharing.	provides a mechanism for better documenting the Vietnam experience and sharing it with other countries. Also, the promise of looking at some of the more sophisticated forms of knowledge measurement and assessment is an innovative one in the GPE context, given that the others tend to focus on the more basic skills. The institution proposing is well-qualified in having access to, and being part of, the implementation grant to which the proposed work is additional. At the same time, the work could probably also be done with the implementation grant.	
27.3	UNICEF Gbv	1.0 Tightly focused on relatively few of the strategic goals and objectives, albeit an	1.0 The insertion into country programs or, indirectly, into networks that have country	1.5 The approach seems to have reasonable technical merit; however, it also appeared as a bit of a long list of possible	1.5 Some evidence in this area, but not as strong as for the best-scoring notes.	1.5 Unclear. In principle, since the actions refer to policies and awareness activities, they	2.0 Much of the activity is aimed at dissemination, as with most other notes.	1.45 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	**34.6**

Annex 2
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Total Score[2]	Agency / Short name of note	Weight of each criterion (note that the score can be between a minimum of 0 and a maximum of 2)							Total Score new
		5	**3**	**3**	**3**	**3**	**3**	**5**	
		important issue.	programs was not as clearly demonstrated as for other notes.	activities which somewhat lost focus. It also seemed relatively contingent and thus difficult to evaluate. The note had a stronger sense of evaluation than many others, proposing rigorous evaluations, but it was not always clear how such rigorous evaluation is possible with such a wide array of interventions.		would be scalable, but not much evidence or discussion of this could be used to support a higher score.		the first opportunity to operationalize the safety issues on a systematic basis. It also is the only concept note of both GRA batches that directly focuses on SO 2 Girls. The institution proposing is uniquely qualified by virtue of having close collaboration and access to UNGEI and is strongly mandated to pay attention to this area. The work is regional or global in nature and would be difficult if not impossible to do in specific implementation grants.	
26.9	IIEP (Fin.)	1.0 Tight focus on finance, which presumably addressed the other strategic goals and objectives, but only indirectly.	1.25 Relatively weak evidence of country demand, as compared to notes that discussed specific	1.5 The ideas proposed are important and the technical approach is fairly sound, if not as innovative as for some of the higher-scoring notes.	1.5 Assuming that civil society and LEGs are active and welcome the approaches, the sustainability	1.0 Instituting some of the measures proposed might require large-scale capacity building on an ongoing basis, not just policy change or	2.0 Many of the activities are about capacity building and training.	0.45 This is one of the few notes dealing with finance in this GRA round (there were three notes in the first round), It is the only one out of those addressing SO5 dealing with fiduciary risk. The GPE Board would like GPE to use more aligned modalities. However, sometimes	29.2

Annex 2
Summary of Proposal Scoring

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Total Score[2]	Agency / Short name of note	Weight of each criterion (note that the score can be between a minimum of 0 and a maximum of 2)							Total Score new
		5	**3**	**3**	**3**	**3**	**3**	**5**	
			countries, or proposed use of specific networks. Some specific countries are mentioned but it is a bit unclear how they are selected or whether counterparts in those countries are on board.		potential seems high. However, it is clear that some of the items to be reformed have an inherently difficult political economy, and this seems a little under-emphasized.	systems change at a high level.		there is reluctance to use aligned modalities and country systems due to fear of fiduciary mismanagement. This concept note delivers ways to lower fiduciary risk and yet remain aligned and/or using country systems. The work would be difficult to perform in the context of country-specific implementation grants, as the goal is to develop generic lessons via country comparisons and compilations of experiences. The proposing institution(s) have a track record of doing similar work, but are, perhaps, not the only ones who could do this work or with similar track record. They also have received previous grants.	
26.2	DFID CEI	0.7 The note proposes to concentrate on low-cost non-state schools.	1.0 It was not clear to what degree there is active country demand for information	2.0 The basic idea fits very well with the knowledge-producing and knowledge-dissemination goals.	1.5 Potential for ownership is reasonable, assuming good policy	2.0 Since the aim is to produce knowledge, and the ideas would impact policy	1.0 It was difficult to discern the precise active capacity-building	1.25 Several Board members have documented what they see as a lack of innovation in GPE activities. This concept note specifically tackles process and institutional	**32.5**

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Total Score[2]	Agency / Short name of note	Weight of each criterion (note that the score can be between a minimum of 0 and a maximum of 2)							Total Score new
		5	**3**	**3**	**3**	**3**	**3**	**5**	
		This is pertinent to the Strategic Objective on Finance, to some degree the Strategic Goal on systems and building for the future. However, within those areas it is a relatively narrow focus.	on non-state low-cost provision. It may be a meritorious idea, but we could not establish, from the note or from other observations, as much clamor for assistance in this area as in other GPE objectives.		dialogue. However, again, it is not clear that this is something for which countries are clamoring, even if the idea has technical merit.	towards low-cost provision (or produce evidence on cost-effective ideas for the state sector), the sustainability implications of the ideas themselves (not necessarily of CEI or of non-state provision) would appear high.	strategy being proposed (the strategy for dissemination was clear).	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 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. The work being proposed is truly multi-country in nature. The proposing institution applies for the first time and has the right networks and background to carry out the work, and can link the work on this topic to other innovations. It would be hard to argue that the institution has a unique track record in the specifics of the work, but it certainly has the human capital needed to do the	

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Total Score[2]	Agency / Short name of note	Weight of each criterion (note that the score can be between a minimum of 0 and a maximum of 2)							Total Score new
		5	**3**	**3**	**3**	**3**	**3**	**5**	
								work well.	
26.0	UNICEF (Hum)	1.3 By focusing on financing of education in fragile contexts, the note touches directly on some key objectives and goals, and touches indirectly and reasonably strongly on almost all of them.	0.5 It was difficult to see evidence of direct country demand or how the work would link to country-facing action. It may be that the link exists in practice or in theory but the evidence presented in the note was weak compared to that of other notes.	1.5 The overall approach appeared technically strong, with a well-planned and laid out set of activities. The approach was not hugely innovative, but it seemed very solid and necessary.	1.0 Similar to the issue of country demand, it was difficult to see who would "own" this in the longer-term, though ownership potential at the global level seemed better than at country level.	2.0 The ideas presented imply mostly changes in actions already performed by key actors, and would crowd in funding. Also they do not have scale costs as they are mostly reporting and analysis activities.	1.5 Not as much emphasis on this aspect, or not as much evidence on it, as for other notes. However, it is also the case that the purpose is more analytical and one of developing reporting approaches, than of building capacity.	1.2 This is one of the few concept notes of both GRA rounds focusing on fragile contexts and does this globally. 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. As key "go-to" actors in situations of emergency or fragility, the proposed institutions, and	**32**

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Total Score[2]	Agency / Short name of note	Weight of each criterion (note that the score can be between a minimum of 0 and a maximum of 2)							Total Score new
		5	**3**	**3**	**3**	**3**	**3**	**5**	
								particularly in the GPE context, are well qualified for the work; the work is multi-country in nature and could not be done via implementation grants. It is however, focused mostly on Africa.	
22.6	UNESCO ECCE	0.9 Tight focus on one of the strategic objectives and one of the strategic goals, relatively unfocused on the others. But the overall SO in question (SO3) has received a good bit of attention previously.	1.0 Along with other notes in the bottom-scoring three, the evidence of country demand was relatively hard to discern. As noted elsewhere, perhaps demand exists, but it was not clearly articulated in the note.	1.0 Along with other notes in the bottom-scoring three, the note generally presented a technical approach that may have merit, but was fairly hard to follow; these notes often had later activities that were contingent on earlier ones in complex ways. In addition, the defense of some of the tools and approaches proposed, in terms of early practice, was not	1.0 See issues related to country demand.	1.0 Some of the proposed approaches and interventions require large-scale ongoing training; they are not only policy decisions, high-level training, or system reforms.	2.0 Capacity building is a strong focus of the proposed activity.	**0.7** 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. <u>However, please note the other comments in this row.</u> As an institution with mandate to do this kind of work, UNESCO is well-qualified to lead the work, and it has the right networks (though the actors are many and it is not altogether clear how they would be managed). However, other institutions are doing similar work in this area, and there is at least another concept note on a similar (but not the same) theme; the work	**26.1**

Annex 2
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Total Score[2]	Agency / Short name of note	Weight of each criterion (note that the score can be between a minimum of 0 and a maximum of 2)							Total Score new
		5	**3**	**3**	**3**	**3**	**3**	**5**	
				always clear. Often a somewhat confusing array of many actors with various objectives is proposed, which seems hard to manage.				could not be done via implementation grants, as its purpose is to draw cross-country lessons.	
21.1	UNICEF S read.	0.9 Tight focus on one of the strategic objectives and one of the strategic goals, relatively unfocused on the others. But the overall SO in question (SO3) has received a good bit of attention previously.	1.0 Along with other notes in the bottom-scoring three, the evidence of country demand was relatively hard to discern. As noted elsewhere, perhaps demand exists, but it was not clearly articulated in the note.	1.0 Along with other notes in the bottom-scoring three, the note generally presented a technical approach that may have merit, but was fairly hard to follow; these notes often had later activities that were contingent on earlier ones in complex ways. In addition, the defense of some of the tools and approaches proposed,	1.0 See issues related to country demand.	1.0 Some of the proposed approaches and interventions require large-scale ongoing training; they are not only policy decisions, high-level training, or system reforms.	1.5 Slightly weaker on capacity building than the higher-scoring notes. (Not in terms of numbers—which are large—but in terms of scope and clarity.) Often a confusing array of actors and approaches is proposed or	0.75 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. However, please note the other comments in this row. As an institution with considerable track record in early childhood, and experience with normative frameworks (e.g., CFS), UNICEF is well-qualified to lead the work, and it has the right networks (though, as in the case of the other concept note in the early childhood	**24.9**

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Total Score[2]	Agency / Short name of note	Weight of each criterion (note that the score can be between a minimum of 0 and a maximum of 2)							Total Score new
		5	**3**	**3**	**3**	**3**	**3**	**5**	
				in terms of early practice, was not always clear. Often a somewhat confusing array of actors (often academic or NGO) with various objectives, is proposed, which seems hard to manage.			implied.	area, the actors are many and it is not altogether clear how they would be managed). However, other institutions are doing similar work in this area, and there is at least another concept note on a similar (but not the same) theme. The work could not be done via implementation grants, as its purpose is to draw cross-country lessons.	
20.0	UIL	1.0 Focuses on several strategic objectives and goals (learning outcomes, and implicitly girls' transition to secondary).	0.5 Some evidence of country demand or at least analysis, but relatively weaker than the strong-scoring notes. There seemed to be some hesitation or instability in proposed country choices.	1.0 Approach seems technically solid and logical but not that innovative; at the same time it seemed as if the note proposed literature review on approaches that already seem relatively widespread. This is not to argue the merit of the approach, simply	1.0 If countries have generally failed to implement these policies and approaches in the past, it is not clear from the analysis what will be done to endure a	1.0 The scheme would require extensive ongoing training; it is not, as some other notes, training of decision-makers, changes in policies; the approach is relatively implementation-intensive and	1.5 Capacity building activities are made relatively explicit and seem logically consequent with the overall approach, though on neither score as much as for	0.75 This note combines work in Africa with Asia and addresses some post conflict countries.	**23.8**

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Total Score[2]	Agency / Short name of note	Weight of each criterion (note that the score can be between a minimum of 0 and a maximum of 2)							Total Score new
		5	**3**	**3**	**3**	**3**	**3**	**5**	
				whether institutional learning is an important merit of the proposed approach.	favorable political economy, sensible as the approach seems.	hence scale up is not as automatic as for some of the other notes.	the higher-scoring notes.		