



**SECRETARIAT RECOMMENDATIONS FOR GLOBAL AND REGIONAL ACTIVITIES
PROGRAM CONCEPT NOTES**

For Decision

1. PURPOSE

1.1 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 first batch of concept notes under the Global and Regional Activities (GRA) program.

1.2 The Secretariat requests that the Board of Directors approve the following decision:

BOD/2013/02-XX – Approval of Funding of GRA Concept Notes: The Board of Directors:

- a. approves an allocation of up to US\$13,515,285 from the Global Partnership for Education Fund to fund the Global and Regional Activities (GRA) concept notes 1 to 8, as set out in the “Summary and Decision Matrix of GRA Concept Notes”, Annex 1 of the Secretariat’s Recommendations for GRA (BOD/2013/02 DOC 01); and
- b. requests the Secretariat 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 may include resubmissions from the first batch.

2. BACKGROUND

2.1 At their meeting in Berlin in June 2012, the Board of Directors requested that the Secretariat submit the GRA Operational Manual for the Board’s approval and prepare a first batch of GRA concept notes for Board consideration upon approval of the Operational Manual. The GRA Operational Manual was approved by the Board of Directors via no objection in October 2012.

2.2 The Secretariat launched an open call for submission of concept notes through the GPE website and by e-mail and received fourteen concept notes. The Secretariat worked closely with the applicants to further refine twelve concept notes and bring them into compliance with the prerequisites outlined in the GRA Operational Manual. Two of the fourteen concept notes were not considered to meet minimum standards for consideration in this batch of GRA concept notes.

2.3 During the Board's pre-meeting in Paris on 18 November 2012, the Board of Directors agreed to decide on the first batch of GRA concept notes via audio-conference in early 2013.

3. REASONS FOR RECOMMENDATION

3.1 See Annex 1.

4. NEXT STEPS

4.1 The Secretariat will work with applicants as necessary to finalize the approved concept notes from the first batch based on input from the Board of Directors.

4.2 The Secretariat will prepare a second batch of GRA concept notes to be submitted for approval at the next face-to-face Board of Directors meeting in May 2013.

Annex 1: Summary and Decision Matrix of GRA Concept Notes

Summary

The Secretariat received fourteen concept notes in the first batch. Twelve concept notes were refined, between November 2012 and January 2013. Of these, eleven are presented in this document for the Board's consideration. The others will be considered for inclusion in the second batch.

Two members of the Secretariat and three external consultants reviewed the twelve concept notes for the first batch and determined that their overall quality was good. Communication with the applicants was constructive and efficient. The concept notes cover all four GPE Strategic Goals with a clear focus on Strategic Goal 2 (Learning) as well as all five Strategic Objectives with a focus on Strategic Objective 3 Learning and Objective 4 Teachers.

The technical quality of the concept notes was determined through the decision matrix, as outlined in the GRA Operational Manual. The eleven concept notes are presented in order of total technical rating, as shown in the matrix below. The specific reasons for the technical ratings are shown in the table following the matrix. In the Secretariat's view there is a "break" in the ranking of technical merit between note 8 and note 9. In addition, the Secretariat notes that while technically sound and important to the GPE's strategic objectives of including all children, note 2 includes several countries that are not GPE partners. Nonetheless, it should be noted that the GRA Operational Manual allows the inclusion of non GPE countries under certain circumstances.

The Secretariat recommends that the Board consider allocating up to **US\$13,515,285** to concept notes 1-8 as described below. Concept notes 9-11 could be resubmitted for the second batch following further feedback and revision.

Concept notes in the first batch 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: 2	SO 1 (Fragility): None directly, 2-3 indirectly (e.g., theme might be school grants, but with specific application to fragile states)
SG 2: 6	SO 2 (Girls' Primary Completion and Transition to Secondary): 3 directly, more indirectly (e.g., through learning)
SG 3: 2	SO 3 (Learning, Early Years): 6
SG 4: 3	SO 4 (Teachers): 5
	SO 5 (Finance): 3

Concept notes by applicant:

Agence Française de Développement (AFD) and various implementing partners	3
UNESCO Institute for Statistics (UIS) and various partners	3
UNESCO International Bureau of Education	1
International Institute for Educational Planning (IIEP) and various partners	3
UNICEF	1

Detailed Summary and Total Score of Decision Matrix

N°	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	Countries affected directly ¹	Estimated Cost \$ GPE Fund	Overall GPE relevance	Total Score
1	Development of methodologies to link reading assessments across regions and to draw lessons regarding best early assessment practices	SG 2 Learning) SO 3 (Learning)	<p>Scope:</p> <p>Very large as it could apply to nearly all countries, the direct beneficiaries are at least 9; the work includes (approximate count): collection of data from 52-54 countries; data warehousing and dissemination; coordination of matching regional/ pre-PIRLS learning outcomes data sets in 9 countries; 5-6 initial "best practice" papers on early assessment, 1 consensus workshop on early assessment, publications of papers and consensus-based guidelines. But note that in the component on equating learning outcomes with pre-PIRLS, the proposal includes only the preliminary work in that direction; pre-PIRLS provider would seek independent funding for actual application.</p> <p>Results expected:</p> <p>1. Information, for each country, on large-scale, system-level assessments and public examination systems that emphasize policy relevance which are conducted at the national, regional, and international level, cataloguing and integrating the information into the system of global education statistics</p> <p>2. Results on reading achievement in LLECE, PASEC and SACMEQ that are comparable to those from pre-PIRLS, and indirectly, results from those three regional assessments comparable to one another. Consequently, results from reading assessments for approximately 90 countries</p>	UIS	<p>direct beneficiaries at least 9 countries; involved</p> <p>52-54 GPE countries</p>	610,000	<p>There is currently no way to link learning assessments across regions. Thus, the education sector has no multi-country comparative metric for learning outcomes or quality. In the GPE this has hampered the ability to use learning outcomes as a metric in the Needs and Performance Framework. But, more broadly, it reduces the credibility of the education sector. This note proposes the first known attempt to produce linkages between all the regional assessments and an international one. In addition, while early assessments have proliferated, no official institution has compiled best practices and disseminated them. This is also needed in the assessment area. Both support SO3.</p>	34.2

¹Note that many more countries may benefit indirectly when scalability of a program is high.

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			<p>expressed in a comparable metric.</p> <p>3. Consensus reached among organizations working in the field of oral assessment on what constitutes best practices. It would provide foundation for further development of the generation and use of assessment data.</p>					
2	Learning outcomes in early grades: integration of curriculum, teaching, learning materials, and assessment	SG 2 (Learning) SO 3 (Learning) SO 4 (Teachers)	<p>Scope:</p> <p>Medium in direct beneficiaries (4), large in scalability.</p> <p>1. Large desk study on best practice in reading and follow-up with validation in 2 international meetings.</p> <p>2. Two technical support service activities to the four countries to assess integration of curriculum, teaching practice, materials, and assessment. Possibly of more, depending on specific demand.</p> <p>3. Possibility of in-service 10-month course on curricular integration for system officials.</p> <p>4. Develop and pilot test specific in-class tools including video for improved teaching and learning of reading and numeracy in the early grades.</p> <p>5. Develop pilot method for analysis of learning materials for pedagogic efficiency and integration with curriculum, teaching, and assessment.</p> <p>Results expected:</p>	IBE	Burkina Faso, Niger, Senegal, South Sudan	2,999,082	<p>International research shows that curricula in many poor countries, particularly in the early grades, are un-integrated in various ways: I. g. with teaching practices and assessment tools useful to teachers and to the system, with learning support materials, with the necessary content of lessons etc.</p> <p>Curricula alignment is a complex process and it is gaining more and more attention as evidence shows that it might have a stronger effect on students' achievements than originally thought.</p> <p>This concept note from IBE CN is consistent with</p>	34.2

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			<p>1. Gaps that hamper enhanced pupil learning (particularly in literacy and numeracy in early grades) identified and solutions for fill those gaps provided (knowledge and capacity building opportunities and tools).</p> <p>2. Recommendations targeting educational policies and strategies in the areas of curriculum, teacher training, teaching practices and assessment based on the identified and demonstrated role/ importance of curriculum and its relation with the other components of the education system for improving the quality of learning outcomes with emphasis on the basic skills in the foundation years).</p> <p>3. Increased institutional capacity in curriculum development and implementation (curriculum developers, teacher trainers, and teachers).</p> <p>4. The four concrete experiences in the four countries have a significant and positive impact in the learning outcomes in reading and mathematics by improving curriculum and the curriculum alignment and bringing tools, methodologies and materials for the teaching practice (curriculum implementation).</p> <p>5. Availability of concrete and practical methodologies for teachers to improve their practice and the content of teaching literacy and numeracy in the first three years of primary education.</p> <p>6. Availability of a methodology to analyze and produce textbooks and teaching materials for improved literacy and</p>				<p>research on the need to link the curricula to teacher practice and assessment.</p> <p>It bears noting that proposal no. 7 ELAN has some similarities, and the GPE Secretariat will ensure lessons learned are shared, and/ or that little country duplication will take place.</p>	

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			numeracy in the first three years of primary education.					
3	Effectiveness of teaching and learning in bilingual context (School and National Languages Initiative ELAN/Organisation de la Francophonie OIF)	SG 2 (Learning) SO 3 (Learning) SO 4 (Teachers)	<p>Scope:</p> <p>Medium to large and very in depth: 8 direct beneficiaries.</p> <ol style="list-style-type: none"> 1. Regional workshop on methodology for designing tools and guides for developing reading and writing skills in early grades (SO3); 2. Regional training of designers and writers in the 8 countries; 3. Development in each country of contextualized tools for developing reading and writing skills; 4. Trainers and teachers training on methods and tools for efficient teaching using the first language (either mother tongue or language locally used); 5. Testing new teaching approach, methodology, practices and tools in a sample of classrooms in 8 countries; 6. Assessment of schoolchildren reading and writing skills; 7. Prepare dissemination of new approach and good practices and tools in pre- and in-service teachers training (with government and donor resources for education sector plan). <p>Results expected:</p>	AFD /OIF	Benin, Burkina Faso, Burundi, Mali, Niger, Senegal, Cameroon, Democratic Republic of Congo	1,408,200 (total budget is 2,736,700 including 1,328,500 co-financing by ELAN Reading and Writing project AFD/ OIF)	<p>This is the most significant contribution of any partner to a systemic approach to the concerns of SO3, in the Francophone countries. These countries are amongst the lowest in learning outcomes in the world. The intervention is by a partner intimately involved in the education sector of the countries.</p> <p>And, it represents a breakthrough in the use of mother tongue and/or bilingual education in line with most up to date thinking. It will be important that this approach interact and share lessons with what other donors are doing, but in a more piecemeal basis, in Francophone countries. The integration of this program with the other programs aimed at quality in Francophone countries is</p>	33.8

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			<p>1. Reduction of primary school failure rate (less repeating and drop-out) for the pupils in pilot schools and improvement in learning scores;</p> <p>2. Greater effectiveness of pilot schools that implement more efficient approach for teaching how to read and write in African languages.</p> <p>Through:</p> <p>1. Assessment of teaching resources on learning how to read and write using a first language in 8 ELAN countries; a critical review of tools and methods used in grade 1, grade 2, grade 3 of primary education;</p> <p>2. Stocktaking of best practices in other areas (developing countries)</p> <p>3. Methods and tools for learning to read and write in national African languages designed and tested.</p>				key.	

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4	Teaching and learning effectiveness for learning outcomes	SG 2 (Learning) SO 3 (Learning) SO 4 (Teachers)	<p>Scope:</p> <p>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.</p> <p>The research will be implemented by the University of Koudougou's Pedagogy Research Lab</p> <p>Results Expected:</p> <ol style="list-style-type: none"> 1. Develop teachers' procedural skills and build their capacity to organize his/ her teaching process effectively to enable ALL their pupils to make progress. 2. Readjust learning approaches in Francophone West Africa and upgrade Teachers Training. 3. Provide pedagogical supervision services with tools to facilitate teacher supervision by supervisory staff and provide on-line materials for training. 4. Improved learning outcomes for all children, reduce social disparities and foster social demand for education. 	AFD	Burkina Faso and other	997,000 (The total budget is 1,386,000 including 389,000 co-financing by AFD)	The lack of teacher procedural classroom skills, particularly in the early grades, has been identified in various studies as perhaps the key constraint in early learning (SO3), and poor early learning is, in turn, the key constraint in overall learning. The documentation of procedural skill and also self-assessment tools, including but not limited to using innovative training techniques such as video, is a valuable area, because improving procedural skills via theoretical training or lecturing is impossible, and to do it via live demonstration at mass scale is too expensive. The options for self-assessment tools that teachers and their supervisors can apply (which might include video for training) therefore need to	33.1

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							be explored and then disseminated.	
5	Education financing - Development of Methodologies to improve national reporting on financing flows	SG 4 (Systems, Building for the Future) SO5 (Finance)	<p>Scope:</p> <p>Large. Eight countries with improved data on financial flows providing methodological improvements for other countries. In six countries additional work on currently weak data on household expenditures, within-system flows, and foreign input. In two countries there will be National Education Accounts, again documenting methodology for use in other countries. The impact will be developed methodology on a consensus base, in all the mentioned areas, actual improvements in measurement in the eight countries, and capacity built as well as approaches for further capacity building that could be used by IIEP.</p> <p>The following outputs will be delivered: 5 large individual desk research activity or materials preparation, 24 field-based analytical activities with policy dialogue, 2 small field-based surveys, 3 small international meetings, 1 large international meeting, 4 small regional meetings, 3 large regional meetings, 6 small country meetings, 2 large country meeting.</p> <p>Results expected:</p> <p>1. Sustainable systems to produce and monitor government education expenditure on an annual basis will be put in place and used for national education sector planning and review. The data will be made available to all partners for</p>	UIS	2 countries in French sp. Africa, 3 countries in English speaking Africa, 2 countries in Asia, 1 Latin American country	2,119,074	GPE (and other) countries currently under-report and, more importantly, under-provide themselves with key financial data. Data on who funds education, what the spending is used for, the details by sub-sector (primary, etc.), are murky. The contribution of parents, communities, and sub-national languages is often unknown and under-reported, with consequences for the analysis of equity.	32.6

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			<p>cross-national comparisons through the UIS data collection.</p> <p>2. A full portrait of education finance flows will be available for two countries, along with a concrete experience on National Education Accounts to build on for other countries;</p> <p>3. A set of tested methods to track resource allocations within education systems, estimating household expenditure, and monitoring external resources for education will be available and disseminated to a large number of countries.</p>					
6	Out of School Children: Closing the Data Gap	SG 1 (Access) SG 3 (Reaching All Children) SO 2 (Girls)	<p>Scope:</p> <p>Large with several direct beneficiaries and scalability to others. Several small and large desk research activities and materials preparation, field based analytical work and policy dialogue, pilot experiences, technical support for specialized new areas, adding up to 23 small international meetings, 1 large international meeting, 5 large regional meetings, and 10 small country workshops.</p> <p>Results expected:</p> <p>1. Improved conceptualization, measurement and monitoring of children in and out of school and integration into national M&E systems.</p> <p>2. Enhanced use of statistical evidence and data on OOSC in education sector policies and plans, including GPE</p>	UIS in collaboration with UNICEF	GPE countries with large OOSC population	1,100,000	See UNICEF concept note description--most of the issues and relevance factors in that note apply to this one, as the two are closely related. The concept note provides a way to better estimate and profile children out of school. Importantly the Concept Note proposes ways to capture the quantitative differences between enrollment and attendance ("in and out of school" phenomenon) which seems prevalent in the earlier grades and which tends to impede SO 3 (learning in the early	31.9

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			<p>proposals.</p> <p>3. Two publications: a conceptual framework and a guidance manual for in-depth country-level analysis of OOSC data, barriers and policies.</p> <p>4. In collaboration with UNICEF, government-led country studies on OOSC profiles, barriers and policies.</p> <p>5. National statisticians from 10 GPE partner countries trained in quality assessment, calculation methods, analysis of OOSC data.</p> <p>6. Pilot diagnostic studies in 5 GPE countries to diagnose how OOSC data are collected and used from the local to the system level.</p> <p>7. International expertise and consensus reinforced by sharing best practices on OOSC data collection and analysis based on different data sources.</p> <p>8. Cross-nationally comparable international database on characteristics of OOSC.</p> <p>9. Informative and regularly updated data visualizations on OOSC.</p>				grades).	
7	Significant Reduction in Out of School Children	SG 1 (Access) SG 3	<p>Scope:</p> <p>Large. Includes: 3 small international meetings, 2 large international meetings, 5 small regional meetings 5, 8 large regional meetings, 20 small country workshops and 25 large</p>	UNICEF	Bosnia & Herzegovina, Burundi, Eritrea,	3,284,900	The number of children out of school around the world has stagnated at around 61m over the past five years	31.8

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	(OOSC), 2nd Phase Out of School Children Initiative (OOSCI)	(Reaching All) SO 2 (Girls Transition)	<p>country workshops. Work in 13 countries</p> <p>Results expected:</p> <p>Improve action on OOS children through simultaneous work on data gaps, policy gaps and implementation gaps. Improve/ further develop current OOSCI model/ approach. Develop more nuanced profiles of OOSC as they link to policies. Develop capacity to profile OOSC. Develop better ways to analyze/ profile/ benchmark OOSC based on disability. Support and test policy response capacity to profiles, capacity-build on better policy supply response. Test and design pilots that merge data and local managerial action according to research on bottlenecks and profiles.</p> <p>20 more OOSCI studies/ plans based on simulation models, along with capacity building. 20 costed and appropriate plans using SEE approach for reducing OOSC, including advocacy tools and policy reforms needed. Research and analysis leading to regional seminars on OOSC reduction. Promote global/ regional communities of practice on OOSC reduction.</p>		Georgia, Iraq, Kosovo, Lebanon, Ruanda, Somalia, South Sudan, Sudan, Tajikistan, Yemen		because conventional policies, such as removing school fees, are failing to meet the needs of the 'final 10%'. The UNICEF-led OOSCI produces the most sophisticated profiles of children out of school currently available from official bodies, and will then use these profiles to help governments develop policies that will make a significant and sustainable difference in getting the most marginalized children into school. This includes not only reaching the final 10%, but making sure that the reach operates at the most micro level, where management of not just enrollment but attendance becomes crucial, and where UNICEF has considerable experience. The proposal is technically very sound, although it includes some non GPE countries.	

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8	Education financing - school grants	SG 4 (Systems) SO 1 (Fragile States) SO 5 (Finance)	<p>Scope:</p> <p>Medium: 5 direct beneficiary countries; 1 small desk research study, 5 country diagnoses, 5 sets of country case studies, 5 quantitative field studies, 2 comparative regional analyses, 2 large international meetings, 10 country workshops, 5 pilot experiences</p> <p>Results expected:</p> <ol style="list-style-type: none"> 1. Promotion of a deeper understanding of how the design and implementation of school grant policies influence educational equity and quality; 2. Identification of means and building of capacity in how these policies can be designed to contribute to equity and quality and to ultimately be of benefit to the child enrolled at school; 3. Strengthened the expertise and skills of national research centers in analysis of efficiency- and equity-oriented school finance schemes; 4. Strengthened South-South collaboration in the implementation of research on school finance; 5. Raised awareness of decision-makers in Ministries of Education and of GPE partners, and improved knowledge sharing between and among them, on the research findings and the policy implications. 	IIEP	Total of 5 countries yet TBD: 2 – 3 from francophone Africa, 2 – 3 from Latin America and the Caribbean (will include at least two post-conflict or transition countries)	996,829	<p>In the last decade or so the use of school grants has increased, but there is little empirical and practical information about how their design and use affects their impact, particularly in promoting equity and efficiency.</p> <p>School grants designed and supervised in particular ways could be useful in furthering GPE's SO 5, by improving financial allocations within countries.</p>	31.2

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9	Formative assessment tools for early grades in Francophone countries (PASEC/ELAN)	SG 2 (Learning) SO 3 (Learning) SO 4 (Teachers)	<p>Scope:</p> <p>Small but deep: 2 direct beneficiaries, though scalability is high; 1 large desk study, 2 field surveys, draft teacher tools for early grade assessment, 2 pilot experiences in learning improvement, teaching resources to remedy problems found, 1 report on teaching training improvements for improving learning in early grades.</p> <p>Results Expected:</p> <ol style="list-style-type: none"> 1. Improved quality of core competencies' learning in early grades for all children, to reduce the disparities among children at the entry in primary education, in particular for the most vulnerable (from rural areas and girls) 2. Improved quality of teacher training to take into account the students' competencies and learning difficulties. <p>Results in terms of outputs:</p> <ol style="list-style-type: none"> 1. Diagnostic tools for all teachers to assess pupils' skills and difficulties on entering school and throughout grade 1 and 2. 2. Pedagogical resources for teachers to use the assessment tools and to address the learning difficulties of their pupils. 3. Recommendations to improve teacher training to tackle the difficulties of early grade learning (in liaison with 	AFD	2 direct beneficiary countries (Likely Burkina Faso and Niger or Senegal)	2,042,605 the proposed budget of 2,131,745 was reduced by 89,140 ²	<p>This concept note represents an innovative means to unify assessment and teaching practices in the early grades in Francophone countries.</p> <p>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.</p>	28.8

² Contingency fees are not accepted.

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			<p>IFADEM and ELAN) and to improve early grade curricula.</p> <p>3. Technical support will be provided to pilot countries to build capacities and scale up.</p>					
10	Learning outcomes and gender equality in learning outcomes	SG 2 (Learning) SO 2 (Girls) SO 3 (Learning)	<p>Scope:</p> <p>Medium to large: 2-3 direct immediate target countries, though potential is large. From our count (though it is difficult to count): 6 small desk studies/reports, 1 field-based survey, 3 large regional meetings, and 5 small country workshops</p> <p>Results expected :</p> <ol style="list-style-type: none"> 1. More systematic and in-depth tools to capture information about reasons for gender differences in learning outcomes 2. Planners and researchers that are equipped with knowledge and skills about a conduct of research activities that are related to gender equality in learning outcomes 3. Informed planners and policy makers about relationship between classroom-, school-, and home-level conditions and gender differences in learning outcomes 4. Policies that address the importance of gender equality in learning outcomes 5. Actions that support gender transformative activities to 	IIEP	Sub-Saharan Africa (up to 10)	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.	28.1

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			ensure gender equality in learning outcomes.					
11	Fiduciary risk analysis and minimization tools	SG 4 (Systems) SO 1 (Fragile States) SO 5 (Finance)	<p>Scope:</p> <p>Medium: 5 direct beneficiary countries, 10 through regional workshops only; Risk assessment: 1 desk review of extant fiduciary risk tools, 1 updated "best of" tool, 5 field-based analytical activities, several regional workshops; Social-audit risk control: study on corruption risks, 2 case studies, 2 workshops, and one set of guidelines.</p> <p>Results expected:</p> <ol style="list-style-type: none"> Operational tool to assess the fiduciary risk in the education sector developed and tested in 5 countries, and widely disseminated through a series of international/ regional workshops with representatives of donors and government Educational decision-makers and planners as well as donor representatives aware of the fiduciary risks associated with the introduction of budget support in countries' education sector Civil society organizations trained in the production and use of tools aiming at promoting social control over public educational funds, international expertise reinforced in the area of fiduciary risks in education through publications, workshops, etc. International expertise reinforced in the area of fiduciary 	IIEP	5 direct beneficiary countries including fragile and conflict-affected states, TBD	1,764,524	In the literature on aid effectiveness, the "most aligned" modalities are often recommended. For that reason, the GPE Board would like GPE to use more aligned modalities. However, when aid effectiveness surveys are carried out, researchers find that some donors' reluctance to use very aligned modalities and country systems hinges on lack of ability on the donors' part to find reassurance in country systems. Historical experience shows that problems do arise. This concept note promises to deliver ways to lower fiduciary risk so as to make it possible to use more aligned modalities and more country systems and thus could help GPE deliver on its Board's requests that more aligned modalities be used.	26.6

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			risks in education through publications, workshops, etc.					
Total amount requested from GPE fund						18,876,953		

Detailed Score Matrix							
#	Criteria						
	Alignment with GPE Strategy	Evidence of country demand	Overall technical quality, innovation and merit	Ownership potential	Scalability of the ideas	Evidence of capacity-building ideas being included	
	Weight of each criterion						
	5	3	3	3	3	3	Total Score
1	1.44	1.5	2	1.5	2	2	34.2
2	1.44	2	2	1.5	1.5	2	34.2
3	1.67	1.5	2	1.5	1.5	2	33.8
4	1.22	2	1.5	2	1.5	2	33.1
5	1.11	2	2	1.5	1.5	2	32.6
6	1.28	1.5	2	1.5	1.5	2	31.9
7	1.56	1.5	1.5	1.5	2	1.5	31.8
8	1.44	1	2	1	2	2	31.2
9	1.56	1	1.5	1	2	1.5	28.8
10	1.11	1	1	2	2	1.5	28.1
11	1.11	0.5	2	1	1.5	2	26.6

Explanation of the detailed decision matrix:

1. A set of ideas or knowledge products shown as rows in a table or matrix (e.g., an approach for speeding up transition of girls to secondary school, an approach for improving teacher participation in LEGs, etc.).
2. A set of criteria upon which knowledge products are rated shown as columns in a table or matrix (e.g., alignment with strategic priorities, evidence of country and Local Education Group demand).
3. A set of weights that set the importance of each criterion. These can range from 1 to 5.
4. A set of judgments that rate each idea against each criterion. These can range from 1 to 3.
5. The ideas or knowledge products are then each given a total score. This total score is the product of the weights (the importance of each criterion) and how well each idea performs against each criterion. Thus, ideas that score well against the most important criteria will tend to have a bigger overall score.

6. Indicators of cost (estimated budget) and scope or scale. Even if an activity scores well, if it is too small (or too big), the Board may not prioritize it as much, or may suggest changes in scope. This is a key value for money indicator.