

**Independent Interim Evaluation of the
Global Partnership for Education**

**Volume III - Appendices
Evaluation Methodology, Tools and
Frameworks**



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Appendix 1. Terms of Reference

**THE WORLD BANK
TERMS OF REFERENCE
INDEPENDENT EVALUATION OF THE GLOBAL PARTNERSHIP FOR EDUCATION
DRAFT**

A. PROJECT BACKGROUND AND OBJECTIVES

(Provide a description and context of the project and identify the most important deliverables)

The Global Partnership for Education (originally established in 2002 as the Education for All Fast Track Initiative or FTI), is a multilateral initiative for strengthening national education plans, improving aid effectiveness, coordinating donor support, and galvanizing the financing required to achieve the Education for All goals.

In March 2014 an interim evaluation of the GPE was mandated by the GPE Board with the purpose of informing members of the GPE, the GPE Board and the GPE management about the progress that the GPE has made towards achieving its strategic priorities and objectives since its last evaluation in 2010. The evaluation must be completed by June 2015 in order to feed into the organization's new strategic plan.

The interim evaluation will be formative in nature, providing information useful for the GPE's strategic planning for the post 2015 period. It will focus on the activities and accomplishments of the GPE in the period between 2010 and 2014 at both the global and the country levels. It will build upon and draw from the findings of the Fast Track Initiative evaluation completed in 2010.

The interim evaluation will identify key changes that have taken place since the last evaluation, notably in relation to the transition from the Education for All Fast Track Initiative to the Global Partnership for Education. The interim evaluation will explore the financial, programmatic and partnership contributions made by the GPE at the global and country level.

The interim evaluation will focus on improvements in the organizational effectiveness of the GPE, looking primarily at the domains of relevance, effectiveness and efficiency. In order to capture the effects of recent reforms in the GPE's approach and activities, it will explore areas where activity has improved results, where it has been unique, where it has resulted in faster action, or where it can be thought of as being new or innovative over this most recent period. The evaluators will assess these issues at both the national and global levels. The report will identify lessons learned and formulate recommendations for improvement, and will identify issues that can be addressed in a future and more comprehensive evaluation of impacts and results.

The evaluation will be carried out independently of the GPE Secretariat. An Independent Evaluation Committee comprised of senior academics and professionals with expertise in education policy and evaluation will oversee all aspects of the evaluation on behalf of the GPE Board. The Independent Evaluation Committee has responsibility for ensuring the quality, integrity and timeliness of the evaluation and preserving the independence of the evaluation itself. The Secretariat and the GPE Board will not interfere with the content and direction of the evaluation. The selected firm will report directly to the Independent Evaluation Committee (IEC).

Evaluation Questions for the Interim Evaluation

How have organizational changes since 2010 improved the relevance, effectiveness, efficiency of the GPE at global and country levels?

At the country level:

1. How have changes within the GPE since 2010 contributed to national capacity to formulate and implement education sector policies that improve outcomes in the areas of learning, access and inclusion, with specific reference to:
 - Direct support provided by the secretariat through its country level technical assistance and programs of funding (Education Plan Development Grant and Program Development Grant).
 - Funded GPE programs (including a review of the management and supervisory arrangements with GPE's implementing partners, and the modalities through which such grants are delivered).
 - GPE partnership and coordination activities (e.g, the GPE's support for local education groups, donor coordination, and civil society participation).
2. What effect or additionality has the GPE had on the flow of resources (national and international) for education at the country level?

At the global level:

1. What are the major contributions of the Partnership at the global level since 2010?
2. How have changes in governance and management affected the GPE's relevance, effectiveness, and efficiency?
3. What effect or additionality has the GPE had on the global flow of resources for basic education?
4. Are global level and country level resources and activities (including the GPE's monitoring and evaluation activities) aligned and utilized for optimum relevance, effectiveness and efficiency?

B. Overview of the GPE

The Global Partnership for Education was established in 2002 as the Education for All Fast Track Initiative (FTI), a multilateral initiative for strengthening national education plans, improving aid effectiveness, coordinating donor support and galvanizing the financing required to achieve the Education for All goals. The GPE is intended to be a unique partnership (compact) of developing country governments, donor agencies, civil society organizations, private sector bodies and private foundations. It aims "to galvanize and coordinate a global effort to deliver good quality education to all girls and boys, prioritizing the poorest and most vulnerable" (GPE Strategic Plan 2012-2015).

Following a mid-term evaluation of the FTI (Cambridge Education et. al 2010), reforms were introduced that aimed to improve the overall performance of the organization, strengthening its governance and funding arrangements. Reforms in recent years include the renaming of the partnership from FTI to the Global Partnership for Education (GPE); creation of a strategic plan for the period 2012-2015; reform of the structure of the Board of Directors and appointment of a Chair¹; enhanced staffing in the Secretariat;

¹ Recent governance reforms include the creation of four GPE Board committees: (i) the Coordinating Committee to assist the GPE Chair in coordinating the work of the other standing committee; (ii) the Country Grants and Performance Committee to track progress on the portfolio of country-level grants awarded from the [GPE Fund](#); (iii) the Governance, Ethics, Risk and Finance Committee to provide oversight on the global governance mechanisms, ethical standards, risk management practices

the creation of one main funding mechanism to support national education sector plans in both low income countries and conflict affected countries; introduction of monitoring and evaluation activities (including an annual Results Report) and the creation of the opportunity for organizations other than the World Bank to act as supervising or managing entities for the GPE at the country level. The GPE's management, financing and governance structures have continued to evolve. In November 2013 the GPE adopted a new Board committee structure, and in February 2014 the GPE Board endorsed the principles of a new funding model, revising the eligibility, allocation formula, requirements to access funding, and introducing incentives linked to equity, efficiency and learning outcomes.² The GPE's second replenishment is presently underway.

The GPE's Strategic Plan (2012-2015) establishes the GPE's overall mission and objectives. It identifies 4 overarching strategic goals. These are supported by 5 objectives (a) Supporting education in fragile and conflict-affected states; (b) promoting girls education; (c) increasing basic numeracy and literacy in primary school; (d) improving teacher effectiveness through training and recruitment; (e) expanding funding and support to education in GPE countries.³ In addition, the GPE Charter sets out six guiding principles for the partnership.⁴ Notable changes in the 2012-2015 Strategic plan included: a strengthened focus on learning outcomes (in addition to school completion); greater emphasis on working more effectively through local education groups; a new focus on conflict affected states; and the termination of use of the Indicative Framework for benchmarking country progress.

As of April 2014, the GPE comprised 59 developing countries and more than 30 regional, bilateral, and multilateral agencies and organizations. These partners work together by "coordinating their efforts to achieve countries' own education strategies; mobilizing technical and financial resources; and using these resources efficiently to achieve results" (GPE Strategic Plan 2012-2015). The GPE operates at both the national and the global level. At the country/national level, the GPE aims to support countries to develop a sound education sector plan, and to mobilize resources around their plans. All low-income countries that demonstrate serious commitment to achieving basic education for all are eligible for endorsement by the GPE.⁵ Local Education Groups form the foundation of the partnership's governance at the national level. At the global level, the GPE is governed by a constituency-based Board of Directors and a professional Secretariat.

The GPE offers three types of grants. Its central funding mechanism is the Program Implementation Grant. In addition, the GPE offers an Education Plan Development Grant, and a Program Development Grant.⁶ In 2013, it initiated the Global and Regional Activities program, which supports global and regional initiatives and programs that address the GPE thematic areas.⁷ The first allocation of the funding from this program was in 2013 in the amount of \$13.5 million, for the three thematic areas: learning outcomes, out of school children, and education financing.

and financial management of the Global Partnership and its resources; and (iv) the Strategy and Policy Committee to oversee the development of strategies and policies of the Global Partnership to ensure that they promote best practices, including innovation in the education sector.

² See <http://www.globalpartnership.org/content/principles-and-options-revision-gpe-funding-model>

³ See <http://www.globalpartnership.org/who-we-are/strategy/>

⁴ <http://www.globalpartnership.org/content/charter-global-partnership-education>

⁵ The countries that are eligible to join GPE qualify for assistance from the International Development Association (IDA) in categories 1 and 2. Eligible IDA category 3 countries are those in fragile situations and/or small island economies.

⁶ See <http://www.globalpartnership.org/finance-and-funding/global-partnership-for-education-fund/>

⁷ See <http://www.globalpartnership.org/our-work/Sharing-Innovative-Solutions-for-Education/>

In the period from inception to end of December 2013, the GPE and FTI have together approved funding totaling \$3,659 million to support the implementation of education sector plans in 52 countries, of which 55 percent (\$2,006 million) had been disbursed. Donor and developing country governments, multilateral, civil society and private sector organizations made more than 60 pledges at the GPE's 2011 Replenishment Conference. In 2011, donors pledged more than \$1.5 billion to the GPE Fund.

Further information about the GPE, including information related to its funding, governance, policies and strategies, is available on the GPE website. Consultants are referred in particular to the website section on the GPE Board, whose minutes include digital copies of GPE annual reports and all approved plans and policies. In addition consultants are referred to previous evaluations of the FTI and GPE listed at the end of these TORS.

C. SCOPE OF WORK (Evaluation Design and Methodology)

(Describe the type of consulting work that will be required indicating particular areas to be covered, expected level of detail to be accomplished and qualifications)

This section establishes minimum design standards for the evaluation. The final design for this evaluation will be developed through an inception report which will be reviewed for quality assurance by the IEC.

The evaluation should be organized around the chain of activities and inputs (logic chain) that are deployed by the GPE in order to achieve its strategic goals and objectives. Thus the evaluation should at minimum identify the GPE's programmatic framework and its strategic objectives. The evaluators will develop a model of the organization's theory of change, bearing in mind that the GPE operates both at the global and the national levels, and comprises not just the activities of the Secretariat but the value added by the broader GPE partnership among donor organizations, national governments, and civil society. Therefore the evaluators should be attentive to the possibility that there are multiple expectations and objectives for the GPE in constructing a nuanced theory of change. The evaluators will utilize the theory of change to examine how the organization's strategic objectives and implementing activities are or are not linked together in ways that enhance the relevance, effectiveness and efficiency of the organization, and its capacity for meeting its goals and objectives.⁸

Through desk review of key GPE documents, questionnaires, and key informant interviews the evaluation should describe the scope and changing characteristics of GPE programs and activities at the global and national levels, in particular since its transition from the FTI.

At the country level, the evaluation should:

- Analyze and assess GPE funding documents, education plans and annual sector reviews in all GPE countries for the 2010-2014 period, in order to identify the GPE's role and value added in these processes within countries.⁹
- Conduct a minimum of 5-8 country case studies (and preferably more) of GPE experiences on the ground, based on an explicit sampling strategy that reflects the breadth and diversity of GPE engagements. The selection of countries must ensure geographic balance; include fragile and

⁸ Multi-stakeholder partnerships involved a wide range of partner organizations in implementation, each with their own incentives, creating issues of coordination and alignment (Isenman 2012).

⁹ The M&E team of the GPE is currently preparing an assessment of 48 Education Sector Plans (ESP's) endorsed since 2011 which will be available in September 2014.

conflict-affected countries; and include a balance between countries with 2010-2014 program approvals and countries with longer experience with the FTI/GPE. The evaluation should also include some countries for which country case studies from the FTI evaluation are available in order to assess change since then. Sampling may consider economies of scale in travel cost and team composition, for example by bunching of countries within geographic regions, as long as the above criteria are met. It is envisaged that fairly brief country visits by small teams should suffice.

- At minimum the country case studies should include an overview of changes in domestic and external financing (utilizing national and other sources of finance data, as appropriate), and of policies and educational outcomes in the education sector, with reference to issues that are the focus for the GPE's strategic objectives. Questions about additionality of finance should wherever possible be answered using national data in all selected case countries, and should be answered paying particular attention to the contribution of the GPE to financing and planning processes.
- Collect information (through structured phone or skype interviews, or surveys) from key constituent representatives (government and donor leads of the local education groups) in GPE countries other than those visited. (This sample should be fairly large: for example, covering key constituent representatives in at least 20 GPE countries).
- Data should be collected at a minimum from the Ministry of Education, Ministry of Finance, key stakeholders in the sector, and members of the Local Education Group.
- Triangulate all findings emerging from these various sources.

At the global level, the evaluation should:

- Include a rapid organizational review of the GPE's governance and management arrangements and systems (including hosting arrangements), utilizing existing organizational reports and documents, financial data, questionnaires and interviews with no fewer than 20 staff and a majority of board members as the main sources of information. The selected firm should make reasonable efforts to conduct structured interviews with all members of the GPE board and all GPE secretariat staff in senior, leadership, or managerial positions, and as necessary interview/survey other relevant partners and stakeholders. It should review the implementation of governance and management changes.
- Conduct a portfolio analysis of GPE projects and programs active or approved in the period since 2010, drawing on and reconciling data from GPE and implementing agencies (mainly the World Bank).
- Assess the additionality provided by GPE in mobilizing funding at the global level, as well as the relevance, effectiveness and efficiency of the GPE's financing modalities. This would be accomplished by drawing on GPE's own financing information, as well as other sources (such as the OECD-DAC CRS, EFA Global Monitoring Report, and UNESCO Institute for Statistics, as appropriate).
- Include a review the GPE's monitoring and evaluation activities (including its Results Report), the technical assistance provided by its Secretariat, and GPE activities that aim to support innovation and new knowledge at the global and regional levels.
- Where deemed feasible and appropriate, compare key operational and governance modalities of the GPE to other major global multi-stakeholder initiatives such as the CIFs, GAVI, Global Fund, and GEF.

Undertaking this evaluation will require a high level of effort and experience. The estimated budget range is USD1.1 to 1.3 million.

D. DELIVERABLES/SPECIFIC OUTPUTS EXPECTED FROM CONSULTANT

(Description of the deliverables, delivery schedules, and acceptance criteria for the deliverables)

The inception report should define a set of work programs to accomplish the evaluation's overall goals. Each work program description should include tasks, staffing and level of effort, inputs and precedents, methods for gathering information, analytic methods, and outputs. The evaluation design will be guided by the Global and Regional Partnership Program (GRPP) Evaluation Sourcebook and the OECD DACs development evaluation criteria, which set quality standards for global program evaluations. Innovations to these approaches, including modification of methods for specific components of the evaluation, are encouraged. The inception report should specify the proposed methodology and construct a logic chain for how GPE activities and funding help it achieve its goals and objectives. It should clarify how all evaluation activities relate to this logic chain. It should also propose a set of study countries for visits sampled according to the criteria outlined above.

The evaluators should budget for three face-to-face meetings: two with the members of the Independent Evaluation Committee (to discuss Inception Report and Zero draft, respectively), and one to present the final evaluation to the GPE Board. All other meetings will be facilitated using phone and online technologies.

The final evaluation report shall be no longer than 35,000 words (around 50 pages), with additional analysis and data presented as annexes to the report.

Deliverables and schedule

- Draft inception report and evaluation design: August 5, 2014
- Draft country visit protocol: August 31, 2014.
- Quarterly reports on Progress
- Country visit back-to-office memos: not later than 2 weeks after conclusion of visits
- "0" draft of the final report and related annexes to the IEC: March 15, 2015
- Draft final report to IEC for circulation to the Board and Secretariat for comment: June 1, 2015
- Final report: August 31, 2015
- Final published, printed and translated report and high-quality powerpoint presentation presented to the Board: September 31, 2015

The consulting firm will deliver all reports and drafts solely to the IEC. The inception report will be discussed in detail with the IEC at a two-day meeting tentatively scheduled for the third week of August 2014. The zero draft of the final report will be subject to one or more rounds of review and comment by the IEC, including at a face-to-face meeting. After taking these comments into account, the draft will be circulated by the IEC to the GPE Board and the GPE secretariat, who will be asked to comment to the IEC on any factual inaccuracies or errors. The IEC will be solely responsible for informing the evaluators about required changes and revisions of the final draft. Once data collection has concluded, there will be no direct communication between the evaluators and the Secretariat and Board until the IEC has approved a final draft for publication.

The firm will participate in disseminating the findings, publishing and printing the final report in hard and digital version in French and English.

Acceptance Criteria for final report

The report will comprise an executive summary, the main text, annexes, and references. Reports will be delivered in a docx format in letter (8.5 x 11) layout. Reports will be subject to length limits. The final report will consist of a main text of no more than 35,000 words, plus annexes. The final report will be presented in English and in a French translation, in both hard and digital versions. Additional information may be made available on-line.

The report must meet the following criteria:

- It should be written clearly, so as to be understood by an audience consisting of GPE Board members and other stakeholders. The tone of the report should be impartial and constructive.
- It should be written in American business English, using topic sentences and direct, parsimonious language. Each draft should be professionally edited before being presented to the IEC.
- There should be creative use of tables and high-quality graphics.
- It must be evidence-based in relation to the purposes, objectives, and principles of the GPE. All findings and conclusions should be based on evidence which is fully presented in the evaluation report (including the annexes or online supplements, if voluminous) so that these can be critically assessed, and on triangulation of different sources of evidence to verify and substantiate assessments. Such evidence may take the form of tabulations of data, compilation of survey results, analysis such as correlation or regression analysis, case study reports, testimonials, objective observations of measurable data, etc. In cases where the source of information is interviews, the method of selecting those to be interviewed should be presented in the evaluation report. In the case of surveys, the questionnaire, information on the population or samples, and the response rates should be presented in the report.
- Analytic methods and results should be fully documented (in annexes or online supplements if necessary). Underlying assumptions should be fully described. Strengths and limitations of the analysis should be described.
- Findings for each evaluation question should be stated clearly. Unanswered evaluation questions should be explicitly identified. Conclusions should be clearly based on findings.
- Recommendations should follow logically from conclusions and evidence. Recommendations should be specific and actionable.

Payment Schedule

Payment will be made as follows:

- 10% on contract signature
- 30% on acceptance of the inception report
- 30% on acceptance of a draft final report
- 30% on acceptance of the final report, translation, printed copies, and presentation to the GPE Board.

E. SPECIFIC INPUTS TO BE PRESENTED BY THE CLIENT

The GPE secretariat will make all relevant data (including financial and portfolio data) and documents available to the selected firm; will facilitate access to staff, partners, board members, and constituent representatives for interviews; and make reasonable efforts to facilitate access to implementing agencies' portfolio data.

F. SPECIAL TERMS & CONDITIONS / SPECIFIC CRITERIA

Qualifications of the Evaluation Team

Capabilities and Experience

Each offeror's technical, professional, financial and economic capacity to carry out the assignment will be appraised in the selection procedure. Desired expertise and experience include:

- Experience and track record of the firm specifically in relation to managing the assignment.
- Expertise and track record of the technical team including demonstrated ability to conduct complex multi-country evaluations, and complete high quality evaluations of global partnership programs, using diverse methodologies.
- Expertise and experience of the technical team in developing countries in the education sector with good knowledge of the financing, planning, and execution of education projects and policies.
- Adequacy of the methodology and proposed work plan in responding to the terms of reference.
- Demonstration of an ability to draw on deep local or regional expertise with respect to country studies for the purposes of the assignment.
- Demonstrated ability to write clearly and present findings in a logical structure.

Each offeror's proposal should indicate concisely but specifically the abilities and experience of the proposed evaluation team along these dimensions. The composition of the proposed team is expected to be focused on having the necessary evaluation and subject matter expertise across team members, with a lean management structure.

Avoidance of Conflicts of Interest

Evaluators must be able to undertake objective, unbiased evaluation. Therefore, each offeror must fully divulge any activities or connections that might lead to potential or perceived conflicts of interest, a self-assessment of whether such conflicts exist, and if so, how the firm proposes to manage these. This applies at both the corporate and individual levels. Failure to disclose such conflicts would constitute grounds for disqualification.

Actual or perceived conflicts of interest might arise from the following non-exhaustive list of circumstances:

- Designing or implementing GPE-funded programs or projects
- Being closely related to a GPE Board member, alternate, a member of the staff of the GPE Secretariat, or a member of the IEC.
- Implementing a World Bank-funded project or activity that is closely connected to a GPE-funded activity
- Ongoing contracts with GPE
- High dependency for funding on the World Bank, a national bilateral development assistance agency, or any other organization that is a GPE partner or Board member.

Given that the pool of consulting firms from which to draw evaluators with the required skills, knowledge, and experience may be limited, it is understood that some potential conflicts of interest may have to be managed transparently rather than avoided completely. Any such occurrences will be reported in the final evaluation report. The consulting firm will be expected neither to engage in nor to seek any other GPE-funded work during the course of this consultancy.

APPENDIX A: Previous GPE/FTI Evaluations and External Reviews

Buse, K. (2005), *Education for All – Fast Track Initiative: Review of the governance and management structures*. London, Overseas Development Institute.

Buse, K. (2007), *Education for All – Fast Track Initiative: An Embodiment of the Paris Declaration on Aid Effectiveness?* Report prepared for Global Programs and Partnerships (GPP), World Bank, as a component of a multi-country study on Global-Country Integration of Global Programs.

Cambridge Education. Mokoro, Oxford Policy Management (2010). *Mid-term evaluation of the EFA Fast Track Initiative*. Cambridge/Oxford/UK.

Evans, Alison. (June 6, 2013). GPE Hosting Review. Prepared for the GPE Board.

Rose, Pauline (2003), 'Tracking Progress of the Fast Track Initiative: A Review of the FTI and Indicative Framework for Education Reform', Report for Action Aid on behalf of the Global Campaign for Education, (mimeo).

Umansky, I. and L. Crouch (2006), *Fast Track Initiative: Initial Evidence of Impact*. Research Triangle Park, NC: Research Triangle Institute;

Appendix 2. Methodology and Approach

Evaluation Approach

The evaluation was guided by the questions in the Terms of Reference (ToR) (Volume III, Appendix 1). In order to capture the effects of changes made in the GPE during the period under review, the evaluation used the 2010 Mid-Term Evaluation of the Fast Track Initiative as a baseline.¹ In absence of an agreed upon, utilized results framework for the GPE, the evaluation team adopted a **theory-driven approach**. This involved reviewing GPE relevance and effectiveness in the context of its explicit country-level Theory of Change (ToC), as well as in view of its implicit overall Theory of Change (Volume III, Appendix 4), which the evaluation team reconstructed based on descriptions of the GPE's objectives and functioning (what GPE is, does, and how) as provided in key documents developed during the period under review. This was complemented with information derived from interviews with GPE Secretariat staff during the inception phase.

Applying a theory-based approach also involved **comparing** the GPE's governance and management structures to those of six other multi-stakeholder initiatives.

The evaluation process was guided by principles of **inclusion and equity**. The evaluation made efforts to ensure that the stakeholders consulted represented diverse perspectives based on gender, ethnicity, geographic locations, and their roles (e.g. as rights holders or duty bearers).

Evaluation Framework

Based on the ToR, and in consultation with the Independent Evaluation Committee (IEC), the evaluation team developed a matrix of evaluation questions (Volume III, Appendix 3) to guide data collection, data analysis and reporting writing. The evaluation questions cover the evaluation criteria of relevance, effectiveness, efficiency, and sustainability. For each question, sub-questions were developed to define the issues and the basis for judgment with greater precision. Indicators were developed for each sub-question.

The evaluation questions were used to assess the effects of changes made since 2010 on GPE capacity and performance at global and country levels. They were also used to develop standardised interview protocols and survey instruments to ensure consistent collection of data, to allow for triangulation of data from different sources, and to assist in the final synthesis of findings and recommendations.

Evaluation Management and Process

The evaluation was commissioned by the GPE Board and managed by an Independent Steering Committee (IEC). The IEC worked with the Universalialia/R4D evaluation team throughout the evaluation (providing guidance, reviewing reports and presentations, providing feedback, and resolving challenges). The evaluation process consisted of three phases, as described the sections that follow.



¹ Cambridge Education. Mokoro, Oxford Policy Management (2010). Mid-term evaluation of the EFA Fast Track Initiative. Cambridge/Oxford/UK.

Phase I – Inception

During the Inception Phase the evaluation team met with the IEC to clarify the evaluation purpose, objectives and methodology, and conducted interviews with 18 GPE stakeholders to obtain their views on how the evaluation could add most value to the GPE. All persons interviewed were asked to suggest names of key persons who should be consulted during the evaluation. The list was updated over the course of the evaluation as new informants were identified.

The evaluation team reviewed a number of key GPE documents to identify the types of information available for the evaluation and to inform a preliminary selection of 18 countries to be included in a more in-depth review (see below). The team contacted the leads within the GPE Secretariat responsible for the tentatively selected countries to explore the feasibility of in-country or virtual site visits, and to outline expectations and support requirements during the data collection phase.

A draft Inception Report was submitted to the IEC on 18 August 2014. The report was reviewed by IEC members and the core Evaluation Team at a workshop held in Washington D.C. from 3 -5 September 2014. A List of Revisions to the Inception Report and Work Plan was submitted to the IEC on 18 September and was approved the following week

Phase II – Data Collection

Overview

Data collection took place between September 2014 and April 2015. The evaluation team used a mix of quantitative and qualitative methods including document and literature review, key stakeholder interviews, surveys, virtual and in-country field missions, and a visit to the GPE Secretariat. These methods were used in the eight lines of inquiry as shown in the table below.

Lines of Inquiry	Methods of Data Collection				
	Online surveys	Field missions (virtual & in-country)	In-Depth Document Review	Semi-structured Interviews	Site visit to GPE Secretariat
GPE Document and Grant Review			✓		
Rapid Organizational Review (ROR)	✓			✓	✓
Comparative Assessment of Global Multi-Stakeholder Initiatives			✓	✓	
Analysis of the Global and Regional Activities	✓	✓	✓	✓	
Review of the Civil Society Education Fund		✓	✓	✓	
Country Case Studies		✓		✓	
Analysis of GPE Additionality	✓	✓	✓	✓	✓

Each of these lines of inquiry is described below.

GPE Document and Grant Review

The **purpose** of the GPE document and grant review was to systematically collect data from existing GPE documentation reflecting the technical and financial grant type processes between the GPE Secretariat and the developing country partners (DCPs). A document review tool was developed and methodically applied to code information. Section I of the tool was applied to all 59 GPE member countries² and elicited quantitative information on grant types, sizes, areas of focus addressed under each grant, application and approval times etc. Part II of the tool was applied to the 18 countries selected for field and virtual visits only (see below) and elicited qualitative information, including on country contexts, and the scope and nature of technical assistance provided through the GPE Secretariat.

Two sets of documents were reviewed in this analysis.

The **first set** consisted of country documents for all 59 GPE members, including grant applications, GPE endorsement documents, implementation completion and status reports, documentation related to any extensions and restructuring of grants/budgets, quality assurance reports, annual progress reports for WB-supervised projects, back to office reports from Secretariat country leads, as well as joint sector reviews.

The **second set** comprised GPE-produced summary reports, including the GPE Portfolio Review Report, GPE Results for Learning Report, quarterly financial reports, and financial documents that tracked financial commitments and disbursements for the overall GPE grant portfolio.

Emerging data were synthesized, compared with findings from the 2014 GPE Secretariat portfolio review, and summarized in a brief report included as Volume IV, Appendix 6.

Rapid Organizational Review (ROR)

The purpose of this line of inquiry was to review the evolution and assess the functioning of the GPE governance and management arrangements and systems/processes at the global level since 2010 in order to better understand whether and how changes made in these areas have had notable effects on the GPE's organizational capacity and performance.

Document review: The evaluation team conducted an in-depth review of relevant GPE documents, including Board Meeting

Individuals consulted for the ROR

22 GPE Board members and Alternates³ – including representatives from donor countries, DCPs, CSOs, multilateral organizations, and private sector

6 GPE Board members involved in the GPE Committees

20 global stakeholders – ranging from former GPE leadership to other multilateral organizations and partnerships involved with the work of the GPE

7 members of the GPE Secretariat leadership in individual interviews and as a focus group/workshop

44 staff survey respondents (36 current staff, 8 former staff)

110 of 744 (14%) of partners who responded to the Partner Survey⁴

(Please see List of Stakeholders interviewed in Vol. III, Appendix 7)

² One additional country has since joined the GPE.

³ Please note in the report the data analysis was based on the consultation with 18 board members. This will be updated in the June 1 Draft.

⁴ The list of 744 partners included but was not limited to a range of stakeholders from Coordinating Agencies to government representatives, NGOs and youth. The list was provided to the evaluation team by the GPE Secretariat leadership.

documents and reports since 2009, the GPE Strategic Plan 2012-2015 and related Implementation Plan, the 2014 Organizational Review of the Secretariat, as well as available documents on the evolving relationship of the GPE with the World Bank

Interviews: The evaluation team conducted face-to-face and telephone semi-structured interviews with GPE Board and Committee Members, a selection of current and former GPE Secretariat staff members, and global stakeholders and subject matter experts who had been identified in consultation with the GPE Secretariat and the IEC.

Surveys: Two online surveys were conducted. The first addressed current and former GPE Secretariat staff. All the current staff and half of the former staff (based on a list provided by the GPE Secretariat)⁵ involved in management and operations of the GPE Secretariat were invited to participate. Of the 74 individuals invited to participate, 44 completed the survey (82% current and 8% former staff).

The second survey targeted a broad constituency of partners identified by the GPE Secretariat in a Corporate List of Sponsors shared with the evaluation team. Of the 744 invited to complete the Partner Survey, only 110 (14%) responded. Due to the low response rate, the evaluation team considered respondent feedback but could not apply it conclusively to the overall analysis. Nevertheless, conducting this survey remains important for reasons of inclusiveness and credibility for the GPE.

Comparative Assessment of Six Multi-Stakeholder Initiatives

The purpose of this line of inquiry was to compare the operational and governance modalities of a selection of multi-stakeholder initiatives in order to elicit insights of potential relevance to the GPE, while acknowledging the unique nature and specific contexts of each of the reviewed organizations.

In consultation with the IEC, six organizations were selected for an in-depth study based on their focus on financing and/or fostering multi stakeholder partnerships to accelerate improvements in a certain sector or sub-sector. The selected organizations were: the Climate Investment Fund (CIF), the Consultative Group to Assist the Poor (CGAP), the Global Alliance for Vaccines and Immunization (Gavi), the Global Environmental Facility (GEF), the Global Fund for AIDS, TB and Malaria, and the International Health Partnership (IHP+).

The evaluation team conducted a document and literature review and telephone interviews with 13 stakeholders to obtain information on these organizations. The consulted stakeholders included senior level decision makers, experts in the field, and current and former employees of the organizations selected. All interviews were based on interview protocols developed to ensure consistency and standardization (Volume III, Appendices 10 and 11).

Key findings of the comparative review are presented as Volume IV, Appendix 1.

Analysis of the Global and Regional Activities (GRA) Program

The purpose of the analysis of the GRA was to assess the relevance, effectiveness and efficiency of this program in view of the GPE's global mandate. A separate review of the GRA appeared warranted as it is one of only two GPE-supported initiatives at the global level that have been assigned separate budget lines (the other being the CSEF).

⁵ Of the list of 31 names of former staff we received from the GPE, we were only able to send the survey to 16, of which 50% or 8 responded to the survey.

The evaluation team conducted a comprehensive **review of relevant documents** available on the GPE website as well as from the GPE secretariat. These included documents such as relevant Board documents, decisions and presentations, internal status updates, thematic papers, operational manual, grantee presentations, and GRA-supported products. All documents reviewed are listed in the References section.

Interviews were conducted with 33 representatives from various constituencies (see sidebar). The scope and focus for each category of interviewee differed.

- Interviews with **GPE Secretariat staff and Board** were geared towards technical and management focused inquiry.
- **GRA recipients** were queried about the efficiency of the selection process, the extent to which the GRA built capacity and permitted additional activities, policy impact of emerging products, linkages with other GPE-supported activities etc.
- **In-country actors** were asked about awareness of the Global and Regional Activities and their desire for investment in regional and global public goods (GPGs).
- **Global stakeholders** were queried about GPE’s comparative advantage in supporting the production of GPGs.

Semi-structured virtual interviews (via telephone and Skype) were held with:

- Representatives of 11 of 15 GRA recipients
- Current and former staff, GPE board members
- Stakeholders in each of the 18 focus countries
- Global education leaders.

Emerging findings of the review were synthesized in a brief report, which is included as Volume IV, Appendix 3.

A review of the Civil Society Education Fund (CSEF)

Given the CSEF’s special role as a separate funding mechanism supported by the GPE, the purpose of the review was to explore in more depth if and how the CSEF contributes to the relevance, effectiveness and efficiency of the GPE, especially in view of the GPE’s intention to foster and strengthen civil society participation in education policy processes. To this end the evaluation team reviewed available documents and reports on the CSEF, conducted telephone interviews with three representatives involved in the oversight and management of the CSEF, and conducted interviews and focus groups with 22 country level CSEF recipient coalitions and/or member CSOs of the coalitions. Key observations deriving from the review will be included as an appendix in the June 2015 draft of the Final Evaluation Report.

Country Case Studies

As requested in the evaluation Terms of Reference, the evaluation team selected a sample of 18 countries for more in-depth reviews. The purpose of these studies was to complement information available from country-level documents, and gather data on the overarching question of whether and how the changes implemented in the GPE since 2010 had notably influenced the partnership’s relevance, effectiveness and efficiency at the country level.

To accommodate the available evaluation timeframe and budget, 8 of the 18 selected countries were chosen for in-country field missions (Democratic Republic of Congo (DRC), Ethiopia, Nicaragua, Rwanda, Senegal, Tanzania, Vietnam, and Zimbabwe), and ten countries were addressed through ‘virtual field missions’ (Afghanistan, Burundi, Cambodia, Ghana, Honduras, Madagascar, Malawi, Moldova, Uganda, and Yemen).

The country selection criteria for the overall sample and the subset of eight countries are presented in the sidebar. Two of the 18 countries selected, Ethiopia and Madagascar, overlapped with those chosen for the NORAD evaluation of its support to basic education through UNICEF and the GPE, which was conducted in parallel to this review.

The evaluation team developed a field mission evaluation framework that elaborated on the overall evaluation matrix, and guided the development of country-level interview protocols for different stakeholder groups (Please refer to the Country Field Mission Evaluation Framework in Volume III, Appendix 12. To ensure consistency of data collection, the same protocols were applied during both the in-country and virtual field missions.

Data on each of the 18 countries was collected through **document review** (building on the review that had already been conducted as part of the GPE Document and Grant review by drawing upon additional documents elicited during site visits or obtained from the GPE Secretariat), and through **stakeholder interviews**. In total 418 stakeholders from diverse stakeholder groups were interviewed during the field missions as shown in the sidebar. On average the evaluation team conducted 40 interviews during in-country missions, and 9.5 interviews during virtual missions.

The Table on the next page profiles of each of the 18 countries selected for the eight in-country field missions and 10 virtual field missions.

Case Study Country Selection Criteria

The selection of countries aimed to create a sample that would balance representation of countries with 2010-2014 program approvals and countries with longer experience with the FTI/the GPE.

The following were the first level criteria that were applied to identify the larger group of 18 countries:

- Balanced geographic distribution
- Oversampling of fragile and conflict-affected states, and least developed countries (LDCs)
- Representation of different SE/ME
- Representation of the three types of grant
- Exclude the countries where Norway is already doing its evaluation (as much as possible)

Out of the 18 countries, another round of sampling was conducted to select the eight countries that would be visited. Guiding criteria were:

- Geographic distribution
- Representation of fragile states, conflict affected states, and least developed states
- Availability of relevant documentation
- Include at least one country where the World Bank is not the SE
- Pragmatic considerations such as: security situation at anticipated time of travel; and the evaluation team's experience and networks

Types and Numbers of Stakeholders Interviewed

Country leads: 23
 Supervising/Managing Entities: 34
 Coordinating Agencies: 26
 LEG Members/ Development partners: 72
 LEG Members/Civil society organizations: 83
 LEG Members/ Private sector: 6
 Government Representatives: 169
 Other stakeholders (e.g. academia): 5

Country	Geographic location	Fragile state (Y/N)	Conflict-affected state (Y/N)	Income Group	Current SE/ME	Date Joined GPE	Grant Type	PIG grant allocation (cumulative as of September 30, 2014) USD Millions
Afghanistan	South Asia	Yes	Yes	Least Developed Country	UNICEF	2011	PIG	55.7
Burundi	Africa	Yes	Yes	Least Developed Country	Belgium	2012	PIG	52.9
Cambodia	East Asia Pacific	No	No	Least Developed Country	WB	2006	PDG/PIG	95.8
Democratic Republic of Congo	Africa	Yes	Yes	Least Developed Country	WB	2012	PIG	100
Ethiopia	Africa	No	Yes	Least Developed Country	WB	2004	PIG	267.3
Ghana	Africa	No	No	Lower Middle Income	WB	2004	PIG	94.5
Honduras	LAC	No	No	Lower Middle Income	NA	2002		NA
Madagascar	Africa	Yes	Yes	Least Developed Country	WB	2005	EPDG/PDG/PIG	209.4
Malawi	Africa	Yes	Yes	Least Developed Country	WB	2009	PIG	90
Moldova	Europe & CA	No	No	Lower Middle Income	WB	2005	PIG	23.1
Nicaragua	LAC	No	No	Lower Middle Income	WB	2002	PIG	40.7
Rwanda	Africa	No	No	Least Developed Country	DFID	2006	PIG	175
Senegal	Africa	No	No	Least Developed Country	WB	2006	PDG/PIG	128.4
Tanzania (Mainland and Zanzibar)	Africa	No	No	Least Developed Country	SIDA	2013	PIG	100.0
Uganda	Africa	No	Yes	Least Developed Country	WB	2011	EPDG/PDG/PIG	100
Vietnam	East Asia Pacific	No	No	Lower Middle Income	WB	2003	PIG	84.6
Yemen	MENA	Yes	Yes	Least Developed Country	UNICEF	2003	PIG	122.3
Zimbabwe	Africa	Yes	Yes	Low Income	UNICEF	2013	EPDG/PIG	23.6

The **eight in-country field missions** were conducted by teams of at least one international and one national consultant, as is shown in the sidebar below. The first in-country field mission to Tanzania served as a pilot mission to test the data collection tools and readjust them for the seven additional missions as needed. Where the respective Supervising Entity and/or implementing unit of the respective government expressed an interest, the evaluation team provided a short debrief at the end of the mission to share key observations and findings.

Within two weeks of the mission, the evaluation team submitted a Back to Office Memorandum (BOM) to the IEC, summarizing key emerging issues deriving from the site visit, with a focus on findings from stakeholder consultations.⁶

For each of the eight site visits, the evaluation team compiled written case studies, which are presented in Volume II of the Zero Draft Report.

The **ten virtual field missions** were conducted by individual evaluators by telephone, Skype or email (see sidebar). Each team member responsible for one or more countries summarized emerging issues in view of the review questions. As noted in the evaluation Inception Report, the results of the virtual missions are synthesized along the lines of the key evaluation questions and emerging issues. A synthesis report is presented in Volume IV, Appendix 5.

Review of Global and GPE Financing Trends

The main purpose of this analysis was to respond to queries by the governing Board regarding the effect or additionality the GPE has had on the global flow of resources for basic education and at the national and international level for education at the country level. (Please see Volume IV, Appendix 2 for a report detailing the scope and results of this study).

The evaluation team approached this line of inquiry by assessing the effect or additionality in terms of:

- Amount of financial resources (aid and domestic)
- Flow of financial resources to sectors, countries and the GPE's strategic goals
- Quality of financial resources in terms of aid effectiveness

Key sources of data were global datasets such as the Organisation for Economic Cooperation and Development - Development Assistance Committee Creditor Reporting System (OECD-DAC CRS), UNESCO Institute for Statistics (UIS) and Government Spending Watch (GSW) where possible, as

In-Country Field Mission Teams

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Tanzania: Anette Wenderoth, Mark Roland, Beatrice Omari

Vietnam: Pamela Teitelbaum, Shubha Jayaram, Tara Hill, Tran Thi Hanh

Ethiopia: Geraldine Cooney, Solomon Areaya, Kefyalew Ayano Dersie

Nicaragua: Katrina Rojas, Melba Castillo Aramburu

Rwanda: Johan Verhaghe, Genevieve Mukandekazi

Senegal: Marie-Helene Adrien, Jerome Gandin, Aminata Diene Ndiaye

Zimbabwe: Mark Roland, Arjun Upadhyay, Angela Arnott

Virtual Field Mission Teams

Afghanistan: Lindsay Adams

Burundi: Elisabetta Micaro

Cambodia: Arjun Upadhyay

Ghana: Lindsay Adams

Honduras: Elisabetta Micaro

Madagascar: Elisabetta Micaro

Malawi: Shubha Jayaram

Moldova: Lindsay Adams

Uganda: Anette Wenderoth

Yemen: Pamela Teitelbaum

⁶ Due to delays with data collection, Rwanda and Democratic Republic of Congo have not yet been submitted.

well as the GPE's own financing information. In addition, the evaluation team conducted semi-structured interviews with global stakeholders and during the 18 country missions.

In order to assess additionality, the evaluation team compared education funding before and after a country joined the GPE, and also compared education funding for countries that are part of the GPE with those that are eligible but not part of the GPE.

Phase III – Data Analysis and Reporting

Data Analysis

The key areas of inquiry and questions in the evaluation matrix were used to structure the data analysis and formulate findings on the basis of information collected on evaluation questions, sub-questions, and key lines of inquiry.

The following methods of data analysis were used to make evaluative judgments.

Descriptive analysis was used as a first step, to understand the contexts in which the GPE exists and operates, before moving on to more interpretative approaches.

Quantitative analysis was used principally to assess the additionality of funding and where resources were being allocated. Additionally, it was useful in producing statistical evidence based on data gathered through the GPE Document and Grant Review as well the online surveys.

Content analysis constituted a core of the qualitative analysis. Documents and interview notes were analyzed to identify common trends, themes, and patterns for each of the key units of analysis. Content analysis was also used to flag diverging views on certain issues. Emerging issues and trends constituted the raw material for crafting preliminary observations that were subsequently refined to feed into the zero draft evaluation report.

Trend analysis was used for the GPE Document and Desk Review as well as for the component focused on additionality of funding.

Comparative analysis was used to examine findings across regions, countries, themes and planned GPE contributions. It was useful for the comparative assessment of other global initiatives.

Elements of contribution analysis were used by the evaluation team in reviewing the existing GPE country level Theory of Change, and in developing a retrospective Theory of Change for GPE overall.

Triangulation of Methods and Data Sources

The mixed methods purposefully influenced the analytical process in that they provided opportunities for triangulation through the convergence and overlapping of different methods. The evaluation team triangulated data from different sources to ensure the reliability of information and to increase the quality, integrity and credibility of the evaluation findings and conclusions. Specifically, the evaluation team:

- Collected information from multiple data sources for each evaluation question, including a broad variety of GPE stakeholders and documented data (primary and secondary sources)
- Used a mix of data collection methods (qualitative and quantitative) at all levels of the analysis (country, global and regional).

Reporting

The evaluation has thus far produced several types of reports as described below.

- **Progress reports** – Two progress reports (November 2014 and February 2015) were submitted during the inception and data collection/analysis phases providing quarterly updates on how the evaluation team was progressing with its mandate, and to identify any risks and/limitations to the evaluation process.
- **Interim evaluation report presentation and validation of preliminary findings on three of the key components** – This report was submitted to the IEC in February 2015 (revised and submitted March 6) to share emerging findings from the evaluation components that had been completed to date. These included: Review of Global and Regional Activities Program (GRA), the Review of the Civil Society and Education Fund (CSEF) and the Desk Review of the 59 Developing Country Partners (DCPs) (renamed for this final evaluation report as the GPE Document and Grant Review)
- This **Zero Draft Report (current)** presented to the IEC, prior to submitting a Draft Final Evaluation Report to the GPE Board on 1 June 2015 and the Final Report to the GPE Board and Secretariat on 30 September 2015.

Next Steps

The timeline for completing the evaluation report and disseminating its findings and recommendations is outlined below.

Date	Deliverable	Description
Monday, 11 May 2015	Zero Draft Review meeting with the IEC	Core members of the evaluation team will meet with the IEC to review and revise the zero draft report and discuss draft recommendations.
Monday, 1 June 2015	Draft Final Evaluation Report	The draft will be submitted to the IEC and Board of Directors for review.
Monday, 29 June 2015	Formative Feedback Session with the GPE Board and the IEC	Core members of the evaluation team will meet with the IEC and the GPE Secretariat leadership to receive feedback.
Wednesday, 30 September 2015	Final Evaluation Report	The Final Evaluation Report will be submitted to the IEC.
October 2015 TBC	Presentation of the Final Evaluation Report	The co-leads of the evaluation team will present the Final Evaluation Report at a GPE Board meeting.

Limitations and Mitigation Strategies

Limitations	Mitigation Strategies/Comments
The GPE, in particular the Secretariat, continued to undergo numerous changes during the conduct of the evaluation. This included carrying out an Organizational Review of the Secretariat, and taking first steps to address related observations and recommendations. This made it challenging for the evaluation to assess the effects of previously made changes or make related recommendations given that certain management and operational issues were no longer relevant.	Throughout the report the evaluation team acknowledges areas that are work in progress, but also notes that it is too early to assess the effects of these newly introduced changes (e.g. of the new GPE Funding Model 2015-2020). Further, the analysis draws upon recent analytical work commissioned by the Secretariat or Board, including the 2014 organizational review as well as internal GPE documents on the ongoing strategic planning process.

Limitations	Mitigation Strategies/Comments
<p>The Norwegian Agency for Development Cooperation (NORAD) commissioned an evaluation of support to UNICEF in GPE countries. There is overlap in the timing of that evaluation with this interim evaluation. Associated risks include duplication of countries, evaluation fatigue on the part of interviewees, and failure to leverage synergies across the two evaluations.</p> <p>To date, the evaluation process has not benefited from exchange with the NORAD evaluation team. This has limited the ability of both teams to compare data and insights, and thereby verify or revisit emerging findings.</p>	<p>The selection of countries visited by the NORAD evaluation team was taken into consideration when establishing country selection criteria for this study by limiting the number of field mission countries that would overlap to two – Madagascar and Ethiopia. In both of these countries the evaluation team was able to conduct their site visits prior to those from the NORAD evaluation team.</p> <p>Since the fall of 2014 the two co-team leaders for this evaluation made several attempts to reach out to the NORAD evaluation team, but only received a first response in March 2015 with a conversation forthcoming.</p>
<p>GPE Document and Grant Review:</p> <p>Inconsistent and evolving grant reporting formats, which differ according to the requirements of the particular supervising or managing entity, and the lack of a common results framework prevented detailed cross-country comparisons. The lack of clear component breakdown in the budgets of many GPE grants prevented a rigorous analysis of the types of activities GPE funds.</p>	<p>To address inconsistencies in documentation, the evaluation team created a standardized tool for document review and used a team of analysts to cross check emerging findings.</p> <p>The evaluation team also referred to and triangulated/verified findings with similar GPE published documents such as the GPE Results for Learning Report 2014/15 and GPE’s 2014 Portfolio Review.</p>
<p>Rapid Organizational Review:</p> <p>Response rate for the partner survey was very low at 14%, in spite of two reminders sent out via email.</p> <p>In trying to contact former GPE staff, the evaluation team had a difficult time collecting contact information from the GPE Secretariat, which did not have these details on file. A list of 32 names was compiled however tracking email addresses down for these former staff proved time consuming.</p> <p>In depth interviews with and the survey of GPE Secretariat staff could only commence in 2015 due to the high workload of the Secretariat between September and December 2014, including their engagement in the Organizational Review. The timing of data collection activities posed modest</p>	<p>The evaluation team conducted an analysis of the operational and technical data based on the online survey program “backdoor” report. Below is a summary breakdown of how the Partner Survey was received by the recipients and what the recipients did with it.</p> <p>Of the 744 GPE identified recipients of the survey via an email invitation and link to the online Partner Survey, there were a total of 110 respondents, 18 bounced back, and 713 were sent reminders midway through the two week submission period. Given the low rate of return of 14% we reviewed the data and cautiously integrated the results into the report. Nevertheless, conducting this survey remains important for reasons of inclusiveness and credibility.</p> <p>The evaluation team spent considerable time and resources collecting email addresses of former staff (some collected from extensive web searches while most from the IEC and evaluation teams own networks). In spite of difficulties obtaining the list of 32 former staff provided by the GPE, half (16) of the email addresses were recovered.</p> <p>Upon the request of the leadership of the GPE, the evaluation team delayed the Survey of Secretariat staff from the fall of 2014 to the end of January 2015 to ensure that there would be no evaluation fatigue. The evaluation team drew upon the organizational review report and conducted an interview with the lead</p>

Limitations	Mitigation Strategies/Comments
<p>limitations to the evaluation team’s ability to analyze and synthesize all Secretariat-related data in time for the zero draft of this report.</p>	<p>consultant of the review to avoid duplication of findings and recommendations that the GPE had already started to act upon.</p> <p>Interview and survey data underwent a first round of analysis and synthesis, the results of which are reflected in the zero draft report.</p>
<p>Additionality of Funding Analysis:</p> <p>Some issues arose with the quality, reliability and consistency of data across countries. There were difficulties in ascertaining attribution of “effect or additionality” to the GPE given there is no counterfactual data and that there are many potential influencers of education financing as well as in obtaining detailed responses to questions on additionality, especially those aiming to identify substitution, displacement and re-distribution.</p> <p>In addition, initial interviews suggested that most interviewees are only able to respond to questions of additionality at a broad level.</p>	<p>To mitigate these challenges, the evaluation team consulted with representatives of the GMR as well as Government Spending Watch to ensure data quality and consistency. Where possible, the team analyzed pre and post 2010 trends in education financing and relied on numerous stakeholder interviews to ascertain GPE’s influence on trends in education financing.</p> <p>Efforts were made to triangulate perceptions of additionality with national budget data, though such data was also challenging to attain in some contexts.</p>
<p>18 Country Field Missions:</p> <p>Difficulties in obtaining feedback from some of the GPE Secretariat country leads, and, later, from some of the appointed liaison persons at the country level led to delays in the planning and conduct of the 18 in-country and virtual field missions. As a result, the zero draft evaluation report only draws upon a first and quick round of analyzing and synthesizing data deriving from the 18 countries.</p> <p>In several countries, especially those addressed through virtual field missions, the evaluation team sometimes obtained names and coordinates of only a limited number of relevant stakeholders, not all of whom responded to email or phone requests for interviews, or to interventions from the appointed country liaison (often the respective SE/ME or CA). This limited the number and diversity of stakeholders that the evaluation team was able to consult with in some countries.</p> <p>A third limitation was that in some cases key country-level stakeholders in the visited countries were unavailable for consultations during the time of the site visit.</p> <p>Finally, communication problems and delays were caused by the political instability in Yemen.</p>	<p>The evaluation team proactively reached out to the GPE Secretariat evaluation liaison officer in the M&E unit to assist with identifying and obtaining a response from all relevant country leads.</p> <p>As soon as one or more country level liaison persons per country had been identified the evaluation team corresponded directly with these, to ensure that national stakeholders were informed as early as possible of the purpose and proposed approach to the in-country and virtual site visits.</p> <p>For the virtual visits, all potential interviewees suggested by the GPE Secretariat and SE/ME or CA in the country were contacted at least twice, and often four or five times to try and arrange for an interview. In many cases, interviews were rescheduled repeatedly to accommodate the availability of the respective stakeholders.</p> <p>For in-country missions, the evaluation team followed up with individuals who had not been available during the time of the site visit, and either conducted telephone interviews with them at a later stage, or scheduled a face to face meeting between the respective individual and the national/regional consultant.</p> <p>Persistent follow up with members of members of the Yemen LEG resulted in the achievement a couple of important interviews.</p>

Limitations	Mitigation Strategies/Comments
<p>Comparative Analysis of Other Global Initiatives:</p> <p>The evaluation team contacted 18 stakeholders for interviews – however, conflicting schedules and unresponsiveness on the part of some stakeholders meant that only 12 interviews could be conducted.</p> <p>The interview protocol was finalised and the vast majority of interviews conducted prior to the synthesis of the overall findings and preparation of the draft report. This timing meant that new angles of inquiry could not be incorporated into the interview protocol.</p>	<p>The team reached out to informants numerous times via both email and phone to secure as many interviews as possible. In addition, the team consulted annual reports, external evaluations, and other materials publically available online to strengthen the secondary data collection and complement findings from key informants.</p> <p>Although our sequential timeline and tight timetable meant that insight on emerging themes could not be gathered from key stakeholders, the evaluation team used desk review and analysed existing literature to provide data and information on key emerging topics.</p>

Appendix 3. Evaluation Matrix

1.0 Context and GPE Evolution since the Mid-Term Evaluation of the Education Fast-Track Initiative in 2010		
Key Question(s)	Focus Area(s)	Lines of Inquiry
<p>1.1. What changes have occurred within/to GPE since the Mid-Term Interim Evaluation Report in February 2010?</p> <p>1.2. What have been key contextual developments at the global, regional, and national level that have been relevant for the GPE's evolution and performance?</p>	<p>a. Rationale for and types of (completed, ongoing and planned) changes to GPE</p> <ol style="list-style-type: none"> 1. Branding 2. Governance and Management (including the GPE Secretariat) 3. Financial structures/arrangements 4. Strategic focus (girls, quality, fragile states, etc.) <p>b. Evolution of the GPE portfolio of activities at country and global level since 2010</p> <p>c. GPE's (explicit and implicit) intervention logic (or Theory of Change) for the period 2010-2014</p> <p>d. Contextual developments at global, regional and national levels relevant in view of GPE evolution and its relevance, effectiveness, efficiency</p>	<p>Rapid organizational review (of relevant GPE documents providing information on rationale for and types of organizational changes and their implementation)</p> <p>SMEs, Document, literature and internet review of relevant global and regional contextual changes.</p> <p>Document review related to in-country and virtual site visits</p> <p>Interviews with former and current GPE stakeholders present for reforms</p>

2.0 GPE Governance, Partnership, Management and Operations		
Key Question(s)	Illustrative Indicators	Lines of Inquiry
<p>GPE Governance and Partnership</p> <p>2.1. Since 2010 to what extent have changes to GPE governance succeeded in strengthening the partnership in view of:</p> <p>2.1.1. Partner representation and participation in GPE governance and decision making</p> <p>2.1.2. Partner accountability and commitment to GPE principles and related obligations</p> <p>2.1.3. Relevant, effective and efficient planning and decision making</p> <p>2.2. What, if any, have been the effects of efforts to make the GPE more independent from the World Bank?</p> <p>2.3. How do GPE governance modalities compare with those of other global multi-stakeholder initiatives?</p>	<ol style="list-style-type: none"> 1. Changes to partner representation on the GPE Board and their increased participation in strategic, financial, and other decisions 2. Evidence of donor influence being more clearly linked to their (financial and other) contributions to the GPE 3. Evidence of GPE partners being held accountable to GPE principles and their related commitments 4. Evidence of positive or negative effects of changes made to: <ol style="list-style-type: none"> a. The GPE Secretariat hosting MOU with the World Bank b. The introduction of senior leadership in the GPE (CEO) c. Rebranding the partnership d. Criteria for organizations selected as supervising/managing entities e. The creation of the partnerships and external relations unit f. The approved policy on conflict of interests. 5. Relation of GPE governance modalities with lessons learned/practices in the governance modalities of other global multi-stakeholder initiatives, and rationale for differences (if applicable) 	<p>Rapid organizational review of the GPE Secretariat</p> <p>Consultations with GPE stakeholders</p> <p>Comparison of GPE with other multi-stakeholder initiatives</p> <p>In-country and virtual site visits</p>
<p>GPE Management and Operations</p> <p>2.4. To what extent have organizational changes succeeded in strengthening the capacity and performance of the GPE Secretariat in view of:</p> <p>2.4.1. Country support and guidance</p> <p>2.4.2. Monitoring and evaluation of the GPE</p> <p>2.4.3. Resource mobilization</p> <p>2.4.4. Communication and advocacy,</p> <p>2.4.5. Partner coordination</p> <p>2.4.6. Innovation and learning</p>	<ol style="list-style-type: none"> 1. Evidence of further alignment of GPE roles and responsibilities with changes in Secretariat’s human and financial capacity. 2. Evidence of positive and negative changes to Secretariat performance in the noted areas, i.e. <ol style="list-style-type: none"> a. Quantity of country support and guidance b. Quality country support and guidance c. Increase in availability and use of tools, frameworks, strategies etc. to monitor and evaluate GPE performance d. To the number or types of efforts/approaches to resource mobilization e. Quantity or quality of Secretariat efforts directed at communication and at advocacy 	<p>Rapid organizational review of the GPE Secretariat</p> <p>Consultations with relevant global stakeholders</p> <p>Comparison of GPE with other multi-stakeholder initiatives</p> <p>Review of GRF/CESF</p> <p>59 country desk review</p>

2.0 GPE Governance, Partnership, Management and Operations		
Key Question(s)	Illustrative Indicators	Lines of Inquiry
<p>2.5. What effects have changes to the scope and configuration of partnership activities had on GPE relevance, effectiveness, and efficiency?</p> <p>2.5.1. Effects of decisions taken on which EFA goals and sub-sectors to support and how (technical and/or financial support)</p> <p>2.5.2. Decisions on broadening GPE's reach/eligibility to include fragile and conflict affected states</p> <p>2.5.3. Phasing out of the Catalytic Fund, and introduction of a single GPE fund</p> <p>2.6. How do GPE management structures and operational modalities compare with those of other global multi-stakeholder initiatives?</p>	<ul style="list-style-type: none"> f. To the number or quality of GPE Secretariat efforts related to partner coordination g. To the number or quality of GPE Secretariat efforts directed at facilitating innovation and learning among partners <p>3. Evidence of positive effects deriving from changes to the scope and configuration of partnership activities</p> <ul style="list-style-type: none"> a. The extent to which GPE financial and technical assistance supports the EFA goals and education sub-sectors envisaged in its strategic plan b. Increased GPE support to fragile and conflict affected countries c. The extent to which current fund allocation criteria, application and approval processes are transparent and appropriate for target countries d. Extent to which GPE funds are long-term and predictable e. GPE funds are provided in ways that promote and reward successful planning, policy and performance, and which encourage country level coordination, harmonization and alignment <p>4. Evidence of any negative effects deriving from changes made to the scope and configuration of partnership activities (e.g. negative effects on non fragile/conflict affected states in terms of available funding/support)</p> <p>5. Correspondence of GPE management and operational modalities with related lessons learned/ practices in other global multi stakeholder initiatives, and rationale for differences.</p>	<p>In-country and virtual site visits (including country-specific document review and stakeholder consultations)</p>

3.0 GPE at the Global Level		
Key questions	Indicative indicators	Lines of Inquiry
<p>GPE global contributions</p> <p>3.1. What have been the major contributions of the partnership at the global level since 2010?</p> <p> 3.1.1. Developing and promoting harmonized education goals and metrics</p> <p> 3.1.2. Improving development effectiveness</p> <p> 3.1.3. Increasing the visibility of education as a key strategy for the health, wealth and stability of nations</p> <p> 3.1.4. Continuously improving through innovation and by promoting best practice</p> <p>3.2. What role have the following GPE programming areas/dimensions played in view of the noted contributions?</p> <p> 3.2.1. The GRA</p> <p> 3.2.2. The CSEF</p> <p> 3.2.3. Global level GPE Secretariat activities (e.g. advocacy, facilitation, coordination)</p> <p> 3.2.4. Global level activities of the wider matrix of GPE partners</p> <p>3.3. To what extent are GPE global and country level resources and activities aligned and utilized for optimum performance?</p>	<p>Evidence of:</p> <ol style="list-style-type: none"> 1. GPE contributions according to GPE’s strategic vision to: <ol style="list-style-type: none"> a. Developing and promoting harmonized education goals and metrics b. Improving development effectiveness c. Increasing the visibility of education as a key strategy for the health, wealth and stability of nations d. Continuously improving through innovation and by promoting best practice 2. Specific contributions made to global level achievements through the GRA, CSEF, Secretariat activities, and activities of the wider matrix of GPE partners respectively. 3. Strengthened synergies between GPE global and national level contributions/change processes 4. Appropriateness of resource allocation to global and country level respectively 5. Correspondence of GPE management and operational modalities with related lessons learned/ practices in other global multi stakeholder initiatives, and rationale for differences. 	<p>Rapid organizational review of the GPE Secretariat</p> <p>Consultations with global GPE stakeholders</p> <p>Review of GRF and CESF</p> <p>Additionality assessment</p> <p>Comparative Analysis of Global Initiatives</p>

4.0 GPE at the Country Level		
Key Question(s)	Illustrative Indicators	Lines of Inquiry
<p>4.1. What evidence exists of positive changes to national capacity since 2010 to formulate, implement and monitor education sector policies? How relevant and appropriate has GPE support been in the respective country context? In particular in fragile states?</p> <p>4.2. To what extent have organizational changes within the GPE since 2010 contributed to improvements in country capacity?</p> <p>4.2.1. What contributions have been made by technical support provided by the GPE Secretariat, and how?</p> <p>4.2.2. What contributions have been made by GPE programs of funding (EPDP, PDP and PIG), and how?</p> <p>4.2.3. How effective and efficient have the coordinating, supervising and managing entities been in carrying out their role, and with what effects?</p> <p>4.2.4. What contributions have been made by GPE partnership and coordination activities at the country level?</p> <p>4.3. How effectively have the GPE partners addressed emerging challenges e.g. as regards financial issues or partner relations?</p> <p>4.4. What factors other than GPE support are likely to have influenced changes in country capacity during the period under review?</p>	<p>Evidence of:</p> <ol style="list-style-type: none"> 1. Higher relevance, quality, or more transparency of education sector plans, programs, joint sector reviews and related processes 2. Improved quantity and quality of country efforts made to monitor and report upon education program implementation. 3. Higher relevance and appropriateness of GPE financial and technical support (through Secretariat and broader matrix of members) 4. Improved effectiveness of Secretariat technical contributions and guidance 5. Improved effectiveness of GPE financial support to the respective country 6. Coordinating, managing and supervising entities being effective and efficient in supporting country level policy processes 7. Evolving GPE partnership & coordination activities (e.g. GPE support for LEGs, donor coordination, CSO participation) having positively influenced transparency, participatory nature, effectiveness of education policy processes. 8. Appropriate GPE operational and management policies, standards and mechanisms being in place to address country level challenges 9. Factors other than GPE that have positively or negatively influenced progress in the education sector. 	<p>In-country and virtual site visits</p> <p>59 country review</p> <p>Review of GRF/CSEF</p> <p>Additionality assessment</p>

5.0 Additionality		
Key Question(s)	Illustrative Indicators	Lines of Inquiry
<p>5.1 What effect or additionality has the GPE had on the global flow of resources for basic education?</p> <p>5.1.1 What is the GPE's effect or additionality on the <i>amount</i> of global financial resources for basic education and total education for GPE countries?</p> <p>5.1.2 What is the GPE's effect or additionality on the <i>flow</i> of global financial resources for basic education and total education for GPE countries?</p> <p>5.1.3 What is the GPE's effect or additionality on the <i>quality</i> of the global financial resources?</p> <p>5.2 What effect or additionality has the GPE had on the flow of resources (national and international) for education at the country level?</p> <p>5.2.1 What is the GPE's effect or additionality on the amount of financial resources for basic education and total education at the country level?</p> <p>5.2.2 What is the GPE's effect or additionality on the flow of these financial resources at the country level?</p>	<p>1. Change in;</p> <p>a. Amount of global financial resources pledged, received and disbursed through GPE for basic education and total education</p> <p>b. Amount of global financial resources disbursed from the top 10-15 donors to basic education and total education (not through the GPE)</p> <p>c. Allocation of GPE resources committed, received and disbursed to GPE channels and modalities, countries, sub-sectors and education issues that align with the GPE strategic objectives and priorities</p> <p>d. Allocation of top 10-15 donors' resources to countries, sub-sectors and education issues that align with the GPE strategic objectives and priorities</p> <p>2. Evidence of the GPE's effect on all of the above for example through augmented efforts in mobilizing funding for education at the global level, adherence to Busan/ Paris aid agreements</p> <p>3. Change in:</p> <p>a. Amount of financial resources pledged, received and disbursed through GPE for basic education and total education in a particular country</p> <p>b. Amount of non-GPE resources disbursed to basic education and total education in a particular country</p> <p>c. Allocation of GPE resources committed, received and disbursed to GPE channels and modalities, sub-sectors and education issues that align with the GPE strategic objectives and priorities in a particular country</p>	<p>Review of key GPE documents</p> <p>59 country review</p> <p>Interviews with global stakeholders</p> <p>In-country and virtual site visits</p> <p>Comparative assessment</p> <p>GRA and CSEF review</p> <p>Document review</p> <p>Additionality assessment</p>

5.0 Additionality		
Key Question(s)	Illustrative Indicators	Lines of Inquiry
5.2.3 What is the GPE's effect or additionality on the quality of those financial resources at the country level?	<ul style="list-style-type: none"> d. Allocation of non-GPE resources to sub-sectors and education issues that align with the GPE strategic objectives and priorities in a particular country 4. Evidence of: <ul style="list-style-type: none"> a. GPE supporting country level partners to mobilize funds and for their priority sub-sectors b. GPE promoting adherence to Busan/Paris aid agreements for example length of financial commitments, proportion of funds disbursed, sustainability 	

6.0 Lessons Learned and Forward-Looking Recommendations		
Key Question(s)	Illustrative Indicators	Lines of inquiry
<p>6.1 What lessons emerge in view of:</p> <ul style="list-style-type: none"> a. Changes made to GPE governance, management and operations? b. The GPE as a partnership? c. The relevance, effectiveness, and efficiency of GPE programming/support at the global level? d. The relevance, effectiveness, and efficiency of GPE programming/support at the country level? e. Synergies and alignment between GPE global and county level engagement? 	Synthesis of all above	All above
<p>6.2 What recommendations derive from evaluation findings?</p> <ul style="list-style-type: none"> • What actions might improve the effectiveness, efficiency, and relevance of GPE at the global level? • What actions might improve the effectiveness, efficiency and relevance of GPE at the country level • What actions might improve the effectiveness, efficiency, and relevance of GPE organizational arrangements? • What areas or issues may merit special consideration in the future impact evaluation? 	Synthesis of all above	All above

Appendix 4. Organizational/Global Theory of Change

Re-constructing the GPE Theory of Change for the period 2010-2014

Purpose: Primarily the reconstructed ToC has been an internal tool for the evaluation team to ensure a shared understanding of what the GPE has been trying to do during the period under review, and how. The (draft) ToC was for elaborating evaluation questions and/or indicators. It further allowed highlighting where the partnership is working based on explicit assumptions and objectives, and such logical links have largely remained implicit. In view of evaluation findings the ToC helped to visually indicate aspects of the assumed GPE logic that are not (yet) backed up by evidence. During the inception phase the **GPE had indicated that it was not interested in the evaluation team developing a forward looking or improved Theory of Change** as it is itself currently working on developing a new ToC.

Process of developing the reconstructed ToC: In a **first step**, the evaluation team captured **quotations** from existing GPE strategic documents developed during the period under review that describe what GPE is, does, how, and why. This includes the existing GPE Theory of Change for country level processes (as shown in the Results for Learning Report 2013). Related insights are captured in the two '**Action Theories**' for the country and global level respectively that are presented below. For each of these action theories the evaluation team then formulated a set of key underlying assumptions both related to the logical links between different 'steps' in the theory, as well as to linkages and synergies between global and country level GPE interventions and results.

In a **second step**, the evaluation team developed one **integrated program Theory of Change** for GPE that combines its (basic) results chain and action theory/theories for both global and country level. The noted underlying assumptions also apply to this combined ToC.

Dimensions of the GPE: During a meeting in early September 2014, GPE Chief Technical Officer Karen Mundy suggested to that the evaluation take into account the following two dimensions: a) **Global** versus **National**, and b) **GPE direct contributions** (i.e. funding, as well as advocacy and technical assistance through the Secretariat), versus those made by the **broader matrix of GPE partners**. The following deliberations reflect these dimensions and provide a preliminary exploration of their intended mutual influences.

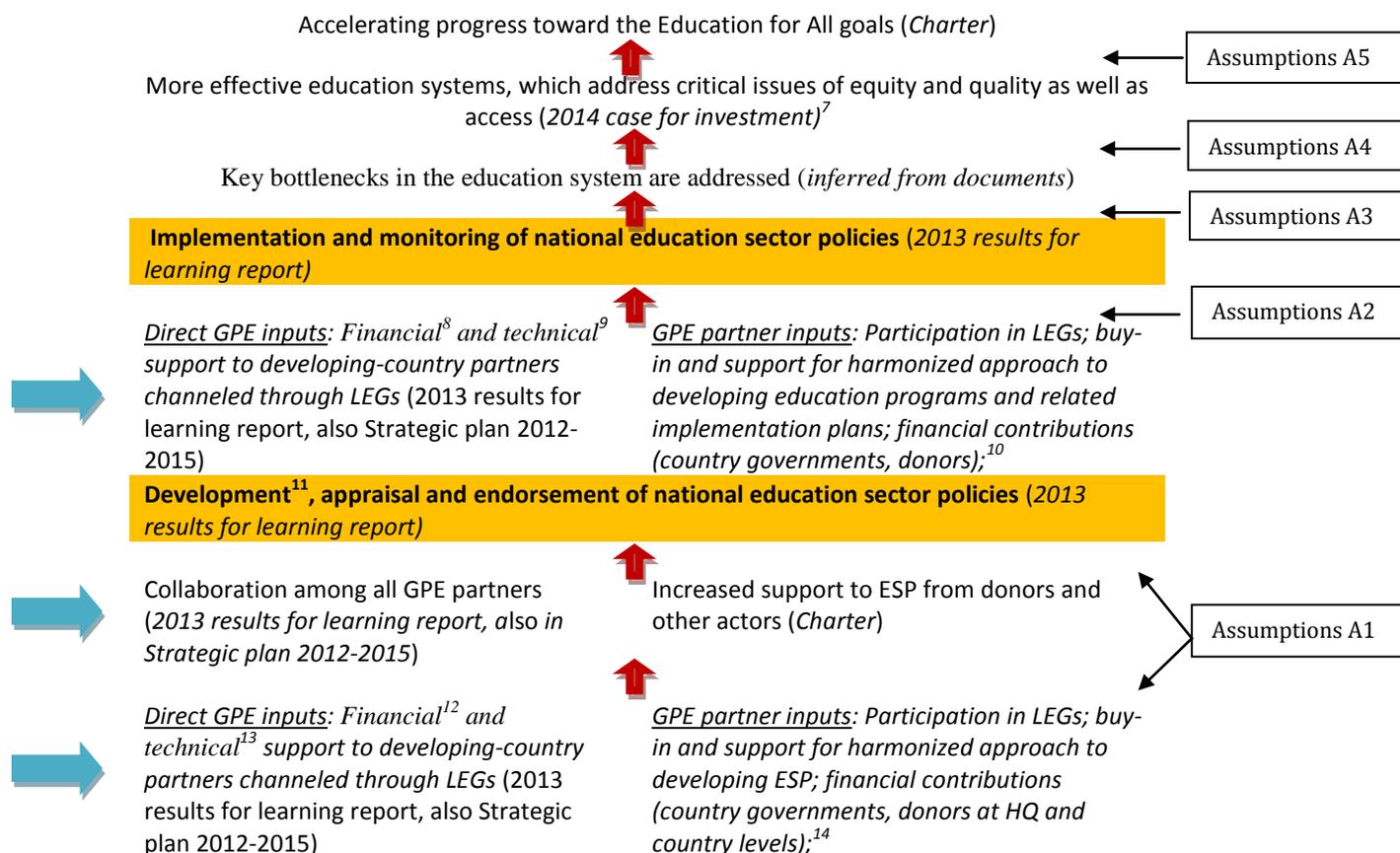
On the following pages

- 1) We first present the respective **Action Theories** for GPE at country and global level respectively. Each is followed by a discussion of key underlying assumptions. These are the same assumptions that also apply to the reconstructed full Theory of Change.
- 2) This is followed by deliberations on how global and country levels relate to each other
- 3) Finally, we present a (draft) **combined Theory of Change** for GPE overall.

The purpose of sharing the items under points 1 and 2 is to explain and **make transparent how we arrived at the (draft) Theory of Change**, given that the ToC deliberately focuses on key change processes, but omits some of the detail included in the respective Action Theories.

GPE Country level action theory

The following **combines** a) the GPE Model at the country level, b) the country level theory of change as outlined in the 2013 Results for Learning Report (p.7 and p. 11 respectively), as well as c) self-descriptions of GPE as found in other strategic documents. **Blue** arrows indicate where we see the **global ToC** influencing the country level one. Columns in **orange** mark key milestones in the GPE supported processes that are aligned with specific GPE grants.



⁷ Can be broken down into four GPE Goals 2012-2015 – i.e. Access for all, Learning for all, Reaching every child, Building for the future.

⁸ Through: **Education Plan Development Grants, Program Development Plan Grants, Program Implementation Grants**, but also through the **Civil Society Education Funds** which are supposed to enhance the role played by CSOs during ESP development and monitoring

⁹ **ESP implementation and monitoring:** Quality Assurance Review for Programme Implementation Grant, Participation of GPE Secretariat in joint sector review (*2013 Results for Learning Report*).

¹⁰ No explicit source, implied in various docs

¹¹ Based on: Identification of key issues and challenges in the education sector, Building of a common understanding of key challenges and priorities, Development of sustainable strategies to reach identified goals.

¹² Through: **Education Plan Development Grants, Program Development Plan Grants, Program Implementation Grants**, but also through the **Civil Society Education Fund** which are supposed to enhance the role played by CSOs during ESP development and monitoring.

¹³ For **ESP Development:** Facilitation of the process of Education Plan Development Grant; Comments on ESP, Comments on Appraisal Report. (*2013 Results for Learning Report*)

¹⁴ No explicit source, implied in various docs

Discussion

Note: As we do not yet have sufficient evidence to confirm or critique the following assumptions, the discussion focuses on what the evaluation will do to test their validity. Assumptions are shown in black font, while their discussion is shown in red.

Rationale assumption¹⁵

The rationale assumption of this ToC is that “adequate financial and technical support to ensure a robust education policy process leads to improved education sector policies, which, in turn, leads to improved education outcomes among children and youth (*2013 results for learning report*) →

While it seems reasonable to assume some link between education policy and education outcomes, the assumption as currently formulated constitutes a considerable jump in logic that omits intermediate steps related to addressing specific bottlenecks to quality education in each country. Whether and to what extent related measures lead to improved education outcomes is contingent upon adequate implementation capacity in the respective country that determines whether specific education programs are executed in a quality manner. .

Causal link assumptions¹⁶

These assumptions either explicitly or implicitly underlie the transitions from one activity and results level to the next. Where applicable, sources of these assumptions in GPE documents are referenced. In other cases we have made explicit what is inferred by the assumed logical relation between the two steps.

A1 - From GPE and GPE partner inputs to ESP endorsement and development of Education Programs

- **LEGs and national governments, with GPE Secretariat support, have adequate planning capacity to develop relevant, realistic ESPs.** → The evaluation (in particular through the country case studies) explored how differences in existing and evolving country capacity influence the duration and/or quality of ESP and education program development process.
- **Two elements are common to the various stages of the policy cycle and are essential for a successful process: strong political will and a participatory approach.”** (*2013 results for learning report*)¹⁷ -→ Both aspects were explored, especially in the country case studies. To the extent possible the evaluation explored questions such as: what factors appear to influence/determine ‘political will’ (e.g.: does the GPE global component play a role in influencing the global discourse/consensus on ‘what works’ in education, and, if so, does this influence political will at the country level)? What are the (perceived, proven)

¹⁵ **Rationale assumptions** identify the underlying hypotheses or mechanisms on which an intervention is founded, e.g. they elaborate the reasons for why a certain approach or strategy was selected, and to what end. The rationale for most interventions is based on some prior evidence and experience. Source: John Mayne: *Using Theories of Change in the Agriculture for Nutrition and Health (A4NH) CGIAR Research Program*. Unpublished Draft, March 2014. See also: Mayne, J. (forthcoming). *Using Theories of Reach to Enhance Equity Considerations in Evaluation. Speaking Justice to Power: Ethical and Methodological Challenges for Evaluators*. K. Forss and M. Marra, Eds, Transaction Publishers.

¹⁶ **Causal link assumptions** relate to how and why the assumed transitions between stages in a change process will take place, e.g. what has to happen for these causal linkages to be realised? Source – as for footnotes 10.

¹⁷ This assumption is also relevant in relation to the following link (A2) – from ESP development to its implementation.

benefits and limitations of using a participatory approach? E.g. does it make decision making more lengthy and costly? If so, what are compensating benefits? To what extent do stakeholders in different countries feel that the process has really been participatory? What types of limitations apply?

- **Coordinating Agencies, Supervising and Managing Entities work effectively.** → This was explored at the country level, including factors appearing to influence whether/how effective the respective entities are in facilitating the work of the LEGs and their communication with the Secretariat. This incorporated gathering stakeholder views on the process and outcome of selecting a CA/SE or ME.

A2 - From ESP development to Education Program implementation and monitoring

- (Based on efforts that have led to ESP endorsement there will be) strong and increased domestic financial support to education (*Charter*). This is linked to the expectation that education sector plans and budgets are strongly anchored in national budgets and plans and a realistic perspective of expected external resources. (*Charles Tapp document*) → The evaluation reviewed if there is evidence of additionality of resources, or rather of substitution, and, if so, in what areas.
- GPE allocations to the respective country allow for the development and implementation of relevant (i.e. reasonably sized) interventions that are likely to make a difference. (*inferred*) → This was explored at the country level, e.g. to what extent did indicative allocations prove to be adequate or not? What were factors that influenced differences in this regard? An additional consideration can be whether the assumption holds true that financial support/funding acts as a motivator to initiate and implement education reform in the most relevant areas (rather than perpetuating ineffective and inefficient systems).
- Coordinating Agencies, Supervising and Managing Entities work effectively. → see A1
- Adequate national capacity exists (or is being developed) to implement Education Programs. (*inferred*) → Again, this was explored at the country level. Related questions: what, if any, have shown to be key capacity bottlenecks? To what extent have GPE partners/the GPE Secretariat provided adequate support to identifying and addressing existing capacity gaps?

A3 and A4- From ESP implementation and monitoring to improved education systems

- Education Programs developed and implemented with GPE support address the key bottlenecks preventing equitable access to quality education in the respective country (*inferred*) → The evaluation explored what sub-sectors/specific issues GPE supported Education programs have addressed. In-country and virtual site visits elicited national stakeholder views on the extent to which these issues (linked to the GPE objectives) have indeed addressed some/most/all of the key bottlenecks in the education sector.
- Implementation and monitoring of ESPs leads to increased accountability for sector results (*GPE Charter, 2014 Case for investment*) – this implies the assumptions that countries have both the resources and capacity (technical skills, systems, human resources) to a) effectively monitor ESP implementation, and b) hold relevant policymakers and other stakeholders accountable for progress towards national education goals . → This was explored both in the Review of GPE Documents and Grants (i.e. do documents provide information on what is being done/where are gaps in view of ESP monitoring; e.g. are sector reviews helpful in this regard? Do they note areas for change? What role does data quality play in this regard?) Similarly, it was addressed in the country case studies and virtual site visits – what are experiences to date with monitoring the ESP and using related

findings to hold policymakers and others accountable? What have been challenges? Are there areas that could be addressed more/differently by the GPE?

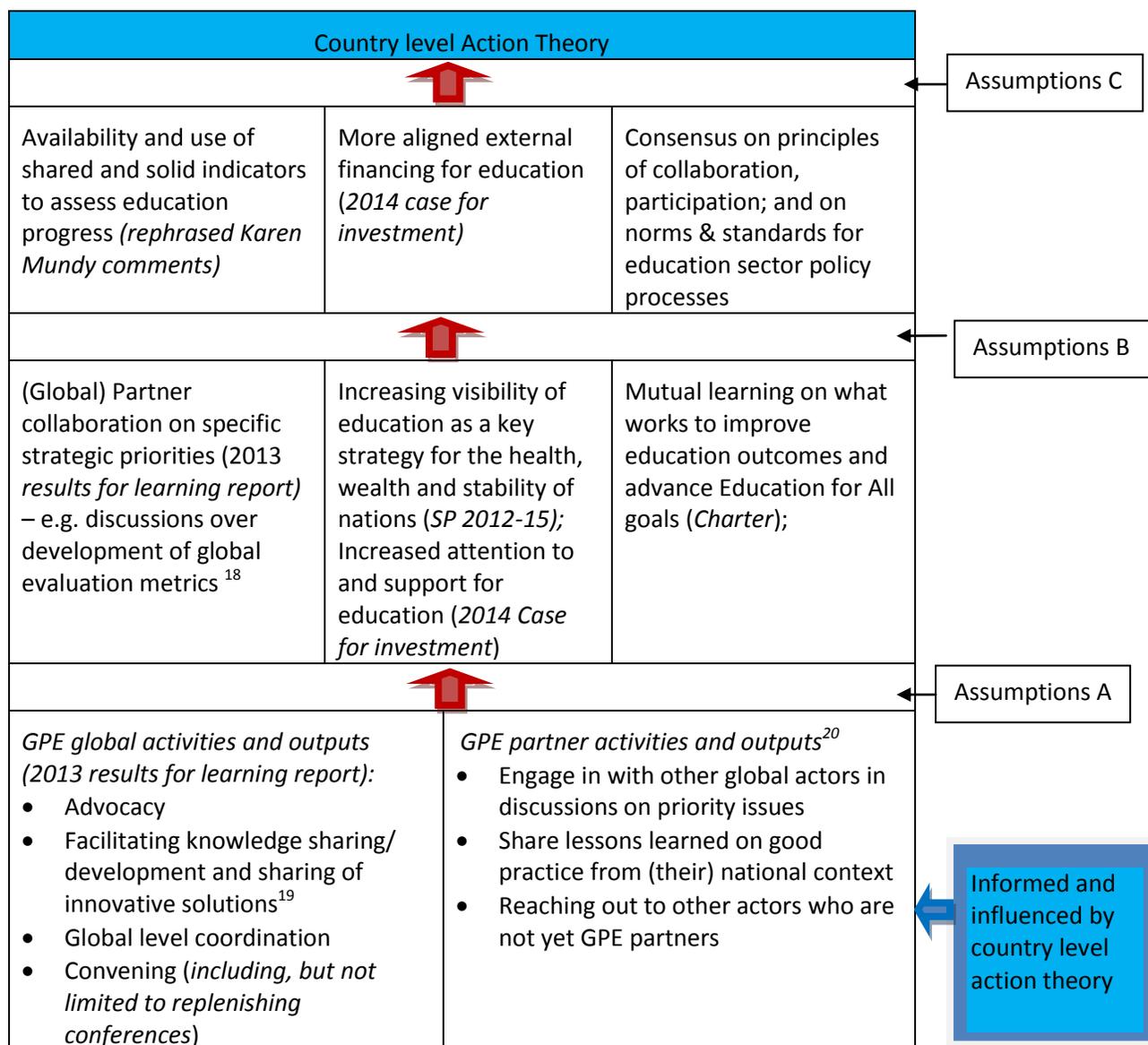
- Addressing key bottlenecks in the education system leads to better equity, access, and quality of education received. → While this assumption is intuitively convincing, GPE documents reviewed provide very little, if any, information that would allow ‘unpacking’ the complex processes underlying positive change in relation to each of the different bottlenecks addressed by different education programs supported by GPE. In some cases, the links to influencing equity, access, and/or quality of education may be more direct than in others. Given that this is approaching ‘impact’ territory, the interim evaluation was not able to provide strong answers on whether GPE is making a difference in view of changing the quality of education received (as well as equity and access). Instead, focused on exploring whether, given its current resource levels and types of interventions, the GPE is likely to directly influence sector (education outcome) level impact at all.

A5 – From improved education systems to progress toward the Education for All goals

- **GPE ultimately contributes to accelerating progress toward the Education for All goals** (*Charter*) → While the EFA goals include reference to youth and adult education, GPE has – to date – focused on basic education. The evaluation team explored related internal and external discussions and arguments both for and against maintaining this focus.

GPE Global Action Theory

Existing GPE strategic documents provide a variety of descriptions of the partnership’s (intended) role and activities at the global level, but remain vague or silent about envisaged results and on how the assumed ‘bridging’ of global and national levels is expected to occur. Outlined below is the evaluation team’s attempt at making some of the implied logical assumptions explicit. Items in blue note where/how we understand GPE global and country level efforts to influence each other.



¹⁸ Not explicitly noted in GPE documents.

¹⁹ Innovation issue not mentioned in results for learning report, but noted by Karen Mundy. Knowledge sharing and development are objectives of the GRA.

²⁰ Not elaborated on in GPE documents, inferred based on our current understanding of partner contributions.

Discussion

Assumptions C

- **An important added value of the partnership lies in the bridge it provides between the global and the national** (*2013 results for learning report*); → **The evaluation explored how this 'bridging' actually takes place, and with what effects. This was of particular importance given that existing GPE documents do not provide a lot of detail on this aspect.**
- **Harmonized procedures of country governments, donors, multilateral agencies, civil society organizations, private foundations, the private sector lead to more development effectiveness and efficiency of aid for education** (*Charter*) → **This is also a relevant assumption for the country level ToC, but goes beyond that as it requires (global) agreement on the benefits of harmonization of aid etc. While globally there have been extensive discussions on the issue, and while there is general consensus on the desirability of harmonization, the evaluation explored the views of consulted donors and global thought leaders on the actual benefits and drawbacks/costs of applying this principle in practice. The same applies to the overarching assumption that achieving a meaningful breakthrough in education will require all actors working together.** *2014 Case for investment*

Assumptions B

- **Assumption that increased visibility of education as a key strategy for the health, wealth and stability of nations leads to increases in available funding for education** (*implied*). → **This is one of the questions explored in reviewing global and GPE financing trends, including in related consultations with donors.**

Assumptions A

- **Assumption that GPE plays a significant role as a convener/consensus broker.** → **The evaluation explored this through document review, as well as consultations with relevant actors involved in global through/discussion processes.**
- **Assumption that advocacy conducted by GPE or its broader matrix of partners influences convictions and, eventually, actions of relevant stakeholders** → **The evaluation was not in a position to verify this assumption, and, instead, focused on collecting perception data on what role/effects GPE advocacy is seen to have had.**
- **Assumption that experiences gained in GPE countries provide lessons that are considered relevant by actors in other contexts** → **The evaluation explored the GPE's role in knowledge sharing/mutual learning entails, and what benefits different actors see deriving from it. To what extent are GPE country experiences used, by whom and with what effects? What examples of 'innovation' exist that have been shared? This question is important in view of the raison d'être of the partnership's global focus.**

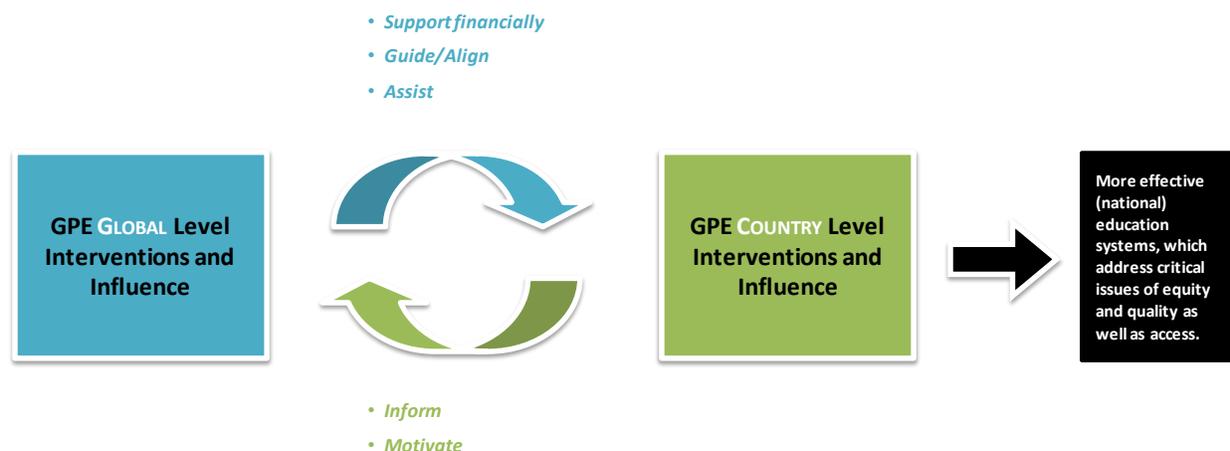
Bringing the action theories together: How GPE global and country level activities and achievements influence each other

According to GPE documents:

- "The GPE model is based on the fundamental logic that adequate financial and technical support to ensure a robust education policy process leads to improved education sector policies, which, in turn, leads to improved education outcomes among children and youth" (*2013 results for learning report*)

- “The Global Partnership works to align all efforts and funding towards the same nationally-set goals (...)” *2014 case for investment*

In other words, the GPE **ultimately intends to positively influence education outcomes at the country level** (and, in doing so, contribute to accelerating progress towards the EFA goals). This is important in view of the (ultimate) role and purpose of the *global* component of GPE, i.e. to help achieve *national* education outcomes. The picture below illustrates this understanding.



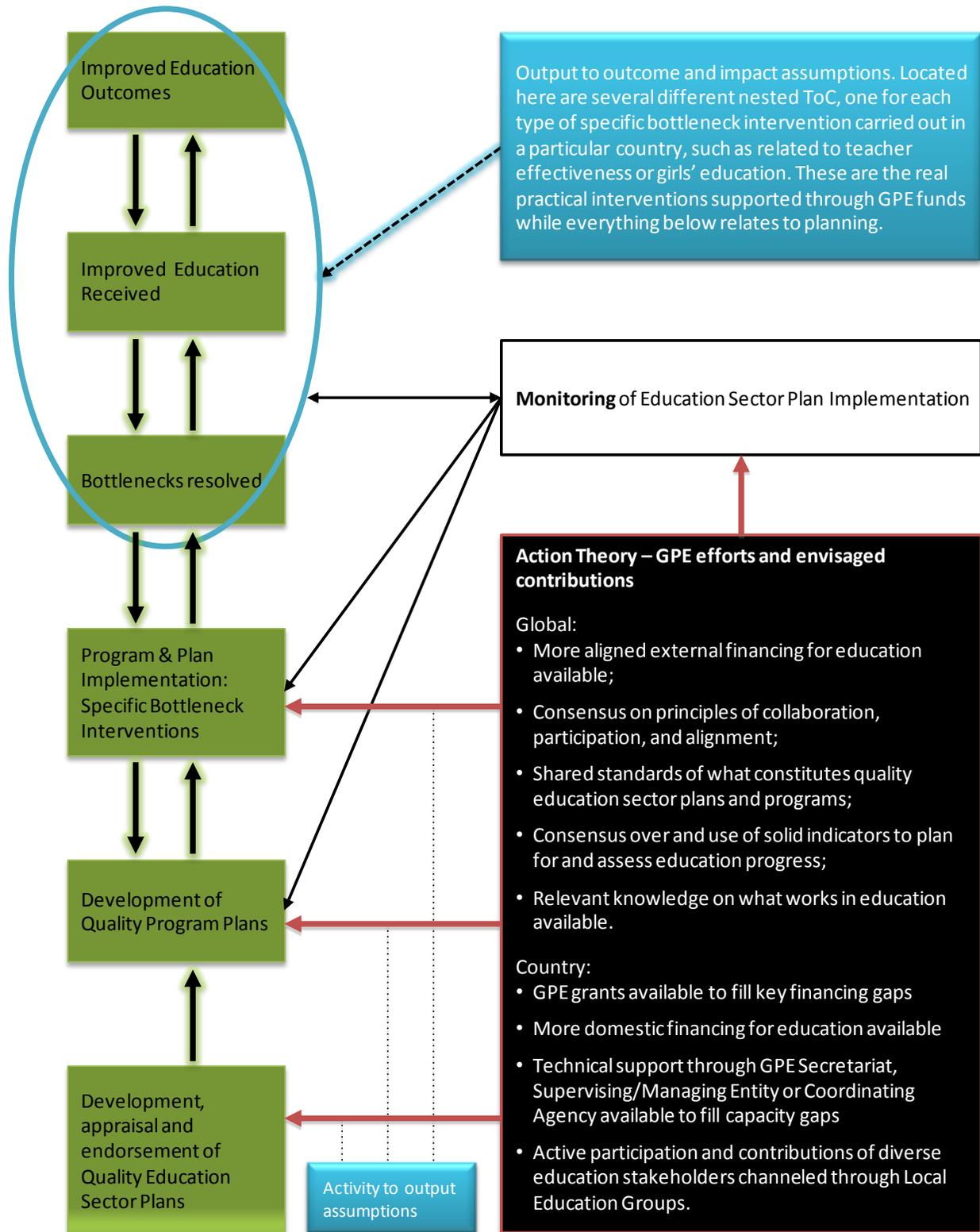
GPE Global activities and achievements support financially, guide, align and assist country level ones by contributing to:

- National and international stakeholders at the country level adopting and acting according to GPE-promoted principles of collaboration and participation; and taking into consideration GPE-promoted norms and standards for effective and inclusive sector planning processes (and harmonized aid for education) (*inferred from 2013 results for learning report*)
- The availability and accessibility of global knowledge on education policy processes and good practice to inform national ESP development, implementation and monitoring (*inferred from 2013 results for learning report*)
- The availability of more aligned external financing for education (*2014 case for investment*), and of strong and increased domestic financial support to education (*Charter*).
- Strengthened capacity of country level actors through technical assistance (through the Secretariat, through other GPE partners) for education sector reform efforts

GPE country level interventions inform and motivate global level efforts by:

- Generating experiences/lessons learned on what works, where, and when that can then be shared within broader global communities of practice (*inferred from various documents*)
- Contributing to the availability of reliable and harmonized monitoring data on education progress from more countries being available, thereby facilitating the tracking of global progress) (*inferred from various documents*).
- The availability of more and more reliable monitoring data on country performance in implementing education sector plans can positively influence (potential) donor willingness to commit to contributions to the GPE fund, and support the GPE in other ways.

(Reconstructed) Overall GPE Theory of Change



Some final remarks

- 1) The 2012-2015 GPE Strategic Plan (p17f) notes that the Global Partnership will “leverage the reach, skills, leadership and resources of its partners by
 - Increasing visibility of education as a key strategy for the health, wealth and stability of nations
 - Supporting countries to develop and implement good education plans with are sustained and country-led
 - Strengthening the quality, effectiveness and efficiency of government systems
 - Continuously improving through innovation and by promoting best practice
 - Developing and promoting harmonized education goals and metrics
 - Improving development effectiveness”.

While we have not quoted all of these items explicitly, they are, in essence, reflected in the global and/or country level action theories above.

- 2) The GPE Strategic Plan outlines five **objectives** for the period 2012-2015.
 - Fragile and conflict affected states able to develop and implement their education plans;
 - All girls in GPE-endorsed countries successfully complete primary school and go to secondary school in a safe, supportive learning environment
 - Dramatic increase in the number of children learning and demonstrating mastery of basic literacy and numeracy skills by Grade 3
 - Improve teacher effectiveness by training, recruiting and retaining teachers and supporting them to provide a good quality education
 - Expand the volume, effectiveness, efficiency and equitable allocation of external and domestic funding and support to education in GPE-endorsed countries.

In our view, it does not make sense to include these in the Theory of Change (as they have more the function of *indicators* than describing types of changes that would be different from the ones already noted in the ToC).

Appendix 5. Key Changes in the FTI/GPE since 2010

Change/Reform	Year	Rationale/expected effect on GPE performance
Creation of a new Board structure	2010	<ul style="list-style-type: none"> • To create a more constituency-based Board structure with equal representation of developing country partners and donor governments. • To make FTI into a much stronger partnership, requiring a much stronger partner country representation, including participation in financial decisions.
Distancing of GPE from the World Bank	2010-ongoing	<ul style="list-style-type: none"> • To reduce dependence of the World Bank, disentangle the different WB roles, and guard against conflict of interest. • “[G]iven the rebranded and reorganized functions of GPE, and the fact that the GPE is independently funded and governed, the relationship with the World Bank has matured to one that is broadly collaborative. That relationship is different in kind from the activities carried out under the Fast-Track Initiative, when the Secretariat operated as a unit of the World Bank.” (BOD/2013/11 DOC 09).
Inclusion of organizations other than the World Bank to act as Supervising and Managing Entities	2010	<ul style="list-style-type: none"> • To reduce dependence of the World Bank, disentangle the different WB roles and guard against conflict of interest. • To be open to a variety of implementing channels, with no assumption that the WB is the default supervising entity, and to encourage other agencies to compete for the management of the funds. • To have a choice of providers for countries accessing technical support through the FTI. • To allow agencies with operational and comparative advantages to manage or supervise grants to fragile and conflict-affected states.
Initiation of the Global and Regional Activities program	2010	<ul style="list-style-type: none"> • To support capacity development, knowledge sharing and knowledge development at the regional and global levels as well as at the country level when regional or global implications are expected and is complementary to the country level process (<i>Operational Manual for the GRA Program, 2012</i>). • To support education plan implementation by offering knowledge development and dissemination on how to measure and achieve the goals laid out in the three strategic directions. The GRA supports the development and implementation of education plans (<i>BOD/2011/11-DOC 06</i>). • To create a mechanism to support the three strategic directions (<i>BOD/2011/11-DOC 06</i>).

Change/Reform	Year	Rationale/expected effect on GPE performance
Rebranding of the partnership from FTI to GPE	2011	<ul style="list-style-type: none"> To rebrand the FTI with a name and identity that better expresses its purpose (<i>BOD/2011/05-DOC 10</i>). Many FTI partners feel FTI lacks visibility and brand recognition (<i>Executive Summary of Task Team on FTI Replenishment, 2009</i>).
Introduction of funding replenishment conferences. 1st in 2011 and 2nd in 2014	2011	<ul style="list-style-type: none"> To enhance accountability for donors as well as governments of developing partner countries. (<i>FTI Mid-term evaluation recommendation</i>). A replenishment covering bilateral aid would allow an increase in the resources available for FTI objectives, more effective and coordinated aid at country level and draw in FTI donor partners who have limited capacity to contribute to multilateral funds (<i>Executive Summary of Task Team on FTI Replenishment, 2009</i>). To attract contributions from non-traditional donors (<i>Executive Summary of Task Team on FTI Replenishment, 2009</i>).
Creation of a single GPE fund (e.g. sunseting of the Catalytic Fund, and consolidation of the Education Plan Development Fund)	2011	<ul style="list-style-type: none"> To ensure that support provided through the FTI is both financial and technical, and that support for capacity development is not separate from other financial support (<i>FTI Mid-term evaluation recommendation</i>). To better ensure funds for capacity development – whether for ‘endorsement’ or for program implementation – are continuous, predictable, and probably even more long-term than funds for other purposes (<i>FTI Mid-term evaluation recommendation</i>). To have partners connect FTI policy with funding (<i>Recommendations [...] and actions taken in response, 2014</i>).
Adoption of a strategic plan (2012-2015)	2012	<ul style="list-style-type: none"> To make explicit the strategic direction of the FTI/GPE and provide clarity on which EFA goals and which education sub-sectors the FTI should support, and the extent to which such support should be financial or merely technical, must be taken carefully in the light of resources available and the commitments of partners.
Endorsement of Strategic Directions of the EFA/FTI to focus on quality, fragile states, and girls’ education	2011	<ul style="list-style-type: none"> To respond to demands from developing country partners. To build on the potential strengths of a global pooled funding mechanism and to be more effective in leveraging additional resources for basic education. The broader Global Partnership affords the opportunity to drive policy goals.
Move towards greater focus on fragile states	2011	<ul style="list-style-type: none"> To enhance aid effectiveness by prioritizing funding for countries (i.e. fragile states) which lose out because of the vagaries of how bilateral agencies allocate their aid (<i>Recommendations [...] and actions taken in response, 2014; FTI Mid-term evaluation recommendation</i>).

Change/Reform	Year	Rationale/expected effect on GPE performance
		<ul style="list-style-type: none"> To make sure “fragile states” are not seen as a separate category. “In reality there is always a continuum of fragility’ with states moving back and forth. There needs to be one common process that all countries follow, but with support tailored to circumstances. This approach would provide a ‘one-stop shop’ with flexible facilities, and avoid the fragmentation of activities into separate funds with different rules and processes.” <i>(Recommendations [...] and actions taken in response, 2014; FTI Mid-term evaluation recommendation).</i> Over 40% of the 67 million children out of school worldwide live in fragile states. If focus is not given to fragile states, GPE will fail in its objective to support achievement of Education for All (<i>BOD/2011/11-DOC 06</i>).
Move focus towards girls	2011	<ul style="list-style-type: none"> To respond to demands from developing country partners (<i>BOD/2011/11-DOC 06</i>).
Move focus towards quality of education (learning outcomes)	2011	<ul style="list-style-type: none"> To respond to demands from developing country partners (<i>BOD/2011/11-DOC 06</i>). To address a global crisis in learning: around 200 million children are currently in school but learning very little (<i>BOD/2011/11-DOC 06</i>).
Creation of new Board sub-committees	2013	<ul style="list-style-type: none"> Board committees were created to make the GPE Board more strategic, strengthen the monitoring of financial and programmatic performance and results, increase attention to global education issues, and finally increase efficiency, transparency and voice.
Creation of Board Chair position	2013	<ul style="list-style-type: none"> The position of Board Chair was created to represent the GPE as a whole in political and public fora, to lead the GPE resource mobilization efforts, and to facilitate decision-making on strategies and policies.
Strategic decision to more actively engage the private sector	Ongoing	<ul style="list-style-type: none"> To attract contributions from non-traditional donors, e.g. emerging donors such as Gulf States, Foundations, larger CSOs and the private sector (<i>Executive Summary of Task Team on FTI Replenishment, 2009</i>).
Changes to the GPE financing model		
Publication of indicative allocations	2012	<ul style="list-style-type: none"> To enhance aid effectiveness by making multi-year renewable commitments (<i>Recommendations [...] and actions taken in response, 2014, FTI Mid-term evaluation recommendation</i>). To adopt key measures aimed at ensuring greater transparency with: clearer eligibility and allocation criteria; allocation decisions being made by an independent panel rather than a donor committee; a defined procedure of funding rounds as well as advance indications of funding amounts potentially available; partner countries not being excluded from the governance of the funds; transparent feedback on all

Change/Reform	Year	Rationale/expected effect on GPE performance
		<p>country applications, including those that are rejected; and a transparent procedure to appeal decisions (FTI Mid-term evaluation recommendation, 2010; Recommendations [...] and actions taken in response, 2014).</p> <ul style="list-style-type: none"> • The rules on country eligibility and geographical focus of FTI have evolved by case law and are now confusing. These issues need to be clarified as soon as possible to allow effective allocations to be made and to facilitate the replenishment (Executive Summary of Task Team on FTI Replenishment, 2009). • To make sure GPE funds are open to all IDA-eligible countries as already agreed, and not to assume that it will be in the interests of all IDA countries to seek financing support from the partnership (Tapp document, FTI Mid-term evaluation recommendation). • To move away from the initial idea of focusing on ‘best performers,’ and to change the paradigm for eligibility (FTI Mid-term evaluation recommendation, 2010; Recommendations [...] and actions taken in response, 2014). • Consistency and transparency are the main reasons for the adoption of quantitative frameworks, whereby decision-makers reach agreement on what quantifiable variables should be included in the framework and what impact they should have (coefficient), while recognizing that there will always be special situations or variables that cannot be quantified (BOD/2012/01-DOC 01). • To explicitly take into account strategic directions in a Needs and Performance Framework (NPF) (BOD/2011/11-DOC 06).
Revisions to eligibility criteria	2012-ongoing	<ul style="list-style-type: none"> • To further strengthen the points above. • To promote and reward successful planning, policy and performance and which encourage progress in country-level coordination, harmonization and alignment (FTI Mid-term evaluation recommendation; Recommendations [...] and actions taken in response, 2014).
Establishment of new funding model	2013-2014	<ul style="list-style-type: none"> • To provide funds in ways which promote and reward successful planning, policy and performance and which encourage progress in country-level coordination, harmonization and alignment. • To better engage with Ministries of Finance, and to pursue the original objective of ensuring that education sector plans and budgets are strongly anchored in national budgets and plans.

Change/Reform	Year	Rationale/expected effect on GPE performance
		<ul style="list-style-type: none"> To ensure complementarity with other funds, including domestic funds, external funds, encouraging joint financing agreements, and using funds to buy down IDA credits to ground level.
Decision to explore innovative financing	2013	<ul style="list-style-type: none"> The funds a country received must be sufficient to have an impact on its education sector and thus, innovative financing approaches should be taken into account (BOD/2014/02 DOC 06). A country that would normally be eligible for Program Implementation Grant funding, but cannot receive an allocation due to resource constraints, should be able to access any innovative financing available, such as debt buy-down (BOD/2014/02 DOC 06).
Expansion of the GPE Secretariat and changes to its organizational structure		
Expansion of the Secretariat	2010-ongoing	<ul style="list-style-type: none"> To strengthen the Secretariat and to be operationally independent of the WB and seen as such (<i>FTI Evaluation, 2010, Recommendations [...] and actions taken in response, 2014</i>). To strengthen key donor structures – in particular the LEG and Local Donor Groups for the critical role which they play – and to ensure that country level processes have adequate technical support. (<i>FTI Evaluation, 2010, Recommendations [...] and actions taken in response, 2014</i>). The Secretariat does not have enough senior staff, or enough staff or capacity overall, to help the Partnership move to a higher level of support to LEGs, including promoting political visibility and facilitating overall policy dialogue (<i>FTI Reforms, Reinvigorating the Partnership, Strengthening support for EFA Results, 2010</i>).
Increased number of staff for country support	2011-ongoing	<ul style="list-style-type: none"> To strengthen FTI partnerships at the country level through: (i) greater support to partner countries and Local Education Groups (LEGs) in the endorsement of Education Sector Plans and preparation of Catalytic Fund applications; and (ii) working with civil society through EPDF funds and outreach (<i>EFA FTI Secretariat Work Plan FY 2011</i>). To promote international good practice in the Partnership by: (i) introducing new indicators for monitoring learning outcomes for Grade 2 and Grade 4 students in low-income FTI countries (<i>EFA FTI Secretariat Work Plan FY 2011</i>). To ensure FTI partner countries develop and implement high quality education sector plans (<i>EFA FTI Secretariat Work Plan FY 2011</i>). To ensure staff are not over burdened with work as the number of developing country partners (DCPs) increases.

Change/Reform	Year	Rationale/expected effect on GPE performance
Introduction of Partnerships and External Relations Team		<ul style="list-style-type: none"> To capitalize fully on the Global Partnership for Education's bolder, more strategic and ambitious approach, as well as building on recent rebranding and the November replenishment, the Global Partnership needs a robust, forward-looking communications strategy (<i>BOD/2011/11-DOC 04 – Communications Strategy</i>). EFA and FTI continue to have a relatively low profile internationally—insufficient participation/visible support at the highest levels internationally (<i>FTI Reforms, Reinvigorating the Partnership, Strengthening support for EFA Results, 2010</i>).
Establishment of an M&E unit	2012	<ul style="list-style-type: none"> To devise a framework (and unit), agreed to and owned by all partners, for monitoring and evaluating the FTI's own activities. This must involve a clear understanding about the making and monitoring of commitments by all partners (the "compact"), at both country and global level (<i>FTI Evaluation, 2010, Recommendations [...] and actions taken in response, 2014</i>). To be responsible for monitoring elements of the Results Framework and the Accountability Matrix (<i>BOD/2011/11—DOC 05</i>).
Appointment of GPE's CEO (January 2013)	2013	<ul style="list-style-type: none"> To reduce dependence of the World Bank, disentangle the different WB roles, and guard against conflict of interest (<i>FTI Mid-term evaluation recommendation</i>). To improve performance of the GPE inside the Bank by providing more senior leadership of the secretariat (<i>BOD/2013/11 DOC 09</i>). To provide a decision-making role for the Board Chair in performance managing/recruiting senior leadership in the Secretariat (<i>BOD/2013/11 DOC 09</i>).
Creation of the Chief Technical Officer/Innovation position	2014	<ul style="list-style-type: none"> To play an instrumental role in the development of GPE's 2016-2020 strategy (<i>GPE Website</i>). To address current major challenges in education such as expanding access and equity to education, learning outcomes and evidence-based decision-making (<i>GPE Website</i>). To be the main driver of GPE's innovation agenda in terms of improved ways to finance, manage, and deliver education to the children who are hardest to reach (<i>GPE Website</i>).

Data sources: GPE Secretariat, (2014). "Recommendations of the Evaluation of the Education for All Fast Track Initiative and Actions Taken in Response" prepared for the Government of Canada; FTI Mid-Term Evaluation Recommendations; Interviews with stakeholders; Review of country-level documents.

Appendix 6. List of Documents Consulted

1.1 Documents sent by the GPE Secretariat or available online

Board Meeting Minutes, Decisions, Presentations

Meetings in 2009:

- FTI. (April 2009). Concept note: Redesign of the Education Program Development Fund (EPDF)
- FTI. (September 2009). Minutes of the Board of Directors Meeting on Thursday, September 10, 2009.
- FTI. (2009). Task Team on FTI Replenishment: Executive Summary of Report to Steering Committee

Meeting in Paris, February 2010

- FTI. (February 2010). Area of Consensus of the Board of Directors Special Meeting in Paris on February 11-12, 2010, September 10, 2009.

Meeting in Washington, May 2010.

- FTI. (April 2010). Draft Accountability Matrix
- FTI. (April 2010). Action Plan and Timetable for Transition to a Single Fund.
- FTI. (May, 2010). Key Decisions of the Board of Directors Meeting on May 5-6, 2010.
- FTI. (May, 2010). FTI Reforms: Reinvigorating the Partnership, Strengthening support for EFA Results.
- FTI. (July 2010). EFA FTI Secretariat Work Plan FY 2010 (July 2010-June 2011).

Meeting in Madrid, November 2010:

- FTI. (November 2010). Key Decisions of the Board of Directors Meeting on November 11-12, 2010.
- Cortese, L. (2010). Results framework presented at the FTI Board Meeting on November 11-12, 2010

Meeting in Kigali, May 2011:

- FTI. (May 2011). Rebranding of the Education for all Fast Track Initiative (document for decision).
- FTI. (May 2011). Results-Based Replenishment (document for decision).
- FTI. (May 2011). Key Decisions of the Board of Directors Meeting on May 18-19, 2011.

Audio-Conference, August 2011:

- FTI. (August 2011). Key Decisions of the Board of Directors Audio-conference Meeting on August 24, 2011.

Audio-Conference, September 2011:

- GPE. (September 2011). Decisions of the Board of Directors Audio-conference Meeting on September 11, 2011.

Meeting in Copenhagen, November 2011:

- GPE. (November 2011). Communication Strategy (document for decision).
- GPE. (November 2011). Policy on Conflicts of Interest (document for decision).
- GPE. (November 2011). Substitution of Financing in the Context of the Global Partnership for Education (document for input).
- GPE. (November 2011). Monitoring and Evaluation Strategy (document for decision).

- GPE. (November 2011). Strategic Directions of the Global Partnership for Education (document for input and decision).
- GPE. (November 2011). Key Decisions of the Board of Directors Audio-conference Meeting on November 9-10, 2011.

Audio-Conference, December 2011:

- GPE. (December 2011). Decisions of the Board of Directors Audio-conference Meeting on December 15, 2011.

Audio-Conference, January 2012:

- GPE. (January 2012). Chair's Summary of the Board of Directors Meeting on January 12, 2012.
- GPE. (January 2012). Decision of the Board of Directors Meeting on January 12, 2012.

Meeting in Berlin, June 2012:

- GPE. (June 2012). Communication and Knowledge-sharing Strategy (document for decision)
- GPE. (June 2012). Final Decision of the Board of Directors Meeting on June 7-8, 2012.

Meeting in Paris, November 2012:

- GPE. (November 2012). Constituency Composition on the Board of Directors (document for input and decision).
- GPE. (November 2012). Report of the Strategic Plan Working Group (document for input and decision).
- GPE. (November 2012). Guidelines for Effective engagement in Fragile and Conflict-Affected Contexts (document for decision).
- GPE. (November 2012). Final Decision of the Board of Directors Meeting on November 19-20, 2012.

Meeting in Brussels, May 2013:

- GPE. (May 2013). Chief Executive's report.
- GPE. (May 2013). Chief Executive's report (document for information).
- GPE. (May 2013). Report of the Financial Advisory Committee Part 1: Recommendations and Information (Excluding Program Implementation Grant Recommendations) (document for decisions and information).
- GPE. (May 2013). Secretariat Recommendations for Global and Regional Activities Program Concept Notes – Second Batch (document for decision).
- GPE. (May 2013). Report of the Governance Working Group Annex 2: Feedback from Board Survey (document for information).
- GPE. (May 2013). Decision of the Board of Directors Meeting on May 21-22, 2013.

Audio-Conference, July 2013:

- GPE. (July 2013). Decisions of the Board of Directors Audio-conference Meeting on July 15, 2013.

Meeting in Addis Ababa, November 2013:

- GPE. (November 2013). Data Strategy for Improved Education Sector Planning and Monitoring (document for decision).
- GPE. (November 2013). Report of the Governance Working Group: Recommendations on Board Structure: Annex 3 (document for decision).
- GPE. (November 2013). Report of the Governance Working Group: Recommendations on Board Structure: Annex 9: Amendments to the GPE Fund Governance Document (document for decision).

- GPE. (November 2013). Principles Agreed for the Hosting Memorandum of Understanding between the World Bank and the Global Partnership for Education (document for decision).
- GPE. (November 2013). Final Decision of the Board of Directors Meeting on November 18-19, 2013.
- GPE. (2013). GPE Portfolio Review Report 2013. Annex: Country Reports

Meeting in Washington D.C, February 2014:

- GPE. (February 2014). Principles and Options for the Revision of the Global Partnership for Education Funding Model (document for decision).
- GPE. (February 2014). Final Decision of the Board of Directors Meeting on February 26, 2014.
- GPE. (February 2014). Report of the Meeting of the Board of Directors on February 26, 2014

Audio-Conference, March 2014:

- GPE. (March 2014). GEF Recommendations on the Hosting Memorandum of Agreement (Hosting MOU) between the World Bank and the Global Partnership for Education.

Meeting in Brussels, June 2014:

- GPE. (June 2014). Report from the Strategy and Policy Committee
- GPE. (June 2014). Report of the Governance, Ethics, Risk and Finance Committee Part 2: Other GEF Recommendations and Items for Information (document for decisions and information).
- GPE. (June 2014). Request for Financial Support to Strengthen Communication and Coordination among GPE Developing Country Partner (document for decision).
- GPE. (June 2014). Final Decision of the Board of Directors Meeting on June 27, 2014.
- GPE. (June 2014). Report of the Meeting of the Board of Directors on June 27, 2014.

Meeting in Washington D.C, December 2014:

- GPE. (December 2014). Report from the Governance, Ethics, Risk and Finance Committee.
- GPE. (December 2014). Global Partnership for Education Fund Trustee Budget Estimate from January 1 to June 30, 2015 and Update on Approved Budget from January 1 to December 31, 2014 (document for decision).
- GPE. (December 2014). Report of the Meeting of the Board of Directors on December 15-16, 2014.

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Appendix 7. Stakeholders Consulted

Names	Constituency/Organisation	Title
Board Members		
Julia Gillard	Global Partnership for Education	Chair of the Board & - Chair of GPE Coordinating Committee
Serigne Mbaye Thiam	Senegal	Minister of National Education of Senegal - Chair of the Governance, Ethics, Risk, and Finance Committee - GPE Coordinating Committee member
Donor Partners		
Chantal Nicod	Donor 1 Belgium, Luxembourg, Netherlands, Switzerland	Head West Africa Division Federal Department of Foreign Affairs FDFA Swiss Agency for Development and Cooperation SDC
Ronald Siebes	Donor 1 Belgium, Luxembourg, Netherlands, Switzerland	Coordinator Education Cluster, Social Development Department of the Netherlands - Chair of the Country Grants and Performance Committee - GPE Coordinating Committee member
Chris Tinning	Donor 2 Australia, Spain	Minister Counsellor, Australia Department for Foreign Affairs and Trade
Terri Sarch and Grace Wood	Donor 3 Canada, United Kingdom	Acting Head of Global Funds Department, Dfid, UK
Nathalia Feinberg	Donor 4 Denmark, Finland, Ireland, Norway, Sweden	Head of Department, Ambassador / Development Policy and Global Cooperation, Ministry of Foreign Affairs, Denmark - GPE Coordinating Committee member
Olav Seim	Donor 4 Denmark, Finland, Ireland, Norway, Sweden	Senior Advisor, Section for Global Initiatives, Dept of UN Affairs, Norwegian Ministry of Foreign Affairs

Names	Constituency/Organisation	Title
Veronique Lorenzo and Marja Karjalainen	Donor 5 European Commission, France, Germany, Italy	Head of Unit "Education, Research, Culture"- EuropeAid, European Commission
Charles North and Natasha de Marcken	Donor 6 Japan, Russia, United States	Senior Deputy Assistant Administrator and Office Director, Office of Education, Bureau of Economic Growth, Education and Environment of USAID
Developing Country Partners		
Kandia Kamissoko Camara	Africa 2 Benin, Burkina Faso, Burundi, Cameroon, Central African Republic, Chad, Comoros, Cote d'Ivoire, Democratic Republic of Congo, Djibouti, Guinea, Guinea-Bissau, Mali, Mauritania, Niger, Senegal, Togo	Minister of Education of Cote d'Ivoire
Shiferaw Shigute	Africa 3 Gambia, Ghana, Ethiopia, Liberia, Nigeria, Sao Tome and Principe, Sierra Leone, South Sudan	Minister of Education of Ethiopia
Charles Aheto-Tsega	Africa 3 Gambia, Ghana, Ethiopia, Liberia, Nigeria, Sao Tome and Principe, Sierra Leone, South Sudan	Deputy Director General, Ghana Education Service. Former GPE Board Member
Lytou Bouapao	Asia and the Pacific Bhutan, Cambodia, Lao PDR, Mongolia, Nepal, Pakistan, Papua New Guinea, Timor Leste, Vietnam	Vice Minister of Education and Sports, Ministry of Education and Sports, Lao PDR
Civil Society Organisations		
David Archer	Civil Society Organization 1 Action Aid	International Head of Education, Action Aid International
Joseph O'Reilly	Save the Children	Senior Education Adviser, Save the Children UK - GPE Coordinating Committee member - Chair of GPE Strategy and Policy Committee
Cheik Mbow	Civil Society Organization 2 Coalition des organisations en synergie pour la défense de l'éducation publique (COSYDEP)	National Coordinator, COSYDEP - GPE Governance, Ethics, Risk and Finance Committee

Names	Constituency/Organisation	Title
Multilateral Agencies		
Qian Tang	Multilateral Agency 1 UNESCO	Assistant Director General, Education, UNESCO
Geeta Rao Gupta	Multilateral Agency 2 UNICEF	Deputy Executive Director, UNICEF
Private Sector/Foundations		
Peter Colenso	Private Sector/ Foundations Children's Investment Fund Foundation	Director, Children's Investment Fund Foundation
Global Stakeholders		
Dzingai Mutumbuka	Association for the Development of Education in Africa (ADEA)	Chair of ADEA
Aaron Benavot	Education for All (EFA) Global Monitoring Report (GMR)	Director of the EFA GMR
Carol Bellamy	FTI/GPE	Former Board Chair of FTI/GPE
Kolleen Bouchane	Global Business Coalition for Education	Director of Policy and Research at Global Business Coalition for Education
Caroline Pearce	Global Campaign for Education	Global Coordinator
Joris Van Bommel	Government of The Netherlands	Deputy Head Civil Society Division, Government of Netherlands (former adviser to GPE)
Alison Evans	Overseas Development Institute	Former Director of the Overseas Development Institute, and author of the GPE Hosting Review (2012)
Luis Crouch	Research Triangle Institute (RTI) International	Chief Technical Officer, RTI Former head of the Global Practices Group
Amina Mohamed	UN	UN Secretary-General Adviser on Post-2015 Development Planning
Min Jeong Kim	UN Secretary-General's Global Initiative on Education (GEFI)	Head of the GEFI Secretariat
Edem Adubra	UNESCO	Head of the Secretariat, International Task Force on Teachers for EFA Division for Teaching, Learning and Content, UNESCO
Sabine Detzel	UNESCO	Programme Specialist, EFA and Global Agenda Coordination Team
Gwang-Jo Kim	UNESCO (Bangkok)	Director, Asia-Pacific Regional Bureau for Education

Names	Constituency/Organisation	Title
Nora Fyles	United Nations Girls' Education Initiative (UNGEI)	Head of UNGEI
Bob Prouty	World Bank	Lead Education Specialist at the World Bank
Ariel Fizbein	World Bank	Education Program Director at the Inter-American Dialogue, World Bank
Rasmus Heltberg	World Bank	Lead Evaluation Officer
Sajitha Bashir	World Bank	Sector Manager, Education, Eastern and Southern Africa
Elizabeth King	World Bank	Senior Advisor and former Director of Education in the Human Development Network
Pauline Rose	Independent Evaluation Committee, Independent Evaluation of the GPE	Acting Chair
GPE Secretariat		
Alex Palacios	GPE Secretariat	Director, Special Projects
Alice Albright	GPE Secretariat	Chief Executive Officer
Charles Tapp	GPE Secretariat	Manager, Partnerships and External Relations
Jean-Marc Bernard	GPE Secretariat	Deputy Chief Technical Officer
Karen Mundy	GPE Secretariat	Chief Technical Officer
Lisa Gomer	GPE Secretariat	Chief Operating Officer
Margarita Focas-Licht	GPE Secretariat	Country Support Team Manager
Sarah Beardmore	GPE Secretariat	Advocacy Officer
Kouassi Soman	GPE Secretariat	Senior Monitoring & Evaluation Specialist and Team Leader, GPE Interim External Evaluation
Olav Christensen	GPE Secretariat	GPE, Senior Public Finance Specialist
Yann Doignon	GPE Secretariat	Online Communications Officer
Douglas Lehman	GPE Secretariat	Senior Operations Officer
David Glass	GPE Secretariat	Financial Analyst
Padraig Power	GPE Secretariat	Senior Finance Officer
Samir Amiri	GPE Secretariat	Programme Coordinator
Paul Coustère	GPE Secretariat	GPE Country Support Team, Lead

Total number of global stakeholders: 59 interviewees

Appendix 8. Country-Level Stakeholders Interviewed for 18 'Case Study' Countries

Type of Stakeholder	Total Number of Stakeholders Consulted
Country leads	23
Supervising/Managing Entities	34
Coordinating Agencies	26
Development partners	72
Civil society organizations	83
Private sector	6
Government representatives	169
Other stakeholders (e.g. universities)	5
Total	418

Type of Stakeholder	Eight in-Country Field Visits							
	Ethiopia	DRC	Nicaragua	Rwanda	Senegal	Tanzania	Vietnam	Zimbabwe
Country leads	2	1	3	1	1	2	1	0
Supervising/Managing Entities	1	1	3	1	3	3	1	7
Coordinating Agencies	1	1	2	1	2	4	2	1
LEG Members/Development partners	7	9	5	6	7	3	9	6
LEG Members/Civil society organizations	3	8	1	20	19	4	4	11
LEG Members/Private sector	1	0	0	0	2	3	0	0
Government Representatives	13	10	7	4	32	34	29	18
Other stakeholders (e.x. universities)	0	0	1	0	0	0	0	0
Total	28	30	22	33	66	53	46	43

Type of Stakeholder	Ten 'virtual' field missions									
	Afghanistan	Burundi	Cambodia	Ghana	Honduras	Madagascar	Malawi	Moldova	Uganda	Yemen
Country leads	1	1	1	1	2	1	0	1	2	2
Supervising/Managing Entities	2	2	2	1	0	1	2	2	1	1
Coordinating Agencies	1	3	1	1	0	1	1	1	2	1
LEG members, development partners	0	3	3	1	7	2	3	0	0	1
LEG members, CSOs	1	0	1	1	0	3	0	3	3	1
LEG members, private sector	0	0	0	0	0	0	0	0	0	0
Government representatives	2	0	2	3	2	2	0	5	2	4
Other (e.g. universities)	0	0	0	0	1	0	0	3	0	0
Total	7	9	10	8	12	10	6	15	10	10

Appendix 9. Survey tools

C.1. Partner Survey

GLOBAL PARTNERSHIP FOR EDUCATION PARTNERSHIP SURVEY

In March 2014 the Global Partnership for Education (GPE) Board requested that an external evaluation be conducted of the GPE. A consortium of Universalialia Management Group (based in Montreal) and Results for Development (based in Washington, D.C.) was contracted to conduct the evaluation. The purpose of the evaluation is twofold:

- To 'look back' and assess whether the changes made in the GPE since 2010 have contributed to the achievement of its mandate, with particular consideration given to the partnership's relevance, efficiency and effectiveness; and
- To provide forward-looking recommendations to inform the development of the next GPE strategic plan, as well as an envisaged GPE impact study.

As part of the evaluation we are conducting various types of data collection, including an organizational assessment of the GPE governance, management and operations modalities; therefore, we invite you to participate in this independent, external evaluation of the GPE by completing the online survey below.

Please note that all responses are confidential, i.e. we only use information in aggregated format in our report, and make sure that direct quotes cannot be traced back to respondents.

Should you have any questions or concerns, please email Dr. Marie-Hélène Adrien who is the Team Leader for this evaluation at mhadrien@universalialia.com

We thank you for completing this survey at the latest by March 25, 2015.

Background Information

1.1 What is your organization's current relationship with the GPE? Please check all that apply.

- Developing Country Partner
- Supervising, Managing Entity
- Coordinating Agency
- Donor
- Private Sector or Philanthropic Partner
- Civil Society Partner
- Multilateral Agency Partner
- Other, please specify

1.2 How long has your organization been engaged in a partnership with the GPE?

- Before 2010, Please specify the year:
- Since 2010
- Since 2011
- Since 2012
- Since 2013
- Since 2014
- Since 2015

Strategic Focus and Contributions

Since 2010, the GPE has implemented several reforms, leading to changes in its strategic focus. Key changes include rebranding the partnership from the Fast Track Initiative (FTI) to the GPE, adoption of a strategic plan to determine the directions of the GPE, and moving towards a greater focus on fragile states, girls’ education and quality of education in response to demands from its partners.

Please comment on the extent to which you agree or do not agree with the following statements.

Due to reforms implemented since 2010

	Fully disagree	Somewhat disagree	Reforms made no difference	Somewhat agree	Fully agree	Do not know
2.1 The focus of GPE on fragile states is well implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 The focus of GPE on girls’ education is well implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 The focus of GPE on quality of education is well implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 The GPE has developed harmonized education goals and metrics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 The GPE has increased the visibility of education as a key strategy for the wellbeing of nations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 The GPE has continuously improved through innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Fully disagree	Somewhat disagree	Reforms made no difference	Somewhat agree	Fully agree	Do not know
2.7 The GPE has positively influenced the amount of education financing for primary or basic education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 The GPE has positively influenced the predictability of education financing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Partnerships

Since 2010, a number of reforms have taken place with the aim of strengthening GPE partnerships. Please rate the extent to which you agree or disagree with the following statements.

Since the Reforms introduced in 2010

	Fully disagree	Somewhat disagree	Reforms made no difference	Somewhat agree	Fully agree	Do not know
3.1 Partner representation in GPE governance and decision-making has been strengthened	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2. Partner participation in GPE governance and decision-making has increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 GPE reforms have improved partner accountability and commitment to GPE principles and related obligations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 The rebranding of the partnership from FTI to GPE better reflects the purpose of the partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 The Partnerships and External Relations Team established in 2012 has strengthened the GPE partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Fully disagree	Somewhat disagree	Reforms made no difference	Somewhat agree	Fully agree	Do not know
3.6 GPE partnerships have been strengthened at the country level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.7 Please identify the reasons why your organization has established a partnership with the GPE

1. _____
2. _____
3. _____

3.8 How could the GPE improve or further strengthen its approach to partnerships?

1. _____
2. _____
3. _____

Comments

4.1. Please indicate any additional comments or recommendations to the GPE.

1. _____
2. _____
3. _____

Thank you for your cooperation.

GLOBAL PARTNERSHIP FOR EDUCATION CURRENT and FORMER STAFF SURVEY

In March 2014 the Global Partnership for Education (GPE) Board requested that an external evaluation be conducted of the GPE. A consortium of Universal Management Group (based in Montreal) and Results for Development (based in Washington, D.C.) was contracted to conduct the evaluation. The purpose of the evaluation is twofold:

- To 'look back' and assess whether the changes made in the GPE since 2010 have contributed to the achievement of its mandate, with particular consideration given to the partnership's relevance, efficiency and effectiveness; and
- To provide forward-looking recommendations to inform the development of the next GPE strategic plan, as well as an envisaged GPE impact study.

As part of the evaluation we are conducting various types of data collection, including an organizational assessment of the GPE governance, management and operations modalities. As part of this assessment we would like to invite you to participate in this independent, external evaluation of the GPE by completing the survey below.

Please note that all responses are confidential, i.e. we only use information in aggregated format in our report, and make sure that direct quotes cannot be traced back to respondents.

Should you have any questions or concerns, please email Dr. Marie-Hélène Adrien who is the Team Leader for this evaluation atmhadrien@universalia.com

We thank you for completing this survey at the latest by March 6, 2015.

Background Information

1.1 Are you presently employed by the GPE Secretariat?

- Yes
- No

1.2 What is your current position at the GPE? For former staff: what was your position when you left the GPE? (optional)

1.3 In which Department do you currently work/did you work up until leaving the GPE?

- CEO Office
- Partnership and External Relations
- Country Support
- Strategy Policy and Performance
- Operations

1.4 When did you start working at the GPE Secretariat?

- Before or in 2010
- In 2011
- In 2012
- In 2014
- In 2015

Governance

Since 2010, the GPE has implemented several governance reforms. Please comment on the extent to which you agree or do not agree with the following statements.

Due to Reforms implemented since 2010

	Fully disagree	Somewhat disagree	Reforms made no difference	Somewhat agree	Fully agree	Do not know
2.1 Developing Country members of the GPE Board have a stronger voice in GPE decisions making process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Civil Society members of the GPE Board have a stronger voice in GPE decision-making process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 The creation of GPE Board Committees has permitted the Board to monitor the financial performance of the GPE better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 The creation of GPE Board Committees has permitted the Board to monitoring programmatic performance of the GPE better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 The creation of GPE Board Committees has permitted the Board to provide appropriate attention to relevant GPE issues”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.6 Since 2010 please identify the three greatest improvements in the governance of GPE:

1. _____
2. _____
3. _____

2.7 In the future what would you change in the governance of GPE?

1. _____
2. _____
3. _____

GPE Secretariat Management, Leadership, Staffing, Systems

The 2010-2014 Reforms have led to increased staffing at the Secretariat, new appointments of senior staff (including new positions), and implementation of new management systems. Please rate the extent to which you agree with the following statements.

Due to Reforms implemented since 2010

	Fully Disagree	Somewhat disagree	Reforms made no difference	Somewhat agree	Fully Agree	Do not know
3.1 The GPE Secretariat is engaged in more innovative practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Communication between the Secretariat and the Board of Directors has improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 The Strategic Direction of the GPE has been made more explicit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 It is more clear which Education for All (EFA) GPE supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 The GPE Secretariat is providing better technical guidance to country Government to revise (or develop) their education plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 The GPE Secretariat is providing better technical guidance to development partner groups to appraise the education plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Fully Disagree	Somewhat disagree	Reforms made no difference	Somewhat agree	Fully Agree	Do not know
3.7 The GPE Secretariat is providing better technical guidance to eligible countries to apply for a Program Implementation Grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8 The GPE Secretariat is providing better quality assurance to Supervising entity/Managing entity in the preparation of the application for the Program Implementation grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9 The GPE Secretariat is providing better quality assurance to country Governments in the implementation of the Education Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10 The GPE Secretariat is providing better quality assurance to country Governments in the monitoring of the Education Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.11 The GPE Secretariat is able to provide better support to the Local Education Group at the country level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.12 The GPE has developed a useful framework for monitoring its activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.13 The GPE is effectively monitoring its Results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.14 The GPE has developed an effective communication strategy to position GPE as a global leader in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.15 The visibility of the GPE at the global level has increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Fully Disagree	Somewhat disagree	Reforms made no difference	Somewhat agree	Fully Agree	Do not know
3.16 The GPE (Secretariat) has effectively engaged in relevant global dialogue mechanisms on EFA related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.17 The GPE has supported the conduct and dissemination of relevant research on EFA related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.18 The GPE is striking the right balance between supporting country and global/regional activities and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.19 Available baseline and monitoring data produced by the GPE provide a solid basis for an upcoming Impact Evaluation of the GPE.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.20 GPE staff workload is more manageable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.21 Since 2010 please identify the three greatest improvements in the Management of GPE:

1. _____
2. _____
3. _____

3.22 In the future what would you change in the Management of GPE?

1. _____
2. _____
3. _____

Programs and Financing to Support GPE Objectives

Since 2010 the GPE has introduced several reforms -- e.g. focus on three areas, introduction of the Global and Regional Activities (GRA) program, the introduction of replenishment conferences-- that are meant to both make explicit and provide support for GPE's objectives. Please rate the extent to which you agree or disagree with the following statements.

Since the Reforms introduced in 2010

	Fully disagree	Somewhat disagree	Reforms made no difference	Somewhat agree	Fully agree	Do not know
4.1 The focus of GPE on fragile states is well implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 The focus of GPE on girl education is appropriately implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 The focus of GPE on quality of education is well implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 The GPE has influenced the areas in which donors make commitments, to align with GPE objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 The GPE has generated financing for basic education beyond what would have otherwise been committed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 The GPE is more focused on supporting the development of education program plans at the country level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 The GPE is more focused on supporting the implementation of education plans at the country level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8 The GPE has positively influenced the total amount of education financing allocated by DCP governments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Fully disagree	Somewhat disagree	Reforms made no difference	Somewhat agree	Fully agree	Do not know
4.9 The GPE has positively influenced the total amount of education financing from bilateral and multilateral donors. Please consider increases, decreases, substitutions at the aggregate and country levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10 The GPE has positively influenced the total amount of education financing to support the production of global public goods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.11 The GPE has positively influenced the amount of education financing for primary or basic education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.12 The GPE has contributed to the increase in financial resources allocated to education issues that align with the GPE strategic objectives i.e. fragile and conflict affected countries, girls education, literacy and numeracy, teacher effectiveness, learning, access and inclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.13 The GPE has positively influenced the predictability of education financing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.14 Since 2010 please identify the three greatest improvements in the Programs of the GPE:

1. _____
2. _____
3. _____

4.15 In the future what would you change in the Program of GPE?

1. _____
2. _____
3. _____

Branding and Inclusion of New Supervising Organizations

Since the 2010, a number of reforms have taken places with the aim of creating an independent identity for GPE and the GPE Secretariat. Please rate the extent to which you agree or disagree with the following statements.

Since the Reforms introduced in 2010

	Fully disagree	Somewhat disagree	Reforms made no difference	Somewhat agree	Fully agree	Do not know
5.1 The inclusion of organizations other than the World Bank to act as Supervising Entity / Management Entity has reduced the dependency of GPE on the World Bank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 The inclusion of organizations other than the World Bank to act as Supervising Entity / Management Entity has allowed agencies with comparative advantages to manage grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 The rebranding of the partnership from FTI to GPE is helping GPE to differentiate itself from the World Bank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 The rebranding of the partnership from FTI to GPE better reflects the purpose of the partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.5 Since 2010 please identify the three greatest improvements in the BRANDING of GPE and its SUPERVISION at the country level:

1. _____
2. _____
3. _____

5.6 In the future what would you change in the BRANDING of GPE?

1. _____
2. _____
3. _____

Thank you for your cooperation.

Appendix 10. Interview Protocols for Country Level

Interview Protocol: National Government Representatives

Introduction

Evaluation Background and Purpose: In March 2014 the GPE Board requested that an external evaluation be conducted of the GPE. A consortium of Universal Management Group (based in Montreal) and Results for Development (DC) was contracted to conduct the evaluation. The purpose of the evaluation is twofold: First, to ‘look back’ and assess whether the changes made in the GPE since 2010 have contributed to the achievement of its mandate, with particular consideration given to the partnership’s relevance, efficiency and effectiveness. Second, to provide forward-looking recommendations to inform the development of the next GPE strategic plan, as well as an envisaged GPE impact study.

This interview: As part of the evaluation we conduct various types of data collection, including eight in-country and ten virtual country site visits – including the one in relation to your country. Please note that all interviews are **confidential**, i.e. we only use information in aggregated format in our report, and make sure that direct quotes cannot be traced back to interviewed individuals. **Before we begin, do you have any questions or concerns about the evaluation or this interview?**

1. What is your current position, and since when have you held it?
2. *For non-MoE staff:* in what ways do your responsibilities relate to/affect the education sector?
3. In what ways, and since when, have you been aware of or engaged with the GPE? (Please provide as specific examples as possible, e.g. if you are aware of technical assistance provided by the Secretariat, specify what types and how often this has happened to your knowledge)

National context

4. Among all the political, economical, or social developments in [insert country] during the past four years (since 2010), which ones do you consider the ones to have had the most influence on the education sector?
5. Since 2010, what are the main achievements/improvements in the education sector of [insert country] overall (i.e. not limited to those supported by GPE) in terms of the following issues? What are remaining key bottlenecks?
 - 5.1. Legal and strategic documents, plans, frameworks
 - 5.2. Capacity of and collaboration among key actors (please specify)
 - 5.3. Access to education
 - 5.4. Quality of education
 - 5.5. Other (e.g. girls’ education, teacher training/retaining teachers, etc.)

6. In [insert country], has there been a change in the extent to which decision makers regard education as a key strategy for the health, wealth and stability of the nation? What factors are influencing related views?

GPE Relevance and Effectiveness (Country level)

7. If applicable (*depending on what country has worked on*): What effect has GPE support had on the speed and/or quality of
 - 7.1. Education sector plan development and appraisal?
 - 7.2. Education sector budget?
 - 7.3. Education program development?
 - 7.4. Education program implementation
 - 7.5. Monitoring of program implementation?
8. To what extent and how has GPE influenced the functioning of the Local Education Group (LEG) specifically in view of the following: (*please give specific examples where possible*)
 - 8.1. Frequency and quality of CSO contributions within the LEG?
 - 8.2. Coordination among education stakeholders?
 - 8.3. Alignment of aid (e.g. use of country systems, budget or sector support)
 - 8.4. Government ownership of education sector reform processes in alignment with global norms and standards?
 - 8.5. Other (please specify)
9. What effect or additionality has the GPE had on the flow of resources (national and international) for education at the country level since 2010/since the country became a member of the GPE?
 - 9.1. How has the GPE influenced any changes to the *total amount* of education financing from your government? From donors or international or national non-state sectors? Please consider increases, decreases, substitutions and GPE and non-GPE funding
 - 9.2. [*If applicable*] To what extent was the pledge your government made to the GPE additional to your planned education expenditure? Would the pledged education financing have been provided anyway without the GPE's influence?
 - 9.3. How has the GPE influenced any changes to the *amount* of education financing for *primary or basic education* from your government? From donors or international or national non-state sectors?
 - 9.4. How has the GPE influenced how education financing from your government has been *allocated to sub-sectors* i.e. basic education, secondary and post-secondary education?
 - 9.5. How has the GPE influenced how education financing from your government / from donors or international or national non-state sectors has been *allocated to specific education issues* that align with the GPE strategic objectives i.e. fragile and conflict affected countries, girls education, literacy and numeracy, teacher effectiveness, learning, access and inclusion?

- 9.6. How has the GPE influenced *predictability and sustainability* of education financing, as well as adherence to *Busan/ Paris* aid agreements at a country level i.e. Busan aid agreement (ownership, partnership, results, transparency & responsibility)/ Paris (ownership, alignment, harmonisation, results, mutual accountability)?
- 9.7. What factors other than the GPE have influenced education financing in this country?
10. What contribution has the GPE made to the noted developments through:
- 10.1. GPE financial support (grants)
 - 10.2. Technical assistance from the GPE Secretariat (please give concrete examples)
 - 10.3. Technical assistance/leadership from Supervising, Coordinating or Managing entity (please give examples)
 - 10.4. Global/regional norms or standards/benchmarks (please give examples)
 - 10.5. Other (please specify)

GPE Management and Operations

Overall/global

11. Which individuals, organizations or unit do you experience as the ‘face’ of the GPE? Who do you interact with, how, and how frequently?
- 11.1. *If Secretariat is mentioned:* How involved is the GPE Secretariat in addressing emerging challenges that may occur within the LEG and among the constituency? (I.e. financial issues, partner relations, conflict of interests?) Example to share?
12. Are you aware of how the GPE is governed (Board composition)?
- 12.1. If yes, do you have any interaction with the Board/Board members (and Alternates) for your constituency? With other constituency members? Please elaborate.

In country

13. How transparent and appropriate are the application and selection/approval mechanisms for GPE grants? Is the support available from the GPE (Secretariat/SE/ME) to navigate these processes appropriate in quantity and quality?
14. Has the process of selecting and appointing the Supervising/Managing entity been transparent and appropriate?
15. What have been strengths and weaknesses of the performance of [insert organization] as the GPE [coordinating, supervising, managing] entities? ²¹

²¹ **Coordinating agency:** Act as communication link between the GPE Secretariat and partners at the country level; Foster and furthering the relationship between DPG and national government, and promoting inclusion of NGOs in work of LEG; Lead, facilitate work of DPG; Facilitate timely and efficient disbursement of funds for education sector plan implementation; Report on progress of ESP implementation. **Managing and supervising entity:** Support grant application processes; Enter in a trustee arrangements with the WB; Carry out fiduciary responsibilities; Support and monitor program implementation and monitoring ; Reporting; Facilitate grant revisions

- 15.1. How involved/relied upon are the Coordinating/Supervising/Managing entities in addressing emerging challenges that may occur within the LEG and among the constituency? (I.e. financial issues, partner relations, conflict of interests?)

GPE Regional/Global Level Contributions

16. Are you aware of, and have you participated in or benefited from GPE global and regional activities and contributions? If yes, please give examples.

E.g. have you attended any events organized/funded by the GPE? Are you aware of, or have you contributed to any regional/global discussions, research and/or publications on selected issues? Are there examples of relevant lessons learned in/from other countries that you have learned about through the GPE?

17. At the global level, the GPE is aiming to support consensus building on a variety of issues, including on shared education metrics. Similarly, the GPE is working to collect and share relevant lessons learned, e.g. on education policy processes. How relevant and useful is this work for you/for stakeholders in your country? Specifically:
- 17.1. Are there examples of GPE-supported/promoted lessons, norms or standards that have been applied in [insert country] and that have made a positive difference?
- 17.2. Are there education issues on which it would be helpful to have global/regional consensus, norms/standards or at least lessons learned from other contexts, but for which these do not yet exist?
- 17.3. Are there issues that are so context-specific that, in your view, having global/regional norms, standards or lessons learned is **not** helpful?

Forward looking considerations

Link back to question on remaining bottlenecks/issues to be addressed in the country

18. What could further enhance GPE relevance, effectiveness, or efficiency in your country? E.g. in relation to:
- 18.1. Thematic areas for which GPE support is available
- 18.2. Types and timing of support currently available from GPE?
- 18.3. Administration (e.g. grant application and management)
- 18.4. Role of Supervising/Managing entities
- 18.5. Grant amounts available from GPE
- 18.6. Types and amount of technical support available from GPE
- 18.7. Additionality of financing
- 18.8. GPE role/influence at the global level
- 18.9. Other
19. The new GPE funding model that will be introduced in 2015 places emphasis on results-based financing, i.e. a part of available grant amounts to countries will be disbursed based on progress toward agreed upon indicators.
- 19.1. Are similar funding approaches being used by other (education or other) donors in [insert country]?

- 19.2. If yes, what are related benefits and challenges or drawbacks of these approaches for your government/ministry? What are benefits/drawbacks for the respective donors?
20. Please share any other observations, questions or suggestions that you feel might be relevant in the context of this evaluation.

Thank you very much for your collaboration.

Interview Protocol: Civil Society LEG Member

If the civil society organization interviewed has received grant(s) from the CSEF, a number of additional questions apply.

Introduction/background

Evaluation Background and Purpose: In March 2014 the GPE Board requested that an external evaluation be conducted of the GPE. A consortium of Universal Management Group (based in Montreal) and Results for Development (DC) was contracted to conduct the evaluation. The purpose of the evaluation is twofold: First, to 'look back' and assess whether the changes made in the GPE since 2010 have contributed to the achievement of its mandate, with particular consideration given to the partnership's relevance, efficiency and effectiveness. Second, to provide forward-looking recommendations to inform the development of the next GPE strategic plan, as well as an envisaged GPE impact study.

This interview: As part of the evaluation we conduct various types of data collection, including eight in-country and ten virtual country site visits – including the one in relation to your country. As part of these site visits we consult with a variety of education stakeholders, in particular members of the LEG. Please note that all interviews are **confidential**, i.e. we only use information in aggregated format in our report, and make sure that direct quotes cannot be traced back to interviewed individuals. **Before we begin, do you have any questions or concerns about the evaluation or this interview?**

1. Please tell us a little bit about your organization's mandate and foci.
2. What is your current position, and since when have you held it?
3. Since when has your organization/have you been involved in the LEG?

National context

4. What are the three most important developments in the national context in the past four years (since 2010) that have either positively or negatively affected the education sector in [insert country]? (*e.g. political, economic – including overall and education specific development aid, social, cultural developments*)
5. Since 2010, what are the main achievements/improvements in the education sector of [insert country] overall (i.e. not limited to those supported by GPE) in terms of:
 - 5.1. Legal and strategic documents, plans, frameworks
 - 5.2. Capacity of and collaboration among key actors (please specify)
 - 5.3. Access to education
 - 5.4. Quality of education
 - 5.5. Other (e.g. girls' education, teacher training/retaining teachers, etc.)
6. What are remaining key bottlenecks in different education sub-sectors that require the most attention and improvement?
7. In [insert country], has there been a change in the extent to which decision makers regard education as a key strategy for the health, wealth and stability of the nation? What factors are influencing related views?

GPE Relevance and Effectiveness (Country level)

8. *If/as applicable depending on GPE support in country: What effect has GPE support had on the speed and/or quality of*
 - 8.1. Education sector plan development and appraisal?
 - 8.2. Education sector budget?
 - 8.3. Education program development?
 - 8.4. Education program implementation
 - 8.5. Education program monitoring?
9. To what extent and how has GPE influenced the functioning of the Local Education Group (LEG) specifically in view of the following: *(please give specific examples where possible)*
 - 9.1. Frequency and quality of CSO contributions within the LEG?
 - 9.2. Coordination among education stakeholders?
 - 9.3. Alignment of aid (e.g. use of country systems, budget or sector support)
 - 9.4. Government ownership of education sector reform processes in alignment with global norms and standards?
 - 9.5. Other (please specify)
10. What effect or additionality has the GPE had on the flow of resources (national and international) for education at the country level since 2010 or since the country joined the GPE?
 - 10.1. How has the GPE influenced any changes to the *total amount* of education financing from the DCP government, donors or international or national non-state sectors?
 - 10.2. How has the GPE influenced any changes to the amount of education financing for *primary or basic education* from the above sources?
 - 10.3. How has the GPE influenced how education financing has been *allocated to sub-sectors* i.e. basic education, secondary and post-secondary education?
 - 10.4. How has the GPE influenced how education financing has been *allocated to specific education issues* that align with the GPE strategic objectives i.e. fragile and conflict affected countries, girls education, literacy and numeracy, teacher effectiveness, learning, access and inclusion?
 - 10.5. How has the GPE influenced adherence to Busan/ Paris aid agreements at a country level i.e. Busan aid agreement (ownership, partnership, results, transparency & responsibility)/ Paris (ownership, alignment, harmonisation, results, mutual accountability)?
 - 10.6. What factors other than the GPE have influenced education financing in this country?
11. What contribution has the GPE made to the noted developments through:
 - 11.1. Its financial support (grants)
 - 11.2. Technical assistance from the Secretariat (please give examples)
 - 11.3. Technical assistance/leadership from Supervising/Managing entity (please give examples)
 - 11.4. Process or content-related norms or standards/benchmarks (please give examples)
 - 11.5. Other (please specify)

GPE Management and Operations

Overall/global

12. Which individuals, organizations or unit do you experience as the 'face' of the GPE? Who do interact with, how, and how frequently?
13. Are you aware of how the GPE is governed (e.g. Board composition)?
 - 13.1. If yes, do you have any interaction with the Board/Board members for your constituency? Please elaborate.

In country

14. How transparent and appropriate are the application and selection/approval mechanisms for GPE grants? Is the support available from the GPE (Secretariat/SE/ME) to navigate these processes appropriate in quantity and quality?
15. Has the process of selecting and appointing the Supervising/Managing entity been transparent and appropriate?
16. What have been strengths and weaknesses of the performance of [insert organization] as the GPE [coordinating, supervising, managing] entity? ²²
 - 16.1. How involved/relied upon is the Supervising/Managing entity in addressing emerging challenges that may occur within the LEG and among the constituency? (I.e. financial issues, partner relations, conflict of interests?)

GPE Regional/Global Level Contributions

17. Are you aware of, and have you participated in or benefited from GPE activities and contributions at the regional or global level? If yes, please give examples.

E.g. have you attended any events organized/funded by the GPE? Are you aware of, or have you contributed to any regional/global discussions on selected issues? Are there examples of relevant lessons learned in/from other countries that you have learned about through the GPE?
18. At the global level, the GPE is aiming to support consensus building on a variety of issues, including on shared education metrics. Similarly, the GPE is working to collect and share relevant lessons learned, e.g. on education policy processes. How relevant and useful is this work for you/for stakeholders in your country? Specifically:
 - 18.1. Are there examples of GPE-supported/promoted lessons, norms or standards that have been applied in [insert country] and that have made a positive difference?
 - 18.2. Are there education issues on which it would be helpful to have global/regional consensus, norms/standards or at least lessons learned from other contexts, but for which these do not yet exist?

²² **Coordinating agency:** Act as communication link between the GPE Secretariat and partners at the country level; Foster and furthering the relationship between DPG and national government, and promoting inclusion of NGOs in work of LEG; Lead, facilitate work of DPG; Facilitate timely and efficient disbursement of funds for education sector plan implementation; Report on progress of ESP implementation. **Managing and supervising entity:** Support grant application processes; Enter in a trustee arrangements with the WB; Carry out fiduciary responsibilities; Support and monitor program implementation and monitoring ; Reporting; Facilitate grant revisions

- 18.3. Are there issues that are so context-specific that, in your view, having global/regional norms, standards or lessons learned is **not** helpful?

Forward looking considerations

Link back to question on remaining bottlenecks/issues to be addressed in the country

19. What could further enhance GPE relevance, effectiveness, or efficiency in your country?
E.g. in relation to:
- 19.1. Thematic areas for which GPE support is available
 - 19.2. Types and timing of support currently available from GPE?
 - 19.3. Administration (e.g. grant application and management)
 - 19.4. Role of Supervising/Managing entities
 - 19.5. Grant amounts available from GPE
 - 19.6. Types and amount of technical support available from GPE
 - 19.7. Additionality of financing
 - 19.8. GPE role/influence at the global level
 - 19.9. Other
20. The new GPE funding model that will be introduced in 2015 places emphasis on results-based financing, i.e. a part of available grant amounts to countries will be disbursed based on progress toward agreed upon indicators.
- 20.1. Are similar funding approaches being used by other (education or other) donors in [insert country]?
 - 20.2. If yes, what are related benefits and challenges or drawbacks of these approaches for your government/ministry? What are benefits/drawbacks for the respective donors?
21. Please share any other observations, questions or suggestions that you feel might be relevant in the context of this evaluation.

Thank you very much for your collaboration.

Interview Protocol CSEF – National Education Coalition (NEC)

Background

Evaluation Background and Purpose: In March 2014 the GPE Board requested that an external evaluation be conducted of the GPE. A consortium of Universal Management Group (based in Montreal) and Results for Development (DC) was contracted to conduct the evaluation. The purpose of the evaluation is twofold: First, to ‘look back’ and assess whether the changes made in the GPE since 2010 have contributed to the achievement of its mandate, with particular consideration given to the partnership’s relevance, efficiency and effectiveness. Second, to provide forward-looking recommendations to inform the development of the next GPE strategic plan, as well as an envisaged GPE impact study.

This interview: As part of the evaluation we conduct various types of data collection, including consultations with key stakeholders at the global level, such as yourself. This midterm evaluation of the GPE will not explore the CSEF to the same depth as will be the case in the separate evaluation planned for 2015. However, we want to make sure to gain a thorough understanding of key issues pertaining to the relevance, effectiveness, efficiency, and sustainability of the work funded through the CSEF.

Please note that all interviews are **confidential**, i.e. we only use information in aggregated format in our report, and make sure that direct quotes cannot be traced back to interviewed individuals.

Before we begin, do you have any questions or concerns about the evaluation or this interview?

Introduction

1. Please tell us a little bit about the National Education Coalition's evolution, mandate and foci, and membership.
2. What is your current position, and since when have you held it?
3. Since when has your organization/have you been involved in the NEC?

CSEF Relevance and Effectiveness

4. Why is it important that the CSEF exists? What does it add/provide that would not otherwise be available?
5. What do you consider the CSEF's main contributions to changes in your country as regards the following dimensions?
 - 5.1. the capacity of the NEC (please specify what types of capacity changes)
 - 5.2. Policy participation of NECs
 - 5.3. Public awareness and coalition building
 - 5.4. Quality research monitoring and analysis
 - 5.5. Cross country learning and networking
 - 5.6. Other (please specify)
6. For each of these achievements, what has been the role of CSEF **financial and technical** support respectively? (Please specify who provided what types of technical support)
 - 6.1. What CSEF contributions at the **global** level are you aware of? (e.g. by informing/participating in global discussions/debates on education issues, or through position papers)
7. What, if any, are challenges in ensuring that national level views and experiences influencing global debates on education?

CSEF Governance and Management

8. How transparent, effective and efficient are the **criteria and processes for CSEF grant application and awarding**?
 - 8.1. How transparent and effective is the **Regional Funding Committee** been?
9. How effective is the **Regional Secretariat**? How frequently and in what ways do you interact with it?
10. How effective is the **Global CSEF Secretariat**? How frequently and in what ways do you interact with it?
11. What are strengths and weaknesses of the **Regional CSEF Financial Management Agency**?

Forward looking considerations

12. What is the current thinking within your coalition as regards the **sustainability of funding** for your work? What are related opportunities/challenges?
 - 12.1. What about ideas of establishing national CSEFs?

- 12.2. What are other funding sources for your NEC other than the CSEF? Has the funding amount or number of funding sources changed over the past four years?
13. In your view, what would further **enhance the relevance and effectiveness of the GPE in view of strengthening Civil Society** contributions and participation at both country and global levels?
- 13.1. Are there things that the GPE could, but is not yet (sufficiently) doing?
- 13.2. Are there education stakeholders at global, regional or national levels that are not yet sufficiently represented on the GPE Board/within national LEGs?
14. Please share any other observations, questions or suggestions that you feel might be relevant in the context of this evaluation.

Thank you very much for your collaboration.

Interview Protocol: Donor/Development Organization LEG Member

Introduction/background

Evaluation Background and Purpose: In March 2014 the GPE Board requested that an external evaluation be conducted of the GPE. A consortium of Universal Management Group (based in Montreal) and Results for Development (DC) was contracted to conduct the evaluation. The purpose of the evaluation is twofold: First, to ‘look back’ and assess whether the changes made in the GPE since 2010 have contributed to the achievement of its mandate, with particular consideration given to the partnership’s relevance, efficiency and effectiveness. Second, to provide forward-looking recommendations to inform the development of the next GPE strategic plan, as well as an envisaged GPE impact study.

This interview: As part of the evaluation we conduct various types of data collection, including eight in-country and ten virtual country site visits – including the one in relation to your country. As part of these site visits we consult with a variety of education stakeholders, in particular members of the LEG. Please note that all interviews are **confidential**, i.e. we only use information in aggregated format in our report, and make sure that direct quotes cannot be traced back to interviewed individuals. **Before we begin, do you have any questions or concerns about the evaluation or this interview?**

1. What is your current position, and since when have you held it? Since when have you been involved in the LEG?
2. Please give us a brief overview over your agency’s/organization’s involvement in the education sector in [insert country] (e.g. sub-sectors of focus; types and amounts of education funding, other support)

National context

3. What are the three most important developments in the national context in the past four years (since 2010) that have either positively or negatively affected the education sector in [insert country]? (*e.g. political, economic – including overall and education specific development aid, social, cultural developments*)
4. Since 2010, what are the main achievements/improvements in the education sector of [insert country] overall (i.e. not limited to those supported by GPE) in terms of:
 - 4.1. Legal and strategic documents, plans, frameworks
 - 4.2. Capacity of and collaboration among key actors (please specify)
 - 4.3. Access to education
 - 4.4. Quality of education
 - 4.5. Other (e.g. girls’ education, teacher training/retaining teachers, etc.)
5. What are remaining key bottlenecks in different education sub-sectors that require the most attention and improvement?

GPE Relevance and Effectiveness (Country level)

6. *If/as applicable depending on GPE support in country: What effect has GPE support had on the speed and/or quality of*
 - 6.1. Education sector plan development and appraisal?
 - 6.2. Education sector budget?
 - 6.3. Education program development?
 - 6.4. Education program implementation
 - 6.5. Education program monitoring?
7. To what extent and how has GPE influenced the functioning of the Local Education Group (LEG) specifically in view of the following: *(please give specific examples where possible)*
 - 7.1. Frequency and quality of CSO contributions within the LEG?
 - 7.2. Coordination among education stakeholders?
 - 7.3. Alignment of aid (e.g. use of country systems, budget or sector support)
 - 7.4. Government ownership of education sector reform processes in alignment with global norms and standards?
 - 7.5. Other
8. What effect or additionality has the GPE had on the flow of resources (national and international) for education at the country level since 2010 or since the country joined the GPE?
 - 8.1. How has the GPE influenced any changes to the *total amount* of education financing from the DCP government, donors (including specifically your organization) or the international or national non-state sectors? Please consider increases, decreases, substitutions, diversions to/ from other sectors and GPE and non-GPE funding.
 - 8.2. How has the GPE influenced any changes to the *amount* of education financing for *primary or basic education* from the DCP government, donors (including specifically your organization) or the international or national non-state sectors?
 - 8.3. How has the GPE influenced how education financing (including specifically from your organization) has been *allocated to sub-sectors* i.e. basic education, secondary and post-secondary education?
 - 8.4. How has the GPE influenced how education financing (including specifically from your organization) has been *allocated to specific education issues* that align with the GPE strategic objectives i.e. fragile and conflict affected countries, girls education, literacy and numeracy, teacher effectiveness, learning, access and inclusion?
 - 8.5. How has the GPE influenced predictability and sustainability of education financing, as well as adherence to Busan/ Paris aid agreements at a country level i.e. Busan aid agreement (ownership, partnership, results, transparency & responsibility)/ Paris (ownership, alignment, harmonisation, results, mutual accountability)?
 - 8.6. Outside of your role as CE/SE/ME, has the GPE influenced the way your organisation provides technical or financial support to this country and if so how?
9. What factors other than the GPE have influenced education financing in this country? What contribution has the GPE made to the noted positive developments through:
 - 9.1. Its financial support (grants)

- 9.2. Technical assistance from the Secretariat (please give examples)
- 9.3. Technical assistance/leadership from Supervising/Managing entity (please give examples)
- 9.4. Process or content-related norms or standards/benchmarks (please give examples)
- 9.5. Other (please specify)

GPE Management and Operations

Overall/global

10. Which individuals, organizations or unit do you experience as the 'face' of the GPE? Who do interact with, how, and how frequently?
11. Are you aware of how the GPE is governed (e.g. Board composition)?
 - 11.1. If yes, do you have any direct or indirect interaction (e.g. via your organization's headquarters) with the Board/Board members for your constituency? How do you learn about relevant Board decisions? Are there ways for you to provide input to positions put forward by your constituency's Board member?

In country

12. How transparent and appropriate are the application and selection/approval mechanisms for GPE grants? Is the support available from the GPE (Secretariat/SE/ME) to navigate these processes appropriate in quantity and quality?
13. Has the process of selecting and appointing the Supervising/Managing entity been transparent and appropriate?
14. What have been strengths and weaknesses of the performance of [insert organization] as the GPE [coordinating, supervising, managing] entity? ²³
 - 14.1. How involved/relied upon is the Supervising/Managing entity in addressing emerging challenges that may occur within the LEG and among the constituency? (I.e. financial issues, partner relations, conflict of interests?)

GPE Regional/Global Level Contributions

15. In [insert country], has there been a change in the extent to which decision makers regard education as a key strategy for the health, wealth and stability of the nation? What factors are influencing related views?
16. Are you aware of, and have you participated in or benefited from GPE activities and contributions at the regional or global level? If yes, please give examples.

²³ **Coordinating agency:** Act as communication link between the GPE Secretariat and partners at the country level; Foster and furthering the relationship between DPG and national government, and promoting inclusion of NGOs in work of LEG; Lead, facilitate work of DPG; Facilitate timely and efficient disbursement of funds for education sector plan implementation; Report on progress of ESP implementation. **Managing and supervising entity:** Support grant application processes; Enter in a trustee arrangements with the WB; Carry out fiduciary responsibilities; Support and monitor program implementation and monitoring ; Reporting; Facilitate grant revisions

E.g. have you attended any events organized/funded by the GPE? Are you aware of, or have you contributed to any regional/global discussions on selected issues? Are there examples of relevant lessons learned in/from other countries that you have learned about through the GPE?

17. At the global level, the GPE is aiming to support consensus building on a variety of issues, including on shared education metrics. Similarly, the GPE is working to collect and share relevant lessons learned, e.g. on education policy processes. How relevant and useful is this work for you/for stakeholders in your country? Specifically:
 - 17.1. Are there examples of GPE-supported/promoted lessons, norms or standards that have been applied in [insert country] and that have made a positive difference?
 - 17.2. Are there education issues on which it would be helpful to have global/regional consensus, norms/standards or at least lessons learned from other contexts, but for which these do not yet exist?
 - 17.3. Are there issues that are so context-specific that, in your view, having global/regional norms, standards or lessons learned is **not** helpful?

Forward looking considerations

Link back to question on remaining bottlenecks/issues to be addressed in the country

18. What could further enhance GPE relevance, effectiveness, or efficiency in your country?
E.g. in relation to:
 - 18.1. Thematic areas for which GPE support is available
 - 18.2. Types and timing of support currently available from GPE?
 - 18.3. Administration (e.g. grant application and management)
 - 18.4. Role of Supervising/Managing entities
 - 18.5. Grant amounts available from GPE
 - 18.6. Types and amount of technical support available from GPE
 - 18.7. Additionality of financing
 - 18.8. GPE role/influence at the global level
 - 18.9. Other
19. The new GPE funding model that will be introduced in 2015 places emphasis on results-based financing, i.e. a part of available grant amounts to countries will be disbursed based on progress toward agreed upon indicators.
 - 19.1. In this country, is your agency/organization involved in other projects, programs or partnerships that use a similar funding approach? (Be it in the education or another sector).
 - 19.2. If yes, what are related benefits and challenges or drawbacks of these approaches for your agency/organization? What are benefits/drawbacks for the national government?
20. Please share any other observations, questions or suggestions that you feel might be relevant in the context of this evaluation.

Thank you very much for your collaboration.

Interview Protocol: LEG Member (e.g. private sector, teacher organizations)

Introduction/background

Evaluation Background and Purpose: In March 2014 the GPE Board requested that an external evaluation be conducted of the GPE. A consortium of Universalia Management Group (based in Montreal) and Results for Development (DC) was contracted to conduct the evaluation. The purpose of the evaluation is twofold: First, to 'look back' and assess whether the changes made in the GPE since 2010 have contributed to the achievement of its mandate, with particular consideration given to the partnership's relevance, efficiency and effectiveness. Second, to provide forward-looking recommendations to inform the development of the next GPE strategic plan, as well as an envisaged GPE impact study.

This interview: As part of the evaluation we conduct various types of data collection, including eight in-country and ten virtual country site visits – including the one in relation to your country. As part of these site visits we consult with a variety of education stakeholders, in particular members of the LEG. Please note that all interviews are **confidential**, i.e. we only use information in aggregated format in our report, and make sure that direct quotes cannot be traced back to interviewed individuals. **Before we begin, do you have any questions or concerns about the evaluation or this interview?**

1. Please tell us a little bit about your organization's mandate and foci.
2. What is your current position, and since when have you held it?
3. Since when has your organization/have you been involved in the LEG?

National context

4. What are the three most important developments in the national context in the past four years (since 2010) that have either positively or negatively affected the education sector in [insert country]? (e.g. *political, economic – including overall and education specific development aid, social, cultural developments*)
5. Since 2010, what are the main achievements/improvements in the education sector of [insert country] overall (i.e. not limited to those supported by GPE) in terms of:
 - 5.1. Legal and strategic documents, plans, frameworks
 - 5.2. Capacity of and collaboration among key actors (with focus on the role played by civil society organizations, the private sector, and other non-governmental stakeholders)
 - 5.3. Access to education
 - 5.4. Quality of education
 - 5.5. Other (e.g. girls' education, teacher training/retaining teachers, etc.)
6. What are remaining key bottlenecks in different education sub-sectors that require the most attention and improvement?
7. In [insert country], has there been a change in the extent to which decision makers regard education as a key strategy for the health, wealth and stability of the nation? What factors are influencing related views?

GPE Relevance and Effectiveness (Country level)

8. *If/as applicable depending on GPE support in country: What effect has GPE support had on the speed and/or quality of*
 - 8.1. Education sector plan development and appraisal?
 - 8.2. Education program development?
 - 8.3. Education program implementation
 - 8.4. Education program monitoring?
9. To what extent and how has GPE influenced the functioning of the Local Education Group (LEG) specifically in view of the following: *(please give specific examples where possible)*
 - 9.1. Frequency and quality of CSO/NGO contributions within the LEG (including from your organization/constituency)?
 - 9.2. Coordination among education stakeholders?
 - 9.3. Alignment of aid (e.g. use of country systems, budget or sector support)
 - 9.4. Government ownership of education sector reform processes in alignment with global norms and standards?
 - 9.5. Other (please specify)
10. What effect or additionality has the GPE had on the flow of resources (national and international) for education at the country level since 2010?
 - 10.1. How has the GPE influenced any changes to the *total amount* of education financing from the DCP government, donors or international or national non-state sectors?
 - 10.2. How has the GPE influenced any changes to the *amount* of education financing for *primary or basic education* from the above sources?
 - 10.3. How has the GPE influenced how education financing has been *allocated to sub-sectors* i.e. basic education, secondary and post-secondary education?
 - 10.4. How has the GPE influenced how education financing has been *allocated to specific education issues* that align with the GPE strategic objectives i.e. fragile and conflict affected countries, girls education, literacy and numeracy, teacher effectiveness, learning, access and inclusion?
 - 10.5. How has the GPE influenced adherence to Busan/ Paris aid agreements at a country level i.e. Busan aid agreement (ownership, partnership, results, transparency & responsibility)/ Paris (ownership, alignment, harmonisation, results, mutual accountability)?
 - 10.6. What factors other than the GPE have influenced education financing in this country?
11. What contribution has the GPE made to the noted developments through:
 - 11.1. Its financial support (grants)
 - 11.2. Technical assistance from the Secretariat (please give examples)
 - 11.3. Technical assistance/leadership from Supervising/Managing entity (please give examples)
 - 11.4. Process or content-related norms or standards/benchmarks (please give examples)
 - 11.5. Other (please specify)

GPE Management and Operations

Overall/global

12. Which individuals, organizations or unit do you experience as the 'face' of the GPE? Who do interact with, how, and how frequently?
13. Are you aware of how the GPE is governed (e.g. Board composition)?
 - 13.1. If yes, do you have any interaction with the Board/Board members for your constituency? Please elaborate.

In country

14. How transparent and appropriate are the application and selection/approval mechanisms for GPE grants? Is the support available from the GPE (Secretariat/CE/SE/ME) to navigate these processes appropriate in quantity and quality?
15. Has the process of selecting and appointing the Supervising/Managing entity been transparent and appropriate?
16. What have been strengths and weaknesses of the performance of [insert organization] as the GPE [coordinating, supervising, managing] entity? ²⁴
 - 16.1. How involved/relied upon is the Supervising/Managing entity in addressing emerging challenges that may occur within the LEG and among the constituency? (I.e. financial issues, partner relations, conflict of interests?)

GPE Regional/Global Level Contributions

17. Are you aware of, and have you participated in or benefited from GPE activities and contributions at the regional or global level? If yes, please give examples, e.g. *have you attended any events organized/funded by the GPE? Are you aware of, or have you contributed to any regional/global discussions on selected issues? Are there examples of relevant lessons learned in/from other countries that you have learned about through the GPE?*
18. At the global level, the GPE is aiming to support consensus building on a variety of issues, including on shared education metrics. Similarly, the GPE is working to collect and share relevant lessons learned, e.g. on education policy processes. How relevant and useful is this work for you/for stakeholders in your country? Specifically:
 - 18.1. Are there examples of GPE-supported/promoted lessons, norms or standards that have been applied in [insert country] and that have made a positive difference?
 - 18.2. Are there education issues on which it would be helpful to have global/regional consensus, norms/standards or at least lessons learned from other contexts, but for which these do not yet exist?

²⁴ **Coordinating agency:** Act as communication link between the GPE Secretariat and partners at the country level; Foster and furthering the relationship between DPG and national government, and promoting inclusion of NGOs in work of LEG; Lead, facilitate work of DPG; Facilitate timely and efficient disbursement of funds for education sector plan implementation; Report on progress of ESP implementation. **Managing and supervising entity:** Support grant application processes; Enter in a trustee arrangements with the WB; Carry out fiduciary responsibilities; Support and monitor program implementation and monitoring ; Reporting; Facilitate grant revisions

18.3. Are there issues that are so context-specific that, in your view, having global/regional norms, standards or lessons learned is **not** helpful?

Forward looking considerations

Link back to question on remaining bottlenecks/issues to be addressed in the country

19. What could further enhance GPE relevance, effectiveness, or efficiency in your country?
E.g. in relation to:
- 19.1. Thematic areas for which GPE support is available
 - 19.2. Types and timing of support currently available from GPE
 - 19.3. Administration (e.g. grant application and management)
 - 19.4. Role of Supervising/Managing entities
 - 19.5. Grant amounts available from GPE
 - 19.6. Types and amount of technical support available from GPE
 - 19.7. Additionality of education financing
 - 19.8. GPE role/influence at the global level
 - 19.9. Other
20. The new GPE funding model that will be introduced in 2015 places emphasis on results-based financing, i.e. a part of available grant amounts to countries will be disbursed based on progress toward agreed upon indicators.
- 20.1. Are similar funding approaches being used by other (education or other) donors in [insert country]?
 - 20.2. If yes, what are related benefits and challenges or drawbacks of these approaches for the government? For rights holders/beneficiaries in communities? For the respective donors?
21. Please share any other observations, questions or suggestions that you feel might be relevant in the context of this evaluation.

Thank you very much for your collaboration.

Interview Protocol: Coordinating, Supervising, Managing Entities

Introduction/background

Evaluation Background and Purpose: In March 2014 the GPE Board requested that an external evaluation be conducted of the GPE. A consortium of Universal Management Group (based in Montreal) and Results for Development (DC) was contracted to conduct the evaluation. The purpose of the evaluation is twofold: First, to ‘look back’ and assess whether the changes made in the GPE since 2010 have contributed to the achievement of its mandate, with particular consideration given to the partnership’s relevance, efficiency and effectiveness. Second, to provide forward-looking recommendations to inform the development of the next GPE strategic plan, as well as an envisaged GPE impact study.

This interview: As part of the evaluation we conduct various types of data collection, including eight in-country and ten virtual country site visits – including the one in relation to your country. As part of these site visits we consult with a variety of education stakeholders, including Coordinating, Supervising and Managing Entities, as well as other LEG members. Please note that all interviews are **confidential**, i.e. we only use information in aggregated format in our report, and make sure that direct quotes cannot be traced back to interviewed individuals. **Before we begin, do you have any questions or concerns about the evaluation or this interview?**

1. What is your current position, and since when have you held it? Since when have you been involved with the GPE/in your organization’s role as CE/SE/ME?
2. Please give us a brief overview over your agency’s/organization’s involvement in the education sector in [insert country] (e.g. sub-sectors of focus; types and amounts of education funding, other support)
 - 2.1. *For non-WB:* Please briefly describe the process and considerations that led to your organization being appointed the CE/SE/ME for the GPE in this country.

National context

3. What are the three most important developments in the national context in the past four years (since 2010) that have either positively or negatively affected the education sector in [insert country]? (*e.g. political, economic – including overall and education specific development aid, social, cultural developments*)
4. Since 2010, what are the main achievements/improvements in the education sector of [insert country] overall (i.e. not limited to those supported by GPE) in terms of:
 - 4.1. Legal and strategic documents, plans, frameworks
 - 4.2. Capacity of and collaboration among key actors (please specify)
 - 4.3. Access to education
 - 4.4. Quality of education
 - 4.5. Other (e.g. girls’ education, teacher training/retaining teachers, etc.)
5. What are remaining key bottlenecks in different education sub-sectors that require the most attention and improvement?

6. In [insert country], has there been a change in the extent to which decision makers regard education as a key strategy for the health, wealth and stability of the nation? What factors are influencing related views?

GPE Relevance and Effectiveness (Country level)

7. *If/as applicable depending on GPE support in country:* What effect has GPE support had on the speed and/or quality of
 - 7.1. Education sector plan development and appraisal?
 - 7.2. Education sector budget?
 - 7.3. Education program development?
 - 7.4. Education program implementation
 - 7.5. Education program monitoring?
8. To what extent and how has GPE influenced the functioning of the Local Education Group (LEG) specifically in view of the following: *(please give specific examples where possible)*
 - 8.1. Frequency and quality of CSO contributions within the LEG?
 - 8.2. Coordination among education stakeholders?
 - 8.3. Alignment of aid (e.g. use of country systems, budget or sector support)
 - 8.4. Government ownership of education sector reform processes in alignment with global norms and standards?
 - 8.5. Other (please specify)
9. What effect or additionality has the GPE had on the flow of resources (national and international) for education at the country level since 2010 or since [insert country] joined the GPE?
 - 9.1. How has the GPE influenced any changes to the *total amount* of education financing from the DCP government, donors or the international or national non-state sectors (including specifically your organization)? Please consider increases, decreases, substitutions, diversions to/ from other sectors and GPE and non-GPE funding.
 - 9.2. How has the GPE influenced any changes to the *amount* of education financing for *primary or basic education* from the DCP government, donors or the international or national non-state sectors (including specifically your organization)?
 - 9.3. How has the GPE influenced how education financing (including specifically from your organization) has been *allocated to sub-sectors* i.e. basic education, secondary and post-secondary education?
 - 9.4. How has the GPE influenced how education financing (including specifically from your organization) has been *allocated to specific education issues* that align with the GPE strategic objectives i.e. fragile and conflict affected countries, girls education, literacy and numeracy, teacher effectiveness, learning, access and inclusion?
 - 9.5. How has the GPE influenced predictability and sustainability of education financing, as well as adherence to Busan/ Paris aid agreements at a country level i.e. Busan aid agreement (ownership, partnership, results, transparency & responsibility)/ Paris (ownership, alignment, harmonisation, results, mutual accountability)?

- 9.6. Outside of your role as CE/SE/ME, has the GPE influenced the way your organisation provides technical or financial support to this country and if so how?
- 9.7. What factors other than the GPE have influenced education financing in this country?
10. What contribution has the GPE made to the noted developments through:
- 10.1. Its financial support (grants)
- 10.2. Technical assistance from the Secretariat (please give examples)
- 10.3. Technical assistance/leadership from Supervising/Managing entity (please give examples)
- 10.4. Process or content-related norms or standards/benchmarks (please give examples)
- 10.5. Other (please specify)

GPE Management and Operations

11. What is the nature and frequency of your interactions with the GPE Secretariat?
12. How appropriate (i.e. clear, useful) are existing guidance materials on country level processes and the role and responsibilities of the SE/ME that are currently available from the GPE?
13. How transparent and appropriate are the application and selection/approval mechanisms for GPE grants? Is the support available from the GPE (Secretariat/CE/SE/ME) to navigate these processes appropriate in quantity and quality?
14. How do you rate your own organization's performance as a CE/SE/ME to date? What have been strengths and weaknesses? ²⁵
- 14.1. What have been supporting and hindering factors influencing your organization's performance?
- 14.2. How involved/relied upon is your organization in addressing emerging challenges that may occur within the LEG, e.g. related to financial issues, partner relations, conflict of interest?

GPE Regional/Global Level Contributions

15. Are you aware of, and have you participated in or benefited from GPE activities and contributions at the regional or global level? If yes, please give examples, e.g. *have you attended any events organized/funded by the GPE? Are you aware of, or have you contributed to any regional/global discussions on selected issues? Are there examples of relevant lessons learned in/from other countries that you have learned about through the GPE?*
16. At the global level, the GPE is aiming to support consensus building on a variety of issues, including on shared education metrics. Similarly, the GPE is working to collect and share

²⁵ **Coordinating agency:** Act as communication link between the GPE Secretariat and partners at the country level; Foster and furthering the relationship between DPG and national government, and promoting inclusion of NGOs in work of LEG; Lead, facilitate work of DPG; Facilitate timely and efficient disbursement of funds for education sector plan implementation; Report on progress of ESP implementation. **Managing and supervising entity:** Support grant application processes; Enter in a trustee arrangements with the WB; Carry out fiduciary responsibilities; Support and monitor program implementation and monitoring ; Reporting; Facilitate grant revisions

relevant lessons learned, e.g. on education policy processes. How relevant and useful is this work for you/for stakeholders in your country? Specifically:

- 16.1. Are there examples of GPE-supported/promoted lessons, norms or standards that have been applied in [insert country] and that have made a positive difference?
- 16.2. Are there education issues on which it would be helpful to have global/regional consensus, norms/standards or at least lessons learned from other contexts, but for which these do not yet exist?
- 16.3. Are there issues that are so context-specific that, in your view, having global/regional norms, standards or lessons learned is **not** helpful?

Forward looking considerations

Link back to question on remaining bottlenecks/issues to be addressed in the country

17. What could further enhance the performance of your (or another) organization in its role as Supervising/Managing entity?
18. What could further enhance GPE relevance, effectiveness, or efficiency in this country?
E.g. in relation to:
 - 18.1. Thematic areas for which GPE support is available
 - 18.2. Types and timing of support currently available from GPE?
 - 18.3. Administration (e.g. grant application and management)
 - 18.4. Grant amounts available from GPE
 - 18.5. Types and amount of technical support available from GPE
 - 18.6. Additionality of education financing
 - 18.7. GPE role/influence at the global level
 - 18.8. Other (please specify)
19. The new GPE funding model that will be introduced in 2015 places emphasis on results-based financing, i.e. a part of available grant amounts to countries will be disbursed based on progress toward agreed upon indicators.
 - 19.1. What benefits do you expect from this new funding model from the perspective of GPE donors? From the perspective of the national government? From the perspective of other education stakeholders?
 - 19.2. What challenges or drawbacks do you expect from the perspective of donors, of the national government, of other stakeholders?
20. Please share any other observations, questions or suggestions that you feel might be relevant in the context of this evaluation.

Thank you very much for your collaboration.

Appendix 11. Interview Protocols for Global Level

Interview Protocol GPE Board Members/Alternate Board Members

Introduction

Evaluation Background and Purpose: In March 2014 the GPE Board requested that an external evaluation be conducted of the GPE. A consortium of Universal Management Group (based in Montreal) and Results for Development (DC) was contracted to conduct the evaluation. The purpose of the evaluation is twofold: First, to 'look back' and assess whether the changes made in the GPE since 2010 have contributed to the achievement of its mandate, with particular consideration given to the partnership's relevance, efficiency and effectiveness. Second, to provide forward-looking recommendations to inform the development of the next GPE strategic plan, as well as an envisaged GPE impact study.

This interview: As part of the evaluation we conduct various types of data collection, including eight in-country and ten virtual country site visits, as well as telephone interviews with GPE Board Members and other global thought leaders. Please note that all interviews are **confidential**, i.e. we only use information in aggregated format in our report, and make sure that direct quotes cannot be traced back to interviewed individuals. **Before we begin, do you have any questions or concerns about the evaluation or this interview?**

1. Since when have you been a (alternate) Board member?
 - 1.1. How were you selected/appointed?
 - 1.2. How many Board meetings, approximately, have you attended in person/remotely?

GPE Relevance and Effectiveness

2. Why is it important that the GPE exists? What does it offer that is unique?
3. According to your constituency, what do consider GPE's main achievements since 2010 (or since you became a Board member)?
 - 3.1. In your country (*for DCP Board Members*)/ At the country level (*for developed country BM*)
 - 3.2. In your (sub)region? /At the regional level?
 - 3.3. At the global level?

GPE Governance

4. **In your constituency**, what has worked well/less well as regards
 - 4.1. Selecting (alternate) Board members?
 - 4.2. Selecting/identifying constituency members?
 - 4.3. Consulting/communicating with constituency members?

- 4.4. Arriving at constituency positions to present to the Board?
5. To what extent do the current GPE Board structure and processes facilitate equal **representation and participation of all constituencies**?
6. To what extent is the current Board structure and performance contributing to fostering **national ownership** for GPE principles and results? Are there differences between the home countries of current Board members and other countries in the constituency?
7. Overall, **how effective is the Board** in carrying out its responsibilities? What factors influence stronger/weaker Board performance in different areas?
 - 7.1. Strategy and Policy
 - 7.2. Resource mobilization
 - 7.3. Grants and Performance (including transparency)
 - 7.4. Governance and Financial Oversight and Risk Management
 - 7.5. Global Leadership, Advocacy and Convener for Education
 - 7.6. Other (please add other issues you find relevant)
8. How effective are the **existing Board Committees** play in enhancing the speed and/or quality of Board decision making? Are the composition and thematic foci of existing committees appropriate? Are their respective roles clear? *(If applicable, please comment based on your participation/role in one or more committees.)*
 - 8.1. The Coordinating Committee
 - 8.2. The Country Grants and Performance Committee
 - 8.3. The Governance, Ethics, Risk and Finance Committee
 - 8.4. The Strategy and Policy Committee
9. In what ways does the **Board Chair** contribute to effective and efficient Board functioning? To representing GPE at the global level?
10. To what extent and how are **GPE partners being held accountable** to GPE principles and their related commitments? How does the Board monitor these commitments?
11. To what extent has the GPE program become more **independent from the World Bank**?
 - 11.1. What are the effects of rebranding the partnership into GPE?
 - 11.2. What are the effects of appointing a Secretariat CEO/CTO?
 - 11.3. What are the effects of expanding the types of organizations that can act as supervising/managing entities?
12. What other organizations, partnerships, or initiatives do you consider to be relevant models for the GPE in terms of their governance, programming, or management? Why?

GPE Management and Organizational Arrangements

13. Are the respective roles and responsibilities of the GPE Board and Secretariat clear and appropriate?
14. How effective is the GPE Secretariat in carrying out its roles and responsibilities in view of
 - 14.1. supporting the GPE Board

- 14.2. carrying out tasks as outlined by the Board (including resource mobilization)
 - 14.3. monitoring and reporting on country level implementation and progress
 - 14.4. monitoring and reporting on internal GPE performance
 - 14.5. Other
15. What are key factors positively or negatively affecting Secretariat performance? (e.g. number/profiles of staff, roles and responsibilities, clarity of mandate, financial resources)

Forward looking considerations

16. What mid-term corrective actions might be helpful to improve GPE relevance, effectiveness, or efficiency? E.g. in relation to:
- 16.1. GPE **governance** (i.e. the structures, functions, processes, and organizational traditions that have been put in place to ensure that the GPE is run in such a way that it achieves its objectives in an effective and transparent manner.)
 - 16.2. GPE **management** (i.e. the day-to-day operation of the GPE; its strategies, policies, processes, and procedures that have been established by the Board).²⁶
 - 16.3. the GPE **partnership model** at global and/or country level
 - 16.4. **resource mobilization** (funding levels and sources; whether funding channelled through the GPE is truly additional or not)
 - 16.5. **strategic priorities** (at global, at country levels)
 - 16.6. Other
17. What are current contextual developments (in the education sector; in the broader development aid context) that are likely to influence GPE’s future?
18. Who do you consider to be other key actors (at global, regional, country level) working on and/or influencing the education sector, that GPE should continue to partner with? What are actors that GPE is not yet, but should be partnering with? Why?
19. Please share any other observations, questions or suggestions that you feel might be relevant in the context of this evaluation.

Thank you very much for your collaboration.

²⁶ Whereas governance is concerned with “doing the right thing,” management is concerned with “doing things right”.

Interview Protocol: Global Stakeholders

Introduction/background

Evaluation Background and Purpose: In March 2014 the GPE Board requested that an external evaluation be conducted of the GPE. A consortium of Universal Management Group (based in Montreal) and Results for Development (DC) was contracted to conduct the evaluation. The purpose of the evaluation is twofold: First, to 'look back' and assess whether the changes made in the GPE since 2010 have contributed to the achievement of its mandate, with particular consideration given to the partnership's relevance, efficiency and effectiveness. Second, to provide forward-looking recommendations to inform the development of the next GPE strategic plan, as well as an envisaged GPE impact study.

This interview: Please note that all interviews are confidential, i.e. we only use information in aggregated format in our report, and make sure that direct quotes cannot be traced back to interviewed individuals. **Before we begin, do you have any questions or concerns about the evaluation or this interview?**

GPE Relevance and Effectiveness

1. What effect has GPE support had on the speed and/or quality of country policy and planning (e.g. priority setting, sector plan development and appraisal, sector budgeting)?
2. What effect has GPE support had on the implementation of education sector plans and policies?
3. What effect or additionality has the GPE had on the flow of resources for education since 2010?
 - 3.1. How has the GPE influenced any changes to the *total amount* of education financing from, donors? Please consider increases, decreases, substitutions, diversions to/ from other sectors and GPE and non-GPE funding.
 - 3.2. How has the GPE influenced how education financing been *allocated to specific education issues* that align with the GPE strategic objectives i.e. fragile and conflict affected countries, girls education, literacy and numeracy, teacher effectiveness, learning, access and inclusion?

GPE Board

4. To what extent did the GPE Board structure and processes facilitate equal **representation and participation of all constituencies**?
5. What were the impacts of the Board reforms (e.g. increased representation of DCPs in Board Committees, creation of new Board sub-committees) in increasing the effectiveness and efficiency of the Board?
6. **In your view** what worked well/less well with regards to:
 - 6.1. Selecting (alternate) Board members?
 - 6.2. Selecting/identifying constituency members?
 - 6.3. Communication within constituencies?
7. How effective were the **Board Committees** play in enhancing the speed and/or quality of Board decision making? Were the composition and thematic foci of existing committees appropriate? Were their respective roles clear?

- 7.1. The Coordinating Committee
- 7.2. The Country Grants and Performance Committee
- 7.3. The Governance, Ethics, Risk and Finance Committee
- 7.4. The Strategy and Policy Committee
8. In what ways should the **Board Chair** contribute to effective and efficient Board functioning? To representing GPE at the global level?
9. To what extent and were **GPE partners held accountable** to GPE principles and their related commitments? How does the Board monitor these commitments?
10. Overall, **how effective was the Board** in carrying out its responsibilities? What factors influenced stronger/weaker Board performance in different areas?
 - 10.1. Strategy and Policy
 - 10.2. Resource mobilization
 - 10.3. Grants and Performance (including transparency)
 - 10.4. Governance and Financial Oversight and Risk Management
 - 10.5. Global Leadership, Advocacy and Convener for Education
11. Other (please add other issues you find relevant)

GPE Management and Organizational Arrangements

12. To what extent has the GPE program become more **independent from the World Bank**?
 - 12.1. What were the effects of rebranding the partnership into GPE?
 - 12.2. What were the effects of appointing a Secretariat CEO/CTO?
 - 12.3. What were the effects of expanding the types of organizations that can act as supervising/managing entities?
13. To what extent does the current governance structure contribute to high or low transaction costs?
14. Are the respective roles and responsibilities of the GPE Board and Secretariat clear and appropriate?
15. How effective is the GPE Secretariat in carrying out its roles and responsibilities in view of
 - 15.1. supporting the GPE Board
 - 15.2. carrying out tasks as outlined by the Board (including resource mobilization)
 - 15.3. monitoring and reporting on country level implementation and progress
 - 15.4. monitoring and reporting on internal GPE performance
 - 15.5. Other
16. What are key factors positively or negatively affecting Secretariat performance? (e.g. number/profiles of staff, roles and responsibilities, clarity of mandate, financial resources)
17. What other organizations, partnerships, or initiatives do you consider to be relevant models for the GPE in terms of their governance, programming, or management? Why?

GPE Regional/Global Level Contributions

18. To what extent should GPE use its resources to support the production of global public goods (i.e. research on new knowledge and evidence-based best practices) versus using them to support country-specific improvements?
19. What role, if any, has GPE played in influencing the global education agenda (e.g. on post-2015 goals)? What role should GPE play going forward?

Forward looking considerations

20. What mid-term corrective actions might be helpful to improve GPE relevance, effectiveness, or efficiency? E.g. in relation to:
 - 20.1. GPE **governance** (i.e. the structures, functions, processes, and organizational traditions that have been put in place to ensure that the GPE is run in such a way that it achieves its objectives in an effective and transparent manner.)
 - 20.2. GPE **management** (i.e. the day-to-day operation of the GPE; its strategies, policies, processes, and procedures that have been established by the Board).²⁷
 - 20.3. the GPE **partnership model** at global and/or country level
 - 20.4. **resource mobilization** (funding levels and sources; whether funding channelled through the GPE is truly additional or not)
 - 20.5. **strategic priorities** (at global, at country levels)
 - 20.6. Other
21. Should GPE play a proactive role in bringing non-DAC donors into the partnership?
22. Do you think that GPE should have a role in producing global public goods? Or should its focus be exclusively on country-level activities?
 - 22.1. What is your view on the success/deficiencies of the GRA program?
23. What are current contextual developments (in the education sector; in the broader development aid context) that are likely to influence GPE's future?
24. Who do you consider to be other key actors (at global, regional, country level) working on and/or influencing the education sector, that GPE should continue to partner with? What are actors that GPE is not yet, but should be partnering with? Why?

Please share any other observations, questions or suggestions that you feel might be relevant in the context of this evaluation

Thank you very much for your collaboration.

²⁷ Whereas governance is concerned with “doing the right thing,” management is concerned with “doing things right”.

Appendix 12. Country Field Mission Evaluation Framework

Template to capture key information deriving from interviews during Virtual/In-Country Site Visits

Evaluation question	Country level sub-questions	Information/views provided by interviewees
Context		
1. What are the key developments in the country's political, social, and economical (including donor) contexts since 2010 that are relevant for the education sector?	1.1. What developments are positively influencing the enabling environment for education? How? 1.2. What developments are negatively influencing the enabling environment? How?	
2. What is the country's history within the GPE?	2.1. If applicable, what types of support has the country received through the FTI before 2010? 2.2. Since 2010, what has been the nature of the country's involvement with the GPE/types of support received through the GPE? <ul style="list-style-type: none"> • Has the country applied for, received approval for, or implemented one or more GPE grants? If yes, what types of grants? • What types of technical assistance has the country received from GPE, and how? 	
GPE relevance, effectiveness, and efficiency at the country level		
Overarching question: To what extent have organizational changes within the GPE since 2010 contributed to improvements in country capacity to formulate, implement and monitor education sector policies?		
3. Since 2010, what evidence exists of positive changes to national capacity to formulate, implement and monitor education sector policies?	3.1. Are education sector plans, joint sector reviews and other related processes becoming more relevant and participatory, of higher quality or more transparent? If so, how? 3.2. How are the quantity and quality of country efforts made to monitor and report upon education program implementation improving?	

Evaluation question	Country level sub-questions	Information/views provided by interviewees
<p>4. How relevant and effective is GPE's financial assistance (grants) in view of strengthening national capacity?</p>	<p>4.1. To what extent are processes/outputs that are facilitated through GPE grants aligned with existing national priorities and plans?</p> <p>4.2. How aligned are the GPE's available resources and the country's basic education needs and priorities?</p> <p>4.3. Has the amount of indicatively allocated GPE financial resources influenced the country's planning for basic education?</p>	
<p>5. How relevant and effective is GPE supported technical support in view of strengthening national capacity?</p>	<p>5.1. How relevant is GPE-supported technical support (through ME/SE or Secretariat) in view of existing national capacity, needs and priorities?</p> <p>5.2. What effect is GPE technical support having on the speed and quality of processes and/or on resulting outputs in relation to (as applicable):</p> <p>5.3. Education sector plan development and appraisal</p> <p>5.4. Education program development</p> <p>5.5. Education program implementation and monitoring</p> <p>5.6. During the period under review, has the country received more/different types of technical support from GPE than before 2010? If yes, with what effects?</p>	
<p>6. How are GPE partnership and coordination activities at the country level affecting the development, implementation, or monitoring of education sector policies?</p>	<p>6.1. To what extent and how is GPE support for LEGs affecting LEG functioning and contributions?</p> <p>6.2. To what extent is GPE support (through CSEF or other) ensuring/improving CSO participation and contributions?</p> <p>6.3. To what extent is GPE support ensuring/improving Donor coordination and alignment of aid?</p>	<p>Note: GPE Country Support Team defines 'effective LEGs' using the following dimensions:</p> <ul style="list-style-type: none"> • Ownership (Government leadership over sector processes and priorities) • Membership (inclusiveness and engagement, development partners with technical capacities) • Efficiency (common agenda, clear division of labour)

Evaluation question	Country level sub-questions	Information/views provided by interviewees
	6.4. To what extent is GPE support affecting other principles of aid effectiveness, including country ownership?	<ul style="list-style-type: none"> • Focus (strategic focus on Education Sector Plans, Transparency and accountability)
7. What effects (or additionality) is GPE having on flows of funding for education in this country?	7.1. What influence has the GPE had on changes (including substitution) to the amount of basic and total education funding from domestic and international sources (national government, bilaterals, multi-laterals, private sector and civil society) through and outside the GPE? 7.2. What influence has the GPE had on where the GPE and non-GPE funding has been allocated and spent in terms of sub-sector and education issue? 7.3. To what extent has the GPE influenced adherence to principles of aid effectiveness and the duration, predictability and sustainability of financial resources?	
8. What factors other than GPE support are influencing country capacity to formulate, implement and monitor education sector policies?	8.1. What other factors are positively influencing changes in national capacity during the period under review? 8.2. What other factors are negatively influencing this capacity?	
GPE Management and Operations (country level)		
9. To what extent do changes to the scope and configuration of GPE activities have implications for this country?	9.1. In this country, what are implications of the fact that GPE focuses on some, but not all EFA goals, and specific sub-sectors/issues? 9.2. What are implications of decisions on when and why GPE provides technical and/or financial support? 9.3. What are implications of the decision to broaden GPE's reach/eligibility to include fragile and conflict affected states?	

Evaluation question	Country level sub-questions	Information/views provided by interviewees
	<p>9.4. If the country has previously received funding through the Catalytic Fund, how, if at all, is it affected by the phasing out of this Fund/establishing a single fund with three funding windows (EPDG, PDG, PIG)?</p> <p>9.5. How transparent and appropriate are the application and selection/approval mechanisms for the new types of GPE grants?</p>	
<p>10. How effective and efficient have the coordinating, supervising and managing entities become in carrying out their role, and with what effects?</p>	<p>10.1. What have been strengths and weaknesses of the performance of coordinating, supervising, managing entities in this country in view of:</p> <p>Coordinating agency</p> <ul style="list-style-type: none"> • Act as communication link between the GPE Secretariat and partners at the country level? • Foster and furthering the relationship between DPG and national government, and promoting inclusion of NGOs in work of LEG • Lead, facilitate work of DPG • Facilitate timely and efficient disbursement of funds for education sector plan implementation • Report on progress of ESP implementation <p>Managing and supervising entity</p> <ul style="list-style-type: none"> • Support grant application processes • Enter in a trustee arrangements with the WB • Carry out fiduciary responsibilities • Support and monitor program implementation and monitoring • Reporting • Facilitate grant revisions <p>10.2. During the period under review, has the country experienced a change (or first time appointment) of a coordinating, supervising or managing entity?</p>	

Evaluation question	Country level sub-questions	Information/views provided by interviewees
	10.3. What have been strengths and weaknesses of related selection processes?	
11. How effectively is the GPE/ are GPE partners in the country addressing emerging challenges?	11.1. How effectively is GPE (are GPE partners) addressing challenges related to <ul style="list-style-type: none"> • Financial issues (e.g. grant approval or disbursement, appropriateness of grant amounts) • Financial or human capacity • Partner relations 	
Synergies with GPE at the global level		
12. To what extent and how are GPE global level achievements affecting change processes at the country level?	12.1. Are national stakeholders aware of or have participated in global discussions e.g. about common education objectives and metrics? With what effects? 12.2. What, if any, examples exist of country stakeholders having benefited from or contributed to exchange/learning among global stakeholders as regards education sector improvements? How have related insights/participation influenced (or are likely to influence) change in their country? 12.3. Do national stakeholders see evidence in their country of strengthened awareness and consensus on education as a key strategy for the health, wealth and stability of nations? 12.4. Is there a sense that there is global consensus and buy-in on principles of collaboration and participation, and norms and standards for education policy processes?	
Conclusions, lessons learned, and implications for the overall evaluation -		
13. What, if any, lessons emerge from the experience of GPE programming/support to this country?	13.1. Lessons on <ul style="list-style-type: none"> • The role/contributions of the GPE Secretariat and GPE fund 	

Evaluation question	Country level sub-questions	Information/views provided by interviewees
	<ul style="list-style-type: none"> • The role/contributions of the wider matrix of GPE partners • The effects of GPE organizational changes since 2010 • Key factors having supported or hindered progress in the education sector in this country • Synergies between GPE at global, regional and national level • The availability of baseline and progress data on GPE contributions (in view of future impact evaluation) • Other 	
<p>14. What, if any, implications for the overall evaluation derive from this country case?</p>	<p>14.1. What key issues emerge, which need to be checked/compared with findings deriving from other country reviews including the virtual site visits?</p>	