

Development and Implementation of an Evaluation Study of the Effectiveness and Efficiency of Developing Country Partners' (DCP) Pre-Board Meetings in the Context of GPE 2020

REVISED EVALUATION REPORT | JULY 2017





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Executive Summary

Background

The Developing Country Partners' (DCP) constituency pre-Board meetings began in December 2014 as an initiative to provide the DCP constituencies of the Global Partnership for Education with the necessary tools to promote effective communication, decision-making and consensus-building, to allow them to effectively engage with the GPE Board and Board committees.

This independent evaluation aimed to analyze the extent to which the DCP pre-Board meetings are meeting their objectives, and to provide actionable recommendations as to how the meetings can be improved, taking into account the perspectives of representatives from both DCP constituencies and non-DCP constituencies, such as CSOs and Donor Partners.

The evaluation aimed to address five overarching evaluation questions:

1. Are the pre-Board meetings relevant?
2. Are the pre-Board meetings achieving their objectives?
3. Are the pre-Board meetings efficiently managed?
4. Are pre-Board meetings delivering value for money?
5. In light of GPE 2020, how can the DCP pre-Board constituency meetings be improved?

Methodology

The review was conducted between February and June 2017 by an independent team of two consultants and one analyst. The main features of the review methodology were: (i) a review of relevant documents from the GPE Board meetings and pre-Board meetings; (ii) a quantitative analysis of participation at Board meetings based on verbatim meeting transcripts, as well as an analysis of alignment between GPE Board decisions and DCP constituency recommendations; (iii) key informant interviews with six DCP and three non-DCP Board members and eight GPE Secretariat Staff; and (iv) a web-based survey of 50 DCP Focal Points, five DCP Board members, 11 GPE Secretariat Staff and nine observers and others.

Key Findings and Conclusion

Relevance of meetings

The DCP pre-Board meetings are an appropriate format for supporting stronger engagement with DCP constituencies (Objective 1), for facilitating consultations (Objective 2), and for sharing information on GPE's policies and objectives (Objective 3a). However, the meetings are less relevant for supporting South-South knowledge exchange and peer-to-peer learning between the participants (Objective 3b).

Achievement of objectives

The DCP pre-Board meetings have achieved most of their intended objectives. The voice of DCP constituency representatives on the GPE Board has improved, measured both in terms of perceptual data and quantitative data. The DCP Board members report that their ability to represent their constituencies have improved, as the pre-Board meetings provide an opportunity for DCP constituencies to consult and coordinate their position prior to Board meetings. The pre-Board meetings are also an effective mechanism for consultations between GPE and DCPs and have supported a high degree of alignment between GPE Board decisions and DCP constituency positions.

The pre-Board meetings have also increased the knowledge and understanding of GPE's policies, goals and objectives and have increased participants' understanding of proposed Board decisions. However, the evaluation found that the meetings are not effective, in their current format, to support knowledge and good practice exchange and peer-to-peer learning between the participants.

Management efficiency

The DCP pre-Board meetings are perceived by all participants as efficiently managed in terms of planning, logistics, and organizing, and the GPE Secretariat has managed the meeting budget satisfactory. However, the efficiency of the meetings is limited by several factors: (i) the meeting agenda is too extensive with not enough time allocated to efficiently achieve all activities; and (ii) the timing (scheduling) of the meetings does not provide sufficient time for internal DCP consultations before and after the meetings.

Furthermore, (iii) the efficiency of the meetings is limited by a failure to conceptualize how the DCP Focal Points will be able to link or liaise with constituencies and Board representatives in a timely and informed manner.

Value for money

The DCP pre-Board meeting investment is delivering a substantial qualitative value for money. Non-face to face alternative approaches to "economize" (e.g. virtual meetings) would not provide the same positive level and value of results.

Recommendations

- 1) A working group of DCP representatives and GPE Secretariat staff should be established to work together to create an improved framework for the meetings for better results and increased efficiency, focusing on the following issues:
 - a. Should the focus of the meetings only deal with Board governance, or also include components for learning and information exchange?
 - b. Should the same format be used to achieve all the intended objectives?
 - c. How can DCPs exchange information outside of the pre-Board meetings?
 - d. How, if necessary, can GPE increase DCP engagement and voice beyond the pre-Board meetings?
- 2) The governance department at GPE should review how the meetings are organized, with a focus on the following issues: (1) the scope and width of the meeting agenda and the total amount of information that will be provided at the meetings; (2) the scheduling of the meetings, taking into account the time allocated for DCP consultations both prior to and after the meetings; (3) how far ahead the agenda and preliminary insights into what the Board will discuss should be given to meeting participants; and (4) the appropriate balance between cost-efficiency and travel time for meeting participants.

Acronyms

BMZ	The German Federal Ministry of Economic Cooperation and Development
CSO	Civil Society Organizations
DCP	Developing Country Partners
DFID	Department for International Development
EEMECA	Eastern Europe, Middle East and Central Asia
ESP	Education Sector Plan
ESPIG	Education Sector Program Implementation Grant
GPE	The Global Partnership for Education
GIZ	The German Corporation for International Cooperation
KGPE	Knowledge and Good Practice Exchange
OECD DAC	Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC)
TESP	Transitional Education Sector Plan
TOR	Terms of Reference
UMG	Universalialia Management Group
UNEG	United Nations Evaluation Group

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1 Introduction

1.1 Overview

This document presents the Evaluation Report to the Global Partnership for Education (GPE) for the *Development and implementation of an evaluation study of the effectiveness and efficiency of developing country partners' (DCP) pre-Board meetings in the context of GPE 2020*. In accordance with the Terms of Reference (TOR), the purpose of this evaluation is to analyze the extent to which the DCP pre-Board constituency meetings are fulfilling their principal objective of supporting a stronger engagement and voice for the DCP constituencies in the governance of the Global Partnership for Education. The evaluation further provides an assessment of the relevance, effectiveness and efficiency of the DCP pre-Board constituency meetings in supporting key aspects of the partnership, such as Knowledge and Good Practice Exchange (KGPE), peer-to-peer learning, and the sharing of information on GPE's operational policies and objectives with DCP governments.

The evaluation provides actionable recommendations as to how the DCP pre-Board constituency meetings can be improved, taking into account the perspectives of the representatives from both DCP constituencies and non-DCP constituencies, such as CSOs and Donor Partners. The evaluation does so in light of the objectives of GPE 2020, the GPE's strategic agenda for 2016-2020. A key objective of GPE 2020 is to build a stronger partnership by coordinating "consistent country-level roles, responsibilities and accountabilities among governments" and by using "Knowledge and Good Practice Exchange effectively to bring about improved education policies and systems"¹.

The evaluation primarily focuses on the period from 2014 to the end of 2017, starting with the first DCP pre-Board meeting in December 2014 and also takes into account participation at Board meetings from 2009 to 2012. The evaluation uses data from the 2014 Independent Interim Evaluation and GPE's Strategic Plan (GPE 2020) as reference points. The scope of this study is limited by time and resources, and the evaluation has primarily used documents, interviews and survey data to obtain information about the utility of the pre-Board meetings. The Evaluation Team did not attend pre-board meetings and conducted most interviews virtually (through telephone or Skype).

While the evaluation does not provide a full value for money analysis of the DCP pre-Board meetings, this report provides an expert opinion on the relevance, effectiveness, economy and efficiency on the use of the GPE budget to organize DCP pre-Board meetings. The evaluation team has analyzed to what extent the DCP pre-Board meetings activities are efficient in terms of costs and equity (composition of stakeholders, gender). The team has provided an expert assessment on the effectiveness and efficiency of existing practices as well as some suggestions about possible alternative ways of achieving the objectives of the DCP pre-Board meeting for less cost (economy).

¹ (The Global Partnership for Education 2016a, 27)

The Evaluation Report responds to the TOR and agreed workplan for this assignment and is organised as follows:

- Section 1 presents a brief overview of the assignment;
- Section 2 outlines the evaluation methodology;
- Section 3 provides a descriptive analysis of the DCP pre-Board meetings;
- Section 4 identifies the main evaluation findings; and
- Section 5 presents the conclusions and recommendations for the evaluation.

Appended to the report are the following documents: the evaluation Terms of Reference; a list of consulted stakeholders; a list of reviewed documentation; the evaluation matrix and the evaluation Theory of Change; the data collection instruments; an overview of DCP constituency decisions and GPE Board decisions analyzed for this evaluation; an overview of participation at GPE Board meetings between 2009 and 2017; and survey response data.

2 Evaluation Methodology

2.1 Overview

The evaluation of the DCP pre-Board meetings was supported by mixed methods and the synthesis of data analysis results. The use of mixed methods tailored data collection and analysis to the types of data that were anticipated during the evaluation, specifically, quantitative and qualitative data.

This evaluation was conducted over four distinct, but overlapping phases: Phase 1 – Inception; Phase 2 – Data Collection; Phase 3 – Data Analysis and Synthesis, and Phase 4 – Reporting. In addition, all evaluation activity was guided by an evaluation framework approved by GPE, which outlined the main evaluation issues, the key questions and sub-questions, data sources and data collection methods. The evaluation matrix was conceptualized into four core dimensions: i) relevance; ii) effectiveness; iii) efficiency; and iv) recommendations. Definitions for core dimensions i – iii were extracted from the *OECD-DAC Glossary of Key Terms in Evaluation and Results-based Management*, and a generic definition was developed for core dimension iv, in terms of recommendations.

In order to evaluate the process behind the DCP pre-Board meetings and how it intends to achieve the stated results, the evaluation team utilized a theory-based approach and designed a pathway to end results model that links the meeting activities with their stated objectives and the larger objectives of the Partnership. The model was based on the implicit assumptions of GPE for the meeting process as well as a brief literature review on intercultural decision-making conducted by the evaluation team and was used to inform the evaluation matrix and evaluation questions used in this report.

2.2 Data Collection

Data were collected from two primary sources: key stakeholders, through stakeholder consultations (interviews) and an online survey; and a desk-top review of relevant documents.

The main purpose of data collection activity was to contribute to a contextual overview of the DCP pre-Board meetings and to provide responses to the evaluation questions. Qualitative data from interviews and qualitative written feedback from the online survey² were used to provide examples and perspectives for the quantitative data from the survey and meeting evaluation forms. The online survey was primarily targeted at meeting participants and their opinions of the meetings, while the stakeholder consultations were primarily aimed at DCP Board members and their opinions about the effect of the meetings on the GPE Board.

² E.g. where survey participants were asked to provide comments or list the three biggest strengths and weaknesses with the pre-Board meetings.

Stakeholders were selected to provide the evaluation team with a comprehensive set of perspectives on pre-Board meeting achievements and usefulness. Stakeholders ranged from those who organised the meetings, those who attended the meetings, those who strategized about their alignment with the GPE mission and investments, and those who were able to provide insights about the effect of the meetings on the governance of the GPE Board. An overview of different stakeholders consulted for this evaluation is included below (table 2.1).

Table 2.1 Stakeholder categories consulted

STAKEHOLDER CATEGORY	ROLE IN RELATION TO THE EVALUATION	DATA COLLECTION METHOD	TOTAL NUMBER CONSULTED
DCP Focal Points	Key informants for providing context, direct experience and analysis of the DCP pre-Board meetings Important to fully understand the effect of the meetings in achieving their intended objectives	Online survey Meeting evaluation forms	50
DCP Board members	Key informants for providing context, direct experience and analysis of the DCP pre-Board meetings Important to fully understand the effect of the meetings in achieving their intended objectives	Semi-structured interviews Online survey	6 for interview; 5 for online survey
Non-DCP Board members (donors, multilaterals, CSO)	Important to fully understand the effect of the meetings in supporting a stronger engagement and voice for the DCP constituencies in GPE governance	Semi-structured interviews	3
GPE Secretariat staff	Key informants for providing context, direct experience and analysis of the DCP pre-Board meetings Important to fully understand the effect of the meetings in achieving their intended objectives	Semi-structured interviews Online survey Focus group discussion	8 for interviews and focus group discussion; 11 for online survey
Observers	Informants for providing context, direct experience and analysis of the DCP pre-Board meetings	Online survey, including qualitative written feedback	9

Stakeholder consultations (semi-structured interviews): In total, consultations were held with 17 key stakeholders who were drawn from the Secretariat and Board of the Global Partnership for Education. Nine stakeholders were representatives on the GPE Board: six DCP Board or Alternate Board members,³ one CSO constituency representative; one multilateral agency constituency; and one donor constituency

³ In one instance, the stakeholder was an official who was often representing on behalf of the Board member on the GPE Board.

representatives. An additional eight stakeholders were from the GPE Secretariat. Overall, 41% of the stakeholders interviewed were women.

Through the support of the GPE Secretariat, a purposeful sample of current and former Board and Alternate Members of GPE was created, which included the position, constituency, email and telephone contacts for each stakeholder. The sample took into account gender and constituency equity (DCP, donor, NGO, private sector) and contained both Board members who had participated in DCP pre-Board meetings; those who had been on the Board since before 2014 and were able to assess any changes that had taken place as a result of the pre-Board meetings; as well as Board members with experience from other comparative organizations. Following the receipt of an introductory letter with an overview of the evaluation from Karen Mundy, Chief Technical Officer at GPE, the selected Board members were engaged in individual consultations through semi-structured interviews. The evaluation also conducted individual interviews with key staff at the GPE Secretariat, including with the CEO, and conducted one focus group discussion with senior management. A list of stakeholders that were consulted during the evaluation is provided in Appendix II.

Consultations were conducted as face-to-face interviews or interviews by telephone/ Skype in English, French and Spanish. Stakeholder consultations were guided by an interview protocol, which was developed for each category of stakeholder (GPE Secretariat and GPE Board) and informed by the approved evaluation matrix, as included in the client-approved Inception Report and Work Plan. All data collection protocols that were used during consultations with key stakeholders are presented in Appendix VII.

Online survey: In accordance with the evaluation TOR, and as discussed during the Inception Phase, the evaluation team surveyed all participants of the DCP pre-Board meetings through an online survey. Based on the meeting agendas and list of participants provided to the evaluation by the GPE Secretariat, a list of 138 meeting attendees was compiled, inclusive of their position, organizational affiliation; constituency, country and email. In total, 70 survey recipients (51% response rate) answered parts or all of the survey,⁴ including 50 DCP Focal Points (48%), of which five were also GPE Board representatives (Board or Alternate) or had attended the GPE Board on behalf of the representative; 11 GPE Secretariat Staff (41%), and nine observers and others). The survey questions were informed by the evaluation Theory of Change and Evaluation matrix (see Appendix V and IV) and were largely based on closed questions using Likert scales.⁵ A complete overview of survey responses is added to Appendix VIII.

Document review: More than 50 documents that were relevant to the evaluation were reviewed. Copies of relevant documents were requested from the GPE Secretariat during consultations with key stakeholders. Notes that were transcribed from stakeholder consultations were also subject to an in-depth review. The document review was closely aligned to the key evaluation issues and questions that

⁴ However, only 64 (or 46%) completed the survey and answered all questions. The numbers do not add up for all categories since (i) some participants forwarded the survey link to other participants, and (ii) the evaluation did not specifically target Board members with the survey.

⁵ It should be noted that the answer categories used in the survey (e.g. "Somewhat Agree" or "Agree") were different than the answer categories used in the meeting evaluation forms (e.g. "Agree" and "Strongly agree"). The evaluation selected the answer categories for the survey in order to provide more nuanced responses and to be better able to distinguish between responses that "fully" agreed with a statement and responses that were somewhat less positive. As such, the meeting evaluation forms are not fully comparable with the survey responses.

were outlined in the approved evaluation matrix. The document review primarily intended to allow the evaluators to obtain factual data on the level of participation of DCP representatives during Board sessions. The evaluation team predominantly reviewed documents dating from 2014 to 2017, as well as verbatim meeting transcripts from four Board meetings from 2009-2012.

The evaluation reviewed documents based on the following categories:

- 1) **Documents related to DCP pre-Board meetings:** list of participants, meeting reports, summaries of constituency positions on proposed decisions, and meeting evaluation forms. This review was done in order to determine if DCP constituency perspectives had been considered and adopted by the GPE Board and to understand trends.
- 2) **Documents related to the GPE Board meetings:** Summaries of Board decisions and supporting documents, coding of verbatim Board meeting transcripts and counting of participation per constituency representative. The document review of GPE Board meetings and the coding of transcripts and counting of participation were done to determine the degree of DCP participation in Board meetings and any potential changes over time.
- 3) **Literature:** Key literature on decision-making was reviewed to inform the Pathway to end results model designed by the evaluation team and the Evaluation Matrix. The team undertook this exercise to examine the logical link between the DCP pre-Board meeting objectives and the investments made as well as all activities conducted for the pre-Board meeting.

A list of all documents reviewed is added to Appendix III.

2.3 Data Analysis

The analysis of data was aligned to the overall methodological approach and complied with international evaluation standards (UNEG; OECD DAC). Data validity was ensured through cross-referencing and triangulation from multiple data sources. To purposefully influence the analytical process through triangulation and enhance the credibility of the evaluation findings, the following methods of analysis were used:

- **Trend and contextual analysis:** to understand the contexts in which the DCP pre-Board meetings were conducted, and to understand the meeting activities and objectives. Trend and contextual analysis were used as a first step, before moving on to more interpretative approaches;
- **Content analysis:** of documents and notes arising from stakeholder consultations, to identify common trends, themes, and patterns for each of the key units of analysis. Content analysis was also used to flag diverging views and opposite trends, in which case further data collection might have been needed. Emerging issues and trends constituted the raw material for crafting preliminary observations for subsequent refinement, to feed into the draft and final evaluation reports;
- **Quantitative analysis:** of data on the attendance of meetings, the responses to meeting evaluation reports and the responses to the online survey. Efforts were also made to explore the costs of the pre-board meetings against the perceived benefits; and

- **Comparisons:** of other major international organizations which Universalialia evaluated, in order to provide a context for understanding the data and the overall value for money of the meetings.

2.4 Evaluation questions

The evaluation was conducted to answer the following questions:

- 1) Are the DCP pre-Board constituency meetings meeting their principal objective (supporting stronger engagement and voice for DCP constituencies in GPE governance)?
- 2) How effective, and how appropriate, are DCP pre-Board constituency meetings in supporting other aspects of partnership, for example, Knowledge and Good Practice Exchange (KGPE), peer-to-peer learning, or sharing information on GPE's operational model, policies, goals, and objectives with DCP governments?
- 3) Overall, are DCP meetings delivering value for money? Are there other ways of achieving the meetings' objectives more efficiently?
- 4) In light of GPE 2020, how can DCP pre-Board constituency meetings be improved? In particular what recommendations do DCPs themselves have for improving their efficacy and usefulness? Do other constituencies (for example, CSOs) have recommendations about broadened participation?

2.5 Limitations

The only limitation to the evaluation was the incomplete data on the actual time spent by the GPE Secretariat on the overall management of the DCP pre-Board meetings. As such, a full analysis of value for money was not feasible. Nevertheless, based on the data available, the evaluation team has analyzed the extent to which the meetings are delivering value for money and whether there are ways of achieving the same objectives for less money.

3 DCP pre-Board meetings

3.1 Introduction

The Developing Country Partners' (DCP) pre-Board meetings were initiated when the Global Partnership for Education Board approved financial allocations at the Board meeting in Brussels, Belgium, in June 2014. The DCP constituencies had submitted a joint proposal⁶ to organize face-to-face pre-Board constituency meetings for all six DCP constituencies. The proposal was supported by the German BACKUP Initiative – Education in Africa (BACKUP Education), a program implemented by the GIZ on behalf of the German Federal Ministry of Economic Cooperation and Development (BMZ). The BACKUP Initiative had funded four face-to-face constituency meetings and one audio-conference for the three African DCP constituencies in advance of GPE Board meetings since 2012. The consultative meetings aimed at providing the African constituencies with the tools necessary to promote effective communication, decision-making and consensus-building, allowing them to effectively engage with the GPE Board and Board committees. The proposal argued that the meetings had allowed the constituencies to develop consensual positions and had ensured that all members' voices had been reflected in deliberations on the GPE Board. The DCP pre-Board constituency meetings had also "strengthened the partnership within and among the three constituencies and positively impacted their way of working" and had been seen as "invaluable by the participants for sharing information and building consensual positions on GPE Board decisions."⁷

The GPE Board approved the proposal, on the recommendation of the Secretariat, and allocated US\$ 700,000 to organize a total of four constituency meetings prior to the face-to-face Board meetings in December 2014 and May 2015 (each constituency attended two meetings). In May 2015, the Board approved a further US\$ 350,000 from the Secretariat's annual budget to organize a pre-Board meeting (for all 6 constituencies) in late 2015. In December 2015, upon the receipt of a progress report, the Board approved a further US\$ 350,000 to organize a meeting in June 2016. In July 2016, the Board agreed to incorporate the costs of the pre-Board meetings into the annual Secretariat work plan and budget, to a cost of US\$ 700,000 annually, rather than require separate approvals at each meeting.

3.2 Objectives of Pre-Board Meetings

The original GPE project proposal⁸ included five separate objectives for the meetings:

- 1) To assist the DCPs in organizing their selection process for the upcoming elections of new incoming Board members for 2015 and to ensure a smooth transition;

⁶ (The Global Partnership for Education 2014b)

⁷ (The Global Partnership for Education 2014b, 6)

⁸ (The Global Partnership for Education 2014b)

- 2) To strengthen the technical and organizational capacity of the DCP constituencies in order to improve their engagement in the activities of the GPE Board and its technical committees;
- 3) To enable DCPs to develop and implement their communication and action plans;
- 4) To build and strengthen existing partnerships among various DCP constituencies across the world, share best practices and promote South-South collaboration on how to strengthen their education sector by conducting joint activities; and
- 5) To improve regular comprehensive and representative consultations, communication and coordination between and within DCPs constituencies to foster effective and efficient operations among all DCP constituencies and thus to present a more inclusive DCP position at Board meetings.

Subsequently, the Global Partnership for Education has articulated three distinct objectives of the pre-Board meetings, which are also used to inform this evaluation:⁹

- 1) Supporting stronger engagement and voice for DCP constituencies in GPE governance;
- 2) Improved consultations and coordination between and within DCP constituencies; and
- 3) Supporting Knowledge and Good Practice Exchange (KGPE), peer-to-peer learning, and the sharing of information on GPE's operational model, policies, goals, and objectives with DCP governments.¹⁰

Objective 3 emerged during the initial phase of the pre-Board meetings out of a demand from DCP constituencies to also include an element of knowledge sharing and knowledge exchange. The relationship between the meeting activities and these objectives are presented in the Pathway to end results model which was designed by the evaluation (added to Appendix V). It attempts to explain the causal relationship between the activities at the pre-Board meetings and the broader governance objectives of the Partnership, and is used to inform the Evaluation Matrix (added to Appendix IV).

3.3 Overview of Meetings and Participants

The Global Partnership for Education has organized a total of seven DCP pre-Board constituency meetings since November 2014. The first four meetings were divided between the African constituencies (Africa 1; 2 and 3) and the “Rest of the World” (Asia and the Pacific; Latin America and the Caribbean; and Eastern Europe, Middle East, Central Asia). The last three meetings have been jointly organized for all six DCP constituencies. The meetings are primarily attended by one representative, the

⁹ (The Global Partnership for Education 2015c)

¹⁰ From the perspective of the evaluation, the first two objectives present clear expected outcomes and have been tested in our evaluation. However, the third objective does not represent a clear outcome, as it is through peer-to-peer learning that information gained will be shared and utilised by the countries (as opposed to being two different processes).

DCP Focal Point, from each constituency country, in addition to observers and GPE Secretariat staff. The Focal Points are usually technical experts with the ministries of education. In a few cases, the DCP Focal Point and the DCP constituency Board/Alternate Board member has been the same person, such as the Vice Minister of Education in Honduras and a former GPE Board member, who has attended four pre-Board meetings in person. The meetings have normally been held over three consecutive days, with the exception of the third and fourth meeting organized in May 2015, and they have been held between two weeks to one day in advance of the GPE Board meetings. Table 3.1 below presents an overview of all 7 meetings held since November 2014:

Table 3.1 Overview of DCP pre-Board meetings

#	DATE	LOCATION	STAKEHOLDERS	ATTENDEES ¹¹
1	30 November – 2 December, 2014	Kigali, Rwanda	Africa 1; Africa 2; Africa 3 German Backup Initiative (GIZ)	Participants: 54 Countries present ¹² : 33
2	December 8-10, 2014	Washington D.C, USA	Asia & the Pacific; Latin America and the Caribbean; EMECA	Participants: 19 Countries present: 14
Board meeting held on December 15-16, 2015 in Washington D.C., USA				
3	May 9-12, 2015	Dubai, United Arab Emirates	Asia & the Pacific; Latin America and the Caribbean; EMECA	Participants: 17 Countries present: 14
4	May 12-16, 2015	Dakar, Senegal	Africa 1; Africa 2; Africa 3 German BACKUP Initiative (GIZ)	Participants: 53 Countries present: 37
Board meeting held on May 22-23, 2015 in Seoul, Republic of Korea				
5	December 2-4, 2015	Kampala, Uganda	All 6 DCP constituencies German BACKUP Initiative (GIZ)	Participants: 52 Countries present: 50
Board meeting held on December 8-10, 2015 in Dakar, Senegal				
6	June 8-10, 2016	Paris, France	All 6 DCP constituencies German BACKUP Initiative (GIZ); UNESCO, UNESCO IIEP	Participants: 61 Countries present: 58
Board meeting held on June 13-15, 2016 in Oslo, Norway				
7	November 28-30, 2016	Siem Reap, Cambodia	All 6 DCP constituencies German BACKUP Initiative (GIZ); Ministry of Culture, Cambodia	Participants: 60 Countries present: 56
Board meeting held on December 1-2, 2016 in Siem Reap, Cambodia				

¹¹ The list excludes participants from the GPE Secretariat.

¹² The federal states of Pakistan and Tanzania participated with Focal Points representing both the government and different states (Pakistan: Baluchistan and Sindh; Tanzania: Zanzibar and the Republic of Tanzania), a difference which is not made clear in the meeting agendas. As a result, the evaluation has only included Pakistan and Tanzania in the overview. Somalia, Somalia (Puntland) and Somaliland are listed as three separate countries.

Table 3.2 below presents an overview of attendance per country. The majority of countries (52%) attended four or five meetings between November 2014 and November 2016, with an average attendance rate of 3.4 meetings per country. Only Albania did not attend any meetings.

Table 3.2 Overview of pre-Board meeting attendance per country, Nov 2014 – Nov 2016

DEVELOPING COUNTRY PARTNERS	NUMBER OF DEVELOPING COUNTRY PARTNERS	NUMBER OF MEETINGS ATTENDED
Africa 2: Benin; Burkina Faso; Burundi; Cameroon; Democratic Republic of Congo; Comoros; Guinea; Guinea-Bissau; Madagascar; Senegal; Togo Africa 3: Gambia; Ghana; Ethiopia; Liberia; Nigeria; Sierra Leone; South Sudan Asia-Pacific: Lao People's Democratic Republic; Vietnam Latin America and the Caribbean: Honduras; Nicaragua	22	5
Africa 1: Tanzania (including Zanzibar); Zambia; Zimbabwe Africa 2: Chad; Cote d'Ivoire; Djibouti; Mali; Mauritania; Niger Asia-Pacific: Bhutan; Cambodia; Nepal; Timor-Leste Eastern Europe, Middle East and Central Asia (EEMECA): Tajikistan	14	4
Africa 1: Eritrea; Lesotho; Rwanda; Somaliland; Uganda Africa 2: Republic of Congo Africa 3: Sao Tome and Principe EEMECA: Afghanistan; Georgia; Yemen; Sudan Latin America and the Caribbean: Saint Lucia	12	3
Africa 1: Kenya; Malawi; Mozambique; Somalia; Somalia (Puntland) Africa 2: Central African Republic Asia-Pacific: Bangladesh; Mongolia; Pakistan (including Baluchistan and Sindh States); Papua New Guinea EEMECA: Kyrgyz Republic Latin America and the Caribbean: Dominica; Grenada; Guyana; Saint Vincent and the Grenadines; Haiti	16	2
Asia-Pacific: Maldives; Myanmar EEMECA: Moldova; Uzbekistan	4	1
EEMECA: Albania	1	0
Total countries: 69¹³	Average number of meetings attended: 3.4	

¹³ Includes Somalia, Somaliland and Somalia (Puntland).

3.4 Agenda and Meeting Activities

Prior to a pre-Board constituency meeting, Board documents are shared with all DCP Focal Points in order to facilitate consultations with the countries on the proposed GPE Board decisions. During the three-day meeting, constituency groups meet during breakout sessions to share their opinions and experiences on the proposed Board decisions, before collectively agreeing to a joint constituency position on each proposed Board decision. The individual constituencies then brief their Board and Alternate member about their constituency positions, inclusive of comments and recommendations for the GPE Board, prior to the Board meeting. These constituency positions are then presented by the respective DCP Board member at subsequent Board meetings.

The DCP pre-Board meetings also include information sessions and discussions on GPE processes, policies and objectives. Examples of topics that have been discussed are the implementation of the GPE 2020 Strategic Plan for 2016-2020 and the GPE New Funding Model; information about GPE's Portfolio Review process; information about preparation of credible Education Sector Plans (ESPs); and information about GPE's guidelines for grant applications.

After the meetings began in December 2014, GPE started to include sessions and workshops to facilitate South-South Knowledge and Good Practice Exchange (KGPE) and peer-to-peer learning. The indented results of these sessions include, in addition to the general sharing and exchange of knowledge between participants, an increase in the technical application in planning, implementation and monitoring processes; and improved sector planning, implementation and monitoring for DCP constituencies.¹⁴ To achieve these results, the pre-Board meetings have included presentations of country case studies (examples include Cambodia, Zimbabwe and Uganda) and field visits, where the participants visits one or several schools in the host country (examples to date include Senegal, Uganda and Cambodia).

A full overview of the agenda at the pre-Board meetings is added to Appendix X.

The GPE Secretariat circulates evaluation forms after each pre-Board meeting to solicit feedback from Focal Points on how to improve subsequent meetings. An outcome report is produced after each meeting, which includes an overview of the topics discussed and a summary of constituency positions and recommendations on each Board decision (see Appendix VI for a complete overview).

¹⁴ (The Global Partnership for Education 2015c, 35)

4 Main Findings

Relevance: *The extent to which a development intervention is consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies. Retrospectively, the question of relevance becomes a question as to whether the objectives of an intervention or its design are still appropriate given changed circumstances.*¹⁵

Effectiveness: *The extent to which the objectives of the development intervention were achieved, or are expected to be achieved, taking into account their relative importance.*¹⁶

In this section, the evaluation examined the relevance and effectiveness of DCP pre-Board meetings in achieving the three stated objectives. In summary, the evaluation found that the pre-Board meetings are:

- 1) Relevant and effective in supporting stronger engagement and voice for DCP constituencies in GPE governance.
- 2) Relevant and effective in improving consultations and coordination between and within DCP constituencies.
- 3) For objective three, the evaluation had mixed findings. It found that the meetings are:
 - a. Relevant and effective in supporting the sharing of information on GPE's operational model, policies, goals, and objectives with DCP governments.
 - b. Less relevant and less effective in supporting South-South Knowledge and Good Practice Exchange (KGPE) and peer-to-peer learning between participants.

4.1 Are the DCP pre-Board meetings relevant?

Finding 1: The DCP pre-Board meetings are an appropriate format for supporting stronger engagement with DCP constituencies, facilitating consultations, and sharing information on GPE's policies and objectives.

Given their stated objectives, the DCP pre-Board constituency meetings are perceived by most stakeholders as a relevant approach for improving engagement and facilitating consultations with DCPs. Meeting attendees have largely been positive in their perception of the relevance and appropriateness of the pre-Board meetings. The overwhelming indication from all DCP stakeholders (Focal Points and Board members) is that the DCP pre-Board constituency meetings are appreciated and welcomed.

¹⁵ (OECD 2016)

¹⁶ (OECD 2016)

Table 4.1 below presents the responses to select questions from the evaluation forms filled out by participants at six meetings in 2014 and 2015. While there are certain differences between meetings, overall, the participants found the meetings relevant in three areas: relevance of the organization, relevance of the meeting agenda, and relevance of meeting activities in achieving meeting objectives. Between 88% and 95% of meeting participants found the facilitation of the meetings appropriate; between 81% and 100% found the meeting agenda and the documents provided helpful and important; and between 88% and 100% of participants found that the objectives of the meetings or their personal expectations of attending were met.

Table 4.1 Responses from pre-Board meeting evaluation forms from November and December 2014, May and November 2015, and June 2016

QUESTIONS	POSITIVE RESPONSES (AGREE OR STRONGLY AGREE WITH THE STATEMENT) ¹⁷			
	NOV/DEC 2014	MAY 2015	NOV 2015	JUNE 2016
Relevance of organizing				
The moderator/facilitator helped to generate stimulating and targeted discussions	93%	91%	N/A	N/A
The moderation/facilitation methods used were appropriate	95%	88%	N/A	N/A
The organization of the school visit was appropriate	N/A	N/A	94%	N/A
Relevance of meeting agenda				
The information and documents provided were helpful to prepare for the discussions.	100%	83%	96%	N/A
The agenda included topics that were important to me.	81%	95%	N/A	N/A
Relevance in achieving meeting objectives				
The objectives of the meeting were accomplished.	100%	98%	98%	95%
My personal expectations regarding the meeting were met.	100%	93%	100%	88%

This information is further supported by evidence from the online survey¹⁸ of meeting participants, conducted by the evaluation team in March, April and May, 2017. Table 4.2 presents responses from 36

¹⁷ Percentage of responses selecting “Agree” or “Strongly agree”. Meeting evaluation responses from two meetings in November and December 2014, and two meetings in May 2015, were merged together to align with responses from the meetings in November 2015 and June 2016. The initial two meetings were organized separately for the African constituencies and the “Rest of the World” constituencies.

¹⁸ It should be noted that the meeting evaluation forms used slightly different answer categories than the online survey. The evaluation did not find a decrease in positive responses between the meeting evaluation forms and the online survey; rather, the survey responses provide a bit more nuance to the questions.

DCP Focal Points that were surveyed. All participants answered affirmatively to the questions, with various degrees of agreement, indicating an overall relevance of the meeting agendas and the topics discussed. However, less than 60% of respondents "agreed" and more than 40% "somewhat agreed" with the statement "The DCP pre-Board meetings met my objectives of attending", representing one of the least favorable responses in the survey. The comments that accompanied survey responses did not provide a definite explanation for the (in relative terms) lower positive response rate.

Table 4.2 DCP Focal Points' responses to the survey (section 4)

QUESTIONS ¹⁹	DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE	DO NOT KNOW	TOTAL
4.1.1 met my objectives of attending	0.0%	0.0%	41.7%	58.3%	0.0%	36
4.1.2 have provided me with useful information	0.0%	0.0%	16.7%	83.3%	0.0%	36
4.1.3 have provided me with a useful opportunity for the exchange of knowledge and best practices	0.0%	2.8%	16.7%	80.6%	0.0%	36
4.1.4 have provided me with a useful opportunity to learn from my peers	0.0%	2.8%	11.1%	86.1%	0.0%	36

Finding 2: In their current format, the DCP pre-Board meetings are less relevant for supporting the exchange of knowledge and best practices, and peer-to-peer learning, between the participants.

The third objective of the meetings involves the use of peer-to-peer learning and other learning tools to improve the knowledge and good practices of participants. The evaluation found mixed views on the relevance of the meetings in supporting the objective of KGPE and peer-to-peer learning. In the survey, DCP Focal Points found the meetings relevant (and effective) in supporting South-South knowledge exchange and peer-to-peer learning. For instance, 86% agreed and 11% somewhat agreed to the question if the meetings "have provided me with useful opportunity to learn from my peers" (see Table 4.2). However, in the qualitative written comments that accompanied the survey, Focal Points consistently indicated that the current format of the meetings is not appropriate for achieving this objective, as they do not include sufficient time for related activities, such as networking or best practice exchange between countries, to fully make these sessions relevant and practical to them.

In interviews, GPE Secretariat Staff and some Board Members argued that, while the meetings are a crucial arena for the sharing of information on GPE's policies, goals and objectives, they are less relevant (and less important) to the Partnership in terms of supporting KGPE and peer-to-peer learning between the participants (*South-South*). Other DCP Board members saw this component as an important element that should be supported, but believed that the current format of

"There is no clear platform for sharing what we know, [this is] something that we wants" –DCP Board Member

¹⁹ Asked to respond to the statement "The DCP pre-Board meetings..." 36 responses received in total.

the meetings is not suitable. One DCP Board member said that “regarding the third objective [knowledge exchange and learning] it could be achieved with other means than these meetings. For example by investing in platforms or social networks to facilitate these exchanges”.

Several of the stakeholders interviewed questioned the relevance of the meeting participants, although there was not a clear trend in the answers as to who should be invited to the meetings. A few DCP Board members would have seen it as useful to also participate in the meetings, while one non-DCP Board member argued that the CSO constituencies should also be invited. One DCP Board member suggested that GPE should provide guidelines for countries on how to select Focal Points, arguing that not all Focal Points were appropriately selected by the countries. “Some countries send someone [who works] on a contract... how can they provide good feedback to their countries? They should be knowledgeable about the [GPE] processes or have [some] decision-making power”. This issue will be further addressed under Finding 8.

4.2 Are the DCP pre-Board meetings supporting stronger engagement and voice for DCP constituencies in GPE governance?

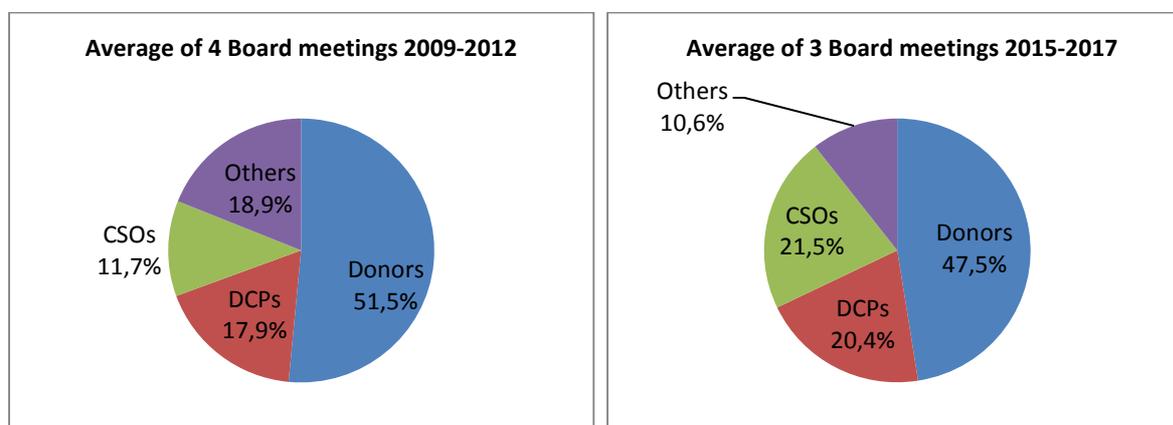
Finding 3: The pre-Board meetings have improved the voice of DCP constituency representatives on the GPE Board.

The quantitative data reviewed by the evaluation indicate some degree of improvement in the voice of DCP constituency representatives at GPE Board meetings. While “Voice” is a concept that is challenging to objectively assess, the evaluation measured it in terms of participation during Board meetings, which allowed us (to a certain degree) to quantify the concept and compare results over time. The evaluation analyzed verbatim meeting transcripts from four Board meetings from 2009-2012 (before the pre-Board meetings began), and three Board meetings from 2015-2017 (after the pre-Board meetings began), in order to measure if the pre-Board meetings had resulted in any changes in participation on the Board. The evaluation counted each time a Board representative voiced his or her opinion or made a comment during Board deliberations. This analysis excludes presentations as well as comments made by GPE Secretariat staff. A summary of the results is presented in Figure 4.1 below, with a full overview added in Appendix IX.

The data suggest a small increase in DCP representatives’ participation in Board deliberations. In 2009-2012, they provided (on average) 17.9% of Board members’ comments and opinions; while in 2015-2017 they provided (on average) 20.4% of Board members’ comments and opinions made during Board deliberations. The data suggest some improved participation, however, the changes observed are significantly smaller than the large (ten percentage points) increase observed for the CSO representatives in the same period. One non-DCP Board member interviewed emphasized that CSO representatives in general “have a strong voice; they do their homework [on the GPE Board]”.

“I have been concerned that the voice of DCPs has not been very strong on Board meetings. [Since the workshops commenced] I have been very positive about the impact....the DCPs have a stronger and much more vocal voice” – GPE Board Member

Figure 4.1 Speaking time during GPE Board deliberations, per constituency category



In measuring voice in perceptual terms,²⁰ the stakeholders overwhelmingly agreed that the pre-Board meetings have increased the voice of DCP Board members on the GPE Board. In the survey, Focal Points and DCP Board representatives largely agreed that the pre-Board meetings have led to an increase in voice, although the Focal Points were slightly less positive than the Board members (see Table 4.3 below). In interviews, all Board members agreed that the meetings have led to an increase or improvements in the DCPs’ voice on the GPE Board. One Board member commented that "there has been a very positive development; they have a stronger and much more vocal voice".

Table 4.3 DCP Focal Points and Board representatives’ responses to the online survey (section 5)

QUESTION ²¹	DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE	DO NOT KNOW	TOTAL
6.1.6 have increased the voice of DCP constituencies on the GPE Board (rep)	0.0%	0.0%	20%	80%	0.0%	5
6.1.6 have increased the voice of DCP constituencies on the GPE Board (FP)	0.0%	5.9%	38.2%	52.9%	2.9%	34

Overall, the issue of voice appears to be very personality-driven. The data analyzed showed that there were significant differences between representatives, with some representatives being more vocal than others. This finding was also supported in interviews with GPE Secretariat staff and both DCP and non-DCP Board members. For instance, in December 2015, one DCP representative participated (as recorded in the transcripts) 14 times during GPE Board deliberations, while another DCP representative participated only once. An overview of average participation per constituency group representative (in

²⁰ E.g. in terms of the subjective perception of stakeholders as to whether the pre-Board meetings have increased the voice of DCP Board members.

²¹ Asked to respond to the statement "The DCP pre-Board meetings..." Top row shows answers from DCP Board representatives; bottom row shows answers from DCP Focal Points.

terms of the number of times a representative voiced their opinion or made comments during deliberations) is added to Appendix IX.²²

While the evaluation found that improvements have taken place regarding the voice of DCP constituencies on the GPE Board, it also found that the Board is still to a certain extent donor-driven. One non-DCP Board member commented that, despite the positive development, DCP representatives “are still careful about being critical [in interactions with donors]”. Another respondent, who had experience from other similar international boards, commented that the GPE Board could be “intimidating” and usually dealt with very complex issues, which further exacerbates the issue of unequal participation between donors and DCPs. Overall, the interviews with the Board members found that while the DCP Board and Alternate Board members are usually well prepared for deliberations, they still tend to be less vocal and less participatory than representatives of donor constituencies.

4.3 Are the DCP pre-Board meetings improving consultations and coordination between and within DCP constituencies?

Finding 4: DCP Board Members’ abilities to represent their constituencies have improved as DCP constituencies can consult and coordinate their positions prior to Board meetings.

All data reviewed by the evaluation indicate that the pre-Board meetings function as an effective platform for DCP constituencies to jointly consult and coordinate their positions prior to Board meetings. 23 out

of 35 Focal Points believed that the discussions and coordination of Board issues between DCP constituencies is one of the greatest advantages of the pre-Board meetings. In their qualitative written comments to the evaluation, the Focal Points said that the meetings are an “opportunity for DCP to contribute to the information that will inform Board decisions, through meeting constituency reps on the Board” and that they allow DCPs to “speak as one voice”. The Focal Points agreed that this meeting component gives Developing Country Partners increased participation in the decision-making process in GPE, which has overall improved their representation on the Board. This finding was supported in interviews with DCP Board Members. One Board member, who had been on the GPE Board since before the pre-Board meetings began, said that the meetings had created a crucial link between DCP constituencies and Board representatives that did not exist earlier. “We have a much better feeling about what constituencies have in mind... Before the [Board] member often presented his own thoughts rather than [the opinions] of the constituencies”.

“Members of the same constituency can meet face to face to discuss issues and have more in-depth understanding of each other’s position than is possible by e-mail or phone. This is a big plus for the persons who are the Board or Alternate Board members who have to represent the views of all members of the constituency” – DCP Focal Point

²² The overview only presents the results from 3 Board meetings in 2015, 2016 and 2017. For earlier Board meetings, the transcripts generally did not explain or reveal the exact number of representatives that were present during deliberations, making a calculation of participation per constituency less accurate.

Table 4.4 DCP Focal Points' responses to the online survey (sections 4 and 6)

QUESTIONS ²³	DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE	DO NOT KNOW	TOTAL
4.2.1 I was able to debrief my government (Ministry of Education) on the constituency decisions agreed upon	0.0%	2.9%	17.6%	79.4%	0.0%	34
4.2.2 The positions of my government (Ministry of Education) were adequately incorporated in pre-Board decisions	3.0%	6.1%	48.5%	39.4%	3.0%	33
6.1.2 have improved the ability of DCP constituencies to coordinate their positions	0.0%	0.0%	25.8%	71.0%	3.2%	36

Finding 5: The pre-Board meetings are an effective mechanism for consultations between GPE and DCP constituencies and have supported a high degree of alignment between GPE Board decisions and DCP constituency positions.

The evaluation found that progress has been made with respect to improved consultations between the Global Partnership for Education and the Developing Country Partners. 22 out of 35 Focal Points surveyed believed that increased consultations between GPE and DCPs; increased DCP participation in GPE Board decisions; or an improved opportunity to voice their opinions on Board issues were among the biggest strengths of the pre-Board meetings. Focal Points overwhelmingly agreed that the pre-Board meetings have increased consultations with DCP constituencies on GPE's policies and objectives (see table 4.5 below). Mirroring the perceptions of meeting participants, the GPE Secretariat staff interviewed regarded the consultative process as the most important component of the pre-Board meetings and said that it presented a unique opportunity to consult with DCP constituencies on proposed GPE policies, projects or processes. The meetings were considered a good way to engage with GPE's partners by conducting a broad, cross-cutting consultative process; complementing the more substantive consultations that take place during country visits, joint sector reviews, and other similar activities within the Partnership. One DCP Board Member said that the meetings "provide a big advantage for [the] sharing of information [and the] testing of policies, if they are used well".

Table 4.5 DCP Focal Points' responses to the online survey (section 6)

QUESTIONS ²⁴	DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE	DO NOT KNOW	TOTAL
6.1.3 have increased consultations with DCP constituencies on GPE's policies	0.0%	0.0%	30.6%	66.7%	2.8%	36
6.1.4 have increased consultations with DCP constituencies on GPE's objectives	0.0%	0.0%	25.7%	71.4%	2.9%	35

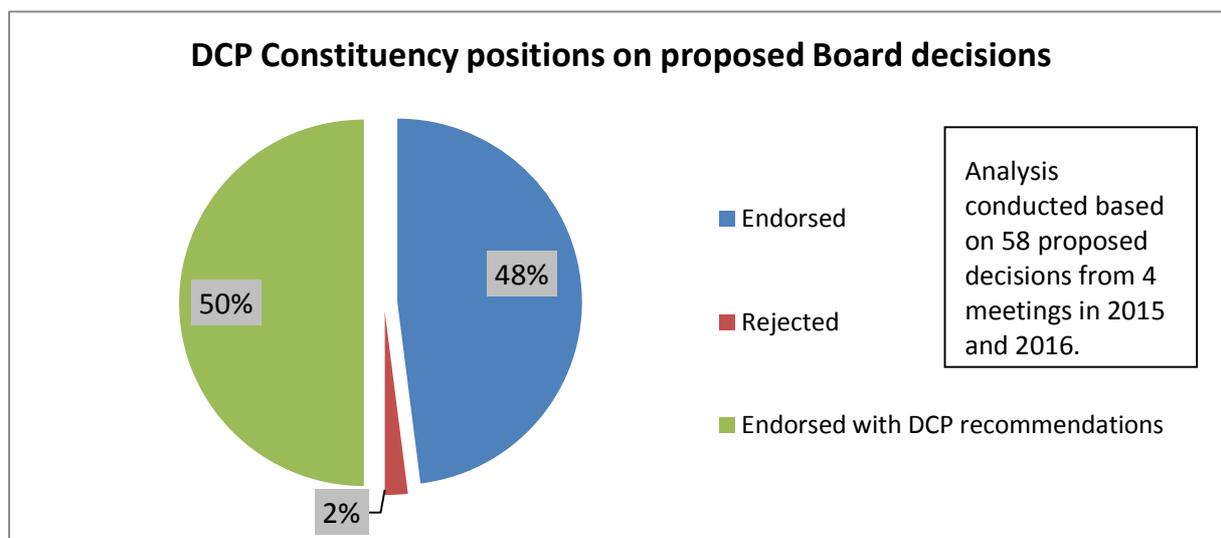
²³ For question 6.1.2 and 6.1.5, the respondents were asked to respond to the statement "The DCP pre-Board meetings..." 36 responses received in total.

²⁴ Asked to respond to the statement "The DCP pre-Board meetings..." 36 responses received in total.

In a broad-based partnership such as the Global Partnership for Education, debate and criticism (negative feedback) are signs of healthy consultation and engagement practices. To assess consultative mechanisms in the Partnership, the evaluation analyzed the alignment between DCP constituency positions and actions taken by the GPE Board. After each pre-Board meeting, the Secretariat creates a summary of the constituency positions on proposed Board decisions (separate for the African constituencies and the rest of the world constituencies). By comparing these positions with the actions taken by the Board, the evaluation found that, in general, there is a high degree of alignment between constituency positions and GPE Board decisions. DCPs also participate on the five GPE Board committees, which provide advice and recommendations to the GPE Board on specific issues or proposals. While their participation on these committees is important and feeds into the broader consultation process between GPE and DCP constituencies, it has not been a focus for this evaluation due to its limited scope.

Figure 4.2 below presents a summary of an analysis conducted on 58 proposed decisions the DCPs were consulted on during four meetings in 2015 and 2016. The DCPs gave blanket approval (without any comments or recommendations) to 48% of the proposals; 2% of the proposals were outright rejected by a majority of DCP constituencies; and 50% of the proposals were approved with recommendations or comments.

Figure 4.2 DCP Constituency positions on proposed Board decisions

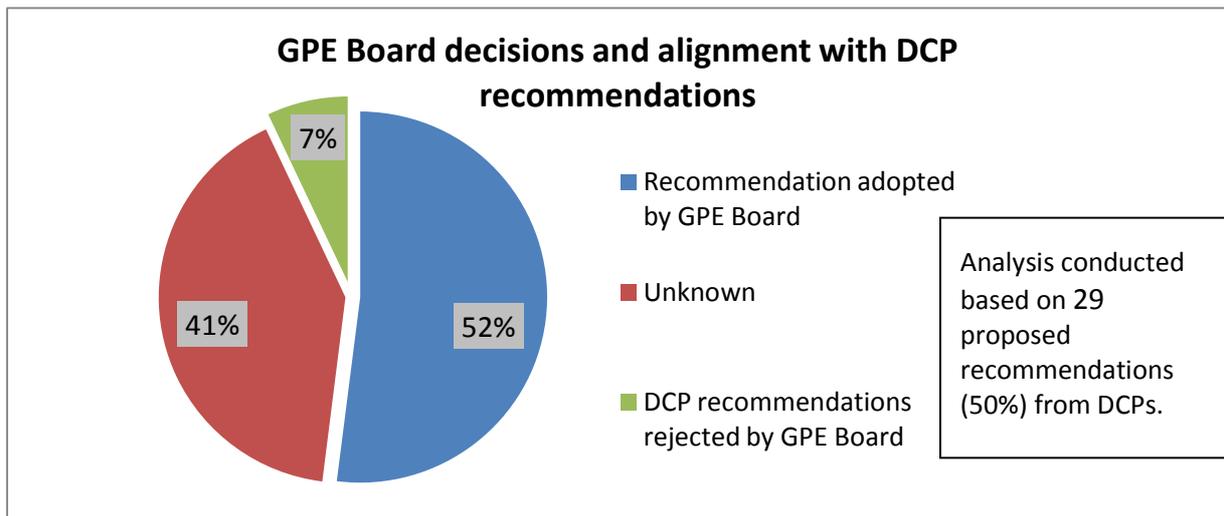


As shown by Figure 4.3, the Board subsequently adopted, partially or fully, the DCP recommendations in more than half of the cases and rejected the DCP recommendations in 7% of the cases. In 41% of the cases, it was impossible to discern from the documents whether the Board adopted the recommendations or not.²⁵ **At least** 52% of the DCP recommendations were adopted by the GPE Board

²⁵ The DCP recommendations classified as “Unknown” are all cases where it was impossible, based on Board decision documents and supporting documentation and reports, to decisively conclude whether DCP recommendations had been adopted or not. Consequently, the number of cases classified as “Adopted” should likely be higher.

and this shows a high degree of alignment between DCPs and the GPE Board. A complete overview of the analysis conducted is attached to appendix VI.

Figure 4.3 GPE Board decisions and alignment with DCP recommendations



Finding 6: Progress has been made on increasing GPE’s awareness of country-level priorities and issues.

There is a wide variety of interests and educational perspectives represented on the GPE Board. As such there is an ongoing desire to identify and build upon an alignment of country-level priorities with those of GPE. DCP pre-Board meetings are seen as one of the tools of GPE to help align these priorities and are identified as one of the questions raised for our evaluation.

As part of our survey we asked Focal Points to provide their opinions on a variety of questions to help us gain insight into the extent to which country and GPE priorities were becoming more aligned. While the data is somewhat inconclusive, there is a general positive trend suggesting that the Focal Points perceive that they have been able to make GPE more aware of their countries’ priorities and that GPE’s decision making process is incorporating these priorities into their decisions. One DCP Focal Point commented that the meetings “enhance ownership of the partnership”. DCP Board members said that the meetings had “increased ownership of [GPE] processes and programmes”, that they allowed “DCP members [to] share their ideas and suggestions to their constituency focal points or board members to be shared in the board meeting”, and that they had led to less “domination by bigger countries”. Table 4.6 provides the reader with the responses from the survey.

Something that was brought up in both qualitative comments and interviews was that the frequently changing stakeholder group makes it difficult to align GPE’s priorities with the priorities of DCPs. Respondents perceived that a major factor in aligning priorities is the rotation of those involved in country and in GPE decision-making processes. Such changes in personnel make it difficult to build an understanding of why priorities in GPE are shaped in the way they are. Similarly, by changing country personnel it is difficult for the GPE Board to align with country priorities. While there is a perception that progress has been made in aligning GPE’s priorities with country-level priorities, there remains a feeling that this is an area that will need constant attention, consistency in meeting attendance, and continued good will.

Table 4.6 DCP Focal Points' responses to the online survey (section 6)

QUESTIONS ²⁶	DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE	DO NOT KNOW	TOTAL
6.1.1 have increased my country's input in the decisions made by the Board	0.0%	5.9%	38.2%	52.9%	2.9%	34
6.1.5 have increased the DCP ownership of GPE Board decisions	0.0%	0.0%	38.7%	51.6%	9.7%	36
6.1.7 have increased awareness within GPE of country-level priorities and issues	2.8%	0.0%	25.0%	69.4%	2.8%	36

4.4 Are the DCP pre-Board meetings supporting Knowledge and Good Practice Exchange, peer-to-peer learning, and the sharing of information on GPE's operational model, policies, goals and objectives, with DCP governments?

Finding 7: The pre-Board meetings have increased the knowledge and understanding of GPE's policies, goals and objectives, and have increased participants' understanding of proposed Board decisions.

The evidence reviewed by the evaluation strongly support the finding that the pre-Board meetings have increased the knowledge and understanding of GPE's policies, goals and objectives amongst DCP constituency representatives. This finding is particularly salient amongst the meeting participants themselves. 100% of DCP Focal Points who answered the survey agreed or somewhat agreed to the question of whether the meetings had increased their understanding of GPE's policies and objectives. In the meeting evaluation forms filled out in November and December 2014, approximately 90% of participants "agreed" or "strongly agreed" to the questions of whether the meeting had given them more knowledge about Board decision-making processes, the Board election process, and GPE's New Funding Model.

The pre-Board meetings "give non-Board members some opportunity to understand why some Board decisions are made because they have had the opportunity to hear the opinions of the other representatives" – DCP Focal Point.

Senior GPE Secretariat staff argued that the pre-Board meetings function as an effective communication channel between the Partnership and constituency countries, and they believed this to be one of the main advantages of the meetings. They allow the Secretariat to share information directly with countries on GPE's policies, objectives and goals, and consequently, to receive feedback on proposed pilots or projects. This feedback channel on technical issues was also seen as effective by several DCP and non-DCP Board members, who for example said that the meetings "demystified complex financial and technical issues and allowed

²⁶ Asked to respond to the statement "The DCP pre-Board meetings..." 36 responses received in total.

[representatives] to better understand the issues at play and participate more fruitfully in board meetings”.

The evaluation found that the meetings have increased the understanding of proposed GPE Board decisions among DCP Focal Points and constituency Board representatives. This in turn helps to strengthen the link and consultative process between DCP constituency countries and their representatives on the GPE Board.

Table 4.7 DCP Focal Points’ responses to the online survey (section 5)

QUESTIONS ²⁷	DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE	DO NOT KNOW	TOTAL
5.1.1 have increased my understanding of GPE’s policies	0.0%	0.0%	5.6%	94.4%	0.0%	36
5.1.2 have increased my understanding of GPE’s objectives	0.0%	0.0%	11.1%	86.1%	2.8%	36
5.1.3 have increased my understanding of the proposed decisions that were to be discussed at the GPE Board meetings	0.0%	0.0%	19.4%	77.8%	2.8%	36

The evaluation also found that the meetings had benefited DCP Board members directly. Of the DCP Board or Alternate Board Members who participated in the online survey, 80% “Agreed” and 20% “Somewhat agreed” that the meetings have increased their understanding of the proposed decisions that were to be discussed at GPE Board meetings (table 4.8). This view was supported in interviews with DCP Board Members, who also highlighted the added importance of this because of the many changes that has taken place within the Partnership over the last couple of years. One DCP Board member said that “these meetings have allowed us to better understand the complexity of the changes that have taken place, [in particular the reforms related to] GPE governance and the New Funding Model”.

Table 4.8 DCP Board or Alternate Board Members’ responses to the online survey (section 5)

QUESTION ²⁸	DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE	DO NOT KNOW	TOTAL
5.1.3 have increased my understanding of the proposed decisions that were to be discussed at the GPE Board meetings	0.0%	0.0%	20%	80%	0.0%	5

Finding 8: There are mixed views on the extent to which the meetings are effective in supporting KGPE and peer-to-peer learning for the participants.

For the effectiveness of the KGPE and peer-to-peer learning meeting component, the opinions of the stakeholders were mixed. On the one hand, 22 out of 35 DCP Focal Points (63%) listed KGPE and peer-

²⁷ Asked to respond to the statement “The DCP pre-Board meetings...” 36 responses received in total.

²⁸ Asked to respond to the statement “The DCP pre-Board meetings...” 5 responses received in total

to-peer learning as one of the main benefits of the meetings. Focal Points argued that the meetings serve as an arena for providing “useful information to participants on best practises” and for the “sharing of country issues”, and overwhelmingly agreed that the meetings had increased their ability to exchange knowledge and good practices and to learn from their peers (see Table 4.9 below).

Table 4.9 DCP Focal Points’ responses to the online survey (section 5)

QUESTIONS ²⁹	DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE	DO NOT KNOW	TOTAL
5.1.4 have increased my ability to exchange knowledge and good practices	0.0%	2.8%	19.4%	77.8%	0.0%	36
5.1.5 have increased my ability to learn from my peers	0.0%	0.0%	27.8%	72.2%	0.0%	36

However, these data become more nuanced when compared with the qualitative written comments from the Focal Points about the biggest weaknesses with the meetings and about areas of improvements. 22 out of 34 respondents mentioned time constraint as a key weakness, stating that it particularly affects their ability to interact, network, exchange practices and learn from each other. The issue of time will be further explored in Finding 10. Focal Points also saw that the current format of the meetings did not effectively support knowledge exchange and peer-to-peer learning. One Focal Point said that “On many occasions the first presenters take up the bulk of the time and the other presentations are hurried, and there is not enough time for interaction between presenters and audience”.

Furthermore, staff with the GPE Secretariat, and some DCP Board members, indicated in interviews that the KGPE and peer-to-peer learning component is “very weak” and not effective in its current format. One DCP Board member highlighted that, in comparison with Objectives 1 and 2 of the meetings, the objective for KGPE and peer-to-peer learning is “not very well developed, [but] this is something that we wishes the [GPE] Secretariat to develop... KGPE is very important to develop South-South cooperation”.

Due to the limited scope of this evaluation, we cannot make a definite statement on the reason for these mixed opinions. One suggestion that came up during stakeholder interviews was that perhaps there was too large of a range of knowledge and experience amongst the group thus making knowledge sharing difficult. Currently the same person (usually the DCP Focal Point from each constituency country) covers all topics on behalf of his or her country, but has different levels of expertise with respect to the topics covered. The suggestion was that perhaps the meeting participants, the DCP Focal Points and technical experts invited should be more carefully targeted based on the topics which are on the Board agenda. If such agenda targeting would occur, some Board members suggested that KGPE might be relevant to non-DCP constituencies (such as Civil Society Organizations or the private sector), whom could also be invited to attend the meetings or selected sessions.

It also seems likely that there is a difference in the understanding of how KGPE and peer-to-peer learning are intended to function. While the GPE Secretariat perceives it in terms of *learning* best practices or related skills; DCP Focal Points, in their qualitative feedback to the evaluation, largely saw

²⁹ Asked to respond to the statement “The DCP pre-Board meetings...” 36 responses received in total.

this component in *motivational* terms, as a means to informally interact with their counterparts and make collegial connections. The Focal Points emphasized that this aspect of the meetings leads to many less tangible outcomes in terms of building relations within and between constituencies, many of which represent a diverse group of countries with infrequent contact on educational issues outside of these meetings.

Lastly, an important distinction should be made between the sharing of information, as it relates to GPE's policies, practices and objectives, and a meaningful South-South knowledge exchange *between* the participants. A second and more in-depth evaluation is required in order to understand the results of KGPE and peer-to-peer learning component in detail, and explore how the meetings – in their current format – can best support these objectives. This point will be further discussed in Chapter 5.2 (recommendations).

4.5 Are the objectives of the DCP pre-Board meetings aligned with the format and the audience?

In this section, the evaluation examined the extent to which the stated objectives of the DCP pre-Board meetings are aligned with the format selected to achieve these objectives, as well as with the audience (meeting participants).

The evaluation did so by examining the theoretical foundation and assumptions that have informed the meeting activities. In the absence of an explicit model for the Pathway to end results³⁰ for the DCP pre-Board meetings, the evaluation team designed a model that links the meeting activities to their stated objectives and the larger objectives of the Partnership (this model is added to Appendix V). The model builds on the assumption of GPE that, in order to improve the governance of the Partnership, constituency countries need to be in ownership of operational processes. In the absence of ownership by countries and a lack of engagement with DCP governments, it would be considerably less likely for GPE to meet its objectives. As a result, the Global Partnership for Education has developed a set of activities (the DCP pre-Board meetings) that deal with engagement of governments under the assumption that if they increase governance engagement, they will also increase the ownership of operational processes.

Finding 9: The objectives of the DCP pre-Board meetings are currently not aligned with the format and the audience, which hinders the overall effectiveness of the meetings.

The evaluation found that the implicit Pathway to end results does not sufficiently differentiate between the audience and format selected for the achievement of each of the three separate objectives: stronger engagement and voice for DCP constituencies; increased consultations with and coordination between DCP constituencies; and improved Knowledge and Good Practice Exchange, peer-to-peer learning, and sharing of information. All objectives are being pursued with a single format (face-to-face pre-Board

³⁰ Sometimes also referred to as a Theory of Change.

constituency meetings) and with the same audience (DCP Focal Points). As a result, the meeting activities are less effective than would otherwise be the case.

There was no clear consensus among stakeholders about who should be invited to the meetings.³¹ Some Board members argued that a high turnover of Focal Points or Focal Points without sufficient knowledge about the issues on the agenda, also limits the effectiveness of the meetings. One DCP Board member said that sometimes “countries send someone [Focal Points] who are on [temporary] contracts... How can they provide good feedback to their countries?”, and recommended that GPE provides better guidance on how countries should select Focal Points.

“One limitation is the selection of Focal Points ...They should be knowledgeable about [GPE processes] and have decision-making power, [sometimes they are neither] and they just attend and go back to their countries.” – DCP Board Member

Furthermore, the evaluation found that the singular format of the meetings does not support the achievement of the three objectives equally. While objectives one and two (voice and consultations) are effectively achieved, stakeholders consulted generally agreed that the current format for the meetings was not optimal for effectively supporting knowledge and good practice exchange, and peer-to-peer learning, among participants. This was partially due to the limited time available for related activities; and partially due to a lack of a clear platform that would support a meaningful exchange of information between participants.

4.6 Are the DCP pre-Board meetings efficiently managed?

Efficiency: *The extent to which good practices were used in terms of the planning and implementation of the development intervention.*³²

In this section, the evaluation examined the managerial efficiency of the pre-Board meetings, with a focus on whether good practices were used in terms of planning and implementation (logistics and organizing); and in terms of the management processes for follow-up after the meetings.

In summary, the evaluation found that:

- 1) The DCP pre-Board meetings are efficiently managed in terms of planning, logistics and organizing.
- 2) The agendas of the meetings are too extensive with not enough time provided for all activities.
- 3) The timing (scheduling) of the meetings does not provide sufficient time for internal DCP consultations before and after the meetings.

³¹ E.g. some stakeholders believed that the DCP Board members should also attend the meetings; others felt that having one person attending from each country was sufficient.

³² (OECD 2016)

- 4) Overall, the efficiency of the meetings is limited by a failure to conceptualize how the DCP Focal Points will be able to liaise and transfer knowledge with constituencies and Board representatives in a timely and informed manner.

Finding 10: The logistics and organizing of the DCP pre-Board meetings are perceived by participants as efficiently managed in nearly all aspects.

Meeting attendees have largely been satisfied with the logistics and organizing of the DCP pre-Board meetings. In the meeting evaluation forms handed out to meeting participants after the 6 pre-Board meetings in November/December 2014, May and November 2015, and June 2016, participants³³ indicated a high degree of satisfaction with the invitation and registration procedure, the booking of flights and hotels, and the appropriateness of the hotel and meeting venues.

Table 4.10 Responses from pre-Board meeting evaluation forms in November and December 2014, May and November 2015, and June 2016

QUESTIONS	POSITIVE RESPONSES (AGREE OR STRONGLY AGREE WITH THE STATEMENT) ³⁴			
	NOV/DEC 2014	MAY 2015	NOV 2015	JUNE 2016
Logistics				
I was satisfied with the invitation procedure	94%	93%	100%	98%
My registration went smoothly	88%	98%	100%	98%
The procedure of booking my flights went smoothly	76%	90%	98%	95%
Meeting management				
Clear guidance was provided for discussions	N/A	N/A	91%	N/A
The moderator helped to generate stimulating and targeted discussions	93%	91%	N/A	N/A

This finding is also supported by the online survey answered by meeting participants in March, April and May 2017. Table 4.11 below presents the responses from all 70 survey recipients, including 50 DCP Focal Points, of which five were also GPE Board Members, Alternate Board members or had represented their Board member on the GPE Board; 11 GPE Secretariat staff; and nine observers and others; on the logistics and organizing of the meetings. All respondents answered “Agree” or “Somewhat agree” to the question of whether the pre-Board meetings are well organized by the GPE Secretariat, and more than 90% of respondents believed the sessions were well facilitated and were conducive to stimulating discussions where everyone could participate.

³³ A total of 190 participants answered the meeting evaluation forms.

³⁴ Percentage of responses selecting “Agree” or “Strongly agree”.

Table 4.11 Responses from the online survey conducted in March – May 2017

QUESTIONS ³⁵	DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	AGREE	DO NOT KNOW	TOTAL
3.1.1 are well organized by the GPE	0.0%	0.0%	14.7%	85.3%	0.0%	68
3.1.2 manage time effectively	0.0%	4.4%	23.5%	72.1%	0.0%	68
3.1.3 have clear objectives	0.0%	4.3%	21.7%	73.9%	0.0%	69
3.1.4 stay on the objectives listed in the agendas	0.0%	0.0%	26.1%	71.0%	2.0%	69
3.2.1 participants listen when others talk	1.4%	0.0%	15.7%	82.9%	0.0%	70
3.2.2 participants are able to express different opinions	0.0%	2.9%	7.1%	90.0%	0.0%	70

Finding 11: The agenda of the DCP pre-Board meetings is too extensive with not enough time allocated to efficiently achieve all meeting activities.

The evaluation found that the time allocation for pre-Board meeting activities was largely seen as inadequate, and that a majority of participants perceived that the meeting agendas were too ambitious and tried to serve too many competing demands. When participants were asked in the survey to list the three greatest weaknesses with the meetings, 22 out of 34 Focal Points mentioned time constraint as a key weakness, using examples such as “Limited time for discussions”, “Insufficient time to cover all agenda items” and “Big agenda to be dealt with within a limited time frame”. Some Focal Points indicated that this affected their ability to coordinate and consult within constituencies (“Insufficient time for constituencies to discuss their positions on various topics of concern and interests”). However, the overall responses indicated that the issue of time primarily affects meeting sessions related to knowledge exchange and peer-to-peer learning. This is also mirrored in the meeting evaluation forms from 2014 and November 2015 (see table 4.12 below), where more than 85% of respondents said that enough time was allocated for constituency breakout sessions.

While there is strong support for the overall organization of the pre-Board meetings, qualitative data also suggest that there are important areas for improvement in terms of time allocation. A common theme in interviews with both senior GPE staff and DCP Board members were concerns with the width of the agenda at the three-day long meetings, which typically covers a variety of very different topics (a full overview can be found in Table 3.3.). A Board Member said that the agenda was too big and that, instead of trying to focus on everything the Board does, it should rather focus on “complex technical and financial questions in the lead up to the Board meetings”. One DCP Board member said he felt that it was like a “race against the clock, and that the efficiency of the meetings would increase if more time was allocated, or if the time was better managed. This overload of information leads to insufficient time for discussions and hinders a deep understanding of issues.

³⁵ Asked to respond to the statement “The DCP pre-Board meetings...” 70 responses received in total.

Table 4.12 Responses from pre-Board meeting evaluation forms in November and December 2014, May and November 2015, and June 2016

QUESTIONS	POSITIVE RESPONSES (AGREE OR STRONGLY AGREE WITH THE STATEMENT) ³⁶			
	NOV/DEC 2014	MAY 2015	NOV 2015	JUNE 2016
Enough time was allocated for constituency breakout sessions	87%	N/A	85%	N/A

Finding 12: The timing (scheduling) of the pre-Board meetings should be reviewed, as sufficient time is not provided for internal DCP consultations before and after the meetings.

Concerns with the time provided for consultations prior to and after the pre-Board meetings were a recurrent theme in the data analyzed by the evaluation. Interviews with both DCP and non-DCP Board representatives, and qualitative feedback from DCP Focal Points, indicate that the lack of time for consultations both before and after the meetings is negatively impacting the ability of Board members to effectively represent their constituencies.

DCP Focal Points strongly indicated that not enough time was provided to consult with their government on the proposed decisions in advance of pre-Board meetings. In the survey, only 39% agreed, and 48.5% somewhat agreed, with the statement “The positions of my government (Ministry of Education) were adequately incorporated in pre-Board decisions”, representing the lowest score received in the survey. Similarly, in the meeting evaluation forms from 2014 and 2015 (see table 4.13 below), only 31-72% of respondents answered positively to the question of whether there was sufficient time to read documents and prepare for discussions. Both Focal Points and DCP Board members mentioned that they received the agenda and the documents too late to sufficiently prepare for the meetings. One DCP Board member said that “it is a bit of a problem with the timing... the preparation for these meetings is enormous!”

Table 4.13 Responses from pre-Board meeting evaluation forms in November and December 2014, May and November 2015, and June 2016

QUESTIONS	POSITIVE RESPONSES (AGREE OR STRONGLY AGREE WITH THE STATEMENT) ³⁷			
	NOV/DEC 2014	MAY 2015	NOV 2015	JUNE 2016
There was sufficient time to read the documents and prepare for discussions	59%	31%	72%	N/A

This view was reflected by the GPE Secretariat staff, who overall agreed that the meetings should be planned much further ahead and that the agenda, including preliminary insights into what the Board will

³⁶ Percentage of responses selecting “Agree” or “Strongly agree”.

³⁷ Percentage of responses selecting “Agree” or “Strongly agree”.

discuss should be given to countries further in advance for better preparation. Furthermore, DCP Board members interviewed also saw the time allocated between pre-Board and Board meetings as insufficient as it did not provide them with enough time for preparations. One representative argued that organizing the meetings back-to-back made him much less able to participate effectively and that “it should ideally be three weeks between the two meetings to give enough time to brief [the DCP constituency representative]”. Several DCP Board members emphasized that this issue was more severely affecting non-English speaking representatives, since it took time to receive documents translated from English, which “does not give us a lot of time to digest everything”.

The issue of timing and scheduling of the pre-Board meetings is complicated. Proposed Board decisions are developed and recommended by Board committees roughly six weeks before Board meetings, creating a narrow window where pre-Board meetings can be scheduled. Some DCP Board members indicated that there were attempts to conduct consultations within the constituencies prior to committee meetings; however, the evaluation did not find evidence of this happening systematically. An area for further investigation is how DCP constituencies can effectively consult with and provide feedback to their representatives on Board committees, in order to influence committee meetings and the papers they develop before they are presented at DCP pre-Board meetings.

Finding 13: The efficiency of the meetings is limited by a failure to conceptualize how the DCP Focal Points will be able to link or liaise with constituencies and Board representatives in a timely and informed manner.

In the absence of an explicit Pathway to end Results model for the DCP pre-Board meetings, the evaluation team designed a model that links the meeting activities with their stated objectives and larger objectives of the Partnership, based on GPE’s underlying assumptions (added to Appendix V). The evaluation found that this model fails to conceptualize how the DCP Focal Points will be able to liaise with DCP Board members, and how they will be able to transfer the knowledge they acquired during the meetings, to their representatives.

Currently, the majority of DCP Board Members do not attend DCP pre-Board meetings in person. The evaluation found evidence that “mini DCP-pre Board meetings” have been organized with the 12 DCP Focal Points who are technical advisors to the DCP Board representatives, prior to GPE Board meetings. In interviews, GPE Secretariat staff also highlighted that briefings of DCP Board members take place prior to Board meetings; however, the evaluation did not find a clear link between meeting activities and the changes that are expected to occur with the DCP representatives on the Global Partnership for Education Board.

Overall, the evaluation found that the GPE Secretariat has not sufficiently elaborated on the knowledge transfer that is intended to occur between DCP Focal Points and their representatives on the Board. One GPE Secretariat staff member said in the qualitative written feedback to the survey that the meetings “haven’t been really helpful to give the DCP Board member voices at the Board meeting [because] there is a gap of knowledge transfer from the DCP FP to the DCP Board members.” An area for further investigation is how to conceptualize and make clear the linkage and knowledge transfer between the DCP participants at pre-Board meetings, and the constituency representatives on the GPE Board.

Finding 14: The management of the budget appears to be satisfactory. However, more information is needed to understand the full resource-burden, including time spent by GPE Secretariat staff on DCP pre-Board meetings.

The data reviewed indicate that the DCP pre-Board meeting budget has been well managed by the GPE Secretariat. The first two constituency meetings held in November/December 2014 only spent 89% out of the budgeted US\$ 334,397. The GPE Secretariat had non-budgeted expenditures of US\$ 52,765 for interpretation and consultancy services, due to the cost of providing simultaneous interpretation in five languages for the “Rest of the World” constituencies. Additionally, the Secretariat was reimbursed US\$ 50,000 by the BACKUP Initiative for certain costs associated with hosting the African constituencies. The two subsequent meetings organized in May 2015 spent 93% out of the budgeted US\$ 334,397.³⁸ The evaluation also noted the modest per diem allocations for meeting participants of between US\$ 217 – 227 per day, including accommodation.

In some instances, the evaluation found that flight itineraries are selected for cost-efficiency which impacts the ability of those travelling long distances to fully engage due to fatigue. Both DCP Board members and Focal Points argued that balancing the need for cost-efficiency with reasonable travelling times would improve the overall efficiency of the meetings.

4.7 Are the DCP pre-Board meetings delivering value for money?

Value for Money: *The extent to which a development intervention is delivering value for money.*³⁹

In this section, the evaluation examined whether the meetings are delivering value for money and whether there are ways of achieving the same objectives for less money. As an evaluation concept, Value for Money is an integrated idea that deals with whether a project is delivering the best value for the resources utilized. The UK’s Department for International Development (DFID) defines Value for Money as being “the optimal use of resources to achieve intended outcomes”,⁴⁰ and uses it as a measurement to maximize the impact of the money spent to improve people’s lives. In the context of this evaluation, Value for Money is explored by looking holistically at our evaluation findings.

In addition, the evaluation briefly analyzed whether the project has made efforts to align with the GPE’s equity goals.

Finding 15: The pre-Board meeting investment is delivering a substantial qualitative value for money. Non-face to face alternative approaches to “economize” would not provide the same positive level and value of results.

In general we found that the pre-Board meetings are providing significant qualitative value for money. They deliver substantial results, in terms of supporting stronger engagement and voice for DCP

³⁸ (The Global Partnership for Education 2015c)

³⁹ (Department for International Development 2011)

⁴⁰ (Department for International Development 2011, 2)

constituencies in GPE governance, for a relatively small amount of money. The data reviewed suggest that the meetings are relevant and effective; that they are overall efficiently managed; and that they have made efforts to meet the equity goals of the Partnership. The stakeholders consulted for this evaluation provided suggestions for improvements, which will be further explored in section 5.2, but the large majority of stakeholders held a favorable opinion of the importance and value of the meetings.

In our opinion, while there might be other approaches that could achieve the intended objectives, they are unlikely to yield the same level of interest and results. For example, one alternative that was discussed in interviews with GPE Secretariat staff and Board representatives is to conduct virtual consultations with DCP constituencies, either alone or in combination with smaller face-to-face meetings. While this might reduce costs, the evaluation is of the opinion that such an approach would eliminate the crucial element of face-to-face interactions amongst constituency focal points, which were highlighted by the stakeholders consulted as very beneficial. In our opinion, the motivational value of the face to face meetings was seen as very important in our data set. This is not to say that more value and more efficient practices could not or should not be pursued. The evaluation found that GPE has taken measures to explore options for minimizing costs, for instance by combining constituency groups and by organizing one global constituency meeting as opposed to several smaller ones.

Finding 16: The pre-Board meetings have made efforts towards aligning with the equity objectives of GPE.

Previous evaluations of the Global Partnership for Education have recognized that achieving equity and gender equality is important for the overall success of the partnership.⁴¹ The Global Partnership for Education articulates the following equity principles in its GPE 2020 Strategic Plan:⁴²

- Focusing our resources on securing learning, equity and inclusion for the most marginalized children and youth, including those affected by fragility and conflict; and
- Achieving gender equality.

While the data available are limited, the evaluation found that some efforts have been made towards meeting the equity goals of GPE. Women appear to be adequately represented at the meetings: 29% of 167 participants since May 2015 were women. However, while 52% of observers and GPE Secretariat staff were women, they accounted for only 20% of all DCP Focal Points that participated. Women have also frequently served as speakers and chairs for sessions during the pre-Board meetings, and gender equality was included on the agenda for the meeting held in June, 2016.

⁴¹ (Universalialia 2015)

⁴² However, the GPE 2020 Strategic Plan did not come into effect until 2016, and was only fully launched in 2017. (The Global Partnership for Education 2016a, 3)

5 Conclusions and Recommendations

5.1 Conclusions

The purpose of this study was to analyze whether DCP pre-Board constituency meetings are supporting stronger engagement and voice for DCP constituencies in GPE governance; are improving consultations and coordination between and within DCP constituencies; and are supporting Knowledge and Good Practice Exchange (KGPE), peer-to-peer learning, and the sharing of information on GPE's operational model, policies, goals, and objectives with DCP governments. The evaluation team gathered a wide range of data, primarily perceptual data, on the relevance, effectiveness, efficiency, and value for money on the meetings, in order to respond to the purpose of the study. The evaluation also conducted a quantitative analysis of the active participation of GPE Board members, based on verbatim meeting transcripts, and conducted an analysis of the alignment between DCP constituency recommendations and GPE Board decisions.

In terms of the achievement of the stated objectives, the evaluation found that:

- 1) The DCP pre-Board meetings are supporting stronger engagement and voice for DCP constituencies in GPE governance. They are an effective mechanism for consulting and engaging with and between the Developing Country Partners and have led to some improvements in the voice of DCP constituency representatives on the GPE Board.
- 2) The meetings are improving consultations and coordination between and within DCP constituencies, and have improved the ability of DCP Board representatives to represent their constituencies
- 3) The meetings have increased meeting participants' and DCPs' understanding of GPE's policies, goals and objectives, and of proposed GPE Board decisions. However, stakeholders offered mixed views on the extent to which the meetings have supported South-South knowledge sharing and peer-to-peer learning. Overall, the evaluation found that the current format of the meetings is not effectively supporting KGPE and peer-to-peer learning.
- 4) Overall, the objectives of the meetings are currently not aligned with the format and the audience, which hinders their overall effectiveness.

In regard to relevance, we found that the pre-Board meetings are relevant in supporting stronger engagement with DCP constituencies, in facilitating consultations, and in sharing information on GPE's policies and objectives. The stakeholders interviewed offered a mixed set of opinions on the relevance of the meetings in utilising peer-to-peer learning and other learning tools to improve the knowledge and good practices of participants. The meeting agenda was perceived as less relevant and the evidence reviewed suggests that the meeting objectives might be too ambitious.

In regard to efficiency, we found that the pre-Board meetings are efficiently managed in nearly all aspects. The attendees were largely satisfied with the logistics and organizing of the meetings, and the management of the grant appears to be adequate. Nevertheless, the efficiency is limited by (i) a lack of time to adequately cover all items on the meeting agendas; (ii) a lack of time for internal DCP consultations before and after the meetings; and (iii) a failure to conceptualize how the DCP Focal Points will be able to link or liaise with constituencies and Board representatives in a timely and informed manner.

In summary, we found that the DCP pre-Board meetings were relevant, effective and reasonably efficient. The meetings are delivering significant results, in terms of supporting stronger engagement and voice for DCP constituencies in GPE governance, for a relatively small amount of money. Despite these positive responses, throughout the report we did note a number of areas for improvements that would benefit the value for money of this activity.

5.2 Recommendations

The two general recommendations that follow emerge from the findings in this report.

- 1) The investment of the meetings is logical and should be maintained, but the mechanism for using that investment should be based on a better framework for improved results and increased efficiency. A working group of DCP representatives and GPE Secretariat staff should be established to work together to create an improved framework for the meetings. The working group should focus on the following issues:
 - a. Should the focus of the meetings be narrow (only deal with Board governance) or broad (also include components for learning and information exchange)? The focus of the meetings should match the resources available.
 - b. Should the same format be used to achieve all the intended objectives? The GPE Secretariat should hire a trained facilitator that will help the working group identify better ways of supporting knowledge exchange and peer-to-peer learning, both within the current meeting format and by the use of alternative approaches (for instance virtual meetings). The group should also look at how DCPs can exchange information outside of pre-Board meetings.
 - c. The working group should address the issue of how, if necessary, to increase DCP engagement and voice beyond the pre-Board meetings, which is only one of several possible media that can be used for this purpose.
- 2) The governance department at GPE should review how the meetings are organized, with a focus on the following issues: (1) the scope and width of the meeting agenda and the total amount of information that will be provided at the meetings; (2) the scheduling of the meetings, taking into account the time allocated for DCP consultations both prior to and after the meetings; (3) how far ahead the agenda and preliminary insights into what the Board will discuss should be given to meeting participants; and (4) the appropriate balance between cost-efficiency and travel time for meeting participants.

5.3 Areas for further investigation

- 1) It is challenging to quantify the value of the results of the DCP pre-Board meetings. This is partially due to the many intangible benefits the meeting provide, such as networking opportunities and building relations between and within DCP constituencies, but is also due to a lack of proper quantitative data. This study was largely conducted based on perceptual data from meeting evaluation forms, surveys and stakeholder interviews. While this provides helpful and relevant data, it is not deep nor focused enough to properly assess the effect and impact of the meetings. GPE's evaluation department should work with the governance department about conducting stronger monitoring with more explicit data, with a focus on the following areas:
 - a. Getting more explicit data on engagement and ownership, for instance regarding who is talking at Board meetings, or regarding the alignment between the GPE Board and DCP constituencies. This would enable GPE to be more explicit about the value they are getting for the resources spent.
 - b. There is also a lack of robust data on the actual time spent by the GPE Secretariat in supporting these meetings. A proper quantitative analysis of value for money would require accurate data on the overall resource-burden of these meetings, as well as quantitative data on the achievement of results, such as the increase in voice for DCP constituency representatives.
- 2) At the DCP pre-Board meeting in Accra, Ghana, in May 2017, some Focal Points commented that the DCPs should intensify their efforts to consult within their constituencies beyond the pre-Board meetings, as well as to ensure that all constituencies review proposals and related documents and provide input prior to GPE Board committee meetings. The Global Partnership for Education should further investigate how to ensure that Developing Country Partners assume ownership of the process of conducting internal DCP constituency consultations.

Appendix I Terms of Reference



Strategy, Policy, and Performance Team Global Partnership for Education Secretariat

Terms of Reference

Development and implementation of an evaluation study of the effectiveness and efficiency of developing country partners' (DCP) pre-Board meetings in the context of GPE 2020

Background

Established in 2002, the Global Partnership for Education (“Global Partnership” or GPE), formerly the

Education for All Fast-Track Initiative is a partnership focused on supporting and financing basic education in developing countries. In practice, GPE provides its developing country partners support to build and implement sound education plans. The Global Partnership aims to achieve quality learning outcomes for all children by efficiently using international and national resources and matching donors’ priorities with developing countries’ own education goals and strategies.

The GPE Secretariat, in consultation with the GPE Board of Directors, developed a new strategic plan, GPE 2020. GPE 2020 clarifies the scope, focus and direction of the Secretariat’s work and provides a roadmap and set of accountabilities for the Secretariat and broader partnership. Collectively, these actions will help position GPE to deliver on the new Sustainable Development Goal on education (SDG 4) for the post-2015 period. To underpin the assessment of the extent to which GPE achieves what it sets out to do in GPE 2020, it has developed a Monitoring and Evaluation (M&E) strategy, which was presented to, and approved by, the Board in its June 2016 meeting.

Purpose

As a partnership, GPE is built on the principle of the mutual accountability of all partners to achieve its strategic Goals. GPE’s developing country partners (DCPs) play a crucial role in this as is reflected in the composition of its Board, which includes representation from 6 developing country partner constituencies.

GPE organizes DCP constituency meetings just before Board meetings (i.e. DCP pre-Board constituency meetings), with the main aim of supporting stronger engagement and voice for DCP constituencies in GPE governance. These meetings are used to brief representatives on the agenda, documentation and proposed decisions that will be discussed at the Board, and give them the opportunity to caucus in their constituencies. DCP pre-Board constituency meetings are intended to improve consultations, communication, and coordination within and between the DCP constituencies in order to strengthen their operations, enable them to present a more inclusive DCP position at Board meetings, and improve their engagement with GPE governance processes and the work of the partnership as a whole; thereby strengthening the link between the global and the country level.

Over time, the DCP representatives have also asked to use these meetings to exchange knowledge and good practice and learning from one another. The DCP pre-Board constituency meetings represent an investment of approximately US\$ 700,000 yearly⁴³.

GPE's M&E Strategy is to strengthen accountability, stimulate institutional learning and improved performance, and assist organisational decision making across the Partnership. It is a central pillar of GPE's approach to results-based management and serves as its main instrument to assess and analyse the results of the GPE strategic plan (GPE 2020).

Given the central role of the Board in the architecture of the Partnership overall functioning, and the critical role of DCP pre-Board constituency meetings for the functioning of the Board, the Board mandated the Secretariat to pursue an evaluation of these meetings within its M&E Strategy (p. 20).

Therefore, GPE is seeking the services of a professional firm to develop and implement an evaluation of DCP pre-Board constituency meetings in light of the goals and principles of GPE 2020, as per the specifications below:

Services

The firm will work in consultation with the GPE Secretariat to (a) develop the design of a desk-based study (no travel required for data collection); (b) implement this design after approval by GPE; and (c) develop an evaluation study including analysis, findings, and recommendations to answer the following research questions:

1. Are the DCP pre-Board constituency meetings meeting their principal objective (supporting stronger engagement and voice for DCP constituencies in GPE governance)?
2. How effective, and how appropriate, are DCP pre-Board constituency meetings in supporting other aspects of partnership, for example, Knowledge and Good Practice Exchange (KGPE), peer-to-peer learning, or sharing information on GPE's operational model, policies, goals, and objectives with DCP governments?
3. Overall, are DCP meetings delivering value for money? Are there other ways of achieving the meetings' objectives more efficiently?

⁴³ Please note that DCP pre-Board constituency meetings are held before every Board meeting and, therefore, usually twice a year. Some years, additional Board meetings are held and the number of DCP pre-Board constituency meetings increases equally, as a consequence. The evaluator will need to consider how to integrate these differences in frequency in assessing the value of these added meetings.

4. In light of GPE 2020, how can DCP pre-Board constituency meetings be improved? In particular what recommendations do DCPs themselves have for improving their efficacy and usefulness? Do other constituencies (for example, CSOs) have recommendations about broadened participation?

Research methods may include: 1) desk review of the documentation from DCP meetings (including transcripts, video recording, presentations and report); 2) desk review of Board meetings (to assess changes in DCP voice and contributions over time); 2) the administration of a (web-based) survey questionnaire; 3) a series of semi-structured interviews to obtain more detailed perspectives from the different identified stakeholders; and 4) additional methods to allow for comparison with other organisations to assess value for money and alternative approaches for improving these meetings and their efficiency.

The stakeholders will include:

- DCP Board and non-Board member representatives (semi-structured interviews and survey);
- Non-DCP Board member representatives (semi-structured interviews and survey).

They may also include:

- GPE Secretariat staff (semi-structured interviews).

While the interviews are likely to consist mainly of open-ended questions, the survey would likely be based on closed questions, using Likert scales, allowing for the calculation of index scores.

The analysis strategy will be developed by the firm, as part of their services. The assignment includes the development of a fine-tuned study design (including methods) to be agreed on with the GPE Secretariat before study implementation.

Deliverables

The firm will deliver the following products:

- (i) An inception report, that describes the methodology, instruments, and time-lines for the evaluation study (max. 4 pp.), to be discussed with GPE Secretariat staff for fine tuning.
- (ii) An evaluation report, including executive summary: document including the planned methodology as described under (i) as well as the achieved methodology; analysis; findings for research questions 1-3 above; and recommendations for research question 4 (20-30 pp., excluding annexes).

By the following dates:

- i. Inception report: 10 February 2017 [subject to contracting by 27 January]
- ii. Evaluation report: 5 May 2017

The firm should deliver a draft of the inception report by 3 February, so the GPE Secretariat can provide feedback by February 7th to be integrated into the final inception report. The firm should deliver the

draft evaluation report by 21 April, so that the GPE Secretariat can provide feedback by 28 April to be incorporated into the final evaluation report.

Contract Period

27 January (or earlier) to 31 May 2017, COB.

Reporting Relationships

The consultant will report, on a day-to-day basis, to the Head of Monitoring and Evaluation and, ultimately, to the Chief Technical Officer, SPP Team.

Costs and Payment schedule

Payments will be made in 2 tranches, in FY 2017, as follows:

- i. Against inception report: US\$ 5,000 (i.e. 20%)
- ii. Against evaluation report: US\$ 20,000 (i.e. 80%)

The total amount for the assignment is thus: US\$ 25,000.

Appendix II List of Stakeholders Consulted

	NAME	TITLE	ORGANIZATION
1.	Ms. Alice Albright	Chief Executive Officer	The Global Partnership for Education
2.	Mr. Moritz Bilagher	Senior Education Specialist – Monitoring & Evaluation	The Global Partnership for Education
3.	Ms. Ruth Dantzer	Governance Lead	The Global Partnership for Education
4.	Ms. Anne Guison-Dowdy	Monitoring and Evaluation Specialist	The Global Partnership for Education
5.	Ms. Karen Mundy	Chief Technical Officer	The Global Partnership for Education
6.	Ms. Margarita Focas Licht	Country Support Team Manager	The Global Partnership for Education
7.	Ms. Michelle Mesen	Southern Partnerships and External Relations Lead	The Global Partnership for Education
8.	Mr. Pdraig Power	Chief Finance and Operations Officer	The Global Partnership for Education
9.	Mr. Olav Seim	Policy Director Education Section Department for Global Health and Education	Norwegian Agency for Development Cooperation (NORAD)
10.	Mr. Luis Benveniste	Practice Manager	The World Bank
11.	Mr. Cheich Mbow	Coordinator	Coordination des ONG et Syndicats pour la Défense d'une Education Publique de Qualité (COSYDEP)
12.	Dr. Allah Baksh Malik	Federal Additional Secretary, Ministry of Federal Education and Technical Education	Islamic Republic of Pakistan
13.	Mr. Daniel Nkaada	Commissioner, Basic. Education	Republic of Uganda
14.	H.E. Sandra Sanchez	Deputy Minister of Education	Republic of Honduras
15.	Mr. Francis Biney	Coordinator, Ministry of Education	Cote d'Ivoire
16.	Mr. Nesmy Manigat	Minister of Education	Republic of Haiti
17.	Mr. Youssouf T. Ahmat	General Director of Administration, Planning and Resources, Ministry of Education	Republic of Chad

Appendix III Bibliography⁴⁴

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⁴⁴ In addition to the sources listed, a range of informal notes and verbatim transcriptions of GPE Board meeting deliberations were analyzed.

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SHORT REFERENCE	REFERENCE
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Appendix IV Evaluation Matrix

LEVELS OF ANALYSIS	QUESTIONS	SUB-QUESTIONS	INDICATORS	DATA SOURCES / SAMPLING	DATA COLLECTION METHODS
1.Relevance	1.1 Are the Developing Country Partners' (DCP) pre-Board meetings relevant?	<p>1.1.1 To what extent are the DCP pre-Board meeting activities perceived as relevant (activities consistent with what they ultimately aim to achieve), in terms of:</p> <ul style="list-style-type: none"> • Supporting stronger engagement and voice for DCP constituencies in GPE governance; • Agendas supporting Knowledge and Good Practice Exchange and Peer-to-peer learning; • Process facilitating the sharing of information on GPE's policies, goals and objectives with DCP government partners 	<p>Stakeholders' perceptions on the relevance of the DCP pre-Board meetings in supporting Good Practice Exchange; Peer-to-peer learning; facilitation of information sharing on GPE's policies, goals and objectives</p> <p>Stakeholders' perceptions on the relevance of the DCP pre-Board meetings in supporting stronger engagement and voice for DCP constituencies in GPE governance</p> <p>Indications of extent of relevance of meeting activities in supporting Knowledge and Good Practice Exchange; Peer-to-peer learning; facilitation of information sharing on GPE's policies, goals and objectives; and stronger engagement and voice for DCP constituencies in GPE governance</p>	<p>GPE Secretariat GPE Board and Alternate Board members DCP pre-Board attendees (including Focal Points) Pre-Board and Board minutes, reports, agendas, videos etc. Meeting evaluation forms</p>	<p>Document review Stakeholder consultations Online Survey</p>
2. Effectiveness	2.1 To what extent are the Developing Country Partners' (DCP) pre-Board meetings leading to improved	2.1.1 To what extent are the DCP pre-Board meetings increasing the knowledge and understanding of GPE's policies, goals and	Stakeholders' perceptions on the knowledge and understanding of DCP constituency representatives of GPE's policies, goals and objectives	<p>GPE Secretariat GPE Board and Alternate Board members DCP pre-Board</p>	<p>Document review Stakeholder consultations Online Survey</p>

LEVELS OF ANALYSIS	QUESTIONS	SUB-QUESTIONS	INDICATORS	DATA SOURCES / SAMPLING	DATA COLLECTION METHODS
	knowledge for the DCP constituency representatives about GPE generally and Board engagement more specifically?	objectives amongst DCP constituency representatives?	Evidence of improved voice by DCP constituency representatives on GPE Board meetings	attendees (including Focal Points) Pre-Board and Board minutes, reports, agendas, videos etc. Meeting evaluation forms	
		2.1.2 To what extent are the pre-Board meetings increasing the knowledge of agendas and proposed decisions at GPE Board meetings, amongst DCP constituency representatives?	Stakeholders' perceptions on the knowledge of agenda and proposed decisions at GPE Board meetings, amongst DCP constituency representatives Evidence of improved knowledge of agenda and proposed decisions at GPE Board meetings, amongst DCP constituency representatives	GPE Secretariat GPE Board and Alternate Board members DCP pre-Board attendees (including Focal Points) Pre-Board and Board minutes, reports, agendas, videos etc. Meeting evaluation forms	Document review Stakeholder consultations Online Survey
		2.1.3 To what extent are the pre-Board meetings increasing the use and knowledge of peer-to-peer learning and KGPE amongst DCP constituency representatives?	Stakeholders' perceptions on the use and knowledge of peer-to-peer learning and KGPE amongst DCP constituency representatives Evidence of improved use and knowledge of peer-to-peer learning and KGPE amongst DCP constituency representatives	GPE Secretariat GPE Board and Alternate Board members DCP pre-Board attendees (including Focal Points) Pre-Board and Board minutes, reports, agendas, videos etc. Meeting evaluation forms	Document review Stakeholder consultations Online Survey

LEVELS OF ANALYSIS	QUESTIONS	SUB-QUESTIONS	INDICATORS	DATA SOURCES / SAMPLING	DATA COLLECTION METHODS
	2.2 To what extent are the Developing Country Partners' (DCP) pre-Board meetings improving the engagement and voice for the DCP constituency representatives in GPE governance?	2.2.1 To what extent are the pre-Board meetings improving the ability of DCP Board Members/Alternate Members to voice their opinion and represent their constituencies at GPE Board meetings?	Stakeholders' perceptions on the ability of DCP representatives to voice their opinion and represent their constituencies at GPE Board meetings Evidence of improved ability of DCP representatives to voice their opinion and represent their constituencies at GPE Board meetings	GPE Secretariat GPE Board and Alternate Board members DCP pre-Board attendees (including Focal Points) Pre-Board and Board minutes, reports, agendas, videos etc. Meeting evaluation forms	Document review Stakeholder consultations Online Survey
		2.2.2 To what extent are the pre-Board meetings improving the ability of DCP constituencies to coordinate their positions at GPE Board meetings?	Stakeholders' perceptions on the ability of DCP constituencies to coordinate their positions at GPE Board meetings Evidence of improved ability of DCP constituencies to coordinate their positions at GPE Board meetings	GPE Secretariat GPE Board and Alternate Board members DCP pre-Board attendees (including Focal Points) Pre-Board and Board minutes, reports, agendas, videos etc. Meeting evaluation forms	Document review Stakeholder consultations Online Survey
		2.2.3 To what extent are the pre-Board meetings increasing the engagement between DCP constituencies and the Global Partnership for Education?	Stakeholders' perceptions on the engagement between DCP constituencies and the Global Partnership for Education, as a result of the DCP pre-Board meetings Evidence of increased engagement between DCP	GPE Secretariat GPE Board and Alternate Board members DCP pre-Board attendees (including Focal Points)	Document review Stakeholder consultations Online Survey

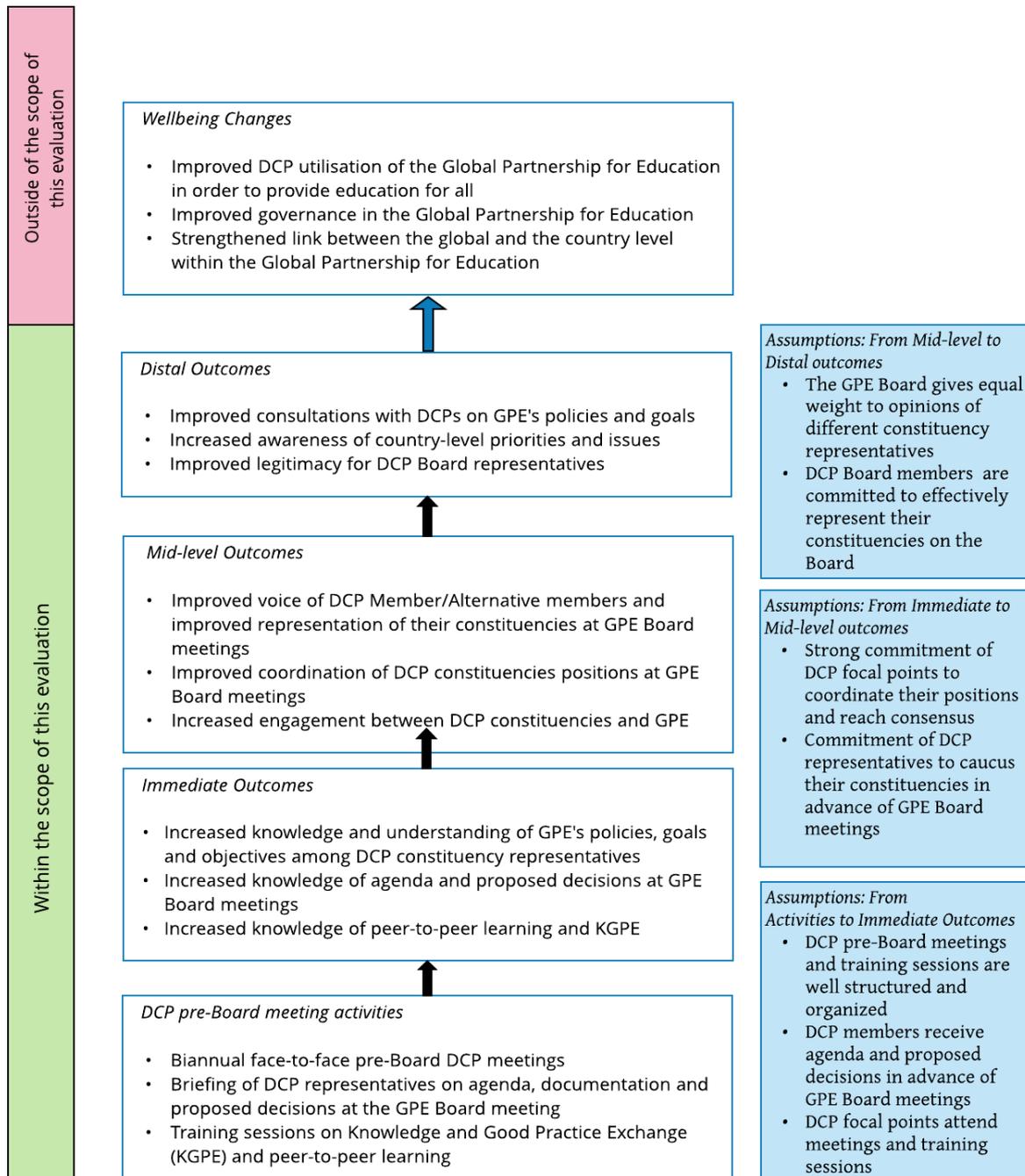
LEVELS OF ANALYSIS	QUESTIONS	SUB-QUESTIONS	INDICATORS	DATA SOURCES / SAMPLING	DATA COLLECTION METHODS
			constituencies and the Global Partnership for Education	Pre-Board and Board minutes, reports, agendas, videos etc. Meeting evaluation forms	
	2.3 Are the DCP pre-Board meetings having positive effects on GPE's members?	2.3.1 To what extent are the DCP pre-Board meetings improving consultations with DCPs on GPE's policies and goals?	Stakeholders' perceptions on the effect of the DCP pre-Board meetings on improvement of consultations with DCPs on GPE's policies and goals	GPE Secretariat GPE Board and Alternate Board members DCP pre-Board attendees (including Focal Points)	Stakeholder consultations Online Survey
		2.3.2 To what extent are the DCP pre-Board meetings increasing GPE awareness of country-level priorities and issues?	Stakeholders' perceptions on the effect of the DCP pre-Board meetings on increasing GPE awareness of country-level priorities and issues	GPE Secretariat GPE Board and Alternate Board members DCP pre-Board attendees (including Focal Points)	Stakeholder consultations Online Survey
		2.3.3 To what extent are the DCP pre-Board meetings improving legitimacy for DCP Board representatives?	Stakeholders' perceptions on the effect of the DCP pre-Board meetings on improving legitimacy for DCP Board representatives	GPE Secretariat GPE Board and Alternate Board members DCP pre-Board attendees (including Focal Points)	Stakeholder consultations Online Survey

LEVELS OF ANALYSIS	QUESTIONS	SUB-QUESTIONS	INDICATORS	DATA SOURCES / SAMPLING	DATA COLLECTION METHODS
3. Efficiency, value for money and equity	3.1 Are the DCP pre-Board constituency meetings efficient?	3.1.1 To what extent are the DCP pre-Board meetings managed efficiently ⁴⁵ ?	Stakeholders' perceptions on the efficiency of the DCP pre-Board meetings Indications of efficiency of DCP pre-Board meeting activities	GPE Secretariat GPE Board/Alternate members DCP pre-Board attendees (including Focal Points) Pre-Board and Board minutes, reports, agendas Meeting evaluation forms Evidence of alternative methods	Document review Stakeholder consultations Online Survey
	3.2 Are the DCP pre-Board constituency meetings delivering value for money?	3.2.1 Are there other ways of achieving the objectives (supporting stronger engagement and voice for DCP constituencies in GPE governance) for less money?	Stakeholders' perceptions on the value for money of the DCP pre-Board meetings Evidence of alternative methods used by comparable organizations	GPE Secretariat GPE Board/Alternate members DCP pre-Board attendees (including Focal Points) Pre-Board and Board minutes, reports, agendas Meeting evaluation forms Evidence of alternative methods	Document review Stakeholder consultations Online Survey

⁴⁵ In terms of managerial efficiency (planning , implementation, monitoring and reporting) of the DCP pre-Board meetings

LEVELS OF ANALYSIS	QUESTIONS	SUB-QUESTIONS	INDICATORS	DATA SOURCES / SAMPLING	DATA COLLECTION METHODS
		3.2.2 Has the training managed to support the equity goals of GPE?	Stakeholders' perceptions on the equity of the DCP pre-Board meetings Evidence of the equity of DCP pre-Board meeting activities	GPE Secretariat GPE Board/Alternate members DCP pre-Board attendees (including Focal Points) Pre-Board and Board minutes, reports, agendas Meeting evaluation forms Evidence of alternative methods	Document review Stakeholder consultations Online Survey
4. Recommendations	4.1 Can the DCP pre-Board meetings be improved?	4.1.1 What are the key considerations, if any, for improving the efficacy and usefulness of the DCP pre-Board meetings, in terms of: <ul style="list-style-type: none"> • Better management practices • Alternative mechanisms 	Stakeholder's perceptions on what is working and what needs to be changed, if any	GPE Secretariat GPE Board and Alternate Board members DCP pre-Board attendees	Stakeholder consultations Online Survey

Appendix V Pathway to end results model



Appendix VI Alignment of GPE Board and DCP Positions

Summary of BoD and DCP alignment

DATE	#	DCP CONSTITUENCY POSITIONS			GPE BOARD DECISIONS		
		REJECTED	ENDORSED WITH OUTRECOMMENDATIONS	ENDORSED WITH RECOMMENDATIONS	RECOMMENDATIONS IMPLEMENTED	UNKNOWN	RECOMMENDATIONS REJECTED
May 2015	11	0	5 (45%)	6 (55%)	4 (66%)	2 (34%)	0
Dec 2015	13	1 (7%)	6 (46%)	6 (46%)	1 (17%)	4 (66%)	1 (17%)
June 2016	18	0	9 (50%)	9 (50%)	6 (66%)	2 (22%)	1 (12%)
Nov 2016	16	0	8 (50%)	8 (50%)	4 (50%)	4 (50%)	0
TOTAL	58	1 (2%)	28 (48%)	29 (50%)	15 (52%)	12 (41%)	2 (7%)

Overview of BoD and DCP alignment, May 2015 to November 2016

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)		
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?	
DCP Board positions May 2015	BOD/2015/05-04 — December 15-16, 2014 Board Meeting Report			YES		
	Overall approval		Overall approval			
	BOD/2015/05-13—Strengthening GPE’s Country Level Operational Platform (“Workstream 1”)			OVERALL	YES	PARTIALLY
	Overall approval Recommendation that: In all of the opportunities outlined in the		Overall approval Recommendation that:			Adopted. Strong priority for “emphasizing the need for improvements in the mechanisms used to

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)	
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?
	<p>Operational Platform, strengthening government systems for sustainability should be emphasized.</p> <p>Greater emphasis needed on capacity building of human resources and capacity development in countries for the proper management of the education system, sector analysis and evaluation of data.</p> <p>Expand the definition of conflict affected to include neighboring countries within the same region affected by refugees which brings new challenges in the management of national education systems (e.g. Kenya's border with Somalia, Uganda's border with DRC and Sudan – these are countries affected indirectly by conflicts within the region).</p>	<p>The Secretariat continues to consult and engage partner countries in the process to develop the Strategic Plan, particularly on Workstream 1.</p>			<p>administer and manage GPE grants at the country level⁴⁶</p> <p>Adopted. Acknowledging that the “Global Partnership needs to play a stronger role in capacity development⁴⁷”. Immediate proposed improvements for capacity development (and sharing of knowledge of best practices) will be submitted to Board for consideration in December 2015. A broader knowledge and capacity development strategy to be submitted to the Board after the December meeting.</p> <p>No. No reference to definition of conflict affected.</p> <p>No. No reference to consultations and engagement with partners.</p>
	BOD/2015/05-05—Approval of Maximum Country Allocations		OVERALL	YES	YES
	Africa 3 was the only constituency not in agreement with the GERF proposal.	Overall approval However concern with local			Adopted (2b)

⁴⁶ (The Global Partnership for Education 2015k, 16)

⁴⁷ (The Global Partnership for Education 2015k, 16)

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)	
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?
	<p>Africa 3 recommended the application of a pro-rata approach on the losses and gains where necessary. The efficiency gains should be leveraged on current countries that are affected by the foreign exchange fluctuations (i.e. where countries are set to lose from the fluctuations they should be called back for a top up when the currency situation improves).</p> <p>Africa 1 and 2 supported the GERF recommendation,</p> <p>However, there should be some exceptions for countries defined as fragile and conflict affected and countries affected by severe currency fluctuations – these issues should be taken into account before disbursement by the Global Partnership.</p> <p>Constituencies also expressed concern that donors may not be doing enough on the financing side and also worried about donor behavior at a country level, lack of alignment with country systems.</p>	<p>inflation impact on domestic currency. Some exceptions need to be taken into consideration, including the financial situation of each country.</p>			<p>Partially adopted: the GERF may recommend an exception to the methodology outlined in b. Above based on country context and the rationale for any exception shall be disclosed in the GERF's report (2c)</p> <p>Adopted (3b)</p> <p>Adopted (2b; 2c; 2d)</p>
	GERF/CGPC Joint Recommended Decision (Option 1 or 2) BOD/2015/05-06— Streamline Grants Decision-Making Process		OVERALL	YES	YES
	<p>Africa 2 was the only constituency of all 6 constituencies to choose Option 2.</p> <p>Africa 2 also proposed that decisions regarding the financing of GPE Secretariat should be delegated to the CGPC. Option 1 supported by Africa 1 and 3.</p>	Overall support for Option 1.			Option 1 was selected (only Africa 2 was for option 2)

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)	
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?
	BOD/2015/05-XX – Approval of Allocations for Education Sector Program Implementation Grants		YES		
	Overall approval	Overall approval			
	BOD/2015/05-XX—Proposed Revision to Zambia Education Sector Program Implementation Grant		OVERALL	YES	UNKNOWN
	Overall approval Overall countries felt that the requirements and contractual clauses of the Global Partnership should be respected and that the Partnership needs to be careful not to set precedents. Although the Zambia decision was supported, the Global Partnership should not be too lax. Constituencies should have had an earlier opportunity to be consulted on this decision during the Committee phase, in which case the decision language may have been different	Overall approval			No information regarding whether the Board recognized the recommendation from the constituency about (generally) being consulted earlier, during the committee phase.
	BOD/2015/05-XX – in reference to BOD/2013/02-02 and BOD/2013/07-01 – Approval of Funding of GRA Concept Notes		YES		
	Overall approval	Overall approval			
	BOD/2015/05-XX – in reference to BOD/2012/05-01 – Policy on Time Frames and Revisions		YES		
	Overall approval	Overall approval			
	BOD/2015/05-14—Strategic Plan Concept Note for the 2016-2020 Period and Consultation Plan (“Workstream 2”)		OVERALL	YES	YES
	Overall approval with the recommendation from Africa 2:	Overall approval, but stressed that:			GPE Secretariat to work with Board reference Group to

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)	
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?
	<p>That the Mission focuses on “efficiency” as well as “effectiveness” of education systems. Africa 1 recommended aligning the “Vision” (which refers to children and youth) with the Mission (which refers to education for all). The Global Partnership needs to decide whether it is “education for all” or “education for children and youth”. The Africa constituencies supported “education for all” which takes into consideration second chance education and skills as well as adult literacy.</p> <p>In the principles, bullet ‘e’, it was suggested to delete “aid” and replace it with “support”. The word aid connotes old development paradigms and donor-recipient relationship and does not speak to partnership and “development effectiveness”, which is what the Global Partnership for Education is about.</p>	<p>Comments from partner countries during the consultations should be taken into account in the final analysis and preparation of the Strategic Plan.</p>			<p>refine CN, and present a draft Strategic Plan at Board meeting in October.</p> <p>Proposed Strategic Plan presented⁴⁸:</p> <p>Mission only focuses on effectiveness, not efficiency</p> <p>Yes. Vision aligned with Mission on “education for all”</p> <p>Yes. Principles now refers to “support”</p> <p>Appears that GPE has consulted constituencies during the production of the draft Strategic Plan</p>
	BOD/2015/05-XX—Civil Society Education Fund 2016–2018		YES		
	Overall approval	Overall approval			
	BOD/2015/05-XX—Secretariat Work Plan and Budget: July 2015-June 2016		OVERALL	YES	UNKNOWN
	<p>Overall approval</p> <p>Recommendation that the pre-board DCP constituency meetings be integrated within the Secretariat budget on a 12 month cycle.</p>	Overall approval			

⁴⁸ (The Global Partnership for Education 2015e)

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)		
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?	
DCP Board positions November 2015	BOD/2015/12-XX—Strategic Plan 2016–2020			OVERALL	YES	PARTIALLY
	<p>Endorsed: vision, mission, principles and values, and strategic goals and objectives of the Strategic Plan 2016-2020.</p> <p>Endorsed: the annexes of the Plan (Implementation Roadmap, Results Framework, and Results and Performance Framework).</p> <p>Comments: All 14 core indicators are presented in positive language, except for indicator 1 “proportion of children who did not complete”, the group suggested that this also be presented in positive “proportion of children who complete” or as “proportion of out of school children”.</p> <p>The 43 indicators are a lot; and should be reduced.</p> <p>The word “qualified” to the “number of trained teachers” under indicator 6. Also, the pupil and teacher ratio should be below 40.</p>	<p>Endorsed: vision, mission, principles and values, and strategic goals and objectives of the Strategic Plan 2016-2020.</p> <p>Endorsed: Results Framework and Implementation Roadmap.</p> <p>Comments: On the Results Framework, the group recommended that minimum standards be developed that are agreed upon by all members to ensure collection of credible data.</p> <p>While developing indicators and minimum standards, flexibility and gradual improvement should be focused on in the contexts of fragile and in-conflict affected countries.</p> <p>On Knowledge and Good Practice Exchange, the group recommends that the paper on</p>			<p>Yes (“Proportion of children who complete”⁴⁹)</p> <p>Yes. Reduced to 37 indicator</p> <p>Partially. Not adding word “qualified”, but ratio is <40</p> <p>Unsure. Only indicator dealing with EMIS system is “Proportion of grants supporting EMIS/ learning assessment systems”⁵⁰</p> <p>No information. “recognizing that for some indicators in the Results Framework the methodologies and baselines still need to be developed”⁵¹</p> <p>No information.</p> <p>Paper to be drafted should take into consideration “ a focus on country needs, ownership and sustainability,⁵²</p>	

⁴⁹ (The Global Partnership for Education 2016a, 21)

⁵⁰ (The Global Partnership for Education 2016a, 25)

⁵¹ (The Global Partnership For Education 2015a, 4)

⁵² (The Global Partnership for Education 2015b, 2)

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)	
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?
	Under indicator 9, the “money” allocated to improve EMIS system should not be the only criteria of success, but the effectiveness (coverage, quality of data, and timely reporting).	this should define and strengthen specific result-oriented activities that focus on enhancing the capacity of countries to achieve the goals and objectives as set out in their ESPs			
	BOD/2015/12-XX—Strategic Financing		OVERALL	YES	UNKNOWN
	Endorsed	Endorsed Comments: The group also recommends that in-country innovations be explored and savings in other sectors within the country be used to support Education, i.e. construction projects to explore for positive spill-over effects on Education; the group also recommends exploring other available funding options through other philanthropic organizations i.e. Facebook, Bill Gates Foundation and others.			No information.
	BOD/2015/12-XX—Policy on Transparency		YES		
	Endorsed.	Endorsed.			
	BOD/2015/12-XX—Risk Management Report		OVERALL	YES	UNKNOWN

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)	
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?
	Endorsed; with the comments; Matter of form for the item, replace 1.2.3 with 1.1.3. Communications risk should be added. Decision language (ii) made reference to Doc 12, Annex 1 which was not available. Only 8 out of 9 risks are mentioned.	Endorsed.			Not clear from the Risk Management Report ⁵³
	BOD/2015/12-XX – Republic of Congo Education Sector Program Implementation Grant Proposal		OVERALL	NO	NOT ADOPTED
	Endorsed after review Submission of revised proposal in light of CGPC observations was endorsed. More information was requested on the 45% of the education budget to primary education.	Endorsed.			“it does not meet the funding model requirement to commit to allocate at least 45 percent of the education budget to primary education in cases where universal primary education has not been achieved” ⁵⁴
	BOD/2015/12-XX – 2015 Portfolio Review		YES		
	Endorsed.	Endorsed.			
	BOD/2015/12-XX – Engagement with Civil Society Beyond 2018		YES		
	Endorsed.	Endorsed			

⁵³ (The Global Partnership for Education 2015m)

⁵⁴ (The Global Partnership For Education 2015a, 1)

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)	
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?
	BOD/2015/12-XX – Independent Assessment of Education Sector Plans		NO	YES	NOT ADOPTED
	<p>Not endorsed by Africa 3</p> <p>Endorsed by Africa 1 and 2. They approved option 1A.</p> <p>Arguing that this option can be implemented with the involvement of the countries in selection and recruitment of experts and the country ownership is a necessary requirement. Comments:</p> <p>The risks involved should be assessed.</p> <p>What is the role of the countries in the recruitment of experts/consultants</p> <p>Shared methodologies should be used.</p>	<p>Not endorsed</p> <p>The group understands the need for evaluation of the quality of ESPs and the need for credible Sector Plans. However, of the three options proposed, none seem to respond to the core requirements of ‘country-ownership’ and ‘knowledge sharing’. In addition to that, the group recommends a fundamental change in the way this is being looked at. The group feels that in order to have a truly credible ESP in place, the focus should not be on GPE funding requirement but rather all Development Partners at country level should support the development of ESP from the beginning. The</p> <p>Mutual Accountability framework makes this a requirement for all stakeholders to support the Education sector, and development of a credible ESP is at the heart of that</p>			Endorses the piloting of Option 1A. ⁵⁵

⁵⁵ (The Global Partnership For Education 2015a)

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)	
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?
		<p>support.</p> <p>Therefore, the group recommends that because GPE’s Quality Assurance mechanism already includes a number of processes and evaluations, GPE should agree on a provision of support to countries from the early stage of ESP development throughout the whole process. That would satisfy the requirements of everyone for having truly credible ESPs.</p>			
	BOD/2015/12-XX— Report from the Governance, Ethics, Risk and Finance Committee Report		OVERALL	YES	UNKNOWN
	<p>Endorsed with some reservations to individual items:</p> <p>On the Governance Review; Africa 1 endorses option 1, and Africa 2 endorses option 2. Also, it was mentioned that Africa 3 should be represented on the GERF.</p>	<p>The group suggests selection of committee members should be done in a way that ensures institutional memory – member selection can be similar to the Board Members and Alternate Board Members, where a back-up option is available in the event of completion of term of one member. Also, the group emphasizes on continuation and strengthening of balanced representation of DCPs in all Committees.</p>			No information.
	BOD/2015/12-XX—Approval of Maximum Country Allocations		YES		

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)	
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?
	Endorsed.	Endorsed			
	BOD/2015/12-04 – Support to GPE DCP Constituencies		OVERALL	YES	UNKNOWN
	Endorsed Comments: The progress report doesn't mention of German Backup which is the origin of this initiative. The progress report and request for continued funding from the Board should also mention that the CAPs of DCP constituencies can be financed by other partners such as Backup.	Endorsed The group also believes that the support provided to DCP Board, Alternate Board and DCP Focal Points as well as Constituency meetings have been very significant and have had positive impact on the level of understanding of all DCP members on GPE processes;			No information
	BOD/2015/12-XX—Corporate Engagement Principles and Conflict of Interest		YES		
	Endorsed.	Endorsed.			
	BOD/2015/12-XX – Financial Procedures Agreement with the Asian Development Bank acting as Managing Entity for the Global Partnership for Education Fund		YES		
	Endorsed.	Endorsed			
DCP Board positions June 2016	BOD/2016/06-DOC 02—Consent Agenda		OVERALL	YES	YES
	The decision on LEG minimum standards should be removed from the consent agenda, and be discussed as a separate item. Otherwise, approved	Approved.			Consent Agenda for decision does not include reference to LEG minimum standards. ⁵⁶

⁵⁶ (The Global Partnership for Education 2016g)

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)	
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?
	BOD/2016/06-DOC 05—Trustee Budget		YES		
	Approved.	Approved.			
	BOD/2016/06 DOC 06—Approval of Allocations for Education Sector Program Implementation Grants:		YES		
	Approved.	Approved.			
	Proposed Revision to Burundi Education Sector Program Implementation		YES		
	Approved	Approved.			
	BOD/2016/06 DOC 08—Local Education Group (LEG) Minimum Standards:		OVERALL	YES	PARTIALLY
	<p>Approved with the following recommendations.</p> <p>The Government should have the ownership. The terminology should be more general/broad i.e. leadership by government” rather than indicating that the Chair must be the Ministry of Education</p> <p>Emphasize the need to distinguish the roles of LEG, it should be involved in providing advice, validation and monitoring; and the implementation should be the responsibility of the national structures.</p>	<p>Approved with the following recommendations;</p> <p>Rephrase “minimum standards” as it is creating unnecessary confusion (suggest to reword it as LEG Guidelines).</p> <p>The ownership/leadership should remain with the government.</p>			<p>The Board Decision document does not contain a specific reference to the LEG Minimum Standards. The LEG Report⁵⁷ from the Strategy and Policy Committee appears to have partially met the recommendations from the DCP constituencies.</p> <p>Yes (“specifically, government is the sovereign decision maker in sector policy” and “The LEG is led</p>

⁵⁷ (The Global Partnership for Education 2016i)

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)	
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?
					by national authorities in a formal meeting structure ⁵⁸ No. Does not appear to have been taken into account. No information found No. Does not appear to have been taken into account, “Minimum standards” kept. Yes (see point 1).
	BOD/2016/06 DOC 09—Conflict Resolution Procedures:		OVERALL	YES	YES
	Approved with the suggestion that emphasis should be made on the establishment of conflict prevention and conflict management mechanisms at the national level rather than at the global level.	Approved.			It appears that the Conflict Resolution Procedures Report (Doc 09) primarily emphasizes mechanisms at the country level. ⁵⁹
	BOD/2016/06 DOC 10—Financial Procedures Agreement		OVERALL	YES	NO
	Approved with the suggestion that a specific deadline should be set instead of saying “as soon as possible”.	Approved			“Expediently as possible” kept in the document. ⁶⁰
	BOD/2016/06-DOC 12—Financial Forecast:		YES		
	Approved	Approved			

⁵⁸ (The Global Partnership for Education 2016i, 8)

⁵⁹ (The Global Partnership for Education 2016j)

⁶⁰ (The Global Partnership for Education 2016e, 1)

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)	
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?
	BOD/2016/06 DOC 13—Risk Management Report:		YES		
	Approved	Approved, however, it is recommended that risk matrix report be prepared third party auditors hired by LEG.			
	BOD/2016/06 DOC 15 — Preparing for the Next Replenishment		YES		
	Approved	Approved			
	BOD/2016/06 DOC 16—Proposal for Strengthening Country Capacity Through Knowledge and Good Practice Exchange (KGPE):		OVERALL	YES	PARTIALLY
	Approved; and suggest to emphasize; Strengthening national capacities for sharing knowledge and good practices (establishment of suitable and sustainable mechanisms) The consideration of inter-country dimensions at constituency level.	Approved with the suggests that; Best practices among the partner countries should be replicated. Capacity gaps should be identified for all developing country partners. The support should ensure proper documentation of the processes and practices.			Yes. “The strategy establishes that the goal of all KGPE is to strengthen national policies and capacities” ⁶¹ No information. No. “Selected activities will aim to amplify (not duplicate) the mandate and initiative of others” ⁶² Unclear. “GPE would in turn be able to finance proposals that address the key data, evidence and capacity gaps

⁶¹ (The Global Partnership for Education 2016k, 1)

⁶² (The Global Partnership for Education 2016k, 8)

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)	
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?
					essential to the delivery on GPE 2020 and SDG4. ⁶³ No information.
	BOD/2016/06 DOC 17—Gender Equality Policy, Strategy and Annual Action Plan		OVERALL	YES	YES
	Approved	Local budgetary support should be provided to DCPs for gender mainstreaming; and recommend either option 1 or option 3.			Option 1 endorsed.
	BOD/2016/06 DOC 18—Business Case to Host the Education Cannot Wait Platform:		OVERALL	YES	YES
	Recommends that the GPE should host the platform for Education Cannot Wait.	Recommends that the GPE host the platform for Education Cannot Wait and develop its capacity to do so. The contribution for Education Cannot Wait should not be diverted from the regular fund, and should be managed separately.			Yes, BoD confirms interest in hosting, but would conduct an external study on cost implications before committing.
	BOD/2016/06 DOC 19—Results Framework Core Indicators		OVERALL	YES	UNKNOWN
	Approved Indicator # 2 will require greater multi sectoral coordination.	Approved, with the following suggestions; - 37 indicator (12 core indicators)			Unclear whether the BoD took the comments of the DCP constituencies into

⁶³ (The Global Partnership for Education 2016k, 3)

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)	
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?
	The reporting cycle (annually) on indicators may not be easily adopted by all countries (Frequency of reporting by some countries may vary i.e. report every two years).	<p>– uniform applicability of these 12 core indicators across the AP constituency is not realistic. This will also have huge implication on the resources. For example, indicator no 2.</p> <p>This result framework has to be aligned with the SDG 4, Education 2030 Agenda.</p> <p>Indicator number 12 needs to be re-worded as “increase in donor funding</p>			<p>account. The Revised Results Framework Core Indicator⁶⁴</p> <p>Mentions lack of data on Indicator 2, and that adjustments will likely be needed</p> <p>3 indicators have reporting cycles every two years</p> <p>No reference to applicability</p> <p>Currently lacking indicators for SDG 4, the revised Board</p> <p>No information.</p>
	BOD/2016/06 DOC 20—Monitoring and Evaluation Strategy:		OVERALL	YES	UNKNOWN
	<p>Approved with following suggestions; Either option 1 or option 2 could be approved.</p> <p>With regard to recommendation 2, it is suggested to reduce the number of assessments to ensure feasibility and clearly specify the framework and monitoring and evaluation arrangements.</p>	<p>Approves the high resource scenario (option 1), with the suggestion that:</p> <p>The most cost effective option for evaluation be explored and emphasis be placed on providing resources and building capacity for conducting evaluation.</p>			Unclear which option the BoD selected.
	BOD/2016/06 DOC 21—Governance Review:		YES		
	Approved	Approved			
	BOD/2016/06 DOC 22—Revisions to the Charter		YES		

⁶⁴ (The Global Partnership for Education 2016I)

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)		
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?	
	Approved	Approved				
	BOD/2016/06 DOC 23 – Secretariat Work Plan and Budget: July 2016 – June 2017		YES			
	Approved	Approved				
DCP Board positions November 2016	BOD/2016/12-XX—June 14-15, 2016 Board Meeting Report		YES			
	Recommended for approval.	Recommended for approval.				
	BOD/2016/12-XX—October 18, 2016 Board Meeting Report		YES			
	Recommended for approval.	Recommended for approval.				
	BOD/2016/11-XX—Financing Options			OVERALL	YES	YES
	Recommended for approval, with particular reference to point 3, which is to develop an advocacy and lobbying strategy among donors in order to accelerate the early mobilization of resources.	In principle agreed. In case the financial situation improves, the allocation should be reviewed. The Secretariat and the Committees should also clearly explain the formula for allocation of funding to the countries. The administration cost should be allocated on top of the grant.				BoD approved the committee recommendation. ⁶⁵
	BOD/2016/12-XX—Risk Management Report			OVERALL	YES	UNKNOWN
The Constituency agrees with the recommendation and wish to request clarity on the severity chart (cell identified as low risk and colored yellow).	Agreed. The Local Education Group plays important role in monitoring; and the GPE Secretariat should ensure that				Unclear whether the BoD took the comments of the DCP constituencies into account.	

⁶⁵ (The Global Partnership for Education 2016d)

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)	
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?
		the Grant Agents work in line with LEG's decisions.			
	BOD/2016/12-XX—Operationalization of the Strengthening Learning Assessment Systems initiative		OVERALL	YES	UNKNOWN
	<p>The Group agrees to this proposal and requests for clarity on:</p> <p>2 How national level strengthening will be linked to the strengthening of the regional networks.</p> <p>Additionally, the group wishes to indicate that condition to the splitting of the GERF, the responsibility shall be assigned to the appropriate new structure.</p>	<p>Agreed.</p> <p>However, there appears to be some level of ambiguity in #2 and #3; they need to be clarified to eliminate possible overlap of roles between the GPE Secretariat and the GERF Committee.</p>			Unclear whether the BoD took the comments of the DCP constituencies into account.
	BOD/2016/12-XX—Financing and Funding Framework		OVERALL	YES	YES
	Agreed.	Agreed. Also, it is recommended that the Board of Directors approve allocation of more resources for the improvement of systems in countries to attract more funding from other donors.			The BoD directed the FF to consider opportunities for strengthening the current funding model; to enable GPE to leverage new and structured forms of financing for education; and to enable GPE to become more flexible in accessing or mobilizing new resources for education.
	BOD/2016/12-XX—Investment in Secretariat Capacity		YES		
	Recommends the adoption of the decision.	Agreed.			

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)	
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?
	BOD/2016/06-XX—Approval of Allocations for Education Sector Program Implementation Grants		OVERALL	YES	YES
	Africa 1 and 2 agree to all decisions, while Africa 3 is requesting for review of the recent submission from Ethiopia.	The constituencies have no-objection if funding is available.			The BoD directed Ethiopia to revise the timeline and targets related to indicators on Equity, Efficiency and Learning.
	BOD/2016/12-XX—Delegation of Authority of Requests for Additional Supervision Allocations		OVERALL	YES	UNKNOWN
	Recommends the adoption of the decision.	Agreed. Additionally, it is recommended that the unique case of the OECS Commission be considered to receive supervising financing allocations in view of its overlapping role with the Grant Agent in supervising the implementation of the grant in the beneficiary countries			
	BOD/2016/12-XX—Funding of Supervision Fees for Maximum Country Allocations of US\$5 million and less		OVERALL	YES	UNKNOWN
	Agreed. However, the Grant Agent fees are very high and needs to be realistic; also it should not be paid from the country grant.	Agreed. Item #5 appears to be redundant as the issue is adequately addressed in item #4.			
	Governance review: reports of the Governance advisory group and governance, Ethics, risk and finance committee (GERF) BOD/2016/12-XX—Role of the Board and Committees		YES		

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)	
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?
	Recommends the adoption of the decision	Agreed.			
	Governance review: reports of the Governance advisory group and governance, Ethics, risk and finance committee (GERF) BOD/2016/12-XX–Committee Terms of Reference		YES		
	Recommends the adoption of the decision	Agreed.			
	Governance review: reports of the Governance advisory group and governance, Ethics, risk and finance committee (GERF) – BOD/2016/12-XX– Cultural Norms for Committee Service:		OVERALL	YES	YES
	Recommends the adoption of the decision. However, Africa 2 recommends that the re-appointment of Board and Committee members be subject to criteria of regular participation and attendance at meetings.	Agreed and support option 1 for approval.			“Constituency categories are expected to consult with any Committee member who has not represented the constituency category in two consecutive face-to-face meetings, and if necessary propose a replacement.” ⁶⁶
	Governance review: reports of the Governance advisory group and governance, Ethics, risk and finance committee (GERF) – BOD/2016/12-XX–Board Vice Chair Position:		YES		
	Recommends the adoption of the decision.	Agreed.			
	Governance review: reports of the Governance advisory group and governance, Ethics, risk and finance committee (GERF) BOD/2016/12-XX—Committee Vacancies:		YES		

⁶⁶ (The Global Partnership for Education 2016d, 5)

ITEM	DCP CONSTITUENCIES			GPE BOARD OF DIRECTORS (BOD)	
	AFRICA 1, 2 AND 3	REST OF THE WORLD	ENDORSED?	ADOPTED BY BOD?	RECOMMENDATIONS ADOPTED?
	Recommends the adoption of the decision.	Agreed.			
	Governance review: reports of the Governance advisory group and governance, Ethics, risk and finance committee (GERF) BOD/2016/12-XX—Committee Nominations Process for 2017		YES		
	Recommends the adoption of the decision.	Agreed.			

Appendix VII Data Collection Instruments

INTERVIEW PROTOCOLS – For GPE Board Members/Alternate Members

Introduction

Evaluation Background and Purpose: In January 2017, the GPE Board requested that an external evaluation be conducted of the pre-Board DCP meetings. Universal Management Group (based in Montreal) was contracted to conduct the evaluation. The purpose of the evaluation is twofold: First, to assess whether the objectives of the DCP pre-Board meetings have been met, with particular consideration to the relevance, effectiveness and efficiency of the meeting activities. The principal objectives of the DCP pre-Board meetings are to support stronger engagement and voice for DCP constituencies. Second, to provide recommendations on key considerations, if any, for improving the effectiveness and usefulness of the DCP pre-Board meetings.

This interview: As part of the evaluation we will conduct various types of data collection, including semi-structured interview with GPE Board and Alternate Board members and other global stakeholders. 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?**

Background information

1. For how long have you been a GPE Board Member or (alternate)?
 - 1.1 Approximately, how many meetings have you attended?
 - 1.2 Have you attended any DCP pre-Board meetings?

Effectiveness

2. In your opinion, how would you characterize the degree of preparation amongst the GPE Board Members at the Board meetings?
 - 2.1 Are the Board Members prepared to represent the positions of their constituency?
 - 2.2 Has it changed over the last few years? Give examples
3. If you have attended any DCP pre-Board meetings: Have the meetings helped you perform better in your role on the GPE Board? Give examples

4. The objectives of the DCP pre-Board meetings can be divided into three separate areas: **Engagement with and ownership** of DCP governments in GPE; **consultations** with DCP governments on GPE policies, practices and pilots; and **sharing of information and good practices** (KGPE).

- 4.1 To what extent have the meetings achieved any of these results?
- 4.2 Should the pre-Board meetings try to achieve all of them? Are the objectives sufficiently articulated?
- 4.3 Who should attend the meetings? Can the meetings fulfill all 3 objectives if only one person attends from each country?

Efficiency

5. If you have attended a pre-Board meeting, did you find that it was well managed? Do you have any observations to make regarding the focus, logistics or agenda?

6. Given the significant amount of resources consumed by the pre-Board meetings, do you feel they provide good value for money?

- 6.1 Are there other, more cost-efficient, ways of achieving the objectives?

Recommendations

7. **In your view**, how can the pre-Board meetings be improved?

8. 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 PROTOCOLS – For GPE Secretariat

Introduction

Evaluation Background and Purpose: In January 2017, the GPE Board requested that an external evaluation be conducted of the pre-Board DCP meetings. Universalialia Management Group (based in Montreal) was contracted to conduct the evaluation. The purpose of the evaluation is twofold: First, to assess whether the objectives of the DCP pre-Board meetings have been met, with particular consideration to the relevance, effectiveness and efficiency of the meeting activities. Second, to provide recommendations on key considerations, if any, for improving the efficiency and usefulness of the DCP pre-Board meetings.

This interview: As part of the evaluation we will conduct various types of data collection, including semi-structured interview with the GPE Secretariat. 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?**

Background

1. How have you been involved with the GPE Board of Directors?
2. How have you been involved with the DCP training program?

Relevance

3. In your opinion, are the DCP pre-Board meetings relevant for improving the engagement of Board members in the decision making process of GPE? The voice of Board Members? Are there better ways of achieving this?
 - 3.1 Are the DCP pre-Board Meetings a useful way of the sharing of information on good practices, GPE's policies, goals and objectives with DCP constituencies? Are there better ways of achieving this?
 - 3.2 Can you provide a reason for your response?

Results

4. The primary purpose of the pre-board meeting is to improve the engagement and voice for DCP constituencies in GPE governance. In your opinion, to what extent has it achieved these results?

Efficiency

5. In your opinion, are the pre-Board meetings **efficiently managed**? Can you provide a reason for your response?

- 5.1 In your opinion, are the resources expended by the Secretariat in implementing the DCP worth the value they provide to GPE?

Recommendations

6. **In your view**, how can the pre-Board meetings be improved?

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

GLOBAL PARTNERSHIP FOR EDUCATION STAKEHOLDER SURVEY – ENGLISH

Focal points and other attendees of DCP pre-Board meetings

Evaluation Background and Purpose: In January 2017, the GPE Board requested that an external evaluation be conducted of the pre-Board DCP meetings. Universalialia Management Group (based in Montreal) was contracted to conduct the evaluation. The purpose of the evaluation is twofold:

- First, to assess whether the objectives of the DCP pre-Board meetings have been met, with particular consideration to the relevance, efficiency and effectiveness of the meeting activities. The principal objectives of the DCP pre-Board meetings are to support stronger engagement and voice for DCP constituencies.
- Second, to provide recommendations on key considerations, if any, for improving the efficiency and usefulness of the DCP pre-Board meetings.

This survey: As part of the evaluation we will conduct various types of data collection, including an assessment of the relevance, effectiveness and efficiency of the DCP pre-Board meetings; therefore, we invite you to participate in this independent 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 Havard Bergo, Evaluation Analyst for this evaluation, at hbergo@universalialia.com.

We thank you for completing this survey at the latest by March 30, 2017.

Background Information

What is your current role? Please select all that applies

- Focal point for DCP constituencies
- Board or Alternate Board Member
- GPE Secretariat
- Other, please specify:

1.2 How many DCP pre-Board meetings have you attended?

Please specify the total amount:

Preparations for the DCP pre-Board meetings

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

	Disagree	Somewhat disagree	Somewhat agree	Agree	Do not know	Not applicable
2.1 The GPE Secretariat provides us with enough information about the meetings in advance	<input type="checkbox"/>					
2.2 I am able to solicit opinions about the decisions on the agenda from my government (Ministry of Education) prior to the meetings	<input type="checkbox"/>					
2.3 I arrive at the pre-board meetings with a mandate from my government (Ministry of Education) about the positions on the agenda	<input type="checkbox"/>					

3. Organizing of the DCP pre-Board meetings

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

The DCP pre-Board meetings

	Disagree	Somewhat disagree	Somewhat agree	Agree	Do not know
3.1 are well organized by the GPE	<input type="checkbox"/>				
3.2 manage time effectively	<input type="checkbox"/>				
3.3 have clear objectives	<input type="checkbox"/>				
3.4 stay on the objectives listed in the agendas	<input type="checkbox"/>				

During the DCP pre-Board meetings

	Disagree	Somewhat disagree	Somewhat agree	Agree	Do not know
3.5 participants listen when others talk	<input type="checkbox"/>				
3.6 participants are able to express different opinions	<input type="checkbox"/>				

Assessment of pre-Board meetings

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

The DCP pre-Board meetings

	Disagree	Somewhat disagree	Somewhat agree	Agree	Do not know	Not applicable
4.1 met my objectives of attending	<input type="checkbox"/>					
4.2 have provided me with useful information	<input type="checkbox"/>					
4.3 have provided me with a useful opportunity for the exchange of knowledge and best practices	<input type="checkbox"/>					
4.4 have provided me with a useful opportunity to learn from my peers	<input type="checkbox"/>					

After the DCP pre-Board meetings

	Disagree	Somewhat disagree	Somewhat agree	Agree	Do not know	Not applicable
4.5 I was able to debrief my government (Ministry of Education) on the constituency decisions agreed upon	<input type="checkbox"/>					
4.6 The positions of my government (Ministry of Education) were adequately incorporated in pre-Board meeting decisions	<input type="checkbox"/>					

Personal results of the DCP pre-Board meetings

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

The DCP pre-Board meetings

	Disagree	Somewhat disagree	Meetings made no difference	Somewhat agree	Agree	Do not know
5.1 have increased my understanding of GPE's policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 have increased my understanding of GPE's objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 have increased my understanding of the proposed decisions that were to be discussed at the GPE Board meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 have increased my ability to exchange knowledge and good practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 have increased my ability to learn from my peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Process results of the DCP pre-Board meetings

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

The DCP pre-Board meetings

	Disagree	Somewhat disagree	Meetings made no difference	Somewhat agree	Agree	Do not know	Not applicable
6.1 have increased my country's (Ministry of Education) input in the decisions made by the GPE Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 have improved the ability of DCP constituencies to coordinate their positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 have increased consultations with DCP constituencies on GPE's policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 have increased consultations with DCP constituencies on GPE's objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 have increased the DCP ownership of GPE Board decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 have increased the voice of DCP constituencies on the GPE Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7 have increased awareness within GPE of country-level priorities and issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.8 serve as a mechanism for mutual accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.9. How could the GPE improve or further strengthen the DCP pre-Board meetings?

1. _____
2. _____
3. _____

6.10. What are the 3 biggest strengths of the DCP pre-Board meetings?

1. _____
2. _____
3. _____

6.11 What are the 3 biggest weaknesses of the DCP pre-Board meetings?

1. _____
2. _____
3. _____

7. Comments**7.1. Please indicate any additional comments or recommendations to the GPE.**

1. _____
2. _____
3. _____

We are interested in talking to focal points directly about their experiences from the DCP pre-Board meetings. If you are interested in providing us with further information, please email us at hbergo@universalia.com or call us at +1 514-485-3565, ext. 233.

Thank you for your cooperation!

Appendix VIII Survey Responses

What is your current role?

Response	Chart	Percentage	Count
Focal point for DCP constituencies		56.1%	37
Board or Alternate Board Member		7.6%	5
GPE Secretariat		16.7%	11
Other, please specify:		25.8%	17
		Total Responses	66

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

	Disagree	Somewhat disagree	Somewhat agree	Agree	Do not know	Not applicable	Total Responses
2.1.1 The GPE Secretariat provides us with enough information about the meetings in advance	2 (2.9%)	1 (1.4%)	8 (11.4%)	46 (65.7%)	2 (2.9%)	11 (15.7%)	70
2.1.2 I am able to solicit opinions about the decisions on the agenda from my government (Ministry of Education) prior to the meetings	2 (2.9%)	6 (8.6%)	11 (15.7%)	36 (51.4%)	0 (0.0%)	15 (21.4%)	70
2.1.3 I arrive at the pre-board meetings with a mandate from my government (Ministry of Education) about the positions on the agenda	1 (1.4%)	7 (10.0%)	12 (17.1%)	34 (48.6%)	0 (0.0%)	16 (22.9%)	70

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

	Disagree	Somewhat disagree	Somewhat agree	Agree	Do not know	Not applicable	Total Responses
3.1.1 are well organized by the GPE	0 (0.0%)	0 (0.0%)	10 (14.3%)	58 (82.9%)	0 (0.0%)	2 (2.9%)	70
3.1.2 manage time effectively	0 (0.0%)	3 (4.3%)	16 (22.9%)	49 (70.0%)	0 (0.0%)	2 (2.9%)	70
3.1.3 have clear objectives	0 (0.0%)	3 (4.3%)	15 (21.4%)	51 (72.9%)	0 (0.0%)	1 (1.4%)	70
3.1.4 stay on the objectives listed in the agendas	0 (0.0%)	0 (0.0%)	18 (25.7%)	49 (70.0%)	2 (2.9%)	1 (1.4%)	70

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

	Disagree	Somewhat disagree	Somewhat agree	Agree	Do not know	Not applicable	Total Responses
3.2.1 participants listen when others talk	1 (1.4%)	0 (0.0%)	11 (15.7%)	58 (82.9%)	0 (0.0%)	0 (0.0%)	70
3.2.2 participants are able to express different opinions	0 (0.0%)	2 (2.9%)	5 (7.1%)	63 (90.0%)	0 (0.0%)	0 (0.0%)	70

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

	Disagree	Somewhat disagree	Somewhat agree	Agree	Do not know	Not applicable	Total Responses
4.1.1 met my objectives of attending	1 (1.5%)	0 (0.0%)	21 (30.9%)	39 (57.4%)	1 (1.5%)	6 (8.8%)	68
4.1.2 have provided me with useful information	1 (1.5%)	0 (0.0%)	7 (10.3%)	53 (77.9%)	1 (1.5%)	6 (8.8%)	68
4.1.3 have provided me with a useful opportunity for the exchange of	1 (1.5%)	1 (1.5%)	11 (16.2%)	48 (70.6%)	2 (2.9%)	5 (7.4%)	68

	Disagree	Somewhat disagree	Somewhat agree	Agree	Do not know	Not applicable	Total Responses
knowledge and best practices							
4.1.4 have provided me with a useful opportunity to learn from my peers	1 (1.5%)	3 (4.4%)	6 (8.8%)	49 (72.1%)	1 (1.5%)	8 (11.8%)	68

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

	Disagree	Somewhat disagree	Somewhat agree	Agree	Do not know	Not applicable	Total Responses
4.2.1 I was able to debrief my government (Ministry of Education) on the constituency decisions agreed upon	1 (1.5%)	1 (1.5%)	10 (14.7%)	40 (58.8%)	0 (0.0%)	16 (23.5%)	68
4.2.2 The positions of my government (Ministry of Education) were adequately incorporated in pre-Board meeting decisions	1 (1.5%)	4 (5.9%)	22 (32.4%)	23 (33.8%)	1 (1.5%)	17 (25.0%)	68

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

	Disagree	Somewhat disagree	Somewhat agree	Agree	Do not know	Not applicable	Total Responses
5.1.1 have increased my understanding of GPE's policies.	0 (0.0%)	0 (0.0%)	4 (5.9%)	60 (88.2%)	0 (0.0%)	4 (5.9%)	68
5.1.2 have increased my understanding of GPE's objectives.	0 (0.0%)	0 (0.0%)	6 (8.8%)	57 (83.8%)	1 (1.5%)	4 (5.9%)	68
5.1.3 have increased my understanding of the proposed	0 (0.0%)	0 (0.0%)	10 (14.7%)	53 (77.9%)	1 (1.5%)	4 (5.9%)	68

	Disagree	Somewhat disagree	Somewhat agree	Agree	Do not know	Not applicable	Total Responses
decisions that were to be discussed at the GPE Board meetings							
5.1.4 have increased my ability to exchange knowledge and good practices	1 (1.5%)	1 (1.5%)	11 (16.2%)	47 (69.1%)	0 (0.0%)	8 (11.8%)	68
5.1.5 have increased my ability to learn from my peers	1 (1.5%)	0 (0.0%)	15 (22.1%)	44 (64.7%)	0 (0.0%)	8 (11.8%)	68

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

	Disagree	Somewhat disagree	Somewhat agree	Agree	Do not know	Not applicable	Total Responses
6.1.1 have increased my country's (Ministry of Education) input in the decisions made by the GPE Board	0 (0.0%)	3 (4.5%)	19 (28.8%)	29 (43.9%)	2 (3.0%)	13 (19.7%)	66
6.1.2 have improved the ability of DCP constituencies to coordinate their positions	0 (0.0%)	1 (1.5%)	13 (19.7%)	49 (74.2%)	3 (4.5%)	0 (0.0%)	66
6.1.3 have increased consultations with DCP constituencies on GPE's policies	0 (0.0%)	0 (0.0%)	21 (31.8%)	43 (65.2%)	1 (1.5%)	1 (1.5%)	66
6.1.4 have increased consultations with DCP constituencies on GPE's objectives	0 (0.0%)	1 (1.5%)	15 (23.1%)	46 (70.8%)	2 (3.1%)	1 (1.5%)	65
6.1.5 have increased the DCP ownership of GPE	0 (0.0%)	0 (0.0%)	21 (31.8%)	37 (56.1%)	7 (10.6%)	1 (1.5%)	66

	Disagree	Somewhat disagree	Somewhat agree	Agree	Do not know	Not applicable	Total Responses
Board decisions							
6.1.6 have increased the voice of DCP constituencies on the GPE Board	1 (1.5%)	0 (0.0%)	14 (21.2%)	44 (66.7%)	6 (9.1%)	1 (1.5%)	66
6.1.7 have increased awareness within GPE of country-level priorities and issues	1 (1.5%)	3 (4.5%)	18 (27.3%)	40 (60.6%)	3 (4.5%)	1 (1.5%)	66
6.1.8 serve as a mechanism for mutual accountability	1 (1.5%)	3 (4.5%)	14 (21.2%)	43 (65.2%)	5 (7.6%)	0 (0.0%)	66

Appendix IX Participation at Board Meetings

The evaluation conducted a quantitative analysis of the active participation of GPE Board members, based on verbatim meeting transcripts. The evaluation team analyzed and coded verbatim Board meeting transcripts and counted each time a Board member made a comment or voiced their opinion during Board deliberations, excluding comments by GPE Secretariat staff and presentations.

Below is (1) an overview of the share of participation per constituency group, as well (2) an overview of the average participation frequency (e.g. how many times each constituency representative, on average, made a comment or voiced their opinion). The analysis is done based on 7 Board meetings from 2009 to 2017.

1. Share of participation per constituency group in terms of percentage of overall Board participation

BOARD MEETING #	CONSTITUENCIES				SUM (100%)
	DONOR	DCP	CSO	OTHER	
November 2009	71 (70.3%)	6 (5.9%)	13 (12.9%)	11 (10.9%)	101
May 2011	27 (37%)	20 (27.4%)	8 (11%)	18 (24.7%)	73
November 2011	30 (51.7%)	7 (12.1%)	9 (15.5%)	12 (20.7%)	58
June 2012	79 (46.5%)	39 (22.9%)	17 (10%)	35 (20.6%)	170
Total before pre-Board meetings	207 (51.5%)	72 (17.9%)	47 (11.7%)	76 (18.9%)	402
December 2015	57 (47.1%)	29 (24%)	19 (15.7%)	16 (13.2%)	121
December 2016	16 (37.2%)	12 (27.9%)	11 (25.6%)	4 (9.3%)	43
February 2017	53 (52.5%)	13 (12.9%)	27 (26.7%)	8 (7.9%)	101
Total after pre-Board meetings	126 (47.5%)	54 (20.4%)	57 (21.5%)	28 (10.6%)	265

2. The average participation frequency per constituency representatives

CONSTITUENCIES	BOARD MEETING		
	DEC 2015	DEC 2016	FEB 2017
AVERAGE PER DONOR	11.0	3.0	9.5
AVERAGE PER DCP	4.8	2.0	3.3
AVERAGE PER CSO	4.7	3.7	9
AVERAGE PER PRIVATE SECTOR/FOUNDATION	5.5	1.8	3.3

Appendix X Agenda at pre-Board meetings

#	MEETING DATE	GPE PROCESSES, POLICIES AND OBJECTIVES DISCUSSED ⁶⁷	SOUTH-SOUTH KNOWLEDGE SHARING/EXCHANGE
1	Nov-Dec 2014	GPE Strategic Plan (2012 – 2015) GPE New Funding Model (NFM)	Implementation of SMI recommendations Preparing, developing credible ESPs and Action Plans with relevant and coherent strategies for Equity, Efficiency and Learning
2	December 2014	GPE Portfolio Review and Results for Learning Preparation of Credible Education Sector Plans ESP GPE Guidelines on Grant Applications	Use and usefulness of the ESP/TESP Appraisal process and products National processes to ensure quality of planning products
3	May 2015	GPE/IIEP Guidelines for Education Sector Plan Preparation Platform for Education in Conflict and Crisis	Group discussion on best practices to address challenges in case studies
4	May 2015	Presentation on learning assessment platforms work	May 2015: Field visits to schools in Senegal
5	December 2015	Strategic Plan 2016-2020 and Implementation Framework Results Framework and M&E Framework Strategic Financing Strengthening GPE's Operational Model Options for the Independent Assessment of Education Sector Plans Reports from the Governance, Ethics, Risk and Finance Committee, and the Country Grants and Performance Committee	Challenges with sector planning in federal states Joint Sector Reviews GPE added value in countries without an ESPIG Domestic financing Field visits to schools in Uganda Country case study: Uganda
6	June 2016	Strategic Plan 2016-2020 - Results Framework; Monitoring and Evaluation Strategy Strategic Financing Updates and Status of the Operational Model Education Cannot Wait Recommendations from the Strategy and Policy Committee	Update on DCP Communication and Action Plans Update on GPE's KGPE Initiatives Transitional Education Plans Domestic Financing Gender Equality Policy and Strategy Teacher Information system Case study: Zimbabwe

⁶⁷ The list is not exhaustive. For the first four meetings (organized separately for the African constituencies and the "Rest of the World" constituencies, the agenda items were often repeated and were also presented jointly in the GPE documents. As such, the table presents a summary of all topics that were discussed at the first four meetings.

#	MEETING DATE	GPE PROCESSES, POLICIES AND OBJECTIVES DISCUSSED ⁶⁷	SOUTH-SOUTH KNOWLEDGE SHARING/EXCHANGE
7	November 2016	<p>GPE's Vision and Operational Model</p> <p>Orientation of GPE's governance model, Board composition and election process</p> <p>Recommendations from the Governance, Ethics, Risk and Finance Committee</p> <p>Country Grants and ESP Development</p> <p>Strategic Financing</p>	<p>Early Childhood and Care Education</p> <p>Education Sector Plan and Quality Assurance Review</p> <p>Developing variable tranche indicators</p> <p>Field visits to schools in Cambodia</p> <p>Country case study: Cambodia</p>