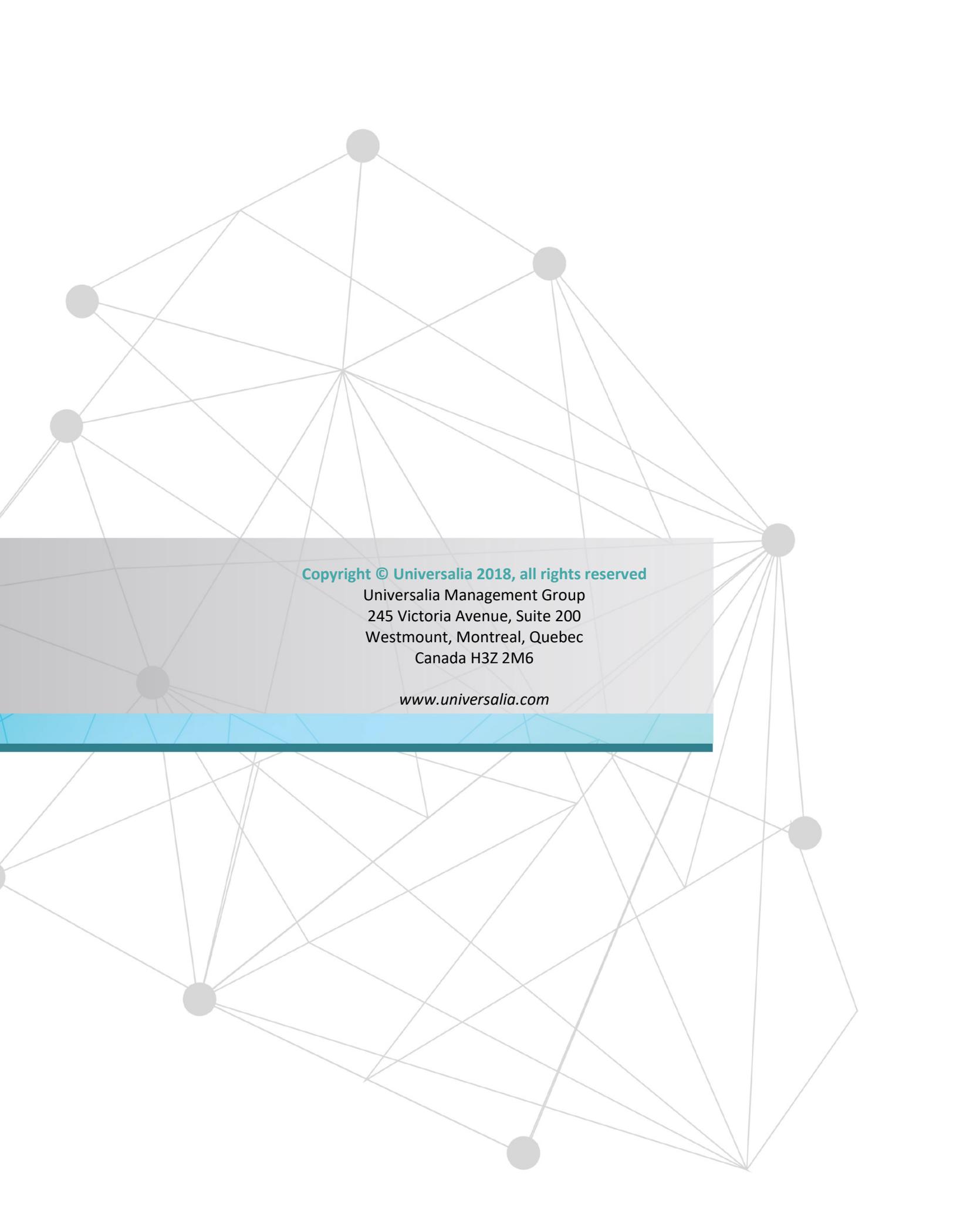


Modified Approach to Country Level Evaluations for FY II (2019) and FY III (2020)

Technical Considerations

NOVEMBER 2018





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Acronyms

CLE	Country Level Evaluation
ESPDG	Education Sector Plan Development Grant
FCAC	Fragile and Conflict Affected Country
NFM	New Funding Model
R4D	Results for Development
SIDS	Small Island Developing State
TOC	Theory of change
UMG	Universal Management Group

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1 Introduction

The present document is submitted to the Global Partnership for Education (GPE) Secretariat as the modified approach for the conduct of the GPE Country Level evaluations (CLE) for fiscal years FY 2019 (July 1, 2018-June 30, 2019) and FY 2020 (July 1, 2019-June 30, 2020). **The proposed modifications do not affect the assignment's overall budget envelope.**

The proposed revisions reflect the discussions held during the learning workshop in Washington on July 10-11, 2018. During the workshop, feedback from the Secretariat and from other GPE stakeholders attending indicated the following:¹

- 1) **Future CLE evaluations should be more analytical** and go beyond describing **what** happened at the country (or is likely to happen in the case of prospective evaluations). Future evaluations should equally focus on explaining **why** things happened (or are likely to happen) or did not happen, and with what implications (the **so what?** question). This also means for CLE to make more consistent effort to try and 'connect the dots' both within as well as across different elements of the country-level theory of change in order to determine what factual observations *mean* in the respective context.
- 2) **Future CLEs should focus on those areas where there seems to be room for improvement of GPE's support** and/or where available data did not, or only partially, support the different contribution claims outlined in the GPE theory of change.² Specifically, stakeholders suggested that upcoming prospective and summative CLEs could add value by exploring in more depth issues related to:
 - Why and how education sector plans **get or do not get implemented**. This includes sub-questions about whether and how development partners at country level not only formally endorse, but actively support ESP/TEP implementation.
 - Why GPE support to some elements of the Theory of change (Toc) - and/or to specific thematic aspects of these elements³ - tends to be **less effective** (or at least less evidently influential) than its support to other elements.⁴

¹ The list of issues below focuses on key issues raised during the workshop that have direct implications for proposed changes to the evaluation matrix or other elements of our approach. It does not aim to provide a comprehensive summary of feedback and suggestions provided by participants of the July learning event.

² I.e. areas that, using the color coding applied in the summative evaluation reports, were rated predominantly 'amber' or 'red'.

³ I.e. specific parts of planning and/or implementation that speak to, e.g. gender, learners with special needs, teachers or EMIS.

⁴ For example, summative CLE conducted during Y1 were consistent in confirming GPE contributions to sector planning but varied more and indicated less strong evidence for GPE contributions in the areas of mutual accountability, sector financing and sector plan implementation.

- Country-level effects/implications of using the **new GPE funding model** (NFM).
 - Whether, how and to what extent GPE contributions to sector plan implementation, and subsequent system-level changes, target aspects of the GPE 2020 ToC that, until now, have not been consistently covered across CLEs, such as **equity, gender equality, the learning needs of children with special needs, Early Childhood Care and Education, EMIS, teachers/teacher allocation**.
 - Whether and to what extent changes at the system level include improvements in the **institutional capacity** of key ministries and/or other relevant national actors.⁵
 - What happens in the **transition** from ending implementation of one sector plan and starting implementation of a new ESP/TEP.⁶
- 3) Given that the CLEs conducted to date have indicated **no major shortcomings or concerns in relation to GPE contributions to sector planning**, workshop participants suggested that there would be little value added to GPE if future CLEs continued to explore this issue in the same way and with the same level of detail as has been done during Year 1.
 - 4) There should be **more attention paid to quality assurance** of all CLE evaluations (summative and prospective evaluations). In particular:
 - All reports should be reviewed to ensure that typos are avoided, references checked, tables numbered, and other formatting issues are avoided.
 - Summative and prospective evaluations should follow the agreed-to format and be standardized (as much as possible) to facilitate reading and synthesis efforts.
 - All revised reports should be reviewed by the high-level QA team comprised of the Team Leader and Deputy Team Leader.
 - 5) Related to the above, the Secretariat agreed to revisit its feedback process to CLE evaluations. Going forward it will focus its attention on more strategic, prioritized feedback.
 - 6) All summative and prospective evaluations will ensure to include a **thorough review of relevant documentation and data**, including system and impact level data where and as available, and to consistently **triangulate** elicited information.
 - 7) The Secretariat has asked Universalialia to explore possible **synergies between the prospective and summative CLEs on the one side and the separate study (ESPDG)** being conducted by Universalialia to ensure that data collected during, and insights deriving from, one assignment inform and benefit the other and vice-versa.

The Secretariat recommended that Universalialia, in collaboration with its consortium partners, revisit the scope (duration, level of effort, etc.) and the number of CLE evaluations to be conducted in FY 2019 and FY

⁵ The evaluation team understands the notion of (institutional) ‘capacity’ to encompass not only individual and collective knowledge, skills and experience (summarized as ‘capabilities’), but also issues such as (reforms of) relevant structures, processes and policies, as well as changes in relevant institutional contexts. Emphasis will be placed on elements of capacity that are (likely) relevant in view of furthering progress towards the outcome/impact areas highlighted in the GPE 2020 results framework.

⁶ This was mentioned in relation to summative evaluations only

2020 to align work to be done with resources available. These suggestions are reflected in the revised approaches to summative and prospective evaluations and to overall quality assurance, as well as in the revised evaluation matrix presented in the following sections.

2 Revised Approach

2.1 'Summative Plus' Country Level Evaluations

Overview

To address the above-noted suggestions, the evaluation team proposes that, going forward, summative CLEs will (a) address questions of education sector planning from a more analytical and less descriptive angle than had been the case until now, and, in doing so, (b) create synergies with the separate study on GPE support to sector planning ("ESPDG study") that will be conducted by Universalialia. In this proposal, to distinguish summative CLEs during FY 2019 and FY 2020 from those conducted during FY 2018, we refer to all upcoming summative evaluations as '**summative plus**' CLEs.

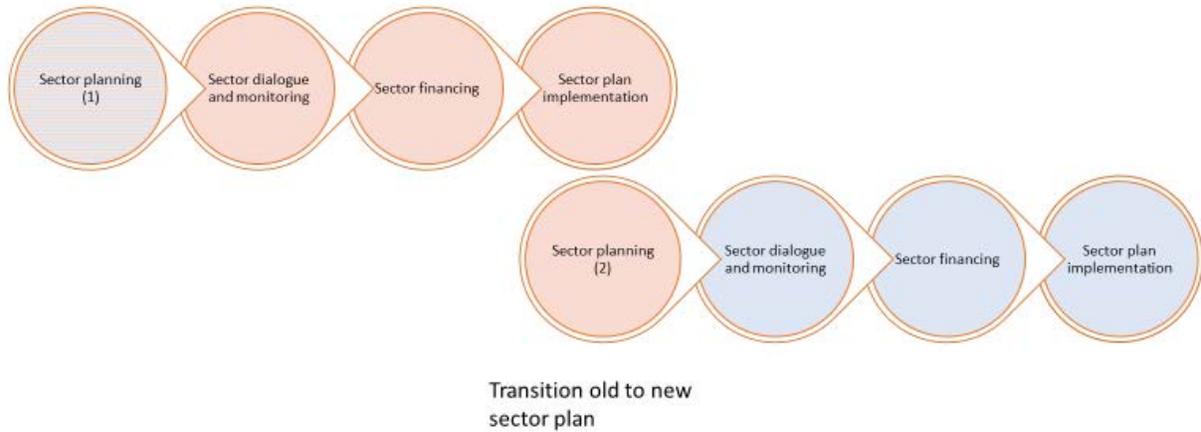
As is further elaborated in section 4, countries selected for summative plus CLE will meet **at least one** of the following two criteria (in addition to other sampling criteria established in the assignment inception report):

- 1) Their most recent GPE ESPIG funding was approved under the **New Funding Model** including use of the variable tranche;
- 2) During (usually toward the end of) the period covered by the most recent ESPIG, the country has **embarked on developing a new sector plan** or, alternatively, the country is about to develop a new plan in late 2018 or early 2019.

In those countries that meet the second of these criteria, summative plus CLE will not only explore one policy cycle⁷ and related GPE support ('first policy cycle'), but also include the beginning of the following policy cycle (the 'second policy cycle'). This will allow addressing questions around the transition from one ESP to the next and related GPE contributions, which had been suggested during the July 2018 learning workshop. Also, by comparing GPE support during the most recent to the previous planning cycle, the summative CLE will explore strengths, weaknesses and value added of the revised GPE Quality Assurance and Review (QAR) and ESPDG mechanism. This is illustrated in Figure 2.1.

⁷ i.e. from sector planning and related sector dialogue to sector plan implementation and monitoring during the period covered by the most recent fully or mostly disbursed ESPIG.

Figure 2.1 Some ‘Summative Plus’ CLE will span (parts of) two policy cycles



In countries that only meet the first criteria and that will not have started development of a new ESP by the time of the evaluation, the respective summative plus CLE will focus on one policy cycle. However, it will then include (to the extent possible based on available data) a comparison of the quality of the most recent (current) and previous sector plan (i.e. the one in place before the core period under review) to gain insights on whether GPE support is likely to have helped improve ESP quality.

Field mission for ‘summative plus’ CLE

The ‘summative plus’ CLEs will continue to include **one country field mission**. The duration of this mission will be **20 person days**, and thus **six person days longer** than had been the case for the summative CLEs completed during Year 1. This will allow for conducting additional and/or longer consultations with relevant stakeholders, thereby permitting to explore evaluation questions in more depth.

Upon return from a field mission, the respective consultants who led the country visit will liaise with the Secretariat for a debrief with the country lead and the Secretariat evaluation managers.

Summative plus CLE reports

Summative plus country evaluation reports will follow the same basic outline as introduced under the summative CLE during FY 2018, albeit with two changes: (i) they will include an **Executive Summary** (not exceeding eight pages) and (ii) a final section on **Strategic Questions**, which will summarize – if applicable – suggestions for how GPE support to the respective country can be improved, and/or which will outline overarching questions about the GPE operational model that may be worth further exploring in the context of other summative and prospective CLE.

Proposed schedule

An exemplary Gantt chart illustrating the progression of a typical summative CLE to be undertaken in FY 2019 and FY 2020 is presented as Appendix II. A list of type and anticipated timelines for key deliverables for all summative CLEs during this period is provided as Appendix III. It should be noted that the specific timing of the various steps involved is notional at this time given that the countries and start dates have yet

to be approved. However, the overall pace and types of steps of a summative plus evaluation will remain constant.

2.2 Prospective Country Level Evaluations

Overview

The original evaluation design as outlined in the inception report had envisaged that, during FY 2019 and FY 2020, the evaluation team would conduct another two field missions and draft another two evaluation reports (one annual report and a final report) for each country. Based on insights gained during the first year of implementation, and in light of the envisaged increased depth of prospective evaluations, this no longer appears optimal due to the following reasons:

- The timing between the two remaining proposed missions and related reports would be relatively short (less than a year either between the first and the second report or between the second and third report) and it is unlikely that significant changes will occur during these short periods that the prospective CLE could trace.
- At the same time, the costs involved for the consultant, the Secretariat and in-country stakeholders related to organizing and conducting the mission are substantial and repetitive from the perspective of the stakeholders on the ground.
- The third and final set of studies would be submitted very close to the delivery of the final synthesis report, potentially causing a bottleneck for completion of that report.

Based on these considerations, we propose to conduct **one country mission** for each of the prospective evaluations during Fiscal Years 2019 and 2020 (three late in FY 2019 and the remaining six early in FY 2020) instead of the originally envisaged two such visits per country, and to compile **one (final) country evaluation report** instead of the two originally envisaged for this period. Three of the eight prospective country evaluations will be conducted in advance of others and will function as **pilot** studies to develop an agreed-upon and Secretariat-approved model for subsequent studies.

The eight prospective CLE countries were originally envisaged to focus on one policy cycle⁸ and related GPE support, i.e. from sector planning and related sector dialogue to sector plan implementation and monitoring. However, it became clear during Year 1 that this is a somewhat artificial delineation given that the sampled countries are at different stages of the policy cycle, with some being well into sector plan implementation and about to embark on developing a new plan, while others have not even started developing a new sector plan yet. While the prospective CLEs will not generally broaden their scope, each CLE will ensure to **capture those processes within the country's policy cycle that take place during the 2018-2020 period**.

Further, in order to address feedback from the Secretariat in Washington DC, during Fiscal Years 2019 and 2020 prospective evaluations will:

⁸ The one covered by the most recent fully or mostly disbursed ESPIG.

- Focus more on explaining why and how things happened, and on related implications, than has been the case in the Year 1 prospective CLEs. These changes are addressed through modifications to the evaluation matrix and apply across the portfolio of prospective and summative CLEs.
- Improve the storyline and conduct more in-depth analysis of (1) education sector plan implementation, (2) country-level effects/implications, (3) the link between GPE contributions to sector plan implementation and subsequent system-level changes, (4) gender equality and the learning needs of children with special needs, (5) a focus on system level improvements in the institutional capacity of key ministries and national actors, (6) implications of evaluation findings for the GPE ToC and operational model.

Field missions for prospective CLE

The duration of field missions for the prospective plus CLEs will be increased to **include 20 person days (instead of previously 10 person days)** per visit. This will allow for additional and/or longer consultations with relevant stakeholders, thereby permitting to explore evaluation questions in more depth.

Upon return from a field mission, the respective consultants who led the country visit will liaise with the Secretariat for a debrief with the country lead and the Secretariat evaluation managers.

Prospective CLE reports

During Fiscal Years 2019 and 2020, reflecting the reduced number of visits per country, the evaluation team will submit **one (final) evaluation report** per country instead of the originally envisaged two reports.

The structure and layout of prospective evaluation reports will be revised to align with those used in summative (plus) evaluations. This will include an increased use of visual means to represent data (tables, graphs etc.), and alignment of how the prospective evaluations capture and discuss the GPE theory of change. Reports will include an Executive Summary as well as a final section on strategic questions, which can incorporate country-specific recommendations.

Proposed schedule

An exemplary Gantt chart illustrating the progression of a typical prospective CLE to be undertaken in FY 2019 and FY 2020 is presented as Appendix II. A list of type and anticipated timelines for key deliverables for all prospective CLEs during this period is provided as Appendix III. Given that specific dates for country missions have yet to be approved, the exact dates of deliverables may change. The main steps involved in a prospective CLE will remain the same, however.

2.3 Synthesis Reports

The original inception report envisaged that during the course of the overall assignment, two annual synthesis reports would be compiled, one to be finalized in December 2018 and another in December 2019. In addition, a final synthesis report would be in May 2020 to reflect insights deriving from the third and final round of prospective field missions and related reports.

In light of the proposed changes to the number of country visits and reports to be submitted for the prospective evaluations, a second annual synthesis in 2019 is no longer necessary. Instead, it is proposed to compile **only one annual (December 2018) and then one final synthesis report**, and to shift the completion of this final report to **March 2020**. A tentative timeline for the compilation of this final synthesis report is provided in Appendix III.

3 Revised Evaluation Matrix

Table 3.1 summarizes key changes made to the evaluation matrix in relation to how it addresses the main elements of the policy cycle relevant to GPE's country-level theory of change.⁹ The full revised matrix is included as Appendix I.

The revised matrix is structured into two parts, the first of which (A) will be used by both summative and prospective evaluations, while the second (B) will only apply to the proposed 'summative plus' CLE. The overall structure of in this first part of the matrix has largely remained unchanged from the previous version of the matrix but numerous questions and indicators have been revised based on lessons learned during Year 1 and insights deriving during the July 2018 learning workshop. Furthermore, Section A now includes a new concluding question that guides the compilation of conclusions based on evaluation findings.

⁹ ToC as constructed in the evaluation inception report.

Table 3.1 Overview of Key Changes Made to the Evaluation Matrix

ELEMENT OF THE GPE THEORY OF CHANGE	SECTION A: EVALUATION QUESTIONS – (POLICY CYCLE 1 & CONCLUSIONS) FOR PROSPECTIVE AND SUMMATIVE PLUS CLE	SECTION B: ADDITIONAL QUESTIONS (POLICY CYCLE 2) - FOR SUMMATIVE PLUS CLE ONLY
Sector Planning	<p>All summative plus CLE reports will provide a brief descriptive overview of the sector plan that was in place during the core period under review (cycle 1), including of its key objectives and how its quality was rated according to GPE/IEEP quality criteria.¹⁰</p> <p>The summative plus CLEs will not include a detailed description of the processes that led to the development of the ESP/TEP in place during the period supported by the last implemented ESPIG (cycle 1), nor will it explore GPE contributions developing that sector plan development in depth.</p> <p>Prospective CLEs will vary in how they address sector planning. In countries that already have a (recent) sector plan and for which the first Annual PE Report has commented on GPE contributions to sector planning this will be summarised from the planning section of the first Annual report.</p>	<p>Three new evaluation questions that focus on</p> <ul style="list-style-type: none"> • Strengths and weaknesses and value added of the new (since 2017¹¹) GPE QAR process on ESP quality during the most recent planning process (cycle 2) compared to the previous policy cycle • Effects and value added of the revised ESPDG mechanism on ESP quality, and effects of the New Funding Model, especially the variable tranche • Mutual influences between sector planning and sector dialogue (and related GPE support). <p>This will involve a comparison of the most recent (not yet fully implemented) and the previous sector plan supported by an ESPIG. In doing so, the analysis will reflect on GPE support to sector planning on managing the transition between ESPs.</p>
Mutual accountability (sector dialogue and monitoring)	<p>Will be addressed using the same questions and indicators as in the past. However, reports for both summative and prospective evaluations will reduce descriptive elements and focus on assessing the effects of sector dialogue and monitoring on sector plan implementation.</p>	<p>Not addressed separately, but sector dialogue explored in relation to sector planning (see above)</p>
Sector financing	<p>Will be addressed as was the case under old CLEs.</p>	<p>Not addressed (addressed in section A)</p>

¹⁰ The exception here is Mali, where the planning stage continues.

¹¹ While the new QAR process was approved by the GPE Board in December 2015, its full implementation only started in 2017.

ELEMENT OF THE GPE THEORY OF CHANGE	SECTION A: EVALUATION QUESTIONS – (POLICY CYCLE 1 & CONCLUSIONS) FOR PROSPECTIVE AND SUMMATIVE PLUS CLE	SECTION B: ADDITIONAL QUESTIONS (POLICY CYCLE 2) - FOR SUMMATIVE PLUS CLE ONLY
Sector Plan Implementation	<p>As shown in the revised matrix, most of the previously existing questions on sector plan implementation will be kept, albeit with modest changes to the related indicators.</p> <p>Both summative plus and prospective CLEs will place increased emphasis on exploring why and how sector plan implementation worked or did not work, especially in view of the impact and outcome areas in the GPE 2020 results framework.</p>	Not addressed (addressed in section A)
Additional factors beyond GPE support. Unintended consequences of GPE support	Will be addressed as was the case during Y1.	
System level change	<p>Will be addressed as was the case under old CLEs. Indicators in the matrix have been slightly adjusted to reflect lessons learned during Year 1 of the CLEs on how available data on system level change are typically structured and to place emphasis on key issues of interest to GPE (e.g. institutional capacity development including in relation to EMIS and LAS, but also measures put in place by the respective country to address learning and equity issues). Also, the revised matrix emphasizes the use of the respective country’s own system level indicators and targets to assess progress made.</p>	Not addressed (addressed in section A)
Impact level change	<p>Will be addressed as was the case in Year 1 with focus on describing (to the extent that data is available) country trends in relation to key indicators relevant in view of the GPE 2020 outcome and goal (impact) targets. Experience gained during Year 1 showed that, in most cases, CLEs are not able to draw evidence-based conclusions on links between impact level trends and specific system-level changes that have occurred during the review period. This is due to the focused time period covered by the CLEs, combined with the likely time lag between specific improvements and impact level change. In cases where likely links exist despite these challenges, CLEs will continue to mention these. Where no likely links can be observed, CLEs will briefly explain why.</p>	Not addressed (addressed in section A)
Conclusions (implications for GPE and emerging good practice)	Two new questions for both summative plus and prospective evaluations to guide the formulation of relevant country-specific conclusions and aide with the overarching analysis of insights.	

4 Country Selection

4.1 Overall Situation

As a result of the increased level of detail introduced through the expanded evaluation matrix contained in the Inception Report, both the summative and prospective evaluations grew in complexity and size. These issues were discussed at the July 2018 learning workshop in Washington with a general agreement that in order to maintain the overall budget envelope for the CLE assignment, there would need to be a **change to the overall level of effort** for both kinds of evaluation as well as a **reduction in the number of summative evaluations**. This reflects the fact that:

- During Year 1, the average summative and prospective evaluations have required an increase of approximately 25 per cent compared to originally anticipated human resources (as well as additional costs for travel, translation, printing, etc.)¹²
- As described in Section 2 above, both prospective and summative (plus) evaluations are expected to slightly expand in breadth and depth during FY 2019 and FY 2020.

The net result of these considerations is that we are of the view that for the remaining two years, **ten additional summative country evaluations can be conducted**, for a grand total of 20 as opposed to the anticipated 22. In terms of the **prospective evaluations, all existing eight will be continued** over the next two years but slightly modified in scope and timing.

4.2 Proposed Countries for Summative Evaluations (FY 2019 and FY 2020)

The list of 22 countries for summative evaluations set out in Contract No. 8005886 between the World Bank Group and Universalis remains the basis for the pool to be evaluated in Years 2 and 3.

As noted above, the learning workshop emphasized that further summative evaluations should – to the extent possible - focus on countries where **(i)** the NFM is in place and/or **(ii)** locales where a new ESP/TEP either has recently been developed, or is in final preparation, so as to allow exploring the transition from one sector plan to the next.

¹² Largely due to increased analytical requirements, which meant that reports grew in length from an expected no more than 40 pages to 60+ pages on average.

Two countries, **the OECS nations, and Lesotho**, do not meet these criteria. Specifically, while ESPIG grants for these two were approved under the New Funding Model, two caveats, namely the “Small Island Exemption” for the OECS; and the “Ex-ante approach for small grants” for Lesotho, resulted in the variable tranche not being operationalized. In addition, from a more pragmatic standpoint, the relative small size of each grant makes undertaking a summative plus evaluation not cost effective given the overall resource pool available for the assignment.

We therefore we propose to **eliminate the OECS nations and Lesotho from the former pool**. The remaining pool of 10 countries that will be addressed through summative plus CLE consists of: **Bangladesh, Cambodia, Guinea, Kyrgyz Republic, Mozambique, Senegal, Tajikistan, Togo, Uganda, and Zambia**.¹³

Given delays, prior assumptions relative to scheduling are probably no longer operative.

However, based on preliminary discussions with the Secretariat **we propose that six summative plus evaluations will be conducted in the current World Bank fiscal year (FY 2019). The remaining four summative plus evaluations will be conducted as soon as possible within the subsequent fiscal year (FY 2020) to be completed not later than November 2019** so that their findings can be integrated into the Final Synthesis Report (March 2020), the drafting of which will commence in November 2019. For further clarification, the drafts of three of the summative plus evaluations will be submitted by May 2019, three more by August 2019 and a final four by December 2019.

¹³ Mauritania was implemented as a traditional summative evaluation by a separate contract (Contract No. 7188561); while South Sudan and Rwanda are being implemented by a separate contract (Contract No. 1488379) resulting in a total of 20 summative and summative plus being undertaken

Table 4.1 Suggested locales for ten summative plus evaluations (2019/2020)

COUNTRY	REGION	COUNTRY CHARACTERISTICS					GRANT/COORDINATING AGENT		ESPIG					ESP QUALITY ASSESSMENT		DEVELOPING NEW ESP?
		FCAC	SIDS	INCOME	POP (M) 2016	FRAGILE RATING FY18	COORD. AGENCY	GRANT AGENT	START	END	VALUE (M)	NFM?	GRANT RISK (FY17)	ESP PERIOD	ESP MEETS QUALITY?	
Bangladesh	Asia/Pacific			LM	162.95		IBRD	IBRD	2016	2018	100	Yes	Low	2011-2017	Yes	N/A
Cambodia	Asia/Pacific			LM	15,75		UNICEF	IBRD	2018	2021	26,8	Yes	Low	2014-2018 ¹⁴	Yes	N/A
Guinea	Africa 2			L	12,40		UNICEF	IBRD	2015	2018	37,8	No	High	2015-2017 ¹⁵	Yes	Expected April 2019
Kyrgyz Republic	EEMEC A			LM	6,08		UNICEF	IBRD	2014	2018	12,7	No	Medium	2012-2020 ¹⁶	Yes	Expected June 2019
Mozambique	Africa 1			L	28,83	3.20	Ministry of Education, Finland	IBRD	2015	2018	57,9	Yes	Medium	2012-2019 ¹⁷	Yes	Expected November 2019
Senegal	Africa 2			L	15,41		UNESCO	IBRD	2013	2018	46,9	No	Low	2018-2030	Yes	N/A
Tajikistan	EEMEC A			LM	8,73		UNICEF	IBRD	2013	2017	16,2	No	Medium	2012-2020 ¹⁸	No	Expected November 2018

¹⁴ New ESP now in development in Cambodia¹⁵ New ESP in final stages of development in Guinea¹⁶ New ESP in preparation¹⁷ New ESP in development in Mozambique¹⁸ New ESP to be submitted November 2018

COUNTRY	REGION	COUNTRY CHARACTERISTICS					GRANT/ COORDINATING AGENT		ESPIG					ESP QUALITY ASSESSMENT		DEVELOPING NEW ESP?
		FCAC	SIDS	INCOME	POP (M) 2016	FRAGILE RATING FY18	COORD. AGENCY	GRANT AGENT	START	END	VALUE (M)	NFM?	GRANT RISK (FY17)	ESP PERIOD	ESP MEETS QUALITY?	
Togo	Africa 2	Yes		L	7,61	3,11	UNICEF	IBRD	2015	2018	27,8	No	Medium	2014-2025	Yes	N/A
Uganda	Africa 1	Yes		L	41,49		USAID	IBRD	2014	2018	100	No	High	2010-2015 (new ESP to be ratified April 2019)	N/A	Expected April 2019
Zambia	Africa 1			LM	16,59		UNICEF, Irish Aid	DFID	2013	2018	35,2	No	Low	2011-2015	Yes	Expected January 2019

5 Quality Assurance - internal and external

5.1 External quality assurance through the Secretariat and in-country stakeholders

Eliciting feedback on draft deliverables from in-country stakeholders

During Year 1, the Secretariat had taken on the role of sending draft deliverables to country-level stakeholders to elicit their feedback. This was a two-step approach to quality review that had been proposed and agreed-to in Year 1. To ensure confidentiality of stakeholder feedback and independence of the CLEs, this approach will be changed during FY 2019 and FY 2020 and it is proposed to have a one-step approach to the reviews for both the summative and prospective evaluations streams. The one-step approach will unfold as follows:

- The evaluation team will send draft reports to the Secretariat and to in-country stakeholders at the same time. In-country stakeholders will be reached via the respective evaluation contact person (coordinating agency and/or GPE focal point in government) who will then share the draft report with LEG members. Country-level stakeholders will then send their feedback directly to the evaluation team.
- The consultants will inform the Secretariat once the report has been sent to the country and provide updates on whether country-level feedback has been received or not but will not share specific comments. If and as required, the Secretariat as well as the consultant will send out reminder emails to the country-level contact person to encourage comments to be provided. In-country stakeholders will be informed of this approach before and also towards the end of each country mission.
- It should be noted that the two-step approach used in Year 1 will be kept for the first two summative plus pilot evaluations (South Sudan and Rwanda) in Year 2, as well as the three prospective pilots. Further to discussions with the Secretariat and upon completion of the two summative and three prospective pilots, the one-step approach will be implemented for all evaluations conducted in English-speaking countries following the summative and prospective pilots.
- For all summative and prospective evaluations to be conducted in non-English-speaking countries (French in Mali, Democratic Republic of Congo, Senegal, Togo, Guinea; Russian in Kyrgyz Republic, Tajikistan; Portuguese in Mozambique), draft reports will be sent to the Secretariat. The Secretariat will translate the report internally and, upon Secretariat's internal QA of the translation, the translated draft report will be shared back with the evaluation team for transmitting to country stakeholders.

“Checking in” with the Secretariat

The **weekly calls** between the evaluation Team Leader, the Itad Education Lead and the Secretariat will be continued during FY 2019 and FY 2020. Similarly, an annual learning workshop is tentatively scheduled for June/July 2019 and May/June 2020.

In addition, two **strategic review sessions** will be held to ensure that ongoing evaluation activities can benefit from additional opportunities to share and discuss emerging lessons learned, findings and strategic issues. These meetings will be held via video- or teleconference and will include not only GPE Secretariat representatives responsible for the management of the evaluation, but also GPE senior management personnel responsible for country-level operations, possibly including country leads, and other strategic planning personnel. The first strategic review session will be held upon completion of the first two summative plus pilots (February/March 2019). The second strategic review session will be held in Fall 2019 (September/October).

A first such meeting will be scheduled in early 2019 following the completion of the summative plus evaluation reports to South Sudan and Rwanda. Specific dates for these sessions will be agreed upon with the Secretariat.

5.2 Internal quality assurance

During FY 2019 and FY 2020, Universalialia will further strengthen the existing internal quality assurance (QA) process for all country level evaluations (summative plus and prospective). Universalialia will have the ultimate responsibility for the QA of all reports submitted to the Secretariat. The internal QA process will be ongoing, starting before case study missions until submission of the final report. At a general level, the team has added two measures to ensure that all team members are constantly up to speed with the revised approach as well as with any feedback received on any given assignment (summative and prospective evaluations). The first measure is the addition of workshops to discuss insights emerging from our work to date and bring to the attention of all team members, implications of insights to how they plan and conduct missions and how they write reports. A first workshop was held with the teams responsible for the South Sudan and the Rwanda case studies, in October 2018 to discuss the revised approach, the revised matrix and the implications for data collection and report writing. Similar workshops will be held with the entire teams (prospective and summative) upon completion of these two case studies. We will also make provision for more regular discussions between teams engaged in conducting summative and prospective evaluations to ensure a better harmonization between these two distinct sets of case studies. As a second measure, we will take specific measures during the report writing period:

1) Before the first draft version of the report is submitted to the Secretariat

- During this stage, each report author will conduct an editorial review to ensure that reports a) are written in a concise manner and contain no grammatical errors; b) respect all agreed-to parameters (format, length, outline, appendices). Universalialia's team of document design specialist and editor will have the ultimate responsibility for the editorial review, including addressing grammatical and style issues.
- Authors will ensure that reports a) adequately address the evaluation questions of the matrix; b) include findings and observations that are supported by relevant and sufficient evidence and data and are adequately triangulated; c) use the term "GPE" appropriately, including clarifications (where relevant) of whether the report refers to GPE overall, or to specific key actors such as the Secretariat, the CA or the GA; d) verify the overall story line makes sense and the level of analysis is deep enough; e) evaluations integrate (to the extent possible) findings emerging from the ESPDG evaluation. This function will be conducted first by each report author. Dr. Rachel Outhred will conduct a quality assurance review of each prospective case study. Dr. Anette Wenderoth will conduct a quality assurance review of each summative

case study. Finally, the Team Leader Dr. Marie-Hélène Adrien and/or the Deputy Team Leader Dr. Nicholas Burnett will review and give final approval to all prospective and summative case studies before submission to the Secretariat.

2) Before submitting the revised report

- This review will ensure that reports appropriately address comments received by all parties and if not, provide high-level explanation why comments were not addressed. This strategic review will further ensure that reports adequately address the *why* and *so what* questions, that they ‘connect the dots’ i.e. that they comment - where applicable - on what clusters of observations mean in the respective context, and that they contain high-level conclusions and strategic questions that will feed into the annual synthesis report. Revised reports will be reviewed, first, by senior staff members/project leads and, secondly, by the Team Leader Dr. Marie-Hélène Adrien and/or the Deputy Team Leader Dr. Nicholas Burnett.

To ensure that sufficient time is available for appropriate quality assurance, it is envisaged that draft country reports will be submitted not earlier than six weeks after completing the country mission.

Appendix II Revised Evaluation Matrix

A – Core evaluation questions for summative and prospective CLE

While some questions in this first part of the matrix have remained unchanged from the previous version of the matrix, numerous questions and indicators have been revised based on lessons learned during Year 1 and insights deriving during the July 2018 learning workshop.

Most questions apply equally to both summative and prospective country evaluations. These questions are shown in grey. In a few cases, however, questions have been tailored to each of these types of CLE. Those specific to prospective evaluations are shown in green shading, while those specific to summative (plus) evaluations are marked in purple.

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
Key question I: Has GPE support to [country] contributed to achieving country-level objectives related to sector plan implementation, sector dialogue and monitoring, and more/better financing for education?¹⁹ If so, then how?			
CEQ 1: Has GPE contributed to education sector plan implementation in [country] during the period under review?²⁰ How?			
CEQ 1.1a (prospective CLE) What have been strengths and weaknesses of sector planning during the period under review? ²¹ What are likely reasons for strong/weak sector planning?	<ul style="list-style-type: none"> • Extent to which the country's sector plan met the criteria for a credible ESP as put forward in GPE/IIEP Guidelines²² <ul style="list-style-type: none"> – ESP is guided by an overall vision – ESP is strategic, i.e. it identifies strategies for achieving its vision, including required human, technical and financial capacities, and sets priorities) – ESP is holistic, i.e. it covers all sub-sectors as well as non-formal education and adult literacy – ESP is evidence-based, i.e. it starts from an education sector analysis 	<ul style="list-style-type: none"> • Sector plan(s) for the period covered by the most recent ESPIG • Education Sector Analyses and other documents analyzing key gaps/issues in the sector • GPE ESP/TEP quality assurance documents 	<ul style="list-style-type: none"> • Descriptive analysis • Triangulation of data deriving from document review and interviews

¹⁹ OECD DAC evaluation criteria of relevance, effectiveness, and efficiency.

²⁰ The core period under review varies for summative and prospective evaluations. Prospective evaluations will primarily focus on the period early 2018 to early 2020 and will relate observations of change back to the baseline established at this point. The summative evaluations will focus on the period covered by the most recent ESPIG implemented in the respective country. However, where applicable, (and subject to data availability) the summative evaluations will also look at the beginning of the next policy cycle, more specifically sector planning processes and related GPE support carried out during/towards the end of the period covered by the most recent ESPIG.

²¹ This question will be applied in prospective evaluations in countries that have not yet developed a (recent) sector plan, such as Mali, as well as in countries that have an existing plan, but that are in the process of embarking into a new planning process. In countries where a sector plan exists and where related GPE support has already been assessed in Year 1 reports, future reports will use a similarly descriptive approach as outlined under question 1.1b, i.e. briefly summarizing key characteristics of the existing sector plan.

²² Global Partnership for education, UNESCO International Institute for Educational Planning. Guidelines for Education Sector Plan Appraisal. Washington and Paris. 2015. Guidelines for Education Sector Plan Preparation. Available at: <https://www.globalpartnership.org/content/guidelines-education-sector-plan-preparation>

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
	<ul style="list-style-type: none"> – ESP is achievable – ESP is sensitive to context – ESP pays attention to disparities (e.g. between girls/boys or between groups defined geographically, ethnically/culturally or by income) • For TEPs: Extent to which the country’s sector plan met the criteria for a credible TEP as put forward in GPE/IIEP Guidelines²³ <ul style="list-style-type: none"> – TEP is shared (state-driven, developed through participatory process) – TEP is evidence-based – TEP is sensitive to context and pays attention to disparities – TEP is strategic, i.e. it identifies strategies that not only help address immediate needs but lay the foundation for realizing system’s long-term vision – TEP is targeted (focused on critical education needs in the short and medium term, on system capacity development, on limited number of priorities) – TEP is operational (feasible, including implementation and monitoring frameworks) 	<ul style="list-style-type: none"> • GPE RF data (Indicator 16 a-b-c-d)²⁶ • Other relevant reports or reviews that comment on the quality of the sector plan • Interviews 	

²³ Global Partnership for Education, UNESCO International Institute for Educational Planning. Guidelines for Education Sector Plan Appraisal. Washington and Paris. 2016. Guidelines for Transitional Education Plan Preparation. Available at: <https://www.globalpartnership.org/content/guidelines-transitional-education-plan-preparation>

²⁶ If the respective ESP has not been rated by GPE (i.e. if no specific information is available on indicators 16 a-d), the evaluation team will provide a broad assessment of the extent to which the ESP meets or does not meet the quality criteria. This review will be based on *existing* reviews and assessments of the sector plan, in particular the appraisal report. To the extent possible, findings of these assessments will be ‘translated’ in terms of the GPE/IIEP quality standards.

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
	<ul style="list-style-type: none"> • Extent to which the ESP/TEP meets GPE quality criteria as outlined in the GPE 2020 results framework (indicators 16a, b, c and d)²⁴ • Extent to which the ESP/TEP addresses the main issues/gaps in the education sector (as identified through Education Sector Analyses and/or other studies) • Extent to which the process of sector plan preparation has been country-led, participatory, and transparent²⁵ • Stakeholder views on strengths and weaknesses of the most recent sector planning process in terms of: <ul style="list-style-type: none"> – Leadership for and inclusiveness of sector plan development – Relevance, coherence and achievability of the sector plan 		
<p>CEQ 1.1b (summative CLE) What characterized the education sector plan in place during the core period under review?</p>	<ul style="list-style-type: none"> • ESP/TEP objectives/envisaged results and related targets • <u>For ESPs</u>: Extent to which the country's sector plan met the criteria for a credible ESP as put forward in GPE/IIEP Guidelines²⁷ <ul style="list-style-type: none"> – ESP is guided by an overall vision 	<ul style="list-style-type: none"> • Sector plan(s) for the period covered by the most recent ESPIG • GPE ESP/TEP quality assurance documents 	<ul style="list-style-type: none"> • Descriptive analysis

²⁴ If no GPE ratings on these indicators are available, evaluation team's assessment of extent to which the ESP meets the various criteria outlined under indicator 16a-d.

²⁵ Global Partnership for Education, UNESCO International Institute for Educational Planning. Guidelines for Education Sector Plan Appraisal. Washington and Paris. 2015. Available at: <http://unesdoc.unesco.org/images/0023/002337/233768e.pdf>

²⁷ Global Partnership for Education, UNESCO International Institute for Educational Planning. Guidelines for Education Sector Plan Appraisal. Washington and Paris. 2015. Guidelines for Education Sector Plan Preparation. Available at: <https://www.globalpartnership.org/content/guidelines-education-sector-plan-preparation>

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
	<ul style="list-style-type: none"> – ESP is strategic, i.e. it identifies strategies for achieving its vision, including required human, technical and financial capacities, and sets priorities) – ESP is holistic, i.e. it covers all sub-sectors as well as non-formal education and adult literacy – ESP is evidence-based, i.e. it starts from an education sector analysis – ESP is achievable – ESP is sensitive to context – ESP pays attention to disparities (e.g. between girls/boys or between groups defined geographically, ethnically/culturally or by income) • For TEPs: Extent to which the country's sector plan met the criteria for a credible TEP as put forward in GPE/IIEP Guidelines²⁸ <ul style="list-style-type: none"> – TEP is shared (state-driven, developed through participatory process) – TEP is evidence-based – TEP is sensitive to context and pays attention to disparities 	<ul style="list-style-type: none"> • GPE RF data (indicator 16 a-b-c-d)³⁰ • Other relevant reports or reviews that comment on the quality of the sector plan 	

²⁸ Global Partnership for Education, UNESCO International Institute for Educational Planning. Guidelines for Education Sector Plan Appraisal. Washington and Paris. 2016. Guidelines for Transitional Education Plan Preparation. Available at: <https://www.globalpartnership.org/content/guidelines-transitional-education-plan-preparation>

³⁰ If the respective ESP has not been rated by GPE (i.e. if no specific information is available on indicators 16 a-d), the evaluation team will provide a broad assessment of the extent to which the ESP meets or does not meet the quality criteria. This review will be based on *existing* reviews and assessments of the sector plan, in particular the appraisal report. To the extent possible, findings of these assessments will be 'translated' in terms of the GPE/IIEP quality standards.

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
	<ul style="list-style-type: none"> – TEP is strategic, i.e. it identifies strategies that not only help address immediate needs but lay the foundation for realizing system’s long-term vision – TEP is targeted (focused on critical education needs in the short and medium term, on system capacity development, on limited number of priorities) – TEP is operational (feasible, including implementation and monitoring frameworks) • Extent to which the ESP/TEP meets GPE quality criteria as outlined in the GPE 2020 results framework (indicators 16a, b, c and d)²⁹ 		
<p>CEQ 1.2a (prospective CLE) Has GPE contributed to the observed characteristics of sector planning? How? If no, why not?</p> <p>a) Through the GPE ESPDG grant- (funding, funding requirements)</p> <p>b) Through other support for sector planning (advocacy, standards, quality assurance procedures, guidelines, capacity building, facilitation, CSEF and ASA grants, and cross-</p>	<p>a) Contributions through GPE ESPDG grant and related funding requirements:</p> <ul style="list-style-type: none"> • ESPDG amount as a share of total resources invested into sector plan preparation. • Types of activities/deliverables financed through ESPDG and their role in informing/enabling sector plan development <p>b) Contributions through other (non ESPDG-related) support to sector planning:</p> <ul style="list-style-type: none"> • Evidence of GPE quality assurance processes improving the quality of the final, compared to draft versions of the sector plan • Stakeholder views on relevance and appropriateness/value added of GPE Secretariat support, in-country assistance from GA/CA, , 	<ul style="list-style-type: none"> • Draft and final versions of the sector plan • Related GPE ESP/TSP quality assurance documents • Secretariat reports, e.g. country lead back to office/mission reports • Other documents on advocacy/facilitation provided by Secretariat, CA or GA • Country-specific ESPDG grant applications • Interviews 	<ul style="list-style-type: none"> • Triangulation of data deriving from document review and interviews

²⁹ If no GPE ratings on these indicators are available, evaluation team’s assessment of extent to which the ESP meets the various criteria outlined under indicator 16a-d.

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
national sharing of evidence/good practice) ³¹	Secretariat/GA/CA advocacy, capacity building, facilitation; GPE standards, guidelines, CSEF and ASA grants, and knowledge exchange in relation to: <ul style="list-style-type: none"> – Improving the quality (including relevance) of education sector plans – Strengthening in-country capacity for sector planning 	<ul style="list-style-type: none"> • Education sector analyses and other studies conducted with ESPDG funding 	
CEQ 1.2b-d (summative CLE – currently in Part B of the matrix below and labelled CEQ 9-11)			
<p>CEQ 1.3 What have been strengths and weaknesses of sector plan implementation during the period under review?</p> <p>What are likely reasons for strong/weak sector plan implementation?</p>	<ul style="list-style-type: none"> • Progress made towards implementing sector plan objectives/meeting implementation targets of current/most recent sector plan within envisaged timeframe (with focus on changes relevant in view of GPE 2020 envisaged impact and outcome areas). • Extent to which sector plan implementation is funded (expected and actual funding gap) • Evidence of government ownership of and leadership for plan implementation (country specific).³² • Government implementation capacity and management, e.g.: 	<ul style="list-style-type: none"> • Sector plan(s) for the period covered by the most recent (mostly) complete ESPIG • DCP government ESP/TEP implementation documents including mid-term or final reviews • Relevant programme or sector evaluations, including reviews preceding the period of GPE support under review • JSR reports • Reports or studies on ESP/TEP implementation commissioned 	<ul style="list-style-type: none"> • Descriptive analysis • Triangulation of data deriving from document review and interviews

³¹ Advocacy can include inputs from Secretariat, grant agent, coordinating agency, LEG, and GPE at global level (e.g. Board meetings, agreed upon standards). Knowledge exchange includes cross-national/global activities organized by the Secretariat, as well as the sharing and use of insights derived from GRA and KIX grant-supported interventions.

³² For example, in some countries one indicator of country ownership may be the existence of measures to gradually transfer funding for specific ESP elements from GPE/development partner support to domestic funding. However, this indicator may not be applicable in all countries. Stakeholder interviews will be an important source for identifying appropriate, context-specific indicators for government ownership in each case.

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
	<ul style="list-style-type: none"> – Existence of clear operational/implementation plans or equivalents to guide sector plan implementation and monitoring – Clear roles and responsibilities related to plan implementation and monitoring – Relevant staff have required knowledge/skills/experience) • Extent to which development partners who have endorsed the plan have actively supported/contributed to its implementation in an aligned manner. • Extent to which sector dialogue and monitoring have facilitated dynamic adaptation of sector plan implementation to respond to contextual changes (where applicable) • Extent to which the quality of the implementation plan in the ESP/TEP and of the plan itself is influencing the actual implementation (e.g. achievability, prioritization of objectives). • Stakeholder views on reasons why plan has or has not been implemented as envisaged 	<p>by other development partners and/or the DCP government</p> <ul style="list-style-type: none"> • CSO reports • Interviews • DCP’s plan implementation progress reports 	
<p>CEQ 1.4 Has GPE contributed to the observed characteristics of sector plan implementation? If so, then how? If not, why not?</p> <p>a) Through GPE EPDG, ESPIG grants-related funding requirements and the variable tranche under the</p>	<p>a) Contributions through GPE EPDG and ESPIG grants, related funding requirements and variable tranche under the NFM (where applicable)</p> <ul style="list-style-type: none"> • Proportion of overall sector plan (both in terms of costs and key objectives) funded through GPE ESPIG • Absolute amount of GPE disbursement and GPE disbursement as a share of total aid to education • Evidence of GPE grants addressing gaps/needs or priorities identified by the DCP government and/or LEG • Degree of alignment of ESPIG objectives with ESP objectives. 	<ul style="list-style-type: none"> • ESP implementation data including joint sector reviews • GPE grant agent reports and other grant performance data • Secretariat reports, e.g. country lead back to office/mission reports • GPE ESP/TSP quality assurance documents • Other documents on GPE advocacy/facilitation 	<ul style="list-style-type: none"> • Triangulation of data deriving from document review and interviews • Where applicable: Comparison of progress made towards ESPIG grant objectives linked to specific performance targets with those without

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
<p>New Funding Model (NFM)³³</p> <p>b) Through non-financial support (advocacy, standards, quality assurance procedures, guidelines, capacity building, and facilitation, and cross-national sharing of evidence/good practice)³⁴</p>	<ul style="list-style-type: none"> • Grant implementation is on time and on budget • Degree of achievement of/progress toward achieving ESPIG targets (showed mapped to ESPIG objectives, and sector plan objectives) • Evidence of variable tranche having influenced policy dialogue before and during sector plan implementation (where applicable) • Progress made towards sector targets outlined in GPE grant agreements as triggers for variable tranche under the NFM, compared to progress made in areas without specific targets (where applicable) • EPDG/ESPIG resources allocated to (implementation) capacity development • Stakeholder views on GPE EPDG and ESPIG grants with focus on: <ul style="list-style-type: none"> – Value added by these grants to overall sector plan implementation; – the extent to which the new (2015) funding model is clear and appropriate especially in relation to the variable tranche; – how well GPE grant application processes are working for in-country stakeholders (e.g. are grant requirements clear? Are they appropriate considering available grant amounts?); <p>b) Contributions through non-financial support</p>	<ul style="list-style-type: none"> • Country-specific grant applications • Interviews • Education sector analyses • Country's poverty reduction strategy paper 	<p>targets (variable tranche under the New Funding Model)</p>

³³ Where applicable.

³⁴ Facilitation provided primarily through the GPE Secretariat, the grant agent and coordinating agency. Advocacy – including inputs from Secretariat, grant agent, coordinating agency, LEG, and GPE at global level (e.g. Board meetings, agreed upon standards). Knowledge exchange - including cross-national/global activities related to the diffusion of evidence and best practice to improve sector planning and implementation.

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
	<ul style="list-style-type: none"> • Types of GPE support (advocacy, facilitation, knowledge sharing) aimed at strengthening sustainable local/national capacities for plan implementation • Relevance of GPE non-financial support in light of DCP government's own capacity development plan(s) (where applicable) • Stakeholder views on relevance and effectiveness of GPE non-financial support with focus on: <ul style="list-style-type: none"> – GPE non-financial support contributing to strengthening sustainable local/national capacities relevant for plan implementation – GPE non-financial facilitating harmonized development partners' support to plan implementation • Possible causes for no/ limited GPE contribution to plan implementation. 		
<p>CEQ 1.5 How has education sector financing evolved during the period under review?</p> <p>a) Amounts of domestic financing</p> <p>b) Amounts and sources of international financing</p> <p>c) Quality of domestic and international financing (e.g. short, medium and long-term predictability, alignment with government systems)?</p> <p>1. If no positive changes, then why not?</p>	<p>a) Amounts of domestic education sector financing</p> <ul style="list-style-type: none"> • Changes in country's public expenditures on education during period under review (absolute amounts and spending relative to total government expenditure) • Extent to which country has achieved, maintained, moved toward, or exceeded 20% of public expenditures on education during period under review • Changes in education recurrent spending as a percentage of total government recurrent spending <p>b) Amounts and sources of international financing</p> <ul style="list-style-type: none"> • Changes in the number and types of international donors supporting the education sector • Changes in amounts of education sector funding from traditional and non-traditional donors (e.g. private foundations and non-DAC members) 	<ul style="list-style-type: none"> • Creditor Reporting System (CRS) by OECD-DAC • UIS data by UNESCO • National data (e.g. Education Management Information Systems, National Education Accounts, Joint Sector Reviews, public expenditure reviews) • GPE results framework indicator 29 on alignment 	<ul style="list-style-type: none"> • Trend analysis for period under review • Descriptive analysis

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
	<ul style="list-style-type: none"> • Changes in percentage of capital expenditures and other education investments funded through donor contributions c) Quality of sector financing • Changes in the quality (predictability, alignment, harmonization/modality) of international education sector financing to country • Changes in the quality of domestic education financing (e.g. predictability, frequency and timeliness of disbursements, program versus input-based funding) • Extent to which country dedicates at least 45% of its education budget to primary education (for countries where PCR is below 95%) • Changes in allocation of specific/additional funding to marginalized groups • Changes in extent to which other donors' funding/conditional budget support is tied to the education sector 		
<p>CEQ 1.6 Has GPE contributed to leveraging additional education sector financing and improving the quality of financing? If yes, then how? If not, then why not?</p> <p>a) Through ESPIG funding and related funding requirements?</p> <p>b) Through the GPE multiplier funding mechanisms (where applicable)?</p>	<p>a) Through ESPIG funding and related requirements</p> <ul style="list-style-type: none"> • Government commitment to finance the endorsed sector plan (expressed in ESPIG applications) • Extent to which GPE Program Implementation Grant-supported programs have been co-financed by other actors or are part of pooled funding mechanisms • Stakeholder views on extent to which GPE funding requirements (likely) having influenced changes in domestic education financing • Changes in relative size of GPE financial contribution in relation to other donor' contributions • Trends in external financing and domestic financing channelled through and outside of GPE, and for basic 	<ul style="list-style-type: none"> • ESPIG grant applications and related documents (country commitment on financing requirement) • Donor pledges and contributions to ESP implementation) • Creditor Reporting System (CRS) by OECD-DAC • UIS data by UNESCO • National data (e.g. Education Management Information Systems, National Education 	<ul style="list-style-type: none"> • Comparative analysis (GPE versus other donor contributions) • Triangulation of quantitative analysis with interview data

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
<p>2. Through other means, including advocacy³⁵ at national and/or global levels?</p>	<p>and total education, to account for any substitution by donors or the country government</p> <ul style="list-style-type: none"> • Alignment of GPE education sector program implementation grants with national systems³⁶ • Possible reasons for non-alignment or non-harmonization of ESPIGs (if applicable) <p>b) Through the GPE multiplier funding mechanism</p> <ul style="list-style-type: none"> • Amount received by DCP government through the GPE multiplier fund (if applicable) • Stakeholder views on clarity and efficiency of multiplier application process <p>c) Through other means (especially advocacy)</p> <ul style="list-style-type: none"> • Likelihood of GPE advocacy having contributed to country meeting/approaching goal of 20% of the total national budget dedicated to education • Changes in existing dynamics between education and finance ministries that stakeholders (at least partly) attribute to GPE advocacy³⁷ (e.g. JSRs attended by senior MoE staff) • Amounts and quality of additional resources likely mobilized with contribution from GPE advocacy efforts at country or global levels • Amounts and sources of non-traditional financing (e.g. private or innovative finance) that can be linked to GPE leveraging 	<p>Accounts, Joint Sector Reviews, public expenditure reviews)</p> <ul style="list-style-type: none"> • Interviews with national actors (e.g. Ministry of Finance, Ministry of Education, Local Education Groups/ Development partner groups) 	

CEQ 2 Has GPE contributed to strengthening mutual accountability for the education sector during the period under review? If so, then how?

³⁵ Through the Secretariat at country and global levels, and/or GPE board members (global level, influencing country-specific approaches of individual donors)

³⁶ GPE’s system alignment criteria including the 10 elements of alignment and the elements of harmonization captured by RF indicators 29, 30 respectively.

³⁷ This advocacy can have taken place in the context of GPE support to education sector planning, sector dialogue, and/or plan implementation

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
<p>CEQ 2.1 Has sector dialogue changed during the period under review? If so, then how and why? If not, why not?</p>	<ul style="list-style-type: none"> • Composition of the country's LEG (in particular civil society and teacher association representation), and changes in this composition during period under review; other dialogue mechanisms in place (if any) and dynamics between those mechanisms • Frequency of LEG meetings, and changes in frequency during period under review • LEG members consulted for ESPIG application • Stakeholder views on changes in sector dialogue in terms of: <ul style="list-style-type: none"> – Degree to which different actors lead, contribute to, or facilitate dialogue – Inclusiveness – Consistency, clarity of roles and responsibilities – Meaningfulness (i.e. perceptions on whether, when and how stakeholder input is taken into account for decision making) – Quality (evidence-based, transparent) – Likely causes for no/limited (changes in) sector dialogue 	<ul style="list-style-type: none"> • LEG meeting notes • Joint sector reviews or equivalents from before and during most recent ESPIG period • GPE sector review assessments • ESP/TSP, and documents illustrating process of their development • Back to office reports/memos from Secretariat • ESPIG grant applications (section V – information on stakeholder consultations) • Interviews 	<ul style="list-style-type: none"> • Pre-post comparison • Triangulate results of document review and interviews • Stakeholder analysis and mapping
<p>CEQ 2.2 Has sector monitoring changed? If so, then how and why? If not, why not?</p>	<ul style="list-style-type: none"> • Extent to which plan implementation is being monitored (e.g. results framework with targets, performance review meetings, annual progress reports... and actual use of these monitoring tools) • Frequency of joint sector reviews conducted, and changes in frequency during period under review; nature of JSR meetings held; and any other monitoring events at country level (e.g., DP meetings...) • Extent to which joint sector reviews conducted during period of most recent ESPIG met GPE quality standards 	<ul style="list-style-type: none"> • LEG and JSR meeting notes • Joint sector review reports/aide memoires or equivalents from before and during most recent ESPIG period • GPE sector review assessments • Grant agent reports • Back to office reports/memos from Secretariat • Interviews 	<ul style="list-style-type: none"> • Pre-post comparison • Triangulate the results of document review and interviews

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
	<p>(if data is available: compared to JSRs conducted prior to this period)</p> <ul style="list-style-type: none"> • Evidence deriving from JSRs is reflected in DCP government decisions (e.g. adjustments to sector plan implementation) and sector planning • Stakeholder views on changes in JSRs in terms of them being: <ul style="list-style-type: none"> – Inclusive and participatory, involving the right number and types of stakeholders – Aligned to existing sector plan and/or policy framework – Evidence based – Used for learning/informing decision-making – Embedded in the policy cycle (timing of JSR appropriate to inform decision making; processes in place to follow up on JSR recommendations)³⁸ and recommendations are acted upon and implemented • Stakeholder views on extent to which current practices of sector dialogue and monitoring amount to ‘mutual accountability’ for the education sector. • Likely causes for no/ limited (changes in) sector monitoring. 		
CEQ 2.3 Has GPE contributed to observed changes in sector dialogue and monitoring?	a) Grants and funding requirements	<ul style="list-style-type: none"> • LEG meeting notes • Joint sector reviews or equivalents from before and 	<ul style="list-style-type: none"> • Triangulate the results of document

³⁸ Criteria adapted from: Global Partnership for Education. Effective Joint Sector Reviews as (Mutual) Accountability Platforms. GPE Working Paper #1. Washington. June 2017. Available at: <https://www.globalpartnership.org/blog/helping-partners-make-best-use-joint-sector-reviews>

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
<p>If so, then how? If not, why not?</p> <p>a) Through GPE grants and funding requirements³⁹</p> <p>b) Through other support (capacity development, advocacy, standards, quality assurance, guidelines, facilitation, cross-national sharing of evidence/good practice)⁴⁰</p>	<ul style="list-style-type: none"> • Proportion of total costs for sector dialogue mechanisms (and/or related specific events) funded through GPE grants • Proportion of total costs for sector monitoring mechanisms (e.g. JSR) funded through GPE grants • Stakeholder views on extent to which GPE funding process (e.g. selection of grant agent, development of program document, grant application) and grant requirements positively or negatively influenced the existence and functioning of mechanisms for sector dialogue and/or monitoring <p>b) Non-grant related support</p> <ul style="list-style-type: none"> • Support is aimed at strengthening local/national capacities for conducting inclusive and evidence-based sector dialogue and monitoring • Support is targeted at gaps/weaknesses of sector dialogue/monitoring identified by DCP government and/or LEG • Support for strengthening sector dialogue/monitoring is adapted to meet the technical and cultural requirements of the specific context in [country] <p>a) and b)</p>	<p>during most recent ESPIG period</p> <ul style="list-style-type: none"> • GPE sector review assessments • Grant agent reports • Back to office reports/memos from Secretariat • Interviews • CSEF, KIX documents etc. 	<p>review and interviews</p>

³⁹ All relevant GPE grants to country/actors in country, including CSEF and KIX, where applicable.

⁴⁰ Capacity development and facilitation primarily through Secretariat, coordinating agency (especially in relation to sector dialogue) and grant agent (especially in relation to sector monitoring). Advocacy through Secretariat (country lead), CA, as well as (possibly) GPE at the global level (e.g. Board meetings, agreed upon standards). Knowledge exchange includes cross-national/global activities organized by the Secretariat, as well as the sharing and use of insights derived from GRA and KIX grant-supported interventions. Knowledge sharing also possible through other GPE partners at country level (e.g. other donors/LEG members) if provided primarily in their role as GPE partners.

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
	<ul style="list-style-type: none"> • Stakeholder view on relevance and appropriateness of GPE grants and related funding process and requirements, and of other support in relation to: <ul style="list-style-type: none"> – Addressing existing needs/priorities – Respecting characteristics of the national context – Adding value to country-driven processes (e.g. around JSRs) • Possible causes for no/ limited GPE contributions to dialogue/monitoring. 		
CEQ 3: Has GPE support had unintended/unplanned effects? What factors other than GPE support have contributed to observed changes in sector planning, sector plan implementation, sector financing and monitoring?			
CEQ 3.1 What factors other than GPE support are likely to have contributed to the observed changes (or lack thereof) in sector planning, financing, plan implementation, and in sector dialogue and monitoring?	<ul style="list-style-type: none"> • Changes in nature and extent of financial/non-financial support to the education sector provided by development partners/donors (traditional/non-traditional donors including foundations) • Contributions (or lack thereof) to sector plan implementation, sector dialogue or monitoring made by actors other than GPE • Changes/events in national or regional context(s) <ul style="list-style-type: none"> – Political context (e.g. changes in government/leadership) – Economic context – Social/environmental contexts (e.g. natural disasters, conflict, health crises) – Other (context-specific) 	<ul style="list-style-type: none"> • Documents illustrating changes in priorities pursued by (traditional/non-traditional) donors related implications for [country] • Relevant studies/reports commissioned by other education sector actors (e.g. donors, multilateral agencies) regarding nature/changes in their contributions and related results • Government and other (e.g. media) reports on changes in relevant national contexts and implications for the education sector • Interviews 	<ul style="list-style-type: none"> • Triangulate the results of document review and interviews
CEQ 3.2 During the period under review, have there been	<ul style="list-style-type: none"> • Types of unintended, positive and negative, effects on sector planning, financing, sector plan implementation, 	<ul style="list-style-type: none"> • All data sources outlined for CEQs 1 and 2 above 	<ul style="list-style-type: none"> • Triangulate the results of document

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
unintended, positive or negative, consequences of GPE financial and non-financial support?	sector dialogue and monitoring deriving from GPE grants and funding requirements <ul style="list-style-type: none"> Types of unintended, positive and negative, effects deriving from other GPE support. 	<ul style="list-style-type: none"> Interviews 	review and interviews
Key question II: Has sector plan implementation contributed to making the overall education system in [country] more effective and efficient?			
<p>CEQ 4 During the period under review, how has the education system changed in relation to:</p> <p>a) Improving access to education and equity?</p> <p>b) Enhancing education quality and relevance (quality of teaching/instruction)?</p> <p>c) Sector Management?⁴¹</p> <p>If there were no changes in the education system, then why not and with what implications?⁴²</p>	<p>a) Improving education access and equity - focus on extent to which DCP meets its own performance indicators, where available, e.g. related to:⁴³</p> <ul style="list-style-type: none"> Changes in number of schools relative to children Changes in the average distance to schools Changes in costs of education to families Changes in the availability of programs to improve children's' readiness for school) New/expanded measures put in place to ensure meeting the educational needs of children with special needs and of learners from disadvantaged groups New/expanded measures put in place to ensure gender equality in education <p>b) Enhancing education quality and relevance (Quality of teaching/instruction) – focus on extent to which DCP meets its own performance indicators, e.g. related to:</p>	<ul style="list-style-type: none"> Education Management Information System (EMIS) UIS data World Bank data Household survey data ASER/UWEZO other citizen-led surveys Grant agent progress reports Implementing partner progress reports Mid-term Evaluation reports GPE annual Results Report Appraisal Reports Public expenditure reports CSO reports SABER database 	<ul style="list-style-type: none"> Pre-post comparison of statistical data for periods under review Triangulate the results of document review with statistical data, interviews and literature on 'good practice' in specific areas of systems strengthening

⁴¹ The sub-questions reflect indicators under Strategic Goal #3 as outlined in the GPE results framework as well as country-specific indicators for system-level change and elements (such as institutional strengthening) of particular interest to the Secretariat.

⁴² Implications for education access and equity, quality and relevance, and sector management, as well as likely implications for progress towards learning outcomes and gender equality/equity.

⁴³ The noted indicators are examples of relevant measures to indicate removal of barriers to education access. Applicability may vary across countries. Where no country specific indicators and/or data are available, the CLE will draw upon UIS (and other) data on the described indicators.

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
	<ul style="list-style-type: none"> • Changes in pupil/trained teacher ratio during period under review • Changes in equitable allocation of teachers (measured by relationship between number of teachers and number of pupils per school) • Changes in relevance and clarity of (basic education) curricula • Changes in the quality and availability of teaching and learning materials • Changes in teacher pre-service and in-service training • Changes in incentives for schools/teachers c) Sector Management – focus on extent to which DCP meets its own performance indicators, e.g. related to: <ul style="list-style-type: none"> • Changes in the institutional capacity of key ministries and/or other relevant government agencies (e.g. staffing, structure, organizational culture, funding) • Changes in whether country has and how it uses EMIS data to inform policy dialogue, decision making and sector monitoring • If no functioning EMIS is in place, existence of a realistic remedial strategy in place • Changes in whether country has and how it uses quality learning assessment system within the basic education cycle during period under review (a-c): <ul style="list-style-type: none"> • Likely causes for no/ limited changes at system level (based on literature review and stakeholder views) 	<ul style="list-style-type: none"> • Education financing studies • Literature on good practices in education system domains addressed in country's sector plan • Interviews • ESPIG grant applications • Relevant documents/reports illustrating changes in key ministries' institutional capacity (e.g. on restructuring, internal resource allocation) 	

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
<p>CEQ 5 How has sector plan implementation contributed to observed changes at education system level?</p>	<ul style="list-style-type: none"> The specific measures put in place as part of sector plan implementation address previously identified bottlenecks at system level Alternative explanations for observed changes at system level (e.g. changes due to external factors, continuation of trend that was already present before current/most recent policy cycle, targeted efforts outside of the education sector plan) 	<ul style="list-style-type: none"> Sources as shown for CEQ 4 Literature on good practices in education system domains addressed in country's sector plan Education sector analyses Country's poverty reduction strategy paper 	
<p>Key question III: Have improvements at education system level contributed to progress towards impact?</p>			
<p>CEQ 6 During the period under review, what changes have occurred in relation to:</p> <p>a) Learning outcomes (basic education)?</p> <p>b) Equity, gender equality and inclusion in education?</p>	<p>Changes/trends in DCP's core indicators related to learning/equity as outlined in current sector plan and disaggregated (if data is available). For example:</p> <p>a) Learning outcomes</p> <ul style="list-style-type: none"> Changes/trends in learning outcomes (basic education) during period under review (by gender, by socio-economic group, by rural/urban locations) <p>b) Equity, gender equality, and inclusion</p> <ul style="list-style-type: none"> Changes in gross and net enrollment rates (basic education) during review period (by gender, by socio-economic group, by rural/urban) Changes in proportion of children (girls/boys) who complete (i) primary, (ii) lower-secondary education Changes in transition rates from primary to lower secondary education (by gender, by socio-economic group) Changes in out of school rate for (i) primary, (ii) lower-secondary education (by gender, socio-economic group, rural/urban location) 	<ul style="list-style-type: none"> Sector performance data available from GPE, UIS, DCP government and other reliable sources Teacher Development Information System (TDIS) Education Management Information System (EMIS) National examination data International and regional learning assessment data EGRA/EGMA data ASER/UWEZO other citizen-led surveys Grant agent and Implementing partner progress reports Mid-term Evaluation reports GPE annual Results Report Studies/evaluation reports on education (sub)sector(s) in country commissioned by the 	<ul style="list-style-type: none"> Pre-post comparison of available education sector data (examination of trends) during and up to 5 years before core period under review Triangulation of statistical data with qualitative document analysis

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
	<ul style="list-style-type: none"> Changes in dropout and/or repetition rates (depending on data availability) for (i) primary, (ii) lower-secondary education Changes in the distribution of out of school children (girls/boys; children with/without disability; ethnic, geographic and/or economic backgrounds) 	<p>DCP government or other development partners (where available)</p> <ul style="list-style-type: none"> Literature on key factors affecting learning outcomes, equity, equality, and inclusion in comparable settings 	
Key question IV: What are implications of evaluation findings for GPE support to [country]?			
<p>CEQ 7 What, if any, aspects of GPE support to [country] should be improved? What, if any, good practices have emerged related to how GPE supports countries? ⁴⁴</p>	<ul style="list-style-type: none"> Insights deriving from answering evaluation questions above e.g. in relation to: <ul style="list-style-type: none"> Clarity and relevance of the roles and responsibilities of key GPE actors at the country level (Secretariat, GA, CA, DCP government, other actors) Strengths and weaknesses of how and whether GPE key country-level actors fulfill their roles (both separately and jointly i.e. through a partnership approach) The relative influence/benefits deriving from GPE financial and non-financial support respectively (with focus on the NFM, where applicable) Extent to which logical links in the GPE theory of change are, or are not, supported by evidence Extent to which originally formulated underlying assumptions of the ToC appear to apply/not apply and why Extent to which different elements in the theory of change appear to mutually enforce/support each 	<ul style="list-style-type: none"> All of the above as well as (for summative evaluations) sources applied for CEQs 9, 10 and 11 (part B below) 	<ul style="list-style-type: none"> Triangulation of data collected and analysis conducted for other evaluation questions

⁴⁴ For both questions CEQ 7 and 8 the notion of ‘good practice’ refers to acknowledging processes, mechanisms, ways of working etc. that the CLE found to work well and/or that were innovative in that specific context. The intention is not to try and identify globally relevant benchmarks or universally ‘good practice’.

MAIN EVALUATION QUESTIONS AND SUB-QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
	other (e.g. relationship sector dialogue and sector planning) – Stakeholder satisfaction with GPE support		
CEQ 8 What, if any, good practices have emerged related to how countries address specific education sector challenges/how countries operate during different elements of the policy cycle? ⁴⁵	<ul style="list-style-type: none"> • Insights deriving from answering evaluation questions above e.g. in relation to: <ul style="list-style-type: none"> – Effectiveness of approaches taken in the respective country to ensure effective sector planning, sector dialogue and monitoring, sector financing, sector plan implementation. – Successful, promising, and/or contextually innovative approaches taken as part of sector plan implementation to address specific sector challenges⁴⁶ 	<ul style="list-style-type: none"> • All of the above as well as (for summative evaluations) sources applied for CEQs 9, 10 and 11 (part B below) 	<ul style="list-style-type: none"> • Triangulation of data collected and analysis conducted for other evaluation questions

⁴⁵ This could mean, for example, highlighting strengths of existing mechanisms for sector planning that either reflect related GPE/IEEP guidelines and quality criteria or that introduce alternative/slightly different approaches that appear to work well in the respective context.

⁴⁶ For example, highlighting promising approaches taken by the respective government and development partners to try and reach out of school children. Please note that ‘innovative’ means ‘innovative/new in the respective context’, not necessarily globally new.

B – Additional/new questions for summative plus evaluations

CEQ 9 to 11 illustrate how GPE contributions to sector planning will be addressed in upcoming summative CLE. Key differences to how summative CLE have addressed this issue in the past (and to how prospective CLE will continue to address it) are:

- The evaluation questions focus on **specific aspects of GPE support** to sector planning that GPE, during the Year 1 learning workshop, has expressed particular interest in, namely the revised QAR process, the revised ESPDG mechanism, and effects of the New Funding Modal, especially the variable tranche. This will also facilitate synergies between summative CLE and the separate study on GPE support to sector planning.
- The questions and indicators place emphasis on **comparing** the most recent process of sector plan development (i.e. the ‘second policy cycle’, which usually started during/towards the end of the period covered by the last fully implemented ESPIG), with characteristics of the previous sector plan and its development (i.e. the ‘first policy cycle’).⁴⁷ This will allow exploring whether and how GPE support helps countries manage the transition between sector plans, and also whether changes in GPE support to sector planning have made this support more relevant and effective.

MAIN EVALUATION QUESTIONS AND SUB- QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
Key question V: Has GPE support to sector planning contributed to better (more relevant, more realistic, government-owned) sector plans?			
<p>CEQ 9: To what extent has the revised QAR process for education sector plans contributed to the development of better-quality education sector plans?</p> <p>Why? Why not?</p>	<ul style="list-style-type: none"> • Quality ratings (GPE RF indicator 16) of previous/new sector plan • Comparison of depth and clarity of appraisal reports and Secretariat comments for previous/new sector plan • Comparison of the extent to which observations/recommendations deriving from Secretariat and other stakeholders’ reviews and external 	<ul style="list-style-type: none"> • Appraisal reports, appraisal memos • Secretariat feedback on draft ESP and appraisal report • GPE Results Framework indicators 16(a), 16(b), 16(c), and 16 (d) for previous and most recent ESP⁴⁸ 	<ul style="list-style-type: none"> • Comparative analysis (old/new sector plan and related QAR processes) • Triangulation of data deriving from

⁴⁷ In countries that have not yet embarked on developing a new sector plan, the summative CLEs will aim to compare the current sector plan and related GPE support with the respective previous one, i.e. the one preceding the period covered by the current/most recent ESPIG.

⁴⁸ If the respective ESP has not been rated by GPE (i.e. if no specific information is available on indicators 16 a-d), the evaluation team will provide a broad assessment of the extent to which the ESP meets or does not meet the quality criteria. This review will be based on *existing* reviews and assessments of the sector plan, in particular the appraisal report. To the extent possible, findings of these assessments will be ‘translated’ in terms of the GPE/IIEP quality standards.

MAIN EVALUATION QUESTIONS AND SUB- QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
	<p>ESP/TEP appraisal are reflected in final plans or accompanying documents (old/new plan)</p> <ul style="list-style-type: none"> • Extent to which identified strengths/weaknesses of the previous ESP and its implementation (see CEQ 1.2) are reflected in the new ESP and related implementation arrangements • Stakeholder views on strengths/weaknesses of the revised QAR process (including on whether they find GPE-IIEP criteria helpful or problematic for assessing the quality of sector plans) • Possible causes for no/limited improvements. 	<ul style="list-style-type: none"> • Evaluations/mid-term reviews of previous sector plan implementation • Country-level national development plans/strategies • Interviews • Insights deriving from desk review component of the separate study on GPE support to sector planning 	<p>document review and interviews</p>
<p>CEQ 10 - To what extent have the revised ESPDG mechanism and/or ESPIG grant requirements (under the NFM) contributed to the development of better-quality education sector plans? Why? Why not?</p>	<ul style="list-style-type: none"> • ESPDG amounts compared to other (domestic, other DP) resources invested into sector dialogue/stakeholder consultations during plan preparation • Extent to which ESPIG process (including determination of variable part indicators where applicable) and requirements (fixed part: have an endorsed quality plan) under the NFM have been drivers of better quality plans (including in view of fostering sector plan ownership) • Extent to which ESPIG application timelines have positively or negatively affected sector planning and the quality of sector plans • Stakeholder views on: <ul style="list-style-type: none"> - Perceived strengths and weaknesses of the current ESPDG application criteria and process (e.g. is application effort proportional to ESPDG benefits? Do application criteria positive/negatively influence country ownership?) - Perceived positive/negative effects of GPE support on ensuring a smooth transition between sector plans - Alternative ways to support sector planning 	<ul style="list-style-type: none"> • ESPDG applications and completion reports • ESPIG grant applications • Secretariat reports, e.g. country lead back to office/mission reports • Appraisal reports, appraisal memos • LEG (and other dialogue mechanism) meeting notes, memos etc. for period relevant to most recent sector plan development • Insights deriving from desk review component of the separate study on GPE support to sector planning • Interviews 	<ul style="list-style-type: none"> • Triangulate the results of document review and interviews

MAIN EVALUATION QUESTIONS AND SUB- QUESTIONS	INDICATORS	MAIN SOURCES OF INFORMATION	ANALYSIS
	<ul style="list-style-type: none"> • Other factors that influenced the timing and/or quality of sector planning and/or of ownership of the new ESP/TEP (e.g. changes in country’s political or socio-economic contexts) • Possible causes for no improvements. 		
<p>CEQ 11: To what extent have GPE support to sector planning and to inclusive sector dialogue had mutually beneficial effects?</p> <p>a) To what extent has GPE support to sector planning influenced inclusive sector dialogue?</p> <p>b) To what extent has GPE support to inclusive sector dialogue influenced sector planning?</p> <p>Why? Why not?</p>	<p>a) Effects of GPE support to sector planning on sector dialogue</p> <ul style="list-style-type: none"> • Extent to which different actors having worked together during the planning process has (likely) led to sustained improvements in sector dialogue <p>b) Effects of GPE support to sector dialogue on sector planning</p> <p>Extent to which changes in sector dialogue (e.g. existence, composition, functioning of the LEG or equivalent) has (likely) led to more inclusive, more participatory and/or more evidence-based sector planning</p>	<ul style="list-style-type: none"> • Sector plan appraisal reports for most recent and previous sector plans • Secretariat reports, e.g. country lead back to office/mission reports • LEG (and other dialogue mechanism) meeting notes, memos etc. for period relevant to development of two most recent sector plans • Interviews 	<ul style="list-style-type: none"> • Triangulate the results of document review and interviews

Appendix III GPE 2020 Evaluation: CLE Deadlines, FY 2018/2019

Summative Evaluations & Synthesis Reports

DELIVERABLES	DEADLINE TL/DTL FIRST QA REVIEW	DEADLINE SUBMITTING DRAFT REPORT (1 WEEK)	DEADLINE GPE R&P TEAM REVIEWING DRAFT REPORT (1 WEEK)	DEADLINE SUBMITTING REVISED DRAFT REPORT (2 WEEKS)	DEADLINE TRANSLATION (IF REQUIRED) (1 WEEK)	DEADLINE COUNTRY, CL & ITRP REVIEWING DRAFT REPORT (2 WEEKS)	DEADLINE TL/DTL SECOND QA REVIEW (1 WEEK)	DEADLINE SUBMITTING FINAL REPORT (2 WEEKS)
Summative / Summative Plus Evaluations								
Zambia (Mission dates ⁴⁹ : January 14-25, 2019)	February 22, 2019	March 1, 2019	March 8, 2019	March 22, 2019	N/A	April 5, 2019	April 12, 2019	April 26, 2019
Guinea (Mission dates: February 11-22, 2019) ⁵⁰	March 22, 2019	March 29, 2019	April 5, 2019	April 19, 2019	April 26, 2019	May 10, 2019	May 17, 2019	May 31, 2019
Togo (Mission dates ⁵¹ : February 11-22, 2019)	March 22, 2019	March 29, 2019	April 5, 2019	April 19, 2019	April 26, 2019	May 10, 2019	May 17, 2019	May 31, 2019

⁴⁹ Tentative dates only

⁵⁰ Tentative dates only

⁵¹ Tentative dates only

DELIVERABLES	DEADLINE TL/DTL FIRST QA REVIEW	DEADLINE SUBMITTING DRAFT REPORT (1 WEEK)	DEADLINE GPE R&P TEAM REVIEWING DRAFT REPORT (1 WEEK)	DEADLINE SUBMITTING REVISED DRAFT REPORT (2 WEEKS)	DEADLINE TRANSLATION (IF REQUIRED) (1 WEEK)	DEADLINE COUNTRY, CL & ITRP REVIEWING DRAFT REPORT (2 WEEKS)	DEADLINE TL/DTL SECOND QA REVIEW (1 WEEK)	DEADLINE SUBMITTING FINAL REPORT (2 WEEKS)
Kyrgyz Republic (Mission dates ⁵² : March 11-22, 2019)	April 19, 2019	April 26, 2019	May 3, 2019	May 17, 2019	May 24, 2019 (Russian)	June 7, 2019	June 14, 2019	June 28, 2019
Cambodia (Mission dates ⁵³ : March 11-22, 2019)	April 19, 2019	April 26, 2019	May 3, 2019	May 17, 2019	N/A	May 31, 2019	June 7, 2019	June 21, 2019
Bangladesh (Mission dates ⁵⁴ : May 13-24, 2019)	June 21, 2019	June 28, 2019	July 5, 2019	July 19, 2019	N/A	August 2, 2019	August 9, 2019	August 23, 2019
Mozambique (Mission dates: July 1-12, 2019) ⁵⁵	August 9, 2019	August 16, 2019	August 23, 2019	September 6, 2019	September 13, 2019 (Portuguese)	September 27, 2019	October 4, 2019	October 18, 2019
Uganda (Mission dates ⁵⁶ : August 12-23, 2019)	September 20, 2019	September 27, 2019	October 4, 2019	October 18, 2019	N/A	November 1, 2019	November 8, 2019	November 22, 2019

⁵² Tentative dates only

⁵³ Tentative dates only

⁵⁴ Tentative dates only

⁵⁵ Tentative dates only

⁵⁶ Tentative dates only

DELIVERABLES	DEADLINE TL/DTL FIRST QA REVIEW	DEADLINE SUBMITTING DRAFT REPORT (1 WEEK)	DEADLINE GPE R&P TEAM REVIEWING DRAFT REPORT (1 WEEK)	DEADLINE SUBMITTING REVISED DRAFT REPORT (2 WEEKS)	DEADLINE TRANSLATION (IF REQUIRED) (1 WEEK)	DEADLINE COUNTRY, CL & ITRP REVIEWING DRAFT REPORT (2 WEEKS)	DEADLINE TL/DTL SECOND QA REVIEW (1 WEEK)	DEADLINE SUBMITTING FINAL REPORT (2 WEEKS)
Tajikistan (Mission dates ⁵⁷ : August 12-23, 2019)	September 20, 2019	September 27, 2019	October 4, 2019	October 18, 2019	October 25, 2019 (Russian)	November 8, 2019	November 15, 2019	November 29, 2019
Senegal (Mission dates ⁵⁸ : September 9-20, 2019)	October 18, 2019	October 25, 2019	November 1, 2019	November 15, 2019	November 22, 2019	December 6, 2019	December 13, 2019	December 27, 2019
Synthesis Reports								
First Synthesis Report 2018	November 2, 2018	November 9, 2018	November 16, 2018	November 30, 2018	N/A	December 14, 2018	January 4, 2019 ⁵⁹	January 18, 2019
Final Synthesis Report	January 10, 2020	January 17, 2020	January 24, 2020	February 7, 2020	N/A	February 21, 2020	Feb 28, 2020	March 7, 2020

⁵⁷ Tentative dates only

⁵⁸ Tentative dates only

⁵⁹ Two weeks instead of one due to holiday season

Prospective Evaluations

DELIVERABLES	DEADLINE ITAD TL/DTL & UNIVERSALIA FIRST QA REVIEW	DEADLINE SUBMITTING DRAFT REPORT (1 WEEK)	DEADLINE GPE R&P TEAM REVIEWING DRAFT REPORT (1 WEEK)	DEADLINE SUBMITTING REVISED DRAFT REPORT (2 WEEKS)	DEADLINE TRANSLATION (IF REQUIRED) (1 WEEK)	DEADLINE COUNTRY, CL & ITRP REVIEWING DRAFT REPORT (2 WEEKS)	DEADLINE ITAD TL/DTL & UNIVERSALIA SECOND QA REVIEW (1 WEEK)	DEADLINE SUBMITTING FINAL REPORT (2 WEEKS)
Prospective Evaluations: Year One								
Kenya								October 15, 2018
Zimbabwe								October 29, 2018
Ethiopia								November 2, 2018
Nepal								November 9, 2018
DRC								November 9, 2018
Malawi								November 9, 2018
Nigeria								December 14, 2018
Mali								December 21, 2018

DELIVERABLES	DEADLINE ITAD TL/DTL & UNIVERSALIA FIRST QA REVIEW	DEADLINE SUBMITTING DRAFT REPORT (1 WEEK)	DEADLINE GPE R&P TEAM REVIEWING DRAFT REPORT (1 WEEK)	DEADLINE SUBMITTING REVISED DRAFT REPORT (2 WEEKS)	DEADLINE TRANSLATION (IF REQUIRED) (1 WEEK)	DEADLINE COUNTRY, CL & ITRP REVIEWING DRAFT REPORT (2 WEEKS)	DEADLINE ITAD TL/DTL & UNIVERSALIA SECOND QA REVIEW (1 WEEK)	DEADLINE SUBMITTING FINAL REPORT (2 WEEKS)
Prospective Evaluations: Year Two								
Kenya (Mission dates ⁶⁰ : May 20-31, 2019)	June 28, 2019	July 5, 2019	July 12, 2019	July 26, 2019	N/A	August 9, 2019	August 16, 2019	August 30, 2019
Malawi (Mission dates ⁶¹ : May 20-31, 2019)	July 5, 2019	July 12, 2019	July 19, 2019	August 2, 2019	N/A	August 16, 2019	August 23, 2019	September 6, 2019
Democratic Republic of Congo (Mission dates ⁶² : May 20-31, 2019)	July 12, 2019	July 19, 2019	July 26, 2019	August 9, 2019	August 16, 2019	August 30, 2019	September 6, 2019	September 20, 2019
Country 4 ⁶³ (Mission dates ⁶⁴ : July 29-August 9, 2019)	September 6, 2019	September 13, 2019	September 20, 2019	October 4, 2019	N/A	October 18, 2019	October 25, 2019	November 8, 2019

⁶⁰ Tentative dates only

⁶¹ Tentative dates only

⁶² Tentative dates only

⁶³ To be determined

⁶⁴ Tentative dates only

DELIVERABLES	DEADLINE ITAD TL/DTL & UNIVERSALIA FIRST QA REVIEW	DEADLINE SUBMITTING DRAFT REPORT (1 WEEK)	DEADLINE GPE R&P TEAM REVIEWING DRAFT REPORT (1 WEEK)	DEADLINE SUBMITTING REVISED DRAFT REPORT (2 WEEKS)	DEADLINE TRANSLATION (IF REQUIRED) (1 WEEK)	DEADLINE COUNTRY, CL & ITRP REVIEWING DRAFT REPORT (2 WEEKS)	DEADLINE ITAD TL/DTL & UNIVERSALIA SECOND QA REVIEW (1 WEEK)	DEADLINE SUBMITTING FINAL REPORT (2 WEEKS)
Country 5 ⁶⁵ (Mission dates ⁶⁶ : August 5-16, 2019)	September 13, 2019	September 20, 2019	September 27, 2019	October 11, 2019	N/A	October 25, 2019	November 1, 2019	November 15, 2019
Country 6 ⁶⁷ (Mission dates ⁶⁸ : August 12-23, 2019)	September 20, 2019	September 27, 2019	October 4, 2019	October 18, 2019	N/A	November 1, 2019	November 8, 2019	November 22, 2019
Country 7 ⁶⁹ (Mission dates ⁷⁰ : August 19-30, 2019)	September 27, 2019	October 4, 2019	October 11, 2019	October 25, 2019	N/A	November 8, 2019	November 15, 2019	November 29, 2019
Country 8 ⁷¹ (Mission dates ⁷² : August 26- September 6, 2019)	October 4, 2019	October 11, 2019	October 18, 2019	November 1, 2019	N/A	November 15, 2019	November 22, 2019	December 6, 2019

⁶⁵ To be determined

⁶⁶ Tentative dates only

⁶⁷ To be determined

⁶⁸ Tentative dates only

⁶⁹ To be determined

⁷⁰ Tentative dates only

⁷¹ To be determined

⁷² Tentative dates only

Appendix IV Translation of Reports

REPORTS (IN NO ORDER OF PRESENTATION)	TYPE	LANGUAGE OF TRANSLATION	FULL REPORT OR EXECUTIVE SUMMARY TO BE TRANSLATED
Twenty Summative Evaluations			
Burkina Faso (pilot)	Summative	French	Full
Sierra Leone (pilot)	Summative	French	Full
Cote d'Ivoire	Summative	French	Executive Summary
Liberia	Summative	French	Executive Summary
Pakistan	Summative	French	Executive Summary
Gambia	Summative	French	Executive Summary
Guyana	Summative	French	Executive Summary
Mauritania	Summative	French	Full
South Sudan	Summative Plus	French	Executive Summary
Rwanda	Summative Plus	French	Executive Summary
Uganda	Summative Plus	French	Executive Summary
Tajikistan	Summative Plus	French	Executive Summary
Togo	Summative Plus	French	Full
Bangladesh	Summative Plus	French	Executive Summary
Mozambique	Summative Plus	French	Executive Summary
Cambodia	Summative Plus	French	Executive Summary
Kyrgyz Republic	Summative Plus	French	Executive Summary
Zambia	Summative Plus	French	Executive Summary
Senegal	Summative Plus	French	Full
Guinea	Summative Plus	French	Full
Two Prospective Evaluations (both annual reports)			
DRC	Prospective	French	Full
Mali	Prospective	French	Full
Synthesis Reports			
First Synthesis (December 2018)	Synthesis	French	Full
Final Synthesis	Synthesis	French	Full