

**1. What are GPE's country-level evaluations?**

In June 2016, the Global Partnership for Education (GPE) Board of Directors approved GPE's Monitoring and Evaluation (M&E) Strategy to support the monitoring, evaluation, and learning of GPE's strategic plan, GPE 2020. The strategy comprises a set of interrelated evaluations to be completed by 2020 to enable learning from all GPE constituents. A portfolio of country-level evaluations is included as part of this strategy and will be conducted within Developing Partner Countries (DPCs), because the majority of GPE's work takes place in GPE's partner countries and the partnership's results are achieved at the country level. Read the full M&E Strategy [here](#).

**2. What is the purpose of the country-level evaluations?**

The 28 country-level evaluations will assess how GPE's country operational model functions and what results have been achieved in countries. The three elements of the operational model include national education sector planning; inclusive policy dialogue and mutual accountability; and financing for the implementation of sector plans. This set of evaluations will provide evidence-based lessons from GPE's country-level operations and contribute to GPE's strategic directions beyond 2020.

**3. How are the evaluations structured?**

The country-level evaluation portfolio consists of two streams: summative evaluations and prospective evaluations. Summative evaluations will look at 20 countries that are at or around the time of completion of their education sector plan implementation grant. The goal is to assess GPE's contributions through a full policy cycle, from sector analysis and education sector plan development through to program implementation. Prospective evaluations will look at eight countries that are beginning to implement their education sector implementation grant. It follows GPE's activities in those countries for about three years, until 2020, to provide an ongoing review of the relevance, efficiency, and effectiveness of GPE's operational model and to provide recommendations for improvement. Further details on the methodology are provided [here](#).

**4. How are countries selected for an evaluation?**

The primary criterion for country selection is the current grant's closing date, with further considerations of the funding model and geographic spread. The primary exclusion criteria are weak access to government and local stakeholders, security issues, and political instability.

**5. Which countries have been selected for an evaluation?**

The 20 countries in the first stream are: Bangladesh, Burkina Faso, Cambodia, Cote d'Ivoire, Gambia, Guinea, Guyana, Kyrgyz Republic, Liberia, Mauritania, Mozambique, Pakistan, Rwanda, Senegal, Sierra Leone, South Sudan, Tajikistan, Togo, Uganda, and Zambia. The eight countries in the second stream are: Congo DR, Ethiopia, Kenya, Malawi, Mali, Nepal, Nigeria, and Zimbabwe.

**6. Who will conduct the country-level evaluations?**

A consortium of evaluation firms, led by Universal Management Group and including two additional firms, Results for Development Institute (R4D) and Itad, has been contracted through a competitive selection process by the GPE Secretariat.

**7. How long will the evaluations take?**

The entire country-level evaluation portfolio will take place between 2017 and 2020 with evaluations for different countries taking place at different times.

**8. Will partner countries be evaluated, per se?**

This is an evaluation of GPE's operational model, not an evaluation of the country or of its ministries.

**9. What is expected of country-level stakeholders during the evaluations?**

The evaluation team will conduct one country visit as part of their data collection for the first stream of evaluations. The team will conduct two visits (once per year until 2020) in each of the eight countries in the second stream. The evaluation team will spend one to two weeks in country to interview stakeholders and collect other data as necessary and available. The team will interview stakeholders (through the coordinating agencies as applicable) with in-depth knowledge of and experience with the GPE program and grants. These will include members of the local education groups, other education stakeholders, and school-level beneficiaries of grant activities as appropriate.

**10. What is the GPE Secretariat's role with regard to those country-level evaluations?**

The GPE Secretariat is managing the evaluations. The Secretariat led the evaluation team selection process and the overall evaluation design. It will facilitate evaluators' work in country, coordinating access to documents and introducing evaluation teams to local point persons. It will also manage the day-to-day operations related to the administration of the contract. Lastly, it will ensure that learning emerges from the evaluation findings and concretely helps improve strategy and practice across GPE partners.

**11. How will the GPE Secretariat ensure that the evaluations are of high quality and account for different stakeholders' inputs?**

Quality assurance mechanisms are embedded in the methodology and review process for all country-level evaluations. The evaluation consortium has built in a multi-step internal quality assurance process. The Secretariat also has appointed an independent technical review panel to provide substantive and technical review of the evaluation design and reports. This arm's length approach will safeguard the independence of the evaluations as well as ensure their quality. The panel is composed of high-level professionals in the fields of education and evaluation. The panel will also advise the Secretariat about how findings can inform the GPE strategy and its implementation. In addition, key country-level and Secretariat counterparts will be invited to review specific deliverables to ensure that their wealth of knowledge about a specific program is being mobilized to enrich and nuance the reports.

**12. What is the GPE Board of Directors and sub-committees' role with regards to the country-level evaluations?**

GPE's Strategy and Impact Committee (SIC) and Board of Directors will review the findings and recommendations and ensure that the learning from the evaluations is used for strategy and program improvement. They will review and, as appropriate, endorse the proposed set of actions and strategies that are based on the evaluation findings.

**13. Will the set of evaluations yield a common set of lessons, given the differences across countries?**

While individual evaluations will provide country-level information, collectively they are likely to yield lessons that cut across countries or groups of countries. The evaluation team will provide an annual synthesis report that will reflect lessons from the set of evaluations conducted during the year. In 2020, the evaluation team will also provide a final synthesis that will examine the entire portfolio of 28 summative and prospective evaluations. This synthesis will provide recommendations and future implications based on findings from the entire group of evaluations spanning three years, from 2017 to 2020.

**14. How will the partnership learn as a whole from the evaluation findings?**

The findings and recommendations will imply learning and action by the entire partnership and will be discussed at the GPE Board and Strategy and Impact Committee meetings.

**15. Where can I find more information on GPE's evaluation portfolio?**

Additional details on GPE's evaluation portfolio and its implementation headways can be consulted on the GPE website. You may also contact directly the Secretariat's results and performance team, Nidhi Khattri ([nkhattri@worldbank.org](mailto:nkhattri@worldbank.org), [nkhattri@globalpartnership.org](mailto:nkhattri@globalpartnership.org)) and Anne Guison-Dowdy ([aguison@globalpartnership.org](mailto:aguison@globalpartnership.org)), for more information.