

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

Revised Inception Report

REPORT | MARCH 2017

Acronyms

CSO	Civil Society Organizations
DCP	Developing Country Partners
GPE	Global Partnership for Education
KGPE	Knowledge and Good Practice Exchange
NGO	Non-governmental organizations
OECD-DAC	Organization for Economic Cooperation and Development – Development Assistance Committee
TOR	Terms of Reference
UMG	Universal Management Group

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1 Introduction

The Universalia Management Group Limited (Universalia) is pleased to submit this draft Inception Report for the development and implementation of an evaluation study of the effectiveness, efficiency, and relevance of developing country partners' (DCP) pre-Board meetings in the context of GPE 2020. The draft Inception Report responds to the Terms of Reference (TOR) for the assignment and the subsequently agreed upon changes (regarding value for money analysis) with the Global Partnership for Education (GPE) Secretariat in email exchanges on January 24th, 2017.¹ The report is organised as follows:

- Section 2 outlines the Inception Phase of the evaluation;
- Section 3 outlines the purpose, scope, theoretical framework and the methodology of the evaluation;
- Section 4 lists the schedule, challenges and key deliverables of the assignment, as well as indicating the roles and responsibilities within the evaluation team;

Appended to the draft Inception Report are: the TOR, the Evaluation Matrix, the Theory of Change, the draft interview protocols, a draft online survey, the roles of the team members, a list of documents consulted, an overview of data collection sources, and the content of the final Evaluation Report. The final Inception Report will be used as the main point of reference during the evaluation.

2 Inception Phase

- The Inception Phase began with the commencement of the contract on February 13th, 2017. A preliminary call was held on February 09th between Michelle Mesen of GPE and Charles Lusthaus and Håvard Bergh of Universalia, to discuss the evaluation methodology and the way forward. During the Inception Phase, the evaluation team conducted a preliminary document review of the documentation provided by GPE and of additional documents found through the GPE website. The information gathered from the launch call and preliminary document review informed the development of the research methodology, including the draft interview protocols and the online survey draft.
- The Inception Phase will be completed once the draft Inception Report is approved.

3 Purpose, Scope, Framework and Methodology

3.1 Evaluation Purpose

The **overall purpose** of the evaluation is to analyze whether the DCP pre-Board constituency meetings are fulfilling their primary objective of supporting a stronger engagement and voice for the DCP constituencies in the governance of the Global Partnership for Education. The evaluation will provide a comprehensive assessment of the effectiveness and relevance of the DCP pre-Board constituency meetings in supporting key aspects of the partnership, such as Knowledge and Good Practice Exchange (KGPE), peer-to-peer

¹Due to the limited scope of the evaluation, the evaluation team will not conduct a full value-for-money analysis. Rather, they will provide an expert opinion on the value of the pre-Board meetings and provide suggestions for alternative approaches for improving these meetings and their efficiency.

learning, and the sharing of information on GPE's operational policies and objectives with DCP governments.

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

3.2 Evaluation Scope

The evaluation will focus on the period from 2014 to the end of 2016, starting with the first DCP pre-Board meeting in December 2014. The evaluation will use data from the 2014 Independent Interim Evaluation and GPE's Strategic Plan (GPE 2020) as reference points against which the DCP pre-Board meetings will be assessed. The scope is limited by time and resources and the evaluation will primarily use documents, interview and survey data to obtain information about the utility of the pre-Board meetings.

While the evaluation will not provide a full value for money analysis of the DCP pre-Board meetings, the Final Evaluation report will provide an expert opinion on the relevance, effectiveness, economy and efficiency on the use of the GPE budget to organize DCP pre-Board meetings. The evaluation team will analyze to what extent the DCP pre-Board meetings activities are efficient in terms of costs and equity (composition of stakeholders, gender). Drawing on examples of other major trust funds and international organizations the team will provide an expert judgement on the effectiveness and efficiency of existing practices and as well some suggestions about possible alternative ways of achieving the objectives of the DCP pre-Board meeting for less cost (economy).

3.3 Theoretical Framework

While this is a rapid evaluation, the framework for this evaluation is built around three of the OECD-DAC criteria outlined in the TOR and the evaluation matrix: relevance, effectiveness and efficiency, as defined in the OECD *Glossary of Key Terms in Evaluation* (2002). Value for money and equity will also be explored. The evaluation team designed the evaluation matrix by building on the OECD-DAC criteria, the questions outlined in the TOR and the preliminary document review. The Matrix details the questions to be answered during the Data Collection Phase, and is presented in Appendix I. The evaluation team contextualized the causal relationship between the activities of the DCP pre-Board meetings and the overall objectives of the Global Partnership for Education in the Evaluation Theory of Change, presented in Appendix II. This model presents the relationship and assumptions that leads from the activities to knowledge changes, to behavior changes, to results.

3.4 Methodology, Methods and Data sources

Using the Evaluation Theory of Change found in Appendix II the evaluation team will answer the questions posed in the evaluation matrix (Appendix I). The data to answer these questions will be gathered from

interviews and surveys of key stakeholders either as a population or sample². This data will be complemented by documentation and video data when appropriate. The data collected³ will be analyzed through the use of descriptive quantitative tools. Qualitative data will be analyzed using content analysis based on the themes of the study. The major sources of data and more details on the analysis are below:

- **Document Review:**⁴ In addition to the preliminary document review conducted for the Inception Phase, the evaluation team will review documentation related to DCP pre-Board meetings, including transcripts, meeting evaluation form, video recordings, presentations and reports. The document review will also focus on documents related to GPE Board meetings, in order to assess and evaluate potential changes in contributions from DCP constituencies over time. We will attempt to use video reviews to validate perceptions found in surveys and interviews
- **Stakeholders:** The Terms of Reference for this evaluation identified the main stakeholders as: DCP Board members; DCP focal points and Board member representatives not from DCP, such as CSO representatives and donors. These stakeholders will be targeted for both the online survey and semi-structured interviews. The evaluation team will conduct semi-structured interviews with GPE Secretariat staff. The evaluation team will revise the list of stakeholders, following the data collection phase, and will conduct interviews with additional stakeholders when deemed necessary for the evaluation
- **Online survey of key stakeholders:** The evaluation team will gather the perspectives of a broad range of DCP and non-DCP stakeholders through an online survey in English and French. The online survey will be finalized by the evaluation team following the approval of the final Inception Report, building on preliminary stakeholder interviews and the proposed Theory of Change (see Appendix II) and Evaluation Matrix (Appendix I). The survey is largely based on closed questions, using Likert scales, which allows for using the results to calculate index scores. The survey will be launched in the month of March. A draft online survey is added to Appendix IV.
- **Semi-structured stakeholder interviews:** The evaluation team will undertake interviews with key stakeholders through videoconferencing/telephone/Skype. Two draft interview protocols to be used for the interviews are included in Appendix III.

4 Schedule, Team, Deliverables and Challenges

4.1 Schedule of Evaluation

The timeline for the evaluation is as follows:

² At the time of this work plan we have not been able to obtain enough information to determine population and sample size. In general, we expect to use population data for the online instrument when available, practical and when we could expect good returns, Interview data will be done by purposeful sampling.

³ Please see Appendix VII for an overview of the data collection sources used by the evaluation

⁴ The main sources for accessing documents are the website of GPE and interviews from the Secretariat.

Table 2.1 *Evaluation Activities, Dates and Comments*

DELIVERABLE	DATE	COMMENTS
Draft Inception Report	February 24 rd , 2017	Comments must be provided by March 2 nd to meet revision deadline.
Revised Inception Report	March 13 th , 2017	
Online survey	Launched by March 20 th	To be kept open for responses for two weeks.
Stakeholder interviews	Until April 20th	To be conducted upon scheduling assistance from the GPE.
Draft Evaluation Report	May 9, 2017	Comments must be provided by May 4 th to meet revision deadline.
Final Evaluation Report	May 26, 2017	

4.2 Evaluation Team Composition

The evaluation will be led by Dr. Marie-Hélène Adrien. Dr. Charles Lusthaus will be the Senior Consultant, and Mr. Håvard Berge will provide analytical support. The roles of the team members are listed in Appendix V below.

4.3 Evaluation Deliverables

The process of data analysis and synthesis will feed into the compilation of the draft and final Evaluation Reports. Please see Appendix VIII for an overview of the content of the final Evaluation Report.

4.4 Key Challenges and Mitigation Strategies

As with any evaluation, the evaluation team is likely to face challenges in data collection. The table below presents the key challenges identified during the Inception Phase and mitigation strategies.

Table 2.3 *Key Challenges and Mitigation Strategies for the Evaluation*

CHALLENGE	MITIGATION STRATEGY
Challenging to get access to key stakeholders	The evaluation team will require the full cooperation and support of the GPE Secretariat to reach key stakeholders for interviews and participation in the online survey.
Challenging to get access to the required documentation	The evaluation team will require the full cooperation and support of the GPE Secretariat in accessing the required documentation.
Minutes of Board meetings do not identify who is speaking	Assessing changes in the voice of DCP Board representatives will be conducted by interview/survey and by reviewing videos of meetings.
Videos of board meetings are not clear/ do not exist	Assessing changes in the voice of DCP Board representatives will be conducted by interview/survey and by reviewing meeting minutes.

Appendix I Evaluation Matrix

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

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

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

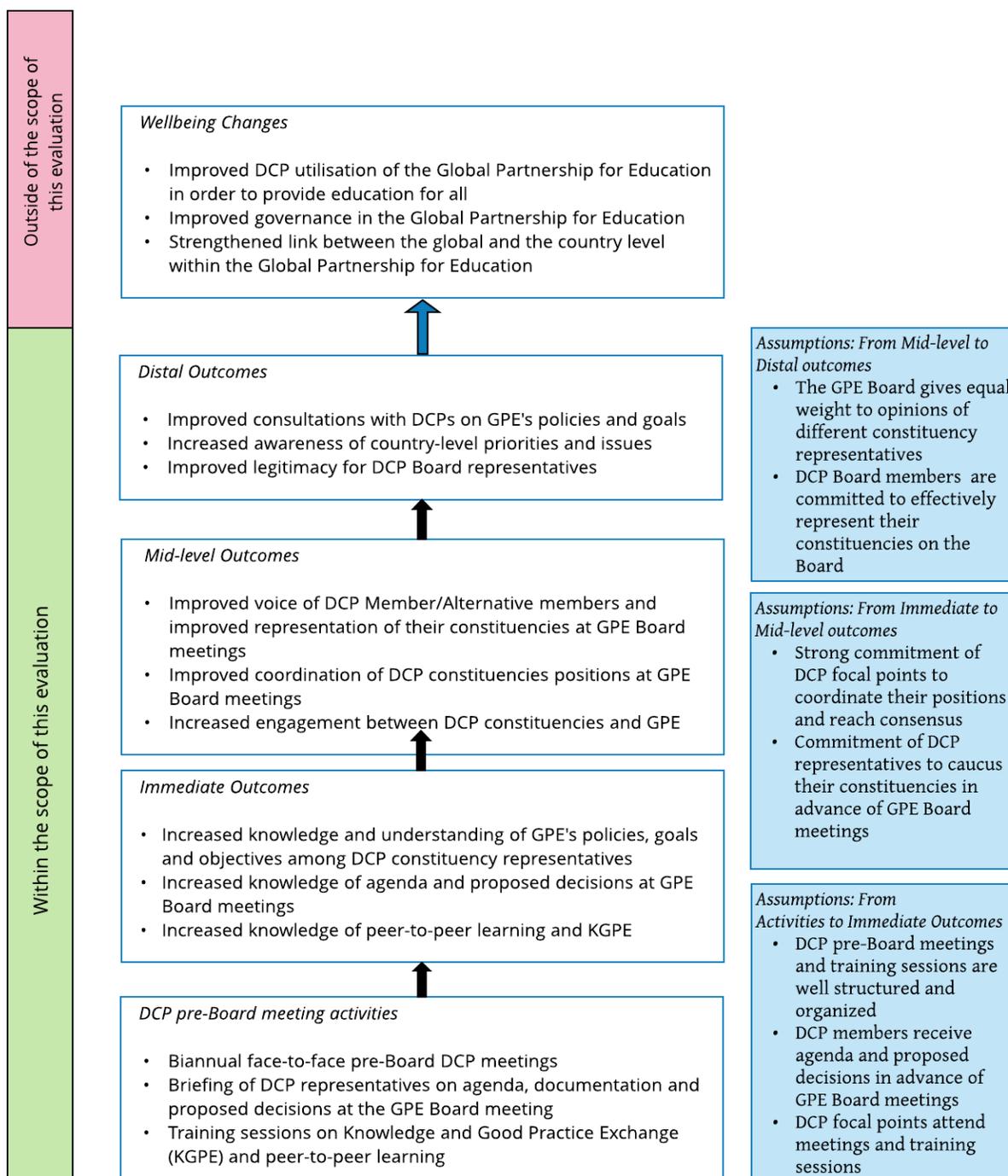
LEVELS OF ANALYSIS	QUESTIONS	SUB-QUESTIONS	INDICATORS	DATA SOURCES / SAMPLING	DATA COLLECTION METHODS
		between DCP constituencies and the Global Partnership for Education?	Partnership for Education, as a result of the DCP pre-Board meetings Evidence of increased engagement between DCP constituencies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

LEVELS OF ANALYSIS	QUESTIONS	SUB-QUESTIONS	INDICATORS	DATA SOURCES / SAMPLING	DATA COLLECTION METHODS
				DCP pre-Board attendees (including Focal Points)	
3. Efficiency, value for money and equity	3.1 Are the DCP pre-Board constituency meetings efficient?	3.1.1 To what extent are the DCP pre-Board meetings managed efficiently ⁵ ?	Stakeholders' perceptions on the efficiency of the DCP pre-Board meetings Indications of efficiency of DCP pre-Board meeting activities	GPE Secretariat GPE Board/Alternate members DCP pre-Board attendees (including Focal Points) Pre-Board and Board minutes, reports, agendas Meeting evaluation forms Evidence of alternative methods	Document review Stakeholder consultations Online Survey
	3.2 Are the DCP pre-Board constituency meetings delivering value for money?	3.2.1 Are there other ways of achieving the objectives (supporting stronger engagement and voice for DCP constituencies in GPE governance) for less money?	Stakeholders' perceptions on the value for money of the DCP pre-Board meetings Evidence of alternative methods used by comparable organizations	GPE Secretariat GPE Board/Alternate members DCP pre-Board attendees (including Focal Points) Pre-Board and Board minutes, reports, agendas Meeting evaluation forms Evidence of alternative methods	Document review Stakeholder consultations Online Survey

⁵ In terms of managerial efficiency (planning, implementation, monitoring and reporting) of the DCP pre-Board meetings

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

Appendix II Evaluation Theory of Change



Appendix III Interview Protocols

INTERVIEW PROTOCOLS - For GPE Board Members/Alternate Members

Introduction

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

This interview: As part of the evaluation we will conduct various types of data collection, including semi-structured interview with GPE Board and Alternate Board members and other global stakeholders. Please note that all interviews are **confidential**, i.e. we only use information in aggregated format in our report, and make sure that direct quotes cannot be traced back to interviewed individuals. **Before we begin, do you have any questions or concerns about the evaluation or this interview?**

Background information

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

Relevance

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

Effectiveness

3. In your opinion, how would you characterize the degree of preparation amongst the GPE Board Members at the Board meetings?
 - 3.1. Are the Board Members prepared to represent the positions of their constituency?
 - 3.2. Has it changed over the last few years? Give examples
4. In your opinion, are the different constituency Board Members equally engaged and invested in the decisions making process of the Board?
5. To what extent have the pre-Board meetings **improved the voice** of the DCP constituency representatives on the GPE Board?
6. To what extent have the pre-Board meetings **improved consultations** with DCP constituencies on GPE's policies and goals?

7. To what extent have the pre-Board meetings **improved the ownership** of the decision-making in GPE, based upon more engagement?
8. To what extent have the pre-Board meetings **improved the legitimacy** for DCP Board representatives?

Efficiency

9. If you have attended a pre-Board meeting did you find that it was well managed? Can you provide a reason for your response?
10. Given the significant amount of resources consumed by the pre-Board meetings, do you feel they provide good value for money?
11. Are there other, more cost-efficient, ways of achieving the objectives?

Recommendations

12. **In your view**, how can the pre-Board meetings be improved?
13. Please share any other observations, questions or suggestions that you feel might be relevant in the context of this evaluation.

Thank you very much for your collaboration.

INTERVIEW PROTOCOLS - For GPE Secretariat

Introduction

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

This interview: As part of the evaluation we will conduct various types of data collection, including semi-structured interview with the GPE Secretariat. Please note that all interviews are **confidential**, i.e. we only use information in aggregated format in our report, and make sure that direct quotes cannot be traced back to interviewed individuals. **Before we begin, do you have any questions or concerns about the evaluation or this interview?**

Background

1. How have you been involved with the GPE Board of Directors?
2. How have you been involved with the DCP pre-Board meetings?

Relevance

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

Results

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

Efficiency

5. In your opinion, are the pre-Board meetings **efficiently managed**? Can you provide a reason for your response?
 - 5.1. In your opinion, are the resources expended by the Secretariat in implementing the DCP pre-Board meetings worth the value they provide to GPE?

Recommendations

6. **In your view**, how can the pre-Board meetings be improved?
7. Please share any other observations, questions or suggestions that you feel might be relevant in the context of this evaluation.

Thank you very much for your collaboration.

Appendix IV Online Survey

GLOBAL PARTNERSHIP FOR EDUCATION STAKEHOLDER SURVEY

Focal points and other attendees of DCP pre-Board meetings

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

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

This survey: As part of the evaluation we will conduct various types of data collection, including an assessment of the relevance, effectiveness and efficiency of the DCP pre-Board meetings; therefore, we invite you to participate in this independent evaluation of the GPE by completing the online survey below.

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

Should you have any questions or concerns, please email Havard Bergo, Evaluation Analyst for this evaluation, at hbergo@universalialia.com.

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

Background Information

1.1 What is your current role? Please select all that applies

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

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

Please specify the total amount:

2. Preparations for the DCP pre-Board meetings

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

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

3. Organizing of the DCP pre-Board meetings

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

The DCP pre-Board meetings

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

During the DCP pre-Board meetings

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

4. Assessment of pre-Board meetings

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

The DCP pre-Board meetings

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

After the DCP pre-Board meetings

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

5. Personal results of the DCP pre-Board meetings

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

The DCP pre-Board meetings

	Disagree	Somewhat disagree	Meetings made no difference	Somewhat agree	Agree	Do not know
5.1 have increased my understanding of GPE's policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 have increased my understanding of GPE's objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

6. Process results of the DCP pre-Board meetings

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

The DCP pre-Board meetings

	Disagree	Somewhat disagree	Meetings made no difference	Somewhat agree	Agree	Do not know	Not applicable
6.1 have increased my country's (Ministry of Education) input in the decisions made by the GPE Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 have improved the ability of DCP constituencies to coordinate their positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 have increased consultations with DCP constituencies on GPE's policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 have increased consultations with DCP constituencies on GPE's objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 have increased the DCP ownership of GPE Board decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 have increased the voice of DCP constituencies on the GPE Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Disagree	Somewhat disagree	Meetings made no difference	Somewhat agree	Agree	Do not know	Not applicable
6.7 have increased awareness within GPE of country-level priorities and issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.8 serve as a mechanism for mutual accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

1. _____
2. _____
3. _____

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

1. _____
2. _____
3. _____

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

1. _____
2. _____
3. _____

7. Comments

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

1. _____
2. _____
3. _____

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

Thank you for your cooperation!

Appendix V Role of Team Members

NAME AND POSITION	ROLE IN EVALUATION
Marie-Hélène Adrien	<ul style="list-style-type: none"> • Quality control • Contact with Sr. Leadership of GPE
Charles Lusthaus (Operational Leader)	<ul style="list-style-type: none"> • Overall management and coordination of team, assignment and production of all deliverables (Inception Report, Draft and Final Evaluation Report) • Responsible for internal Quality Assurance • Lead and responsible of covering all key objectives and evaluation questions • Leads the design of methodology and tools • Leads stakeholders' interviews and distribution of online survey • Leads the design of methodology and tools • Leads, manages and conducts data collection and analysis processes • Production and lead author of the Evaluation Report
Håvard Bergo (Evaluation analyst)	<ul style="list-style-type: none"> • Contributes to the development of the methodology • Contributes to preliminary document review and design of data collection tools • Contributes to stakeholders' interview and online survey • Contributes to in-depth document review • Contributor to Evaluation Report

Appendix VI Documents Consulted

SHORT REFERENCE	REFERENCE
GPE 2016	Global Partnership for Education. GPE 2020 Strategic Plan. 1996
GPE 2014	Global Partnership for Education. Independent interim evaluation of GPE 2010-2014. 2014
Hofstede 1980	Hofstede, Geert. Culture's Consequences: International Differences in Work-Related Values. Beverly Hills CA: Sage Publications. 1980.
Jensen 2005	Jensen, Iben. "The Practice of Intercultural Communication – reflections for professionals in cultural meetings". University of Roskilde, Denmark. 2005
Maznevski 1994	Maznevski, Martha L. "Understanding Our Differences: Performance in Decision-Making Groups with Diverse Members". <i>Human Relations</i> , Vol. 47, No. 5, 1994
OECD 2016	OECD. 2016. Official development assistance – definition and coverage. Web Pages. http://www.oecd.org/dac/stats/officialdevelopmentassistancedefinitionandcoverage.htm [Accessed January 2017]
Oetzel 1995	Oetzel, John G. "Intercultural Small Groups. An Effective Decision-Making Theory." <i>Intercultural Communication Theory</i> . Ed. Richard Wiseman, Richard. Beverly Hills CA: Sage Publication. 1995
Rau 2011	Rau, Pei-Luen Patrick. Effects of Group Orientation and Communication Style on Making Decisions and Interacting with Robots. CRC Press. 2011

Appendix VII Data collection sources

TYPE OF DATA SOURCE	APPROACH	TARGETS	PURPOSE
Document Review	Qualitative review	<ol style="list-style-type: none"> DCP pre-Board meeting reports and presentations Meeting evaluation forms GPE Board meeting transcripts GPE governance documents and other documents deemed relevant by the evaluation 	<ol style="list-style-type: none"> To assess and evaluate the effectiveness, efficiency and relevance of meeting activities To assess and evaluate the effectiveness, efficiency and relevance of meeting activities To assess and evaluate potential changes in contributions from DCP constituencies over time To assess and evaluate if DCP pre-Board meetings are meeting their primary objectives
Video Review	Qualitative review	Videos of GPE Board meetings identifying who speaks at the meetings	To validate perceptions found in surveys and interviews
Online Survey	Likert scale survey (index scores)	Attendees of DCP pre-Board meetings (DCP focal points, GPE Secretariat, Observers)	To assess and evaluate the effectiveness, efficiency and relevance of meeting activities.
Stakeholder Interviews	Semi-structured qualitative interviews	<ol style="list-style-type: none"> GPE Secretariat staff involved in the GPE Board and the pre-Board meetings GPE Board and Alternate Board members from different constituencies (DCP, donors, private sector, CSOs) Other stakeholders as deemed relevant by the evaluation 	<p>To assess and evaluate the effectiveness, efficiency and relevance of meeting activities.</p> <p>To assess and evaluate possible alternative ways of achieving the objectives of the DCP pre-Board meeting for less cost (economy)</p>

Appendix VIII Content of Evaluation Report

The process of data analysis and synthesis will feed into the compilation of the draft and final Evaluation Reports. The content and format of the evaluation reports are proposed to be as follows:

- 1. Introduction**
- 2. Evaluation Objective and Context**
- 3. Methodology (incl. limitations)**
- 4. Findings**
 - a. Relevance of Meeting Investments
 - b. Effectiveness
 - c. Efficiency
 - d. Comments on Equity
- 5. Conclusion and Recommendations**
- 6. Annexes**
 - a. List of Findings
 - b. List of Recommendations
 - c. Persons Consulted
 - d. Documents Consulted
 - e. Data-Collection Tools

Appendix IX Terms of Reference



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

Terms of Reference

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

Background

Established in 2002, the Global Partnership for Education ("Global Partnership" or GPE), formerly the Education for All Fast-Track Initiative, is a partnership focused on supporting and financing basic education in developing countries. In practice, GPE provides its developing country partners support to build and implement sound education plans. The Global Partnership aims to achieve quality learning outcomes for all children by efficiently using international and national resources and matching donors' priorities with developing countries' own education goals and strategies.

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

Purpose

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

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

Over time, the DCP representatives have also asked to use these meetings to exchange knowledge and good practice and learning from one another. The DCP pre-Board constituency meetings represent an investment of approximately US\$ 700,000 yearly⁶.

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

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

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

Services

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

1. Are the DCP pre-Board constituency meetings meeting their principal objective (supporting stronger engagement and voice for DCP constituencies in GPE governance)?

⁶ Please note that DCP pre-Board constituency meetings are held before every Board meeting and, therefore, usually twice a year. Some years, additional Board meetings are held and the number of DCP pre-Board constituency meetings increases equally, as a consequence. The evaluator will need to consider how to integrate these differences in frequency in assessing the value of these added meetings.

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

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

The stakeholders will include:

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

They may also include:

- GPE Secretariat staff (semi-structured interviews).

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

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

Deliverables

The firm will deliver the following products:

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

By the following dates:

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

The firm should deliver a draft of the inception report by 3 February, so the GPE Secretariat can provide feedback by February 7th to be integrated into the final inception report. The firm should deliver the draft evaluation report by 21 April, so that the GPE Secretariat can provide feedback by 28 April to be incorporated into the final evaluation report.

Contract Period

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

Reporting Relationships

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