



## GLOBAL AND REGIONAL ACTIVITIES (GRA) PROGRAM

### Annual GRA Portfolio Status Report as of June 30, 2018

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#### Background and Purpose of the GRA Grants

The Global and Regional Activities (GRA) program was created in 2010 to support research, capacity building, knowledge development and sharing at the global, regional, and country levels. The GRA program and grants are complementary to country level support and grant financing from the Global Partnership for Education (GPE). In 2013, the GPE Board of Directors approved a total of **15 grants<sup>1</sup> in the amount of US\$31 million** (ref. BOD/2013/02-02 and BOD/2013/07-01) to address thematic and knowledge gap areas, identified through a consultative process with GPE's partners. The **thematic areas** of focus for grant activities are:

- (i) **learning outcomes and education quality**
- (ii) **out-of-school children and equity**
- (iii) **education financing and systems building**

The GPE Secretariat monitors implementation progress of the GRA grants through review of **twice yearly narrative and financial progress reports**, submitted by grant recipients. These are based on a Result Agreement for each grant and are prepared in accordance with guidance set out in the GRA Program Operational Manual. The Secretariat also conducts a limited number of **monitoring missions**, typically participating in regional or international events.

This annual status report captures overall implementation progress, expenditure, and key results as of **June 30, 2018**. In the following pages you will find an Executive Summary which provides an overview of the complete GRA portfolio and key lessons learned through the GRA experience. The remainder of the report is structured as follows:

Section 1	provides cumulative data on knowledge products produced across the portfolio
Section 2	sets out details of grant closures during the 2017-2018 reporting period
Section 3	presents achievements and results for grants across the three thematic areas
Section 4	outlines the dissemination of GRA knowledge products during the 2017-2018 reporting period
Section 5	highlights good practices and lessons learned from across the portfolio
Section 6	presents an overview of the independent evaluations
Section 7	provides an overview of key lessons learned across the entire portfolio

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<sup>1</sup> The 16<sup>th</sup> grant awarded to CISED for learning assessment and outcomes in Central Asia was cancelled in 2015.

## Executive Summary<sup>2</sup>

The Global and Regional Activities (GRA) program, created by the Global Partnership for Education (GPE) in 2010 has invested \$US31 million in 15 projects across three thematic areas including (i) learning outcomes and education quality, (ii) out-of-school children and equity, and (iii) education financing and systems building. These 15 projects have produced an immense amount of knowledge products, including over 100 guidelines and methodological tools and over 230 other types of reference documents and reports. In addition, knowledge exchange activities took place at the global/regional level, with over 50 regional level seminars/workshops and more than 160 country level seminars/workshops having taken place.

The GRA portfolio, after five years, is coming to a close. In FY18, five grants closed and only one remains active. The last grant to close will be GRA 9 PEARL in June 2019, which will mark the effective end of the GRA program. With the end of the implementation of activities, the last reporting period was a period of the finalization of research which took the form of many kinds of knowledge products, including country-specific reports, comparative and global reports/reviews, technical guidelines, interview series, infographic series, and others. These knowledge products were disseminated widely through many channels, including through publications, blogs, events, and through the redesigned GPE GRA webpage.

A summary of results from the projects under the GRA program is outlined in the table below:

<i>Thematic area: Learning outcomes and education quality</i>
GRA No. 1- Development of methods to link reading assessments across regions and draw lessons regarding best early assessment practices  Results: A Catalogue of Learning Assessments was developed with a searchable database that covers over 62 countries as well as an E-Book “Understanding What Works in Oral Reading Assessments”, to help facilitate policy dialogue to support the use of learning assessments
GRA No. 2 - Learning outcomes in early grades in reading: Integrations of curriculum, teaching, learning materials, and assessment  Results: Research was developed on the use of the first language of the children to accelerate learning of a second language. The project contributed to building national capacities that did not exist and made available curriculum documents and tools.
GRA No. 3 - Effectiveness of teaching and learning in bilingual context (ELAN)  Results: Analysis of reading assessment results in pilot countries provided evidence of the appropriateness of the selected methodologies resulting in the increased use of the ELAN approach to inform policy dialogue at the country level.
GRA No. 4 - Teaching and learning effectiveness for learning outcomes (OPERA)

<sup>2</sup> This Executive Summary provides an overview of the complete GRA portfolio and key lessons learned through the GRA experience from inception until June 30, 2018. For more detailed information, the active grants for reporting period December 2017-December 2018 are found in subsequent sections of this report. Grants that closed in previous reporting periods are discussed can be accessed here: <https://www.globalpartnership.org/content/global-and-regional-activities-program-annual-portfolio-status-report-june-2017>; <https://www.globalpartnership.org/content/annual-portfolio-report-global-and-regional-activities-gra-program-fy2016>; <https://www.globalpartnership.org/content/status-report-global-and-regional-activities-grants>; <https://www.globalpartnership.org/content/status-report-global-and-regional-activities-grants-june-2015>.

<p>Results: The project helped improve regional partnerships and good practices through its work and alignment with similar research and studies in Anglophone countries, including the University of Virginia CLASS Tool Program. The project produced field research methodologies and materials that are being used to improve the quality of teaching practices in beneficiary countries.</p>
<p>GRA No. 9 - Pacific Early Grade Readiness and Learning Program (PEARL)</p> <p>Results: The project has resulted in improved capacity at the Ministries of Education in five Pacific countries to generate and monitor indicators of school readiness and early grade reading and to use this data to formulate policy.</p>
<p>GRA No. 10 - Improving Teacher Support and Participation in Local Education Groups</p> <p>Results: Three series of national-level capacity building workshops were conducted in the ten beneficiary countries, with two international-level forums to discuss national experiences, lessons learned, and actions plans.</p>
<p>GRA No. 13 - Learning Outcomes – Asia Region/ Learner assessment for instructional progress</p> <p>Results: This grant was used to support the further development of the Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP). NEQMAP is now seen as a model by other regions and as such, UNESCO Bangkok/NEQMAP and the GPE Secretariat are continuing activities through the new Assessment for Learning Initiative.</p>
<p><i>Thematic area: Education financing and systems building</i></p>
<p>GRA No. 5 - Education Financing: Development of methodologies to improve national reporting on financial flows</p> <p>Results: The program supported the design and testing of several tools and systems to produce and monitor total education expenditure on an annual basis in 8 countries. The data produced is available for cross-national comparison through the UIS Data Centre. Examples of policy impacts the program has generated include Côte d'Ivoire - where there was great interest in producing better education finance data at high levels of government, Uganda - where unit costs calculations will be used by the Ministry of Education to regulate the private school fees and income and expenditure estimates will inform the decision-making around private school tax reform, and Senegal – where preliminary findings were used to help redefine the criteria for 2015 school grant allocation.</p>
<p>GRA No. 8 - Improving equity through school grants</p> <p>Results: The IIEP Team reports that a great achievement of the project was to bring together researchers and representatives from national ministries for policy dialogue. Additionally, the comparative nature of the research and the larger number of countries that participated in the seminar creates a powerful leverage to reach policy makers. There has been a broad communications plan around findings, through blogs, videos, and newsletters and social media</p>
<p>GRA No. 14 – Data Must Speak</p> <p>Results: Improvement of the coordination among development partners and between ministries on monitoring and planning tools, led by the Ministry of Education.</p>
<p><i>Thematic area: out-of-school children and equity</i></p>
<p>GRA No. 6 – Out-of-School Children: Closing the data gap</p> <p>Results: The project activities have led to improvements in the availability of data on out of school children (OOSC), most importantly data on marginalized groups. Data were disseminated through national and regional Out of School Children Initiative (OOSCI) reports, a global report on OOSC, and websites of UIS and partner organizations. A strong impact of the work was felt in South Asia, where several countries are implementing the findings to reduce the number of OOSC, while in East Asia and the Pacific, the UIS and UNICEF are working with</p>

<p>countries that completed OOSCI studies and are using the findings to inform national education policies. At the regional level, the issue of OOSC was discussed in coordination meetings, for example those by the EFA Thematic Working Group.</p>
<p>GRA No. 7 - Significant reduction in Out-of-school children</p> <p>Results: The Out of School Children Initiative (OOSCI) was launched in 2010 as a partnership between UNICEF and UIS, funded through GRA, with the goal of making a substantial and sustainable reduction in the number of OOSC. Participating countries are now able to generate their own data on OOSC, children in danger of dropping out and the barriers that are keeping or pushing children out of school, to inform their education sector plans, policies and strategies. OOSCI has also successfully provided a platform for broader innovations on access and inclusion including the development of a framework for monitoring OOSC, related efforts in a number of countries to combine databases held by different government departments on OOSC, and work on inclusive education for children with disabilities.</p>
<p>GRA No. 11 - Addressing the out-of-school children data and policy gaps</p> <p>Results: This project resulted in the production of a series of influential global studies on child marriage, the changing wealth of nations, the cost of gender inequality, disability gaps in education, and the cost of not educating girls. The studies received broad media coverage and were used to inform policy discussions at the country level.</p>
<p>GRA No. 12 - Disability/health and education in support of learning for all</p> <p>Results: The project raised awareness, capacity and the operational and technical resources to include school health and nutrition in education sector plans.</p>
<p>GRA No. 16 - Addressing school-related gender-based violence (SRGBV)</p> <p>Results: Four participating countries used evidence-based policies and strategies to reduce SRGBV. Each country used different approaches, but all drew from the global literature review and scoping studies produced under the project.</p>

Grant Agents reported numerous good practices and lesson learned over the implementation and closing period of the projects, including:

1. Cross-sectoral engagement and coordination were vital to successful planning, implementation, integration and the achievement of sustained impacts over the long term.
2. Knowledge exchange workshops have been a significant value add, with well-planned and delivered regional workshops for cross-country sharing, dialogue, problem solving and technical knowledge and capacity building.
3. Strengthening government systems by: using existing structures to strengthen systems and infuse new approaches; building technical planning, implementation and monitoring capacity of key staff; and improving data quality and available by combining databases.
4. Substantial flexibility in the implementation of the work allowed the grantees to take advantage of opportunities that arose. For example, under GRA 11, the team initially worked on child marriage, and then they realized that they could also assess the cost of gender inequality and the cost of not educating girls. This led to additional high visibility knowledge products in those areas. Overall, although the team conducted work that was not initially included in the Results Agreement of the grant, but the flexibility enabled them to achieve large impacts and broad advocacy.

The GRA Team has indicated the following lessons learned from the past annual GRA portfolio status reports that could inform future knowledge exchange mechanisms:

- The need to set realistic implementation timeframes from the start of the project, to prevent grant restructuring requests. Future knowledge and good practice exchange mechanisms should strongly encourage grant agents to take into account implementation delays that can reasonably be anticipated, when setting implementation periods. These could include, for example: initial transfer, receipt and release of funds; start up phases; ensuring trust fund end dates are in line with GPE grant agreement end dates; communications and reporting across multiple countries; risk of natural disasters; risks associated with the political economy and context; and transfer of key counterparts.
- The need for GPE Secretariat to provide detailed guidance on requests for revision for the Grant Agents for small grants
- The need to ensure there is a link between the Grant Agents and Implementing Partners of other GPE grants working in the same countries
- The need for Grant Agents to provide a comprehensive communications strategy at the start of the project to facilitate a measured approach to the dissemination of knowledge products at both the global and country levels. The communications should include key products to be produced and their target audience, timeline of these products and dissemination strategy, and an approach to tracking the use of material to assess their impact.
- Any future mechanism should require the development of comprehensive communications and monitoring and evaluation (M&E) strategies. The communications should include: key products to be produced and their target audience, timeline of these products and dissemination strategy, and an approach to tracking the use of material to assess their impact. Grant agents need to share final products and their communication and dissemination strategies in a timely manner with the GRA Team. It has been found that the finalization of knowledge products can take much longer than originally anticipated, due to time needed for external peer review and production (editing, translation, design, etc). In some cases, knowledge products are finalized long after the project closes making it difficult to capitalize on the results in a timely manner. Future knowledge and good practice exchange mechanisms should consider these aspects of knowledge product development and dissemination in their original project plan and timeline in order to avoid extended delays in sharing final project outputs. The M&E strategy should include the following: internal project monitoring, biannual progress and financial reporting to GPE Secretariat, and an external evaluation. These M&E tasks should be included in a pragmatic timeline, taking into account administrative processes and deadlines.
- The issue of the continuation of project activities has been raised within the Secretariat, by grant agents and implementation partners. In one case, the project activities will continue through co-funding by another organization: the Hewlett Foundation and UNICEF will fund phase 2 of GRA 14 activities. Additionally, through Knowledge and Good Practice Exchange (KGPE), the GPE is supporting the piloting of the NEQMAP model developed through GRA 13 in the Asia-Pacific region, to support improved learning assessment systems in another world region, such as Sub-Saharan Africa.

## Section 1: Cumulative outputs across the portfolio to date

GRA grant agents, and their implementing partners, continue to generate high quality outputs including technical guides, manuals and methodological tools; deliver successful seminars and practical workshops at regional and country levels and develop robust reference documents and analytical working papers. Further details are provided in section 3.

The table below provides an estimate of the number of items produced to date, including items described in the December 2017 and June 2018 grant progress reports.

Outputs/ Products	Cumulative to June 2015*	Cumulative to June 2016*	Cumulative to June 2017	Cumulative to June 2018
Guidelines and methodological tools	31	83	99	105
Regional level seminars and workshops	26	42	50	52
Country level seminars and workshops	76	141	155	167
Other reference documents and papers	47	168	209	235

\* revised updated figures, based on progress reports submitted over time

## Section 2: Grant Closures (July 2017 – June 2018)

During this reporting period (July 2017-June 2018), the following five grants closed:

Grant #	Grant title	Close Date
10	Improving Teacher Support and Participation in Local Education	September 2017
11	Addressing Out of School Children Data and Policy Gaps	August 2017
12	Disability, Health and Education in support of Learning for All	June 2017
14	Data Must Speak	December 2017
16	School Related Gender Based Violence	December 2017

## Section 3: Results across the three thematic areas

This section describes results for the one active grant as well as the five that closed between July 2017 to June 2018. For the information on the six grants that closed prior to June 2017, please see the *2017 GRA Annual Portfolio Status Report*<sup>3</sup> for more information.

<sup>3</sup> <https://www.globalpartnership.org/content/global-and-regional-activities-program-annual-portfolio-status-report-june-2017>

### *Section 3.1: Learning outcomes and education quality*

GPE has awarded seven grants of US\$17,300,283 to partners to undertake research, knowledge sharing and capacity development activities that seek to better understand and promote good practice in quality education. Projects within this grant category include activities undertaken by ten agencies in at least 53 countries. All projects aim to inform improved sector policy analysis, planning and implementation around issues linked with education quality and teaching and learning.

Highlights of progress and achievements for projects in this category during this reporting period:

#### **GRA 9 – Pacific Early Age Readiness and Learning (PEARL)**

This \$8.5m regional program managed by the World Bank was launched in July 2017 to support Pacific Island Countries and Papua New Guinea in improving evidence-based policy and programming decisions around two complementary components: school readiness for early years and early grade reading in primary schools.

Project activities included:

- Financial and technical assistance to support five countries (Tonga, Tuvalu, Samoa, Kiribati, Solomon Islands) to complete surveys on both school readiness using Early Human Capability Index instruments and early literacy using Early Grade Reading Assessment tools to provide baseline evidence for countries to use and inform policy decisions at the country level;
- Training to all participating countries on the use of assessment tools used in measuring child development and learning outcomes, on conducting the assessment, on utilizing the results to form interventions, and then on implementing and evaluation those interventions
- Desk reviews, diagnostic research and dissemination of information on the enabling environment to support the school readiness for early years and early grade reading in primary schools. This included technical reports for all participating countries (listed in section 4).
- Three regional and one international knowledge exchange workshops

Results:

- Overall, there was improved capacity at the Ministries of Education to generate and monitor indicators of school readiness and early grade reading and to use this data to formulate policy.
- In Tonga, two pilots were conducted: Community play based activity (CPBA) groups for children aged 0-5 to support school readiness and an early reading intervention (CLRW). Endline assessment for school readiness show a statistically significant impact of CPBA on child development, especially numeracy, literacy and reading and the endline assessment for early grade reading show positive effects on early grade reading. In addition, the public awareness program generated interest in reading materials and reading-at-home activities and a national story hour on the radio. Moreover, coordination was promoted among the government and non-government agencies on early childhood development and the national Early Childhood Development and Education Council has been expanded to include members from many other ministries. Importantly, the randomized-controlled trial design ensures the estimates of effects are causal and worth scaling-up. By June 2018, reading materials had been revised and provided to the Ministry of Education.
- In Tuvalu, PEARL supported the school readiness by supporting the establishment of play groups in preschools and training for preschool teachers on operating the playgroups, including teacher's guide, recipe cards in the local language and resources for playgroups. Based on the findings from

EGRA, 40% of grade three students have a zero score in reading comprehension. This project supported the ministry-appointed team of experienced teacher in developing materials and teacher training on early grade reading. An evaluation will be conducted to inform the government on the results of the piloting of the materials and training.

- In Kiribati, the PEARL team responded to the government's request for technical assistance in addressing the issues of early literacy highlighted by the EGRA. A ministry-appointed team received training and developed reading materials, under guidance of the PEARL team.

The last knowledge exchange event took place in Auckland New Zealand on March 5-7, 2018 and included 120 participants from 21 countries, representing ministers of education and finance, senior policymakers, practitioners and researchers. The conference objectives were to share the experiences of the PEARL program as well as explore and discuss innovative financing and service delivery models for school readiness and for improving early grade learning.

During the remaining grant period, from June 2018 – January 2019, the PEARL team will continue to provide technical assistance to support the implementation of pilot interventions in Kiribati and Tuvalu, as well as hand over the revised materials the Tongan Ministry of Education.

#### **GRA 10 – Improving Teacher Support and Participation in Local Education Groups** – (Closed September 2017)

This US\$1.98 million project, implemented by UNESCO and Education International (EI), was launched in October 2014. Across ten countries (Benin, Democratic Republic of Congo, Cote d'Ivoire, Haiti, Liberia, Mali, Nepal, Senegal, Sierra Leone, and Uganda), activities were undertaken to support and enhance the capacity of teachers and their organizations to participate effectively in social dialogue with national governments regarding policies to enhance the effectiveness of teaching.

Project activities included:

- Two surveys: a UNESCO survey designed to seek teachers' input on the design and implementation of continuous professional development for teachers' effective participation in social dialogue, as well as an EI survey on teacher effectiveness and student achievement.
- Three series of national-level capacity building workshops were conducted in the ten beneficiary countries. The first and second series of workshops, held by EI, focused on the capacity of teachers' organizations and ministry staff to analyze issues on teacher management and human resources, and to exchange experiences and best practices. The third series, held by UNESCO, focused on the development of country background reports to describe the local context around teacher organizations and to analyze the survey data collected.
- In April 2017, two regional events were held, in France and Senegal, which gathered all ten beneficiary countries to provide a dialogue forum that included stakeholders from governments, teacher associations and teacher training institutions. The aim was to share national experience, facilitate an exchange on good practices and lessons learned, and identify priority issues and areas for improvement.

As of April 2017, all project activities had been completed. In the concluding reporting period for this project, the final report was prepared, and the external evaluation was conducted. The final project report includes:

- A cross-national synthesis on the main results of findings on the situation of teacher organizations and their participation in social and policy dialogue

- A literature review highlighting calls for teachers' engagement in social and policy dialogue as well as approaches to professional development that could be adapted in efforts to build teachers' capacity to be active and effective participants in Local Education Groups. The review indicates that there are few documents focused specifically on teachers' participation in arenas of social dialogue and no research documenting the processes and outcomes of professional development programs designed to prepare teachers for such roles. Therefore, the review reflects a, "piecing together of literature that addresses an aspect of the core issues," including a broader focus for teachers' professional development, the role of teacher unions in organizing professional development, etc.
- A Guidance Framework for the preparation of training and support strategies enhancing teacher participation in social and policy dialogue. The first part of the tool provides guidance on how to conduct an opportunity assessment for future action to enhance teacher participation in social dialogue and education policy processes. The second part of the tool outlines the main steps for developing a training and support program, including the situational analysis, program formulation, implementation planning and monitoring and evaluation of the program.

An external evaluation was conducted between July and September 2017 by the firm Ockham Institute for Policy Support. The purpose of the evaluation was to assess to what extent the project achieved its expected results at two levels: 1) in the target beneficiary countries, and 2) in meeting the strategic objectives concerning teachers as outlined in UNESCO's SDG (sustainable development goals) Target 4.c and GPE's Strategic Objective 4. The evaluators used a mixed method approach<sup>4</sup>, which consisted of interviews, field missions to three beneficiary countries, a survey to workshop participants, and a review of documents. In summary, the report concluded that project reached most of the envisaged outcomes in a cost-effective way. Though its broader impacts should not be overstated, the project made a positive contribution to its objectives. However, there were serious issues with i) the project management structure between the Grant Agent, UNESCO, and the implementing partner, Education International and ii) the ambiguous intervention logic and the lack of concrete milestones in the project proposal, which paved the way for different conceptualizations of the same project by project implementers. Lastly, the report concluded that the one-size-fits-all approach to increase participation of teacher organizations in LEG does not reflect differences in roles and functions of LEGs in each country.

### ***Section 3.2: Education financing and systems building***

GPE awarded three grants of US\$3,993,972 to four partners in support of research, the development of new methodologies and public tools, capacity development, and evidence-based advocacy around issues related to school grants and equity, national systems and financing. Overall, the three projects in this area have been implemented in 14 countries worldwide.

Highlights of progress and achievements for projects in this category during this reporting period:

#### **GRA 14 – Data Must Speak (DMS) – (Closed December 2017)**

Data Must Speak (DMS) is a two-phase initiative with the goals of increasing equity in resource distribution and increasing equity in access to education and improving learning outcomes. In August 2014, UNICEF

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<sup>4</sup> A total of 63 semi-structured interviews were conducted. Field missions were conducted to Côte d'Ivoire, Nepal, and Uganda, to obtain a more in-depth understanding of the realities in the project countries. In addition, a survey was distributed among 542 workshop participants, complemented with a thorough desk research of all available documents.

commenced implementation on Phase 1 which GPE supported with a US\$878,069 grant. Phase 1 of the project included supporting community driven school-based management, monitoring, and assessment of school performance by working with local government and community partners in Madagascar, Nepal, the Philippines<sup>5</sup>, Togo and Zambia, to generate report cards for local primary and secondary schools. In-country partners clean and strengthen existing education management information system data with additional indicators on, for instance, data quality, equity, teacher and student attendance, receipt of educational materials, completion rates, and disaggregation of exam results by gender and grade.

This project is ongoing, with Phase 2, co-funded by Hewlett Foundation and UNICEF, extending to June 2020. An evaluation is currently underway which will inform Phase 3.

Project activities supported in Phase 1 include:

- School profile cards developed for each beneficiary country
- Guidance materials developed to support relevant actors in the long-term production and use of profile cards (and similar tools)
- Technical assistance provided for preparing school/districts typologies capturing context, resources and performance
- Training for: education central/regional/district officers, inspectorates and quality assurance agencies; and school committees and communities
- Evaluation and knowledge generation plan developed to evaluate and generate knowledge on community engagement in school-based management and its association with school performance within the implementation of the DMS initiative

The policy impact from the project has included:

- Improvement of the coordination among development partners and between ministries on monitoring and planning tools, led by the Ministry of Education
- Monitoring and feedback tools and formula-based indices were developed on teacher allocation to make the information more transparent at the district/local level
- The project supported the inclusion of examination results in the EMIS, or the linking of the two related databases, to assess school performance in relation with the school content/resources, also to support the inspectorates to identify low and high performing schools, tailor pedagogical support to schools, and improve the targeting of schools
- Communication with external support projects on efficiency, or the formula to calculate school grants related to school needs and performance, including GPE implementation grant projects.

In addition, many good practices were identified:

- The initial assessment of system and school management tools, feedback processes, etc. has been particularly useful and has sometimes highlighted potential redundancy and lack of coordination among partners supporting the development of different planning and monitoring tools.
- The involvement of all actors (different levels of management within the ministry, external support, and local actors) has been particularly appreciated and useful to coordinate the development of a unique tool addressing most of the concerns/points of interest.
- The reinforcement or creation of a link between different databases (EMIS, exams...) is also deemed important and allows additional analyses that go beyond the school/district/region profile cards and strengthen system efficiency.

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<sup>5</sup> The Philippines replaced Lao PDR had originally been one of the beneficiary countries, but it was replaced by the Philippines. . Can you explain more here? I suspect most readers, like me, will not be aware that Laos was ever involved...

- The development of guidance materials to support relevant actors in the long-term production and use of profile cards (and similar tools) developed as part of the project.
- The development of profile builders to enable the school profiles to be automated and updated annually with the most recent available data. Such profile builders have been developed in Zambia, and also in Togo for primary and secondary. They are also currently being developed in Madagascar.

### ***Section 3.3: Out-of-school children, access and equity***

Five grants totaling US\$9,767,454 have been awarded to three partners to undertake projects in over 60 countries across Africa, Asia, Latin America and the Middle East. The projects sought to enable a better understanding of the persistent challenges to access, the multiple barriers confronted by out-of-school children and ensuring equity for the most marginalized, including girls and children with disabilities. All projects aimed to offer systematic approaches to support better analysis, policy and planning and supporting evidence-based advocacy around out of school children, access and equity issues.

Highlights of progress and achievements for projects in this category during this reporting period:

#### **GRA 11 – Addressing Out of School Children Data and Policy Gaps – (Closed August 2017)**

This GPE grant for US\$1,583,027 was managed by the World Bank and sought to address knowledge and capacity gaps across a range of thematic areas including the economic impacts of child marriage; the benefits of girls’ education investments; and the contribution of education to human capital and the changing wealth of nations.

Project activities/outputs:

- The initial phase of the grant focused in large part on country work. UNICEF implemented the SEE model in four countries (Bolivia, Burkina Faso, Pakistan, and Sao Tome & Principe) while the World Bank team worked in two countries (the Dominican Republic and Haiti). The World Bank team also carried detailed analytical work and produced series of policy notes and/or larger studies on education reform among others for Indonesia (focus on ECD), Uganda, and Egypt, which have all been published. In addition, the Bank team produced a framework paper on equity and inclusion in education under the SABER approach.
- As agreed with GPE staff, the focus of the grant was then progressively shifted to focus more on country estimates and global work on 1) the economic impacts of child marriage; 2) the benefits of investments in girls’ education; 3) the contribution of education to human capital and the changing wealth of nations; and 4) the cost of gender inequality.
- Comprehensive estimations of impacts were initially undertaken for 15 countries (Bangladesh, Burkina Faso, DRC, Egypt, Ethiopia, Malawi, Mali, Mozambique, Nepal, Niger, Nigeria, Pakistan, ROC, Uganda, and Zambia). The global report was finalized and released in June 2017 with wide media coverage. Subsequently, estimations were carried for three more countries: the Dominican Republic, India, and Tanzania. Eight country reports (Burkina Faso, the Dominican Republic, Egypt, Ethiopia, Nepal, Niger, Nigeria, Uganda) have been drafted for dissemination in-country, and three of these reports have been disseminated for the Dominican Republic, Ethiopia, and Uganda. A series of events were also organized at the World Bank.
- Following the same model as that used for child marriage, estimations were conducted for 18 countries on the economic and social benefits of investing in girls’ education, or the cost of not

doing so. A report on the findings was also published, as well as a series of notes on child marriage and girls' education for the high-level meeting on child marriage in West Africa in October 2017.

- The team estimated the human capital component of the wealth of nations for close to 140 countries. The main study on the changing wealth of nations was released at the end of January 2018. A companion volume on human capital and the wealth of nations is under preparation. The estimates can among others be used to advocate for investments in education.
- Building on the work on girls' education/ child marriage and the estimates of the changing wealth of nations, a report on the high cost of gender inequality in earnings was prepared for the G7 and released in May 2017. Subsequent work will expand the estimations of the impacts and costs of gender inequality in other domains.
- Other deliverables under the grant include (i) estimations of the impact of various types of disabilities for more than a dozen countries using census data (and an event held in New York with the disability team); (ii) an analysis of child marriage laws and their limitations together with Save the Children; (iii) an analysis of global and regional trends in women's legal protection against domestic violence and sexual harassment; (iv) a review of interventions improving sexual and reproductive health outcomes and delaying child marriage and childbearing for adolescent girls; (v) an analysis of global trends in child marriage; and (vi) an analysis of the role of education in ending female genital cutting.
- The team started work in two areas: (i) analysis of the correlates of learning using PASEC data, with a focus on what could be done to improve learning for vulnerable students; and (ii) analysis of patterns of petty corruption in education and comparison with other sectors using Afrobarometer data.

#### Results:

- Substantial country work was completed, but the policy dialogue/impact of this grant was larger at the global and regional level. Apart from specific country work, the main success from this grant was the production of a series of influential global studies among others on child marriage, the changing wealth of nations, the cost of gender inequality, disability gaps in education, and the cost of not educating girls. The studies received broad media coverage and was used at the country level.
- Several studies produced under this grant benefited from broad dissemination, including press releases, and have been used for advocacy, especially for girls' education, ending child marriage, and ensuring that children with disabilities can go to school. The team worked closely with the communications team from both the bank and GPE for releasing outputs. Some examples of the extensive media coverage include:
  - Unrealized Potential: The High Cost of Gender Inequality in Earnings. Bangkok Post, Devex, Euro News, G7 Ministerial, Globe and Mail, Japan Times, News Deeply, PRI, Reuters, The Guardian.
  - The Changing Wealth of Nations 2018: Building a Sustainable Future. Bloomberg, El País, Financial Times, Handelsblatt, Le Figaro, MSN Money, NPR, Quartz, Xinhua, Yahoo Finance.
  - Global and Regional Trends in Women's Legal Protection against Domestic Violence & Sexual Harassment. All Africa, El Mostrador, El Periódico, L'Economiste, Reforma, UN Radio, The Financial.
  - Child Marriage Laws and their Limitations. BBC World Service, CNN International, Huffington Post, Newsweek, Reuters, The Guardian, The Independent, US News & World Report.

- Disability Gaps in Educational Attainment and Literacy. All Africa, Devex, Global Accessibility News, MENAFN, NDTV, This Day Newspapers, UAE Business Review, USAID.
- The Economic Impacts of Child Marriage. BBC World Service, Devex, Financial Times (World Bank CEO interview), Les Echos, NPR, Reuters, The Guardian, Voice of America.
- Uganda 10<sup>th</sup> Economic Update. Daily Monitor, NBS TV Uganda (one-hour talk show), New Vision, Nile Post, NTV Uganda, Radio France International, The Independent, Uganda Radio Network.
- Girls' Education and Child Marriage in West and Central Africa. Development Aid, Global Partnership for Education, Organization for World Peace, PressAfrik, Réforme, Voice of America.
- Impacto económico del matrimonio infantil en la República Dominicana. CDN TV, Diario Libre, El Caribe, El Día, El Nacional, El País, El Nuevo Herald, Hoy Digital, 20 Minutos, Nuevo Diaro.

**GRA 12 – Disability, Health and Education in support of Learning for All** – (Closed June 2018)

This grant for US\$3,000,000, managed by the World Bank, strengthened collaboration between ministries of health and education and aimed to improve the capacity for joint planning and implementation of integrated school health and nutrition programs. Four countries participated (Cambodia, Ethiopia, Ghana and Senegal).

Project activities included:

- target of 10,000 children screened and provision of eyeglasses being met or exceeded in all four focus countries
- 476 teachers were trained in 158 schools across the four target countries, exceeding the target of 100 teachers per country.
- 52,425 children received deworming medication, 57,434 children received vision screening, exceeding the target of 40,000 for each.
- 1017 children received glasses for refractive error, representing a prevalence of 1.7%.
- Development of Operational and training manuals, which are disseminated to Ministries of Health and Education and to schools participating in the pilot program to ensure continuation of technical and logistical knowledge beyond the life of the pilot, and to lay the foundation for countries to scale-up the interventions. The key documentation produced includes:
  - Operational manual for Inclusive School Health and Nutrition;
  - Guidelines for School-based Deworming Programs;
  - Guidelines for School-based Eye Health Programs (vision screening and provision of spectacles)
  - Teacher Handbook on Inclusive School Health and Nutrition.
  - Report on survey of child eye health in 43 GPE countries
  - Report on barriers to the uptake of spectacles in school children with refractive error

Results:

- The project raised awareness, capacity and the operational and technical resources to include school health and nutrition in education sector plans. In Ghana, activities aligned with existing priorities and expanded the evidence base for teacher-led integrated health screening in schools. Representatives from Ministry of Health and Education at the national, regional and district levels decided to conduct hearing as well as vision screening, and to integrate project technical guidance

into existing national guidance on health screening. Cambodia has completed the full pilot implementation and allocated resources for continued implementation.

- The project demonstrated the feasibility of building government capacity to deliver targeted, evidence-based school health and nutrition (SHN) interventions for children in a coordinated, integrated, inclusive and innovative manner. This catalytic initiative was conducted in four countries (Cambodia, Ghana, Ethiopia and Senegal) and the technical support, capacity building and subsequent piloting of interventions has generated evidence and operational learning about how integrated SHN programs can be delivered within existing government systems. Capacity of the authorities of the school health units was strengthened to design, implement and monitor and evaluate project. Stakeholders were involved in the implementation of the project.
- The team has noted the following lessons learned during implementation:
  - o Schools are an effective and cost-effective platform for delivering educationally-relevant health interventions.
  - o SHN programs can be effectively mainstreamed and integrated into the education sector.
  - o Collaboration between Ministries of Education and Health is vital to the success and scale-up of the initiatives.
  - o Integrating simple school-level activities is a more efficient use of teachers' time and school resources than to deliver multiple independent interventions.
  - o SHN Programs can, and must, be accessible to all school age children and inclusive for children with disabilities.
  - o When designing SHN programs, existing policies, systems, and infrastructure should be used to build capacity in the education sector for the long-term sustainability of SHN programming.

The project did not include a randomized evaluation, as there is already an existing evidence base demonstrating these are cost-effective methods of for improving school participation.

#### **GRA 16 – School Related Gender Based Violence (SRGBV) – (Closed December 2017)**

Under this grant for US\$800,000, UNICEF and UNGEI are working to promote a systematic approach to addressing SRGBV as part of education sector plans in four countries, based on evidence in terms of 'what works' in particular country contexts. Launched in 2014, the End Gender Violence in Schools (EGCS) initiative targeted four countries: Cote D'Ivoire, Ethiopia, Togo and Zambia. The initiative has complemented other GPE-supported work, most notably the GPE/UNGEI Gender Responsive Education Sector Planning guidance and regional workshops.

Project activities included:

- Global literature review<sup>6</sup>
- Four country scoping studies validated through a consultative process
- A synthesis report that identified key lessons and findings across the four national studies
- Seven country workshops held in the participating countries
- A regional knowledge exchange workshop for the End Gender Violence in Schools Initiative in May 2017 in Kenya

Results:

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<sup>6</sup> The Global Review was published in 2016 and can be accessed here: <https://www.globalpartnership.org/content/rigorous-review-global-research-evidence-policy-and-practice-school-related-gender-based?lb=0d399929b9a355b71fe83dfe8b6f41f5>

- Participating countries used evidence-based policies and strategies to reduce SRGBV. Each country used different approaches, but all drew from the global literature review and scoping studies.
- In Cote d'Ivoire:
  - o SRGBV was integrated into the Education Sector Plan (2016-2025);
  - o SRGBV indicators were included in the EMIS;
  - o teacher training modules and guides were revised to improve capacity for detection and referral of SRGBV;
  - o advocacy briefs on SRGBV were disseminated; and
  - o radio programs on SRGBV prevention and response were broadcast.
- In Ethiopia:
  - o SRGBV data collection in the EMIS has been included for 2016/17 academic year, helping to support improved monitoring of SRGBV incidence and the effectiveness of response mechanisms from pre-primary to tertiary levels;
  - o A workshop on the national SRGBV database was held and national SRGBV prevention and response theory of change and four-year road map developed. School management and administration guidelines have been revised to include SRGBV.
- In Togo:
  - o A decision was taken to integrate the SRGBV training module into pre-service training curricula.
  - o Training on the SRGBV module for all 140 primary teacher training center trainers was completed as well as training of 579 teachers on SRGBV.
- In Zambia:
  - o Following participation in the GPE/UNGEI Gender Responsive Education Sector Planning workshop in May 2017, the planning unit successfully proposed the inclusion of SRGBV in both the Education Law and in the draft Education Sector Strategic Plan.

#### Section 4: Dissemination of GRA knowledge products

As the previous *GRA Annual Portfolio Status Report* have described, an immense amount of knowledge products have been developed and related events held to further extend the reach of the 15 GRA funded projects. In addition, good practices and lessons learned have emerged across the GRA portfolio, which will be valuable to consider in the design of future knowledge and good practice mechanisms, such as the Knowledge and Innovation Exchange and the Advocacy and Social Accountability mechanisms which will replace the GRA program and the Civil Society Education Fund.

Section 1 of this report outlines listed the multitude of products have been developed in the categories of guidelines and methodological tools and other reference documents and papers, as well as outputs from regional level seminars and workshops and country level seminars and workshops. Grant Agents have shared information and results of the various projects through their websites, newsletters, social media, videos, blogs and knowledge exchange forums such as regional and national-level workshops. Moreover, the GRA Team supported GRA dissemination through the GPE channels, both formal (GPE website, blog and webinar series) and informal (through the Secretariat's technical teams).

During this reporting period, the GPE Secretariat has continued to support knowledge exchange through participation in key GRA events, as well as promotion of results through the GPE webinar and blog series. Dissemination activities include:

## 1. GRA knowledge products

During this reporting period, the following knowledge products<sup>7</sup> were finalized and publicly disseminated and promoted through the partnership:

### GRA 7 Significant Reduction in Out-of-School Children

- [Global Initiative on Out-of-School Children: South Sudan Country Study](#)

### GRA 8 Improving equity through school grants

- [Améliorer le financement de l'éducation : utilisation et utilité des subventions aux écoles: Haïti, Madagascar, République démocratique du Congo et Togo](#)
- [Technical Guide: Designing and Implementing a School Grant Policy](#)
- [Infographic series: Infographies sur les subventions aux écoles](#)
- [Video series on how to formulate a school grants policy](#)
- Documentary and interviews:
  - o [L'aide d'Aina. Documentaire IIEP-UNESCO](#)
  - o [Interview de Lina Rakotoson, Madagascar](#)
  - o [Interview du Pr. Crispin Mabika de l'Université de Kinshasa](#)
  - o [Interview du Pr. Sena Yawo Akakpo-Numado de l'Université de Lomé](#)

### GRA 9 Pacific Early Age Readiness and Learning (PEARL)

- [Early Childhood Development in Tonga: Baseline Results from the Tongan Early Human Capability Index](#)
- The Status of Early Childhood Health and Development in Kiribati: Results from a population wide census (Currently in print only, plans for online dissemination in progress)
- Tuvalu Early Grade Reading Assessment: Results Report (Currently in print only, plans for online dissemination in progress)
- How are Tuvalu's children developing? Evidence-based policy recommendations for early childhood health and development of Tuvaluan Children (Currently in print only, plans for online dissemination in progress)
- Kiribati Early Grade Reading Assessment Results Report (Currently in print only, plans for online dissemination in progress)
- Early Childhood Development in Samoa: Baseline results from the Samoan Early Human Capability Index (Currently in print only, plans for online dissemination in progress)
- [A Randomized Evaluation of a Low-Cost and Highly Scripted Teaching Method to Improve Basic Early Grade Reading Skills in Papua New Guinea](#)

### GRA 10 Improving Teacher Support and Participation in Local Education Groups'

- [Improving Teacher Support and Participation in Local Education Groups: Final Project Report \(includes literature review and Guiding Framework for the preparation of training and support strategies\)](#)

### GRA 11 Addressing Out of School Children Data and Policy Gaps

- [Ending Child Marriage: Child marriage laws and their limitations](#)
- [Key Findings Ahead of The October 2017 High Level Meeting On Ending Child Marriage In West And Central Africa](#)
- [Disability Gaps in Educational Attainment and Literacy](#)
- [Missed Opportunities: The High Cost of Not Educating Girls](#)
- [Global and regional trends in women's legal protection against domestic violence and sexual harassment](#)

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<sup>7</sup> Indicator 33 of the GPE Results Framework captures the GRA grant portfolio contribution to knowledge exchange and good practice by monitoring the "number of policy, technical, and/or other knowledge products developed and disseminated with funding or support from GPE".

#### GRA 12 Disability, Health and Education in support of Learning for All

- [Guidelines for School-based Deworming Programmes](#)
- [School health for all: An operational manual for integrating inclusive school health and nutrition](#)
- [Teachers' Handbook for Inclusive School Health and Nutrition](#)
- [Guidelines for School-based Eye Health Programmes](#)
- SABER Country Report 2018. Cambodia. School Health Policies (Finalized, but not yet on SABER website)
- SABER Country Report 2018. Ethiopia. School Health Policies (Finalized, but not yet on SABER website)
- SABER Country Report 2018. Ghana. School Health Policies (Finalized, but not yet on SABER website)
- SABER Country Report 2018. Senegal. School Health Policies (Finalized, but not yet on SABER website)

#### GRA 16 School Related Gender Based Violence

- [Addressing School Related Gender-Based Violence in Zambia: A Scoping Study](#)
- [Addressing SRGBV in Ethiopia: A scoping study of policy and practice to reduce gender-based violence in and around schools](#)
- [Addressing School-Related Gender-Based Violence in Côte d'Ivoire: A Scoping Study](#)
  - o FR version - <http://discovery.ucl.ac.uk/10045568/>
- [Addressing School Related Gender-Based Violence in Togo: A Scoping Study](#)
- [Addressing School-Related Gender-Based Violence in Côte d'Ivoire, Togo, Zambia and Ethiopia: A Cross-country Report](#)

#### 2. GPE Secretariat staff participation in GRA events

As the majority of implementation of activities was completed in FY17 and FY18, opportunities for GPE staff to participate in GRA knowledge exchange events were limited to the remaining active grant: GRA 9 PEARL.

- Participation in the World Bank international conference 'The Every Child Ready, Every Child Learning Conference' in Auckland, New Zealand March 5-8, 2018. The conference focused on the knowledge-base of school readiness and early literacy and numeracy education that the World Bank has developed over the years by investing through projects (particularly the PEARL program) and knowledge and learning products.
- Participation in the Pacific Forum Education Ministers' Meeting and the presentation of the draft Pacific Regional Education Framework supported by ESPDG in Nauru May 23-26, 2018. In the same mission, travelled to Port Vila, Vanuatu May 28-30 and Suva, Fiji May 31-June 1 to support inroads in GPE operational model engagement in the Pacific (country and regional ESP development processes); clarify working options for the development of regional/multi-country ESPIG operational framework; and ensure strong and coherent GPE Secretariat engagement across current (ESPDGs, GRAs) and potential future support.

#### 3. GRA grants in GPE blog series

The following grants were featured in the GPE blog series in FY18:

- [A simple way to make learning easier for many children: eyeglasses](#)
- [NEQMAP builds capacity for quality learning assessment data across the Asia-Pacific](#)
- [More than a billion girls and women lack legal protection against sexual harassment in education and public spaces](#)
- ["Let children be children": Discussing how to end child marriage](#)
- [Supporting effective education systems: The Data Must Speak initiative](#)
- [A simple way to make learning easier for many children: eyeglasses](#)

#### 4. Redesign of GRA webpage

In 2018, the GRA webpage (<https://www.globalpartnership.org/funding/gra>) was redesigned to highlight key knowledge products and resources (research and reports, technical guidance, databases, etc.) developed over the last two-three years including GRA related website links, blogs and webinars. The redesigned webpage has been shared across the GPE Secretariat and with Grant Agents.

### **Section 5: Good Practices and Lessons Learned from Across the Portfolio**

Grant Agents have reported many valuable lessons learned and best practices since the GRA program began in 2010. As the GRA program is now coming to a close, the lessons learned and good practices collected from across the GRA portfolio are summarized here.

#### *Section 5.1: Good practices*

Grant Agents reported numerous good practices and lesson learned over the implementation and closing period of the projects, including:

5. Cross-sectoral engagement and coordination were vital to successful planning, implementation, integration and the achievement of sustained impacts over the long term.
6. Knowledge exchange workshops have been a significant value add, with well-planned and delivered regional workshops for cross-country sharing, dialogue, problem solving and technical knowledge and capacity building.
7. Strengthening government systems by: using existing structures to strengthen systems and infuse new approaches; building technical planning, implementation and monitoring capacity of key staff; and improving data quality and available by combining databases.
8. Substantial flexibility in the implementation of the work allowed the grantees to take advantage of opportunities that arose. For example, under GRA 11, the team initially worked on child marriage, and then they realized that they could also assess the cost of gender inequality and the cost of not educating girls. This led to additional high visibility knowledge products in those areas. Overall, although the team conducted work that was not initially included in the Results Agreement of the grant, but the flexibility enabled them to achieve large impacts and broad advocacy.

#### *Section 5.2: Lessons learned*

The GRA Team has indicated the following lessons learned from the past annual GRA portfolio status reports that could inform future knowledge exchange mechanisms:

- The need to set realistic implementation timeframes from the start of the project, to prevent grant restructuring requests.
- The need for GPE Secretariat to provide detailed guidance on requests for revision for the Grant Agents for small grants
- The need to ensure there is a link between the Grant Agents and Implementing Partners of other GPE grants working in the same countries
- The need for Grant Agents to provide a comprehensive communications strategy at the start of the project to facilitate a measured approach to the dissemination of knowledge products at both the global and country levels. The communications should include key products to be produced and their target audience, timeline of these products and dissemination strategy, and an approach to tracking the use of material to assess their impact.

- The need for Grant Agents to provide a monitoring and evaluation strategy at the start of the project in order to plan monitoring missions, reviews and evaluations. The M&E strategy should include the following: internal project monitoring, biannual progress and financial reporting to GPE Secretariat, and an external evaluation. These M&E tasks should be included in a pragmatic timeline, taking into account administrative processes and deadlines.

## Section 6: Evaluation results

The conceptualization and design phase of the new Knowledge and Information Exchange (KIX) platform has garnered significant evidence on GPE’s past global knowledge practices, successes, and areas of needed improvement, with the portfolio of GRA grants among them. GPE’s investments in those areas were examined beyond GRAs and with a specific utilitarian perspective of the new KIX mechanism in mind. Further, in light of the evidence needed to inform the upcoming independent evaluation of the GPE 2020 strategy, the Strategy and Impact Committee (SIC) has validated a decision to refocus GPE’s programmatic evaluation attention on a number of existing, critical instruments/thematic areas of the GPE operational model (e.g., variable tranche). As a consequence of these two points, and with the view to most strategically and efficiently assign efforts and resources, it was decided that the GRA evaluation as initially planned through GPE’s 2017 M&E strategy would no longer take place.

However, independent evaluations were conducted for the following projects. The conclusions for each evaluation are outlined in Annex 1.

- GRA 2 ‘Learning outcomes in early grades in reading: Integrations of curriculum, teaching, learning materials, and assessment’
- GRA 3 ‘Effectiveness of teaching and learning in bilingual context’
- GRA 7 ‘Significant reduction in Out-of-school children’
- GRA 10 ‘Improving Teacher Support and Participation in Local Education Groups’
- GRA 14 ‘Data Must Speak’ (evaluation in progress as of June 2018)

The evaluation firms all utilized the OECD Development Aid Committee Criteria for Evaluating Development Assistance<sup>8</sup>, which is the normative framework for evaluating the results and effectiveness of development policies and programs. Some general observations across the evaluated projects are provided in the table below:

<b>Relevance</b>	Overall, the evaluated projects were found to have added value to the knowledge area and were well aligned with country needs (GRA 2, 3, 7, 10). Moreover, the evaluators for GRA 7 noted that not only was the initiative on out-of-school children funded through the project, found to be relevant to national and international debates on equity in development, it had “enhanced its relevance in helping to shape national priorities and to formulate robust sector plans that embrace education as a right for all children” through policy dialogue and strategic support.
<b>Effectiveness</b>	In general, the evaluated projects were found to have mixed success in terms of effectiveness. Specifically: <ul style="list-style-type: none"> <li>- The evaluators of GRA 3 noted that proving the effectiveness of the experimental method was one of the objectives of the pilot project. This was partially realized through the evaluation of children's performances, however, several factors may</li> </ul>

<sup>8</sup> For more information see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

	<p>have affected effectiveness: lack of uniformity between the different countries and in the choice of control samples reduces the readability of the results, choice of pilot schools in countries where learning conditions are significantly better than in national standards, ineffectiveness in disseminating the tools necessary for teachers in classrooms.</p> <ul style="list-style-type: none"> <li>- The evaluators of GRA 7 found that, in most countries, OOSCI was effective in cultivating a critical mass of national stakeholders ready to support the shift from targeted community interventions to an effective systemic approach, with regard to out-of-school children. Consequently, an effective and inclusive process of policy making and priority setting around out-of-school issues was triggered at the macro level. However, OOSCI was less effective in supporting countries to translate recommended policies and strategies into concrete practice.</li> <li>- The evaluators of GRA 10 found that participation of teacher organizations in policy dialogue forums has increased in some countries, and not changed much in others.</li> </ul>
<b>Efficiency</b>	<p>Three of the evaluations found positive results in efficiency, particularly in the coordination among stakeholders and use of existing structures/infrastructure, including GRA 2, 7 and 10. For GRA 3, the evaluators found the efficiency of the project difficult to estimate due to financial reporting that was not well consolidated and difficult to read.</p>
<b>Sustainability</b>	<p>The findings on sustainability found it was limited, and provided the following reasons: structural constraints (GRA 2), inability to reach stakeholders not targeted by the project (GRA 2), inability to develop partnerships (GRA 3), limited communication and advocacy (GRA 3), short duration of project and modest funding (GRA 3), and resources and political commitment (GRA 7), capacity-building constraints (GRA 10), and lack of a link between project and national activity in the area (GRA 10).</p>
<b>Impact</b>	<p>The impact of short-term projects is difficult to measure.</p> <ul style="list-style-type: none"> <li>- As the evaluators of GRA 2 found: “Most actors have a positive opinion of the project impact: products will facilitate learning, there have been a conceptual clarification of language and its teaching beyond the short-term needs of learning to read, and national languages have been legitimized. However, it’s too early to speak about impact on pupils learning to read.”</li> <li>- The evaluators of GRA 10 found: “without a link between the project and ongoing (inter)national activity in the same area, the small scale of this project is unlikely to have a lasting contribution to the engagement of teachers in policymaking. Still, the evaluation has a positive assessment of the potential of reaching longer-term impacts, mainly due to a number of factors that contributed to the sustainability of the project results. The project intervention took place at the right time and complemented broader support measures by specifically focusing on teachers and their representatives. Making use of broader programs support education reform or civil society engagement programs, specific follow-up activities on teacher engagement are being planned and executed, and are good examples of how this small projects can still contribute to a lasting long term impact.”</li> </ul>

## Section 7: Overview of the GRA Grants (as of June 30, 2018)

GRA project	Partner organizations (Grant Agent and implementing partners)	Geographic focus	Documents	Start date	End date	Approved grant (USD)	Expenditure to June 30, 2018 (USD)
<b>FOCUS AREA 1: LEARNING OUTCOMES</b>							
GRA 1 - Development of methodologies to link reading assessments across regions and draw lessons regarding best early assessment practices	UIS Partner: Hewlett Foundation	53 GPE partner countries	<a href="#">Results Agreement</a>	Sep-13	Dec-15 (CLOSED)	462,246	439,492
GRA 2 - Learning outcomes in early grades in reading: Integrations of curriculum, teaching, learning materials, and assessment	UNESCO IBE Partner: University of Geneva	Niger, Senegal, Burkina Faso, + 1 other pending	<a href="#">Results Agreement</a>	Nov-13	Jan-17 (CLOSED)	2,998,996	2,311,177
GRA 3 - Effectiveness of teaching and learning in bilingual context (ELAN)	AFD Partner: OIF	Benin, Burkina Faso, Burundi, Mali, Niger, Senegal, Cameroon, Democratic Republic of Congo	<a href="#">Results Agreement</a>	Jan-13	Dec-15 (CLOSED)	1,408,200	1,213,094
GRA 4 - Teaching and learning effectiveness for learning outcomes (OPERA)	AFD Partner: Agence Universitaire de la Francophonie	Burkina Faso and the IFADEM African partner countries	<a href="#">Results Agreement</a>	Jul-13	Sep-16 (CLOSED)	996,855	942,971
GRA 9 - Pacific Early Grade Readiness and Learning Program (PEARL)	World Bank	Tonga and Papua New Guinea, beneficiaries: all Pacific island countries	<a href="#">Results Agreement</a>	Jul-14	June-19	8,505,075	7,280,343
GRA 10 - Improving Teacher Support and Participation in Local Education Groups'	UNESCO Partner: Education International	Cote d'Ivoire, Democratic Republic of Congo, Liberia, Sierra Leone, Benin, Mali, Senegal Uganda, Nepal, Haiti	<a href="#">Results Agreement</a>	Oct-14	Sept-17 (CLOSED)	1,984,850	1,746,209
GRA 13 - Learning Outcomes – Asia Region/ Learner assessment for instructional progress	UNESCO Asia-Pacific Regional Bureau for Education	Regional: Asia Pacific region	<a href="#">Results Agreement</a>	Jun-14	Dec-16 (CLOSED)	944,061	764,679
CANCELLED: Central Asia Learning Outcomes – Students' reasoning Skills	CICED	Regional East Europe, Central Asia					

GRA Project	Partner Organizations (Grant Agent and Implementing partners)	Geographic Focus	Documents	Start date	End date	Approved grant (USD)	Expenditure to June 30, 2018 (USD)
<b>FOCUS AREA 2: EDUCATION FINANCING AND SYSTEMS BUILDING</b>							
GRA 5 - Education Financing: Development of methodologies to improve national reporting on financial flows	UIS	Guinea, Zimbabwe, Cote d'Ivoire, Vietnam, Lao PDR, Nepal Uganda	<a href="#">Results Agreement</a>	Sep-13	Jul-16 (CLOSED)	2,119,074	2,085,789
GRA 8 - Improving equity through school grants	UNESCO IIEP	Africa, Latin America and the Caribbean, Honduras, Nicaragua	<a href="#">Results Agreement</a>	Jul-13	Dec-16 (CLOSED)	996,829	968,386
GRA 14 – Data Must Speak	UNICEF Partners: IIEP, Pole de Dakar	Global Focus: Laos, Madagascar, Togo, and Zambia	<a href="#">Results Agreement</a>	Feb-14	Dec-17 (CLOSED)	878,069	878,033
<b>FOCUS AREA 3: OUT-OF-SCHOOL CHILDREN, ACCESS AND EQUITY</b>							
GRA 6 - Out-of-School Children: Closing the data gap	UIS Partners: UNICEF, World Bank, UNESCO	Global: Africa, Arab states, Asia, Latin America	<a href="#">Results Agreement</a>	Sep-13	Jul-16 (CLOSED)	1,099,527	1,039,036
GRA 7 - Significant reduction in Out-of- school children	UNICEF Partners: UIS, national governments	Global: post-conflict and transitional countries	<a href="#">Results Agreement</a>	Aug-13	Dec-15 (CLOSED)	3,284,900	3,249,774
GRA 11 - Addressing the out-of-school children data and policy gaps	World Bank Partners: UNESCO, UNICEF, UIS, national governments	Global with a strong emphasis on GPE countries	<a href="#">Results Agreement</a>	Mar-14	Aug-17 (CLOSED)	1,583,027	1,571,900
GRA 12 - Disability/health and education in support of learning for all	World Bank	Global: 15 GPE countries Focus: Ghana, Ethiopia, Senegal, Cambodia	<a href="#">Results Agreement</a>	Aug-14	Jun-18 (CLOSED)	3,000,000	2,988,839
GRA 16 - Addressing school-related gender-based violence	UNICEF Partner: UNGEI	Togo, Cote d'Ivoire, Ethiopia, Zambia	<a href="#">Results Agreement</a>	Mar-14	Dec-17 (CLOSED)	800,000	799,976

Sources: GRA Grant applications files and semi-annual progress reports from the implementation agencies

## Annex 1: Independent evaluations of GRA-funded projects

### GRA 2 'Learning outcomes in early grades in reading: Integrations of curriculum, teaching, learning materials, and assessment'

The Evaluation firm, Economistas de la cooperación, used the following evaluation instruments: document analysis, a survey, 32 in-depth interviews, and focus groups. The final report was published in April 2017 and concluded:

- The project has been globally effective despite some delays in the dissemination of curriculum documents. All final outputs were delivered, and 1217 people have had their skills reinforced. Innovations related to curriculum design and development, particularly a conceptual decomposition of reading, have been transferred to teachers' instructors who will ensure their diffusion in the coming years.
- **Impact:** Most actors have a positive opinion of the project impact: products will facilitate learning, there have been a conceptual clarification of language and its teaching beyond the short-term needs of learning to read, and national languages have been legitimized. However, it's too early to speak about impact on pupils learning to read.
- **Efficiency:** Some delays limited the curriculum diffusion in Senegal and Niger. Nevertheless, most actors and observers think the implementation advanced at the planned pace, given the project ambition, thanks to a good coordination (as was revealed by the documentary analysis).
- **Sustainability:** The IBE Project has introduced innovative ideas in the educational systems, as expressed in the effectiveness section. Those ideas have been absorbed by the actors and should remain. The main challenge is its dissemination among actors not targeted by the project – i.e., senior teachers and supervisors -, and overcoming structural constraints – crowded classrooms and scarce resources.
- **Relevance:** In-depth interviews showed, in the three countries, that the project added value was the IBE technical expertise in curriculum development and learning to read, the latter being a national priority in all countries. This expertise enabled the IBE to effectively support local experts in the design of curriculum documents and training materials.

### GRA 3 'Effectiveness of teaching and learning in bilingual context'

The evaluation firm, Le Vif du Sujet, used the following evaluation instruments: document analysis, interviews and field missions. The final report was published in September 2017 and concluded :

- **Formation et dotations en supports pédagogiques :** Les formations et dotations en supports pédagogiques dans les classes sont au coeur de la construction du projet. L'évaluation a relevé la bonne appréciation, sauf exception, des formations régionales et nationales (qualité du contenu qui répond aux préoccupations des formés et professionnalisme des formateurs), ainsi que des supports pédagogiques. L'organisation des formations nationales a fourni un terrain favorable au partage d'expérience et permis un enrichissement continu pour les formés comme les formateurs. Un consensus se dégage sur les quelques sujets devant faire l'objet d'un approfondissement, le plus important étant le transfert entre langues. Cependant, plusieurs réserves relativisent fortement ce premier bilan positif. La mise en oeuvre des formations diffère de sa conception d'origine : si ces modifications sont apparues légitimes, au niveau régional comme national, elles ont pesé sur les ressources d'ensemble du projet et les financements disponibles pour les sessions de formation. D'importantes disparités ont été observées dans les huit pays partenaires sur (i) la tenue effective des formations des maîtres, (ii) le niveau d'équipement documentaire des maîtres à l'issue des formations et (iii) les dotations en supports pédagogiques dans les classes, pour les maîtres et les élèves. Or, ces facteurs sont essentiels au bon déroulement de l'expérimentation et l'appui aux enseignants pour la conduite quotidienne des classes. De même, suivant les pays, les équipes formées sont inégalement restées en place dans

leurs fonctions, ce qui a pu nuire à la mise en oeuvre du projet. Enfin, l'évaluation a relevé l'insuffisance du suivi de proximité des enseignants, qui est une faiblesse récurrente des systèmes éducatifs dans les pays partenaires du projet.

- **Expertise** : ELAN et le projet pilote se sont appuyés sur des expertises incontestables en linguistique, didactique et pédagogie. Au-delà des productions scientifiques, ces expertises ont accompagné le lancement du projet pilote, l'encadrement des formations, la définition des outils et supports pédagogiques et le suivi pédagogique des classes pilotes. En parallèle, l'équipe technique ELAN de l'OIF a appuyé au quotidien la mise en oeuvre du projet et effectué des missions de suivi dans les pays. Les entretiens menés par l'évaluation et la documentation du projet attestent du caractère indispensable de ces interventions. Celles-ci n'ont cependant produit que peu de synthèses et d'analyses thématiques sur les principaux enjeux et défis du projet. Il n'est pas exclu que des réflexions et analyses aient été menées par les différents partenaires du projet mais celles-ci n'ont pas été formalisées ni consolidées. Par ailleurs, les outils de compilation et de partage des expériences et des bonnes pratiques n'ont pas été utilisés (plateforme collaborative) ou ne sont pas encore totalement fonctionnels (réseau lecture, base documentaire en ligne).
- **Gouvernance et pilotage** : Au niveau international, le CCI n'a pas fonctionné comme prévu en raison de modalités trop lourdes, des alternatives ont été mises en place de manière pragmatique avec une participation cependant inégale de ses membres, et le CO s'est réuni de moins en moins souvent au fil des années. Au-delà de ces observations factuelles, le défaut principal de pilotage et de gouvernance observé tient aux réorientations et aux évolutions des activités du projet insuffisamment anticipées et documentées (sessions de formations, évaluation des performances des élèves, phase de capitalisation et d'analyse précédant la phase d'expérimentation). Dans les pays, les comités de pilotage n'ont pas fonctionné, le cas des comités techniques est plus variable, le principal facteur de leur succès opérationnel semblant résider dans la stabilité d'un noyau restreint de membres et leur collaboration avec les experts du CSI ou nationaux quand nécessaire. Dans certains pays, les représentations locales de l'AFD et de l'AUF, pourtant respectivement co-financeur et opérateur délégué du projet, ne sont pas régulièrement informées ni associées à la mise en oeuvre du projet. Le rapportage des instances internationales de coordination et de pilotage est abondant, il correspond au rythme de réunion des instances et est conforme aux nécessités de rendu de compte. En revanche, l'absence d'un rapportage régulier au niveau des pays n'est pas entièrement compensée par le rythme espacé des missions de suivi des plans d'action et d'encadrement pédagogique. Il en résulte des difficultés à suivre le déroulement du projet et apprécier certains indicateurs du cadre logique de manière précise. Au niveau financier, deux principales difficultés ont été relevées, les problèmes de mise à disposition des fonds et de préfinancement et l'absence d'un rapportage financier consolidé ; ce manque n'a pas permis de suivre l'évolution des dépenses par ligne d'activité et par source de financement, et d'estimer le caractère d'efficacité des différentes activités du projet.
- **Implication et adhésion des pays et développement de partenariats** : Dans les trois pays de mission, les travaux sectoriels sont en cours de révision, il est donc difficile d'être précis sur la place que pourraient prendre les questions de bilinguisme dans les nouveaux documents sectoriels, et sur leurs développements opérationnels. Pour l'ensemble des pays, il est également complexe d'aller au-delà d'affirmations politiques en faveur du bilinguisme parfois relevées dans les plans sectoriels en cours. Sous ces réserves, l'évaluation a établi que les liens sont assez tenus et variables suivant les pays entre le projet pilote et le dialogue et les instruments sectoriels. La question du choix de la langue d'expérimentation pour le projet pilote a amené l'évaluation à formuler deux remarques principales. La première tient à la différence constatée dans les trois pays de missions entre les intentions et les réalités du projet concernant les processus du choix de la langue et des écoles pilotes ; ce choix a relevé davantage de procédés administratifs usuels que d'un processus participatif. Cet état de fait coexiste avec une appréciation positive des parents d'élèves rencontrés sur les performances et le bien-être à l'école de leurs enfants. La deuxième porte sur l'absence, dans les documents et la vie du projet, de liens entre le bilinguisme scolaire et les aspects plus étendus des pratiques et des politiques des langues. Il est difficile de démêler les aspects pédagogiques et linguistiques du projet, les seconds sont les moins aboutis dans les documents du projet et font l'objet des interrogations les plus nombreuses dans les pays : limites des lexiques soulignées par tous les enseignants, manqué de supports en langues africaines, questions des transferts entre langues. Au-delà d'interventions en faveur du bilinguisme par le biais d'événements formels et de colloques et publications scientifiques, le bilan des activités de communication, de plaidoyer et de partenariats extérieurs avec d'autres institutions est plutôt mitigé.

- **L'observation des résultats du projet** : L'évaluation des performances des élèves des classes pilotes classe les pays en trois groupes, selon le niveau de relations testées à l'avantage des classes pilotes : (i) un groupe où les progrès sont nombreux : la RDC, le Sénégal, le Bénin et le Niger ; (ii) un groupe où les progrès sont plus modestes : le Burundi, le Mali et le Cameroun ; (iii) le Burkina Faso, pays dans lequel aucune relation en faveur des classes pilotes n'est observée. La conduite de cette évaluation a cependant rencontré plusieurs types de difficultés : redimensionnement du périmètre géographique (huit pays au lieu de quatre) et thématique (suppression d'items importants dans le protocole d'évaluation ; variabilité de la nature des échantillons témoins) ; déperdition importante d'effectifs dans les classes d'expérimentation et témoins ; décalage par rapport au chronogramme prévu (pas d'utilisation des rapports d'étape pour modifier la méthodologie de l'expérimentation). Ces difficultés, ajoutées aux conditions particulières de fonctionnement qui ont été garanties aux classes ELAN par les ministères partenaires, entraînent des interrogations sur la lisibilité des résultats obtenus, et la possibilité de les utiliser pour des actions de communication et de plaidoyer. Les effets du projet pilote sur les niveaux d'abandon et de redoublement n'ont pas pu être évalués pour des raisons de méthodologie et d'absence de données disponibles.
- **Caractère pilote du projet et possibilités d'extension d'un enseignement bilingue** : Il ressort des analyses précédentes que les conditions de mise en oeuvre du projet pilote n'ont pas été entièrement remplies : un certain nombre de formations nationales n'ont pas eu lieu ou ne se sont pas déroulées comme prévu, les supports pédagogiques ont parfois été produits et distribués avec retard, voire pas du tout. Symétriquement, les missions ont montré que les pays ont accordé des conditions exceptionnelles aux classes pilotes, au regard des situations habituelles des écoles. Cette situation questionne les possibilités et les conditions d'extension du projet. Le projet pilote et le projet ELAN dans sa phase 1 ont déjà été confrontés à certaines difficultés : la mobilité et les critères d'affectation des enseignants, la taille des cohortes d'enseignants à former (plus de cohortes d'enseignants que prévu, formation sur le tas des encadreurs), la faiblesse de l'encadrement de proximité. En raison du périmètre réduit de l'expérimentation, d'autres caractéristiques des systèmes éducatifs n'ont pas interféré avec la conduite projet pilote. Néanmoins, la phase d'extension va devoir en tenir compte : classes multigrades, sureffectifs et pédagogie des grands groupes, pratique élevée du redoublement, mobilité des enfants liée à la mobilité de la famille.

#### Critères du CAD de l'OCDE:

- **Pertinence** : La pertinence thématique du projet pilote ne pose pas d'interrogations de principe. Elle s'appuie sur des études antérieures, en particulier sur LASCOLAF et s'inscrit dans un mouvement d'ensemble associant des préconisations fondées sur une meilleure connaissance des mécanismes des premiers apprentissages (approches psycho et socio-pédagogiques et apport récents des neurosciences) et plusieurs d'initiatives allant dans le même sens : l'USAID fait de l'approche bilingue de l'apprentissage de la lecture et de l'écriture un axe essentiel de sa stratégie, de nombreuses ONG proposent des appuis et des expérimentations, des expériences déjà anciennes ont été développées dans de nombreux pays. Le projet pilote a vu le jour avec le soutien du PME et avec celui de l'AFD. Tous ces éléments vont dans le sens d'un jugement positif de la pertinence thématique du projet évalué. Toutefois, le principe du projet pilote étant l'expérimentation et l'évaluation, sa pertinence n'est totale que si toutes les conditions du protocole expérimental sont satisfaites dans les faits et si le protocole d'évaluation est suffisamment unifié pour permettre la comparaison des résultats sur les mêmes bases dans les différents pays de l'expérience. L'examen de l'exécution du projet montre que cela n'a pas tout à fait été le cas.
- **Cohérence** : Une modification du régime des langues en usage dans les écoles d'un pays peut se justifier pour des raisons d'efficacité des apprentissages, mais elle doit rentrer en cohérence avec les orientations plus générales des politiques scolaires du pays et surtout avec ses politiques linguistiques. Les réformes des langues d'apprentissage peuvent devenir porteuses de postures ou de revendications identitaires et c'est pourquoi de nombreux gouvernements sont hésitants pour aller d'une expérimentation, même prometteuse, à une extension du bilinguisme scolaire. Eu égard à ses dimensions financières modestes, le projet pilote a entendu ne porter que sur une langue nationale par pays, en en laissant le choix aux autorités nationales sans leur proposer d'études ou d'appuis techniques leur permettant d'instruire la question dans toute sa complexité. Il a entendu ainsi faire comme si les langues d'enseignement pouvaient être choisies et promues sans autre considération que celle de l'efficacité didactique. Il n'y a malheureusement pas de possibilité de réduire ainsi la réflexion. Le projet pilote ne peut donc rentrer en cohérence avec les perspectives de développement ultérieures que si, par ailleurs, une réflexion politique nationale sur l'usage des langues

et les risques de détournement identitaire peut se mener et s'appuyer sur des analyses précises, sociologiques, historiques et politiques. Offrir aux pays un appui dans ce domaine aurait apporté de meilleures garanties de cohérence au projet pilote.

- **Efficacité** : Prouver l'efficacité de la méthode expérimentée était l'un des objectifs du projet pilote. L'évaluation des performances des enfants, menée avec l'appui du CREN va en ce sens, mais son absence d'uniformité entre les différents pays et dans le choix des échantillons témoins réduit la lisibilité des résultats, dont on ne peut pas dire après coup, avec certitude, ce qu'ils prouvent. Le choix par les pays d'écoles pilotes dans lesquelles les conditions d'apprentissage sont sensiblement meilleures que dans les standards nationaux amenuise aussi la portée positive des résultats observés. Pour ce qui est des conditions de l'expérience, l'évaluation relève que, faute d'une coordination et d'un pilotage suffisamment précis des activités, faute également de financements, le projet pilote a manqué d'efficacité dans la diffusion des outils nécessaires aux enseignants dans les classes.
- **Efficience** : L'efficacité du projet pilote est difficile à estimer. Le rapportage financier étant peu consolidé et peu lisible, il n'est pas facile d'établir une relation claire entre les moyens mobilisés et les résultats obtenus. Il semble cependant que la souplesse du pilotage a amené certaines des activités à se diluer sur un nombre plus grand d'acteurs et de bénéficiaires que celui initialement prévu, de sorte que les fonds ont souvent manqué pour que les activités aient pu atteindre une dimension minimale critique. C'est ainsi que les supports pratiques destinés aux enseignants ont manqué ou n'ont été distribués que dans des quantités insuffisantes, et que certaines formations nationales n'ont pas été réalisées.
- **Viabilité et pérennité** : Le format du pilote a d'abord répondu au souhait des concepteurs de tester une approche pédagogique utilisant le bilinguisme pour la lecture et l'écriture. La courte durée des financements et leur montant modeste ont de fait conforté ce choix et déterminé le nombre d'écoles pilotes par pays. La viabilité et la pérennité d'un tel projet pilote tiennent (i) aux partenariats (ii) à la communication et aux plaidoyers. Ces deux points ne sont pas les points forts de l'opération. Le projet pilote a eu globalement peu de succès dans sa recherche de partenariats extérieurs et ses efforts de communication n'ont pas suffi à ce que l'on puisse entendre un écho clair et fort de l'expérience dans les planifications sectorielles de certains pays, ni auprès des services en charge de la pédagogie ou de la planification.

#### GRA 7 'Significant reduction in Out-of-school children'

The UNICEF Evaluation report published their report in February 2018 with the following conclusions:

- **Conclusion 1**: Universal basic education is still a unifying goal and message for what the education sector is required to achieve in terms of maintaining high enrolment, retention, and completion rates. Beyond these measures of participation and efficiency, universal basic education is increasingly being reconceptualized to include equity and inclusiveness, which also means that education resources should be allocated to achieve *progressive universalism*. Adopting a formal definition of UBE to reflect this thinking would strengthen the linkages between the objectives of Out-of-School Children Initiative (OOSCI), UNICEF's advocacy and resource mobilization efforts, and other work around out-of-school children, as well as the overarching goal of improving education outcomes for all children.
- **Conclusion 2**: OOSCI studies have laid an important foundation in developing comprehensive profiles of out-of-school children in each country, and in identifying barriers. The analysis of barriers needs to be contextualized and updated periodically to remain responsive to the needs of different groups of out-of-school children.
- **Conclusion 3**: Evidence and policy guidance from OOSCI studies have become a useful resource for planning processes in education departments and education sector partners. To the extent that the initiative has gained acceptance in the partner countries, OOSCI is well positioned to push important messages (such as the value of stability in terms of a lack of conflict, and a productive economic environment), and to provide support to turn those messages into action that is tailored for different programming contexts.
- **Conclusion 4**: While the contribution of UNICEF and OOSCI partners has led to discernible progress and changes in policies and planning, a gap between policy and planning on one hand, and implementation on the other remains, due mainly to inadequate prioritization of issues facing out-of-school children. The

evaluation concluded that a new advocacy effort for the out-of-school children agenda is required. So is the prioritization of solutions and/or interventions for the most disadvantaged sub-groups of children that are out of school, as well as a resourcing model for issues facing all children that are out of school.

- **Conclusion 5:** In an operating environment subject to frequent changes in government staffing decisions, shifting donor resources, and continuous movement of people, UNICEF was regarded by all actors as a constant factor, and a reliable “anchor partner”; its convening power helped to move the partnership objectives forward.
- **Conclusion 6:** Technical capacities to identify and serve all children, including all profiles of children that are excluded from school, were strengthened. However, improvements were confined to individual capacities and did not permeate the system. As such, the gains from OOSCI will not be sustainable in the long run, unless the next generation of OOSCI studies concentrate greater effort on supporting governments to achieve systemic changes.

#### Evaluation Assessment:

- **Relevance:** OOSCI was found to be relevant to national and international debates on equity in development. By highlighting the plight of out-of-school children, even as countries celebrate gains in enrolment rates and progress towards the MDGs/SDGs, it has raised issues of equity and fairness as well as the rights of children, in the quest to make full use of the human resource potential of countries. In addition, through policy dialogue and strategic support, OOSCI has enhanced its relevance in helping to shape national priorities and to formulate robust sector plans that embrace education as a right for all children.
- **Effectiveness:** In most countries, OOSCI was effective in cultivating a critical mass of national stakeholders who are ready to support the shift from targeted community interventions to an effective systemic approach, with regard to out-of-school children. Consequently, an effective and inclusive process of policy making and priority setting around out-of-school issues was triggered at the macro level. However, OOSCI was less effective in supporting countries to translate recommended policies and strategies into concrete practice.
- **Efficiency:** By being embedded in priority setting processes, developing sector plans, and mobilising resources; OOSCI partner agencies have contributed efficiently to measures that address key challenges posed by the problem of out-of-school children in target countries. Efficiency could be improved by keeping all OOSCI partners engaged by assigning more roles and tasks, and through deeper collaboration between OOSCI partners. This would enable partners to better “deliver as one” in providing their support for measures that help to translate policies, plans, and priorities into concrete achievements on issues pertaining to out-of-school children. In this regard, marshalling research capacities of a partner such as UCW and allocating specific tasks to the group should increase efficiencies of OOSCI.
- **Utility:** The utility of OOSCI is closely tied to its effectiveness, Useful outputs have been put in the hands of governments. As an initiative designed to support addressing key challenges and reducing the number of out-of-school children in the population, the utility of OOSCI is also linked to availability of resources on a sustainable basis. Without this, the problem of out-of-school children will persist or worsen, no matter how many studies and strategic plans the initiative generates for any given country.
- **Coherence:** Barriers to universal education are complicated and intertwined. Hence, the ability to deliver a comprehensive national, regional, and global response depends on sound interrogation of concepts and claims about what OOSCI can deliver. In that regard, OOSCI was internally coherent enough to be functional in its formative phase. As end users begin to expect more of OOSCI, additional work will be required to make it conceptually sound, and coordinate effectively across sectors and among stakeholders. OOSCI’s external coherence was also low, due to weak cross-sectoral coordination and failure to attract the necessary non-traditional partners. There is still a need to improve coordination and strengthen leadership on programming, to seek out and engage with less prominent but significant partners.
- **Sustainability:** Sustainability depends not only on resources (or a lack thereof) at country level but also on the political will and commitment of governments and partners to a rights-based model of education. Resources facilitate the implementation of feasible solutions, and commitment drives efforts towards progressive realisation of the goal of basic education for all. Both resources and commitments are not yet at levels that would make for sustainability in addressing the challenges posed by out-of-school children. This is particularly the case for domestic resources, implying a need for long term external support.

#### GRA 10 'Improving Teacher Support and Participation in Local Education Groups'

The evaluation firm, Ockham Institute for Policy Support, used the following evaluation methods: Desk research, Interviews national and international stakeholders, missions to 3 countries, and a web survey under participants of activities and end-beneficiaries at country level. The final report was completed in January 2018 with the following conclusions:

- **Conclusion 1:** An ambiguous intervention logic and the lack of concrete milestones in the project proposal paved the way for different conceptualizations of the same project by project implementers.
- **Conclusion 2:** The one-size-fits-all approach to increase participation of teacher organizations in LEG does not reflect differences in roles and functions of LEGs in each country.
- **Conclusion 3:** The project management structure had a negative impact on cooperation between UNESCO and Education International (EI) and reduced the potential of a combined UNESCO/EI approach.
- **Conclusion 4:** The explicit link to broader GPE and UNESCO priorities ensures the relevance of project activities while also providing the framework to sustain outcomes.
- **Conclusion 5:** The project reached most of the envisaged outcomes in a cost-effective way. Though its broader impacts should not be overstated, the project made a positive contribution to its objectives.

Assessing project outcomes against the selected evaluation criteria:

- **Relevance:** The project is well aligned with the national needs, and the content of the workshops is relevant to the participants. However, the relevance is not as notable when it comes to finding tailored support and assistance within different country contexts to sustainably improve the functioning of (sometimes non-existent) LEGs and have teacher representatives be involved in those. The project design only limitedly considered the contextual situation in which LEGs (should) operate.
- **Effectiveness:**
  - o Participation in LEG: the project seeks to increase the participation of teacher organizations in policymaking, most visibly in the context of the LEG operating in each country. The evaluation shows that participation of teacher organizations in these forums has increased in some countries, and not changed much in others. Interviews with union representatives in Uganda and Gambia confirm that the involvement of teacher organizations in the LEG has increased and changed their behavior from largely re-active to more pro-active. For instance, teacher organizations in Uganda specifically have taken the initiative to also engage in stakeholder dialogues with policymakers at the regional level, because the implementation of education policy is discussed at this level. Upon the EI workshops conducted, the national teacher organization in Mali liaised with the government and other civil society actors to set up a local education group that would include teacher organizations. The LEG in the country now also includes the national umbrella organization for teacher organizations. In Nepal, a similar national umbrella organization that represents the major teacher organizations already participated in the LEG, even before the project. However, the project had a clear positive effect here as well: representatives from teacher organizations indicate that the workshops contributed to better cooperation and common priority setting between these teacher organizations, which in turn had a positive effect on the quality and representation of the umbrella organization participating in the LEG. In response, national governments report that these umbrella organizations are valuable partners in designing education policies; in Nepal for instance, the new Education law makes the involvement of the national umbrella organization in new education policies mandatory. During the course of this project, Local Education Groups were established in Benin and Senegal. While the establishment of a LEG by itself cannot be attributed to this project, the involvement of teacher organizations in the LEG deliberations shows an overall willingness of governments to enter into dialogue with teacher organizations. In a number of countries, no positive changes can be observed in the participation of teacher organizations in the LEG. While teacher organizations are represented in

the LEG in Côte d'Ivoire, representatives are not convinced that their participation in the deliberations about education reform and planning has a positive effect. In DR Congo and Liberia, teacher organizations are no longer invited for discussions in the local education group. In DR Congo teacher organizations are not aware of a specific reason for this lack of involvement, while the Liberian Ministry of Education has dismissed the national teacher organization after its opposition to government policies.

- Pilot / Implement: The project foresees no follow-up for the findings presented at the Dakar Regional Forum. As a conclusion, forum participants discussed what priorities their country would focus on in the short- medium and longer term. However, no further reporting is foreseen, and cannot be established to what extent this is indeed translated in actual policy priorities among policymakers or teacher organizations. However, a specifically developed policy guide and reference framework for revision in-service training was presented at the UNESCO led conference in Paris. Concrete follow-up activities were planned throughout 2017 in the countries involved in the UNESCO led workshops to use the policy guidance in the broader framework of social dialogue development at the regional level. It is too early to assess whether the use of the policy guide has changed actual policy, but some countries have expressed interest to serve as pilot country for using the policy guide as the basis for policy development. Benin filed a formal request with UNESCO HQ to use the guide as inspiration for the training of teacher organizations' management, and informally, Senegal, Mali, and Liberia also expressed interest in a follow-up. The evaluation notes that interest to follow up on UNESCO led workshops was particularly high among countries where no Education International led workshop had taken place. In these countries, the UNESCO led workshop was the first in which policymakers, teachers and their representatives sat down together in a positive and constructive setting.

- **Efficiency:** The project implemented activities in a cost-efficient manner, making use of the structures available from UNESCO and EI. The participants were generally highly satisfied with the quality delivered. A negative aspect concerns that the set of activities is not sufficient in many of the countries to make a lasting impact related to organizing LEGs and improving the teachers' involvement in LEGs. In other words, the project design, despite quality outcomes, is not well attuned to the country specific challenges.
- **Impact and sustainability:**
  - Steps taken to sustain outcomes: Continued support by national and international partners is an important enabler but will only lead to long-term impacts if the teacher organizations themselves become intrinsically motivated to incorporate the project outcomes into their organizations. These organizations need to feel ownership and importance of the results and need to continue reaching out and building capacity of their members. This also means that they need to continue to actively look for financial means – where necessary – to support such continued capacity building activities within their organization. The evaluation finds some evidence for such follow-up activities. In some countries, activities are at this stage limited to action plans, such as in Côte d'Ivoire, which designed an action plan to continue training of union leaders. This plan is more broadly supported by the UNESCO Field Office, and the Ministry of Education, which adds to the likelihood that these activities will take place. It seeks to address certain structural obstacles for teachers' full involvement that have been highlighted during the workshops. In Mali, Liberia and Senegal, follow-up activities were also planned beyond the scope of the project, with a focus on training-of-trainers, to further roll out and mobilize teachers across the country in the near future. At this point in time, however, it is too early to assess whether these activities will indeed be carried out and are likely to produce the anticipated results. Particularly promising steps in this direction were found in Uganda, where the involved teacher organization has been actively engaged in organizing follow-up workshops for its members, supported by other international funds outside the scope of this project. The explicit results of the workshops are also being taken into account in teacher policy under the CapED and TTF.
  - The likelihood of impact: The small scale of the project requires that teacher organizations continue to reach out to their members to achieve long term impact. This requires continued support, which the project does not provide. It is therefore concluded that without a link between the project and ongoing (inter)national activity in the same area, the small scale of this project is unlikely to have a lasting contribution to the engagement of teachers in policymaking. Still, the evaluation has a positive assessment of the potential of reaching longer-term impacts, mainly due to a number of factors that contributed to the sustainability of the project results. The project intervention took place at the right time and complemented broader support

measures by specifically focusing on teachers and their representatives. Making use of broader programs support education reform or civil society engagement programs, specific follow-up activities on teacher engagement are being planned and executed, and are good examples of how this small project can still contribute to a lasting long term impact.

GRA 14 'Data Must Speak'

Planned evaluation includes:

- A formative evaluation, includes an inception report, field work, and evaluation report, which will be sent to the advisory group (that includes GPE) for comments before finalization.
- A case study evaluation of the DMS initiative as part of evaluations UNICEF innovations (commissioned to Deloitte Canada) also progressing well. The final report will be completed in late 2018/early 2019.
- An evaluation in Zambia is expected to be completed in 2019.