Bridging Research, Evaluation and Practice in International Settings

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AGENDA

1. Review of current status of “education for all” and aid to education.

2. Insights from 4 years at the Global Partnership for Education

3. Future directions for research
“Education” for All
Figure 1
Global number of out-of-school children, adolescents and youth, 2000-2016

FIGURE 6
Primary out-of-school rate, 2016 or latest year

Note: The depiction and use of boundaries and related data shown on this map are not warranted to be error free nor do they necessarily imply official endorsement or acceptance by UNESCO.
FIGURE 7
Out-of-school rate by income level and age group, 2016

- Primary age
- Lower secondary age
- Upper secondary age

Low-income countries:
- Primary age: 20
- Lower secondary age: 38
- Upper secondary age: 59

Lower-middle-income countries:
- Primary age: 9
- Lower secondary age: 18
- Upper secondary age: 46

Upper-middle-income countries:
- Primary age: 4
- Lower secondary age: 7
- Upper secondary age: 20

High-income countries:
- Primary age: 3
- Lower secondary age: 2
- Upper secondary age: 6

Proportion of Children and Adolescents **Not** Achieving Minimum Learning by Country Income Grouping
Evolution of Aid for “Education For All”

- International aid to education – an imperfect architecture, not suited to aspirational goals:
  - Low levels of funding for education.
  - Skewed towards middle income countries and higher levels of education/scholarships – in part due to geo-political drivers.
  - Limited support to basic education.
  - Lack of coordination.
  - High use of “project” aid instead of use of country systems.
  - Limited use of multilateral channels.
Smaller priority given to education than other sectors.
Share of basic education aid to Africa declines.

Are we poised for change?
GPE 2020

Improving learning and equity through stronger education systems
GPE Partnership that Strengthens Educational Systems and Finance

67 Developing countries

Civil society organizations

Bilateral donors

Teacher associations

International organizations

Private foundations and firms
ELIGIBILITY FOR GPE SUPPORT

89 countries

Home to 870 million school-age children

78 percent of world’s out-of-school children

48
LOW-INCOME AND SMALL ISLAND/LANDLOCKED COUNTRIES

19
VULNERABLE LOWER MIDDLE-INCOME COUNTRIES

22
OTHER LOWER MIDDLE-INCOME COUNTRIES
GPE’s Model at the Country Level

1. Support costed, credible education sector plans

2. Support mutual accountability for results

3. Finance that leverages results
Country Progress Reinforced Through Global Actions

4. Mobilize more and better financing

5. Build a stronger partnership through knowledge, innovation advocacy and better data.
Focus on Results

“Allocate for need, fund for performance”

- 70% linked to requirements
- 30% linked to results in equity, efficiency, learning outcomes
In Summary - GPE’s unique approach

- Country ownership
- Alignment behind one plan
- Mutual accountability
- A global platform for improving policies and financing for education equity and learning
## Theory of Change

“To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

<table>
<thead>
<tr>
<th>GPE GLOBAL-LEVEL OUTPUTS</th>
<th>GPE COUNTRY-LEVEL OUTPUTS</th>
<th>INTERMEDIATE OUTCOMES</th>
<th>IMPACT</th>
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<tbody>
<tr>
<td><strong>OBJECTIVE 4</strong>&lt;br&gt;Mobilize more and better financing</td>
<td><strong>OBJECTIVE 1</strong>&lt;br&gt;Strengthen sector planning and policy implementation</td>
<td><strong>GOAL 3</strong>&lt;br&gt;Effective and Efficient education systems</td>
<td><strong>GOAL 1</strong>&lt;br&gt;Improved and more equitable learning outcomes</td>
</tr>
<tr>
<td><strong>OBJECTIVE 2</strong>&lt;br&gt;Support mutual accountability through inclusive policy dialogue and monitoring</td>
<td><strong>OBJECTIVE 3</strong>&lt;br&gt;Ensure efficient and effective delivery of GPE financing</td>
<td></td>
<td><strong>GOAL 2</strong>&lt;br&gt;Increased equity, gender equality and inclusion</td>
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GLOBAL LEVEL ASSUMPTIONS | GLOBAL TO COUNTRY-LEVEL ASSUMPTIONS | OUTPUTS TO OUTCOMES ASSUMPTIONS | OUTCOMES TO IMPACT ASSUMPTIONS
How and what to measure?

- Data is missing (finance, equity, learning outcomes).
- Some things are difficult to measure (quality of sector plans, joint sector reviews).
- There are some things donors need for their political processes.
  - Numbers of schools, teachers etc.
- In the end GPE’s Board selected 37 Indicators so that it could “tell its story” at each level of its theory of change.
- “Satisficing”
  - Most measures are opportunistic proxies.
  - Some measures are really weak.
Pyramid of Evaluations

- GPE 2020 Evaluation
- Program Evaluations
- Thematic Evaluations
- Country Evaluations
  a) Summative
  b) Prospective
Lessons From the GPE Monitoring and Evaluation Strategy

- Build the M&E strategy alongside the organization’s strategic plan.

- Start with a Theory of Change.

- Build consensus and ownership - in multi-stakeholder, multi-level partnerships this takes a lot more time than you think.

- Get used to “Satisficing” when it comes to measuring results.

- Accept trade offs between accountability to donors and to beneficiaries.

- Think hard about how your M&E framework can support the end users or beneficiaries to design, develop and use research and evidence.
Putting It All Together

REFLECTIONS ON A CAREER DEVOTED TO LINKING RESEARCH AND PRACTICE
<table>
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<th>Research Interest</th>
<th>Practice</th>
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| Transnational civil society and advocacy for EFA | • Founded Canadian chapter of the Global Campaign for Education  
• Evaluate foundation funding for education, civil society |
| World Bank as an education global governor | • Evaluation of World Bank’s education sector portfolio in Sub-Saharan Africa |
| Understand the evolution of the aid architecture for EFA | • Independent Evaluation Committee of GPE  
• CTO and Director of Strategy, Policy and Performance at GPE |
| “Education Science” and the use of evidence and evaluations to drive educational change | • Evaluation of Unicef Child to child Ethiopia  
• Synthesis of 200 evaluations from international organizations |
## Politics of Knowledge and Evidence in International Education

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<th>Global Level</th>
<th>African Responses</th>
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<td>• How are research and evaluation evidence being used by international</td>
<td>• How are countries responding to new knowledge, “science of education delivery”?</td>
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<td>organizations alongside new types of funding (payment for results)?</td>
<td>• How do aid recipients view IOs support for sustainable capacity and national</td>
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<tr>
<td>• What kinds of research and evaluation are needed the most (and by whom?)</td>
<td>ownership of research and evaluation?</td>
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Final reflections......

.... On bridging research and practice
Thank you!