

## MEETING OF THE BOARD OF DIRECTORS

VIA VIDEOCONFERENCE

BOD/2022/06 DOC 09

FOR DECISION

### EDUCATION OUT LOUD: MID-TERM REVIEW AND REFINANCING

*Please note: In accordance with the GPE Transparency Policy, documents are public only after their appraisal by the relevant governance instance. Governance officials may circulate documents to their constituency for consultation purposes, except for documents of a confidential nature.*

#### Key issues for consideration:

- The Performance, Impact and Learning Committee (PILC) recommends to the Board that the project term for Education Out Loud (EOL) be extended through June 30, 2027, in order to create synergies with GPE 2025 and allow for uninterrupted implementation throughout the current strategy period. The Committee recommends that the grant agent, Oxfam IBIS, be invited to develop a proposal to be submitted to PILC and the Finance and Risk Committee (FRC) in October 2022 for decision by the Board in December 2022.
- In addition, PILC welcomed the mid-term evaluation of EOL, and highlighted the need for civil society participation and further synergies at country and regional levels. PILC took into account the evidence set out in the mid-term review, and noted that any subsequent program redesign and competitive grant agent selection would start in 2025 following and contingent upon a full evaluation in 2024. The mid-term evaluation, written inputs from PILC members and related Secretariat responses are available on the [Governance Portal](#) for Board visibility.
- The Finance and Risk Committee recommends that the Board confirm the maximum projected availability of funding (up to \$60 million) for the development of a proposal. Taking into account GPE's current financial position, the FRC requested that the final extension proposal be subject to the availability of funds in December 2022.

#### Objective

1. The Board is requested to consider a joint recommendation from the Performance, Impact and Learning Committee (PILC) and the Finance and Risk Committee (FRC) to request a costed proposal from the existing grant agent, while confirming the projected availability of resources to finance the extension of Education Out Loud (EOL) through June 2027. The costed proposal will be considered by the PILC and FRC in October for decision by the Board in December 2022.

#### Recommended decision

**BOD/2022/06-XX—Education Out Loud:** The Board of Directors:

1. Approves the extension of Education Out Loud through June 30, 2027, based on evidence set out in the mid-term review and as recommended by the Performance, Impact and Learning Committee.

2. Requests the grant agent, Oxfam IBIS, to develop a proposal for an extension of no more than \$60 million, for consideration by the Performance, Impact and Learning Committee and the Finance and Risk Committee in October 2022 and recommendation to the Board in December 2022.
3. Confirms the projected availability of funding for the extension, subject to approval of allocation of resources through the Financial Forecast, noting that final approval of the proposal will be subject to availability of funds in December 2022.

## Background and overview

2. In March 2019, the Board approved \$55.5 million for Education Out Loud (EOL) for the 2019–2024 implementation period ([BOD/2019/03–02](#)). In September 2021, FRC approved a top-up of US\$17.3 million ([FRC/2021/09–03](#)), based on evidence from a rapid review of Operational Component 1<sup>1</sup>, to align the funding of national education coalitions to other grants in the portfolio. The recommendations from the rapid review have informed several adaptations which are being incorporated into the implementation of EOL. The Secretariat has also been working with the grant agent (Oxfam IBIS) to maximize alignment of EOL with the GPE 2025 Strategic Plan and the operating model.
3. Based on the roadmap presented to the Board in May 2021 ([BOD/2021/05 DOC 08](#)), a mid-term review (summary in Annex A) was commissioned by the Secretariat to provide evidence on the extent to which Education Out Loud is meeting its objectives, through assessing the relevance of its design, and efficiency and effectiveness of implementation, to inform the Board’s decision on its future.
4. Based on experience of working with the grant agent, the Secretariat confirms that the current grant agent is able to undertake necessary adaptations in response to both the recommendations of the review and the GPE Secretariat management response (Annex B). It further recommends that the grant agent be requested to prepare a proposal to extend and refinance Education Out Loud until June 30, 2027, for consideration by the PILC and FRC, and Board decision in December 2022.
5. Use of the additional financing will be triggered by the implementation of adaptations recommended in the mid-term review, starting as early as January 2023, with the concrete adaptations, timelines, and costs to be outlined in the proposal from the grant agent. The proposal to extend financing for EOL through mid-2027 would enable new grants to be aligned with the current strategic plan period, including new Partnership Compact processes. It would also allow sufficient time for completion of an additional evaluation of implementation through 2025, implement subsequent adaptations in response to subsequent recommendations, and to align with the priorities of the next strategic plan, GPE 2030. Moreover, it would enable time to complete a competitive grant agent selection process, if needed, without disrupting implementation.

**Annex A – Summary of EOL Mid-Term Review; Annex B – GPE Secretariat Management Response.** Additional documents (e.g. full mid-term review report and status of implementation of rapid review recommendations) are available on the [Governance Portal](#).

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<sup>1</sup> “Strengthen national education coalitions engagement in policy dialogue”

## **Annex A**

Date: 12 April 2022

### **Executive Summary**

**Global Partnership for Education (GPE) Secretariat**

**Mid Term Review of Education Out Loud**

### **EXECUTIVE SUMMARY**

Authors: Cowan Coventry and Abrehet Gebremedhin

## 1. Background

Education Out Loud (EOL) is GPE's social accountability and advocacy program, which was approved by the GPE Board of Directors in April 2019 and is currently slated to run until 2024, with an overall funding envelope of U\$55.5 million. EOL builds on Global Partnership for Education (GPE) support to civil society advocacy through the Civil Society Education Fund (CSEF) from 2009 until 2019. EOL is managed by the grant agent (GA) Oxfam IBIS, which has a decentralized structure comprising a global management unit (GMU) based in Copenhagen, Denmark, and four regional management units (RMUs) based in Africa (Ghana and Uganda), Asia (Nepal), and Latin America (Mexico).

EOL's overall goal is to enhance civil society advocacy capacity and engagement with the education sector to further GPE's 2020 Strategy – and more recently, the GPE2025 Strategy – goals and help to ensure transparency and increased effectiveness in education policy and implementation processes. EOL has three overall objectives, with corresponding Operational Components (OCs): to strengthen national civil society engagement in gender-responsive education planning, policy dialogue, and monitoring (OC1 with national education coalitions); to strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation (OC2, with national civil society organizations); and to create a stronger global, regional, and transnational enabling environment for civil society advocacy and transparency efforts in education (OC3 with transnational and regional civil society organizations and coalitions).

## 2. Purpose and objectives of Mid Term Review

The purpose of this Mid Term Review (MTR) is to assess the relevance, efficiency, effectiveness, unintended effects, and potential for sustainability of GPE's support to EOL's grantees across all three OCs. The MTR has two objectives: to enable the GPE Board and Secretariat to assess whether EOL is on track to deliver on its intended objective of civil society participation in education advocacy and inclusive sector dialogue; and to provide evidence for making decisions on the scope and nature of GPE's future support for national and international civil society organizations.

## 3. Methodology

The review team adopted a mixed method design based on two principal data collection approaches. A document review and series of key informant interviews and small focus group discussions addressed the review questions through in-depth *qualitative* inquiry. A broadly representative sample of 19 grantees was identified for an in-depth document review, and a total of 65 people were interviewed across the key stakeholder groups. An online survey of all funded EOL grantees (N=94) produced a 90.4 percent response rate and provided both *quantitative* and *qualitative* results. Data was gathered through the three different methods in a staged process so that the findings of one kind of approach could help shape the questions of another type of approach. Initial findings were discussed with key stakeholders prior to the delivery of the draft and final reports to sense-check findings and co-create recommendations.

## 4. Findings: Relevance

### EQ 1.1. Relevance of operationalization of EOL design to objectives

The operationalization of the EOL design and approach is based on lessons learned and documented good practice and is relevant to the needs of its grantees and achievement of EOL objectives.

EOL has a sound design that has drawn upon lessons learned from previous evaluations and correlates strongly with documented good practice of donor support to civil society. EOL selection and approval processes, and capacity building support, are relevant to supporting civil society organizations contribution to the EOL program objectives of policy dialogue, promoting transparency and accountability and creating a stronger enabling environment. Grantees highlighted EOL's support for civil society advocacy; its emphasis on enabling the voice of the marginalized; its approach to learning and capacity building; and the support offered through the Year Zero process to refine and improve their program proposals, as most relevant to supporting them achieve their objectives. However, some sound, innovative proposals in response to the OC2 Call were unsuccessful due to selection criteria associated with the size of the grant, and many OC1 grantees reported that the grant period was too short for them to fulfill their advocacy-related objectives.

### EQ 1.2. Relevance of EOL to GPE 2021-25 strategy and operational model

EOL's focus on civil society engagement in policy dialogue is relevant to the emphasis of the GPE 2025 strategy and new operating model on system transformation and inclusive sector dialogue. However, opportunities for civil society participation in the model are not yet systematically well-defined nor broadly understood in GPE Secretariat.

EOL's focus on strengthening the capacity of civil society to engage in policy dialogue and promote social accountability aligns well with the ultimate objectives of the GPE 2025 strategy and operating model on country ownership, system transformation, and inclusive sector policy dialogue. However, the new country-level operating model is still in a pilot stage and preliminary documentation identifies only a few formalized mechanisms to ensure the participation of civil society in the Partnership Compact process. Civil society participation in local education fora such as local education groups (LEGs) in the different stages of GPE country processes such as the Compact will be critical. The longstanding presence of many National Education Coalitions (NECs) in some LEGs may potentially offer them an advantage in the new model but not all EOL grantees are currently participating in LEGs, and some stakeholders query the effectiveness of some of the NECs that are present.

The new operating model emphasizes the need for alignment with the educational priority/ies prioritized during Partnership Compact process. This could have implications for the composition of the grantee portfolio such as, for example, for the transnational work undertaken by OC3 grantees. Some stakeholders emphasized that the role of EOL is to contribute to the overall GPE goals of system transformation and equitable, inclusive and resilient education systems, rather than to align itself exclusively to the educational priorities of GPE country processes.

GPE Secretariat country teams have a key role in facilitating the participation of EOL as a strategic resource in the new operating model. However, the review found a variable level of interest and/or understanding among teams of the contribution that civil society organizations can make at country-level. The importance of the enabling role of Secretariat country teams is particularly relevant in the increasing number of developing partner countries with restricted civic space and/or where government partners have limited understanding or ownership of the concept of civil society having a role to play in policy making and implementation. Some EOL grantees expressed interest in GPE country teams playing a more pro-active role in facilitating access for civil society in policy-making fora. The majority of GPE Secretariat stakeholders interviewed requested more targeted, context-specific information on EOL and the work of grantees in order to facilitate these linkages.

### EQ 1.3. Incorporation of gender equality, equity and inclusion in EOL.

Gender equality, equity and inclusion embedded in EOL policies and practices.

EOL approach to gender equity and social inclusion draws upon the strong institutional policies of Oxfam IBIS as grant agent and incorporates a gender-aware and inclusive approach in different aspects of the program design such as proposal development, results and monitoring frameworks, and capacity building. While the vast majority of grantees report that EOL has helped them incorporate gender equity and social inclusion in their practices, there is a marked regional variation in the extent to which these concepts are mainstreamed in grantee programs. Some stakeholders suggest that EOL could be more proactive in building greater understanding and ownership of the concepts by grantees through more formalized policies.

## 5. Findings: Efficiency

### EQ 2.1. EOL policies ensure stewardship of resources and successful partnering.

High level of grantee satisfaction with the efficiency of EOL grant administration and approach to learning though there has been some delay in the implementation of the program. Need for stakeholders to collaboratively clarify roles with regards to learning and seek synergy at regional and global levels.

The cost base of EOL falls within documented parameters for multi-donor fund support for civil society in relation to the ratios between program management, program support and grants. The choice of Oxfam IBIS as a grant agent with global reach, skilled staff and a legacy of trust with Southern civil society can also be seen as a value for money consideration.

There is a high level of grantee satisfaction with the transparency and utility of the grant application and approval processes, and with the support offered by the Grant Agent to complete the process. The two-stage grant application process for OC2 and OC3 was positively regarded by grantees, although the demands of the concept notes were time consuming and demanding for some, particularly in the case of alliances. A number of grantees commented that the grant approval process, though transparent and fair, was rather extenuated. The Year Zero process was seen by OC1 grantees in particular as a distinctive, valued feature of EOL and an important investment in the quality of the final proposal.

A combination of factors in the grant administration process – the unexpected number of OC1 proposals that required further support from the GA; the unexpectedly high number of applications to the OC2 Call for Proposals; and the lengthy grant approval process – have contributed to some operational delays and a lack of synchronization in the implementation of the program. This, in turn, may be a contributory factor to the lack of anticipated synergy between the different operational components and among grantees across each component.

EOL has offered excellent at-distance monitoring support to grantees through Regional Management Units (RMUs) and has recently approved a simplified system of reporting, which grantees had previously found to be time consuming and burdensome. However, the GA continues to invest considerable effort to produce a series of very detailed reports at global level and the utility of such reports might be questioned. The EOL approach to learning (e.g. the development of learning plans for each grantee and the quality of capacity building provided) is also valued by grantees. However, EOL now needs to broaden its approach from being demand-led, grantee-focused to include a more strategic, pro-active approach to knowledge generation and dissemination.

There is evidence that an ongoing lack of coordination between Regional Coalitions and the Grant Agent's Regional Management Units on learning and capacity building in EOL may lead to duplication of effort and overload of learning initiatives for grantees. There is a risk that this concern may be replicated at a global level where the Grant Agent's Global Management Unit, the Global Campaign for Education, and the KIX program are all involved in global knowledge creation and dissemination relevant to EOL. It will be important for these actors to seek synergy and avoid duplication of effort as EOL begins to generate more knowledge for dissemination, and as the new operating model with its emphasis on evidence-based policy dialogue, becomes established.

#### EQ 2.2. Adaptive management in the design and implementation of EOL.

Adaptive management is mainstreamed in EOL policies and processes and has contributed to most grantees remaining on-track to achieve their objectives despite the disruption of the Covid-19 pandemic.

Nearly all OC1 grantees have adapted work plans and budgets during the evaluation period as a result of the Covid 19 pandemic (OC2 and OC3 grantees have only recently begun implementation). Adaptive management is thoroughly embedded in EOL policies and processes. It is incorporated in the process of proposal development; included in the capacity building in Year Zero; is part of the reporting format for grantees; and underpinned by budgetary flexibility. The delegated authority at the regional level of EOL to approve changes in work plans and budgets has been a major contributory factor to most OC1 grantees' activities remaining on track. An unanticipated outcome of the ability of grantees to adapt work plans and transfer funds has been increased investment in knowledge products or processes; e.g., in research or the development of a strategic plan or advocacy plan. The GA has also demonstrated an ability to adapt in a timely fashion to unanticipated challenges in the roll out of the program such as the unanticipated need to provide additional support in proposal development to national education coalitions. However, the early demands of implementation may have inhibited opportunities to reflect more strategically on key issues and plan for future potential adaptation.

## 6. Findings: Effectiveness

#### EQ 3.1. EOL achievement of objectives.

OC1 relatively on track towards intended results but room for improvement in outcome reporting, and in the incorporation of a gender and inclusion perspective in program design and objectives.

While it is too early to assess progress of OC2 and OC3 to their objectives, Objective 1 remains relatively on track towards its intended results. In terms of results, NECs are becoming more inclusive of marginalized groups, though some groups – discriminated ethnic, caste, migrant, religious and LGBT communities – remain under-represented or absent; grantees are very satisfied with EOL capacity building, though the level of satisfaction varies among providers; NECs are largely on track with their contribution to policy changes; and the initiation of learning collaboratives is still at an early stage and some regions have yet to move forward. However, some caution should be exercised with regard to this definition of success, and there is room for improvement in grantee outcome reporting. Some outcome statements are more akin to output statements; reporting is frequently to quantitative indicators; there is limited evidence at this stage of beneficiary perceptions of the quality of activities conducted; and the evidence base for reported contributions to policy changes is very variable, as not all grantees report systematically on policy changes.

While grantees report that EOL has helped them incorporate gender equity and inclusion in their work, progress has been strongest in the representation of women’s and girls’ organizations and some marginalized groups in the coalitions. The degree to which gender and social inclusion is mainstreamed in grantees’ program objectives and implementation is variable across the regions, and there is a need for grantees to be supported to deepen and broaden their understanding and application of these concepts in their program design and implementation.

## 7. Findings: Sustainability

### EQ 4.1. Financial and organizational sustainability.

EOL capacity building support contributes to organizational sustainability of grantees but a significant number of OC1 coalitions remain financially dependent on EOL.

OC1 grantees in particular, confirm that EOL helps to support their organizational sustainability as its capacity development support in e.g. proposal development and project cycle management, will make their organizations more able to apply for and obtain funding from other sources. However, a significant number of OC1 coalitions remain largely financially dependent on EOL after several years of GPE grant funding (in some instances, more than 5-10 years of GPE funding), and the opportunities for grant funding of civil society advocacy in the sector are limited. OC2 and OC3 grantees have a diverse funding base and are not financially dependent on EOL. Grantees across OCs identify fundraising and communications as a priority area for capacity building support.

### E.Q. 4.2. Contribution of EOL design to sustainable results.

While grantees often work in an increasingly difficult operating environment, they identify EOL support to access government-led policy fora and engage in collaborative, evidence-based dialogue as a key enabling factor in contributing to long-term change in the education sector.

Although it is too early to confirm what design features of EOL are likely to contribute to grantees achieving long-term change in the education sector, grantees identified a number of enabling factors and obstacles. Among the obstacles cited in an increasingly difficult operating environment were a shrinking civic space for public debate and lack of government recognition for the contribution civil society can make to policy dialogue. However, grantees also identified a number of enabling factors associated more generally with the EOL design. These included EOL support to grantees to access policy fora and have a collaborative policy dialogue with government; to strengthen their organizational capacity as civil society advocates; to conduct policy-related research as an evidence base to promote social accountability; and to develop a diverse and inclusive membership that strengthens their credibility as voices of civil society.

## 8. Recommendations

### Relevance

- *Recommendation 1: In the event of EOL being extended, GPE to consider some design changes to ensure that its funding modalities target and support CSOs and coalitions that have the credibility and competencies to make an impact within the GPE 2025 operating model. This could include a more differentiated grant funding to enable it to support a wider range of CSOs to advocate for and monitor inclusive education, and the provision of three-to-four year grants across all OCs.*

- *Recommendation 2: In the event of EOL being extended, the GA to retain, reconfigure and rename the Year Zero process and reconsider its competitive element. The principal focus should be to provide an opportunity for grantees to learn and innovate to enrich their proposed approach and generate synergies across the portfolio.*
- *Recommendation 3: GA to develop regional learning plans to strengthen grantees' capacities in line with opportunities to contribute to system transformation and the Compact process e.g. monitoring education financing and government performance in the sector. This could involve initial assessments of the capacities of NECs to contribute effectively to the Compact process and other relevant policy fora, and supported by learning partners; facilitated by peer learning, drawing on grantees with a strong track record in this areas; and by knowledge sharing relevant research.*
- *Recommendation 4: GPE EOL Team and GA to devise a plan to raise the profile and level of understanding of EOL among GPE country teams in order to facilitate opportunities for CSO engagement in the Partnership Compact and other relevant fora. This might include producing tailor-made communications on EOL for country teams; developing a guidance note on the opportunities for civil society to play a role in the GPE2025 operating model; and clarification of GPE Secretariat responsibilities of to support country partners in accessing EOL as a strategic resource in GPE.*
- *Recommendation 5: The GA to develop an EOL gender and social inclusion policy that helps improve understanding and mainstreaming of such themes in project activities and use it to broaden and deepen the understanding and application of the concept by grantees across the portfolio. This work could be supported by regional learning partners and peer learning drawing on grantees with a strong track record in this area.*

#### Efficiency

- *Recommendation 6: In the event of EOL being extended, GPE/GA to review the efficiency and utility of some key grant management processes, - for example, better synchronization of Call from Proposals to facilitate synergies between OCs; reduction in time from Call for Proposal to grant approval (simplified concept note and approval process); and a revised communications framework to produce more tailored communications to share distilled learning and stories of change in EOL.*
- *Recommendation 7: GPE/GA to facilitate synergy and avoid duplication of effort among key stakeholders in knowledge sharing by reviewing:*
  - *Roles and current status of GCE, KIX and EOL at a global level in knowledge creation and dissemination in the context of the new operational model;*
  - *Roles and working practices of RMUs and RCs to ensure learning and capacity development is planned and coordinated efficiently at regional level;*
  - *GA working practices to ensure that its support to learning and knowledge sharing across the program is efficiently coordinated e.g. by developing a joint workplan for GMU and RMUs; reviewing issues and lessons emerging from grantee reports; sharing and discussing issues emerging from the matrix meetings; and providing opportunities to discuss with other stakeholders more strategic issues such as how EOL should approach global learning and maximize synergies with GCE and KIX.*

#### Effectiveness

- *Recommendation 8: The GA to consider how best it can support grantees to report on change at outcome level, for example, through use of learning partners. This may include the use of mixed indicators; introduction of methods to establish a plausible contribution to reported changes; use of purposive case studies; and of appropriate tools such as Network Effectiveness Frameworks to assess, monitor and support the representativeness and accountability of the coalitions it supports.*
- *Recommendation 9: GPE Secretariat and GA to review how synergies between OCs can be facilitated in EOL planning and implementation processes in the current period and in any future extension.*

## Annex B: GPE Secretariat Management Response

### Mid-Term Review (MTR) of Education Out Loud (EOL)

The GPE Secretariat welcomes the Mid-Term Review of Education Out Loud (EOL) conducted by external consultants Cowan Coventry and Abrehet Gebremedhin, and thanks them for the useful analysis and lessons it provides. The review offers timely and important information on GPE's support to civil society organizations through Education Out Loud from 2019–2021. Its findings will inform the assessment of whether EOL is on track to deliver on its intended objective of strengthening civil society participation in education advocacy and inclusive sector dialogue and will provide evidence for making decisions on the scope and nature of GPE's future support for civil society. The GPE Secretariat considers the findings of the Mid-Term Review to be fair overall and agrees with the recommendations made under the domains of relevance, effectiveness, efficiency and sustainability. The Secretariat notes that some recommendations can be pursued during the current implementation period, while others will only be applicable through adaptations made in the program if an extension is approved.

Recommendation	Management Response
<b>Review Area: Relevance of Education Out Loud</b>	
1. In the event of EOL being extended, GPE to consider some design changes to ensure that its funding modalities target and support CSOs and coalitions that have the credibility and competencies to make an impact within the GPE 2025 operating model. This could include a more differentiated grant funding to enable it to support a wider range of CSOs to advocate for and monitor inclusive education, and the provision of three-to-four-year grants across all OCs.	The Secretariat agrees and recommends that the Performance, Impact and Learning Committee recommend to the Board that the grant agent develop a proposal for a costed extension with recommended adaptations (including more differentiated funding windows and longer-term grants) based on the evidence from the MTR.
2. In the event of EOL being extended, the GA to retain, reconfigure and rename the Year Zero process and reconsider	The Secretariat will request adaptations to improve the year zero

<b>Recommendation</b>	<b>Management Response</b>
<p>its competitive element. The principal focus should be to provide an opportunity for grantees to learn and innovate to enrich their proposed approach and generate synergies across the portfolio.</p>	<p>process, and reconsideration of its name in any future proposal for EOL.</p>
<p>3. Grant agent to develop regional learning plans to strengthen grantees' thematic capacities in line with possible opportunities within the GPE 2025 operating model e.g., monitoring education financing and government performance in the sector. This could involve initial assessments of the capacities of NECs (National Education Coalitions) to contribute effectively to the Compact process and other relevant policy fora, and supported by learning partners; facilitated by peer learning, drawing on grantees with a strong track record in this areas; and by knowledge sharing relevant research.</p>	<p>The Secretariat agrees with the recommendation and will work with the grant agent and regional learning partners to identify further opportunities within GPE 2025 to assess and address relevant learning needs.</p>
<p>4. GPE EOL Team and grant agent to devise a communications plan to raise the profile and level of understanding of EOL among GPE country teams. This might include producing tailor-made communications on EOL for country teams; developing a guidance note on the opportunities for civil society to play a role in the GPE 2025 operating model; and clarification of GPE Secretariat responsibilities of to support country partners in accessing EOL as a strategic resource in GPE.</p>	<p>Agree and this is in process. The Secretariat is working with the grant agent to implement a communication plan, which includes targeted information dissemination through webinars, meetings and customized information and communication materials for country teams. The GPE EOL Team is also joining country teams where relevant to provide targeted support.</p>

Recommendation	Management Response
<p>5. Grant agent to develop an EOL gender and social inclusion policy and use it to broaden and deepen the understanding and application of the concept by grantees across the portfolio. This work could be supported by regional learning partners and peer learning and draw on grantees with a strong track record in this area.</p>	<p>The Secretariat agrees and will request that the grant agent consider this recommendation.</p>
<p><b>Review Area: Efficiency of Implementation</b></p>	
<p>6. In the event of EOL being extended, GPE/GA to review the efficiency and utility of some key grant management processes, - for example, better synchronization of Call for Proposals to facilitate synergies between OCs; reduction in time from Call for Proposal to grant approval (simplified concept note and approval process); and a revised communications framework to produce more tailored communications to share distilled learning and stories of change in EOL.</p>	<p>The Secretariat agrees and will request that the grant agent consider this recommendation</p>
<p>7. GPE/GA to facilitate synergy and avoid duplication of effort among key stakeholders in knowledge sharing by reviewing:</p> <ul style="list-style-type: none"> <li>- Roles and current status of GCE, KIX and EOL at a global level in knowledge creation and dissemination in the context of the new operational model;</li> <li>- Roles and working practices of RMUs and RCs to ensure learning and capacity</li> </ul>	<p>The Secretariat agrees with the recommendation and will follow up with the grant agent to ensure the review is completed.</p>

<b>Recommendation</b>	<b>Management Response</b>
<p>development is planned and coordinated efficiently at regional level;</p> <ul style="list-style-type: none"> <li>- GA working practices to ensure that its support to learning and knowledge sharing across the program is efficiently coordinated e.g. by developing a joint workplan for GMU and RMUs; reviewing issues and lessons emerging from grantee reports; sharing and discussing issues emerging from the matrix meetings; and providing opportunities to discuss with other stakeholders more strategic issues such as how EOL should approach global learning and maximize synergies with GCE and KIX.</li> </ul>	
<b>Review Area: Effectiveness</b>	
<p>8. The grant agent should consider how best it can support grantees to provide evidence of change at outcome level. This may include the use of indicators, purposive case studies and other approaches, and the use of appropriate tools.</p>	<p>The Secretariat agrees with the recommendation and notes that the grant agent has begun working with global learning partners to identify relevant tools and to collect such evidence of change.</p>
<p>9. GPE Secretariat and grant agent to review how synergies between OCs can be facilitated in EOL planning and implementation processes in the current period and in any future extension.</p>	<p>GPE EOL team will coordinate with the grant agent to review these synergies.</p>