

KNOWING WHAT WORKS

Central project evaluation

German BACKUP Initiative Education in Africa
– Phase II

Project number 2016.2191.1

Evaluation Report

On behalf of GIZ by Franziska Lammers, Patricia Oliveira Dias and Laura Schindler (Syspons GmbH)

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Abbreviations

ANCEFA	Africa Network Campaign on Education for All
ATP	Advanced Training Programme
AU	African Union
BMZ	German Federal Ministry for Economic Cooperation and Development
CSO	Civil Society Organisation
DAC	Development Assistance Committee
DC	Development Cooperation
ESP	Education Sector Plan
EU	European Union
FAWE	Forum for African Women Educationalists
FMB	GIZ Sectoral Department
GCE	Global Campaign for Education
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
GPE	Global Partnership for Education
IIEP	International Institute for Educational Planning
KOMP	Cost-output monitoring and prognosis (Kosten-Output Monitoring und Prognose)
LEG	Local education groups
MoE	Ministry of Education
OECD	Organisation for Economic Co-operation and Development
SDG	Sustainable Development Goal
UNGEI	United Nations Girls' Education Initiative



The project at a glance

Indivisible regional project in Africa (including Benin, Burkina Faso, Burundi, Cabo Verde, Cameroon, Central African Republic, Chad, Comoros, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Eritrea, Ethiopia, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mozambique, Niger, Rwanda, Nigeria, Republic of the Congo, Senegal, Sierra Leone, Somalia [Somaliland], South Sudan, Sudan, Tanzania [Zanzibar], Togo, Uganda, Zambia, Zimbabwe):

German BACKUP Initiative Education in AFRICA – Phase II

Project number	2016.2191.1
Creditor reporting system code(s)	11110 – Education Policy and administrative management (100%)
Project objective	The application and implementation requirements for international funding to achieve international education goals in African countries are improved.
Project term	October 2017 – March 2021
Project value	EUR 9,543,107.68 ¹
Commissioning party	German Federal Ministry for Economic Cooperation and Development (BMZ)
Lead executing agency	Not applicable
Implementing partner organisations (in the partner country)	Ministries of education, national civil society organisations and regional civil society networks active in education
Other development organisations involved	None
Target group(s)	<p>Direct target groups of the project are African stakeholders active in education. This includes experts and decision-makers from national African ministries (particularly ministries of education) and representatives of national and regional civil society organisations and networks. Direct beneficiaries include representatives of African partner countries in Global Partnership for Education (GPE) constituencies.</p> <p>Indirect target groups of the project are children and youth mainly of school age (6 to 17 years) in African partner countries of the GPE. Furthermore, adults benefitting from the education systems through lifelong learning are also included.</p>
Development cooperation (DC) programme	Not applicable
Implementing organisations of the DC programme	Not applicable
Organisation responsible for implementing and coordinating the DC programme	Not applicable
Reporting year of central project evaluation	2022
Sample year of central project evaluation	2017

¹ All project figures stated in this report depict current volumes according to the latest information ('Sachstand') of the project (July 2022; GIZ, 2022a).

1 Evaluation objectives and questions

This chapter aims to describe the purpose of the evaluation, the standard evaluation criteria, and additional stakeholders' knowledge interests and evaluation questions.

1.1 Evaluation objectives

Central project evaluations of projects commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) fulfil three basic functions: they support evidence-based decisions, promote transparency and accountability, and foster organisational learning within the scope of contributing to effective knowledge management. *Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH* structures the planning, implementation, and use of evaluations so that the contribution the evaluation process and the evaluation findings make to these basic functions is optimised (GIZ, 2018a). Central Project Evaluations are carried out by external evaluators on behalf of the GIZ Evaluation Unit. The Evaluation Unit reports directly to the Management Board and is separate from GIZ's operational business. This aims at improving the independence and credibility of evaluation findings.

The project **German BACKUP Initiative Education in Africa – Phase II²** was selected by random sampling. This evaluation covers the project's term from 1 October 2017 to 31 March 2021 and is treated as a final evaluation. GIZ Evaluation Unit considered that the evaluation had two purposes. First, the successes of the project should be documented to contribute to accountability and legitimacy. Second, the evaluation should identify learning experiences from the implementation of the project, especially in terms of (long-term) effectiveness and considering the project's internal and external complexity. This concerns the project's approach to demand-based small-scale funding. The period under evaluation included the project's original time frame until September 2019 and two time-relevant extensions: a first extension in 2017 due to additional funds (end date extended to September 2020) and a second extension to March 2021 also with additional funds. A third extension was granted until April 2023 due to European Union (EU) cofinancing. The latest extension added another thematic area to the project that will not be considered in this evaluation. Hence, even though the project is still ongoing due to the EU cofinancing, it was decided during the inception mission to treat this evaluation as a **final evaluation** that includes only grants and activities within the thematic scope of the original project. Due to the limited time elapsed between the funding and closure of the projects supported by BACKUP Education, the emphasis of this evaluation could not be on the long-term impacts. Instead, it was on the establishment of structures, results achieved so far, the relevance and coherence of the project, accountability and lessons learned for GenerationDigital!, which is currently in its design and planning phase. Despite not being a formal follow-on project, GenerationDigital! will transfer the current project's approach onto another thematic focus and will draw heavily on the project's team, structures, and experiences.

Several internal and external factors that affected the **feasibility of the evaluation** were identified during the inception phase, which we would like to highlight and update at this point.

- As a regional project, BACKUP Education is active in a large number of African countries, in which various grant recipients from government and civil society are project stakeholders. This posed a challenge for the evaluation. The evaluation criteria had to be assessed for all project activities and contextual factors and stakeholder landscapes had to be considered in different African countries.

² In the following, referred to as 'the project' or BACKUP.

- The project aims to improve national processes in the framework of the Global Partnership for Education (GPE) and regional learning. In addition to the challenge of the many country contexts to be considered, the evaluation had to assess results at regional, cross-country level. The evaluation team consequently explicitly sought out stakeholders who could look beyond their individual projects and assess larger-scale impacts.
- The project's results model relies on a long causal chain to achieve the desired impacts. Additionally, the project operates on a meta-level distant from the population in most of its activity areas. Therefore, observable impacts at societal level were expected to be limited. Moreover, while long-term impacts were considered based on a plausibility analysis, the evaluation's focus was on the direct effects of funded activities in terms of improving application and implementation processes for and of GPE funding.
- Due to several evaluations (project evaluations, impact and tracer studies) and a comprehensive knowledge management system that catalogues all grants and their documents, a large database was readily available. The data on the individual grants' effectiveness and impact went well beyond the results-based monitoring and were a valuable resource for the evaluation.

1.2 Evaluation questions

The project is assessed on the basis of standardised evaluation criteria and questions to ensure comparability by GIZ. This is based on the Organisation for Economic Co-operation and Development ([OECD Development Assistance Committee \(DAC\) evaluation criteria](#) (updated 2020) for international cooperation and the [evaluation criteria for German bilateral cooperation \(BMZ, 2021\)](#): **relevance, coherence, efficiency, effectiveness, impact and sustainability**.

Specific assessment dimensions and analytical questions have been derived from this framework. These form the basis for all central project evaluations in GIZ and can be found in the **evaluation matrix** (Annex I). In addition, contributions to the 2030 Agenda for Sustainable Development and its principles are taken into account as well as cross-cutting issues such as gender, the environment, conflict sensitivity and human rights. Also, aspects regarding the quality of implementation are included in all OECD DAC criteria.

During the inception phase, central stakeholders to this evaluation – project staff, BMZ and additional GIZ stakeholders with a thematic relation to the project – expressed specific knowledge interests for the evaluation. Interests were assessed in an initial conversation with the entire project team and through exploratory interviews. As shown in the table below, they included the project's overall impact, the impact mechanism of demand-oriented grants and the connection with the wider framework of GPE process in the target countries. All questions that were within the scope of the evaluation are listed here and can be considered specifications of the standard questions in the evaluation matrix (see Annex I).

Table 1: Knowledge interests by main evaluation stakeholder groups

Evaluation stakeholder group	Knowledge interests in evaluation/additional evaluation questions	Relevant section in this report
Project team	<ul style="list-style-type: none"> • Detailed analysis of the theory of change underlying a demand-based funding mechanism: how and under which circumstances does the instrument have impacts? • What are the lessons learned from cooperating with a broad range of actors and target groups in different countries? • Which results of the project can be observed at regional level? • Which results of the project (and its predecessors) have been taken up/scaled up by its partners, other countries or other stakeholders (including GPE)? • Are there unintended (positive and negative) effects of working with a purely demand-based funding mechanism? Does the flexibility of a demand-based fund impede its results orientation? • To what extent is the model of demand-oriented grants suitable for advancing results in the education sector beyond BACKUP Education's focus on GPE funding? What are the potential and the challenges in transferring the project's thematic focus to further digital solutions? 	Impact and sustainability of predecessor projects (4.1) Effectiveness (4.4) Impact (4.5) Efficiency (4.6) Sustainability (4.7)
Other GIZ stakeholders (Country Manager LMI, GIZ Sectoral Department FMB, group leader)	<ul style="list-style-type: none"> • Can small-scale funds achieve sustainable systematic change that goes beyond individually funded projects? • Are there good practices in terms of supporting innovative approaches to improve education planning and management? • What is the added value of a regional project/fund compared to bilateral or global funding? • What are the potential and challenges in transferring the project's thematic focus to further digital solutions? How relevant is this change for partner countries? 	Impact and sustainability of predecessor projects (4.1) Relevance (4.2) Effectiveness (4.4) Impact (4.5) Sustainability (4.7)
BMZ ³	<ul style="list-style-type: none"> • What are the potential and challenges in transferring the project's thematic focus to further digital solutions? 	

³ This solely relied on feedback from BMZ Division 112 (Digitalisation in Development Cooperation). BMZ Division 210 (Coordination of the Operative Cooperation with Africa and the African Union), which is responsible for the commission, commented via email that there were no particular knowledge interests. BMZ Division 413 (Education) had no touching points with the project and was interviewed in the evaluation phase.

2 Object of the evaluation

This chapter aims to define the evaluation object, including the theory of change, and results hypotheses.

2.1 Definition of the evaluation object

The regional project **German BACKUP Initiative Education in Africa – Phase II** was launched in October 2017 and builds on two predecessor projects⁴: the German BACKUP Initiative – Education in Africa I (PN 2010.2258.1) and the German BACKUP Initiative – Education in Africa II (PN 2013.2260.1). The first project ran from January 2011 to March 2015 with a total commissioning value of EUR 6,647,181.13, the second project ran from October 2014 to March 2018 with a total value of EUR 7,694,876.32 including EUR 1,838,000.00 cofinancing from the Swiss *Direktion für Entwicklung und Zusammenarbeit der schweizerischen Eidgenossenschaft* (DEZA).

All three projects have been modified through extensions of funds, duration and cofinancing. The many modifications that the project (and its predecessors) underwent were outlined in the inception report. The project under evaluation was commissioned on 2 December 2016 with an initial commission volume of EUR 3,500,000 and a duration of two years (GIZ, 2016a). The commissioning volume was doubled to EUR 7,000,000 as soon as new funds from BMZ's yearly financial planning became available. Accordingly, the duration was extended by one year to 30 September 2020 (WS_1; GIZ, 2017). Another modification offer added EUR 800,000 of residual funds from the predecessor project (GIZ, 2019a). Further cash funds amounting to a total value of EUR 500,000 were added to the project on 6 November 2019. The latter also entailed an extension of the project's duration to 31 March 2021 (GIZ, 2019b). In 2020, the EU Commission approached BMZ in search of a project that could absorb funds for a fast EU Covid-19 Response Action, later named EU Digital Solutions to Strengthen the Resilience of Education and Health Systems to Covid-19 in the Eastern, Southern Africa and Indian Ocean Region. This was aimed at supporting digitalisation in the health and education sectors in developing countries (Int_1, 5). To utilise these funds in a timely manner, it was decided to extend BACKUP Education's mandate by another two years to 30 April 2023 and add a new thematic focus for its funding scheme: support of partners in African countries to develop digital solutions in the education sector (renamed the BACKUP Initiative). A conscious decision was made to refrain from developing a new project (WS_1; Int_5). In consequence, cofinancing by the EU extended the commission value by EUR 5,000,000 and was matched by EUR 1,100,000 in BMZ funds (GIZ, 2020b). This cofinancing was implemented in cooperation with the Belgian implementing organisation Enabel. In total, this adds up to EUR 14,543,107.68 in commission volume and a project duration from 1 October 2017 to 30 April 2023. Parallel to the on-going cofinancing, a new project called GenerationDigital! is currently in its design and planning phase. Despite not being a formal follow-on project, this project will transfer the current project's approach and will draw heavily on the project's team, structures and experiences (WS_1; Int_2, 3, 5).

BACKUP Education is part of a consolidated approach in German development cooperation (DC) that aims to assist partner countries in accessing and implementing resources from multilateral funds. BACKUP stands for Building Alliances, Creating Knowledge and Updating Partners. By providing timely, flexible support based on individual applications by partner countries, these projects help partner countries to make (better) use of international funds to reach their national and international development objectives (GIZ, 2014c). It is BACKUP Education's fundamental assumption and results hypothesis that 'radical partner orientation' increases ownership for the partners and therefore results in more relevant, more effective and ultimately more sustainable

⁴ Although the project title suggests that the project constitutes a first follow-on project (Phase II), it should be considered a second follow-on (Phase III).

outcomes and impacts. Therefore, it is important to contextualise the number of granted modes. The project itself considers its individual modes to be micro-interventions (WS_1, 2, 4; Int_4). They represent bridge financing within a much larger framework of international education funding. This must be considered when the project's outcomes and impacts are analysed (see Sections 2.2, 4.4 and 4.5). To this end, BACKUP Education offers three modes of support (hereinafter referred to as 'grants' or 'modes'):

- **fast access mode:** funds for one-off activities such as participation in conferences, training sessions or workshops (mostly up to a duration of one month, in exceptional cases up to one year, and for a maximum of EUR 10,000 per person),
- **consultancy mode:** funds for hiring an external expert or consultant (up to EUR 50,000), and
- **project mode:** funds for small-scale projects with short- and medium-term activities that support the application or implementation of GPE funds (maximum of up to one year and EUR 100,000).

Thematically, BACKUP Education is part of the German contribution to the Global Partnership for Education (GPE). Therefore, GPE processes and strategies are central to the project's strategic framework (see Section 4.2). Within its mandate, BACKUP Education supports applications for small-scale grants by African governments (particularly ministries of education), national and regional civil society organisations and networks and the African voting groups of GPE constituencies. In a demand-based manner, applicants identify local shortcomings in their application for or implementation of GPE grants and seek funding with BACKUP Education. All modes eligible for support by BACKUP Education must demonstrate this clear link to GPE processes (GIZ, 2016a).

Strengthening gender equality in education and the resilience of education systems in contexts of crisis and conflict are important cross-cutting issues for the project that are reflected in the appraisal process and the project's target system. In this vein, one project mode of this commissioning period stands out. Following BMZ's initiative (WS_1), BACKUP Education supported the United Nations Girls' Education Initiative (UNGEI) with a grant of EUR 800,000 to assist with the G7's Gender at the Centre Initiative (GCI) – Putting Gender Equality at the Centre of Education Sector Planning. This mode is an exception to BACKUP Education's funding scheme, as the amount of the grant is larger than the usual project mode and a multilateral organisation would normally not be eligible for support. However, BMZ wanted this mode to be included and it is a major cornerstone for the project's gender equality contribution (WS_1).

Methodologically, BACKUP Education works with a threefold approach that encompasses financial support (funding) and assistance in financial matters, technical advice and support for networking (see Figure 1; GIZ 2021a). In contrast to other funding schemes, the project heavily invests in supporting and advising applicants during the application process and provides financial advice on the implementation of the BACKUP grant. The project team considers all three pillars of this approach to be equally important and interlinked. Tangible, sustainable results can only be achieved if all dimensions are respected equally (WS_1).

The project works regionally in Africa. It supports national applications and regional initiatives. Since the project does not follow the bilateral or regional 'standard' of working with a national political partner or regional organisation, its **geographic scope** is not limited to BMZ partner countries or more specifically those with a BMZ emphasis on basic education. Hence, all 40 African countries that are GPE members can submit an application to BACKUP Education. In this commissioning period, BACKUP Education supported measures in 24 African countries and six regional applications. The evaluation aimed to take this multitude of contexts into account by considering the broad spectrum of grants (that is, regarding effectiveness) and by examining in greater depth the three selected country contexts (in terms of relevance, impact and sustainability). Over the span of three commissioning periods, BACKUP Education supported 126 fast access modes, 14 consultancy modes and 85 projects, with a total of 225 grants. During the project under evaluation, the grants included 22 fast access recipients, one consultancy mode and 26 project modes (GIZ, 2021b).

By supporting upcoming or ongoing GPE processes in the partner countries, BACKUP Education's approach is inextricably linked to the partner countries' political and sectoral priorities and policies in education. African countries have been engaged in GPE for over a decade. Currently, 40 of the continent's 54 countries are GPE members and receive funds for developing national education sector plans (ESPs) or to work towards the national education goals specified therein (GIZ, 2016a). Despite commonalities between the countries such as a shift in prioritisation from improving access to education towards quality of education, national education priorities and therefore support needs vary greatly between BACKUP Education's partner countries. This again emphasises the versatility of the project's demand-based approach.

2.2 Results model including hypotheses

Overall project structure

The **project's objective** is to improve application and implementation requirements for international funding (namely GPE) to achieve international education goals in African countries. Due to the setup of the project as a regional fund, the project does not work with political **partners**. Instead, governmental and civil society organisations (hereinafter referred to as 'partners') receive funds to participate in workshops or training sessions, to hire external consultants or to implement their own small-scale projects. These groups also constitute the project's **direct target group**. **Indirect target groups/final beneficiaries** at impact level are considered to be children and youth of school age (6 to 17 years) in African partner countries of the Global Partnership for Education (GPE). Furthermore, adults benefitting from the education systems through lifelong learning are included as final beneficiaries. In countries affected by crisis and conflict and their neighbouring countries, refugees and displaced persons constitute a vulnerable target group. **Further stakeholders** with whom the project collaborates include the GPE secretariat, international education initiatives, and other donors and multilateral organisations active in supporting national basic education efforts, particularly those that act as coordinating agencies for GPE in BACKUP Education's partner countries. The project also cooperates with other projects on basic education implemented by GIZ, both bilaterally and regionally/globally. These levels of differentiation were considered throughout the evaluation to depict the broad spectrum of activities undertaken by the project and to identify successes and hindering factors in the implementation of a demand-based small-scale fund.

Output level

As part of the inception phase, the project team and the evaluation team reviewed the results model. The updated results model is shown in Figure 1. It shows the connection between activities (A) and results (R), which comprise outcomes and impacts (I). Hypotheses (H) in this subsection include those that link outputs to the module objective (outcome) and hypotheses between outputs. These key hypotheses were selected together with the project team for closer examination (see Section 4.4). The project under evaluation has the following three outputs (GIZ, 2016a).

- Output A: the preconditions for African ministries of education to apply for or use international funds are improved.
- Output B: the preconditions for the participation of civil society organisations in Africa in processes of applying for and implementing international funds are improved.
- Output C: knowledge exchange between African education actors regarding GPE-relevant education sector processes, which concern the application to or use of international funds, is improved.

Output A focuses on the project's support of African ministries of education (MoEs) to improve the context in which they apply for and implement international funds for education, namely GPE. The project's main activities include fund management (**A1** and **A2**), funding of demand-based applications (**A3** and **A4**), and networking and outreach activities (**A5** and **A6**). Output A can be achieved if the MoE receives the required external assistance (**R1**) and is strengthened in its capacities (**R2**) to apply for and implement international GPE funds. In addition, funding and support from BACKUP Education (**A2** and **A4**) allow MoEs to pilot innovative approaches to

improve education planning and management (**R4**). These results individually and collectively close the gaps identified by partners in local GPE processes (**R3**). Funding and support make a process possible or qualitatively improve the process. As a result, MoEs operate under improved preconditions to apply for and implement GPE funds (**Output A**). This leads to improved national education sector plans. For example, aspects of gender equality are better considered (**R8**) or robust methodology is included for measuring education statistics. These improvements are then assumed to contribute to better national education planning and management according to GPE criteria (**R9**). This enables the partner countries in general to better meet application and implementation requirements for GPE funds (**Outcome/Module objective**). Some of the results reinforce each other: better education planning and management (**R9**) also improve the preconditions for African MoEs to apply for or use international funds (**Output A**). Similarly, if application and implementation requirements for international funding to achieve international education goals in African countries improve (**Outcome**), this also enables better education planning and management (**R9**).⁵

Several assumptions must be met for this output area to reach its objectives.

- Applicants must be able to assess and formulate their support needs and submit high quality proposals that adequately tackle the identified challenges. The BACKUP Education team ensures this through extensive consultancy in the drafting phase of the proposal (**A2**).
- In addition, grant applicants (or their appointed grant agent) need to have sufficient grant management capacities to handle the funding. This is addressed by the financial project team closely supporting the grant recipients and alternatively grant agents prior to and during the implementation of the mode (**A2**).

Output B utilises the same activities as Output A but focuses on supporting civil society actors to increase their participation in the application for and implementation of GPE funds. This output can be achieved if civil society organisations (CSOs) receive the required external assistance (**R1**) and are strengthened in their capacities (for example, in education planning and management, advocacy, CSO organisation or thematic areas such as the requirements of children with special needs) (**R2**). Here, the results vary according to the CSO's experience and status. Some receive further thematic input and some civil society actors are first enabled to become institutionalised and formally accredited (**R3**). In congruence with A, the funding and support by BACKUP Education (**A2** and **A4**) allows CSOs to pilot innovative approaches to improve education planning and management (**R4**). Again, these results individually and collectively close gaps identified by partners in local GPE processes (**R3**). As a result, the preconditions for the participation of CSOs in application and implementation processes for GPE funds are improved (**Output B**), leading to better cooperation between national stakeholders who are active in education (**R11**). If this is the case, CSOs can provide checks and balances for governmental actors (**R12**) and participate more in educational decision-making (**R13**). This will improve national education planning and management as it will increase participation and include different perspectives (**R9**). In turn, this will enable partner countries to better meet application and implementation requirements for GPE funds (**Outcome/Module objective**).

Output C entails the same activities as Outputs A and B but further includes activities to facilitate knowledge exchange on GPE-relevant processes between African stakeholders who are active in education, particularly those in countries affected by crisis and conflict (**A7**). To achieve better knowledge exchange, the project enables the piloting of innovative approaches (**R4**) and thereby generates good practices for education planning and management, and it disseminates this knowledge. Therefore, (potential) applicants know other countries' approaches and good practices for education planning and management in general (**R6**) and tackle challenges in education in the context of crisis and conflict (**R7**). If this exchange is active, African educationalists can make use of these good practices (**R15**) to improve their own national education planning and management (**R9**). This will increase the partner countries' chances of meeting application and implementation requirements for GPE funds (**Outcome/Module objective**).

⁵ This might also be attributed to the lack of discriminatory power between the formulation of Output A and the module objective.

As mentioned above, the results model is highly interrelated, so that individual outputs reinforce each other. For example, if the MoEs' application and implementation requirements for GPE grants are improved (**Output A**), they are better able to include civil society in their education sector planning and management (**Output B**). This directly contributes to better cooperation between governmental and civil society actors (**R11**). The latter also positively influences knowledge exchange between African education actors on GPE-relevant education sector processes (**Output C**). In turn, this enables national CSOs to better fulfil their position as a critical friend to their MoE (**R12**). In addition, regional knowledge exchanges between African actors improve the quality of applications to BACKUP Education.

Outcome and impact level

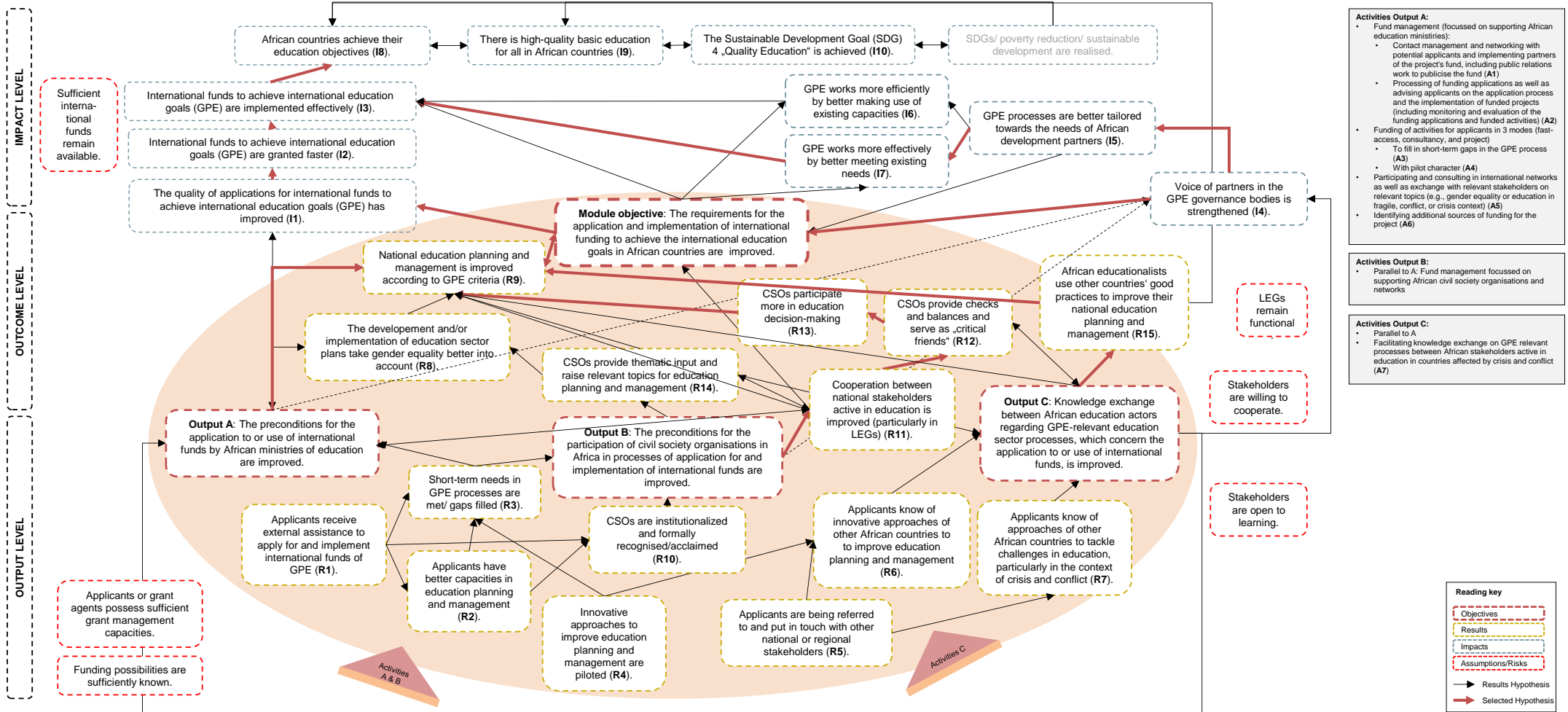
The project design also aims to make several contributions at outcome and impact level. Most importantly, all outputs are expected to contribute to **improving the application and implementation requirements for international funding to achieve international education goals** (namely GPE funds) in African countries. It is expected that this will lead:

- to higher-quality applications to GPE (**I1**) in the case of improved application requirements, and
- directly to more effective implementation of GPE funds (**I3**) in the case of improved implementation requirements.

Qualitatively better applications are then granted faster (**I2**), which also leads to more effective implementation of GPE funds (**I3**). With the support of GPE funds, the partner countries are expected to achieve their national education objectives (**I8**). This contributes to high-quality basic education for all in African countries (**I9**) and globally to the achievement of SDG 4 Quality education (**I10**). It is considered plausible that this then furthers the achievement of other SDGs, sustainable development and poverty alleviation. However, the impact chain linking the project to these impacts is very long and the size of the grants offered must be considered. In combination with the project operating at meta-level and therefore distantly from the population (that is, the indirect target group), observable impacts at societal level are expected to be limited. The evaluation focused on impacts that are closer to the project's sphere of influence, namely the contribution to achieving the country's national education objectives (see Section 4.5). To date, all the applications that meet GPE's quality criteria can be granted (Int_3). To uphold this status quo and potentially meet increasing demands, sufficient international funds are required. Therefore, this results hypothesis rests on the assumption that current donors maintain or increase their current pledge to GPE.

Secondly, the project is expected to contribute to the organisational development of GPE. It may have an impact when partner countries supported by the project use their new capacities, experiences (and confidence) in the voting groups (constituencies) for the GPE board. This will give their voice more weight in GPE constituencies (**I4**). This way, GPE will be better tailored to the needs of African developmental partners (**I5**) and will therefore work more effectively by better meeting these needs (**I7**). In addition, GPE can work more efficiently by making better use of the existing capacities in partner countries (**I6**). As a result, international funding can be used more effectively (**I3**). If this is the case, the countries come closer to achieving their national education objectives (**I8**). Congruent to the previous hypothesis, further impacts were not examined in greater depth in this evaluation. However, this hypothesis will only be met if GPE structures are sufficiently flexible to allow for a change in power dynamics.

Figure 1: Current results model (September 2021, adapted during evaluation)



System boundary

The outputs lie within the system boundary (depicted graphically by an orange background in Figure 2). The module objective, namely the outcome, lies within the system boundary. By placing the objective on the upper end of the system boundary, the results model emphasises the project's ability to reach its objective. It also indicates that the corresponding outcome can be influenced by external factors, due to the relatively small size of the funded activities in the larger framework of the countries' overall GPE processes. Beyond the system boundary, the impacts named above can be found. Since the impacts are located outside the system boundary, there are various external factors that may foster or hinder their achievement, the further away from the system boundary that they are displayed.

3 Evaluability and evaluation process

This chapter aims to clarify the availability and quality of data and the process of the evaluation.

3.1 Evaluability: data availability and quality

This section covers the following aspects:

- availability of essential documents,
- monitoring and baseline data including partner data, and
- secondary data.

Availability of essential documents

All essential documents were available to be assessed during the evaluation and are listed in the reference section of the report (see the List of references). Overall, the project's documents were of very high quality and thus provided vital insights for the evaluation.

Monitoring and baseline data including partner data

The project provides for detailed annual operational plans that assign staff responsibilities and regularly monitor outcome and output indicators, in line with GIZ standards for results-based monitoring through an online platform. This Wiki serves as a knowledge management tool for the fund management of the technical and financial team and therefore documents the entire application and implementation process and scope of grants. This overarching project-level monitoring system spans all grant-related project activities and connects them, whenever feasible, with project indicators that provide clear links and evidence. Each mode is categorised according to its (potential) contribution to the indicators, and assigned an implementation status (pending inquiry, under review, approved and ongoing, follow-up, technically closed, or dropped and rejected). Therefore, the prognosis and achievement of output and outcome indicators are automatically updated. All verification sources (for example, progress and final reports on individual grants, sources of verification such as national education plans) are linked to this database. Further observational tools such as KOMPASS are not used. The technical team is responsible for the accuracy of monitoring data and for the periodic generation of reports.

Project-related data collection and analysis are part of the standard procedures of project staff. This activity relates mainly to budget and operational data, which are linked to monitoring data since both are associated with the grants and grant process central to the project. For steering purposes, financial indicators of the grants are closely monitored and discussed weekly. These are activity- and budget-related indicators rather than the module

objective and output indicators agreed with BMZ and included in the results matrix. Monitoring data on module objective and output indicators, which are collected continuously, are discussed twice a year and collated for the annual reports for BMZ.⁶ An assessment of the monitoring data pointed to a high quality, up-to-date monitoring system for the project. Over the course of the evaluation, the data were subject to methodological and researcher triangulation and were assessed as accurate and reliable as an evaluation result.

Secondary data

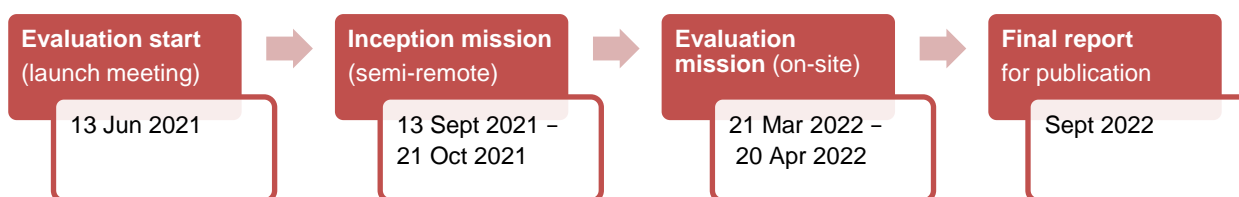
Given that the project was a regional programme and (prospective) impacts were subject to a long impact chain, baseline data (that is, at population level) did not play a prominent role in the evaluation.

3.2 Evaluation process

This section covers the following aspects:

- milestones of the evaluation process,
- involvement of stakeholders,
- selection of interviewees,
- data analysis process,
- roles of international and local evaluators, and
- (semi-)remote evaluation

Figure 2: Milestones of the evaluation process



Involvement of stakeholders

The evaluation team followed a **participatory approach** that fostered ownership of evaluation results and provided the basis for learning that could be used in future interventions, specifically in the project GenerationDigital! that is being devised and relies heavily on the current project’s design and team. In the participatory approach, the evaluation team describes the purpose of the evaluation to the project team and other interview partners and considers the questions that stakeholders would like to see addressed. This means that the evaluators are transparent about how evaluation results are derived from the data and gives stakeholders the opportunity to provide feedback on evaluation findings. Therefore, during the evaluation process, the results were triangulated (for example, perspectives were compared in interviews) with stakeholders to ensure their validity, accuracy and reliability. According to our participatory approach, all interview partners, including external actors, were informed about the objective of the evaluation when they were contacted for an appointment. They also received an interview guide before the meeting. In the inception phase, the evaluation team held preparatory discussions with 17 interview partners to discuss interests in this evaluation. The key evaluation results were presented to the project team on completion of the data collection and discussed. Both the inception and the evaluation report were and will be subject to the project team’s comments.

⁶ The baseline values for all indicators were set at zero and there was no baseline information collected prior to the project. From a methodological perspective, baseline values of 0 should be viewed critically. However, based on the formulation of the indicators, they were factually correct in this case.

Selection of interviewees

Table 2 shows the list of interview partners that were included in the evaluation. The final list was based on joint selection and prioritisation of possible interview partners with the project's team prior to the evaluation mission, based on a list of all possible interview partners compiled for the purpose of the evaluation. The selection/prioritisation considered the importance of interview partners for the project (degree of involvement and knowledge of the project) and their availability. The final sample of interview partners was therefore not a representative but a purposeful sample. It included the interview partners who were likely to provide the most useful information. The evaluation also allowed more in-depth engagement with grant recipients from civil society and from MoEs in selected countries (Côte d'Ivoire and Madagascar, identified with the project team as the most suitable countries for the case studies). To question the various stakeholders involved, the evaluators conducted interviews and triangulated the collected data. Additionally, the evaluation was complemented by interviews with grant recipients from **Benin, Burkina Faso, Senegal, Togo, Uganda and regional and international organisations**.⁷

- In **Côte d'Ivoire**, interviews were conducted with two representatives of the MoE, with a representative from a CSO and a representative from the coordinating agency of Jacobs Foundation.
- In **Madagascar**, an interview was conducted with a former MoE official, and a focus group was created with three representatives from a CSO.⁸

Table 2: List of evaluation stakeholders and selected participants

Organisation/ company/target group	Overall number of persons involved in evalua- tion (including gender disaggregation)	No. of inter- view partici- pants	No. of focus group par- ticipants	No. of work- shop partici- pants	No. of sur- vey partici- pants
Donors	6 (4f, 2m)	6			
BMZ, UNESCO, Jacobs Foundation, UNGEI					
GIZ	20 (14f, 6m)	8	4	11	
GIZ project team, GIZ employees of the sectoral division, sectoral projects, bilateral projects in (basic) education					
Partner organisations (direct target group)	21 (6f, 15m)	15	6		
Focus group discussions and interviews: NGOs from Côte d'Ivoire (<i>Réseau Ivoirien pour la Promotion de l'Education Pour Tous</i> , RIP-EPT), Madagascar (<i>Coalition Nationale Malgache pour l'Education pour Tous</i>), Ministries of Education Côte d'Ivoire and Madagascar, regional NGOs (GCE, FAWE, ANCEFA), recipients of fast access mode grants and other BACKUP grant recipients					
Other stakeholders (e.g. public actors, other development pro- jects)	3 (1f, 2m)	3			
GPE Secretariat					
Note: f = female; m = male					

⁷ The evaluators contacted national stakeholders from the MoE and the Technical Secretariat many times but they did not receive a response and thus could not include state officials from Benin in the evaluation.

⁸ The evaluators could not establish contact with the coordinating agency in Madagascar.

Data analysis process

Through a continuing analysis of the project's documents, the knowledge base for the evaluation mission was further enlarged and enriched. This was achieved through a criterion-based analysis of the documents provided by the project through the evaluation matrix. Prior to the evaluation mission, the evaluators assessed the large collection of progress, final and follow-up reports on individual funded projects to avoid duplicating the existing data collection. To build on the **document analysis, qualitative interviews and focus groups** were conducted using semi-structured interview guidelines. These were documented using interview protocols that were shared and compared among evaluators. Quantitatively, the evaluators examined the project's monitoring data and key figures generated by the Wiki. All the results were consecutively documented using the evaluation questions in the evaluation matrix, which served as the evaluation's **analytical grid** (see Annex I). Researcher, data and method triangulation was carried out at various points during data collection and data analysis. First, the evaluation team ensured researcher triangulation by reflecting on the interview results at the end of each day of the evaluation mission. When the evaluation team had synthesised and analysed all data after the evaluation mission, it held another internal synthesis meeting to exchange thoughts on how to interpret the data and on whether the methodological instruments employed had produced compatible analytical results. The evaluation team transparently communicated instances in which joint conclusions could not clearly be drawn from the data.

Roles of the evaluators

The evaluation team was composed of two international evaluators with complementary profiles. The first international evaluator provided methodological evaluation expertise and background knowledge on the specific requirements of German DC and sectoral knowledge in education. The second evaluator also had profound evaluation expertise and knowledge of German DC, specifically GIZ and sectoral expertise on demand-oriented development financing and fund structures. Tasks in this evaluation were divided according to the specific knowledge of the evaluators and findings from the documents and interviews were reflected. Jointly, the evaluation team analysed the documents provided by GIZ and reflected the interview results against the indicators in the evaluation matrix. Furthermore, both evaluators shared the responsibility of documenting the interview results and the responsibility for reporting (inception and final report).

Remote evaluation

The evaluation was conducted remotely from the outset due to the ongoing pandemic. Interviews were conducted online using videoconferencing software. As such, a direct conversation with the opportunity to ask questions and clarify misunderstandings was possible, and facial expressions and gestures were still part of the exchange. Under any circumstances, the evaluation mission would have involved a number of remote interviews, given the project's regional scope. The evaluation team had a suit of commonly used applications to meet the interviewees' preferences for specific platforms. At all times, the evaluation team coordinated closely with the project team to ensure that methods for reaching and surveying contacts fitted the target groups.

4 Assessment according to OECD DAC criteria

The evaluation matrix (see Annex I) provides a detailed overview of the evaluation dimensions and analysis questions that were examined under each evaluation criterion. It includes indicators, available data sources, planned data collection, evaluation strategy and expected evidence strength, based on the availability of alternative sources of evidence. In the following section, a narrative description sums up key aspects of the analysis

of OECD DAC evaluation criteria and additional factors that are pertinent to the project's key characteristics as a regional project and its funding mechanism.

4.1 Impact and sustainability of predecessor projects

This section analyses and assesses the impact and sustainability of the predecessor projects: German BACKUP Initiative – Education in Africa I (PN 2010.2258.1) and German BACKUP Initiative – Education in Africa II (PN 2013.2260.1).

Summarising assessment of predecessor project

Overall, it is difficult to differentiate between BACKUP Education's project terms because it should be considered an ongoing funding scheme that has evolved in accordance with BMZ and GPE priorities and developments and partners' needs. At the same time, the project did not have to significantly adapt its approach due to its flexible, demand-oriented funding system. BACKUP Education's early support for partners' needs in fulfilling basic requirements of GPE processes enabled partners to build on these results in the current project phase. Most tangibly, the effect of BACKUP Education's support of African partners in amplifying their voice *vis-à-vis* the GPE board led to a 'cultural shift' in GPE bodies that continues to have an effect today.

Analysis and assessment of predecessor project

The evaluation considered impacts of the predecessor projects that were still visible at the time of the current evaluation and impacts that were not yet visible when the predecessor projects concluded. Furthermore, the evaluation team considered the response to changes in the framework over time (including changes in GPE process) and how key decisions within German DC on education influenced the impact of the predecessor projects and the current project until today. Lastly, factors for success or failure of the impact of predecessor projects were explored.

The first predecessor project aimed to improve the 'use of international funding to achieve the development objectives of Education for All (access to and quality of education) in African countries' (GIZ, 2014c). In contrast, both the more recent and current module objective were more geared towards improving preconditions for applying for international funding to achieve international educational goals in African countries. Both predecessor projects included four activity areas and related outputs, namely effective BACKUP fund management, strengthening African countries' participation in processes guided by the GPE board, strengthening African education ministries in the application for and implementation of GPE funds and strengthening the engagement of national coalitions and regional NGO umbrella organisations in GPE processes. The project term focused on three of these four activity areas. It did not centre on efforts to support partner countries' participation in GPE.

From the beginning, BACKUP Education took up an unusual role in German DC. By serving as a 'gap filler' between bilateral countries' needs and a large-scale multilateral fund, it 'bilaterally leveraged multilateral funds' (Int_11) and has been considered – at least within German DC – a 'bilateral contribution to Germany's multilateral efforts' (Int_8, 11) in supporting basic education. Originally conceptualised under minister Niebel and therefore during times that strongly emphasised bilateral over multilateral DC, BACKUP Education has successfully managed to remain relevant. This is true even today when the opposite situation is the case, culminating in BMZ 2030 (see Section 4.2; WS_5; Int_8, 10, 11).

Over time, BACKUP Education has retained its premise of 'radical demand orientation' (WS_5), which has allowed for a trending shift in partners' needs. While earlier modes were more closely connected to supporting needs in formal GPE processes (for example, the development of ESPs and support for basic data collection) and were successful in doing so (GIZ, 2014c, 2019c), the following project terms and modes could build on these results. Consecutively, the partners' needs became more differentiated and specific with more direct links

to improving their national education sector (for example, by piloting innovative approaches; WS_5, 6, 9; Int_11). When partners were asked about the current modes' most tangible results, it was evident that the current results were a direct continuation of efforts undertaken in previous years (WS_6, 8, 9; Int_14, 16, 23, 29).

Most prominently, the previous project terms' results were evident in the increased voice of African partners *vis-à-vis* the GPE board. BACKUP Education established a new platform for African partners to come together ahead of GPE board meetings, discuss amongst each other, and formulate consolidated needs and demands for their constituencies. According to African partners, this enabled them 'to gain more autonomy, come up with our own points of discussion, [...] achieve confidence and move more to eye level' (Int_20). This was confirmed by GPE representatives who saw a visible outcome at their board meetings where partners who had not spoken previously from a consolidated perspective, now represented a 'strong, united front of African countries' (WS_9) *vis-à-vis* the donors. Consequently, partners could inform and even influence GPE decisions at board and global level. GPE recognised the value added of this exchange, extended the format to all regional constituencies and institutionalised it (Int_29; WS_9). Regardless of the current setbacks (see Section 4.5), the 'cultural shift' (WS_9) remained tangible and is unlikely to be reversed. GPE claimed a paradigm shift had taken place that enabled the entity to better fulfil its role as a 'true partnership' (WS_9). They considered GPE's current strategic plan to be a 'product of the style and approach to GPE that BACKUP [Education] has helped to create' (WS_9).

Methodology for assessing predecessor project

Table 3: Methodology for predecessor project

Predecessor project: assessment dimensions	Basis for assessment	Evaluation design and empirical methods	Data quality and limitations
Impact of the predecessor project	This dimension is considered to be achieved if the impacts of the predecessors are still visible in the areas of activity that were continued, in the same or different form, in the project being evaluated.	<p>Evaluation design: The evaluation analysed the impact of the previous projects by following the questions in the evaluation matrix.</p> <p>Empirical methods:</p> <ul style="list-style-type: none"> • Document analysis • Semi-structured interviews. 	No limitations, since key documents were available (e.g. results model of predecessor project) and the strength of evidence was very good.
Sustainability of the predecessor project	The evaluation analysed the sustainability of the results of the previous projects.	<p>Evaluation design: The evaluation analysed the sustainability of the previous projects by following the questions in the evaluation matrix (including additional knowledge interests).</p> <p>Empirical methods:</p> <ul style="list-style-type: none"> • Document analysis • Semi-structured interviews. 	<ul style="list-style-type: none"> • No limitations since high quality data from the monitoring system was available. There were no limitations regarding qualitative interviews with grant recipients.

4.2 Relevance

This section analyses and assesses the relevance of the project German BACKUP Initiative Education in AF-RICA – Phase II.

Summarising assessment and rating of relevance

Table 4: Rating of OECD DAC criterion relevance

Criterion	Assessment dimension	Score and rating
Relevance	Alignment with policies and priorities	30 out of 30 points
	Alignment with the needs and capacities of the beneficiaries and stakeholders	28 out of 30 points
	Appropriateness of the design	15 out of 20 points
	Adaptability – response to change	20 out of 20 points
Relevance total score and rating		Score: 93 out of 100 points Rating: Level 1: highly successful

The project contributes to **several international policies and priorities** and is **relevant to national policies and priorities**. At **global level**, the project aligns with Sustainable Development Goal 4 – Quality education of the 2030 Agenda for Sustainable Development. Additionally, the project aligns with global strategic objectives for achieving quality education, such as GPE and the Global Campaign for Education (GCE). BACKUP Education also aligns with African continental strategies such as the Continental Education Strategy for Africa (CESA 2016–2025). Together, these **international agendas and frameworks outline a vision for basic education in Africa**, to which BACKUP Education has committed. The project is also relevant to **German DC’s policies and priorities** for education on the African continent, such as the **BMZ Education Strategy** and the **2015 Marshall Plan with Africa**. As a bilateral pledge to the multilateral processes of GPE, BACKUP Education and its activities are part of BMZ’s efforts to strengthen quality education.

The **project addresses the overall needs and capacities of its direct target group and final beneficiaries**. The conceptualisation of BACKUP Education addresses the direct target group’s challenge that preconditions for applying for and using GPE funding are often lacking. BACKUP Education’s **flexible approach**, its strong demand orientation and dual approach to support state institutions and civil society organisations meet the needs of the African partners. Alignment with the **needs of indirect target groups** is rooted in the overarching relevance of the project approach, given the developmental challenge of insufficient inclusive, available and quality basic education in many African countries. BACKUP Education addresses this need at meta-level and by improving inclusive education sector plans. To ensure relevance in the given context, the project developed various quality assurance mechanisms to guarantee that the applications address specific challenges in the educational sector for the country’s population.

The evaluation demonstrated the appropriateness and relevance of the project’s design. The design that BACKUP Education chose to reach its objectives successfully combined fund management with advisory services and knowledge sharing. One weakness was identified in the **project design** as the contributions BACKUP Education makes towards Output C are not fully reflected in the output indicators. Finally, BACKUP Education could **adapt and respond to changing contextual factors** that occurred at the project’s onset, in particular to the Covid-19 pandemic, changing priorities of BMZ and political factors in the partner countries.

In total, the relevance of the project is rated as Level 1: highly successful, with 93 out of 100 points.

Analysis and assessment of relevance

The relevance criterion analyses the extent to which the project's objectives are consistent with stakeholders' needs and capacities, and the extent to which the project is appropriately designed to meet them. The criterion also assesses the project's adaptability to change. All dimensions and their evaluation designs are detailed in Table 5. Assessments were made based on global and BMZ-related policies, strategies and interviews conducted during the inception and evaluation mission.

Relevance – Dimension 1: Alignment with policies and priorities

At **global level**, the project aligns with international policies and priorities. The project's primary strategic framework is the 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs), in particular SDG 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) (UN, 2015a). Further global directives include the global strategic objectives of GPE and GCE. The Continental Education Strategy for Africa (CESA 2016–2025) developed by the African Union (AU) specifically outlines continental and regional objectives (GIZ, 2016a). Together, these **international agendas and frameworks outline a vision for basic education in Africa**, to which German DC has committed.

The project builds on **SDG 4 of the 2030 Agenda** in several ways and uses it as a strategic reference framework. Due to its focus on basic education, BACKUP Education is not geared towards addressing SDG 4 in its totality, but primarily addresses Target 4.1 'By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes' (UN, 2015a). The predecessor of the SDGs, namely the Millennium Development Goals (MDGs), focus on equal access to education (especially basic education). In contrast, SDG 4, which was introduced in 2015, centres on inclusive education, the quality of education, and further and non-formal education (lifelong learning). This emphasis is entrenched in BACKUP Education's objectives (GIZ, 2016; WS_5).

The project's focus on SDG 4 is in line with the multilateral strategic orientation of **GPE and GCE**. With its dual approach to strengthen state institutions and civil society, BACKUP Education remains committed to the strategies of both global organisations. With the overall aim to finance SDG 4, GPE supports GPE partner countries globally in the development and implementation of their national education goals (GIZ, 2016; GPE, 2018; WS_5).

- Regarding GPE: BACKUP Education's objectives are aligned with the partnership's objectives. While the overall focus of BACKUP Education is to strengthen the education sector (goal 3), it also aims to contribute to improving the quality of education (goal 2). In terms of gender orientation (goal 1), BACKUP Education explicitly includes the promotion of gender equality and equity in the preparation and implementation of national education plans. Moreover, the GPE strategy puts special emphasis on coordination and financing of action (goal 4). This is also emphasised by BACKUP Education's setup as both a funding and networking entity (GPE, 2018; GIZ, 2016a).
- Regarding GCE: BACKUP Education is also relevant to the civil society movement and its strategic objectives. The GCE Strategic Plan 2019–2022 outlines four priority strategic areas: inclusivity and non-discrimination, transformative education, education in emergencies and financing education (GCE, 2018). While BACKUP Education is aligned with all these goals, its emphasis on education in emergencies specifically showcases its alignment.

For a regional project operating on the African continent, **African strategic objectives** in education are also considered by BACKUP Education. Due to its focus on enabling capacity building (especially human capital) and inclusive, quality primary education, BACKUP Education is strongly aligned with the strategic objectives of the AU, outlined in the Africa-wide education strategy for 2016 to 2025 (AU, 2017). Similarly, BACKUP Education picks up AU's holistic, inclusive, equitable approach to education. As BACKUP Education's aim is to improve framework conditions, it contributes to AU's objectives to create 'reliable administrative structure in the education sector with appropriate management and accountability as important goals in the coming years' (AU,

2017). Regarding national education strategies, the project has installed several safeguard mechanisms to ensure relevance and alignment with national priorities (WS_5; see dimension 2).

In addition to its relevance at global and continental level, the **project is also relevant to German development policies and priorities**. German DC is generally committed to the international frameworks outlined above. It has established specific foci in its vision for education on the African continent that BACKUP Education adheres to. Although there is not one document that outlines German DC's vision for education in Africa, two strategic documents guide the project in combination. First, the project follows the **BMZ Education Strategy** that outlines the sectoral priority as 'creating equitable opportunities for quality education'. This focus underlines the developmental relevance of the project, as education is recognised as key to sustainable development globally (BMZ, 2015). Second, BACKUP Education is part of BMZ's strategic relationship with Africa. Here, the **Marshall Plan with Africa** directs German DC in its cooperation with Africa as a strategic partner. 'Health, education and social protection' are framed as the fundament for pillars such as economic activity in the Compact (BMZ, 2017). The Compact outlines education as a prerequisite to enable change in any of the pillars and emphasises BMZ's efforts to strengthen basic education. To that end, the project is part of **BMZ's global efforts to strengthen qualitative basic education and to advance the implementation of the 2030 Agenda**.

Relevance dimension 1 – Alignment with policies and priorities – scores **30 out of 30 points**.

Relevance – Dimension 2: Alignment with the needs and capacities of the beneficiaries and stakeholders

The second evaluation dimension deals with the suitability of the project design to match the specific needs of its **target groups**.

As detailed in Section 2.2, the **direct target groups/intermediaries** of the project include stakeholders from the educational sector (from MoEs and CSOs) in African countries (GIZ, 2016a; WS_1). The project operates regionally. Due to its meta-perspective, it is steered remotely, in relative distance to the population in partner countries of German DC. Nonetheless, the project documents and interview partners name children and adolescents of school age (6 to 17 years) in African partner countries to GPE as the project's **indirect target group/final beneficiaries** (GIZ, 2016; WS_5). Their needs are addressed mostly via the project's direct target groups. The project records the stakeholders that are involved at national, regional and global level through an internal stakeholder map (GIZ, 2017a).

With regard to the **needs of the direct target group**, BACKUP Education built on the assessment that international funding (especially GPE funding) to better achieve international education goals in African countries may be available but the preconditions for applying for and using funding are often not fulfilled. This is evident when the allocation of funds is linked to fixed requirements and to fixed specifications and quality criteria, as is the case with GPE (core problem) (GIZ, 2016). Interviews conducted during the evaluation phase confirmed the partners' need for support in GPE processes and that the project design picked up the needs, 'bridge[d] this gap' and contributed to high-quality applications that met the criteria of GPE funds (Int_11, 29; WS_5, 6, 9).

In practice, BACKUP Education's **flexible approach** helps to meet the diverse needs of African partners (Int_14, 16, 18, 19, 20, 23, 24, 25). The '**radical demand orientation**' of the fund is not only appreciated by partners, but also ensures the relevance of the funds that are granted (WS_5). In contrast to more supply-driven instruments, a key advantage of this kind of demand orientation is ensuring local ownership from the outset. This is achieved by enabling partners to set their own priorities and thus acts as a safeguard for ensuring relevance in the given context (Int_14, 16, 18, 19, 20, 23, 24, 25). Another central safeguarding mechanism is the involvement of local education groups (LEG) in selecting the modes. These groups bring together various

stakeholders such as state institutions, donors and civil society actors to ensure coordination and relevance in the given local context (see Section 4.4; GIZ, 2016; WS_5, 9; Int_29).

Interviewees largely appreciated the **dual approach** of BACKUP Education to promote state institutions and CSOs that are active in the education sector. The systemic approach to strengthen the education sector as a whole was seen as positive and relevant by both sides (Int_12, 13, 16, 18, 20, 23, 24, 25). One representative from a CSO indicated that this dual approach gave 'us as CSO credibility and legitimacy if we get funded by the same instrument as the state institutions' (WS_7). The funding of CSOs by BACKUP Education was deemed relevant as CSOs are mostly underfunded. In some country contexts like Burkina Faso or Malawi, civil society has very limited room for manoeuvre for financial, political or security reasons (Int_13, 23). In some cases, BACKUP Education is one of the only constant donors of civil society (Int_13; WS_5).

In addition to this dual approach, grant recipients confirmed the added value of fostering **regional exchange** between state institutions, CSOs and organisations working at regional level (Int_12, 13, 16, 18, 20, 23, 24, 25). Building on the predecessor project (see Section 4.1), this was a need that BACKUP Education picked up (GIZ, 2016; WS_5, 6). Strengthening regional networks is a lever to make ESPs more effective and inclusive, and to exchange good practices to strengthen the position of African partners.

Alignment with the **needs of indirect target groups** is rooted in the **overarching relevance of the project approach**. The developmental challenge BACKUP Education seeks to tackle is the insufficient availability of basic education and its lack of quality and gender equality in many African countries (GIZ, 2016a). The needs of the indirect target group are addressed mostly at meta-level and via direct target groups as intermediaries. The underlying logic is that by strengthening the strategic frameworks for GPE funding and thus improving inclusive education sector plans, the project will contribute to improved quality of education at local level (GIZ, 2016a). To further ensure relevance on the ground, the project uses various quality assurance mechanisms to ensure that applications for funding address the population's specific developmental problems. A bottom-up approach is emphasised (WS_5, 9). Problem analysis was verified by consulting stakeholders in the given contexts (LEGs and/or their coordinating agencies) or, where available, bilateral projects of German DC (Int_12, 13). The targeted support of CSOs fosters alignment with the needs of indirect target groups due to the rootedness of CSOs in the local context.

The project pursues the promotion of **gender equality and resilience of education systems in contexts of crisis and conflict** as cross-cutting topics. Hence, BACKUP Education also seeks to address vulnerable final beneficiaries, in this case schoolchildren in conflict-affected areas and schoolgirls or female professionals in the education sector. This is in line with GPE's strategic objectives. BACKUP Education funds a range of activities, such as gender analyses, strategies and other measures to achieve more gender equality in the development and implementation of national education plans and to provide for basic education in emergency and conflict contexts (GPE, 2018; GIZ, 2016a). An additional channel through which the project fosters these cross-cutting topics is through further education and training of officials (Int_23, 25, 28). Given the challenge that women are still in the minority in leadership positions in education administration, the project supports women in leadership positions who wish to participate in further training measures (GIZ, 2016a).

The assessment of the project also indicated **some limitations concerning the (possible) developmental impact** of the relatively small size of the funds (EUR 10,000 to 100,000 each) and their short duration (compared to the financing volumes and project durations of bilateral projects) (Int_8). Since the modes constitute a small-scale, one-off approach, they are unlikely to address the magnitude of the developmental challenges and to fully meet the (considerable) needs of its addressees. It could be argued that this was never the purpose of the fund. However, the collected data did not confirm the accusation of employing 'a scattergun approach' (Int_11) (see Sections 4.5 and 4.7).

Relevance dimension 2 – Alignment with the needs and capacities of the beneficiaries and stakeholders – scores **28 out of 30 points**.

Relevance – Dimension 3: Appropriateness of the design

This dimension assesses the appropriateness of the project's results model with its outputs, activities, instruments and results hypotheses, and its implementation strategy to achieve its objectives. The results model and underlying hypotheses as described in Section 2.2 serve as a central basis for the evaluation in this regard.

Overall, the evaluation team considered the project's design **appropriate and relevant**. It is generally characterised by combining fund management with advisory services and knowledge-sharing. The project's theory of change reflects this approach in a logical manner (GIZ, 2016a). The project's results model suggests, and collected evidence confirms, that the envisioned **outcome is within the scope of the project**.

The differentiation between Outputs A and B mirrors the project's dual approach to support public institutions and CSOs in the national education sector. Output C is an overarching activity and feeds into both Outputs A and B. As indicated, the results model is highly interrelated, which means that the individual outputs reinforce each other. The fit of the project design to partners' needs is evident when we consider the satisfaction expressed by African partners (Int_13 to 23, WS_6, 7).

The project design was deemed suitable for achieving the projects objectives. However, the evaluation points to conceptual shortcomings in the results matrix and the indicator formulation of the project. In Output C, it is clear that the indicators do not reflect the full portfolio of project activities. Formally, the indicators are limited to facilitating one forum for knowledge exchange and ensuring coherence with GPE's Knowledge and Innovation Exchange Strategy for all modes that concern regional exchange. In practice, the project's activities that contribute to 'improved knowledge exchange on GPE processes between African educationalists' should be interpreted much more broadly (WS_5). This complicates the retrospective assignment of costs to outputs and consequently the interpretation of data in line with the follow-the-money approach (see Section 4.6).

Regarding its regional status, there are conflicting perspectives on whether BACKUP Education is adequately characterised as a 'regional project' (WS_1; Int_2, 3, 8, 9, 11). While most interview partners considered that it tackles a problem that is highly relevant for the entire region of Africa, others stated that it mostly works bilaterally without providing a response to a 'regional problem that can only be addressed regionally'.

Relevance dimension 3 – Appropriateness of the design – scores **15 out of 20 points**.

Relevance – Dimension 4: Adaptability – response to change

Relevance in this dimension is achieved if the project's results model and other steering instruments have been adapted to changing contextual factors over the course of the project.

The main change in the project's external environment that required the project's reaction was the **Covid-19 pandemic**. Interviews illustrated that the project was highly adaptable to external challenges during the pandemic. Despite the unexpectedness of the crisis and limited time to prepare, the project team adjusted activities and formats to the health situation. Covid-19 heavily, disruptively impacted the project's fields of action. Due to mobility restrictions and lockdowns, some modes had to be altered (Int_7, 13). Civil society and participatory formats (for example, for community engagement) were partly restricted, and the in-person activities that were originally planned had to be cancelled, including meetings at regional level and training activities to take place at UNESCO International Institute for Educational Planning (IIEP) in Paris (Int_17). The impact was pronounced for a project operating at regional level that had to deal with diverging Covid-19 responses and situations in the different countries. In addition, communication between the project, grant agents and partners had to be completely moved into the virtual sphere. However, BACKUP Education adapted by reallocating funds and reframing most communication – including the initially foreseen in-person formats – virtually (see Sections 4.4 and 4.6). Moreover, the project's adaptability was evident in the decision to extend the duration of the granted modes to give them more time to reach their objectives in the pandemic situation. In some cases, the

project allowed the agreed activities and contracts to be adapted to new priorities and realities, such as digital schooling. Therefore, the project recognised the importance of the **digital space** for the education sector, which was enhanced by the pandemic. For these reasons of adaptability, it was decided in 2020 to extend BACKUP Education's mandate for another two years with EU cofinancing, as part of the European Union's Covid-19 response. A new thematic focus was added to the funding scheme, namely the support of partners in African countries to develop digital solutions in the education sector (renamed the BACKUP Initiative) (GIZ, 2020b). One of the success factors that guarantees adaptability to change is the logic of BACKUP as a fund that can be adjusted to contexts and priorities without much effort (WS_5). This highlights the fact that the project not only adjusted very quickly to the Covid-19 pandemic, but also leveraged the digital potential the pandemic yielded.

Beyond the Covid-19 pandemic, **political changes** required the project's reaction. These included changing political priorities in African partner countries characterised by **fragility, crisis or conflict**. While the project team specifically aimed to tackle challenges in education in the context of crisis and conflict, this resulted in an increased use of resources, need for advice and an increased risk that measures could not be carried out as planned (WS_4).

In its unique setup as a bilateral addition to a multilateral pledge to GPE, **the project remained aligned and relevant regardless of the current priorities of its commissioning party**. Originally conceptualised in times that strongly emphasised bilateral over multilateral DC, BACKUP Education has successfully managed to remain relevant today, where the opposite situation is the case (see Section 4.1; WS_5; Int_8, 10, 11). Building on BMZ 2030, the reorganisation of German DC foresees a decrease in bilateral projects in (basic) education and a shift towards more multilateral funding that furthers the international education objectives, particularly GPE (BMZ, 2020; WS_1, Int_3). The BMZ 2030 reform strategy explicitly outlines the 'multilateral area' of basic education (Global Partnership for Education, Education Cannot Wait, etc.) – SDG 4 (BMZ, 2020). This re-emphasises BACKUP Education's approach to lever multilateral funding for education on the African continent. Clearly, BACKUP Education's focus on encouraging effective multilateral funding was not only highly relevant for the commissioning party at the time of the commission (BMZ, 2020; Int_8, 9) but also timely for the development discourse in Germany. At the end of the project term, the project and its activities are still **relevant for the BMZ 2030 strategy process**.

Despite a slight shift in priorities in the new GPE strategy in 2020, BACKUP Education remains relevant in the light of the current GPE strategic plan (2021–2025), which outlines the following three objectives:

- strengthening gender-responsive planning and policy development for system-wide impact,
- mobilising coordinated action and financing to enable transformative change, and
- strengthening capacity, adapting and learning to implement and drive results at scale (GPE, 2018 Plan).

While the first and third goals resemble the previous plan, the new strategy establishes an additional emphasis on coordination and financing of action. This is also reflected in BACKUP Education's exchange activities and role as a funding partner (GIZ, 2016a; WS_5).

The project's reaction to Covid-19 and to changing political priorities were representative of its lean, flexible, open approach to management and steering, which allowed for fast action and reaction to changing external demands and/or conditions (see Section 4.4).

Relevance dimension 4 – Adaptability – response to change – scores **20 out of 20 points**.

Methodology for assessing relevance

Table 5: Methodology for assessing OECD DAC criterion relevance

Relevance assessment dimensions	Basis for assessment	Evaluation design and empirical methods	Data quality and limitations
Alignment with policies and priorities	<p>Relevance in this dimension is achieved if the project's design is aligned with key national (German and those of partner countries) and international frameworks.</p> <p>Primary strategic frameworks:</p> <ul style="list-style-type: none"> • 2030 Agenda (SDG 4) • GPE Strategic Plan 2016–2020 • GCE Strategic Plan 2019–2022 • Continental Education Strategy for Africa (CESA 2016–2025) <p>Additional strategic frameworks:</p> <ul style="list-style-type: none"> • BMZ Education Strategy 2015 • BMZ Marshall Plan with Africa 2017 • BMZ Strategy on Development for Peace and Security (2013) 	<p>Evaluation design: No specific evaluation design was applied. The evaluation design followed the questions from the evaluation matrix. No additional evaluation questions were considered.</p> <p>Empirical methods:</p> <ul style="list-style-type: none"> • Document analysis • Semi-structured interviews. 	No data quality issues that would cause limitations to the assessment of the relevance dimensions were evident during the evaluation mission.
Alignment with the needs and capacities of the beneficiaries and stakeholders	<p>Relevance in this dimension is achieved if the project's design is aligned with the needs of its target groups.</p> <p>Direct target groups/intermediaries: The target group comprises stakeholders from the educational sector (both government and CSO) from African countries.</p> <p>Indirect target groups: Indirect target groups of the project were children and adolescents of school age (6 to 17 years) in African GPE partner countries, and adults benefiting from the education systems in terms of lifelong learning.</p>	<p>Evaluation design: No specific evaluation design was applied. The evaluation team differentiated between needs of the actors (e.g. civil society organisations and ministries of education) at the level of the direct target group/intermediaries.</p> <p>Empirical methods:</p> <ul style="list-style-type: none"> • Document analysis • Semi-structured interviews • Focus groups. 	See above
Appropriateness of the design*	<p>Relevance in this dimension is achieved if the project's results model and project offer adequately address the baseline conditions identified at the outset of the project. The basis for assessment was the analysis of documents and semi-structured interviews, as detailed to the right. The assessment was carried out according to the expert evaluation of the evaluation team, taking into account the insights from all other assessment dimensions.</p>	<p>Evaluation design: No specific evaluation design was applied. To assess the plausibility of the hypotheses and other elements of the results model, the evaluation team assessed the model's fit to contextual assessments, the project design, and additional documents. It further analysed synergies among outputs that ought to lead to the achievement of the module objective.</p> <p>Empirical methods: See above</p>	See above

Relevance assessment dimensions	Basis for assessment	Evaluation design and empirical methods	Data quality and limitations
Adaptability – response to change	Relevance in this dimension is achieved if the project’s results model and other steering instruments have been adapted to changing contextual factors over the course of the project.	<p>Evaluation design: No specific evaluation design was applied. To assess the adaptability to change, the evaluation team compared the project’s proposal, modification offer and any changes to the project’s results model, steering documents/ structure and assessed the extent to which the project adapted to changed conditions.</p> <p>Empirical methods: See above</p>	See above
<p>* The project design encompasses the project’s objective and Theory of Change (GIZ results model, graphic illustration and narrative results hypotheses) with outputs, activities, instruments and results hypotheses and the implementation strategy (e.g. methodological approach and capacity development strategy).</p>			

4.3 Coherence

This section analyses and assesses the coherence of the project. It is structured according to the assessment dimensions in the GIZ project **evaluation matrix** (see Annex I).

Summarising assessment and rating of coherence

Table 6: Rating of OECD DAC criterion coherence

Criterion	Assessment dimension	Score and rating
Coherence	Internal Coherence	50 out of 50 points
	External Coherence	45 out of 50 points
Overall score and rating		<p>Score: 95 out of 100 points</p> <p>Rating: Level 1: highly successful</p>

Overall, the evaluation results show that **internal coherence is achieved** as the project is designed and implemented in a complementary manner with other (basic) education projects of German DC, globally and bilaterally. At global scale, the project complements the **sector project** ‘Education’ in informing and advising BMZ on GPE processes and partner needs. This enables the sector project to consult BMZ in a more ‘holistic manner’ on GPE developments. At national scale, BACKUP Education ensures internal coherence and complements **bilateral projects** in basic education, for example in Malawi and Niger. It can achieve synergies up to outcome level. Consultation of bilateral projects whenever an application for BACKUP funding from the country is in the pipeline serves as an important safeguard to ensure the complementarity of activities in the national education sector and to avoid possible negative interactions between GIZ activities. Coherence with the portfolio is further safeguarded by having each mode individually approved by the country/regional unit of BMZ.

BACKUP Education’s entire concept is based on **achieving external coherence**. By ‘filling the gaps’ between GPE funding requirements and African partner countries’ needs, BACKUP Education contributes to the successful application to and implementation of GPE funds (the most important vehicle of multilateral DC efforts in

the field of basic education). Regarding **other donors' interventions in the partner countries**, the assessment of external coherence is rather complex due to the regional character of the project. There is no systematic review of other development agencies' activities in partner countries other than that of the local education groups (LEGs), which have been set up to coordinate the GPE process. Depending on the national context, limitations to consider include the functionality of LEGs and their coordinating and informative capacity. They cannot always serve as an effective platform for donor coordination. However, the evaluation could not identify any indication of conflicts or duplications with international donors' efforts.

In total, the coherence of the project is rated as Level 1: highly successful, with 95 out of 100 points.

Analysis and assessment of coherence

Coherence – Dimension 1: Internal Coherence

The coherence criterion analyses the extent to which a development intervention is compatible with other interventions. Dimension 1 (internal coherence) investigates synergies, trade-offs and linkages within projects by German DC, and the consistency of the project's implementation with GIZ's governing principles and standards. The evaluation assessed the internal coherence of the project on the basis of interviews with the project team and other relevant GIZ projects. It built on the internal stakeholder map to identify potentially relevant synergies (GIZ, 2017a).

Internal coherence has been achieved as the design and implementation of the project demonstrates complementarity with other (basic) education projects of German DC, globally and bilaterally. On a global scale, BACKUP Education complemented the **sector project 'Education'** (PN 2014.2233.6) by informing and advising BMZ on GPE processes and partner needs. While the sector project was responsible for advising BMZ on multilateral education cooperation such as GPE processes, BACKUP Education was primarily framed as the 'German pledge to GPE' (Int_10). By being closely connected to the development partners' constituencies of GPE, BACKUP Education added to the 'donor constituency perspective' (Int_10) of the sector project. This enabled the sector project to consult BMZ in a more 'holistic manner' on GPE developments (Int_8, 10, 11).

In addition, BACKUP Education's close monitoring of partner governments' needs for support in education could be harnessed by the sector project whenever there were BMZ information needs. Due to its closeness to the partners, BACKUP Education acted as a 'supplementary wire' (Int_8) for the sector project. Additionally, BACKUP Education was 'building a bridge for BMZ' (Int_8) in that it contributed the perspective of state institutions and civil society. While the sector project harnessed BACKUP Education's perspective, the collected data suggests that BACKUP Education benefitted to a limited extent from these synergies. While BACKUP Education showed interest in the sector project's activities close to BMZ and its donor perspective, the sector project found itself at times in a 'conflicting role' (Int_10) of not being able to share confidential information. Although they did not exchange information through a formalised structure, for example, regular Jour Fixes, both projects were in continuous informal communication on GPE-related processes. In preparation for the GPE board meetings, contact became more frequent and intensive between both projects (Int_10; WS_5).

Moving to **national level**, BACKUP Education ensures internal coherence and complementarity with **bilateral projects in basic education**, for example, in Malawi and Niger. It can achieve synergies up to outcome level. The two bilateral projects that are still operating in the basic education sector on the African continent are 'Improving basic education for children' in Niger (PN 2012.2278.5) and 'Improving basic education in Malawi' (PN 2014.2292.2). Whenever an application for BACKUP funding from the country was in the pipeline, these projects served as an important safeguard to ensure the complementarity of activities in the national education sector and the avoidance of possible negative interactions between GIZ activities. As mentioned in dimension 1, the project informed and consulted German bilateral projects if an application for BACKUP funding was planned in the country contexts (Int_12, 13). The bilateral projects much appreciated that BACKUP Education took their national and local expertise into account (Int_12). For BACKUP Education, this exchange largely

facilitated the processing of applications, as important background information could be harnessed reliably and cost-effectively. Coherence with the portfolio was safeguarded by having each mode individually **approved by the country/regional unit of BMZ**. This was important whenever there was no bilateral (basic) education project active in the partner country. Since the approval of each individual application was time-consuming, this was also seen as a critical time resource for BMZ, given the comparably low project volumes (Int_9). However, it was also 'one of the most important aspects of cooperation between BACKUP Education and BMZ' (Int_8), owing to the continuous, trustful exchange. To approve the mode, the focal point for the project inside BMZ also internally consulted the opinions of country, regional or sectoral units. This proved to be an important safeguard mechanism, as it also ensured that political confrontation was avoided in a conflict-sensitive context, such as Chad (Int_8, WS_5).

Moreover, the project could realise **synergies with bilateral GIZ projects**, through their influence on the level of education sector planning, training officials in the ministries and strengthening civil society and networks. With its focus on meta-level, BACKUP Education complimented bilateral projects that aimed for local, communal level targeting, and targeted schools and teachers (Int_12, Int_13). Due to different levels of intervention in the education sector, BACKUP Education could avoid possible negative interactions between GIZ activities and instead generate synergies. In Malawi, BACKUP Education funded the further training of a member of ministerial staff of a bilateral project partner and strengthened a CSO, which was considered 'absolutely necessary' for the bilateral project (Int_13). Since BACKUP Education improved the local capacity prerequisite in the partner structure, the bilateral project could also benefit from the local synergy of these activities. In Niger, BACKUP Education generated synergy with bilateral cooperation through its consultancy mode on the Education Sector Plan. The ministry requested support to update the ESP at national planning level. BACKUP Education financed an external expert to collect data, give recommendations and introduce instruments for consideration in the formation of a new education plan. The importance of the support in this context was underlined, as 'otherwise no GPE funds would have flown' (Int_12). However, a national plan is a precondition and provides the strategic orientation and objectives for the bilateral project's activities (for example, preparation of a regional education programme).

Finally, it is concluded that BACKUP Education achieved synergies with other GIZ projects on various levels.

Coherence dimension 1 – Internal Coherence – scores **50 out of 50 points**.

Coherence – Dimension 2: External Coherence

Dimension 2 (external coherence) deals with the complementarity of the project with other donors' interventions in partner countries and/or coherence with other bi- and multilateral donors' agendas in general. It addresses the project's harmonisation and coordination efforts with relevant actors and the extent to which the project provides added value while avoiding duplication of efforts. To analyse the project's external coherence, the evaluation team used the project's stakeholder map to identify potentially relevant stakeholders to interview. It extended this list during interviews with the project partners. The fit between BACKUP Education's modes and other interventions that are relevant in the national context was triangulated in interviews with mode recipients, multilateral donors and GPE coordinating agencies in selected partner countries.

From the outset, BACKUP Education's entire concept has been based on achieving **external coherence**. By 'filling the gaps' between GPE funding requirements and African partner countries' needs, BACKUP Education is not only integrated into multilateral GPE processes but also contributes to successful applications for and implementation of GPE funds (the most important vehicle of multilateral DC efforts in the field of basic education) (WS_5, 9; GIZ, 2016).

The assessment of external coherence with other donors' interventions in partner countries is rather complex due to the regional character of the project. While BACKUP Education has funded activities in over 40 countries, a systematic review of other development agencies' activities in each of the partner countries is nearly impossible. By default, LEGs have been set up as efficient means for coordinating GPE processes among donors, state institutions and CSOs in the countries. However, the extent to which LEGs fulfil their intended functional, informative and coordinating role depends on the national context and is thus very country specific (Int_14, 23, 26). This capacity also depends on the commitment of the LEG's coordinating agency. The interviews confirmed that the dynamics in individual LEGs are very different, as the following examples demonstrate. While the LEG in Côte d'Ivoire is 'very donor driven' (Int_14), the LEG in Malawi is more ministry driven and donor coordination even takes place in another entity (Int_13). Consequently, LEGs cannot always serve as an effective platform for the coordination of education stakeholders. However, the LEG coordinating agency is consulted prior to the approval of a mode by the BACKUP Education team and in most cases by the applicants themselves.

All in all, despite the project's limitations in ensuring external coherence with other donors' interventions, the evaluation could not identify any indication of conflicts or duplications with international donors' efforts.

Coherence dimension 2 – External Coherence – scores **45 out of 50 points**.

Methodology for assessing coherence

Table 7: Methodology for assessing OECD DAC criterion coherence

Coherence: assessment dimensions	Basis for assessment	Evaluation design and empirical methods	Data quality and limitations
Internal coherence	Internal coherence is achieved if the BACKUP Education project achieves synergies with relevant projects. The following GIZ-implemented projects in the project's immediate vicinity were considered during the evaluation mission.	Evaluation design: To assess this dimension, the evaluation team mapped the objectives of other projects with a view to potential synergies, overlaps and trade-offs. This focus on how BACKUP Education's activities took place (specifically grant approval and fulfilment) was implemented as a cross-cutting topic across all evaluation criteria.	No data quality issues that would cause limitations to the assessment of the two coherence dimensions were evident during the evaluation mission.

Coherence: assessment dimensions	Basis for assessment	Evaluation design and empirical methods	Data quality and limitations
	<ul style="list-style-type: none"> • Bilateral GIZ basic education projects in implementation countries • Sector project 'Education'. 	Empirical methods: <ul style="list-style-type: none"> • Stakeholder map • Review of documents from other interventions • Semi-structured interviews. 	
External coherence	The evaluation assessed whether funding from the BACKUP Education project has achieved synergies and avoided duplication with other efforts to support grant recipients in their pursuit of national educational goals.	Evaluation design: To assess this dimension, the evaluation team mapped the objectives of other interventions, with a view to analysing potential synergies, overlaps and trade-offs.	See above
		Empirical methods: See above	

4.4 Effectiveness

This section analyses and assesses the effectiveness of the project. It is structured according to the assessment dimensions in the GIZ project evaluation matrix (see Annex I).

Summarising assessment and rating of effectiveness

Table 8: Rating of OECD DAC criterion effectiveness

Criterion	Assessment dimension	Score and rating
Effectiveness	Achievement of the (intended) objectives	30 out of 30 points
	Contribution to achievement of objectives	25 out of 30 points
	Quality of implementation	20 out of 20 points
	Unintended results	20 out of 20 points
Overall score and rating		Score: 95 out of 100 points Rating: Level 1: highly successful

The project achieved its intended outcome. All four outcome indicators and all output indicators were fulfilled or over-fulfilled. **Therefore, the project implementation can be considered effective.**

The contribution of the project to the achievement of its objectives **seems overall plausible** and the hypotheses linking the project's outputs and activities to its module objective were **assessed as largely realistic and reasonable**. The evaluation considered it **plausible** that Output A and its corresponding activities contribute to the module objective (H1). African partners confirmed the effective support by BACKUP Education in terms of financial and technical assistance. This provides MoEs with assistance and improved capacities for education planning and management, mostly in the implementation of ESPs. Furthermore, it was observed that Output B and its corresponding activities are connected with the outcome (H2). By applying the same project activities, CSOs are more targeted by BACKUP Education in the sense of organisational capacity building and enabling them to fulfil their role of checks and balances. The evaluation confirmed better cooperation between national stakeholders that are active in education. However, shortcomings were identified in the country-specific effectiveness of LEGs. As outlined in Section 4.3, LEGs are not in every country context the most effective vehicle for CSOs to fulfil their advocacy role. It was further shown that activities in Output C concerning the promotion

of regional exchange between African educationalists contribute to the module objective (hypothesis 3). Evidence was found of the exchange of good practices and the plausible contribution by BACKUP Education as a precondition for the hypothesis. However, the interviews remained vague about whether the exchanged good practices have been implemented or institutionalised in other countries. As the evaluation could not identify evidence for this uptake, hypothesis 3 is only partly confirmed.

The way the project was able to achieve its objectives, the **interplay of communication and the relationship** between the project and its partners, and its **effective, target-oriented steering** helped BACKUP Education to achieve the contributions to the hypotheses outlined above. The project's communication was adequate in terms of frequency, timeliness, accuracy and its orientation towards problem-solving. The project was moreover effective and responsive to challenges in an open and flexible manner, given its formal and informal 'consultation modality'. Furthermore, BACKUP Education's effective monitoring and evaluation tool and steering enabled the project to implement its activities in a target-oriented manner. Consequently, the project could conduct its various activities with its partners and stakeholders based on a foundation of **trust and mutual appreciation and it showed a high quality of implementation. The project achieved positive unintended results during implementation.** There were no negative unintended results. The combination of perspectives between the sector project 'Education' and BACKUP Education was an unintended opportunity for the commissioning party BMZ beyond the intended effects. For example, it helped to provide complementary advice on GPE. This enabled BMZ to better understand the linkages between global GPE processes and national and regional level, and thus make well-informed, holistic decisions regarding GPE and GPE partner countries.

In total, the effectiveness of the project is rated Level 1: highly successful, with 95 out of 100 points.

Analysis and assessment of effectiveness

The assessment of the project's effectiveness is structured along four evaluation dimensions, as shown in Table 11. The assessment of this dimension rests on, first, the module objective and output indicators of the project. As a second step, a contribution analysis forms the core of the effectiveness assessment. This theory- or hypothesis-based approach was chosen by the evaluators due to the focus on qualitative assessment. The theory of change that was developed with the project team provides the framework for the argument that the intervention is making a difference, and the analysis identifies weaknesses in the argument and hence where evidence for strengthening such claims is most needed (Bond, 2016). The assessment was based on qualitative interviews and a document analysis of relevant project documents. All assessment dimensions, their sources of verification, evaluation designs and methods, and issues concerning data quality and other limitations are detailed in the table at the end of the chapter. The evaluation matrix (see Annex I) contains specific evaluation questions for assessing effectiveness.

Effectiveness – Dimension 1: Achievement of the (intended) objectives

Overall, all four of the project's outcome (module objective) indicators were fulfilled or over-fulfilled. At output level, the project fully attained all indicators, as adapted during the evaluation's inception phase. As such, the **project implementation can be considered very effective.**

Table 9: Assessed and adapted objective indicators for specific modules (outcome level)

Project's objective indicator according to the (last change) offer	Assessment according to SMART* criteria	Specified objective indicator
<p>Module Objective Indicator 1 A total of 80% of measures that support the GPE application procedure have contributed to the improvement of national education plans (based on GPE quality criteria). Base value (2016): 0 Target value (2022): 80% Current value (2022): 100% Achievement in % (2022): 125% Source: Wiki Monitoring (GIZ, 2022)</p>	<p>While it is specific, achievable, relevant and time-bound, the indicator has some insufficiencies related to its measurability. Currently, the indicator is assessed based on reports submitted by grant recipients. However, the identification of BACKUP Education's contribution to better national educational plans, which are at the core of the two first module outcome indicators, requires data collection mechanisms and most importantly triangulation that goes beyond self-reporting of the grant recipients.⁹</p>	<p>The evaluation team decided to maintain the indicator formulation and to qualitatively complement the analysis of its achievement for some of the closed BACKUP Education grants, which aim to assist in application processes for GPE funds.</p>
<p>Module Objective Indicator 2 Relevant local education group (LEG) actors confirm that 80% of measures supported by BACKUP Education targeting the use of international funds have contributed to improved implementation of education plans. Base value (2016): 0 Target value (2022): 80% Current value (2022): 93% Achievement in % (2022): 116% Source: Wiki Monitoring (GIZ, 2022)</p>	<p>The indicator generally fulfils the SMART criteria but has to be specified in terms of measurability (see above for Module Objective Indicator 1).</p> <p>However, feedback is not systematically collected for the entire LEG but only via the coordinating agency. Considering efficiency and the mandate of the coordinating agency, this seems justified. The indicator was adjusted to better reflect the source of information.</p>	<p>Coordinating agencies representing relevant local education groups (LEG) confirm that 80% of measures supported by BACKUP Education targeting the use of international funds contributed to improved implementation of education plans.</p>
<p>Module Objective Indicator 3 Six national civil society organisations supported by BACKUP Education targeting the promotion of applying for or using international funds have each made a contribution to local GPE-relevant processes. Base value (2016): 0 Target value (2022): 6 modes (modified on 15 May 2017 from a target value of 3 in the 2016 project proposal) Current value (2022): 10 modes Achievement in % (2022): 167% Source: Wiki Monitoring (GIZ, 2022)</p>	<p>The indicator is not sufficiently specific since the NGO's contributions are defined simply as related to relevant GPE processes in the educational sector.</p> <p>The monitoring and evaluation system monitors the modes, not as the indicator suggests the supported number of CSOs. The evaluation team agreed that the chosen way of monitoring was more appropriate and suggested adapting the indicator accordingly.</p>	<p>Six supported modes resulted in verifiable participation of the supported CSO in local GPE-relevant processes for enhancing the educational sector, with a clear link to better application for or implementation of GPE funds.</p>
<p>Module Objective Indicator 4 A total of 40% of funds allocated by the BACKUP Education fund contributed to the inclusion of gender equality in the development or implementation of education plans and digital solutions (only completed measures). Base value (2016): 0 Target value (2022): 40% Current value (2022): 41% Achievement in % (2022): 103% Source: Wiki Monitoring (GIZ, 2022)</p>	<p>The indicator fulfilled the SMART criteria.</p>	<p>No adjustments necessary</p>
<p>* SMART: specific, measurable, achievable, relevant and time-bound</p>		

⁹ This indicator focuses on the contribution from grants that are awarded in connection with the application for GPE funds and has a longer impact chain. Therefore, the source of verification needs to be connected to concrete education plans and has to complement the statements of recipients in grant progress reports. In most cases, education sector plans are deposited in the project's Wiki but are not yet used. Triangulation with other stakeholders in the country is considered necessary.

Module objective indicator 1 – Improved national education plans (based on GPE quality criteria) – was **overachieved with 125% attainment**. According to the Wiki, 100% of the 16 supported measures in Burkina Faso, Benin, Côte d'Ivoire, Cameroon, Djibouti, Gambia, Lesotho, Niger, Uganda and three regional modes contributed to improved national education plans (GIZ, 2022). Based on the data that were provided, it is evident that the project's support for GPE application procedures managed to make significant contributions to improved national education plans. While it is not possible to investigate the contribution for all measures, the evaluation could identify several examples of BACKUP Education's support. For example, in Benin, the MoE implemented four project modes with a contribution to Benin's ESP on several levels. BACKUP Education financed a workshop, a study and a normative framework as part of the preparation for Benin's post-2015 Education Sector Plan. In 2018, after the government laid out ESP 2018–2030, BACKUP Education helped social partners to support and monitor the implementation of this new plan, which pointed to effective support of ESPs in the entire period 2017 to 2021 (GPE, 2021a; Syspons, 2022a; Int_24). The **output indicators A.1 and A.2** were also **overachieved (125%)**. While Output A.1 focuses on the achievement of objectives in accordance with the goals outlined in applications by African MoEs, Output A.2 measures whether the quality of advice from BACKUP Education is deemed effective by African MoEs. In reviews of the modes' final reports, satisfaction with BACKUP Education's support averaged almost 5 out of 5 (Syspons, 2022a). In addition, qualitative interviews with national stakeholders in Burkina Faso and Côte d'Ivoire triangulated this evidence. The stakeholders mentioned the attractive opportunity to finance pilot activities and receive technical advice on these activities (Int_16, 17, 18, 21).

Module indicator 2 – Improved implementation of education plans – was **overachieved with 116% attainment**. According to the Wiki, coordinating agencies representing relevant local education groups (LEG) confirmed that 93% of a total of 14 measures supported by BACKUP Education targeting the use of international funds contributed to improved implementation of their ESPs. These covered 12 national applications by Burkina Faso, Benin, Côte d'Ivoire, Cameroon, Ethiopia, Malawi, Nigeria, Senegal, Somaliland, Togo and the regional organisation Africa Network Campaign on Education for All (ANCEFA). For example, in Côte d'Ivoire, Citizen monitoring of the implementation of the ESP 10-year plan 2016–2025 was made possible in 11 regions of the country with the support of BACKUP (Syspons, 2022a). According to the CSO, this will improve the inclusive implementation of the ESP throughout the country (Int_14). As such, the **output indicators B.1 and B.2** were also **overachieved (125%)**. Both outputs are congruent with output A, but refer to supported CSOs (GIZ, 2022). Here, all modes were implemented in accordance with their applications' objectives. In addition, the average satisfaction with BACKUP Education in the final reports was 4.92 out of 5 (Syspons, 2022a). This was confirmed by numerous qualitative interviews with CSO or donor representatives in LEGs in Benin, Côte d'Ivoire and Senegal. Interviewees highlighted the successful interplay of flexible funding and technical advice on GPE processes that met the needs of the CSOs (Int_24, 15, 16).

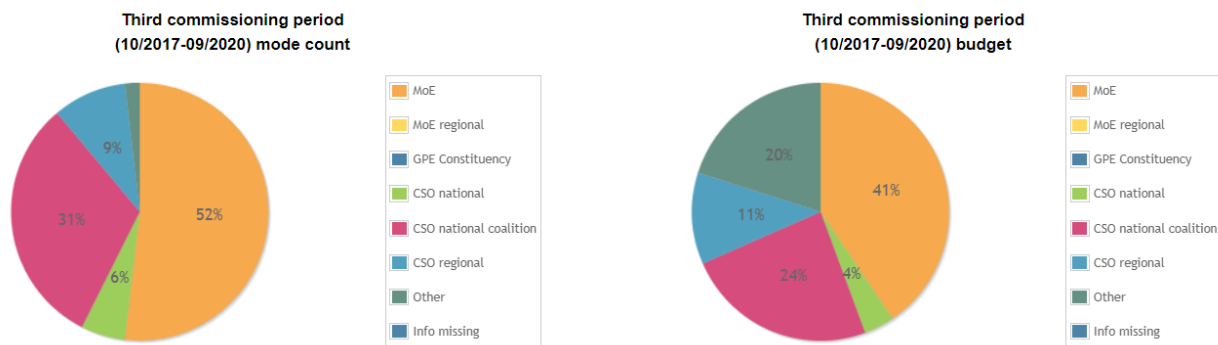
The **dual approach to supporting both state institutions and civil society organisations** in a systemic view of the education system could be **confirmed as effective**. The following figure shows the modes supported by BACKUP Education and indicates that half of the modes assisted African ministries (52%) while the other half assisted CSOs (national, national coalitions and regional) (46%). BACKUP Education's budget was split almost evenly between MoEs (41%) and CSOs (39%, including 4% national CSOs, 24% national coalition CSOs and 11% regional CSOs) and 20% other (support for the Gender at the Centre Initiative at the request of BMZ) (GIZ, 2022; also see Section 4.6).

Module indicator 3 – Six supported modes resulted in verifiable participation of the supported CSO in local GPE-relevant processes for enhancing the educational sector with a clear link to better application for or implementation of GPE funds – was **overachieved with 167%**. A total of 10 modes by CSOs have been supported by BACKUP Education in this regard. However, seven organisations were granted funds several times during

the reviewed period.¹⁰ National education coalitions and CSOs in Burkina Faso, Côte d'Ivoire, Cameroon, Malawi, Niger, Nigeria and Senegal received fast access and project mode funds (GIZ, 2022; Syspons, 2022a). **Output indicators C.1 and C.2** were both **achieved at 100%**. Here, indicator C.1 'Regional knowledge exchange measures' refers to two regional modes by GCE from 2018 and from 2019/2020 and a fast access mode for the regional organisation ANCEFA. All of these demonstrate a clear link to Knowledge and Good Practice Exchange (formally Knowledge and Information Exchange). The variety of regional issues and exchanges are illustrated below and include tracking national pledges, advocacy for education financing or participation in regional workshops or global events to represent the African continent (Syspons, 2022a; GIZ, 2022).

Lastly, the indicator C.2 captures BACKUP Education's support for regional knowledge exchange measures for countries in the context of crisis and conflict. Here, the evaluation data confirmed that a regional workshop on Crisis-Sensitive Planning and the Inclusion of Displaced Populations in National Education Systems took place at IIEP in Dakar, Senegal, from 29 January to 1 February 2019. As foreseen in module indicator 3 above, BACKUP Education – through its fast access modality – funded the participation of educationalists from Burkina Faso, Cameroon, Niger, Senegal and the regional organisation ANCEFA (Syspons, 2022a; GIZ, 2021, 2022; Int_15). Qualitative interviews with organisers and participants in these exchange formats confirm the data through the project's monitoring. The high demand reflected in this regional workshop highlights that crisis and conflict are a crucial issue. Many conflicts, such as that in the Sahel region, do not stop at borders and constitute regional issues (Int_20, 23, 25, 28; WS 6, 8). Consequently, it was confirmed that BACKUP Education contributes to **crisis and conflict sensitivity in education**. Since 72% of the commissioned modes count crisis and conflict sensitivity as a cross-cutting topic, 85% of the funding granted by BACKUP Education can be allocated to these contexts. Interviews confirmed that national education budgets have been cut in a difficult conflict-affected situation. This points to the relevance of this cross-cutting theme for achieving national education goals (Int_23).

Figure 3: Overview of supported measures according to type of organisation supported (GIZ, 2022)



Lastly, **module indicator 4** was **achieved at 103%** as 41% of funds allocated (and settled) by the BACKUP Education fund contributed to the inclusion of gender equality in the development or implementation of education plans. It can be confirmed that **gender equality is an important, cross-cutting topic** for BACKUP Education since the project effectively leveraged resources for girls and women (GIZ, 2022a; Syspons, 2022a).

The supported modes include Burkina Faso, Benin, Côte d'Ivoire, Democratic Republic of the Congo, Cameroon, Djibouti, Ethiopia, Gambia, Lesotho, Malawi, Niger, Nigeria, Senegal, Somaliland, Togo and Uganda and four regional modes involving the two regional organisations ANCEFA and GCE. Notably, the aforementioned modes are not primarily geared to gender equality. However, these modes were 'measures considered with 40% of the allocated budget', meaning gender equality was a cross-cutting issue in the application (GIZ, 2022).

¹⁰ Burkina Faso (Coalition Nationale pour l'Education Pour Tous Burkina Faso was granted a fast access mode in 2019 and a project mode in 2019/2020), Ivory Coast (Réseau Ivoirien pour la Promotion de l'Education Pour Tous [RIP-EPT] was granted a project mode in 2017/2018 and another in 2019), Cameroon (Cameroon Education For All Network [CEFAN] received funding for a fast access mode and a project mode in 2019/2020), Malawi (Civil Society Education Coalition conducted a project mode in 2019/2020), Niger (La Coalition Nationale des Associations, Syndicats, et ONG pour la Campagne EPT au Niger [ASO EPT Niger] received a fast access mode), Nigeria (Civil Society Action Coalition on Education for All [CSACEFA] received a fast access mode), Senegal (COSYDEP received a fast access mode).

BACKUP Education not only supported national stakeholders in integrating gender equality, but also funded regional projects in that regard. One example of such a project was submitted by the feminist organisation Forum for African Women Educationalists (FAWE). The project fully aimed at gender equality and accounted for 100% of the actual value (GIZ, 2022). From 2017 to 2018, BACKUP Education supported FAWE in its project Supporting Advocacy for the Adoption of the Gender Equality Strategy, in the context of the Continental Education Strategy for Africa (CESA) 2016–2025. By using the framework provided in the gender strategy, the project aimed to integrate ‘gender throughout the planning, implementation and monitoring of national education plans’ (Int_25). Intervention at this meta level was confirmed as an effective lever to create more gender-equitable national education sectors (Int_15, 25, 26; GIZ, 2022a; Syspons, 2022a). Moreover, since the start of 2020, the project has been supporting UNGEI with a funding contract for the Gender at the Centre Initiative (GCI)¹¹ with the aim of consistently and comprehensively strengthening gender equality in education systems. The initiative is still being implemented in pilot countries (Burkina Faso, Mali, Niger, Nigeria, Mauritania, Mozambique, Sierra Leone and Chad), among others, and works closely with FAWE’s constituencies (GIZ, 2020; UNGEI, 2020; Int_26). This mode is not yet accounted for in BACKUP Education’s goal achievement, as it was still ongoing at the time of the evaluation (GIZ, 2022a). Due to the high volume of the project (EUR 800,000), it will largely contribute to overachievement of the indicator (Int_22, 25, 26).

Not all modes had been technically and financially closed at the time of the evaluation. Therefore, only 75% of the modes that have been funded are reflected in the current Wiki values.¹² This does not impact the absolute targets set by BACKUP Education that were exceeded at this point. Considering the positive results of the completed modes, the positive feedback on ongoing modes (and the effectiveness of the predecessor project), it can be assumed that the indicators with relative values will not change significantly until the end of the project’s term (GIZ, 2022). Considering the results at this given point in time, the evaluation team concluded that the project objective indicators 1, 2, 3 and 4 were fully achieved or even overachieved at the time of the evaluation and will maintain this level until the end of the project term.

Effectiveness dimension 1 – Achievement of the (intended) objectives – scores **30 out of 30 points**.

Effectiveness– Dimension 2: Contribution to achievement of objectives

In effectiveness dimension 2, the evaluation analysed how the project activities and outputs contributed to the attainment of the module objective. As outlined in Table 11, a contribution analysis was used to assess this dimension. For this purpose, **three hypotheses** were selected to assess the plausibility of the output’s contribution to the overall module objective. The output-outcome level hypotheses for closer examination were selected with the GIZ project team and are displayed in Table 10. They concern the link between Output A and the module objective (H1), Output B and the module objective (H2), and Output C and the module objective (H3). These three hypotheses were seen as the most relevant and comprehensive to assess the project’s contribution to its objective at outcome level. Each of the hypotheses is illustrated by examples of performance stories of modes that could be triangulated by the evaluators through documents and interviews.

As mentioned in Section 2.2, the results model is highly interrelated, so the individual outputs reinforce each other. In a systemic view of the education sector, both African ministries of education (**Output A**), and civil society actors (**Output B**) benefit from support and therefore directly contribute to better cooperation. Better cooperation also positively influences regional knowledge exchange (**Output C**).

Hypothesis 1 on Output A was **confirmed** by the evaluation. It postulates that BACKUP Education’s support of African MoEs provides the MoE with external assistance and/or better capacities in education planning and

¹¹ For more information see <https://www.ungei.org/feature-collection/gender-centre>

¹² The residual remaining quarter is depicted in the Wiki of the project by ‘Indicators Overview – trends (measures that are ongoing, under evaluation or technically closed) and background checks’ (GIZ, 2022). Considering this, it can be seen that the module objective indicators will remain fulfilled or over-fulfilled when the modes are officially concluded.

management to fill gaps in the application or implementation process for GPE funds. This contributes to better quality applications for and implementation of GPE funds. African partners confirmed that the project's financial and technical assistance helped MoEs and improved capacities for education planning and management (Int_17, 18, 21, 23). As these capacity needs were identified by the partners themselves, the project clearly filled gaps in application or implementation processes for GPE funds. In most cases, this supported the implementation of the ESPs that most countries were working on (Int_14, 15, 17, 18, 19). In a few cases, support was given for an ESP that had been developed before, also during and with the support of predecessor projects. Examples are the training of officials in Côte d'Ivoire through the Advanced Training Programme (ATP) in Educational Planning and Management to build capacity in the ministries (Int_14, 17, 18). Adequate ESPs are often a prerequisite for receiving GPE funding. They enable partner countries to better meet application and implementation requirements for GPE funds.

Two examples illustrate how the project supported African MoEs in this regard. In Niger, a consultancy mode was granted by BACKUP Education to update the ESP in October 2018. This intervention was assessed as 'very important in this context, since otherwise no GPE funds would have flown' (Int_12). The ministry requested support and BACKUP Education financed an external expert to collect data, give recommendations and introduce instruments to consider in the formation of an updated education plan. In this process, the consultant identified major shortcomings in the database informing the ESP, which resulted in suspension of the current ESP implementation. A transition plan was launched to tackle deficits in data collection, which clearly improved the next ESP (Int_12) and confirmed that BACKUP Education supported the ministry to meet application and implementation requirements for GPE funds.

Another example is the participation of ministry officials in relevant training financed under fast access modes, such as the ATP in Educational Planning and Management by UNESCO-IIEP. In addition to interviews with ATP alumni (Int_19, 22), a report by UNESCO-IIEP confirmed the impact on professional practice, individual careers and in consequence institutional performance: 'More than 95% of alumni apply the skills they acquired from the training into their daily work [...]. Alumni find themselves more capable of identifying policy objectives and articulating planning processes; they are also more autonomous, efficient and confident in their work, as they develop an advanced personality as planner. Thanks to the ATP, their division/department can emancipate from the need to recruit an external consultant (for instance during ESP preparation)' (UNESCO-IIEP, 2020).¹³ Through improved thematic and methodological competences, personal development/self-efficacy and networking outside the country (Int_28), this suggests that fast access financing was closely related to improving partner ministries' capacity to meet GPE requirements, which confirms H1.

Hypothesis 2 on Output B was also **confirmed** by the collected data. The hypothesis states that BACKUP Education's support of African CSOs improves preconditions for CSO participation in processes of applying for and implementing GPE funds. This leads to better cooperation between national stakeholders that are active in education and improves national education planning and management in terms of more participation and qualitatively by including different perspectives. This should then result in better quality applications and implementation of GPE funds. While BACKUP Education draws on similar activities in terms of financing as in Output B and Hypothesis 1, CSOs are not necessarily formally involved in national processes in the same way as state actors. For this reason, CSOs were first also targeted by BACKUP Education to institutionalise and formally accredit them in public education processes. This mechanism was confirmed in the evaluation (WS_7, Int_15, 16, 29). One interviewee pointed out: '[BACKUP Education gave] us as a CSO credibility and legitimacy if we get funded by the same instrument as the state institutions' (WS_7). Depending on the country context, CSOs were generally at different stages of institutionalisation and involvement in formal national processes and thus their ability to provide checks and balances *vis-à-vis* state institutions varied (Int_15, 29). For example, the

¹³ While this refers to ATP alumni in general, it is considered plausible that no difference should be made between BACKUP-funded and otherwise funded participants. In interviews with BACKUP-funded participants conducted for the ATP Outcome Review, three out of four interviewees reported that ESPs could be developed in their own institution and more independently from external consultants as a result of their participation in the training (Int_22; UNESCO-IIEP, 2021).

CSO organisation *Coalition Nationale Malgache pour l'Éducation pour Tous* (CONAMEPT) in Madagascar was still at an early stage of consolidation. Therefore, it requested funding from BACKUP Education to build basic organisational capacities such as language skills to be better able to follow GPE processes (English) and equipment like computers to be able to effectively engage in advocacy work (WS_7). While this may sound like a small contribution, it proved very effective and crucial for the organisation, according to a regional partner as 'BACKUP [Education] allowed to lay the foundations, so we are enabled as an organisation' (Int_20). A performance story from Senegal demonstrates the validity of a more consolidated CSO: BACKUP Education supported COSYDEP in a project mode from 2019 to 2020 to strengthen the CSO representation mechanism in the *Groupe National des Partenaires de l'Éducation et de la Formation* (GNPEF, an LEG in Senegal).¹⁴ The organisation could build on capacities and results from the predecessor project, and the activities resulted in the CSO receiving 15 minutes of speaking time in the country's joint sector review (JSR) (Int_16). The JSR is a major forum where education stakeholders participate in dialogue with the government on education sector performance. Therefore, achieving this amount of speaking time is indicative of being able to provide checks and balances *vis-à-vis* national institutions and of improving participatory and inclusive national education planning and management.

Shortcomings in H2 mostly concern the country-specific effectiveness of LEGs and therefore their role in the results hypothesis. As the evaluation team could not consult all the LEGs in African partner countries, they could not provide an exhaustive assessment of each LEG's coordinating potential. Instead, the evaluation suggested that LEGs **might not always be an effective vehicle for CSOs** to fulfil their advocacy role. LEGs have been set up as effective means for coordination among stakeholders in the countries. However, the extent to which they fulfil their intended functional, informative and coordinating role is very country specific. The interviews confirmed that the dynamics in individual LEGs were very different. The LEG in Côte d'Ivoire was 'very donor driven' (Int_14). In other cases, LEGs were more ministry-driven but per se more 'top down' (Int_13, 26). In theory, CSOs were also present in the LEGs and thus inclusiveness should be promoted. However, CSOs were seen as the 'weakest element' (Int_13) in the LEGs. In one country, LEGs were described as more an 'appearance than a reality' (Int_13), since LEGs are often only gathered when the ministry has to/wants to do something. Due to the very technical language in these LEGs, that is, many acronyms, it is difficult for CSO representatives to follow them, especially since some members work on a voluntary basis in addition to their paid job (Int_13). After national CSOs, it is difficult for regional CSOs to be present in national LEGs (Int_25). Consequently, both national and regional CSOs are very weakly represented in national LEGs. This points to the fact that it is absolutely necessary to strengthen the CSOs in these LEGs to provide for effective coordination of all included stakeholders.

Hypothesis 3 concerning Output C's results hypothesis can be partly confirmed by the evaluation. It was found that BACKUP Education's support for regional knowledge exchange enabled partner countries to use other countries' good practices, improve their own education planning and management, and consequently better meet application and implementation requirements for GPE funds. While evidence for regional exchange of good practices could be found, the evaluation could not **identify evidence that exchanged good practices had been implemented or institutionalised** in other countries. Similarly, only limited evidence was available on whether regional exchange was the result of this project's activities or of continuing formats established by the predecessor projects. **Hypothesis 3** was thus only **partly confirmed** by the evaluation. The evaluation concluded that the main assumption was true: stakeholders active in education, particularly decision-makers, were open to learning from other countries' experiences and platforms of exchange were active and lively. For example, meetings were held ahead of constituencies and board meetings or alumni networks were trained (Int_14, 16, 18, 19, 20, 22; WS_7).

¹⁴ In 2017, the structure and functioning of the LEG was reviewed, leading to the creation of the new LEG (GNPEF) that formalised the inclusion of non-state actors as equal partners in sector dialogue.

BACKUP Education’s support of regional exchange worked through two channels. First, the project funded regional applications and second it supported regional knowledge exchange measures. The results that were achieved at regional level were spread and indirectly contributed at national level. One example is the project mode by GCE on Education Financing Advocacy to Strengthen Public Education Systems in Africa. With BACKUP Education’s support, GCE developed a training session and an education handbook/toolbox called Financing Matters that has been made available at national level. At the same time, it ‘upscaled its own competence’ in financing education so that GCE as a regional civil society network could hold national governments accountable (WS_6). Similarly, the Pledge Tracking Capacity Building by GCE in 2018 resulted in regional results that amplified the national level. GCE could thus track national education pledges and act as a watchdog *vis-à-vis* governments (WS_6, 20).

Another channel through which BACKUP Education fostered regional exchange was by supporting a regional workshop with participants from various countries.¹⁵ ANCEFA, a network of all African CSO coalitions, benefited from GIZ’s support to attend this workshop. Consequently, the results were also transferred to the regional organisation for ‘regional advocacy’ (Int_20). This amplified the fact that beyond individuals from African countries, the acquired knowledge was also distributed to a broader audience. According to key interviews, regional exchange was fostered among the alumni of fast access modes. This alumni network was a positive by-product of the capacity building training sessions (see hypotheses 1 and 2). Several participants and UNESCO-IIEP confirmed that networks and exchange between alumni are still active today (Int_18, 19, 22; UNESCO-IIEP, 2020).

The above examples indicate that BACKUP Education supported regional exchange by funding regional applications and regional knowledge exchange measures. However, the evaluation team could not confirm that the results of these informal and formal exchanges were transferred or implemented in other countries, given the collected data.

Table 10: Selected results hypotheses for effectiveness

Results hypothesis 1 (activity – output – outcome)	If the project approves applications by African MoEs in which they formulate local needs for support in local GPE processes and helps them to apply for and implement these small-scale funds, the MoE will have external assistance and/or better capacities in education planning and management to fill gaps in the application or implementation process for GPE funds. This strengthens preconditions for better applications for and use of funds, leading to better national education planning and management according to GPE criteria. In turn, this will enable partner countries as a whole to better meet application and implementation requirements for GPE funds.
Main assumptions	Applicants are able to assess and formulate their support needs. Funding possibilities by BACKUP Education are sufficiently known to (potential) applicants. In addition, grant applicants (or their appointed grant agent) have sufficient grant management capacities to handle the funding.
Risks/unintended results	Funded activities do not suffice to significantly improve the preconditions needed for a successful application or implementation of GPE funds.
Alternative explanation	The observed results can be exclusively traced to African MoEs making use of other forms of support (e.g. from other international donors) to improve their national educational sector planning and management.
Confirmed/partly confirmed/not confirmed	Confirmed

¹⁵ In this project term, the regional workshop on Crisis-Sensitive Planning and the Inclusion of Displaced Populations in National Education Systems, a joint initiative of IIEP-UNESCO, UNHCR, UNICEF and the Global Education Cluster was supported. It took place at the International Institute for Educational Planning (IIEP) in Dakar, Senegal from 29 January to 1 February 2019 (GIZ, 2021, 2022; Int_15).

Results hypothesis 2 (activity – output – outcome)	If the project approves applications by African CSOs in which they formulate local needs for support in local GPE processes and helps them to apply for and implement these small-scale funds, the CSO will have external assistance and/or better capacities in education planning and management to fill gaps in the application or implementation process for GPE funds. For some CSOs, this will enable them to become institutionalised and formally accredited. As a result, the preconditions for the participation of CSOs in application and implementation processes for GPE funds are improved, which leads to better cooperation between national stakeholders active in education. If this is the case, CSOs can provide checks and balances for governmental actors and participate more in education decision-making. This will improve national education planning and management in terms of more participation and qualitatively by including different perspectives. In turn, this will enable the partner countries to better meet application and implementation requirements for GPE funds.
Main assumption	See hypothesis 1 In addition, stakeholders (both governmental and from civil society) are willing to cooperate with each other. Bodies central to coordination (national LEG in particular) remain functional.
Risks/unintended results	Increased participation and interference by CSOs might increase frictions between governmental bodies and civil society, ultimately leading to a deterioration in their cooperation.
Alternative explanation	The observed results can be exclusively traced to CSOs being supported by other stakeholders (e.g. other international donors) and therefore increasing their voice in national education planning and management.
Confirmed/partly confirmed/not confirmed	Confirmed
Results hypothesis 3 (activity – output – outcome)	If the project funds and promotes pilots of innovative approaches to improve education planning and management, applicants (and other African educationalists) are referred to and put in touch with other national or regional stakeholders to make these approaches more widely known. This furthers knowledge exchange between African education actors on GPE-relevant education sector processes that concern the application for or use of international funds. If this exchange is active, African educationalists can make use of other countries' good practices to improve their national education planning and management. In turn, this will enable partner countries to better meet application and implementation requirements for GPE funds.
Main assumption	Stakeholders active in education, particularly decision-makers, are open to learning from other countries' experiences.
Risks/unintended results	African education actors aim to transfer approaches that are not suitable to their national contexts.
Alternative explanation	The observed results can be exclusively traced to African educationalists referring to alternative sources of information on best practices for education planning and management.
Confirmed/partly confirmed/not confirmed	Partly confirmed

Apart from the aforementioned aspects, no alternative reasons were found to explain why BACKUP Education managed to achieve its outcomes and outputs as effectively as it did. Instead of alternative sources of information or other sources of support, it was evident that the project's target group had limited capacity and funding sources ('pull factors') to find such support themselves. Instead, the project with its funding and technical advice (as a 'push factor') was in a position to attract the partners' attention and meet their needs. The project benefited from its highly communicative, flexible, demand-oriented and relational interaction approach, as outlined below.

Effectiveness dimension 2 – Contribution to achievement of objectives – scores **25 out of 30 points**.

Effectiveness – Dimension 3: Quality of implementation

There are several aspects that helped BACKUP Education to achieve the above contributions to the project's objectives in terms of its effective communication and relationships, and its target-oriented steering.

Interpersonal aspects can best be explained through the lens of the **relational coordination concept** (see Gitell, 2006). The concept of relational coordination focuses on the interplay of communication and relation between the actors involved in a (sector) network using a limited set of criteria. Regarding communication, it analyses the interaction in terms of **frequency, timeliness, accuracy and orientation towards problem-solving**. It assesses the relational aspect of the interaction through the existence of **shared goals, knowledge and mutual respect**. These categories are seen as an operationalisation of the level of trust and cooperation within the relationships.

The project **fulfilled the communicative and relational aspects** of the relational coordination concept. Interviewees, including African partners, GPE and BMZ, confirmed that the project's communication was adequate in terms of frequency, timeliness, accuracy and orientation towards problem-solving (Int_1, 8, 9, 14-25). Interviewees involved in the project modes confirmed that the project was very responsive and managed to communicate in a timely, appropriate manner. The project provided feedback on planned applications with a problem-solving attitude, and reacted to challenges in an open, flexible manner (Int_14, 16, 20, 25; WS_6, 7). One interviewee stated that the project team's knowledge and advice on GPE processes was very helpful to apply and implement BACKUP Education and GPE funds effectively (Int_16, 24; WS_7). Throughout the evaluation, it became evident that the project's technical advice on GPE processes and applications – formally and informally – was perceived as an added value in addition to the fund management (Int_14, 16, 20; WS_6, 7). It was mentioned several times that the clear, simple application forms developed by BACKUP Education facilitated the application process (Int_22, 26; WS_7). In general, the application process was praised as 'straight-forward' and accessible (in contrast with sometimes very complex procedures with other 'donors') (Int_22). However, some partners noted that the project could have promoted more exchange among partners ('peer-to-peer'), especially with regard to learning from each other ('How do the others do it?') and collegial counselling (Int_14, 16). One of the bilateral projects said that while they were involved in the application phase, they would have appreciated updates on the implementation of the project in the given country (Int_13).

Although the project team operated from Germany and thus remotely from the African partners, it was very **visible** and perceived as close to the partners' matters (Int_14, 16, 23; WS_6, 7). The personal contact that was established for years also helped the project and the partners during the switch to virtual-only communication during the Covid-19 pandemic (WS_5). Therefore, it was evident from the interviews that due to its **communicative and relational interaction** approach, the project could conduct its various activities with its partners and stakeholders based on a foundation of trust and mutual appreciation. In that, the project team was assessed as very committed to the project, the cause and the partners' needs. As such, through its presence at GPE boards and constituency meetings, the project managed to make BACKUP Education and GIZ highly visible in the field (Int_19, 20; WS_6, 9).

After interpersonal communication, **effective management** was an important element for BACKUP Education's high-quality implementation. By using detailed yearly operational plans and the Wiki as a high-quality monitoring system, the project was effective in its control and monitoring of funded activities, without too much micro-management (WS_5). BACKUP Education's Wiki was arguably used for monitoring and evaluation and operational management. Through it, the project remained informed about total goal achievement and monitored the specific characteristics of the modes, for example, those coming from civil society, in a regional format or contributing to the cross-cutting topic (GIZ, 2016). This means that if one indicator was fulfilled, the project could concentrate on other indicators in a very impact-oriented manner (WS_5). It is therefore evident from the evaluation that due to its effective management, the project could conduct its various activities in a target-oriented manner and showcase high quality of implementation.

Effectiveness dimension 3 – Quality of implementation – scores 20 out of 20 points.

Effectiveness – Dimension 4: Unintended results

In this dimension, it is assessed whether the project has produced any positive or negative unintended results at outcome or output level and if so, why.

The interviews showed that the project had **positive unintended results** for its commissioning party BMZ beyond its intended bilateral and regional effects. The combination of perspectives of the sector project 'Education' and BACKUP Education was an opportunity for BMZ to receive complementary advice on GPE, as outlined in more depth in Section 4.3 (Int_8, 10, 11). The sector project was close to the GPE secretariat and was active in the donor constituencies of GPE. In contrast, BACKUP Education gave BMZ insights and feedback into African national and continental needs and priorities. This resulted in a holistic perspective on the GPE setup, in preparation for German participation on the GPE board (Int_8). Hence, BMZ could better understand the linkages between global GPE processes and national and regional level, anticipate relevant discussions and oppositions, and thus make well-informed, holistic decisions about GPE and GPE partner countries (Int_8, 10, 11). Besides this positive 'side effect', the evaluation did not identify any **unintended negative effects** of the project.

Effectiveness dimension 4 – Unintended results – scores 20 out of 20 points.

Methodology for assessing effectiveness

Table 11: Methodology for assessing OECD DAC criterion effectiveness

Effectiveness: assessment dimensions	Basis for assessment	Evaluation design and empirical methods	Data quality and limitations
Achievement of the (intended) objectives	In this dimension, the effectiveness of the project is assessed against its own indicators, specifically the indicators at outcome level (module indicators 1, 2, 3 and 4). The project's indicators were assessed against the SMART criteria by the evaluators and adjusted where necessary (see the section below).	<p>Evaluation design: The analysis followed the analytical questions from the evaluation matrix.</p> <p>Empirical methods:</p> <ul style="list-style-type: none"> • Semi-structured interviews • Focus groups in 2 selected countries • Document analysis. 	No data quality issues that would cause limitations to the assessment of the effectiveness dimensions were evident during the evaluation mission.
Contribution to achievement of objectives	The basis for assessment is outlined in the results hypotheses chosen for the examination, displayed in Table 10.	<p>Evaluation design: A contribution analysis was used to analyse the extent to which observed (positive or negative) results can be related to the intervention (Mayne 2001). This method offers the benefit of seeking to identify alternative explanations that may explain the observed results. It allows for an analysis of the extent to which the intervention contributed to the observed results.</p> <p>Empirical methods:</p>	See above

Effectiveness: assessment dimensions	Basis for assessment	Evaluation design and empirical methods	Data quality and limitations
		<p>Data from project documents, interviews and focus groups were used to examine causal hypotheses between inputs, outputs, outcomes (and impacts) in the results model and to construct a 'performance story' to show whether the intervention, possibly in combination with other (context) factors, was a relevant factor for change.</p>	
Quality of implementation	<p>The focus of this dimension was on whether grant processes and further activities of BACKUP Education were steered in a way that assured target-oriented functioning. Furthermore, the quality of the monitoring system (Wiki) to enable strategic steering decisions on grant approval and fulfilment processes were to be analysed.</p>	<p>Evaluation design: The evaluation team assessed the appropriateness of the project's chosen strategy, deployed instruments, cooperation approach and steering structure for the realisation of its outputs, processes in place, and considerations on learning and innovation.</p> <p>Empirical methods: See above</p>	See above
Unintended results	<p>Based on data collected in the evaluation phase through semi-structured interviews, document analysis and focus groups, any identified unintended results of BACKUP Education were subject to analysis. The analysis focused on how the project identified and dealt with these results, especially on whether negative results were mitigated.</p>	<p>Evaluation design: Specifically, the analysis relied on data collection with relevant stakeholders in effectiveness, impact and sustainability dimensions to assess whether additional unintended results occurred. Potential trade-offs among the intervention's dimensions (e.g. economic, social and ecological) were considered.</p> <p>Empirical methods: See above</p>	See above
* SMART: specific, measurable, achievable, relevant and time-bound			

4.5 Impact

This section analyses and assesses the impact of the project. It is structured according to the assessment dimensions in the GIZ project evaluation matrix (see Annex I).

Summarising assessment and rating of impact

Table 12: Rating of OECD DAC criterion impact

Criterion	Assessment dimension	Score and rating
Impact	Higher-level (intended) development changes/results	30 out of 30 points
	Contribution to higher-level (intended) development results/changes	34 out of 40 points
	Contribution to higher-level (unintended) development results/changes	30 out of 30 points
Impact score and rating		Score: 94 out of 100 points Rating: Level 1: highly successful

It is plausible that the project contributed to a set of **overarching impacts and higher-level developments**. The causal chain between the project consisting of small-scale funds and overarching development results is very long. However, the project contributed to a set of overarching impacts, such as high-quality basic education in line with **SDG 4 Quality education** of the 2030 Agenda.

The evaluation results **confirmed a clear** link between improved individual, organisational and national capacities and prerequisites. This leads to better quality applications to GPE and contributes to effective rollout of the granted GPE funds, which confirms the first impact hypothesis. The second impact hypothesis is **partly confirmed**. African partners benefitted from the project's support, which established the partner dialogue and gave African partners' voices more weight in GPE constituencies. However, the evaluation could not find evidence of structural change on the side of GPE beyond a growing recognition of African partners' needs. After GPE integrated preparatory constituency meetings into its structures, partners observed some setback in recent years as there was less scope for discussion and influence.

As a result and given the large volume of multilateral GPE funds and their likely impact on the national education sector, it is very plausible that African partner countries have been enabled to come closer to achieving their national education goals, thereby contributing to SDG 4.

In total, the impact of the project is rated Level 1: highly successful, with 94 out of 100 points.

Analysis and assessment of impact

The impact criterion is structured along three evaluation dimensions and considers the (foreseeable) achievement of overarching development results, the contribution of the project to these results, and the triggering of positive or negative unintended impacts. For this evaluation, it was not possible to collect robust evidence on all the hypotheses' steps between outcome and impact level. This was due to the challenges outlined in Section 3.1 regarding the long causal chain between the project's outcome and the impact level. Consequently, the assessment of the impact hypotheses was based on a plausibility analysis that built on assumptions regarding the effectiveness of the project.

Impact – Dimension 1: Higher-level (intended) development changes/results

In the first evaluation dimension, it was analysed to what extent the intended overarching development results have occurred or are foreseen. As the object of the evaluation was a stand-alone measure, neither a programme objective nor programme objective indicators existed that could otherwise be used as a basis for the evaluation of impact. The evaluation therefore primarily assessed the lower-level impacts shown in the results model, which were equivalent to the first contributions made by the project through the outcome. Based on the insights gained from this analysis, the evaluators made a judgement on and assessed the plausibility of the project's higher-level impacts (including contributions to the SDGs and impacts related to DAC markers).

The project's aim is to **improve application and implementation requirements for international funding to achieve international education goals** (namely GPE funds) in African countries (GIZ, 2016a). With the support of GPE funds, the partner countries are expected to achieve their national education objectives. The project is also expected to contribute to the organisational development of GPE. Through these channels, it was confirmed by the relevant stakeholders that the project strived to contribute to a set of overarching impacts, such as high-quality basic education for all in African countries and globally to achieve **SDG 4** Quality education, in line with the 2030 Agenda (WS_5, 6, 9, Int_29).

The project operates on a meta-level and in most of its activities distantly from the indirect target group in African countries. Consequently, the causal chain between the project and the overarching development results – including its contribution to SDG 4 – is very long (WS_5, 6, Int_10, 11). As a stand-alone measure, neither a programme objective nor programme objective indicators were to be considered. The evaluation therefore focused on and assessed the plausibility between outcome and impact level through outcome-impact hypotheses (see impact dimension 2). In general, the interview process and partner interviews revealed that a number of promising developments have taken place with regard to the **overarching development results**. Contributions to SDG 4 seem generally plausible through two channels. While the first channel works through nationally responsible improvements of education resources and better use of GPE funds in the national context, the second channel refers to more inclusive, qualitative empowerment within GPE processes. Although contributions to SDG 4 seem generally plausible, this is clearly limited to the sub-area of SDG 4 that concerns basic education, in particular sub-targets 4.1 and 4.6 and to some degree 4.5 (WS_5, Int_10).

The following promising **overarching development results** were identified as plausible in the evaluation:

- BACKUP Education plausibly contributes to target 4.1 'By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes'. It also plausibly contributes to sub-target 4.6 'By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy' (UN, 2015a; WS_5).
- With its cross-cutting emphasis on **gender and conflict sensitivity**, it also plausibly contributes to some degree to 4.5 'By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations' (UN, 2015a; WS_5, Int_25, 26).
- Through the numerous supported modes and further 'spreading' of **holistic, participatory and multi-stakeholder approaches** to education sector planning, the project strives to **empower national governments and other civil society stakeholders** (WS_5, 6, 7, 14, 16, 20).
- Moreover, the project is designed to promote inclusive education sector planning based on expressed needs. This is in line with the implementation principle of the 2030 Agenda 'accountability' (UN, 2015a; WS_5).

It was commonly agreed in interviews that in addition to impacts in line with SDG 4 and the 2030 Agenda, the socioeconomic impacts of improved basic education were manifold and thoroughly documented (for example, improved health situations, higher individual incomes, economic growth and poverty reduction, higher participation and democratic development, crisis prevention and peacebuilding) (GIZ, 2020; Int_8; WS_6). As such, the

project overall seeks to (potentially) have an impact on gender equality (BMZ/DAC identifier gender equality GG-1 and SDG 5), participatory development/good governance (Participatory development/good governance PD/GG-1 and SDG 16 and 17) and poverty orientation (AO-1) (GIZ, 2016).

Overall, while promising impacts were identified and triangulated with stakeholders, the ‘broader’ impact of the comparably small-scale funds of BACKUP Education alone is limited (Int_8). In addition, the potential impact depends on interaction with other factors such as the actual implementation of GPE funds and the given national capacities and coordination mechanisms (for example LEGs), which are assessed in more detail in the following impact dimension 2.

Impact dimension 1 – Higher-level (intended) development changes/results – scores **30 out of 30 points**.

Impact – Dimension 2: Contribution to higher-level (intended) development results/changes

The plausibility of the outcome-impact hypotheses builds on the plausibility of the output-outcome hypotheses assessed in the effectiveness section (see Section 4.4). Since these hypotheses were (largely) confirmed, the project is considered to have achieved its objectives along the intended impact pathway. In a similar vein, this section analyses to what extent BACKUP Education contributed to the aforementioned impacts. This analysis was based on two selected impact hypotheses, outlined in Table 13, which were selected because they explicitly accounted for the project’s nature as a regional project whose primary objective was to support African countries in their GPE-related improvements to basic education. These results hypotheses are directly related to the impact areas discussed above. However, due to the limitations outlined above and in Table 11, the assessment mostly relied on a plausibility analysis.

Table 13: Selected results hypotheses for impact

Hypothesis 1 (outcome – impact)	If the application and implementation requirements for international funding to achieve international education goals in African countries are improved for partner countries that apply for GPE funds, this will lead to better quality of the applications. Consequently, applications can be granted faster and/or the dispersed funding can be used more effectively. If this is the case, the country comes closer to achieving its national education objectives.
Main assumption	So far, all applications to GPE that meet GPE’s quality criteria can be granted. To uphold this and potentially meet increasing demand, sufficient international funds are required that maintain or rather increase the current level of funding to GPE.
Risks	No risks were identified during the evaluation phase.
Alternative explanation	The observed results can be exclusively traced to other efforts undertaken (by GPEs) to assist partner countries in applying for and implementing GPE funds.
Confirmed/partly confirmed/not confirmed	Confirmed
Hypothesis 2 (outcome – impact)	If application and implementation requirements for international funding to achieve international education goals in African countries are improved for partner countries that apply for GPE funds, this will give their voice more weight in GPE constituencies (via voting groups to the board). This way, GPE will be better tailored to the needs of African developmental partners, and therefore will work more effectively by better meeting these needs. As a result, international funding can be used more effectively. If this is the case, countries come closer to achieving their national education objectives.
Main assumption	GPE structures are sufficiently flexible to allow for a change in power dynamics.
Risks	No risks were identified during the evaluation phase.

Alternative explanation	The observed results can be exclusively traced back to other efforts undertaken (for example by the international donor community or African advocacy activists) to increase participation and needs orientation towards development partners in GPE.
Confirmed/partly confirmed/not confirmed	Partly confirmed

Based on the collected evidence, **impact hypothesis 1** can be **confirmed**. It postulates that BACKUP Education's support contributed to better quality applications and implementation of GPE funds, which helped African countries to reach their national education goals. BACKUP Education plausibly contributed to improved national capacities in education sector planning, which improved application and implementation requirements for international funding (Int_14, 16, 18, 20, 22, 23, 24; WS_6, 7). Partners could directly link the results achieved in their modes to their ability to better implement their GPE funds (Int_7, 12, 16, 24; WS_6). Overall, it was observed that the quality of African ESPs and their ability to analyse what is needed to improve their national education sector (Int_28) (and thereby also the quality of applications to GPE) have increased over the past decade (Int_8, 15, 24; WS_5, 9). This coincides with the project's overall duration. While it is not possible to clearly attribute the effect of BACKUP Education's support on this development, interviewees clearly saw a 'big hidden impact' of the project (Int_8; WS_9). It is plausible that better quality applications were granted faster, because they could be submitted to an earlier approval meeting (WS_5). However, it must alternatively be considered that the application process likely became faster due to the professionalisation of GPE. This is an external factor outside of the scope of the project's activities (WS_5; Int_8). Regardless of the timing of applications, given the large volume of GPE's multilateral funds and their impact on the national education sector, it is very plausible that African partner countries were enabled to come closer to achieving their national education goals in line with SDG 4.

Impact hypothesis 2 could only **partly be confirmed**. The results suggest that BACKUP Education's outcomes contributed to giving African partners more voice in the GPE constituencies. Consequently, GPE could better account for the partners' needs and work more efficiently towards them. This should eventually result in partner countries achieving their national education objectives. In its predecessor project, BACKUP Education established a new platform for African partners to come together ahead of GPE board meetings, discuss with each other, and formulate consolidated needs and demands for their constituencies. This resulted in partners being able to represent a 'strong, united front of African countries' (WS_9) *vis-à-vis* donors and board discussion at 'eye level' (Int_29, Int_8, 10, 11). Eventually they were able to inform and even influence GPE decisions at board and global level. Recognising the value added of this exchange, GPE extended the format to all regional constituencies and institutionalised it (Int_29; WS_9; see Section 4.1).

For the current project term, it became evident that the dynamic of preparatory meetings was different from when BACKUP Education was facilitating these exchanges (Int_8, 10, 11, 23, 26). Some African partners observed a setback: 'it used to be like that, constituency structures still exist but it's a whole different exchange, less quality, less rich' (Int_23). In contrast to the statement 'GIZ[s] BACKUP [Education] better placed African countries in GPE processes' (Int_23), it was expressed that the agenda of meetings had shifted towards being more informative and offering less scope for influence (Int_8, 10, 23). Changing and 'more political' priorities (Int_23), and the observation that 'more voice for the partners was not desired by all' (Int_11, 26) also seem to be plausible influencing factors. In addition, the Covid-19 pandemic and the limited opportunity for direct meetings and dialogue had a tangible negative effect on the ability of African partners to meet, consolidate their opinions, and voice them at board meetings (WS_5, 6, 9).

Regardless of the current setbacks, the 'cultural shift' (WS_9) remains tangible and is unlikely to be reversed. GPE claimed a paradigm shift had taken place that enabled the entity to better fulfil its role as a 'true partnership'. They considered GPE's current strategic plan to be a 'product of the style and approach to GPE that BACKUP [Education] has helped to create' (WS_9). Apart from that, there was no evidence indicating a

structural change in the partnership as a response to the growing influence of African partner countries. However, it is plausible that by better incorporating the partners' priorities in the board's decision-making, GPE processes are better tailored to partner countries' needs. As a consequence, it is likely that partner countries come closer to achieving their national education objectives in line with SDG 4.

Impact dimension 2 – Contribution to higher-level (intended) development results/changes – scores **34 out of 40 points**.

Impact – Dimension 3: Contribution to higher-level (unintended) development results/changes

Evaluation dimension 3 assesses the extent to which positive or negative unintended results have occurred at impact level. Since intended impacts are formulated in a holistic, broad manner by contributing to SDG 4, it is not very plausible that the unintended effects of small-scale funding interventions in the education sector go beyond that. No positive or negative unintended effects were observed in any of the interviews and discussions that were held, even when they were emphasised in discussions with mode recipients and external stakeholders in the partner countries. Therefore, the evaluation **could not identify any positive or negative higher-level unintended development results**.

Impact dimension 3 – Contribution to higher-level (unintended) development results/changes – scores **30 out of 30 points**.

Methodology for assessing impact

Table 14: Methodology for assessing OECD DAC criterion impact

Impact: assessment dimensions	Basis for assessment	Evaluation design and empirical methods	Data quality and limitations
Higher-level (intended) development changes/results	<p>Impact is assessed against the main impact areas derived from the updated results model:</p> <ul style="list-style-type: none"> • Contribution to better applications to GPE (with plausible links to pursuing SDG 4 goals) • Contribution to better implementation of GPE funds (with plausible links to pursuing SDG 4 goals) <p>DAC cross-sectoral policy markers:</p> <ul style="list-style-type: none"> • Gender equality (GG-1) • Participatory development/Good governance (PD/GG-1) • Poverty orientation (AO-1). 	<p>Evaluation design: To assess this dimension, the evaluation team focused on impacts according to the updated results model (see Section 2.2). In this regard, the evaluation team established the plausibility of the achievement of higher-level (intended) development changes at impact level.</p> <p>Empirical methods:</p> <ul style="list-style-type: none"> • Semi-structured interviews • Focus groups • Document analysis • Analysis of secondary literature. 	<ul style="list-style-type: none"> • Due to BACKUP Education's impact logic, which relied on a long chain to impact basic education in partner countries, the availability of robust evidence was limited. Therefore, the identification of the project's contributions to long-term changes in educational sectors in African countries focused on the plausibility of contributions according to main stakeholders (such as partners and stakeholders in the partner countries).
Contribution to higher-level (intended) development results/changes	<p>The basis for assessment was the results hypotheses chosen for examination, displayed in Table 11.</p>	<p>Evaluation design: The evaluation of this dimension mainly drew on the results from the contribution analysis to show whether the intervention, possibly in combination with other factors, was a relevant factor to lead to change. Here, the assessment of the impact hypotheses was partly</p>	<p>No data quality issues that would cause limitations to the assessment of the impact hypotheses were evident during the evaluation phase. Sufficient interview partners could be identified in the focus countries to triangulate the</p>

Impact: assessment dimensions	Basis for assessment	Evaluation design and empirical methods	Data quality and limitations
		based on a plausibility analysis. Empirical methods: See above	evidence.
Contribution to higher-level (unintended) development results/changes	The assessment of this dimension was based on a contribution analysis of selected results hypotheses to examine whether the project had plausibly contributed to changes in the educational sector in partner countries.	Evaluation design: Unintended results were assessed iteratively throughout the evaluation process. Specifically, the analysis drew on findings across other impact dimensions and the sustainability criterion to assess whether additional unintended results occurred. Empirical methods: See above	See above

4.6 Efficiency

This section analyses and assesses the efficiency of the project. It is structured according to the assessment dimensions in the GIZ project evaluation matrix (see Annex I).

Summarising assessment and rating of efficiency

Table 15: Rating of OECD DAC criterion efficiency

Criterion	Assessment dimension	Score and rating
Efficiency	Production efficiency (Resources/Outputs)	70 out of 70 points
	Allocation efficiency (Resources/Outcome)	22 out of 30 points
Efficiency score and rating		Score: 92 out of 100 points Rating: Level 1: highly successful

The project is assessed to be **highly successful** in its production and allocation efficiency. No major shortcomings could be identified in production efficiency. All the outcome and output indicators were at least fully met, if not exceeded, with the available project resources. The **overarching costs seem low**. However, they could be explained by allocation in line with the new guidelines on GIZ cost-output monitoring and prognosis (KOMP), which impeded effective interpretation of the data. Overall, it can be concluded that the distribution of costs between the outputs is in line with the project's foci. Consequently, fund dispersion and management constitute the core of BACKUP Education's approach (represented in Outputs A and B). The dual approach was reflected in a similar allocation of personnel resources to support MoEs (Output A) and CSOs (Output B). As the output indicators do not fully represent the project's reality of implementation, it is difficult to assign costs to outputs. Output C seems to be implemented less efficiently, which can be traced to shortcomings in the conceptualisation of the matrix.

The project **effectively adhered to the principle of yield minimisation** through a clear division of tasks, efficient collaboration within the project team and most importantly by utilising the project's Wiki for fund management and steering. The efficiency of the project and its methods was evident during the Covid-19 pandemic, as

the team managed to **successfully adapt to changing conditions** in a short time and to reallocate funds in an appropriate, needs-based manner.

The project **effectively steered its activities and resource allocation into its targeted outcomes and achieved all objectives at outcome level**. It explicitly encouraged and, in some cases, required cofunding, thereby leveraging further funding. However, there was no systematic approach to seek out outcome synergies with other international partners. Accordingly, only minor shortcomings were identified in the project's allocation efficiency.

In total, the efficiency of the project is rated Level 1: highly successful, with 92 out of 100 points.

Analysis and assessment of efficiency

The criterion efficiency measures the extent to which the objectives of an intervention have been achieved cost-effectively. An intervention is thus efficient when a maximum of results is achieved with the available financial resources. According to CPE standards, this analysis is carried out at two levels: production efficiency (**evaluation dimension 1**) measures the transformation of inputs to outputs, whereas allocation efficiency (**evaluation dimension 2**) measures the transformation of inputs to outcomes or impacts – also through synergies with other donors or projects. Implementation efficiency (namely the analysis of the project's structures and processes) is addressed in both dimensions to identify explanatory factors.

Efficiency – Dimension 1: Production efficiency

The production efficiency in the various intervention areas of the project was analysed using the follow-the-money approach. This approach allowed an assessment of how efficiently funds were used in the project outputs. Overall, the **shares of the project budget that were allocated to its outputs and the share of overarching costs were considered plausible**. However, conceptual shortcomings in Output C should be considered (see Section 4.2). The shares were considered plausible when Output C was interpreted as broader than its two output indicators. Figure 4 and Figure 5 below show the project's costs and commitments, the allocation of costs to outputs (A–C), and the overall project costs. The costs of the outputs were around 98%. Hence, overarching costs made up a share of 2% (EUR 110,017) of the total project expenditure.

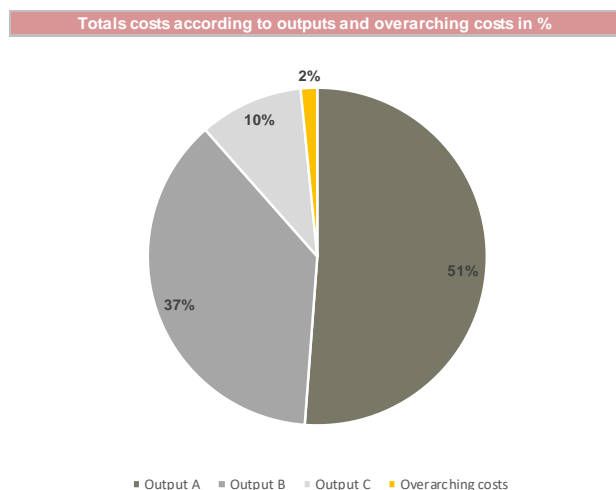
Figure 4: Project expenditure per output (Source: Syspons, 2022)

	Output A	Output B	Output C	Overarching costs
Outputs	The preconditions for the application to or use of international funds by African ministries of education are improved.	The preconditions for the participation of civil society organisations in Africa in processes of application for and implementation of international funds are improved.	Knowledge exchange between African education actors regarding GPE-relevant education sector processes, which concern the application to or use of international funds, is improved.	
Costs incl. commitment (Obligations)	3.571.138,22 €	2.604.510,66 €	691.302,06 €	110.016,98 €
Co-financing	0,00 €	0,00 €	0,00 €	0,00 €
Partner inputs	0,00 €	0,00 €	0,00 €	0,00 €
Total costs	3.571.138,22 €	2.604.510,66 €	691.302,06 €	110.016,98 €
Total costs in %	51%	37%	10%	2%
BMZ total costs in % without co-financing	51%	37%	10%	2%

In comparison with other regional projects, the **overarching costs seem low**. In the interpretation of the efficiency tool, it became evident that the team responsible for financial management had allocated the incurred costs in line with the new guidelines on GIZ cost-output monitoring and prognosis (KOMP) (WS_5, 6). While this is a legitimate approach, it makes the interpretation of the data more difficult. Currently, the KOMP system

does not reflect overarching costs in a realistic manner and in line with the ‘traditional understanding’ of them. The traditional definition considers all costs to be overarching that do not directly contribute to the achievement of the outputs (for example, personnel development, BMZ dialogue and reporting). When the established definition of overarching costs was considered, it became evident that the project team had to spend significant resources on acquiring and implementing its current EU cofunding and on designing the project GenerationDigital! during the project term (WS_4, 5). However, this did not impede the project’s successful implementation of activities (and goal attainment) and was therefore not considered to have had a negative impact on production (and allocation) efficiency.

Figure 5: Proportion of the total project expenditure on outputs and overarching costs



Looking at the **proportion of the total project expenditure that was spent on the outputs**, 51% was allocated to Output A, 37% to Output B and 10% to Output C (see Figure 5). Output A included for the most part financing of modes from African MoE applicants and personnel costs associated with the fund management of these modes. Congruently, Output B encompassed funding and technical advice associated with the modes for African CSOs. Output C only included a few modes, which resulted in an overall smaller share of costs. Together, the financing instruments (EUR 3,919,944) and personnel costs (EUR 2,597,093) accounted for 93% of the projects’ individual costs, which made the remaining costs fairly marginal. They were therefore not further analysed for the project’s production efficiency.

Compared to Outputs A and B, the ratio of personnel costs to financing was very skewed towards personnel costs in Output C. Outputs A and B had ratios of 24 to 76% and 33 to 67% in favor of financing, Output C constituted 97% personnel *vis-à-vis* 3% financing costs. At first sight, this suggests a much higher technical advice-to-mode ratio and less efficient implementation of Output C. However, as the project implementation in practice considered that all regional exchange and networking efforts contributed to Output C, it is plausible that the personnel costs associated with this output encompassed more than the fund management of the modes allocated to it.

Overall, **the distribution of costs between the outputs was in line with the project's foci**, as fund dispersion and management constitute the core of BACKUP Education’s approach (represented in Outputs A and B). The dual approach was reflected in a similar allocation of personnel resources for supporting MoEs (Output A) and CSOs (Output B) (WS_5). Financing for MoE modes (Output A) was comparably higher than the grants distributed/approved for CSOs (EUR 2,317,373 compared to EUR 1,529,466), which resulted in a larger share

of overall costs for Output A. It seems plausible that this could be traced back to the UNGEI project mode being allocated to Output A, which skewed the distribution due to its large volume (EUR 800,000¹⁶).

The achievement and over-fulfilment of the indicators demonstrate that the **personnel concept and project approach were appropriately chosen**. Technical and financial advice by the project team proved to be a very relevant, effective instrument to improve project applications and financial rollout (WS_5, 6, 9; Int_8, 11). Grant agreements were consciously chosen as the most appropriate financing instrument to minimise administrative efforts for the project team and partners (WS_5). Here, the project team built on lessons learned from the previous project terms and successively included grant agents. This reduced the workload for the team and the risk of misuse of funds by project partners (WS_5, 6; Int_23). Given the complexity of a regional fund and the relative distance to its partners, BACKUP Education chose efficient safeguards to ensure relevance, coherence and the potential for results. By closely cooperating with bilateral projects, regional CSOs, LEGs, coordinating agencies and the relevant bodies of GPE, important background information could be harnessed reliably and cost-effectively (WS_5, 6, 9; Int_8, 12, 13, 23, 29).

The efficiency of the project is further demonstrated in the context of changes in the framework conditions and needs. The project was flexible and adapted modes when activities could not be implemented due to the Covid-19 pandemic or changing political or security contexts (see Section 4.2). The project could consult its partners on potential alternatives and reacted flexibly to changing partner priorities and needs (WS_6, 7; Int_16, 20, 23, 26).

Overall, **financial management can be rated as very successful** against the background that the project objectives were achieved, exceeded and no residual costs remained.

Efficiency dimension 1 – Production efficiency – scores **70 out of 70 points**.

Efficiency – Dimension 2: Allocation efficiency

Allocation efficiency, namely the use of resources in relation to the achievement of the project outcome, can only be assessed in a limited manner since it is difficult to monetise the project outcome and because of the long causal impact chain between activities and outcome/impact. These are typical challenges in evaluations of projects at meta-level. Nevertheless, the project's allocation efficiency could be observed to a certain extent.

First, the project's contribution to the intended impacts is mostly considered plausible. As all three hypotheses at output-to-outcome level and both hypotheses at outcome-to-impact level could be (largely) confirmed¹⁷ (see Section 4.4), it can be assumed that overall the project **efficiently transformed its activities into its stated outcomes and impacts**. It contributed to more effective implementation of GPE funds. As such, the allocation efficiency can be rated high, with only minor limitations. The limitations stemmed from external influences outside the project's sphere of influence that were not due to the project's input (see Sections 4.4 and 4.5).

To maximise allocation efficiency, the project's strong results orientation (in terms of outcome and impacts) and its Wiki were instrumental. The project was continuously steered in a way that resource allocations were decided in a results-oriented and data-driven manner (WS_1, 3, 4, 5).

Second, allocation efficiency takes into consideration how the project included additional funding sources. Inherently, the project **seeks to leverage large-scale multilateral funds through small-scale interventions** (see Sections 4.2 and 4.3). Therefore, it was described by interview partners to be very cost-efficient

¹⁶ Compared to other project modes with a maximum grant volume of EUR 100,000.

¹⁷ Outcome hypotheses 1 and 2 were confirmed and hypothesis 3 was partly confirmed. Impact hypothesis 1 was confirmed and 2 was partly confirmed.

considering its large potential impact. For example, BACKUP Education was described as a ‘low cost, brilliant investment’ (WS_9).

For the individual modes, acquiring cofunding was explicitly encouraged. In the case of the fast access modes, it was mandatory (WS_1, 5; Int_28). Within the scope of the modes that were examined in more detail for the evaluation, the evaluators could not find empirical evidence of synergies with other donors/initiatives that leveraged BACKUP Education’s resources and results (see Section 4.3).

Efficiency dimension 2 – Allocation efficiency – **scores 22 out of 30 points.**

Methodology for assessing efficiency

Table 16: Methodology for assessing OECD DAC criterion efficiency

Efficiency: assessment dimensions	Basis for assessment	Evaluation design and empirical methods	Data quality and limitations
<p>Production efficiency</p> <p>(Input/Outputs)</p>	<p>The resource-output ratio was analysed based on the efficiency tool.</p>	<p>Evaluation design: The evaluation applied a follow-the-money approach. All identified expenses were assigned to specific outputs of the intervention. With this mapping of costs concluded, the evaluation team assessed the appropriateness of costs per output (considering the perspectives of the project team).</p> <p>Empirical methods:</p> <ul style="list-style-type: none"> • Analysis of cost data (GIZ efficiency tool) and instruments employed • Semi-structured interviews. 	<p>Cost-output data had to be manually and retrospectively assigned. Due to shortcomings in the project’s results matrix, the costs allocated to Output C did not exclusively reflect the attainment of the output indicators, which hampered the interpretation of the efficiency tool.</p> <p>With the cost-output data assigned, the database allowed for a much more data-driven judgement than a mere expert judgement. However, due to the diversity of the supported modes and lack of benchmarks, a comparison of the efficiency of the entire intervention (for example, via cost-benefit analysis) was not considered possible.</p>
<p>Allocation efficiency</p> <p>(Input/Outcome)</p>	<p>Allocation efficiency was assessed with regard to the extent to which BACKUP Education’s invested resources seemed appropriate in terms of the results achieved and whether (potential) synergies with the grant recipients and other GIZ projects were realised.</p>	<p>Evaluation design: Besides analysing the appropriateness of funds allocated among outputs, the design for assessing allocation efficiency focuses on the identification of (potential) synergies within the GIZ structure, and synergies with external partners.</p> <p>Empirical methods:</p> <ul style="list-style-type: none"> • See above 	<p>Limitations arise from the project’s long results chain between advisory services and outcome/impact.</p>

4.7 Sustainability

This section analyses and assesses the sustainability of the project. It is structured according to the assessment dimensions in the GLZ project evaluation matrix (see Annex I).

Summarising assessment and rating of sustainability

Table 17: Rating of OECD DAC criterion sustainability

Criterion	Assessment dimension	Score and rating
Sustainability	Capacities of the beneficiaries and stakeholders	18 out of 20 points
	Contribution to supporting sustainable capacities	28 out of 30 points
	Durability of results over time	40 out of 50 points
Sustainability score and rating		Score: 86 out of 100 points Rating: Level 2: successful

The **direct target group developed capacities in line with BACKUP Education's objectives**. As such, several African project partners and training recipients indicated increased capacities at individual, organisational and national level in regard to more effective educational sector planning, advocacy work and professionalisation. BACKUP Education's activities aimed to **encourage sustainability at various levels** and provide for several safeguards to ensure sustainability. Moreover, the **sustainability of the measures was enhanced** by the demand orientation of the project and the participatory, multi-stakeholder approach, technical advice and encouraging exchange common to the measures. While the evaluation team found examples of sustainable anchoring of project mode and further training results, obstacles to the sustainability of results were identified. While the project contributed to increased capacity among its direct target group, its anchorage in the partner structures remained dependent on the context, given the insufficient (financial) capacities of national structures and a lack of systematic knowledge management.

In the interpretation of the results, it is important to consider that the sustainability of BACKUP Education's activities and small-scale funds was in interplay with the GPE funds they aimed to unlock. In addition, as the sustainability of its predecessor projects' modes became evident, it is plausible that similar sustainable effects can be expected for this current project term that have not yet materialised.

In total, the sustainability of the project is rated Level 2: successful, with 86 out of 100 points.

Analysis and assessment of sustainability

The criterion sustainability examines the extent to which the project's positive results can be expected to continue once the project has ended. Due to the project's regional nature and the timing of the evaluation, long-term results of this project term at the level of the indirect target group were not observable at this point (see also Section 4.5). Therefore, considering the project's approach to support a variety of modes, the assessment of sustainability focused on the extent to which results arising from these modes at output and outcome levels were anchored in relevant structures.

Sustainability – Dimension 1: Capacities of beneficiaries and stakeholders

This dimension examines the extent to which capacities relevant to the project objective were utilised by direct and indirect target groups/intermediaries. As explained above, the utilisation of capacities and/or the outlook for continuation of the innovative approaches was taken as an indication of their sustainability.

Building on BACKUP Education's approach to 'fill the gaps' between GPE funding requirements and African partner countries' needs, the sustainability of BACKUP Education's activities was a result of the **interplay with GPE funds** (WS_5, 9; GIZ, 2016). Thus, when sustainability was assessed, the ambition level that could be expected from small-scale funds needed to be considered.

As shown in Section 4.4, BACKUP Education's support provided financial assistance and contributed to increased **capacities among individuals, organisations and at national level**. As seen in Sections 4.4 and 4.5, several performance stories from countries like Senegal, Madagascar or Cote d'Ivoire have demonstrated BACKUP Education's support to consolidate and sustain CSOs' activities. After national coalitions, BACKUP Education strongly supported regional organisations such as GCE and ANCEFA and helped them to fulfil their regional advocacy. In turn, this would influence and strengthen national CSOs. Due to BACKUP Education's continuous support, the regional CSO GCE 'started as a grantee, evolved to be grant agents now' (WS_6).

However, whether partners are equipped with enough institutional, human and financial resources to sustain positive results from the intervention over time depends on the interplay with GPE funds. As such, the project's results model indicates that sustainability was not and is not the primary objective of these small interventions alone. Rather, the modes should build the basis for countries to be better placed in GPE processes and thus achieve impact and sustainability connected to these much larger GPE funds. In addition, the project proposal points to the 'possibility that approaches financed through the project fund and developed strategies are continued by the GPE secretariat itself or included in the GPE application procedure' (GIZ, 2016).

Given the large size of GPE funds, it is plausible that this will provide African partner countries with the **necessary budget to sustain activities and build on them**. However, interviews also confirmed that continuous funding is a challenge for most partners, and even more so for national and regional CSOs (Int_20, 25; WS_6, 7). Some positive examples can be identified among stakeholders such as individuals, CSOs and ministries that indicate that the required personal and financial resources have been built – together with the GPE funds – to sustain these activities. As described in Sections 4.4 and 4.5, actors have gained capacities and/or prerequisites to better apply for and/or implement GPE funds. For example, MoEs were enabled to develop and implement qualitatively better ESPs, which would build the foundation for the implementation and sustainable use of GPE-funded projects (Int_14, 15, 17, 18, 19). High degrees of commitment and ownership were identified as safeguards for sustainable processes, not lastly due to demand- and partner-oriented support by BACKUP Education (see dimensions 2 and 3).

Questions of resilience are closely associated with **sufficient and sustainable financing** and capacities. This is highly relevant for national CSOs as they are in some cases also dependent on the national budget. At times, BACKUP Education was the only funding partner of national and regional CSOs (WS_6; Int_20). This was apparent when GPE closed its Civil Society Education Fund (CSEF III, 2016–2019) and set up a follow-on fund Education Out Loud that was only made available after January 2020. During the transition period between 2019 and 2020, BACKUP Education prioritised the applications of CSO coalitions and could consequently bridge the financing gap and assist in upholding their ability to act (WS_9). Eight project modes to start in 2019 alone were granted to CSOs, compared to only six in the two previous years (Syspons, 2022). Due to the support of BACKUP Education, CSOs were sustained in this GPE 'zero year' until they could be supported by Education out Loud. In this sense, BACKUP Education served as a 'complementary founder' (Int_29), independent of GPE budgeting cycles.

Lastly, strengthened capacities are associated with both capacity building via funded modes and BACKUP Education's support for partners during GPE board and constituency meetings (see the next dimension).

Sustainability dimension 1 – Capacities of the beneficiaries and stakeholders – scores **18 out of 20 points**.

Sustainability – Dimension 2: Contribution to supporting sustainable capacities

This dimension assesses the extent to which the project facilitated the anchoring of results in (partner) structures. To this end, it assesses whether the project chose appropriate approaches, methods and policies/strategies for cooperating with direct target groups/intermediaries. The evaluation team also analysed to what extent the ownership of the direct target groups/intermediaries was strengthened by a participatory approach and a shared vision.

BACKUP Education's activities aimed to **encourage sustainability at various levels** and provide several safeguards to ensure sustainability. In the short term, the project aimed to close emerging funding gaps flexibly and quickly. In the medium and long term, the project aimed to find solutions for structurally occurring gaps together with partners and GPE. With its focus on filling gaps, identified needs were considered at an early stage. Partners were inherently encouraged to make future applications to GPE (GIZ, 2016).

Through its **demand orientation**, BACKUP Education not only ensured the relevance of the modes in the given context, but also ensured that the measures were **tied to existing, sustained capacities**. Owing to the fact that the partner's measures were led by the African partners themselves and not by international donors, individual and organisational capacities and learning were accounted for. The strength of this partner-led approach was also confirmed by GPE (WS_9). Sustainability was further promoted by the strong ownership African partners felt towards their measures (WS_4, 6, 7; Int_14, 16, 23, 25), which was closely associated with the high demand orientation (see Section 4.2).

BACKUP Education was very engaged in **raising awareness of the importance of sustainability** considerations in its partner dialogue. During the selection process, forms required applicants to specify 'how [will you] ensure that the outcomes and outputs of this measure will be used or developed further to contribute to a sustainable change' or 'how and with whom do you plan to share and disseminate the knowledge and products of this measure' (Syspons, 2022a). This was also subject to discussions with the partners in ongoing communication (WS_5; Int_23). Here, it was also asked how the applicant would organise and finance follow-up activities (Syspons, 2022a; WS_5).

Sustainability was further promoted by a **participatory and holistic approach** involving various stakeholders from national institutions and civil society and at various levels (Int_13, 29; WS_5, 6). By supporting civil society actors at national and regional level, the project promoted the social participation of civil society and its inclusion in the sector dialogue, which has a sustainable effect on processes in the education sector (GIZ, 2016a; Int_29, WS_6).

With its objective of **avoiding 'one-off funding'**, BACKUP Education was **committed to continuous support** of its partners even after its official financing and support ended. BACKUP Education no longer financed the preparatory meetings (see Section 4.1). However, its continuous presence and side talks during GPE meetings continued to give partners a platform for voicing their demands and sustained dialogue between the African education stakeholders. It was clear in this evaluation that BACKUP contributed to building a 'strong, united front of African countries' (WS_9) that was reflected in a more confident self-image of African partners in GPE processes (Int_8, 10, 11, 23, 29, WS_5, 6, 9). This approach of BACKUP Education to strengthen the voice of partners was also **firmly anchored in GPE's structures and processes**, building on its predecessor projects. In this vein, even GPE considers its own current strategic plan to be a 'product of the style and approach to GPE that BACKUP [Education] has helped to create' (WS_9).

Considering the insights obtained through the close support of African partners, it is surprising that these are not specifically known among relevant sector projects, the sectoral department and BMZ (Int_8, 10, 11). While developments in partner countries and partner priorities were fed into the GPE dialogue and into discussions on German basic education DC at meta-level, there was not a systematic analysis and/or uptake of the lessons

learned from testing innovative approaches and pilots on the ground. This indicates that there is missed potential for institutional learning and uptake for German DC as a whole. On the side of the project team and partners, it was observed that expertise and knowledge gained through BACKUP Education funded modes were more concentrated on individuals than institutions. This insufficient institutionalisation of knowledge risked potential for further uptake in the case of staff turnover. Additionally, it was indicated that target groups in supported organisations might (for a large part) not yet possess enough capacities for systematic knowledge management. This is closely related to very limited resources and organisational capacities (Int_15, 16).

Sustainability dimension 2 – Contribution to supporting sustainable capacities – scores **28 out of 30 points**.

Sustainability – Dimension 3: Durability of results over time

This dimension of sustainability relates to a forecast of durability. Thus, the evaluation team examined to what extent the results of the project were permanent, stable and long-term resilient.

The context in which the regional project operates is very diverse. Consequently, the durability of the modes' (achieved and prospective) results varies. It is difficult to foresee the sustainability and institutionalisation of BACKUP Education's current activities but the degree of institutionalisation achieved by the predecessor projects should be considered.

Regarding various **project modes**, it seems plausible that the results will persist. It was observed that stakeholders **build on previous modes**. The use of results from previous commissioning periods shows the sustainability of these modes. An exemplary case by GCE demonstrates this claim. In 2012, BACKUP Education assisted the organisation in support for African civil society organisations to engage in local education groups and in global GPE processes, which built the crucial basis for the institutionalisation and rollout of LEGs in the context of GPE (Syspons, 2022a). After a project on an advocacy campaign to encourage domestic education financing in light of the GPE replenishment conference in 2017, the organisation returned to this topic recently in its project on education financing advocacy to strengthen public education systems in Africa (Syspons, 2022a; WS_6).

In focus groups and interviews, more examples of (planned or successful) anchoring were given. These included studies to support the development of ESPs and project modes supporting the actual implementation of these plans (Int_23; Syspons, 2022a). However, due to the thematic focus on digitalisation for the following project, it is likely that some stakeholders that have been supported by BACKUP Education will not be able to build on their current modes as they did in previous years. This may also be due to the narrower definition of partner countries for the rest of the project term.

Opportunities exist for **piloted modes to be continued and/or scaled**. Overall, many partners identified and explored approaches to continue and replicate (successful) approaches. As explained in dimension 1, this was facilitated by the project to actively support the organisational capacities of ministries and CSOs, while the **participatory approach** and ownership safeguarded the continuation of project modes (WS_5, 7). One example of the continuation and scaling of a previous measure could be identified in Cote d'Ivoire. During the second commissioning period, the MoE was granted financial support for the capacity building of 54 national staff on school mapping. After successfully training officials at local and national level, a consecutive mode was awarded during the third commissioning period to support the development of a pilot for a school mapping design (GIZ, 2022; Syspons, 2022a). Since the first mode contributed to individual capacity building, the second mode was indicative for implementing this new knowledge and thus scaling the capacities that were gained to institutionalised level.

The employment of a **multi-stakeholder** approach and/or embedding the projects in other organisations at national or regional level, such as UNESCO, UNICEF, GCE or FAWE, not only encouraged cofinancing or follow-up funding to aid **continuation or replication**, but also encouraged uptake in other organisations and

replication. In various interviews, it was confirmed that these organisations allow for sustainable uptake of good practices due to their communication channels and networks, which also feed into sustainable regional knowledge exchange (Int_24, 25, 26; WS_6).

However, the evaluation identified some **limitations and barriers in sustaining and/or scaling** activities on the ground. As outlined in dimension 1, the most hindering factor was that the partners' financial resources to continue and scale activities were rather limited. This is precisely why countries apply for GPE funds in the first place (WS_5). The review of reports after BACKUP Education's assistance indicates that follow-up funding was necessary for almost all activities. Only a few activities were the exception (one activity each in Somaliland and Niger) (Syspons, 2022a). Scaling was a particular issue for project modes that acted as pilots for ministries and civil society, for example, to try out new innovative approaches before a rollout. One interviewee indicated that not only BACKUP Education, but also other donors implemented 'a lot of pilots' (Int_15). In the case of Côte d'Ivoire, it was said that 'the ministry has neither the capacity nor the funding to sustain ongoing activities' (Int_15), which points to very limited sustainability. The project team was keen to highlight that community schools were still being constructed following the design of an architect funded via a consultancy mode in the predecessor project (WS_9). In general, the collected evidence suggests that pilot activities like the small-scale measures may require further assistance and funding to be sustainably anchored in local and national structures. Like the impact of these measures, their sustainability was closely linked to national processes, knowledge exchange and people, which all pose risks to durability.

Concerning **individual capacity building**, fast access modes have a very high potential for sustainability. Overwhelming evidence from the higher education sector shows that very close ties are created, especially through longer courses (such as the ATP course), and that people end up in decision-making roles due to promotion on completion of the training (Int_22; WS_8). According to an outcome review carried out by UNESCO-IIEP, ATP training led to an increase in professional responsibilities for 97% of participants and to promotion for 89%. When promoted, alumni often become head of division, deputy director or director of planning, statistics or monitoring and evaluation divisions (UNESCO-IIEP, 2020). This means that they have a high degree of influence on national education sector processes. For these effects to be sustainable, it is crucial that trained officials remain (at least somewhere) in the education sector. Here, experts agreed that alumni predominantly remain in the sector even if not necessarily in the same function. For example, ministry officials move to the cabinet, parliament or donor organisations (Int_28; WS_8). Moreover, BACKUP Education's Tracer Study confirmed that individual capacities translated into an organisational impact in terms of systematising organisational practices, improving communication and cooperation, and even some contribution to increased budgets for education (GIZ, 2019d; Int_28). While this study was carried out during the predecessor project, it is very plausible that these positive, sustaining developments from previous training opportunities would also apply to beneficiaries from this phase. One alumnus confirmed 'This course has changed my life; I use it every day [...] Even want to go for PhD in education economics' (Int_22). According to several participants, the group set up several communication channels where they exchange information on their careers and education sectors in different contexts and that 'not a month goes by without exchange' (IIEP-UNESCO, 2020; Int_19, 22). Thus, the evaluators can plausibly assume that fast access recipients will follow the same impact trajectory as depicted in the given studies (UNESCO-IIEP, 2020; GIZ, 2019d).

Sustainability dimension 3 – Durability of results over time – scores **40 out of 50 points**.

Methodology for assessing sustainability

Table 18: Methodology for assessing OECD DAC criterion sustainability

Sustainability: assessment dimensions	Basis for assessment	Evaluation design and empirical methods	Data quality and limitations
Capacities of the beneficiaries and stakeholders	The evaluators gathered data (interviews and document analysis) on structural predispositions among BACKUP Education's grant recipients to assess the extent to which results can be maintained in the long run or have been successfully built upon.	<p>Evaluation design: To assess this dimension, the evaluation will analyse the capacities of direct target groups/intermediaries against the needs outlined in Section 4.2.</p> <p>Empirical methods:</p> <ul style="list-style-type: none"> • Document analysis • Semi-structured interviews. 	No data quality issues that would cause limitations to the assessment of the three sustainability dimensions were evident during the evaluation phase.
Contribution to supporting sustainable capacities	On the basis of the document analysis and semi-structured interviews, it was assessed to what extent the project considered sustainability in its planning, and how it supported sustainability in practice.	<p>Evaluation design: Based on the contribution analysis, and in particular findings from the effectiveness and impact assessments, the evaluation team analysed the project's contribution to supporting sustainable capacities.</p> <p>Empirical methods: See above</p>	See above
Durability of results over time	In this dimension, the evaluators assessed how likely it was that the results of BACKUP Education's grants persisted over time, given context factors that could inhibit or prohibit sustainability.	<p>Evaluation design: This evaluation dimension relates to a prognosis of durability. The assessment rested on a plausibility analysis of the durability of results at the level of direct target groups/intermediaries. The analysis considered potential risks, other influencing contextual factors and the project's mitigation strategies, including a view to potential trade-offs.</p> <p>Empirical methods: See above</p>	See above

4.8 Key results and overall rating

The project German BACKUP Initiative Education in Africa – Phase II, Africa N.A. was overall evaluated successfully. This success was visible in the assessment of the six OECD DAC criteria. BACKUP Education was highly relevant for international and national development agendas, its target groups and final beneficiaries. This relevance was due to the project approach successfully combining a fund to finance projects with the provision of technical and financial advice, and its adaptability to external challenges (Covid-19) and changing political priorities (in BMZ, GPE and partner countries). The project also had high internal coherence with sectoral and (where available) bilateral GIZ projects. Due to its objectives, it was intrinsically coherent with the most important multilateral efforts in basic education, namely GPE. To ensure the external coherence of activities in its partner countries, the project had several effective safeguarding mechanisms in place.

BACKUP Education achieved its outcome and output indicators. The project's activities were instrumental to this achievement. The project benefitted from an appropriate interplay of (GIZ-internal and external) communication, high reactivity to challenges and relationship building with its partners and stakeholders, which overall contributed to trust and mutual appreciation in implementing and steering the various activities. The project demonstrated that high-quality implementation, effective and target-oriented management and a steering structure helped BACKUP Education to achieve the above contributions.

BACKUP Education was efficient in its production efficiency. It used its resources appropriately and leveraged additional funds and synergies with external and internal partners. Due to its strong, results-oriented steering, BACKUP Education could translate its outputs into medium and long-term effects. One shortcoming was that the project did not fully utilise the potential of synergies with other international donors' efforts.

BACKUP Education's impact is considered highly successful. The project plausibly contributed to a set of overarching impacts, subject to a long impact chain. These enabled African partner countries to come closer to achieving their national education goals in line with SDG 4. BACKUP Education's activities aimed to encourage sustainability at various levels and provided several safeguards to ensure sustainability. Nevertheless, the sustainable institutionalisation of acquired capacities in partner structures was subject to limitations, including the limited (financial) capacities of national structures and lack of institutionalised knowledge management. In assessments of sustainability, the ambition level that can be expected from small-scale funds needs to be considered, as the sustainability of BACKUP Education's activities can only be achieved in combination with the GPE funds it aims to unlock.

Table 19: Rating and score scales

100-point scale (score)	6-level scale (rating)
92–100	Level 1: highly successful
81–91	Level 2: successful
67–80	Level 3: moderately successful
50–66	Level 4: moderately unsuccessful
30–49	Level 5: unsuccessful
0–29	Level 6: highly unsuccessful
<p><u>Overall rating:</u> The criteria of effectiveness, impact and sustainability are knock-out criteria. If one of the criteria is rated at level 4 or lower, the overall rating cannot go beyond level 4, although the mean score may be higher.</p>	

Table 20: Overall rating of OECD DAC criteria and assessment dimensions

Evaluation criteria	Dimension	Max	Score	Total (max. 100)	Rating
Relevance	Alignment with policies and priorities	30	30	93	Level 1: highly successful
	Alignment with the needs and capacities of the beneficiaries and stakeholders	30	28		
	Appropriateness of the design*	20	15		
	Adaptability – response to change	20	20		
Coherence	Internal Coherence	50	50	95	Level 1: highly successful
	External Coherence	50	45		
Effectiveness	Achievement of the (intended) objectives	30	30	95	Level 1: highly successful
	Contribution to achievement of objectives	30	25		
	Quality of implementation	20	20		
	Unintended results	20	20		
Impact	Higher-level (intended) development changes/results	30	30	94	Level 1: highly successful
	Contribution to higher-level (intended) development results/changes	40	34		
	Contribution to higher-level (unintended) development results/changes	30	30		
Efficiency	Production efficiency	70	70	92	Level 1: highly successful
	Allocation efficiency	30	22		
Sustainability	Capacities of the beneficiaries and stakeholders	20	18	86	Level 2: successful
	Contribution to supporting sustainable capacities	30	28		
	Durability of results over time	50	40		
Mean score and overall rating		100		93	Level 1: highly successful

5 Conclusions and recommendations

5.1 Key findings and factors of success/failure

Overall, the evaluation team found BACKUP Education to be highly successful, in terms of relevance, effectiveness and efficiency. This can be traced to a variety of success factors that stem from a) the innovative setup and positioning of the fund and b) effective tools that were put in place to steer and implement the project. BACKUP Education drew on lessons learned from the two previous project terms and translated these successfully into the term under evaluation.

At strategic level, a key success factor was the project's unique position as an interface between bilateral and multilateral DC. Through **bilaterally leveraging multilateral funds**, it proved to be and remains highly relevant, given the paradigm shift in German DC towards multilateral aid.

BACKUP Education's **close partner dialogue** and its resulting position close to African partners' needs and capacities is a further key success factor. This gave German DC and BMZ a good overview of partners' needs, capacities and priorities. In addition, it allowed German DC to 'have a foot in the door' in countries without a substantive (bilateral) education focus (given the premise that there were no vetoes to modes from regional or bilateral departments in BMZ and GIZ). This setup majorly influenced BACKUP Education's responsiveness to change. It allowed for changes in the political priorities of BMZ and GPE and made BACKUP Education suitable for absorbing additional funds from the commissioning party and cofunding. BACKUP Education is a structure that is independent of and resilient to the political fluctuations of its commissioning party and political partners, given a dynamic context of changing priorities or even crises such as Covid-19.

BACKUP Education's consistent efforts throughout the project terms allowed for **long-term cooperation instead of one-off funding**. This way, BACKUP Education's contribution could create impact and sustainability despite the relatively small-scale funding amounts and short time frames compared to bilateral projects.

BACKUP Education could support **multidimensional, targeted capacity building** for African partners due to the following factors.

- Its **multi-level approach**: by supporting interventions through various modalities (fast access, consultancy and project modes), the project achieved capacity building and impact on several levels, including individual, organisational, national and regional capacities.
- By employing a **systemic and holistic approach**, BACKUP Education effectively supported national and civil society stakeholders within the education sector.
- The project's thematic focus on a highly relevant developmental topic (namely basic education) and the **clear, strategic reference framework** (namely GPE) provided adequate orientation and guidance, yet still enough leeway for partners to adapt their projects to their capacity needs.

This '**radical demand orientation**' was the project's key success factor for implementation. The demand orientation allowed a very diverse range of needs to be met by partners. It also served as an important safeguard to ensure relevance on the ground and a high degree of ownership by the partners. In the long term, this has been proven to create sustainable outcomes.

The **combination of high-quality technical and financial advice and the funding mechanism** resulted in good applications to BACKUP Education. This means that projects targeted relevant issues with an appropriate project design. The consultation by the technical team was a safeguard for a good fit of the project to GPE processes and the selection process included several safeguard mechanisms to account for coherence,

complementarity and synergies. By inquiring about sustainability outlooks in the application forms, the project set early incentives for applicants to keep in mind the long-term perspective of the rather short-term pilots and to consider possibilities for upscaling.

The project's Wiki can be seen as a **best practice monitoring and evaluation and steering tool** as it contributed significantly to efficient, effective steering of the many activities going on in different contexts at the same time. The tool enabled BACKUP Education to steer its activities in a results-oriented manner, which facilitated the attainment of objectives in such a complex setting.

Through the project's flexibility, responsiveness to change and established personal networks, the project **responded in a timely, appropriate way to challenges** such as changing political and security situations and the Covid-19 pandemic. Through established personal contacts with African partners and the attendance of constituencies and GPE meetings, the shift to the virtual sphere did not majorly interrupt project implementation. Although the pandemic seriously impacted the planned activities of the project on the ground (for example, the exchange and participation formats), BACKUP Education's setup allowed it to react in a timely way, to reallocate funds in an appropriate manner and to fund newly arising partner needs. Thus, the pandemic did not impede the achievement of objectives and the residual funds did not remain unused.

One limitation was the **project's reliance on functionality and the informative, coordinative capacity of LEGs** that differed between countries. By default, LEGs were set up by GPE as an efficient means for coordinating GPE processes among donors, state institutions and CSOs in the countries. They varied greatly between partner countries (for example in their ability to steer coherence or in the degree of inclusion of national CSOs). The evaluation team suggested that LEGs might not always be an effective vehicle for CSOs to fulfil their advocacy role.

In terms of uptake, there was **missed potential for German DC** to further use the insights collected by BACKUP Education and to potentially build on the results of innovative pilots and modes in the partner countries. Although there were many insightful experiences, lessons learned and good practices on the ground, they were not specifically shared among relevant sector projects, the sectoral department and BMZ. Consequently, potential was lost to learn from and build on these experiences. Expertise and knowledge were concentrated on individuals on the side of the project team and partners. Similarly, there was missed potential for regional learning, considering the regional aspirations of the project. Facilitating more collaboration on common regional issues could have resulted in more tangible results at regional level.

In sum, the project demonstrated the benefits and limitations of a small-scale fund. It allowed for a highly relevant, targeted and rapid response to needs, and enabled successful pilots, bridging financial gaps and building necessary capacities. However, its sustainable success was always subject to the country context and, due to its funding size and duration, limited in its institutional scope. Ultimately, BACKUP Education's success should be interpreted in combination with the impact of the GPE funds it aimed to unlock.

Findings regarding 2030 Agenda

Universality, shared responsibility and accountability

The project's objective was aligned with SDG 4 'inclusive and equitable quality education and promote lifelong learning opportunities for all', and specifically addressed target 4.1 'By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes'. In addition, the aim was to contribute to sub-targets 4.5 'By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situation' and 4.6 'By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy' (UN, 2015a).

Through the numerous supported modes and further ‘spreading’ of **holistic, participatory and multi-stakeholder approaches** to education sector planning, the regional project strived to **empower national governments and other civil society stakeholders**. This was confirmed by some of the African partners during the evaluation. In addition, the project was designed to promote inclusive education sector planning based on expressed needs. This was in line with the implementation principle of the 2030 Agenda ‘accountability’. Moreover, the evaluation indicated that the modalities of the measures (fast access mode, project mode and consultancy mode) could open up new partnerships and target groups for GIZ projects by enabling direct collaboration with these actors.

Interplay of economic, environmental and social development

BACKUP Education fostered a holistic understanding of development by thematising social and economic aspects of basic education. Through its approach to improving access to and the quality of primary education, the project followed a sustainable approach that was clearly oriented towards the social dimension. At the same time, the project's approach addressed the economic dimension of sustainable development by encouraging effective planning and employment. The project's approach emphasised the transformative character of SDG 4 that contributed to sustainable development and the 2030 Agenda. Its advisory services and support for education sector planning, training officials in ministries and strengthening civil society and networks was intended to increase the impact of individual policies to achieve national education goals as a first step and thereby contribute to global education and development goals. Likewise, the measures that were supported and their foci given the contexts, including female and civil society empowerment and conflict sensitivity, highlight the project's holistic approach to qualitative and inclusive education. Through these measures, the project sought to (potentially) have an impact on gender equality and participatory development/good governance (SDG sub-target 4.6). As the project has a distinct scope and focuses on improving the prerequisites for adequate educational planning, the environmental dimension of sustainable development was not addressed. In terms of impact, no trade-offs between the dimensions could be observed.

Inclusiveness/leave-no-one-behind

The principle of leave-no-one-behind was considered in the project's approach by focusing on children, especially girls, as a disadvantaged group. Gender equality and countries affected by crisis and conflict were specifically addressed by considering both as cross-cutting elements in the technical advice on applications and the selection of modes. The project indirectly contributed to improving access to basic education, which is an important prerequisite for the population to get involved politically and socially. BACKUP Education strengthened the development of civil society and CSOs, which could monitor governance.

Findings regarding follow-on project

A follow-up project GenerationDigital! is currently in its design and planning phase. Despite not being a formal follow-on project, this project and its team will transfer the current project's approach to another thematic focus and will draw heavily on the project's team, structures and experiences. It is only possible to a limited extent to take the evaluation results into account in the project design. However, the evaluation could still provide impulses (or confirm decisions that were being made) with regard to the implementation of the project. Specific findings for the follow-on are outlined in Section 5.2.

5.2 Recommendations

Experiences from implementing eleven years of BACKUP Education have created many lessons learned that can and should be utilised by the project team and other GIZ stakeholders such as sectoral projects and the GIZ Sectoral Department (FMB). In this vein, the evaluation team has the following recommendations.

For the current project term

- Considering the long-standing, trusted relationships with its African partners, the project team should **communicate the end of BACKUP Education's funding** in its current form in a timely, transparent and appreciative manner. It became clear in partner interviews that many were still hopeful about a continuation of the fund. To cherish the relationships created over the past three project terms, it seems appropriate to point partners in the direction of alternative funding.

For the 'follow-on' project

- In conceptualising GenerationDigital!, the project team should **continue to fund state institutions and CSOs** to achieve broad, systemic impacts. The project is well advised to **maintain its grant modalities** which account for a range of the partners' needs.
- The project team should **continue to use a tool like the existing Wiki**. The evaluation showed that the tool served as an effective instrument to steer a complex fund in a results-oriented manner. It enabled the project team to efficiently collaborate on the project's pipeline and in consultations with partners. If it is technically necessary to develop a new tool, the team should formulate clear functionality requirements based on the current Wiki to be included in the procurement documents.

To conceptualise similar DC funds in general

- GIZ FMB and the officers responsible for the commission should **allow for appropriate project term(s) and follow-on funding**. The evaluation showed that small-scale funds translate into impactful, sustainable results. This is mostly due to the fact that funding was not limited to a one-off grant, but rather a succession of funds that effectively built on the results of the predecessor projects. For a fund to maximise its impact, it therefore seems appropriate to allow for multiple funding in the partners' own timeline.
- GIZ FMB and the officers responsible for the commission need to strike an **appropriate balance between a suitable strategic framework** to evaluate and select projects with a high potential of generating tangible impact in an impact-oriented manner, **while allowing partners to apply in line with their most relevant needs**. According to the evaluation, BACKUP Education was successful in reaching its objectives and contributing to overarching developmental results due to the strong demand orientation.
- GIZ FMB and the officers responsible for the commission need to **allow for an appropriate amount of technical advice to complement fund management**. The evaluation results show that BACKUP Education's personnel concept improved the quality of applications, not in terms of objectives/scope, but by adding a consideration of sustainability and coherence and by fostering regional exchange.

Additional points

- GIZ sectoral projects and divisions should **better harness the many experiences** in piloting innovative approaches. The evaluation showed missed potential in learning from the project's range of results. Learning experiences from global or sectoral project pilots are actively fed into the BMZ and GIZ structure. This was not the case for BACKUP Education. As regional and bilateral projects rarely have this kind of mandate, GIZ's sectoral entities should approach projects such as BACKUP Education more actively to gather information for further uptake.
- The GIZ evaluation unit should be **actively involved in the GIZ internal discussion on the further design of KOMP**. In its current definition of overarching costs, the KOMP system impedes an effective interpretation of cost-to-results allocation. The evaluation unit should therefore highlight the consequences of the current KOMP allocation logic on determining the efficiency of project implementation. GIZ in general should weigh up whether it is useful to introduce definitions that do not reflect implementation reality.

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Annex: Evaluation matrix

<p>OECD DAC Criterion Relevance - Is the intervention doing the right things? (max. 100 points)</p> <p>The 'relevance' criterion focuses on the intervention's design. It refers to the extent to which the objectives and design of a development intervention are consistent with the (global, country and institution-specific) requirements, needs, priorities and policies of beneficiaries and stakeholders (individuals, groups, organisations and development partners). It also identifies the ability of the intervention's design to adapt to a change in circumstances. "Relevance" is assessed in relation to 1) the time of the intervention design¹ and 2) from today's perspective².</p>								
Assessment dimensions	Filter - Project Type	Evaluation questions	Clarifications	Basis for Assessment / Evaluation indicators	Evaluation Design and empirical methods	Data sources	Data Quality and limitations	Data Quality Assessment (weak, moderate, good, strong)
Alignment with policies and priorities	Standard	To what extent are the intervention's objectives aligned with the (global, regional and country specific) policies and priorities of BMZ and of the beneficiaries and stakeholders and other (development) partners? To what extent do they take account of the relevant political and institutional environment?	<ul style="list-style-type: none"> • Orientation at BMZ country strategies and BMZ sector concepts • Strategic reference framework for the project (e.g. national strategies including the national implementation strategy for Agenda 2030, regional and international strategies, sectoral and cross-sectoral change strategies, in bilateral projects especially partner strategies, internal analytical framework e.g. safeguards and gender⁴ • Orientation of the project design at the (national) objectives of Agenda 2030 • Project contribution to certain Sustainable Development Goals (SDGs) • Explanation of a hierarchy of the different policies, priorities (especially in case of contradictions) 	<p>Relevance in this dimension is achieved if the project's design is aligned with key national (both German and those of partner countries) and international frameworks.</p> <p>Primary strategic frameworks:</p> <ul style="list-style-type: none"> • 2030 Agenda (SDG 4) • GPE Strategic Plan 2016-2020 • GCE Strategic Plan 2019-2022 • Continental Education Strategy for Africa (CESA 2016-2025) <p>Additional strategic frameworks:</p>	<p>Evaluation design: The evaluation design follows the questions from the evaluation matrix. No additional evaluation questions considered.</p> <p>Empirical methods:</p> <ul style="list-style-type: none"> • Document analysis (project proposal and modification offers, strategic frameworks), • Semi-structured interviews with project staff, direct target group/intermediaries, especially BMZ 	<p>1. Document Analysis: <ul style="list-style-type: none"> •2030 Agenda (SDG 4) •GPE Strategic Plan 2016-2020 •GCE Strategic Plan 2019-2022 Continental Education Strategy for Africa (CESA 2016-2025) •BMZ Education Strategy 2015 •BMZ Marshall Plan with Africa 2017 •BMZ Strategy on Development for Peace and Security (2013) Additional documents: Intervention's proposal, progress reports, </p> <p>2. Semi-structured interviews</p>	No limitations.	Strong

				<ul style="list-style-type: none"> • BMZ Education Strategy 2015 • BMZ Marshall Plan with Africa 2017 • BMZ Strategy on Development for Peace and Security (2013) • New Deal for the Engagement in Fragile States (2011) <p>National education strategies of case study countries</p>				
Alignment with the needs and capacities of the beneficiaries and stakeholders	Standard	To what extent are the intervention's objectives aligned with the development needs and capacities of the beneficiaries and stakeholders involved (individuals, groups and organisations)?	• Also: consideration of stakeholders such as civil society and private sector in the design of the measure	<p>Relevance in this dimension is achieved if the project's design is aligned with the needs of its target groups.</p> <p>Direct target groups/intermediaries: The target group comprises stakeholders from educational sector (from both government and civil society organisations) from African countries. Needs include financing and advisory gaps in their application and implementation of GPE funds to improve their national education sector.</p> <p>Indirect target groups: Indirect target groups of the project are children and adolescents of school age (6 to 17 years) in African countries, particularly partner countries of the Global Partnership for Education</p>	<p>Evaluation design: The evaluation team differentiated between needs of the different actors (e.g. civil society organisations and Ministries of Education) on the level of the direct target group / intermediaries.</p> <p>Empirical methods: Semi-structured interviews with project staff, BMZ, other education projects implemented by GIZ (both sectoral and in target countries), direct target group / intermediaries, other civil society stakeholders Focus groups with representatives from both MoE and CSOs active in education in 2 selected countries Document analysis (project proposal and modification offers, the revised results model, strategic reference documents)</p>	No limitations.	Strong	

				(GPE). Furthermore, adults benefitting from the education systems in terms of lifelong learning are also included.				
	Standard	To what extent are the intervention's objectives geared to the needs and capacities of particularly disadvantaged and vulnerable beneficiaries and stakeholders (individuals, groups and organisations)? With respect to groups, a differentiation can be made by age, income, gender, ethnicity, etc. ?	<ul style="list-style-type: none"> • Reaching particularly disadvantaged groups (in terms of Leave No One Behind, LNOB) • Consideration of potential for human rights and gender aspects • Consideration of identified risks 				No limitations.	Strong
Appropriateness of the design³	Standard	To what extent is the intervention's design appropriate and realistic (in terms of technical, organisational and financial aspects)?	<ul style="list-style-type: none"> • Realistic project goal from today's perspective and in view of the available resources (time, finances, partner capacities) • Consideration of potential changes in the framework conditions • Dealing with the complexity of framework conditions and strategic reference frameworks and with possible overloading • Strategic focusing 	Relevance in this dimension is achieved if the project's results model and project offer adequately address the baseline conditions identified at the outset of the project. The basis for assessment is the analysis of documents and semi-structured interviews as detailed to the right. The assessment is carried out according to the expert evaluation of the evaluation team, also taking into account the insights from all other assessment dimensions.	Evaluation design: To assess the plausibility of the hypotheses and other elements of the results model, the evaluation team assessed the model's fit to contextual assessments, the project concept, and additional documents (e.g. gender analysis). It further analysed the synergies among outputs that ought to lead to the achievement of the module objective.	Empirical methods: Document analysis (project proposal and modification offers, strategic frameworks), Semi-structured interviews with project staff, direct target group/intermediaries, BMZ	No limitations.	Strong

	Standard	To what extent is the intervention's design sufficiently precise and plausible (in terms of the verifiability and traceability of the system of objectives and the underlying assumptions)?	<p>Assessment of the (current) results model and results hypotheses (Theory of Change, ToC) of the actual project logic:</p> <ul style="list-style-type: none"> • Adequacy of activities, instruments and outputs in relation to the project objective to be achieved • Plausibility of the underlying results hypotheses • Clear definition and plausibility of the selected system boundary (sphere of responsibility) • Appropriate consideration of potential influences of other donors/ organisations outside the project's sphere of responsibility • completeness and plausibility of assumptions and risks for the project results • How well is co-financing (if any) integrated into the overall concept of the project and what added value could be generated for the ToC/project design? 			No limitations.	Strong	
	Standard	To what extent is the intervention's design based on a holistic approach to sustainable development (interaction of the social, environmental and economic dimensions of sustainability)?	<ul style="list-style-type: none"> • Presentation of the interactions (synergies/trade-offs) of the intervention with other sectors in the project design - also with regard to the sustainability dimensions in terms of Agenda 2030 (economic, ecological and social development) 			No limitations.	Strong	

Adaptability – response to change	Standard	To what extent has the intervention responded to changes in the environment over time (risks and potentials)?	<ul style="list-style-type: none"> Reaction to changes during project including change offers (e.g. local, national, international, sectoral changes, including state-of-the-art sectoral know-how) 	Relevance in this dimension is achieved if the project's results model and other steering instruments have been adapted to changing contextual factors over the course of the project.	<p>Evaluation design: To assess the adaptability to change, the evaluation team compared the project's proposal, modification offer, and any changes to the project's results model and steering documents/structure and assesses the extent to which the project adapted to changed conditions within the project's duration.</p> <p>Empirical methods: See above.</p>	No limitations.	Strong
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- (1) The 'time of the intervention design' is the point in time when the offer/most recent modification offer was approved.
- (2) In relation to the current standards, knowledge and framework conditions.
- (3) The design of an intervention is usually assessed by evaluating its intervention logic. The intervention logic depicts the system of objectives used by an intervention. It maps out the systematic relationships between the individual results levels. At the time an intervention is designed, the intervention logic, in the form of a logical model, is described in the offer for the intervention both as a narrative and generally also on the basis of a results framework. The model is reviewed at the start of an evaluation and adjusted to reflect current knowledge. Comprehensive (re)constructed intervention logics are also known as "theories of change". In GIZ the 'project design' encompasses project objective (outcome) and the respective theory of change (ToC) with outputs, activities, TC-instruments and especially the results hypotheses as well as the implementation strategy (e.g. methodological approach, Capacity Development (CD) strategy). In GIZ the Theory of Change is described by the GIZ results model as graphic illustration and the narrative results hypotheses.
- (4) In the GIZ Safeguards and Gender system risks are assessed before project start regarding following aspects: gender, conflict, human rights, environment and climate. For the topics gender and human rights not only risks but also potentials are assessed. Before introducing the new safeguard system in 2016 GIZ used to examine these aspects in separate checks.
- (5) Deescalating factors/ connectors: e.g. peace-promoting actors and institutions, structural changes, peace-promoting norms and behavior. For more details on 'connectors' see: GIZ (2007): 'Peace and Conflict Assessment (PCA). Ein methodischer Rahmen zur konflikt- und friedensbezogenen Ausrichtung von EZ-Maßnahmen', p. 55/135.
- (6) Escalating factors/ dividers: e.g. destructive institutions, structures, norms and behavior. For more details on 'dividers' see: GIZ (2007): 'Peace and Conflict Assessment (PCA). Ein methodischer Rahmen zur konflikt- und friedensbezogenen Ausrichtung von EZ-Maßnahmen', p. 135.
- (7) All projects in fragile contexts, projects with FS1 or FS2 markers and all transitional aid projects have to weaken escalating factors/dividers and have to mitigate risks in the context of conflict, fragility and violence. Projects with FS1 or FS2 markers should also consider how to strengthen deescalating factors/ connectors and how to address peace needs in its project objective/sub-objective.

OECD DAC Criterion Coherence - How well does the intervention fit? (max. 100 points)

This criterion refers to the intervention's compatibility with other interventions in a country, sector or institution as well as with international norms and standards. **Internal coherence** addresses the synergies and division of tasks between the intervention and other interventions of German development cooperation and also the intervention's consistency with the relevant international norms and standards to which German development cooperation adheres. **External coherence** considers the intervention's complementarity, harmonisation and coordination with the interventions of other partners, donors and international organisations. The "coherence" criterion relates both to the intervention's design as well as to the results it achieves.

Assessment dimensions	Filter - Project Type	Evaluation questions	Clarifications	Basis for Assessment / Evaluation indicators (e.g. module objective/programme indicators, selected hypotheses, or more generally a definition of the aspects to be used for evaluation)	Evaluation Design and empirical methods (Design: e.g. Contribution analysis, Follow-the-Money Approach) (Methods: e.g. interviews, focus group discussions, document analysis, project/partner monitoring system, workshop, online survey, etc.)	Data sources (e.g. list of relevant documents, interviews with stakeholder category XY, specific data, specific monitoring data, specific workshop(s), etc.)	Data Quality and limitations (Description of limitations, assessment of data quality: poor, moderate, good, strong)	Data Quality Assessment (weak, moderate, good, strong)
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Internal coherence	Standard	Within German development cooperation, to what extent is the intervention designed and implemented (in a sector, country, region or globally) in a complementary manner, based on the division of tasks?	<ul style="list-style-type: none"> • Also analysis of whether the project takes the necessary steps to fully realise synergies within German development cooperation 	Internal coherence is achieved if the project does not duplicate efforts and seeks synergies with other GIZ projects or German development interventions. Internal coherence is further achieved if the project operates in coherence with GIZ's governing standards. <ol style="list-style-type: none"> 1. Description of operating environment / actor landscape relevant for the project 2. Comparison of analysis against project documents, implementation practice 	Internal coherence is achieved if the project does not duplicate efforts and seeks synergies with other GIZ projects or German development interventions, in particular the thematically similar sector project 'Urbanisation'. Internal coherence is further achieved if the project operates in coherence with GIZ's governing standards. <p>Bilateral GIZ basic education projects in implementation countries</p> <p>Sector project "Education"</p>	<ul style="list-style-type: none"> • Document analysis • Semi-structured interviews • Focus groups 	No limitations.	Strong
	Standard	To what extent are the instruments of German development cooperation (TC and FC) meaningfully interlinked within the intervention (in terms of both design and implementation)? Are synergies leveraged?	<ul style="list-style-type: none"> • if applicable, also take into account projects of different German ressorts/ministries 	<ol style="list-style-type: none"> 1. Description of operating environment / actor landscape relevant for the project 2. Comparison of analysis against project documents, implementation practice 		<ul style="list-style-type: none"> • Document analysis • Semi-structured interviews • Focus groups 	No limitations.	Strong
	Standard	To what extent is the intervention consistent with international and national norms and standards to which German development cooperation is committed (e.g. human rights)?		<ol style="list-style-type: none"> 1. Description of relevant norms and standards 2. Comparison of project design and intervention practice against norms, standards identified 		<ul style="list-style-type: none"> •• Document analysis • Semi-structured interviews • Focus groups 	No limitations.	Strong
External coherence	Standard	To what extent does the intervention complement and support the partner's own efforts (principle of subsidiarity)?		External coherence is achieved if the project does not duplicate efforts of other actors' interventions and if potential synergies are realised. <ol style="list-style-type: none"> 1. Description of partner objectives 2. Qualitative assessment of degree to which project operations are subsidiary to objectives 	<ul style="list-style-type: none"> • Evaluation design: To assess this dimension, the evaluation team will map the objectives of other interventions, with a view to analysing potential synergies or overlaps. • At the time of the inception and evaluation mission, no interventions of other actors were identified as operating in close vicinity to the project. 	<ul style="list-style-type: none"> •• Document analysis • Semi-structured interviews • Focus groups 	No limitations.	strong
	Standard	To what extent has the intervention's design and implementation been coordinated with other donors' activities?	<ul style="list-style-type: none"> • Also: To what extent could synergies be achieved through cofinancing (where available) with other bilateral and multilateral donors and organisations and how did cofinancing contribute to improved donor coordination? 	At the time of the inception and evaluation mission, no interventions of other actors were identified as operating in close vicinity to the project.			No limitations.	strong

	Standard	To what extent has the intervention's design been designed to use existing systems and structures (of partners/other donors/international organisations) for implementing its activities? To what extent are these systems and structures used?	• Also analysis of whether the project is taking the necessary steps to fully realise synergies with interventions of other donors at the impact level	1. Qualitative assessment of potential synergies 2. Qualitative assessment of degree to which project activities are in accordance with identified potentials for synergies		No limitations.	strong
	Standard	To what extent are common systems (together with partners/other donors/international organisations) used for M&E, learning and accountability?		1. Description of shared systems 2. Qualitative assessment of degree to which systems are used		No limitations.	strong

OECD DAC Criterion Effectiveness - Is the intervention achieving its objectives? (max. 100 points)

'Effectiveness' refers to the extent to which the intervention has achieved, or is expected to achieve, its objectives (at outcome level), including any differential results across beneficiary and stakeholder groups. It examines the achievement of objectives in terms of the direct, short-term and medium term results.

Assessment dimensions	Filter - Project Type	Evaluation questions	Clarifications	Basis for Assessment / Evaluation indicators (e.g. module objective/programme indicators, selected hypotheses, or more generally a definition of the aspects to be used for evaluation)	Evaluation Design and empirical methods (Design: e.g. Contribution analysis, Follow-the-Money Approach) (Methods: e.g. interviews, focus group discussions, document analysis, project/partner monitoring system, workshop, online survey, etc.)	Data sources (e.g. list of relevant documents, interviews with stakeholder category XY, specific data, specific monitoring data, specific workshop(s), etc.)	Data Quality and limitations (Description of limitations, assessment of data quality: poor, moderate, good, strong)	Data Quality Assessment (weak, moderate, good, strong)
Achievement of the (intended) objectives ¹	Standard	To what extent has the intervention achieved, or is the intervention expected to achieve, the (intended) objectives as originally planned (or as modified to cater for changes in the environment)?	<ul style="list-style-type: none"> Assessment based on the project objective indicators (agreed with BMZ) Check whether more specific or additional indicators are needed to adequately reflect the project objective 	Module Objective Indicator 1 80 % of supported measures that support the GPE application procedure have contributed to the improvement of national education plans (based on GPE quality criteria). Base value (2016): 0 Target value (2022): 80% Current value (2022): 100 Achievement in % (2022): 125% Source: Wiki Monitoring (GIZ, 2022)	Evaluation design: The analysis follows the analytical questions from the evaluation matrix. Empirical methods: <ul style="list-style-type: none"> Semi-structured interviews Document analysis 	<ul style="list-style-type: none"> Semi-structured interviews with project staff, direct target group/intermediaries Document analysis (project proposal and modification offers, progress reports, various products of the project) 		strong
	Standard			Module Objective Indicator 2				strong

			<p>Relevant Local Education Groups (LEG) actors confirm that 80% of measures supported by BACKUP Education targeting the use of international funds have contributed to improved implementation of education plans. Base value (2016): 0 Target value (2022): 80% Current value (2022): 93% Achievement in % (2022): 116% Source: Wiki Monitoring (GIZ, 2022)</p>				
	Standard	<p>Module Objective Indicator 3 6 national civil society organisations supported by BACKUP Education targeting the promotion of applying for or using international funds have each made a contribution to local GPE-relevant processes. Base value (2016): 0 Target value (2022): 6 modes (modified on 15.05.2017 from target value of 3 in the 2016 project proposal) Current value (2022): 10 modes Achievement in % (2022): 167% Source: Wiki Monitoring (GIZ, 2022)</p>	strong				
	Standard	<p>Module Objective Indicator 4 40% of funds allocated by the BACKUP Education fund contributed to the inclusion of gender equality in the development or implementation of education plans and digital solutions (only completed measures). Base value (2016): 0 Target value (2022): 40%</p>	Strong				

				Current value (2022): 41% Achievement in % (2022): 103% Source: Wiki Monitoring (GIZ, 2022)					
	Standard							Strong	
Contribution to achievement of objectives	Standard	To what extent have the intervention's outputs been delivered as originally planned (or as modified to cater for changes in the environment)?		Contribution analysis with focus on hypotheses selected for examination (output and outcome level). 1) If the project approves applications by African MoEs in which they formulate local needs for support in local GPE processes and assists them in applying and implementing these small-scale funds, the respective MoE will dispose of external assistance and/or better capacities in education planning and management to fill gaps in the application or implementation process for GPE funds. This strengthens the preconditions for a better application and use of funds leading to better national education planning and management according to GPE criteria. This will in turn enable the partner countries as a whole to better meet requirements for the application and implementation of GPE funds.	Evaluation design: A contribution analysis is used to analyse the extent to which observed (positive or negative) impacts can be related to the intervention (Mayne 2001). This method offered the benefit of seeking to identify alternative explanations that may explain observed results. It also allowed for an analysis of the extent to which the intervention has contributed to the observed results. Empirical methods: Data from project documents and interviews were used to examine causal hypotheses between inputs, outputs, outcomes (and impacts) in the results model and to construct a "performance story" to show whether the intervention, possibly in combination with other (context) factors, was a relevant factor for change.	Data from project documents and interviews were used to examine causal hypotheses between inputs, outputs, outcomes (and impacts) in the results model and to construct a "performance story" to show whether the intervention, possibly in combination with other (context) factors, was a relevant factor for change.	No limitations.	Strong	
	Standard	To what extent have the delivered outputs and increased capacities been used and equal access (e.g. in terms of physical, non-discriminatory and affordable access) guaranteed?						Strong	
	Standard	To what extent has the intervention contributed to the achievement of objectives?	<ul style="list-style-type: none"> Assessment based on the activities, TC-instruments and outputs of the project (contribution-analysis as focus of this assessment dimension and minimum standard, see annotated reports) What would have happened without the project? (usually qualitative reflection) 						Strong
	Standard	To what extent has the intervention contributed to the achievement of objectives at the level of the intended beneficiaries?							Strong
	Standard	To what extent has the intervention contributed to the achievement of objectives at the level of particularly disadvantaged or vulnerable groups of beneficiaries and stakeholders? (These may be broken down by age, income, gender, ethnicity, etc.)?							Strong
	Standard	Which internal factors (technical, organisational or financial) were decisive for achievement/non-achievement of the intervention's intended objectives?	<ul style="list-style-type: none"> Internal factors = within the project's sphere of responsibility / system boundary. The project is implemented jointly by GIZ and the official partner(s). 						Strong

	Standard	Which external factors were decisive for achievement/non-achievement of the intervention's intended objectives (taking into account the anticipated risks)?	<ul style="list-style-type: none"> External factors = outside the project's sphere of responsibility / system boundary. The project is implemented jointly by GLZ and the official partner(s). 	implementation of GPE funds are improved, which lead to better cooperation between national stakeholders active in education. If this is the case, CSOs can provide checks and balances for governmental actors and participate more in education decision-making. This will improve national education planning and management both in terms of more participation and also qualitatively by including different perspectives. This will in turn enable the partner countries as a whole to better meet requirements for the application and implementation of GPE funds.				Strong
Quality of implementation	Standard	<p>What assessment can be made of the quality of steering and implementation of the intervention in terms of the achievement of objectives?</p> <p>What assessment can be made of the quality of steering and implementation of, and participation in, the intervention by the partner/executing agency?</p>	<p>Capacity Works considerations:</p> <ul style="list-style-type: none"> Results-oriented monitoring (RoM / WoM) is established and used, e.g. for evidence-based decisions, risk management. Data are disaggregated by gender and marginalised groups. unintended positive and negative results are monitored. Conflict-sensitive monitoring and explicit risk-safety monitoring are particularly important for projects in fragile contexts. <ul style="list-style-type: none"> A bindingly communicated strategy agreed with the partners is pursued Involvement and cooperation of all relevant actors (including partners, civil society, private sector) Steering: decisions influencing the projects's results are made in time and evidence-informed. Decision processes are transparent. Processes: Relevant change processes are anchored in the cooperation system; project-internal processes are established and regularly reflected and optimised. Learning and innovation: There is a learning and innovation-friendly work culture that promotes the exchange of experience; learning processes are established; context-specific adjustments are possible 	Quality of implementation is achieved if the project's steering decisions and employment of instruments align with the project's objectives.	<p>Evaluation design: Quality of implementation was assessed as a cross-cutting topic throughout the evaluation and is discussed as part of the contribution analysis. As such, the evaluation team assessed the appropriateness of the project's chosen strategy, deployed instruments, and cooperation approach (based on the concept relational coordination (Gittel, 2006)) for the realisation of its outputs.</p> <p>Data from project documents and interviews were used to examine causal hypotheses between inputs, outputs, outcomes (and impacts) in the results model and to construct a "performance story" to show whether the intervention, possibly in combination with other (context) factors, was a relevant factor for change.</p>	Data from project documents and interviews were used to examine causal hypotheses between inputs, outputs, outcomes (and impacts) in the results model and to construct a "performance story" to show whether the intervention, possibly in combination with other (context) factors, was a relevant factor for change.	No limitations.	Strong

Unintended results	Standard	To what extent can unintended positive/negative direct results (social, economic, environmental and among vulnerable beneficiary groups) be observed/anticipated?	<ul style="list-style-type: none"> The focus is on the outcome level, but for the analysis the unintended effects can also be included on the output level 	<p>The assessment of this dimension is based on unintended results identified during the evaluation. The project is understood to have operated effectively in this regard if positive unintended results were seized upon and negative unintended results were mitigated. The basis for the assessment of unintended results in that regard will also be based on a review of the project's assessments regarding gender and if this assessment holds true.</p> <p>1. Description of (unintended) negative or (formally not agreed) positive results according to interview partners on the</p> <ol style="list-style-type: none"> economic level social level environmental level 	<p>Evaluation design: Unintended results will be assessed iteratively throughout the evaluation process. Specifically, the analysis will rely on findings across the impact and sustainability dimensions to assess whether additional unintended results occurred. Potential trade-offs among the intervention's dimensions (e.g. economic, social, ecological) will also be considered.</p> <p>Empirical methods:</p> <ul style="list-style-type: none"> Semi-structured interviews Focus groups Document analysis 	<p>The assessment of this dimension is based on unintended results identified over the course of the evaluation.</p> <p>Main data sources will be:</p> <ul style="list-style-type: none"> Semi-structured interviews with project staff, direct target group/intermediaries Focus groups with project staff Document analysis (project proposal and modification offers, progress report, capacity development documents) 	No limitation.	strong
	Standard	What potential benefits/risks arise from the positive/negative unintended results? What assessment can be made of them?	<ul style="list-style-type: none"> also check whether the risks were already mentioned and monitored in the design phase 	1. Qualitative assessment of benefits/risks				strong
	Standard	How has the intervention responded to the potential benefits/risks of the positive/negative unintended results?	<ul style="list-style-type: none"> Check if positive results at the outcome level have been monitored and set in value 	<ol style="list-style-type: none"> Qualitative assessment of positive unintended results (contribution analysis) Degree to which intervention can describe valorisation of positive unintended results 				

OECD DAC Criterion Impact (higher-level development results) - What difference does the intervention make? (max. 100 points)

Based on recognisable higher-level development changes (at impact level), the criterion of "higher level development results (at impact level)" relates to the extent to which the intervention has already produced significant positive or negative, intended or unintended results at the overarching level (contributions to the observed changes), or is expected to do so in the future. This includes any differential results across different stakeholders and beneficiaries. This criterion refers to the results of the development intervention.

Assessment dimensions	Filter - Project Type	Evaluation questions	Clarifications	Basis for Assessment / Evaluation indicators (e.g. module objective/programme indicators, selected hypotheses, or more generally a definition of the aspects to be used for evaluation)	Evaluation Design and empirical methods (Design: e.g. Contribution analysis, Follow-the-Money Approach) (Methods: e.g. interviews, focus group discussions, document analysis, project/partner monitoring system, workshop, online survey, etc.)	Data sources (e.g. list of relevant documents, interviews with stakeholder category XY, specific data, specific monitoring data, specific workshop(s), etc.)	Data Quality and limitations (Description of limitations, assessment of data quality: poor, moderate, good, strong)	Data Quality Assessment (weak, moderate, good, strong)
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Higher-level (intended) development changes¹	Standard	To what extent can the higher-level development changes (social, economic and environmental dimensions and the interactions between them) to which the intervention will/is designed to contribute be identified/foreseen? (Specify time frame where possible.)	<ul style="list-style-type: none"> • Consider module proposal for suggested impact and program objective indicators (program proposal), if it is not an individual measure • Potential basis for assessment: program objective indicators, identifiers, connection to the national strategy for implementing 2030 Agenda, connection to SDGs 	Impact is assessed against the main impact areas derived from the updated results model: <ul style="list-style-type: none"> •Contribution to nationally owned improvements in GPE-framed educational processes (with plausible links to pursuing SDG 4 goals) •Contribution to improved quality in educational sector planning and participatory mechanisms through higher quality employment of GPE funds (with plausible links to pursuing SDG 4 goals) <p>DAC cross-sectoral policy markers:</p> <ul style="list-style-type: none"> •Gender Equality (GG-1) •Participatory Development/Good Governance (PD/GG-1) •Poverty Orientation (AO-1) 	Evaluation design: To assess this dimension, the evaluation team will focus on selected impacts according to the results model developed with the project team (see chapter 2.2). In this regard, the evaluation team will establish the plausibility of the achievement of the higher-level (intended) development changes at the impact level.	<ul style="list-style-type: none"> • Semi-structured interviews with project staff, BMZ, direct target groups/intermediaries, and international experts • Document analysis 	Due to the impact logic relying on a long impact chain and the timing of the evaluation, the availability of robust evidence for developmental impacts is limited.	Moderate
	Standard	To what extent can the higher-level development changes (social, economic, environmental dimensions and the interactions between them) be identified/foreseen at the level of the intended beneficiaries? (Specify time frame where possible.)					Moreover, the potential of the project to achieve impact by the fact that it is conceptualised as a stand-alone measure (not part of a DC programme). Due to the results logic relying on a long causal chain, the availability of robust evidence on hypotheses might be limited.	Moderate
	Standard	To what extent can higher-level development changes to which the intervention will/is designed to contribute be identified/foreseen at the level of particularly disadvantaged/vulnerable groups of beneficiaries and stakeholders? (These may be broken down by age, income, gender, ethnicity, etc.) (Specify time frame where possible.)						
Contribution to higher-level (intended) development changes	Standard	To what extent has the intervention actually contributed to the identified and/or foreseeable higher level development changes (social, economic, environmental dimensions and their interactions, taking into account political stability) that it was designed to bring about?	<ul style="list-style-type: none"> • Contribution analysis (evaluation design) as minimum standard and focus of this assessment dimension, further approaches are possible and welcome, see also annotated reports • Evaluation of the project's contribution to impacts based on an analysis of the results hypotheses from outcome to impact level 	Hypotheses selected for examination (outcome and impact level) form the basis for the assessment: 1) If the requirements for the application and implementation of international funding to achieve the international education goals in African countries are improved for those partner countries applying for GPE funds, this will lead to a better quality of their respective application. In result, the application can be granted faster and/or the	Evaluation design: The evaluation of this dimension will mainly draw on the results from the contribution analysis to show whether the intervention, possibly in combination with other factors, was a relevant factor to lead to change.	<ul style="list-style-type: none"> • Semi-structured interviews with project staff, direct target group/intermediaries, and BMZ • Document analysis 		moderate
	Standard	To what extent has the intervention achieved its intended (original and, where applicable, revised) development objectives?	<ul style="list-style-type: none"> • This question can already be assessed in Dimension 1 <p>Question 1, the contribution to impact is assessed in Dimension 2, Question 1</p>		Empirical methods: <ul style="list-style-type: none"> • Semi-structured interviews with project staff, BMZ, direct target groups/intermediaries, and international experts • Document analysis 			moderate

Standard	To what extent has the intervention achieved its (original and, where applicable, revised) development objectives at the level of the intended beneficiaries?		dispersed funding can be used more effectively. If this is the case, the respective country comes closer to achieving its national education objectives.			moderate
Standard	To what extent has the intervention contributed to higher-level development changes/changes in the lives of particularly disadvantaged or vulnerable groups of beneficiaries and stakeholders that it was designed to bring about? (These may be broken down by age, income, gender, ethnicity, etc.).		2) If the requirements for the application and implementation of international funding to achieve the international education goals in African countries are improved for those partner countries applying for GPE funds, this will give their voice more weight in GPE constituencies (via the voting groups to the board). This way, GPE will be better tailored towards the needs of African developmental partners, therefore working more effectively by better meeting these needs. As a result, international funding can be used more effectively. If this is the case, the countries come closer to achieving their national education objectives.			moderate
Standard	Which internal factors (technical, organisational or financial) were decisive for achievement/non-achievement of the intervention's intended development objectives?	<ul style="list-style-type: none"> Internal factors = within the project's sphere of responsibility / system boundary. The project is implemented jointly by GIZ and the official partner(s) 				moderate
Standard	Which external factors were decisive for the achievement/non-achievement of the intervention's intended development objectives?	<ul style="list-style-type: none"> External factors = outside the project's sphere of responsibility / system boundary. The project is implemented jointly by GIZ and the official partner(s). Take into account the activities of other actors or other policies, framework conditions, other policy areas, strategies or interests (German ministries, bilateral and multi-lateral development partners) 				moderate
Standard	To what extent has the intervention achieved structural or institutional changes (e.g. for organisations, systems and regulations)?					moderate
Standard	To what extent did the intervention serve as a model and/or achieve broad-based impact?	<ul style="list-style-type: none"> Scaling-up is a consciously designed process to anchor changes in organisations and cooperation systems (e.g. concepts, approaches, methods) to generate broad impact There is vertical scaling-up, horizontal scaling-up, functional scaling-up or a combination of these² also analyse possible potential and reasons for not exploiting it 				moderate
Standard	How would the situation have developed without the intervention?	<ul style="list-style-type: none"> usually qualitative reflection, quantitative approaches welcome 				moderate

Contribution to higher-level (unintended) development changes	Standard	To what extent can higher-level, unintended development changes (social, economic and environmental dimensions and their interactions, taking into account political stability) be identified/foreseen? (Specify time frame where possible.)		1. Qualitative assessment of developmental context factors in sector 2. Qualitative assessment of degree to which results can be foreseen	Unintended results will be assessed iteratively throughout the evaluation process. Specifically, the analysis will rely on findings across other impact dimensions and the sustainability criterion to assess whether additional unintended results occurred.	The assessment of this dimension is based on unintended results identified over the course of the evaluation. Main data sources will be: • Semi-structured interviews with project staff, direct target group/intermediaries, and BMZ • Document analysis	Due to the impact logic relying on a long impact chain and the timing of the evaluation, the availability of robust evidence for developmental impacts is limited. Moreover, the potential of the project to achieve impact by the fact that it is conceptualised as a stand-alone measure (not part of a DC programme). Due to the results logic relying on a long causal chain, the availability of robust evidence on hypotheses might be limited.	good
	Standard	To what extent has the intervention brought about foreseeable/identifiable unintended (positive and/or negative) higher-level development results?	<ul style="list-style-type: none"> Analyse whether the risks were already known in the design phase Check how the assessment of risks in connection with (unintended) negative or (not formally agreed) positive results at the impact level in the monitoring system has been carried out (e.g. use of 'compass') measures taken to avoid or counteract the risks/ negative effects/ trade-offs³ Determine relevant framework conditions for negative results and the project's reaction to them Examine to what extent potential (not formally agreed) positive results and synergies between the ecological, economic and social development dimensions have been monitored and exploited 	1. Qualitative assessment of extent to which unintended (positive and/or negative) higher-level development results were foreseen at design stage 2. Qualitative assessment of monitoring fit to capture risks related to unintended (positive and/or negative) higher-level development results 3. Qualitative assessment of degree to which enacted measures related to unintended (positive and/or negative) higher-level development results 4. Qualitative assessment of measures taken by project to react to trade-offs between economic, social, ecological development dimensions				good
	Standard	To what extent has the intervention contributed to foreseeable/identifiable unintended (positive and/or negative) higher-level development results at the level of particularly disadvantaged or vulnerable groups of beneficiaries and stakeholders? (These may be broken down by age, income, gender, ethnicity, etc.)		1. Extent to which unintended (positive and/or negative) higher-level development results relate to vulnerable stakeholder groups				

OECD DAC Criterion Efficiency - How well are resources being used? (max. 100 points)

This criterion describes the extent to which the intervention delivers results in an economic and timely way (relationship between input and output, outcome and impact level). The evaluation dimension "**production efficiency**" refers to the appropriateness of the relationship between inputs and outputs. The evaluation dimension "**allocation efficiency**" refers to the appropriateness of the relationship between the inputs and the results achieved (project/development objective; outcome/impact level) by the intervention. The "efficiency" criterion relates both to the intervention's design and implementation and to the results it achieves.

Assessment dimensions	Filter - Project Type	Evaluation questions	Clarifications	Basis for Assessment / Evaluation indicators (e.g. module objective/programme indicators, selected hypotheses, or more generally a definition of the aspects to be used for evaluation)	Evaluation Design and empirical methods (Design: e.g. Contribution analysis, Follow-the-Money Approach) (Methods: e.g. interviews, focus group discussions, document analysis, project/partner monitoring system, workshop, online survey, etc.)	Data sources (e.g. list of relevant documents, interviews with stakeholder category XY, specific data, specific monitoring data, specific workshop(s), etc.)	Data Quality and limitations (Description of limitations, assessment of data quality: poor, moderate, good, strong)	Data Quality Assessment (weak, moderate, good, strong)
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Production efficiency	Standard	How are the intervention's inputs (financial, human and material resources) distributed (e.g. by instruments, sectors, sub-interventions, taking into account the cost contributions of partners/executing agencies/other beneficiaries and stakeholders etc.)?	<ul style="list-style-type: none"> • Description of the data: Costs per output, type of costs, agreed and provided partner contributions • Description of the deviations between original planned costs and actual costs (with comprehensible justification, changes are certainly desirable for increased efficiency) 	<p>The principle of yield maximisation is applied to analyse the extent to which more results could have been achieved with the same financial means. In this sense, the objective is to maximise results with the available resources.</p> <p>The principle of yield minimisation analyses the extent to which costs were minimised, while achieving the same level of results.</p> <ol style="list-style-type: none"> 1. Description of costs per output, type of costs, agreed and provided partner contributions 2. Description of deviations from original planned costs and actual costs (with justification) 	<p>Evaluation design: The evaluation will apply a 'follow the money' approach. Thereby, all expenses are identified and assigned to specific outputs of the intervention. With this mapping of costs concluded, the evaluation team assesses the appropriateness of costs per output (considering perspectives of the project team).</p> <p>Empirical methods: <ul style="list-style-type: none"> • Analysis of cost data (GIZ efficiency tool) and instruments employed (progress reports, steering structure) • Semi-structured interviews with project staff </p>	<ul style="list-style-type: none"> • Cost data (Cost-Output-Relation in the GIZ efficiency tool) and instruments employed (progress reports, steering structure) • Semi-structured interviews with project staff 	No limitations.	good
	Standard	To what extent have the intervention's inputs (financial, human and material resources) been used economically in relation to the outputs delivered (products, investment goods and services)? If possible, refer to data from other evaluations in a region or sector, for instance.	<ul style="list-style-type: none"> • Use of 'Efficiency tool' including instructions and use of the follow-the-money approach as evaluation design (may be combined with other high-quality approaches) • Output level: Analysis of approaches and activities as well as TC instruments (personnel instruments, financing, materials and equipment)¹ compared to possible alternatives with a focus on the minimum principle (use of comparative data if available) • The project is oriented on internal or external benchmarks in order to achieve its effects economically • Regular reflection of the resources used by the project with focus on economical use of resources and cost risks • The overarching costs of the project are in an appropriate proportion to the costs of the outputs 	<ol style="list-style-type: none"> 1. Assessment of approaches and activities according to yield minimisation principle 2. Degree to which internal/external benchmarks were used to maximise efficiency 3. Frequency of reflection on resource use by project. 4. Assessment of appropriateness of overarching costs in relation to outputs. 				good
	Standard	To what extent could the intervention's outputs (products, investment goods and services) have been increased through the alternative use of inputs (financial, human and material resources)? If possible, refer to data from other evaluations of a region or sector, for instance. (If applicable, this question adds a complementary perspective*)	<ul style="list-style-type: none"> • Use of 'Efficiency tool' including instructions and use of the follow-the-money approach as evaluation design (may be combined with other high-quality approaches) • Output level: Analysis of approaches and activities as well as TC instruments (personnel instruments, financing, materials and equipment)¹ compared to 	<ol style="list-style-type: none"> 1. Assessment of approaches and activities according to yield maximisation principle 2. Assessment of extent to which project realised opportunities for shifts between outputs for output maximisation 3. Assessment of degree to which saved resources were used to maximise outputs 4. Frequency of reflection on output maximisation by project 				good

		<p>* This case is always applicable in the technical cooperation (TC), please answer the question bindingly</p>	<p>possible alternatives with focus on output maximisation (use of comparative data if available)</p> <ul style="list-style-type: none"> • Analysis of alternative options for allocating resources and shifts between outputs for output maximisation • saved resources can and should be used to maximise outputs • Reflection of the resources during the design phase and regularly during the implementation of the project with focus on output maximisation (with comprehensible justification, changes are certainly desirable for increased efficiency) • 'imaximising outputs' means with the same resources, under the same conditions and with the same or better quality 					
	Standard	Were the outputs (products, investment goods and services) produced on time and within the planned time frame?		<ol style="list-style-type: none"> 1. Approximation of ratio of outputs produced on time and within planned time frame. 2. Qualitative assessment of internal and external perceptions of mobilisation of expertise to various topics in relation to available human resources (specific knowledge interest) 				good
Allocation efficiency	Standard	By what other means and at what cost could the results achieved (higher-level project objective) have been attained?		1. Description of alternative paths to attainment of results	<p>Evaluation design:</p> <p>Besides analysing the appropriateness of funds allocated among outputs, the design for assessing allocation efficiency focuses on the identification of (potential) synergies within the GIZ structure, as well as synergies with external partners.</p>	<ul style="list-style-type: none"> • Cost data (Cost-Output-Relation in the GIZ efficiency tool) and instruments employed (progress reports, steering structure) • Semi-structured interviews with project staff, other GIZ projects, direct target group/intermediaries 	Limitations arise from the project's long results chain	moderate
	Standard	To what extent – compared with alternative designs for the intervention – could the results have been attained more cost-effectively?	<ul style="list-style-type: none"> • Outcome level: Analysis of approaches and activities as well as TC-instruments in comparison to possible alternatives with focus on minimum principle (use of comparative data if available) • Regular reflection in the project of the input-outcome relation and alternatives as well as cost risks • The partner contributions are proportionate to the costs for the outcome of the project 	<ol style="list-style-type: none"> 1. Assessment of instruments employed according to principle of yield minimisation 2. Frequency of reflection on input-outcome ratio by project 3. Assessment of appropriateness of partner contributions in relation to outputs 	<p>Empirical methods:</p> <ul style="list-style-type: none"> • Analysis of cost data (GIZ efficiency tool) and instruments employed (progress reports, steering structure) • Semi-structured interviews with project staff 			moderate

	Standard	<p>To what extent – compared with alternative designs for the intervention – could the positive results have been increased using the existing resources? (If applicable, this question adds a complementary perspective*)</p> <p>* This case is always applicable in the technical cooperation (TC), please answer the question bindingly</p>	<ul style="list-style-type: none"> • Outcome level: Analysis of applied approaches and activities as well as TC-instruments compared to possible alternatives with focus on maximising the outcome (real comparison if available) • The project manages its resources between the outputs in such a way that the maximum effects in terms of the module objective are achieved • Regular reflection in the project of the input-outcome relation and alternatives • Reflection and realisation of possibilities for scaling-up • If additional funds (e.g. co-financing) have been raised: Effects on input-outcome ratio (e.g. via economies of scale) and the ratio of administrative costs to total costs • Losses in efficiency due to insufficient coordination and complementarity within German DC are sufficiently avoided 	<ol style="list-style-type: none"> 1. Assessment of approaches and activities according to yield maximisation principle 2. Assessment of degree to which saved resources were used to maximise outputs 3. Frequency of reflection on input-outcome ratio by project 4. Extent to which potential synergies with cooperation partners were acted upon by project 5. Extent to which intervention realised cooperation potentials within GIZ 				moderate
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OECD DAC Criterion Sustainability - Will the benefits last? (max. 100 points)

The 'sustainability' criterion relates to continued long-term benefits (at the outcome and impact level) or the probability of continued long-term benefits – taking into account observed or foreseeable risks – over time, particularly after assistance has ended.

Assessment dimensions	Filter - Project Type	Evaluation questions	Clarifications	Basis for Assessment / Evaluation indicators <i>(e.g. module objective/programme indicators, selected hypotheses, or more generally a definition of the aspects to be used for evaluation)</i>	Evaluation Design and empirical methods (Design: e.g. Contribution analysis, Follow-the-Money Approach) (Methods: e.g. interviews, focus group discussions, document analysis, project/partner monitoring system, workshop, online survey, etc.)	Data sources (e.g. list of relevant documents, interviews with stakeholder category XY, specific data, specific monitoring data, specific workshop(s), etc.)	Data Quality and limitations (Description of limitations, assessment of data quality: poor, moderate, good, strong)	Data Quality Assessment (weak, moderate, good, strong)

Capacities of the beneficiaries and stakeholders	Standard	To what extent do the beneficiaries and stakeholders (individuals, groups and organisations, partners and executing agencies) have the institutional, human and financial resources as well as the willingness (ownership) required to sustain the positive results of the intervention over time (once assistance has drawn to a close)?	<ul style="list-style-type: none"> Transitional Development Assistance (TDA) projects primarily address final beneficiaries, whose resilience to crises and recurring shocks is to be strengthened. The focus for TDA projects is thus often on the resilience of final beneficiaries and/or at least the continuity of the measure (see explanation in dimension 3) (clarification in the inception phase of the evaluation). 	Sustainability in this dimension is understood to be achieved if relevant capacities are utilised by direct target groups/intermediaries. <ol style="list-style-type: none"> Qualitative assessment of capacities in direct target group/intermediaries <ol style="list-style-type: none"> Organisational Human Financial Qualitative assessment of external risk factors to anchored results 	<p>Evaluation design: To assess this dimension, the evaluation analysed capacities of direct target groups/intermediaries against the needs outlined in chapter 4.2 Relevance.</p> <p>Empirical methods: <ul style="list-style-type: none"> Document analysis Semi-structured interviews with project staff, direct target group/intermediaries </p>	<ul style="list-style-type: none"> Document analysis Semi-structured interviews with project staff, direct target group/intermediaries 	Limitations arise from the project's long results chain	moderate
	Standard	To what extent do the beneficiaries and stakeholders (individuals, groups and organisations, partners and executing agencies) have the resilience to overcome future risks that could jeopardise the intervention's results?		1. Qualitative assessment of extent of resilience in relation to framework conditions/risk factors identified throughout the evaluation				
Contribution to supporting sustainable capacities	Standard	To what extent has the intervention contributed to the beneficiaries and stakeholders (individuals, groups and organisations, partners and executing agencies) having the institutional, human and financial resources as well as the willingness (ownership) required to sustain the intervention's positive results over time and to limit the impact of any negative results?	<ul style="list-style-type: none"> Analysis of the preparation and documentation of learning experiences Description of the anchoring of contents, approaches, methods and concepts in the partner system Reference to exit strategy of the project If there is a follow-on project, check to what extent the results of the evaluated project are taken up; the anchoring of the effects in the partner's organisation should be pursued independently of a follow-on project, since sustainability should be achieved even without donor funds Transitional Development Assistance (TDA) projects primarily address final beneficiaries, whose resilience to crises and recurring shocks is to be strengthened. The focus for TDA projects is thus often on the resilience of final beneficiaries and/or at least the continuity of the measure (see explanation in dimension 3) (clarification in the inception phase of the evaluation). 	Sustainability in this dimension is understood to be achieved if results have been anchored in the structures of the implementing organisations and BMZ; and appropriate approaches, methods, and policies/strategies were employed to this end. <ol style="list-style-type: none"> Qualitative assessment of project contribution to resources (direct target group/intermediaries) <ol style="list-style-type: none"> Organisational Human Financial Qualitative assessment of exit strategy's fit to resources in direct target group/intermediaries Qualitative assessment of sustainability (related to follow-on project's design and partners' strategies) 	<p>Evaluation design: Based on the contribution analysis, and in particular findings from the effectiveness and impact assessments, the evaluation team will analyse the project's contribution to supporting sustainable capacities.</p> <p>Empirical methods: <ul style="list-style-type: none"> Document analysis Semi-structured interviews with project staff, direct target group/intermediaries </p>	<ul style="list-style-type: none"> Document analysis Semi-structured interviews with project staff, direct target group/intermediaries 		good
	Standard	To what extent has the intervention contributed to strengthening the resilience of the beneficiaries and stakeholders (individuals,		1. Qualitative assessment of project contribution to resilience (direct target group/intermediaries)				

		groups and organisations, partners and executing agencies)?						
	Standard	To what extent has the intervention contributed to strengthening the resilience of particularly disadvantaged groups? (These may be broken down by age, income, gender, ethnicity, etc.)		1. Qualitative assessment of project contribution to resilience of vulnerable groups				good
Durability of results over time	Standard	<i>How stable is the context in which the intervention operates?</i>		Durability of the results is given when the achievements of the project are forecast to be permanent, stable, and long-term resilient and if trade-offs between sustainability dimensions were appropriately considered. 1. Qualitative assessment of contextual factors	Evaluation design: This evaluation dimension relates to a prognosis of durability. The assessment rests on a plausibility analysis of the durability of results at the level of direct target groups /intermediaries. The analysis considered potential risks and other influencing contextual factors, as well as the projects mitigation strategies. Empirical methods: • Document analysis • Semi-structured interviews with project staff, direct target group/intermediaries	• Document analysis • Semi-structured interviews with project staff, direct target group/intermediaries		good
	Standard	<i>To what extent is the durability of the intervention's positive results influenced by the context?</i>	• Consideration of risks and potentials for the long-term stability of the results and description of the reaction of the project to these	1. Qualitative assessment of risks and potentials for stability of results 2. Description of reaction of project to risks and potentials				good
	Standard	To what extent can the positive (and any negative) results of the intervention be deemed durable?	• Consideration of the extent to which continued use of the results by partners and beneficiaries can be foreseen • Reference to conditions and their influence on the durability, longevity and resilience of the effects (outcome and impact) • In the case of projects in the field of Transitional Development Assistance (TDA), at least the continuity of the measure must be examined: To what extent will services or results be continued in future projects (of GIZ or other donors/organisations) or their sustainability ensured? (Clarification in the inception phase)	1. Plausibility assessment for sustainability of results examined based on preceding questions				

Predecessor project, follow-on project and further evaluation questions						
Assessment dimensions	Evaluation questions	Basis for Assessment / Evaluation indicators <i>(e.g. module objective/programme indicators, selected hypotheses, or more generally a definition of the aspects to be used for evaluation)</i>	Evaluation Design and empirical methods <i>(Design: e.g. Contribution analysis, Follow-the-Money Approach) (Methods: e.g. interviews, focus group discussions, document analysis, project/partner monitoring system, workshop, online survey, etc.)</i>	Data sources <i>(e.g. list of relevant documents, interviews with stakeholder category XY, specific data, specific monitoring data, specific workshop(s), etc.)</i>	Data Quality and limitations <i>(Description of limitations, assessment of data quality: poor, moderate, good, strong)</i>	Data Quality Assessment <i>(weak, moderate, good, strong)</i>
Impact of the predecessor project	Which results were envisaged at the impact level of the predecessor project and which were achieved?	This dimension is considered to be achieved if the impacts of the predecessor are still visible in the areas of activity that were continued, in the same or different form, in the project	Evaluation design: The evaluation will analyse the impact of the previous project by following the questions in the evaluation matrix.	• Document analysis (project proposal and modification offers, PEV predecessor)	• Limited evidence strength due to focus (of the evaluation) on the project under evaluation • New project conception is still ongoing,	moderate

		<p>being evaluated (i.e., preparation and dissemination of knowledge and advisory services to BMZ, the piloting of Urban Living Labs and cooperation measures)</p> <p>1. Qualitative description and assessment of predecessor's results on impact level</p>	<p>Empirical methods:</p> <ul style="list-style-type: none"> • Document analysis (project proposal and modification offers, PEV predecessor) • Semi-structured interviews with (former) project staff, direct target group / intermediaries 	<ul style="list-style-type: none"> • Semi-structured interviews with (former) project staff, direct target group / intermediaries 		
	What were factors for success / failure for the impact of the predecessor?	<p>1. Qualitative assessment and identification of success/failure for the predecessor's impact concerning</p> <p>a. anchoring of sustainable mobility on the international agenda</p> <p>b. positioning of BMZ in the area of sustainable mobility</p>			moderate	
Sustainability of the predecessor project	Which results at outcome level (and important outputs) are still present or have been further developed by the partners? (without external funding vs. with external funding)	<p>The evaluation analysed the sustainability of the results of the previous project in the areas of BMZ advisory, preparation and dissemination of knowledge, the piloting of Urban Living Labs and cooperation measures.</p> <p>1. Qualitative assessment of results at outcome and output level concerning</p> <p>a. examples of instruments, methods and advisory in the area of sustainable mobility used</p> <p>b. cooperations of the German development cooperation on topics of sustainable mobility</p> <p>c. trainings and other capacity building activities</p> <p>d. pilot projects</p>	<p>Evaluation design:</p> <p>The evaluation will analyse the sustainability of the previous project by following the questions in the evaluation matrix.</p> <p>Empirical methods:</p> <ul style="list-style-type: none"> • Document analysis (project proposal and modification offers, PEV predecessor) • Semi-structured interviews with (former) project staff, direct target group / intermediaries 	<ul style="list-style-type: none"> • Document analysis (project proposal and modification offers, PEV predecessor) • Semi-structured interviews with (former) project staff, direct target group / intermediaries 	moderate	
	How were the results of the predecessor anchored in the partner structure?	<p>1. Qualitative assessment of anchorage of results in partner structures, where possible, with regards to predecessor's results concerning</p> <p>a. examples of instruments, methods and advisory in the area of sustainable mobility used</p> <p>b. cooperations of the German development cooperation on topics of sustainable mobility</p> <p>c. trainings and other capacity building activities</p> <p>d. pilot projects</p>			moderate	
	What were factors for success / failure for the sustainability of the predecessor?	<p>1. Qualitative assessment and identification of success/failure for the predecessor's sustainability in key areas relevant for the project</p>			good	
Follow-on project: Analysis of the design and recommendations for implementation	Evaluability and design of the successor: Are the results model for the follow-on project including the results hypotheses, the results-oriented monitoring system (WoM) and the project objective indicators plausible (and in line with current standards)? Are there - also based on the evaluation of the current project - recommendations for improvements in the further course of the follow-on project?	<p>1. Qualitative assessment of successor's proposal and objective indicators including areas of improvement for successor</p>	<p>Evaluation design:</p> <p>The evaluation will analyse the design of the successor project by following the questions in the evaluation matrix (including additional knowledge interests) using a qualitative approach.</p> <p>Empirical methods:</p> <ul style="list-style-type: none"> • Document analysis • Semi-structured interviews 	<ul style="list-style-type: none"> • Analysis of successor's proposal • Interviews with project staff, FMB, BMZ 	No limitations	Strong

	Based on the results of the evaluation of the current project: Which recommendations can be derived for the implementation of the follow-on project?	1. Identification of recommendations based on project evaluation insights in key areas relevant for the successor project, including the specific knowledge interests on using information offerings of the SUTP by TUMI, and increasing efficiency.				Strong
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