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KIX Mid-term Evaluation
Annexes to the Findings & Recommendations Report
May 2nd, 2022

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Methodology

The evaluation plan design was drawn from the feedback of diverse stakeholders and leveraged pre-existing KIX documentation

During the inception phase, we went through the following steps:

1 Document review **2** Inception interviews **3** Evaluation plan design
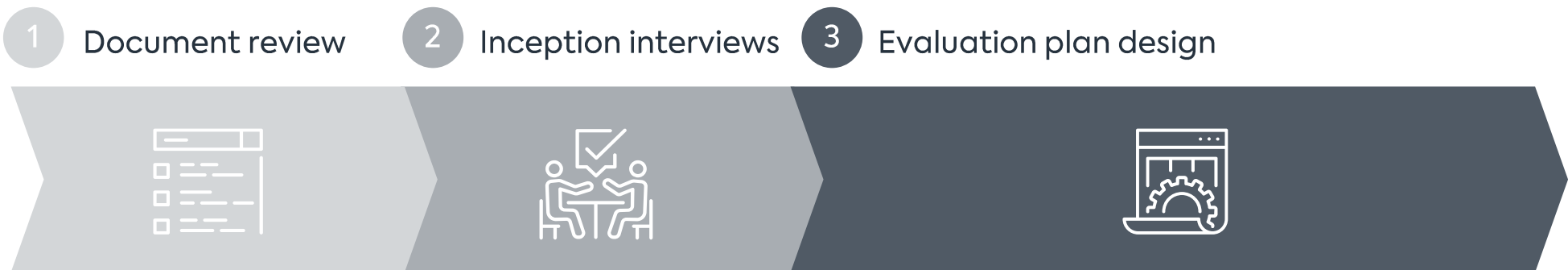
With a focus on:

- Results framework
- Annual reports
- Monitoring data
- Regional Learning Partners and Global Grants documentation
- KIX MEL Data - MTR

Inception interviews with:

- 2 members of the KIX Executive Committee
- 7 members of KIX Implementation Staff – GPE & IDRC
- 4 Regional Learning Partners

2 deep-dive interviews with 4 members of the KIX implementation team

Main actions:

- Refinement of the evaluation questions
- Detailing proposed methods for the evaluation

The design phase included multiple iterations to include the feedback from the Evaluation Steering Committee and weekly revisions with the IDRC Evaluation team

The following guiding principles have shaped our evaluation approach

1.

Utilization-Focused Evaluation

Findings are tailored to the information needs of primary stakeholders

2.

A clear and well-defined scope

We focus on answering the evaluation questions in a simple and straightforward way

3.

Leverage existing data sources

Triangulate qualitative, quantitative, and desk research to explore evaluation questions

4.

State evaluation assumptions and limitations

Understand limitations of resources and data, and work to mitigate them

5.

Feedback-informed and independent

Refine, adjust and iterate with main stakeholders, implementing protocols to keep independence

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We have used a mixed-method evaluation approach that serves three primary purposes

Evaluation approach overview

1 Complement findings (i.e., triangulation)

Used different methods to answer the same question:
- Increasing validity
- Providing a deeper understanding of results

2 Supplement findings

We performed primary data collection activities (surveys and interviews) when available data was not enough to answer one question or a certain aspect of a question.

3 Design evaluation methods

Used the results of the document analysis to develop the instrumentation for surveys and interviews and the sample of interviewees.

The mixed-method approach also allowed us to get process and context information, gaining a deeper understanding of change to reveal unanticipated results and capturing a wider range of perspectives than using a single method.

As part of our mixed-methods design, we have used both data and methodological triangulation in this evaluation

There are 4 main different types of triangulation: (1) methodological triangulation; (2) data triangulation; (3) investigator triangulation; and (4) theory triangulation.[1] We used types 1 and 2, as described below:

Methodological triangulation:

- We have used multiple methods to gather data that allowed us to answer each evaluation question, i.e., documents, interviews, and surveys (see next slide).

- This has helped us to validate and deepen our understanding of the evaluation findings, reducing biases.

Illustrative example: Findings from different data sources are merged into overall results

| Level 1: Document analysis |
| Level 2: Interviews |
| Level 3: Surveys |

Results
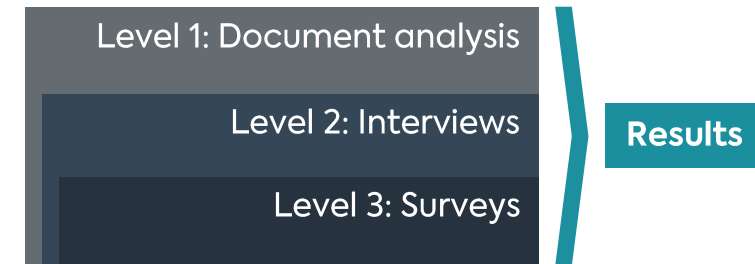
Data triangulation:

- Within each method, we have incorporated data coming from different sources to enhance the robustness of findings. Some examples are provided below:

  - Document analysis: different documents have been assessed to analyze each sub-question.

  - Interviews and surveys: inputs from different roles, regions, and countries.

Illustrative example: Immediate outcomes have been assessed using multiple documentation

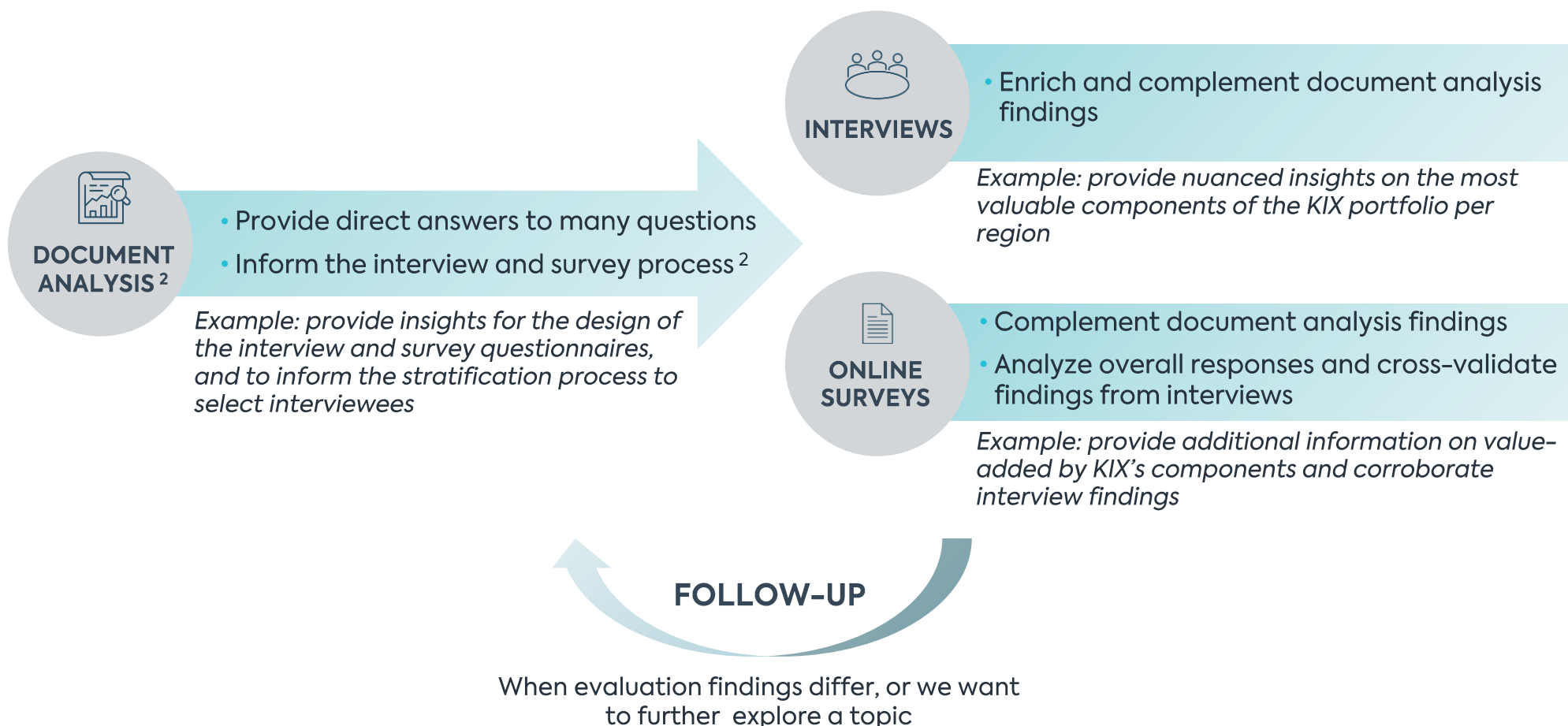MEL reports — KIX annual report — Outcome cases
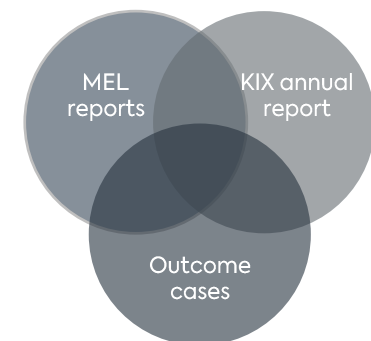
Notes:
1 - Source: UNAIDS

We have applied methodological triangulation to corroborate findings and provide nuance to the answers to each evaluation question

Main data sources for each evaluation question

Line of inquiry	1. Positioning for impact							2. Lessons learned from implementation to date	
Evaluation question	1	2	3	4	5	6	7	8	9
Document analysis	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interviews with GPE and IDRC senior leadership			✓		✓				
Interviews with KIX implementation team			✓	✓	✓	✓	✓	✓	✓
Interview with regional learning partners	✓			✓	✓		✓	✓	✓
Interviews with a sample of National Delegation representatives	✓	✓		✓			✓	✓	✓
Interviews with a sample of grantees		✓		✓	✓	✓	✓	✓	✓
Survey with National Delegations	✓	✓					✓	✓	✓
Survey with grantees						✓	✓	✓	✓

We have used sequential and parallel data collection and analysis that informed and complemented each other in different ways

Example of the use of sequential and parallel data gathering activities, where the findings from one method inform the design of the following method – while still allowing for activities to run in parallel[1]

INTERVIEWS
- Enrich and complement document analysis findings

Example: provide nuanced insights on the most valuable components of the KIX portfolio per region

DOCUMENT ANALYSIS [2]
- Provide direct answers to many questions
- Inform the interview and survey process [2]

Example: provide insights for the design of the interview and survey questionnaires, and to inform the stratification process to select interviewees

ONLINE SURVEYS
- Complement document analysis findings
- Analyze overall responses and cross-validate findings from interviews

Example: provide additional information on value-added by KIX's components and corroborate interview findings

FOLLOW-UP

When evaluation findings differ, or we want to further explore a topic

Notes:
1 – Part of the document analysis phase continued to run in parallel with interviews and online surveys
2– Document analysis refers to the revision and analysis of all listed documentation in the matrices of annex A in order to answer each sub-question.

We have explored 3 main sources of data to develop a comprehensive understanding of the program and complement findings

Data sources

Program documentation

- **80+ documents provided by KIX**

- The documents analyzed include: 4 KIX strategy documents, 18 MEL documents, 9 Calls for proposals, 25+ External Communications and Project Documentation (Proposals, PAD, Interim report and RQ+ Assessment)

Survey Data

- We conducted a **survey with 25 questions** that was **answered by a total of 120 stakeholders.**

- The responses included 11 responses from global grantees, 109 responses from national delegations representing 46 different countries

Interviews

- We interviewed **26 different stakeholders**.

- The stakeholders interviewed included: 4 interviews with the leadership team (GPE CEO, IDRC CEO, IDRC program director, GPE Chief Effective partnership), 4 interview with the regional hubs, 4 Interview with the KIX implementation team, 7 interviews with Global Grantees and 7 interview with regional delegations

Limitations

General

- This midterm evaluation was conducted in a very short timeline

- Some of the KIX components are still at early stages of implementation

Program documentation

- There are few third-party documents. Most have been produced or reported by KIX stakeholders

- Reporting not standardized across hubs — challenges with comparing similar data

Survey Data

- The survey likely has selection bias. Those responding the survey are likely to be the most engaged stakeholders

Interviews

- We could not interview all stakeholders participating in the program and we had to sample within each group

- All interviewed are paid by KIX, GPE or IDRC (except national delegation members), which creates a potential conflict of interest

The primary data collection has consisted of a mix of interviews and surveys

Data collection method	Interviews					Surveys	
Targeted population	Regional Learning partners	Global grantees	National delegations	GPE & IDRC senior leaders	KIX implementation & executive team[3]	National delegations	Global grantees
# of people	4 people	7 people	8 people	2 people	6 people	109 responses 46 countries	11 responses
Selection method	1 person per hub	At least 1 grantee for each thematic area	At least 2 national delegations from each hub	Selection based on ESC recommendations	Selection based on ESC recommendations	N/A	N/A
Sampling strategy	N/A	Random sampling stratified by applied research project theme [1]	Random sampling stratified by country size and engagement level	N/A – Selection based on ESC recommendations	N/A – Selection based on ESC recommendations	N/A	N/A
Recipient role	Leading regional learning partner	Leading grantee	KIX Focal Points/ Coordinators	GPE & IDRC senior leaders [2]	Implementation and executive team members	N/A – all contacts provided by regional learning partners	N/A – all contacts provided by regional learning partners
Estimated time to complete	45 min	45 min	45 min	45 min	45 min	~ 15 min	~ 15 min
Delivery method	Virtual meeting	Virtual meeting	Virtual meeting	Virtual meeting	Virtual meeting	Email / Survey monkey	Email / Survey monkey

Notes:
1 – Given how projects are distributed around areas, any random selection ensures the presence of a) all hubs and b) different project size in terms of participating countries
2 – These are: Alice Albright – GPE's Chief Executive Officer, and Jean Lebel – President of IDRC
3 – The executive team includes Naser Faruqui – Director of Education and Science at IDRC, Margarita Focas Licht - Chief, Effective Partnership at GPE

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The primary data collection has consisted of a mix of interviews and surveys

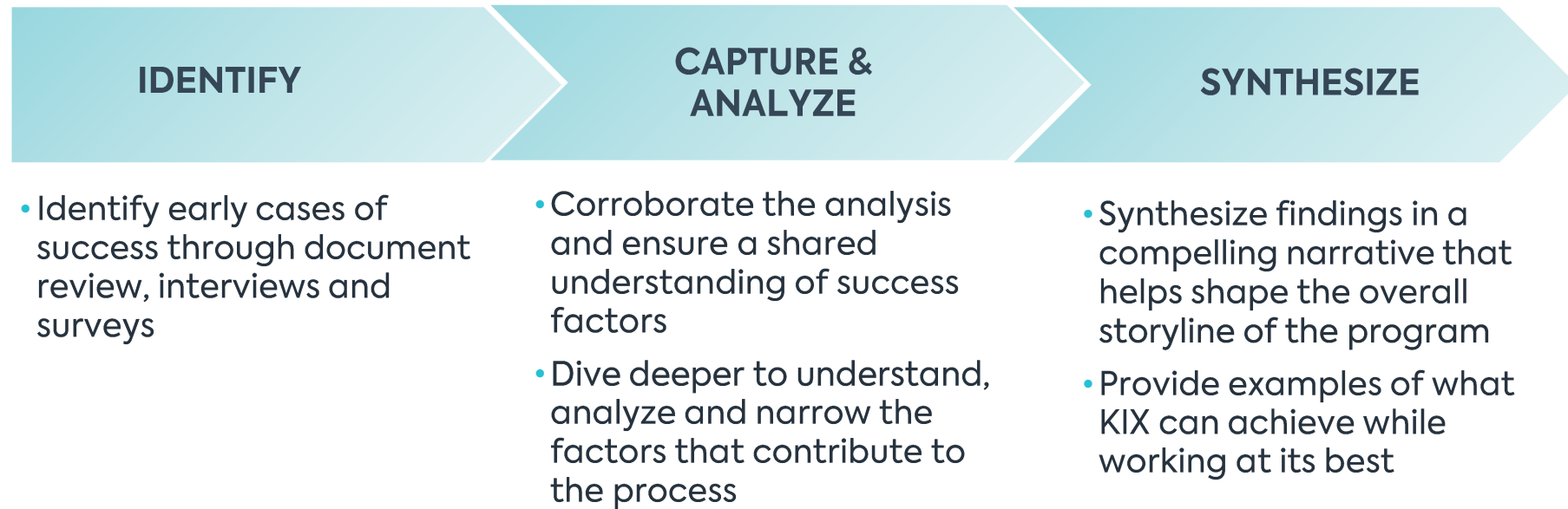|	Interviews with Regional Learning partners	Interviews with grantees	Interviews with national delegations	Interviews with GPE & IDRC senior leaders	Interviews with KIX implementation team	Survey with national delegations	Survey with global grantees
Identified Challenge	Self-report bias	Capture thematic and regional diversity	Capture country size, engagement, and regional diversity	Self-report bias	Self-report bias	Possible low response rate	Possible low response rate
Mitigation	Use best practices to mitigate biases, cross-validate findings from different qualitative sources and complement this with observable metrics	Stratify before selecting (when possible) by region and theme	Stratify before selecting (when possible) by region, size, demographics and engagement	Use best practices to mitigate biases, cross-validate findings from different qualitative sources and complement this with observable metrics	Use best practices to mitigate biases, cross-validate findings from different qualitative sources and complement this with observable metrics	Define minimum response rates threshold, measure response rates, and, complement findings with a qualitative approach, by interviewing selected country delegations	Define minimum response rates threshold, separating by project. Use outreach to meet general target, as well as at least one grantee by project

We have identified initial limitations and potential mitigation strategies for conducting this evaluation

Limitations	Mitigation strategies
Early stages: Hubs and global grants were launched very recently (April 2020) and many outcomes may take place even beyond the program finalization (2024)	Assess early results and KIX positioning for impact by looking at preliminary signs of success, the quality of enabling systems that are in place, and leading indicators
COVID-19: The pandemic has disrupted education systems and organizations supporting it, including GPE KIX	Contextualize results considering the unique challenges posed by the pandemic. Also, the program targets have already been adjusted to reflect the impact of COVID-19
Self-reported data: Many surveys and interviews ask stakeholders to report on their own outcomes or perception of their work, which can generate biases	Cross-validate findings from different qualitative sources and complement this with observable metrics
Pre-existing data: This evaluation strongly relied on existing resources, assuming data accuracy (e.g., number of participants in certain event)	Triangulate data, cross-validate perceptions, and assess levels of the robustness of each finding
Stakeholder engagement: interviewees' engagement and trust are critical for evaluation success	Leverage on IDRC to schedule interviews and plan backup interviews, ensure confidentiality, and send questionnaires in advance
Non-response bias: Low response rates on surveys distributed to national delegations and grantees may invalidate findings	Define minimum response rates threshold, measure response rates, and complement findings with a qualitative approach, by interviewing selected country delegations
Diversity: The program has a very varied set of participating countries, research projects and grantees, making it difficult to find consistent patterns	Contextualize results, be cautious in the development of findings and clearly state evidence of results
Lack of comparable benchmarks: the innovative nature of KIX meant we were not able to find truly comparable knowledge/capacity development programs	Perform comparisons within the organization across units and across time and complement with qualitative data

We have also identified the limitation and defined a mitigation strategy for each one of the evaluation questions

Line of inquiry	Evaluation Question	Limitations	risk mitigation strategies
1. Positioning for impact	1	• Self-report bias from surveys	• Cross-validate findings with observable metrics (events, outputs and outcomes) and qualitative sources (interviews)
	2	• Self-report bias from surveys, interviews, and internal program documentation	• cross-validate responses with document review and observable metrics, like engagement with activities
	3	• Self-report bias from interviews	• Cross-validate responses with document review and observable metrics
	4	• Hubs and global grants were launched recently, hence many outcomes may take place much later • Using process metrics to infer outcomes can lose focus from objectives	• Look at preliminary signs of success, quality of systems in place, and early work towards targets • Use qualitative data from interviews as well as document review to maintain strategic questions at the center of analysis
	5	• Missing milestones • Inconsistencies in self-reported output and event data	• Triangulation of data to remove bias introduced by self reported data
	6	• Bias from self-reported data • We can only observe outputs and not outcomes	• Triangulation of analysis between different data sources to eliminate bias
	7	• GESI objectives are not too specific • Limited set of process indicators • Self-reported data	• Data aggregation and triangulation to reduce bias
2. Lessons learned from implementation to date	8	NA	NA
	9	NA	NA

Early success stories have helped identify common practices and factors associated with KIX working at its best

IDENTIFY	CAPTURE & ANALYZE	SYNTHESIZE
• Identify early cases of success through document review, interviews and surveys	• Corroborate the analysis and ensure a shared understanding of success factors • Dive deeper to understand, analyze and narrow the factors that contribute to the process	• Synthesize findings in a compelling narrative that helps shape the overall storyline of the program • Provide examples of what KIX can achieve while working at its best

Illustrative Example

• Some documents (e.g., annual interim technical report, the RQ+ form, etc.) and interviews with the KIX implementation team suggest that certain global grant has been progressing in the generation and dissemination of content leading to early signs of research uptake	• We interview the global grant representatives, corroborate our findings (or not), and identify the drivers for success	• We create a case study summarizing the context, the impact of the global grant, and the potential contribution of KIX to the achieved success

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We have prioritized recommendations that addressed our key findings in the most strategic and impactful way

Findings	Recommendations					
	1	2	3	4	5	6
1. Most country partners **find KIX activities and resources useful.** Almost all have engaged at least once, though levels of engagement vary. There are opportunities to address factors that hinder engagement such as connectivity issues, lack of in-person engagement, and language barriers.	✓	✓	✓	✓		
2. Knowledge generation and mobilization activities are **thematically aligned with countries' identified priorities** at a high level. Adaptations to COVID are noted successes. Moving forward, putting knowledge into practice will require more specificity and ongoing national-level feedback.	✓	✓	✓	✓	✓	
3. KIX innovation research and knowledge exchange efforts are **aligned to GPE and IDRC's newly approved strategies,** and there are opportunities for the partnership to achieve more by formalizing how KIX's can inform GPE's systems transformation efforts.	✓		✓		✓	✓
4. Even in the early stages of implementation, and during the pandemic, KIX is **producing outputs and achieving immediate outcomes**. There is room for increasing alignment around definitions of success and for improving the process of planning milestones, which would both help with accountability.		✓		✓		✓
5. KIX is a trusted and responsible steward of resources; the **program runs efficiently** from both time and money standpoints.			✓			✓
6. KIX research projects **focused on developing strategies for scaling impact**, but significant delays occurred because of COVID, which also affected the development of knowledge mobilization strategies. Resuming focus on knowledge mobilization is expected once projects further progress.		✓		✓		✓
7. Both KIX mechanisms have **incorporated GESI as a theme** and recognized its importance. Expanding GESI's scope to include other aspects of inclusion in activities and refining success indicators can ensure the program thrives in this area.		✓	✓			✓
8. The level of engagement with KIX activities and network value of national delegations are **clear factors driving KIX's earlier documented outcomes**. Barriers seem to arise when national delegation members do not feel knowledge shared through KIX can be applied to their countries, either because activities and resources are not connected to their areas, or because they do not see the potential impact due to their position in the education systems.	✓	✓	✓	✓	✓	✓
9. KIX **leveraged its adaptive management strategy** to identify and directly respond to the pandemic's effects. Moving forward, it could expand and refine practices like the observatory and online activities.				✓	✓	

We have also prioritized the key findings to build the executive summary due to its main audience

Findings	Perceived Value & relevance	Align-ment	Effec-tiveness	Effi ciency
1. Most country partners **find KIX activities and resources useful.** Almost all have engaged at least once, though levels of engagement vary. There are opportunities to address factors that hinder engagement such as connectivity issues, lack of in-person engagement, and language barriers.	✅			
2. Knowledge generation and mobilization activities are **thematically aligned with countries' identified priorities** at a high level. Adaptations to COVID are noted successes. Moving forward, putting knowledge into practice will require more specificity and ongoing national-level feedback.		✅		
3. KIX innovation research and knowledge exchange efforts are **aligned to GPE and IDRC's newly approved strategies,** and there are opportunities for the partnership to achieve more by formalizing how KIX's can inform GPE's systems transformation efforts.		✅		
4. Even in the early stages of implementation, and during the pandemic, KIX is **producing outputs and achieving immediate outcomes**. There is room for increasing alignment around definitions of success and for improving the process of planning milestones, which would both help with accountability.			✅	
5. KIX is a trusted and responsible steward of resources; the **program runs efficiently** from both time and money standpoints.				✅
6. KIX research projects **focused on developing strategies for scaling impact**, but significant delays occurred because of COVID, which also affected the development of knowledge mobilization strategies. Resuming focus on knowledge mobilization is expected once projects further progress.				
7. Both KIX mechanisms have **incorporated GESI as a theme** and recognized its importance. Expanding GESI's scope to include other aspects of inclusion in activities and refining success indicators can ensure the program thrives in this area.				
8. The level of engagement with KIX activities and network value of national delegations are **clear factors driving KIX's earlier documented outcomes**. Barriers seem to arise when national delegation members do not feel knowledge shared through KIX can be applied to their countries, either because activities and resources are not connected to their areas, or because they do not see the potential impact due to their position in the education systems.			✅	
9. KIX **leveraged its adaptive management strategy** to identify and directly respond to the pandemic's effects. Moving forward, it could expand and refine practices like the observatory and online activities.				✅

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Evaluation Matrix

To what extent are KIX efforts responding to the demand of its main stakeholders?

1) To what extent, and in what ways, do country partners find KIX useful?
Concept: Perceived value

Data collection method	Analysis	Data Sources
Document analysis	• Assess country partners stated preferences by calculating, for example, % of national delegations ranking KIX efforts positively	• Annual country representative pulse survey • Post-event surveys/ feedback collected by regional learning partners

	• Assess country partners revealed preferences by analyzing
	  – # of participants broken down by a) region and country, b) type of event, c) event mode, and d) KIX activity,
	  – # and type of uptake of KIX activities
	  – Indicators on KIX digital presence including KIX website visitors, bounce rate, and social shares
		• Event log and country representative register (indicator 3.1.1)
		
		• Uptake log
		• Country representative progress marker journal
		• Outcome cases
		
		• KIX web and communications success measurement framework

	• Engagement of countries in hub activities and their level of hub ownership	• Country engagement and ownership rubric
Semi-structured interviews with regional learning partners and a sample of national delegations	• Assess stakeholders' perception of program value, gaps in addressing priorities, and potential unintended outcomes	• Interview data
Survey with national delegations	• Calculate % of national delegations that find KIX useful and the relative ranking position across the program elements	• Survey data

To what extent are KIX efforts responding to the demand of its main stakeholders?

2) How aligned are KIX efforts with country partners' priorities?
Concept: Relevance

Data collection method	Analysis	Data Sources
Document analysis	• Identify the direction of KIX ongoing efforts (e.g., overall objectives and classification of hub activities and applied research project by theme)	• KIX original proposal • KIX annual reports • Events and outputs of regional learning partners
	• Map national delegation identified priorities	• KIX Regional priorities identification reports • Six original KIX thematic papers
	• Develop an "alignment gap" matrix • Provide recommendations based on identified "alignment gaps", if any	• Annual country representative pulse survey
Semi-structured interviews with sample of national delegations and grantees	• Capture perception of KIX alignment with country priorities	• Interview data
Survey with national delegations	• Analyze % of national delegations stating that KIX efforts are aligned with country priorities • Analyze identified priorities against KIX efforts coming from hubs reports	• Survey data

To what extent are KIX efforts responding to the demand of its main stakeholders?

3) How aligned are KIX efforts with GPE and IDRC's newly approved strategies?
Concept: Strategic alignment

Data collection method	Analysis	Data Sources
Document analysis	• Identify the priorities of GPE and IDRC newly approved strategies	• GPE 2025 strategic plan • IDRC Strategy 2030
	• Identify the direction of KIX ongoing efforts (e.g., objectives and classification of hub activities and applied research project by theme)	• KIX original proposal • KIX connections in GPE Country Compact Processes: Concept note • KIX annual reports
	• Develop an "alignment gap" matrix • Provide recommendations based on identified "alignment gaps", if any	• Above listed documents
Semi-structured interviews with KIX implementation team and GPE and IDRC senior leadership members	• Capture stakeholders' perception on the alignment with GPE and IDRC strategies and potential efforts that could enhance the alignment	• Interview data

To what extent and how are the outcome pathways materializing?

4) To what extent and in what ways has KIX contributed to its immediate outcomes?
Concept: Effectiveness

Data collection method	Analysis	Data Sources

Document analysis	• Compare actual achieved outputs and immediate outcomes against targets stated in the Results Framework for April 2020 to March 2021
	
	• Breakdown results across units of analysis (i.e. global grants, hubs, COVID-19 observatory, and ROSIE)
	
	• Output metrics examples:
	  – # new primary research outputs
	  – # secondary knowledge products
	  – # activities aimed at building capacity
	
	• Immediate outcome metrics examples:
	  – # of country representatives participating in hub events
	  – # outcome cases of country representatives
	  – Level of engagement of grantee projects in ROSIE on a four-point rubric
	  – # of requests for information
		• KIX Results Framework
		• Internal annual and quarterly MEL reports
		• KIX annual reports
		• Annual interim technical reports of regional learning partners and research projects
		• Event log / country representative register/ country engagement and ownership rubric
		• Outcome cases
		• Progress markers for grantees
		• Progress markers for country representatives
		• Request form
		• Register for recording research shared with hubs

Semi-structured interviews with KIX implementation team, RLPs, and selected national delegations and grantees	• Capture stakeholders' perception of achieved results • Document success factors and challenges on early success stories gathered through outcome harvesting (with focus on outcome cases)	• Interview data

To what extent and how are the outcome pathways materializing?

5) Is KIX being run in an efficient manner? If yes, in what ways? If no, what areas need improvement?
Concept: Efficiency

Data collection method	Analysis	Data Sources
Document analysis	• Compare planned and achieved activities and milestones • Breakdown results across KIX's portfolio activities and units of analysis	• Planned milestones • KIX original proposal • KIX annual reports • Achieved milestones • KIX annual reports • Administration of calls
	• Compare actual expenditure vs. budget and previous years expenditures.	• KIX annual reports • Independent Assessment Panel (IAP) manuals • Allocation of funding • Audit reports
	• Identify opportunities for efficiency gains	• Internal after-action review documents • Supports provided to projects
Semi-structured interviews with KIX implementation team, regional learning partners and grantees	• Capture stakeholders' assessment of results, Perception on KIX efficiency, and potential areas for improvement	• Interview data
Semi-structured interviews with GPE and IDRC senior leadership	• Assess stakeholders' perception of the governance model and the strengths and areas for improvement in the GPE Secretariat–IDRC collaboration	• Interview data

To what extent and how are the outcome pathways materializing?

6) To what extent has KIX research developed strategies to adapt, test, and assess the scalability of chosen innovations and to mobilize the generated evidence?
Concept: Scaling impact

Data collection method	Analysis	Data Sources
Document analysis	• Analyze global grants' research purpose and expected results	• Global and regional project proposals
	• Compare projects' outputs against targets – # new primary research outputs – # secondary knowledge products tailored for a particular use – # events and meetings where KIX research was presented – # activities aimed at building capacity of education stakeholders	• Annual interim technical reports of global grant projects • Outputs
	• Compare projects' outcomes against targets – # of outcome cases of education stakeholders exploring with decision makers to scale innovations, – # of outcome cases of KIX grantee strengthening capacity – # instances of sharing project research through the hubs – # of outcome cases of education stakeholders reporting new knowledge and skills, substantiated by the project	• Annual interim technical reports of global grant projects • Outcome cases (indicator 3.4.1) 3.4.1 # of outcomes cases of KIX grantee capacity strengthened, including GESI–related capacity
	• Analyze Knowledge mobilization efforts • Self–assessment (rating) on knowledge accessibility and sharing • Self–assessment (rating) on timeliness and actionability	• RQ+ monitoring form completed by POs
Semi–structured interviews with selected grantees and KIX implementation team	• Assess stakeholders' perception of project results • Identified critical success factors in the cases of research uptake and areas for development	• Interview data
Surveys with global grantees	• Assess overall self-reported assessment on impact scaling and impact mobilization and comparison across different strategies • Identify success factors and barriers for success	• Survey data

To what extent and how are the outcome pathways materializing?

7) To what extent have stakeholders incorporated GESI considerations in their efforts?
Concept: GESI

Data collection method	Analysis	Data Sources
Document analysis	• Understand and identify KIX proposed gender strategy and identified GEI needs	• KIX gender strategy concept note • KIX GEI needs assessment report
	• Assess actual GESI considerations in KIX ongoing efforts in hub activities/ themes, national delegations' engagement metrics, and KIX calls for projects' portfolio • Main indicators: • % of events, primary research outputs, progress marker entries, and outcome cases of policy development, that are related to GESI • % of female participants	• Event log • Output log • Progress marker journals • Outcome cases
	• Analyze GESI considerations self-reported assessment in applied research projects	• RQ+ monitoring form completed by POs
Semi-structured interviews with KIX implementation team, regional learning partners, and selected national delegations and grantees	• Perception of how GESI considerations were included by hubs and global grantees and potential areas for strengthening.	• Interview data
Survey with global grantees and national delegations	Survey to National Delegations • Histogram of relevance of GESI considerations across national delegations • Histogram and average of perception on how GESI considerations were included in hub activities Survey to global grantees • Overall score on perceived support of KIX to incorporate GESI considerations	• Survey data

What is working well and what could be improved in terms of the implementation of KIX?

8) What are the drivers and barriers to achieve immediate outcomes?
Concept: Enablers and barriers

Data collection method	Analysis	Data Sources
Document analysis	• Review identified program critical success factors and barriers for implementation	• Internal annual and quarterly MEL reports (see the program response section) • KIX annual reports • Internal after-action review documents • Annual interim reports from regional learning partners • Annual interim technical repots from global grant projects
Semi-structured interviews with KIX implementation team, regional learning partners, and select country partners and grantees	• Capture perspective on challenges and drivers of success • Map stakeholder relationships and roadblocks that affect program implementation	• Interview data, supported by documents mentioned above
Surveys with national delegations and grantees	• Ranking of respondents perceived challenges and drivers of success	• Survey data

What is working well and what could be improved in terms of the implementation of KIX?

9) How well has KIX adapted its operations, particularly in response to the pandemic?
Concept: Adaptive management

Data collection method	Analysis	Data Sources
Document analysis	• Determine the COVID-19 types of impact and the implemented • Identify the implemented adaptation strategy to COVID-19 • Analyze the relevance (i.e., alignment) and effectiveness (i.e., visibility) of the COVID-19 observatory	• KIX original proposal, annotated with key adaptations made • KIX annual reports • Internal annual and quarterly MEL reports (program response section). • Covid Contingency Plan for 2019-2020 Comms • Internal after-action review documents
Semi-structured interviews with KIX implementation team, RLPs, and select national delegations and grantees	• Assess perspectives on KIX's flexibility and ability to adapt (e.g., relevance and time appropriateness of adaptations made)	• Interview data
Survey with national delegations and grantees	Survey to global grantees • Calculate average rating on KIX's ability to adapt its operations Survey to Nat. Delegations • % of national delegations that benefited from the national observatory • Calculate average rating on KIX's ability to adapt its operations	• Survey data

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We will focus on answering nine refined evaluation questions through two lines of inquiry

Positioning for Impact

To what extent are KIX efforts responding to the demand of its main stakeholders?

1. To what extent, and in what ways, do country partners find KIX useful?
2. How aligned are KIX efforts with country partners' priorities?
3. How aligned are KIX efforts with GPE and IDRC's newly approved strategies?

Concepts covered: Perceived value, relevance, and strategic alignment

To what extent and how are KIX's outcome pathways materializing?

4. To what extent, and in what ways, has KIX contributed to its immediate outcomes?
5. Is KIX being run in an efficient manner? If yes, in what ways? If no, what areas need improvement?
6. To what extent has KIX research developed strategies to adapt, test, and assess the scalability of chosen innovations and to mobilize the generated evidence?
7. To what extent have stakeholders incorporated GESI considerations in their efforts?

Concepts covered: Effectiveness, efficiency, scaling impact, and GESI

Lessons Learned from Implementation to date

What is working well and what could be improved in terms of the implementation of KIX?

8. What are the drivers and barriers to achieving immediate outcomes?
9. How well has KIX adapted its operations, particularly in response to the pandemic?

Concepts covered: Enablers and barriers, adaptative management

Delivery Associates

1. To what extent, and in what ways, do country partners find KIX useful?

KIX hubs and global research grants have carried out over 300 events, mostly online given the pandemic

of events by modality

295 online
Bringing together over 16 thousand participants

33 hybrid
Bringing together over 1 thousand participants

33 in person
Bringing together over 1 thousand participants

of events by type

Type	Count
Meeting	124
Workshop	85
Webinar	83
Conference	35
Training	17
Others	17
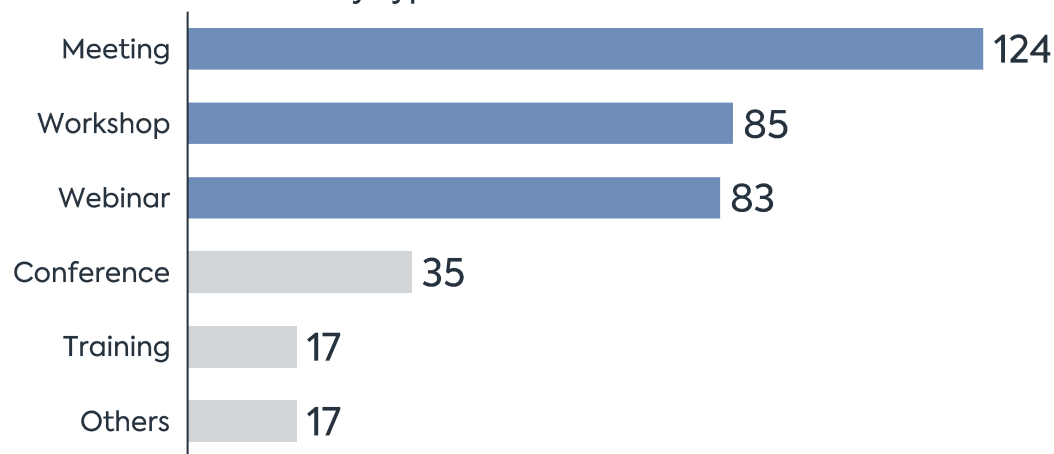
of participants by type of event

Type	Count
Webinar	7,817
Workshop	5,315
Meeting	3,411
Training	665
Conference	661
Others	719
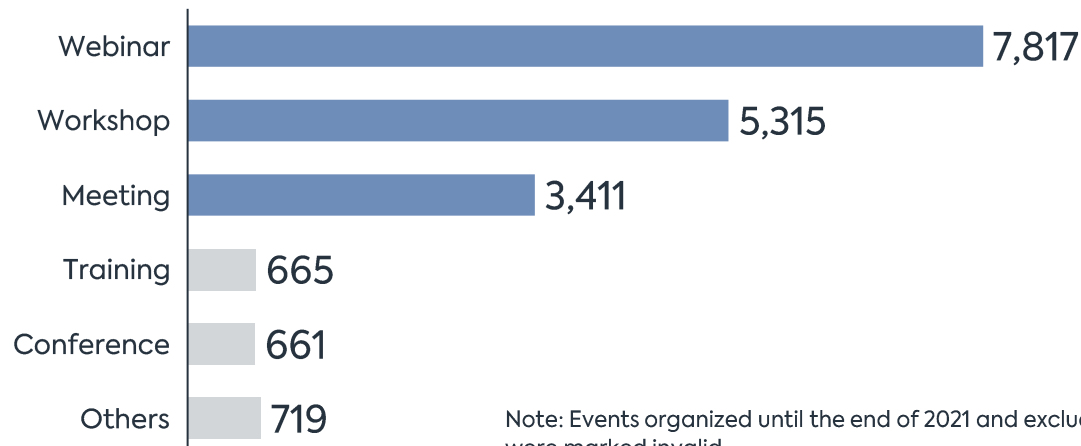
Note: Events organized until the end of 2021 and excluded those that were marked invalid

Source: KIX MEL data

Delivery Associates

The total number of KIX events has increased constantly since 2020, and so did the number of participants in each event

of events per quarter

99

70

57

56

34

22

6

4

2020-Qtr1
2020-Qtr2
2020-Qtr3
2020-Qtr4
2021-Qtr1
2021-Qtr2
2021-Qtr3
2021-Qtr4*
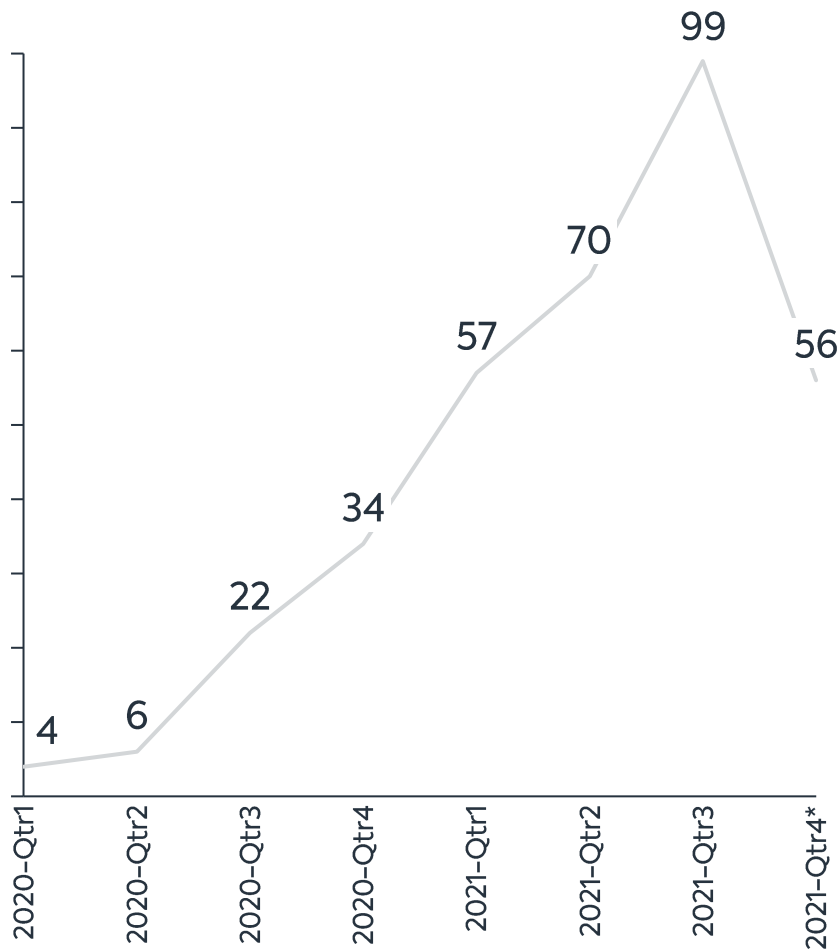
# of participants per quarter

4,531

2,253

2,004

2,194

1,394

912

200 220

2020-Qtr1
2020-Qtr2
2020-Qtr3
2020-Qtr4
2021-Qtr1
2021-Qtr2
2021-Qtr3
2021-Qtr4*
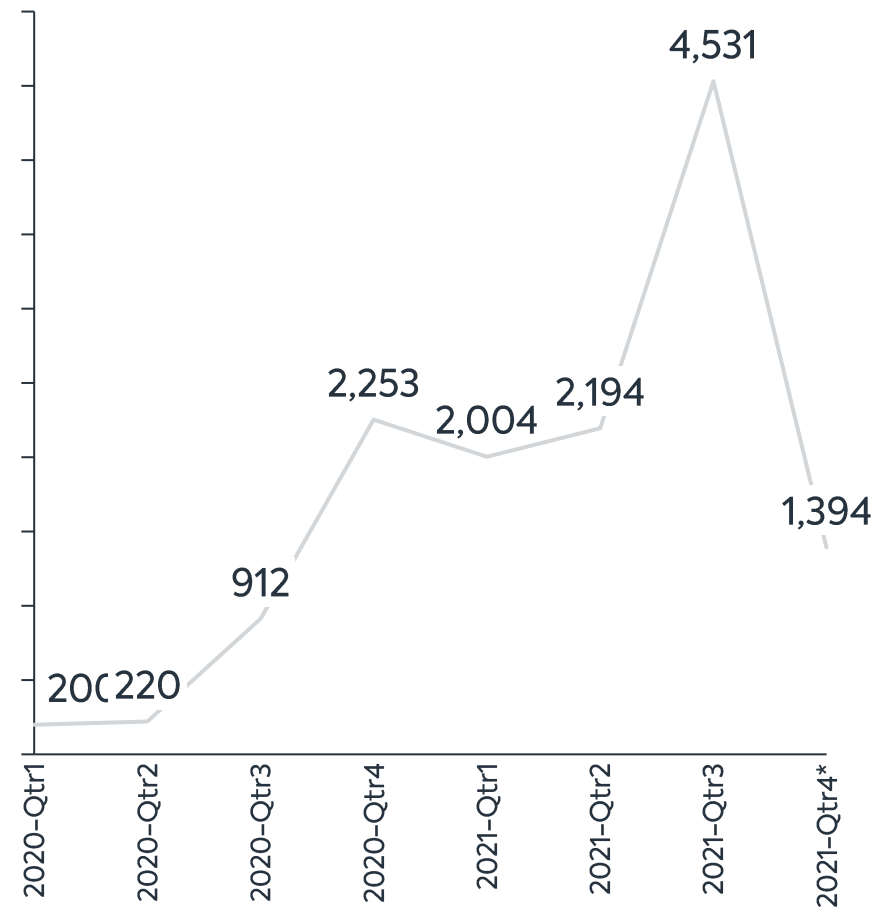
*As the cutoff date is January 2022, there are still events coming in from 2021 Q4,.

Source: KIX MEL data

Delivery Associates

Most countries are engaging at least moderately. However, there is a lot of heterogeneity at the country level

- According to the engagement rubric, among the 51 countries scored in April 2021, 37% scored a high or very high engagement. This is a significant increase from the September 2020 rubric, when only 17% scored high or very high.

- Approximately 65% had at least a moderate engagement in April 2021, a slight increase from the 63% from the September 2020 score.

- Three Africa 19 countries are leading participation in events: Kenya with 54 participations, followed by Uganda and Ghana with 46 and 42 respectively.

- Nepal leads engagement in the EAP Hub while Honduras leads the LAC hub.

- There are three countries that have not yet participated in any events: Comoros, Sao Tome Principe and Cape Verde, all from the Africa 21 hub.

Countries score in the engagement rubric*

No engagement
Low engagement
Moderate engagement
High engagement
Very high engagement

Sep-20: 0, 11, 14, 5, 0
Apr-21: 6, 12, 14, 18, 1
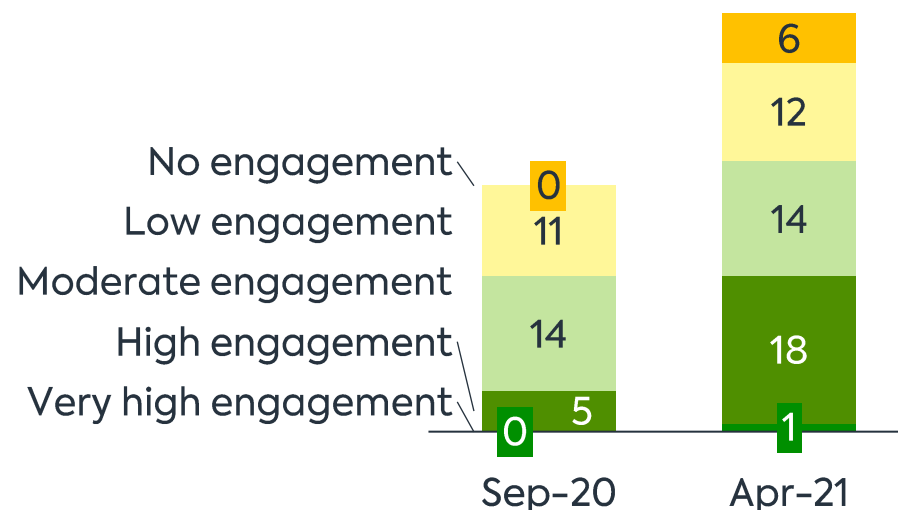
Countries with most participation in events

Kenya – AF19   54
Uganda – AF19   46
Ghana – AF19   42
Nepal – EAP   36
Honduras – LAC   35

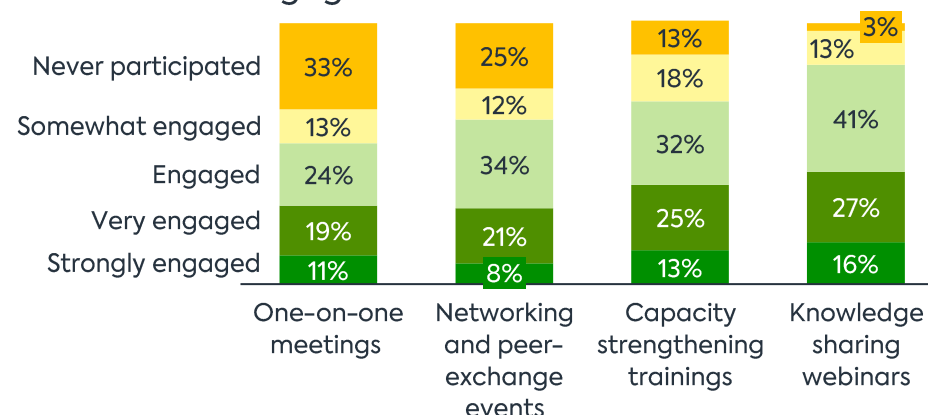Source: KIX country engagement and ownership rubric, KIX MEL data

* The KIX engagement rubric assesses the depth of engagementt of country participants with regional hub activities. It considers "no engagement" countries that may have attended a couple of events, but not engaged in a significant way.

Delivery Associates

Most survey respondents have participated at least once in all KIX activities, and over 85% perceive them as useful

- In terms of KIX activities, most survey respondents have engaged at least once with all activities.

- 70% of participants said they engage consistently with trainings, while 84% said the same about webinars.

- However, 1 out of 3 participants has never engaged in one-on-one meetings with the hub, while 1 out of 4 has not engaged in networking and peer-exchange events.

- Among those respondents that could rate activities usefulness, **trainings and webinars are the most highly rated**, with 44% and 41% of respondents rating them as extremely useful. Indeed, 98% of participants rated trainings as useful or better, while 97% of participants rated webinars in the same way.

- Meetings and networking and peer-exchange events were rated as useful or better by 92% and 88% of participants, respectively.

National Delegations Mid Term Evaluation Survey, 109 respondents out of ~340 delegates

Engagement with hub activities

	One-on-one meetings	Networking and peer-exchange events	Capacity strengthening trainings	Knowledge sharing webinars
Never participated	33%	25%	13%	3%
Somewhat engaged	13%	12%	18%	13%
Engaged	24%	34%	32%	41%
Very engaged	19%	21%	25%	27%
Strongly engaged	11%	8%	13%	16%

Usefulness of hub activities
Excludes N/A

	Capacity strengthening trainings	Knowledge sharing webinars	Networking and peer-exchange events	One-on-one meetings
Not useful at all	1%	3%	7%	9%
Somewhat useful	1%	0%	1%	3%
Useful	21%	27%	30%	26%
Very useful	33%	28%	22%	30%
Extremely useful	44%	41%	40%	33%

Source: National Delegations Mid Term Evaluation Survey, National Delegations Mid Term Evaluation Interviews

Delivery Associates

As for resources, most survey respondents have accessed all KIX resources at least once, and over 87% perceive them as useful

- In terms of KIX resources, most survey respondents have accessed at least once all of them.

- 69% of participants said they access applied research products at least sometimes, while 77% said the same about webinars recordings.

- However, over 1 out of 5 participants have never accessed podcasts, connections to peers or experts or the peer learning and exchange portal.

- Among those respondents that could rate resources, both connections to peers or experts and videos have over 25% of respondents rating them as extremely useful.

- However, the peer learning and exchange portal leads the way with 96% of participants rating it as useful or better, followed by applied research products with 95% and webinar recordings with 94%.

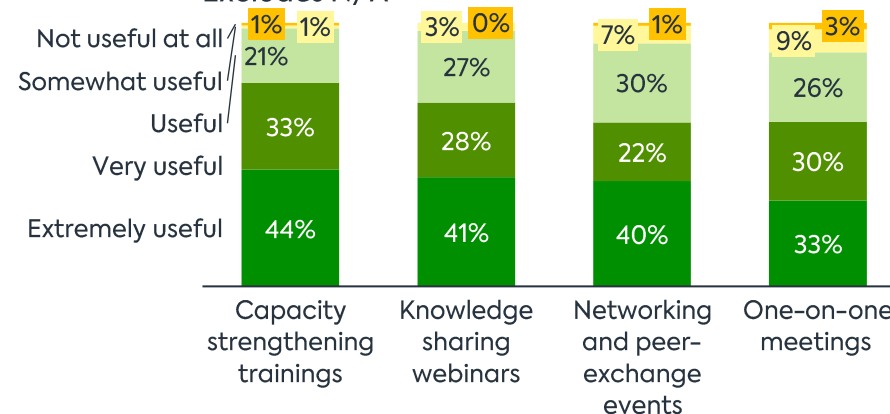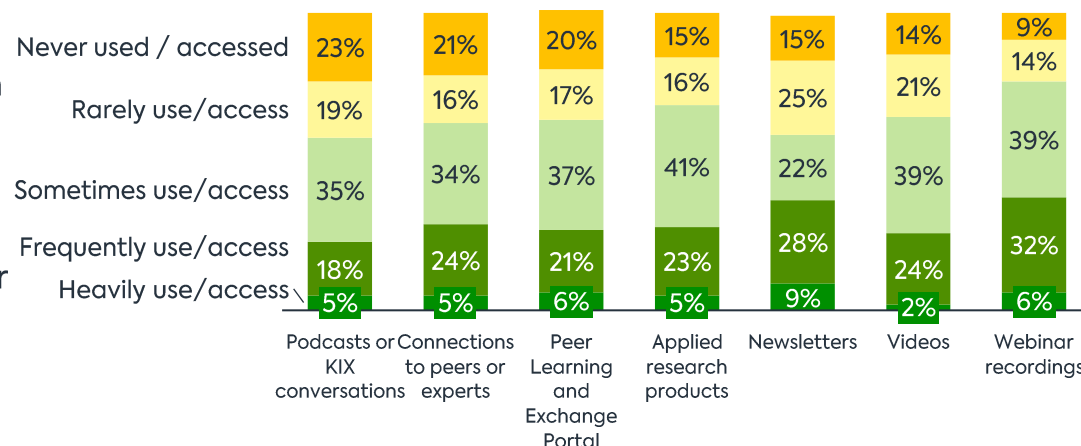- This seems to be confirmed by interviews. In general, national delegation representatives interviewed were knowledgeable about the resources their hub produces.
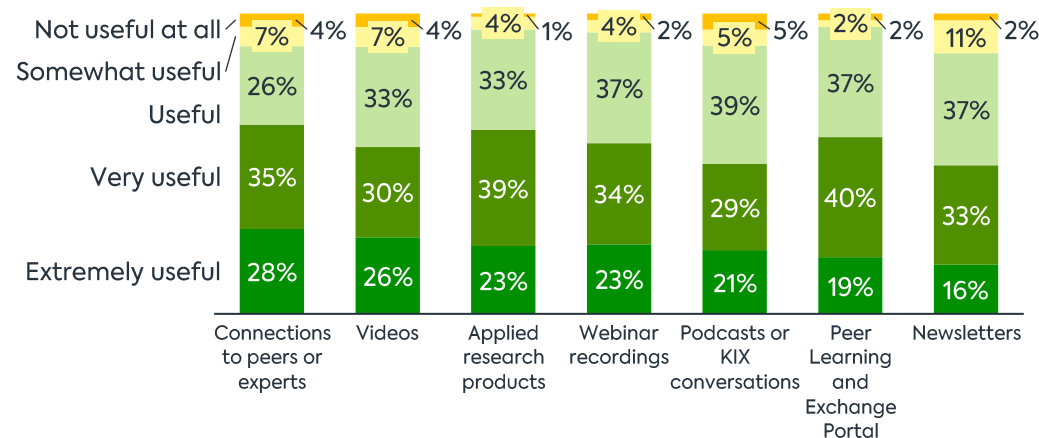
National Delegations Mid Term Evaluation Survey, 109 respondents out of ~340 delegates
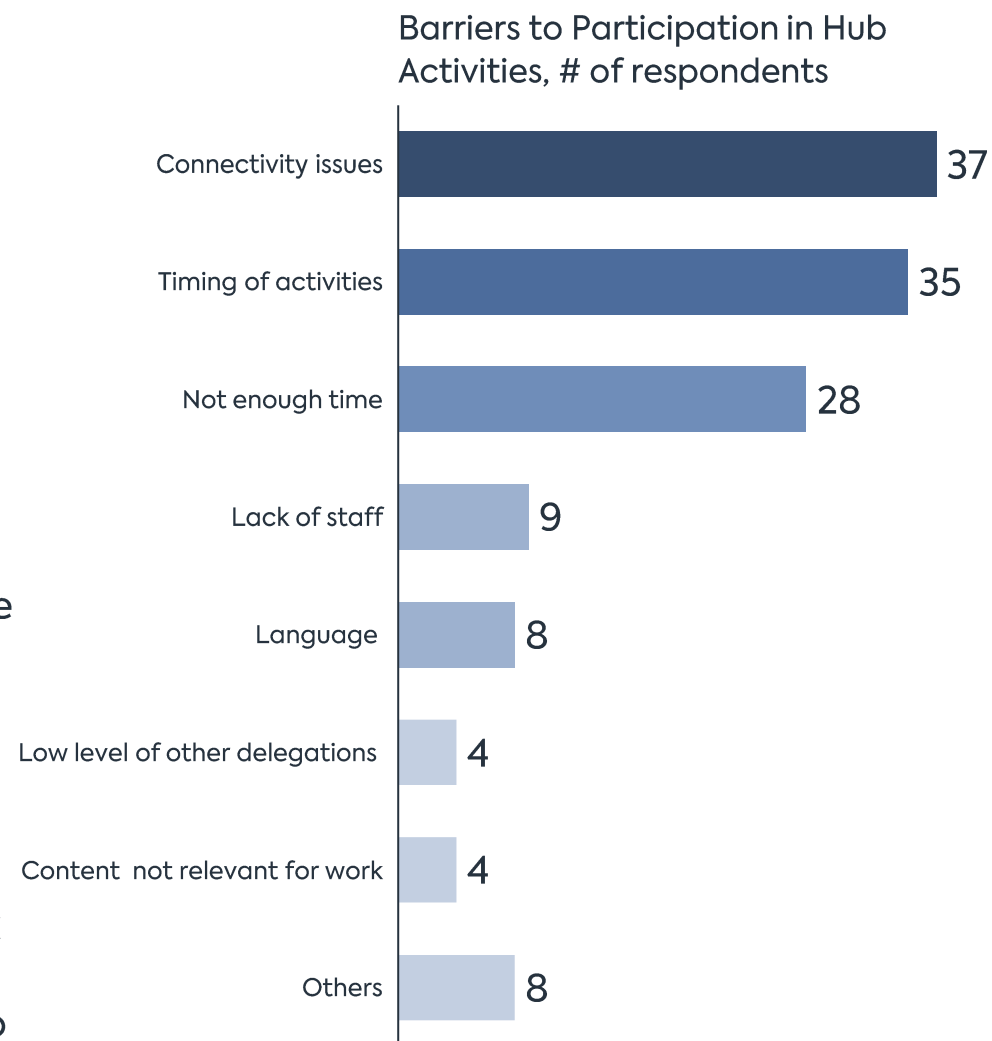
Engagement with hub resources

	Podcasts or KIX conversations	Connections to peers or experts	Peer Learning and Exchange Portal	Applied research products	Newsletters	Videos	Webinar recordings
Never used / accessed	23%	21%	20%	15%	15%	14%	9%
Rarely use/access	19%	16%	17%	16%	25%	21%	14%
Sometimes use/access	35%	34%	37%	41%	22%	39%	39%
Frequently use/access	18%	24%	21%	23%	28%	24%	32%
Heavily use/access	5%	5%	6%	5%	9%	2%	6%

Usefulness of hub resources
Excludes N/A

	Connections to peers or experts	Videos	Applied research products	Webinar recordings	Podcasts or KIX conversations	Peer Learning and Exchange Portal	Newsletters
Not useful at all	7% / 4%	7% / 4%	4% / 1%	4% / 2%	5% / 5%	2% / 2%	11% / 2%
Somewhat useful	26%	33%	33%	37%	39%	37%	37%
Useful							
Very useful	35%	30%	39%	34%	29%	40%	33%
Extremely useful	28%	26%	23%	23%	21%	19%	16%

Source: National Delegations Mid Term Evaluation Survey, National Delegations Mid Term Evaluation Interviews

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Connectivity issues and lack of time are the main barriers to participate. Language is also mentioned in interviews and documents.

- The three main issues selected by respondents as barriers to participate in activities are connectivity issues, a challenging timing of activities and lack of time to participate in general.

- Connectivity issues were mentioned by most hubs in interviews as well as in their interim reports. While this challenge could have been foreseen, it is clearly amplified by the changes done to the program because of the COVID-19 pandemic.

- There was also mention of language as a barrier in interviews to hubs and national delegations, and while it may appear as low in the survey, it may be a barrier that is impossible to overcome for certain national country representatives.

- Furthermore, two hubs had identified language barriers for some participants in their interim reports. The EAP interim report in particular identified the lack of content in Russian and Arabic as a challenge for country representatives to engage in an contribute to the Peer Learning and Exchange Portal.

Barriers to Participation in Hub Activities, # of respondents

Barrier	# of respondents
Connectivity issues	37
Timing of activities	35
Not enough time	28
Lack of staff	9
Language	8
Low level of other delegations	4
Content not relevant for work	4
Others	8

National Delegations Mid Term Evaluation Survey, 109 respondents out of ~340 delegates

Sources: National Delegations Mid Term Evaluation Survey, National Delegations Mid Term Evaluation Interviews, Hubs Annual Interim Reports

2. How aligned are KIX efforts with country partners' priorities?

2. How aligned are KIX efforts with country partners' priorities?

There is a strong thematic alignment between KIX efforts and country priorities

The two most broadly identified priorities across the four hubs were "teaching and learning" and "equity and inclusion"*

Unit of analysis	Alignment	Thematic alignment
Knowledge dissemination	Full ✅	• These were also the two most important areas for the hub knowledge dissemination activities. • Findings are validated by the pulse annual surveys
Knowledge generation	Full ✅	• Teaching and learning was the main area of research. • Although no research grant's focus is specifically on equity and inclusion, all grants address equity and inclusion as a cross-cutting priority.
COVID-19 observatory	Full ✅	• The COVID-19 observatory also prioritized teaching and learning in its workstreams with a deliberate focus on GESI considerations

- All hubs conducted inclusive and granular data collection processes to identify country needs.
- However, the conducted processes could be complemented by a standardized and decentralized approach.
- Another potential refinement is to narrow down the categories to avoid overlap among them. This will ensure the correct capture of country needs, strengthening the demand-driven approach, and, therefore, the relevance of KIX products (see slide 9)

* Source: Own elaboration based on KIX LAC, AFR19, AFR21, and EAP regional priorities identification report (documents 2.35, 2.37, 2.39 and 2.41)

The two most broadly identified priorities across the four hubs were "teaching and learning" and "equity and inclusion"

Key priorities by hub

	Topic	LAC	AFR 21	AFR 19	EAP
Initial 6 KIX areas	Teaching and learning	✓	✓	✓	✓
	Equity and Inclusion	✓	✓	✓	
	Inadequate Education Management and Information Systems (EMIS)				✓
	Learning Assessment			✓	
	Early childhood care and education (ECCE)			✓	
	Gender inequality	✓			
Additional topics	Education for rural people	✓			
	Strengthen the public education system	✓			
	The quality of teaching and learning in a bilingual or multilingual environment		✓		
	Quality Literacy		✓		
	Governance and management of education system			✓	
	COVID-19 impact on education surfaced as an additional topic	✓			✓
	Increase access, coverage and retention in the school system	✓			

- The EAP hub conducted the prioritization process focusing on the 6 KIX work areas + Covid. The other hubs also conducted prioritization exercises but had an open exercise without pre-defined options.

Source: Own elaboration based on KIX LAC, AFR19, AFR21, and EAP regional priorities identification report (documents 2.35, 2.37, 2.39 and 2.41)

These two concepts were also the most important areas of research for global grants...

| Grant Number	Thematic	Global grant
1	Teaching	Adapting and scaling teacher professional development approaches in Ghana, Honduras and Uzbekistan
2	Teaching	Connected learning for teacher capacity building in Science, Technology, Engineering, and Mathematics
3	Teaching	Teaching at the Right Level: Learning how to improve teacher support through mentoring and monitoring
4	Learning	Bridges to impact through innovative educ. technology: forging links between policy, research and practice
5	Learning	Improving literacy of children through support from community networks
6	Learning	Using technology to improve literacy in the Global South
7	Early childhood education	Adapting, testing and scaling the proven Summer Pre-Primary (SPP) model in Cambodia, Lao PDR and Tanzania
8	Early childhood education	Integrating early childhood education in sectoral planning
9	Data Systems	Data Must Speak about positive deviant approaches to learning
10	Data Systems	Data use innovations for Education Management Information Systems in The Gambia, Uganda, and Togo
11	Data Systems	Using data for improving education equity and inclusion
12	Learning Assessment systems	Common-scale assessment of early and foundational math learning across the Global South

- 6 out of 12 global grants focus on teaching and learning

- Even though no specific proposal were selected for gender, equity, and inclusion all grants adopted this as a cross-cutting priority

Source: kix-global-grants-portfolio-summary

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"Teaching and learning" and "equity and inclusion" were also the most important topics across hub activities...
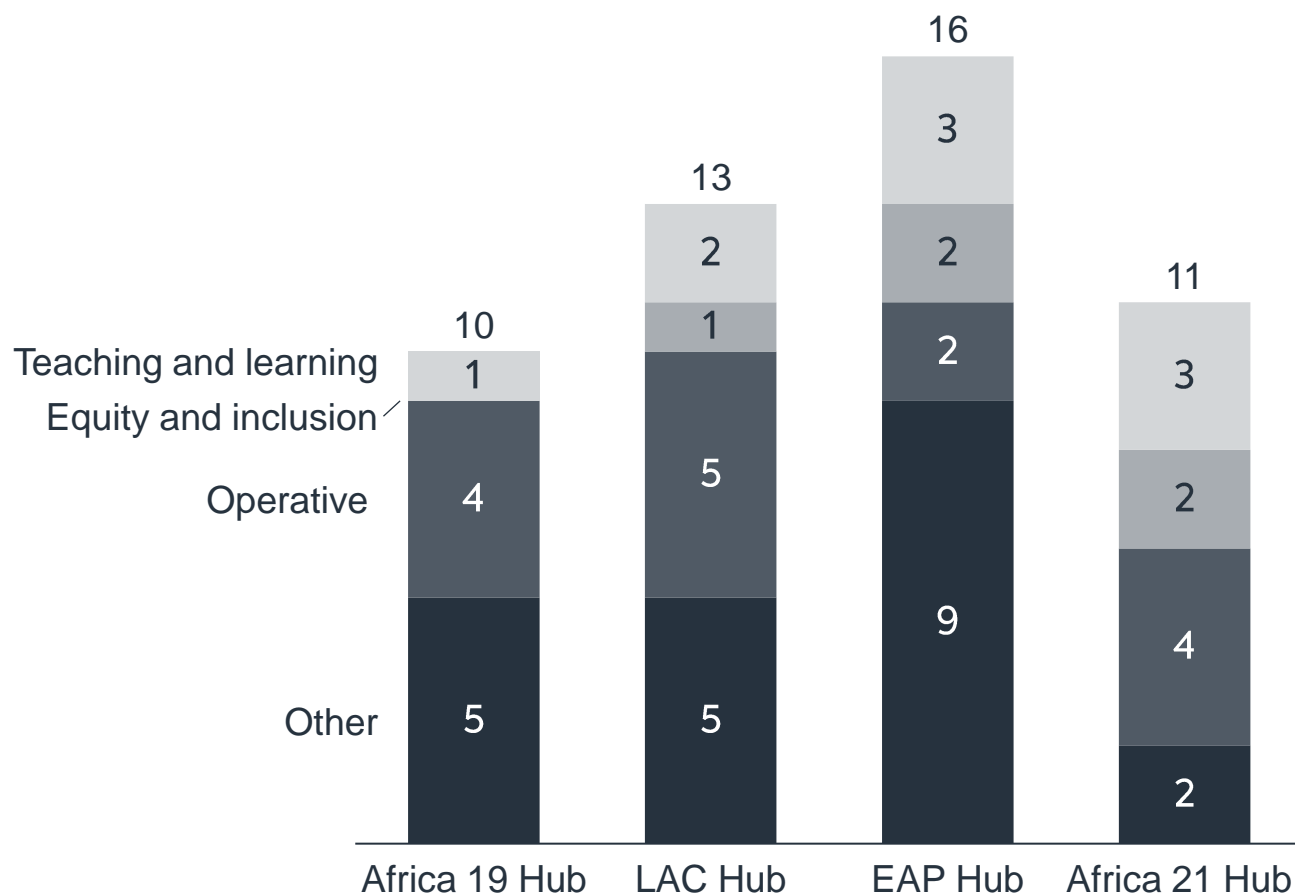
# of events
From Feb 2020 until October 2021*
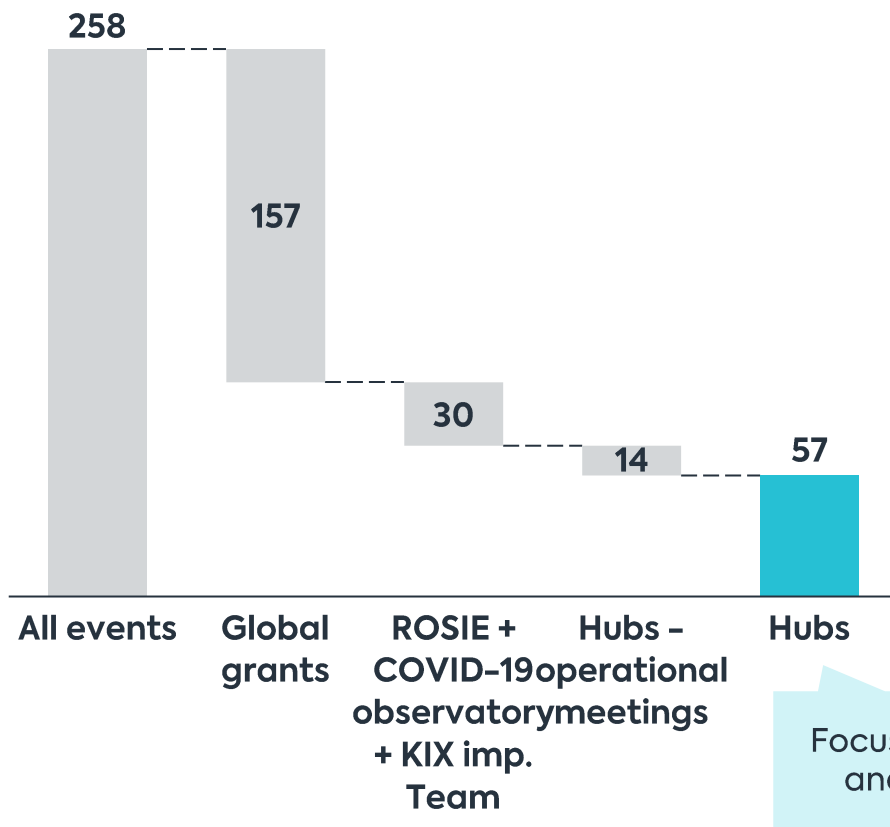
Word cloud with # of events by topic
From Feb 2020 until October 2021

Source: KIX MEL data – event log (document 3.5)

... and this is true for all hubs

# of events by topic and hub
From Feb 2020 until October 2021*

- All hubs conducted events on teaching and learning
- 3 out of 4 hubs conducts events on equity and inclusion
- That said, the process of classifying events had a great event of discretion
- This could be avoided by reclassifying the categories of work

Source: Annual country representative pulse survey results 4.4

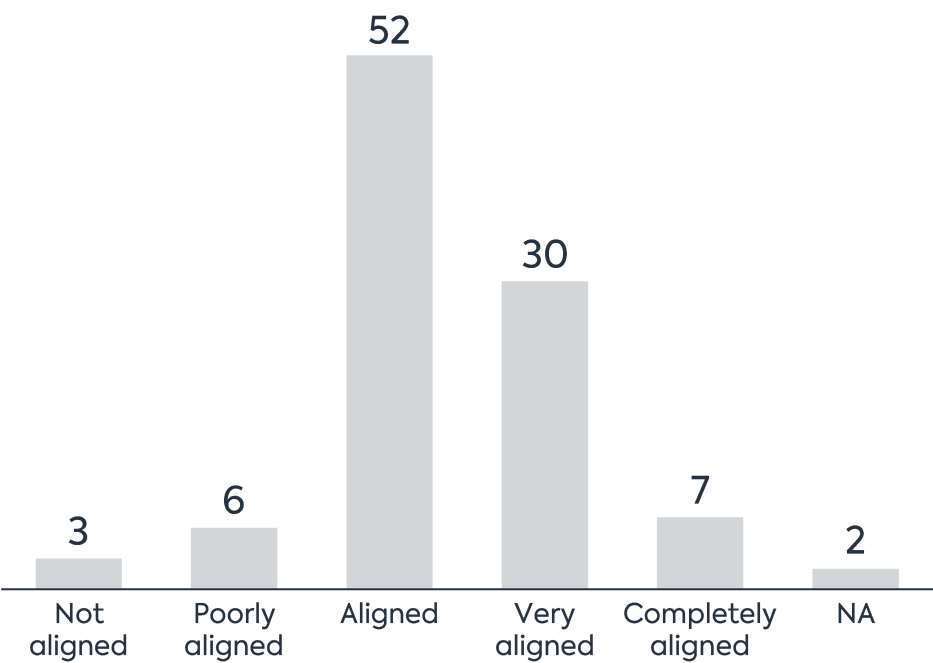# The identified alignment is validated by the pulse annual surveys

Pulse Survey results – % of total respondents

To what extent are hub activities relevant to education needs and priorities of your country?
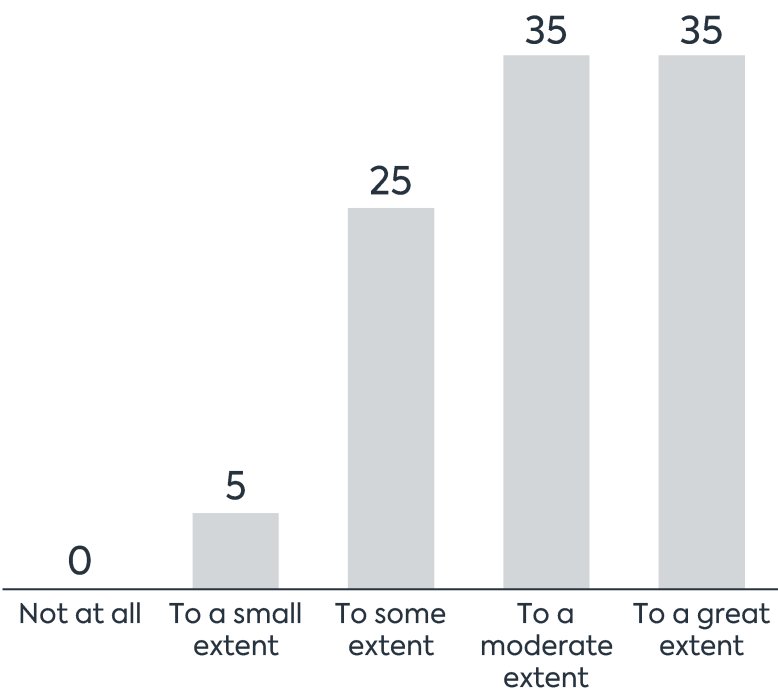
Midterm evaluation Survey – % of total respondents

How aligned are KIX efforts with national priorities?

Source: Annual country representative pulse survey results 4.4.

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The COVID-19 observatory also prioritized teaching and learning in its workstreams with a deliberate focus on GESI considerations

COVID-19 observatory work streams

Operation of Education Systems
• Teacher training and support
• Learner support
• Assessment
• Change in financing interventions
• Education system resilience

Learner Well-Being
• Nutrition
• Learner health
• Changes in psychological & psychosocial support

Gender, Equity and Inclusion in Education
• Addressing issues of gender, disability, or other vulnerable groups in education; during and post COVID-19
• Engaging and responding to the needs of vulnerable groups (gender, disability, emergency settings) in policy and practice; during and post COVID-19

Source: https://www.adeanet.org/en/kix-observatory

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All hubs conducted inclusive priority identification processes ...

Data collection processes conducted for the priority identification exercises

Data collection method	LAC	AFR 21	AFR 19	EAP
Document review	✅	✅	✅	✅
Interviews	✅	✅		✅
Focus groups	✅	✅		✅
Online survey		✅	✅	✅

Current theme categories can overlap

- Areas of work

Teaching and learning

Equity and Inclusion

Inadequate Education Management and Information Systems (EMIS)

Learning Assessment

Early childhood care and education (ECCE)

Gender inequality

- Overlapping categories could affect the demand-driven approach of the program by misclassifying the country's needs.
- Different countries could be interested in the same topic but would classify it in different categories if they have overlap
- For example, interest in improving learning for female pre-K students could be classified as "Teaching and Learning", "Equity and Inclusion", "Learning Assessment", "ECCE", and "Gender inequality".
- We propose in the next slide an illustrative example of a structure for priority identification

Source: KIX LAC, AFR19, AFR21, and EAP regional priorities identification reports

However, the priority identification could benefit from a more decentralized and standardized approach

Illustrative example of structure for priority identification

① Stage	② Outcome of interest	③ Input of interest	④ Equity dimension
Early childhood education	• Enrollment • Cognitive outcomes	• Financing • Teaching	• Rural / Urban • Gender • Ethnicity • Income
Prim. and Sec. education	• Enrollment • Completion • Learning outcomes	• Teaching • Data systems • Education system governance • Curriculum development	• Rural / Urban • Gender • Ethnicity • Income
Higher education	• Enrollment • Completion • Learning outcomes	• Teaching • Data systems • Education system governance • Curriculum development	• Rural / Urban • Gender • Ethnicity • Income
Work force insertion	• Employment • Career placement • Wages		• Rural / Urban • Gender • Ethnicity • Income

• National delegations could fill a standardized survey indicating their priorities

• This would allow getting direct feedback from hundreds of stakeholders

• Categories should be mutually exclusive and collectively exhaustive (MECE) and selected in a sequenced way

3. How aligned are KIX efforts with GPE and IDRC's newly approved strategies?

KIX original 6 thematic areas and current grants map very well with GPE 2025 priority areas

GPE 2025 priority areas

- Equity, efficiency and volume of domestic financing
- Strong organizational capacity
- Learning
- Quality teaching
- Early learning
- Access
- Gender equality
- Inclusion

KIX 6 thematic areas

- Learning assessment systems
- Data systems
- Teaching and learning
- Early childhood care and education
- Gender and equality
- Equity and inclusion

KIX Global Grants

Global grant	KIX Thematic areas	GPE 2025 priority areas represented
Adapting and scaling teacher professional development approaches in Ghana, Honduras and Uzbekistan	Teaching	Quality teaching
Connected learning for teacher capacity building in Science, Technology, Engineering, and Mathematics	Teaching	Quality teaching
Teaching at the Right Level: Learning how to improve teacher support through mentoring and monitoring	Teaching	Learning Quality teaching
Bridges to impact through innovative educ. technology: forging links between policy, research and practice	Learning	Access Learning
Improving literacy of children through support from community networks	Learning	Access Gender Equality Learning
Using technology to improve literacy in the Global South	Learning	Access Inclusion Learning
Adapting, testing and scaling the proven Summer Pre-Primary (SPP) model in Cambodia, Lao PDR and Tanzania	Early childhood education	Early learning Equity, efficiency and volume of domestic financing Gender Equality
Integrating early childhood education in sectoral planning	Early childhood education	Early learning Strong Organizational Capacity
Data Must Speak about positive deviant approaches to learning	Data Systems	Learning Strong Organizational Capacity
Data use innovations for Education Management Information Systems in The Gambia, Uganda, and Togo	Data Systems	Strong Organizational Capacity
Using data for improving education equity and inclusion	Data Systems	Equity, efficiency and volume of domestic financing Inclusion Gender Equality Strong Organizational Capacity
Common-scale assessment of early and foundational math learning across the Global South	Learning Assessment systems	Inclusion Learning

> All GPE 2025 priority areas are represented in at least 2 of KIX global grants
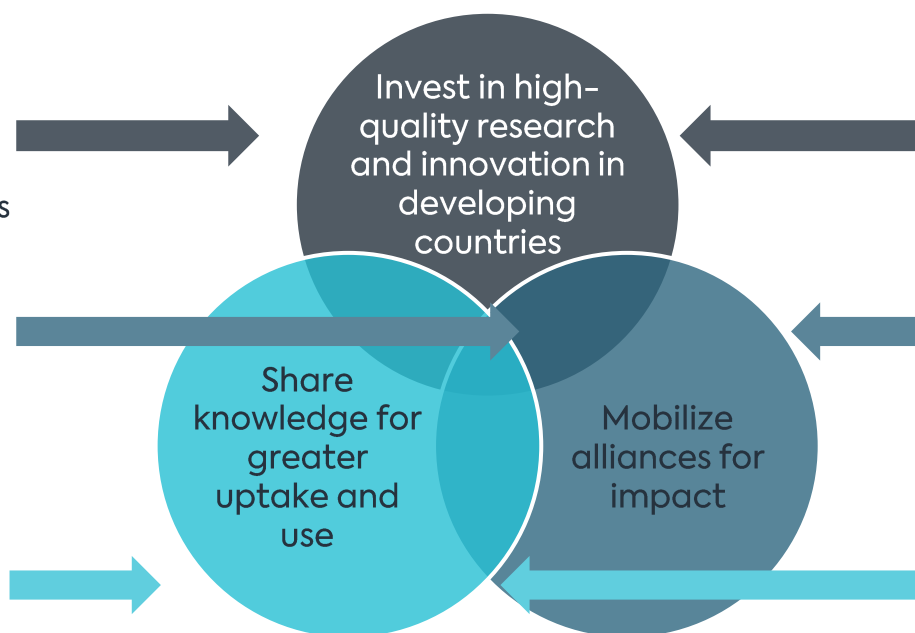
Source: GPE 2025 strategic plan, KIX annual reports

KIX's 15 design principles and outcomes prioritized are well aligned with the objectives of IDRC Strategy 2030

KIX Prioritized Outcomes
Selected cases

- A deeper understanding of tested, adapted, and scalable innovations relevant to key education policy challenges.

- Thriving learning environments within and across GPE countries, driven by regional learning exchanges and supported by a global digital learning exchange.

- KIX-supported evidence and innovation informs GPE countries education sector policy dialogues.

IDRC Strategy 2030 core objectives

Invest in high-quality research and innovation in developing countries

Share knowledge for greater uptake and use

Mobilize alliances for impact

KIX Design Principles
Selected cases

[…]

5. Features multi-year programs of work in 6 thematic areas

[…]

12. Places Domestic Country Partners as the central users and source of knowledge and innovation efforts

[…]

15. Acts as a knowledge broker that complements existing knowledge and innovation institutions

Source: GPE 2025 strategic plan, KIX original proposal

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KIX design and ongoing activities map very well with IDRC Strategy 2030's Education and Science program contributions

IDRC's Education and Science program contributions	KIX activities related to this role
Test and scale innovations to improve access to and quality of education, particularly for girls and marginalized groups, beginning with kindergarten to grade 10.	• The purpose of global and regional grants is to test innovations • The purpose of the ROSIE project is to test scaling • Around 60% of KIX events relate to Gender, Equity and Social Inclusion
Build on our collaboration with the Global Partnership for Education to address the priorities of policy-makers in developing countries and create lasting impact at scale in national public education systems.	• This contribution explicitly mentions KIX role within IDRC collaboration with GPE. • The description relates to KIX objectives directly.
Support research on ways to enable and scale innovation, and engage private sector actors to mobilize research, build skills, and innovate for the public good.	• Relationship building and research communication have been the purpose of 21% and 20% of KIX events, respectively • One of KIX design principles is about attracting non-traditional actors, including the private sector.
Strengthen the capacity of science and innovation systems and actors in funding, managing, and utilizing research for development tailored to national and regional priorities, beginning with science-granting councils.	• Capacity building and strengthening have been the purpose of over 35% of KIX events • One of KIX design principles requires the program to provide ways to improve developing country partners capacity related to education planning, policy development and implementation.

Source: IDRC Strategy 2030, KIX original proposal, KIX annual reports

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GPE and IDRC senior leadership believes KIX to be fully aligned, but signal room for improving KIX relationship with other programs

- Interviews conducted with GPE and IDRC senior leadership show that KIX is highly valued, and that they feel a strong alignment in KIX goals and components

"GPE new model is pivoting towards what KIX is already doing in terms of generating and using evidence for education."

– Interviewee

"IDRC believes in investing in quality research and connecting with policymakers to implement policies, but that is hard to do. KIX has both pillars in its model [...] KIX allows [IDRC] to invest in big impact"
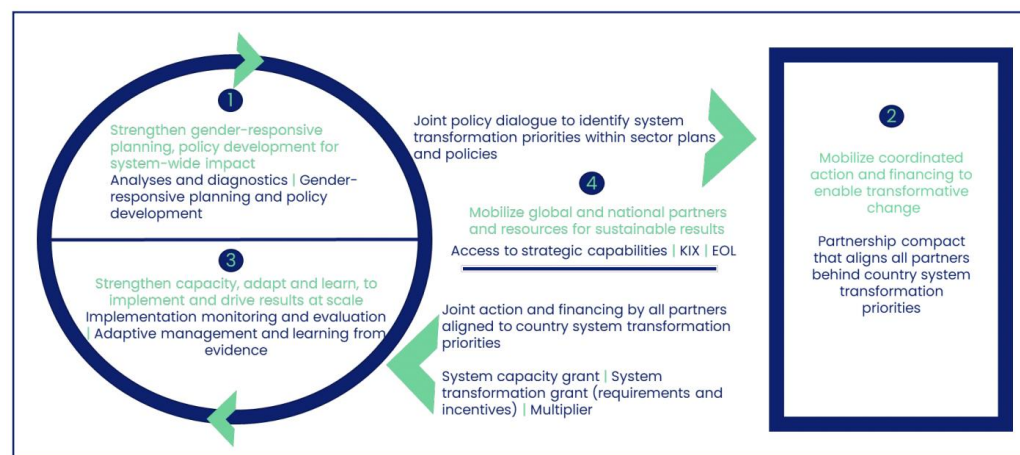
- Interviewee

"KIX is the operating and intellectual engine of GPE, so [GPE 2025 strategy] is fully aligned [with KIX objectives]."

— Interviewee

- However, senior leadership mentioned that there needs to be a better strategy for other programs to inform and help KIX in its implementation, especially regarding challenges in different countries.

- Furthermore, for a program that I about generating knowledge from what is happening in partner countries, KIX role in GPE 2025 operating model seems to be somewhat detached from the rest of the components.
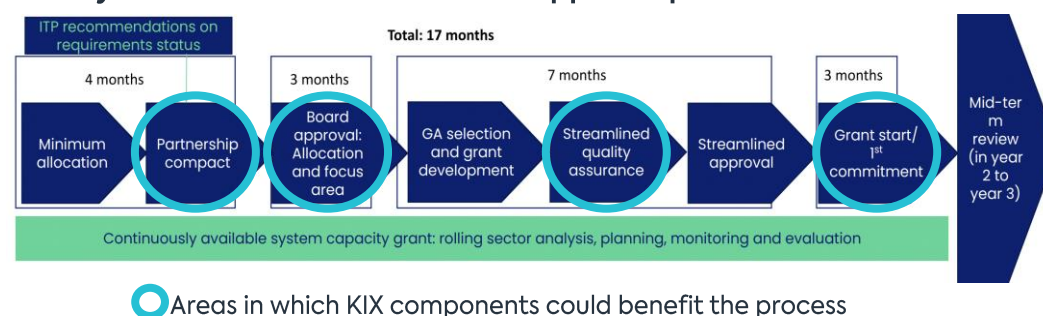
GPE 2025 operating model

Sources: Sources: GPE 2025: Operating Model and Strategic Plan, KIX annual reports, Senior Leadership Mid Term Evaluation Interviews

As a smaller program funded by a multibillion-dollar partnership such as GPE, there are ways to increase KIX impact considerably

- KIX has a budget of US$75 million, dedicated to meet global public good gaps in education. In 2021 alone, GPE approved over US$740 million in grants to developing country partners, and donors have already pledged over US$4 billion for the next 5 years.

- This means that **KIX funding is less than 2% of GPE's budget for the next 5 years**, making it a small program as compared to other grants in GPE. For example, countries that apply to GPE's System Transformation Grants can receive up to US$162.5 million transform their education system.

- However, **while playing an important role in generating knowledge and creating capacity in Developing Country partners, KIX work and research is not explicitly embedded in other GPE's grants approval process**. For example, for System Transformation Grants, there are many steps in which KIX components could play an important role, benefitting the design and implementation of bigger grants, while increasing the importance that Developing Country Partners place in engaging with KIX.

- Some suggested areas in the approval process that explicitly embedding KIX components would be beneficial are:

  - Use knowledge generated from KIX work explicitly in the process of approving system transformation grants.

  - Making KIX hub representatives' part of the Independent Technical Panel (ITP) that recommends requirements for grants, in technical committees that inform the board in grant approvals or in the team in charge of quality assurance post-approval.

  - Ensuring that national delegation representatives are part of the team executing the grants.

GPE System Transformation Grants approval process

ITP recommendations on requirements status

Total: 17 months

4 months		3 months		7 months			3 months	
Minimum allocation	Partnership compact	Board approval: Allocation and focus area	GA selection and grant development	Streamlined quality assurance	Streamlined approval		Grant start/ 1st commitment	Mid-term review (in year 2 to year 3)

Continuously available system capacity grant: rolling sector analysis, planning, monitoring and evaluation

◯ Areas in which KIX components could benefit the process

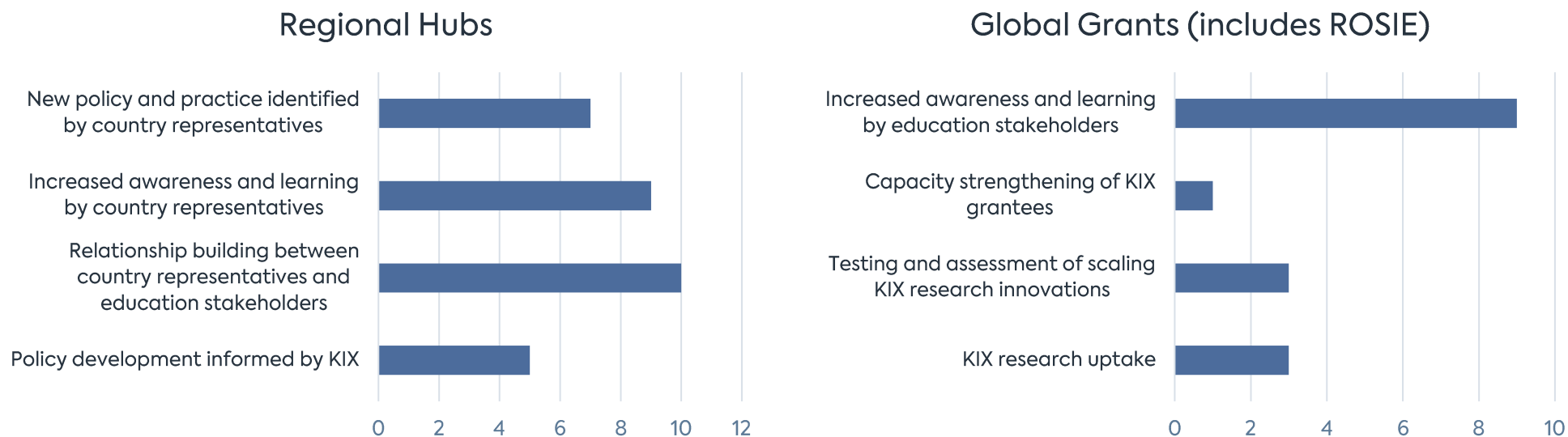4.To what extent, and in what ways, has KIX contributed to its immediate outcomes?
&

8. What are the drivers and barriers to achieving immediate outcomes?

4. To what extent, and in what ways, has KIX contributed to its immediate outcomes? /
8. What are the drivers and barriers to achieving immediate outcomes?

54

Even at early stages of implementation, KIX already has 47 reported outcome cases, with over 50% focusing on capacity-building

- Over 50% of outcomes are related to capacity-building and increasing awareness of country representatives and local education stakeholders – in line with what would be expected by this stage of program implementation

- Almost 25% of cases are related to policy-level change, including exploration by country partners on how to scale KIX research innovations, and policy developments informed by KIX research

- 35 countries (50% of KIX countries) have been engaged in at least one outcome case
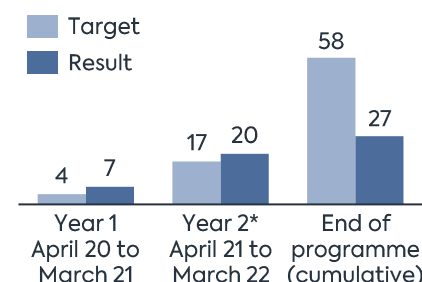
Reported outcome cases by type and KIX component

Regional Hubs

New policy and practice identified by country representatives	~7
Increased awareness and learning by country representatives	~9
Relationship building between country representatives and education stakeholders	~10
Policy development informed by KIX	~5

(x-axis: 0 2 4 6 8 10 12)

Global Grants (includes ROSIE)

Increased awareness and learning by education stakeholders	~9
Capacity strengthening of KIX grantees	~1
Testing and assessment of scaling KIX research innovations	~3
KIX research uptake	~3

(x-axis: 0 2 4 6 8 10)

Source: KIX MEL data , Feb 20–Dec 21, KIX results framework

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4 .To what extent, and in what ways, has KIX contributed to its immediate outcomes? /
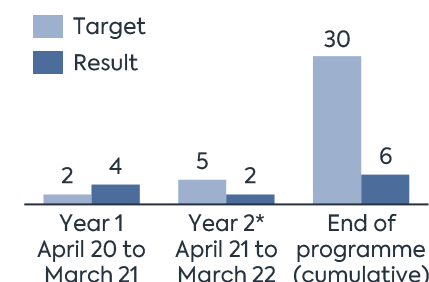8. What are the drivers and barriers to achieving immediate outcomes?

55

Global Grantees fulfilled their first year targets for primary research outputs both with a thematic and scaling focus

- The target for primary research outputs in KIX thematic areas by Global Grantees (GGs) has been surpassed for the 2nd year in a row.

- Regarding primary research outputs in scaling, GGs are behind schedule for Year 2, but they achieved twice their target for Year 1.

  - This means they are not falling behind as compared to their expected cumulative milestone.

- Secondary knowledge products by GGs were 43% of their target for Year 1 and are currently totaling 32% of the Year 2 target.

  - This seems to correlate with the delays regarding the COVID-19 pandemic, as GGs have focused on producing primary knowledge products.

- In terms of the number of events and meetings where KIX research was presented, RLPs got to 70% of their target in Year 1, but are underperforming in Year 2 having only reached 9% of their target.

  - GGs, however, surpassed their target by 31% in Year 1 and have completed 68% of their milestone for Year 2.

Source: KIX MEL data , Feb 20–Dec 21, KIX results framework

**Number of new primary research outputs
KIX thematic areas
*Global Grantees***

Target
Result

58
27
17 20
4 7

Year 1
April 20 to March 21 / Year 2*
April 21 to March 22 / End of programme (cumulative)

**Number of new primary research outputs
Scaling Focus
*Global Grantees***

Target
Result

30
2 4
5 2
6

Year 1
April 20 to March 21 / Year 2*
April 21 to March 22 / End of programme (cumulative)

**Number of secondary knowledge products
*Global Grantees***

Target
Result

126
34
14 6
11
17

Year 1
April 20 to March 21 / Year 2*
April 21 to March 22 / End of programme (cumulative)
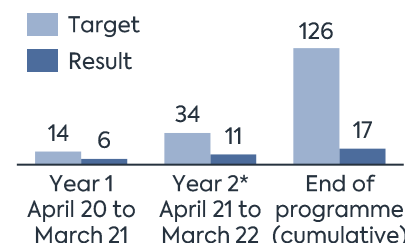
**Number of events where KIX research was presented
*Global Grantees***

Target
Result

95
16 21
28 19
40

Year 1
April 20 to March 21 / Year 2*
April 21 to March 22 / End of programme (cumulative)
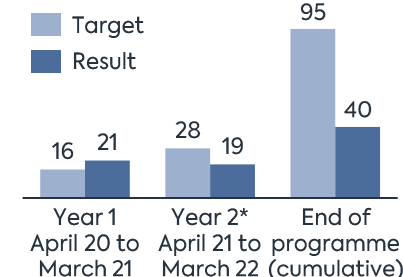
**Number of events where KIX research was presented
*Regional Learning Partners***

Target
Result

60
10 7
23 2
9

Year 1
April 20 to March 21 / Year 2*
April 21 to March 22 / End of programme (cumulative)

4 .To what extent, and in what ways, has KIX contributed to its immediate outcomes? /
8. What are the drivers and barriers to achieving immediate outcomes?

56
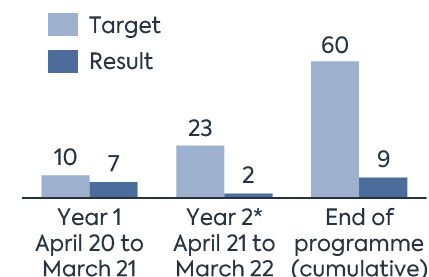
Most targets for immediate outcomes were not met for Year 1, but are being met for Year 2

- In immediate outcomes, regarding the number of new outcome cases of country representatives reporting new knowledge and skills as well as those identifying new policy and practice options, both targets were met in Year 1.

  - Furthermore, both milestones as of January 2022 were close to been met by Year 2, with 47% and 70% completion.

- In terms of the percentage of hub events attended by at least one country representative, according to the events log, all hubs have achieved 100% completion for both Year 1 and 2, much higher than their targets.

  - This seems to be a target that could benefit from more clarity and specificity (most hub events are directly targeted at country representatives).

- Another milestone for immediate outcome is percentage of countries at moderate engagement or better in the DCP engagement rubric. Year 1 ended with 63%, above 55% which was the target. Year 2 target is 60% and it is currently being surpassed with 65%.

  - A similar target for immediate outcomes is percentage of countries at high engagement or better in the DCP engagement rubric. Year 1 ended with 17%, above 5% which was the target. Year 2 target is 10% and it is currently being surpassed with 37%.
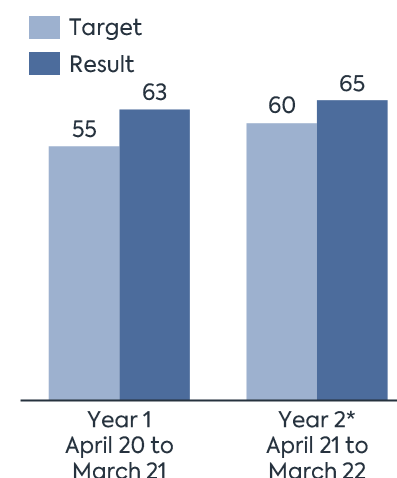
Number of outcome cases of country representatives reporting new knowledge and skills
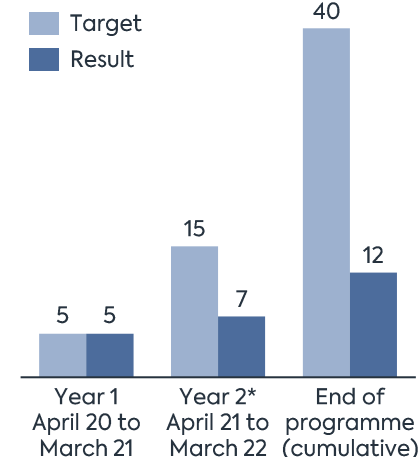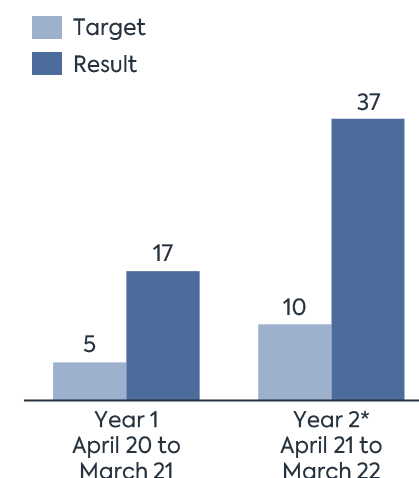

New outcome cases of country representatives identifying new policy and practice options
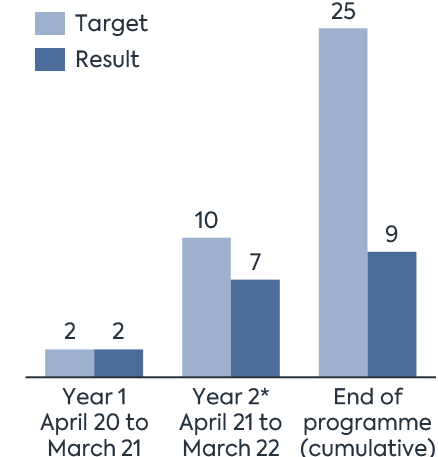

Percentage of countries at moderate engagement or better

Percentage of countries at high engagement or better

Sources: KIX MEL data, KIX results framework, KIX country engagement and ownership rubric

*Year 2 only includes results up to January 2022

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4 .To what extent, and in what ways, has KIX contributed to its immediate outcomes? /

8. What are the drivers and barriers to achieving immediate outcomes?

While most Global Grantees consider their projects delayed, they are very satisfied with KIX components and its adaption to COVID-19

- Global Grantees seem to be satisfied with KIX components, with all components having at least half of respondents answering satisfied or higher in their rating. Communication with hubs is the component with the lowest satisfaction.

- Furthermore, they consider all KIX components to be at least somewhat efficient, with communication with hubs having the lowest efficiency.

- MEL support seems to be particularly well rated among some Global Grantees: half of respondents rating it as extremely efficient and being very satisfied with it.

- According to survey respondents, nearly all global grantees (91%) consider their projects delayed.

  - The pandemic seems to be the main reason for the delays, as it has made harder both data collection and engagement with local stakeholders.

  - However, half of respondents also consider bureaucracy in partner countries has played a role.

  - There is not a clear strategy on how to get back to their planned timeline or how KIX overall work will adapt to it.

- 90% of respondents answered that KIX adapted well or better to COVID-19, and from interviews we have identified this as a driver of success.
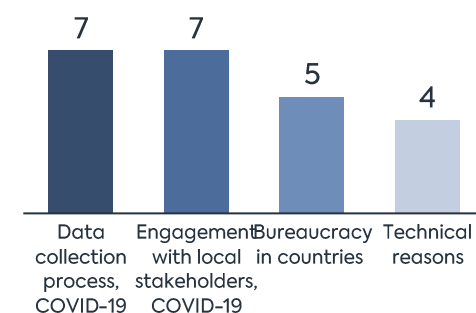
Satisfaction with Program Components
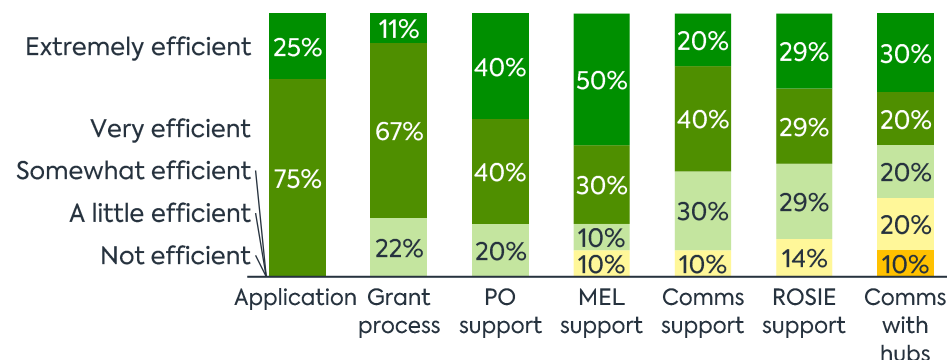
Efficiency of Program Components
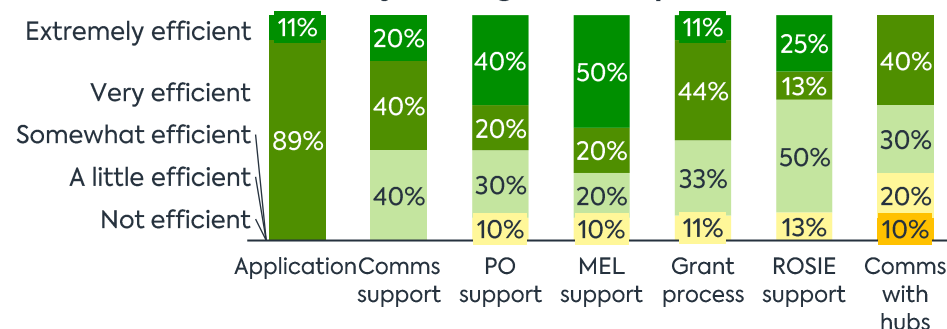
"[...] there has been an emphasis on the subject of remote learning for children, [...] we are preparing a thematic report on remote learning readiness and have also written two blogs on these topics. [...]"
– Interviewee on adapting to COVID-19
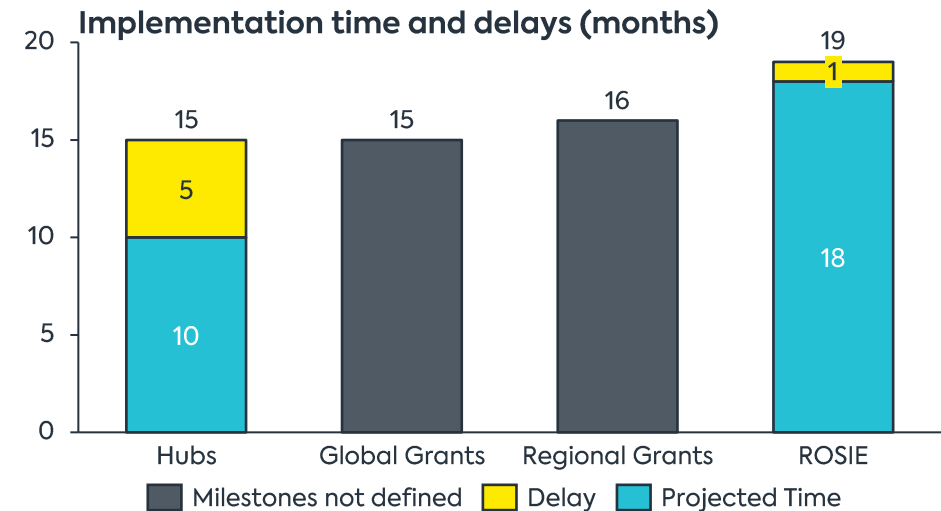
Causes of research delay

Global grantees Mid Term Evaluation Survey, 11 respondents out of 12 grantees

Sources: Global Grantees Mid Term Evaluation Survey, Global Grantees Mid Term Evaluation Interviews, Grantees Annual Interim Reports

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5. Is KIX being run in an efficient manner? If yes, in what ways? If no, what areas need improvement?

All major planned activities for the first 2 years have been completed with only minor delays caused by COVID-19

- **The activities planned in the original proposal did not suffer great changes** during the first two years of implementation

- **The biggest delay occurred in the launch of the Regional Grants,** but all KIX milestones were eventually achieved.

- **There are no planned milestones after the launch of Global and Regional Grants** (42 months projects). We recommend setting intermediate milestones to track progress.

- **Not all milestones are comparable** since they are not the same in the Proposal as in the Annual Reports. There are no planned dates for six of the analyzed milestones.

Implementation time and delays (months)

	Hubs	Global Grants	Regional Grants	ROSIE
Total	15	15	16	19
Delay	5			1
Projected Time	10			18

Legend: ■ Milestones not defined   ■ Delay   ■ Projected Time

Source: KIX Annual Report 2020-2021, KIX Proposal

Efficiency of KIX

Partners recognise the efficiency in which KIX was created and rolled out

- "Considering IDRC was able to develop the full program and roll it out almost without gaps in record time, finding partners and establishing the structure we see today, it was very efficient."

- "With a limited timeline and a relatively small team, despite COVID-19, the program was able to produce a lot: set up 4 regional hubs, launch 12 global grants projects, and launch regional grants in response to feedback on the need for leveraging local expertise in research."
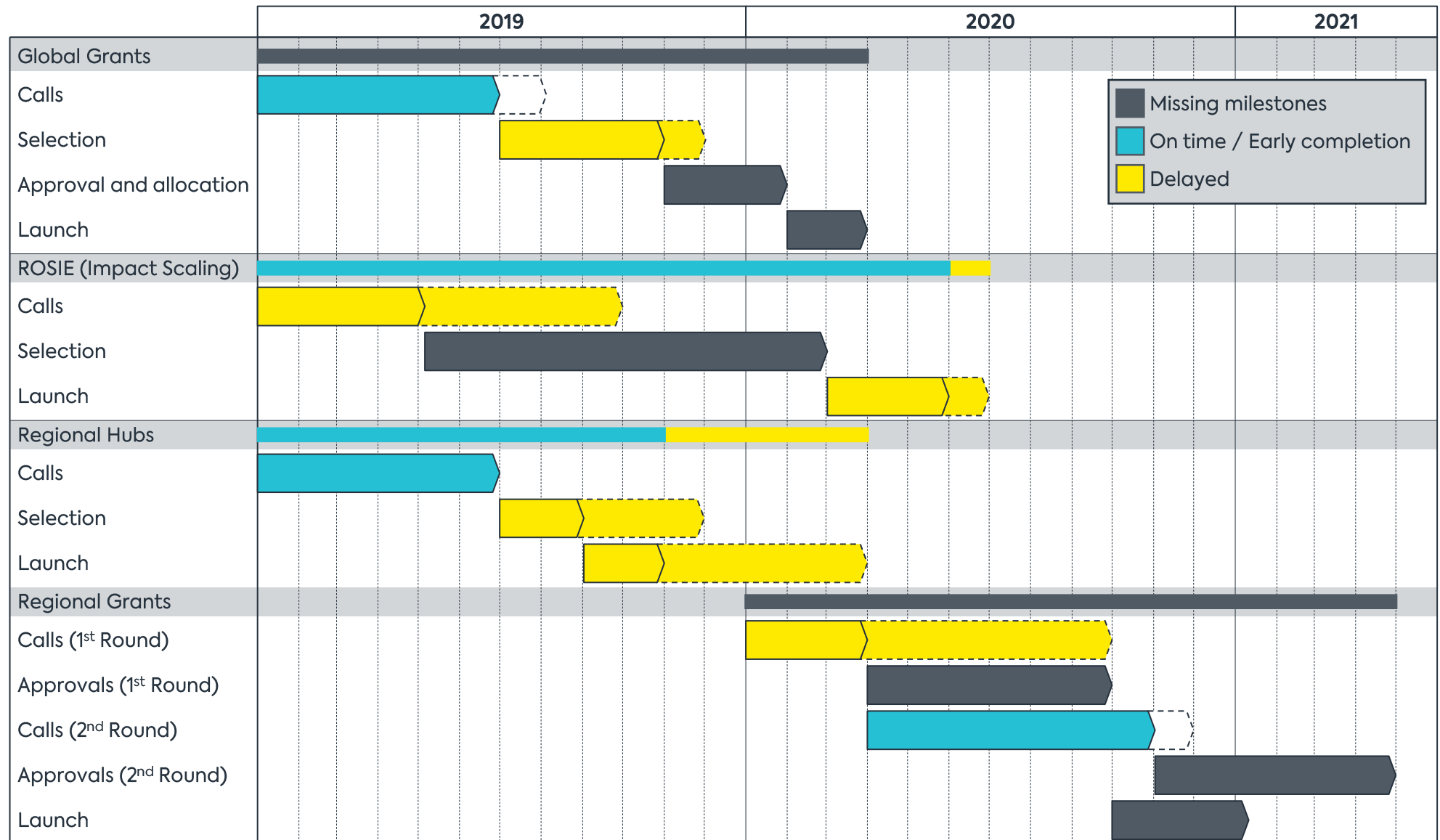
Efficiency of Hubs

Partners recognise that KIX has helped them run their operations more efficiently

- "the partnership with IDRC enable them to have much more coverage and gain efficiency"

- "It is very effective since there is an informal, fast, and reliable collaboration at the technical level"

Note: For the Global and Regional grants not all milestones were defined so it is not possible to say how delayed their implementation was.

Despite the overall delays in the implementation some individual activities were completed ahead of schedule

	2019	2020	2021
Global Grants			
Calls			
Selection			
Approval and allocation			
Launch			
ROSIE (Impact Scaling)			
Calls			
Selection			
Launch			
Regional Hubs			
Calls			
Selection			
Launch			
Regional Grants			
Calls (1st Round)			
Approvals (1st Round)			
Calls (2nd Round)			
Approvals (2nd Round)			
Launch			

Legend:
- Missing milestones
- On time / Early completion
- Delayed

Source: KIX Annual Report 2020–2021, KIX Proposal

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The first set of milestones have been achieved by all KIX components, and in some cases, they have been greatly surpassed

None of the milestones were achieved by the projected deadline of March 2021 because of the implementation delays caused by COVID-19. However, most milestone were achieved by June 2021 (at the time of the MEL report), and all have been achieved by December 2021.

 # Outputs (Milestone 1 vs actual)
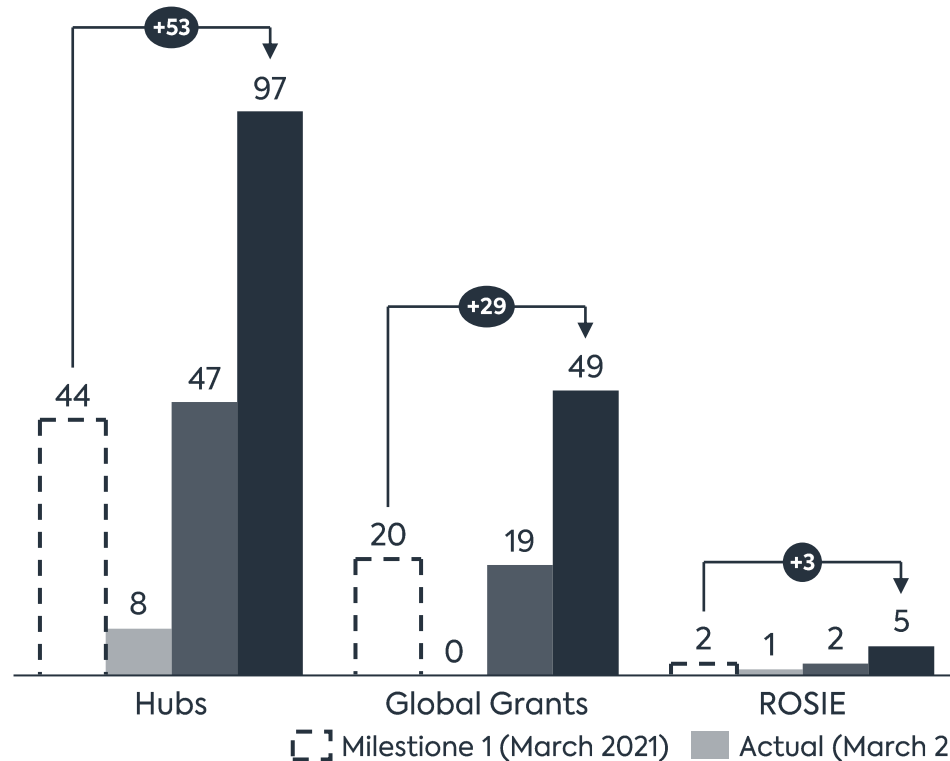
 # Events (Milestone 1 vs actual)
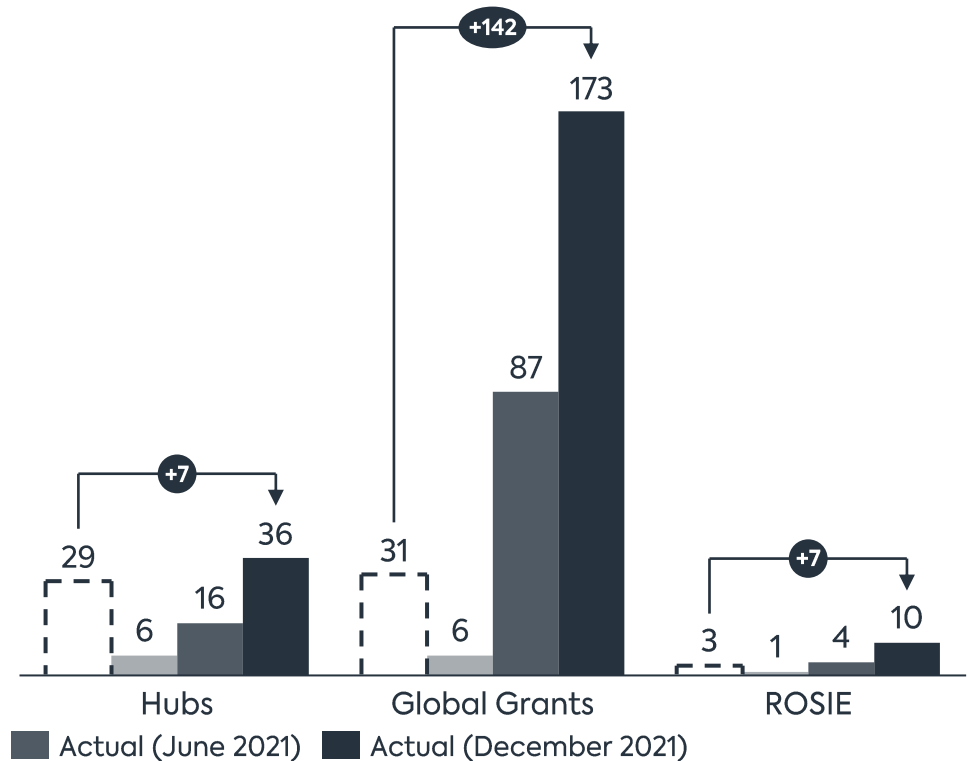
Legend: Milestone 1 (March 2021) Actual (March 2021) Actual (June 2021) Actual (December 2021)

These graphs should not be used for comparison purposes. The KIX components included are not comparable units.

Note: Milestones have been aggregated by their type, i.e. either output or events. Outputs include indicators 4.1.1, 4.1.2 and 4.2.1; whereas events include indicators 4.2.2, 4.3.1 and 4.3.2. The dates have been selected because March was the original deadline for Milestone 1, June was the adjusted deadline for Milestone 1 and December is the latest data available for this evaluation report
Source: KIX Results Framework
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Under $30 Million (40% of KIX's budget) has already been executed, with the Global Grants accounting for half of the spending

40% of KIX's budget has been executed, representing over $30 Million. 47% of the executed budget has gone to the Global Grants.

Global Grants and Hubs are the KIX component that have used a larger share of their budget.
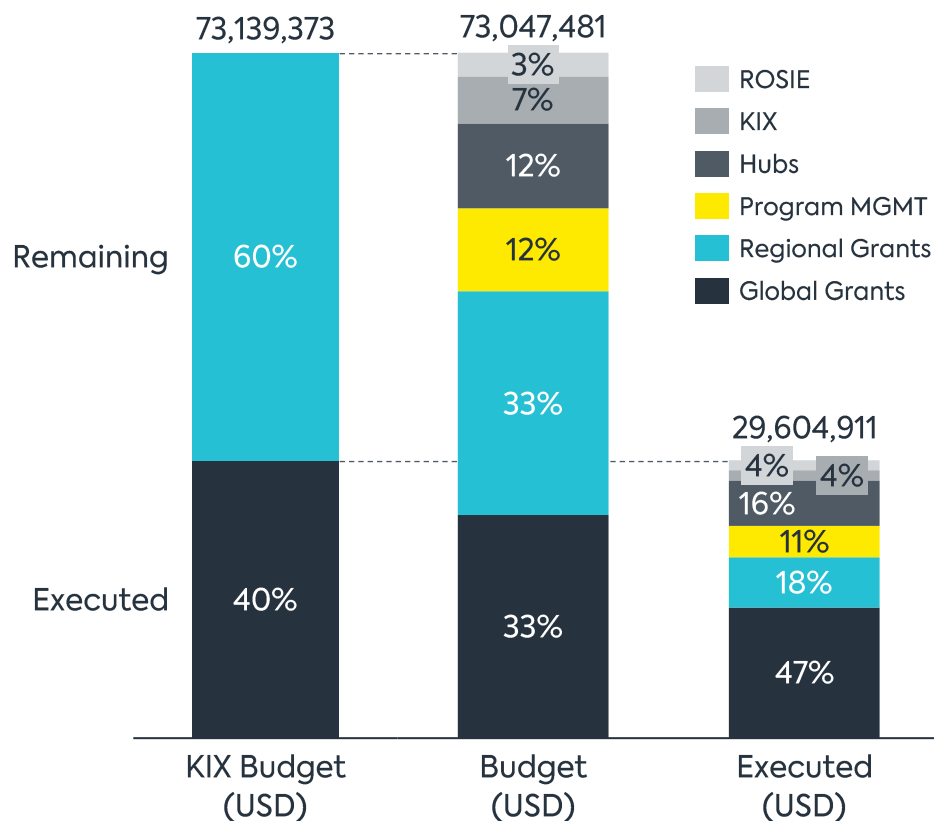
Total and executed budget by unit of analysis
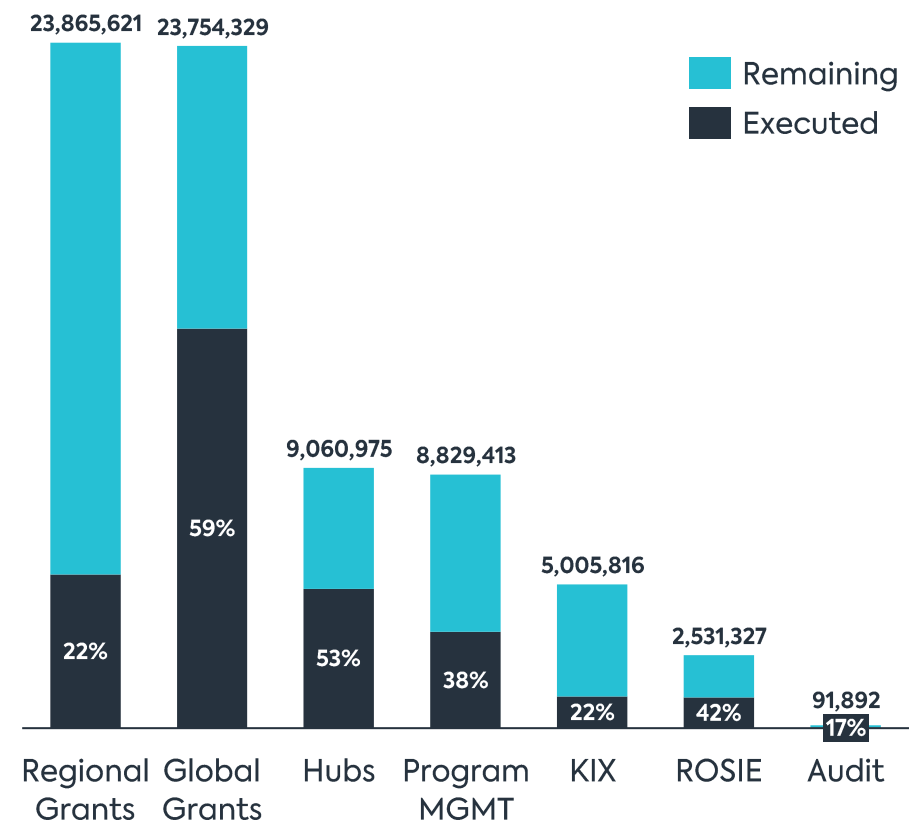
Source: KIX Annual Report

6. To what extent has KIX research developed strategies to adapt, test, and assess the scalability of chosen innovations and to mobilize the generated evidence?

6. To what extent has KIX research developed strategies to adapt, test, and assess the scalability of chosen innovations and to mobilize the generated evidence?

64

IDRC has very specific definition of what it means to scale impact and mobilize knowledge

Scaling Impact

- Scaling impact implies optimizing results in ways that will matter to people and our planet.

Justification

Optimal Scale

Coordination

Dynamic evaluation

Knowledge Mobilization

- Knowledge mobilization is an umbrella term encompassing a wide range of activities relating to:

  - **Production and use of research results**, including knowledge synthesis, dissemination, transfer, exchange

  - **Co-creation or co-production** by researchers and knowledge users.

Source: The Scaling Playbook: A Practical Guide for Researchers

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6. To what extent has KIX research developed strategies to adapt, test, and assess the scalability of chosen innovations and to mobilize the generated evidence?

65

There were large differences in the number of outputs produced by the regional hubs, as well as a wide variety of output products

Number of outputs by KIX component

Legend:
- Total (dark navy)
- Knowledge Mobilization (teal)
- Scaling Impact (light blue)

Global grant project: Total 46, Knowledge Mobilization 14, Scaling Impact 6
COVID Observatory: Total 8, Knowledge Mobilization 4
ROSIE: Total 4, Knowledge Mobilization 2, Scaling Impact 2
IDRC KIX: Total 2, Knowledge Mobilization 2

Number of outputs by type

Video 21, Newsletter 20, Blog post 19, Data Product 9, Case Study 8, Presentation 7, Scoping Study 6, Training Material 5, Working Paper 5, In the Media 4, Podcast 4, Policy Brief 4, Synthesis Report 3, Workshop Report 3, Conference Paper 2, Website 2, Evaluation Report 1, Other 20

The large number in the "other" category suggests there is room for increased alignment on output categories for reporting

Note: These graphs should not be used for comparison purposes. The KIX components included are not comparable units.

Source: KIX event and output logs

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The hubs have used different output and communication strategies to facilitate knowledge exchange among member countries

LAC	EAP	AFR19	AFR21
Outputs	**Outputs**	**Outputs**	**Outputs**
• **Newsletter (14)** • Scoping study (1) • Other (5)	• **Video (11)** • Case study (8) • Podcast (4) • Newsletter (4) • Blog post (1) • Other (13)	• **Scoping Study (2)** • Newsletter (1) • Data Product (1) • Policy Brief (1) • Presentation (1) • Website (1) • Workshop report (1)	• **Video (10)** • Conference paper (1) • Data product (1) • Synthesis report (1) • Workshop report (1)
Knowledge Mobilization	**Knowledge Mobilization**	**Knowledge Mobilization**	**Knowledge Mobilization**
• 3 KIX conversation Series • 2 policy briefs (teacher professional development, COVID) • Literature Mapping: TOR for 2 consultancies • Platform of indicators: process of product discovery • 1 International conference (KIX LAC, 2,600 reproductions) • Monthly newsletter (500 people) + consolidation of social media	• 7 Webinars • 1 Learning cycle (professional development opportunities) • 12 out of 21 National KIX Infrastructure created (national steering committee) • Report on Thematic Priorities in 21 GPE countries in EAP • Videos (total 6 videos) • Communications products (website)	• 5 secondary knowledge products • 4 research-based meetings to present KIX research findings	• 2 webinars on KIX • 1 webinar on inclusion, equity and gender equality • 1 workshop on 21st century teaching • active communication strategy (moodle, whatsapp, etc.)

Source: KIX event and output logs

Global grantees recognize the utility of regional hubs at aiding in knowledge mobilization

Global grantees have found regional hubs to be between **somewhat useful** and **very useful** at scaling and mobilizing knowledge

#	Question	Extremely useful (5)	Very useful (4)	Somewhat useful (3)	Useful (2)	Not useful (1)
1	Providing training, knowledge resources, and individualized support for scaling impact and knowledge mobilization	20%	**30%**	20%	20%	10%
2	Identifying and engaging with project relevant stakeholders	20%	20%	20%	**40%**	0%
3	Supporting your efforts to secure buy-in and support for project implementation and scaling in countries of focus	30%	30%	0%	**40%**	0%
4	Integrating gender equity and/or social inclusion in the project in a meaningful way	10%	**40%**	20%	30%	0%
5	Making more robust connections between research projects and hubs	20%	**40%**	10%	30%	0%

Usefulness of Hubs in different areas
1 — Not Useful, 5 — Very Useful

Question 1: 3.3
Question 2: 3.2
Question 3: 3.5
Question 4: 3.3
Question 5: 3.5
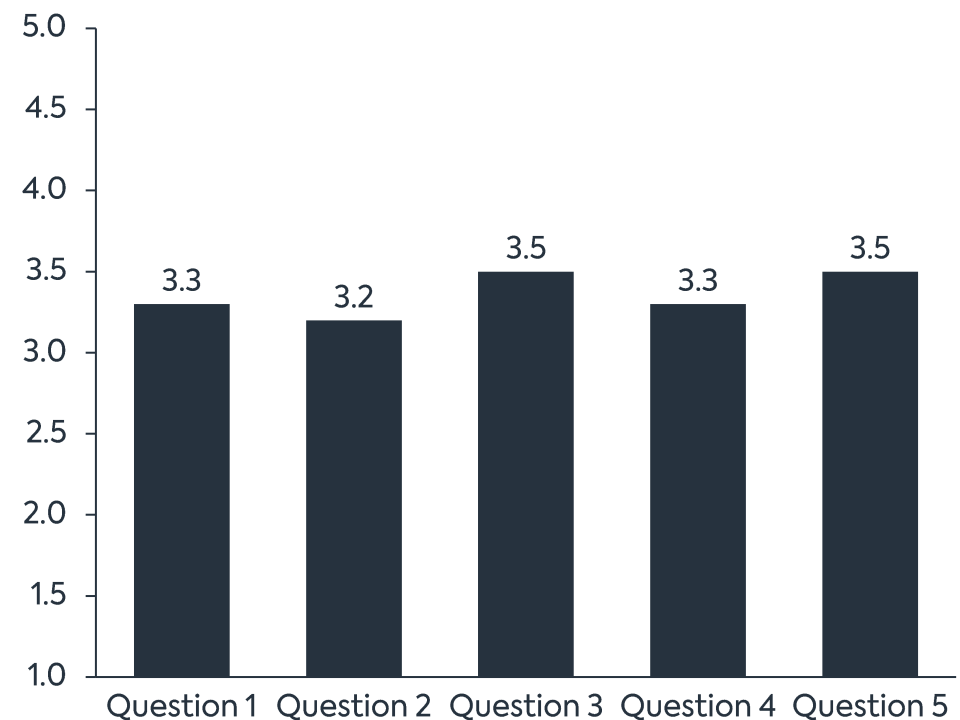
Source: DA Survey for regional hubs
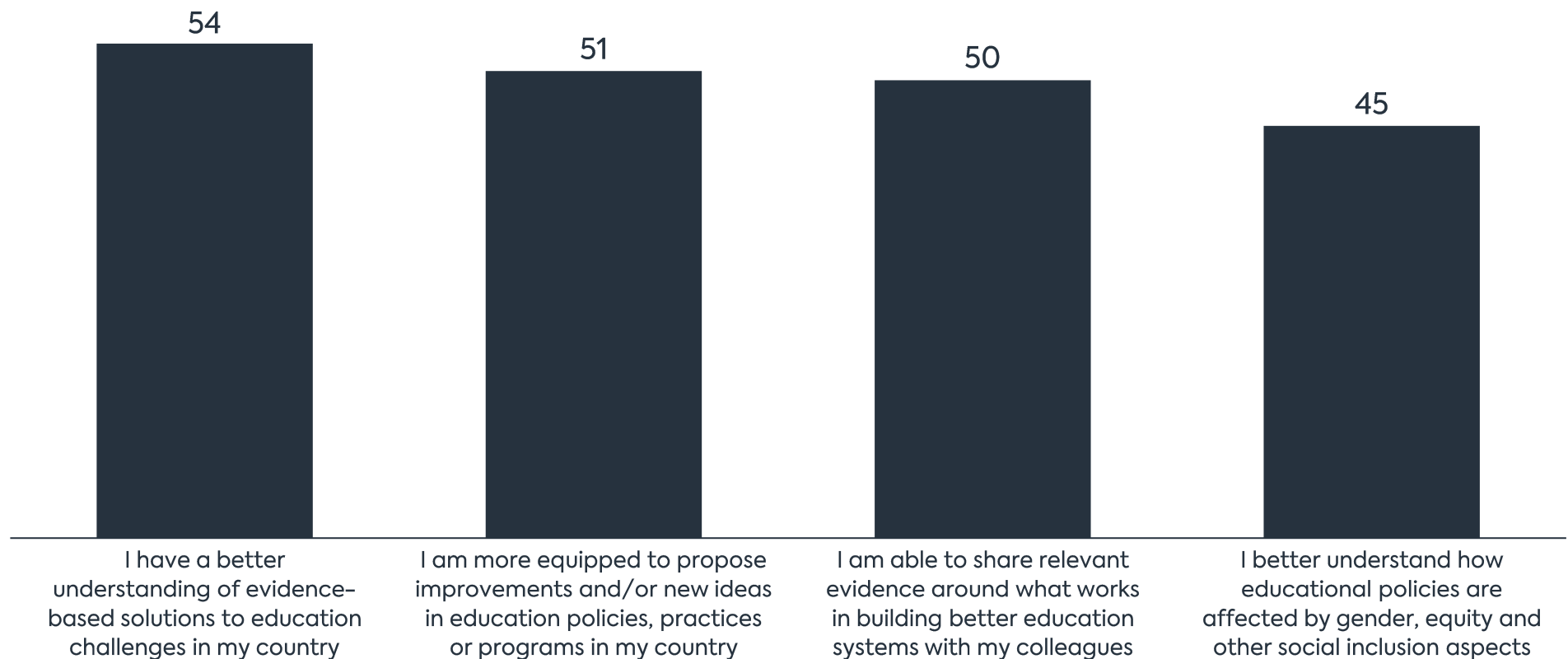
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6. To what extent has KIX research developed strategies to adapt, test, and assess the scalability of chosen innovations and to mobilize the generated evidence?

68

Most global grantees have produced several products, including on topics of knowledge mobilization and scaling impact

Number of outputs by global grants	Knowledge Mobilization	Scaling Impact	Total Outputs	RQ+ Evaluation
Project 11	✅ (5)	✅ (1)	✅ 15	5.5/8
Project 1	✅ (6)	✅ (3)	✅ 9	5.0/8
Project 8	✅ (2)		✅ 5	5.5/8
Project 9			✅ 5	NA
Project 12			✅ 4	5.5/8
Project 4		✅ (1)	✅ 3	4/8
Project 10		✅ (1)	✅ 1	5/8
Project 2				NA
Project 3				6.5/8
Project 5				NA
Project 6				7/8
Project 7				5/8

Global grantees are making progress in the adoption and mastery of strategies for knowledge mobilization

Global grant project	2.1. Knowledge accessibility and sharing	2.2. Timeliness and Actionability
Project 1	insufficient Data	Acceptable / Good (5)
Project 2	Missing	Missing
Project 3	Very good (7)	Acceptable / Good (6)
Project 4	insufficient Data	Less than acceptable (4)
Project 5	Missing	Missing
Project 6	Missing	Very Good (7)
Project 7	Acceptable / Good (5)	Insufficient Data
Project 8	Acceptable / Good (5)	Acceptable / Good (6)
Project 9	Missing	Missing
Project 10	Acceptable / Good (5)	Acceptable / Good (5)
Project 11	Acceptable / Good (5)	Acceptable / Good (6)
Project 12	Acceptable / Good (5)	Acceptable / Good (6)

According to internal reporting documents and assessments, global grantee projects could benefit from increased support from the KIX team on improving strategies for research accessibility and sharing, as well as timeliness and actionability of projects.

Source: RQ+ Forms

Average of self-assessment of development of strategies for knowledge mobilization and scaling impact
(1 – Not developed, 4 – Highly Developed)

Legend:
- Developed
- Somewhat developed
- Underdeveloped

Category	Value
Mapped stakeholders related to our project and our intentions for scaling	3.3
Established strategies to facilitate engagement of key stakeholders	3.3
Developed strategies to adapt the innovation to new contexts	3.3
Integrated considerations of gender equity and/or social inclusion	3.1
Identified how we will involve key stakeholders in data collection, analysis, and interpretation of results	3.0
Identified opportunities to grow impact in the project design and research questions	2.9
Clearly mapped moments for learning, re-assessing, and adapting our scaling plans and efforts	2.9
Considered how other stakeholders (beyond the scope of our immediate work) might benefit from findings	2.8
Operationalized our project research design	2.6
Developed strategies to effectively disseminate project results and facilitate their uptake	2.6
Working to outline the evidence needed to determine the optimal scale of our research findings	1.9

Source: DA Survey with global grantees

6. To what extent has KIX research developed strategies to adapt, test, and assess the scalability of chosen innovations and to mobilize the generated evidence?

70

Country representatives recognize that KIX has improved their understanding on how to disseminate knowledge

Experience with Knowledge Dissemination
#Survey responses (Respondents could select more than one option)

54	51	50	45

I have a better understanding of evidence-based solutions to education challenges in my country

I am more equipped to propose improvements and/or new ideas in education policies, practices or programs in my country

I am able to share relevant evidence around what works in building better education systems with my colleagues

I better understand how educational policies are affected by gender, equity and other social inclusion aspects

National Delegations Mid Term Evaluation Survey, 109 respondents out of ~340 delegates

Female respondents were more likely than male respondents to report they now **have a better understanding of evidence-based solutions**, are now better able to **share relevant evidence**, and now have a **better understanding of how educational policies are affected by gender, equity, and other social inclusion aspects**.

ROSIE has produced multiple knowledge products to support the scaling process of grantees

64% of the global grantees have participated in ROSIE's action research

On average, grantees have rated ROSIE as "Useful"

Type	Title
Meeting	One-on-one support and mentorship to ROSIE collaborators
	ROSIE Open Chat Session
Webinar	ROSIE Capacity Strengthening Activity: Key Scaling Principles
	Scaling Crash Course with First Cohort of Regional Grantees
	Scaling Crash Course #2 with KIX Regional Grantees
	ROSIE info session
	ROSIE introductory webinar
Workshop	ROSIE Collaborator Workshop
	ROSIE capacity strengthening event
	ROSIE Second Cohort Workshop
Blogpost	How best to design, adapt, and scale education innovations to meet the needs of more children?
	How do government decisionmakers identify and adopt innovations for scale?
	When pilot studies aren't enough: Using data to promote innovations at scale
	Minding the gap: The disconnect between government bureaucracies and cultures of innovation in scaling
	Adapting education innovations and their 'knock-on effects' in the time of COVID

Source: KIX event and output log

ROSIE's Outputs and events (Total number)

Blogpost 5, Webinar 5, Workshop 3, Meeting 2

Source: KIX event and output log

Usefulness of ROSIE in different areas
1 – Not Useful, 5 – Very Useful

ROSIE Action Research 3.5, Capacity strengthening activities 3.9, Scaling research community of practice 3.8, Scaling research insights 3.7, Scaling resources 3.5, Individual/team technical assistance 3.5
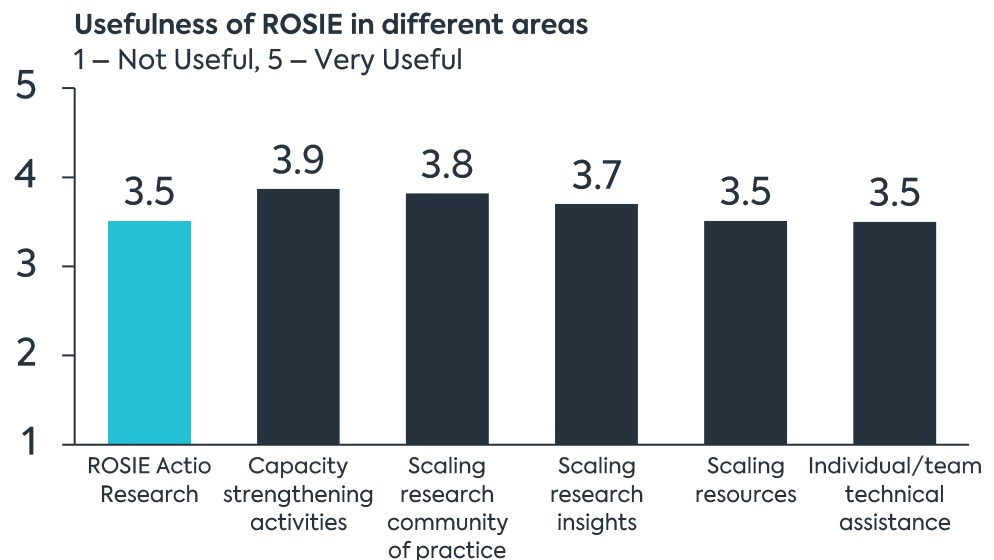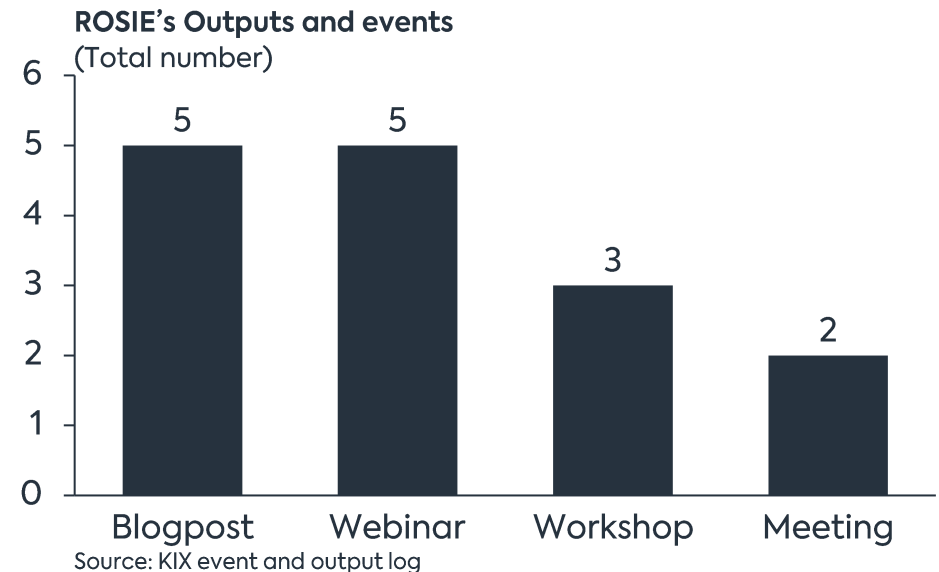
Global Grantees Mid Term Evaluation Survey, 11 respondents out of 12 grantees

7. To what extent have stakeholders incorporated GESI considerations in their efforts?

GESI is a concept that addresses improving access to livelihood assets and services for all, including the women, poor, and excluded

Gender Equality

Gender Equality is about changing the norms and expectations about female and male roles and ultimately changing power relations by fostering a more balanced distribution of power within governments, companies, formal and informal institutions and households.

Social Inclusion

Social Inclusion assumes that men and women are not homogeneous. Instead, they are stratified by age, ethnic origin, beliefs and practices, socio-cultural situation and other vulnerabilities. Social inclusion, therefore, involves the process of improving the ability, opportunity, and dignity of people, disadvantaged on the basis of their identity, to take part in society.

- Hardwiring gender equality into everything GPE does.
- Putting gender equality at the heart of education systems.
- Mobilizing partnership and funds to drive change where girls' education is lagging
- Eliminating gender barriers

- Have an ambitious mandate.
- Be clear about the meaning of gender-transformative research.
- Take a long-term approach.
- Plan to measure performance over the long term.
- Build individual and organizational capacity

GPE's focus is on how to integrate GESI into educational systems, while IDRC focuses on how to conduct impactful GESI research, both of which are essential to KIX GESI's mandate

Source: https://www.globalpartnership.org/what-we-do/gender-equality

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Most KIX components are at an acceptable performance when it comes to including GESI considerations in their work

- A scorecard of GESI indicators can be used to see the performance of all KIX components in this area.

- The GESI scorecards provides a big-picture overview of how the different components of KIX are performing in the GESI indicators that are currently being tracked.

- The LAC Hub, Global Grants and EAP hub are leading, while ROSIE and both the Africa Hubs are at the bottom.

KIX Component	GESI Score
Hub 2	8/8
Global Grantees	8/8
Hub 1	7/8
COVID Observatory	5/8
Hub 3	4/8
Hub 4	3/8
ROSIE	2/8

Indicator	Global Grants	Hub 1	Hub 2	Hub 3	Hub 4	ROSIE	COVID Observatory
Female Participation in KIX events (Green > 30%, Orange > 15%, red < 15%)	🟢	🟢	🟢	🟡	🔴	🟡	🔴
% KIX Events including GESI considerations (Green > 30%, Orange > 15%, red < 15%)	🟢	🟢	🟢	🟡	🟢	🔴	🟢
% Female authors in created outputs (Green > 50%, Yellow > 25%, Red < 25%)	🟢	🟢	🟢	🟢	🟡	🟡	🟡
% Outputs including GESI considerations (Green > 50%, Yellow > 25%, Red < 25%)	🟢	🟡	🟢	🔴	🔴	🔴	🟢

Source: KIX event and output log

GESI Score

By assigning points to the scorecard of GESI indicators we can calculate a GESI score measuring the progress in gender equality and social inclusion for each of the KIX components.
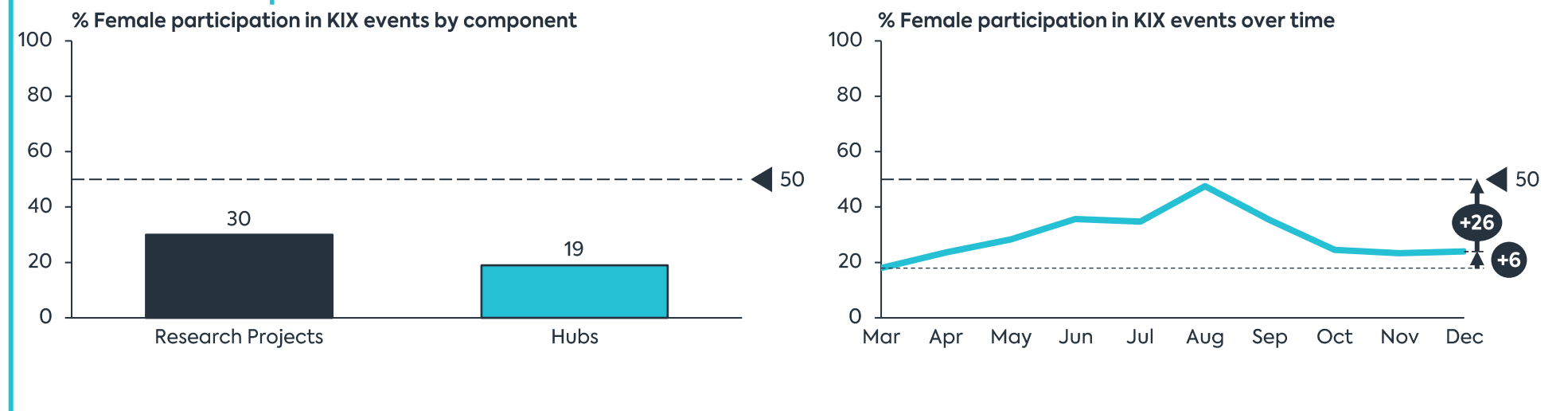
We assign points as follows:
- 🟢 **Green**: 2 points
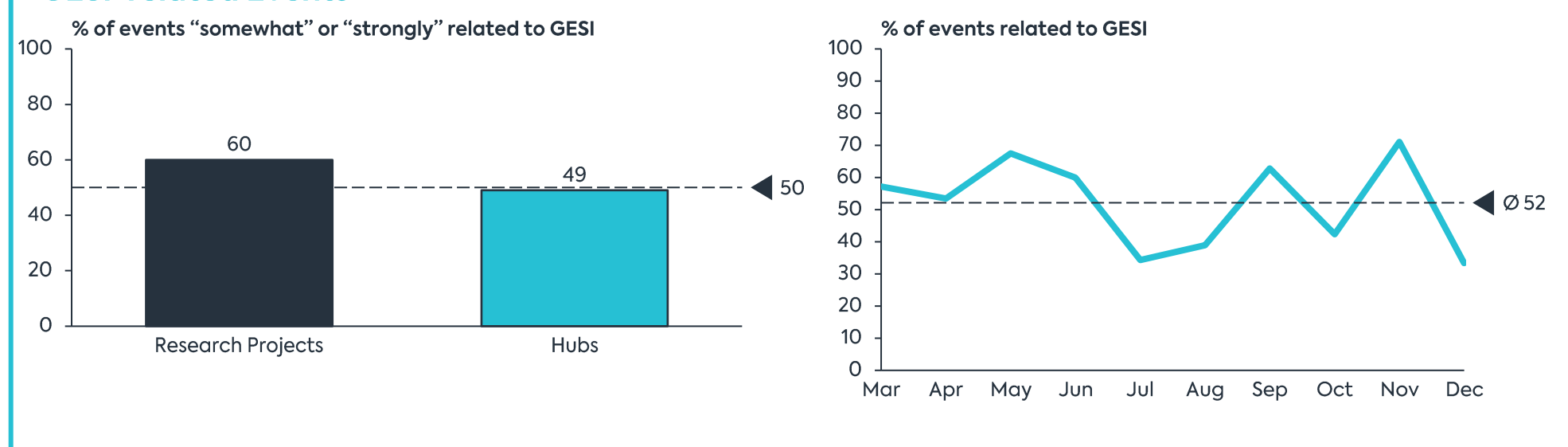- 🟡 **Yellow**: 1 points
- 🔴 **Red**: 0 points

The maximum score is 8.

KIX events are slowly making progress towards gender parity, but there are still some gaps in gender participation across components

Female Participation in Events

% Female participation in KIX events by component

- Research Projects: 30
- Hubs: 19
- (dashed line) 50

% Female participation in KIX events over time

Mar–Dec line chart, with 50 dashed line, markers +26 and +6

GESI-related Events

% of events "somewhat" or "strongly" related to GESI

- Research Projects: 60
- Hubs: 49
- (dashed line) 50

% of events related to GESI

Mar–Dec line chart, Ø 52 dashed line

Source: KIX event and output log

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7. To what extent have stakeholders incorporated GESI considerations in their efforts?

76

There are also large differences in how the KIX components are incorporating GESI in their outputs and knowledge products
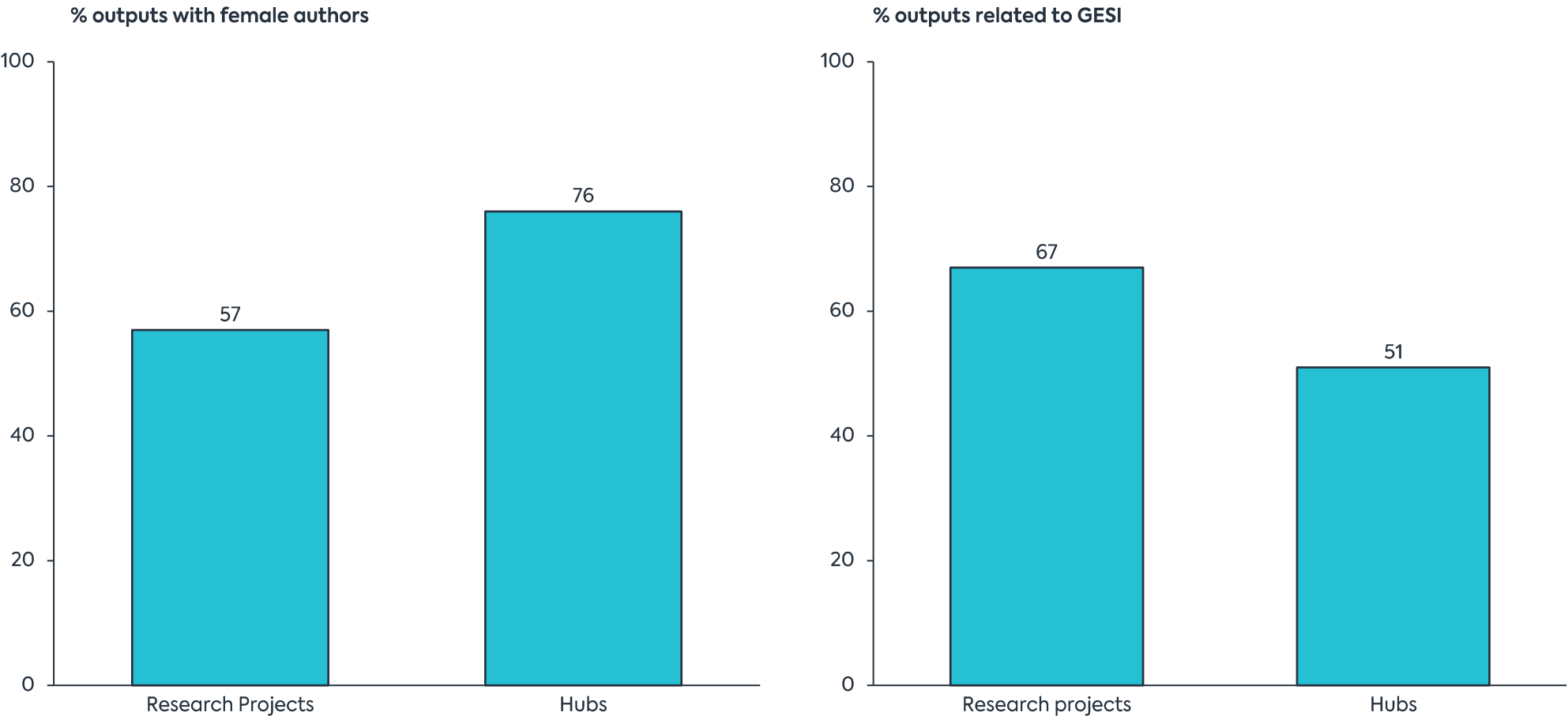
% outputs with female authors

% outputs related to GESI

Note: These graphs should not be used for comparison purposes. The KIX components included are not comparable units.

Source: KIX event and output log

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Global grantees recognise the cross-cutting importance of GESI in Education

The majority of the interviewees recognise the importance of GESI in many areas of Education but some admit that it is not as relevant to their research areas

National Delegations Mid Term Evaluation Survey, 109 respondents out of ~340 delegates

"GESI is a cross-cutting topic for country partners; all activities are designed to consider it in their content (e.g., how innovations affect different populations) and format (e.g., consult who should be involved in which activities with national steering committees)"

Gender Equity and Social Inclusion Considerations
1 – Not relevant, 5 – Extremely relevant

Support to Ensure Project Focused on Gender Equality and Social Inclusion

High	Moderate	Low	None
10%	**50%**	40%	0%
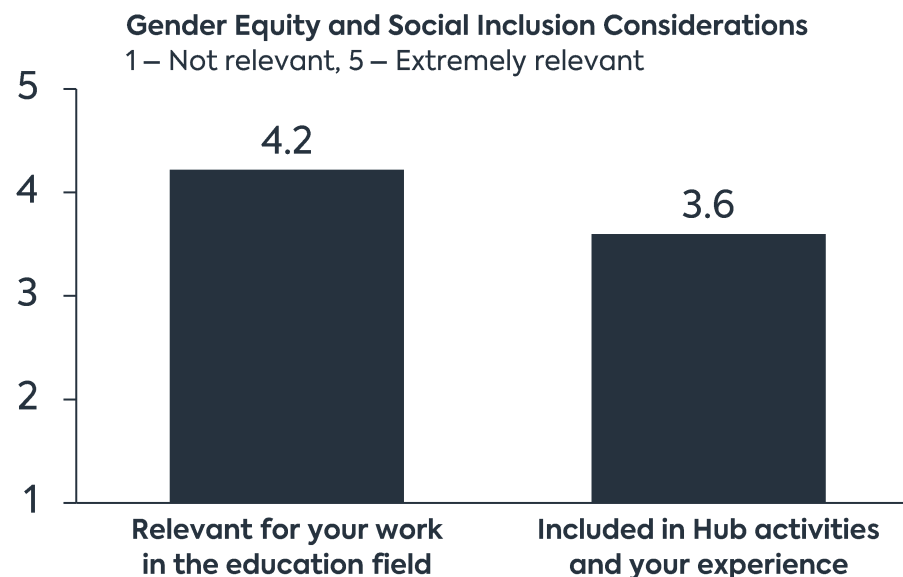
Gender Equity and Social Inclusion Considerations	Not at all relevant	Not very relevant	Somewhat relevant	Very relevant	Extremely relevant
Relevant for your work in the education field	0%	2%	15%	**42%**	41%
Included in Hub activities and your experience	1%	7%	**41%**	33%	18%

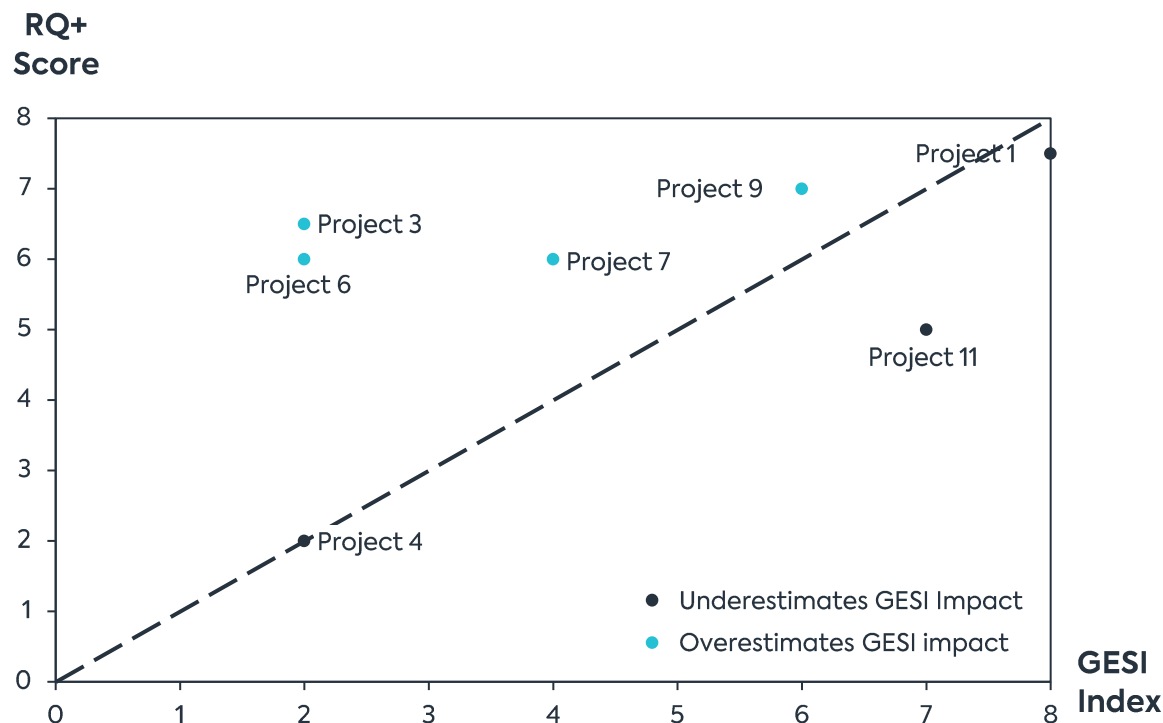Source: DA Survey with KIX components

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We see different level of performance in GESI across the projects in the global grants

Some global grantees have not yet completed full reporting

Global research project	GESI SCORE	Events		Outputs		RQ+	
		Female Participation in KIX events	% KIX Events including GESI considerations	% Female authors in created outputs	% Outputs including GESI considerations	Inclusiveness	Gender
Project 1	8	40% 🟢	65% 🟢	78% 🟢	89% 🟢	8	7
Project 2	2	46% 🟢	100% 🟢				
Project 3	2	23% 🟡	55% 🟢			7	6
Project 4	2	37% 🟢	0% 🔴	100% 🟢	0% 🔴	2	
Project 5	3	26% 🟡	100% 🟢				
Project 6	2	24% 🟡	20% 🟡	0% 🔴	0% 🔴	6	6
Project 7	4	68% 🟢	56% 🟢			6	6
Project 8	8	34% 🟢	94% 🟢	100% 🟢	100% 🟢	6	5
Project 9	6	24% 🟡	76% 🟢	40% 🟡	100% 🟢	7	7
Project 10	1	24% 🟡	0% 🔴	0% 🔴	0% 🔴		
Project 11	7	24% 🟡	96% 🟢	81% 🟢	100% 🟢	5	5
Project 12	6	40% 🟡	19% 🟡	100% 🟢	80% 🟢		

Source: KIX event and output log, RQ+ forms

GESI impact tends to be over-estimated for some projects, suggesting more outcome-oriented indicators are needed

RQ+ Score (y-axis, 0 to 8) vs **GESI Index** (x-axis, 0 to 8)

- Project 1
- Project 9
- Project 3
- Project 7
- Project 6
- Project 11
- Project 4

Legend:
- Underestimates GESI Impact
- Overestimates GESI impact

Self-evaluation of GESI impact

By comparing the GESI score, which is calculated from direct outputs, to the RQ+ score, we can identify the global grants with over-estimate and under-estimate their GESI impact.

In general, output indicators tend to be less biased than process indicators, and we recommend KIX to further develop the former.

The majority of projects score higher in GESI questions of the RQ+ than in the GESI index, which is created using output indicators; indicating that the grantees' impact is slightly overestimated.

We suggest the use of new indicators focused on outcomes (e.g. number of updated national curriculums) instead of process indicators (e.g. number of outputs with GESI considerations).

Source: KIX MEL data, Research quality plus (RQ+) monitoring form

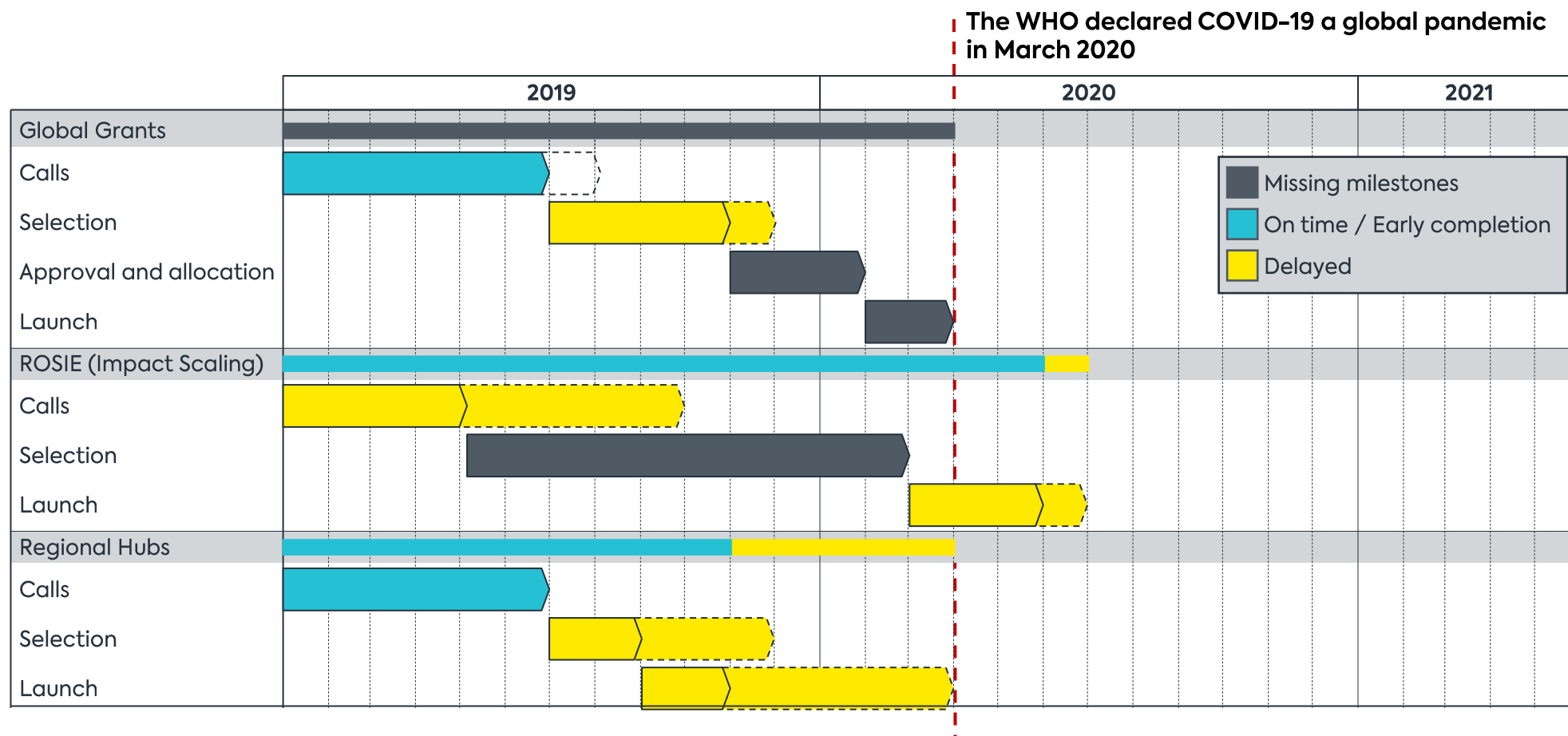**9. How well has KIX adapted its operations, particularly in response to the pandemic?**

KIX's original plan included an adaptive management strategy that contains 5 components – all of which are being leveraged in COVID

A successful adaptive management strategy must focus on feasible elements and timeframes for adaptation

Element	Evidence summary	Rating
The Regional Learning and Exchange hub itself will be designed to be flexible and adaptive, as necessary, to stay relevant to its context and members.	• Mapped regional education priorities to understand demand and inform activities • Adapted to virtual-only activities, focusing on shorter and targeted events • Re-allocated travel budgets to online translations and resources to reach more countries	✓
Regional calls for proposals will be informed by regional prioritization of KIX's initial themes. Emerging themes will be developed through global synthesis activities, as well as subsequent regional Calls-to-Action.	• Regional calls based on mapped regional priorities with support from hubs • 1st call to action focused on contingency plans for COVID-19	✓
Regional and Global Grants will develop flexible communication and knowledge mobilization strategies and activities, including rapid response mechanisms to ensure their research is relevant and positioned for use by DCP and LEG stakeholders.	• All global grants adapted communication strategies with in-country stakeholders • At least 5 adapted project content to include COVID-19-related themes	✓
The Opportunities and Adaptive Management Support Fund is a synergy fund to support emergent opportunities for greater impact within and across grants. It will provide tailored capacity development support for national and regional grantees to strengthen their organizational processes and allow greater agility, quality, and influence.	• Use of funds to develop: • COVID-19 observatory gathering best practices and knowledge around pandemic adaptations • consultancy to strengthen incorporation of gender equality in projects	✓
KIX's program management will respond to thematic learning and feedback on whether KIX is achieving its results as surfaced through monitoring and external evaluation	• Established a MEL structure to monitor and inform adaptations • Adopted COVID-19 impact and mitigation strategies as a key topic for knowledge dissemination activities	✓

Sources: KIX annotated original proposal, own formulation based on program documentation and conversations with KIX program implementation team

COVID-19 hit when global and regional grantee projects were being launched, forcing all teams to quickly adapt to an uncertain scenario

The WHO declared COVID-19 a global pandemic in March 2020

	2019	2020	2021

Legend:
- Missing milestones
- On time / Early completion
- Delayed

Global Grants
- Calls
- Selection
- Approval and allocation
- Launch

ROSIE (Impact Scaling)
- Calls
- Selection
- Launch

Regional Hubs
- Calls
- Selection
- Launch

Source: KIX Annual Report 2020–2021, KIX Proposal

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When the pandemic hit, all workstreams had to adapt to shifts in priorities and the suspension on in-person activities

	Pandemic Effects on Workstreams	Adaptation strategies	Areas for further adaptation
Hubs	• Shift in priorities and capacity to engage from country representatives • Suspension of planned in-person activities (e.g., meetings, conferences)	• Change in event style, from long conferences to short meetings • Allocation of travel budgets to online event translations to reach more countries • COVID-19 impact and mitigation strategies became a key topic for activities	• Adopting the EAP hub's approach to online capacity-building activities across hubs • Invest in online support (translations, facilitation trainings)
Global grants	• Suspension of school- and community-level activities and data collection • Shift on the attention of education stakeholders to crisis management	• Adjustment in research plans, e.g. drawing more on the support of local partners and researchers • Ask KIX to be more active on networking with hubs, government and other researchers	Leveraging best practices in remote data collection (e.g., using local stakeholders)
KIX team	• Suspension of planned in-person activities (e.g., knowledge dissemination events) • Shifting timelines for all grantees • Urgent need of supporting the education systems adapt to the pandemic	• Development of COVID'19 contingency plan • Virtualization of all knowledge dissemination events • Launch of the COVID'19 observatory	• Expanding COVID-19 observatory to other regions • Refresh contingency plan for long-lasting effects of pandemic • Pandemic recovery as an ongoing theme for education systems

Source: Own analysis based on 2020/21 Annual Report and Covid Contingency Plan for 2019–2020 Comms (docs 2.25 and 3.3)

Adaptations in practice: the KIX Observatory is a platform for evidence on COVID-19 responses in Africa's educational systems

- **Objective:** serve as a one-stop-shop for learning about policies and strategies to meet education needs during the COVID-19 pandemic, and inform future crisis preparedness

- **Timeline:** November 2020 – May 2022 (18 months)

- **Scope:** 41 GPE member countries in Africa, including KIX Africa19, Africa21, and Sudan

- **Activities:**

  - Collect, analyze, and synthesize evidence and emerging research on the continued operation of education systems during the pandemic (e.g., teacher and learner support, assessment, and financing); learner well-being (COVID-19 impacts on nutrition and physical and mental health); and gender, equity, and inclusion

  - Share quarterly evidence synthesis reports and other materials and events with policymakers and education stakeholders to inform policies and plans in the 41 focus countries and beyond

  - Monitor how evidence is being used by tracking policy and practice responses

- **Leading organizations:** Association for the Development of Education in Africa (ADEA) and the African Union's International Centre for the Education of Girls and Women in Africa (AU/CIEFFA), with technical support from the African Population and Health Research Centre (APHRC) and the UNESCO Institute for Statistics (UIS).

Source: https://www.adeanet.org/en/kix-observatory
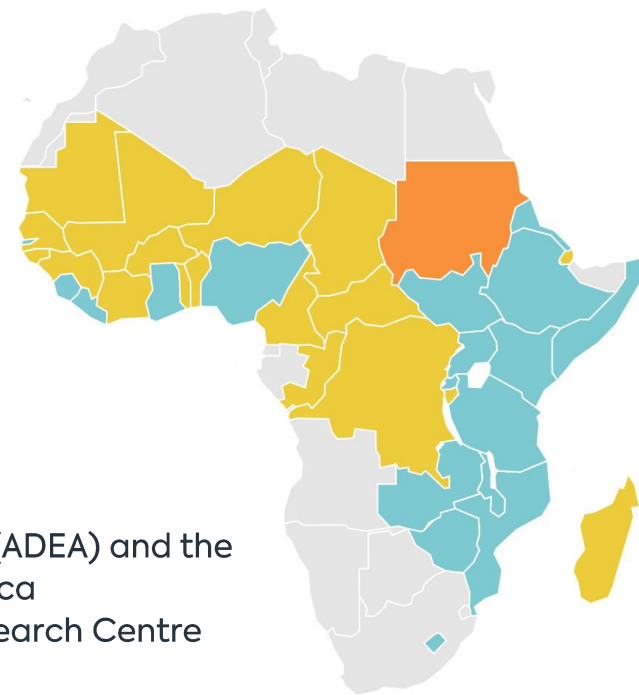
KIX Observatory: A platform for evidence on COVID-19 responses in Africa's educational systems

- **Primary outputs:**
  - 5 reports and 7 pieces including policy briefs and blogs focused on teacher training, school reopening, education financing, and teacher and learner well-being

  - 5 live trackers that compile policy and practice responses on teacher training, support, and student learning; learner well-being; assessment; school reopening; and education financing

  - 2 webinars with over 200 participants, including high-level officials from 5 countries, and over 450 additional views on YouTube
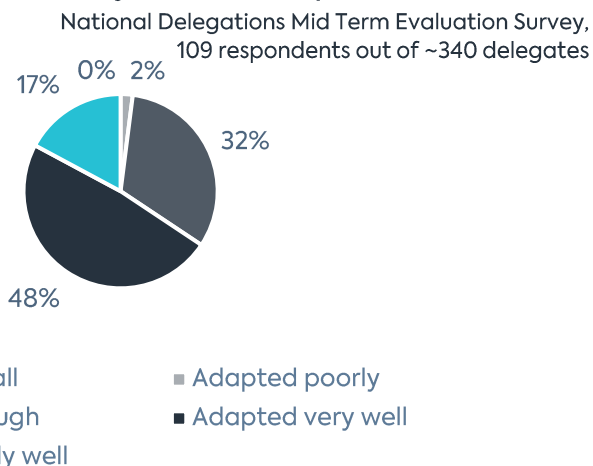
Background information			Traditional types of assessment in primary Level			Traditional types of assessment in secondary Level			Existence of Online system for assessment
Country	Language	Region	Formative/ summative	Examinations	Large Scale Class Level	Formative/ summative2	Examinations2	Large Scale Class Level2	Yes/No
Benin	Fracophone	Western	Yes	Yes	No	Yes	Yes	No	Yes
Burkina Faso	Fracophone	Western	Yes	Yes	Yes	Yes	Yes	Yes	No
Burundi	Fracophone	Eastern	Yes	Yes	Yes	Yes	Yes	No	No
Cabo Verde	Lusophone	Western	No	No	No	No	No	No	

- **Impact:** when surveyed, 9%, 21%, and 27% of respondents from the participating African countries reported they have "benefited extensively," "benefited a lot," or "benefited" from the Observatory, respectively. Another 16% and 27% reported they "benefited a little" or "have not benefited" from the Observatory.

Source: https://www.adeanet.org/en/kix-observatory, DA survey with country representatives

Stakeholders have appreciated the adaptations and identified best practices in adjusting their own engagement with the program
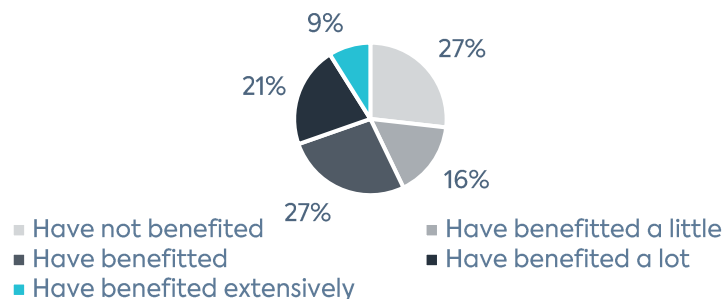
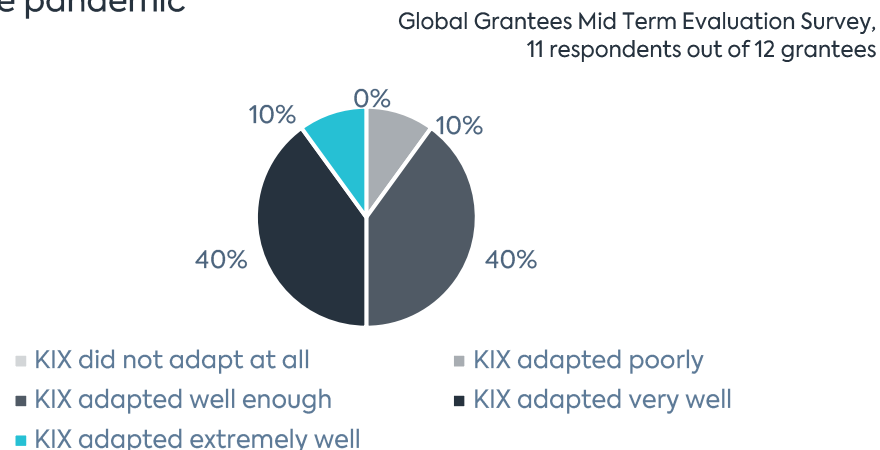**>60% of country representatives** believe the hubs adapted very or extremely well to the pandemic

National Delegations Mid Term Evaluation Survey, 109 respondents out of ~340 delegates

17% 0% 2%
32%
48%

- Did not adapt at all
- Adapted well enough
- Adapted extremely well
- Adapted poorly
- Adapted very well

"The learning cycles were extremely engaging and showed us what is possible to achieve in online learning – as learners, but also as educators having to do that in our daily jobs"
Interviewee from national delegation

>60% of eligible country representatives "benefitted" to "benefitted extensively" from the COVID-19 observatory

9% 27%
21%
27% 16%

- Have not benefited
- Have benefitted
- Have benefited extensively
- Have benefitted a little
- Have benefited a lot

>50% of grantees believe KIX adapted very or extremely well to the pandemic

Global Grantees Mid Term Evaluation Survey, 11 respondents out of 12 grantees

10% 0% 10%
40% 40%

- KIX did not adapt at all
- KIX adapted well enough
- KIX adapted extremely well
- KIX adapted poorly
- KIX adapted very well

"There really wasn't much more the KIX team could have done beyond having the flexibility and understanding of the situation. What would be most helpful is having more clarity on whether we will be able to have a no-cost extension"
Interviewee from global research project

- **>80% of global grantees reported being "slightly delayed"** on their projects, and 10% very delayed, with 70% of respondents citing delayed data collection processes and engagement with stakeholders due to the pandemic as the main causes