EVALUATION STUDY ON THE GLOBAL PARTNERSHIP FOR EDUCATION (GPE)'S SUPPORT FOR CIVIL SOCIETY ENGAGEMENT

Inception report

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Preface

This is an inception report for the independent evaluation of the Global Partnership for Education (GPE)'s support for civil society, through the Civil Society Education Fund (CSEF) III initiative. It sets out our approach and methodology for undertaking this evaluation. This report was prepared by Amisha Patel, Chris Hearle and Anaïs Loizillon, and quality assured by Stuart Cameron. The report has benefited from a series of discussions with the GPE Secretariat related to the evaluation questions, sampling and implementation work plan. The inception report was finalised following comments received by the GPE Secretariat, Global Campaign for Education (GCE) Secretariat, and Independent Technical Review Panel.

The evaluation team acknowledges the valuable guidance and support provided by staff of the GPE Secretariat throughout the inception process, with particular thanks to Anne Guison-Dowdy, Mohammad Muntasim Tanvir, Sarah Beardmore, and Natalie Poulson.

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List of abbreviations

ACEA	Arab Campaign for Education for All
ANCEFA	African Network Campaign for Education for All
ASA	Advocacy and Social Accountability
ASPBAE	Asia South Pacific Association for Basic and Adult Education
CLADE	Latin American Campaign for the Right to Education
CSEF	Civil Society Education Fund
CSO	Civil Society Organisation
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (German International Development Agency)
GCE	Global Campaign for Education
GPE	Global Partnership for Education
FFF	Financing and Funding Framework
FMA	Fund Managing Agency
KII	Key Informant Interview
LEG	Local Education Group
MEL	Monitoring Evaluation and Learning
M&E	Monitoring and Evaluation
NC	National Coalition
OECD DAC	Organisation of Economic Cooperation and Development – Development Assistance Committee
OPM	Oxford Policy Management
QA	Quality Assurance
RS	Regional Secretariat
RFMA	Regional Fund Management Agency
SDG	Sustainable Development Goal
ToC	Theory of Change
ToR	Terms of Reference
UNESCO	United Nations Educational, Scientific and Cultural Organization

1   Introduction

1.1   About the Global Partnership for Education

According to the GPE website[1], the Global Partnership for Education (GPE) is the only global fund solely dedicated to education in developing countries. It is a multi-stakeholder partnership and funding platform that aims to strengthen education systems in developing countries to dramatically increase the number of children who are in school and learning[2].

GPE 2020 is the GPE's strategic plan for 2016-2020. The vision statement is "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." The mission statements is "to mobilize global and national efforts to contribute to the achievement of equitable, quality education and learning for all, through inclusive partnership, a focus on effective and efficient education systems and increased financing." The plan includes the following three goals and five objectives that the partnership is pursuing over the 5-year period:

Goal 1: Improved and more equitable student learning outcomes through quality teaching and learning;

Goal 2: Increased equity, gender equality and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity and conflict or fragility;

Goal 3: Effective and efficient education systems delivering equitable and quality educational services for all.

Objective 1: Strengthen education sector planning and policy implementation

Objective 2: Support mutual accountability through effective and inclusive sector policy dialogue and monitoring

Objective 3: GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency and learning

Objective 4: Mobilize more and better financing

Objective 5: Build a stronger partnership

GPE mobilizes financing from public and private sources around the world and encourages developing country partners to provide sufficient domestic financing for basic education.

The GPE website states the GPE brings together developing countries, donors, international organizations, civil society, teacher organizations, the private sector and foundations. At the global level, the GPE governance includes the Board of Directors and its Chair, five Board committees, and the Secretariat headed by a Chief Executive Officer. At the national level, GPE brings together education partners in a collaborative forum called the Local Education Group (LEG) led by the ministry of education. The LEG participates in the development, implementation, monitoring and evaluation of education sector plans and programmes. A coordinating agency is selected among

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[1] http://www.globalpartnership.org/about-us
[2] http://www.globalpartnership.org/about-us

its members to facilitate the work of the LEG. Additionally, a grant agent is chosen by the government and approved by the LEG to oversee the implementation of GPE grants.

GPE supports developing country governments to develop good quality education sector plans. Governments take the lead in planning and are accountable for delivery; GPE enables education sector analysis, works to strengthen technical capacity, and brings in the talent and resources of all partners. GPE enables developing countries to address common education challenges through learning from each other, strengthening technical capacity, and accessing the best technical expertise.

According to GPE, targeted countries are those which have the greatest needs. GPE supports nations with high numbers of out-of-school children and weak school completion rates. Also GPE focuses on reaching the children that are most marginalized and vulnerable including girls, children with disabilities, and those who live in countries that are characterized by extreme poverty and/or conflict. Almost 50 percent of GPE funds go to countries affected by fragility and conflict. GPE can adapt its approach in situations of violence and conflict by allowing more flexibility and a faster response to address urgent needs while laying the foundation to meet longer-term educational goals.

1.2   The CSEF Programme

The GPE funds the Civil Society Education Fund (CSEF) programme, which supports civil society organizations and their networks in their efforts to influence the shaping of education policies and the monitoring of related programmes, and to hold governments accountable for their duty to fulfil the right to quality education of all children[3]. The CSEF is a network of CSOs that aims for "better informed national policy dialogue and strengthened uptake by government of CSO recommendations and positions regarding public education policy and resource allocation". The final evaluation report will describe the structure and functions of the CSEF III in detail.

The Civil Society Education Fund (CSEF) is a global programme initiated in 2009. It is coordinated and managed by the Global Campaign for Education (GCE) which is a civil society movement of Civil Society Organisations (CSOs) and their networks working to end the global education crisis. The GCE supports networks of national civil society and carries out education advocacy at the global level on behalf of its members.[4] "Through CSEF, civil society coalitions are strengthening their participation in national education policy processes, building greater public awareness of and engagement in education issues, engaging in monitoring, tracking and research, participating in policy and lobbying, and working together across countries to share learning and engage with international education policy processes"[5]. GCE membership is comprised of over 120 national coalitions and international and regional organisations based in almost 100 countries around the world.

The GCE Secretariat[6] manages the CSEF through regional agencies that provide programmatic direction to coalitions, CSEF works with the following networks: African Network Campaign for Education for All (ANCEFA), Caribbean Latin American Campaign for the Right to Education

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[3] http://www.globalpartnership.org/about-us
[4] These are independent networks with their own history and structure (ASPBAE in Asia Pacific, for example, has existed for 50+ years, while ACEA in the Middle East was created in the last 10 years.)
[5] http://campaignforeducation.org/en/civil-society-education-fund
[6] The organizational structure of GCE will be expanded upon in the final evaluation report, particularly in light of CSEF IIII efficiency.

(CLADE), Asia South Pacific Association for Basic and Adult Education (ASPBAE) and Arab Campaign for Education for All (ACEA).

Three Fund Management Agencies (FMAs) are responsible for fund management and technical capacity building in each region: CSEF Africa, CSEF Latin America and the Caribbean, and CSEF Asia and the Pacific. In addition, the GCE Secretariat is currently acting as an interim FMA for the Middle East, North Africa and Europe region[7].

The CSEF has been implemented in phases; CSEF I took place from 2009 to 2012 and CSEF II took place from 2013 to 2015. The current CSEF III began in 2016 and is due to end in 2018. CSEF III received a $29 million allocation from GPE for the 2016-2018 grant period to support 58[8] national coalitions/networks worldwide.

The overall CSEF III programme goal of "better informed national policy dialogue and strengthened uptake by government of CSO recommendations and positions regarding public education policy and resource allocation" is to be achieved through three objectives (see Figure 1). Each objective has a set of expected results/outcomes, with associated targets and indicators. The objectives are:

Objective 1: To support effective civil society representation and engagement in education sector policy dialogue.

Objective 2: To support active public outreach and citizen engagement in the generation/use of research and evidence on quality, equity, financing and education system reform.

Objective 3: To ensure global and regional processes relating to GPE and Sustainable Development Goal (SDG) 4 better inform – and are better informed by – national and local civil society[9].

CSEF III aims to achieve these objectives by funding a single plan for action in each of the member countries, which is developed and implemented by a coalition of civil society actors. National coalitions develop these plans in line with their own contexts and priorities, and within the structure of the overall aims and objectives for the CSEF III. Coalitions represent a wide range of members, including teachers' unions, women's groups, grassroots organisations, parents' associations and youth groups[10].

1.2.1 CSEF III Theory of Change narrative

As outlined within the GCE 2016-18 CSEF III funding document, the CSEF III Theory of Change (ToC) relates to mechanisms of support for national civil society coalitions to carry out nationally-designed, contextually-appropriate plans in relation to the following areas: representative engagement in education sector dialogue; engagement and mobilisation of citizens; and linking to regional and global education processes specifically in relation to GPE and SDG 4 monitoring. This narrative has been condensed and paraphrased but will be outlined in detail in the final evaluation report. The relevant inputs are:

• Funding for national activities;

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[7] http://campaignforeducation.org/en/civil-society-education-fund
[8] The original figure was for 63 NGOs however 5 of these have not received or have discontinued CSEF III funding for various reasons.
[9] http://www.campaignforeducation.org/en/civil-society-education-fund
[10] Examples of CSEF activities will be elaborated upon in the evaluation report.

- Capacity development through resources and workshops, learning and sharing events, facilitating feedback loops;

- Technical support and accompaniment, including coalition building support;

- Operational guidelines and monitoring tools to support national planning and operations;

- Facilitating national-regional-global links – for technical support and two-way communications and connections across different levels.

These inputs provide direct support to coalitions to carry out activities and deliver clear outputs related to building and strengthening of civil society coalitions through outreach to key stakeholders and marginalised communities, consultation and regular information-sharing, including;

- Effective engagement in formal sector dialogue processes (identification and participation, including presentation of civil society research and positions);

- Successful completion of social mobilisation aimed at informing and engaging citizens, with the exact nature of activity dependent on context and capacity (including for example media outreach, production of multimedia materials and social media campaigns; organisation of community-level consultations, trainings and workshops; and organisation of 'participatory' events bringing together decision-makers and citizens such as national or local forums and public presentations of civil society positions);

- Production of quality civil society research, positions and management of citizen-led data-gathering; and

- Effective and relevant mutual engagement between national CSEF-supported coalitions and representatives taking part in GPE and SDG 4 processes at the global and regional level.

The overall impact of the programme, therefore, is "better informed national policy dialogue and strengthened uptake by government of CSO recommendations and positions regarding public education policy and resource allocation". The GCE posits this relates to the strategic goals of the GPE for 2016-2020 to achieve greater equity and inclusion, quality teaching and learning, and stronger educational systems. The collective aspiration is to make a significant contribution to the achievement of SDG 4. See Figure 1 below for the CSEF III ToC diagram, which will inform the evaluation framework in section 2.2.

Figure 1   CSEF III Theory of Change[11]

Inclusive and equitable quality education and lifelong

Contributions to Education SDG (Long term impact)

Contributions to GPE Goals (Impact level)

Contributions to GPE Objectives

CSOs effectively inform policy on equity and inclusion, and monitoring of practice at different levels of education systems

CSOs effectively inform policy on quality teaching and learning, and monitoring of practice at different levels of education systems

CSOs help to build stronger and more accountable education systems

GPE is resourced to deliver effectively on an ambitious strategy that makes a key contribution to SDG 4

Higher-level Outcome (Results Statement)

Assumption

Better informed national policy dialogue & strengthened uptake by govt of CSO recommendations & positions regarding public education policy & resource allocation.

Govt and other actors take CSO voices and evidence seriously

CSOs make active contributions to stronger sector planning and policy implementation

Objectives & outcomes

Objective 1:
Effective civil society representation and engagement in education sector policy dialogue

Objective 2:
Active public outreach and generation/use of research and evidence on quality, equity, financing and system reform

Objective 3:
Global and regional processes relating to GPE and SDG 4 better inform – and are better informed by – national and local civil society

National govts are open to inclusive CSO engagement

CSOs support mutual accountability by engaging in and monitoring inclusivity of sector policy dialogue

Outcomes from Objective 1:
CSOs that actively participate in LEGs and in key sector policy and review processes (inc with parliamentary fora). Inclusive coalitions – that actively engage diverse actors and marginalised groups

Outcomes from Objective 2:
Coalitions that produce relevant analyses/engage citizens in original and credible research, data collection & evidence building.

CSO coalitions that actively consult with, engage and mobilise public incl through social and traditional media

Outcomes from Objective 3:
Stronger links between national, regional and global CSO voices (inc S-S) in key education SDG spaces

CSO representatives on GPE board & committees that are well informed by and represent national coalitions

Desired GPE country level process is delivered in practice

CSOs help monitor efficiency and effectiveness of education sector plans and policies

Citizens have freedom to express views and hold govt accountable

CSOs make the case for more & better financing; tracking budgets & spending, advocating for more domestic financing

- **Engagement in GPE, Education 2030 and SDG 4 processes**: CSO representation in national, regional and global sector dialogue events and processes; intra- and inter-country sharing of GPE, Education 2030 and SDG-related developments.
- **Production of quality civil society research and tracking**: sector budget, financing and thematic/sub-sector education studies and analyses; production of positions papers, policy briefs; managing citizen-led data-gathering.
- **Social mobilisation and public facing initiatives**: media outreach, production of multimedia materials, targeted social media and mass campaigns; organisation of community-level consultations, trainings and workshops; organisation of 'participatory' events bringing together decision-makers and citizens such as national or local forums; public presentations of civil society positions.
- **CSO engagement in formal sector planning & policy processes**: participation in LEGs, TWGs, Parliamentary Committees, JSRs; monitoring quality and inclusiveness of ESP planning processes and ESP content using scorecards.
- **Broadening coalitions' membership and capacities**: operationalising sub-national chapters and thematic sub-groups; meetings with members to prepare for formal engagement in sector dialogue processes; regular correspondence, information and shared learning with members (through newsletters, websites, social media and other communication tools); facilitating capacity building initiatives with members (trainings, toolkits development in e.g.: advocacy, research, sector policy planning and practice processes etc.).

Mass communication channels inc. social media are available and accessible

CSOs are able to be strong partners of GPE at all levels

CSOs have freedom to associate, act collectively and express their views

Outputs

Inputs

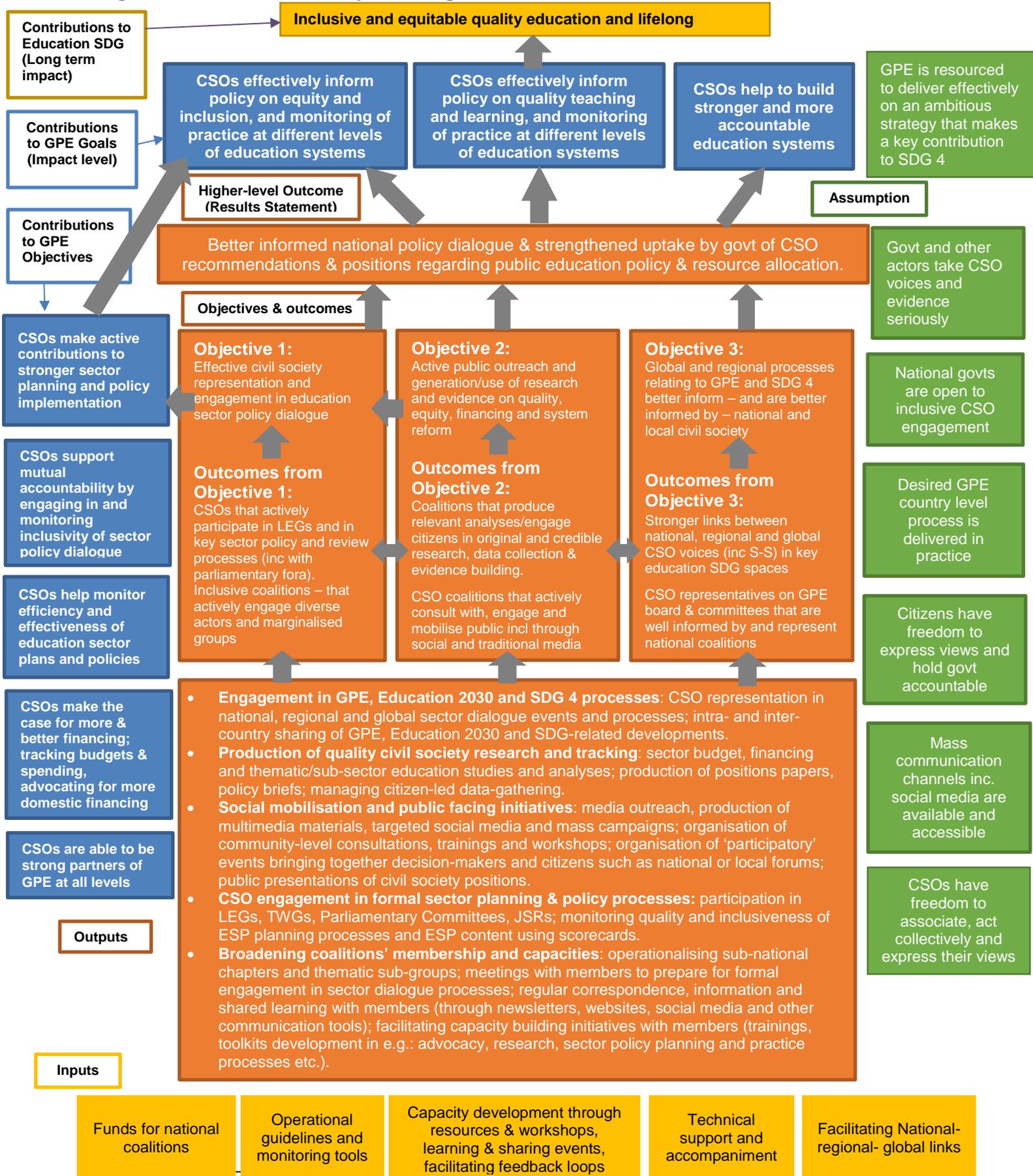| Funds for national coalitions | Operational guidelines and monitoring tools | Capacity development through resources & workshops, learning & sharing events, facilitating feedback loops | Technical support and accompaniment | Facilitating National-regional- global links |

[11] Taken from GCE's MEL strategy for CSEF III displays the same statement as in the RF. GPE CSEF III documentation; CSEF 2016-2018 ToC (Revised V 01 June 2016)

1.3   Purpose of Evaluation

In March 2017, the GPE Board of Directors approved the establishment of a new Financing and Funding Framework (FFF) to deliver on the ambitious vision set out in GPE 2020 through a new Advocacy and Social Accountability (ASA) funding mechanism.

At the country level, ASA will aim to support (i) effective civil society representation and engagement in national education sector policy dialogue, (ii) beneficiary engagement in monitoring and assessing government performance and expenditures, and (iii) social mobilization to provide feedback on education policy and service delivery, especially for disadvantaged groups.

At the global and transnational levels, the ASA funding mechanism is intended to help improve mutual accountability across the partnership for education development commitments, including in the areas of aid effectiveness, domestic resource mobilization, and education policy. The design of the ASA funding mechanism will therefore build on the strengths and successes of CSEF III and address existing gaps[12].

Given (i) the central role of CSEF to support civil society engagement in developing and monitoring the implementation of quality sector plans at the country level, and in relation to its paramount role in building the capacity of CSOs to participate fruitfully in the process to achieve this; as well as (ii) the need, set forth by GPE and its Board of Directors, for globally-concerted efforts and advocacy on the role of civil society in partner countries; the GPE Board mandated the Secretariat to pursue an evaluation of GPE's support for civil society engagement within its Monitoring and Evaluation (M&E) Strategy.

This evaluation is taking place at the mid-term of CSEF III and therefore will focus specifically, as per the Terms of Reference (ToR) (included in Annex A) on informing the strategic and operational integration of the CSEF successor into the upcoming ASA funding mechanism (scheduled to be designed in 2017-18). ASA findings will build on the findings of the evaluation. Therefore all recommendations will be forward looking in order to respond to this evaluation requirement.

1.4   Evaluation Limitations

This evaluation is based upon a desk-based document review and approximately 40-45 Key Informant Interviews (KIIs) to be conducted in December 2017 (see Annex B). The limitations of this evaluation process are listed below:

- This evaluation focuses on the Organisation of Economic Cooperation and Development – Development Assistance Committee (OECD-DAC) criteria of relevance, efficiency and effectiveness. As this is a desk based review, data for outcomes may not be available for the evaluation to draw upon, therefore making it difficult to assess the outcome level impact of the programme.

- We also have been unable to feed the quantitative results and findings of the CSEF III mid-term review in the inception phase, however the evaluation team hopes that the findings from this review could be incorporated during this evaluation process to inform the findings.

- In qualitative research, it is important to establish rapport with respondents, which can more easily be built up in person. However, the evaluation team is only interviewing respondents

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[12] GPE CSEF III Evaluation ToR, P1-2

over the phone or on Skype, and therefore it will be harder to create an environment where respondents feel comfortable to share their views honestly and in-depth. Also, non-verbal cues, which can often signify meaning, will not be able to be picked up in a telephone call. To allow for natural a conversation as possible we will request interviews over landline to minimise the risk of interruptions in signal. We will ensure a thorough informed consent so that respondents know the purpose of the research and other vital information.

- To secure future funding interviewees are more likely to paint a positive picture about CSEF III; this could potentially bias the results. We will mitigate against this by requesting interviews with different types of respondents such as government officials and previous funders, who have less of a vested interest in the evaluation results. We will also try to interview CSOs that are not part of a national coalition as they might provide a contrasting perspective.

- Of the national coalitions that are invited to interview, we are expecting a 50 percent response rate. Within the sample we chose, it could be that better performing and more well-established national coalitions are willing and able to be interviewed. This creates respondent bias which could affect the analytical results. We request that the GPE Secretariat sends the introduction letters to facilitate a higher response rate, and we will send several follow-up emails should we receive no response. We will caveat our findings and recommendations with this limitation in mind.

- There are 56[13] national coalitions available for interviewing in total. Yet, due to time and budget constraints, we are only inviting 40 for interview which we estimate will provide 20 interviews. While will cannot claim with 100 percent certainty that this sample of 20 national coalitions (of those invited or those who we manage to interview) are representative of the full population, we nonetheless believe that we will be able to make inferences about the population to an acceptable degree of confidence.

- Through this inception process the evaluation team have explored the possibility of benchmarking CSEF III against other similar programmes. The team have attempted to use their networks and contacts within similar programmes to obtain this data but this data has not been accessible given the commercially sensitive nature of funding information. It is also not possible to identify an exact comparator funding programme to the CSEF to make plausible direct comparisons. The intention in this section of the evaluation will be to provide contextual learning through other global funding programmes[14]. The evaluation team will also use the Charity Navigator financial efficiency performance metrics[15] as a benchmark. In addition, the evaluation team will interview a wider range of respondents external to CSEF III who may be able to attest to comparisons with similar programmes that they know of.

- The evaluation team speaks English, French, Portuguese and Spanish, and therefore only national coalitions whose representatives speak any of these languages can be selected for interview. If there are any respondents who do not speak any of these languages, then we will not be able to interview them.

1.5   Structure of Inception Report

The remainder of the inception report is as follows:

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[13] Originally 63, however several organisations were not yet structured or funding was discontinued for various reasons.
[14] These can include GAVI, The Global Fund to fight AIDS, TB and Malaria, DFID's Girls Education Challenge Fund and UK AID Direct.
[15] https://www.charitynavigator.org/index.cfm?bay=content.view&cpid=48

- **Section 2** elaborates on our evaluation design including key evaluation questions to explore and our methods for answering them;
- **Section 3** describes how we will manage this evaluation to both ensure its quality and in dealing with risks; and
- **Section 4** provides details of our work plan and activities we will carry out in the process of implementation of this evaluation.

The report is accompanied by a number of annexes. Annex A presents the ToR for this evaluation, Annex B is a list of those that will be invited to interview, Annex C presents the interview protocol, Annex D lists the national coalitions in the proposed sample, Annex E is an introductory letter to the evaluation key informants and Annex F is a proposed final report structure.

2   Evaluation Design

The evaluation will be conducted primarily from a formative angle and will focus on an examination of the OECD DAC evaluation principles of 'relevance, efficiency, and effectiveness' (in line with evaluation best practice and outlined in the evaluation ToR) both in light of;

   I)   GPE's support to civil society advocacy through CSEF III, and

   II)   Looking forward, in light of the forthcoming ASA mechanism.

The evaluation will provide examples of successful practices that should be maintained, replicated, or scaled up (with rationale), as well as unsuccessful ones that should be altered or discontinued (also with rationale). Additionally, the evaluation will highlight barriers to programme delivery and how these should be addressed within the ASA. The evaluation will also provide insights into internal/external environmental enablers and limitations (such as political climate, attitudinal aspects, capacity of coalitions to generate evidence or sit at the policy table, etc.) to contextualize the findings.

2.1   Key Evaluation Questions

To inform the evaluation framework the team completed an initial CSEF document review and analysed their findings and recommendations (see references for full list of documents reviewed during inception). The evaluation framework will be updated and refined to ensure the tool is fit for the purpose of gathering the information required to elucidate the evaluation questions. The GPE Secretariat will be kept informed of any major changes to the framework, and such changes will be communicated in the evaluation final report to the larger stakeholder group.

This process also clarified the approach and the sample of stakeholders and networks, GPE Secretariat, GCE Secretariat management, regional coalitions, GCE board of directors, and CSO constituencies serving on the GPE Board of Directors) to be included in the phone/Skype interviews.

2.2   Evaluation Framework

The evaluation framework has been developed using CSEF III the ToC in relation to the standard OECD-DAC criteria of relevance, efficiency, and effectiveness. The main evaluation questions we aim to answer, as adapted from the ToR for this assignment, are listed below. Sub-questions to these main questions can be found in the Evaluation Matrix (Table 1). The evaluation approach will primarily be an objectives-based methodology, which will i) essentially assess achievement against objectives, based on effectiveness measures articulated in programme documents or informant interviews; 2) assess the relevance of programme objectives against the overarching GPE goals; and 3) assess the relevance of programme design against a normative framework (i.e., what research/evidence/good practice tell us about what types of design features to incorporate into an effective programme.

Relevance:

1. Is the CSEF III Theory of Change plausible and coherent, and based on sound evidence/good practice?

2. Is the approach and design of CSEF III appropriate to achieve its outcome statement? (CSEF outcome statement is "better informed national policy dialogue and strengthened uptake by government of CSO recommendations and positions regarding public education policy and resource allocation")

3. To what extent are CSEF III objectives relevant to the national-level objectives of the Global Partnership for Education's GPE 2020 strategic plan?

Efficiency:

4. To what extent has CSEF III planned for and applied (a) appropriate grant management and administration principles; (b) sound institutional relationship management to ensure that adequate stewardship of resources and successful partnering are realized?

Effectiveness:

5. How effectively are CSEF III's objectives measured?

6. To what extent is CSEF III fulfilling its objectives?

See Table 1 for the full Evaluation Matrix which will be used as a basis for designing the interview guides. We note that certain questions in the Evaluation Matrix will be more suited to certain types of respondents than others, but collectively we are confident that we will be able to provide answers to all of the questions.

Table 1   Evaluation Matrix[16]

OECD DAC Criteria	Evaluation Questions	Sub-questions	Potential sources source of evidence	Performance indicators
Relevance	1. Is the CSEF III ToC plausible and coherent, and based on sound evidence/good practice?	1.1 Are the design assumptions valid for the types of processes CSEF aims to facilitate? What evidence is there that the key design assumptions of CSEF III are valid? Are there any assumptions that have not been explicitly recognised? 1.2 How was the CSEF III ToC designed and adapted during the programme? 1.3 Is the CSEF III tailored to national contexts and based on national needs? 1.4 Through coalition activities at the national level, is the CSEF III ToC inclusive of educational outcomes for girls and other disadvantaged groups?	• ToC, Results Framework • Programme documentation including CSEF I & II Evaluations • Interviews with: GCE Secretariat management team, Regional Secretariat and FMAs, National Coalitions (NCs), Previous funders of CSEF (GIZ Back Up initiative, Oxfam Ibis, UNESCO, Open Society Foundation), Governments, GPE Secretariat	• A trend is identified in the qualitative data that corroborates the given hypothesis (i.e. that the CSEF III ToC is relevant and based on sound evidence components are relevant) • % of respondents that agree with the given hypothesis
	2. Is the approach and design of CSEF III appropriate to achieve its outcome statement? (CSEF III outcome statement is "better informed national policy dialogue and	2.1 How are CSEF III activities selected? Are they appropriate to meeting the programme goal? What role have CSO members had in national coalition activities (e.g. in identifying needs and conducting activities)? 2.2 What other initiatives operate in the same policy space and, in compared to these, what is the added value of CSEF III?	• Description of portfolio from grant documents • Documentation from the programme, including: CSEF programme documents CSEF I & II Evaluations • Interviews with:	• A trend is identified in the qualitative data that corroborates the given hypothesis (i.e. that the design of CSEF III is appropriate to achieving the outcome statement etc.)

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[16] The evaluation team feels that they will be able to get evidence for all of these questions. If, during the evaluation, we feel that the evidence base for a particular question is weak then the GPE Secretariat will be notified and a resolution agreed upon.

OECD DAC Criteria	Evaluation Questions	Sub-questions	Potential sources source of evidence	Performance indicators
	strengthened uptake by government of CSO recommendations and positions regarding public education policy and resource allocation.")	2.3 Is the CSEF III infrastructure (global, regional and national) relevant for what the programme is attempting to achieve? 2.4 Do the indicators in the Results Framework adequately measure the CSEF III objectives?	GPE Secretariat, GCE Secretariat management team, Regional Secretariat and RFMAs, National Coalitions (NCs), Previous funders of CSEF (GIZ Back Up initiative, Oxfam Ibis, UNESCO, Open Society Foundation).	• % of respondents that agree with the given hypothesis

	3. To what extent are CSEF III objectives relevant to the national-level objectives of the Global Partnership for Education's GPE 2020 strategic plan?	The GPE 2020 policy goals and objectives are:
		
		GPE 2020 Country level objectives:
		
		   i. Strengthen Education Policy Planning and Implementation
		
		   ii. Support mutual accountability through inclusive policy dialogue and monitoring
		
		   iii. Ensure efficient and effective delivery of GPE support
		
		GPE 2020 Global level objectives:
		
		   Mobilise more and better financing
		
		   Build a stronger partnership
		
		3.1 To what extent are the CSEF III objectives and ToC relevant to GPE 2020 impact-level goals?
		
		3.2 Are the CSEF III activities that support NCs and are the activities that NCs engage in relevant for the three GPE 2020 country-level objectives?
			• Documentation from the programme, including: CSEF Programme documents, GPE 2020 Strategic Plan, GPE country-level operating model.
			
			• Interviews with: Regional Secretariat and RFMAs, NCs, GPE Secretariat, Previous funders for CSEF (Oxfam Ibis, GIZ Back-up Initiative, UNESCO, Open Society Foundation).
				• A trend is identified in the qualitative data that corroborates the given hypothesis (i.e. that the CSEF III objectives are in line with GPE 2020 strategic plan)
				
				• % of respondents that agree with the given hypothesis

OECD DAC Criteria	Evaluation Questions	Sub-questions	Potential sources source of evidence	Performance indicators
		3.3 Are there other objectives for CSEF III that would better deliver the 2020 GPE Global Objectives?		
Efficiency	4. To what extent has CSEF III planned for and applied: (a) Appropriate grant management and administration principles; (b) Sound institutional relationship management to ensure that adequate stewardship of resources and successful partnering are realized?	4.1 Does the CSEF Fund Management benchmark of 60/40 (60: programme, 40: management/ administration) hold true? Is it a valid principle?[17] 4.2 How [well] do the interactions between global, regional and national levels work in practice? How well does it enable civil society engagement? Is the potential of each actor maximized within this architecture? 4.3 Has the relationship between entities as facilitated through CSEF III been based on sound grant management and administration principles (i.e. timeliness of activities and submission/use of audit reports, disbursement and efficient use of funds, and on robust monitoring mechanisms for tracking disbursements and tracking outputs and tracing outcomes)?	• Documentation from the programme including: CSEF Programme Evaluations, GPE 2020 Strategic Plan, GPE country-level operating model. • Interviews with: GPE Secretariat, GCE Secretariat management team, Beneficiary Coalitions, Regional Secretariat and RFMAs, NECs, UNESCO.	• % of respondents that agree with the given hypothesis (i.e. that CSEF III has effective fund management principles/structures and sound institutional relationship management) • Identified differences between original CSEF III programme documents and progress reports • Benchmarks against other grant making mechanisms (to be decided in evaluation) and areas such as audits and M&E. We intend to use the Charity Navigator financial efficiency performance indicators on programme expense and administrative expense.
Effectiveness	5. How effectively are CSEF III's objectives measured?	5.1 What is the effectiveness of national coalition data collection and reporting against the Results Framework? How are the indicators measured?	• Programme documents including: GCE's Results Framework, CSEF ToC,	• % of respondents that agree with the given hypothesis (i.e. that CSEF III has an

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[17] This benchmark is mentioned on page 45 in Institute for Development Impact (2015)

OECD DAC Criteria	Evaluation Questions	Sub-questions	Potential sources source of evidence	Performance indicators
		5.2 Are there unanticipated results – positive and negative – that need to be considered that are not captured through the Results Framework? What are the reasons/factors for this? 5.3 What is the evidence for whether outputs are producing outcomes along the ToC casual chains? What is the system doing to assess this? How are assumptions tested?	CSEF M&E-related documents. • Interviews with: GPE Secretariat MEL team, GCE Secretariat MEL team, Regional Secretariat and RFMAs, NCs.	effective M&E system in place) • Benchmarks against other grant making mechanisms (to be decided in evaluation)
	6. To what extent is CSEF III fulfilling its objectives?	6.1 Using the CSEF III results framework as a benchmark, what targets and objectives have been assigned and are they on their way to being met? What are the reasons for some targets and objectives being met more than others? 6.2 In different contexts, what have been the major factors in achieving better informed national policy dialogue and strengthened uptake by government of CSO recommendations and positions regarding public education policy and resource allocation? How have these played out and why? 6.3 To what extent are CSEF III objectives delivering national-level objectives of the Global Partnership for Education's GPE 2020 strategic plan? 6.4 To what extent have identified results been caused by CSEF III rather than by factors outside of the intervention?	• Programme documents, including: GCE's Results Framework, CSEF ToC, CSEF M&E-related documents. • Interviews with: GPE MEL team, GCE MEL team, Regional Secretariat and RFMAs, NCs.	• % of respondents that agree with the given hypothesis (i.e. that CSEF III is fulfilling its objectives) • % of CSEF III indicators meeting annual milestones • CSEF III indicators and existing data

OECD DAC Criteria	Evaluation Questions	Sub-questions	Potential sources source of evidence	Performance indicators
		6.5 What evidence is there of programme learning? Is the programme flexible and quick enough to adjust to changing circumstances? Has CSEF III responded to negative results in an appropriate way? 6.6 Is the evidence collected sufficient enough to make judgements on the effectiveness of CSEF III?		

The evaluation team have been asked to provide findings and recommendations stemming from the findings that can be used in turn by GPE Secretariat programme managers for the design of ASA to inform the successor to CSEF III. Drawing on evidence, we aim to understand the factors and practices that should be considered in designing ASA's strategic approach and design to ensure that its objectives are met as planned. For example, we will provide an additional annex to the final evaluation report which lists lessons learned from the evaluations of CSEF I and CSEF II and highlight whether the issue still remains/and or what progress has been made at the mid-term of CSEF III; this will be a useful tool to inform the ASA.

2.3   Analytical Approach

Detailed insights about CSEF III are needed to inform its successor, the ASA funding mechanism. The selection of the analytical approach is the basis for obtaining credible evidence and producing reliable findings to inform the evaluation's conclusions and recommendations. The evaluation questions in the matrix (Table 1) provide guidance on the information and evidence that will be collected for this evaluation. The study will use primarily a qualitative approach to data collection to gather information on the CSEF III implementation and focus on two main sources, namely i) individual KIIs and ii) document reviews. The data could be complemented with quantitative data if made available during the period of the evaluation. We describe each of these qualitative sources in the remainder of this section.

The evaluation process will be guided by a number of key considerations per the guidance of the OECD DAC's Quality Standards for Development Evaluation (OECD, 2010)[18], including:

- A well-developed evaluation design and framework, underpinned by appropriate methods and tools including semi-structured interview guidelines (see Annex C);

- The validity and reliability of the information sources used, while respecting the confidentiality of respondents' answers;

- A clear sampling strategy that explains the justification for identification of key informants, highlighting any limitations;

- A systematic audit trail throughout the evaluation process, that documents the decisions made and captures all data and information in a systematic and accessible manner. This will include capture of interview notes and analysis of findings using structured Excel sheets;

- Cross-validation of information sources so as to critically assess the quality of the data and evaluate the logic of the findings; and

- To reduce the possibility of individual researcher bias, there will be checking of findings through multiple evaluation team researchers and rounds of analysis and discussions, with the support of the qualitative analysis software NVivo.

2.3.1 Key Informant Interviews and sampling

Core to this evaluation are KIIs. The evaluation team aims to obtain a variety of perspectives within the CSEF architecture through the selection of national, regional, and global-level stakeholders (see Table 2 below).

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[18] https://www.oecd.org/development/evaluation/qualitystandards.pdf

Table 2: Interview invitees by national, regional, and global level

Level	Organization
National	National education coalitions
	Government representatives
Regional	Africa ANCEFA
	Asia ASPBAE
	Latin American and the Caribbean (CLADE)
	Middle East & Eastern Europe (ACEA)
	RFMAs
Global	CSO constituency representative on GPE Board
	GCE Board
	GPE Secretariat
	GCE Secretariat
	Former funders

At the global level, the team will be interviewing representatives of the GPE and GCE Boards, staff members of the GPE and GCE Secretariats, as well former CSEF funders. Annex B provides the list of the regional and global informants invited to interview – organised by their affiliation and position.

At the regional level, the evaluation team will interview high-level representatives of all four CSEF Regional Coalitions (with two additional informants added in the African and Asian coalitions due to their size and long-lasting experience with the CSEF mechanism) as well as the three Regional Fund Management Agencies.

At the national level, the team seeks to interview national coalitions currently supported through the CSEF III (see Annex D for the complete list of 40 national coalitions sampled, which are invited to interview). We understand responses from each country are linked to the specific national context, but also hope to draw out lessons that are transferable across contexts by understanding how the context shapes the processes. As a complementary source of information, the evaluation team also seeks to interview two of the four government representatives proposed by the GPE Secretariat, based upon the standard expected 50% response rate (see Annex B). These particular government representatives are highly familiar with the national coalitions in their respective countries and can speak to the challenges and benefits of working with civil society. The evaluation team recognises that these KIIs will seek to fill research gaps from other interviews.

To interview all 56 national coalitions available for interviewing would be unfeasible given resource and time restrictions on this evaluation. Therefore, the evaluation team aims to interview a representative subset of the coalitions. The intention is to invite the coalition coordinators of 40 national coalitions for an interview. The evaluation team expects a 50 percent positive response rate, and therefore to potentially interview about 20 national coalitions. This total figure has been selected to obtain about one-third of all national coalitions and to balance with the number of regional and global representatives. If a KII from the sample of 20 becomes a non-respondent after multiple efforts, the evaluation team will select another country from the group of 20 national coalitions with the same representative weight in the sample, i.e. of the same category for both age of coalition and geographic region.

The sample selection process for national coalitions consists of creating a sample of 40 current CSEF III grantees which has similar characteristics and is representative of the 56 national

coalitions.[19] The statistical software utilised was XLSSTAT which operates as an add-on to the Excel platform. Using a stratified random sample selection operation, the software generated a random sample based on two assumingly independent criteria (strata): geographic location (regions) and age of the coalition. These two strata were considered for various reasons, including similarity in the selection criteria for the previous CSEF evaluations. Regarding geographic location, some regions such as Africa and Asia have been recipients of CSEF grants over several phases, and have longer-established coalitions. The statistical technique selected generates the sample by treating the two strata independently; as such the sample maintains the same proportions as the total population. The resulting randomized selection is described in Table 3 per strata. These will be the first 40 contacts made with national coalitions for interviews.

Table 3: Descriptive statistics of national coalition sample

	Sample statistics (*n*=40)		Population statistics (*N*=56)	
	Total per strata	**Relative frequency per strata (%)**	**Total per strata**	**Relative frequency per strata (%)**
Region			**Region**	
Africa	21	52.5	29	51.8
Asia	10	25.0	15	26.8
Latin America and the Caribbean	4	10.0	5	8.9
Middle East and Eastern Europe	5	12.5	7	12.5
Total	*40*	*100*	*56*	*100*
Age of coalition (level of experience)			**Age of coalition (level of experience)**	
1990 – 2001 (experienced)	14	35.0	19	33.9
2002 – 2007 (moderate)	15	37.5	20	35.7
2008 – present (nascent)	11	27.5	17	30.4
Total	*40*	*100*	*56*	*100*

Notes: National coalition sample is 40 (n=40) and population of the national coalitions is 56 (N=56). Age of coalition is determined by the year of inception. The classification into three groups was created using XLSSTAT, with the option to group similar total numbers in each category. The year 2009 was the beginning of the CSEF fund -- and according to the 2012 CSEF evaluation – is a key factor in the creation of some national coalitions. Total does not always add to 100% due to rounding.

We will select two national coalitions from the sample of 40 to use as a pilot where we will test the questions and refine the interview guides as a result. The two that will be chosen for the pilot will be English speaking so that all the evaluation team can join the interview. One coalition will be

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[19] Seven coalitions were removed from the population of 63 national coalitions due various reasons, including their new creation and the fact they do not have a legal identify as of yet (Afghanistan, Tajikistan); the fact that work with civil society was discontinued at national level (Djibouti, Lesotho); suspension of coalition (Vanuatu); and an only recently emerging coalition building process (Burundi, Samoa).

younger and one will be older so that we can test the instrument at the extremes of one of our strata (age of the coalition).

Given the timeframe of the evaluation, the evaluation team aims to conduct about 40 interviews during the data collection period, with some interviews combining several informants (for example the GPE Secretariat) with a maximum of three informants per KII to ensure the interviewer is able to effectively manage a phone discussion and keep to an hour and a half time limit. The language of the interview can be in English, French, Portuguese and Spanish. The evaluation team is not proposing to conduct focus group discussions as this is difficult to coordinate and facilitate in a desk-based evaluation.

During the initial evaluation phase, the evaluation team collectively developed the questions that form the semi-structured interviews which are based on the Evaluation Matrix (see Table 1). The interview guide includes a common core of questions for all respondents and several specific questions based on the type of informant. Given the limitations of the timeframe and scope of this evaluation, all KIIs will take place over Skype or over the phone. Semi-structured interview guidelines are available in Annex C. The team will capture KII responses using computerised notes, and include the researcher's comments and questions regarding interpretation of the information data which can help during the data analysis process (e.g. situational factors which might impact response). At the end of each KII, researchers will prepare a summary debriefing report on the completed interview. All responses will be entered into NVivo—a qualitative analytical software.

Collecting data from individuals is not an easy task in most research circumstances, and reducing the bias during data collection insomuch as possible improves the validity of findings. Moreover, the evaluation team acknowledges that many informants have a vested interest in the outcome of this evaluation, which could bias the views that they provide (see Section 1.4). To reduce this bias, the evaluation team has selected a sample consisting of many different stakeholders, enabling the cross-validation of responses across various respondent types. In particular, every effort will be made to identify non-CSEF beneficiary national coalitions through the interviews with national coalitions and government representatives, however this may not be possible within the data collection timeframe. To ensure the best possible chance that extra interviews will take place during the timeframe, we will aim to contact government and national coalition interviews early in the evaluation process.

2.3.2 Review of documents

The second source of primary data for the evaluation will be the review of documents related to the CSEF III programme. Documents are selected based on their capacity to identify strengths, challenges, bottlenecks, and lessons learned during the CSEF III phase and to inform relevance, efficiency, and effectiveness dimensions of the evaluation. The desk review of CSEF-related documentation from GCE and GPE Secretariats will include the initial set of CSEF documents identified in the Evaluation Matrix (Table 1). The evaluators will apply the snowball method to complete information with additional documents either identified through the review of the initial set of documents or as recommended through the interview process.

The review of documents will be guided by the set of questions in the Evaluation Matrix. The summary of relevant information identified per evaluation category (relevance, effectiveness, and efficiency) and per question will be collected in the form suggested below.

The evaluation team has undertaken an initial review of the key programme documents provided by the GPE Secretariat including annual reports, previous evaluation results and strategy

documents (see References section for a list of documents consulted). Results from the initial review of the data have informed the Evaluation Matrix and will be further drawn upon during the implementation phase and used in combination with evidence gathered through our primary data collection.

2.3.3 Analysis plan

The evaluation team will gather evidence systematically from both data source types and will review and interpret initial findings collectively. The team will also analyse findings against the literature review and document analysis conducted during the inception and evaluation phases.

The evaluation team will be using the qualitative data analysis computer package known as NVivo. NVivo facilitates classification, sorting and arrangement of information, and an examination of trends and relationships within the data. The team will set up an initial coding framework which will largely match the evaluation questions and sub-questions, and this will be entered into the software.[20] However, as we code the data, it may become apparent that we will need to create sub-codes (known in NVivo as "child" nodes) as well as having to collapse together "parent" nodes if there is not a lot of data pertaining to those themes. All three evaluation team members will have NVivo licenses and all coded data will be in English. Once all of the information has been coded, the team will be able to run search engine and query functions, which will be useful in drawing out the main findings which will expanded upon in the final report.

The evaluation team will draw on a simple analysis framework. This process involves summarising the key findings arising from the qualitative data collection, condensing the most important information, and inserting the summaries into a framework matrix that links the evidence, and the source it came from, to each question listed in the Evaluation Matrix (Table 1). This evidence is then regularly reviewed to assess if it is sufficiently robust to allow conclusions to be drawn from it. This process ensures that sufficient evidence regarding a particular evaluation question is collected and cross-validated, and that the various sources of evidence can be easily compared and contrasted to robustly draw conclusions from an otherwise complicated dataset. Since the matrix will be filled in during the data collection exercise gaps in evidence can easily be identified and filled in in later interviews. The GPE Secretariat will be notified where there are serious difficulties in answering a particular evaluation question.

In essence, the Framework Analysis Matrix is a table that lists key evaluation questions in column headings and sources of data and consolidated findings/conclusions in row headings (Table 4). The summarised evidence is inserted into the cell where the source of evidence and evaluation question (to which the evidence relates) intersect. In a final column, the evidence relating to the evaluation question is consolidated and conclusions are drawn. The table below illustrates the framework analysis matrix format and how it will be used to link evidence to the key evaluation questions.

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[20] This is useful as we will structure the final report according to the evaluation matrix.

Table 4: Framework Analysis Matrix

Key evaluation questions	Sources			Consolidated findings and conclusions
	Documents	KIIs	Type of informant (coalition, regional etc.)	Consolidated Findings and Conclusions
Relevance				
Efficiency				
Effectiveness				

2.3.4 Ensuring rigour in our work

A major methodological challenge in qualitative-led research is the definition and achievement of 'rigor'. Qualitative research is sometimes accused of being open to research bias or anecdotal impressions; impossible to reproduce; and difficult to generalise (Mays and Pope 1995, Horsburgh 2003, Hammersley 2007, Denscombe 2014). Methodological rigour in our research is not best served through a statistically representative sample but rather through a "systematic and self-conscious research design, data collection, interpretation and communication" (Mays and Pope 1995: 110). We will undertake this research according to the principles of rigour developed by Lincoln and Guba (1985) as detailed in Table 5 below.

Table 5: Principles of Rigour

Principles of rigour in qualitative research	Questions that underpin the principles of rigour[i]	Primary tasks in achieving these principles
Credibility	How can we be confident about the 'truth' of the findings?	Demonstrating a true picture of the CSEF III programme as it relates to efficiency, effectiveness and relevance. .
Confirmability	How can we be certain that the findings have been determined by the subjects and contexts of the inquiry, rather than the biases, motivations and perspectives of the evaluators?	The evaluators demonstrate that findings emerge from the data. The team will be honest about their predispositions so that CSEF III stakeholders can make an informed choice about how the evaluation has been influenced by researcher bias.
Dependability	Would the findings be repeated if the study were replicated with the same (or similar) subjects in the same or similar context?	Striving to enable a future investigator to repeat the study. This is about tracing sources that the data comes from and about documenting the data, methods, decisions made during the data collection and analysis, and the reasoning behind them.
Transferability	Can we apply these findings to other contexts or with other groups of people?	The evaluation team will provide sufficient detail about CSEF III for a reader to be able to decide whether the programme and the context in which it works is similar to another situation with which they are familiar and whether the findings can justifiably be applied to the other setting/programme.

Specific activities that we will undertake to ensure rigour in our work, and demonstration of the principles in Table 5 include:

Credibility
- Peer review: quality assurance of evaluation design, methods, and deliverables (see Section 3.1).

- Reflexivity: Evaluation team will be reflexive on their own biases and their effect on the evaluation, and will report on this in the final report.
- Joint peer analyses: in the work plan, we have scheduled joint peer analysis sessions which will involve the team members discussing the main findings as they relate to the evaluation questions. This will minimise single evaluator bias.
- Member check and consultations: during the interviews, the evaluators will continuously check data, analysis and interpretation with the informants.
- Triangulation of methods: the evaluation is based on a review of existing literature (including previous evaluations of CSEF) and interviews to cross-check data and interpretation.
- Structural coherence and consistency: this is to ensure that there are no unexplained inconsistencies between data and interpretations. There will be links between the evaluation questions, methods, data interpretations and main conclusions.
- Quotes: we will include pithy quotes where strong views were shared. This will allow the checking of interpretation against verbatim accounts.

Confirmability
- Ethics: to be ethically truthful interpreting data, applying respectful and integral attitude to research participants and being reflexive of own personal biases (see ethics section below).
- Systematic coding and data analysis: we will show how the data was interpreted, reduced and how the main themes and claims emerged as a result.

Dependability
- Level of agreement: once the report has been written, we will check the consistency between interview notes and the interpretation of findings as contained within the final report.
- Audit trail: to allow a reader to repeat the study and come to the same conclusions, we will record how the main findings emerged and how the data was reduced.
- Team Leader journal: this will be a record of the main events and decisions in the evaluation, including any changes from the methodology set out in this inception report. This report will also document any reflexivity-related issues.
- Thick description of methods: we will give a detailed description of approaches used, their limitations, and how they are best suited to answer the evaluation questions.

Transferability
- Diverse sample: we are selecting diverse information-rich cases (see Section 2.3.1) to ensure a wide range of views and background of research participants.
- Thick description: we will provide description of the context, research participants and researchers while ensuring that confidentiality is assured.
- Comparison of sample: we will compare the sample of national coalitions to the entire 58 national coalitions.

This evaluation will adhere to the international best practice standards in evaluation, including the OECD DAC International Quality Standards for Development Evaluation, the OECD DAC principles Standards for Development Evaluation, and DFID's Ethics Principles for Research and Evaluation. More explicitly we adhere to the following particular principles:

Ethics of evaluation

The evaluation team subscribes to good practices of evaluation, including (1) systematic inquiry (2) competence; (3) integrity; (4) respect for people - we will ensure confidentiality, security, and dignity of the respondents, programme participants, clients and other stakeholders - and (5) responsibility for general and public welfare. We aim to uphold the principle of "do no harm" at all times.

Ensuring "no harm" includes ensuring informed consent is sought before every interview begins so that participants know the purpose of the discussion, that there was no right or wrong answer and to make sure they know that information will be treated confidentially, i.e. no names will be mentioned in the report. Interviewees have the right to stop the interview at any point, or not to answer any particular question. We will answer any questions they have and provide information on how they can complain to either the GPE or GCE Secretariats should they so wish. Participants will not benefit in any way from the research which could affect the responses provided.

Independence of evaluation

To ensure its credibility, the evaluation process will be independent from any process involving GPE's policy making, management or activity implementation. The evaluation will be impartial in the scope of methodology and in considering and presenting achievements and challenges.

3 Management

3.1 Management and Quality Assurance

Oxford Policy Management (OPM) is committed to delivering high-quality research and evaluation and has introduced a multi-layered Quality Assurance (QA) system in place. All outputs produced by this evaluation will be reviewed by Stuart Cameron prior to submission. Stuart is a Senior Consultant in the OPM education team who specialises in the evaluation of education programmes. Both inception and evaluation reports will be reviewed against the requirements of the ToR and the inception report, respectively, as well as best practice in relation to international evaluations, before being signed off internally. All outputs will also be externally peer reviewed by an external technical review panel, with comments also provided by GPE Secretariat and GCE Secretariat management.

3.2 Stakeholder Engagement and Communication

The main users of the evaluation are GPE, GCE, and CSEF III partners.

The evaluation is project-managed by the GPE Secretariat evaluation manager. The evaluation manager will be responsible for consolidating feedback, quality assuring, advising on the evaluation outputs, and commenting on draft reports. Approval will be provided by the GPE Secretariat M&E team lead. We will formerly respond to all such comments for the final evaluation report in a matrix clearly articulating how we have considered and incorporated these comments. If we disagree with any comment, we will provide detailed reasons for why this is the case. These responses will be accompanied to the revised final evaluation report.

We will work closely with the GPE Secretariat during the process of the evaluation. We will conduct remote interviews with staff from the GPE Secretariat and provide regular updates during the rest of the evaluation period as agreed. We will liaise with the GPE Secretariat to provide the introductions to the key informants, so that follow-up arrangements for interviews can be made.

The Team Leader of this evaluation is Dr Terry Roopnaraine who is responsible for the day-to-day operations and will be the first contact point for the GPE Secretariat. Amisha Patel was the Team Leader during the inception phase.

3.3 Risk Management

We have developed a risk matrix in Table 6 below, in order to identify the project-specific risks that may affect the delivery of this evaluation. The table lists the potential risks, the impact they may have on the delivery of the evaluation, and how we intend to minimise these. Optimal management of these identified risks will require close collaboration with and support from the GPE Secretariat.

Table 6: Potential risks and mitigating measures

Risks	Impact on delivery	Risk mitigation measures
The key stakeholders are busy and have limited time	Reduces the level of information that can be collected from any one individual	The team will prepare questions in advance to ensure a smoother interviewing process and will be selective on the types of questions asked of the different informants, prioritising key questions most relevant to them. The team will stick to time limits, ensuring that each interview does not take longer than an hour. The only exception to this is when more than one informant is being interviewed (see sample framework for more detail). The team will provide as much notice as possible of the interview date and time, and will aim to be flexible to the participants' schedules and prior commitments. There might be reasons why stakeholders say they are busy; the team will remind respondents of their right to confidentiality and that discussions will not be recorded. The team will stress the importance of the evaluation, and ask GPE Secretariat for assistance in extreme cases. The team is able to conduct interviews in English, French, Portuguese and Spanish.
Research tools inappropriate for context	Quality of research compromised	The team has used similar research tools recently which have worked well. The evaluation team will develop the tools collectively, thereby developing ownership among the evaluation team. To offer balanced perspectives, the team will interview government representatives as well as identify national coalitions who have not benefited from CSEF III funding through the interviews with national coalitions and government representatives, however this may not be possible within the data collection timeframe. As with all qualitative research, it is an iterative process and the tools and approach can be refined during data collection as appropriate. Discussions on the tools will be held during debriefs among the evaluation team.
Difficulty in reaching consensus on key lessons	Conflicting key lessons	The evaluation team will be discussing the findings on a bi-weekly basis through debriefing sessions, at the end of the research as well as during the analysis and report writing stages. This process will enable the team to build consensus on the key lessons.
Written outputs not high quality	Reduction in quality	The evaluation team has a history of writing high-level reports. Internal QA system involves a senior research adviser incorporated into the team to ensure rigour in research methods. The external review panel chosen by the GPE Secretariat will be another opportunity to increase the quality of the outputs.
Delay in receiving inputs from the GPE Secretariat	Delay in delivery of outputs under this evaluation	Weekly updates have been agreed with the GPE Secretariat, including an agreed timetable for drafts and comments on drafts. Substantial delays in securing KIIs or documents on GPE's side may require the timelines to be re-negotiated.
Evaluation results are not utilised	Evaluation not utilised to inform the programme	This will be achieved by ensuring the report is written clearly, simply, and succinctly, with an emphasis on usability. Recommendations provided in the report will be practicable and actionable.

4 Deliverables and Work plan

4.1 Key Deliverables

Following the submission and acceptance of this inception report, the team will begin the data collection phase. The remaining deliverables and their timeline for the remainder of this evaluation are summarised in Table 7 below.

Table 7: Main deliverables and timeline

Main deliverables	Timeline
Submission of draft inception report	26th October 2017
Final inception report	1st December 2017
Data Collection complete	22nd December 2017
First draft report	17th January 2018
GPE comments provided	31st January 2018
Final report and slide deck	14th February 2018

4.2 Work plan

The work plan for the remainder of this evaluation is presented in Table 8 below.

Table 8: Work plan of evaluation after the inception phase

Phase		Amisha Patel/ Terry Rooperaine	Chris Hearle	Stuart Cameron	Anais Loizillon
Deliverable	Submission of Inception Report	7	7	0.5	1
Phase 2	Feedback on Inception Report				
	Final Inception report				
	Interviews				
	Data analysis and collation				
	Data Colllection complete				
Deliverable	First draft report submitted to GPE				
Phase 3	GPE draft report comments provided	7	8	0.5	5
Deliverable	final Report and Slide Deck submitted	11	7	1	4

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Annex A   Terms of reference

Background

About GPE. Established in 2002, the Global Partnership for Education (referred to as 'Global Partnership,' 'partnership' or GPE), formerly the Education for All Fast-Track Initiative, is a partnership focused on supporting and financing basic education in developing countries. In practice, GPE provides its developing country partners support to build and implement sound education plans. The Global Partnership aims to achieve quality learning outcomes for all children by efficiently using international and national resources and matching donors' priorities with developing countries' own education goals and strategies.

The GPE Secretariat, in consultation with the GPE Board of Directors, developed a new strategic plan, GPE 2020. GPE 2020 clarifies the scope, focus, and direction of the Secretariat's work and provides a roadmap and set of accountabilities for the Secretariat and broader partnership. Collectively, these actions will help position GPE to deliver on the new Sustainable Development Goal on education (SDG 4) for the post-2015 period. To underpin the assessment of the extent to which GPE achieves what it sets out to do in GPE 2020, it has developed a Monitoring and Evaluation (M&E) strategy, which was presented to, and approved by, the Board in its June 2016 meeting.

GPE support for civil society engagement. The partnership supports civil society organizations and networks in their efforts to partake in the shaping of education policies and monitoring of related programs, and to hold governments accountable for their duty to fulfill the right to quality education of all children.

With relevance to this, the Civil Society Education Fund (CSEF), which was established and launched in 2009 by the Global Campaign for Education (GCE), is a global program funded by GPE to promote stronger and more effective civil society engagement in education sector policy, planning, budgeting, and monitoring at the country level. GCE is an organization that supports a movement of international, regional, and national civil society actors advocating for the right to education in more than 100 countries. The ultimate purpose of the CSEF is to ensure that the engagement and advocacy efforts of civil society help ensure a bottom-up and social accountability-driven approach to education policy making and implementation, so that good quality education can be achieved and gains in equity and learning outcomes be made in partner countries. To do so, the CSEF initiative provides grants to national coalitions to support their advocacy activities, build their capacity to strengthen planning, implementation, and impact, and promote cross-country learning and networking. Through CSEF, GCE also supports the regional coalitions to contribute to the grantmaking, capacity building, and coordination of national coalitions in each of the four regions. The current CSEF III program received a $29 million allocation from GPE for the 2016-2018 grant period, to support 62 national coalitions/networks worldwide.

In March 2017, the GPE Board of Directors approved the establishment of a new Financing and Funding Framework (FFF) which outlines the purpose, eligibility, and allocation of GPE's grant resources, including through a new Advocacy and Social Accountability (ASA) funding mechanism. At the country level, ASA will aim to support (i) effective civil society representation and engagement in national education sector policy dialogue, (ii) beneficiary engagement in monitoring

and assessing government performance and expenditures, and (iii) social mobilization to feedback on and voice demand for improved education policy and service delivery, especially for disadvantaged groups. At the global and transnational levels, the ASA funding mechanism will help to improve mutual accountability across the partnership for education development commitments, including in the areas of aid effectiveness, domestic resource mobilization, and education policy. The design of the ASA funding mechanism will therefore build on the strengths and successes of CSEF and address existing gaps.

Rationale

Given (i) the central role of CSEF to support civil society engagement in developing and monitoring the implementation of quality sector plans at the country level, and in relation to its paramount role in building the capacity of CSOs to participate fruitfully in the process to achieve this;[21] as well as (ii) the need, set forth by GPE and its Board of Directors, for globally-concerted efforts and advocacy on the role of civil society in partner countries; the GPE Board mandated the Secretariat to pursue an evaluation of GPE's support for civil society engagement within its M&E Strategy (p. 15). Therefore, GPE is seeking the services of a vendor(s) to develop and implement an evaluation of GPE's support for civil society engagement through CSEF, as per the specifications below.

Purpose

The purpose of the present evaluation is to inform the strategic and operational integration of the CSEF successor into the upcoming ASA funding mechanism, which is scheduled to be designed in 2017-2018, allowing for the operationalization of the CSEF successor in early 2019 to directly succeed CSEF III. The CSEF successor will also articulate with and potentially link to the two other funding windows within ASA, which will focus on supporting organizations to undertake national social accountability initiatives and global and transnational advocacy. The evaluation of CSEF III will therefore also present tangible recommendations for doing so. This integration of the CSEF successor into ASA will be facilitated by upholding good practices and addressing weaknesses in the current program.

Services

You will work in consultation with the GPE Secretariat to (a) develop the design of a desk-based study (no travel required for data collection); (b) implement this design after approval by GPE; and (c) develop an evaluation study including analysis, findings, and recommendations to answer a set of evaluation questions as detailed below. Also, please note that GCE has mandated a Mid-term Review (MTR) of the program, which is scheduled to be completed in late 2017. To not overlap and to avoid duplication of efforts and resources, findings from the MTR may be utilized in the present study to the extent possible, as long as these are available at the time of the present study.

Evaluation Criteria and Questions

The evaluation will be conducted primarily from a formative angle and will focus on an examination of relevance, efficiency, and effectiveness, both in light of GPE's support to civil society engagement/social accountability through CSEF III, and, looking forward, in light of the forthcoming ASA mechanism. The evaluation should shed light on successful practices that should be maintained, replicated, or scaled up, as well as those that should be altered or discontinued. It should also highlight any barriers to program delivery and their remediation, if any. Lastly, any internal/external environmental enablers and limitations (e.g., political climate, attitudinal aspects, capacity of coalitions to generate evidence or sit at the policy table, etc.) should be described to contextualize the findings.

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[21] The Independent Interim Evaluation of GPE (2015) noted that "while progress has been made in diversifying LEG membership, sometimes due to GPE efforts, ensuring continuous and quality participation of civil society actors and private sector stakeholders remains a common challenge." (page 92)

1. **Relevance**

(i) To what extent has CSEF III been appropriate, in its strategic approach and design, to allow for an increase in the representation, engagement, and 'voice' of civil society in partner countries?

(ii) To what extent is CSEF III relevant to the policy goals and objectives of the Global Partnership for Education's GPE 2020 strategic plan, including through the GPE country-level operational model?

(iii) Drawing from CSEF III, which sound features of strategic approach and design should be considered to best integrate the CSEF successor into ASA? Which less pertinent ones should be adapted or changed?

2. **Efficiency**

(i) To what extent has CSEF III planned for and applied the following, to ensure that adequate stewardship of resources and successful partnering be realized: (a) Appropriate grant management and administration principles (i.e., in terms of costs, timeliness, and quality of services and products meeting client needs); and (b) Sound institutional relationship building and management, based on the different layers of the CSEF architecture from the national to the global levels?

(ii) Drawing from CSEF III, which sound parameters and conditions for efficient implementation should be considered to best integrate the CSEF successor into ASA (in terms of grant management, programmatic implementation, and maximization of the value-added of the different actors, e.g. grant agent, implementing partner, regional coalitions, regional funding committees, international partners)? Which unproductive ones should be flagged for adjustment?

Please note that under this efficiency dimension, criteria for efficiency will be defined in the inception report but is likely to reference the Charity Navigator financial efficiency performance metrics[22] as well as sources of benchmarking to the extent possible/feasible.

3. **Effectiveness**

(i) How and how effectively are CSEF III's objectives measured?

(ii) To what extent is CSEF III fulfilling its objectives?

(iii) What has been the overall level of success in meeting the program's objectives since the inception of CSEF III, from the perspective of the different stakeholders?

(iv) Are there unanticipated results – positive and negative – that need to be considered?

(v) Drawing from CSEF III, what factors and practices should be in place in the CSEF successor to ensure its objectives are met as planned, including those related to the GPE Secretariat's work, and the role of the CSEF successor in the GPE Financing and Funding Framework as a whole?

Please note that under this effectiveness dimension, criteria for effectiveness will be defined in the inception report. Sources of information on effectiveness may include GCE's results framework and M&E-related documents.

Procedures

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[22] https://www.charitynavigator.org/index.cfm?bay=content.view&cpid=48

The present assignment includes the development of a fine-tuned study design (including methods, analysis, and learning strategy) to be agreed on with the GPE Secretariat before the implementation of the evaluation study. Data sources should vary to ensure triangulation of findings. Methods to collect quantitative and qualitative data to answer the evaluation questions above include: (i) desk review of CSEF-related documentation from GCE and GPE (as per list of documents provided below); and (ii) semi-structured stakeholder interviews (estimated at about 25 interviews - e.g. staff from regional and national coalitions/networks, which may overlap with CSO country LEG members; CSO constituencies serving on the GPE Board of Directors; GCE Secretariat staff; GCE Board members; and GPE Secretariat staff). In some cases, the vendor may choose to conduct focus groups rather than interviews. Note that traveling to the field is not required for this study.

Deliverables and Timeline

You will deliver the following products:
  (i) An **inception report**, which describes at a minimum the methodology (including an Evaluation Matrix); instruments for data collection; anticipated challenges/limitations if any; and timelines and responsibilities for the evaluation study (max. 25 pages, excluding annexes), to be discussed with GPE Secretariat staff for fine-tuning.

  (ii) An **evaluation report**, edited and designed, which includes but is not limited to: executive summary; introduction (including program description); methodology; analysis; findings for evaluation questions; limitations; conclusion and recommendations (max. 50 pages, excluding annexes). The vendor will also prepare a **slide-show presentation** based on this report.

These deliverables are due on the following dates:
  (i) Inception report: Draft inception report delivered to GPE by mid- September 2017 [subject to contracting by mid-August 2017], so that a committee (including GPE, GCE, and others as needed) can provide feedback by beginning October. The GPE Secretariat Evaluation Manager will consolidate the feedback and send it to the vendor for his reflection. The final inception report is due by the vendor(s) to GPE no later than mid-October 2017.

  (ii) Evaluation report: The selected vendor(s) should deliver the draft evaluation report by mid-December 2017. This draft will subsequently be reviewed by a committee (including GPE, GCE, and others as needed), which will provide feedback by early January 2018. The GPE Secretariat Evaluation Manager will consolidate the feedback and send it to the vendor for his reflection. The final evaluation report is due by the vendor(s) to GPE no later than mid-January 2018.

  (iii) The slide-show is due to GPE by end-January 2018.

In this context, please note:
  • The vendor should ensure that all data are collected according to ethical standards and that collected data are organized, secured and preserved for potential re-analysis in the summative GPE evaluation.
  • All data and findings will remain the property of GPE at the conclusion of the evaluation contract.
  • The evaluation reports should be written clearly and be impartial and constructive in tone. Each draft should be professionally edited. There should be creative use of tables and high-quality graphics.

Also, the vendor may be asked to present its evaluating findings at GPE's Strategy and Impact Committee (SIC) meeting and Board of Directors meeting, for up to a half day of work. This would take place by phone or via teleconferencing and no traveling will be required.

Contract Period

August 2017 to end-June 2018

Profile of Evaluator(s)

The evaluator(s) should have combined expertise in civil society, evaluation, education planning/sector reform. Fluency in French is essential.

Reporting Relationships

On a day-to-day basis, the vendor will report to the GPE Evaluation Manager, as designated by the Head of Monitoring and Evaluation.

Costs and Payments Schedule

The total amount for the assignment is: US$50,000. Payments will be made in two tranches, as follows:
  (i)   Against final, GPE-approved inception report: 20% of total amount
  (ii) Against final, GPE-approved evaluation report: 80% of total amount

Key Documents to Be Reviewed (estimated number of documents provided in parentheses)

GCE biannual reports for CSEF III (x 2) [including CSEF III budget reports],
GCE annual report (x 1) [including CSEF III budget reports],
GCE M&E strategy for CSEF III (x 1),
GCE capacity and learning strategy for CSEF III (x 1),
GCE CSEF III implementation plan (x 2),
GCE CSEF III proposal (x 1),
GPE internal audit (x 1),
Evaluation reports on CSEF I and II (x 2),
CSEF 2017 mid-term review report when available (x 1), and
GPE strategy document on ASA (x 1)

Annex B   Invitations to Interview [23]

Level	Organization	Position
National (44)	40 National Coalitions (see Annex D for full list)	
	Government representative: Zambia	Chief Planning Officer at the Ministry of General Education of Zambia
	Government representative: Senegal	Minister of education and vocational training of Haiti
	Government representative: Haiti	Director of Planning and Education Reform
	Government representative: Nepal	Joint Secretary, Ministry of Education
Regional (9)	Africa (ANCEFA)	Regional Coordinator
	Africa (ANCEFA)	CSEF Regional Coordinator
	Asia (ASPBAE)	Regional Coordinator
	Asia (ASPBAE)	Deputy Regional Coordinator
	LAC (CLADE)	Regional Coordinator
	Middle East & Eastern Europe (ACEA)	Programme Manager
	Regional Fund Management Agency: Africa Oxfam IBIS	Finance and Grant Manager
	Regional Fund Management Agency: Asia Education International	RFMA Asia Pacific Coordinator
	Regional Fund Management Agency: LAC ActionAid Americas	Head of Finance
Global (15)	CSO constituency representative on GPE Board	Pakistan coalition for Education (PCE) coordinator
	CSO constituency representative on GPE Board	CLADE
	GCE Board	Chair, retired from Education International
	GPE Secretariat	Senior Strategy and Policy Specialist
	GPE Secretariat	Education Specialist, CSEF
	GPE Secretariat	Education Specialist
	GPE Secretariat	CSEF Consultant
	GPE Secretariat	Finance Manager
	GCE Secretariat	GCE Head of Finance and Administration
	GCE Secretariat	Manager of CSEF
	GCE Secretariat	Global Coordinator
	Former funder	Oxfam Ibis
	Former funder	GIZ Back Up Initiative
	Former funder and former grant agent	UNESCO
	Former funder	Open Society Foundation
Total (68)		

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[23] To be completed with assistance from GPE Secretariat

Annex C   Interview Protocol

The evaluation team will design an interview guide, which will be a list of interview questions that correspond to the Evaluation Matrix (Table 1). Within the interview guide there will be broad questions that will be asked to most of the respondents, but also some specific questions which will be tailored to specific participants. As the name suggests, the interview guide could help facilitate the discussion but the aim will be to have as much of a natural conversation as possible so that respondents feel comfortable in expressing themselves openly. The guide may be used to bring back the topic of conversation in case it has gone astray or prompt the interviewer to ask questions related to themes that have not been covered so far. Researchers will be free to ask questions that are not on the guide to probe for in-depth information, clarify meaning and to explore relevant topics that were not originally envisaged. Questions at the start will be easier and shorter to answer, whereas those at the end will be more challenging when respondents are more at ease. Questions will also be neutral and simple to understand, and pauses will be made after each question to allow respondents time to think. The aim will be to encourage interviewees to talk as much as possible, so open-ended questions will be asked; if one-word answers are provided the evaluator will probe these to gain more information.

The process for arranging the interview will follow a standard process. GPE will send invitation letters to the coalitions to introduce them to the evaluation team and to provide a brief introduction on the purpose of the research (see Annex E for a suggested letter). The evaluation team will make appointments in advance, and will encourage the respondent to have the interview as soon as possible. We will send reminders by email a day before the interview is due to take place. The evaluation team will request to hold interviews at a time and place that is convenient for the respondent, such as their place of work or at their home. As much as possible, we will ask for them to be located in a quiet and private place that is free from distractions. We will also encourage the respondent to choose a place where there is reliable phone or Internet signal.

Most interviews will be on an individual basis, but we will interview multiple respondents should they be in the same institution and are likely to come from a similar vantage point. Group interviews will be useful in understanding "shared knowledge" (Kielmann et. al. 2011) on a particular topic, as opposed to the unique views and experiences of an individual. On a few occasions key informants will likely recommend further stakeholders to speak with, and we will follow up on these contacts where necessary.

The length of each conversation will largely be dependent on how much the respondent talks for but we envisage that each one will not take more than an hour. Informed consent will be sought before questions are asked (see Section 2.3). Recordings will not be made as it will be too time consuming to transcribe or take notes from these; we do not envisage this to be an issue as all members of the evaluation team are experienced researchers that are familiar with facilitating interviews and writing notes at the same time. It is also possible that interviewees will be more frank in their answers if they know it is not going to be recorded.

Annex D   List of 40 National Coalitions in Proposed Sample

REGION	COUNTRY	Name of the Coalition	Year Established *
AFRICA (21)	BENIN	Coalition Beninoise des Organisations pour l'EPT (CBO-EPT)	2000
	COTE D'IVOIRE	Réseau Ivoirien pour la Promotion de l'Education Pour Tous (RIPEPT)	2010
	DRC	Coalition Nationale de l'Education Pour Tous en DRC (CONEPT/RDC)	2004
	GAMBIA	Education for All Campaign Network, The Gambia (EFANet)	2002
	GHANA	Ghana National Education Campaign Coalition (GNECC)	1999
	GUINEA BISSAU	Rede de Campanha de Educação Para Todos Guiné-Bissau (RECEPT GB)	2003
	KENYA	Elimu Yetu Coalition (EYC)	1999
	MADAGASCAR	Coalition Nationale Malgache pour l'Education pour Tous (CONAMEPT)	2010
	MALI	Coalition des Organisations de la Société Civile pour l'Éducation Pour Tous (COSCEPT)	2006
	MOZAMBIQUE	Movimento de Educação Para Todos (MEPT)	1999
	NIGER	Coalition Nigérienne des Associations Syndicats et ONG de Campagne EPT (ASO-EPT)	2008
	NIGERIA	Civil Society Action Coalition for Education for All (CSACEFA)	2000
	SENEGAL	Coordination des ONG et Syndicats pour la défense d'une Education publique de Qualité (COSYDEP)	2007
	SIERRA LEONE	Education for All Sierra Leone (EFA SL)	1999
	SOMALILAND	Somaliland Network on EFA (SOLNEFA)	2008
	SOUTH SUDAN	South Sudan National Education Coalition (SSNEC)	2017
	SWAZILAND	Swaziland Network Campaign for Education For All (SWANCEFA)	2007
	TANZANIA	Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET)	1999
	TOGO	Coalition Nationale Togolaise pour l'Education Pour Tous (CNT/EPT)	2009
	UGANDA	Forum for Education NGOs Uganda (FENU)	2001
	ZAMBIA	Zambia National Education Coalition (ZANEC)	2001
ASIA (10)	CAMBODIA	NGO Education Partnership (NEP)	2002
	INDIA	National Coalition for Education (NCE)	2001
	KYRGYZSTAN	Education Coalition in Kyrgyzstan (ECK)	2015
	MONGOLIA	All for Education! National Civil Society Coalition of Mongolia (AFE Mongolia)	2010
	MYANMAR	National Network for Education Reform (NNER)	2012

REGION	COUNTRY	Name of the Coalition	Year Established *
	PAKISTAN	Pakistan Coalition for Education - An initiative of Society for Access to Quality Education (PCE)	2005
	PHILIPPINES	Civil Society Network for Education Reforms (E-Net)	2000
	SOLOMON ISLANDS	Coalition for Education Solomon Islands (COESI)	2004
	SRI LANKA	Coalition for Educational Development (CED)	2004
	TIMOR LESTE	Timor-Leste Coalition for Education (TLCE)	2009
LAC (4)	BOLIVIA	Campaña Boliviana por el Derecho a la Educación (CBDE)	2000
	HAITI	Regroupement Education pour Toutes et Tous (REPT)	2003
	HONDURAS	Foro Dakar Honduras (FDH)	2001
	NICARAGUA	Foro de Educación y Desarrollo Humano De La Iniciativa Por Nicaragua (FEDH IPN)	1996
ME&EE (5)	ALBANIA	Albanian Coalition for Children's Education (ACCE)	2004
	GEORGIA	Georgian Coalition for Education for All (GCEFA)	2013
	MOLDOVA	The Alliance of NGOs active in the field of Social Protection of Family and Child (APSCF)	2002
	PALESTINE	Palestinian Education Coalition for Education for All (PNCEFA)	2007
	SOMALIA	Education for All Somalia (EFASOM)	2006

Updated: 24/08/17
* Information taken from ANNEX C: Summary of Coalitions' Key Education Focus Areas and Key Achievements January- December 2016.

Annex E   Introductory Letter to Evaluation Key Informants

Global Partnership for Education,
C/o World Bank
MSN IS6-600
1818 H Street NW
Washington D.C., 20433
USA

Subject: Independent evaluation on the Global Partnership for Education (GPE)'s support for civil society engagement through CSEF III

Dear Sir or Madam,

The Secretariat of the Global Partnership for Education (GPE) has mandated the firm Oxford Policy Management (OPM) to carry out an evaluation of Phase III of the Civil Society Education Fund (CSEF). The purpose of this evaluation is to inform the strategic and operational integration of the CSEF III successor into the upcoming Advocacy and Social Accountability (ASA) funding mechanism. You may find information about this evaluation in the attached terms of reference.

The OPM team, which is comprised of Dr Terry Roopnaraine, Chris Hearle and Anaïs Loizillon, are requesting to carry out key informant interviews with yourself and other CSEF III stakeholders and partners to inform the evaluation. The focus of the interviews will be on the relevance, effectiveness and efficiency of the GPE's support to civil society engagement/social accountability through CSEF III, and, looking forward to the design of the forthcoming ASA mechanism. Questions are likely to be asked on successful practices that should be maintained, replicated or scaled-up, as well as those that should be altered or discontinued. Knowledge of the challenges to programme delivery and their remediation will also be helpful, in light of the internal and external context in which you work.

You have been selected for this interview given your involvement with, and knowledge of, the CSEF. The OPM team will be in touch with you soon to request a Skype or phone interview, to be held sometimes during December 2018. This evaluation will only be useful if the evaluation team gains the views of a wide number of respondents, and therefore we would appreciate your cooperation to kindly work with the team as much as possible. Interviews can be fit around your schedule and will take no longer than an hour. All interviews will take place in complete confidence.

If you have any questions, please do not hesitate to contact me.

Yours sincerely,

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French translation:

Subject: Évaluation indépendante de l'appui du Partenariat mondial pour l'éducation (GPE) à l'engagement de la société civile par le biais du FSCE III

Cher Monsieur ou chère Madame,

Le Secrétariat du Partenariat mondial pour l'éducation (GPE) a mandaté l'agence Oxford Policy Management (OPM) pour réaliser une évaluation de la Phase III du Fonds de la société civile pour l'éducation (FSCE). Le but de cette évaluation est d'informer l'intégration stratégique et opérationnelle du successeur du FSCE III dans le futur mécanisme de financement des Activités de plaidoyer et de responsabilité sociale (ASA). Pour plus d'information sur cette évaluation, veuillez trouver ci-joint les termes de référence qui y sont associés.

L'équipe d'OPM, qui se compose de Dr. Terry Roopnaraine, Chris Hearle et Anaïs Loizillion, vous invite par la présente à participer à une entrevue afin d'informer cette évaluation. D'autres parties prenantes seront également interviewées. Cette entrevue portera sur la pertinence, l'efficacité et l'efficience du soutien du GPE à l'engagement de la société civile / la responsabilité sociale à travers le FSCE III – aussi, avec en note sous-jacente la conception du prochain mécanisme de financement de l'ASA. Entre autres, les questions porteront par exemple sur les bonnes pratiques qu'il serait préférable de maintenir, reproduire ou déployer à l'échelle, ainsi que celles qui devraient être au contraire modifiées ou abandonnées. La connaissance des défis de l'exécution du programme et de leur remédiation sera également utile, à la lumière du contexte interne et externe dans lequel vous travaillez. Il nous est extrêmement important de recueillir votre opinion, en tant qu'intervenant clé du FSCE, pour informer et apporter de la profondeur à cette évaluation.

Vous avez été sélectionné(e) pour cette entrevue compte tenu de votre participation et de votre connaissance du FSCE. L'équipe d'OPM vous contactera dans les plus brefs délais pour planifier un entretien par Skype ou par téléphone. Cet entretien se tiendra durant les mois de novembre ou décembre 2018. L'équipe d'évaluation désire obtenir le point de vue du plus grand nombre de répondants possible, afin d'informer au mieux cette évaluation. Nous apprécierions donc grandement votre coopération avec l'équipe d'OPM. Les entrevues peuvent être adaptées à votre emploi du temps et ne prendront pas plus d'une heure. Nous vous assurons de l'entière confidentialité de tous les entretiens qui seront menés.

N'hésitez pas à me contacter si vous avez des questions.

Respectueusement.

Spanish translation:

La Secretaría de la Alianza Mundial para la Educación (AME) ha ordenado a la firma Oxford Policy Management (OPM) llevar a cabo una evaluación de la Fase III del Fondo Educativo de la Sociedad Civil (CSEF). El objetivo de esta evaluación es informar la integración estratégica y operativa del sucesor de CSEF III dentro del próximo mecanismo de financiación de Apoyo y Responsabilidad Social, o en sus términos en inglés; Advocacy and Social Accountability (ASA). En los términos de referencia adjuntos encontrara más información sobre esta evaluación.

El equipo de OPM, compuesto por el Dr. Terry Roopnaraine, Chris Hearle y Anaïs Loizillion requiere realizar entrevistas con informantes clave con usted y otros socios del CSEF III para informar sobre la evaluación. Las entrevistas van a enfocarse en la relevancia, efectividad y eficiencia del apoyo de la AME a la participación de la sociedad civil / responsabilidad social a través de CSEF III, para informar el diseño del mecanismo de ASA. Es probable que surjan preguntas sobre las practicas exitosas que se deben mantener, replicar o ampliar, así como aquellas que se deban modificar o suspender. El conocimiento de los desafíos para la entrega del programa y su remediación también serán útiles, a la luz del contexto interno y externo en el que trabaja.

El equipo de OPM se comunicará con usted directamente en breve para solicitar una entrevista mediante Skype o por teléfono, que se realizará a veces durante los meses de noviembre y diciembre de 2018. Esta evaluación solo será útil si el equipo de evaluación logra obtener los puntos de vista de un gran número de encuestados, y por lo que agradeceremos su cooperación para trabajar con el equipo tanto como sea posible. Las entrevistas pueden ajustarse a su horario y no demorarán más de una hora. Todas las entrevistas se llevarán a cabo con total confianza, y en español.

Por favor no dude en enviarme un correo electrónico si tuviera alguna pregunta.

Un cordial saludo.

Annex F   Proposed report structure

Executive Summary

1   Introduction
   1.1   Context
   1.2   The evaluation
   1.3   Structure of report

2   Methodology
   2.1 Evaluation Design
   2.2 Limitations and Challenges

3   Analysis & Findings
   3.1 Relevance
   3.2 Efficiency
   3.3 Effectiveness

4   Conclusions and recommendations
   4.1   Conclusions
   4.2   Recommendations