



**Oxford** Policy Management

# EVALUATION OF THE GLOBAL PARTNERSHIP FOR EDUCATION (GPE)'S SUPPORT FOR CIVIL SOCIETY ENGAGEMENT - Final Report

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## Preface

This is a final 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 presents findings and recommendations deriving from the evaluation. This report was prepared by Terry Roopnaraine, Chris Hearle and Anaïs Loizillon. The inception phase of the evaluation was led by Amisha Patel.

The evaluation team is particularly grateful for the support provided by GPE secretariat staff: Anne Guison-Dowdy, Mohammad Muntasim Tanvir, Sarah Beardmore, Nidhi Khattri, and Natalie Poulson. The team also wishes to thank the many key informants, at all three national, regional, and global programme levels, who shared their invaluable thoughts and experiences in interviews. We are also very grateful to the team of internal and external reviewers who provided challenging and valuable comments on the first draft of the report, as well as to the participants in the April 16<sup>th</sup> Evaluation Workshop held at the GPE Secretariat headquarters, who provided direct and gracious feedback on our results presentation.

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## 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
NEC	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

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## Executive Summary

The Global Partnership for Education (GPE) brings together developing and donor countries, multilateral agencies and nongovernmental organizations (including international and local civil society organizations [CSOs]), representatives of the teaching profession, the private sector and foundations supporting the education sector in developing countries, with a particular focus on accelerating progress toward GPE's strategic plan adopted by the Board from time to time, is aligned with Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, as determined by the Board in connection with such GPE strategic plans.<sup>1</sup> Civil society is a key GPE partner, particularly in the role of interlocutor in policy dialogue with governments, and through efforts to achieve positive change and reform in the education sector through greater social accountability.<sup>2</sup> GPE engages with civil society both within its own global governance structure and at the level of individual countries. Since 2009, GPE has supported the Civil Society Education Fund (CSEF), which is managed by the Global Campaign for Education (GCE).

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.<sup>3</sup> The goal of ASA is:

Enhanced civil society capacity to further GPE 2020 goals in learning, equity, and stronger systems, by improving their participation, advocacy, and efforts to ensure transparency and increased effectiveness in national educational policy and implementation processes.

The objectives of ASA are:

1. to strengthen national civil society engagement in education sector planning, policy dialogue and monitoring;
2. to strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation; and
3. to create a stronger global, regional and transnational enabling environment for civil society advocacy and transparency efforts in education.<sup>4</sup>

Given (i) the central role of CSEF in supporting 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 GPE Secretariat to pursue an evaluation of GPE's support for civil society engagement within its Monitoring and Evaluation (M&E) Strategy.

This evaluation was carried out at the mid-term of CSEF III and therefore focuses specifically, as per the Terms of Reference (ToR) 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 design will build on the findings of the evaluation. Therefore, recommendations will be forward

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<sup>1</sup> *Charter of the Global Partnership for Education.*

<sup>2</sup> Strengthening social accountability is an increasingly important cross-cutting theme in human capital service delivery, the principle being that civil society and an actively participating citizenry are better equipped to hold governments to account and ensure transparency and high-quality service delivery than governments themselves.

<sup>3</sup> "This endorsement was grounded in the recognition that the Global Partnership for Education (GPE) will need a step-change in its approach to funding and financing in order to achieve the level of ambition called for by GPE 2020." GPE: *Overview report of the strategic financing working group*, March 1, 2017. P.6.

<sup>4</sup> GPE Secretariat, pers. comm.

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looking in order to respond to this evaluation requirement. The evaluation is structured around the three OECD-DAC dimensions of *Relevance*, *Efficiency*, and *Effectiveness*.

## **Findings on Relevance**

### **Is the CSEF III ToC plausible and coherent, and based on sound evidence and good practice?**

The CSEF III programme depends upon implicit key assumptions, which include sustainable finance (given that advocacy is rarely a quick-win process), adequate delivery capacity on the part of governments, and sufficient capacity in civil society to provide credible and evidence-based policy advocacy. The CSEF III ToC flows well, is generally said to be fit for purpose, and CSEF III's objectives lead logically to higher goals. The ToC is also broad enough to ensure inclusivity of educational outcomes for girls and, generally, other disadvantaged groups (except for inclusivity toward children with a disability, although this has become an increased focus – also, gender mainstreaming has progressed, with further work needed to yield impact). National coalitions tend to find the ToC overly complex (indeed, many were unable to speak to questions on the ToC), but some have simpler, adapted ToCs based on the global one: these were said to be particularly useful. There are a range of education policy issues that countries face for which NECs felt could not “fit” into the CSEF III RF or ToC, which suggests that the RF and ToC are seen as a constraint and are not being used as a guide for coalition activities. We heard of the lack of evidence on the validity of assumptions, there have been no testing of assumptions and there has been no adaptation of the ToC on a continuous basis.

### **Is the approach and design of CSEF III appropriate to achieve its outcome statement?<sup>5</sup>**

Interview data suggest that CSEF III's objectives are well-aligned with the needs and priorities of national coalitions and their members. The timing of CSEF III, which started at the same time as the definition of SDG 4 and the Education 2030 agenda, was useful for alignment with these agendas. Selection of CSEF III activities is based on NECs' own strategic plans, which are aligned with CSEF and GPE objectives. NEC strategies are usually designed in a participatory manner, and include inputs from CSOs, who also provide inputs to the activity selection process. In addition to these activities, some NECs undertake research and analysis to help develop these plans. Study respondents also identified a range of challenges to the execution of CSEF activities; these included changes in government (which can in some situations be an opportunity), delays in policy making, conflicts with other stakeholders, lack of policy traction, and inability, for circumstantial reasons, to attract meaningful political attention.

Participants were asked about the added value of CSEF III. The most common response to this was that the collective voice of aligned CSOs is powerful and hard for politicians to ignore. Through CSEF III, governments are starting to see great benefits in having information from coordinated public interest groups and are using it to improve their implementation. Respondents also noted that the programme offered a uniquely flexible space for coalitions to select the activities they undertake. Funding of institutional costs and advocacy work is very critical, and not an area which traditional donors usually cover; indeed, education has limited donor coverage. Capacity building among national coalitions and synergies between national, regional, and global levels were other areas to which CSEF III was felt to add unique value. It is worth noting too that CSEF III helps, through these structures, national coalitions access funding to cover unplanned gaps and needs through programmes such as Back Up Education run out of GIZ.

The tiered global-regional-national structure of CSEF was thought to be relevant in ensuring credibility and relaying the challenges “on the ground”, through Regional Secretariats, which are able

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<sup>5</sup> The 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”

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to inform global processes and debates. However, despite the infrastructure in place, there were calls from national coalitions to make better use of it to build a stronger movement. Varying levels of capacity and value added at Regional Secretariat level were also discussed.

A series of questions was posed about CSEF III's results framework indicators. In general, these were said to flow logically to objectives, but it was hard to attribute policy change specifically to CSEF III, and it also needs to be understood that advocacy can be a slow process. In some cases, it was felt that indicators needed more contextual adaptation because they were too generic. The indicators are also overwhelmingly quantitative, and some qualitative ones would be welcome—as would indicators to cover capacity building and policy implementation. Finally, the outcome statement is limited and should go further in identifying specific desired outcomes for all beneficiaries.

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

Respondents were asked about the alignment between CSEF III's objectives and GPE 2020's national-level objectives. These were found to be aligned well. National coalitions in turn need to align to both sets of objectives in proposals, so this is facilitated by the fact that there is an existing and intrinsic alignment. Over time, GPE is said to have used a more directive approach within CSEF which has resulted in a closer alignment to its 2020 national-level objectives.

There is some confusion about the role that CSOs play in LEGs within objective 2 of GPE 2020 national-level objectives. Respondents mentioned that there is rhetoric around civil society inclusion in these groups but how to achieve this in practice is somewhat lacking. As a result, both civil society and teacher representation on LEGs is only occurring within half of NECs. While the GPE Secretariat has been reluctant to create rules and regulations about LEG engagement, the GPE Secretariat has defined normative markers on this issue, yet more work is to be done.

## **Findings on Efficiency**

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

The evaluation questions around efficiency opened with a discussion of the 60:40 unofficial benchmark split between programmatic and institutional costs. Opinions about this ratio varied considerably across the informant responses, with some informants welcoming it because institutional costs are typically not covered by donors funding packages. It was however felt that the specific values of the benchmark were not always easy to adhere to, and that it could be flexible and better adapted to context.

Respondents speaking to questions about the global-regional-national structure of CSEF III reported that there were substantial benefits to the tri-level programme structure, and in fact, the programme would in all likelihood not be able to function in the way that it does without an active role for each level. However, there was a sense that it is not currently fully exploited and that inter-level communications, learning, and engagement channels could be strengthened, both vertically (national-regional/regional-global/national-global) and horizontally across regions. We are careful to say 'strengthened' in this context, because in many senses relationships and engagements between different institutions in the overall CSEF structure are already quite functional. Also, some NECs were overall less positive about how the structure functioned with regards to decision making and funding provision.



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A number of informants expressed the view that the GCE Secretariat should not have played the role of grant agent in CSEF III. This was widely critiqued and red-flagged as problematic, both on the grounds of potential conflict of interest and because of deficiencies in financial management capacity.

Other areas which were explored under the efficiency heading were *auditing (disbursement, and timeliness* of activities. Auditing practice was flagged as a problem area in 2016 reviews; since then, GCE has made strong efforts to strengthen internal auditing, and the risk has been downgraded from 'high' to 'medium'. Disbursements were reported to suffer delays in all regions. The explanation depended on type of informant: one explanatory narrative holds that national coalitions' capacity in developing, preparing, and managing proposals is not optimal; another suggests that the compliance and alignment bars may be set too high at the regional level. Obviously, disbursement bottlenecks produce serious downstream problems as execution becomes difficult or impossible. That said, progress towards targets is improving, and activities are on the whole on track at the regional and national levels.

## **Findings on Effectiveness**

### **How effectively are CSEF III's objectives measured?**

In theory, CSEF III's MEL system, which was designed to measure progress towards programme objectives, is fit for purpose, insofar as the design is sound, relevant, and useful for monitoring progress throughout the national coalition activity plans. Good evidence has been collected to support claims about the effectiveness of CSEF III, and the MEL reporting system is generally considered to be fit for purpose by the users with regards to measuring their progress with planned coalition activities. For example, with regards to Objective 2, the CSEF 2013-2015 external evaluation found that the policy inputs had been strengthened through evidence-based policy and CSEF II has reinforced that line of work by national coalitions. Nearly all national coalitions confirmed the use of research and the need for evidence to advance in policymaking and advocacy and how the MEL system helped measure progress towards reaching expected outputs.

In practice, however, there are some limitations to the measurement of the CSEF III objectives through MEL. First, many national coalitions find the data collection and reporting demands to be onerous and difficult, and that in relation, valuable time is spent in providing technical support and training to use the MEL, rather than on activities targeting CSEF objectives. Moreover, national coalitions are also required to report monitoring data collected from downstream partners, who may have even more limited monitoring capacity. It is also important to consider flow of reporting: while national coalitions conduct monitoring and reporting to the best of their capacity. There are also limitations with regards to the indicators not adequately reflecting national coalitions' needs for more qualitative reports of activities to measure effectiveness. The MEL reporting mechanism appears to limit how coalitions can represent the rich diversity of advocacy and engagement activities at a global level. Finally, we note that the indicators provided in the CSEF III Results Framework are generally broad and not always appropriate to context. Contextual variation which is not reflected in the ToC and therefore not measured by the Results Framework may also explain some of the less-expected results. Further, accounting for CSEF III activities can be even more complex for those coalitions receiving funding from multiple sources.

Two main output areas in the ToC elicited the most active responses and commentary among key informants. The first of these relates to the quality of research done at the national level, which was identified as strong output area by respondents from the GCE and the Regional Secretariats. The second relates to the participation of CSOs in formal sector planning and policy processes: while in

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some countries, civil society participation is very active in LEG processes with influence on policy changes, overall it was felt that this participation was limited in scope, thereby limiting a coalition's ability to provide evidence on the expected outcomes.

When examining the links between outputs and outcomes according to the CSEF III Theory of Change pathways, this evaluation found the production of quality civil society research and tracking civil society participation in formal sector planning and policy processes created more effective outcomes. The CSEF programme has a strong learning component: national coalitions in particular have benefited from intensive and welcome capacity building provided by Regional Secretariats. Coalitions have also shared information among themselves to a limited extent, but as noted above, cross-regional learnings could be leveraged more strongly.

The most significantly reported unanticipated result was the brand value of the CSEF III, which enabled national coalitions to have greater legitimacy within the country and attend and sit on the relevant technical and policymaking. Another was that CSEF engagement has the benefit of bringing national coalitions into regional and international networks of education policy and advocacy beyond those included in the CSEF III architecture.

### **To what extent is CSEF III fulfilling its objectives?**

In both 2016 and 2017, the annual targets for the great majority of the eight indicators in CSEF III's Results Framework were either met or exceeded, with the exception of two indicators related to policy dialogue and generation of evidence.

Respondents in this evaluation generally agreed that the CSEF III objectives are well-aligned with the national-level objectives of the GPE 2020 strategic plan. However, national coalitions responded that while they were aligned with the orientations of Objectives 1, 2, and 3 of the GPE 2020 strategic plan, they were at varying levels of achieving those objectives. Several global-level actors noted that engaging in a significant manner with the LEGs was another obstacle to achieving Objective 3 of GPE 2020.

One of the main factors influencing national coalitions' ability to achieve better informed policy dialogue is their aptitude to initiate more effective policymaking with the assistance and support of Regional Secretariats. Several national coalitions provided examples of how their advocacy work had impacted government policies on a variety of areas including inclusion, out-of-school children, financing, and quality of education. There was insufficient information to validate the evaluation team's hypotheses that the age or geographic location of the coalition could influence the impact of the CSEF III fund.

Turning to outcomes and results, one of the tasks of this evaluation was to attempt to assess to what extent given outcomes and results have been caused by CSEF III rather than by other factors. Providing a truly robust answer to this is very challenging, and would probably require a different and more focused study design, perhaps based on Contribution Analysis. Advocacy effects are also notoriously hard to measure. Certainly, national coalition respondents expressed confidence and belief that their CSEF-funded activities were producing results and, for many, their mere existence depended on the CSEF III funds

With respect to programme learning, it was widely viewed that the regional entities have provided national coalitions with an extensive range of nationally-relevant learning and knowledge sharing. Also, the quality control role taken on by Regional Secretariats has contributed to improving the rigor and overall quality of reporting outputs by national coalitions. This support could be strengthened, given the varying degrees of engagement and technical expertise by staff in Regional Secretariat. It was also felt by some respondents that some limiting factors in producing expected outcomes related

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to the limited scope of advocacy work, that is that stronger links could be made in programme learning to other SDG sectors, such as the environment, climate change, gender, health, and women's empowerment.

Finally, one of the critical strengths of the CSEF III programme in terms of its effectiveness is the sharing of information from the country level by civil society to the regional and global CSEF levels. Further refinement of the effectiveness of the MEL reporting mechanism – while minimizing the reporting burden at the national and regional levels – would enhance the ability of the GCE to create links across the CSEF architecture and inform GPE and other education partners on government activity with regards to education policymaking and financing.

## **Recommendations: Relevance**

- Implicit assumptions should be tested, formalized, and systematically built into the new programme design through a consultative, evidence-based process.
- The ToC should be reviewed and adapted, in particular, the idea of creating more bespoke national-level ToCs with common outcomes oriented to improving access to quality education for girls and boys, should be explored. ToCs should also take into account the additional issues identified above. For those NECs that have already designed their own national-level ToC, research should be carried out to assess the extent to which they are based on sound evidence.
- Any new ToC should ensure that a focus on gender and social inclusion is maintained and strengthened.
- Further research on the number of coalitions that are targeting certain types of children, and evidence of the outputs and outcomes from these interventions.
- Acknowledge, in workplans and strategic planning, that advocacy work takes time. Outcomes and impact can be measured through various approaches (such as stories of change, outcome harvesting, and so on) to measure the contribution of NECs towards influencing policy reform. For the new ASA, it will be important to allow time for building capacity in systems of citizen engagement as well.
- As part of an overhaul of planning, ToC, and results frameworks, consider revising indicators to include capacity building and qualitative indicators. The indicators in the RF should be reviewed to see if they are still relevant to a changed context and targets should also be reviewed in light of progress made so far. Ensure greater awareness raising among NECs about how these tools can be used as a guide for activities and not act as a constraint.
- A rigorous comparative analysis across the Regional Secretariats should be carried out to determine organizational capacity and level of resources vis-à-vis aims and scope. The reasons for weak capacity should be uncovered and plans to strengthen functioning should be established and actioned. This could involve support and sharing of experiences from stronger Regional Secretariats. CSEF III resources for Regional Secretariats should meet their ambitions and scope of work.
- Consider a separate exercise to assess progress of CSEF III where governance is fragile, splintered or in transition. This would particularly apply for fragile and conflict-affected states.
- Issue guidance to NECs to increase the participation of CSOs and teacher representatives on LEGs, and monitor the quality of engagement in these government-led groups.

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## **Recommendations: Efficiency**

- Retain the 60:40 benchmark, but allow scope for contextual adaptation: one possibility would be to allow an established degree of leeway on either side.
- Retain the overall national-regional-global programme architecture, and where possible, ensure communications channels are clear both vertically and horizontally, and actively promote and fund engagement for learning across regions.
- Establish a clear separation of responsibilities: a conflict of interest (CoI) arose in CSEF III because the GCE Secretariat received almost all its funding from the CSEF, which it was meant to be overseeing in its fiduciary role. This situation should be avoided as we move forward to the ASA mechanism, by creating a separation of powers, responsibilities and funding stream.
- Engage in intensive capacity building among national coalitions in the area of proposal development and build auditing capacity across the programme; also scrutinise carefully all possible disbursement bottlenecks.

## **Recommendations: Effectiveness**

- Consider streamlining the MEL system, including simplification and reduction in data collection frequency.
- Strengthen the effectiveness of the MEL system by adding in a more qualitative dimension as appropriate and a conduct careful re-assessment of indicators' following the conclusions of the Mid-term Review.
- Intensify capacity building in MEL of national coalitions, either by Regional Secretariats or by whatever institution fulfils their role in the new ASA mechanism.
- Continue to support ways to strengthen research capacity among national coalitions.
- In cases where it is needed, provide extra support to the participation of CSOs in formal sector planning and policy processes.
- A more fluid approach to reporting and monitoring – with less focus on annual reporting obligations and greater emphasis on qualitative assessments – could favour national, regional and global linkages.
- The programme should support coalition recognition by government to enable effective participation in LEGs and other government processes.
- Establish stronger links with other SDG priority areas in terms of learning and outreach.
- Reinforce the regional and global actors 'policy dialogue by further enhancing the MEL reporting system.

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# 1 Introduction

This report is divided into four main sections. Section 1 introduces the report, and provides the background and justification for the evaluation. Section 2 describes the methodology, including data collection, sampling, data handling, and analytical approaches used. Section 3 presents findings, and in Section 4, main conclusions are drawn and recommendations offered.

## 1.1 Context

### The Global Partnership for Education

The Global Partnership for Education (GPE) brings together developing and donor countries, multilateral agencies and nongovernmental organizations (including international and local civil society organizations [CSOs]), representatives of the teaching profession, the private sector and foundations supporting the education sector in developing countries, with a particular focus on accelerating progress toward GPE's strategic plan adopted by the Board from time to time, is aligned with Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, as determined by the Board in connection with such GPE strategic plans.<sup>6</sup>

The Global Partnership for Education (GPE) is the largest 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.<sup>7</sup> 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 brings together developing countries, donors, international organizations, civil society, teacher organizations, the private sector and foundations. At the global level, the GPE governance structure comprises 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 collaborative fora called Local Education Groups (LEG), led by ministries of education. LEGs participate in the development, implementation, monitoring and evaluation of education sector plans and programmes. A coordinating agency is selected from among members to facilitate the work of each 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.

Targeting of support is need-based. GPE supports countries with high numbers of out-of-school children and weak school completion rates. GPE also 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.<sup>8</sup>

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<sup>6</sup> *Charter of the Global Partnership for Education.*

<sup>7</sup> <http://www.globalpartnership.org/about-us>

<sup>8</sup> *Ibid.*

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## **GPE 2020**

GPE 2020 is 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 statement 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 five-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, civil society, and the CSEF***

Civil society is a key GPE partner, particularly in the role of interlocutor in policy dialogue with governments, and through efforts to achieve positive change and reform in the education sector through greater social accountability.<sup>9</sup> GPE engages with civil society both within its own global governance structure and at the level of individual countries. Since 2009, GPE has supported the Civil Society Education Fund (CSEF), which is managed by the Global Campaign for Education (GCE). Supplementary funding support for coalition work is also channelled through GCE by other donors, which included for example in 2016 GIZ Back-up Initiative, IBIS Denmark, and Action Aid international<sup>10</sup>. The CSEF is not only managed by the Global Campaign for Education: GCE in fact developed the CSEF programme in consultation and collaboration with international and regional partners.

### **The CSEF Programme**

The Civil Society Education Fund (CSEF) programme supports civil society organizations (CSOs) and their networks in their efforts to influence the shaping of education policies and the monitoring

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<sup>9</sup> Strengthening social accountability is an increasingly important cross-cutting theme in human capital service delivery, the principle being that civil society and an actively participating citizenry are better equipped to hold governments to account and ensure transparency and high-quality service delivery than governments themselves.

<sup>10</sup> GCE (2016) *Annual Financial statements for the year ended 31 December 2016, audited in terms of Section 30 of the Companies Act*, Global Campaign for Education

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of related programmes, and to hold governments accountable for their duty to fulfil the right to quality education of all children.<sup>11</sup> Launched in 2009, the CSEF now supports a global network of civil society organizations. It is coordinated and managed by the Global Campaign for Education (GCE) Secretariat. The Global Campaign for Education is a civil society movement of CSOs and their networks working to end the global education crisis. The GCE supports networks of national CSOs and carries out education advocacy at the regional and global levels on behalf of its members.<sup>12</sup> “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.”<sup>13</sup> GCE membership is comprised of over 120 national coalitions and international and regional organisations based in almost 100 countries around the world. The CSEF is based on the following guiding principles:<sup>14</sup>

- Citizen participation and social accountability are key drivers of effectiveness and relevance in public service delivery, helping to ‘close the loop’ between governments as providers of public services, and citizens as users;
- Effective social accountability for public services involves engagement throughout the programme cycle, from participatory analysis and planning in order to contribute to informed policy design, to citizen engagement in monitoring and oversight in order to contribute to improved service delivery;
- Social accountability is not generated through simple information-sharing; on the contrary, it is generated by organised civil society mechanisms and effective channels for dialogue and feedback to overcome the otherwise weak bargaining power of the most marginalised;
- Social accountability initiatives that target improved services for the most marginalised must ensure that the voices of the most marginalised are effectively included and heard;
- There is a huge variety of potential approaches to and mechanisms for effective civil society engagement aimed at securing more informed and accountable policy development and service delivery, and the likely success of each is highly dependent on context. Achieving both immediate impact and sustainable change, however, requires a combination of mechanisms focused on short-term accountability, and longer-term building of structures and capacities for ongoing citizen-state engagement, the results of which may only become visible over longer time periods.<sup>15</sup>

The GCE Secretariat implements the CSEF with the support of its regional members, that provide programmatic direction to national coalitions. CSEF works with the following regional networks: African Network Campaign for Education for All (ANCEFA), Caribbean Latin American Campaign for the Right to Education (CLADE), Asia South Pacific Association for Basic and Adult Education (ASPBAE) and Arab Campaign for Education for All (ACEA). Three Regional Fund Management Agencies (RFMAs) 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 RFMA for the Middle East, North Africa, Asia, and Europe regions.<sup>16</sup> The CSEF has been implemented in phases; CSEF I ran from 2009 to 2012 and CSEF II from 2013 to 2015. The current CSEF III began in 2016 and is due to end

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<sup>11</sup> <http://www.globalpartnership.org/about-us>

<sup>12</sup> 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.)

<sup>13</sup> <http://campaignforeducation.org/en/civil-society-education-fund>

<sup>14</sup> GCE (2015) *Civil Society Education Fund 2016-2018*. Proposal, Global Campaign for Education, Annexes 3 and 6

<sup>15</sup> GCE (2015) *Civil Society Education Fund 2016-2018*. Proposal, Global Campaign for Education

<sup>16</sup> <http://campaignforeducation.org/en/civil-society-education-fund>

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in 2018. CSEF III received a \$29 million allocation from GPE for the 2016-2018 grant period to support 62 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. Each objective has a set of expected results/outcomes, with associated targets, milestones, 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<sup>17</sup>

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. The CSEF III funding also supports capacity building among national coalitions, and actively promotes cross-country learning and networking. Coalitions represent a wide range of members, including teachers’ unions, women’s groups, grassroots organisations, parents’ associations, and youth groups. It is important to note too that these objectives feed directly into the GPE 2020 strategic plan’s strong focus on equity, inclusion and accountability by promoting the role of civil society and citizen engagement in education policy dialogue and practice.

## 1.2 The 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.<sup>18</sup>

The goal of ASA is:

Enhanced civil society capacity to further GPE2020 goals in learning, equity, and stronger systems, by improving their participation, advocacy and efforts to ensure transparency and increased effectiveness in national educational policy and implementation processes.

The objectives of ASA are:

1. to strengthen national civil society engagement in education sector planning, policy dialogue and monitoring;
2. to strengthen civil society roles in promoting the transparency and accountability of national education sector policy and implementation; and

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<sup>17</sup> <http://www.campaignforeducation.org/en/civil-society-education-fund>

<sup>18</sup> “This endorsement was grounded in the recognition that the Global Partnership for Education (GPE) will need a step-change in its approach to funding and financing in order to achieve the level of ambition called for by GPE 2020.” GPE: *Overview report of the strategic financing working group*, March 1, 2017. P.6.



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3. to create a stronger global, regional and transnational enabling environment for civil society advocacy and transparency efforts in education.<sup>19</sup>

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 was carried out at the mid-term of CSEF III and therefore focuses specifically, as per the Terms of Reference (ToR) 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 design will build on the findings of the evaluation. Therefore, recommendations will be forward looking in order to respond to this evaluation requirement.

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<sup>19</sup> GPE Secretariat, pers. comm.

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## 2 Methodology

### 2.1 Evaluation Design

The evaluation was conducted primarily from a formative angle and was guided by 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 view of the forthcoming ASA mechanism.

The evaluation provides 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).<sup>20</sup> Additionally, the evaluation highlights barriers to programme delivery and how these should be addressed within the ASA. The evaluation also provides 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.

### 2.2 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 and implementation).

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.

### 2.3 Evaluation Framework

The evaluation framework was developed using the CSEF III theory of change (ToC) in relation to the standard OECD-DAC criteria of relevance, efficiency, and effectiveness. The main evaluation questions we address, as adapted from the ToR (Annex 4) for this assignment, are listed below. Sub-questions to these main questions can be found in the Evaluation Matrix (Annex 1). The evaluation approach was primarily an objectives-based methodology, which essentially i) assesses achievement against objectives, based on effectiveness measures articulated in programme documents or informant interviews; 2) assesses the relevance of programme objectives against the overarching GPE goals; 3) assesses 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; and 4) assesses the efficiency of CSEF III grant management, administration, and relationship management

#### **Relevance:**

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

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<sup>20</sup> 'Successful' and 'unsuccessful' practices are those which were flagged as such by key informants. Practices which elicited strong or widely-held judgements about their successful or unsuccessful nature from key informants are those which have been flagged as such.

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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 Annex 1 for the full Evaluation Matrix which was used as a basis for designing the interview guides (see Annex 3). We note that certain questions in the Evaluation Matrix were more suited to certain types of respondents than others, but collectively we are confident that we have been able to provide answers to all of the questions.

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.

## **2.4 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 (Annex 1) provide guidance on the information and evidence collected for this evaluation. The study used a qualitative approach to data collection to gather information on the CSEF III implementation and focused on two main sources, namely i) individual KIIs and ii) document reviews.

The evaluation process has been guided by a number of key considerations per the guidance of the OECD DAC’s Quality Standards for Development Evaluation (OECD, 2010),<sup>21</sup> including:

- A well-developed evaluation design and framework, underpinned by appropriate methods and tools including semi-structured interview guidelines (see Annex 2);
- 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;

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<sup>21</sup> <https://www.oecd.org/development/evaluation/qualitystandards.pdf>

- 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.

## 2.5 Sampling for Key Informant Interviews

The evaluation is informed (in part) by a series of key information interviews emanating from a set of engaged CSEF III partners at the global, regional and national levels of the CSEF architecture. A total of 42 respondents were interviewed by telephone or Skype between 12 December 2017 and 6 February 2018. Interviews were conducted in English, French, Portuguese, and Spanish.

### 2.5.1 Key informant interviews and sampling at global level

At the global level, the team interviewed representatives of the GPE and the GCE Boards, staff members of the GPE and GCE Secretariats, funders from former CSEF phases and UNESCO which was a managing agency for CSEF II. Table 1 below lists the organizations, as well as the relationship with the CSEF architecture. In total, 18 persons were interviewed at the global level.

**Table 1 Global-level key informant interviews**

Organization (number of persons interviewed)	CSEF Architecture Position
Global Partnership for Education Board (2)	CSO constituency representative on GPE Board*^
Global Partnership for Education Secretariat (4)	GPE Secretariat
Global Campaign for Education Board (2)	GCE Board*
Global Campaign for Education Secretariat (4)	GCE Secretariat
Oxfam Ibis (1)	Former funder#
GIZ Back Up Initiative (2)	Former funder
UNESCO (1)	Former grant agent
Open Society Foundation (2)	Former funder

Notes: Some global KIs also sit in organizations which are recipients of CSEF funds. \*Indicates that one global level informant also belongs to a regional agency. #Indicates that a regional branch of the organization is also an RFMA. ^Indicates that one global level informant belongs to a national coalition receiving a CSEF III grant.

### 2.5.2 Key informant interviews and sampling at regional level

The CSEF regional architecture is composed of regional CSEF coordinators, located in four Regional Agencies, and three Regional Fund Management Agencies (RFMAs) (see Section 1.1 for list of full names). Table 2 Regional-level key informant interviews lists the distribution of the KIIs conducted in these regional-level organizations.<sup>22</sup>

<sup>22</sup> The Asia RFMA was contacted, but an interview was not conducted. In addition, the GCE Secretariat is acting as the interim RFMA in the Middle East, North Africa and Europe region, but they were not interviewed in this role.

Table 2 below also lists the organizations in terms of their relationship with the CSEF architecture. In total, 10 persons were interviewed at the regional level.

**Table 2 Regional-level key informant interviews**

Organization (number of persons interviewed)	CSEF Architecture Position
ANCEFA – Africa (2)	Regional agency
ASPBAE – Asia (2)	Regional agency
CLADE – LAC (2)	Regional agency
ACEA – Middle East and Eastern Europe (1)	Regional agency
Africa Oxfam IBIS – Africa (2)	RFMA
ActionAid Americas – LAC (1)	RFMA

Note: Two persons in the regional KII list are also in the global KII list. They are not counted twice in the total number of persons interviewed.

### 2.5.3 Key informant interviews and sampling at national level

At the national level, the evaluation team interviewed a representative sample of the 56 national coalitions currently supported through the CSEF III.<sup>23</sup> The combination of the sampling process and interview response rates – described below in more detail – yielded a total of 16 national coalitions which were interviewed: eight from Africa, five from Asia, two from Latin America and the Caribbean (LAC), and one from the Middle East and Eastern Europe (MEEE) (Table 3). Although responses from each country are linked to the specific national context, including the age and structure of the coalition/network, the methodological sampling process to yield a representative set of KIIs (national coordinators of national coalition secretariats) enabled the evaluation team to draw out lessons that are transferable across contexts. The evaluation team also sought to interview several government representatives proposed by the GPE Secretariat, but these were not available under the time limits of the evaluation.

To interview all 56 national coalitions would have been unfeasible given resource and time restrictions for this evaluation. Therefore, the evaluation team created a sample consisting of a representative subset of the coalitions. The initial sample of 40 national coalitions was created to obtain a representative sample of the 56 current CSEF III grantees. This total figure was selected to obtain about one-third of all national coalitions – given a projected 50 percent response rate – and to balance with the number of regional and global representatives. 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 the two assumingly independent criteria (strata): geographic location (four regions) and age of the coalition (divided into three sub-groups). 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 generated the sample by treating the two strata independently; as such the sample maintains the same proportions as the total population.

This initial sample determined the set of 40 national coalitions to which the GPE Secretariat sent interviews to participate in the evaluation. Given the expectation of a 50 percent positive response rate, and the short timeframe for the evaluation, a representative subsample of 20 national coalitions received invitations from the evaluation team in their respective national languages (English, French, Portuguese, and Spanish). If a KII from the sample of 20 became a non-respondent after multiple

<sup>23</sup> 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).

efforts, the evaluation team selected 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. This was done for four countries in Africa. The resulting randomized selection is described in Table 3 by strata.

The response rate was a bit lower than expected (40 percent positive response rate): 16 national coordinators from national coalitions were interviewed. Given the small size of the final KII group (n=16), the overall proportion and characteristics in terms of geographic representation and age of the coalition remained quite similar to those of the sample (n=40) and the population (N=56). The small groups created in the LAC region and the MEEE region are the source of some minor imbalances in proportions (Table 3).

**Table 3 Descriptive statistics of the national-level key informant interviews**

	Interviewee statistics (n=16)		Sample statistics (n=40)		Population statistics (N=56)	
	Total per strata (n)	Relative frequency per strata (%)	Total per strata (n)	Relative frequency per strata (%)	Total per strata (n)	Relative frequency per strata (%)
<b>Region</b>						
<b>Africa</b>	8	50.0	21	52.5	29	51.8
<b>Asia</b>	5	31.3	10	25.0	15	26.8
<b>Latin America and the Caribbean</b>	2	12.5	4	10.0	5	8.9
<b>Middle East and Eastern Europe</b>	1	6.3	5	12.5	7	12.5
<b>Total</b>	16	100.0	40	100.0	56	100.0
<b>Age of coalition (level of experience)</b>						
<b>1990 – 2001 (experienced)</b>	5	31.3	14	35.0	19	33.9
<b>2002 – 2007 (moderate)</b>	6	37.5	15	37.5	20	35.7
<b>2008 – present (nascent)</b>	5	31.3	11	27.5	17	30.4
<b>Total</b>	16	100.0	40	100.0	56	100.0

Note: All 16 national key informant interviews are national coordinators of the national coalitions or networks. 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.

Two national coalitions within the sample group of 40 were randomly selected to be interviewed at the beginning of the interview phase, as a pilot, where the evaluation team tested the questionnaire and refined the interview guides. The interviews for the two pilot countries were conducted in English (in Anglophone countries) so that several members of the evaluation team could join the interviews. The coalitions represented two geographic regions and a nascent and experienced coalition to test the instrument at each extreme of one of our strata on age of the coalition. Minor modifications were made to the interview guides after this pilot phase.

#### **2.5.4 Approach for semi-structured interviews**

The evaluation team collectively developed the questions that form the semi-structured interview guides based on the Evaluation Matrix (see Annex 1). The interview guide includes a common core

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of questions for all KIIs and several specific questions based on the type of informant (see Annex 3). The team captured KII responses using computerised notes, and included 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). All notes were entered for coding in NVivo 11—a qualitative analytical software platform.

Given the timeframe of the evaluation, some interviews were conducted with several informants from the same organisation (e.g. 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 evaluation team did not conduct any focus group discussions, which would be an expected component of such an evaluation that is not desk-based such as this one.

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 had a vested interest in the outcome of this evaluation, which could bias the views that they provide. 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.

## **2.6 Review of Documents**

The second source of primary data for the evaluation was the review of documents related to the CSEF III programme. Documents were 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 includes the initial set of CSEF documents identified in the Evaluation Matrix (Annex 1).

The review of documents was guided by the set of questions in the Evaluation Matrix. The summary of relevant information identified per evaluation category (relevance, effectiveness, and efficiency). Documents were treated in the same way as interview notes: loaded into the NVivo software for systematic coding.

The evaluation team also undertook 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 were further drawn upon and used in combination with evidence gathered through primary data collection.

## **2.7 Approach to Data Analysis**

The evaluation team gathered and reviewed evidence systematically from both data source types, interpreting initial findings collectively. The team also analysed findings against the literature review and document analysis conducted during the inception and evaluation phases.

The evaluation team used the qualitative data analysis computer package NVivo 11. NVivo facilitates classification, sorting and arrangement of information, and an examination of trends and relationships within the data. The team set up an initial coding framework which largely matched the evaluation questions and sub-questions, and this was entered into the software. As coding progressed, and new or unanticipated but relevant themes emerged, new nodes were created as required. When coding was complete, outputs were run using NVivo's query and analysis tools.

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## 2.8 Evaluation Standards

This evaluation adheres 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:

### 2.8.1 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 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.

### 2.8.2 Independence of evaluation

To ensure its credibility, the evaluation process is independent from any process involving GPE's policy making, management or activity implementation. The evaluation is impartial in the scope of methodology and in considering and presenting achievements and challenges. None of the team members has any conflict of interest.

### 2.8.3 Limitations to evaluation

- **Sampling and respondent selection:** it was not possible, in spite of efforts made by the evaluation team, to organise interviews with high-level government actors as originally proposed.
- **Telephone/VOIP interviews are almost never ideal:** in qualitative research, it is generally preferable to conduct interviews face-to-face. Interviewing over (often poor-quality) audio lines can limit the potential for more subtle questioning, follow-on, and nuance,
- **Triangulation:** not every question in the evaluation matrix was answerable by different sources, because (a) not all respondents had specific knowledge or views about all questions and (b) because not all documents reviewed covered all questions. Triangulation was carried out where possible.
- **Perceptions:** because of its dependence on key informant interviews as a primary data source, this evaluation collected data on informants' viewpoints, opinions, and perspectives. It was not always possible to confirm that these were offered in a spirit of transparency: it is possible that some informants offered views which were biased in one way or another. This however is a feature of all research based around key informant interviews.



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## 3 Analysis and Findings

### 3.1 Relevance

#### Key findings in this section:

- There is a lack of evidence about whether assumptions are valid, and the evidence behind each assumption. There are some assumptions that could be added to the ToC.
- The ToC was designed at CSEF III inception phase, but has not been adapted and the assumptions have not been tested. The ToC flows well and is generally a good fit, although some NECs find it overly complex. Some NECs have designed their own ToC and select activities based on their own strategies and views of members.
- Various CSEF III activities target girls and other disadvantaged groups. Out-of-school children are a particular focus, and more work is being done on disability.
- National coalitions often selected their priorities based on their own defined strategic plan and meetings with CSO members.
- The main added value of CSEF III is that it strengthens and empowers CSO coalitions which, when united in a common voice, are harder for governments to ignore.
- The CSEF III infrastructure is effective in ensuring challenges “on the ground” inform global processes and debates.
- Anecdotal evidence suggests that ANCEFA has a weaker organizational capacity and lower value added than other Regional Secretariats.
- Indicators in the CSEF III Results Framework are overly quantitative and sometimes need contextualising to make them relevant at the national level. Some targets for policy changes are overly ambitious. There should be indicators on capacity building and policy implementation.
- The CSEF III objectives align well with GPE 2020 national-level objectives.

#### ***EQ 1 - Is the CSEF III ToC plausible and coherent, and based on sound evidence/good practice?***

**According to global- and regional-level stakeholders, the CSEF III Theory of Change (ToC) is plausible and coherent.** It 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. The CSEF III Mid-term Review found that there is no explicit reference to evidence in the ToC, either from external programmes or from previous phases of CSEF. By doing this, global-level stakeholders inspire confidence that the CSEF III model is tried and tested, and is designed with best efforts to achieve the intended objectives across a variety of contexts (CSEF III Mid-term Review). In contrast to previous evaluation reports (e.g. see Evaluation of CSEF I), not all the NECs are able to define a national or global theory of change that lies behind their strategic work, although

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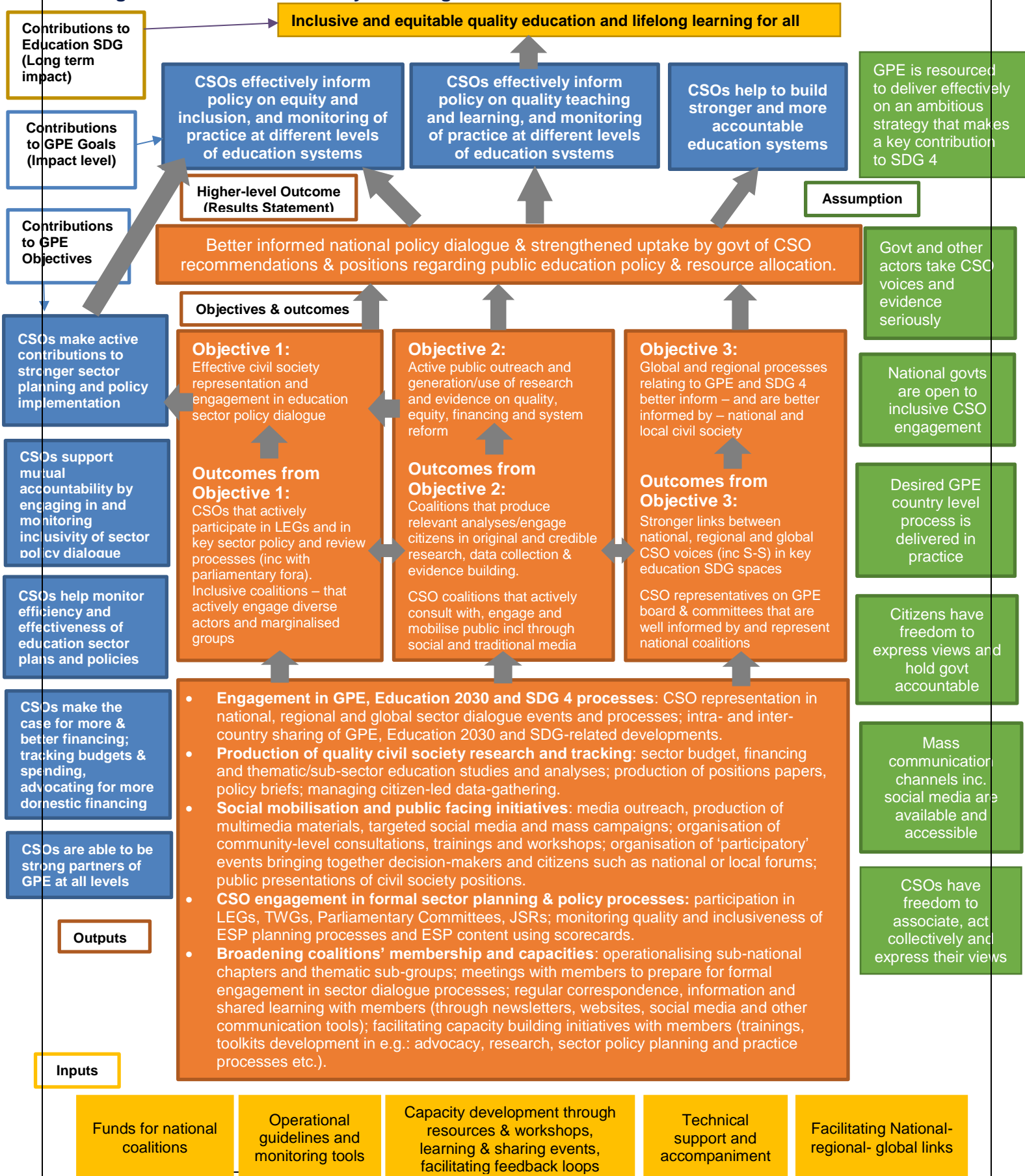
they were able to talk about how their activities should match the CSEF III objectives and logframe.<sup>24</sup> Yet knowing about and using a ToC is important, as it helps strengthen implementation, and allows for continuous learning and adaptation, and increases the ability to deliver desired impacts. A ToC also helps to identify potential blockages or risky pathways that need to be managed or circumvented, as well as help to identify and capitalize on opportunities that contribute to an intended outcome. The CSEF III ToC is presented in Figure 1.

**The evaluation team feel that the ToC is plausible but like the interviewees expressed are unsure about the extent to which it is based on sound evidence.** Presumably it is based on previous CSEF phases and on similar external programmes, and therefore it would be a simple case of highlighting previous learning that was incorporated within it. The ToC seems broad enough to encapsulate the diverse settings in which CSEF operates, although there is the unstated assumption of well-functioning governments which has to hold true if the outcome statement is to be reached (an assumption that other respondents mentioned- see next list of bullet points). The evaluation team feels that the pathway to change will take time, given that policy making is typically unwieldy, long-term and bureaucratic.

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<sup>24</sup> There was no requirement for national-level ToCs in CSEF I or CSEF II.

**Figure 1 CSEF III Theory of Change<sup>25</sup>**



<sup>25</sup> 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)

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**SEQ 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?**

The evaluation team were unable to gain a thorough understanding of the validity of ToC assumptions and the evidence behind them, yet stronger coalitions have identified how the ToC causal pathways play out in their context. The design assumptions within the global-level ToC are provided (in green boxes) in Figure 1, not all of which will hold fully (or equally) in all contexts. Stronger and more established national coalitions have adapted the global ToC to produce their own national-level ToC, including different pathways to change and varying assumptions. This an example of good practice since it makes the ToC more relevant and useable, and would allude to the validity of the ToC and its assumptions.

**NECs are able to navigate around certain assumptions if they do not hold, although this is confined to assumptions within the ToC only.** The programme aims to create the conditions most likely to ensure that these assumptions hold, such as ensuring that civil society engagement is well-founded in grassroots perspectives, is presented through channels that allow for sustainable and credible engagement, and is supported by both formal civil society and broader citizen engagement (CSEF III Theory of Change). However, there are a wide number of external factors beyond CSEF III's control which may contribute to shifts in CSEF's outcomes—this should be explicitly recognised on the ToC (CSEF III Mid-term Review). Respondents mentioned a few other assumptions that may need to be added to the ToC:

- One suggestion from a Regional Secretariat was that governments have the capacity and resources to deliver policy in practice. This would not be the case in many fragile and conflict states.
- A better informed national policy dialogue and strengthened uptake by government of CSO recommendations and positions will result in improved access and quality of education for boys and girls in CSEF III-targeted countries.
- Many of the assumptions are themselves based on the assumption that there are strong research skills within national coalitions to provide credible, evidence-based advocacy. Where this assumption does not hold, then coalitions are more likely to have to use consultants (which can be costly) or provide less rigorous or anecdotal research that does not engage policy makers.
- Civil society is able to best represent the interests of marginalised groups of children in the local context, relative to other actors who could be used. One global-level respondent questioned whether urban and educated elites who sometimes run CSOs are “*not at the forefront of local struggles for education*” and therefore would be ignorant about the needs and priorities of children.
- A broad-based coalition membership is the best approach to fulfil the outcome statement. While coalitions can have a diverse membership, this does not necessarily mean they are democratic with the CSO landscape being a highly contested space. A broad-based coalition encompasses many different positions, and it can be sometimes challenging to find a united voice and have meaningful engagement in dialogue and decision making.

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**For ToC causal pathways to hold then there needs to be sustainability of funding.** Advocacy and attempting to shift the policy direction is a long-term process and some national coalitions were concerned that funding could be halted which would thwart progress.

**SEQ 1.2 - How was the CSEF III ToC designed and adapted during the programme?**

**A ToC was designed by GCE at the start of the third CSEF phase, with inputs from the GPE Secretariat.** This was based on a recommendation from the CSEF II evaluation. Regional Secretariats stated that they were sent drafts of the ToC and it was explained to them. Most global and regional stakeholders stated that the ToC design flows well and that the three CSEF III objectives lead to the higher goal. The ToC allows them to check progress against theory, and to see what gaps there are in evidence. This is the reverse of what should happen—to see whether theory has empirical grounding and matches reality. The CSEF III Mid-term Review reported that the ToC was designed to endure a long shelf life and is likely to remain relevant across various contexts and time periods (CSEF III Mid-term Review). Whilst we also find this to be true, we also find that NECs are not gaining the full advantages from using it. Some NECs noted that they have not had training on the ToC, and find it overly complex: *“The theory of change is a little complicated but I do not give up. But we are not familiar with it. The Theory of Change has been translated into French but we need help in understanding it”* (national coalition). The CSEF III Mid-term Review found that Regional Secretariats also did not completely understand the ToC (CSEF III Mid-term Review).

**While a robust ToC has been designed, there is not a regular mechanism by which it is reviewed and adapted, and there has been no testing of assumptions.** While the purpose of the MTR was to review and provide recommendations on how the ToC can be adapted, at the time of writing it is too early for these suggestions to have impacted CSEF III design. Global stakeholders mentioned that the context has changed and the programme has evolved, therefore the ToC has become out of date. A common response from global stakeholders was the desire for global actors (such as GCE and GPE) to engage at the government level outside of the CSEF III programme, to reinforce what the programme is intending to achieve.<sup>26</sup> It was thought that this global campaigning coupled with advocacy from national coalitions would be more effective in ensuring policy shifts within government. Some global stakeholders voiced concern that testing the ToC would be a challenge since there is significant variety in country context and capacity.

**SEQ 1.3 - Is the CSEF III tailored to national contexts and based on national needs?**

**Similar to the CSEF II Evaluation, we find an alignment of programme design and objectives with the needs and priorities of national coalitions and their members.** Most NECs felt that the ToC was broad enough that it encompassed their national priorities. In addition, CSEF III was born at a time when education was at the forefront of the international development agenda, specifically within SDG 4 and Education 2030. A key informant noted that this *“historical movement”* helped to define CSEF III, and the programme was able to leverage on the debates and discussions during this time to define what CSEF III would do and how change would happen.

**More established and stronger national coalitions have defined their own ToC, whereas newer coalitions have not done so.** The requirement for NECs to submit their own ToC was implemented after the refinement process in the second half of 2016, and is currently stipulated in the CSEF III proposal templates and guidelines for 2017 and 2018, as well as documented quality assurance review feedback on proposals submitted by NECs. According to a global stakeholder, however, many national coalitions were unaware about this, indicating a lack of clarity in some

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<sup>26</sup> Respondents did not recommend certain forms of engagement that would be especially effective.

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contexts about the requirements of the programme. More well-established coalitions that had higher capacity were more likely to have defined their own theory of change, which was based on their context, other programmes that they implement and also the global CSEF III ToC. They were able to speak about how this has helped their understanding of how change happens, thinking through lessons learned and how it is useful to have the end goal in sight. Weaker and newer coalitions were unable to talk about the global ToC and do not have a national ToC. Despite this, there is a strong emphasis on local ownership from proposal development to reporting and implementation requirements (CSEF II Evaluation), which facilitates contextual fit of the ToC. Most national coalitions stated that they had sufficient room to adapt the CSEF objectives and results framework to their context.

**Most NECs mentioned that the CSEF III ToC and GPE 2020 strategic plan are broad enough to align well to development contexts and challenges in CSEF-targeted countries, although some coalitions noted that assumptions have not been tested.** The evaluation team found no evidence of a systematic review of what types of activities and capacities need to be supported so the CSEF III objectives can be achieved more efficiently and effectively. Indeed, the Mid-term Review found that the global-level stakeholders could consider clarifying the tools for how to best develop a research agenda that specifically fulfils national educational policy research gaps or further builds collateral for an existing topic on the advocacy agenda (CSEF III Mid-term Review). If assumptions were tested and the causal pathways adapted as a result, the ToC would be more fit-for-purpose and useful.

**There is some tension between GPE's 2020 strategic plan, which defines GPE's value added in education, and NEC expectations that CSEF III funding should enable them to prioritise issues in a completely country-defined way.** For example, some national coalitions thought that the outcome statement of "resource allocation" does not fit their national context as the most significant challenges in their country are corruption and improving the overall tax base. One coalition remarked that they have focused on child labour which does not fit into the ToC but nonetheless is a significant issue in their country, and is linked to education. Moreover, in some countries the government is focused on tertiary education, rather than the primary and secondary levels.<sup>27</sup> In many CSEF-targeted countries there is more government interest in privatising education, and some national coalitions felt that the ToC and RF constrained their ability to engage with the government on this issue (see CSEF III activities section). CSEF III does not constrain NECs to work on issues outside of CSEF III, but NEC awareness of the limited scope of CSEF III funding could be strengthened.

***SEQ 1.4 - Through coalition activities at the national level, is the CSEF III ToC inclusive of educational outcomes for girls and other disadvantaged groups?***

**Coalitions are made up of diverse members, each with their own positions and levels of influence, which can sometimes create a contested space.** The ToC mentions that one of the outputs of CSEF III is to broaden coalitions' membership and capacities. However, there is an assumption, rightly stated in the ToC, that the coalition members are able to act collectively. There were a few concerns from global stakeholders that there are rivalries within coalitions, as they indicated that usually they are competitors for donor funds, with the CSOs managed by urban elites possessing a stronger voice within the coalitions and therefore are more able to influence other members regarding their position. There is a tension between increasing the diversity of coalition membership and ensuring that there is an equal chance of having a voice heard. However, we did

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<sup>27</sup> There was no mention of any governments that are focusing on early childhood care and education.

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not hear in detail about the qualitative engagement of the CSOs in the coalition, nor whether the NECs are calling upon members with specific expertise to input into the design of the ToC.

**NECs noted that the diversity of its membership has increased, whereas global stakeholders were more cautious.** According to the CSEF I Closing Report (2012), in 2012 NEC membership consisted of national NGOs and grassroots NGOs (42 percent each), INGOs (11 percent) and teacher organisations (6 percent) (GCE 2012). In 2017, parents' associations, teacher organizations, and grassroots members comprised 30 percent, 26 percent, and 22 percent of NEC membership, respectively (GCE 2017). Further, global stakeholders interviewed for this evaluation mentioned that the CSEF III Results Framework (RF) does not reflect the breadth of the movement, and the inclusion of large conglomerates and federations masks diversity. There is particularly under reporting of diversity of coalitions in Africa. One global stakeholder stated that some national coalitions have expressed concern that they do not have enough members who focus specifically on disability, and this was confirmed by a few NECs. GCE has undertaken a mapping of youth organizations in coalitions as part of efforts to increase the representation of young people.

**We find that the ToC is broad enough to ensure inclusivity of educational outcomes for girls and other disadvantaged groups.** Different types of marginalised children that coalitions target include children with disabilities, girls, victims of violence, vulnerable ethnic groups, those from poor socio-economic backgrounds, those in rural and/or remote areas and, in Latin America, indigenous children.<sup>28</sup> Out-of-school children was a focus of many coalitions across Asia and Africa, including those in sex work, street children, and those that are home schooled, and coalitions are collecting data on the extent of the issue and writing briefing notes and position papers to parliament. Various respondents mentioned that groups of children for which CSEF III should have a stronger focus on include children with disabilities and non-formal education for out-of-school youth. The Mid-term Review recommended for greater use of language within the ToC on equity, and feel that this would help NECs prioritise activities with inclusion considerations at the fore (CSEF III Mid-term Review).

**There were mixed opinions about inclusivity towards children with disabilities, although there is some evidence it is an increasing focus.** Some countries have a stronger involvement in this work, while other coalitions are learning about disability issues in preparation for children with disabilities to be targeted at a later stage. Typical activities in NECs include advocating for the rights of children with disabilities to the government (and not just seen as charity) or, in countries where inclusion of these children is a new focus, supporting a government department or Ministry of Education to implement their strategy. Since the beginning of CSEF Phase III, the Africa region, led by ANCEFA has placed significant focus on children with disabilities (CSEF III Mid-term Review). In one region, it has been a challenge for governments to see disability as a rights-based issue rather than just the need to provide handouts. One national coalition noted that the government wants to "hide" children with disabilities, and therefore advocacy about these groups of children has been challenging.

**There has been some progress towards gender mainstreaming, although further work is needed to deliver impact.** UNGEI in UNICEF is working with GCE to support a gender assessment at the national coalition level. Meanwhile, GPE developed its own gender policy and has assisted GCE and UNGEI in looking at how this policy impacts GCE. A Regional Secretariat expressed that policy makers often pay lip service to gender equality but the situation in schools is where gender norms are entrenched and barriers to education for girls are still stubbornly strong. However, NECs are working on gender issues such as child marriage, sex work for girls and

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<sup>28</sup> A NEC in a fragile and conflict-affected state is setting up an online platform where CSOs can report on violence against children in schools.

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advocating against unfair punishments towards girls that do not fit with the “crime” committed. Sensitivity to this issue is thought to be higher in certain regions than others. For example, across Africa, the involvement of the Forum for African Women Educationalists in CSEF coalitions gives a greater focus on gender equality in programming (CSEF II Evaluation). Similarly, in Latin American NECs, sensitivity towards gender is greater due to higher organisational sensitivity toward gender issues in CLADE (CSEF I Evaluation). An increased focus on gender was mentioned in previous CSEF evaluations, and we encourage urgency in the implementation of plans and policies on this issue.

***EQ 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 strengthened uptake by government of CSO recommendations and positions regarding public education policy and resource allocation.”)***

***SEQ 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)?***

**NEC activities are wide ranging and relate to the programme goal.** CSEF III was birthed out of a requirement for more explicit top-down structuring of national activities to align with global objectives (CSEF III Mid-term Review). The most common activity is advocacy, particularly on increasing government budgets for education, and holding the government to account for pledges on public funds of education. Other examples of advocacy subjects include teacher salaries, curriculum development, decentralisation, and strengthening of government structures. NECs are also reviewing and commenting on draft education bills and national education sector plans; participating in national and sub-national forums, LEGs, and councils; conducting research and data analysis; monitoring progress on the SDGs/Education 2030 agenda and on policy implementation; capacity building with CSO members, and conducting awareness-raising campaigns to the public.

**Similarly, the role of CSO members within national coalitions is broad ranging but, in general, CSO activities align with the programme goal.** This is likely due to how CSOs who apply to be a member of a NEC have to be screened to see if their priorities correlate with the CSEF goal (CSEF II Evaluation). Activities include raising issues at the NEC Annual General Meeting; participating in thematic working groups, consultations, steering committees, Global Action Weeks and technical working groups; organising and hosting public events, education sector conferences and seminars; conducting assessments on policy implementation; and defining the parameters for advocacy issues. However, some NEC members are working on some issues which they felt were less relevant to the programme goal, including privatization of education and child labour, which national coalitions feel are crucial to address given national trends. National coalitions have a wide range of capacities, which directly influence the effectiveness of activities that are carried out. The ability to influence policy varies from region to region and from country to country, and therefore activities vary considerably. This is a strength of the programme in that there is sufficient scope for coalitions to work on activities that fit the context, but also fit the objectives (which is checked at the proposal stage).

**National coalitions generally select and adapt activities based on their Strategic Plan/Direction.** This is aligned to the CSEF III objectives, GPE 2020 national-level objectives, SDG 4, and from agreements made in CSO member meetings based on the national context. The strategy is usually created over a number of months and is participatory insofar as various CSO members are consulted before it is finalised. One coalition mentioned that external stakeholders such as the Ministry of Education, non-CSEF CSOs and the media took part in consultations about the strategy. Some coalitions have hired external consultants to lead the strategic design process. There is some



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evidence of adapting the Strategic Plan; for example, one national coalition had made some alterations to make it relevant to a new education sector strategic plan by the national government. National coalitions are able to adjust their activities relatively smoothly as long as they have notified the RFMA, the Regional Secretariat, and so long as there are little to no changes in the budget.

**For most NECs, activities are also decided upon at quarterly or annual meetings with CSO members.**<sup>29</sup> Here, there is critical analysis of and reflection on the current political and education situation in the country. Consensus is sought on which issue to concentrate on, which is usually a national priority. These meetings are also opportunities to share ideas on how to advocate, and to prepare for upcoming meetings with ministers. Some national coalitions stated that they undertake research and/or interpret census findings, both of which inform the issues that they concentrate on. Other sources of evidence include from newspapers, from the Teacher's Union and for coalitions with a large membership there are discussions within thematic/sectoral groups. A stronger and more well-established coalition stated that they ask for the opinions of CSOs about activity selection in a bi-annual survey. One coalition noted that information from programme stakeholders at the regional and global levels also influence the decision on activity selection.

**SEQ 2.2 - What other initiatives operate in the same policy space and, in comparison to these, what is the added value of CSEF III?**

The quotes provided in the box below are indicative of the remarks we heard about the added value of the programme:

*“Capacity building among national coalitions which include NGOs, youth organisations, social movements and teachers unions, pushing for them to carry out advocacy and accountability work is a unique opportunity and structure. There is no similar initiative. Synergy between levels is unique to CSEF.”* (Regional-level informant)

*“The added value is building a movement that combines national, regional, and global levels, and there is an elevator of information flowing up and down. We bring coalition voices to the platform at all three levels.”* (Global-level informant)

*“Coalitions wouldn't work without CSEF. CSEF strengthens and empowers coalitions. It is not easy to get support for advocacy. The fund is a historical opportunity.”* (Regional-level informant)

**National coalitions recognise that CSEF III strengthens the existing GCE movement and network, which contributes towards the united voice of civil society.** It is easier for the government to have dialogue with one body compared to lots of different CSOs who all have their different views and positions. A collective voice is more powerful and the potential to influence is higher and, in more authoritarian regimes, is harder to curb its voice. CSEF Phase II Evaluation reported a similar finding: *“Being part of a global movement, and particularly being involved in GCE and CSEF was confirmed to be very beneficial for civil society”* (CSEF II Evaluation). At the global level too, CSEF has the potential for influence as it is present within so many countries across Latin America, the Middle East, Asia, and Africa. Respondents testified that there are no broad programmes that are raising the capacity of national coalitions to engage with policy makers on this scale, even outside of the education sector.

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<sup>29</sup> One national coalition mentioned they have monthly meetings, as change is fast paced within its country and activities have to respond to that.

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**In funding advocacy work, global stakeholders mentioned that CSEF continues to be unique.**

The CSEF I Evaluation reported that it has been challenging to convince international donors of the benefits of supporting CSOs in an advocacy role rather than in less contentious service delivery role. Despite more recent developments which are in support for the right to education such as the establishment of the Malala Fund in 2013, the International Commission on Financing Global Education Opportunity in 2015, and Norway's increase in support to the right to education, some respondents still mentioned a general hesitancy on the part of donors to fund rights-based initiatives. In a context of a shrinking space for rights-based organisations (Amnesty International 2017, Forum SYD 2017, KIOS Foundation 2015, KOFF 2016), the support from CSEF III on policy making where it is challenging to visibly demonstrate results is particularly needed and appreciated.

**Compared to other donor-funded civil society programmes, CSEF III is thought to be more flexible.** Even though there is a global logframe and theory of change, national coalitions felt that they are able to carry out activities that best fit the reality of their context. Even if an activity is not in the work plan, a coalition is not prevented from doing it. For example, during an unanticipated teachers' strike in one country, the coalition coordinated with other actors to use it as an opportunity for advocacy. Examples of other donors were provided in the interviews who are not as flexible and, as a result, CSOs feel constrained by their narrowly defined logframes and are not able to adequately respond to challenges as they arise. CSEF, on the other hand, has broad objectives and NECs felt that a lot of their needs and priorities within the education sector can be encompassed within the programme.

**CSEF III supports the funding of overhead, which supports the NEC as a whole, but there are concerns about sustainability.** *“For CSOs [funding of overheads] is crucial, but it is an area which donors do not tend to fund”* (global-level informant). It ensures that coalitions are able to request funding from other donors who will only fund programmatic expenses, which allows for a greater chance of sustainability. Coalitions that have greater sources of funding are able to create synergies and economies of scale, to maximise the impact of their work at the lowest cost possible. According to a global-level stakeholder, some countries have been able to receive funding from non-CSEF sources whereas others, particularly in Latin America, have been less successful and are therefore more dependent on CSEF III. A few NECs were concerned with the lack of a sustainability plan, and what the NEC would do if funding from CSEF III was halted. This was also raised as an issue in the CSEF II Evaluation: *“The lack of a sustainability plan which articulates and explains how these efforts will be maintained in the long term at all levels creates difficulties in understanding and aligning the longer-term perspectives of the programme”* (CSEF Phase II Evaluation).

**While CSEF III is seen as unique, there are various programmes that complement the work that is being carried out.** For example, in addition to direct support to GPE, the GIZ BACKUP Up Initiative—Education has supported ministries to apply for GPE grants, supporting African national coalitions to make synergies with CSEF activities and filling unplanned funding gaps in governments and national coalitions. It is demand driven, although it organises consultations to ensure that funding requests are coherent, relevant and not previously funded. In 2013, Plan International set up the ANCEFA Partners Forum to gain a complete picture of the work of ANCEFA and how different programmes working through ANCEFA and African national coalitions could harmonise efforts and share information. Although useful, one respondent noted that the Forum is less active than it used to be. RESULTS (Right to Education Index) is another initiative that complements CSEF III by providing small grants of up to USD20,000 to national coalitions.

***SEQ 2.3 - Is the CSEF III infrastructure (global, regional, and national) relevant for what the programme is attempting to achieve?***

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**The CSEF III infrastructure is thought to be relevant in ensuring credibility and that the challenges “on the ground”, through Regional Secretariats, are able to inform global processes and debates.** For example, a Regional Secretariat remarked, “*National coalitions benefit from having a direct two-way connection with the global level via the regional level. This permits a real two-way engagement, in both vertical directions, but also laterally across different regions, sharing lessons and learning. It is an incredible opportunity for cross-fertilisation of ideas.*” NECs were appreciative that, through their links within a global and regional network, they had more credibility in country as well as benefiting from capacity building efforts. NECs in more authoritarian states mentioned that the structure afforded them protection as the government cannot threaten them directly. The three levels interact well with each other, especially at the start of the financial year, although some recommendations were heard to enhance the relationship between the regional and global levels. Some respondents asked for more cross-sharing of information between national coalitions, whereas others thought the level of information sharing is sufficient and has improved.

**Despite the infrastructure in place, there were calls from national coalitions to make better use of it to build a stronger movement.** This would involve collecting and synthesising evidence from across the globe to put pressure at national, regional, and global levels to ensure better educational outcomes for children. This requires strong mechanisms for communication, field visits, and information exchange, which one global-level respondent remarked, are not currently present. In particular, global stakeholders thought that the lack of resources is constraining efforts at engagement between the global-level stakeholders within CSEF III and international institutions working on education. Similarly, some respondents stated that the potential of Regional Secretariats in developing advocacy initiatives at the regional level is an untapped resource.

**According to global-level respondents, the capacity and value added of ANCEFA is weaker than the other Regional Secretariats.** Many respondents, including external funders, noted that in this region there is less training, information sharing, and channelling of debates. The CSEF Phase II Evaluation reported that ANCEFA was overwhelmed for having to manage so many CSEF national projects with a relatively small secretariat and a relatively small budget—we have limited evidence from the interviews to suggest that this has not changed under CSEF III. As reported in the Mid-term Review, the diversity in language that exists in the region is still a challenge (CSEF III Mid-term Review). It could also be due to the intricacies of history and culture which explain the difficulties that coalitions experience in being taken seriously. While there are some indications of increased support and direction for ANCEFA, focus on this issue should intensify (see Conclusions and Recommendations section).

***SEQ 2.4 - Do the indicators in the Results Framework (RF) adequately measure the CSEF III objectives?***

**The CSEF III documentation points to many changes that have taken place in the RF indicators since Phase II.** For example, the number of indicators has been significantly reduced, which is likely to have improved understanding of the programme among NECs and simplified reporting. There was also high demand for more quantitative indicators and consequently the proportion of quantitative to qualitative indicators within CSEF III has increased (see CSEF III Results Framework in Annex 5). Previously, biannual reports from the GCE Secretariat to GPE Secretariat were approximately 50 to 60 pages in length, but a request from GPE’s Grants and Performance Committee resulted in a reduction to around 20 pages which is indicative of less qualitative discussion within these reports. A useful step, still yet to be made, would be to incorporate the text from the Results Framework Concepts document directly into the Results Framework, which would

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clarify the roles the indicators play in attempts to measure CSEF III contribution to objectives (CSEF III Mid-term Review).

**There is a logical flow of RF indicators to CSEF III objectives.** Compared to the ToC, older national coalitions remarked that the RF is a useful tool in assessing progress towards an end goal. In contrast, newer coalitions were less familiar with the RF and requested training. In one country, a baseline study has not been conducted yet so this national coalition was unable to report progress.

**Indicators are often insufficiently nuanced to reflect the diversity of contexts, and also need to be updated.** National-level data have to be aggregated to show overall performance at the global level, but then in doing so lose their relevance to the national context, signalling the tension that CSEF III faces in appreciating national context but demonstrating results that are comparable across countries (a tension that was also reported on in the CSEF Phase II Evaluation). NECs are asked to fit their activities into the globally-defined indicators in the RF, although according to a Regional Secretariat, a few NECs find the indicators overly complex and irrelevant; actual relevance may depend on a country's political windows and priorities. This is a different finding to the CSEF III Mid-term Review, which reports that CSEF III allows for the diversity of national landscapes to drive outcomes (CSEF III Mid-term Review). The purpose of the RF is to guide NECs in their work, however they are seen as a constraint to the activities that NECs wish to implement. The use of the RF (and ToC) should be considered in the upcoming ASA mechanism.

**Global and Regional Secretariats noted that the indicators are overly quantitative.** The implication of this is that important work (and impact) is happening that is not reported on. For example, there are indicators on the number of policy submissions, but the RF is less able to ascertain how these were received and taken up. Due to the lack of qualitative indicators, there is a lack of information about the quality of participation in policy making. One global stakeholder commented that there is a lack of data on whether the CSOs are just present while decisions are being made, are their contributions valued or are they able to lead decision making. Certain global stakeholders mentioned the need for in-depth "case studies" of impact within particular country contexts, signalling this lack of qualitative emphasis in the RF.

**It is a constant challenge to attribute results to CSEF III where policy change is the result of many different influences over the long term.** There was some concern from global stakeholders that the indicators did not take into account the issue of attribution. Larger national coalitions find it challenging to attribute progress to funding source, since funds from different programmes are used to achieve the CSEF III goal. The challenge of determining "cause and effect" is noted in the CSEF III MEL Strategy, which correctly emphasises that the emphasis should be on contribution to change, which acknowledges the role of context and other external factors (CSEF II MEL Strategy). In addition, global stakeholders and national coalition representatives expressed that many of the RF targets concerning advocacy cannot be achieved over the short term. For example, government budgets only change once a year and to make changes in budgets takes sustained efforts with multiple stakeholders and in numerous forums. There was also interest in attributing progress to different phases of CSEF, which the current RF does not capture.

**Some stakeholders expressed that there should be a greater emphasis on capacity building and policy implementation in the CSEF III RF and ToC.** According to a funder and global CSEF stakeholders, there should be indicators on capacity building, which is a significant focus on the programme. For example, the RF is not providing information on what skills need to be changed to build capacity. The CSEF III Mid-term Review found that the RF excludes monitoring of assumptions

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or exogenous variables that otherwise may have contributed to CSO capacity strengthening. For example, outside GCE, there may be various opportunities for CSOs to receive training from other agencies or funding sources throughout the programme duration (CSEF III Mid-term Review). One Regional Secretariat expressed that the outcome statement does not go far enough; it is the implementation of policy that is a more crucial challenge rather than policy change itself, which does not necessarily lead to benefits for girls' and boys' education.

**EQ 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?**

There are three GPE 2020 national-level objectives:

- 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

**CSEF III commits to making a clear contribution to the achievement to the GPE national-level objectives.** The CSEF III objectives have been designed, in part, to reflect these key GPE 2020 priorities and approaches.<sup>30</sup> Various respondents from this evaluation expressed that the CSEF III programme is well aligned to these GPE objectives—a similar finding from the CSEF III Mid-term Review. According to the 2016 Annual Review, the CSEF III ToC reflects the focus of the GPE 2020 plan: “*The CSEF programme, in particular, has a strong focus on delivering increased equity and quality in education systems, mutual accountability through effective and inclusive sector policy dialogue and monitoring, as well as holding governments to account for increased financing*” (2016 CSEF III Annual Report). Respondents from this evaluation also generally stated that the CSEF III ToC and outcome statement align well to the GPE 2020 national-level objectives.

**Some global stakeholders have noticed that GPE has shifted from a more laissez-faire attitude towards a more directive approach to ensure best fit with its 2020 national-level objectives.** Through the RF, ToC discussions with the GCE Secretariat and alignment with the GPE country-level operating model and GPE 2020 strategy, NECs have been encouraged to engage more in gender mainstreaming (a recommendation from previous CSEF evaluations), SDG 4 processes and with parliamentary groups. This guidance from GPE is at contrast to previous CSEF phases which did not align with the GPE strategy, and had their own theories of change that did not explicitly intersect with GPE processes or goals. This new approach from GPE complements GCE Secretariat and GCE Board positions that focus attention on parliamentary engagement and engaging in SDG 4 processes.

**According to multiple global stakeholders, there is confusion regarding the role of CSOs in Local Education Groups (LEGs) within objective two of GPE 2020 national-level objectives.**

This is despite a target on indicator 1.2.1 that the 2016 Annual Report views as “mainly met”: “Number of coalitions achieving strong/adequate (as opposed to weak) engagement in government-led sector dialogue processes” (CSEF III Annual Report 2016), and previously reported increase in engagement (see Figure 2).<sup>31</sup> The 2014 Civil Society Review found that

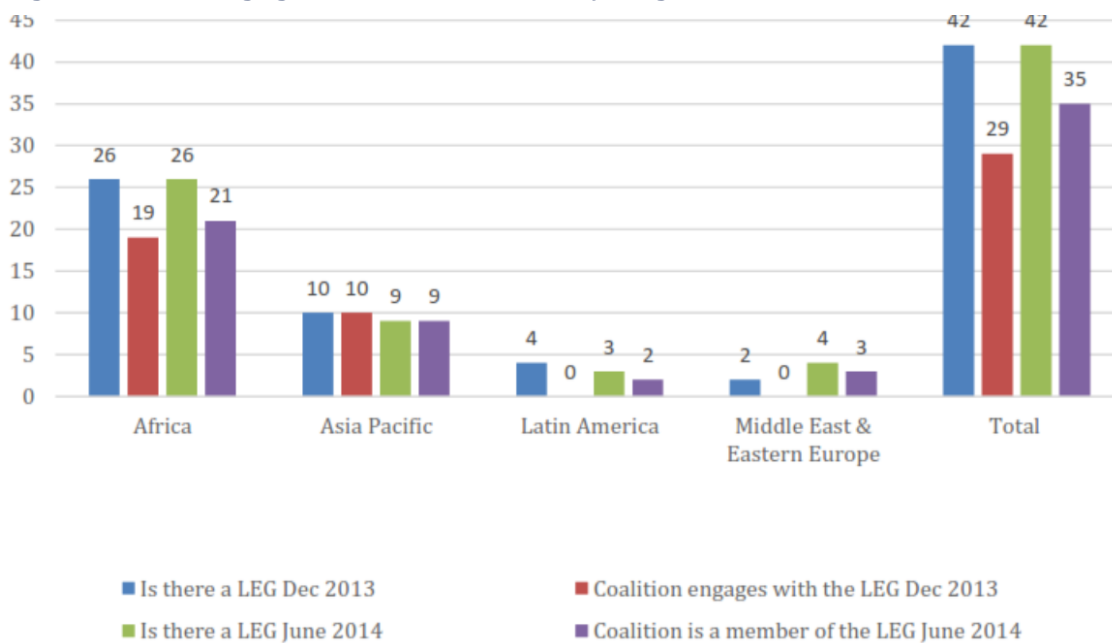
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<sup>30</sup> Other considerations are building on the work and lessons of previous CSEF phases and to highlight common elements that will contribute to achieving the programme aim across the countries of operation (CSEF III proposal).

<sup>31</sup> In December 2016, 44.4 percent of NECs have strong and 29.6 percent of NECs have adequate engagement in government-led sector dialogue processes (CSEF III Annual Report 2016). This is assessed using pre-defined composite indicator methodology.

through research, information gathering, and membership consultations, coalitions are bringing relevant evidence and expertise to LEG discussions (2014 Civil Society Review). Interviewees in our evaluation study acknowledged that interpretation of civil society role in LEGs is still only talked about and it has taken time to understand how to strengthen civil society participation in these government-led groups. As was reported in the 2014 Civil Society Review, we also find that often the composition of the LEG does not include all relevant groups or the real decision making does not take place in the LEG. For example, only three CSEF-targeted countries have teacher representatives in the LEGs (2014 Civil Society Review). Based on GPE 2020 RF data, in 2017, out of 62 DCPs, 54 partner countries (90 percent) had CSO representation on the LEG; 35 (60 percent) had teacher representation; and 33 (50 percent) had both CSO and teacher representation.

**Figure 2: NEC engagement with the LEG by Region, Dec. 2013 and Jun. 2014**



Sources: UNESCO and GCE (2014) in GPE (2014)

**The reluctance from the GCE Secretariat to create rules and regulations about LEG engagement is in contrast to the GPE Secretariat’s progress in putting forward normative markers on this issue.** GCE aimed to develop a scorecard approach for assessing the quality of CSO participation in LEGs that was aligned with GPE LEG Minimum Standards, however these plans were later dropped (CSEF III Biannual Report 2016). The GPE Secretariat has previously been criticised for not systematically intervened to support the increased participation of civil society in LEGs due to both lack of awareness and capacity constraints (GPE 2014). Since 2016, the GPE Board has debated how prescriptive GPE can be in the context of 65 countries with varying contexts and no direct line of accountability from LEGs to GPE. In an effort to develop stronger guidance, the GPE Secretariat has been undertaking research and consultation to advance the GPE Board’s understanding of the complexities of LEG structures, capacity and performance. Currently, GPE’s education sector plan guidelines include reference to the need to engage civil society, and its grant application process also includes questions on the extent to which CSOs have been consulted. Furthermore, in many country missions, the GPE Secretariat also encourages LEGs to include civil society. However, one stakeholder urged global-level CSEF actors to approach national governments to ensure greater diversity within LEGs, suggesting that further progress should be made.

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**SEQ 3.1 - To what extent are the CSEF III objectives and ToC relevant to GPE 2020 impact-level goals?**

The GPE 2020 impact-level goals are three-fold:

**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

**Global-level respondents noted that, in theory, there is good alignment between CSEF III objectives and GPE 2020 impact goals.** Both emphasize education for all and emphasize the role of the government in the provision of education. Through representation in NECs and in LEGs, CSOs are able to participate and engage in policy making, and can raise issues such as learning outcomes, at a higher level. The structure of CSEF III allows for evidence from the grassroots to be used and inform regional- and global-level debates. In practice, there may be some misalignment, as is alluded to in the effectiveness section of this report.

**An analysis of secondary literature also confirms that the CSEF III objectives and ToC are relevant to GPE 2020 impact-level goals.** CSEF III National Operational and Planning Guidelines require all NECs to indicate how the focus of their CSEF-supported work contributes to progress towards overall GPE strategic goals (GCE CSEF III Proposal). As a result, there is significant alignment: *“The overall goal of the CSEF programme [...] aligns with the overall (provisional) strategic goals of GPE for 2016-2020 (to achieve greater equity and inclusion, quality teaching and learning, and stronger educational systems). It also reflects the collective aspiration to make a significant contribution to the achievement of the education sustainable development goal.”* (GCE CSEF III Proposal)

**SEQ 3.2 - Are the CSEF III activities that support NECs and are the activities that NECs engage in relevant for the three GPE 2020 country-level objectives?**

**NEC activities are relevant for the three GPE 2020 country-level objectives.** Regional Secretariats noted that national coalitions must indicate how the focus of their CSEF-supported work contributes to progress towards overall GPE strategic goals of improving equity and inclusion, quality teaching and learning and/or improving systems and financing. The brief mapping of planned coalition work in the CSEF III Proposal shows a *“clear alignment”* between CSEF plans and the GPE goals (CSEF III Proposal). There are many examples of NECs engaging in education sector policy and review forums to present civil society research and analysis, and evidence-based recommendations. Examples include a NEC that demonstrated how much could have been achieved with a larger budget allocation to education and as a result the government increased the GDP allocation to education. Another NEC used support from the Regional Secretariat to pressure the government to share its education sectoral plan, for which it eventually did. NECs in more authoritarian contexts felt that some of their activities were not relevant to GPE’s 2020 country-level objectives, as some of the ToC assumptions did not hold true.

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The CSEF III Annual Report (2016) also alludes to NEC activities that are complementary to the GPE 2020 country-level objectives, a selection of which are provided below:

#### Education financing

- NECs are using the GCE-established Community of Practice on Education Financing forum to directly learn from each other, develop their capacities, share advocacy experiences, successes, techniques and develop common advocacy strategies aimed at influencing emerging and critical education financing policy processes.
- NECs have been analysing domestic budgets and financing, using the GCE publication “Financing Matters: A Toolkit on Domestic Financing for Education” (see GCE 2016). According to the CSEF III Annual Report, this has strengthened their advocacy on financing for education.

#### Advocacy on quality and learning

- Examples of NEC activities in this area include firstly defining education indicators that are integrated into advocacy strategies to ensure that the curriculum and school facilities empower both girls and boys; and secondly generating awareness on the SDGs within teachers unions and CSOs, including the role of teachers in ensuring that quality is central to the implementation of SDG 4.

#### Equity and inclusion in the education system

- Examples of NEC activities include campaigns for the expansion of the Alternative Learning System which caters to marginalised and disadvantaged groups; organising conferences on education for the deaf; and ensuring that a youth-led organisation and a disability organisation become key members of education networks.

### ***SEQ 3.3 - Are there other objectives for CSEF III that would better deliver the 2020 GPE Global Objectives?***

While we asked many respondents this question, the evaluation team did not obtain any clear additions or changes to the CSEF III objectives that would better deliver the 2020 GPE Global Objectives. Most respondents were of the opinion that the CSEF III objectives were broadly sufficient.

## **3.2 Efficiency**

### **Key findings in this section:**

- The 60:40 split between programmatic and institutional costs is welcomed in some quarters because of the relatively generous allocation to the latter, which often is not covered by donor funding.
- The 60:40 benchmark is not always easy to adhere to, and may benefit from more flexibility and adaptation to context.
- There are substantial benefits to the tri-level programme structure, and in fact, the programme would in all likelihood not be able to function in the way that it does without an



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active role for each level. However, there is a sense that it is not fully exploited and that inter-level communications, learning, and engagement channels could be strengthened.

- Evidence suggests that there are challenges to GCE playing the role of grant agent, both in terms of potential conflict of interest and because their financial management capacity needs to be strengthened.
- Auditing capacity is generally weak in spite of efforts to strengthen it, but GCE has responded to earlier criticism and made efforts to strengthen it.
- Disbursement bottlenecks exist and cause cascading problems down the programme chain. These may be related to national coalitions' capacity to develop and manage proposals, but may also be related to a high bar set for compliance and risk management. That said, activity delays are not substantial, and implementation is getting timelier with the passing of time.

**EQ 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?**

**SEQ 4.1 - Does the CSEF Fund Management Benchmark of 60:40 (programme: management) hold true? Is it a valid principle?<sup>32</sup>**

**Responses to questions about the 60:40 benchmark were equivocal: while it was welcomed in some quarters, it was viewed as unreflective of reality and not always tailored to local contexts in others.** An informal CSEF III fund management standard stipulates that programme and activity expenditures should receive 60 percent of the budget allocation, while institutional and management costs should be funded with 40 percent of the total allocation. In the external evaluation of CSEF II, it was reported that there were “expressed issues with this criterion—all staffing is considered part of the administration component, irrespective of the role of a particular person, the best example being programme officers at Regional Secretariats who provide technical support and capacity building to coalitions. There is a consistent, widespread call for a revision to the above benchmark, which is perceived as a funding ‘principle’, with greater detailing of what is ‘programme’ and what is ‘administration’.”<sup>33</sup> Ambiguities around these definitions also appear at the NEC level, where there is contextual variation in what are considered programme as opposed to activity costs; these slippages in fact make any kind of systematic comparison and validation around compliance difficult; for this reason, data presented here are largely based on opinions (about the benchmark and about compliance) offered by respondents. Further, analysis of available reporting documents (i.e., actual budget data in periodic GCE progress reports and annexes), showed that grant amounts are provided by region but are not disaggregated into activity versus programme costs; likewise, information is provided about grants to coalitions, but is not further disaggregated; therefore, it was not possible to determine how the 60:40 split functions in actuality at country level.

In general, while it would not be correct to say that there is currently a ‘consistent, widespread call’ for revision, it is certainly true that evaluation participants expressed a range of opinions about the 60:40 split, by no means all of them positive—indeed, many sceptical for a variety of reasons. One

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<sup>32</sup> This is not an official benchmark. That said, it is generally adhered to within CSEF III, and study respondents were certainly familiar with it, both in terms of compliance, and because many welcomed the notion of formally allocating a proportion of funding to overhead costs.

<sup>33</sup> 2015. *Independent evaluation of the Civil Society Education Fund (CSEF) Programme 2013-2015 for the Global Campaign for Education*. Evaluation Report. Washington DC: Institute for Development Impact.

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global-level informant observed that while the principle was valid, in practice it did not reflect reality: “It is a valid principle but it doesn’t hold true. It is hard to calculate what is spent on what. You pay for people’s time. What are we talking about for staff time? Policy engagement takes time. How do you calculate the split?” Overall, responses to this question can be broken into three main strands: those who felt the 60:40 split was both appropriate and feasible (these responses tended to come from national coalition respondents who recognised the comparative rarity of being able to access funds to cover institutional costs and were grateful for the support); those who believed the benchmark was basically valid but too difficult to actually adhere to on the ground, and finally, those who questioned the split itself on the grounds of contextual variation.

***SEQ 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 maximised within this architecture?***

**The tri-level programme structure of CSEF, spanning the three key operational levels (global, regional, and national) was generally welcomed by global and regional respondents as a useful way of leveraging the strengths and different kinds of access offered by each level; national coalition respondents were less positive about the structure.** At the global level, GCE is the managing entity for the CSEF III programme. It holds the overall responsibility for managing and overseeing the programme and is ultimately responsible to the GPE Secretariat. Responsibilities include (i) grant management and coordination (through the GCE Secretariat); (ii) programme coordination and support (such as facilitation of national-global linkages, capacity support and learning – which task is different from the grant management function within the GCE Secretariat; and (iii) grant and programme oversight (through the Global Oversight Committee) for approval and oversight of strategic directions; final decision-making about funding allocations between regions, and approval of regional and global budgets; internal review of biannual reports; approval of membership of Regional Funding Committees; and resolution of any issues which cannot be resolved at the regional level.<sup>34</sup> Management of CSEF at the regional level includes national-level grants, accompaniment of national coalitions, tailored technical support and capacity-building and intra-regional learning and communication. Regional-level functions are divided across three entities. The Regional Funding Committee (accountable to the Global Oversight Committee) takes regional decisions on funding and grant making. Regional Financial Management Agencies (accountable to the GCE Secretariat) carry out grant management, such as overseeing fund transfers to NECs and NECs’ financial reporting processes, and providing NECs with financial management capacity building. The Regional Secretariats (accountable to the GCE Secretariat) are responsible for programme support (technical, planning, reporting), communication, and learning, including regional coordination, management, and capacity support to NECs.<sup>35</sup> Broadly, it is the national level where ‘the tyre hits the road’ and is the front line of the national-level advocacy work, while regional and global levels provide consolidation, coherence, and coordination in funding, capacity building, and learning. A regional-level informant stated “As much as we can see, it is a valuable model. We need a mix to have serious coordination. It is a benefit to GPE to have global, regional, and local levels. Some of [name of Regional Secretariat] staff go through salient points on the GPE board. We have a representative on the board. We have a pre-board meeting. The structure is fundamental.” This thinking was shared by some global-level informants, one of whom asserted that “the added value is building a movement that combines national, regional, and global levels and there is an elevator of information flowing up and down. We bring coalition voices to the platform at all three levels.” National Coalition informants were on the whole less positive about how the structure functioned, in particular in relation to decision-making and funding provision. One NEC respondent noted, for example, that “Small changes in activities take months as there are decisions at so many levels”.

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<sup>34</sup> Civil Society Education Fund 2016-1018 Revised Proposal, Annex 6, pp. 1-4 and pers. comm. GPE Secretariat.

<sup>35</sup> Ibid.

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Finally, it is worth flagging a point raised by one response which, while isolated for obvious reasons, nonetheless seems important to mention: in locations where democratic and participatory structures are weak—indeed where governance has a more repressive and authoritarian flavour—being part of an overall partnership which has global and regional layers can in fact offer a degree of protection for national coalition activities. In sum, flow of information, expertise, and to some degree political leverage (downwards) are working well, while NECs perceive the system as somewhat top-down: this is perhaps understandable given the vertical nature of the structure. In the following section, we move from broader structural concerns to more detailed reflection on the actual interactions between levels.

**Opinion about actual *operational interactions* between levels varied across the respondent population, and also depended on which levels were being referred to.** Interactions between regional and national levels, characterised particularly by capacity building, knowledge management, channelling proposals, and ad hoc responsive support, were generally reported to be productive, functional and, importantly, two-way. Representatives from a Regional Secretariat, for example, were highly positive about the structure, noting that the format was “key to CSEF goals” and explaining that engagement between the levels was two-way and relatively fluid, allowing national coalitions access to global programme bodies (although the regional level does not in all cases act as a mediator between national and global programme levels, it does occupy a key position between them). These respondents emphasised that engagement took place not only in a vertical direction, but also laterally, between countries across the region, and even beyond the region for lesson-sharing. There are many ways of sharing learning: via electronic channels within the network, meetings, seminars, publications, and peer-to-peer learning. Field visits, carried out by national coalitions, and regional level bodies, are also important. For example, in an example of cross-region knowledge-sharing, CLADE travelled to an event in the Asia Pacific region to share learnings from the Dominican Republic.

Other regional-level informants were less sanguine about inter-level communication, particularly from the global-level down: “They don’t do communications well from the global, to the regional and to the national. GCE needs to build their own movement but they can’t get funding for it...It is a unique structure but there is much more potential. It needs a review.” A global-level respondent agreed that while the structure itself was appropriate because it provided channels for both capacity building and advocacy, shared learning was less effective and moreover, proposals developed by national coalitions did not always align with regional and global priorities, suggesting that inter-level communication would benefit from strengthening. These points were echoed by respondents from another stakeholder at the global level, who felt that the challenge “is bringing out what is happening at the national and local level to the regional and global levels. Things are happening at the local and national level but it is not being captured.” Another global-level respondent noted that “National coalition engagement is meaningful; the regional and global levels have been of key importance. These have ensured interdependency, capacity support, sharing and learning across countries, bringing issues from national to global and global to national. However, coalitions need more information and technical support to build capacity on different issues especially financing of education, innovative financing, increasing taxation and collection of tax money to be invested in the education sector, privatization of education, public-private partnerships etc., so they can do effective advocacy around these issues.” One regional-level interviewee was of the opinion that national coalitions needed to strengthen linkages with the Regional and GCE Secretariats in order to achieve more consistent financial and programme management. This respondent also flagged the point that delays in organizing proposal and budget review meetings at RFMA and Regional Secretariat level within the regional-level architecture ultimately had negative downstream effects such as delaying disbursements to national coalitions.

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Regarding the issue of building capacity, in 2016, a self-evaluation component was incorporated into the CSEF III proposal development process, allowing coalitions to identify own capacity gaps and needs, which included in sum: (i) Institutional/operational capacity needs within national coordination structures (e.g., project management, fundraising, finance); (ii) Need for building capacity within the national coalition networks in better movement building/stakeholder representation and effective governance; (iii) More support in building generic advocacy approaches and specific skills in analysis and research; (iv) Education sector planning, analysis, and monitoring, including local to global linkages. In relation to this self-evaluation effort, five themes have been identified areas which capacity development support should target throughout the programme duration: (i) Education finance, budget work, and anti-privatization work; (ii) Gender mainstreaming; (iii) Developing a GCE-wide approach to Education in Emergencies; (iv) Development of programme to support more effective quality research for advocacy; and (v) Focusing on developing resource diversification, financial sustainability, and partnership development of CSEF.<sup>36</sup>

**SEQ 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)?**

The majority of informants' response to this question was negative, and numerous challenges were identified by respondents at all three programme levels. These challenges mapped out on two main axes which can be considered separately, although it is important to recognise that they are closely and contingently related. The first axis concerns issues which are broadly *structural*, insofar as they emerge from the way in which the different programme entities are defined, the roles which they are mandated to fulfil, and their relationship with each other. The second concerns *procedural and operational* issues: challenges associated with the carrying out of the chain of activities involved in grant management and administration.

With the end of CSEF II, and the transition to CSEF III, GCE was approved to be a grant agent, following a grant-level assessment carried out by Cardno. There was wide agreement among respondents that this presented challenges both structurally, insofar as the GCE Secretariat does not have the same degree of separation and independence as UNESCO did, and in terms of operational and technical capacity—although it is important to note, with reference to technical capacity, than the assessment carried out by Cardno prior to GCE's appointment as grant agent found GCE's capacity to manage grant funding and implement a grant to be sufficient: "Based on this assessment, the organization appears to have sufficient capacity to act as Managing Entity for the proposed Programme Implementation Grant".<sup>37</sup> Cardno provided fifteen recommendations as part of its capacity assessment: by the time of writing of the CSEF III Biannual Report (January-June 2016), nine of these had been addressed and the remaining recommendations were being carried out with completion within line of sight.

A respondent from a Regional Secretariat made the point that the simultaneous roles of secretariat and grant agent (GA) were fundamentally incompatible because of a potential conflict of interest problem, and that an external institution should play the fiduciary role. The issue of separation and independence of the grant management/fiduciary function on one hand, and the implementation function on the other, is indeed important. In the CSEF III phase (unlike the previous phases of the programme where the GA role was played by the World Bank (CSEF I) and UNESCO (CSEF II)),

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<sup>36</sup> GCE (2016). *CSEF Capacity Strengthening and Shared Learning Strategy, 2017-2018*. Global Campaign for Education.

<sup>37</sup> *Summary of Cardno Assessment of Global Campaign for Education as Managing Entity for the CSEF*

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GCE plays the dual role of GA and implementer, which was flagged by some informants as a potential conflict of interest threat for the GCE Secretariat with regards to clarity in the delineation of and mechanisms for accountabilities.

As a GA, the GCE Secretariat receives funds from GPE which it then disburses to national coalitions through the RFMAs (which in turn answer to the GCE Secretariat), and thus as a GA the GCE Secretariat is altogether responsible and accountable to GPE for the use of these funds as well as for enforcing proper and efficient use of funds at the regional and national levels. As an implementer, the GCE Secretariat provides support at all levels for advocacy activities, for which it receives compensation and is accountable for to a sub-group of the GCE Board of Directors (the Global Oversight Committee); the GCE Secretariat also oversees the Regional Secretariats in their programmatic support to NECs.<sup>38</sup> The concentration of those two functions into one sole entity thus may become problematic. This situation is compounded by the fact that GCE is dependent on CSEF to fund the staff and activities of its global Secretariat—the last audit, conducted in 2016, showed that CSEF accounts for 97 percent of all GCE funds. Therefore, GCE's own organizational health is tied to the continued provision of CSEF resources.

However, other global-level respondents downplayed the conflict of interest issue as overstated and unavoidable: “GCE has a conflict of interest, but someone has to manage the fund! ... The conflict of interest issue has been blown out of all proportion.” Moving forward, the CSEF successor, as part of GPE's broader Financing and Funding Framework (FFF) and ASA mechanism, will be required to adhere to stringent fiduciary and grant management arrangements necessary for a larger and more diversified funding portfolio. Regardless of respondents' views, the evaluation notes that the current arrangement with GCE does not conform to GPE's FFF, which seeks to clearly delineate the roles of a grant agent, with fiduciary oversight of funds, from the program implementation organization, that utilizes the funds. In addition to that point on dual function, another respondent from a Regional Secretariat also noted, “GCE have their own interests. They want to keep themselves as a network which may influence decisions. It isn't so objective.” While CSEF through GCE has created a hierarchical structure of funding flows from global to regional and national levels, creating a tension with GCE's role as the voice of the movement.

**In technical terms, and in spite of the abovementioned positive result of Cardno's capacity assessment, there is wide agreement among study respondents that the GCE Secretariat lacks certain grant management capacities required to fulfil the role of grant agent;** this opinion was held by a very significant number of respondents at national, regional, and global levels who spoke to the issue, and is probably a more serious challenge than the structural, conflict of interest problem. Flagging the issue of grant management capacity, one informant noted “I question the value of the GCE Secretariat... Lots of coordination is needed but they are understaffed. It is a big programme to manage. Regions could play the coordination role. GCE acts both as a programme manager and a grant agent but they don't have much experience acting as a grant agent so they struggle with this. Fiduciary responsibility affects their performance”. To nuance these interview findings, we note that the 2018 Operational Risk Framework for CSEF III shows an improvement in grant risk, from ‘High’ to ‘Medium’, both in the overall, aggregated category, and when broken into the three subcategories of oversight, timely achievement of objectives, and fraud or misappropriation. This improvement is attributed to strengthened internal audit arrangements, to tightened fiduciary oversight, and to demonstrated progress towards objectives.<sup>39</sup>

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<sup>38</sup> CSEF 2016-2018 Proposal, Annex 6, CSEF governance and accountability structure

<sup>39</sup> Operational Risk Framework\_CSEF\_2018

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**One of the key management areas which was identified as in need of strengthening was that of auditing.** Indeed, one of Cardno's original recommendations upon assessing GCE's grant management capacity was the development of an internal audit function. In the best-case scenario, the GCE Secretariat is said to be acquiring competency in this area, but is nonetheless still slow. The 2017 Operational Risk Framework assessed the audit risks of CSEF III as *high*, noting that four formal requests by GPE to see audit materials had not been responded to; however, by March 2018, this assessment had been downgraded to *medium* risk, largely because internal and external audits carried out on two NECs who had allegedly misused funds in fact found that GPE funds had not been misused.<sup>40</sup> These findings tally with interview responses, although we note that interviewees seem to be focusing on the findings associated with the earlier *high* risk assessment, and not on the steps taken by GCE to address the audit question: according to one key informant, at the start of CSEF III, "GCE was slow to provide an audit and without a management letter listed this as a critical rating." (key informant). In the light of this response, it is important to note that GCE responded positively to the problems identified in the 2017 Operational Risk Framework, appointing internal auditors and delivering a tri-level (global, regional, national) audit plan with a comprehensive scope.<sup>41</sup> We also note that guidelines covering the receipt of CSEF III grants to NECs are similarly comprehensive, laying out the expected levels of compliance in execution, monitoring and evaluation, reporting, and auditing.<sup>42</sup> Finally, we should emphasise that there has to date been no documented evidence of misuse of GPE funds, and that the grant risk assessment score of high (2017) was based on the large scope of the grant (spanning 63 countries) and GCE's oversight capacity across this range of grantees, rather than upon any evidence of actual misuse or misappropriation. Below, we present a timeline of events and activities relating to audit:<sup>43</sup>

#### 2016

- GCE shared ToR for internal audit with GPE Secretariat for "no-objection".
- Internal Auditor recruited in October 2016 (NB: there was a delay in the recruitment)

#### 2017

- Draft internal audit charter developed and shared with GCE's Finance and Personnel Committee (FPC) for comments
- Internal audit plan for 2017 developed and approved by FPC. Amongst others, this document contains the workplan for internal audit work in 2017.
- Terms of reference for National Coalition Audit Committees approved by FPC. This document made it mandatory for all NECs to have audit committee that will conduct specified procedures (including review of all financial reports submitted by NECs).
- Internal auditor commenced visits to NECs, RFMAs and RS that were included in 2017 internal audit plan. Selection of organizations to visit was done using a risk-based approach.
- First external audit of GCE completed (although not within June 30, 2017 required by GPE) and copy of audit report shared with GPE Secretariat. GCE Secretariat was reluctant to share the management letter, containing findings from the audit.
- GCE Secretariat reluctant to share internal audit reports with GPE Secretariat despite multiple requests.
- GPE Secretariat informed by one of GCE's donors of fraud at some coalitions.
- Risk rating of CSEF increased to "high" mainly due to reluctance by GCE Secretariat to share information with GPE Secretariat and possibility of misuse of GPE funds at some coalitions (based on information received from GCE's donor).
- Call between GOC, GCE Secretariat and GPE Secretariat to discuss increased risk of CSEF and ways to improve communication between GPE and GCE.

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<sup>40</sup> *ibid*

<sup>41</sup> See CSEF 2016-2018 INCEPTION REPORT\_FINAL, Appendix 2 and GCE 2017 Audit Plan

<sup>42</sup> See CSEF 2016-2018 INCEPTION REPORT\_FINAL, and CSEF 2016-2018 INCEPTION REPORT\_FINAL, Appendix

<sup>43</sup> Pers. comm. GPE Secretariat.

- GCE support mission to Dakar and Addis Ababa. Mission was successful in addressing GCE concerns and agreeing action points such as timelines for submission of reports to GPE Secretariat.
- GCE shared copy of management letter on 2016 audit with GPE Secretariat.
- GCE internal auditor visited 2 NECs which were identified by the GCE donor for fraud.
- GCE commissioned external audits of the 2 NECs.

### 2018

- Copies of internal audit reports shared with GPE Secretariat. These included reports for 2 NEC with reported fraud on different donor funds. Reports did not indicate any misuse of GPE funds.
- GCE shared copies of external audit reports and management letters (for the 2 NECs) with GPE Secretariat. Reports did not show misuse of GPE funds
- Risk rating of CSEF III reduced from “high” to “medium” due to factors such improvements in internal audit and improvement in timeliness and quality of information shared with GPE Secretariat.

### **Slow or delayed disbursements: these were flagged as a problem by respondents at all levels.**

Clearly this is a critical issue with serious implications for timely project execution. One respondent observed: “The challenge is that funds are not disbursed to NECs in a timely manner for them to do activities on time. The bottleneck is that NECs are supposed to submit proposals for funding before the funds are disbursed. There is a delay. GCE is working on improving this. The Regional Secretariat is trying to get proposals from NECs. [...] The issue is to do with the quality of reporting, not about the quality of the work that the coalition is actually doing. The [...] Regional Secretariat has a low capacity and they are not well organised. They are going through a crisis period.” Disbursement bottlenecks and delays are attributed to more than one factor; causes identified by respondents tend to revolve around capacity issues at the national coalition level, although the converse may also be relevant: that compliance requirements for grant applications and management may be set too high for current capacity levels among national coalition members.

Findings from document reviews lend some historical support to these responses. Both the CSEF Annual Review (2016) and the Bi-Annual Report from June 2017 identify disbursement bottlenecks. According to the 2016 Annual Review, “Factors contributing to delays included extensive processes related to closing the previous CSEF phase (2013-2015) running in parallel to the commencement of the 2016-2018 phase while, at the same time, human resource recruitment processes particularly in the Global Secretariat were underway. Additionally, delays in funds reaching some coalitions were faced and addressed which related to complex international banking transfer regulations (for example for fund transfers to Yemen and Sudan).”<sup>44</sup> Delays continued to be a problem through the period covered by the Semi-Annual Report (June 2017), which reports “*Recurrent cumulative delays in fund transfers at the different levels of the program.*”<sup>45</sup> However, the Operational Risk Framework update in March 2018 relates significant progress on this front: “Disbursement of funds was a key challenge that was hampering timely implementation of activities but there has been an improvement in the annual grant making process for national coalitions.”<sup>46</sup>

Delayed disbursements, as observed by the respondent quoted earlier in this sub-section, can result in *delayed activities*. While this is undoubtedly true, it is a response very much from the perspectives of NECs: in other words, it locates the delay in the activity in the slowness of funding disbursements. According to the Financial Report January-June 2017, delays in implementation also result from the

<sup>44</sup> See *2016 Annual Report: Civil Society Education Fund (CSEF) 2016-2018*, Global Campaign for Education.

<sup>45</sup> See *Biannual Report: Civil Society Education Fund (CSEF) 2016-2018*, Global Campaign for Education.

<sup>46</sup> Operational Risk Framework\_CSEF\_2018

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long proposal approval process (in Africa, Asia, and Latin America).<sup>47</sup> The contracting process can also be slow: the Biannual Report covering January-June 2017 reported that GCE was aware of the slow contracting issue and recognised the need for action.<sup>48</sup> Overall, by the time of January 2017 Implementation Plan preparation, CSEF III's national-level portfolio of activities is largely on track, and shows improvement over the same category of activities in the June 2016 Implementation Plan.<sup>49</sup> Progress report narratives note that activity implementation delays are most often the result of "a severe lack of capacity within the GCE Secretariat"<sup>50</sup>. Again, we can see an improvement in implementation timeliness by the time of writing of the CSEF Annual Report from June 2017, by which point, implementation is said to be on target, with the exception of two areas of delay, namely the development of a framework for standard monitoring tools and checklists, and developing a global capacity support and learning plan.<sup>51</sup>

### 3.3 Effectiveness

#### Key findings in this section

- Data collection and reporting are useful, but could be streamlined or collected less frequent to reduce reporting burden.
- Reporting is not yet able to collect all national data on CSEF III activities and extrapolate qualitative lessons to inform regional to global levels.
- Weak presence of national coalitions in regional and international education networks and across SDG stakeholder meetings.
- Increased quality is needed in supporting national coalitions' research activities.
- The global-level architecture has not provided sufficient support in all countries, especially for those which are not meeting the assumptions of the CSEF III Theory of Change. Supporting greater and more meaningful participation in LEGs and other government processes was often identified.
- Weak output-outcome links due to assumptions not being met and difficulty in establishing attribution.
- It is challenging to determine whether targets and objectives are being met in countries where Theory of Change assumptions on government receptiveness are not validated.
- Regional Secretariats generally agreed that CSEF III objectives are aligned with the national-level objectives of the GPE 2020 strategic plan.

#### **EQ 5 - How effectively are CSEF III's objectives measured?**

This study examined this broad question on the effective measurement of the CSEF III objectives from various levels, which are subsumed in three sub-evaluation questions: effectiveness in terms of data collection and reporting for the NECs; unanticipated results not captured in the Results

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<sup>47</sup> *Biannual Report 2017: Civil Society Education Fund (CSEF) 2016-2018, Annex B: Financial Report*, Global Campaign for Education.

<sup>48</sup> *Biannual Report 2017: Civil Society Education Fund (CSEF) 2016-2018*. Global Campaign for Education.

<sup>49</sup> See *CSEF Implementation Plan June 2016 Status*, and *CSEF Implementation Plan January 2017 Status*

<sup>50</sup> See *Biannual Report 2016: Civil Society Education Fund (CSEF) January to July 2016*. Global Campaign for Education.

<sup>51</sup> See *CSEF Annual Report, June 2017*, Global Campaign for Education.



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Framework; and how outputs relate to the TOC causal chain. The next three sub-evaluation questions will examine in more detail the effectiveness of the Results Framework and the collection of evidence with regards to measuring the CSEF III objectives.

The three CSEF III objectives are constructed to enable the overall programme goal of civil society obtaining an effective voice in informing national policy dialogue and providing greater uptake of civil society recommendations with regards to public education policy and financing.<sup>52</sup>

**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

These objectives contribute to the overall expected impact of the CSEF III in terms of contributing “to better informed national policy dialogue and strengthened government accountability to citizens for the achievement of equitable, inclusive and quality public education” (CSEF III Results Framework) and are measured against the Results Framework, which is oriented around the three objectives with six outcomes (two per objective) (see Annex 4). Progress against the objectives is measured by eight indicators with annual targets.

Routine data collection occurs at the three levels of the architecture by national coalitions, Regional and Global Secretariats in a monthly or on-going frequency (CSEF III MEL Strategy final 13 June). Figure 1 details the reporting documents and types of information gathered at each level, as well as the flow of information and support across the levels. An internal Mid-term Review (MTR) was conducted during 2017. Another independent external evaluation will be conducted in 2018 during the final months of the CSEF III period.

**The evaluation team found that CSEF objectives are measured effectively, with certain limitations.** The NECs reported generally that the Results Framework was useful in terms of measuring the three objectives and following the national CSEF III programme’s activities. Measuring the implementation of the CSEF III objectives provides a long-term vision for the national programme, and can be shared across coalition members and sub-national entities. One NEC specified that the Results Framework provided effective “measurement rungs” towards the objectives. Another NEC stated how this global set of objectives helps national coalitions select national priorities, while understanding effectiveness principles for CSO participation and contribution to sector policy dialogue.

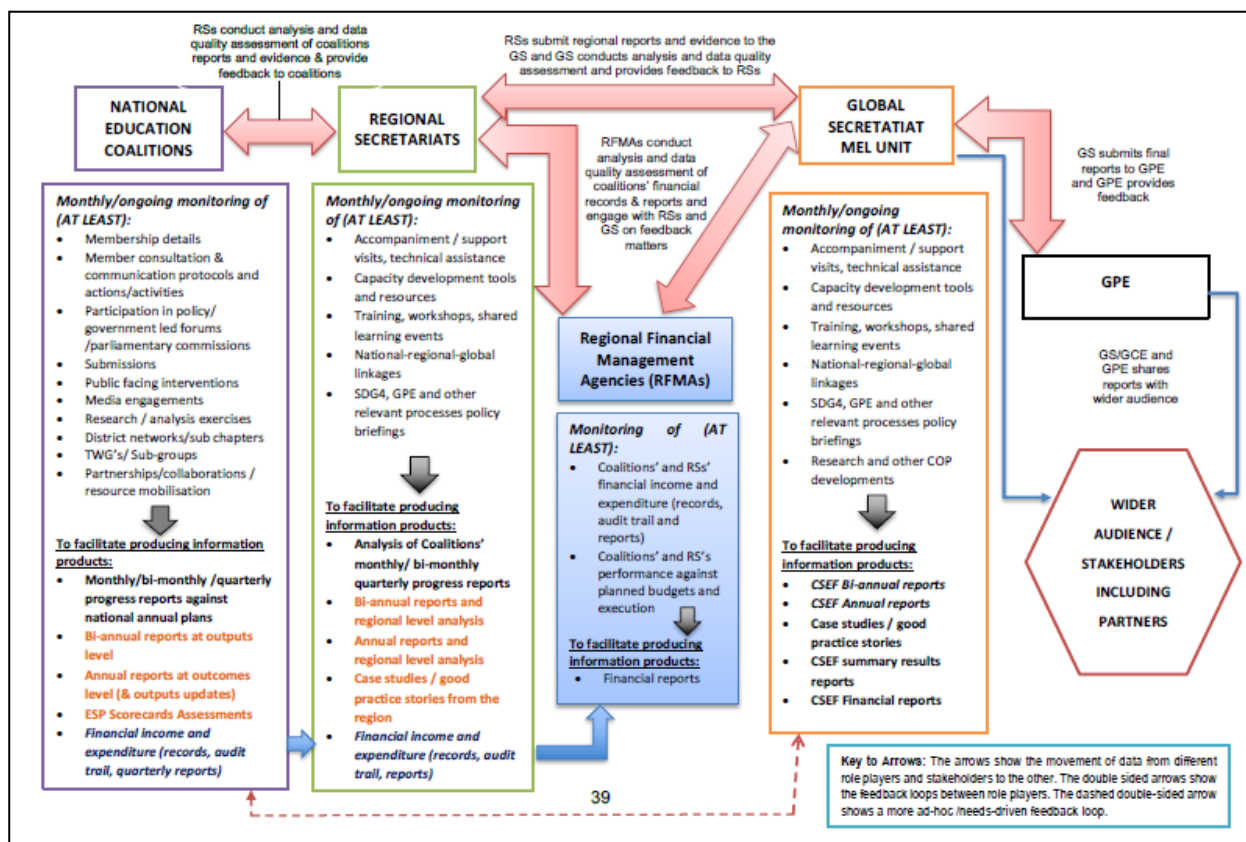
Most of the challenges reported in this study were related to specific indicators and national reporting challenges (see detail in following sections). When NECs indicated broader challenges to effective measurement, they were related mostly to Objective 1. Those NECs struggling to obtain access to LEGs or to other forms of participation in policy dialogue found that the measurements related to Objective 1 were inadequate to report on the difficulties faced. The measurements assume that government wants CSO participation and therefore do not reflect the panoply of difficulties and barriers posed by the government. Measurements skip the step of whether CSO participation has been validated, and focus rather on the final outcome of attending LEGs or participating in key sector policy and review processes. Other challenges raised on the effectiveness of the measures were related to the temporal nature of the activities conducted (i.e., how it might take more time to complete activities than expected), how policy change requires time

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<sup>52</sup> “Better informed national policy dialogue and strengthened uptake by government of CSO recommendations and positions regarding public education policy and resource allocation.”

and how reporting effectiveness is more difficult when progress is vague or difficult to identify in quantitative measures.

**Figure 3: Reporting levels and data flows for CSEF III**



Source: CSEF 2013-2018 MEL Strategy.

**SEQ 5.1 - What is the effectiveness of national coalition data collection and reporting against the Results Framework? How are the indicators measured?**

**National coalitions collect and report data effectively, but indicators do not always match their needs.** National coalitions have the following responsibilities with respect to reporting against the global programme Results Framework, namely:

- Operationalize an M&E plan and system relevant and appropriate for the coalition.
- Gather and store monitoring data (i.e. means of verification that will form the evidence base) on an ongoing basis.
- Review monitoring data to check internal progress and adapt programming, if required.
- Use monitoring data to complete and submit, in a timely and comprehensive manner, coalition reports against the National Education Coalition Reporting Templates
- Undertake specific evaluation-related activities, including sharing relevant case studies / learning stories; participating in the MTR and external evaluation processes.

The CSEF III Monitoring, Evaluation and Learning (MEL) reporting system is the primary mechanism used by national coalitions for sharing and reporting data on progress against the expected NEC and CSEF III outcomes.

**The MEL platform generally corresponds to the type of data that have been collected by national coalitions, although some flexibility in use and interpretation of certain indicators is**

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**required at times.** National coalitions reported that the MEL platform enables them with the means to measure their progress with planned coalition activities, although there is little provision for explaining variances in activities when they progress in unanticipated manners. According to one regional agency, the platform is efficient, and the objectives are sufficiently generalized so that they can be adapted to national contexts. Such adaptation is required in certain cases depending on the context. Some detail is more difficult to obtain for certain indicators (e.g. type of population vulnerability in leadership of CSO). The indicators in the Results Framework are also relatively broad, so that reporting across countries will not necessarily be applied equally across different country socio-political environments. For example, Indicator 1.2.2 is measured by the number of coalitions engaging with relevant parliamentary forums or committees. In those countries where civil society is not engaged with parliament, national coalitions will not be reporting adequately at this level. The indicator poorly reflects the state of government interaction in countries where the struggle to be officially recognized is real, but does not necessarily limit a coalition's ability to achieve Objective 1. Measurements and reporting of parallel activities are ways of adapting to accommodate these external realities (CSEF III Mid-term Review). The indicator on inclusivity (1.1.1) was also raised as problematic by several coalitions, because the formal coalition structure required by the CSEF III might exclude grassroots organizations that are not yet mature enough to participate.<sup>53</sup> Furthermore, the inclusion of those groups might compromise the legitimacy of the national coalition (CSEF III Mid-term Review). This issue was of particular concern by stakeholders at the global level, who saw this tension at odds with the spirit of CSEF III and of civil society engagement in education advocacy.

**Nonetheless, several KIIs at the national and global levels raised the point that the type of indicators might limit reporting effectiveness.** Most of the information is recorded in a very quantitative manner, but the information on how the advocacy efforts were received by government, or the impact of advocacy besides direct outputs cannot be input into the current Results Framework. The MEL programme was expected to facilitate the space for "learning and reflection processes" to be included in the programme design and planning cycle (CSEF III MEL Strategy).

**The MEL reporting mechanism was considered to be somewhat limited in terms of how it represents at a global level the rich diversity of national-level advocacy and engagement activities by CSEF III grantees.** That is, the global-level reporting loses the specificity of national activities. A few national coalitions stated that the Results Framework is more linked to global results and finding where to fit the country's objectives within the Results Framework could be challenging. One country proposed to have its own Results Framework. Some coalitions mentioned that the subset of their activities which are not linked to the CSEF III objectives cannot *effectively* be reported in the MEL system, and there is no current system which incorporates that information even though it might be *relevant* to CSEF III. Several KIIs at the global and regional levels questioned how to integrate national and regional level differences in the reporting mechanism.

**Another concern for national coalitions is that they are dependent on their partners or member organisations for collecting data for reporting purposes.** As such, data quality in the MEL reports might reflect organisational and structural challenges within the coalition's member organisations rather than within national coalition secretariat. Examples of challenges that can emanate from member organisations include high staff turnovers, inability to record or attend all chapter meetings and poor compilation of CSO activities. Smaller coalitions might face fewer struggles in this regard than larger coalitions, which have to collect data from a greater variety of CSOs.

**Accounting for CSEF III activities can be even more complex for those coalitions receiving funding from multiple sources.** One Regional Secretariat recognised that they would rather only look at biannual reports on objectives and indicators from coalitions, than monthly reports. Moreover, reporting appears to be prepared at the same time as the annual programme proposal, causing

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<sup>53</sup> Indicator 1.1.1. measures the number of coalitions achieving strong/adequate (as opposed to weak) inclusivity and representation of civil society.

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additional time pressure and a growing workload burden. The introduction of the web-based MEL reporting system somewhat facilitated the monitoring process – following initial training and capacity building – but did not alleviate the workload. Regional Secretariats organized regional training and provide continuous technical support for the use of the new reporting system, and the Global GPE Secretariat has used feedback from national coalitions to adjust the system. In some countries, irregular or low web connectivity and translated versions which did not arrive immediately can make on-line reporting more challenging.

**An artificial product of the annual reporting constraints might appear as producing undesired effects, notably in the failure to meet expected outcomes.** Several national coalitions mentioned that the timing of the annual reporting periods relative to the timing of activities is not always aligned. Specifically, the activity output or outcome might not fit neatly into the expected period and run into the following programme year. Some coalition activities are dependent on government processes (e.g. parliamentary meetings) which, if delayed, would cause consequential postponements for the expected results. Government instability was also cited as another cause for not abiding by the predicted calendar of activities.

**In addition to challenges aligning the timelines of some coalition activities with reporting timelines, several coalitions and Regional Secretariats commented that the reporting load was quite burdensome and took away time from their main programme activities.** The new online system was expected to make it easier for coalitions to provide summary information, but poor accessibility led to wasted efforts and time for some national coalitions (CSEF III MEL Strategy). Collecting the data was noted as quite time-consuming, due to the need to collect data from its members and networks. One national coalition stated that it collected data from a variety of sources to meet its needs, including meetings, reports, photos, statistics, studies, and other research.

**Valuable time is spent in providing technical support and training to use the MEL, rather than on activities targeting CSEF objectives.** Regional Secretariats are expected to provide technical support, training, and capacity development tools and guidelines to support data collection processes by national coalitions (Figure 1). From the Regional Secretariats' perspective, this work requires a significant investment in terms of support processes, which can be counterproductive for other Secretariat activities. National coalitions have needed extensive support in understanding the logical flow of indicators to objectives and becoming familiar with the complexity of indicators. A few national coalitions reported that the support was insufficient given their nascent status.

***SEQ 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?***

Unanticipated CSEF III results are those which are not laid out in the Theory of Change, and thereby not measured by the Results Framework. Effects of interventions – particularly around advocacy – can be difficult to measure fully. While unanticipated results are associated with the programme-level activities, they are categorized as positive or negative relative to the other results.

**In terms of positive unanticipated results at a national level, the engagement of CSEF in national coalitions has the benefit of bringing national coalitions into regional and international networks of education policy and advocacy beyond those included in the CSEF III architecture.** The CSEF III objectives aim to build national capacity, but some national coalitions have benefitted in terms of their ability to act as examples at supra-national events. Some older national coalitions reported having attended regional meetings and roundtables organized by UNESCO or other international partners on issues other than civil society participation.

**Another notable unanticipated benefit is around the intangible “brand value” that CSEF III translates to the national coalition within the country.** Several national coalitions pointed out that CSEF III gave them legitimacy, not only within government, but also with a vast assortment of education stakeholders (e.g. community organisations, parents, teachers) working in education at

the community level. Being a grantee of CSEF III indicates support from higher-level education networks, and enables national coalitions to reinforce the notion that the voice of civil society can be heard beyond its origin. As such, communities are more likely to organise around education issues, knowing the potential of its voice reaching decision-making levels. For example, in one country, the national coalition's advocacy and campaigning around the issue of literacy enabled sub-national entities to collect data on the issues, which in turn, could be used to enrich the existing advocacy material.

**SEQ 5.3 - What is the evidence for whether outputs are producing outcomes along the Theory of Change causal chains? What is the system doing to assess this? How are assumptions tested?**

The evaluation team identified several areas where the outputs as identified in the CSEF III Theory of Change were linked to the three objectives and overall CSEF programme goal (Figure 2).

**Figure 4: CSEF outputs as identified in the CSEF III Theory of Change**

- **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.).

Note: These categories include examples of some possible outputs identified in five possible categories in the CSEF III Theory of Change.

Source: CSEF III MEL Strategy.

**When examining the links between outputs and outcomes according to the Theory of Change pathways, this evaluation found that there are two output areas which sparked most comments from the KIs: the production of quality civil society research and tracking civil society participation in formal sector planning and policy processes.** We describe these below.

**The production of quality research to build an evidence base on education policies – as a means to achieve Objective 2 – has been one of the leading outputs reported by national coalitions and regional agencies.**<sup>54</sup> Several coalitions identified that the production of research at the sub-national level – usually through the collection of quantitative data, thematic analyses, or other analytical work – and the use of those reports at the national level has had significant weight in exchanges with government. The notion of evidence-based policymaking has been central to most coalitions' activities, and CSEF III markedly pushed coalitions' activities in that direction. A global-level stakeholder and Regional Secretariats, however, questioned the quality of the research

<sup>54</sup> Research here is defined per the Theory of Change as grouping together activities where coalitions "produce relevant analyses/engage citizens in original and credible research, data collection and evidence building" (ToC in: CSEF III MEL Strategy).

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conducted and anticipate the need for better capacity building in terms of the production of sound research activities.

**Official recognition by government officials and institutions leads – in theory – to greater effectiveness in achieving planned outcomes on the part of national coalitions.** Getting to that status does not have direct routes or flows and civil society participation can change rapidly within a country from one government to the next. Several global, regional, and national-level actors reported that civil society participation limits imposed by government were hindering the possibility to meet targets and objectives. For example, participation in Local Education Groups (LEGs) has been uneven throughout the national coalitions.<sup>55</sup> In some countries, civil society participation is very active in LEG processes with influence on policy changes, while in others it is merely perfunctory or non-existent. That is, a national coalition can be invited to participate in the LEG, but is regularly side-lined or does not take part in any critical meetings with regards to sector planning, guidance or monitoring (GCE report 2016). For new coalitions, implication in the LEGs might not be the first priority before setting up the organisational and membership structure, or factions within civil society might hinder effective LEGs participation. Moreover, LEGs (or their equivalent) did not always exist or function in some countries at the beginning of the CSEF III period. In short, civil society participation in the LEG processes has fallen short of expectations and limits the ability to achieve Objective 1. One suggestion to improve civil society participation in LEGs has been that GPE impose specific conditions for LEG compliance to governments.

**Targets and objectives are highly dependent on the initial state of the assumptions in the CSEF III Theory of Change, which is often the same as the national Theory of Change.** The assumptions are not always founded depending on the country's socio-political and economic context. In particular, those assumptions related to government relations with CSO involvement in education policy and financing are validated to various degrees across regions. These include:

- National governments are open to inclusive CSO engagement;
- Government and other actors take CSO voices and evidence seriously; and
- Desired GPE country level process is delivered in practice.

For example, Objective 1 (Effective civil society representation and engagement in education sector policy dialogue) cannot be achieved if civil society organisations do not have the freedom to associate, act collectively, and to express their views (CSEF III MEL strategy). This was observed in some countries, as has already been mentioned throughout this report.

#### ***EQ 6- To what extent is CSEF III fulfilling its objectives?***

The CSEF III has three objectives (Figure 1) which are linked to the results framework through a series of targets and objectives.

***SEQ 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?***

**All three programme objectives are currently on track for achievement, but two of the eight indicators in the CSEF III Results Framework are lagging behind slightly.** Examination of progress against set CSEF III Results Framework annual targets shows that as of December 2016, out of the eight indicators in the programme's framework, that year's targets were met/exceeded for six indicators, partly met/mainly met for one indicator, and were not met for one indicator. Correspondingly, in 2017, four indicators had their targets met/exceeded, targets for three indicators were partly/mainly met, and one indicator's target was not met but showed improvement (see in Table 4). The only indicator for which the target was missed in both 2016 and 2017 (2.2.1) relates to NECs' production of evidence-based materials on learning, equity, or financing. These data points

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<sup>55</sup> Objective 1 measures this participation

help further nuance and put in perspective some coalitions' views shared above that the production of quantitative data, thematic analyses, or other analytical work has had significant weight in exchanges with national governments, and some regional and global views wondering about the quality of the research produced. Another indicator which was somewhat only partly met for both years (1.2.1) relates to the strength and adequacy of national coalitions' engagement in education sector dialogue processes.

**National coalitions responded that while they were aligned with the orientations of Objectives 1, 2 and 3 of the GPE 2020 strategic plan, they were at varying levels of achieving the objectives.** Objective 1 and 2 were the most discussed among most national coalition KIIIs. Monitoring education sector plans was more difficult for many national coalitions, as they did not always have access to the information needed from ministries to monitor adequately (i.e. budgets). Some national coalitions stated that they are not viewed by government as a positive entity in education sector planning and implementation (Objective 1), so the CSEF enables the participation of civil society in a more positive manner. One nascent national coalition mentioned that the presence of GPE staff during monitoring visits enabled the initial meeting with government; without the GPE visibility, the national coalition would not have been included in sectoral policy review meetings.

**Several global-level actors noted that engaging in a significant manner with the LEGs was another obstacle to achieving Objective 3 of GPE 2020.** At the regional level, some respondents felt that the only mechanism which would enable and foster civil society participation would be the influence of the development partner mandating the presence of civil society in the LEGs. With regards to SDG 4 and other global policy measures, Objective 3 was better reached through training and learning provided by the Regional Agencies. One country felt that they "always received the newest information to help [them] with [their] work."

**Table 4 Progress against CSEF Objectives 1-3 Targets, December 2016 and 2017**

Indicators	Status of 2016 targets, as of December 2016	Status of 2017 targets, as of December 2017
<b>Objective 1 – To support effective civil society representation and engagement in education sector policy dialogue</b>		
1.1.1 Number of coalitions achieving strong/adequate (as opposed to weak) inclusivity of civil society ( <i>assessed using pre-defined composite indicator methodology</i> )	Target mainly met	Target partially met
1.2.1 Number of coalitions achieving strong/adequate (as opposed to weak) engagement in government-led sector dialogue processes ( <i>assessed using pre-defined composite indicator methodology</i> )	Target mainly met	Target partially met
1.2.2 Proportion of coalitions engaging with relevant parliamentary forums or committees	Target met	Target exceeded
<b>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</b>		
2.1.1 Number of coalitions achieving strong or adequate public outreach and mobilisation in one or more of the following areas: media (traditional, community or online); community-level consultation; or participatory events – especially around issues of financing, learning or equity in education ( <i>assessed using pre-defined composite indicator methodology</i> )	Target met	Target mainly met
2.2.1 Number of coalitions producing civil society analysis, evaluations of government action, documentation of innovation and/or secondary research relating to education quality & learning, equity & inclusion, and/or financing	Target not met	Target not met, although significant improvement and likely under-reporting

2.2.2 Number of coalitions involving citizens actively in producing credible and original research, data and /or reports tracking education expenditure/ policy/ service delivery with a particular focus on quality & learning, equity & inclusion and/or financing	Target met	Target exceeded
<b>Objective 3 – To ensure global and regional processes relating to GPE and SDG 4 better inform – and are better informed by – national and local civil society</b>		
3.1.1 Number of GPE Board meetings & committee meetings at which consensus (or national, where relevant) CSO2 positions and recommendations are presented	Target met	Target met
3.2.1 Number of regional and global analysis/position papers/events on SDG 4 implementation & achievement, informed by findings and perspectives (on financing, quality and learning or equity) of national CSEF-supported coalitions	Target met	Target met

Sources: CSEF Annual Report 2016 FINAL; CSEF 2017 Annual Report Final Draft 24.04

***SEQ 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?***

**One of the main factors influencing national coalitions’ ability to achieve better informed policy dialogue is their ability to initiate more effective policymaking with the assistance and support of Regional Secretariats.** National coalitions receive the knowledge and training from Regional Secretariats to be able to prepare research and evaluation materials to provide evidence-based arguments to enhance policy dialogue. Several national coalitions provided examples of how their advocacy work – which in turn influences the press and media – had impacted government policies on a variety of areas including inclusion, out-of-school children, financing and quality. Other factors identified by respondents included the political context: it is easier to achieve policy dialogue in locations where there is political space in which to implement this engagement. This political space may relate to freedom for civil society actions, but it can also refer to political traction: identifying individuals within the government who are open to this kind of engagement.

**There was insufficient information to validate the evaluation team’s hypotheses that the age or geographic location of the coalition could influence the impact of the CSEF III fund.** Some more mature coalitions did not have to deal with organisational, financial, or management issues, which made them able to spend more time on the CSEF III activities. Nonetheless, there were no particular measures that could be used to validate this influence relative to newer coalitions.

***SEQ 6.3 - To what extent are CSEF III objectives delivering national-level objectives of the Global Partnership for Education’s GPE 2020 strategic plan?***

The grant period for CSEF III began at a historical moment in the global education agenda. The extensive participation of civil society in the consultations in preparation for the Sustainable Development Goals (SDG 4 on education in particular) had led to a greater inclusion of the civil society voice at the global level. At regional and national levels, that voice was not uniformly strong and could benefit from the organizational support received through CSEF funds.

The finalisation of the GPE strategic plan came after the inception of the fund in 2016, and required some adaptation. The first three objectives of the GPE 2020 plan are aligned for country-level work though, with the exception of Objective 2, not closely aligned with the CSEF III objectives (Figure 3).



**Figure 5: GPE 2020 Strategic Plan Country-level Objectives and CSEF III Objectives**

GPE 2020 Strategic Plan: Country-level Objectives	CSEF III Objectives
Objective 1: Strengthen education sector planning and policy implementation.	Objective 1: To support effective civil society representation and engagement in education sector policy dialogue.
Objective 2: Support mutual accountability through effective and inclusive sector policy dialogue and monitoring.	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: GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency and learning.	Objective 3: To ensure global and regional processes relating to GPE and SDG 4 better inform – and are better informed by – national and local civil society.

**In our KIs, regional respondents generally agreed that CSEF III objectives are aligned with the national-level objectives of the GPE 2020 strategic plan, although one global-level informant expressed doubts about whether they were actually able to deliver the GPE 2020 objectives.** The difference in how the GPE 2020 Strategic Plan relates to the work of national coalitions was more difficult to identify as the strategy was implemented during the period of the CSEF III and did not appear to have yet had any significant impact on changing planned activities or objectives at the national level. Some of the country-level 2020 objectives were similar to the CSEF III objectives, such as for example, the fact that the CSEF fund enabled national coalitions to participate in education sector policy reviews in many countries (GPE 2020 Strategic Plan Objective 1).

**SEQ 6.4 - To what extent have identified results been caused by CSEF III rather than by factors outside of the intervention?**

Establishing attribution – that is, cause and effect – of the CSEF III activities to identified results is a complex and difficult task, which is subject to interpretation, respondent bias and uncertain outcomes.<sup>56</sup> Moreover, the CSEF III programme phase came at particularly active moment for civil society participation in the global education movement. In the lead up to the end of the Education for All (2000-2015) and the beginning of the Sustainable Development Goals (SDGs) (2016-2030), civil society participated in hundreds of in-country and regional consultations which included civil society as well as a wide range of stakeholders in education. Civil society was able to build momentum on that participation at the global level (with for example, several seats for civil society on the GPE Board of Directors), but was not as successful at the regional and national levels. As such, given the scope of this review, the evaluation team attempted to answer this question by establishing the extent to which respondents *believed* that their work had contributed to significant outcomes, such as education policy changes, increased government commitment to education and more meaningful civil society participation.

**For many coalitions, the availability of the CSEF III grant has enabled them to exist, operate, and implement their programme of activities.** Without the grant, many coalitions identified that their work would be non-existent or ineffective. Part of that belief is based on the notion that the CSEF III has enabled an immediate recognition for the value of civil society participation in government processes and in coalescing the education network in-country. In turn, the regional and global components of the CSEF architecture – most notably the GCE Secretariat on its own and through its involvement on the GPE board (e.g. to coordinate the constituency and election of CSO representatives) – have also benefitted from the knowledge and linkages generated by CSEF.

<sup>56</sup> For more discussion around this issue, see CSEF 2016 – 2018 Monitoring Evaluation and Learning (MEL) Strategy and CSEF 2012 Evaluation Report.

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**The CSEF III enables a top-down approach in terms of energising civil society participation, as emboldened by the global education movement.** This attribution of the CSEF III transpires across the global architecture during the KIIIs, where respondents stated that the CSEF III contributed largely to effectiveness of civil society participation, by increasing their capacity to advocate in a more productive manner. As civil society gained importance at the global level, governments in turn were hearing more effective interventions from national-level civil society. Yet, the perception of entities at different CSEF architecture level can vary significantly. In the CSEF III Mid-term Review, only 57 percent of national coalitions believed that that the government and other political actors took civil society voices seriously, compared to 70 percent and 100 percent of regional and global secretariats, respectively (CSEF III Mid-term Review).

**Yet, attempting to attribute specific results to CSEF III alone – without including other factors is fraught with difficulty.** CSEF impact is a process that reinforces national coalition strategies and also can have an indirect impact on influencing policy and practice.<sup>57</sup>). One example provided by a global KI was the preparation for the 2018 GPE Global Replenishment Conference in Dakar, Senegal, which took place in February 2018. The work done through the CSEF network at the national level – such as preparing national coalitions to engage with governments to pledge, and enabling research to support those advocacy efforts – enabled to raise the pressure for governments before the Dakar Conference. Combined with the involvement of global education networks, national coalitions received the necessary support from CSEF III on this question of domestic resource mobilization for education.

***SEQ 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?***

**There is strong evidence that the Regional Secretariats have provided national coalitions with a wide range of nationally-relevant learning and knowledge sharing.** From the national coalitions' perspective, learning has been a significant benefit of the CSEF fund and taken place continuously as well as at regular intervals during regional training sessions. In all regions, coalitions have had access to Regional Secretariats on an ad-hoc basis, with the ability to ask questions and rapidly receive responses and information pertinent to the national advocacy issue at hand, whether operational, substantive, financial or administrative. National coalitions stated that more long-term capacity building and learning occurred during regional forums, which were generally considered as high-value events. For example, regional trainings were organised on relevant issues such as life-long learning, youth and adult education, teachers and using social networks. Some regional meetings included both civil society and government and partnered with other development agencies and organisations. These regional meetings were considered particularly useful to exchange experiences with other countries, although there was some regret that the exchanges were siloed by region. One global actor suggested that the most effective national coalitions – that is, with strong capacity – are those which predate the CSEF.

**Strengthening the quality of the technical capacity was raised as an issue about programme learning, given the varying degrees of engagement and technical expertise by staff in Regional Agencies.** For example, the idea of creating partnerships with other institutions which have expertise in a particular area would be a stronger means for creating capacity at the national and regional level.

**The quality control role taken on by Regional Secretariats has contributed to improving the rigor and overall quality of reporting outputs by national coalitions.** With the MEL reporting system, Regional Secretariats are able to collect information on a regular basis from national coalitions, provide feedback and exchange during the preparation of these reporting documents, and derive learning on civil society participation in education policy-making and advocacy. Regional Secretariats consolidate, collate and analyse this learning which, in turn, is used to inform GCE's

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work at the regional and global levels with partner organisations such as CONFEMEN, UNESCO and GPE and in international education networks around SDG.

**The evaluation team was not able to obtain evidence during the KIIs about how the CSEF III responded to negative results, as no negative results were indicated.** However, one area of weakness in terms of learning and knowledge sharing was around the linkage of education policy with other sectors in the SDGs, including the environment, climate change, gender, safe drinking, health, women's empowerment and global citizenship. Several national coalitions mentioned that they did not feel adequately prepared in cross-sectoral issues.

***SEQ 6.6 - Is the evidence collected sufficient enough to make judgements on the effectiveness of CSEF III?***

**One of the critical strengths of the CSEF III programme in terms of its effectiveness is the sharing of information from the country level by civil society to the regional and global CSEF levels.** Global and regional bodies responded that the reporting and monitoring of sub-national and national activities were used to inform and reflect upon their own education efforts and advocacy objectives. Furthermore, the learning attributed to CSEF – in terms of organizational processes, planning and monitoring of coalition activities, policy dialogue, advocacy techniques, developing research capacities and other learning exchanges – has contributed to the improvement of coalition focus and position in the national education domain. This is the case in most countries where the conditions for civil society participation are favourable or government is not exclusionary.

A wealth of activities are undertaken and achievements completed at the national level, as illustrated in Annex 5, which displays accomplishments during the latest reporting data available at the time of this evaluation (i.e., January to June 2017). At the national level, the report even notes that “coalitions are undertaking more analyses than they ‘count’ [for the purposes of the CSEF III results framework reporting].” (page 19). However, this information is not systematically and holistically synthesized at the global level to provide a full picture.

**Substantiating the claims in this qualitative evaluation with quantitative research or further document analysis (e.g. using national coalition reports) would be beneficial to assess effectiveness with more precision.** While specific effectiveness measures were available to coalition coordinators and Regional Secretariats, they were not discussed in enough detail or length during KIIs to be used as a significant research input into this evaluation. Furthermore, claims about the quality of the reports could not be substantiated. Essentially, the effectiveness measures appear to be in place for the most part, through the MEL reporting mechanism.

Further refinement of the effectiveness of the MEL reporting mechanism – while minimizing the reporting burden at the national and regional levels – would enhance the ability of the GCE to create links across the CSEF architecture and inform GPE and other education partners on government activity with regards to education policymaking and financing.

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## 4 Conclusions and Recommendations

CSEF III is a complex and ambitious programme, spanning 58 national coalitions, and operating at national, regional, and global levels. The tasks of supporting national coalitions in their advocacy and social accountability work, monitoring and evaluating, coordinating learning and communication, providing not only funding but technical expertise, are formidable. The programme, and the people involved in it, deserve much credit for keeping it running, achieving goals, moving it forward, and expanding it. This year, the GPE will design a successor to CSEF within the Advocacy and Social Accountability (ASA) funding mechanism, tasked with delivering the vision of GPE 2020. Specifically, the new mechanism will continue to build on key CSEF activities, particularly in the area of supporting civil society representation and engagement in national education sector policy dialogue, but will also move into the area of social accountability and citizen engagement in monitoring and assessing government performance and expenditure in the education sector. A focus on social mobilization will ensure that feedback on education policy and service delivery is provided, especially for disadvantaged groups. At the supra-national level, the new mechanism will be designed to improve mutual accountability across the partnership for education development commitments, including in the areas of aid effectiveness, domestic resource mobilization, and education policy. With these priorities defined and established, it remains to create a more detailed programme design for the ASA. A significant dimension of the rationale behind the current evaluation was to inform and feed into this design, drawing on the lessons learned from CSEF III: what has worked well and should be maintained, what needs sharpening or improvement, and what elements should be dispensed with altogether. In this section, we present key findings and conclusions against each of the main evaluation areas, **relevance**, **efficiency**, and **effectiveness**, and then offer some recommendations largely based on these.

### **Relevance: is the CSEF III ToC plausible and coherent, and based on sound evidence and good practice?**

The CSEF III programme depends upon implicit key assumptions, which include sustainable finance (given that advocacy is rarely a quick-win process), adequate delivery capacity on the part of governments, and sufficient capacity in civil society to provide credible and evidence-based policy advocacy. The CSEF III ToC flows well, is generally said to be fit for purpose, and CSEF III's objectives lead logically to higher goals. The ToC is also broad enough to ensure inclusivity of educational outcomes for girls and, generally, other disadvantaged groups (except for inclusivity toward children with disability, although this has become an increased focus – also, gender mainstreaming has progressed, with further work needed to yield impact). National coalitions tend to find the ToC overly complex (indeed, many were unable to speak to questions on the ToC), but some have simpler, adapted ToCs based on the global one: these were said to be particularly useful. There are a range of education policy issues that countries face for which NECs felt could not “fit” into the CSEF III RF or ToC, which suggests that the RF and ToC are seen as a constraint and are not being used as a guide for coalition activities. We heard of the lack of evidence on the validity of assumptions, there have been no testing of assumptions and there has been no adaptation of the ToC on a continuous basis.

### **Recommendations**

- Implicit assumptions should be tested, formalized, and systematically built into the new programme design through a consultative, evidence-based process.
- The ToC should be reviewed and adapted, in particular, the idea of creating more bespoke national-level ToCs with common outcomes oriented to improving access to quality education for girls and boys, should be explored. ToCs should also take into account the additional issues identified above. For those NECs that have already designed their own national-level ToC, research should be carried out to assess the extent to which they are based on sound evidence.

- Any new ToC should ensure that a focus on gender and social inclusion is maintained and strengthened.
- Further research on the number of coalitions that are targeting certain types of children, and evidence of the outputs and outcomes from these interventions.

**Relevance: is the approach and design of CSEF III appropriate to achieve its outcome statement?<sup>58</sup>**

Interview data suggest that CSEF III's objectives are well-aligned with the needs and priorities of national coalitions and their members. The timing of CSEF III, which started at the same time as the definition of SDG 4 and the Education 2030 agenda, was useful for alignment with these agendas. Selection of CSEF III activities is based on NECs' own strategic plans, which are aligned with CSEF and GPE objectives. NEC strategies are usually designed in a participatory manner, and include inputs from CSOs, who also provide inputs to the activity selection process. In addition to these activities, some NECs undertake research and analysis to develop these plans. Study respondents also identified a range of challenges to the execution of CSEF activities; these included changes in government (which can in some situations be an opportunity), delays in policy making, conflicts with other stakeholders, lack of policy traction, and inability, for circumstantial reasons, to attract meaningful political attention.

Participants were asked about the added value of CSEF III. The most common response to this was that the collective voice of aligned CSOs is powerful and hard for politicians to ignore. Through CSEF III, governments are starting to see great benefits in having information from coordinated public interest groups and are using it to improve their implementation. Respondents also noted that the programme offered a uniquely flexible space for coalitions to select the activities they undertake. Funding of institutional costs and advocacy work is very critical, and not an area which traditional donors usually cover; indeed, education has limited donor coverage. Capacity building among national coalitions and synergies between national, regional, and global levels were other areas to which CSEF III was felt to add unique value. It is worth noting too that CSEF III helps, through these structures, national coalitions access funding to cover unplanned gaps and needs through programmes such as Back Up Education run out of GIZ.

The tiered global-regional-national structure of CSEF was thought to be relevant in ensuring credibility and relaying the challenges "on the ground", through Regional Secretariats, which are able to inform global processes and debates. However, despite the infrastructure in place, there were calls from national coalitions to make better use of it to build a stronger movement. Varying levels of capacity and value added at Regional Secretariat level were also discussed.

A series of questions was posed about CSEF III's results framework indicators. In general, these were said to flow logically to objectives, but it was hard to attribute policy change specifically to CSEF III, and it also needs to be understood that advocacy can be a slow process. In some cases, it was felt that indicators needed more contextual adaptation because they were too generic. The indicators are also overwhelmingly quantitative, and some qualitative ones would be welcome—as would indicators to cover capacity building and policy implementation. Finally, the outcome statement is limited and should go further in identifying specific desired outcomes for all beneficiaries.

***Recommendations***

- Acknowledge, in workplans and strategic planning, that advocacy work takes time. Outcomes and impact can be measured through various approaches (such as stories of change, outcome harvesting, and so on) to measure the contribution of NECs towards influencing policy reform.

<sup>58</sup> The 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"

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For the new ASA, it will be important to allow time for building capacity in systems of citizen engagement as well.

- As part of an overhaul of planning, ToC, and results frameworks, consider revising indicators to include capacity building and qualitative indicators. The indicators in the RF should be reviewed to see if they are still relevant to a changed context and targets should also be reviewed in light of progress made so far. Ensure greater awareness raising among NECs about how these tools can be used as a guide for activities and not act as a constraint.
- A rigorous comparative analysis across the Regional Secretariats should be carried out to determine organizational capacity and level of resources vis-à-vis aims and scope. The reasons for weak capacity should be uncovered and plans to strengthen functioning should be established and actioned. This could involve support and sharing of experiences from stronger Regional Secretariats. CSEF III resources for Regional Secretariats should meet their ambitions and scope of work.

Consider a separate exercise to assess progress of CSEF III where governance is fragile, splintered or in transition. This would particularly apply for fragile and conflict-affected states.

**Relevance: to what extent are CSEF III objectives relevant to the national-level objectives of the Global Partnership for Education's GPE 2020 plan?**

Respondents were asked about the alignment between CSEF III's objectives and GPE 2020's national-level objectives. These were found to be aligned well. National coalitions in turn need to align to both sets of objectives in proposals, so this is facilitated by the fact that there is an existing and intrinsic alignment. Over time, GPE is said to have used a more directive approach within CSEF which has resulted in a closer alignment to its 2020 national-level objectives.

There is some confusion about the role that CSOs play in LEGs within objective 2 of GPE 2020 national-level objectives. Respondents mentioned that there is rhetoric around civil society inclusion in these groups but how to achieve this in practice is somewhat lacking. As a result, civil society and teacher representation on LEGs is only occurring within a third of NECs. While the GCE Secretariat has been reluctant to create rules and regulations about LEG engagement, the GPE Secretariat has defined normative markers on this issue, yet more work is to be done.

**Recommendation**

- Issue guidance to NECs to increase the participation of CSOs and teacher representatives on LEGs, and monitor the quality of engagement in these government-led groups.

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

The evaluation questions around efficiency opened with a discussion of the 60:40 benchmark split between programmatic and institutional costs. Opinions about this benchmark ratio varied considerably across the informant responses, with some informants welcoming it because institutional costs are typically not covered by donors funding packages. It was however felt that the specific values of the benchmark were not always easy to adhere to, and that it could be flexible and better adapted to context.

Respondents speaking to questions about the global-regional-national structure of CSEF III reported that there were substantial benefits to the tri-level programme structure, and in fact, the programme would in all likelihood not be able to function in the way that it does without an active role for each level. However, there is a sense that it is not currently fully exploited and that inter-level

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communications, learning, and engagement channels could be strengthened, both vertically (national-regional/regional-global/national-global) and horizontally across regions. We are careful to say ‘strengthened’ in this context, because in many senses relationships and engagements between different institutions in the overall CSEF structure are already quite functional. Also, some NECs were overall less positive about how the structure functioned with regards to decision making and funding provision.

A number of informants expressed the view that GCE should not have played the role of grant agent in CSEF III. This was widely critiqued and red-flagged as problematic, both on the grounds of potential conflict of interest and because it lacks capacity in financial management.

Other areas which were explored under the efficiency heading were *auditing, disbursement, and timeliness* of activities. Auditing practice was flagged as a problem area in 2016 reviews; since then, GCE has made strong efforts to strengthen internal auditing, and the risk has been downgraded from ‘high’ to ‘medium’. Disbursements were reported to suffer delays in all regions. The explanation depended on type of informant: one explanatory narrative holds that national coalitions’ capacity in developing, preparing, and managing proposals is not optimal; another suggests that the compliance and alignment bars may be set too high at the regional level. Obviously, disbursement bottlenecks produce serious downstream problems as execution becomes difficult or impossible. That said, progress towards targets is improving, and activities are on the whole on track at the regional and national levels.

### **Recommendations**

- Retain the 60:40 benchmark, but allow scope for contextual adaptation: one possibility would be to allow an established degree of leeway on either side.
- Retain the overall national-regional-global programme architecture, and where possible, ensure communications channels are clear both vertically and horizontally, and actively promote and fund engagement for learning across regions.
- Establish a clear separation of responsibilities: a conflict of interest (CoI) arose in CSEF III because the GCE Secretariat received almost all its funding from the CSEF, which it was meant to be overseeing in its fiduciary role. This situation should be avoided as we move forward to the ASA mechanism, by creating a separation of powers, responsibilities and funding stream.
- Engage in intensive capacity building among national coalitions in the area of proposal development and build auditing capacity across the programme; also scrutinise carefully all possible disbursement bottlenecks.

### **Effectiveness: how effectively are CSEF III’s objectives measured?**

In theory, CSEF III’s MEL system, which was designed to measure progress towards programme objectives, is fit for purpose, insofar as the design is sound, relevant, and useful for monitoring progress throughout the national coalition activity plans. Good evidence has been collected to support claims about the effectiveness of CSEF III, and the MEL reporting system is generally considered to be fit for purpose by the users with regards to measuring their progress with planned coalition activities. For example, with regards to Objective 2, the CSEF 2013-2015 external evaluation found that the policy inputs had been strengthened through evidence-based policy and CSEF III has reinforced that line of work by national coalitions. Nearly all national coalitions confirmed the use of research and the need for evidence to advance in policymaking and advocacy and how the MEL system helped measure progress towards reaching expected outputs.

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In practice, however, there are some limitations to the measurement of the CSEF III objectives through MEL. First, many national coalitions find the data collection and reporting demands to be onerous and difficult, and that in relation, valuable time is spent in providing technical support and training to use the MEL, rather than on activities targeting CSEF objectives. Moreover, national coalitions are also required to report monitoring data collected from downstream partners, who may have even more limited monitoring capacity. It is also important to consider flow of reporting: while national coalitions conduct monitoring and reporting to the best of their capacity. There are also limitations with regards to the indicators not adequately reflecting national coalitions' needs for more qualitative reports of activities to measure effectiveness. The MEL reporting mechanism appears to limit how coalitions can represent the rich diversity of advocacy and engagement activities at a global level. Finally, we note that the indicators provided in the CSEF III Results Framework are generally broad and not always appropriate to context. Contextual variation which is not reflected in the ToC and therefore not measured by the Results Framework may also explain some of the less-expected results. Further, accounting for CSEF III activities can be even more complex for those coalitions receiving funding from multiple sources.

Two main output areas in the ToC elicited the most active responses and commentary among key informants. The first of these relates to the quality of research done at the national level, which was identified as strong output area by respondents from the GCE and the Regional Secretariats. The second relates to the participation of CSOs in formal sector planning and policy processes: while in some countries, civil society participation is very active in LEG processes with influence on policy changes, overall it was felt that this participation was limited in scope, thereby limiting a coalition's ability to provide evidence on the expected outcomes.

When examining the links between outputs and outcomes according to the CSEF III Theory of Change pathways, this evaluation found the production of quality civil society research and tracking civil society participation in formal sector planning and policy processes created more effective outcomes. The CSEF programme has a strong learning component: national coalitions in particular have benefited from intensive and welcome capacity building provided by Regional Secretariats. Coalitions have also shared information among themselves to a limited extent, but as noted above, cross-regional learnings could be leveraged more strongly.

The most significantly reported unanticipated result was the brand value of the CSEF III, which enabled national coalitions to have greater legitimacy within the country and attend and sit on the relevant technical and policymaking. Another was that CSEF engagement has the benefit of bringing national coalitions into regional and international networks of education policy and advocacy beyond those included in the CSEF III architecture.

### ***Recommendations***

- Consider streamlining the MEL system, including simplification and reduction in data collection frequency.
- Strengthen the effectiveness of the MEL system by adding in a more qualitative dimension as appropriate and a conduct careful re-assessment of indicators' following the conclusions of the Mid-term Review.
- Intensify capacity building in MEL of national coalitions, either by Regional Secretariats or by whatever institution fulfils their role in the new ASA mechanism.
- Continue to support ways to strengthen research capacity among national coalitions.



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- In cases where it is needed, provide extra support to the participation of CSOs in formal sector planning and policy processes.
  - A more fluid approach to reporting and monitoring – with less focus on annual reporting obligations and greater emphasis on qualitative assessments – could favour national, regional and global linkages.

### **Effectiveness: to what extent is CSEF III fulfilling its objectives?**

In both 2016 and 2017, the annual targets for the great majority of the eight indicators in CSEF III's Results Framework were either met or exceeded, with the exception of two indicators related to policy dialogue and generation of evidence.

Respondents in this evaluation generally agreed that the CSEF III objectives are well-aligned with the national-level objectives of the GPE 2020 strategic plan. However, National coalitions responded that while they were aligned with the orientations of Objectives 1, 2 and 3 of the GPE 2020 strategic plan, they were at varying levels of achieving those objectives. Several global-level actors noted that engaging in a significant manner with the LEGs was another obstacle to achieving Objective 3 of GPE 2020.

One of the main factors influencing national coalitions' ability to achieve better informed policy dialogue is their ability to initiate more effective policymaking with the assistance and support of Regional Agencies. Several national coalitions provided examples of how their advocacy work had impacted government policies on a variety of areas including inclusion, out-of-school children, financing, and quality of education. There was insufficient information to validate the evaluation team's hypotheses that the age or geographic location of the coalition could influence the impact of the CSEF III fund.

Turning to outcomes and results, one of the tasks of this evaluation was to attempt to assess to what extent given outcomes and results have been caused by CSEF III rather than by other factors. Providing a truly robust answer to this is very challenging, and would probably require a different and more focused study design, perhaps based on Contribution Analysis. Advocacy effects are also notoriously hard to measure. Certainly, national coalition respondents expressed confidence and belief that their CSEF-funded activities were producing results and, for many, their mere existence depended on the CSEF III funds

With respect to programme learning, it was widely viewed that the regional entities have provided national coalitions with an extensive range of nationally-relevant learning and knowledge sharing. Also, the quality control role taken on by Regional Secretariats has contributed to improving the rigor and overall quality of reporting outputs by national coalitions. This support could be strengthened, given the varying degrees of engagement and technical expertise by staff in Regional Agencies. It was also felt by some respondents that some limiting factors in producing expected outcomes related to the limited scope of advocacy work, that is that stronger links could be made in programme learning to other SDG sectors, such as the environment, climate change, gender, health, and women's empowerment.

Finally, one of the critical strengths of the CSEF III programme in terms of its effectiveness is the sharing of information from the country level by civil society to the regional and global CSEF levels. Further refinement of the effectiveness of the MEL reporting mechanism – while minimizing the reporting burden at the national and regional levels – would enhance the ability of the GCE to create links across the CSEF architecture and inform GPE and other education partners on government activity with regards to education policymaking and financing.

### ***Recommendations***

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- The programme should support coalition recognition by government to enable effective participation in LEGs and other government processes.
  - Establish stronger links with other SDG priority areas in terms of learning and outreach.
  - Reinforce the regional and global actors 'policy dialogue by further enhancing the MEL reporting system.

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## Annex 1: Evaluation Matrix

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?	<p>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?</p> <p>1.2 How was the CSEF III ToC designed and adapted during the programme?</p> <p>1.3 Is the CSEF III tailored to national contexts and based on national needs?</p> <p>1.4 Through coalition activities at the national level, is the CSEF III ToC inclusive of educational outcomes for girls and other disadvantaged groups?</p>	<ul style="list-style-type: none"> <li>ToC, Results Framework</li> <li>Programme documentation including CSEF I &amp; II Evaluations</li> <li>Interviews with: GCE Secretariat management team, Regional Secretariat and FMAs, National Coalitions (NECs), Previous funders of CSEF (GIZ Back Up initiative, Oxfam Ibis, UNESCO, Open Society Foundation), Governments, GPE Secretariat</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>% of respondents that agree with the given hypothesis</li> </ul>
	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 strengthened uptake by government of CSO	<p>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)?</p> <p>2.2 What other initiatives operate in the same policy space and, in compared to these, what is the added value of CSEF III?</p>	<ul style="list-style-type: none"> <li>Description of portfolio from grant documents</li> <li>Documentation from the programme, including: CSEF programme documents CSEF I &amp; II Evaluations</li> <li>Interviews with: GPE Secretariat, GCE Secretariat management team,</li> </ul>	<ul style="list-style-type: none"> <li>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.)</li> <li>% of respondents that agree with the given hypothesis</li> </ul>

OECD DAC Criteria	Evaluation Questions	Sub-questions	Potential sources source of evidence	Performance indicators
	recommendations and positions regarding public education policy and resource allocation.”)	<p>2.3 Is the CSEF III infrastructure (global, regional and national) relevant for what the programme is attempting to achieve?</p> <p>2.4 Do the indicators in the Results Framework adequately measure the CSEF III objectives?</p>	Regional Secretariat and RFMAs, National Coalitions (NECs), Previous funders of CSEF (GIZ Back Up initiative, Oxfam Ibis, UNESCO, Open Society Foundation).	
	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?	<p>The GPE 2020 policy goals and objectives are:</p> <p><u>GPE 2020 Country level objectives:</u></p> <ul style="list-style-type: none"> <li>i. Strengthen Education Policy Planning and Implementation</li> <li>ii. Support mutual accountability through inclusive policy dialogue and monitoring</li> <li>iii. Ensure efficient and effective delivery of GPE support</li> </ul> <p><u>GPE 2020 Global level objectives:</u></p> <ul style="list-style-type: none"> <li>Mobilise more and better financing</li> <li>Build a stronger partnership</li> </ul> <p>3.1 To what extent are the CSEF III objectives and ToC relevant to GPE 2020 impact-level goals?</p> <p>3.2 Are the CSEF III activities that support NECs and are the activities that NECs engage in relevant for the three GPE 2020 country-level objectives?</p>	<ul style="list-style-type: none"> <li>• Documentation from the programme, including: CSEF Programme documents, GPE 2020 Strategic Plan, GPE country-level operating model.</li> <li>• Interviews with: Regional Secretariat and RFMAs, NECs, GPE Secretariat, Previous funders for CSEF (Oxfam Ibis, GIZ Back-up Initiative, UNESCO, Open Society Foundation).</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• % of respondents that agree with the given hypothesis</li> </ul>

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	<p>4. To what extent has CSEF III planned for and applied:</p> <p>(a) Appropriate grant management and administration principles;</p> <p>(b) Sound institutional relationship management to ensure that adequate stewardship of resources and successful partnering are realized?</p>	<p>4.1 Does the CSEF Fund Management benchmark of 60/40 (60: programme, 40: management/ administration) hold true? Is it a valid principle?<sup>59</sup></p> <p>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?</p> <p>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)?</p>	<ul style="list-style-type: none"> <li>Documentation from the programme including: CSEF Programme Evaluations, GPE 2020 Strategic Plan, GPE country-level operating model.</li> <li>Interviews with: GPE Secretariat, GCE Secretariat management team, Beneficiary Coalitions, Regional Secretariat and RFMAs, NECs, UNESCO.</li> </ul>	<ul style="list-style-type: none"> <li>% of respondents that agree with the given hypothesis (i.e. that CSEF III has effective fund management principles/structures and sound institutional relationship management)</li> <li>Identified differences between original CSEF III programme documents and progress reports</li> <li>Benchmarks against other grant making mechanisms (to be decided in evaluation) and areas such as audits and M&amp;E. We intend to use the Charity Navigator financial efficiency performance indicators on programme expense and administrative expense.</li> </ul>
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?	<ul style="list-style-type: none"> <li>Programme documents including: GCE's Results Framework, CSEF ToC,</li> </ul>	<ul style="list-style-type: none"> <li>% of respondents that agree with the given hypothesis (i.e. that CSEF</li> </ul>

<sup>59</sup> 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
		<p>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?</p> <p>5.3 What is the evidence for whether outputs are producing outcomes along the ToC causal chains? What is the system doing to assess this? How are assumptions tested?</p>	<p>CSEF M&amp;E-related documents.</p> <ul style="list-style-type: none"> <li>Interviews with: GPE Secretariat MEL team, GCE Secretariat MEL team, Regional Secretariat and RFMAs, NECs.</li> </ul>	<p>III has an effective M&amp;E system in place)</p> <ul style="list-style-type: none"> <li>Benchmarks against other grant making mechanisms (to be decided in evaluation)</li> </ul>
6.	To what extent is CSEF III fulfilling its objectives?	<p>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?</p> <p>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?</p> <p>6.3 To what extent are CSEF III objectives delivering national-level objectives of the Global Partnership for Education’s GPE 2020 strategic plan?</p> <p>6.4 To what extent have identified results been caused by CSEF III rather than by factors outside of the intervention?</p>	<ul style="list-style-type: none"> <li>Programme documents, including: GCE’s Results Framework, CSEF ToC, CSEF M&amp;E-related documents.</li> <li>Interviews with: GPE MEL team, GCE MEL team, Regional Secretariat and RFMAs, NECs.</li> </ul>	<ul style="list-style-type: none"> <li>% of respondents that agree with the given hypothesis (i.e. that CSEF III is fulfilling its objectives)</li> <li>% of CSEF III indicators meeting annual milestones</li> <li>CSEF III indicators and existing data</li> </ul>



OECD DAC Criteria	Evaluation Questions	Sub-questions	Potential sources source of evidence	Performance indicators
		<p>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?</p> <p>6.6 Is the evidence collected sufficient enough to make judgements on the effectiveness of CSEF III?</p>		

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## Annex 2: Data Collection Instruments

### Interview guide for National Coalitions

#### **National Coalition activities and progress towards goal**

**Goal of CSEF III: to contribute to better informed national policy dialogue and strengthened uptake by government of CSO recommendations and positions regarding public education policy and resource allocation**

1. Could you briefly tell me about your coalition? *Emphasize brief.*
2. How do you choose the activities that this national coalition undertakes?
  - a. To what extent do the activities relate to the goal of CSEF III?
  - b. Are there any activities that you are doing that don't match this goal so well? Why is it important that you do these extra activities?
3. What role do CSO members have in coalition activities? [probe: identifying needs, conducting activities etc.] Do you think these roles are suitable?
4. Do you think the CSEF III learns from how it implements coalition activities?
  - a. Have you been asked to provide feedback on how well you think the program is being managed? And for your suggestions on improvements if you have any? How are feedback/suggestions used?
5. Have you had to adjust your activities during the CSEF III programme? How? Why? How easy was it for you to adjust what you are doing? Did the adjustment happen quickly enough? Why/why not? Have there been any negative results that you have had to adjust to? What are these and how have you adjusted to them, if at all?
6. What is the added value of CSEF III for the NEC in leading education-related initiatives?
7. How far are you from achieving the CSEF III goal?
  - a. How do you know this- what is your evidence? [probe ToC, causal pathways, systems of assessment etc.]
  - b. Are there any evidence gaps?
  - c. What enables you to achieve this aim? [probe why]
  - d. Are there any challenges? [probe why]
  - e. Is there anything influencing achievement/non-achievement of this aim that is not related to CSEF III [i.e. external factors]?
  - f. How important are these external factors in achieving the aim vis-a-vis CSEF III? Do you think you will be able to better meet this aim in the future?
8. Does your coalition focus on the education of children from disadvantaged groups (for example, with disabilities, girls, ethnic minorities, displaced persons, refugees)? Do you think the CSEF III programme help you focus on these vulnerable groups?

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## **Theory of Change and Results Framework**

9. Are you aware of the ToC for CSEF III? Is it a useful tool for you? Why/why not? Do you think the CSEF III ToC relates well to the context of [insert country] and the needs that this country faces? What improvements would you make to the ToC to make it relate better to [insert country]?

### **CSEF III Objectives:**

**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<sup>60</sup>.

10. Is the CSEF III Results Framework a useful tool for you? Why/why not? How do you use it? [probe reporting against it] What improvements would you make to it?

### **Monitoring and Evaluation**

*Note: some of these answers may have been provided in the ToC and Results Framework section so don't repeat here.*

11. How do you collect data on your activities? How do you report data? What are the challenges in collecting and reporting data?
- a. Does the collecting and reporting of data strengthen the work that you are doing? Why/why not? [probe linkages to results framework and theory of change]
12. CSEF III has a number of indicators and objectives. How do you measure progress towards these? What's your progress towards targets and objectives in the Results Framework?
13. In your monitoring work, are there any positive or negative results that do not match the Results Framework? What are these?
- a. Are there any reasons for these unexpected results? Do you report on these unexpected results? Why/why not?

## **GPE 2020 strategic plan and goals**

### **GPE 2020 country-level objectives**

**Objective 1:** Strengthen education sector planning and policy implementation

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

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<sup>60</sup> <http://www.campaignforeducation.org/en/civil-society-education-fund>

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**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

14. [List the GPE 2020 country-level objectives] To what extent do you think the activities that you do in this national coalition match well with these goals?

**Finance and Administrative processes**

15. What do you think about the way GCE, [insert relevant] RFMA and Regional Secretariat manage and administer the grant and support the implementation of the grant?

- a. Are there any challenges? [probe: timeliness of activities, submission and use of audit reports, disbursement and use of funds, monitoring to track progress towards meeting aims].
- b. What improvements could you suggest for how CSEF III grants could be better managed and administered?

16. Do you think CSEF III's programme and financial management processes help to achieve your CSEF III objectives? If yes how if not why not?

- a. Which processes do you find particularly helpful in achieving the objectives? Which ones do you find challenging? Why?

**Conclusion**

17. Let's imagine you have been elected to be the Global Manager of the CSEF III. What would be the number one thing you would do to improve the programme as it moves forward?

18. Is there anything else you would like to add? Is there anything you would like to ask me?

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## **Interview guide for Regional Level Actors**

### **CSEF III activities**

19. **Could you briefly tell me about your organisation?** Please can you describe your CSEF III related activities? How are CSEF III activities selected?
20. Are they appropriate to meeting the programme goal (making sure that governments are taking on board CSO recommendations on education policy and resources for education)?
21. Are there other initiatives doing similar work to CSEF III? What is the added value of CSEF III? What other funders are involved in this work?

### **CSEF III Aim**

22. CSEF III is structured across global, regional and national levels. Do you think is structure hinders or facilitates achievement of the CSEF III goal?

### **Theory of Change**

23. Were you involved in designing or adapting the ToC for CSEF III? How? Why/why not?

### **Results Framework**

#### **CSEF III Objectives:**

**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.

24. Do you think the indicators in the Results Framework measure the CSEF III objectives well? [list objectives]. What changes/additions would you make?
25. What's your progress towards targets and objectives in the Results Framework? What kind of targets and objectives are more likely to be met by the end of the programme? Why? Are there targets and objectives that are less likely to be met? Why not?

### **Monitoring and Evaluation**

26. How do you collect data on your regional activities? How do you report data? What are the challenges in collecting and reporting data? What is the evidence that outputs are producing outcomes along the ToC chains? How are assumptions tested?

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27. In your monitoring work, are there any positive or negative results that do not match the Results Framework? What are these? Are there any reasons for these unexpected results? Do you report on these unexpected results? Why/why not?

### **GPE 2020 strategic plan and goals**

The country-level objectives of the GPE 2020 strategic plan are:

**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

28. To what extent are the CSEF III objectives **relevant** to these GPE 2020 country level objectives? Are there other objectives which would deliver these more effectively?

29. To what extent are the CSEF III objectives **delivering** these GPE 2020 country level objectives?

a. To what extent have these been delivered by CSEF III and not other external factors?

30. Are the CSEF III activities that support NECs and are the activities that NECs engage in relevant for the three GPE 2020 country-level objectives?

### **Finance and Administrative processes**

31. Does the CSEF Fund Management benchmark of 60/40 – 60: program 40: management/administration hold true? Is it a valid principle?

32. How well do the interactions between global, regional, and national levels work in practice?

a. How does these interactions enable civil society engagement?

b. Is the potential of each actor maximised in this structure?

33. What do you think about the way GCE, [insert relevant] RFMA and Regional Secretariat manage and administer the grant and support the implementation of the grant? Are there any challenges? [probe: timeliness of activities, submission and use of audit reports, disbursement and use of funds, monitoring to track progress towards meeting aims]. What improvements could you suggest for how CSEF III grants could be better managed and administered?

### **Learning and capacity building**

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34. To what extent has CSEF III provided opportunities to build your capacity in areas relevant to the program?

- a. What role does the Regional Secretariat play to strengthen the capacity of national coalitions?
- b. How has GCE provided support for learning from other members of the GCE network? What kind of learning exchange (with international or regional partners or others) would help you to be more effective?

**Conclusion**

35. Let's imagine you have been elected to be the Global Manager of the CSEF III. What would be the number one thing you would do to improve the programme as it moves forward?

36. Is there anything else you would like to add? Is there anything you would like to ask me?

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## **Interview guide for Global Level Actors**

### **CSEF III activities**

37. Please can you describe your CSEF III related activities?
38. Are they appropriate to meeting the programme goal (making sure that governments are taking on board CSO recommendations on education policy and resources for education)?
39. Are there other initiatives doing similar work to CSEF III? What is the added value of CSEF III?

### **CSEF III Aim**

40. CSEF III is structured across global, regional and national levels. Do you think this structure hinders or facilitates achievement of the CSEF III goal?
41. How well do the interactions between global, regional, and national levels work in practice?
- a. How does these interactions enable civil society engagement?
  - b. Is the potential of each actor maximised in this structure?

### **Theory of Change**

42. Were you involved in designing or adapting the ToC for CSEF III? How? Why/why not?

### **Results Framework**

#### **CSEF III Objectives:**

**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<sup>61</sup>.

43. Do you think the indicators in the Results Framework measure the CSEF III objectives well? [list objectives]. What changes/additions would you make?

### **Monitoring and Evaluation**

44. Are you involved in monitoring activities? What is your role in M&E? What is the evidence that outputs are producing outcomes along the ToC chains? How are assumptions tested?

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<sup>61</sup> <http://www.campaignforeducation.org/en/civil-society-education-fund>



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45. If you are involved in M&E, are there any positive or negative results that do not match the Results Framework? What are these? Are there any reasons for these unexpected results? Do you report on these unexpected results? Why/why not?

### **GPE 2020 strategic plan and goals**

The country-level objectives of the GPE 2020 strategic plan are:

**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

46. To what extent are the CSEF III objectives **relevant** to these GPE 2020 country level objectives? Are there other objectives which would deliver these more effectively?

47. To what extent are the CSEF III objectives **delivering** these GPE 2020 country level objectives?

a. To what extent have these been delivered by CSEF III and not other external factors?

### **Finance and Administrative processes**

48. Does the CSEF Fund Management benchmark of 60/40 – 60: program 40: management/administration hold true? Is it a valid principle?

49. What do you think about the way GCE, [insert relevant] RFMA and Regional Secretariat manage and administer the grant and support the implementation of the grant? Are there any challenges? [probe: timeliness of activities, submission and use of audit reports, disbursement and use of funds, monitoring to track progress towards meeting aims]. What improvements could you suggest for how CSEF III grants could be better managed and administered?

### **Learning and capacity building**

50. What mechanisms exist to strengthen the capacity of national coalitions?

51. How has GCE provided support for learning from other members of the GCE network? What kind of learning exchange (with international or regional partners or others) would help you to be more effective?

### **Conclusion**

52. Is there anything else you would like to add? Is there anything you would like to ask me?

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## Annex 3: Terms of Reference

Strategy, Policy and Performance Team  
Global Partnership for Education Secretariat

### Terms of Reference:

Development and implementation of an evaluation study on the Global Partnership for Education (GPE)'s support for civil society engagement

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### 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)

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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;<sup>62</sup> 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 GPE 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

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<sup>62</sup>62 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)

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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.

### 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<sup>63</sup> 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

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<sup>63</sup> <https://www.charitynavigator.org/index.cfm?bay=content.view&cpid=48>

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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

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.

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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 4: CSEF III Results Framework

**The ultimate desired higher-level outcome (results statement) of the CSEF programme is to contribute to Better informed national policy dialogue and strengthened uptake by government of CSO recommendations and positions regarding public education policy and resource allocation.**

This results framework should be read in conjunction with the CSEF theory of change (see above). It sets out three core objectives for the CSEF programme, which will contribute to the overall higher-level outcome (result). For each objective, there are two associated expected intermediate level outcomes, progress towards each of which is to be measured by one or two key performance indicators.

In principle, the baseline year is 2015<sup>64</sup>, and indicators mentioned in this framework will be reported on a year-on-year basis, while progress towards objectives at the outputs level will be reported on a bi-annual basis.

OVERALL RESULTS			
Higher Level Outcome	Indicators	Baseline	Means of Verification <sup>65</sup>
Better informed national policy dialogue and strengthened uptake by government of CSO recommendations and positions regarding public education policy and resource allocation.	Number of countries where CSO engagement has contributed to: <ul style="list-style-type: none"> <li>a) better informed policy dialogue (especially on financing, equity and inclusion, quality teaching and learning);</li> <li>b) increased up-take by government of CSO recommendations and positions regarding public education policy and resource allocation</li> </ul>	Existing end 2015 GCE data ( <i>currently being processed in March 2016</i> ).	Number of Coalitions in each year (2016-2018) having: <ul style="list-style-type: none"> <li>• officially recognized membership / representation in at least one government-led policy / technical working group or commission;</li> <li>• made at least one submission of a written civil society position or report to a government-led policy / technical working group or commission.</li> <li>• having compiled and communicated results of ESP scorecards assessments with CSO representatives to the GPE Board and Committees.</li> </ul> Number of Coalitions in each year (2016-2018) reporting uptake by government of their recommendations / positions in public education policy and resource allocation.

<sup>64</sup> With exception of coalitions entering into CSEF support during the 2016-2018 programme cycle. Data for end 2015 will only be available by end March 2016. Baselines have been provided for end 2014 in the interim and both baselines and targets are being processed and reviewed during March 2016.

<sup>65</sup> While progress will be tracked biannually and reported annually, further analysis allowing for additional triangulation of data will be undertaken during the internal Mid-Term Review (2017) and the External end of programme Evaluation (2018).

**OBJECTIVE 1 – To support effective civil society representation and engagement in education sector policy dialogue**

Outcomes	Indicators	Baseline	Annual Targets	Means of Verification	Relevant outputs (by level)
1.1 Inclusive coalitions that actively engage and represent diverse actors and the most marginalised people	1.1.1 Number of coalitions achieving strong/adequate (as opposed to weak) inclusivity and representation of civil society.  <i>(See indicator methodology Annex A which defines “strong”, “adequate”, etc., with equal weighting given to inclusion of relevant stakeholders and to processes to ensure effective representation) <sup>66</sup>.</i>	End-2014 baseline  <ul style="list-style-type: none"> <li>• 22 (44.9%) are achieving “strong” representation &amp; inclusivity</li> <li>• 20 (40.8%) are adequate</li> <li>• 7 (14.3%) are weak</li> </ul> <i>To be updated when end 2015 data is processed by end March 2016</i>	<p><u>2016</u>: 60% are strong, 35% are adequate</p> <p><u>2017</u>: 75% are strong, 20% are adequate</p> <p><u>2018</u>: 90% are strong, 5% are adequate</p> <p><i>To be updated when end 2015 data is processed by end March 2016</i></p>	a) Detailed coalition membership records Minutes/attendance records of coalition telecons & meetings Records of coalition information-sharing with members Records of coalition consultations Observations by regional secretariat	<p><b>National (at least):</b></p> <ul style="list-style-type: none"> <li>• Inclusion of marginalised target groups in coalition membership - youth, women, teachers, parents, people with disabilities, etc.</li> <li>• Local/district networks established/operational.</li> <li>• Thematic sub-groups established/operational.</li> <li>• Written protocols for regular consultation with members &amp; determining inclusive representation.</li> <li>• Regular communication-sharing with members (online or otherwise)</li> <li>• Funding base for civil society coalition work expanded/diversified.</li> </ul> <p><b>Global/regional:</b></p> <ul style="list-style-type: none"> <li>• Accompaniment &amp; technical assistance/ capacity development of national coalitions to strengthen inclusivity &amp; representation (face-to-face support visits or online webinars/seminars and including monitoring and learning practices)</li> <li>• Production and dissemination of relevant tools and resources for capacity development.</li> <li>• Workshops, learning and sharing events and feedback loops (face-to-face or online webinars/seminars)</li> <li>• Good practice collated and disseminated.</li> </ul>

<sup>66</sup> This is not a self-scoring approach: “weak”, “adequate”, “strong” assessment is calculated according to the information and evidence coalitions provide against all the variables and criteria underlying each variable in the described methodology which relates to this indicator (please refer to Annex A for details of the indicator methodology, where targets and limitations on existing baseline are also clarified).



Outcomes	Indicators	Baseline	Annual Targets	Means of Verification	Relevant outputs (by level)
1.2 CSEF-supported coalitions actively participate in LEGs and in key sector policy and review processes (including where possible with parliamentary forums).	1.2.1 Number of coalitions achieving strong/adequate (as opposed to weak) engagement in government-led sector dialogue processes. (See indicator methodology Annex B which defines “strong”, “adequate” etc, with equal weighting given to participation in relevant spaces and to the nature of engagement) <sup>67</sup> .	End-2014 baseline: <ul style="list-style-type: none"> <li>• 10 (20.4%) are achieving “strong” engagement</li> <li>• 28 (57.1%) adequate</li> <li>• 11 (22.5%) weak</li> </ul> <p><i>To be updated when end 2015 data is processed by end March 2016.</i></p>	<p><u>2016</u>: 25% are strong, 60% are adequate</p> <p><u>2017</u>: 40% are strong, 50% are adequate</p> <p><u>2018</u>: 60% are strong, 30% are adequate</p> <p><i>To be updated when end 2015 data is processed by end March 2016</i></p>	<p>a) Records/minutes of LEG, JAR and other relevant meetings</p> <p>Copies of MoUs or other membership agreements</p> <p>Details of coalition representation in official education policy or technical working groups</p> <p>Copies and details of coalition submissions to relevant forums</p>	<p>National (at least):</p> <ul style="list-style-type: none"> <li>• Civil society membership of LEGs [or country equivalent], government-led working groups and commissions, and sector dialogue processes.</li> <li>• Submissions of civil society analysis, research and tracking exercises.</li> <li>• ESP Scorecards assessments by coalitions.</li> <li>• Coalition documentation of formal response to submissions, including relevant LEG etc. outputs.</li> </ul> <p>Global/regional:</p> <ul style="list-style-type: none"> <li>• Ongoing accompaniment &amp; technical assistance to strengthen engagement (face-to-face support visits or online webinars/seminars)</li> <li>• Training/capacity development events</li> <li>• Production and dissemination of relevant tools and resources</li> </ul> <p>Case studies collated and disseminated.</p>
	1.2.2 Proportion of coalitions engaging with relevant parliamentary forums or committees.	End-2014 baseline: <p>35% coalitions in total (17 of participating coalitions) engaged with parliamentary</p>	<p><u>2016</u>: 50% of coalitions</p> <p><u>2017</u>: 65% of coalitions</p> <p><u>2018</u>: 75% of coalitions</p>	<p>a) Details and list of coalition participation in parliamentary events/meetings</p> <p>b) Details and copies of coalition</p>	<p><b>National:</b></p> <ul style="list-style-type: none"> <li>• Civil society representation in parliamentary committees and forums, including events etc.</li> <li>• Submissions of civil society analysis, position papers, policy briefs etc.</li> </ul>

<sup>67</sup> Measured through the same objective approach as indicator 1.1.1. Please refer to Annex B for details of the indicator methodology, where targets and limitations on existing baseline are also clarified.

Outcomes	Indicators	Baseline	Annual Targets	Means of Verification	Relevant outputs (by level)
		fora/committees/processes during 2014.  <i>To be updated when end 2015 data is processed by end March 2016</i>	<i>To be updated when end 2015 data is processed by end March 2016</i>	submissions to parliamentary commissions/ committees	<b>Global/regional:</b>  As per indicator 1.2.1 above.

**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**

Outcomes	Indicators	Baseline	Targets	Means of Verification	Relevant outputs (by level)
2.1: Coalitions that actively consult with, engage and mobilise the public, including through the use of traditional and social media - on education policies and programmes related to financing, quality & learning, and equity & inclusion in the education system.	2.1.1 Number of coalitions achieving strong or adequate public outreach and mobilisation in one or more of the following areas: media (traditional, community or online); community-level consultation; or participatory events – especially around issues of financing, learning or equity in education <sup>68</sup>	End-2015 baseline:  <i>We are still working on processing baseline data for end of 2015 (most relevant data is in our database, but needs to be processed in line with proposed methodology).</i>	<u>2016</u> : 25% coalitions strong; 50% adequate  <u>2017</u> : 40% coalitions strong; 50% adequate  <u>2018</u> : 60% coalitions strong; 30% adequate  <i>To be updated when end 2015 data is processed by end March 2016</i>	a) List and copies of media products, including articles/clippings; TV or radio broadcasts; videos; etc – and statistics reports for online/social media.  b) List, reports and photographs of public events (workshops, trainings, conferences, etc), including attendance and advance/subsequent documentation (e.g. consultation findings, etc).	<b>National:</b> <ul style="list-style-type: none"> <li>• Training events and toolkits for members to conduct outreach and mobilisation</li> <li>• Coalition-authored articles appear in national print or online outlet.</li> <li>• Coalition-produced or coalition-led radio or TV programme is broadcast publicly, or online.</li> <li>• Social media mobilisation.</li> <li>• National and/or local events, consultations, mobilisations, etc, including outreach to decision-makers to secure engagement in participatory events.</li> <li>• Mass campaigns including around Global Action Week</li> </ul> <b>Global/regional:</b> <ul style="list-style-type: none"> <li>• Ongoing accompaniment &amp; technical assistance (face-to-face support visits or online webinars/seminars).</li> <li>• Training/capacity development events.</li> </ul>

<sup>68</sup> Again measured through the same objective approach as indicators 1.1.1 and 1.2.1. Please refer to Annex C for details of the indicator methodology, where targets and limitations on existing baseline are also clarified.

Outcomes	Indicators	Baseline	Targets	Means of Verification	Relevant outputs (by level)
					<ul style="list-style-type: none"> <li>• Production and dissemination of relevant tools and resources.</li> <li>• Case studies collated and disseminated.</li> </ul>
<p>2.2: Coalitions that produce relevant documentation/ analysis and/or engage citizens in original and credible research, data collection and evidence building - to inform sector policy dialogue on one or more of: a) domestic financing for education; b) equity &amp; inclusion in education; c) quality education &amp; learning; d) quality &amp; inclusivity of education sector dialogue processes.</p>	<p>2.2.1 Number of coalitions producing civil society analysis, evaluations of government action, documentation of innovation and/or secondary research relating to education quality &amp; learning, equity &amp; inclusion, and/or financing.</p>	<p>End-2014 baseline:</p> <ul style="list-style-type: none"> <li>• 43 coalitions (89.6% of coalitions) produced one such piece of analysis</li> </ul> <p><i>To be updated when end 2015 data is processed by end March 2016</i></p>	<p><u>2016</u>: All coalitions to produce one such piece of analysis/ assessment/ research per year; and at least 50% to produce 2 per year.</p> <p><u>2017/18</u>: All coalitions to produce 2 per year; at least 50% to produce one per quarter.</p>	<p>a) List and copies of relevant analyses &amp; research</p> <p>b) Score card assessment of quality and relevance by regional secretariats and IPG members (through CS research Community of Practice)</p>	<p><b>National:</b></p> <ul style="list-style-type: none"> <li>• Training events and toolkits for members to engage in strategic policy analysis/research etc</li> <li>• Analyses/reviews (e.g. with scorecards) of government policies, plans or actions in relation to financing; equity &amp; inclusion; quality &amp; learning; or inclusive planning processes.</li> <li>• Secondary research on above topics.</li> <li>• Analyses of education budgets and overall spending,</li> <li>• Data collated on spending and of GPE pledges (where relevant)/funding model requirements; exercises relating to tracking variable elements of GPE model (e.g. relating to equity and quality/learning), service delivery tracking; possible household surveys on access/quality etc.; original research on key education issues.</li> </ul> <p><b>Global/regional:</b></p> <ul style="list-style-type: none"> <li>• Ongoing accompaniment, capacity development &amp; technical assistance on policy analysis, research &amp; tracking</li> <li>• Production and dissemination of template scorecards on relevant issues.</li> <li>• Research COP established/operationalised.</li> <li>• Production and dissemination of background briefings on key policy issues</li> </ul>
	<p>2.2.2 Number of coalitions involving citizens actively in producing credible and original research, data and /or reports tracking education expenditure/policy /service delivery with a particular</p>	<p>End-2015 baseline:</p> <p><i>Not available at this time, as not separately monitored so far - baseline to be gathered through first bi-annual reports of 2016 (January 2016 data).</i></p>	<p><u>2016</u>: 40% of coalitions</p> <p><u>2017</u>: 55% of coalitions</p> <p><u>2018</u>: 65% of coalitions</p> <p><i>Current target based on indicative national plans; may require some adjustment.</i></p>	<p>a) List and copies of findings from relevant tracking/monitoring exercises</p> <p>b) Score-card assessment of relevance/credibility/ originality by regional secretariats and IPG members (through CS research COP)</p>	

Outcomes	Indicators	Baseline	Targets	Means of Verification	Relevant outputs (by level)
	focus on quality & learning, equity & inclusion and/or financing.				<ul style="list-style-type: none"> <li>• Toolkit on tracking financing commitments</li> <li>• Case studies collated and disseminated.</li> </ul>

**OBJECTIVE 3 – To ensure global and regional processes relating to GPE and SDG 4 better inform – and are better informed by – national and local civil society.**

Outcomes	Indicators	Baseline	Targets	Means of Verification	Relevant outputs (by level)
3.1: CSO representatives to the GPE Board and committees that are well informed by and actively represent the views of the CSO2 constituency	3.1.1. Number of GPE Board meetings & committee meetings at which consensus (or national, where relevant) CSO2 positions and recommendations are presented.	None – newly formalised activity.  <i>N.B. Consultation of CSO2 board members to inform their representation, has been happening in an ad hoc fashion to date. This was not resourced within the current CSEF phase so there has been limited capacity to track tracking this consistently up to now.</i>	<u>2016</u> : consensus recommendations are presented at GPE Board meetings, and at least 2 committee meetings.  <u>2017/18</u> : consensus recommendations are presented at all GPE Board meetings & committee meetings.	a) Copies of materials & updates shared b) Records of teleconferences & online discussions c) Outcome documents from constituency consultations d) Findings from consultations; & resulting positions	<b>National/regional/global</b> <ul style="list-style-type: none"> <li>• Information on GPE policies &amp; processes shared through newsletters, list-servs, etc</li> <li>• Participation in relevant conferences and consultations (virtual or face-to-face).</li> <li>• GPE CSO2 constituency meetings held at least once per year.</li> <li>• Dedicated list-servs and GCE multilingual discussion platform for participation in online debate and discussions</li> <li>• ESP Scorecards assessments by coalitions.</li> <li>• Positions papers informed by above.</li> </ul>
3.2: Stronger links between national, regional and global CSO voices  (inc S-S) in key	3.2.1 Number of regional and global analysis/position papers/events on SDG 4 implementation & achievement, informed by findings and perspectives	None – newly formalised activity.  <i>This work has been happening to the extent that budgets and capacity allows, but not resourced and</i>	<u>2016/17/18</u> : at least one global analysis paper & one per region each year <u>2016</u> : at least one global event & one event in each region per year in which regional or national CSEF	a) Copies of materials & updates shared b) Records of online discussions c) Outcome documents from constituency consultations d) Copies of consensus positions	<b>National/regional/global</b> <ul style="list-style-type: none"> <li>• Information on SDG 4 developments at global &amp; regional level shared through newsletters, list-servs, etc.</li> </ul>

Outcomes	Indicators	Baseline	Targets	Means of Verification	Relevant outputs (by level)
regional & global debates & events on implementation of SDG 4.	(on financing, quality and learning or equity) of national CSEF-supported coalitions	<i>framed within CSEF, hence without tracking of this specific aspect.</i>	representatives present civil society findings <u>2017/18</u> : at least one global event & one event in each region per year in which national CSEF representatives present civil society findings.	e) Records of participation in events	<ul style="list-style-type: none"> <li>• SDG-related developments shared by coalitions with members in their country.</li> <li>• Dedicated list-servs and GCE multilingual discussion platform for participation in online debates and discussion</li> <li>• Participation in relevant conferences and consultations (virtual or face-to-face).</li> <li>• Participation and engagement of national representatives of CSEF-supported coalitions at relevant regional and global events.</li> <li>• Positions papers informed by above</li> </ul>

The final programme (impact) evaluation will engage with these core components (research questions) in order to assess progress against the desired impact:

1. To what extent has civil society informed national policy dialogue and in what ways (and what evidence is there of this) in each of the CSEF-supported countries?
2. To what extent and in what ways has there been strengthened uptake by government of CSO recommendations and positions regarding public education policy and resource allocation in each of the CSEF-supported countries, and what evidence is there of this?
3. To what extent has the CSEF programme contributed to the GPE goals and objectives (*which we recognise may need to be updated once the new GPE strategy is finalised*)? In what ways and with what evidence?
4. To what extent has the CSEF programme added value to supporting realisation of the SDG goal of inclusive and equitable quality education and lifelong learning for all, and what evidence is there of this?

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## METHODOLOGY TO ASSESS COMPOSITE INDICATOR 1.1.1

**Expected early outcome (result) 1.1:** *Inclusive coalitions that actively engage and represent diverse actors and the most marginalised people.*

**Composite indicator: 1.1.1:** *Number of coalitions achieving strong/adequate (as opposed to weak) inclusivity and representation of civil society.*

### *Weighting*

- Coalition membership & inclusion (variables A to C): 50%
- Coalition consultation & communication processes (variables D to F): 50%

### *Calculation*

Total score = (sum of A, B, C scores / 9)\*10 + (sum of D, E, F scores / 9)\*10

*Assessment: The highest number of points possible is 20.*

- ≥14 points classified as achieving *strong* inclusivity and representation of civil society
- ≥7 to <14 points classified as achieving *adequate* inclusivity and representation of civil society
- <7 points classified as weak inclusivity and representation of civil society.

If a coalition fails to reach this minimum, then they will be expected to give a clear explanation in their reports and if this explanation is not considered adequate by the regional secretariat it will trigger an investigation from the global team. Of course greater concerns would be triggered if this minimum was not met by a mature coalition working in a conducive environment compared to a newer coalition working in a difficult environment (*and through the period of the project we will agree clear benchmarks for what are expected minimum standards – with variations for new / mature coalitions and those working in conducive / difficult contexts*). All coalitions would be expected to make progress (by *at least three points*) over the three years.

Variables	Score = 3	Score = 2	Score = 1	Score = 0
A. Membership of marginalised groups from three target populations: women, youth and people with disabilities	Coalition has evidence of membership including: <ul style="list-style-type: none"> <li>• <u>all three</u> target marginalised groups</li> <li>• <u>all three</u> of these groups has leadership by the same target group (i.e. at least one each of a women-led, youth-led, and PWDs- led member).</li> </ul>	Coalition has evidence of membership including: <ul style="list-style-type: none"> <li>• <u>all three</u> target marginalised groups</li> <li>• <u>at least one</u> of these groups has leadership by the same target group (i.e. at least one member is either women-led, youth-led or led by PWDs).</li> </ul>	Coalition has evidence of membership including: <ul style="list-style-type: none"> <li>• <u>all three</u> target marginalised groups</li> </ul>	Coalition has evidence of membership including: <ul style="list-style-type: none"> <li>• <u>two</u> target marginalised groups</li> </ul>
B. Geographical reach of membership to sub-national areas (provincial, state, district)	Membership includes: <ul style="list-style-type: none"> <li>• organisations with grass-roots constituencies in sub-national areas or sub-national chapters/branches of the coalition</li> <li>• Sub-national groups engage in local level campaign and advocacy work at least <u>once per semester</u></li> </ul>	Membership includes: <ul style="list-style-type: none"> <li>• organisations with grass-roots constituencies in sub-national areas or sub-national chapters/branches of the coalition are established, <u>or in the process of being established.</u></li> <li>• Existing sub-national groups engage in local level campaign and advocacy work at least <u>once per year</u></li> </ul>	Membership includes: <ul style="list-style-type: none"> <li>• organisations with grass-roots constituencies in sub-national areas or sub-national chapters/branches may be <u>in the process of being established.</u></li> </ul>	Membership does <u>not</u> include organisations with grass-roots constituencies in sub-national areas (provincial, state, district).
C. Membership of key stakeholder groups such as teachers and parents	Full membership of key: <ul style="list-style-type: none"> <li>• parents' associations (at local and national levels)</li> <li>• teachers' organisations (at local and national levels)</li> </ul>	Membership of: <ul style="list-style-type: none"> <li>• a parents' associations and a teachers' organisation (local or national groups)</li> </ul>	Membership of: <ul style="list-style-type: none"> <li>• <u>one</u> of the two key stakeholder groups.</li> </ul>	<u>No membership</u> of either of the key stakeholder groups.
D. Structure to facilitate development and sharing of member expertise	Coalition has established: <ul style="list-style-type: none"> <li>• at least <u>three</u> thematic sub-groups in line with national education policy priorities</li> </ul>	Coalition has established: <ul style="list-style-type: none"> <li>• at least <u>three</u> thematic sub-groups in line with national education policy priorities</li> </ul>	Coalition has established: <ul style="list-style-type: none"> <li>• at least <u>one</u> thematic sub-group in line with national education policy priorities</li> </ul>	Coalition <u>does not</u> have any thematic sub-groups relating to national education priorities, or only has groups that meet (in person or

Variables	Score = 3	Score = 2	Score = 1	Score = 0
	<ul style="list-style-type: none"> <li>members of thematic sub-groups go beyond the Board or steering committee</li> <li>include members located <u>outside the capital city</u></li> <li>members meet (in person or virtually) at least <u>quarterly</u>.</li> </ul>	<ul style="list-style-type: none"> <li>members meet (in person or virtually) at least <u>quarterly</u>.</li> </ul>	<ul style="list-style-type: none"> <li>members meet (in person or virtually) at least <u>twice</u> per year.</li> </ul>	virtually) a maximum of once per year.
E. Consultation with members	<p>The coalition:</p> <ul style="list-style-type: none"> <li><u>always (more than monthly)</u> conducts (online, virtual or face-to-face) meetings with coalition members, including before participating in education policy fora or making formal submissions to government &amp; partners, to discuss and consolidate the views of members and/or prepare members for the engagement.</li> </ul>	<p>The coalition:</p> <ul style="list-style-type: none"> <li><u>often (more than quarterly)</u> conducts (online, virtual or face-to-face) meetings with coalition members, including before participating in education policy fora or making formal submissions to government &amp; partners to discuss and consolidate the views of members and/or prepare members for the engagement.</li> </ul>	<p>The coalition:</p> <ul style="list-style-type: none"> <li><u>occasionally (at least twice a year)</u> conducts (online, virtual or face-to-face) meetings with coalition members – including before participating in education policy orientated fora or making formal submissions to government &amp; partners to discuss and consolidate the views of members and/or prepare members for the engagement.</li> </ul>	<p>The coalition:</p> <ul style="list-style-type: none"> <li><u>rarely or never</u> conducts (online, virtual or face-to-face) meetings with coalition members before participating in education policy fora or making formal submissions to government &amp; partners to discuss and consolidate the views of members and/or prepare members for the engagement.</li> </ul>
F. Member communications	<p>Coalition corresponds and shares information with whole membership (on line or otherwise):</p> <ul style="list-style-type: none"> <li>at least <u>twice</u> per month.</li> </ul>	<p>Coalition corresponds and shares information with whole membership (on line or otherwise):</p> <ul style="list-style-type: none"> <li>at least <u>once per month</u>, but not as frequently as twice per month.</li> </ul>	<p>Coalition corresponds and shares information with whole membership (on line or otherwise):</p> <ul style="list-style-type: none"> <li>at least <u>once per quarter</u>, but not as frequently as once per month.</li> </ul>	<p>Coalition corresponds and shares information with whole membership (on line or otherwise):</p> <ul style="list-style-type: none"> <li>on an <u>ad hoc basis</u>, averaging less frequently than once per quarter.</li> </ul>



## METHODOLOGY TO ASSESS COMPOSITE INDICATOR 1.2.1

**Expected outcome (result) 1.2:** *CSEF-supported coalitions actively participate in LEGs and in key sector policy and review processes (including where possible with parliamentary forums).*

**Composite indicator: 1.2.1:** *Number of coalitions achieving strong/adequate (as opposed to weak) engagement in government-led sector dialogue processes.*

### *Weighting*

- Participation in relevant processes (variables A, B, C) – 50%
- Nature of engagement in those processes (variable D) – 50%

### *Calculation*

- $(\text{Sum of scores for variables A, B, C}/9) \times 10 + (\text{Sum of scores for variables D}/3) \times 10$

*Assessment: The highest number of points possible is 20.*

- $\geq 14$  points classified as achieving *strong* engagement in government-led sector dialogue
- $\geq 7$  < 14 points classified as achieving *adequate* engagement in government-led sector dialogue
- < 7 points classified as *weak* engagement in government-led sector dialogue.

*If a coalition fails to reach this **minimum**, then the coalition will be expected to give a clear explanation in their reports and if this explanation is not considered adequate by the regional secretariat it will trigger an investigation from the global team. Of course, greater concerns would be triggered if this minimum was not met by a mature coalition compared to a newer one or if it was not met in a country where there is generally broad space for political participation. All coalitions will be expected to progress by **at least 3 points over the 3 years**. Data will be **collected twice a year** as part of the reporting framework.*

Variables	Score = 3	Score = 2	Score = 1	Score = 0
A. Membership of and participation in LEG or equivalent official sector planning forum	Coalition coordinates participation in the LEG [or equivalent] through: <ul style="list-style-type: none"> <li>• <u>two or more</u> civil society representatives</li> <li>• <i>and</i> is recognised as a <u>full member</u> (through MoU or other means)</li> <li>• makes <u>regular</u> submissions.</li> </ul>	Coalition coordinates participation in LEG [or equivalent] through: <ul style="list-style-type: none"> <li>• a <u>single</u> civil society representative (with or without MOU)</li> <li>• OR through two or more representatives <u>without</u> a formal agreement</li> <li>• OR makes an <u>occasional</u> written submission</li> </ul>	Coalition coordinates participates in LEG [or equivalence]: <ul style="list-style-type: none"> <li>• on ad hoc basis</li> <li>• <u>may be</u> working towards full membership</li> <li>• has made <u>some form</u> of written submission of CSO views at some point</li> </ul>	Coalition <u>does not</u> participate in LEG [or equivalent] <p>NB This includes scenarios where no such forum exists.</p>
B. Membership of and participation in policy / technical working group or commission	In the last six months' coalition has had officially-recognised membership of / representation in: <ul style="list-style-type: none"> <li>• at least <u>two</u> government-led policy / technical working groups or commissions</li> <li>• has made <u>regular</u> submissions of written civil society positions or reports</li> </ul>	In the last six months, coalition has had officially-recognised membership of / representation in: <ul style="list-style-type: none"> <li>• at least <u>one</u> government-led policy / technical working group or commission</li> <li>• has made at least <u>one</u> submission of a written civil society positions or reports</li> </ul>	In the last six months, coalition has participated in one or more government-led policy / technical working group or commission: <ul style="list-style-type: none"> <li>• on an <u>ad hoc</u></li> <li>• has made <u>some form</u> of submission</li> </ul>	In the last six months, coalition has <u>not</u> participated in any government-led technical working group or commission.
C. Participation in Official government-led education sector review processes (e.g. JAR)	Coalition participates in sector review processes through: <ul style="list-style-type: none"> <li>• participation of <u>two</u> or more civil society representatives</li> <li>• recognised as a <u>full member</u> (through MoU or other similar means)</li> </ul>	Coalition participates in sector review processes through: <ul style="list-style-type: none"> <li>• <u>one</u> representative, with or without formal agreement</li> <li>• OR through <u>two</u> or more representatives <u>without</u> formal arrangement.</li> </ul>	Coalition participates in sector review process: <ul style="list-style-type: none"> <li>• on <u>ad hoc</u> basis</li> <li>• may be working towards more formalised membership/ participation.</li> </ul>	Coalition <u>does not</u> participate in sector review process. <p>NB This includes scenarios where no such forum exists.</p>
D. Exerting & tracking influence through engagement with government & other key for a (sector planning, official reviews, or policy development)	Coalition tracks and holds evidence of uptake of civil society recommendations / asks: <ul style="list-style-type: none"> <li>• at least <u>30%</u> of submitted coalition recommendations / asks included</li> </ul>	Coalition tracks and holds evidence of uptake of civil society recommendations / asks: <ul style="list-style-type: none"> <li>• at least <u>20%</u> of submitted coalition recommendations / asks included</li> </ul>	Coalition tracks and holds evidence of uptake of civil society recommendations / asks: <ul style="list-style-type: none"> <li>• at least <u>10%</u> submitted coalition recommendations / asks included</li> </ul>	The coalition has <u>no records</u> of any of civil society recommendations / asks included

## METHODOLOGY TO ASSESS COMPOSITE INDICATOR 2.1.1

**Expected outcome (result) 2.1:** *Coalitions that actively consult with, engage and mobilise the public, including through the use of traditional and social media - on education policies and programmes related to financing, quality & learning, and equity & inclusion in the education system.*

**Composite indicator: 2.1.1:** *Number of coalitions achieving strong or adequate public outreach and mobilisation in one or more of the following areas: media (traditional, community or online); community-level consultation; or participatory events – especially around issues of financing, learning or equity in education.*

### Weighting

- Media (variable A) – 50%
- Community consultation (variable B) – 50%

The potential range of activities in relation to this outcome and indicator is very wide; while budgets for individual coalitions are limited, therefore implying that coalitions must be selective about activities. Success will therefore be judged on the basis of how many coalitions reach the target threshold for strong and adequate performance in one or more of the following areas:

Variables	Strong	Adequate	Weak
<ul style="list-style-type: none"> <li>• MEDIA - Traditional and social media outreach relating in particular to education financing, quality &amp; learning and equity &amp; inclusion policies and programmes</li> </ul>	<p>Achieving at least <u>two of the following per quarter</u>:</p> <ul style="list-style-type: none"> <li>• Coalition-authored article appears in national print or online outlet.</li> <li>• Coalition-produced or coalition-led radio or TV programme is broadcast publicly, or online reaching at least 500 viewers / listeners.</li> <li>• Social media mobilisation reaches at least 1,000 people.</li> </ul>	<p>Achieving at least <u>one of the following per quarter</u>:</p> <ul style="list-style-type: none"> <li>• Coalition-authored article appears in national print or online outlet.</li> <li>• Coalition-produced or coalition-led radio or TV programme is broadcast publicly, or online reaching at least 500 viewers / listeners.</li> <li>• Social media mobilisation reaches at least 1,000 people.</li> </ul>	<p>Achieving at least <u>one of the following per six months</u></p> <ul style="list-style-type: none"> <li>• Coalition-authored article appears in national print or online outlet.</li> <li>• Coalition-produced or coalition-led radio or TV programme is broadcast publicly, or online reaching at least 500 viewers / listeners.</li> <li>• Social media mobilisation reaches at least 1,000 people.</li> </ul>

<ul style="list-style-type: none"> <li>• COMMUNITY CONSULTATION &amp; PARTICIPATORY EVENTS - Community events relevant to education financing, quality &amp; learning and equity &amp; inclusion policies and programmes – inc with decisions makers</li> </ul>	<p>Coalition manages local- or community-level public consultation events (workshops, trainings, hearings, consultations, etc.):</p> <ul style="list-style-type: none"> <li>• in at least <u>75%</u> of regions / districts</li> <li>• OR at least <u>once a quarter</u> holds a citizens' meeting with decision makers / officials</li> </ul>	<p>Coalition manages local- or community-level public consultation events (workshops, trainings, hearings, consultations, etc.):</p> <ul style="list-style-type: none"> <li>• in at least <u>50%</u> of regions / districts</li> <li>• OR at least <u>twice a year</u> holds a citizens' meeting with decision makers / officials</li> </ul>	<p>Coalition manages local- or community-level public consultation events (workshops, trainings, hearings, consultations, etc.):</p> <ul style="list-style-type: none"> <li>• in at least <u>25%</u> of regions / districts</li> <li>• OR at least <u>once a year</u> holds a citizens' meeting with decision makers / officials</li> </ul>
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Variables	Score = 3	Score = 2	Score = 1	Score = 0
E. Membership of and participation in LEG or equivalent official sector planning forum	Coalition coordinates participation in the LEG [or equivalent] through: <ul style="list-style-type: none"> <li>• <u>two or more</u> civil society representatives</li> <li>• <u>and</u> is recognised as a <u>full member</u> (through MoU or other means)</li> <li>• makes <u>regular</u> submissions.</li> </ul>	Coalition coordinates participation in LEG [or equivalent] through: <ul style="list-style-type: none"> <li>• a <u>single</u> civil society representative (with or without MOU)</li> <li>• OR through two or more representatives <u>without</u> a formal agreement</li> <li>• OR makes an <u>occasional</u> written submission</li> </ul>	Coalition coordinates participation in LEG [or equivalence]: <ul style="list-style-type: none"> <li>• on <u>ad hoc</u> basis</li> <li>• <u>may be</u> working towards full membership</li> <li>• has made <u>some form</u> of written submission of CSO views at some point</li> </ul>	Coalition <u>does not</u> participate in LEG [or equivalent] <p>NB This includes scenarios where no such forum exists.</p>
F. Membership of and participation in policy / technical working group or commission	In the last six months' coalition has had officially-recognised membership of / representation in: <ul style="list-style-type: none"> <li>• at least <u>two</u> government-led policy / technical working groups or commissions</li> <li>• has made <u>regular</u> submissions of written civil society positions or reports</li> </ul>	In the last six months, coalition has had officially-recognised membership of / representation in: <ul style="list-style-type: none"> <li>• at least <u>one</u> government-led policy / technical working group or commission</li> <li>• has made at least <u>one</u> submission of a written civil society positions or reports</li> </ul>	In the last six months, coalition has participated in one or more government-led policy / technical working group or commission: <ul style="list-style-type: none"> <li>• on an <u>ad hoc</u></li> <li>• has made <u>some form</u> of submission</li> </ul>	In the last six months, coalition has <u>not</u> participated in any government-led technical working group or commission.
G. Participation in Official government-led education sector review processes (e.g. JAR)	Coalition participates in sector review processes through: <ul style="list-style-type: none"> <li>• participation of <u>two</u> or more civil society representatives</li> <li>• recognised as a <u>full member</u> (through MoU or other similar means)</li> </ul>	Coalition participates in sector review processes through: <ul style="list-style-type: none"> <li>• <u>one</u> representative, with or without formal agreement</li> <li>• OR through <u>two</u> or more representatives <u>without</u> formal arrangement.</li> </ul>	Coalition participates in sector review process: <ul style="list-style-type: none"> <li>• on <u>ad hoc</u> basis</li> <li>• may be working towards more formalised membership/ participation.</li> </ul>	Coalition <u>does not</u> participate in sector review process. <p>NB This includes scenarios where no such forum exists.</p>
H. Exerting & tracking influence through engagement with government & other key for a (sector planning, official reviews, or policy development)	Coalition tracks and holds evidence of uptake of civil society recommendations / asks: <ul style="list-style-type: none"> <li>• at least <u>30%</u> of submitted coalition recommendations / asks included</li> </ul>	Coalition tracks and holds evidence of uptake of civil society recommendations / asks: <ul style="list-style-type: none"> <li>• at least <u>20%</u> of submitted coalition recommendations / asks included</li> </ul>	Coalition tracks and holds evidence of uptake of civil society recommendations / asks: <ul style="list-style-type: none"> <li>• at least <u>10%</u> submitted coalition recommendations / asks included</li> </ul>	The coalition has <u>no records</u> of any of civil society recommendations / asks included

**METHODOLOGY TO ASSESS COMPOSITE INDICATOR 2.1.1**

**Expected outcome (result) 2.1:** Coalitions that actively consult with, engage and mobilise the public, including through the use of traditional and social media - on education policies and programmes related to financing, quality & learning, and equity & inclusion in the education system.

**Composite indicator: 2.1.1:** Number of coalitions achieving strong or adequate public outreach and mobilisation in one or more of the following areas: media (traditional, community or online); community-level consultation; or participatory events – especially around issues of financing, learning or equity in education.

*Weighting*

- Media (variable A) – 50%
- Community consultation (variable B) – 50%

The potential range of activities in relation to this outcome and indicator is very wide; while budgets for individual coalitions are limited, therefore implying that coalitions must be selective about activities. Success will therefore be judged on the basis of how many coalitions reach the target threshold for strong and adequate performance in one or more of the following areas:

Variables	Strong	Adequate	Weak
<ul style="list-style-type: none"> <li>• MEDIA - Traditional and social media outreach relating in particular to education financing, quality &amp; learning and equity &amp; inclusion policies and programmes</li> </ul>	<p>Achieving at least <u>two</u> of the following per quarter:</p> <ul style="list-style-type: none"> <li>• Coalition-authored article appears in national print or online outlet.</li> <li>• Coalition-produced or coalition-led radio or TV programme is broadcast publicly, or online reaching at least 500 viewers / listeners.</li> <li>• Social media mobilisation reaches at least 1,000 people.</li> </ul>	<p>Achieving at least <u>one</u> of the following per quarter:</p> <ul style="list-style-type: none"> <li>• Coalition-authored article appears in national print or online outlet.</li> <li>• Coalition-produced or coalition-led radio or TV programme is broadcast publicly, or online reaching at least 500 viewers / listeners.</li> <li>• Social media mobilisation reaches at least 1,000 people.</li> </ul>	<p>Achieving at least <u>one</u> of the following per six months</p> <ul style="list-style-type: none"> <li>• Coalition-authored article appears in national print or online outlet.</li> <li>• Coalition-produced or coalition-led radio or TV programme is broadcast publicly, or online reaching at least 500 viewers / listeners.</li> <li>• Social media mobilisation reaches at least 1,000 people.</li> </ul>
<ul style="list-style-type: none"> <li>• COMMUNITY CONSULTATION &amp; PARTICIPATORY EVENTS - Community events relevant to education financing, quality &amp; learning and equity &amp; inclusion policies and programmes – inc with decisions makers</li> </ul>	<p>Coalition manages local- or community-level public consultation events (workshops, trainings, hearings, consultations, etc.):</p> <ul style="list-style-type: none"> <li>• in at least <u>75%</u> of regions / districts</li> <li>• OR at least <u>once a quarter</u> holds a citizens' meeting with decision makers / officials</li> </ul>	<p>Coalition manages local- or community-level public consultation events (workshops, trainings, hearings, consultations, etc.):</p> <ul style="list-style-type: none"> <li>• in at least <u>50%</u> of regions / districts</li> <li>• OR at least <u>twice a year</u> holds a citizens' meeting with decision makers / officials</li> </ul>	<p>Coalition manages local- or community-level public consultation events (workshops, trainings, hearings, consultations, etc.):</p> <ul style="list-style-type: none"> <li>• in at least <u>25%</u> of regions / districts</li> <li>• OR at least <u>once a year</u> holds a citizens' meeting with decision makers / officials</li> </ul>

## Annex 5: CSEF 2016-2018 Bi-annual Report 201: Summary of Coalitions' Key Education Focus Areas and Key Progress/Achievements January – June 2017

No	Coalition Name / Country	Year Established <sup>69</sup>	CSEF Supported Since <sup>70</sup>	2016 RFC approved budget <sup>71</sup>	2017 RFC approved budget <sup>72</sup>	Key Focus Areas	Key Progress/Achievements Jan-June 2017 <sup>73</sup>
<b>Africa Region (29 coalitions directly CSEF-funded in 2017, plus 2 under RS support = 31)</b>							
1	Coalition Béninoise des Organisations pour l'Éducation pour Tous (CBO-EPT) <b>BENIN</b>	2000	December 2009	\$91,500	\$120,000	<ul style="list-style-type: none"> <li>▪ Basic inclusive education in the framework of SDG 4</li> <li>▪ Strengthen civil society education policy engagement</li> <li>▪ Resource mobilization</li> </ul>	<ul style="list-style-type: none"> <li>▪ Public dialogue on how to monitor and advocate for school performance improvements in three communities</li> <li>▪ Mobilized coalition members around the process of developing and monitoring national education policies, especially those related to basic, inclusive education and linkages to SDG 4. This included sharing knowledge and good practice from other national coalitions around advocacy and institutional capacities towards the realization of inclusive education</li> <li>▪ Prepared a technical proposal to feed into the debate on mainstreaming gender equality in the process of developing the ESP post 2015</li> <li>▪ Revised Draft Rules of Procedure for Primary Schools in Benin</li> <li>▪ Carried out a media campaign on violence in schools and the provisions of the code of child protection</li> </ul>
2	Coalition Nationale pour l'Éducation pour Tous (CN-EPT/BF) <b>BURKINA FASO</b>	2000	December 2009	\$100,000	\$129,258	<ul style="list-style-type: none"> <li>▪ Access, retention and quality of education</li> <li>▪ Inclusive education</li> <li>▪ Children's Right to Education and fighting against child labor in mining sites</li> <li>▪ Civil society participation in policy planning</li> <li>▪ Education financing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consultation to produce a CSO position contribution on the implementation of the Ministry of Education's 2016 action plan and budget, to inform the 2017 planning and budget</li> <li>▪ Publication of position paper to inform mobilisation initiatives around quality and inclusive education policies and practice</li> <li>▪ Trained 15 members across the regions from the regional advocacy groups to better understand the education sector analysis and how to use it for relevant advocacy initiatives</li> <li>▪ Engagement of advocacy group members at community level with Mayors, Regional Education Directors and Provincial Education Directors regarding timely allocation and distribution of good quality school materials to children</li> <li>▪ Intensive mobilization of CSOs and other actors to engage political leaders on the implementation of the National Strategy on Inclusive Education during GAWE and in the framework of SDG 4.</li> </ul>

<sup>69</sup> Data source: Coalitions' proposals.

<sup>70</sup> Data source: Coalitions' biannual reports.

<sup>71</sup> Data source: RFC approvals and CSEF 2016 contracts with coalitions.

<sup>72</sup> Data source: RFC approvals and CSEF 2017 contracts with coalitions.

<sup>73</sup> Data source for key focus areas and key progress/achievements: Regional Secretariats' 2017 biannual reports (summary coalition assessments), triangulated with coalitions' biannual reports and supporting evidence. Note that the progress and achievements documented here are not exhaustive; rather they are snap shots of some key moments of engagement, extracted from the total efforts and milestone achievements realised by coalitions during the first six months of 2017.

							<ul style="list-style-type: none"> <li>Coalition became formally acknowledged as a credible organisation to be consulted on education issues by Parliament</li> </ul>
3	<b>BURUNDI</b>	During 2016 – a CSEF allocation was made to support the country process (including country trips by the Regional Secretariat, but no disbursement was made to the coalition itself. Following continued political crisis in the country since 2016, contacts are only now being rebuilt during 2017 between GCE/the RS and national CSOs assembled in a coalition starting in 2018.					
4	Cameroon Education For All Network (CEFAN) <b>CAMEROON</b>	2005	December 2009	\$79,999	\$102,022	<ul style="list-style-type: none"> <li>Education in Emergencies</li> <li>Implementation of SDG 4</li> </ul>	<ul style="list-style-type: none"> <li>Conducted an evaluation study of the mid-term implementation on the response to education in emergency situations in the Far North of Cameroon</li> <li>Strengthened collaboration with the journalist network</li> <li>Implementation of SDG 4 campaign during the Day of the African Child</li> <li>Publication of 2017 edition on Education 2030 Agenda under the theme of 'sustainable development to accelerate the protection and equality of children in Africa'</li> </ul>
5	National Network Campaign on Education for All (RNCEPT) <b>CAPE VERDE</b>	2008	February 2010	\$77,000	\$98,066	<ul style="list-style-type: none"> <li>Early Childhood Education</li> <li>Inclusive education</li> <li>Education financing</li> </ul>	<ul style="list-style-type: none"> <li>Held debates with coalition members and the wider public on the law to universalise early childhood education</li> <li>Developed partnerships with media to make and broadcast radio and television programmes on the key focus areas of the coalition</li> <li>Consulted with the Ministry of Education on a plan to eliminate architectural barriers to education for children with special needs</li> <li>Presented civil society perspectives to the Ministry of Education on a draft law on inclusive education</li> <li>Engaged with Parliamentarians to raise awareness and gather momentum around increasing domestic financing to education</li> </ul>
6	Reseau Ivoirien pour la Promotion de l'Education pour tous (RIP-EPT) <b>CÔTE D'IVOIRE</b>	2010	November 2013	\$89,999	\$109,323	<ul style="list-style-type: none"> <li>Quality education</li> <li>Girls education</li> <li>Illiteracy and out of school children/youth</li> </ul>	<ul style="list-style-type: none"> <li>Coalition selected to be part of the Technical Team to prepare the 2017 Joint Sector Review</li> <li>Two proposals made to the LEG were accepted: 1) the need to ensure accountability to all partners at all levels, and 2) the need to realise a Joint Sector Review on an annual basis</li> <li>Official recognition of coalition participation in drafting and endorsement of the Ten Year Sector Plan (2016-2025)</li> <li>As part of resource diversification, signed new agreement with the Italian NGO, CEVI, to finance a project to sensitize youth and children against illegal migration</li> <li>Engaged with the International Survey of Children's Well Being (ISCWB) for financing a survey on child well being in Cote d'Ivoire</li> <li>Drafted and disseminated a synthesis document on key policies governing the education sector in Cote d'Ivoire</li> <li>Completed a documentary on school girl child pregnancy and impact on their retention and used the documentary to sensitize parents, communities and school children</li> </ul>
	<b>DJIBOUTI</b>	The coalition was CSEF-supported during the 2013-2015 phase but work with civil society was discontinued at national level by the end of 2015.					
7	Coalition Nationale de l'Education Pour Tous en République Démocratique du Congo (CN-EPT/RDC)	2004	March 2003	\$87,066	\$129,393	<ul style="list-style-type: none"> <li>Access to free basic education</li> <li>Education systems and governance</li> <li>Quality education</li> </ul>	<ul style="list-style-type: none"> <li>Held participatory community engagement events on monitoring educational policies in the framework of SDG 4</li> <li>Coalition members participated in the Joint Committee of Government, Financial Partners and Civil Society</li> <li>Conducted public facing mobilization events to mobilise communities to advocate for the abolition of tuition fees in pre-primary schools</li> </ul>



	<b>DRC</b>						<ul style="list-style-type: none"> <li>Media engagement to convey civil society positions around the coalition's key policy focus areas</li> </ul>
8	Basic Education Network (BEN) <b>ETHIOPIA</b>	1998	June 2009	\$80,000	\$112,252	<ul style="list-style-type: none"> <li>Inclusive, quality education for children with disabilities</li> <li>Access to quality education for girls</li> <li>Quality basic education</li> <li>Improved quality of early childhood education</li> <li>Youth and adult education</li> </ul>	<ul style="list-style-type: none"> <li>Contributed to and observed increased access to quality basic education in all regions for children with disabilities, girls and children in pastoralist areas</li> <li>Participated in policy drafting taskforces at national level to improve access to quality education</li> <li>Participated in regional policy development and implementation processes to increase access to education of marginalized children</li> <li>Coalition is subsequently pleased to report that the Government has increased the allocation of the education budget that benefits girls, including for the school feeding program</li> </ul>
9	EFA Campaign Network (EFANET) <b>GAMBIA (The)</b>	2002	September 2009	\$90,000	\$112,934	<ul style="list-style-type: none"> <li>Inclusive quality education</li> <li>Access to quality education for girls</li> <li>Quality basic education</li> <li>Quality of early childhood education</li> <li>Youth and adult education</li> </ul>	<ul style="list-style-type: none"> <li>Raised awareness on the MOBSE Education Policy 2016-2030 in partnership with the Gambia Teachers Union-GTU, Association of Lower Basic School Heads-ALBSH and the School Improvement Grant-SIG Unit of the MoBSE</li> <li>GTU subsequently engaged teachers around policy dialogue on girls education</li> <li>The coalition gained support for the enactment of the Disability Bill from the New Attorney General and Minister of Justice, Minister of Health and Social Welfare and Speaker to the National Assembly</li> <li>Reformed the regional chapters which are now functioning better, and maintained coalition governance, with the board holding their regular meetings and planning carried out for the coalition's General Assembly meeting</li> </ul>
10	Ghana National Education Campaign Coalition (GNECC) <b>GHANA</b>	1999	November 2009	\$0.00 (Coalition under RS support in 2016)	\$98,949	<ul style="list-style-type: none"> <li>Privatization of education</li> <li>Decentralization of education management</li> <li>Capacity strengthening of the coalition</li> </ul>	<ul style="list-style-type: none"> <li>GNECC supported community mobilisation and advocacy activities on literacy in schools in 21 districts and 63 communities</li> <li>Carried out advocacy activities on education decentralization and monitored the Government's commitment to pass the Education Decentralisation bill into Law. As a result, the Minister of Education publicly reaffirmed government's commitment to pass the Decentralization bill into Law</li> </ul>
11	Rede da Campanha de Educação Para Todos Guiné-Bissau (RCEPT-GB) <b>GUINEA BISSAU</b>	2003	September 2009	\$66,445	\$84,860	<ul style="list-style-type: none"> <li>Quality of Education</li> <li>Inclusive Education</li> <li>Coalition Governance</li> </ul>	<ul style="list-style-type: none"> <li>Data collected for research on Inclusive Education in all educational regions</li> <li>First draft of Inclusive Education research presented to the LEG</li> <li>Carried out mapping of school textbook distribution at national level</li> <li>Raised awareness with the Ministry of Education on the importance of increasing teaching times</li> <li>Drafted Coalition's Strategic Plan</li> </ul>
12	ElimuYetu Coalition (EYC) <b>KENYA</b>	1999	August 2009	\$87,037	\$130,774	<ul style="list-style-type: none"> <li>Affordable secondary school education</li> <li>Capacity strengthening for County Education Networks</li> <li>Engagement with National Education</li> </ul>	<ul style="list-style-type: none"> <li>Influenced inclusion of free secondary education in the Jubilee and Nasa Manifesto</li> <li>Engaged with key political parties leaders to lobby for the political party manifestos to include affordable Secondary School Education. The coalition's recommendations were positively taken up by the political parties, as evidenced in their manifestos</li> </ul>

						Sector Plan and GPE grant processes	
13	<b>LESOTHO</b>	During 2016 – a CSEF allocation was made to support the country process (including country trips by the Regional Secretariat, but no disbursement was made to the coalition itself. Coalition activities were subsequently halted in 2016 due to civil society governance issues at national level. This remained the case during the first half of 2017.					
14	Coalition Nationale Malagasy pour EPT (CONAMEPT) <b>MADAGASCAR</b>	2010	July 2015	\$70,000	\$87,663	<ul style="list-style-type: none"> <li>▪ Quality and inclusive education</li> <li>▪ Education financing</li> <li>▪ Civil society participation in policy debates</li> </ul>	<ul style="list-style-type: none"> <li>▪ The coalition organised three roundtables for the participation of 130 civil society organisations to share their views on the education sector and voice expectations</li> <li>▪ Increased reach of the coalition: six new organisations applied for membership, and they will be admitted during the General Assembly</li> <li>▪ Carried out workshops focussed on capacity strengthening of coalition members to position the coalition as a key actor in the education sector</li> <li>▪ Actively involved in the LEG processes at country level and collected inputs from CSOs to improve the ESP 2018-2022. 134 CSOs were consulted in this process and inputs were consolidated and presented to UNICEF, the LEG Coordinating Agency. The coalition subsequently endorsed the ESP in June, along with other LEG members</li> </ul>
15	Civil Society Education Coalition (CSEC) <b>MALAWI</b>	2000	August 2009	\$91,000	\$119,859	<ul style="list-style-type: none"> <li>▪ Special Education Needs</li> <li>▪ Quality of Education</li> <li>▪ CS participation in LEGs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Contributed to influencing an increase in the national budget allocation of 1.3% to education for the 2017 budget. This included advocating for an increase in the budgetary allocation towards procurement of learning materials, especially desks</li> <li>▪ Conducted community sensitisation meetings and radio programmes on barriers affecting special needs learners</li> <li>▪ Engaged MoE and Parliament on financing gaps and challenges affecting Special Needs Education</li> <li>▪ 30 member organisations were engaged with education authorities in two districts, Mazimba and Mchinji, on public expenditure and girls dropping out of school due to pregnancy</li> <li>▪ Participated and made contributions in the LEG, SWG and Education Sector Review meetings</li> </ul>
16	Coalition des Organisations de la Société Civile pour l'Éducation Pour Tous au Mali <b>MALI</b>	2006	June 2016	\$50,000	\$70,000	<ul style="list-style-type: none"> <li>▪ Education Budget Tracking</li> <li>▪ Education Financing</li> <li>▪ Inclusive Education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Through workshops and document sharing, the coalition strengthened the capacity of members of the Regional Committees on the education budget process</li> <li>▪ Carried out research on quality education</li> <li>▪ Worked to diversify resources through carrying out potential partnership research</li> </ul>
17	Coalition des Organisations Mauritaniennes pour l'Éducation (COMEDUC) <b>MAURITANIA</b>	2009	August 2011	\$80,000	\$96,406	<ul style="list-style-type: none"> <li>▪ Right to Education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Carried out public sensitization activities on discrimination in schools and raised awareness on the right to education</li> <li>▪ Carried out monitoring and support visits to members in the regions</li> <li>▪ Successfully mobilized resources for a training with members on education sector processes and institutional communication</li> </ul>
18	Movimento de Educação para Todos (MEPT) <b>MOZAMBIQUE</b>	1999	September 2009	\$70,000	\$120,000	<ul style="list-style-type: none"> <li>▪ Education financing</li> <li>▪ Girls education</li> <li>▪ Quality of Education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coalition is pleased to report that the National Education Budget increased to 1.3%</li> <li>▪ Signed an MOU with Government and Cooperation partners</li> <li>▪ Contributed to the review of the law to allow pregnant girls to study during the day time</li> <li>▪ Worked to institutionalise Clubs of Girls at School</li> <li>▪ Advocacy actions developed closely with youth teachers to increase school attendance and implement methodological strategies to develop orality</li> <li>▪ Engaged with media on a School Absenteeism campaign</li> </ul>

19	Coalition Nigérienne des Associations, Syndicats et ONGs de Campagne EPT au Niger (ASOEPT-NIGER) <b>NIGER</b>	2008	December 2009	\$100,000	\$120,000	<ul style="list-style-type: none"> <li>▪ Equity and Inclusion</li> <li>▪ CSO engagement in national education sector policy dialogues</li> <li>▪ CSO engagement in global and regional processes relating to GPE and SDG 4</li> </ul>	<ul style="list-style-type: none"> <li>▪ Carried out awareness raising reaching more than 25,000 people on the SDG 4 objectives and the Education 2030 framework through television broadcasts</li> <li>▪ Launched a survey on private schools in Niger in order to gather reliable data to inform advocacy strategies</li> <li>▪ Reviewed the status of school management in crisis situations</li> <li>▪ Built alliances with five local radio stations to facilitate access to information for local communities</li> <li>▪ Conducted debates with affected communities on the crisis of education for displaced children</li> <li>▪ Signed an agreement with the trade unions to facilitate improved relations between education stakeholders</li> </ul>
20	Civil Society Action Coalition on Education for All (CSACEFA) <b>NIGERIA</b>	2000	February 2009	\$95,943	\$114,910	<ul style="list-style-type: none"> <li>▪ Inclusive education</li> <li>▪ Girls Education</li> <li>▪ Coalition governance</li> </ul>	<ul style="list-style-type: none"> <li>▪ International Womens day celebrations held in two states, Kwara and Kaduna, to support women and girls empowerment in the two states</li> <li>▪ Participated in and made civil society submissions on inclusive education to parliamentary forums meetings</li> <li>▪ State chapters conducted public facing activities on issues regarding education financing, quality of education and education for marginalised children</li> <li>▪ Upgraded the coalition's website</li> </ul>
21	Rwanda Education for All Coalition (REFAC) <b>RWANDA</b>	2013	June 2013	\$69,977	\$50,000	<ul style="list-style-type: none"> <li>▪ Inclusive quality education</li> <li>▪ Awareness raising on SDG4, Education 2030 and GPE processes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Carried out awareness raising through public interventions on SDG 4, Education 2030 and GPE processes during the celebration of the Day of the African Child</li> <li>▪ Engaged with different education organizations as potential new coalition members</li> <li>▪ Developed the coalition's plan for securing additional partners and resources</li> </ul>
22	Coalition des Organisations en Synergie pour la Défense de l'Éducation publique (COSYDEP) <b>SENEGAL</b>	2007	October 2009	\$100,000	\$135,876	<ul style="list-style-type: none"> <li>▪ Equity and inclusion</li> <li>▪ Effective civil society engagement in education sector policy dialogue</li> <li>▪ Active public outreach and citizen engagement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engaged with government around taking into account and integrating the Education 2030 agenda (SDG 4) into the national education policy documents</li> <li>▪ Members statigised on how to ensure effective citizen monitoring of education policy implementation and the implementation of SDG 4 at the local level</li> <li>▪ Researched and updated the coalition's database of CSOs and active networks in education in Senegal</li> <li>▪ Launched the coalition alliance process with other civil society platforms to influence the government to implement the SDGs at the national level</li> <li>▪ Researched and documented data on the status of temporary shelter schools</li> <li>▪ Updated statistics and made a documentary review on the situation of children outside of the educational structure</li> <li>▪ Reviewed the functionality of decentralized bodies for managing education and training</li> </ul>
23	Education for All Sierra Leone Coalition (EFA-SL) <b>SIERRA LEONE</b>	1999	July 2009	\$90,000	\$117,494	<ul style="list-style-type: none"> <li>▪ Access to free quality education</li> <li>▪ Education financing</li> <li>▪ Coalition strengthening and governance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Carried out multiple public facing activities on teenage pregnancies and violence against girls in schools</li> <li>▪ Mass campaign around getting teenage mothers back to school</li> <li>▪ Growth of coalition membership, with the successful inclusion of six new members</li> </ul>

24	Somaliland Network of Education For All (SNEFA) <b>SOMALILAND</b>	2008	June 2016	\$49,920 (Via RS support)	\$66,561	<ul style="list-style-type: none"> <li>▪ Free inclusive basic education</li> <li>▪ Coalition capacity strengthening</li> <li>▪ Girls education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formed thematic working groups</li> <li>▪ Actively engaged with different sub-working groups in the sector</li> <li>▪ Participated in government led policy forums and meetings</li> </ul>
25	South Sudan National Education Coalition (SSNEC) <b>SOUTH SUDAN</b>	2015	June 2016	\$50,883 (Via RS support)	\$69,953	<ul style="list-style-type: none"> <li>▪ Support formation and strengthening of Teacher Union in South Sudan</li> <li>▪ Formation of a National Education Coalition (NEC)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consultative meetings held with education stakeholders (CSOs working with or led by people with disabilities, youth, women, children, as well as parents associations, teachers organisations, academia, relevant legal bodies and the media)</li> <li>▪ The National Education Coalition of South Sudan was formed and officially registered</li> <li>▪ A full time National Coordinator was hired and a functional Board of Directors and Secretariat is in place</li> </ul>
26	Swaziland Coalition on Education for All (SWANCEFA) <b>SWAZILAND</b>	2007	June 2016	\$49,991	\$90,895	<ul style="list-style-type: none"> <li>▪ Coalition building</li> <li>▪ Primary education</li> <li>▪ Inclusive education</li> <li>▪ Governance and management</li> <li>▪ Policy on Education Act for Free Primary Education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Developed Strategic Plan for the coalition and recruited a new Programme Officer, and Board meeting held to approve SWANCEFA 2017 plan and budget</li> <li>▪ Held two membership meetings to discuss education policies on free Primary Education and Inclusive Education</li> <li>▪ Carried out public facing activities under GAWA for the first time in Swaziland</li> <li>▪ Conducted a study tour to Uganda to learn about UWEZO's model of conducting research on numeracy and reading skills</li> <li>▪ Drafted ToR for a consultancy to review the policy on the Enactment of the free Primary Education Act of 2010</li> </ul>
27	Tanzania Education Network (TEN/MET) <b>TANZANIA</b>	1999	December 2010	\$93,658	\$124,676	<ul style="list-style-type: none"> <li>▪ Access to quality education</li> <li>▪ Inclusive education</li> <li>▪ Gender equity in education</li> <li>▪ Education financing</li> <li>▪ Accountability in education sector</li> <li>▪ Teaching and learning materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ Carried out capacity building workshops for members in action research, gender-based violence, monitoring and evaluation, financial management and strategic planning</li> <li>▪ Increased representation in the education sector committee (ESDC) from 1 to 6 members</li> <li>▪ Commissioned two budget analysis studies on efficient utilization of taxes to finance education</li> </ul>
28	Coalition Nationale Togolaise pour l'Education Pour Tous (CNT/EPT) <b>TOGO</b>	2009	February 2010	\$90,000	\$105,000	<ul style="list-style-type: none"> <li>▪ Participation in policy dialogue</li> <li>▪ Inclusive quality education</li> <li>▪ Coalition capacity development</li> <li>▪ GPE and SDG4 processes</li> <li>▪ Non-violence in Education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engaged with parliamentarians on education issues relevant to the key focus areas of the coalition, especially around inclusive education, SDG 4 implementation and monitoring effectiveness of GPE processes at national level</li> <li>▪ Engaged in the Sectorial Review of the Education Sector Plan</li> <li>▪ Supported negotiations between Government and the Teachers Union during the national crisis</li> <li>▪ Established Regional Coordination branches in 6 regions</li> <li>▪ Implementation of local education groups in regions</li> </ul>
29	Forum for Education NGOs in Uganda (FENU) <b>UGANDA</b>	2001	July 2016	\$50,000	\$80,051	<ul style="list-style-type: none"> <li>▪ Education financing</li> <li>▪ School governance and leadership</li> <li>▪ Participation in regional and global</li> </ul>	<ul style="list-style-type: none"> <li>▪ The coalition held preparatory meetings with members of parliament around education financing and school governance</li> <li>▪ Actively engagement with the foundation bodies on school governance</li> <li>▪ Participated in various policy forums at national level</li> </ul>

						educational processes and events	
30	Zambia National Education Coalition (ZANEC) <b>ZAMBIA</b>	2001	November 2009	\$115,787	\$125,634	<ul style="list-style-type: none"> <li>Access to quality and inclusive education</li> <li>Education financing</li> <li>Coalition capacity strengthening</li> </ul>	<ul style="list-style-type: none"> <li>Developed a position paper on ECCD and learners with special education needs based on the education sector monitoring that was conducted during 2016, and subsequently submitted the paper to the Provincial Development Coordinating Committee (PDCC) meeting for adoption and possible inclusion in the 2018 Budget</li> <li>Carried out public awareness raising activities on the misuse of funds allocated to the education sector</li> <li>Carried out assessments of potential new member organisations</li> <li>Held board meeting to improve coalition governance and management</li> </ul>
31	Education Coalition of Zimbabwe (ECOZI) <b>ZIMBABWE</b>	2003	February 2010	\$90,000	\$120,418	<ul style="list-style-type: none"> <li>Right to Education</li> <li>Inclusion and equity in Education</li> <li>Participation in the LEG</li> </ul>	<ul style="list-style-type: none"> <li>Coalition made oral and written presentations to the LEG on the following issues; right to basic state funded education, prohibiting corporal punishment, recognition of minority languages in Zimbabwe</li> <li>Member organizations were introduced to the importance of engaging with SDG 4, CESA and Education 2030</li> <li>Addition of more ECOZI members into the Education Committee Group-ECD Thematic Committees</li> <li>Functioning thematic committees and provincial workplans developed</li> </ul>

**Asia and the Pacific Region (13 coalitions directly CSEF-funded in 2017, plus 6 under RS support = 19)**

1	<b>AFGHANISTAN</b> (ANAFAE)	During 2016 – a CSEF allocation was made (\$45,000) to support the country process (including country trips by the Regional Secretariat, but no disbursement was made to the coalition itself. There is no formal coalition established as yet, ANAFAE acts as a trustee on behalf of education CSOs, and all activities are organized by the RS (ASPBAE). Support in 2017 has continued under administration of the RS, and a proposal is expected from the coalition once formalized, in the second half of 2017.					
2	Campaign For Popular Education (CAMPE) <b>BANGLADESH</b>	1990	February 2010	\$145,000	\$163,095	<ul style="list-style-type: none"> <li>Education financing</li> <li>Accountability for SDG 4</li> <li>Quality of education through review of textbooks</li> </ul>	<ul style="list-style-type: none"> <li>Organized three sub-national level consultations on the education budget for more than 170 participants to demand increased allocation for education. Following these consultations, a Memorandum was submitted to the Finance Minister with a copy to the Primary and Mass Education Minister and Education Minister</li> <li>CAMPE used mass media (TV i Channel) to create public debates on the education budget, which encouraged millions of people to air their views and express solidarity on the education demands</li> <li>Global Action Week for Education was observed in 49 districts where more than 6,000 people actively participated on the theme 'Stand up for Education: Time to Deliver', focusing on Accountability for SDG 4 and citizen participation</li> <li>Carried out consultations on the Review of Textbooks for grades 1-5 and drew the attention of policy makers about civil society recommendations in this regard</li> </ul>
3	NGO Education Partnership (NEP-Cambodia) <b>CAMBODIA</b>	2002	September 2009	\$103,761	\$101,261	<ul style="list-style-type: none"> <li>Capacity building on GPE / LEG processes</li> <li>Increase the national education budget</li> <li>Improve teacher salaries</li> </ul>	<ul style="list-style-type: none"> <li>The coalition successfully lobbied for and contributed to a government decision to increase the national education budget and commit to further increases. Particular activities contributing this result were as follows:</li> <li>NEP utilised GAWE, drawing on the coalition's education budget analysis, to raise public awareness and support for the campaign</li> <li>NEP mobilised an education budget working group to undertake budget research to provide increased evidence to support the demand for further budget increases</li> <li>NEP lobbied and secured the agreement of the Minister for MOES to increase teacher salaries in two stages in 2017</li> </ul>

4	National Coalition for Education, India (NCE-India) <b>INDIA</b>	2001	October 2009	\$147,869	\$147,451	<ul style="list-style-type: none"> <li>Civil society inclusion in education sector processes</li> <li>Awareness on SDG 4 and Education 2030</li> <li>RTE implementation and the status of the girl child</li> </ul>	<ul style="list-style-type: none"> <li>Carried out consultations with CSOs, academics and the Teachers Union on the SDG 4 charter. Subsequently, a position paper around SDG 4 implementation was shared with government and other stakeholders</li> <li>The coalition participated in the civil society consultation on the shadow report preparation for the VNR, which was later published by the Wada Na Todo Abhiyan (WNTA) forum.</li> <li>In collaboration with partners, the coalition conducted meetings at the community level in three states to gather a better understanding of realities in schools at the grassroots level in the framework of the girl child and the right to education</li> </ul>
5	NEW Indonesia <b>INDONESIA</b>	2010	October 2010	\$103,393	\$104,471	<ul style="list-style-type: none"> <li>Advocacy on free, inclusive and quality 12 years of basic education</li> <li>National and local budget advocacy</li> <li>Child protection and access to education of people with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>NEW Indonesia conducted public campaigns on the impact of national exams on the continuation of basic education, especially for marginalised students. As a result, the Ministry of Education has agreed not to make national exams the only factor to determine whether a student graduates or not</li> <li>The coalition campaigned to ensure that marginalised students are in school, reiterating the "at least 20% quota", as stated in the MOE regulations. The government subsequently officially affirmed the 20% per school policy to give space to marginalized people and vulnerable groups in the registration period, through signing the MOE and Ministry of Culture regulation No. 17 of 2017</li> <li>To address violence in schools NEW Indonesia, together with a broad network of CSOs and the Ministry of Women Empowerment and Child Protection, campaigned for Child-Friendly Schools and the Ministry of Women Empowerment later released guidelines for implementing child-friendly schools</li> </ul>
6	Education Coalition in Kyrgyzstan (ECK) <b>KYRGYZSTAN</b>	2015	September 2016	\$29,365	\$39,148	<ul style="list-style-type: none"> <li>Strengthening the coalition</li> <li>Members' capacity building on SDG 4</li> </ul>	<ul style="list-style-type: none"> <li>The coalition formed a working group from the members with prior experience of budget analysis and the group is carrying out a budget analysis process, the outcomes of which will be shared through a national forum in the second half of 2017</li> <li>The coalition became a member of the working group on the SDG 4 indicators development formed by the National Government</li> </ul>
7	"All for Education!" National Civil Society Coalition (AFE Mongolia) <b>MONGOLIA</b>	2010	October 2010	\$119,984	\$148,870	<ul style="list-style-type: none"> <li>Inclusive and equitable education for all</li> <li>Education budget and financing</li> <li>Civil society participation in education</li> <li>Coalition Strengthening</li> </ul>	<ul style="list-style-type: none"> <li>The coalition submitted recommendations and presented on key policies around the role and participation of civil society in SDG 4 implementation, financing and indicator development; education policy development; Bilingual Education; education budgets, and; transparency and corruption</li> <li>The coalition actively participated in regional events</li> <li>Strong links with members and constituencies maintained</li> <li>New working groups on key education concerns</li> </ul>
8	National Network for Education Reform (NNER) <b>MYANMAR</b>	2012	April 2016	\$44,777	\$44,777	<ul style="list-style-type: none"> <li>Public awareness-raising on SDG4,</li> <li>Equity and inclusion</li> <li>Education financing</li> </ul>	<ul style="list-style-type: none"> <li>Localised SDG 4/Education 2030 advocacy by translating the key agenda documents into the local language and sharing them widely with the public and education stakeholders</li> <li>Produced an analysis paper, both in Burmese and English, on the National Education Strategic Plan (2016-2021) of Myanmar which was submitted to Ministry of Education (MoE)</li> </ul>

						<ul style="list-style-type: none"> <li>Building local CSO capacity for policy advocacy and inclusion in consultative policy forums/mechanisms</li> <li>Strengthening the institutional processes of the coalition</li> </ul>	<ul style="list-style-type: none"> <li>officials, Parliament, GPE focal person in the MoE, education stakeholders in Myanmar, and shared with NNER CSEF partners such as GCE and ASPBAE</li> <li>Conducted public awareness raising initiatives on the Myanmar National Education Sector Plan (NESP) and how civil society in Myanmar can engage in this process</li> <li>Five education policy advocacy workshops focusing on SDG 4, the right to education, and the right of indigenous and ethnic minority sectors in education, were conducted with local member organizations in three States and one Division</li> <li>Maintained high media visibility from the national to the local levels</li> </ul>
9	National Campaign for Education Nepal (NCE-Nepal) <b>NEPAL</b>	2003	October 2009	\$85,306	\$89,395	<ul style="list-style-type: none"> <li>Ensuring the right to education</li> <li>Education governance transitioning in the federal system</li> <li>Ensuring CSO participation in education dialogue</li> <li>Education accountability post disaster and education resilience</li> </ul>	<ul style="list-style-type: none"> <li>NCE-Nepal used the elections as a platform for advocating education. This influenced educational issues such as financing, quality, equity and inclusion, curriculum and teachers' management being incorporated into the major political parties' election manifestos</li> <li>Post-election, NCE-Nepal conducted capacity development events with the local government officials on education issues such as education management, tax generation, teacher management and student issues</li> <li>The coalition published research to inform the newly elected local representatives on transitioning education in the federal structure, including the provisions of the Constitution and experiences of education management in other federal countries across the globe</li> <li>The coalition actively participated in government-organised Budget Review Meetings and field visits on the budget review</li> <li>The coalition conducted community level campaigns on GAWE: Stand up to Deliver in more than 19 districts and a mobilised a mass demonstration in Kathmandu</li> </ul>
10	Pakistan Coalition for Education <b>PAKISTAN</b>	2005	July 2009	\$123,533	\$123,533	<ul style="list-style-type: none"> <li>Education budget and financing</li> <li>SDG 4 implementation</li> <li>Coalition's active participation in education policy processes</li> </ul>	<ul style="list-style-type: none"> <li>Broader reach with stakeholders with successful holding of consultations on Education Financing 14 different districts of Pakistan</li> <li>Good mobilization capacity in GAWE with substantial information disseminated, various IEC materials and Score Cards</li> <li>Breakthroughs in forging links and cooperative relations with legislators and other key government officials on issues related to education budgeting, inclusiveness, and improving the access to quality education</li> <li>Unity with stakeholders forged with adoption and submission of "Charter of Demands" based on the discussions in the consultative meeting</li> <li>Contribution to GPE and active participation in international events</li> </ul>
11	Papua New Guinea Education Advocacy Network (PEAN) <b>PAPUA NEW GUINEA</b>	2003	July 2009	\$102,738	N/A	<p><u>2016 focus areas:</u></p> <ul style="list-style-type: none"> <li>Fee free school tuition</li> <li>National education budget</li> <li>Budget for youth and adult literacy</li> </ul>	<ul style="list-style-type: none"> <li>PEAN's capacities diminished in the reporting period and PEAN has not been able to submit a 2017 proposal of sufficient completeness for consideration for CSEF-funding in 2017. The coalition's capacity issues were discussed with the CSEF Global Secretariat and there was agreement that PEAN would not submit a Bi-Annual report given that no funding or approved proposal was secured by the coalition so far for 2017, and details of the capacity issues would instead be provided in the RS report. However, the coalition will submit an annual report if it manages to have approved a revised and suitable 2017 proposal for the remaining months of 2017.</li> <li>The RS is visiting PNG in August to help revitalise PEAN and bring about better governance, coordination and transparency</li> </ul>

12	Civil Society Network for Education Reforms (CSNER) <b>PHILIPPINES</b>	2000	March 2016	\$40,000	\$50,000	<ul style="list-style-type: none"> <li>▪ Marginalized, excluded, and vulnerable groups education</li> <li>▪ Alternative Learning System (ALS) and Lifelong Learning</li> <li>▪ Education budget financing</li> <li>▪ Environmental education</li> <li>▪ DRR in education</li> <li>▪ Strengthened teacher organizations</li> <li>▪ CSO participation</li> </ul>	<ul style="list-style-type: none"> <li>▪ The coalition saw an increase in membership, especially those leading and campaigning for education for the marginalized</li> <li>▪ Increased public and stakeholders' awareness on and participation in SDG 4 and Education 2030 Framework for Action through conducting public forums and exhibitions</li> <li>▪ Broadened and strengthened the constituency and working group for Education for Sustainable Development and Lifelong Learning</li> <li>▪ Used participatory action research to strengthen the coalition's advocacy on the ALS program for out of school youth and LLL, which resulted in increased recognition of ENet as a key actor in the enhanced ALS program</li> <li>▪ Developed local engagement plans with government agencies on environmental education and Disaster Risk Reduction (DRR) in education</li> </ul>
13	Samoa Education Network (SEN) <b>SAMOA</b>	Emerging coalition, support during 2016 and first half of 2017 has been directly administered under the RS					
14	Coalition for Education Solomon Islands <b>SOLOMON ISLANDS</b>	2004	September 2009	\$100,175	N/A	<ul style="list-style-type: none"> <li>▪ Increase in the national education budget</li> <li>▪ Increase in budget youth and adult literacy</li> <li>▪ Fee-free basic education</li> </ul>	<ul style="list-style-type: none"> <li>▪ COESI's capacities diminished in the reporting period and COESI has not been able to submit a 2017 proposal of sufficient completeness for consideration for CSEF-funding in 2017</li> <li>▪ The coalition's capacity issues were discussed with the CSEF Global Secretariat and there was agreement that COESI would not submit a Bi-Annual report given that no funding or approved proposal was secured by the coalition so far for 2017, and details of the capacity issues would instead be provided in the RS report. However, the coalition will submit an annual report if it manages to have approved a revised and suitable 2017 proposal for the remaining months of 2017.</li> <li>▪ The RS staff visited Solomon Islands in June (and again in August) to help revitalise COESI and bring about better governance, coordination and transparency</li> </ul>
15	Coalition of Educational Development (CED) <b>SRI LANKA</b>	2004	November 2009	\$78,286	\$82,265	<ul style="list-style-type: none"> <li>▪ Realignment of the education sector plans to SDG 4</li> <li>▪ Rights-based approach to education</li> <li>▪ Privatisation of education</li> </ul>	<ul style="list-style-type: none"> <li>▪ CED conducted a series of consultations on drafting the national action plan on SDG 4, the main output of which is a CSO proposal on a national action plan for education</li> <li>▪ The coalition was actively involved in meetings on planning the implementation of the SDGs which were organised by the Ministry of Sustainable Development and Wildlife, the body tasked to guide and monitor the progress of SDGs in Sri Lanka</li> <li>▪ CED conducted a study on provincial policies on education to identify whether the existing policies and procedures are supportive of achieving SDGs at the national level. The study was done in order to inform strengthening the capacity of the coalition's member organizations to participate in educational policy reforms effectively</li> <li>▪ The coalition conducted a training and awareness programme on Rights-based Education which was partly aimed at harnessing the coalition's engagements with the major union leaders of the education sector</li> <li>▪ CED conducted an awareness raising programme on education privatization for District Coordinators with the main objectives of focusing attention on the growing emergence of</li> </ul>



							private sector education institutions and motivating members to work towards protecting free public education
16	Alliance of CSOs for Education in Tajikistan <b>TAJIKISTAN</b>	Emerging coalition, support during 2016 and first half of 2017 has been directly administered under the RS (with a budget allocation for regional support to the coalition of \$38,000)					
17	Timor-Leste Coalition for Education <b>TIMOR-LESTE</b>	2009	July 2010	\$78,364	\$86,345	<ul style="list-style-type: none"> <li>Public awareness-raising and engagement with the government on SDG4</li> <li>Equity and inclusion</li> <li>Education financing</li> <li>Strengthening the coalition's governance</li> </ul>	<ul style="list-style-type: none"> <li>Engaged in and provided multiple inputs to the third National Congress on Education that was held on 15-17 May 2017 in Dili by the Ministry of Education and which was attended by education partners and stakeholders</li> <li>Actively participated in the LEG meetings and Informal Education Development Partners Meeting by voicing civil society perspectives on key education issues including around international commitments to education in Timor-Leste</li> <li>Participated in and supported the development of the final Declaration of the 8th Collective Consultation of NGO held in Siem Reap, Cambodia on May 2, 2017</li> <li>Organised a TV Talk Show to put pressure on the government to reach out to the marginalized sectors (girls, poor rural women, out-of-school youth, and people with disabilities). The talk show included a representative from the Ministry of Education and CSO representatives</li> <li>Engaged media and participated in media programs to raise education issues especially on inclusive education, improving the quality of Technical-Vocational Schools, teachers training, the need to increase the education budget, and to improve access to quality education in Timor-Leste</li> </ul>
18	Vanuatu Education Policy Advocacy Coalition (VEPAC) <b>VANUATU</b>	2009	May 2010	\$105,000	\$0.00	<ul style="list-style-type: none"> <li>Formation of new coalition</li> </ul>	<ul style="list-style-type: none"> <li>VEPAC's funds were suspended in 2016 due to poor governance, coordination and financial mismanagement. ASPBAE undertook measures including appointing a new Pacific CSA Advisor, Peter King, who started work on April 18<sup>th</sup> 2017 and accompanied the CSEF Regional Coordinator on an induction and capacity building visit to Vanuatu.</li> <li>During a subsequent visit in June and capacity building meetings with stakeholders, a group of the main education CSOs in Vanuatu committed to the formation of a new coalition, drafting a constitution and planning for its first General Meeting</li> <li>Oxfam Vanuatu has joined the new coalition, and their Governance and Leadership Coordinator will be the liaison person for the coalition</li> </ul>
19	Vietnam Association for Education for All (VAEFA) <b>VIETNAM</b>	2010	March 2010	\$105,912	\$105,912	<ul style="list-style-type: none"> <li>Equity and inclusion</li> <li>Quality of non-formal education</li> <li>Increasing CSO understanding and participation in advocacy work</li> <li>Education reform and SDG4/ Education 2030 implementation processes in Vietnam</li> </ul>	<ul style="list-style-type: none"> <li>VAEFA made a significant contribution to the finalization of the SDG 4 Plan of Action which was approved by the Minister of Education on 26 June 2017</li> <li>Shared multiple and frequent updates with the MOET on the global SDG 4 processes including the indicator discussions at the global level</li> <li>Submitted a list of 12 recommendations for the New Popular Education Program draft by government to the Deputy Prime Minister, the Drafting Committee, and the Minister of Education and Training (MOET)</li> <li>Participated in the 8th Global Meeting of the Collective Consultation of NGOs on Education for all (CCNGO) on 8 and 9 May 2017 in Siem Reap, Cambodia</li> <li>Amplified its advocacy messaging to support the education of deaf people in Vietnam during GAWE</li> <li>Established and strengthened relationship/linkages with two potential donors: The Hanoi International Women's Club (HIWC) and the Right Hand</li> </ul>

**Latin America and the Caribbean region (5 coalitions directly CSEF-funded in 2017)**

1	Campana Boliviana por el Derecho a la Educación (CBDE) <b>BOLIVIA</b>	2000	September 2009	\$109,800	\$109,800	<ul style="list-style-type: none"> <li>▪ SDG 4 implementation</li> <li>▪ Education financing</li> <li>▪ Quality of education</li> <li>▪ Education, sexual diversity and gender equity</li> <li>▪ Inclusion in educational policies</li> <li>▪ Institutional strengthening</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow-up to the implementation of SDG 4 through dialogue with students, teachers, people with disabilities and government authorities</li> <li>▪ Proposals for development of national indicators of the Education 2030 Agenda presented during GAWÉ</li> <li>▪ Strengthened coalition branch structure in the regions of Cochabama, Oruro, Tarija and Sucre, where GAWÉ activities were implemented</li> <li>▪ Supported construction of the political agenda of the TLGB Bolivia Collective, expanding spaces for discussion in education on gender and sexual diversity, as well as expanding the space for children to be protagonists of their demands for the right to education</li> <li>▪ CBDE held a Board meeting that evaluated the coalition's work carried out in 2016 and followed up on the revision of its Strategic Plan</li> </ul>
2	Foro Socio-Educativo <b>DOMINICAN REPUBLIC</b>	2000	December 2010	\$109,800	\$109,800	<ul style="list-style-type: none"> <li>▪ Education financing</li> <li>▪ Educational policies development and implementation</li> <li>▪ Institutional strengthening</li> </ul>	<ul style="list-style-type: none"> <li>▪ Preparation, publication and dissemination of bulletin 16 "Characteristics of the indicators on educational outcomes and monitoring of MINERD's budget implementation" and Bulletin 17 "SDG 4 in the Dominican Republic" to promote measures aimed at improving educational policies and promote compliance with the country's commitments to education spending</li> <li>▪ Various public activities were carried with the participation of students and officials including workshops to conduct training on the application of the Guide for Social Watch of Educational Policies for members of parents' associations, mothers, tutors and friends of six schools in Santiago</li> <li>▪ Various local and national campaigns were designed and carried out during GAWÉ, as well as elections of organizations representing the Forum in the Dominican Initiative for Quality Education (IDEC) and formalizing their participation in official educational policy fora</li> <li>▪ Promotional public-facing activities to strengthen the framework of continuous training for teachers, based on the findings of a previously conducted study. Issues promoted included practical induction of new teachers to guarantee the quality of teaching approaches in the school context</li> <li>▪ Promoted the adoption of the draft bill that mandates the national sub-system to regulate the operations of the Instituto Nacional de Atención Integral a la Primera Infancia (INAIFI)</li> </ul>
3	Regroupement Education pour Toutes et Tous (REPT) <b>HAITI</b>	2003	2010	\$106,800	\$109,800	<ul style="list-style-type: none"> <li>▪ Education financing</li> <li>▪ Privatisation of education</li> <li>▪ Education in emergencies</li> <li>▪ Civil society participation in education policies</li> <li>▪ Institutional strengthening</li> </ul>	<ul style="list-style-type: none"> <li>▪ Following permanent pressure throughout the period by REPT and other education actors, the law on school fees by the President of the Republic was finally published after 7 years and 4 months of being voted in by Parliament</li> <li>▪ Multiple awareness raising activities carried out with citizens and authorities on the importance of the right to education during GAWÉ, including meetings with government officials to discuss the law on school fees and other normative frameworks, especially the SDGs</li> <li>▪ The coalition identified potential new allies in parts of the country not previously reached</li> </ul>
4	Foro Dakar – Honduras <b>HONDURAS</b>	2001	July 2013	\$109,800	\$109,800	<ul style="list-style-type: none"> <li>▪ Implementation of SDG 4</li> <li>▪ National, regional and international coordination on the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Visit of the UN special rapporteur on the Right to Education, Koumbou Boly Barry, and GCE and CLADE President Camilla Croso, who were invited by the coalition to support sensitizing the public and policy-makers on the importance of guaranteeing the right to education in the framework of human rights</li> </ul>

						<ul style="list-style-type: none"> <li>human right to education</li> <li>Strengthening capacities of the coalition</li> </ul>	<ul style="list-style-type: none"> <li>Activities with young students focused on the implementation of SDG 4 were carried out within the framework of GAWE</li> <li>A forum was set up with civil society, parliamentarians, education sector officials and an official of the High Commission for Human Rights to address citizen participation in education and financing public education</li> <li>In collaboration with schools, conducted an analysis of the educational context in terms of quality, inclusion and equity</li> <li>Participated in the 8th Meeting of the Collective Consultation of NGOs on Education for All, organized by UNESCO</li> <li>Made a submission to the Local Education Group about the increase in privatization of education, which was supported by teachers, students, people with disabilities and other representatives of civil society</li> </ul>
5	Foro de Educación y Desarrollo Humano de la Iniciativa por Nicaragua <b>NICARAGUA</b>	1996	November 2009	\$109,800	\$109,800	<ul style="list-style-type: none"> <li>SDG 4 and Education 2030 Agenda</li> <li>Public policies with social participation</li> <li>Institutional strengthening</li> </ul>	<ul style="list-style-type: none"> <li>Concluded action research on new educational policies to position the SDG 4 in the public agenda</li> <li>Collaborative discussions with educational community and other organizations resulted in a participatory diagnosis and intervention plan on violence in schools</li> <li>GAWE activities focused on SDG 4, making a "wake-up call" to the State so that the country has a National Education Plan and a strategic plan developed with contributions from civil society and the wider public</li> <li>Increased membership and the election of a new board of directors, as well as participation in international events such as the 8th Meeting of the Collective Consultation of NGOs on Education for All, and Regional Planning Workshops</li> </ul>

**Middle East and Eastern Europe Region (7 coalitions directly CSEF-funded in 2017)**

1	Albanian Coalition for Child Education <b>ALBANIA</b>	2004	December 2012	\$75,200	\$97,726	<ul style="list-style-type: none"> <li>Civil society and teachers' union engagement in education policies</li> <li>Children and parents' participation in school governance</li> <li>Violence in schools</li> </ul>	<ul style="list-style-type: none"> <li>ACCE carried out GAWE launching activities targeting key and influential decision makers to highlight issues of education financing and child rights</li> <li>Established a child and youth advocacy group on education issues and held 12 consultative meetings with children and youth in 12 regions. The group drafted a Manifesto "6% to education" which was presented to influence members of political parties</li> <li>The coalition participated in a number of technical national and global events on the implementation of SDG 4</li> <li>ACCE held several meetings to raise awareness with parents and children to increase their participation and engagement in school governance and decision-making processes</li> <li>Developed agreement with ACCE partner organizations to develop the right to education index</li> <li>The coalition began to work on an evidence-informed mechanism for preventing and reporting violence in educational institutions</li> <li>A set of recommendations were submitted in a parliamentary hearing session organised in the framework of the new law on "Child Right and Protection in the Republic of Albania"</li> </ul>
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2	Georgian Coalition for Education for All <b>GEORGIA</b>	2013	March 2014	\$90,000	\$102,266	<ul style="list-style-type: none"> <li>▪ Access to quality education</li> <li>▪ Education policy and budget</li> <li>▪ Engagement of parents</li> <li>▪ Teacher's professional development</li> <li>▪ Non-formal education</li> <li>▪ Media engagement</li> <li>▪ Promote awareness about SDG 4</li> </ul>	<ul style="list-style-type: none"> <li>▪ Conducted research on parental involvement in general education where a number of good practice examples of parental involvement were identified during the research</li> <li>▪ Four member associations received grants through the government small grants program and all successfully implemented their projects</li> <li>▪ Mobilized the media to draw attention to SDG 4 and the right to education with one article published and a number of dialogues held on radio</li> <li>▪ Approached key stakeholders who are working on SDG 4 to explore opportunities for collaboration, such as the government bodies, international donor organizations operating in Georgia, and national CSOs</li> </ul>
3	Alianta ONG-urilor active în domeniul Protecției Sociale a Copilului și Familiei <b>MOLDOVA</b>	2002	January 2014	\$77,923	\$78,034	<ul style="list-style-type: none"> <li>▪ Engagement of local civil society in public policy planning</li> <li>▪ Human Rights based reform</li> <li>▪ Education budget</li> <li>▪ Inclusive education</li> </ul>	<ul style="list-style-type: none"> <li>▪ APSCF secretariat members attended a meeting with the Minister of Education and presented their CSEF 3 proposal and plans</li> <li>▪ The coalition actively monitored new Government policies initiatives and new Parliamentary initiatives, and sent emails to EFA Group members about 10 new initiatives and published the list of National Council for Participation (CNP)</li> <li>▪ Multiple suggestions were submitted through the National Council for Participation to the Government and Parliament on the Draft Law of Government Reform, and 20% of the coalition's suggestions were considered</li> <li>▪ The Alternative Report on the Child Rights Convention in English was translated into Romanian and is available for viewing and downloading on the APSCF website</li> </ul>
4	Palestinian National Coalition for Education for All (PNCEFA) <b>PALESTINE</b>	2007	June 2016	\$50,000	\$90,000	<ul style="list-style-type: none"> <li>▪ Engagement of local Civil Society in education policy planning</li> <li>▪ Inclusive and quality education</li> <li>▪ Educational reform</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engaged in educational policies planning related to SDG 4 with the National Committee for Education for All's education clusters</li> <li>▪ PNCEFA was involved in discussing the draft of the Strategic Plan for the Education Sector (SPES) 2017-2022. The coalition submitted its written recommendations and feedback on the SPES to the Ministry of Education for its consideration</li> <li>▪ PNCEFA also analyzed the Ministry of Education's budget to measure the degree of responsiveness of the education budget efficiency and reasonableness to apply the SPES and to implement SDG 4 in Palestine</li> <li>▪ In the framework of GAWE, the coalition focused its public facing initiatives on promoting accountability for achieving SDG 4 and citizen participation to ensure the implementation of the Education 2030 Agenda</li> <li>▪ PNCEFA participated in a number of national and global debates and events on the implementation of SDG 4</li> </ul>
5	Education for All Somalia <b>SOMALIA</b>	2006	January 2012	\$90,000	\$95,155	<ul style="list-style-type: none"> <li>▪ CSO Engagement in education policy</li> <li>▪ Collaboration among civil society, regional/district education</li> <li>▪ National and regional level Consultations on GPE processes / SDG 4</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engaged in all the meetings organized through the LEG, such as the Education Sector Coordination meeting; Thematic working group meetings; a Gender Education meeting; a validation meeting for ESA/ESS; and Monthly Banadir Regional Education Cluster Meetings</li> <li>▪ Carried out a number of public-facing activities during Global Action Week for Education</li> <li>▪ A girls' education forum was conducted in Puntland state of Somalia on 24-25 May 2017</li> </ul>

6	Sudanese Coalition for Education for All <b>SUDAN</b>	2003	December 2011	\$90,000	\$90,000	<ul style="list-style-type: none"> <li>▪ Spending on basic education</li> <li>▪ Quality education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engaged with official authorities to implement civil society recommendations for increasing the share of the budget to education. A decision was made during a coordination meeting of the Ministers of Education in the states to allocate 2% of its budget in support of the promotion of the school environment</li> <li>▪ Within the framework of the Global Action Week for Education, the coalition implemented “A national workshop on investment in education” to support achieving SDG 4. The workshop involved the media, community members and education stakeholders</li> <li>▪ The coalition carried out advocacy for Education 2030 / SDG 4 implementation during international days of action, such as during the World Down Syndrome Day in March.</li> </ul>
7	Yemени Coalition for Education for All <b>YEMEN (REPUBLIC OF)</b>	2012	January 2012	\$88,382	\$90,000	<ul style="list-style-type: none"> <li>▪ Education in Emergencies</li> <li>▪ School enrolment and retention</li> <li>▪ SDG 4 and GPE processes</li> <li>▪ CSOs engagement in the education sector</li> </ul>	<ul style="list-style-type: none"> <li>▪ The coalition participated in LEG and education cluster meetings as well as relevant groups and working committees led by the government, as well as sectoral dialogue processes and parliamentary committees</li> <li>▪ YCEA initiated a campaign to demand the inclusion of education among the priorities of the humanitarian response plan and met with international organizations to make this demand heard</li> <li>▪ An assessment was carried out by a team of coalition members in the provinces of Sana'a and Hodeida to see the reality of education in the affected areas and to better understand priority needs</li> <li>▪ The coalition launched a national media awareness campaign "Back to School" that emphasizes the right of children to education in two areas in Yemen affected by war and armed conflict</li> </ul>