

Section 4, Annex A

Call-down Contract

Terms of Reference

Evaluation Services Provider for the Pakistan Education Innovation Fund Phase II

General Background

1. The Department for International Development, Pakistan is seeking to appoint an Evaluation Services Provider (ESP) to carry out independent evaluations of grant projects and innovation support financed through the Pakistan Education Innovation Fund Phase II and managed by a separate Fund Manager (FM).
2. Pakistan faces an education emergency, with 12 million children out of school and few of the rest learning enough to contribute fully to poverty reduction and prosperity. Given the challenges, Pakistan needs pioneering ideas which deliver better quality education at lower cost and solutions that allow parents and citizens to demand better quality from providers.
3. Helping tackle this emergency is a top priority for the UK. In 2010, Pakistan passed Article 25a into the Pakistan Constitution – enshrining a commitment to free and compulsory education for 5-16 year olds. However, results will take time to deliver. There is a strong case for working with new partners from the private and not-for-profit sectors to provide urgent solutions to the needs of out-of-school children and those in school who are failing to learn. It is also important to increase incentives for the reform of public schools by empowering parents and citizens with information, advice and guidance so that they can hold providers to account for the provision of better quality education.

Description of the Education Innovation Fund

Purpose of Ilm Ideas 2

4. Ilm Ideas 2 is an Education Innovation fund designed as a successor to the current Ilm Ideas¹ programme. The Education Innovation Fund will make up to £20m available from 2014-2018. By the end of the programme, the Innovation Fund is expected to benefit up to 300,000 children directly. Indirect beneficiaries will include

¹ Ilm Ideas (learning ideas) is the overarching brand name for two separate DFID education programmes: the Innovation Fund and the Voice and Accountability Fund. Both have been operational since 2011 and are due to close in May 2015.

children benefitting from the adoption of new solutions by government and/or the private sector.

5. The programme's objectives, as stated in the business case, are to:
 - identify and support the development, testing, and implementation of education innovations, scaling-up those with evidence of successful results;
 - promote a whole Pakistan focus on innovation, evidence, cost-effectiveness and lesson learning through stakeholder networks;
 - encourage collaboration between donors, foundations and the investment community to co-invest in innovations that can generate impact and commercial returns.
6. In practice this means sourcing, generating and testing innovative solutions to supply and demand challenges in education that can be adapted and diffused across geographical boundaries and bring to the Pakistan market a well evaluated portfolio of innovations that have the potential to deliver cost-effective and transformational results at scale.
7. Although there are similarities between Ilm Ideas 1 and 2, Ilm Ideas 2 fundamentally differs from Ilm Ideas 1 in its emphasis to generate, identify, support, evaluate and take solutions to scale. By its conclusion, Ilm Ideas 2 aims to build a sustainable level of innovation capability by developing a cadre of Pakistani change agents experienced in testing and taking to scale innovative solutions.
8. Ilm Ideas 2 is also set up to operate across the whole innovation process from identifying ideas for specific problems to testing monitoring and evaluation through to scale up, wider adaptation and diffusion (see figure 1 below).

Expected results

Detailed below is the expected outcome and impact of this programme. The full results framework is annexed to this document.

Impact	To generate evidence-based solutions which take to scale and diffuse cost effective ways to improve the supply and demand for quality education
Outcomes	<ul style="list-style-type: none">▪ Identify and support the development, rigorous testing and implementation of supply and demand side innovations that deliver more educational impact, with fewer resources, and to scale those with evidence of successful results at lower cost▪ Promote a whole Pakistan focus on supply and demand side innovations in education, evidence, cost effectiveness and lesson learning

	<ul style="list-style-type: none"> ▪ Create a platform to co-invest and collaborate with other investors. ▪ Encourage the widespread adoption and diffusion of solutions to end Pakistan's education emergency
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How the programme will operate

9. DFID expects the programme to operate nationally, across all of Pakistan's provinces and areas, although delivery in year one will be confined to three provinces: Khyber Pakhtunkhwa, Punjab and Sindh. Recipients could include non-governmental organisations, social enterprises and for-profit private companies.
10. As set out in figure 1 below, grant financing could range from £30,000 and up to a maximum of up to £5m, depending on the nature of the idea, how developed it is, and the timeframe for implementation, which could range from 6 months up to four years.
11. Grants will be made to recipients for activities designed to transform education and in particular, with a focus on improving learning outcomes of children aged between 5-16 years of age. Grant financing and technical assistance through targeted coaching and mentoring will be aligned to five main stages of education innovation illustrated below:

Figure 1: Stages of education innovation

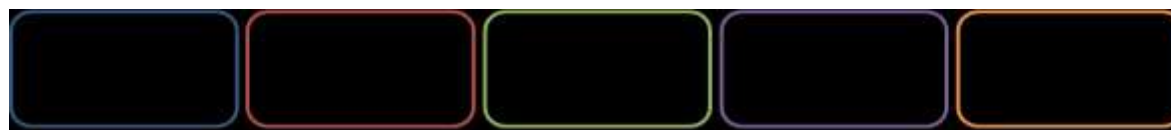


Figure 2: Indicative funding thresholds for individual grants

Category	Innovation stages 1-3	Innovation stage 4	Innovation stage 5
Funding (indicative)	Small investment up to £100,000	Medium Investment up to £1m	Large investment up to £5m
Aim	<ul style="list-style-type: none"> • Demonstrate there is a problem through research and evidence • Evaluation of an existing innovation to produce evidence on whether it works • Develop a high potential concept 	<ul style="list-style-type: none"> • Develop and prove the concept • Establish how to go to scale projects that have shown promise at a smaller scale where an approach to how to scale these is tested 	<ul style="list-style-type: none"> • Scale-up across Tehsil, District, Province and/or country wide • Co-financing adoption by government and/or the private sector
Duration	3-12 months	12-24 months	12-48 months

Purpose and objectives of the IIm Ideas 2 evaluation

12. The purpose of the evaluation is to independently evaluate the results and impact achieved by the Education Innovation Fund. This will require a flexible and varied approach as the detail of projects to be funded is not yet known.
13. The evaluation would focus in the following areas:
- a. Overall implementation and performance at the programme level
 - Overall performance of the programme, including an evaluation of impact, conditions of success, replicability and sustainability models;
 - The extent to which overall management and implementation support provided by the FM of the programme enables the achievement of results;
 - an assessment of value for money of DFID Pakistan's investment;
 - continued assessment of the programme against its theory of change and results framework.
 - b. Project level monitoring and evaluation
 - Assess, evaluate and independently verify the performance, results and effects of individual projects. This should be proportionate to the size and scale of the programme.
 - c. Legacy and sustainability
 - Provide evidence and criteria for pilot projects to be taken to scale, and to enable robust decision making by key stakeholders in the public and private sectors around the adoption of solutions that work to improve the quality of education in Pakistan;
 - In-depth assessment of the factors affecting success, take up or failure of projects;
 - Assess the sustainability, effectiveness, additionality and demonstration effect of innovation implementation support provided by the Fund manager (FM), in particular, of approaches to coaching and mentoring to improve the delivery of pilots and brokerage designed to increase likelihood of innovation adoption by governments and the private sector where relevant;
 - Build the national and global evidence base on effective education innovations.
14. The evaluation should clearly identify the impacts of the recipients' interventions (positive and negative, intended and unintended) on various stakeholders involved (children, providers, parents, politicians), particularly what has visibly changed and been embedded as a result of an intervention. This will include understanding the conditions for success, value for money of activities based on an assessment of economy, efficiency, equity and effectiveness of interventions. The Evaluation Service provider (ESP) should also consider how they would support grantees that wished to and were capable of undertaking their own evaluations of impact, providing objectivity, oversight and quality assurance at entry and exit.

15. A table separating out respective roles of the Fund Manager and Evaluation Service Provider is annexed

Scope

16. The scope of the evaluation includes all planned Education Innovation Fund pilots, scale-ups, innovation implementation support and brokerage support. As described above, the evaluation plan and approaches need to remain flexible to be tailored to the types of education innovation grants awarded. Broad evaluation questions will be finalised with DFID Pakistan and the Ilm Ideas 2 FM during an inception phase and are likely to include the following:
- a. **Relevance:** the relevance of the interventions made relative to the needs of the target groups. Evaluation questions include:
 - How relevant are the interventions to the education development priorities and scale of challenges at national, provincial and local levels?
 - How relevant are the interventions that have been made to the achievement of the programme's intended outcomes and impact?
 - Are the outcome areas relevant to the target group? In particular, do consumers (children, parents, providers, politicians) want to use the innovation? What have been consumers' experiences of using the innovation?
 - b. **Impact/effectiveness:** the impact of the programme should be considered and where possible, impacts identified. Evaluation questions include:
 - What were the outcomes and (where possible) the impacts of the different interventions as regards different participants, for example, for girls versus boys, for children versus teachers, for teachers versus head teachers and school administrators at the district and/or provincial levels?
 - Has anybody been harmed? Were there any unintended outcomes and impacts?
 - What has been the outcome and (where possible) impact of the interaction between the different interventions?
 - c. **Value for money:** the cost of the programme and benefits to children should be a key focus of evaluation of interventions and where possible, of technical assistance and brokerage provided by the FM:
 - Have the programme and its component projects delivered good value for money? This should consider an appropriate mix of cost utility analysis, cost benefit analysis, social return on investment, rank correlation of cost versus impact and basic efficiency resource analysis. The focus should allow for a clear description of value for money based on inputs and outcomes, in particular those associated with access to education and improvements in learning outcomes.

- What was the efficiency and economy with which the inputs were used to deliver outputs? This should include an evaluation of the efficiency and value for money of the delivery structure involving the recipient.
- d. **Sustainability:** the sustainability and replicability of the changes achieved need to be considered. Evaluation questions include:
- What evidence is there of any systemic change that has been initiated by the intervention?
 - How well has success and sustainability been factored into project and programme implementation from the beginning. How has this affected the likelihood of success?
 - What factors are expected to influence the continuation of intervention benefits after the end of this funding phase? How does this differ for adoption by state or non-state organisations?
 - Are there any cases in which the intervention/pilot could be scaled-up with additional investment by the FM?
 - Is sustainability of individual recipients supported under this programme leading to sustainability of development impacts?
 - What evidence has the programme provided on the
17. Bidders are expected to clearly specify the methodology they propose for evaluations that is rigorous and uses internationally recognised methods. The methodology proposed should be proportionate to the type of intervention and show how the chosen data collection and analysis techniques will lead to a robust and credible set of conclusions and recommendations for the programme.
18. Given that information on individual grants will emerge over the course of the programme, the ESP should consider how they would draw from a portfolio of qualitative and quantitative evaluation methods that can be drawn on and resourced at short notice. Bidders may consider proposing some scenarios about the proposed portfolio of grants and how evaluation could be approached.
19. It is expected that evaluations will use a range of evaluation data sources including:
- Review of FM documentation (including rules, procedures, monitoring reports, annual reviews, annual reports, website material);
 - Review of national and local level statistics and relevant publicly available information;
 - Analysis of information on the full portfolio of interventions and the monitoring and reporting data of the FM;
 - Interviews (face-to-face, by telephone, in focus groups or by other means) with key stakeholders, including representatives of contributing FM staff, grant recipients, government representatives and beneficiaries;
 - Case study analysis of interventions;
 - Field visits to grantees in coordination with the FM.

20. It is expected that experimental and/or quasi-experimental methods will be followed for impact evaluations of interventions, therefore necessitating robust baseline data and counterfactuals. The ESP may propose other methods and analytical techniques which will permit the evaluation of the impact of interventions. The final decision on methods proposed will be taken during the inception period. The intended audience of evaluations will be:

- National and provincial governments, policy formulators, private and non-government sector providers of education services and teacher associations;
- DFID and other donors;
- Academics;
- Development practitioners and programme designers.

21. Evaluations will be conducted during the lifetime of the programme.

Phase 1: Inception phase

22. An evaluation inception phase will develop an evaluation framework for evaluations of Education Innovation Fund interventions and implementation support. During this design phase, the ESP will also support the FM on revising the monitoring system of the programme and refining the Theory of Change for the Education Innovation Fund where necessary.

23. The evaluation inception phase will result in:

- Recommended evaluation questions for the final evaluations in detail based on requirements of stakeholders of the evaluations;
- An evaluation design for a mixed portfolio of projects which could function in areas of improving access to education, improving the quality of teaching and learning, and voice and accountability approaches to improve governance and responsiveness of providers to what parents want. Recommended evaluation methods to be used, proposed counterfactuals where appropriate, and proposed data collection methods;
- A communication and dissemination plan for the evaluations, including the intended process for engaging with and communicating findings to stakeholders at all levels. This plan will be implemented in conjunction with the FM and DFID;
- Definition of resource requirements to implement the recommended evaluation designs and methods, including plans for contracting data collection or preparatory research as appropriate, and provide budgets and detailed work plans for its completion.

24. Bidders are expected to outline in response to these Terms of Reference how they would propose to evaluate the interventions and implementation support with the expectation that this evaluation approach will be developed in detail during the evaluation inception phase.
25. Given that information on individual grants will emerge over the course of the programme, the ESP should consider how they would draw from a portfolio of qualitative and quantitative evaluation methods that can be drawn on and resourced at short notice. Bidders may consider proposing some scenarios about the proposed portfolio of grants and how evaluation could be approached.
26. The methodology proposed should show how the chosen data collection and analysis techniques will lead to a robust and credible set of conclusions and recommendations around the overall impact of interventions and implementation support. The methodology should specifically address how the attribution of impact or contribution to impact will be evaluated and to take into consideration the multi-grant nature of the programme.
27. Bidders are free to propose the most appropriate designs to allow generalisation from those investments selected for evaluation and identify key contextual factors expected to affect both effectiveness and sustainability and external validity. These designs and methods will be judged on their utility under small to medium scenarios. The ESP should set out how they will ensure the design and application of methods is ethically sound and which relevant ethical protocols it will comply with.
28. The ESP will work with the FM to ensure that data collected by the FM for programme monitoring purposes can be used for evaluation purposes when necessary. Advice to the FM should include, but is not limited to:
 - Identification of programme monitoring data required from the FM to meet evaluation needs and timings for this, particularly baseline data for interventions;
 - Suggestions for revision of logframe indicators, sources and timings;
 - Recommendations regarding the overall data collection system;
 - Plan for the on-going monitoring and evaluation support to be provided during the on-going evaluations work.
29. Systemic disaggregation of data, including by sex, geographical location and income status will be important throughout the monitoring and evaluation work. It is therefore crucial that this be built into intervention monitoring right from the beginning.
30. The ESP will submit the draft Evaluation Design Report by the end of March 2015, which will be reviewed by DFID Pakistan. Upon completion of the Evaluation Design Phase and in preparation for the evaluations during the programme, the ESP will be

expected to carry out on-going evaluation work. This on-going work will include periodic review of the monitoring data that is being gathered by the FM for individual interventions to ensure that it is robust, accurate and suitable for evaluation purposes where required. The ESP will begin to implement the activities required for a rigorous evaluation soon after completion of the Evaluation Design Phase. This will include identification of counterfactual groups for targeted impact evaluations of interventions and the planning and implementation of evaluation baseline data collection (over and above the data gathered by the FM).

Outputs and timelines

31. The inception phase is expected to begin immediately upon signature of the ESP contract. Outputs include:

- I. Draft Inception Report (4 weeks from commencement)
- II. Inception workshop with DFID, Fund Manager and any other partners
- III. Final Inception Report
- IV. Draft Evaluation Design Report should set out:
 - Finalised evaluation designs and methods;
 - Elaboration of the ToC and discussion of implications for evaluation designs;
 - Review the evaluation questions and proposals for how they might be amended or their range expanded;
 - A communication and dissemination strategy, reflecting DFID's Open Access Policy, and specifying the target audiences;
 - A review of the main risks and challenges for evaluations and how these will be managed;
 - Proposal on collection of baseline data;
 - Discussion of how to ensure that the design and application of methods will be ethically sound and which relevant ethical standards will be applied;
 - Assessment of the probable quality and credibility of the identified datasets and sources and implications for primary data collection;
 - Review and validation of the monitoring data that will be gathered by the fund recipients and FM to maximise the extent that it can be used for evaluation purposes
 - Workplan
- V. Final Evaluation Design Report (8 weeks from commencement).
- VI. On-going evaluation process: annual reports in 2015, 2016, 2017 and 2018.

32. There may be possibility for a 1 year contract extension or change in scope of activities, following successful review and/or programme requirements. The decision on extension will be taken by DFID in consultation with the ESP and the fund manager.

Phase 2: Evaluations

33. Evaluation outputs will be defined during the inception period when it will be clearer how many interventions are likely to be funded and how many of those will be evaluated by the ESP and how many by the grantees themselves under the supervision of the ESP.

Governance arrangements

34. Management of this work will rest with the DFID Pakistan Education Innovation Fund programme team with support from the Regional Evaluation Advisor. Evaluation design and implementation will need to be closely coordinated with the FM but the evaluation will need to maintain its independence from implementing partners.

Skills and qualifications

35. The ESP should demonstrate expertise in the following areas:

- Strong understanding of various quantitative and qualitative evaluation methodologies, surveys, and econometric/statistical analysis;
- Capability to undertake evaluation/impact assessments projects, using mixed methods approaches that meet recognised standards for credibility and rigor;
- Capability in application of configurational methods for case study based evaluation;
- Capability of working on evaluations of private and non-state sector interventions;
- Evaluating challenge fund management programmes;
- Evaluating education programmes;
- Using evaluations as a tool for lesson-learning;
- Evaluations in Pakistan and the Western Asia region;
- Generating data to demonstrate programme effects for different segments of the population (i.e. rural vs urban, women vs men, low income vs middle income, etc.).

36. The ESP should have a sound understanding of evaluation designs and research methods, understand the strengths and limitations of different designs and how to accurately interpret and present findings to both researchers and non-researchers. The team will require a broad set of skills to be able to effectively design complex evaluations. The supplier may comprise a consortium between organisations with solid evaluation experience and working with donors and programme staff in real time, organisations with extensive experience in designing and implementing robust evaluations (in particular using mixed methods), and organisations with extensive experience in conducting academic research. Given the range of grants likely to

come on board, and the inability to predict these, the ESP should propose how different skillsets will be resourced and mobilised at short notice.

37. The team will also have a demonstrated ability to communicate complex studies and findings in an accessible way for non-technical readers, including presentation of data in visually appealing ways, highly structured and rigorous summaries of findings and robust and accessible syntheses of key lessons.
38. The evaluation supplier will need to comply with DFID's policies on fraud and anti-corruption and cooperate with any checks required from them for the duration of the evaluation e.g. annual audited statements, policies on management of funds, etc.

Quality Standards/Performance Requirements

39. The service provider should be aware of the DAC Quality Standards for Development Evaluation, to which DFID adheres, and should ensure equivalence to these standards.
40. The contractor must detail their professional memberships, and the codes of conduct to which they adhere.

Budget

41. A budget for the Evaluation Service Provider has not been set but is likely to be in the range of £600,000 to £800,000. Submissions to deliver these services should set out a separate budget for the inception phase and steady-state evaluations along with an approach and methodology for each. Key Performance Indicators (KPIs) will be agreed between the DFID and the ESP, in close collaboration with the FM. At bidding stage, bidders are encouraged to make provisions in their commercial tenders to ensure that at least part of their fees are linked and subject to performance.

Duty of Care

- The Supplier is responsible for the safety and well-being of their Personnel (as defined in Section 2 of the Contract) and Third Parties affected by their activities under this contract, including appropriate security arrangements. They will also be responsible for the provision of suitable security arrangements for their domestic and business property.
- DFID will share available information with the Supplier on security status and developments in-country where appropriate. .
- This Procurement will require the Supplier to operate in conflict-affected areas and parts of it are highly insecure. The security situation is volatile and subject to change at short notice. The Supplier should be comfortable working in such an environment

and should be capable of deploying to any areas required within the region in order to deliver the Contract. The Supplier is responsible for ensuring that appropriate arrangements, processes and procedures are in place for their Personnel, taking into account the environment they will be working in and the level of risk involved in delivery of the Contract (such as working in dangerous, fragile and hostile environments etc.). The Supplier must ensure their Personnel receive the required level of training and safety in the field training prior to deployment.

- Tenderers must develop their Tender on the basis of being fully responsible for Duty of Care in line with the details provided above and they must confirm in their Tender that:
 - They fully accept responsibility for Security and Duty of Care.
 - They understand the potential risks and have the knowledge and experience to develop an effective risk plan.
 - They have the capability to manage their Duty of Care responsibilities throughout the life of the contract.
- If you are unwilling or unable to accept responsibility for Security and Duty of Care as detailed above, your Tender will be viewed as non-compliant and excluded from further evaluation.
- Acceptance of responsibility must be supported with evidence of capability and DFID reserves the right to clarify any aspect of this evidence. In providing evidence Tenderers should consider the following questions:
 - Have you completed an initial assessment of potential risks that demonstrates your knowledge and understanding, and are you satisfied that you understand the risk management implications (not solely relying on information provided by DFID)?
 - Have you prepared an outline plan that you consider appropriate to manage these risks at this stage (or will you do so if you are awarded the contract) and are you confident/comfortable that you can implement this effectively?
 - Have you ensured or will you ensure that your staff are appropriately trained (including specialist training where required) before they are deployed and will you ensure that on-going training is provided where necessary?
 - Have you an appropriate mechanism in place to monitor risk on a live / on-going basis (or will you put one in place if you are awarded the contract)?
 - Have you ensured or will you ensure that your staff are provided with and have access to suitable equipment and will you ensure that this is reviewed and provided on an on-going basis?
 - Have you appropriate systems in place to manage an emergency / incident if one arises?

Annex 1: Duty of Care supporting matrix

DFID Overall Project/Intervention Summary Risk Assessment Matrix

Theme	DFID Risk Score	DFID Risk Score	DFID Risk Score	DFID Risk Score	DFID Risk Score	DFID Risk Score	DFID Risk Score	DFID Risk Score	DFID Risk Score	DFID Risk Score
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	Khyber-Pakhtunkhwa : Charsadda, Kohat, Bannu, the city of Peshawar and districts south of Peshawar	Tank, Lakki and Dera Ismail Khan,	Swat, Buner and Lower Dir	Kalesh Valley, Bamoboret Valley, Arandu District to the south and west of Chitral	Federally Administered Tribal Areas,	North and West Balochistan	Quetta	Sindh – Karachi Sindh Province; Nawabshah and parts of Interior Sindh to the north of Nawabshah	Punjab – Lahore – Islamabad
FCO Travel Advice - Overall Rating	4	4	4	3	4	4	4	4	3
Host Nation Travel Advice	Not Available (NA)	NA	NA	NA	NA	NA	NA	NA	NA
Transportation	3	4	3	3	4	5	4	3	2
Security	4	4	4	4	4	4	5	4	3
Civil Unrest	3	3	3	3	4	3	4	4	2
Violence/crime	4	5	5	4	4	5	5	5	3
Terrorism	5	5	5	5	5	4/5	5	5	4
War	2	3	5	2	3	3	3	2	1
Hurricane	1	3	3	1	1	1	1	1	1
Earthquake	3	3	3	3	3	3	3	3	2

quake									
Flood	2	2	2	2	2	2	2	3	3
Medic al Servic es	3	3	3	3	4	3	3	2	2
Nature of Projec t Interv ention	4	5	4	3	4	4	4	3	2

1	Very Risk	Low	2	Low Risk	3	Medium Risk	4	High Risk	5	Very Risk	High
Low					Medium		High Risk				

Annex 2

IIm Ideas 2 results framework

	Results expected
Impact	To generate evidence-based solutions which take to scale and diffuse cost effective ways to improve the supply and demand for quality education
Outcomes	<ul style="list-style-type: none">▪ Identify and support the development, rigorous testing and implementation of supply and demand side innovations that deliver more educational impact, with fewer resources, and to scale those with evidence of successful results at lower cost▪ Promote a whole Pakistan focus on supply and demand side innovations in education, evidence, cost effectiveness and lesson learning▪ Create a platform to co-invest and collaborate with other investors.▪ Encourage the widespread adoption and diffusion of solutions to end Pakistan's education emergency
Outputs	<ul style="list-style-type: none">A. World-class management of grant funds including robust due diligence and monitoring of activitiesB. Solution sourcing service which helps to develop and replicate education innovationsC. Appraisal service which results in innovations selected for grant support and based on simple criteria to measure potential impact and value for moneyD. Innovation implementation support and technical assistance service through coaching and mentoring to improve delivery of pilots and increase likelihood of innovation adoption by governments and the private sectorE. Innovation brokerage service which creates opportunities and tools to encourage government and the private sector to adopt education innovations

Annex 3

Fund manager and Evaluation Service Provider's responsibilities for monitoring and evaluation

The table below sets out the respective responsibilities of the FM and ESP:

Area of work	Fund manager	Evaluation Service Provider
Monitoring framework	Responsible for the design and implementation of a monitoring framework. The ESP will review and provide comments on the monitoring framework during an inception phase planned to be conducted in early 2015.	
Data collection, analysis and reporting	Grant recipients are responsible for collecting and providing data for monitoring the logical framework, particularly on outputs and outcomes to the fund manager as a condition of receiving the grant. This process will be defined in each grant agreement. The FM is responsible to ensure that appropriate monitoring commitments are written in to each grantee contract, that the data monitoring audit process takes place and that data provided by grantees is of quality that can be used in evaluations.	The ESP is expected to periodically review the monitoring data that is being gathered by the FM to ensure that it is robust, accurate and suitable for evaluation purposes where required and to make prompt recommendations to improve the quality of the data collected by the FM and – where appropriate – to propose complementary data collection measures.
Baseline data	The FM is responsible for ensuring the collection of baseline data for each individual intervention. This may be done by the grantees	<ul style="list-style-type: none"> ▪ The ESP may request that the Fund Manager gather additional data from beneficiaries and is

	under the supervision of the ESP and to their quality standards.	responsible for the identification and collection of additional baseline data which is specific to the programme evaluation and data required for counterfactual or quasi-counterfactual analysis. In addition, the ESP will undertake independent verification of a stratified random sample of baseline data – to independently check the quality of data being submitted to the FM at source.
Evaluation of Impact		The ESP will be responsible for the design and implementation of the evaluation of the impact of interventions funded through the Education Innovation Fund and/or which show promise as potential recipients of the Innovation Fund. In all cases evaluation will be proportionate to the size and potential importance of the intervention.
Sharing what works (and what does not)	It is expected that the FM will have responsibility for sharing findings of independent evaluations with core audiences including citizens, government, the private sector and	The ESP would form an overall independent and objective assessment of information on lesson learning, with comparisons to international evidence.

	<p>international community (where relevant). The FM would also provide its own technical insights for the success or failure of individual projects. However, the FM will work closely with the ESP to ensure robustness and accessibility of findings.</p>	<p>A final division of labour around sharing findings of evaluations in an accessible way, and for multiple audiences including citizens, parents, providers and civil servants and politicians will be decided during the inception phase.</p>
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Annex 4

Key points agreed during post-tender clarification

During the inception phase, the ESP will look again at the design of the evaluation, considering the following issues for the final evaluation design plan:

- a) Assessing the performance of the Fund Manager and finalising the respective roles of the fund manager, ESP and grantees at different stages of evaluation activities
- b) Finalising sampling methodology in consultation with fund manager on revised estimates for numbers of grantees
- c) Finalising the menu for evaluating projects across the different Stages, the appropriateness of selected methodology for stages 1-3 grants and comparability of evaluation results for stages 4 and 5 grantees
- d) Feedback loops for grantees
- e) Proportionate evaluation support to grantees at the different stages

CB129 (February 2007)