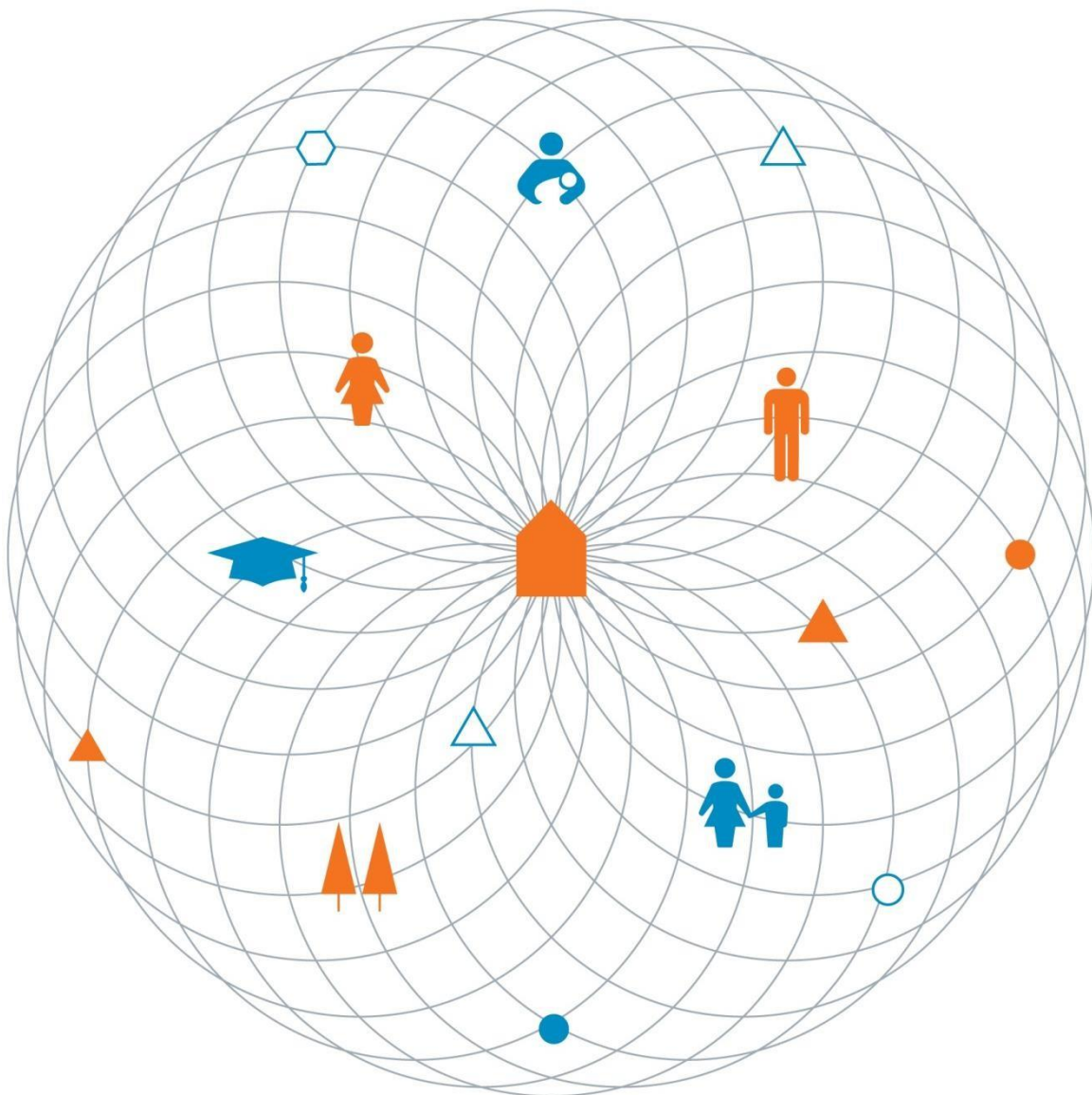


Process Evaluation Report 2016

Evaluation Services Provider for the Pakistan Innovation
Fund Phase II (IIm Ideas 2)

Final



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This document has been approved for submission by Coffey's Project
Director, based on a review of satisfactory adherence to our policies on:

- Quality management
- HSSE and risk management
- Financial management and Value for Money (VfM)
- Personnel recruitment and management
- Performance Management and Monitoring and Evaluation (M&E)

Peter Mayers, Project Director



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Abbreviations and Acronyms

ASER	Annual Status of Education Report
BRD	Beyond Reform and Development
CATI	Computer-assisted Telephone Interviewing
CGN	Children's Global Network
CSR	Corporate Social Responsibility
DFID	Department for International Development
DIL	Development in Literacy
DRF	Document Review Framework
ECD	Early Childhood Development
EIF	Education Innovation Fund
ELN	E-Learning Network
EOI	Expression of Interest
EPG	Economic Policy Group
ESP	Evaluation Services Provider
FM	Fund Manager
GEC	Girls' Education Challenge
ICAI	Independent Commission on Aid Impact
IIF	Impact Investment Fund
InBIA	International Business Innovation Association
ITU	Information Technology University
ISAPS	Institute of Social and Political Sciences
KPK	Khyber Pakhtunkhwa
LCE	LUMS Centre for Entrepreneurship
LUMS	Lahore University of Management Sciences
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organisation
NUST	National University of Science and Technology
ODK	Open Data Kit

ODI	Overseas Development Institute
PKR	Pakistani Rupee
PMYBLS	Prime Minister Youth Business Loan Scheme
PITB	Punjab Information Technology Board
PPAF	Pakistan Poverty Alleviation Fund
RFP	Request for Proposal
SAHE	Society for the Advancement of Education
SRA	School Readiness Assessment
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TA	Technical Assistance

Glossary

Key terms	Definition
Adoption	Adoption is the use or replication of the innovation by another user, using their resources (possibly with some modification).
Annual Status of Education Report (ASER)	ASER - The Annual Status of Education Report is the largest citizen-led, household based initiative that aims to provide reliable estimates on the schooling status of children aged 3-16 years residing in all rural and few urban districts of Pakistan.
Beyond Reform and Development (BRD)	Beyond Reform and Development - a firm based in Lebanon selected by the Ilm 2 Fund Manager to provide technical services to incubators
Challenge Events	Annual events conducted by incubators to attract and select early stage education innovations. The events may be conducted by the incubators as independent challenge funds or included as an additional stream in challenges that the incubator partner is already conducting.
Challenge Toolkit	The Challenge Toolkit is a document developed by Ilm 2. This document provides information and criteria to incubators for selecting incubatees at Challenge Events and for inducting them into their programmes.
Collaboration Circles	Collaboration Circles are events organised by Ilm 2 for potential scale-up grantees who have been short-listed after a review of an Expression of Interest that they have submitted. The purpose of Collaboration Circles is: to help potential grantees better understand their proposed solution as part of the 'bigger picture'; to think about who they need to collaborate with; and to meet other organisations and individuals with whom they might collaborate to scale up their solution. There may be more than one Collaboration Circle during the application process.
Collaborations	A collaboration is a documented decision between two or more organisations to work together that happens as a result of the Collaboration Circle. It also includes collaborations between organisations that attend the Collaboration Circle, but are not Ilm 2 grantees.
Control Group	The group of people /identities in an experimental research design who do not receive the programme treatment or intervention.
Drop-out	Drop-out records failure to re-enrol in this school when eligible to. By definition, the previous year's population is the denominator. This could be disaggregated by whether the student left for another school if the information is available.
Education Innovation Community	Network of organisations and individuals that act as a catalyst to develop and grow education innovations and take them to scale.
Education System	The term education system comprises of all institutional actors, processes and relationships that support children's education at the federal, provincial, district or community levels including laws, policies, and regulations; funding, resource allocations, and procedures for determining funding levels; provincial and district administrative offices, school facilities; human resources, staffing, contracts, compensation, and employee benefits; books, computers, teaching resources, and other learning materials and many other contributing elements.
Enrolment	The numbers enrolled at the start of a school year and registered (in writing) for an education programme. Typically this is enrolment in school and is ascertained from data at school level

	attendance registers. In Ilm 2, new enrolment numbers will include children enrolling in school who have either never enrolled in education or children who have dropped out and re-enrol.
Evaluation Service Provider (ESP)	Refers to Coffey, who provide evaluation and quality assurance services to Ilm 2 for DFID.
Fund Manager (FM)	Refers to Cambridge Education who manages the Ilm Ideas 2 programme for DFID.
Ilm 2	Ilm Ideas 2 is a four-year programme funded by the Department for International Development (DFID). It aims are to increase access to school and improve learning outcomes for 250,000 Pakistani children by taking proven innovative ideas in education to scale.
Impact Investment Fund	A fund established with seed funding and support from Ilm 2 that will leverage new funds for education innovation, and use these funds to improve education outcomes during the lifetime of the project and beyond after Ilm 2 ends.
Incubatee /start-ups	An innovator and/ or an education entrepreneur being supported by an incubator to develop their innovation.
Incubation	Incubation is a combination of business development processes, infrastructure and people that are intended to nurture early stage education innovations /enterprises by helping them to survive and grow through the difficult and vulnerable early stages of development.
Incubator	The physical location and infrastructure where incubation takes place and where an organisation provides support to incubatees.
Incubator services	These are the services provided by incubators that help early stage innovations and start-ups to develop. They may include, but are not limited to, mentoring, business planning, access to finance, physical space and resources.
Learning outcomes	Learning outcomes are the knowledge, skills and abilities that children and young people attain as a result of organised education i.e. going to school or participating in an education programme.
Marginalised	Ilm 2 considers a marginalised child as any child who should be at school but is not.
Mid-size level of innovation	An evidenced solution, but in need of further support to develop a stronger base before delivering its activities at scale.
Out-of-school children	A child of school age who is not going to school or an alternative form of schooling.
Partnerships	A formal, written agreement between Ilm Ideas 2 and another organisation to work together to achieve mutually agreed goals.
Pedagogies	Pedagogies refers to the methods and practices of teaching.
Phase 1:	The first cycle of grant funding, in which a total of three grantees were provided grants to test their education solutions. The three grantees in the first phase include Children Global Network Pakistan, Multinet and Information Technology. Phase 1 ended in February 2017.
Phase 2:	Refers to the second phase of Cycle 1's grant agreements. Phase 2 funding will be awarded to grantees who met a specified transition criteria set by the FM. Phase 2 grant agreements will run until the end of the programme in March 2019.

Process Evaluation	Process evaluation is a method of assessing how well a programme is being delivered. Process evaluation focuses on the programme's operations, management, implementation and service delivery.
Progression	Progression records the enrolment of last year's school population in the next phase of schooling. By definition, previous year's population is the denominator.
Propensity Score Matching (PSM)	Propensity Score Matching is a statistical technique to find the effect of an intervention through matching of treatment and control groups on the basis of propensity (the probability to be assigned to a treatment or control group).
Regression	A statistical technique to determine the relationship between a dependent variable (variable of interest /outcome) and one or more independent variables (the explanatory variables).
Retention	The numbers enrolled at the start of a school year minus those who are repeating a year or were entrants is the number retained. All children in grade one will be new arrivals.
Scale-up grantee	Grantees that are developing proven education solutions to deliver them at a greater scale than they have been before.
Scale-ups	An evidenced solution, with a robust organisational structure and a clear scale-up strategy, including its long term sustainability.
School Readiness Assessment (SRA)	School Readiness Assessment initially developed by Save the Children and the tool measure school readiness of young children around <i>school</i> entry— right before kindergarten, at kindergarten entry, or very early in the kindergarten year
Start-up level of innovation	New, unproven ideas for education solutions.
Technical Assistance (TA)	Support provided to technically assist Ilm 2 grantees. In Ilm 2, this includes support to help grantees or incubators develop their designs or approaches including monitoring and evaluation.
Target area	The geographical location where the programme is seeking to have an effect through the delivery of its activities.
Target group	The group of people (children) targeted by the programme to participate and potentially benefit from its activities – Ilm 2 set out to target poor and marginalised primary and secondary school age children of whom at least 50% should be girls.
Treatment effect	The specific power of the treatment resulting from the programme's activities that make a difference to the outcome of interest such as learning, enrolment, promotion and retention for Ilm 2.

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Executive Summary

Background to the Ilm Ideas 2 programme

The Innovation Education Fund for Pakistan 'Ilm Ideas 2' is a four-year programme funded by the Department for International Development (DFID) to continue the work of Ilm Ideas 1: to increase access and improve learning outcomes for 250,000 Pakistani children by taking proven innovative ideas in education to scale, and to develop the required business and commercial capabilities in Pakistan that can continue to support education innovations beyond the lifetime of the programme. The programme is managed by Cambridge Education, who serves as the Fund Manager (FM), and runs from March 2015 to March 2019, with a budget of £20 million.

The programme's outcome is: '*Improved education systems, pedagogies and outcomes for children of primary and secondary age as a result of education innovations supported by the programme*¹. Educational targets under this outcomes include benefits for Pakistani children² by 2019, with:

- 250,000 children with improved learning outcomes;
- 50,000 new enrolments (from poor and marginalised backgrounds and at least half of these should be girls); and
- 15,000 children completing one grade and entering the next grade³.

In addition to these educational outcomes targets, the programme also aims to create a '*self-sustaining community enabled to continue investment in evidence-based education solutions*⁴ by 2019. The targets related to this more systematic objective include:

- Support **five incubator** organisations with capacity to support education innovations;
- Of the five incubators selected, **four achieve financial sustainability** by the end of the programme;
- 100 start-ups⁵ attend Challenge Events, with 15 being selected by the incubators for support and six of these receiving funding for further growth and development; and
- New funding into the Impact Investment Fund to the amount of £0.75m⁶.

Purpose of the 2016 Process Evaluation

Coffey was contracted as the Evaluation Services Provider (ESP) in June 2015 to undertake a third party evaluation, which will be completed in September 2019. As part of its evaluation activities, Coffey annually undertakes a Process Evaluation to assess the extent to which the programme has been well managed and activities were delivered according to plan. The first Process Evaluation was undertaken in September 2015. The key findings and recommendations from this are attached in Annex 1.

Coffey has now undertaken the second Process Evaluation at a time when Ilm Ideas 2 is half-way through its implementation. DFID will undertake a mid-term programme review in March 2017 and the findings from this Process Evaluation will inform its decision on the appropriateness of the programme's delivery mechanisms to achieve the intended results. The findings from the Process Evaluation will also be of use for the FM to inform programme delivery including, arrangements for managing Cycle 2 Scale-up grantees, Phase 2 of Cycle 1, Incubators and Start-ups (Incubatees). A copy of the Process Evaluation Concept Note can be found in Annex 2.

The 2016 Process Evaluation questions that were agreed between DFID, the FM and Coffey are set out in Table 1 below.

¹ Project Logframe 'Ilm 2 logframe 131115 with achievements'

² Inception Report ILM Ideas 2, July 2015, p.10

³ Project Logframe 'Ilm 2 logframe 131115 with achievements'

⁴ Project Logframe 'Ilm 2 logframe 131115 with achievements'

⁵ These 'start ups' are new/nascent businesses that aim to have a social (education) impact.

⁶ Project Logframe 'Ilm 2 logframe 131115 with achievements'

Table 1: Key evaluation questions addressed in the 2016 Process Evaluation

Programme delivery mechanism	Evaluation questions	OCED-DAC Evaluation criteria
Overarching	To what extent has the Fund Manager planned, managed and delivered grantee selection and support activities on time, to budget and to the required quality to deliver the programme's outputs and milestones? What have been the challenges in doing so?	Efficiency and Effectiveness
Scale-up projects	To what extent was the technical support provided to scale-up projects relevant to the grantee needs and project objectives?	Relevance
	To what extent was the technical support provided to scale-up projects effective in enabling the grantees to further develop their proposals/ projects, monitoring and evaluation (M&E) and reporting mechanism to deliver their activities and results?	Effectiveness
	How much support was provided to the grantees and what was the quality of this support?	Relevance and Effectiveness
	To what extent are the Cycle 2 scale-up projects relevant to deliver the targeted educational outcomes?	Relevance
	To what extent are selected scale-up projects sufficient for meeting the overall programme targets (for enrolment, retention and learning outcomes)?	Relevance
	How well did the programme achieve market outreach to attract relevant Cycle 2 scale-up projects? This will include addressing the sub-questions: <ul style="list-style-type: none"> - What market engagement activities were undertaken? - What information was provided about programme requirements? - What selection criteria was used? 	Relevance
	How effective has the Cycle 2 selection approach been in attracting quality proposals and the conversion of successful EOIs into fundable project and how has this approach been different to that adopted for Cycle 1?	Effectiveness
Incubators	To what extent was the technical support provided to incubators by BRD relevant and useful to their needs and objectives?	Relevance
	To what extent was the technical support provided to incubators by BRD effective in enabling incubators to source, select and mentor early stage innovations?	Effectiveness
	How much support was provided and what was the quality of this support?	Efficiency / Effectiveness
	Is BRD the most appropriate organisation to be selected for providing incubator support to incubators in the Pakistani context?	Relevance
Start-ups (Incubatees)	How relevant and effective has been the mentoring support provided to start-ups by incubators for the challenge events and after being selected?	Effectiveness and relevance
	How much support was provided and what was the quality of this support?	Efficiency / Effectiveness
	To what extent have the early stage innovations, supported by incubators, secured further funding for development and growth? If no funding has been secured why not and what have been the challenges?	Effectiveness

Impact Assessment Fund	To what extent has the IIF progressed in relation to the recommendations made in the 2015 Process Evaluation?	Relevance / Effectiveness
Grant management models	What are the similarities and differences between grant management models adopted by the FM (for scale-up projects and incubators) and those adopted by other similar education programmes in particularly the selection and technical assistance (TA) support processes?	N/A

Summary of the evaluation approach

The evaluation used mixed methods, including collecting qualitative and quantitative data to answer the evaluation questions. Data collection through a review of programme and project documents, semi-structured interviews and a telephone survey began on 24 November 2016, with activities completed on 21 December 2017.

The Ilm Ideas 2 Process Evaluation was completed with only negligible changes from the original plan (mainly some diversions from the agreed timelines). We were able to address the evaluation questions that we agreed with DFID we would set out to answer. The evidence was collected and triangulated through a rigorous process as possible given the scope of the evaluation, and drew on a mix of different data sources. Despite these strengths, the research approach was not without its limitations. These limitations do not, however, compromise the overall quality of the evaluation process or the evaluation team's confidence in the findings.

Key findings and conclusions

Overarching comments

Ilm 2 is a highly complex and challenging programme with many different moving parts. This is made more challenging by the operating environment in Pakistan which does not yet appear to have a mature market for investment in education related innovations. With these important contextual factors in mind, the 2016 Process Evaluation revealed a number of findings that show that the programme has not been particularly effective or efficient in delivering against its objectives over the last year. A summary of performance against key tasks is presented in 14.

It would be premature to examine the results of support for the scale-up grantees, incubators and start-ups at this stage of the programme lifecycle because these groups have only recently started implementing their interventions and activities. Future process evaluations will increasingly focus on the programme's performance and results that are being delivered through the programme's scale-up grantees, incubators and start-ups. This work will also assess for emerging evidence of the programme's sustainability and impact across its targeted beneficiary groups in 2017.

The purpose of the 2016 Process Evaluation is to learn from the delivery process to help identify changes that can improve the programme's implementation and as a result its future effectiveness for the remainder of its life. The recommendations that follow are linked to that overarching purpose and highlight important opportunities to improve performance for the remaining two years of implementation.

FM Management

The effectiveness of the FM's support needs to be understood in the context of the diverse and demanding needs of grantees. The FM developed plans and forecasts for grantee selection and support activities based on somewhat inaccurate assumptions about the type of grantees they would attract and the level of support that would be needed. Some challenges notwithstanding, the FM has generally managed relationships with grantees well, but they have not been able to meet all of the needs of grantees. In particular, FM resourcing levels, staff turnover and the inability of BRD to fulfil its planned incubator support role have led to delays and ad hoc support given to grantees.

Delays in signing contracts and competing interpretations about what Ilm 2 should be prioritising has led to substantial delays in progressing the programme. It is unlikely the programme's targets will be reached, but a recalibration of objectives and strategy could build on progress made to date and increase effectiveness in the remaining years of the programme. Delays in signing contracts has meant that the remaining time for Ilm 2 grantees and incubators to deliver results is increasingly limited. The lack of a shared vision of success between DFID and the FM has also contributed to the slow burn rate of the programme, with approximately £2m having been spent after two years of programming out of total budget of £20m.

Support to Cycle 1 grantees and their projects

The FM has provided relevant and extensive support to Cycle 1 grantees. There are numerous examples where the advice provided by the FM has enabled grantees to overcome different project design and implementation problems.

Not providing technical support according to specified plans has created challenges for the FM and grantees. Specifically, the FM has spent more time delivering support than was forecasted and a similar level of support is unsustainable in the future. The ability of grantees to absorb technical support would have been enhanced had the FM developed a clear technical support plan rather than adopting a more reactive approach.

Progressing Cycle 2 project applications

The delays in contracting Cycle 2 grantees means that there is limited opportunity for learning outcomes to be achieved within the lifetime of this programme. This requires a review of logframe targets and consideration of what is achievable for the remainder of the programme.

Support for incubators

Incubators require additional, tailored capacity building to support their start-ups and meet the financial and social impact objectives of the programme. Incubators felt that the quality of this support did not sufficiently contribute to the required capabilities to continue programming once Ilm 2 ends. The main constraint limiting the effectiveness of this support was that it was provided in a uniform way across all five incubators when each had their own focus, needs and capacities, which required a more tailored approach.

Support for start-ups

Securing access to funding is fundamental for the long-term success of start-ups. There is a current gap in how this funding will be sourced, and other options for continuing to fund start-ups beyond the IIF need to be explored. The establishment of the IIF has the potential to meet the funding needs of start-up, but it requires the capacity of the FM to navigate the complex trade-offs between social returns and financial returns. Moreover, DFID has communicated its limited appetite for risk for the remainder of this programme. The IIF's focus on funding innovations with little assurance of returns makes it a risky proposition.

Key recommendations

The purpose of the 2016 Process Evaluation is to learn from the delivery process to help to identify changes that can improve the effectiveness of the programme for the remainder of the programme cycle. The recommendations that are included here are linked to that overarching purpose.

Recommendation 1: The FM and DFID should review and amend the overarching theory of change for Ilm 2 at the earliest opportunity to ensure that there is a shared vision of what the remaining phase of the programme should achieve and deliver. Part of this exercise should include reflecting on lessons learned about prioritising related activities that can enhance the effectiveness of the programme, such as peer learning events and capacity building plans that are tailored to the individual needs of grantees.

Recommendation 2: The FM should limit its flexible, 'on-call' approach to support for grantees over the next year, and instead reserve the broad majority of its remaining resources for a fixed schedule of capacity building inputs in response to a clear diagnosis of needs. If capacity building needs exceed existing resources within the FM team or expertise in certain thematic areas (such as M&E or procurement support), then the FM should consider securing additional resources to meet these needs.

Recommendation 3: As part of the theory of change review under Recommendation 1, the FM and DFID should also review the appropriateness of the logframe targets and related indicators at the earliest opportunity, particularly at the outcome-level. Where appropriate, the logframe needs to be revised to ensure that the current strategic direction of the programme is reflected in relevant indicators.

Recommendation 4: The FM should increase its proactive market outreach for future funding rounds to help to identify and solicit applications from the most relevant organisations and companies (as opposed to open calls for proposals). As part of this outreach, the FM should also conduct market research to help identify additional private sector organisations and social enterprises⁷ that could be approached and potentially included as part of future funding rounds.

Recommendation 5: The FM should revise its incubator support strategy. If the FM is providing this support itself, it will need to review its resourcing within the FM team to ensure that sufficient time and expertise is available to provide this support more effectively. As with its future capacity building support to grantees, the support for incubators should

⁷ We define 'social enterprise' as 'a business created to further a social purpose in a financially sustainable way'. Please see NESst's definition which has been used here - <http://www.nesst.org/social-enterprise/>.

also be provided following a clear diagnosis of individual incubator needs according to a fixed schedule of capacity building inputs.

Recommendation 6: The FM should explore new ways to secure funding for start-up innovations for the remainder of the programme. Steps over the next year should include allocating resources and providing strategic guidance to help incubators establish new relationships with social funding markets.

1 Introduction and Context

1.1 Background and context of Ilm Ideas 2

1.1.1 Context

Pakistan currently faces an education emergency with 25 million children out of school, poor levels of learning for those in school, and systemic issues relating to inadequate infrastructure, insufficient funding and poor management. While it is the responsibility of the state to provide free and compulsory education to every child between the ages of 5 and 16, the delivery of education in Pakistan is severely impacted by the country's economic, political and security challenges. According to the Education for All (EFA) Index, Pakistan ranks 113 out of 120 countries, and in addition to low learning outcomes, data shows that only around 60 per cent of children who enrol in primary education continue to the last grade.

Despite all this, Pakistan has taken on many initiatives to improve teacher quality, and both Punjab and Sindh have begun to leverage the public-private partnerships to provide high quality services to underserved rural areas.

Furthermore, with new advances in communications, networking and technologies, and a growing interest in entrepreneurship and innovation to tackle social problems, there is opportunity for innovative solutions to combat Pakistan's education crisis. The UK Government has taken steps in this direction, particularly through its Pakistan Education Innovation Fund, established by the Department for International Development (DFID). Phase I was branded 'Ilm Ideas' and ran from 2011 to 2015 to provide a platform for generating, piloting and scaling-up innovative solutions to address critical education challenges.⁸ This programme was established with the approval and input of the Government of Pakistan with a focus on delivering measurable results as consistent with the 2005 Paris Declaration on aid effectiveness.

1.1.2 Background

Ilm 2 is a four-year programme funded by DFID to continue the work of Ilm Ideas 1: to increase access and improve learning outcomes for 250,000 Pakistani children by taking proven innovative ideas in education to scale, and to develop the required business and commercial capabilities in Pakistan that can continue to support education innovations beyond the lifetime of the programme. The programme is managed by Cambridge Education, who serves as the Fund Manager (FM), and runs from March 2015 to March 2019, with a budget of £20 million.

The programme's outcome is: 'improved education systems, pedagogies and outcomes for children of primary and secondary age as a result of education innovations supported by the programme⁹.'

The programme's educational targets under this outcomes include benefits for 250,000 Pakistani children¹⁰ by 2019, with:

- 250,000 children with improved learning outcomes;
- 50,000 new enrolments (from poor and marginalised backgrounds and at least half of these should be girls); and
- 15,000 children completing one grade and entering the next grade¹¹.

In addition to these educational outcomes targets, the programme also aims to create a '*self-sustaining community enabled to continue investment in evidence-based education solutions*¹²' by 2019. The targets related to this more systematic objective include:

- Support **five incubator** organisations with capacity to support education innovations;
- Of the five incubators selected, **four achieve financial sustainability** by the end of the programme;

⁸ Inception Report Ilm Ideas 2, July 2015

⁹ Project Logframe 'Ilm 2 logframe 131115 with achievements'

¹⁰ Inception Report Ilm Ideas 2, July 2015, p.10

¹¹ Project Logframe 'Ilm 2 logframe 131115 with achievements'

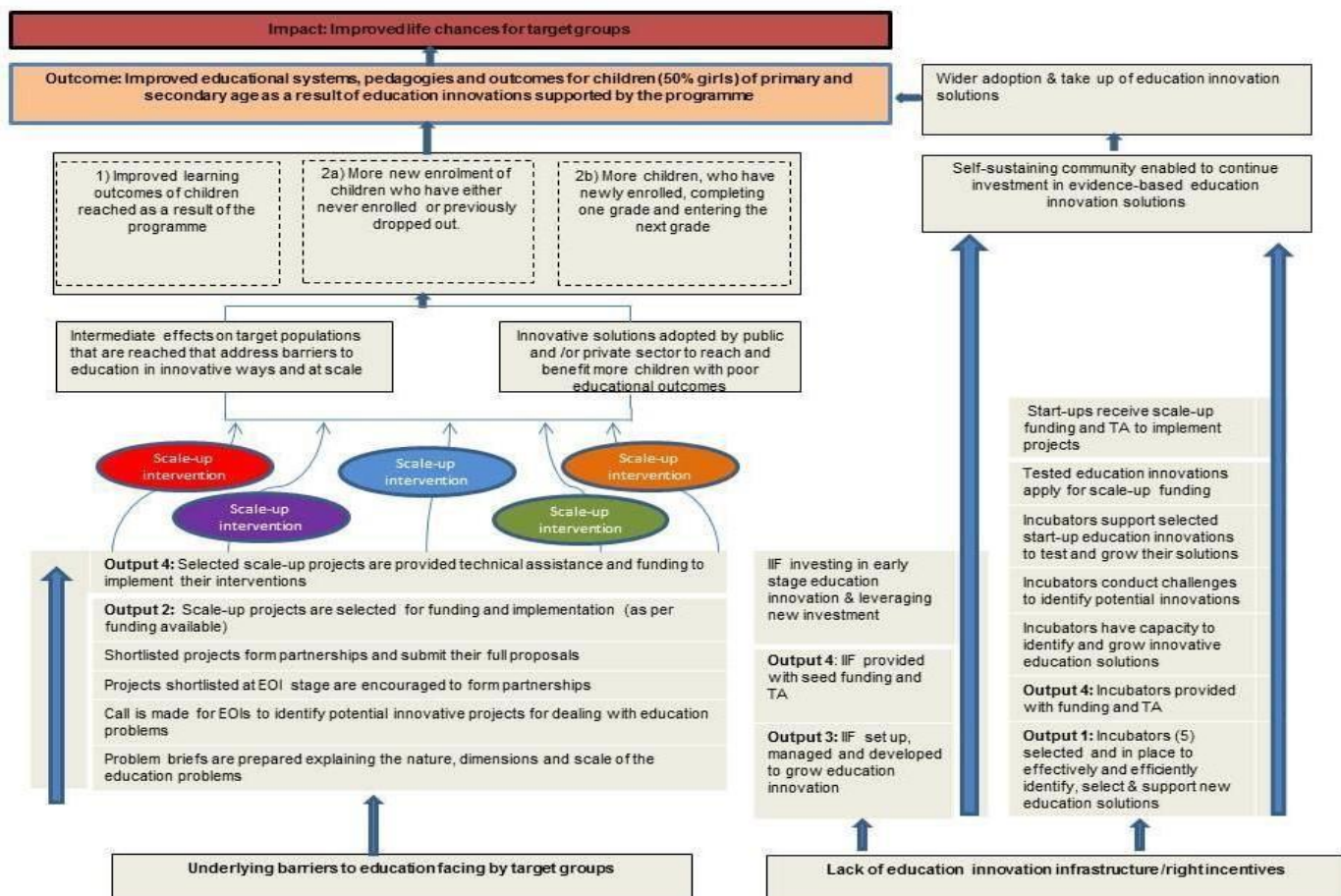
¹² Project Logframe 'Ilm 2 logframe 131115 with achievements'

- 100 start-ups attend Challenge Events, with 15 being selected by the incubators for support and six of these receiving funding for further growth and development; and
- New funding into the Impact Investment Fund to the amount of £0.75m¹³.

1.1.3 Programme theory of change

During the Inception Phase, the programme-level theory of change was developed with DFID and the FM to reflect the delivery mechanisms and the results to be achieved at each level. The approved theory of change is presented in Figure 1.

Figure 1: Ilm Ideas 2 Programme theory of change



1.1.4 Structure of Ilm 2 – delivery mechanisms

In order to achieve the programme objectives, Ilm 2 has been structured to deliver its activities using three mechanisms (also programme outputs):

- **Incubators** as innovation support mechanisms to 'effectively and efficiently identify, select and support new solutions'¹⁴;
- Evidence-based solutions, '**scale-ups**', that have already been piloted or implemented, and can show evidence of education impact to target the educational challenges; and
- An **Impact Investment Fund (IIF)** as a sustainable mechanism to provide financial investment in education innovation¹⁵.

¹³ Project Logframe 'Ilm 2 logframe 131115 with achievements'

¹⁴ Information compiled using the Project Logframe 'Ilm 2 logframe 131115 with achievements' and the project inception report 'Inception Report Ilm Ideas 2, July 2015'

¹⁵ Information compiled using the Project Logframe 'Ilm 2 logframe 131115 with achievements' and the project inception report 'Inception Report Ilm Ideas 2, July 2015'

The **scale-up mechanism** takes evidence-based solutions, **scale-ups**, that have already been piloted or implemented, and can show evidence of education impact to target the educational challenges. Crucially, the grantees selected for support through the scale-up mechanism should have developed ideas that had been tried and tested and as such were ready to be scaled up with the appropriate type and level of support and funding.

Scale-up projects were funded in two cycles:

- **Cycle 1 scale-up grantees:** The programme selected three scale-up grantees (CGN-P, Multinet and ITU) during its first funding cycle. A joint decision was taken by DFID and the FM to implement these projects in two phases. The grantees were contracted in March 2016 for the first phase of implementation. The Phase 1 grant agreements are due to come to an end in February 2017. The decision whether or not grantees transition to Phase 2 was based on transition criteria to judge whether the grantees will be eligible for an uplift in funding. It is not automatically assumed that every grantee will automatically transition to Phase 2. Grantees that qualify for a Phase 2 grant will have a break clause in their contracts enabling the programme to decide whether to continue with the grant when endline data becomes available in June 2017 (allowing time to assess the impact on learning)¹⁶. If grantees are cleared to proceed at this stage, then they will complete their implementation by March 2019. Table 2 describes the Cycle 1 scale-up projects. It's important to note that CGN-P and Multinet actually started rolling out their solutions in September /late August and ITU started delivering activities in late October and ended in December. This means the actual delivery period were six months and two months respectively.

Table 2 Cycle 1 scale-up grantees

Grantee	Project Name	Project Description	Outcome Indicators
CGN-P	Parwaan Preschool – A School Readiness Programme	Works with communities to select and train young people to become Early Childhood Education (ECE) entrepreneurs. Entrepreneurs are trained in ECE and then supported to set up ECE centres. CGN-P provides them with materials and connects them to microfinance institutions who can provide small loans to improve centres.	<ul style="list-style-type: none"> • Percentage of open centres with attendance rates 80% or more • Percentage of open ECD centres with quality rated as good or better • Percentage of open ECD centres with quality rated as good or better • Percentage of children completing the ECD programme • Percentage of entrepreneurs who open a centre and are able to generate sufficient profit to sustain the centre
ITU	e-learn	Develop digital content to support the teaching of science and maths in grade 8. Teachers are given a low cost tablet and classroom fitted with an LCD screen. Using a custom based app, the teacher located the content they want to use alongside the lesson and students view it on the LCD screen. The programme also includes self-assessment questions for teachers to use with pupils to assess learning. Students also receive SMS messages with questions about the content they have learnt.	<ul style="list-style-type: none"> • Percentage of classes where students and teachers are using the technology enable multimedia materials effectively • Percentage increase in class attendance in ITU schools as compared to a control group

¹⁶ Email from DFID Education Advisor to Cambridge Education, 23rd September, 2016

Multinet	SABAQ Digital Learning System	Creates digital content for children based on the national curriculum which is delivered on low cost tablets. In school children use the content to reinforce classroom learning and they are also used by out of school children in informal centres to develop literacy and numeracy skills. Content developed is in Urdu and focused on literacy and numeracy.	<ul style="list-style-type: none"> Percentage of classrooms/centres where use of SABAQ is rated as good or excellent using observation tools Percentage of OOSC who complete at least 70% of a weekly lesson plan Number of children enrolled attending learning Centres at least four times a week
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- **Cycle 2 scale-up grantees:** The programme made a second call for applications, in June 2016, resulting in the shortlisting of four more scale-up projects. These were presented to DFID for approval and feedback before final selection and contracting. These projects will not be 'phased' as was the case with the first round of projects, and they are expected to be implemented until March 2019 when the programme ends.

The incubator mechanism is designed to develop an innovation ecosystem in Pakistan supporting incubators to effectively and efficiently identify, select and support **start-ups**. The programme selected five organisations, recognised for their innovation incubation capacities¹⁷, in March 2016. The selected incubators have been contracted for one year, until March 2017. The decision to continue with these organisations, and the underlying strategy for their selection, will be reviewed by the FM and DFID in March 2017. Table 3 describes the incubator grantees. To support incubators with adapting their existing structures and programmes to suit education innovations, the FM contracted Beyond Reform and Development (BRD), a consultancy specialising in education and social entrepreneurship.

Table 3. Incubator grantees

Grantee	Location	Background	Start-ups in Incubation Programme
Basecamp	Peshawar (KPK) with outreach to Balochistan	Launched November 2013 For all types of innovations	Scinamation, Science on Wheels, Qabi Bano
LUMS-LCE	Lahore (Punjab)	Launched 2014 For all types of innovations	Keep School Safe, Teaching Lounge, Taleem Yafta
NUST-TIC	Islamabad (Islamabad)	Launched 2005 For technology-related innovations	Architect's Cab, Edify, 3K Industries
Plan9	Lahore (Punjab)	Launched 2012 For technology innovations (products- based ideas)	NearPeer.org, AXIS, EDVertechs
Nest i/o	Karachi (Sindh)	Launched 2015 For technology innovations (products- based ideas)	E-Learning Network, Ment Hub, WonderTree, Tech Tree

The last mechanism is the **Impact Investment Fund (IIF)**. It was intended to provide financial investment in education innovation¹⁸. It contributes to the sustainability of the programme. Many options for how to establish this fund were explored, but to date it has not been set up.

¹⁷ Coffey International Development, 2015, Final Inception Report 151210, p.20

¹⁸ Information compiled using the Project Logframe 'Ilm 2 logframe 131115 with achievements' and the project inception report 'Inception Report Ilm Ideas 2, July 2015'

In order to support innovations through the above mechanisms the programme would provide technical and financial support to the scale-up projects and only technical support to the incubators. The start-up organisations, selected and supported by the incubators will be provided nominal financial support by the programme.

1.2 Objectives, purpose and scope of the 2016 Process Evaluation

1.2.1 Purpose

Coffey was contracted as the ESP in June 2015 to undertake a third party evaluation, which will be completed in September 2019. As part of its evaluation activities, Coffey annually undertakes a Process Evaluation to assess the extent to which the programme has been well managed and activities were delivered according to plan. The first Process Evaluation was undertaken in September 2015. The key findings and recommendations from this are attached in Annex 1. Key themes from the first Process Evaluation included the need for careful selection of scale-up grantees and the provision ongoing and tailored assistance; embedding sustainability and scalability into the programme and project design; enhancing stakeholder engagement and strengthening the Value for Money (VfM) offer of the programme, particularly concerning key management decision-making procedures.

1.2.2 Audience for the 2016 Process Evaluation

Coffey has now undertaken the second Process Evaluation at a time when Ilm 2 is half-way through its implementation. DFID will undertake a mid-term programme review in March 2017 and the findings from this Process Evaluation will inform its decision on the appropriateness of the programme's delivery mechanisms to achieve the intended results. The findings from the 2016 Process Evaluation also be used by the FM to inform programme delivery including, arrangements for managing Cycle 2 scale-up grantees, Phase 2 of Cycle 1, incubators and start-ups (incubatees). A copy of the Process Evaluation Concept Note can be found in Annex 2.

1.2.3 Scope of the Process Evaluation

The scope of this evaluation is set out below.

Period covered: The evaluation focuses on the Implementation Phase from January to September 2016. Data collection continued into December 2016, so it follows that additional data and perspectives from key stakeholders from this period was also included as part of this evaluation, particularly since there are no plans for an additional Process Evaluation¹⁹.

Overarching focus: The focus of the Process Evaluation has been to review the processes by which the FM has managed the programme set-up and delivery to date. This includes examining the activities undertaken for selecting and supporting scale-up projects and the assistance provided to incubator organisations to eventually allow them to deliver their results. The FM's performance has been assessed in relation to the agreed targets as per the logframe (see Annex 12), agreed processes, timelines and budgets as per the inception report (or any addendum to this).

What is not included in this evaluation is an assessment of sustainability or impact. The purpose and timing of this Process Evaluation means that it would be premature to assess the emerging signs of these results since many of the implementing stakeholder groups (e.g. Cycle 1 scale-up grantees and incubators) had only just started the implementation of their interventions during the period under evaluation. Furthermore, sustainability was not a learning focus for this evaluation as set out in the evaluation questions agreed and discussed with DFID at the start of the research.

Programme mechanisms: Of the three programme mechanisms, outlined below, the evaluation assessed the progress for scale-up grantees and the incubators. For the IIF, the evaluation assessed progress against recommendations made in the 2015-16 Process Evaluation.

The specific aspects of the scale-up grantees that have been included within the scope of this evaluation are described below.

Cycle 1 scale-up grantees:

This year's Process Evaluation examined the latest developments for the three **Cycle 1 grantees**, including:

¹⁹ The first process evaluation report covered the period prior to this (April to December 2015).

- the relevance of the support provided to these grantees in relation to their respective needs and project objectives. There was specific focus on the support provided for proposal development at pre-award stage as well as post award stage; and
- the effectiveness of the technical support provided by the programme in enabling the grantees to further develop their proposals, projects and deliver the intended activities and results.

Cycle 2 scale-up projects: In addition to assessing the relevance and effectiveness of technical support at proposal development stage, the focus of the Process Evaluation for this second cycle of scale-up projects has been to assess:

- the relevance of the selected projects to the problems being targeted by the programme, including the extent to which educational problems being targeted by the programme were communicated effectively to applicants;
- the extent to which the selected solutions are likely to help deliver the programme results (educational outcomes); and
- the extent to which the programme achieved sufficient market outreach and engagement to attract relevant solutions.

Incubator organisations: This Process Evaluation examined the effects of the Ilm 2's work with these incubators, including assessing:

- the relevance, usefulness and effectiveness of the support provided by the programme, including the support services of BRD to the incubators to source, select and mentor early stage innovations;
- the relevance and effectiveness of the support provided by the incubators to start-ups at the Challenge Event and post selection stage;
- the extent to which BRD is the appropriate organisation and with the required capacity, for providing support to incubators in Pakistan; and
- the extent to which selected early stage innovations are ready to receive further funding for development and growth.

Please note that given the process-focus of this evaluation, the evaluation team did not assess Ilm 2 against the Paris Declaration principles. Assessment against the Paris Declaration principles will be more relevant as part of future performance and impact assessments. Similarly, assessing cross-cutting issues related to gender empowerment, poverty reduction, human rights, environmental conservation and other factors were not examined under this process evaluation. These issues will be examined as part of future performance evaluations of the programme when it examines who and how Ilm 2 is benefitting different groups, as well as how the programme has mainstreamed other relevant cross-cutting issues.

2 Approach to the Process Evaluation

2.1 Evaluation approach

As set out in the our Inception Report and agreed with DFID Pakistan, we have conducted a Process Evaluation to assess how well and to what extent the Ilm 2 programme has delivered what was planned and agreed between DFID and the FM. Through this approach, we reviewed and compared 'what' had been planned and agreed with DFID in terms of the quantity, quality and timing of the support to ensure that the assessment of performance was objective, fair and reasonable. This Process Evaluation also considered 'how' the support was provided and *how* the delivery process was managed in terms of levels of responsiveness and engagement that DFID expected and agreed with the FM. While it's clear what was expected in terms of results, milestones and delivery timescales, it is difficult to specifically define the quality of support expected. We have to mitigate for this and have drawn on multiple perspectives from different key informants to arrive at evidence-based and triangulated judgements about the quality of support provided that are as accurate, fair and reasonable as possible.

2.2 Evaluation questions

This Process Evaluation was driven by the evaluation questions that were discussed and agreed with DFID at the start of the research phase. As a result, this evaluation sought to answer the following overarching question:

To what extent has the programme been managed efficiently and effectively during the course of selecting and providing technical support to scale-up projects and incubator organisations?

We broke this overarching evaluation question down into the evaluation questions presented in Table 4. Some of these questions align well with criteria used by the Organisation for Economic Co-operation and Development - Development Assistance Committee (OCED-DAC) evaluation criteria, which is considered best practice. However, it's important to acknowledge that the evaluation questions below were driven by what DFID's was most interested in learning about from this Process Evaluation, which were then framed by the OECD-DAC criteria. While a Process Evaluation would not typically assess the effectiveness of a programme, we agreed with DFID that we would assess any evident effects emerging from the delivery process depending on how well each of the programme's components had progressed. With each annual evaluation, we would expect the evaluation to increasingly have a greater focus on the effectiveness of the programme at the later stages of its lifecycle.

Table 4: Key evaluation questions for the 2016 Process Evaluation framed by OECD-DAC criteria

Programme delivery mechanism	Evaluation questions	OCED-DAC Evaluation criteria
Overarching	To what extent has the Fund Manager planned, managed and delivered grantee selection and support activities on time, to budget and to the required quality to deliver the programme's outputs and milestones? What have been the challenges in doing so?	Efficiency and Effectiveness
Scale-up projects	To what extent was the technical support provided to scale-up projects relevant to the grantee needs and project objectives?	Relevance
	To what extent was the technical support provided to scale-up projects effective in enabling the grantees to further develop their proposals/ projects, monitoring and evaluation (M&E) and reporting mechanism to deliver their activities and results?	Effectiveness
	How much support was provided to the grantees and what was the quality of this support?	Relevance and Effectiveness
	To what extent are the Cycle 2 scale-up projects relevant to deliver the targeted educational outcomes?	Relevance

	To what extent are selected scale-up projects sufficient for meeting the overall programme targets (for enrolment, retention and learning outcomes)?	Relevance
	How well did the programme achieve market outreach to attract relevant Cycle 2 scale-up projects? This will include addressing the sub-questions: <ul style="list-style-type: none"> - What market engagement activities were undertaken? - What information was provided about programme requirements? - What selection criteria was used? 	Relevance
	How effective has the Cycle 2 selection approach been in attracting quality proposals and the conversion of successful EOIs into fundable project and how has this approach been different to that adopted for Cycle 1?	Effectiveness
Incubators	To what extent was the technical support provided to incubators by BRD relevant and useful to their needs and objectives?	Relevance
	To what extent was the technical support provided to incubators by BRD effective in enabling incubators to source, select and mentor early stage innovations?	Effectiveness
	How much support was provided and what was the quality of this support?	Efficiency / Effectiveness
	Is BRD the most appropriate organisation to be selected for providing incubator support to incubators in the Pakistani context?	Relevance
Start-ups (incubatees)	How relevant and effective has been the mentoring support provided to start-ups by incubators for the challenge events and after being selected?	Effectiveness and relevance
	How much support was provided and what was the quality of this support?	Efficiency / Effectiveness
	To what extent have the early stage innovations, supported by incubators, secured further funding for development and growth? If no funding has been secured why not and what have been the challenges?	Effectiveness
Impact Assessment Fund	To what extent has the IIF progressed in relation to the recommendations made in the 2015 Process Evaluation?	Relevance / Effectiveness
Grant management models	What are the similarities and differences between grant management models adopt by the FM (for scale-up projects and incubators) and those adopted by other similar education programmes in particularly the selection and technical assistance (TA) support processes?	N/A

3 Methodology

The evaluation used mixed methods, including collecting qualitative and quantitative data to answer the evaluation questions. Data collection through a review of programme and project documents, semi-structured interviews and a telephone survey began on 24 November 2016, with activities completed on 21 December 2017. In October, the ESP shared a concept note to DFID, outlining the approach, methodology and timeline of activities for the Process Evaluation. Feedback was then incorporated into a revised concept note, which was shared with the FM for their review and comment in November, with discussion between the ESP and FM taking place throughout the month.

The ESP shared the data collection instruments with the FM to ensure their relevance and they approved by DFID on 21 November 2016.

Each of the data collection methods used and the process followed for data collection and analysis are discussed below. A work plan detailing the schedule of work undertaken, during the evaluation, has also been provided in Annex 10. The research team adhered to DFID's ethics and principles for research and evaluation,²⁰ respondent participation was voluntary and written consent obtained where possible. Responses have been anonymised with respect to the confidentiality and privacy of respondents. Annexes 5 and 6 outline the privacy issues discussed with each respondent before each interview was conducted.

3.1 Desk-based document review

The review of key programme and project documents was conducted between January and February 2017. The purpose of the review was to examine the processes through which the FM delivered the programme. The review documents (including those documents produced by the FM and by grantees) included Ilm 2 Quarterly Reports, Quarterly Reports for the three Scale-Up Cycle 1 Projects, the BRD Inception Report and Best Practice Report, incubator proposals and proposal guidelines for Cycle 2 and selection criteria. We also reviewed email correspondence between DFID and the FM and between the FM and grantees. The full list of documents reviewed is available in Annex 3.

Documents were uploaded to Atlas.ti²¹ and coded following a structure based on the key evaluation questions from this year's Process Evaluation. The review identified the processes through which the FM planned to deliver technical support (scale-ups and incubators) as well as processes used to select programme grant recipients (Cycle 2 scale-up projects) and start-ups. There was some information from this desk review that described the effectiveness of the support processes as well as some of the challenges. Taken together, this information was then summarised in an analytical framework in MS Excel. The analytical framework tables that were used to organise and analyse the data are available in Annex 4.

We compared the Grant Management Model adopted by the FM with models of grant management adopted by similar programmes. This comparison was based on a document review of similar programmes that we have had direct experience of and for which sufficient information is available for comparison purposes. Interviews with key stakeholders included questions on respondents' experience and knowledge of other grant management models.

3.2 Interviews with key stakeholders

Throughout November and December 2016, we conducted 49 semi-structured interviews with key stakeholders including DFID staff, FM staff, scale-up grantees, incubators, start-ups and other stakeholders with a view on the programme's performance to date. The purpose of these interviews was to obtain in-depth information about the views and experiences of those involved with the programme. Table 5 provides further details concerning the profiles of those individuals that were interviewed, each interviewee was selected as the most appropriate from each organisation.

Specific interview topic guides were prepared for each set of interviewees to ensure that the interview questions were relevant to each interviewees' experience. As topic guides for 'semi-structured' interviews they were not pre-tested. After the first interviews though they were revised following feedback from interviewers about their relevance

²⁰ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67483/dfid-ethics-prcpls-rsrch-eval.pdf

²¹ Atlas.ti is analysis software for qualitative data.

and effectiveness in achieving the data required to respond to the evaluation questions. Copies of the topic guides that were used can be found in Annexes 5 and 6. Interviews were recorded, transcribed, and then coded in Atlas.ti using the same coding framework as for the document review. Annex 8 provides the full list of interviewees.

Table 5: Details of organisations and individuals participating in semi-structured interviews

Organisations	Specific designations/teams	Number of semi-structured interviews
DFID Pakistan	<ul style="list-style-type: none"> • Senior Education Advisor • Education Advisor • Deputy Programme Managers • Programme Officer Education Outreach & Innovation 	5
Programme team	<ul style="list-style-type: none"> • Project Director • Team Leader • Deputy Team Leader • Education Advisor (s) • Grants Manager • TA consultants • Grant appraisal team 	11
BRD (organisation providing TA support to incubators)	<ul style="list-style-type: none"> • TA team undertaking capacity assessment and provision of support to incubators 	1
Cycle 1 scale-up grantees	<ul style="list-style-type: none"> • Information Technology University (ITU) • Children's Global Network - Pakistan (CGN-P) • Multinet • (M&E, design and delivery teams and implementing partners) 	9
Cycle 2 scale-up grantees	<ul style="list-style-type: none"> • Development in Literacy (DIL) • Institute of Social and Political Sciences (ISAPS) • Society for the advancement of education (SAHE) • Family Educational Services Foundation (FESF) 	5
Incubator organisations	<ul style="list-style-type: none"> • LUMS Center For Entrepreneurship • Technology Incubation Centre, National University of Science and Technology (NUST-TIC) • Revolt/Basecamp • Plan9 Technology Incubator • The Nest i/o – P@SHA's Technology Incubator 	6

Selected organisations for support by incubators (start-ups)	<ul style="list-style-type: none"> • EdVertechs • NearPeer.org • Architect's Cab • Scinimation • E-Learning Network • Teaching Lounge 	6
Organisations interested in or providing seed or other development funding to selected innovative solutions and scale-up solutions	<ul style="list-style-type: none"> • Pakistan Poverty Alleviation Fund (PPAF) • Akhuwat 	2
Key strategic stakeholders including policy-makers and experts in education and innovation.	<ul style="list-style-type: none"> • Institute of Education Development • DG IT, Punjab Information Technology Board (PITB) • IDEAS 	4
Total number of interviews completed		49

3.3 Computer-assisted telephone interviewing (CATI) survey

Using Open Data Kit (ODK), the ESP conducted a CATI survey between November and December 2016, which included surveys with potential scale-up grantees (32 surveys) and incubator applicants (30 surveys).

The ESP developed separate semi-structured interview topic guides for scale-up and incubator applicants. The purpose of doing this was to gather the same information from multiple sources, which could then enable the triangulation of findings. Unsuccessful applicants received a separate set of relevant questions. The survey also included guidance to interviewers for interviewing both shortlisted and non-shortlisted applicants, with pre-testing and revision conducted prior to full-scale implementation. The tools were translated into Urdu before the administration of tools.

The survey used a combination of closed and open-ended questions to gather both quantitative and qualitative data. The CATI tool for incubator applicants asked a total of 38 questions and it took on average 30 minutes to complete, the CATI tool used for scale-up grantees asked a total of 61 questions and on average it took 45 minutes to complete the survey with each respondent.

The organisations contacted for participation in the CATI survey were selected using a stratified random²² sampling approach to include both successful scale-up and start-up organisations. Respondents also included:

- attendees of challenge events;
- organisations who submitted EOIs but were not successful;
- organisations that did not receive funding; and
- entrepreneurs /organisations that attended these events with the intention of proposing an idea to incubators for support.

The selection ensured representativeness from across different geographic regions as well. See Annex 7 for further details concerning the sampled organisations.

The CATI operators conducted the survey using separate semi-structured interview topic guides for both the scale-up and start-up organisations. Organisations in the sample were initially contacted via telephone to request consent

²² Stratified random sampling is a method of [sampling](#) that involves the division of a population into smaller groups known as strata. [In stratified random sampling](#), the strata are formed based on members' shared attributes or characteristics. A random sample from each stratum is taken in a number proportional to the stratum's size when compared to the population. These subsets of the strata are then pooled to form a [random sample](#).

for participation in the survey and to then schedule a convenient time to speak. Interviews were then conducted with one individual per organisation.

The purpose of this survey was to obtain the views and experiences of a broader array of respondents that participated in programme events but were not necessarily selected for grants, this provides a comparison with the views and experiences of the selected grantees and is particularly valuable to identify areas where the programme could improve.

We coded open-ended questions and cleaned the data using standard cleaning protocols including: (i) base consistency: valid response with respect to conditional skip; (ii) logical consistency: logically valid response; and (iii) non – response error validation. Data was then analysed using STATA, a statistical analysis software package.

3.4 Evaluation independence

There are clear roles and responsibilities between the ESP and FM. The ESP plays a quality assurance role of the monitoring and evaluation products that are developed by the programme grantees, this avoids a direct working relationship with the grantees and any potential conflict of interest. For this Process Evaluation, whilst the design note for the was shared with the FM and the FM provided support to access grantees and documents, evaluation activities were carried out by the ESP independently using their own research teams.

Opportunities to challenge points of accuracy and interpretation



The finalisation of this report has included opportunities for DFID and FM to comment on accuracy and interpretation of the report findings. The ESP has responded to each of the comments and questions that were submitted as part of the review of an earlier draft of this report. There were no significant disagreements that were not moderated through this process, and additional footnotes have been included to alert readers. The ESP thanks DFID and the FM for their engagement as part of the broader validation process.

3.5 Understanding the direction of Ilm 2's performance



Each of the evaluation questions that were examined under this process evaluation were assessed against a 'traffic light' rating system as shown in Table 6. This approach is used by the UK's Independent Commission on Aid Impact (ICAI). This approach was appropriate to indicate a broad direction of travel rather than a systematic assessment of performance. Where documented and information is available, performance has been assessed against what was planned and expected to be delivered.

As stated previously, less tangible performance standards or expectations have been assessed through a process of triangulation and the findings explained in full. While this approach is useful for understanding progress, readers of this report should be reminded that this process evaluation focused primarily on progress between January and September 2016²³, and therefore these ratings will be different based on the programme's current stage of progress (see Section 3.6 on limitations). How the report's findings will be communicated to different stakeholder groups is at the discretion of the FM and DFID but the report will be published by DFID Pakistan.

Table 6: 'Traffic light' system overview

Rating Symbol	Rating Description
	<ul style="list-style-type: none"> Green – strong performance against plan and agreed scope of work in performance area, which stands out as an example of good practice.
	<ul style="list-style-type: none"> Green-Amber – performed well against plan and agreed scope of work in performance area. Some improvements could be made to strengthen performance in this area.

²³ As previously noted, data was collected through December 2016, so it follows that the EP included additional relevant information from this period.

	<ul style="list-style-type: none"> Amber-Red – under-performance against plan and agreed scope of work in performance area. Significant improvements could be made to strengthen performance in this area.
	<ul style="list-style-type: none"> Red – poor performance against plan and agreed scope of work in performance area. Urgent remedial actions required to address significant under-performance in this area.

3.6 Summary of work plan

Annex 10 provides a complete schedule for the Process Evaluation.

3.7 Limitations

The Ilm 2 Process Evaluation was completed with only negligible changes from the original plan (mainly some diversions from the agreed timelines). We were able to address the evaluation questions that we agreed with DFID we would set out to answer. The evidence was collected and triangulated through a rigorous process as possible given the scope of the evaluation, and drew on a mix of different data sources. Despite these strengths, the research approach was not without its limitations. These limitations do not, however, compromise the overall quality of the evaluation process or the evaluation team’s confidence in the findings. The key limitations of the evaluation are summarised below.

Limitations due to the time period under assessment

The 2016 Ilm 2 Process Evaluation focused on progress between January to September 2016. The ESP considered some additional data that followed after this period, but it recognises that important strategic decisions have been made since September 2016 to improve the performance and effectiveness of the programme, and that if the same evaluation questions were examined now, the performance of the programme might look considerably better. This is particularly true for those grantees in Cycle 2 that have been contracted since September.

Limitations due to language and positive response bias

Limitations related to language and cultural barriers were managed as best as possible through the contributions of appropriate Pakistani researchers and team members. The CATI survey and several interviews were conducted in Urdu and translated into English, but there is still a risk that some information and meaning was lost through this translation process. To mitigate this risk, Urdu interviewers translated their own transcripts and the CATI survey was also translated by interviewers.

Some levels of response bias as part of the qualitative research could still have occurred when researchers met with both English and non-English speaking informants. The potential for this bias to affect the evaluation was limited by the triangulation of different data sources, but some level of biased responses is possible due specific agendas and vested interests underlying interview responses.

Limited documentation

The evaluation could not have been conducted solely through a desk review as the available documentation tended to have gaps, particularly concerning the specific technical assistance provided to scale-ups and incubators by FM staff. While expectations concerning support were outlined in the programme Inception Report and other addendums, much of the actual support that was provided was based on the specific needs of the individual grantees and this information was not consistently captured in the available documentation.

There was, however, ample information provided through interviews and reports about the type and quality of the support that was provided.

Limitations to changes to the sampling approach

The interviews that were conducted during the Process Evaluation (Table 5) were slightly different from what was planned as part of the original sampling approach. Specifically, fewer interviews were conducted with key strategic stakeholders and organisations interested in providing seed or other development funding to start-ups and scale-

ups. Less information from these groups meant the evaluation had to rely on other secondary sources. While there was still ample information to make assessments, there are some perspectives which are not quite as well represented as others.

4 Process Evaluation Findings: Fund Manager

4.1 To what extent has the FM planned, managed and delivered grantee selection and support activities on time, to budget and to the required quality to deliver the programme's outputs and milestones? What have been the challenges in doing so?

Key findings

- ❑ The FM's planning was based on assumptions that ultimately did not fully reflect the actual needs of grantees or the ecosystem in Pakistan.
- ❑ The FM has been flexible in adapting its approach to respond to grantee needs but has not been effective in adapting the programme to respond to more major challenges.
- ❑ The FM has managed relationships with grantees reasonably well, but there have been some issues in providing the most effective and timely support. The working relationship between the FM and DFID has not always been effective. At times, this relationship has been affected by miscommunication and a lack of a shared vision of success.
- ❑ The programme is significantly underspending against its targets and the delivery of many activities and milestones are behind schedule. Some of these issues were compounded by staff turnover within the FM team, as well as the limited capacity for the FM to respond to all of the emerging needs of the programme's stakeholder organisations.



- Amber-Red – **under-performance** against plan and agreed scope of work in performance area. Significant improvements could be made to strengthen performance in this area.

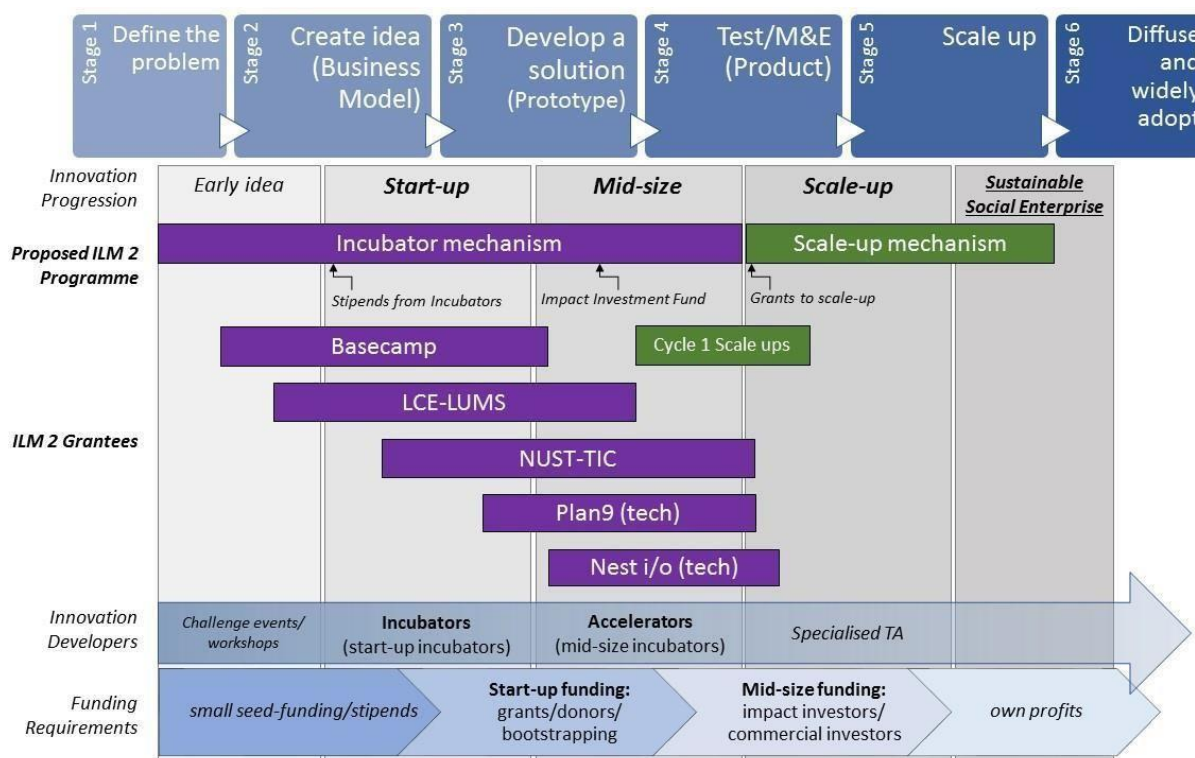
Key assumptions that factored into the FM's planning

Ilm 2 plans to support the entire innovation process and provide both technical support and funding channels for innovation. The FM developed an Inception Report that outlined their understanding of the process of innovation outlined in six stages. This led to the design of the programme components: (1) **Scale-ups** to take tested solutions to scale; (2) **Incubators** to test innovative education solutions; and (3) the **IIF** to invest in scalable education solutions.

The FM outlined the innovation process in six stages: starting from defining a problem and creating an idea; developing and testing the solution; and taking the innovation to scale for wider adoption. Along this innovation spectrum, innovations are defined as start-ups, mid-size innovations, and scale-ups. According to the Inception Report, Ilm 2 plans to cultivate an ecosystem for education innovations through grants given to incubators (to progress ideas from Stage 1 to 4) and to scale-ups (to advance innovations from Stage 4 to 6). Funding for innovations was planned to be delivered through grants and through the IIF.

The FM developed plans and forecasts for grantee selection and the technical support to be provided, but these were based on somewhat inaccurate assumptions about the type of grantees they would attract and the level of support that would be needed. By mapping the profiles of the grantees that were selected, it is evident that some of the assumptions that were made about the supply of suitable grantees as well as the technical and financial support required by these organisations were incorrect. Diagram 1 below maps out the FM's assumptions about the innovation process, its proposed programme and how the programme eventually manifested.

Diagram 1: Mapping of Ilm 2’s proposed programme and actual programme



Through the **Scale-up mechanism**, the FM expected to find innovations at the scale-up stage with tested solutions. This proved difficult in Pakistan where social entrepreneurship is still nascent, especially in the education sector. The decision to phase the Cycle 1 grantees meant that they had the opportunity to develop their projects and organisational capacity in advance of increasing the scale of their projects for Phase 2. However, at the time of this Process Evaluation, no Cycle 2 projects have been contracted. The FM has identified potential grantees from private sector organisations but it is still likely that grants will only be awarded to those at the mid-size stage rather than at the scale-up stage of innovation progression.

Through the **Incubator mechanism**, the FM planned to take innovations from an ‘early ideas stage’ through to Stage 4 where they would be ready to find further funding or to apply for the scale-up mechanism. The FM assumed that it would be able to find the right incubators and be able to provide the appropriate support and funding. In reality, most incubators were not able to provide all of the support required for Stages 1 through to 4. The incubators fund start-up businesses that take early ideas to an early prototype stage, and ‘mid-size incubators’ that take early prototypes to the scale-up stage. Given the diversity in incubator profiles, it was unrealistic for Ilm 2 to have the same expectations for all start-ups, because some would not be able reach the level required to pursue investor funding in three to six months if they only started with an early idea at the beginning of incubation.²⁴

Access to funding for innovation is important throughout the innovation process and **the IIF was intended to serve this access to finance function**. The most critical funding points are when innovations develop and test their prototypes (start-up funding to Stage 3 - 4 innovations) and when they are scaling-up (mid-size funding to Stage 4 - 6 innovations). The programme provided the latter support through grants to scale-ups, but the IIF was not established as planned during the evaluation period. Furthermore, it may not now be feasible or realistic to establish the IIF during the programme’s lifetime given Pakistan’s current ecosystem. Given the importance of securing access to funding, feasibility studies and research should have been performed prior to programme’s design to ensure the IIF was feasible. If issues around the Fund had been identified earlier, then other approaches for securing funding could have been pursued.

²⁴ Longer incubation periods, or breaking up the Incubator mechanism into an incubator and then accelerator phase, might have resolved this issue. These approaches might have reflected the reality that some innovations are more developed than others and that taking an idea to a prototype stage is lengthy processes.

DFID and the FM did not sufficiently anticipate that the educational innovation ecosystem in Pakistan was as immature as it has proved to be and that it would require significant support to develop. For example, certain actors like incubators and innovation funds needed motivation and assistance to build new capacities and change existing perceptions. The FM had not planned to deliver the level of support that was required to bring about these deeper behavioural changes by grantees, and did not necessarily have the staff capacity to meet their different needs.

Managing grantee support and applications

In anticipation that the innovation process is complex and might not progress as planned, the FM has adopted a flexible approach to programming to enable it to adapt to the realities of changing grantee and programme needs. For the Scale-up mechanism, technical assistance was provided after extensive conversations with the grantees. The Incubator mechanism was to be informed heavily by the collaboration meetings with incubators and the development plan for the IIF was deliberately left broad.

Grantees have developed a close relationship with the FM. The FM is seen as responsive and highly approachable. The FM has made itself available on an almost full-time basis, which is a credit to their hard work and diligence. But this also raises questions about the sustainability of this level of support. The FM's flexible but predominantly reactive approach has not always been the most effective. In some instances, the provision of support would have been improved through a more carefully planned and structured approach. Examples of specific experiences of grantees when receiving support is discussed in Sections 5 and 6.

Relationship between the FM and DFID

The Process Evaluation found several notable examples where misunderstanding between the FM and DFID limited the effective delivery of the programme. For example, with regards to the Ilm 2 programme objectives: DFID expected to see innovations to emerge from the incubation process that would succeed and secure further funding. By contrast, the FM understood that the primary objective for this part of the programme was primarily to build incubator capacity and that 'success' was not necessarily going to be measured by the success of the start-ups supported by the incubators. Similarly for scale-ups under Cycle 2, there were some differences in opinions between DFID and the FM about what good quality applicants with the potential for success look like. The FM focused on developing projects that would be able to contribute to the programme's education outcomes and respond to a balance of other criteria, while DFID appeared to be increasingly interested in supporting grantees that had the potential to be commercially sustainable. This divergence may have been affected by leadership changes at DFID which coincided with Cycle 2 recommendations from the FM.

Progress against spend and milestones

The FM's budget for scale-up projects is underspent and the activities delivered will continue to be on a smaller scale than has originally been envisaged. By September /October 2016, a total of 171,990,687 PKR (1.3m GBP)²⁵ had been dispersed to Cycle 1 grantees. This underspending for Cycle 1 grantees illustrates the programme's slow 'burn rate' to date. Approximately £2m out of a total budget of £20m has been spent after about 2 years through the total programme period of four years i.e. at the midpoint stage. This is a key concern for DFID.

Scale-up projects have had mixed success in meeting their outcomes and outputs to date, but there is still time as these plans were expected to run through February 2017. Table 7 presents the funding that has been received by the scale-up projects through October. The FM assessed Multinet and CGN-P as mostly achieving their outcomes with a few areas for improvement – for example 64% of CGN-P trained entrepreneurs have opened a centre, above the target of 60%, although fewer children than targeted (1226 of the 1500 target) are enrolled. By contrast, the FM identified ITU's progress as involving significant performance concerns, for example, they had developed 132 of the target of 240 video lectures to the required standard and 55% of centres (against a target of 100%) received regular monitoring and support visits.

Table 7: FM analysis of Scale-up project spend to October 2016

ITU	Multinet	CGN-P
60,723,200 PKR	57,305,187 PKR	53,962,300 PKR

²⁵ FM Quarterly Report August-October 2016

23% fund utilisation	58% fund utilisation	65% fund utilisation
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Source: FM Quarterly Report August-October 2016

There have been some delays in contracting Cycle 1 grantees. There have been multiple reasons for this, including slower grant approval processes than anticipated, which was partly driven by the need of the FM to further assist with the development of proposals before contracts are signed and DFID's own reporting timeframes. Delays in signing contracts means that the timeframes for delivering activities have often been constrained.

Delays to other programme areas

There was a two-month delay in contracting BRD to provide technical support to the incubators. While this might not be a significant amount of time, it prevented BRD from starting its visa application process earlier. While having more time to prepare their visa application would not necessarily have ensured success, being aware of this problem earlier would have allowed the FM time to develop alternative plans before BRD's absence would lead to a major gap in support. With the incubator mechanism having a tight schedule, two months could have made the difference between a successful Challenge Event that had a number of high quality innovations and one that did not.

BRD could not get visas to begin its work with the incubators (discussed further in Section 6). As a result, incubators struggled to provide much more support to start-ups beyond providing routine services. BRD's planned role was critical to providing comprehensive assistance by building both organisational and technical capacities to sustainably integrate IIm 2's concepts into the existing incubator mechanism. When BRD's visa got denied, the FM was not able to fill this gap. The FM provided more of their own workshops on education and social entrepreneurship, but did not have capacity to deliver the services that BRD intended to deliver. While BRD and the FM had discussions about continuing BRD's work remotely through virtual communications, the FM felt that it would not be successful without involving at least one or two visits to Pakistan. As the FM hoped that BRD would get their visa approved by December 2016, they did not look at alternative methods for providing incubators with support, which led to further delays.

There were major delays in establishing the IIF. DFID took eight months to reach a decision about housing the Fund in Karandaaz, a Pakistan investment fund²⁶. Whilst DFID was deliberating, the FM could have taken other steps to explore alternative options that could have been more appropriate. Ultimately, both DFID and the FM eventually agreed that housing the IIF in Karandaaz would not be the best solution and agreed to begin a new study to examine the Pakistan funding landscape.

Other factors that have affected the quality and delivery of the programme

The FM has experienced significant staff turnover and resourcing challenges over the period covered by this Process Evaluation. We found that the FM spent more time delivering support than was forecasted, and because staff were always 'on call', there are potential concerns about a high, and potentially unsustainable, workload for FM staff. To its credit, the FM filled two full-time positions that provide technical assistance to grantees to develop M&E systems and provide support to incubators. Even so, the FM team are under-resourced given the demands of the programme, and this lack of capacity has impacted on the perceived quality of the support that has been provided.

With regards to the IIF, DFID have concerns as to whether the FM has the capacity to manage this fund. While the FM has expertise in education and has acquired expertise in social entrepreneurship, the team does not have specialist knowledge about the private sector and finance. The feasibility study that was sub-contracted by the FM recommended that the IIF be housed under Karandaaz (see Section 8), but this option was eventually deemed unsuitable and no other possible options have been developed since then.

²⁶ Karandaaz Pakistan is a not-for-profit development finance company established in 2014 and registered with the Securities and Exchange Commission of Pakistan (SECP). The organization promotes access to finance for small businesses through commercially directed investments, and financial inclusion for individuals by employing technology-enabled digital solutions. <http://www.karandaaz.com.pk/about-us/company-introduction/>

5 Process Evaluation Findings Scale-ups

5.1 To what extent was the technical support provided to scale-up projects relevant to the grantee needs and project objectives?

Key findings

- Grantees needed extensive support in multiple areas over the evaluation period. The main areas of support provided by the FM involved developing M&E systems and supporting the development of project activities. Support has also been provided to develop proposals for phase two of funding for Cycle 1 grantees. Details of the support delivered are provided in Sections 1.2 and 1.3.
- Grantees have received extensive technical support, which was viewed as relevant to their needs. The relevance of this work is partly explained by the FM's largely demand-driven approach to responding to the grantees' needs as they emerged. While the amount of support provided was wide-ranging, it could have been provided more efficiently through a better planned and tailored process than the way it has been delivered.
- There is little evidence that the FM has provided assistance to grantees to develop new partnerships or reach out to the government as intended. The FM's own attempts to engage the government with the Ilm 2 programme do not.



- Green-Amber – **performed well** against plan and agreed scope of work in performance area. Some improvements could be made to strengthen performance in this area.

Process for identifying needs

The FM's initial technical support was focused on identifying the likely needs of grantees, as well as identifying possible related risks. Soon after grants were awarded, the FM conducted a Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis for each grant proposal and held a reflection workshop to discuss the project designs. Based on these consultations, those areas where technical assistance (TA) was most needed were prioritised for further support.²⁷ The FM held meetings with each grantee in April 2016 during which time grantees were required to present their progress to date and discuss an updated assessment of potential risks. The FM asked a series of questions at these meetings to further establish grantees' strengths and weaknesses, and what TA was likely to be required.

Despite this consultative process, there is little evidence from interviews with grantees to indicate that these discussions led to TA support during Phase 1 being delivered through a formal plan. The perception among grantees was that the FM provided ad-hoc²⁸ support at times that they found difficult to absorb. This a theme that will be explored over the subsequent sections of this report.

Type of support that was provided to develop Phase 2 proposals

Intensive support was provided by the FM to assist grantees to prepare their proposals for Phase 2 funding. This type of support was identified by grantees as being well-planned and the FM was credited with helping grantees develop a better understanding of the key requirements in order to be eligible for Phase 2 funding.

The FM's support consisted of a two-day workshop for all grantees in Islamabad, which focused on subjects related to business modelling, taking projects to scale and issues concerning sustainability. Grantees appreciated the workshops, including the opportunity to be brought together. Feedback from grantees showed that they gained a better understanding of what was required for Phase 2 and a better understanding of what support they needed in order to develop their proposals. The workshop was managed by one Senior Technical Adviser from the FM, despite the intention to also include the inputs from other international technical advisers.²⁹

²⁷ 2015-2016 Process Review. Ilm Ideas 2 QPR August-Oct 2016

²⁸ The FM provided this support on request from grantees or when they felt the grantees lacked capacity. It was not provided though on a regular basis or pre-planned.

²⁹ RH TA Report August 2016

The workshop was followed by one-on-one meetings in grantees' offices, which lasted between two and five days. The immediate relevance of this support was sometimes mixed. For example, one grantee explained that it had gained the skills and confidence to develop partnerships after a five-day workshop with a member of the FM staff. By contrast, other grantees expressed some concern that the support they received was too focused on ensuring that they responded to the programme's requirements to deliver large scale activities rather than helping them develop the most effective projects.

Availability of the FM to support different requests

Grantees are in close contact with the FM and frequently made requests for support and feedback. Formal feedback is collected through the grantees' quarterly reports, which includes a section where grantees are able to describe the areas where they feel that they will need TA in the next quarter. These sections tend to be brief and give a general description of what the grantees feel their needs will be, but the FM then uses this information to inform follow-up discussions.

The needs identified by grantees are varied. These have included requests for support to train fieldworkers in data collection to requests to help them navigate the procedures and protocols required to certify early childhood development (ECD) centres. The FM has been able to respond to the wide range of requests to varying degrees. For example, several grantees reported that they have not received sufficient support from the FM to navigate procurement processes to secure IT equipment. These challenges resulted in one project having less equipment than required. Another grantee provided an example of multiple procurement rounds that failed. The FM ultimately referred the grantee directly to DFID for procurement assistance as there were procurement rules that it could not negotiate on the grantee's behalf.

Progress in relationship building

There is little evidence to show that the FM's initiatives led to the development of new partnerships or relationships between the FM and the government. The FM planned to hold meetings with government officials about bringing education innovation into the public school system³⁰, but these efforts have been hampered by low levels of buy-in from participants and it has been difficult to achieve a sustained level of engagement. The FM agreed with DFID to wait until grantees have solutions to showcase before the next public sector engagement meeting

Some grantees are however gaining traction with government. While one grantee, CGN-P, reported low participation rates in the technical advisory group they established, they reported some positive engagements with the Sustainable Development Goal Task Force and with the Health Department. They have successfully built partnerships with organisations to provide loans to the ECD entrepreneurs with Akhuwat Bank³¹ and the Prime Minister Youth Business Loan Scheme (PMYBLS).

One area where grantees have been more critical is the lack of relationship building within the programme itself. The workshop for the development of Phase 2 proposals was the only time when grantees had the opportunity to come together to discuss their projects and share experiences during the evaluation period. Interviews with grantee staff described this experience as valuable and voiced their desire to have additional, similar opportunities for the remainder of the programme.

³⁰ FM Quarterly report November-Jan 2016

³¹ Akhuwat was established in 2001 with the objective of providing interest free microfinance to the poor to enhance their standard of living. Drawing on the principles of social justice and brotherhood, Akhuwat strives to alleviate poverty by creating a system based on mutual support in society. To this end, Akhuwat has adopted microfinance as its operational strategy with the loans being offered in accordance with the doctrines of Qarz-e-Hassan (interest free loan). More details provided at <http://www.akhuwat.org.pk/index.asp>

5.2 To what extent was the technical support provided to scale-up projects effective in enabling the grantees to further develop their proposals/ projects, M&E and reporting mechanisms to deliver their activities and results?

Key findings

- Grantees have developed their M&E and reporting mechanisms largely from scratch. This has involved the design and testing of a large number of bespoke tools for each grantee, including tools such as attendance measures, classroom observation forms and logs. Grantees have also developed online platforms to record data and developed their understanding of how monitoring data can be used to enhance the delivery of their projects.
- The process of developing educational content has been slower than expected. At the outset of the programme, grantees did not fully understand the process needed to develop educational content or the amount of training required for those delivering education activities. The related needs for on-going training and support have also been greater than anticipated.
- TA has been essential for developing M&E and reporting systems. The FM has provided intensive support despite limited capacity both within the FM team and among grantees.
- Grantees made largely positive comments about the support provided by the FM, but have expressed concern around delayed timeframes and expressed some frustration in the timeliness of the feedback provided.
- To supplement the low capacity of grantees, an external data collection supplier, VTT Global, was contracted to conduct baseline research for the grantees. For each project they have collected household data, and conducted ASER and School Readiness Assessment (SRA) tests. Further discussions between DFID, the FM and ESP are still required to ascertain whether the current division of monitoring and evaluation activities is the most effective and efficient approach, or whether a different division of responsibilities would be more appropriate.



- Amber-Red – **under-performance** against plan and agreed scope of work in performance area. Significant improvements could be made to strengthen performance in this area.

The FM's influence on project designs

There is clear evidence from interviews and grantee reports to show that the FM's advice has influenced how the grantees plan to deliver their projects. Grantees received this advice in different ways. The ability of grantees to ask questions or receive advice whenever a concern arose was particularly appreciated. For example, the FM provided assistance that reportedly improved the educational content and quality of video materials that grantees produced. Other grantees commented that the FM provided assistance to help refine the training grantees delivered to the end users (e.g. teachers or ECD centre leaders) of their education products.

While the FM was credited by some grantees for helping them to design and deliver better projects, a number of challenges remain. One challenge concerns a lack of sufficient resources on the FM's part to provide the full range of support that grantees felt was needed. This capacity gap has meant that feedback on educational content and delivery often came at different times and from multiple members of FM staff. Discussions with grantees highlighted their strong preference for a central contact person.

Under-resourcing by the FM had other effects on project design. Scale-up grantees reported that they received a lot of support from the senior members of the core FM team, as opposed to more specialist TA support personnel. The FM's constrained capacity resulted in a limited number of visits to schools and centres where activities were being delivered. The value of these visits should not be understated. When those visits took place, they enabled the FM to make practical recommendations for larger changes to project designs and also enabled the FM to identify issues that needed further monitoring (e.g. the poor quality of buildings used as learning centres by one grantee).

Effects of the FM's technical support

The FM has been able to respond to a number of grantee problems that have emerged over the course of implementation. For example, Multinet initially found that the use of tablets by groups during lessons was disruptive and hard for teachers to implement. After receiving FM advice, Multinet altered the way that tablets are used, which

has reportedly been more effective. In this instance, tablets are now used to deliver stand-alone lessons focused on reviewing material that the teacher has already introduced.

Some grantees have found the FM's trouble-shooting support was less helpful, particularly when it meant shrinking the scope of work that had been planned. In one interview, a grantee staff member described how his organisation initially planned to train teachers in the use of the technology as well as enhanced classroom management techniques. The FM reportedly suggested that this approach would make it hard to evidence the changes required to receive further programme funding. This resulted in the grantee providing training in how to use the technology with less attention to other areas that were planned. By reducing the scope of work, the grantee's underlying concern was that teachers have been given a new tool to use in the classroom, but did not have enough of the other foundational skills needed to ensure that the material on the tablet is used effectively in the long term.

The ease through which grantees could absorb FM's technical support varied. In some instances, the amount of time needed by grantees to respond to comments or queries was felt to be disproportionately high. In other instances, the FM's delays in providing feedback meant that grantees were not able to incorporate suggestions in time for these to be included. For example, the FM suggested that ITU revise its video content so that it was more engaging by including animated characters. While the FM reported that it flagged issues earlier in the development process, the grantee felt that the suggestion was not made until a significant amount of content has been created and they did not have the time or resources to undertake this additional work until the second phase of the project.

Grantees often reported feeling overburdened by information and reporting requirements and the high level of approval required by the FM. Turnover in the FM's staff positions, combined with the low capacity of some of the education experts contracted by grantees to provide technical assistance further exacerbated these problems.³²

Developing monitoring and reporting systems

Helping grantees to develop adequate M&E systems has been one area where extensive TA support from the FM was expected, particularly given grantees' limited experience in these areas and limited staff numbers. The FM has been active in building M&E capacity. This work has included helping grantees to develop an extensive set of monitoring tools and processes for each of their projects. The support that was provided sought to improve grantees' understanding of what monitoring should be undertaken, what expert assistance is needed at different stages in the project life cycle and how the effective use of learning from M&E processes can improve the implementation of their respective projects. At this point in time, it is too early to determine how effectively grantees have been able to learn from M&E, adapt and improve their activities.

The mechanisms through which the FM provided support for M&E and reporting were varied. Grantees mentioned meetings and workshops with the FM's M&E Officer and described intensive collaborative support. The FM explained that the focus of the individual support was to help grantees to develop tailored M&E tools needed for each project to report against their outcome and output indicators, as well as enabling them to use this data to improve implementation.³³ For example, in the case of ITU, the FM's support led to the development of a series of observation tools, including video assessments, to monitor how their content is being used in the classroom.

Grantees were expected to also invest in building their own capacity, but progress against this objective had been slower than anticipated. One of the key reasons for this has been the slow pace by which grantees have hired staff with the right capacity and skills. For example, CGN-P hired an M&E Manager who was subsequently replaced.

ITU has similarly experienced significant staff turnover and currently does not have an M&E Manager. Progress is being made though. All grantees now have small M&E teams after the need for this capacity was stressed by the FM.³⁴ The effectiveness of these teams was not examined as part of this evaluation, but will be examined as part of the 2017 Process Evaluation.

Effectiveness of M&E support

Many grantees made positive comments about improvements in their M&E processes because of the FM's work. Grantees recognised that changes to their capacity enabled them to better monitor and capture the results that are required for them to progress to Phase 2. For example, staff from one grantee commented that the support had

³² Grantee interviews.

³³ FM quarterly report 1.

³⁴ Im Ideas 2 QPR Nov-Jan 2016.pdf and Aug-Oct 2016

strengthened their organisational M&E capacity, including how to measure outcomes and knowing how and when to hire additional expert technical help.

The feedback from some of the grantees also illustrates how important this M&E support was in light of their initial capacities in this area. For example, Multinet had never designed or implemented an M&E system before their involvement in Ilm 2. A staff member described his limited understanding of what was required and the ongoing support they have received

We have had tremendous support from the Ilm team, so much so that they've helped us understand why one particular version of our form would work and how it should be conducted and there have been several revisions and suggestions and recommendations.³⁵

Two of the three scale-up grantees began working in schools and centres in August and September 2016. As of October 2016, the three scale-up grantees had developed data monitoring forms, two had finalised their monitoring and evaluation instruments and all of them were in the process of training M&E staff.³⁶ The effectiveness of these efforts is not yet observable since the first round of data collection occurred outside of the timeframe of this evaluation. However, next year's Process Evaluation will be able to make an assessment because data will have been collected to monitor and report progress in delivering activities on a broader scale.

Despite the positive feedback from grantees, the experience of grantees in receiving M&E support has not been uniformly positive. Several grantees expressed concerns that the timing of support for the development of M&E systems began too early in the project design lifecycle and led to wasted effort when changes were made. An interview with a member of the FM staff similarly described how additional time spent adapting and re-adapting tools to respond to changes in the project was not as efficient as waiting until grantees' projects were better developed.

The FM recognises these concerns and is making changes. Interviews with FM staff indicate that for Cycle 2, a more phased approach to the delivery of M&E TA has been planned. The FM developed standardised M&E tools for the applicants to use at the project proposal stage, which gives grantees an idea of what they will need to measure through their M&E systems and frameworks. However, more intensive, detailed technical assistance will only be provided once the project ideas have been finalised.³⁷

Supplemental baseline study

One important addition to Ilm 2's programme of work this year was the commissioning of an external provider, VTT, to collect grantees' baseline data. The underlying rationale for outsourcing this work was to limit the burden on grantees to collect robust baseline data, a task that DFID, the FM and ESP agreed would have been beyond their capacity. The ESP provided extensive inputs into the ToR for this baseline study, and attended meetings and a workshop with VTT and the FM in preparation for the data collection phase. The ESP also developed a mini strategy paper for handling attrition and provided intensive feedback on the baseline draft reports submitted by VTT. The ESP's Baseline Meta-Analysis Plan and Report (submitted to DFID in April 2017) covers this area in more detail.

At the end of the evaluation period, baseline data collection was underway. Grantees assisted with VTT's work by providing datasets, contact details and helping them to liaise with partners. VTT and the FM held workshops with each grantee to help them understand the value of an independent firm conducting the study.

The overall data collection process is reported to have proceeded smoothly despite experiencing some delays. VTT and the grantees raised a few concerns about the data collection process caused by poor communication.

One grantee notified schools that they would not be in the treatment group shortly before data collection took place, which meant that they were reluctant to assist the baseline research process. Another implementing partner raised concerns that the purpose of collecting socio-economic data had not been adequately explained to participants, which resulted in a false expectation of the project providing economic support to households.

DFID and the FM raised the issue about the efficiency and effectiveness of the current arrangement between VTT, the ESP and the FM for fulfilling research, monitoring and evaluation functions. These issues were expected to be examined in advance of Cycle 2. Several suggestions of ways forward were given in interviews, for example,

³⁵ Grantee interview

³⁶ FM quarterly report Aug-October 2016

³⁷ Interview with FM staff

responsibility for the collection of monitoring and evaluation data could be removed from grantees and collected by an external provider to allow grantees to focus on implementation. Equally, it may be more efficient for data collection to be managed directly by the ESP rather than through a third party contracted by the FM.

5.3 How much support was provided to the grantees and what was the quality of this support?

Key findings

- The FM has provided more technical support to grantees than had been anticipated, which has been a central cost driver of the project. The FM forecasted that TA needs would be lower going forward and anticipate that Cycle 1 grantees are now in a better position to deliver activities. Less intensive support will be provided for Cycle 2 grantees.
- The quality of support that has been provided was responsive, but would have benefitted from being delivered in a more planned way. Some of the grantees perceive that support is provided in an 'ad-hoc' way and that this way of working has also created challenges for grantees in terms of meeting the FM's reporting and information requirements.



- Amber-Red – **under-performance** against plan and agreed scope of work in performance area. Significant improvements could be made to strengthen performance in this area.

The amount of support provided to grantees

The provision of TA has been a central cost driver of the programme for the FM, and has been more intensive than planned. The FM reported that they have provided a total of 644 days of technical assistance to grantees over the period of the process evaluation. The breakdown of this support by quarter is presented in Annex 11; a more detailed breakdown is only available for 2016³⁸, which can also be found in Annex 11.³⁹ The FM records TA days under two bands Grantee Facing Technical Assistance (GTA) and Programme Management Technical Assistance (PTA), there appears to be a minimal difference between the support provided under each budget line and individual experts are recorded in both lines.

The diverse needs of grantees has exceeded what was anticipated by the FM. It was expected that most support would be required for M&E, however wider support for the development of grantee project content and activities was also required. The FM explained that accurate forecasting of TA needs was also challenging, particularly at the beginning of the programme.

The FM reported that it now has a better understanding of the varying degrees of capacity across the grantees, but they anticipate that the support for Scale-up grantees under Cycle 2 will be more efficient. The FM anticipates that an additional 155 days of TA will be required between November 2016 and January 2017, which will be a large reduction in comparison with Q2 and Q3.³⁸

Quality of support

The quality and consistency of support provided to grantees has been mixed. Section 5.2 discusses some of the ways in which this support has improved capacity (e.g. support related to M&E) but the quality of support has at times been less than expected due to a mix of different factors.

One of the key factors that has affected the quality of support provided is turnover within the FM's staff. During the evaluation period, the Team Leader, Grant Manager and Assistant Grant Manager have all left the programme.

The current M&E Officer became a full-time staff member in October 2016 after working part-time as a consultant.⁴⁰ This turnover has affected grant management. For example, a staff member from one grantee described receiving

³⁸ FM quarterly reports, and data provided by the FM. Information for Q1 is taken from FM quarterly reports only. Detailed monthly data is not available. A detailed schedule of costs is also not available due to the commercially sensitive nature of this data and information.

³⁹ Please note that this reporting does not include time of the Ilm Ideas 2 Team Leader or Deputy Team Leader.

⁴⁰ FM and DFID interviews

separate feedback from multiple people from the FM while they were preparing their Phase 2 proposal. In other instances, grantees reported that high staff turnover within the FM resulted in contradictory and sometimes unconstructive feedback.

The way that support is provided also warrants discussion. Some stakeholders felt that while the 'on-call' nature of the FM was appreciated, it also contributed to disproportionately high workloads for FM staff. Concerns about the ability of FM staff to continue to operate on such a time and resource intensive basis was raised by a number of stakeholders, including FM staff. The ad hoc nature of TA has also frustrated grantees who say they would have found a planned programme of support easier to manage and absorb.

Another factor that is affecting how well grantees absorb the support provided relates to the FM's information management requirements. Grantees commented that the information requirements have changed as the programme has evolved and that a disproportionate amount time is spent producing reports for the FM. Similarly, grantees often expressed frustration with the level of sign-off required to take action, the number of people involved in decision-making and some perceptions of micromanagement. One grantee in particular commented that the focus on reporting and documenting was distracting from the delivery of project activities. These feelings are captured in the following exchange with a grantee:

We had an M&E Lead, we have an M&E Manager, we had two M&E [INDISTINCT], we had five consultants, and, as a Project Manager, it just...I could not make any decision without first checking with all of these consultants and all of these individuals within my own team and then, also, getting approvals from the programme too. It was just too much. ⁴¹

Suboptimal communication and inconsistent documentation of key decisions between the FM and DFID have also contributed to some confusion, including managing the expectations of potential grantees. For example, the FM had thought that DFID agreed that the FM could contact unsuccessful Ilm 2 applicants to encourage them to apply for the next round of funding, but was later informed that this has not been agreed. Eventually the FM and DFID agreed to review these proposals alongside Cycle 2 applications

5.4 To what extent are the Cycle 2 scale-up projects relevant to deliver the targeted educational outcomes?

Key findings

- The five projects proposed by the FM for further consideration for funding in October 2016 are all relevant to the education outcomes and problem areas targeted by the programme.
- Applicants were provided with more information about the FM's understanding of these areas through the production of problem briefs which were available on the website – 71% (23 of 32 respondents) of respondents to the CATI survey said that they had sufficient information about the education problems Ilm 2 aims to tackle, which they used to submit a proposal. Despite this, slightly more than half of respondents (17 of 32 respondents) to the CATI survey said that they needed more information about the education barrier that the programme targeted.



- Green – **strong performance** against plan and agreed scope of work in performance area, which stands out as an example of good practice.

This following section examines the potential for Cycle 2 grantees to contribute to the objectives of the programme. As discussed in Section 5.7, no decisions about which proposals to fund for Cycle 2 have been made. Applicants were in the process of receiving support from the FM to further develop and refine their proposals during this evaluation.

Key objectives for Cycle 2 applicants

The education outcomes presented in the Cycle 2 application guidelines were communicated to applicants in the application guidelines and included:

⁴¹ In interviews, the grantee said they spoke to five different people but the accuracy of point is contested by the FM which says it did have five consultants working with one grantee.

- Improving outcomes in basic literacy and numeracy;
- Increasing access to education; and
- Increasing retention.

The focus on these particular educational outcomes was developed and discussed between the FM and DFID who agreed on the tight focus on education outcomes for the scale-up projects.

The targeted problem 'priority areas' are described in the application guidelines as:

- Access to good quality education for the poorest of the poor and for children living in remote areas;
- Education for girls;
- Education for children with special education needs;
- Improving the quality of learning and the learning environment;
- Helping teachers to be more effective in the classroom; and
- Strengthening education management.

Analysis of the proposals against the education outcomes and targeted problem areas

The five proposed projects for Cycle 2 each address at least one of the targeted education outcomes and one of the targeted problem areas. The areas the five proposed project intend to target are set out in Table 8, which presents information from the applicants' proposals and FM's score sheets. This shows that there is a greater focus on developing learning outcomes than increasing access and enrolment. Three proposals address learning outcomes, one is concerned with retention and transitions and one education management. The proposal with the least focus on education outcomes is from TEXT. The TEXT proposal aims to extend a platform developed to facilitate communication between different education stakeholders, students, teachers, head masters and government officers into two new provinces, and to explore how the platform can be used to deliver educational content.

Table 8: Cycle 2 proposals submitted to DFID as described in the initial proposals

Applicant organisation	Description of proposed project	Targeted education outcome	Targeted problem area	Province Targeted	Score from FM
DIL	Teacher training delivered through mobile technology	Quality (learning)	More Effective Teachers Low income households Marginalised communities Remote schools	Punjab and Khyber Pakhtunkhwa (KPK)	72.3
I-SAPS	Introduction of larger schools, evening schools and schools in non-traditional buildings	Access (retention and transition)	Access to schools Marginalised girls Children with disabilities	Punjab and KPK	66.4
AZCorp	Creation of a primary reading, maths and science series delivered in and out of school	Quality (learning)	Unclear – there is no discussion of vulnerable groups targeted in the proposal	All provinces	49.9
TEXT	Platform to facilitate communication between education stakeholders and deliver learning content	Education Management	Education Management Quality of Learning Environment	AJK and Baluchistan	53.9

Knowledge Platform	Digital accelerator and consolidation programme to build literacy and numeracy delivered in school	Quality (learning)	Low and middle income households	Sindh, Punjab and Islamabad	57.3
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5.5 To what extent are selected Scale-up projects sufficient for meeting the overall programme targets?

Key findings

- ❑ No grant agreements for Cycle 2 scale-up projects and Phase 2 of Cycle 1 projects were signed during the evaluation period. Without these agreements in place, it is difficult to envision how the programme can realistically meet its overarching outcome targets within the remaining lifetime of the programme.
- ❑ In Cycle 1, the phased approach has meant that smaller grants have been made than originally envisaged. Grantees are in the process of applying for the second phase of funding to take their projects to scale. The FM has expressed some concerns about whether the grantees will be ready to do this.
- ❑ No grants have been awarded for Cycle 2. The FM believes that the five preferred proposals have the potential to be taken to scale through partnerships with the government or with the private sector. Despite this perception, all of the future grants that are likely to be awarded are middle tier in terms of grant value, which may limit their ability to reach large numbers of people within the remaining two years of Ilm 2.
- ❑ It is unclear whether the programme is focused on achieving education outcomes or supporting scale-up projects with the potential for scale and sustainability. A related factor is a lack of a shared vision between DFID and the FM about what successful applicants might look like. Even if this vision were to be better defined, it is unlikely that the programme can deliver demonstrable learning outcomes at the scale planned within the next two years, given the intense effort and scale of change required to have a significant effect on learning outcomes.



- Amber-Red – **under-performance** against plan and agreed scope of work in performance area. Significant improvements could be made to strengthen performance in this area.

At the time of this Process Evaluation, the grant agreements for Cycle 2 projects and the Phase 2 agreements for Cycle 1 projects have not been signed. Delays in the signing of grants means the grantees will have less time for their implementation and hence it is becoming increasingly unlikely that grantees' scale-up projects will deliver the programme's targets over the next two years.

The phased approach adopted for Cycle 1 grants has meant that Ilm 2 has supported organisations with smaller grants than had been envisaged in the programme design⁴². As discussed in Sections 5.1 and 5.3, grantees have made progress in developing their projects and systems, and the FM has supported them to develop proposals for Phase 2 funding. While the results from the first year of implementation by Cycle 1 projects were not available at the time of this evaluation, the FM expressed concerns about whether or not Cycle 1 projects will be ready to scale-up in Phase 2. Specifically, the FM thought that ITU and Multinet may need more time to test the delivery of their models and that CGN-P lacked the capacity to manage a larger programme.

For Cycle 2 grantees, the FM anticipated funding three grants. The value of the grants are likely to be lower than initially planned –between PKR 40 and 80 million (approximately GBP 300,000 to 600,000) over the next two years. The FM believes that there is strong potential for Cycle 2 grantees to scale-up their projects to a size where the government or private sector may be able to adopt their proposed solutions, but it was not possible for the ESP to assess this potential at the time of this evaluation. The FM has not been able to propose grantees from either cycle

⁴² The FM planned to fund 3 scale-up projects that had a national reach with a single grant over the period of Ilm Ideas 2 with a budget of £3 million (FM Inception Report July 2015). Following the first call for proposals the decision was taken to phase the scale-up funding – this was to enable Phase 1 grantees to focus on building an evidence base and then move onto scale and sustainability in Phase 2 (Coffey Annual Report 2015-2106)

at the higher scale-up threshold level of PKR 80 and 400 million (approximately GBP 600,000 – 3.1 million) over two years.

Potential to meet the Programme's 'reach' targets

The ability of scale-up grantees to reach the programme's target of 250,000 children (half of whom should be girls) is doubtful at this stage of the programme. By October 2016, the FM reported that 6,643 children aged 1-16 (3182 girls and 3443 boys) had been reached by the programme.⁴³ Realistically projecting the potential reach of grantees in Phase 2 and Cycle 2 is challenging, but as Cycle 1 grantees begin to deliver their activities at a greater scale, the potential reach and effects of their activities should become clearer. Even so, it is exceedingly challenging to achieve significant learning outcomes within two years. For example, the ESP's experience evaluating the Girls' Education Challenge (GEC) shows how difficult it is to achieve a statistically significant impact on learning within a short two year timeframe despite the GEC's large scale investments in more established education intervention strategies.

Clarifying and defining what success looks like at grantee and programme levels

Understanding what constitutes 'significant learning' has also been challenging for the programme because there appears to be little consensus between the FM and DFID about what an acceptable achievement looks like, apart from the statements, milestones and targets set out in the logframe. There is also the perception that turnover within DFID in September may have further complicated matters. Regardless of the root causes, at the time of this report, there was a lack of clarity concerning the focus for the programme going forward, specifically:

- Should the programme focus on funding projects that have the potential to quickly achieve financial sustainability in the market? or;
- Should the programme focus on funding projects that can deliver demonstrable learning outcomes within the timeframes of Ilm 2?

DFID and FM staff both agree that the programme's focus on achieving learning outcomes within the life of the programme has constrained the type of projects and level of innovation that the programme has been able to fund. Interviews with DFID suggest that the commercial viability of the funded projects should be serve as the central focus of the programme going forward, whereas the FM was looking at multiple criteria, including delivery against the education outcomes set out in the programme logframe. There is evident tension and trade-offs between identifying and supporting ideas and activities that:

1. **Deliver concrete and measurable statistically significant improvements in education outcomes** for poor children, in particular learning outcomes that improve more than those children in comparable (control) schools and communities;
2. **Are inherently at risk of failing to deliver results at scale** due to the innovative nature of the ideas supported, even if they have been tried and tested and are ready to be taken to scale; and
3. **Are financially sustainable** because of the commercial returns on investment by organisations delivering the innovations supported by Ilm 2.

The programme aimed to deliver the above sustainable results through innovative approaches within four years. Given the social development focus on improving education for poor children and the challenging nature of the investment climate and context in Pakistan, it is unlikely that many organisations would be able to deliver all of the above objectives. DFID and the FM have interpreted the balance between these objectives differently, which has led to confusion and delay. The trade-offs, priorities and expectations for what Ilm 2 will deliver over the remaining two years should be urgently discussed and agreed by DFID and the FM to ensure a common understanding of what success looks like for Ilm 2 and the scale-up grantees that are supported.

⁴³ FM Quarterly Report July to October 2016

5.6 How well did the programme achieve market outreach to attract relevant Cycle 2 scale-up projects?

Key findings

- The FM conducted both formal and informal market outreach activities to attract organisations to apply for Cycle 2 funding. Activities included personal contact by FM staff, an open house event and advertising. More EOIs were submitted for Cycle 2 than for Cycle 1, and the follow-up events helped attendees to build partnerships.
- DFID and the FM are unsure whether an open request for proposals approach (as opposed to a more direct approach) is the most effective way of targeting private sector organisations. More understanding about the barriers that are preventing the private sector from applying is needed.
- The majority of applicants who participated in the CATI survey as well interview respondents reported that the information provided about the programme's requirements and support from the FM was satisfactory. More information was available to applicants through the website, where the FM included an additional mechanism to allow organisations to ask questions.
- The selection criteria used for Cycle 2 varied slightly from Cycle 1, in order to place more emphasis on achieving educational outcomes. The FM followed a multi-step selection process, which involved a team of external reviewers. This approach appears to have been more successful than the approach followed for Cycle 1.



- Green-Amber – **performed well** against plan and agreed scope of work in performance area. Some improvements could be made to strengthen performance in this area.

5.6.1 What market engagement activities were undertaken?

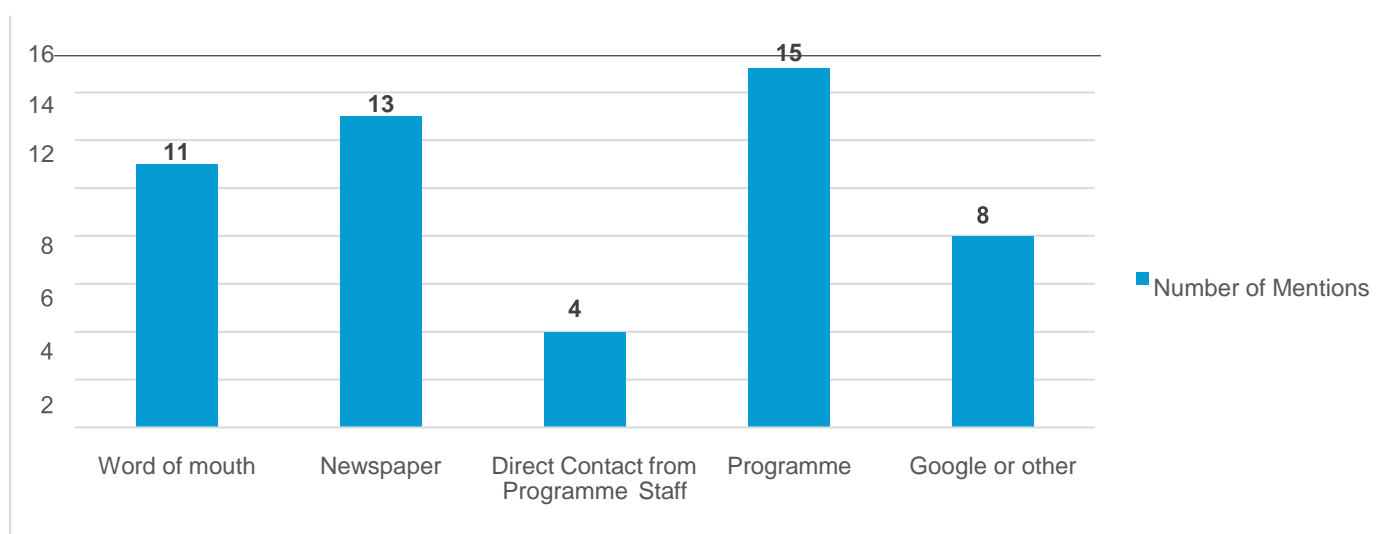
The FM conducted both formal and informal market outreach activities to raise awareness about Ilm 2 across a range of organisations. One of the approaches included an open house event in June 2016. This event, held in Islamabad, was advertised as being open to interested participants and was attended by 33 different organisations. The two hour event included a 20-minute presentation about the programme and allowed time for questions from participants in advance of submitting EOIs.

The FM also spent more time proactively reaching out to organisations than it had during the first call for proposals. The FM staff described their outreach as being more effective because staff were able to build initial relationships and had become more familiar with the market during the first year of the programme. FM staff also re-contacted organisations that had made unsuccessful applications in Cycle 1 to ask if they would be interested in applying under Cycle 2. This strategy appears to have been effective, as five respondents to the CATI survey reported that while they had been unsuccessful in Cycle 1, they reapplied for Cycle 2 because of personal encouragement from the FM, although ultimately they were not among the proposals put forward to DFID.⁴⁴

The data presented in Figure 2 below shows how respondents to the CATI survey⁴⁵ found out about the Ilm 2 programme. The figure illustrates the myriad of ways in which the FM has engaged with the market.

⁴⁴ Interview with potential Cycle 2 grantees; it should be noted that FM has not selected any grantee during the timeframe this report is covering.

⁴⁵ The CATI survey sample included 32 respondents, each from a different organisation, who had engaged with the application and selection process for Cycle 2 projects. Not all respondents answered all the questions so the number of respondents reported varied.

Figure 2: How CATI respondents found out about the Ilm 2 programme

Engagement after the EOI stage

Applicants whose EOIs were compliant were invited to an all-day Collaboration Circle event in Islamabad. This event was attended by representatives from 85 different organisations. The Collaboration Circle event was described in the application guidelines and on the FM's website as 'an opportunity for interested applicants to learn more about the problems Ilm 2 wants them to solve, to share ideas, to meet potential partners and to learn more about submitting a proposal.'⁴⁶ The CATI survey shows that most respondents found out about the event through direct contact with FM staff (14 of 15 respondents), which is consistent with the FM's more proactive approach to outreach.

The FM designed the event to address weaknesses that they had identified in Cycle 1 proposals, particularly through a series of exercises designed by the FM to encourage applicants to think deeply about how their proposed solution fits with the programme's target groups. The events also included experience-sharing presentations from the Cycle 1 grantees and Cycle 2 applicants. These presentations were described in positive terms as illustrated by the following feedback from a Cycle 2 applicant:

We went to the boot-camp. It was a very good boot-camp, especially for people like us who are basically not from the development sector and we have not been applying for grants. So it was a very good...I would say an event which basically took us...basically, from A to Z, took us the whole process, what's it all about? What's the mandate of Ilm Ideas and how to apply and what exactly Ilm Ideas is looking for? As well as the things which we should be careful, some of the pitfalls.⁴⁷

Building partnerships

The Collaboration Circle event was successful in building partnerships between organisations. Of the 12 CATI survey respondents who answered the question 'Did attending the Collaboration Camp help your decision to partner with other organisations?', five said that the event had helped them make a decision about partnering with another organisation and eight said they were planning to partner with another organisation later in the proposal development process. As with Cycle 1 applicants, Cycle 2 applicants were incentivised through the grant scoring methodology to work with other organisations. Although not all the proposals that were eventually put forward to DFID included collaborative partnerships, there were some joint proposals as shown in Table 9.

⁴⁶ Cambridge Education (2016) Grant Application Guidelines Second Call for Proposals June 2016

⁴⁷ Interview with potential Cycle 2 grantee

Table 9: Partnerships formed by Cycle 2 applicants put forward to DFID⁴⁸

Cycle Two applicant	Partners
DIL	NetSol Knowledge Platform
AZ Corp	World Learning The Citizen's Foundation TEXT Radio Pakistan
TEXT	World Learning Government of Azad Jammu and Kashmir
Knowledge Platform	AKES Pakistan CADD (Capital Administration and Development Division)

Other ways the FM conducted market outreach

The FM published the Request for Proposals (RFPs) in English and Urdu in several national newspapers. Organisations were then directed to the IIm 2 website for more information about the programme and how to apply. Advertising through print media is working, as 13 of 32 respondents to the CATI survey mentioned a newspaper advertisement as one of the ways through which they became aware of the programme.

By contrast, none of the CATI survey respondents said that they had heard about the programme through social media. The FM has more recently redesigned its website and there has been a reported increase in Facebook and Twitter 'hits' or 'views'. The increased level of activity on Facebook and Twitter suggest that the FM is at least raising IIm 2's profile, even if it does not lead to more organisations applying.

Effectiveness of the different strategies for engaging the market

Findings from the CATI survey showed that over 80% (10 out of 12) of respondents were either 'satisfied' or 'very satisfied' with the Collaboration Circle events. Applicants who had not worked in the international development sector before said in interviews that the events were very useful for understanding the programme's requirements. The FM considered the Open House events effective too in that they were well attended and provided a good informal way of building networks even if all the organisations attending did not submit a proposal.

The FM's different engagement strategies has translated into more EOIs and proposals. The FM received 225 EOIs for Cycle 2, more than double the number received in Cycle 1. Following the EOIs, 98 full proposals were received and assessed by the FM. The content of these proposals suggest that IIm 2 is beginning to develop a pipeline of projects at different stages of the innovation process as had been envisaged in the Business Case.⁴⁹

The effectiveness of RFPs as a means of stimulating the market is less clear. Both the FM and DFID have questioned whether the use of RFPs is the most effective way of sourcing proposals and question whether it may exclude some applicants, particularly those from the private sector who do not have experience of developing proposals or running projects in the international development sector and so require additional or differently focused support. Interviews with FM staff suggest a different outreach and selection process may be a better use of time by reducing the work necessary to refine and develop proposals during the post-competition process.

The potential for the programme to support start-ups to cross over and become eligible for scale-up funding has also not been realised to date. The FM received two EOIs from organisations that had received support as incubates in the first year of the programme. An EOI from Wondertree was rejected as being non-compliant, while 3K industries submitted a full proposal but this was ultimately unsuccessful. A review by the FM of the reasons why

⁴⁸ Proposals

⁴⁹ DFID IIm Ideas Programme. Phase 2 2014-2018 Business Case

these organisations were unsuccessful may reveal areas where additional support within the incubator mechanism could be provided.

5.6.2 What information was provided about programme requirements?

The FM provided applicants with written information about the programme and its requirements on the website and provided handouts at the Collaboration Circle events. The documents available were:

- Application guidelines, which contained information about the programme and how proposals would be scored (website and handout);
- A template application (website and handout);
- Problem briefs on enrolment, retention and learning (website and handout);
- Frequently Asked Questions (FAQs) related to the submission of proposals (website);
- Even /workshop complete agenda (handout only);
- A pager introducing the programme (handout only);
- Problem trees for poor education outcomes (handout only);
- Newsletter of Parwann launches Pakistan's first ever innovative early years education programme (handout only);
- Link to an voluntarily online quiz to find out about the types of innovator the participant is (<http://www.nesta.org.uk/quiz/which-innovator-are-you>) and the innovation fund, NESTA (www.nesta.org);
- Two page document on lessons learnt from Cycle 1 grantees – CGN-P, Multinet and ITU (handout only); and
- A briefing note about CGN-P's intervention with Ilm 2 (handout only).

Changes to the type of information provided after Cycle 1 and how it was provided

The FM provided more detailed information to Cycle 2 applicants than was available for Cycle 1. All of the materials were made available on the Ilm 2 website. This included technical information about education outcomes and problem areas that the programme aimed to tackle, as well as problem briefs on learning, retention and enrolment, which had been approved by DFID in January 2016. The majority of respondents to the CATI survey said that the FM had informed them about the problem areas that Ilm 2 was seeking to address (22 out of 32 respondents) and the education problems that the programme aims to tackle (23 out of 32 respondents).

The FM also provided an email address on the website where organisations could ask questions. These questions were added to the website in the form of a series of FAQs for the benefit of other organisations. The questions cover topics such as the grant size, how proposals will be evaluated, the timeline, selection criteria, what happens after the proposal is submitted and who can apply for funding.⁵⁰ Interviews with the FM suggested that they responded to a lower volume of questions than had been the case for Cycle 1 and that the proposals they received were better written and more closely tailored to the programme's overarching objectives.

Clarity and usefulness of the information that was provided

A majority of applicants who participated in the CATI survey reported that the information provided about the programme's requirements and support from the FM was satisfactory. Specifically, 94% of the respondents to the CATI survey said that they understood the type of activities Ilm 2 was aiming to fund; 78% of respondents said that they felt the FM provided sufficient guidance and instruction to submit a proposal; 81% said that they had been provided with sufficient information about the application process; and 72% said that they were given sufficient information about education problems. Overall, 78% (25 out of 32 respondents), felt the information provided by the FM enabled them to submit a proposal that addressed the objectives of the programme. This is a reasonably good response rate and achievement by the FM.

⁵⁰ The FAQs for Cycle 2 applicants are no longer available on the Ilm Ideas 2 website. Similar FAQs for Phase 3 applicants are available at <http://www.ilmideas2.pk/assets/uploads/2016/05/FAQs-Grants-Ilm-Ideas-2.pdf>

Areas where applicants would have liked more information

Despite these reported improvements, some challenges remain. Similarly to Cycle 1 applicants, Cycle 2 applicants also felt that the FM provided less information than was desirable about the underlying barriers or problem areas, with 15 out of 32 respondents saying that they were informed about these areas (despite the problem briefs being available on the Ilm Ideas 2 website). Potential applicants do not seem to have been provided with definitions or descriptions of the problem areas that Ilm 2 hoped to focus on.⁵¹

There were other instances where information was not well understood– 47% (15 out of 32 respondents) of CATI respondents said that information about the selection criteria was not shared with them. Applicants had access to the scoring approach and the selection criteria as part of the publically available application guidelines, but responses from the CATI survey suggest that attention was needed to ensure that grantees understood and responded to these criteria.

CATI respondents gave a wide range of answers when asked what more information could be provided. These included: information about sustainability; the selection assessment criteria as well as more technical information about the programme's priority areas and education barriers. The range of these information requirements may reflect the diversity of these organisations and as well as their capacity to engage in the application process.

Some barriers related to communication were also evident – 50% (16 out of 32) of respondents said that they were not aware of any mechanisms for asking the FM questions during the application process. This compares with 30% who gave the same response during Cycle 1. Respondents suggested that a phone number on the website would have made approaching the FM easier.

5.6.3 What selection criteria were used?

Proposals were initially assessed according to compliance criteria. Applicants were required to be: legally registered in Pakistan; able to provide 20% co-financing; and prove an annual organisational turnover of more than PKR 40 million. Compliant proposals were then assessed on the basis of narrative and cost criteria. Marks for the narrative criteria made up 70% of the available marks. The broad criteria focus on the applicant's:

- Potential to reach poor and marginalised children;
- Plan and approach;
- Scale and sustainability;
- Ability to track progress and measure results;
- Experience and expertise; and
- Quality of work plan.

The full selection criteria as described in the application guidelines are available in Annex 9.

Stages in the selection process

The first stage of the selection process focused solely on the eligibility of the organisation to apply for Ilm 2 funding based on the EOIs. EOIs were submitted through the website and successful organisations were sent a link to a webpage where they could submit their full proposal. It is unknown if this step was taken on the advice of DFID (who had initially wanted to speed up the application process for Cycle 1 to lessen the impact of staff turnover⁵²) or whether it was the result of the FM observation that applicants had not been very good at summarising their proposals in Cycle 1.⁵³

From the 225 EOIs submitted, 35 were deemed to be non-compliant. Of the remaining 190 compliant EOIs, the FM eventually received 98 proposals. These were assessed through the process described below:

- A rapid evaluation against compliance criteria by Ilm 2 team members – this process resulted in 63 compliant proposals;

⁵¹ Ilm 2 was particularly interested in proposals that focused on one or more of: access to good quality education for the poorest of the poor and for children living in remote areas; education for girls; education for children with special educational needs; improving the quality of learning and the learning environment; helping teachers to be more effective in the classroom; and strengthening education management.

⁵² FM staff interview

⁵³ Ilm Ideas 2 Quarterly Report May-July 2016

- A technical evaluation by an evaluation panel of internal and external reviewers – each proposal was scored by one internal and one external reviewer and ranked;
- A financial evaluation of the 20 highest ranked proposals; and
- A meeting of the evaluation panel with senior members of Ilm 2 staff to reach agreement about which proposals to put forward to DFID and areas of proposals that required further development.

Reported improvements in the selection process between Cycle 1 and Cycle 2

The use of external reviewers was reported by the FM as a key improvement to the application process in Cycle 2. The FM worked with these reviewers to ensure that they understood the funding criteria and that these scoring criteria were applied consistently. The FM reported that five of its staff members, in addition to the Ilm 2 team, Social Enterprise Advisor and Knowledge Management Advisor were involved in the selection process.

Reported improvements also relate to how proposals were scored. One of the key differences in the scoring of proposals between Cycle 1 and Cycle 2 was the removal of a question which assessed the applicants’ understanding of context, particularly with regards to the education environment. Instead, the FM increased the weight of selection criterion related to the applicant’s potential to reach poor and marginalised children.

Areas for refining the scoring approach

The proposals put forward by the FM to DFID generally received higher scores. Six of the eight submitted proposals in Cycle 2 scored within the top 20 proposals on the FM score sheet. Once the FM received feedback from DFID on these proposals, three of the five proposals they were going to continue working with were in the top. Discussions about applicant organisations put forward to DFID considered the organisations size and capacity alongside the quality of the initial ideas. The selection process for Cycle 2 was successfully managed according to the FM’s planned timeline up to the point of the submission of selected proposals to DFID. This point is further examined in Section 5.7.

5.7 How effective has the Cycle 2 selection approach been in attracting quality proposals and the conversion of successful EOIs into fundable projects and how has this approach been different to that adopted for Cycle 1?

Key findings

- No projects have yet been contracted in Cycle 2. The programme is behind schedule in this respect⁵⁴. There is also no agreed vision about what a good quality proposal in Cycle 2 would have looked like, which has contributed to important differences of opinion between the FM and DFID on what types of organisations Ilm 2 should aim to fund and what is considered innovative.
- The FM provided support to eight organisations to develop their proposals before they were submitted to DFID. This support has included developing M&E systems and articulating project goals and budgeting. Applicants were very appreciative of this support and said that it helped them to develop their business models and vision for their projects outside of Ilm 2.
- The FM is providing further support to the five proposed Cycle 2 grantees. This support will focus on developing scale-up and sustainability plans and realistic project goals. The delays in the grant making process for Cycle 2 funding has been frustrating for applicants who have no guarantee that their efforts will result in them receiving funding.



- Red – **poor performance** against plan and agreed scope of work in performance area. Urgent remedial actions required to address significant under-performance in this area.

⁵⁴The initial schedule was to send eight final proposals to DFID for approval by 2nd Sep 2016 and to sign the grant agreements by mid October 2016.

Eight proposals were initially submitted to DFID following the selection process described in Section 5.6. The FM expected that grant agreements would be signed with successful Cycle 2 applicants by mid-October 2016. During the evaluation period no agreements were signed because the proposals did not meet DFID's expectations.

The FM was surprised that its proposals were not successful in light of its efforts to involve and update DFID during the process for selecting applicants. The FM provided information and updates to DFID at different stages of the selection process with the aim of ensuring that DFID were informed and aware of the FM's recommended proposals.⁵⁵ The FM felt that they had developed good quality proposals which responded to DFID's feedback throughout the year to focus on learning outcomes.

However, interviews with DFID staff suggest that not all of the information that was received was readily relevant, and that it was difficult to use this information to understand the detail of what was being proposed or to raise queries. DFID was somewhat disappointed with the quality of ideas in the Cycle 2 proposals and felt that there were not enough organisations included from the private sector (4 NGOs; 3 private companies and 1 for profit social enterprise)⁵⁶.

FM efforts to support the conversion of successful EOIs into fundable projects

The FM provided support to applicants at two primary stages: (1) between the EOI and the development of proposals; and (2) between the refinement of proposals and submission to DFID. The FM's support between the submission of EOIs and the development of proposals mainly involved answering questions from applicants – questions were dealt with by the FM by email and phone.

All respondents were positive about the quality and promptness of responses. This feedback is illustrated by one applicant that said:

We received very detailed and very comprehensive response from them because we had certain questions about the ideas and concepts that can be funded, what would be covered within the grant procedures and how it can be managed, what are the teams and how...if these teams...can the teams be linked together to some other areas, and then we had also asked few questions about some innovations.⁵⁷

Once the eight proposals had been shortlisted, the FM provided further feedback. This included meetings between IIm 2 staff and the applicants, as well as extensive written feedback and ongoing support by email and over the phone to answer questions. The FM provided tailored support to applicants, which included reviewing budgets, M&E plans and helping develop realistic project goals.

The FM also held separate sessions with the eight final applicants to support them in developing their theories of change and logframes for their proposed projects. The FM perceived that the more hands on approach to delivering support was more effective at this stage than during the initial development of proposals. Learning from their experience in Cycle 1, the FM also made the decision to delay the provision of detailed M&E assistance until after applicants ideas and objectives were well developed to avoid wasted time and effort.

Applicants were appreciative of the support provided by the FM, both because of the improvement in their proposals and in terms of improvements in their own organisational development. Respondents stated that the feedback provided by the FM had helped them clarify their aims and objectives. Applicants that had not applied for funding from international development agencies described the support they had received as enabling them to understand the language and requirements of the international development sector. One applicant's feedback illustrates the importance of this type of support for new entrants in international development:

We have no idea what DFID is going to approve or not approve. We don't really know the language which we need. So having someone like the IIm Ideas 2 team available to us to really give us that guidance is...it's absolutely essential. It gives you so much more confidence about going through the process.⁵⁷

⁵⁵ July – October Quarterly Report and stage 3 note to DFID proposal evaluation Cycle 2.

⁵⁶ DFID staff interviews 2016.

⁵⁷ Interview with Cycle 2 applicant

Support for final shortlisted proposals

Following preliminary feedback from DFID on the eight shortlisted proposals, five applicants were selected by the FM to receive further support to develop their proposals. Three of these applicants were designed by private sector organisations and two by non-governmental organisations (NGOs). All five final project proposals were considered by the FM as having potential for scalable effects.⁵⁸

In response to the initial feedback from DFID on these five proposals, the FM developed an action plan to address these comments. Areas for further development are described in Table 10 below and were still on-going during the evaluation period. The amount of investment in terms of time and resources by both the FM and the final Cycle 2 applicant organisations in addressing the areas for development that were identified by DFID, as well as the previous applications processes, has been significant. The uncertainty concerning funding decisions has emerged as a particular burden among those final applicant organisations whose planning and resourcing is highly sensitive to delays or changes.

Table 10: Areas of development of Cycle 2 proposals identified by the FM

Organisation	Profile	Key areas to develop after feedback from DFID
DIL	- NGO	<ul style="list-style-type: none"> • Further testing of concept • Product development • Development of partnerships • Additional focus on commercial viability • Development of product beyond in school use
I-SAPS (grantee under Ilm Ideas 1)	- NGO	<ul style="list-style-type: none"> • Reorientation as technical assistance to government to conduct pilot • Development of partnerships and coordination with government • Contingency planning • Expected results and alignment to the school year
AZCorp	- Private Sector	<ul style="list-style-type: none"> • More focus on reaching out-of-school children • Focus on print, radio and mobile distribution • Market research • Collaboration with TEXT to distribute audio content via mobile • Clarify results
TEXT	- Private Sector	<ul style="list-style-type: none"> • Focus on replicating project implemented in Sindh and development of results framework • Results to be achieved over the lifetime of the project • Reduction in the geographic scope

⁵⁸ FM – Cycle 2 applicants next steps note – shared with DFID 5th October 2016

<p>Knowledge Platform</p>	<p>- Private sector</p>	<ul style="list-style-type: none"> • Developing the market for the solution and how it will be experienced by children and teachers • Market for the solution • Focus on design, develop and test the solution, and business plans for subsequent growth • Geographic focus
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Feedback to unsuccessful applicants

In addition to the support that the FM provided to the shortlisted applicants, it also provided feedback to unsuccessful applicants. Each applicant received a breakdown of the scores their proposal received and the FM provided more qualitative feedback against each category where they were scored. CATI respondents confirmed that they received feedback on the marks the proposal received, but the feedback was not felt to be sufficient by 33% (8 of the 24 respondents). Respondents would have appreciated more detailed information about why these scores were given so they would be able to prepare better proposals in the future.

Respondents provided a range of reasons why their proposals were not successful. These included relatively minor discrepancies (e.g. submissions not being signed or exceeding the page limit) as well as more fundamental flaws (e.g. not contributing to Ilm 2’s overarching programme outcomes). Half of the respondents’ stated that they were just given marks with no explanation (18 of 28 respondents) while only two respondents specifically mentioned that their M&E plans did not meet the FM’s requirements.

6 Process Evaluation Findings: Incubators

6.1 To what extent was the technical support provided to Incubators by BRD relevant and useful to their needs and objectives?

Key findings

- BRD have not been able to come to Pakistan to begin working with incubators due to visa issues caused by the FM not being able to obtain a letter from the Chamber of Commerce.
- BRD deliverables have been limited to producing a Best Practice Paper and an Incubator Capacity Assessment Tool. While the Best Practice Paper has not been finalised for distribution and BRD has not been able to begin Incubator assessments (originally set for the fourth week of October), these resources could plausibly contribute to supporting broader incubator objectives.
- Since BRD has not been able to come to Pakistan, it has discussed alternative plans with the FM, including the provision of remote support. Despite these discussions, this support had not yet begun during the evaluation period.



- Amber-Red – **under-performance** against plan and agreed scope of work in performance area. Significant improvements could be made to strengthen performance in this area.

Role of BRD

The purpose of providing support to incubators is to specifically build their capacity to support social enterprises working in the education sector. The FM provided a number of tools, offered advice and helped create relationships in pursuit of this aim, but its main strategy was to procure an additional service provider with more specialised expertise in working with incubators to provide this support.

According to BRD's Inception Report, BRD's specific purpose is to provide support to incubators to: (1) develop their capacities to identify and incubate education social enterprises; and (2) set up the appropriate organisational systems to sustain this programme. This technical assistance was planned in four phases of work:

1. Best Practice Research: Reviewing existing literature related to social entrepreneurship, the social entrepreneurship ecosystem in Pakistan, entrepreneurship incubation and education innovation.
2. Organisational and Technical Capacity Assessment: Conducting a detailed assessment looking into the processes, practices and challenges facing incubators. *This includes one visit to Pakistan.*
3. Technical and Organisation Capacity Development: Building capacities based on the results of the capacity assessment. *This includes two visits to Pakistan.*
4. Incubators Sustainability: Assisting incubators in designing their sustainability plans in core business areas and to strengthen their organisational capacity. *This includes one visit to Pakistan.*

Inability to secure a business visa

At the time of this evaluation, BRD has not been able to begin work with incubators. The reasons for this lack of progress are described below.

On 26 August 2016, BRD, a Lebanese-based consultancy, began its visa application process. According to BRD, they contacted the Embassy of Pakistan in Lebanon to ask about the visa application process, which required a letter from the Chamber of Commerce. They shared the visa requirements with the FM team and did not expect any additional issues securing this letter. But when BRD began gathering necessary documents, they were later informed that the FM could not get a letter from the Chamber of Commerce. It later emerged that the major obstacle was that the FM's parent company was registered under Pakistan's Engineering Council.

The potential difficulties in securing permission for BRD to enter Pakistan were not fully anticipated by the FM, despite flagging this as a potential risk in its May-July 2016 Quarterly Progress Report. The Embassy would not accept a letter from the Engineering Council, so BRD tried to obtain a letter from the British High Commission as

well as a letter from DFID, but this was still not sufficient. The Pakistan Embassy in Lebanon has now requested that DFID contact the Ministry of Foreign Affairs in Pakistan to inform the Embassy in Lebanon that they approve of BRD's visit.

Regardless of the reasons why the visa was denied, it appears that the FM could have better communicated the challenges in securing the visa. DFID, in particular, felt that the communication from the FM did not keep them adequately informed.

Support provided by BRD to date

BRD has not been able to meet most of its key objectives during the evaluation period. To date, BRD's has delivered two of its deliverables:

- Best Practice Paper: First draft submitted on 12 September and a second draft submitted on 12 October. The final version was meant to be submitted after BRD's first visit to Pakistan.
- Incubator Capacity Assessment Tool: First draft submitted on 4 October and second draft on 13 October.

BRD has not been able to carry out the bulk of its work because this would have required visits to Pakistan. Four visits were planned in total. Completion of phase two required a 12-day trip to assess incubator capacities by conducting interviews, shadowing and focus groups. Phase three required three further trips to provide feedback to incubators, and to conduct workshops on organisational development. Phase four would have been combined with phase three to work with incubators to develop their sustainability plans.

BRD has completed all deliverables that it was able to perform remotely, including delivering the Best Practice Report and preparing to provide capacity building support to incubators. BRD has completed a Best Practice Report that expanded on the technical information provided in the FM's Problem Briefs and Guide to Social Entrepreneurship. The Best Practice Report specifically outlines methods and ideas for incubators to develop their organisational management, technical services and understanding of innovation in education in order to integrate education-focused social enterprises into their existing programmes. Although the FM was able to provide some support in these areas, incubators still have gaps in capacity which were not met during the period under evaluation.

BRD has also prepared an Incubator Capacity Assessment Tool and has been in contact with incubators to start planning visits. Since BRD has not been able to follow through with its intended visits, BRD discussed a contingency plan with the FM to continue its work through virtual communications and in-person meetings outside of Pakistan to conduct training. Both BRD and the FM discussed the idea of conducting the capacity assessments virtually and exploring other options, including possibly conducting trainings in Lebanon or in a third country. Any future travel would require time for approval and sufficient budget. It is not clear why virtual assessments, for example through Skype calls, have not commenced as these would not have required travel approval.

6.2 To what extent was the technical support provided to incubators by BRD effective in enabling Incubators to source, select and mentor early stage innovations?

As discussed in Section 6.1, BRD has not been able to provide technical support to incubators to help them to source, select and mentor early stage innovations. For these reasons alone the performance rating is Red.



- Red – **poor performance** against plan and agreed scope of work in performance area. Urgent remedial actions required to address significant under-performance in this area.

6.3 How much support was provided and what was the quality of this support?

Key findings

- Despite the efforts to support incubators by the FM, incubators felt that the quality of support provided was not sufficient and did not effectively contribute to the incubators' objectives of building sustainable capacities.
- The main driver that limited the effectiveness of this support was that it was provided in a uniform way across all five incubators when each incubator has their own focus, needs and capacities that require a more tailored approach.
- Support during the Incubation Phase is a critical part of the programme and also contributes to building incubators' capacity to source and select appropriate innovations. With BRD unable to begin their work with incubators and the FM not anticipating the amount of technical assistance required during the incubation process, incubators felt unsupported, particularly when helping start-ups in aspects relating to education and social entrepreneurship.
- Incubators felt that support to provide funding for start-ups during the incubation programme and for securing further grants and investment after the programme was very limited. Furthermore, there is confusion about the responsibilities of the FM and incubators to provide this support.



- Amber-Red – **under-performance** against plan and agreed scope of work in performance area. Significant improvements could be made to strengthen performance in this area.

Since BRD has not been able to begin working with incubators (see Section 6.1), the Amber-Red rating is based primarily on the supplemental support provided to incubators by the FM. At the time of this evaluation, all of the incubators had completed the pre-incubation phase and are at least halfway through their incubation programmes (most of which will be completed by March 2017). This Process Evaluation is able to assess how much support was provided and the quality of this support to date. Furthermore, it was also possible to determine what kind of support was lacking for incubators to achieve their objectives, and whether or not the FM appears well placed to be able to meet these needs going forward.

The purpose of providing support to Incubators

According to the Inception Report and the Incubator Partnership Guide, the support to incubators was expected to help them integrate elements of education-focused social enterprises into their programming. Prior to Ilm 2, the five targeted incubators primarily focused on private sector start-ups with a main goal of supporting innovations with more typical commercial returns. To make this strategic shift in focus, incubators required technical assistance to:

- Adapt their organisational and financial structures;
- Build capacity to source and identify strong educational innovations; and
- Provide effective incubation programmes to catalyse innovations into social enterprises.⁵⁹

To support this change, the FM was expected to contribute to the pre-incubation process by providing knowledge about the education sector, supporting engagement strategies, providing start-up selection criteria and being actively involved during the Challenge Events when incubators selected the start-ups. The FM was also expected to help incubators assess the needs of selected start-ups, set-up work plans, and support incubators by providing technical assistance during incubation, particularly in those areas related to education innovation and developing social enterprise models. Finally, the FM was intended to support the development of organisational capacities, including helping incubators develop their management and financial systems.

The type of the support that was provided by the FM during the pre-incubation stage

Much of the planned support for incubators was sub-contracted to BRD, particularly for organisational capacity building, developing key service areas to support educational social enterprises and building relevant relationships. Because BRD has not begun their work with incubators, the FM has had to fill these gaps.

⁵⁹ 'Social enterprise' has become the standard terminology used in Ilm 2 documentation (and interviews) for the incubator mechanism to describe the types of organisations incubators are supposed to attract and develop. However, the term has been used broadly to include any organisation with a social-related innovation, and in practice, incubators have accepted ideas from both educational start-ups (which naturally have social objectives) as well as private-sector organisations that can be re-positioned to target the education market.

During the **pre-incubation phases**, the FM worked closely with incubators to develop best practices to integrate educational social enterprises into their programmes. This began with a due diligence process to ensure that incubators had the appropriate organisational capacities and convening meetings with incubators to discuss their needs during pre-incubation. The type of support that was provided included:

- Developing financial and management systems for two incubators with weak organisational capacities;
- Assisting incubators to develop engagement strategies to reach the appropriate innovators and plan pre-Challenge events to spark discussion about education innovation;
- Finding educational experts for pre-incubation events; and
- Participating in events by serving on juries and providing feedback to applicants.

The FM also provided tools and information and communication products to build incubators' understanding of education and social entrepreneurship. These included the following:

- **Problem Brief** – created 25 November 2015 and modified thereafter through feedback from incubators. The brief examines the three areas Ilm 2 aims to address (learning outcomes, enrolment and retention). Its purpose is to provide context on the nature and scale of education problem areas in Pakistan and to spark solutions;
- **Challenge Toolkit** – created 16 November 2015 and modified thereafter through feedback from incubators. It includes Selection Criteria, an Incubatee Needs Assessment Tool and Work-plan Template; and
- **Basic Guide to Social Entrepreneurship** – this provides an introduction to social enterprises and includes examples of various social enterprise models.

The type of the support that was provided by the FM during the incubation stage

During the Incubation Phases, the support provided by the FM was less intensive. BRD did not have an opportunity to start building the technical capacities of the incubators, but the FM provided some support where it could. This included:

- **Developing work plans for Start-ups and mentoring plans for incubator programmes:** the FM provided tools in the Challenge Toolkit to assess start-ups and plan bespoke work plans. The FM also helped plan mentorship sessions through regular meeting with incubators.
- **Building networks within the education ecosystem:** the FM has been able to connect some incubators to education experts and stakeholders based on their specific technical requests. The FM mentioned that they created relationships between incubators and universities and organisations such as the British Council and the Higher Education Council of Pakistan.
- **Providing training sessions:** the FM provided some expertise in teacher training and social entrepreneurship and led sessions of their own for incubators.

Challenges providing sufficient support

Despite the support that FM provided to the incubators, they felt that the quality of this support was weak and did not sufficiently contribute to the incubators being able to develop their capacities to continue their programmes once Ilm 2 ends. The main reason they felt the support was not effective was that it was provided in a uniform way across all five incubators when each had their own focus, needs and capacities, which required a more tailored approach.

Part of the challenge in providing adequate support to incubators has to do with the different stages of innovation. According to the programme's Inception Report, innovation progresses through a series of six stages. As described previously in a diagram (Section 4), incubators typically worked with start-ups within the first four stages of innovation. While the Inception Report originally suggested a 12-month incubation programme that would take an innovation from early idea to Stage 4 when it is ready for investor funding, in reality, the five incubator grantees operate within more restricted timeframes.

The wide spectrum of incubator profiles is evident when reviewing the characteristics of the five incubators. For example:

- **Basecamp and the Centre for Entrepreneurship (LCE)-LUMS are *start-up* incubators** which take innovations from early ideas to prototypes through their 3-4 month incubation programmes.

- By contrast, **Plan9 and Nest i/o are mid-size incubators**, or accelerators, that take innovations with early prototypes through product development to become ready for investor funding. Their incubation periods are 4-6 months.
- Finally, **NUST lies in between** and its standard incubation design is more akin to how Ilm 2 originally envisioned the incubator component of the programme would function, with a 12-month curriculum taking early innovations from Stage 1 potentially through to Stage 4.

In addition to working with innovators at the later stages of innovation development, it is important to note that Plan9 and Nest work specifically with technology-focused ideas, whereas the others have less specific requirements and focus.

Table 11 below outlines the five profiles of the incubators in greater detail. The information is gathered from incubator proposals and interviews, online sources and FM Quarterly Progress Reports. Factors such as location, focus (i.e. tech or non-tech start-ups), typical incubation length and objectives show that although some support to incubators was useful across these (e.g. general knowledge sharing about education and social entrepreneurship), more specific technical assistance was also required. This is because the support aimed at building incubators' capacity in education and social entrepreneurship requires them to adapt their existing service offering and processes to be effective in this new area of innovation. Incubators require tailored support to develop specific services that are relevant to Ilm 2's specific group of target start-ups.

Table 11: Incubator Profiles

Incubator	Background /Experience	Typical Programme	Funding Support
Basecamp	<ul style="list-style-type: none"> • Launched November 2013 • Peshawar-based (KPK) with outreach to Balochistan • For all types of innovations • Networks through being a collaborative work-space for start-ups; Connections to experts and investors 	<ul style="list-style-type: none"> • Selection: Write-athons, workshops prior to final innovation challenge event • Incubation: 3 months –from early ideas to developed business plans • Goal: innovations ready to present to stakeholders and potential seed-funders 	<ul style="list-style-type: none"> • General funds through membership programme and pay-for-space tenants • Provided to Ilm 2 innovations: Start-ups are at early phases and only need basic expenses covered, not ready for seed-funding
LUMS-LCE	<ul style="list-style-type: none"> • Launched 2014 • Lahore-based (Punjab) • For all types of innovations • 70+ entrepreneurs groomed • Centred around connections through LUMS; has network of investors 	<ul style="list-style-type: none"> • Selection: Extended selection process – challenge rounds, 2-week intensive boot camp to develop business plans • Incubation: 4 months – from early business plans to early prototype • Goal: innovations ready to pitch for further seed-funding and enter acceleration programme 	<ul style="list-style-type: none"> • Funded by /based at the Lahore University of Management Sciences (LUMS) • Typically, start-ups can apply for seed-funding from LCE's 'Foundation Fund'. Start-ups are also showcased at investor conference • Provided to Ilm 2 innovations: £155 per month per person for each incubatee (stipend only)
NUST-TIC	<ul style="list-style-type: none"> • Launched 2005 	<ul style="list-style-type: none"> • Selection: Extended sourcing process – from early stages to 	<ul style="list-style-type: none"> • Funded by /based at the NUST

	<ul style="list-style-type: none"> • Islamabad-based (Islamabad) • For technology-related innovations • 28 start-ups incubated • Connections to other centres within NUST – aim is to bring academia and industry closer together 	<p>developed business plans through elimination rounds</p> <ul style="list-style-type: none"> • Incubation: 12 months –from developed business plans to tested prototype • Goal: innovations be commercially-viable enterprises 	<ul style="list-style-type: none"> • Has had partnership with USAID to provide seed funding to teams (USD 30-50k per team) • Provided to IIm 2 innovations: Proposal to provide seed-funding (~£3000) at each incubation quarter. Although proposed budget was reduced significantly, NUST is funding prototyping costs
Plan9	<ul style="list-style-type: none"> • Launched August 2012 • Lahore-based (Punjab) • For technology innovations (products-based ideas) • 118 start-ups incubated • Country-wide network of industry experts and investors 	<ul style="list-style-type: none"> • Selection: Pitching events (Launch pads), then Challenge Event • Incubation: 6 months –from early prototype to workable product that is piloted • Goal: innovations have minimum viable product (MVP) and exit strategy to become sustainable 	<ul style="list-style-type: none"> • Funded by the Government of Punjab (Punjab Information Technology Board) • Has access to angel investors /funders – start-ups expected to be investor ready • Provided to IIm 2 innovations: £155 per month per person for each incubatee (stipend only)
Nest i/o	<ul style="list-style-type: none"> • Launched January 2015 • Karachi-based (Sindh) • For technology innovations (products-based ideas) • Large local and international network • 42 start-ups incubated 	<ul style="list-style-type: none"> • Selection: Application, then pitching to panel • Incubation: 4 months –from prototype stage to scale-up /investor-ready stage • Goal: innovations be investment ready and secure investments 	<ul style="list-style-type: none"> • Supported by Google for Entrepreneurs, Samsung and US Stage Department • Has access to investors /funders • Provided to IIm 2 innovation: Incubation designed to make innovations investor ready – so no direct funding given to start-ups

The different opportunities and needs of different types of incubators

Incubators needed additional support to attract and identify appropriate educational innovations, and to provide suitable knowledge and mentoring to shape applicants' ideas according to the FM's selection criteria. While the FM provided some tools and advice to help incubators learn about educational social enterprises, the FM did not provide sufficient support to help incubators fully adapt their procedures and technical capacities to ensure that incubatees aligned with IIm 2's objectives.

Since *start-up* incubators are able to source early innovations that could possibly be adapted to target the programme's priority areas, guidance in this context is critical. In interviews, incubators explained that during the pre-incubation stage, they required educational experts and social enterprise experts to participate throughout the whole process. This meant involving this type of expertise during the initial pitching of ideas, later mentoring sessions and all the way through the final presentations and selection of incubatees.

Although start-up incubators reported a significant amount of investment and time put into workshops and mentoring sessions prior to the final selection of incubatees, initially, the FM did not sufficiently require applicant organisations to align their ideas with IIm 2's objectives. For example, Basecamp proposed a series of Write-athons and workshops and LUMS typically holds Challenge Rounds and a 2-week intensive boot camp. While the FM eventually encouraged these events, it did not provide sufficient support to help incubators adapt these events to suit educational innovations.

Mid-size incubators, like Plan9 and Nest, typically sourced ideas that had already been piloted and tested. Innovations that apply for these incubator programmes are essentially private sector companies that are further developed in terms of becoming financially stable and scalable. While the IIm 2 applicants supported by these mid-

size incubators had a focus on education, they were not necessarily designed for the programme's target group nor did they have clear links to solving the programme's priority education outcomes of learning outcomes, enrolment and retention.

Mid-size incubators face a challenge in developing their capacity to not only attract education innovations, but to assist more established innovations while shifting their focus towards IIm 2's priority areas. This issue resulted in Plan9 finding one suitable start-up after their first Challenge Event, and Nest having to postpone their final Challenge Event for their second batch of start-ups due to a lack of suitable applicants. Both Plan9 and Nest explained that they did not use all of the selection criteria provided by the FM, which suggests that the FM did not provide entirely appropriate selection criteria to suit the type of innovations these incubators normally support (i.e. mid-size tech-based innovations).

It is not within the scope of this evaluation to examine the feasibility of the programme identifying and supporting viable start-ups that could contribute to IIm 2's outcomes, but this was a reported challenge. For example, a few of the inducted start-ups specifically target university students while IIm 2 aims to support children aged 5-16. The FM highlighted the difficulties finding a market for education innovations from start-up businesses that target the group of children that the IIm 2 programme is most interested in benefiting.

Incubators' views on the quality of support during Incubation Phases

Incubators noticed a significant drop in support during Incubation Phases and it is evident from interviews with the FM that the FM expected incubators to take more initiative to develop their existing services and build their own networks to suit education-focused social enterprises. Despite this expectation within the FM, the FM's decision to hire a specialist firm (BRD) to build incubator capacity and raised expectations that this support would be provided, as per the Incubator Partnership Guide. Consequently, the absence of this support helps explain why some of the incubators felt significantly under-supported.

As described above, not all incubators require the same level of support. *Start-up* incubators require less specialised support when start-ups are developing their business plans, but they requested additional support for Stage 3 of the innovation cycle to assist start-ups with developing their prototypes. This is an area where the FM lacks the technical expertise to respond to these needs themselves.

Start-up incubators also require educational expertise to guide the market validation of ideas and test early prototypes. Validating ideas at an early stage requires access to education stakeholders and access to education research to support assessments of financial projections and social impact. While developing prototypes, incubators also needed to support start-ups to gain access to markets by connecting them with schools and students to test their products. These incubators have been able to leverage resources through their own connections, but still see this as a major area where the right level of support has not been provided by the FM. While the FM provided examples of relationships they have facilitated, such as connecting incubators to professors and educational bodies, the FM maintained that this is the responsibility of incubators and have acknowledged the limitations of their support in this area.

The *mid-size* incubators have made requests for the FM to provide mentorship and networking opportunities specifically around ed-tech, as well as help to access international markets, but so far this has not been followed up. Plan9 and Nest deal with more advanced innovations and are equipped to perform their main objective of taking innovations through prototype development and testing, but they were under the impression that IIm 2 would provide help to tailor this existing expertise to suit ed-tech products. They claim that this is the reason why some of the start-ups applied for this programme.

The *mid-size* incubators are keen to achieve IIm 2's objectives and want to set up this new focus on educational social enterprises, but incubators need to build appealing incubation programmes to attract quality innovations in this sector. They find that the FM has not provided support towards this goal.

Limited support for securing additional funding⁶⁰

As discussed in greater detail in Section 8, start-ups need to secure funding to make progress during the incubation process, as well as to survive after IIm 2 ends. Incubators felt that the support from the FM to secure this funding

⁶⁰ The Inception Report shows that IIm 2 originally included plans for a permanent Education Innovation Fund (now called the Impact Investment Fund, or IIF) to act as a funding mechanism to support innovations after the end of the programme. The IIF has not been realised (see Section

was very limited, especially since there was no functioning funding mechanism in place at the start of the programme. Furthermore, it was not clear who is responsible (the FM or the incubators) for leading this initiative.

The FM stated that it is primarily the incubator’s responsibility to support start-ups with securing funding and incubators believe that the FM needs to provide much of this assistance because incubators have less experience securing funding for social enterprises. The Inception Report and the Incubator Partnership Guide also does not explicitly declare who is ultimately accountable for supporting innovations to find additional funding.

Incubators stressed in interviews the importance of securing funding for start-ups throughout the innovation process. Incubators requested support to secure funding for start-ups according to their respective stages of maturity, but in general, start-ups required funding during the incubation process to develop their innovations and to secure funding to use once they no longer have the support of the incubators. The use of this funding is primarily to pass through two major innovation thresholds: (1) developing a piloted prototype from a business plan; and (2) developing and scaling up a product from a piloted prototype.

Funding during incubation is often provided directly by incubators, including NUST and LUMS, but the FM has claimed it is not able to provide this service because direct cash transfers are not allowed by DFID. In terms of incubators securing funding for their start-ups, incubators feel that they **need significant support because their current investor networks and the strategies that they recommend to innovators are designed for private sector organisations and not as well suited to social enterprises**, especially those working in education. This has caused confusion with regards to expectations because incubators expected support to be designed into the larger programme, either through Ilm 2 funding opportunities after the incubation period ended or support to connect with funders willing to invest in innovations focusing on social impact. The FM is planning an Investor Conference in March 2017, but this event was not confirmed during the evaluation period.

6.4 Is BRD the most appropriate organisation to be selected for providing incubator support to incubators in the Pakistani context?

Key findings

- BRD was selected as the best organisation for this position after review by the FM⁶¹ and approval by DFID. BRD may have the appropriate expertise and experience to provide support to relevant Incubators, but its inability to establish itself in Pakistan has made it inappropriate in the Pakistani context.
- BRD has not been able to operate in Pakistan due to visa issues that the FM has been unable to resolve. It appears that securing an appropriate visa is challenging for any organisation coming from outside of Pakistan, but this issue was not well understood at the time of procurement.
- BRD has completed all deliverables that it was able to perform remotely, including the Best Practice Report and preparing to provide capacity building support to incubators. BRD has discussed alternative plans with the FM to complete the rest of their responsibilities, but limited progress has been made during this evaluation period.



- Amber-Red – **under-performance** against plan and agreed scope of work in performance area. Significant improvements could be made to strengthen performance in this area.

Process for selecting a provider for the incubator support role

The FM began searching for suitable organisations for this role at the end of 2015. This was a fairly slow process. BRD was contracted in July 2016. Table 12 below outlines the selection process.

8), so there is currently no funding mechanism in place for the innovations developed under the incubator mechanism (beyond small stipends channelled through grants to the incubators).

⁶¹ BRD was appointed after review by the FM’s Procurement Committee. However, there is no further information provided about who was included in this committee.

Table 12: Selection process for technical assistance provider to incubators

July-December 2015	<ul style="list-style-type: none"> The FM found four organisations with the appropriate range of skills and expertise required: Beyond Reform and Development (BRD) based in Lebanon; The International Business Innovation Association (InBIA) based in the US; Economic Policy Group (EPG) based in the
	<ul style="list-style-type: none"> The FM claimed they were not able to identify any suitable Pakistani organisations. It is not clear how extensive the FM's search for suitable organisations was, both outside and within Pakistan.
25 March 2016	<ul style="list-style-type: none"> Request for proposals were issued to the four organisations. Two proposals were received from BRD and EPG. The other two declined to submit a proposal.
11 April 2016	<ul style="list-style-type: none"> The FM met to review the proposals, which were both well received. Both organisations were then invited to submit their best cost proposals. Interviews were conducted with team leaders. BRD submitted their final proposal to DFID for approval at the end of April.
July 2016	<ul style="list-style-type: none"> The contracting process was completed after some delays. Originally, the work was meant to start in June 2016.
4 August 2016	<ul style="list-style-type: none"> Kick-off meeting with BRD and the FM.

Appropriateness of the selection of BRD

There was limited information from the document review and from interviews with stakeholders about the effectiveness of the FM's procurement process, either within the market in Pakistan or from outside Pakistan. FM staff explained that their objective was to find potential service providers that had worked with incubators before and had a focus on social enterprises or education innovation. No organisations with this type of profile were found in Pakistan (according to the FM) because social entrepreneurship is still relatively new to Pakistan. In terms of finding organisations outside of Pakistan, the FM connected with BRD when team members from these respective organisations met at an education conference in Qatar. Several other international organisations were found through research by the FM, but two of these organisations did not respond to the FM's RFP for the incubator support role⁶³.

The FM reviewed two final proposals: (1) the BRD proposal; and (2) a proposal from the Economic Policy Group (EPG). After further interviews and scoring of the final bids, BRD was selected as the preferred organisation to provide TA support to incubators. BRD was selected because they have expertise in the private sector, education and social enterprise and although they do not have much experience in Pakistan, they have experience in similar contexts in the Middle East, North Africa and South Asia. Most importantly for the FM, BRD had proven experience working with incubators, and in education and social entrepreneurship.

Despite the relevance of BRD's skills and experience, the inability of BRD to secure a visa has significantly constrained its capacity to fulfil the central role that was envisioned. BRD supported the programme in other ways (e.g. through the Best Practice Research Report and the Organisational and Technical Capacity Assessment Tool), but it needed to be visit and work in Pakistan to fully meet the requirements of the role.

7 Process Evaluation Findings: Start-ups

7.1 How relevant and effective has the mentoring support provided to start-ups by incubators been? How much support was provided and what was the quality of this support?

Key findings

- During the pre-incubation stage, those incubators that targeted 'start-ups' provided appropriate support for these types of start-ups to develop their designs, leading to relevant ideas that could plausibly contribute to Ilm 2's target education outcomes. Mid-size incubators were able to solicit solutions that required less business development support during the selection process, but these incubators now require additional capacity to develop start-ups and strengthen their contribution to Ilm 2's planned educational outcomes and targets.
- During the incubation phase, all incubators supported start-ups by providing their usual range of services, and have shown some ability to adapt their existing programmes to suit education-focused social enterprises. However, many start-ups feel that more support related to education should have been provided by the programme.



- Green-Amber – **performed well** against plan and agreed scope of work in performance area. Some improvements could be made to strengthen performance in this area.

Pre-incubation support to applicants

During the pre-incubation phase, all incubators were expected to hold Education Innovation Challenge Events and provide support to help applicants develop suitable innovations. The objective was for incubators to source and select innovations that target Ilm 2's education objectives and select ideas that have potential for scalability and financial sustainability. Incubators' pre-incubation support included:

- Providing innovators with selection criteria to make innovators aware of Ilm 2's objectives;
- Disseminating information concerning Pakistan's education context (particularly with regards to Ilm 2's education targets for improvements in learning outcomes, enrolment and retention);
- Sharing resources on pitching and presenting innovations to juries and final selection committees;
- Conducting workshops /mentoring sessions on developing businesses and social enterprises; and
- Conducting workshops /mentoring sessions with education stakeholders to learn about education in practice and innovation in education.

Type of incubation support that was provided

After start-ups were selected and inducted, incubators provided technical assistance throughout the incubation process. Since incubators take on start-ups whose ideas are at different stages of innovation, each incubator provided slightly different kinds of support. Generally, incubators were expected to provide:

- Office space and facilities;
- Mentoring on business development, finance and legal issues;
- Mentoring on education related topics;
- Networking with other entrepreneurs and innovators;
- Networking with education stakeholders;
- Access to education research and data;
- Training on how to conducting market research/validation specifically for educational products;
- Support to develop prototypes;
- Global market access and networking; and

- Access to funding (fund-raising, seed funding, grants and investors).

Specific types of support provided by start-up incubators and mid-size incubators

All incubators completed their Education Innovation Challenge Events and provided a series of mentoring sessions and tools during the pre-incubation phase. This led to the selection of 16 start-ups that were inducted into their respective incubation programmes. Start-ups broadly felt that the support provided during this phase was relevant and useful, but there is some variability across different incubators based on the level of maturity of their start-ups.

For *start-up* incubators, like Basecamp and LUMS, most innovations were new, which primarily required basic support relating to concept and business development and familiarisation with education innovation. The type of support provided to start-ups was relevant and useful, and the FM was satisfied with the selection of start-ups.

Some achievements included:

- **Basecamp** arranged specific workshops on problem identification and solution development prior to the final Challenge Event. While Basecamp limited their reach to specific university departments, they did manage to successfully overcome security challenges in running these events in KPK and Balochistan, even though it resulted in some delays and last minute programme changes.
- **LUMS** provided several mentoring sessions during their Challenge Event weekends, then arranged a two-week boot camp for selected innovations before beginning the incubator programme. The FM also praised the ability of LUMS to attract a diverse range of entrepreneurs, including businessmen, teachers and education practitioners. The reportedly high calibre of the final applicants was evident by the fact that some of the innovations not selected to join the IIm 2 programme were later accepted on LUMS' regular incubation programme.
- **NUST** provided a lengthy pre-incubation phase of over a month to help short-listed innovations to develop their submitted solutions into early prototypes. The FM praised NUST for integrating the FM's Selection Criteria into their shortlisting process which led to the selection of start-ups that specifically targeted IIm 2's programme target outcomes.

While these start-up incubators noted some gaps in the support that they had expected to receive from the FM (as mentioned in Section 6.2), their selected start-ups did not have any direct concerns about the capacity of incubators during pre-incubation.

With regards to *mid-size* incubators, like Plan9 and Nest, participants were generally satisfied with the support provided during pre-incubation. However, the FM felt that incubator support was not sufficient to select the most appropriate innovations. For example, Plan9's and Nest's applicants were well-developed innovations with prototypes, which did not require additional business assistance (e.g. for preparing presentations for pitching). They also did not need information on education to inform what were (already) highly-developed solutions.

Instead, the challenge for mid-size incubators in providing effective support was that they needed to focus their attention on innovations that had been developed earlier but needed to be significantly realigned to target IIm 2's desired outcomes. Additionally, because Plan9's and Nest's applicants generally required less mentoring during pre-incubation, there were some unexpected challenges that incubators needed to address during the incubation phase to build strong start-up capacities. This included incorporating more mentoring into their events and providing more technical expertise in the areas of social enterprises and education.

Both Plan9 and Nest have responded to this challenge as highlighted below:

- **Plan9** found one suitable innovation during their first Challenge Event, and because this innovation was originally designed for university students, it was difficult to see how it could be applied to target primary and secondary students. Plan9's second cycle included over two weeks of email exchanges between applicants and Plan9, and resulted in the induction of two additional start-ups that are more nascent, but target the desired age group (5-16) and have clear links between their solutions and IIm 2's targeted educational outcomes.
- Similarly, **Nest's** work resulted in the identification of high-calibre innovations in their first cycle, attracting fully formed start-ups with tested prototypes. However, most of these innovations only targeted university students or special interest groups. As Nest does not normally include mentoring sessions during their application process, for the next cycle, Nest was encouraged to hold a series of pitch events to provide more feedback well before the final Challenge Event to select start-ups. The final Challenge Event was

eventually delayed due to a lack of suitable applicants, which shows that Nest is aware of the need to continue to try to source and develop appropriate ideas.

Start-up satisfaction with the incubator support

Start-ups have been satisfied with the quality and amount of support given to them by incubators, and the FM is generally happy with the progress incubators are making and the types of start-ups that have been selected.

Start-ups appreciated the business support and networking opportunities provided by incubators. Start-ups credited incubators with providing good quality assistance in organisational and strategic advice, legal assistance, prototyping products, and creating relationships with suppliers, business experts and other entrepreneurs.

Additional data from a CATI survey that was collected from participants from the Challenge Events also corroborates these findings. Of the 30 respondents, 93% said that the information provided (guidelines, mentorship sessions, education-related information) during the event was helpful. The CATI survey shows that 83% (n=30) of Challenge Event participants were either 'Very satisfied' or 'Satisfied' with the information provided during the event. Finally, in terms of process, 77% of respondents (n=30) said that they felt that they had sufficient time to prepare their ideas for presentation.

Additional start-up needs

While incubators have made efforts to adapt their services to education-focused social enterprises, there are additional gaps that continue to restrict the effectiveness of their support. A summary of key areas where start-ups identified a need for further support is presented below.

- **Developing relationships with education stakeholders for advice and support.** Developing these relationships is important because start-ups need to test their products with potential consumers. Furthermore, start-ups need specialist assistance to: approach schools and students to learn how their products would function; understand whether there is demand for their products; and particularly for social enterprises understand whether the innovation could plausibly lead to positive outcomes. Incubators have developed some relationships with educationalists and larger educational organisations through support from the FM, but having the capacity to connect with education practitioners is just as important for start-ups because it provides on the ground validation of their designs.
- **Securing research and statistics to understand the education market.** While the problem briefs have been useful in sparking discussions and early ideas, developing innovations has required more specific data and statistics (e.g. business intelligence) for particular target areas, regions or sub-groups of students. Some of this information is available online, for example through the NGO Alif Ailaan, but some data is collected by the government, which not readily available.
- **Conducting market research and testing educational products.** As mentioned above, start-ups require support to validate their products in the market by gauging interest and testing impact. While incubators should have expertise in market validation and product testing, start-ups are asking for support to approach schools and students, as well as technical assistance to design studies and tests for this particular target group. Measuring educational outcomes is particularly important and is an area where most start-ups are not experienced.
- **Developing strong social enterprise models.** While incubators have experience taking start-ups to commercial success, IIm 2's start-ups are social enterprises that must balance financial goals with social impact goals. Since these objectives are more complex, the market is different and financial returns may not be realised until a later period.

7.2 To what extent have the early stage innovations, supported by incubators, secured further funding for development and growth? If no funding has been secured why not and what have been the challenges?

Key findings

- At the time of this evaluation, none of the start-ups received further funding for growth and development. Due to the different specialisms of the five Incubators, start-ups are at varying stages of the innovation process and require different types of funding. It should be noted that the incubation phase was not completed at the time of this evaluation.
- There are unclear expectations as to what role Ilm 2 is to provide after funding start-ups. The FM has mentioned an Education Innovation Fund, an Investor Conference in March and the potential for start-ups to apply to be a Scale-up grantee. These future possible funding mechanisms are not yet established, but they could be relevant given the different funding needs of start-ups.
- There have been contextual challenges in securing both seed-funding (grants/donors/general fundraising) and investment funding (from investors/commercial investors) since the Pakistan market for education social enterprises is still developing. The lack of maturity in the broader eco-system will likely limit the ability of the start-ups to source additional funding.



- Amber-Red – **under-performance** against plan and agreed scope of work in performance area. Significant improvements could be made to strengthen performance in this area.

At the time of this evaluation, none of the start-ups have received external funding for growth and development.⁶² Due to the different objectives of the five Incubators, start-ups are at varying stages of the innovation process and require different types of funding. Innovations typically need to secure two major types of funding to overcome two major ‘innovation valleys’ (as described in the FM’s Business Case Report):

- **Start-ups funding (<£50,000)** in the form of bootstrapping, grants or donations to develop their early business models through prototype development to produce a working product (Stages 2 – 4); and
- **Mid-size funding (£50,000 to £500,000)** from angel, impact or commercial investors, to turn their tested products or prototype into commercial products that are widely adopted (Stages 4-6).

The five incubators each specialise in different stages of the innovation process. Their respective start-ups have different funding needs and will not be looking for funding from the same sources. Incubators with start-ups with more nascent ideas, like Basecamp and LUMS, aim to support innovations to develop solid business plans and early prototypes. After incubation, the expectation is that these innovations will be ready to pitch for start-up level funding. Incubators with more advanced innovations, like Plan9 and Nest, aim to get early prototypes developed and tested to become ready for mid-size investment funding.

Progress towards completing incubation programmes

Nest’s first cycle of start-ups will be the first four start-ups to complete their incubation programmes and they are broadly on track to secure further funding because these innovations were already highly developed (and some were already sustainable) at the start of the programme. Evidence of their progress includes Wondertree placing well in competitions, including winning the P@sha ICT Award in the Inclusion and Community Category, as well as placing third in the Tech category at the Global Innovation Summit 2016 in Dubai. Wondertree was even featured in an issue of Forbes magazine, and has recently pitched their model to the Acumen Fund. Similarly, MentHub won first prize at the Peach Tech Challenge and received USD 2500 in prize money. E-Learning Network (ELN) is associated with a parent company that has previously received investment offers.

Early start innovations from the other four Incubators are making progress as well, but are mainly ready to pitch for start-up funding from grants and smaller investors, as many start-ups are not yet able to develop any prototypes. A full summary of the funding already provided to start-ups and their progress towards achieving their respective funding targets is outlined in the following Table 13.

⁶² It is worth noting that some start-ups are expected to secure funding as part of the next evaluation period.

Table 13: Funding support to start-ups

Incubators	Programme expectations	Funding Provided / Progress
Basecamp	<ul style="list-style-type: none"> Programme: From early ideas to developed business plans. Goal: innovations are ready to pitch for seed-funding. 	<ul style="list-style-type: none"> Basecamp is providing accommodation and food to a start-up to come to KPK. Progress: Not at stage to pursue investor funding, as all three start-ups have developed from scratch.
LUMS	<ul style="list-style-type: none"> Programme: From early business plans to early prototype. Goal: innovations be ready to pitch for seed-funding. 	<ul style="list-style-type: none"> LUMS provides £155 for each co-founder, per month as stipend. Progress: Not at stage to pursue seed-funding.
NUST	<ul style="list-style-type: none"> Programme: From developed business plans to tested prototype. Goal: innovations be ready to pitch for further seed-funding or investment. 	<ul style="list-style-type: none"> NUST is providing seed-money from out budget for start-ups to develop their prototypes. Progress: Not at stage to pursue investor funding as they are all at prototyping phase.
Plan9	<ul style="list-style-type: none"> Programme: From early prototype stage to workable tested product. Goal: mid-size innovations are ready for investment. 	<ul style="list-style-type: none"> Plan9 provides £155 for each co-founder, per month as stipend. Progress: Start-ups require more seed-funding to pivot towards targets educational groups.
Nest i/o	<ul style="list-style-type: none"> Programme: From prototype stage to scale-up ready. Goal: mid-size innovations are ready for investment. 	<ul style="list-style-type: none"> Highly developed innovations which no longer require seed-funding. Progress: E-Learning Network already making profit, holding off on offers (2 offered) – this is for the larger parent company which is based in UK. Other 3 have been winning competitions internationally and receiving prize money.

Funding challenges

Some of the incubators found it difficult to support their start-ups because of a lack of convenient access to funding. Despite a series of consultations between the FM and incubators, only a small amount of funding for basic expenses was allowed in incubators' budgets. Some incubators provided a small stipend of £155 per month per start-up through their own funding sources, but no seed-funding could be included in the grants for incubators because of DFID's policy not to allow direct cash stipends.

The reasons why incubators needed ready access to funding typically related to the different stages of development for start-ups as well as the way that incubators provide support. For example, start-up incubators, like Basecamp and LUMS, might only need stipends to sustain innovators that were developing their business plans.

NUST, by contrast, typically runs longer programmes and aims to take early businesses through the prototyping stage where seed-funding is required. As NUST was not allowed to include prototyping costs in its Ilm 2 budget, it covered these costs themselves from their own budget. The mid-size incubators, like Plan9 and Nest, have start-ups that were more developed as they already developed their prototype and attracted initial seed-funding to get started.

Gaps in the provision of funding

The most urgent needs for funding is when start-ups make the jump from business plans to prototypes, and then from prototypes to tested product. These leaps often occur towards the end of incubation programmes which is a precarious time for innovation, not least because start-ups may lose their facilities to continue their work (and related expertise).

Incubators naturally want their start-ups to survive after incubation, but this objective is less important for the FM than building the capacity of incubators. This is one area where innovators' and start-ups' expectations could have been managed better, as there is currently no system built in to provide continued funding support. While the FM has proposed some possible pathways to funding, such as including a permanent Education Innovation Fund (now the IIF) in the original programme design for start-ups at all stages of innovation and planning an Investors Conference to connect start-ups with potential funders, these strategies were not evident during the evaluation period.

The IIF in particular has been delayed and there is a strong chance that it will not be established (see Section 8). The Investors Conference is scheduled for March 2017 and suitable innovations can apply for the next scale-up cycle, but this pathway to funding will likely only apply to more advanced start-ups that have already developed and tested their products. A majority of start-ups will not be at this stage at the end of incubation.

We are not suggesting that all start-ups should automatically receive funding. Naturally, many innovations will not progress as far as others. The FM explained that about 70% of start-ups fail in their first six to eight months.

However, the fact that there is a focus on building incubator capacity to identify innovations, but little focus on building capacity to mentor and secure funding for start-ups poses a challenge, and this has created confusion between the FM and the incubators in terms of programme objectives.

Challenging market conditions

There have been contextual challenges in securing both start-up and mid-size funding, as the Pakistan market for education social enterprises is still developing. In BRD's Best Practice Report, they mention that Pakistan does have a developing market for entrepreneurship, with a strong presence of development finance institutions, funds and philanthropy. However, due to the lack of a regulatory framework, social enterprises have found it challenging to access funds from credit institutions or banks due to the perceived risks in achieving financial returns. These investment conditions make start-ups very dependent on alternative funding sources like international funding (such as the Ilm 2 programme) and local philanthropy.

A 2015 ODI study on grants in Pakistan estimated that 87% of NGOs in Pakistan obtain local funding, which indicates a strong culture of philanthropy⁶⁵. However, a study by the British Council on the social enterprise ecosystem in Pakistan showed that 48% of social enterprises in Pakistan face challenges in obtaining grant funding and 38% face challenges accessing capital.⁶⁶ BRD suggests that microfinance could be an avenue that could potentially be adapted to support social enterprises, but there are structural weaknesses in the microfinance market in Pakistan. Other contextual challenges mentioned during the evaluation included:

- A lack of regulatory framework for social enterprises, making it difficult to attract foreign or even national investment;
- Fewer chances of being financed by high-net-worth investors due to lack of experience and evidence of potential returns; and
- The inability to access markets without funds, and the inability to get funds without demonstrating access to markets.

Taken together, these types of challenges indicate the scale and complexity of obstacles that will need to be overcome if the programme wants to create a strong enabling environment for Ilm 2's incubators and start-ups.

8 Process Evaluation Findings: Impact Investment Fund (IIF)

8.1 To what extent has the IIF progressed in relation to the recommendations made in the 2015 Process Evaluation?

Key findings

- The FM and DFID have made limited progress over the past year to establish the IIF. This is due to delays in reaching a decision on the FM's proposal to house the IIF within the existing investment fund Karandaaz, which was compounded by a lack of alternative viable options.
- Securing funding for early innovations that are not yet ready to approach larger investors is a major challenge because there are limited investor options available for innovations in education-focused social enterprises. While an Education Innovation Fund would help to fill this need, both DFID and the FM have concerns about whether this would be appropriate for DFID /Ilm 2 to set one up, and whether the FM has the capability to manage this on top of its other responsibilities.



- Red – **poor performance** against plan and agreed scope of work in performance area. Urgent remedial actions required to address significant under-performance in this area.

Limited progress towards establishing the IIF

The 2015 Process Evaluation recommended that the method selected for establishing an IIF should be informed by evidence and that this mechanism should be established without further delays. At the time of this evaluation, the IIF has not been established. DFID and the FM are contemplating whether or not DFID and Ilm 2 should be continuing with setting up this fund. Table 14 summarises the various steps and actions that have taken place since last year's Process Evaluation.

Table 14: Timeline of progress for the IIF

November 2015	<ul style="list-style-type: none"> • The FM met with DFID's education and private sector team to discuss the proposal to establish a new Fund. The initial proposal was to set up the fund at LUMS. This is no longer the case. • At the meeting, DFID and the FM decided to look more broadly at the question of access of finance for education innovations in Pakistan, as well as the new option of housing the Fund within Karandaaz. • The FM commissioned an external consultant, Inshaan Ali Nawaz Kanji, to complete study.
14 January 2016	<ul style="list-style-type: none"> • The first draft of the new report was submitted by the external consultant to the FM. • The FM was not satisfied with the quality and asked the consultant to redo it.
31 January 2016	<ul style="list-style-type: none"> • Another draft of the new report was submitted, which was accepted and forwarded to DFID. • Recommendations and observations made in the report suggested that the Fund should be housed within Karandaaz. • DFID considered how they would proceed.
February – August 2016	<ul style="list-style-type: none"> • FM sent follow-up emails asking DFID how they wished to proceed.
16 August 2016	<ul style="list-style-type: none"> • DFID requested that the FM draft a proposal for the IIF to be housed under Karandaaz.

25 August 2016	<ul style="list-style-type: none"> The first draft of the proposal was submitted. However, this was more of a 'what-to-consider' paper relating to approaching Karandaaz because the FM had limited communication with Karandaaz about this fund and the FM needed some high-level strategy questions answered by Karandaaz before it would be possible to answer concerns raised by DFID.
28 August 2016	<ul style="list-style-type: none"> After feedback from DFID, the FM proposed resetting this mechanism to undertake a more thorough review of the market potential and investor landscape.
December 2016	<ul style="list-style-type: none"> Deadline for review.

There were a number of challenges preventing the IIF from being established during the current evaluation period. One of the challenges relates to structural changes within DFID Pakistan. The IIm 2 DFID Pakistan office submitted its response to the initial IIF feasibility study eight months after it had been received and acknowledged that staff turnover had played a role in this delay. Additionally, the decision by DFID and the FM to shortlist Karandaaz as the preferred provider for the IIF so early into the mechanism's development process meant that no other market research was seriously considered. This decision left DFID and the FM with no strong alternatives when Karandaaz was revealed to be an appropriate option. However, DFID also thinks that establishing the IIF earlier would have been challenging due to the lack of capacity within the FM to take on this additional programme mechanism in addition to its other responsibilities.

Progressing the IIF could have benefited from more pro-active management by the FM as well, including examining the Karandaaz option and reviewing it against other options. Only after the FM completed a proposal for how Karandaaz might house the IIF did it realise that there was not enough evidence to support this option – it looked as though housing the fund could lead to significant mission drift for Karandaaz, even causing damage to their reputation. The eventual proposal that was shared more closely resembled a discussion paper on what DFID needs to consider before pursuing this option, rather than a clear proposal that describing ways of operationalising the IIF.

Appropriateness for DFID /IIm 2 to establish the IIF and whether the FM has the capability for this

As discussed in Section 7.2, funding for education innovations in Pakistan is not mature, which presents a major challenge for the innovations that are going through the incubation process. While the programme is providing grants to incubators to promote education innovations, planning for what occurs afterwards is not clear. For example, more developed innovations might be ready for commercial investment funding, but many of the start-ups are at an early stage and would be more suited for smaller grants and donor funding. With a small market for this level of funding, and not having more developed products to sell their ideas, early start-ups are more disadvantaged. The proposed IIF would fill this gap by providing start-up impact financing (<£50,000) to these early start-ups, and also provide larger funding amounts to mid-size innovations (£50,000-£500,000). It could, in theory, provide a resource to help improve the sustainability of IIm 2's work and achievements.

Despite the IIF's potential impact, DFID has concerns as to whether the FM has the capacity to execute this component of the programme, particularly with only two years left in programme delivery. While the FM has expertise in education, DFID feels that the FM lacks the capacity to identify and oversee an external provider to manage the investment fund. DFID had also raised concerns over the FM's ability to build the appropriate management relationship with Karandaaz to take the project forward. The FM's existing management responsibilities are substantial and place pressure on its resources.

9 Process Evaluation Findings: Grant Management Models

9.1 What are the similarities and differences between grant management models adopted by CE (for scale-up projects and incubators) and those adopted by other similar education programmes in particularly with regards to the selection and TA support processes?

This section draws on comparative learning from the ESP's experience from two different approaches to challenge funds and limited data and feedback from the interviews we conducted. It is based on findings from our ongoing evaluation of DFID's GEC⁶³ Innovation Window (IW), an example of a standard approach to a challenge fund without any incubation mechanisms, and our ongoing evaluation of SPRING⁶⁴, which aims to support social and private entrepreneurs to test new ideas and accelerate their development towards scaling up.⁶⁵ The section highlights the key lessons learned from these programmes, which are relevant to the Ilm 2 programme.

Key findings

- Comparative learning from the ESPs experience of evaluating other challenge funds shows there are common challenges around selection and support activities.
- There needs to be a shared clear vision of what success looks like for an innovation programme to achieve results. SPRING's experience showed there were tensions between different goals – by developing a strong vision towards one goal the programme was able to get back on track to achieving results.
- It is a challenge to select the right organisations to benefit from a fund. Organisations that are at the right stage of development and have the required risk profile and ability to deliver results may not exist in the targeted market. Adaptive management approaches can be used to create a 'pipeline' of projects with the aim of developing capacity so that larger projects are available to fund in the future.
- Support needs to be available in technical areas like M&E alongside more general support to develop businesses. To be effective, support needs to combine intensive tailored support with more 'blanket' or curriculum lead support. Grantees need to be aware of the full range of services available to them and how to

SPRING

The SPRING programme is funded by DFID, USAID and the Nike Foundation. SPRING aims to catalyse the design of innovative products, services, and business models that can help girls increase their earnings, savings, learning, safety and well-being, and that can encourage wider investment in girls as a viable market segment.

SPRING will support at least three cohorts of 18-20 businesses through a nine-month accelerator programme. The programme started off in Kenya, Rwanda and Uganda in 2015 (Cohort One) and will expand into South Asia (Bangladesh, Nepal and Pakistan) in Cohort Two, before returning to East Africa in late 2016.

The programme began with a three-month outreach phase where SPRING is advertised to entrepreneurs and consortium members to build a pipeline of potential applications. Entrepreneurs then pitch to the SPRING selection committee and the selected entrepreneur then participates in a Boot Camp with global experts and the accelerator partners. Entrepreneurs obtain a grant of USD\$80,000 to develop their business and receive ongoing technical support.

The importance of selecting the right businesses and businesses at the right stage

SPRING aimed to reach 200,000 girls with products services or business opportunities by 2019. It was clear that early stage business in Cohort One would struggle to achieve this target. Businesses who integrated girls in their

⁶³ Coffey (2016) GEC Process Review Report. Evaluation Manager Girls' Education Challenge.

⁶⁴ Coffey (2016) Programme Performance Evaluation – Cohort 1 Review. SPRING Monitoring and Evaluation – May 2016

⁶⁵ More information about the SPRING programme is available at <http://www.springaccelerator.org>

supply chain struggled scale-up their supply or distribution models quickly enough. Working with early stage businesses also meant that they had less capacity to focus SPRING's focus on girls or absorb investment support because they were busy setting up the fundamentals of the business.

In the first Cohort, the selection process did not provide sufficient opportunities to get to know the candidates' businesses and understand how committed they would be to SPRING's goals. As a result some of the businesses in Cohort One were less committed to the SPRING goals than would have been expected and instead were interested in using the grant money for more general businesses development processes.

There was a lack of a pipeline of potential businesses and projects in Cohort One. A major lesson learnt has been the need to 'curate' future cohorts much more carefully and be more purposeful about attracting candidates who had the potential to move between different levels of the programme. The programme has also clarified with businesses that grant money should be used primarily for girl research and prototyping, to ensure the intended purpose is maintained.

The importance of having a clear value definition

SPRING is a complex programme which spans multiple donors and countries, as well as different worlds of international development, entrepreneurship, impact investment and design. The different stakeholders initially struggled to agree on a clear mandate for SPRING and the value add that the programme should deliver. The different visions for success included:

- Achieving product innovation and developing successful business models;
- Reaching a large number of girls at the Bottom of the Pyramid (BoP); and
- Delivering a deep impact on the lives of adolescent girls and promoting their economic empowerment.

These visions were not fully compatible and SPRING struggled to cater to all of these expectation during Cohort One. SPRING recruited a strong team leader who was able to align expectations and promote a clear vision of what success looked like to the rest of the team. This was vital in getting SPRING back on track.

The importance of delivering adaptable and effective technical support

The technical support provided by SPRING combines short term inputs from global experts with more continuous technical assistance provided locally by Country Managers and accelerator partners. The support provided by accelerators includes access to training courses in areas such as taxation, financial management and human resource management. Country managers also coordinated a more tailored set of support, designed to strengthen the specific skills and capabilities that the businesses needed to develop their prototypes.

SPRING also provided mentoring support for entrepreneurs. All entrepreneurs had the opportunity to be linked up with a global and local mentor. Businesses found relationships with local mentors to be useful to provide general business support and advice. Others would have liked more specialist support, for example a legal mentor and a designer mentor.

SPRING found that not all businesses were able to engage with the support to the same extent and were not aware of all of the services available to them – some struggled to pass on learning to staff and there were some communication problems. The central step SPRING has taken to resolve these issues is the development of an Entrepreneur Charter for Cohort Two which clarifies what support is available and under what conditions. The programme now places more emphasis on the support provided by local mentors and is developing a 'pool of mentors' who can assist business in specific technical areas.

DFID's Girls' Education Challenge Innovation Window

DFID launched the £355 million Girls Education Challenge in 2011 and aimed to reach one million girls by the end of March 2017. The programme will disburse £300 million to 37 projects across 18 countries and it is centrally managed by a Fund Manager (PwC-led consortium). The GEC programme ends in April 2017.

The IW is one of three funding windows. The other windows are the Step Change Window (SCW) and the Strategic Partnerships Window (SPW). The IW aimed to apply new interventions, develop new partnerships and adapt proven solutions for new geographies, communities or age groups to primarily deliver improvements in literacy, numeracy and attendance. The original purpose of the IW was to identify new ideas that if successful could be scaled up or replicated either by the successor to the GEC or by other policy-makers and programmes. IW projects (like SCW projects) were commissioned using a typical challenge fund type of approach i.e. through a two-stage selection

process involving an open call for submissions of first concept notes and then selected full proposals. IW projects had 6 month inception phase (unlike SCW projects) during which time they mobilised their resources, finalised their plans and developed their M&E frameworks.

Nineteen projects were awarded funding of up to £2 million per project through the GEC IW aimed at testing and piloting new approaches to enable marginalised girls to achieve education outcomes that improve their life chances. Projects operate in 12 countries: Afghanistan, Ethiopia, Ghana, Kenya, Malawi, Mozambique, Nepal, Rwanda, South Sudan, Tanzania, Uganda and Zambia. They are delivering holistic approaches that aim to address multiple barriers to girls' education at the level of the individual girl, the household, the community, and the school.

The importance of allowing time for developing and adapting project designs

The FM and DFID did not envision the need for an inception phase for IW projects. However, it soon became apparent during the commissioning process that an inception phase would be needed. The inclusion of an inception phase gave projects time to develop their M&E frameworks and build a stronger relationship with the FM and allowed them time to adapt their project designs as they absorbed information about their context and target groups. The two stage approach to delivering the projects also gave DFID and the FM leverage over the quality of the project designs because it allowed more time to discuss and make decisions about the design and delivery project activities.

The GEC does not provide technical support to the same extent as Ilm 2 or SPRING. IW projects were expected to have a low level of capacity in M&E and weak understanding of DFID's requirements, because it was anticipated that many grantees would not have been funded by DFID before. During the inception phase the FM and Evaluation Manager provided flexible and tailored support for projects to develop their monitoring and evaluation systems and ensure compliance with the programme's requirements. One grantee commented that the best part of this support was when Evaluation Manager consultants sat down with grantees to think through their theories of change. Grantees did feel like there was an over emphasis on M&E, but were open to learning to meet the programme requirements and the skills developed have been used in other projects⁶⁶. Another key finding from the GEC Process Review⁶⁷ relevant to Ilm 2 was that interviewees felt that better engagement and closer involvement of DFID country offices would have been useful and added value because of their inherent understanding of the national, regional and local context and because of their links with government.

The importance of selecting projects at the right point in the trade-offs between delivering results, innovation and risk

The GEC was not able to fund 'risky' projects or projects that met the ambitious criteria developed for innovation – i.e. "disruptive or systemic innovation that comes and changes something (the way girls learn)." None of the programme's guidance or criteria encouraged applicants to submit ambitious proposals with innovative elements. Some top scoring proposals that included interesting models, such as providing mobile schools did not make the final selection process for the IW. Pressure to deliver measurable learning outcomes above and beyond a control group for marginalised girls through approaches that represented value for money (as measured by the cost per girl benefiting) and strict requirements for accurate financial forecasting and financial accountability was reported as a key disincentive to higher risk innovative proposals⁶⁸.

After two years of implementation (at midline), the Evaluation Manager's midline evaluation⁶⁹ found that seven projects out of 16 showed a statistically significant improvement⁷⁰ in literacy compared to their control groups. For projects using comparable learning tests and units (10 out of 16 projects), the baseline-to-midline improvement amounted to 16 words per minute on average in treatment groups. However, the difference in changes in literacy scores from baseline to midline between treatment and control groups was relatively low. The Evaluation Manager also found that five out of 16 projects showed statistically significant differences in improvements in numeracy between girls in treatment groups and those in control groups.

⁶⁶ Coffey (2016), 'Girls' Education Challenge Process Review', https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/501596/Process-Review-Report.pdf

⁶⁷ Ibid

⁶⁸ Ibid

⁶⁹ Coffey (2017), 'Girls' Education Challenge – Midline Evaluation Report Innovation Window', https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609665/Innovation-Project-Window.pdf ⁷⁴

⁷⁰ That is significantly different ($p < 0.05$) from the improvement observed in control groups.

While the impact of IW projects on learning was mixed at midline, innovation was found in the way projects used existing resources and the immediate environment (e.g. by forming partnerships with local organisations, adapting skills training to issues faced by marginalised girls, mobilising communities, using existing media and means of communication); and (2) providing new products or establishing new systems (implementing new technologies, designing new structures). While working with local organisations and/ or bringing in the expertise of specialised organisations has led to positive results, producing better designed interventions, By contrast, the effects of introducing new technologies as a way of enhancing educational outcomes has been more limited, mainly because the implementation of a technology has not always sufficiently responded to specific needs of target groups and taken account of key contextual factors⁷⁵.

Projects responded in different ways to complex and at times conflicting design requirements for the IW

A key learning point from the GEC IW midline evaluation⁷⁶ that reflects a key learning point from this process evaluation of Ilm 2 relates to the trade-offs that were made in the face of conflicting programme requirements. At the start of the programme, IW projects were tasked to test and pilot new approaches enabling marginalised girls to improve their education that if worked well could be replicated and scaled up in sustainable ways. However, similar to SCW projects, IW projects were required to demonstrate tangible improvements in learning results by the end of the programme, across smaller populations, with smaller budgets. IW projects responded to this by selecting their target populations in different ways, depending on which programme imperative(s) they chose to respond to.

Projects made trade-offs between innovating and trying new approaches, the number of girls that they reach and the degree to which the girls targeted are marginalised compared to others in their communities.

10 Conclusions and Recommendations

The following section presents the summary of key conclusions from the 2016 Ilm 2 Process Evaluation. These conclusions are derived from the evaluation questions as agreed with DFID for this evaluation. The ESP highly recommends that these conclusions are read in conjunction with all sections of the report, particularly Section 4, which presents a number of important cross-cutting findings that have informed the conclusions.

Summary conclusions











Ilm 2 is a highly complex and challenging programme with many different moving parts. This is made more challenging by the operating environment in Pakistan which does not yet appear to have a mature market for investment in education related innovations. With these important contextual factors in mind, the 2016 Process Evaluation revealed a number of findings that show that the programme has not been particularly effective or efficient in delivering against its objectives over the last year. A summary of performance against key tasks is presented in Table 15.

It would be premature to examine the results of support for the scale-up grantees, incubators and start-ups at this stage of the programme lifecycle because these groups have only recently started implementing their interventions and activities. Future Process Evaluations will increasingly focus on the programme's performance and results that are being delivered through the programme's scale-up grantees, incubators and start-ups. This work will also assess for emerging evidence of the programme's sustainability and impact across its targeted beneficiary groups in 2017.

The purpose of the 2016 Process Evaluation is to learn from the delivery process to help identify changes that can improve the programme's implementation and as a result its future effectiveness for the remainder of its life. The recommendations that follow are linked to that overarching purpose and highlight important opportunities to improve performance for the remaining two years of implementation.

Table 15: Summary table of findings

Programme delivery mechanism	Evaluation questions	Process Evaluation Rating
Overarching	To what extent has the Fund Manager planned, managed and delivered grantee selection and support activities on time, to budget and to the required quality to deliver the programme's outputs and milestones? What have been the challenges in doing so?	AR
Scale-up projects	To what extent was the technical support provided to scale-up projects relevant to the grantee needs and project objectives?	GA
	To what extent was the technical support provided to scale-up projects effective in enabling the grantees to further develop their proposals/ projects, monitoring and evaluation (M&E) and reporting mechanism to deliver their activities and results?	AR
	How much support was provided to the grantees and what was the quality of this support?	AR
	To what extent are the Cycle 2 scale-up projects relevant to deliver the targeted educational outcomes?	G

	To what extent are selected scale-up projects sufficient for meeting the overall programme targets (for enrolment, retention and learning outcomes)?	
	How well did the programme achieve market outreach to attract relevant Cycle 2 scale-up projects?	
	How effective has the Cycle 2 selection approach been in attracting quality proposals and the conversion of successful EOIs into fundable project and how has this approach been different to that adopted for Cycle 1?	
Incubators	To what extent was the technical support provided to incubators by BRD relevant and useful to their needs and objectives?	
	To what extent was the technical support provided to incubators by BRD effective in enabling incubators to source, select and mentor early stage innovations?	
	How much support was provided and what was the quality of this support?	
	Is BRD the most appropriate organisation to be selected for providing incubator support to incubators in the Pakistani context?	
Start-ups (Incubatees)	How relevant and effective has been the mentoring support provided to start-ups by incubators for the challenge events and after being selected? How much support was provided and what was the quality of this support?	
	To what extent have the early stage innovations, supported by incubators, secured further funding for development and growth? If no funding has been secured why not and what have been the challenges?	
Impact Assessment Fund	To what extent has the IIF progressed in relation to the recommendations made in the 2015 Process Evaluation?	

FM Management

The effectiveness of FM support needs to be understood in the context of the diverse and demanding needs of grantees.

The FM developed plans and forecasts for grantee selection and support activities based on somewhat inaccurate assumptions about the type of grantees they would attract and the level of support that would be needed. Some challenges notwithstanding, the FM has generally managed relationships with grantees well, but they have not been able to meet all of the needs of grantees. In particular, FM resourcing levels, staff turnover and the inability of BRD to fulfil its planned incubator support role have led to delays and ad hoc support given to grantees.

Delays in signing contracts and competing interpretations about what Ilm 2 should be prioritising has led to substantial delays in progressing the programme. It is unlikely the programme's targets will be reached, but a recalibration of objectives and strategy could build on progress made to date and increase effectiveness in the remaining years of the programme.

Delays in signing contracts has meant that the remaining time for Ilm 2 grantees and incubators to deliver results is increasingly limited. The lack of a shared vision of success has also contributed to the slow burn rate of the

programme, with approximately £2m having been spent after two years of programming out of total budget of £20m. The FM is more confident that its future strategies for implementing the programme will be more effective, but the high-level outcome objectives appear increasingly out of reach.

There is an opportunity for DFID and the FM to rethink how the Ilm 2 budget can be most effectively spent and to enhance the coherence of the programme. An area where grantees have been most critical relates to the lack of relationship building within the programme itself. The workshop for the development of Phase 2 proposals was the only time when grantees had the opportunity to come together to discuss their projects and share experiences during the evaluation period. Activities like these are useful for building capacity through peer-to-peer learning.

There are other related opportunities to increase the programme's technical support in some areas and consolidate the progress that has been made, which might enhance the potential sustainability of the programme's activities and the benefits they deliver.

Recommendation 1: The FM and DFID should review and amend the overarching theory of change for Ilm 2 at the earliest opportunity to ensure that there is a shared vision of what the remaining phase of the programme should achieve and deliver. Part of this exercise should include reflecting on lessons learned about prioritising related activities that can enhance the effectiveness of the programme, such as peer learning events and capacity building plans that are tailored to the individual needs of grantees.

Support to Cycle 1 grantees and their projects

The FM has provided relevant and extensive support to Cycle 1 scale-up grantees.

From a very low starting base, the support provided has enabled grantees to develop their projects and build monitoring and evaluation systems. All of the projects have begun to deliver activities. Grantees state that the support received from the FM has built their capacity and there are numerous examples where the advice provided by the FM has enabled grantees to overcome different project design and implementation problems.

Not providing technical support according to specified plans has created challenges for the FM and grantees. This has limited the effectiveness and efficiency of the FM's support to date.

The FM is seen as highly responsive and approachable, and its 'on-call' support is particularly appreciated by grantees. However, this level of support involves trade-offs. The FM has spent more time delivering support than was forecast and a similar level of support is unsustainable in the future. The reactive feedback mechanism that has been typically used by the FM has caused some delays and frustration on the part of grantees, particularly when this requires grantee project components to be redesigned or adapted after significant levels of investment and progress has already been made. The lack of a dedicated focal point within the FM for each grantee has similarly delayed decision-making processes and led to some perceptions of unhelpful micromanagement.

The ability of grantees to absorb technical support would have been enhanced had the FM developed a clear technical support plan rather than adopting a more reactive approach. The FM conducted some assessments of grantee needs, but was not able to deliver support according to a plan. Discussions between DFID, the FM and ESP are still required to assess whether the current division of monitoring and evaluation activities is the most effective and efficient way of providing support, or whether a different division of responsibilities would be more appropriate.

Recommendation 2: The FM should limit its flexible, 'on-call' approach to support for grantees over the next year, and instead reserve the broad majority of its remaining resources for a fixed schedule of capacity building inputs in response to a clear diagnosis of needs. If capacity building needs exceed existing resources within the FM team or expertise in certain thematic areas (such as M&E or procurement support), then the FM should consider securing additional resources to meet these needs. The FM should similarly assign a lead focal point for each grantee to streamline accountability and decision-making processes.

Progressing Cycle 2 project applications

The delays in contracting Cycle 2 grantees means that there is limited opportunity for learning outcomes to be achieved within the lifetime of this programme. This requires a review of logframe targets and consideration of what is achievable for the remainder of the programme. The misunderstanding between

DFID and the FM and delays in approving Cycle 2 project applications highlights the efficiency challenges that the programme currently faces.

Delays in contracting Cycle 2 grantees have been caused by misunderstandings between DFID and the FM about what constitutes a good 'quality' proposal, specifically concerning: (1) the type of organisation applying; and (2) what is considered 'innovative'. Clarification is needed as to whether scale and sustainability or achieving education-related outcomes is the most important element of the programme.

The FM budget for scale-up projects is underspent and the activities delivered will continue to deliver results at a smaller scale than originally envisaged. The ability of scale-up grantees to reach the programme's target of 250,000 children (half of whom should be girls) is doubtful at this stage of the programme. Even so, it is difficult to achieve significant learning outcomes within two years. For example, the ESP's experience evaluating the impact of the GEC has shown relatively little significant impact on learning after two years despite the programme's sizable investments in more established education intervention strategies.

In light of these delays and the evolution to the programme, it is important that DFID and the FM review possible options going forward, come to a shared understanding of what to prioritise and what is achievable with the remaining budget and time for the programme, and consider amending the theory of change and logframe to reflect these changes.

Recommendation 3: As part of the theory of change review under Recommendation 1, the FM and DFID should also review the appropriateness of the logframe targets and related indicators at the earliest opportunity, particularly at the outcome-level. Where appropriate, the logframe needs to be revised to ensure that the current strategic direction of the programme is reflected in relevant indicators.

Proactive market outreach is appropriate given the particular profiles of organisations and companies that are likely to be most successful through the IIm 2 programme. This type of approach is important to ensure the immediate relevance of scale-up grantees to the programme's objectives and to enhance the potential effectiveness of grantees in delivering the programme's outcomes.

The FM was able to use its increased knowledge of the education market in Pakistan to reach out individually to more organisations and previous applicants to the fund. These personal contacts encouraged organisations to submit proposals. The events held by the FM effectively explained the programme's requirements to attendees and enabled them to build relationships. These findings suggest that a process that involves more direct engagement and a more opportunistic approach may result in the identification of organisations that have greater potential to deliver sustainable impacts at scale.⁷¹ Interviews with DFID staff suggest that they would be open to changes in the process.

Greater private sector involvement in IIm 2 will likely require alternative engagement strategies than those that have been deployed. This may include greater consultation to understand what the key obstacles are that are preventing private sector actors from being more interested in the programme, and assessing the extent to which it is feasible for the programme to address these obstacles. Market research and evidencing the business case for social entrepreneurship in the context of Pakistan could serve as useful steps for encouraging more meaningful private sector participation.

Recommendation 4: The FM should increase its proactive market outreach for future funding rounds to help to identify and solicit applications from the most relevant organisations and companies (as opposed to open calls for proposals). As part of this outreach, the FM should also conduct market research to help identify additional private sector organisations and social enterprises that could be approached and potentially included as part of future funding rounds.

⁷¹ IIm Ideas Quarterly Report Aug-Oct 2015

Support for incubators

Incubators require additional, tailored capacity building to support their start-ups and meet the financial and social impact objectives of the programme. Without this support, the potential effectiveness of these incubators (and their future sustainability) will be largely constrained.

If BRD remains unable to fulfil its intended role, then a different incubator support strategy is needed. Despite the support that the FM provided to the incubators, Incubators felt that the quality of this support did not sufficiently contribute to the required capabilities to continue programming once IIm 2 ends. The main constraint limiting the effectiveness of this support was that it was provided in a uniform way across all five incubators when each had their own focus, needs and capacities, which required a more tailored approach.

Start-ups in the pre-incubation phase were generally happy with the support they received from incubators, but incubators expected more education expertise to be provided by the programme and found that the broad education tools that were provided by the FM were too generic to meet their needs. Since applicants for Plan9 and Nest already came with specific solutions in mind, they required more tailored advice through direct mentoring sessions with education experts to help them pivot or solidify their ideas.

Start-ups in the incubation phase were broadly content with the support they received from incubators, but there were other challenges that required more bespoke support. Interviews with start-ups and incubators show that all incubators have mechanisms in place to assess the progress of their start-ups and determine their needs.

However, incubators had difficulties in providing the requested level of follow-up support for each start-up. Part of the challenge can be attributed to the fact that this was the first incubation cycle with IIm 2, but also partly because of the missing support that was expected from the FM and BRD.

The potential for start-ups to cross over and become eligible for start-up funding has also not been realised to date highlighting the need for more support in this area. The FM received two EOIs from organisations that had been start-ups in the original IIm Ideas Programme. An EOI from Wondertree was rejected as being non-compliant, while 3K industries submitted a full proposal that was ultimately unsuccessful. A review of the reasons these organisations were unsuccessful may reveal areas where additional support within the incubator mechanism could be provided.

Recommendation 5: The FM should revise its incubator support strategy. If the FM is providing this support itself, it will need to review its resourcing within the FM team to ensure that sufficient time and expertise is available to provide this support more effectively. As with its future capacity building support to grantees, the support for incubators should also be provided following a clear diagnosis of individual incubator needs according to a fixed schedule of capacity building inputs.

Support for start-ups

Securing access to funding is fundamental for the long-term success of start-ups. There is a current gap in how this funding will be sourced, and other options for continuing to fund start-ups beyond the IIF need to be explored. Without this funding, the ability of incubators to support start-ups so that they can be sustained is likely to be achieved.

The establishment of the IIF has the potential to meet the funding needs of start-up, but it requires the capacity of the FM to navigate the complex trade-offs between social returns and financial returns. Moreover, DFID has communicated its limited appetite for risk for the remainder of this programme. The IIF's focus on funding innovations with little assurance of returns makes it a risky proposition. This risk is increased by the IIF's need for a very specific level of expertise within the FM, even if the work were to be sub-contracted to an external consultant. The FM has not commented on its capacity to progress the IIF, but like DFID, they question whether establishing an IIF is the right decision for DFID and the programme to make with two years of implementation remaining.

There are other avenues to pursue funding to support innovations. More effort could be made in: (1) building relationships between incubators and existing social funding markets - such as through CSR, philanthropy and the innovation fund market; and (2) encouraging innovation funders to shift their focus toward social enterprises. While the FM has been more hands-off during the incubation process and in helping incubators connect with potential social enterprise funders, this is an area of support that incubators need.

Recommendation 6: The FM should explore new ways to secure funding for start-up innovations for the remainder of the programme. Steps over the next year should include allocating resources and providing strategic guidance to help incubators establish new relationships with social funding markets.

Annex 1 2015 Process Evaluation Conclusions and Recommendations

In this section we provide the key conclusions emerging from the findings and related recommendations. It is important to mention that at the time of undertaking this Process Evaluation, it was not possible to assess the extent to which the programme has met the needs of incubators and scale-up projects to enable them to support education innovation. The conclusions and recommendations are therefore related to the process adopted for selecting incubators and scale-up projects.

To what extent has the programme met the needs of incubator organisations to enable them to support innovation in education?

The FM was successful in identifying and selecting incubator organisations that present the most potential, to support education innovations. The selection process has focused on engaging with select incubators rather than the broader incubator community. Incubators not selected for partnership present the programme with an opportunity to broaden its engagement with the incubator sector and support the development of an innovation community.

The FM's strategy to focus its engagement on incubators believed to be the most eligible, has enabled it to undertake increased engagement with these organisations. In adopting this strategy the FM has aimed to balance minimum levels of capacity building efforts that would be required to enable the incubators to deliver the required results. This approach has meant that incubators from provinces such as Baluchistan have not been selected, due to weak capacity, and engagement with the wider sector has been limited. This may therefore, affect the development of an innovation community across Pakistan.

There was ineffective allocation of resources for timely appraisal of incubator applications. This has delayed the selection of relevant incubator organisations.

The selection process has taken over six months to complete, (August 2015 – February 2016). The FM had planned to contract incubators by December 2015, however at the time of writing the first draft of this report (February 2016) they were still waiting to be contracted.¹ The FM has predominantly relied upon in-house resources and drawn upon external expertise when required at key points, for assessing incubators. However, they could have benefitted from working with individuals or organisations with specialist expertise in the area of incubators and education. The FM also have conducted a needs assessment of the expertise and skills required for assessment and selection of incubators.

Use of an open and competitive tender process has enabled the FM to validate its initial thinking about the five most eligible incubator organisations to work with in Pakistan. However, the tender process has required substantial investment which could have been used for undertaking engagement with the wider incubator community from the start.

The use of an open and competitive tender process for the selection of incubators has enabled the FM to comply with DFID's procurement guidelines and demonstrate a transparent selection process. This has also enabled the FM to validate its initial identification of the most eligible incubator organisations to work with in Pakistan. The selection of most developed incubators provides the FM with greater chances of success and lowers the burden for TA as compared to incubators with lower maturity levels. Following this process has also provided the FM with options of alternative incubator organisations, in case there are problems going forward with any of the selected five.

However, as the FM was able to identify most suitable incubator organisations very early on in the process (and prior to the call for EOIs), following the open tender process has required significant investment (i.e newspaper advertisements) and raises the question of whether adopting this process has been the best use of resources. These resources could have been used for earlier engagement with the incubator community, i.e. through provincial or national level workshops, followed by a restricted tender.

¹ The incubators were contracted in March, 2016

Impact Investment Fund

There was inadequate research, options analysis, and planning, at the programme design stage, with regards to the Impact Investment Fund including its modality, governance structure and legal implications.

The decision to rethink the structure and mechanism for the IIF, during the Implementation Phase, has caused a delay in the establishment of this mechanism. This means that the FM will have less time to support this mechanism, which could potentially contribute to the development of an education innovation community by providing a sustainable means of funding.

To what extent has the programme stimulated and met the needs of existing innovators and how relevant are the innovative solutions?

The information needs of the applicants were not comprehensively met at the EOI stage. This has meant that proposals were not as accurately aligned with barriers and the programme outcomes. Due to timing and sequencing problems, in terms of provision of this information, the selection process was not as informed as it could have been. The selected applicants therefore required further TA support to align the project proposals with the programme outcomes.

The selected projects are targeting one or more of the overarching problem priority areas of, enrolment, retention, or learning. During the TA support, the FM has worked with the projects to more fully align their interventions in order to tackle the problem priority areas. There has been less focus on aligning the proposals to target most educationally deprived geographical areas and specific category of children deemed to be most educationally marginalised.

The problem briefs developed by the programme contain very comprehensive information, related to underlying barriers, most educationally disadvantaged children and locations in Pakistan, as well as workable solutions. However, these were developed after the grantee selection process and therefore not available to the applicants at the EOI stage. The applicants therefore lacked comprehensive information related to problem priority areas and the underlying barriers being targeted.

The programme has demonstrated its ability to be flexible by making changes to its initial design decisions. However, this also indicates lack of evidence informed planning.

The programme initially intended to target 5-16 year old children. Presently, the three selected projects target children in pre-school, primary, and secondary education. By selecting projects that cover the three phases of schooling, the programme will be able to gain experience across all these levels of education. ECE is an underfunded area, and therefore workable solutions in this may attract more attention from stakeholders. Whilst this change demonstrates the programme's ability to make adaptations to the programme design, as originally defined in the [Business Case](#), it also indicates planning, which has been inadequately informed by evidence of educational needs within Pakistan.

To what extent have the pre-conditions for sustainability been factored into the project and programme implementation?

The FM's design and implementation principles for creating scale and sustainability have, to a certain extent, led to including some of these aspects into the project designs. Whilst the FM has used the Scalability Assessment Toolkit, at the appraisal stage, to assess feasibility of projects in terms of scaling-up, the remaining steps, given in the Scaling-Up Framework, have not been followed. Therefore, setting the pre-conditions for scaling-up and sustainability as well as developing a plan to manage the process have not been as systematically planned and therefore may not be embedded into projects and tracked.

The FM has reported that Ilm Ideas 2 is designed on the premise that it is a temporary arrangement and the programme mechanisms are such that sustainability will be achieved. This thinking has influenced the grantee appraisal and selection criteria as well as provision of TA support. The main advice provided has included developing linkages with the government and designing revenue models so that the projects can continue beyond the programme duration without donor funding.

Phased implementation of scale-up projects means that the projects' focus during Phase 1 will be on generating evidence of impact rather than also undertaking and testing activities to set in motion steps that may lead to scale and sustainability.

The fact that the scale-up projects will now be implemented through two phases has also shifted the FM's focus on scale and sustainability to the second phase. The overall project M&E plans and project logframes, have sections on sustainability and indicators to measure these. The M&E plans prepared for Phase 1 do not currently include these indicators. This means that activities for scaling and sustainability during Phase 1 will not be undertaken. This is because Phase 1 is geared towards testing the models and generating evidence of results to enable a decision to be taken for Phase 2 funding.

To what extent has the programme been able to effectively engage with state and non-state organisations to gain their support for innovation in education?

The FM has effectively engaged with the private/commercial sector to select scale-up grantees and incubator organisations and therefore can initiate its Implementation Phase activities for achieving the programme outcomes. There has been no engagement with the government or private sector with regards to generally gaining their support for the programme and innovation in education. This risks lack of buy-in and ownership with implications for future adoption and funding. The projects may also be not aligned with the government priorities.

As planned, the FM has predominantly engaged with the private and NGO sector in its first year for sourcing grantees and partners. Whilst working with these two sectors has been a clear programme strategy, waiting to engage with the government in the second year of the programme may have implications for ownership from the government and the private sector in terms of adoption and funding of the developed intervention models.

At the project level the FM has been encouraging projects to embed activities into the implementation plans for developing partnerships and linkages with the government as well as the private sector. This is likely to help during implementation with access to the schools, relevant government departments, and personnel.

What is the value for money with regard to support and development of incubators, scale-ups, and the Impact Investment Fund?

Available evidence related to the decision-making procedures being implemented for the programme design and delivery indicate that IIm Ideas 2 is on track to deliver good VfM. A more conclusive and robust VfM assessment necessitates more detailed documentation of key decision-making stages by the FM. This will allow an understanding of the options considered before taking a final decision.

The definitions of value and programme design outlined by the FM are broadly in line with what DFID initially set out in the Business Case. The target value of the programme as shown by the number of children the programme aims to benefit has remained constant despite reduction in the programme budget by £5 million in DFID's resource allocation. Despite the lack of available evidence, the decision-making procedures used to design the programme components and select implementation mechanisms indicate that good VfM processes are being followed. The VfM aspects evidenced include the gathering of information to inform decisions (e.g. incubator scoping exercise, TA needs assessment, use of IIm Ideas 1 lessons learned), adaptability of the programme or delivery design (e.g. feasibility paper written for the IIF component, phasing of scale-up grant contracts), and the use of criteria against which to assess options (e.g. scale-up and incubator selection criteria).

Whilst the structure of the FM's VfM Framework provides key measurement indicators, the framework is missing problem identification, a definition of value, and indicators for some parts of the Theory of Change.

The FM's VfM Framework strengths are in its provision of information for each indicator, including its measurement, definition/interpretation, calculation methodology, and data collection source(s). This information provides information about how the FM plans to measure each indicator through which they can demonstrate whether they have achieved the desired outcomes. However, in order to assess the programme's VfM, the framework should contain an identification of the problem that the programme aims to address and the programme's definition of value.

Recommendations

The recommendations below are for the FM, DFID and the EM.

For the **FM** the recommendations are as follow:

Selection and support for scale-up projects

The tender process for the selection of scale-up projects should follow a systematic approach, with key information provided at the relevant times.

- Applicants should receive and consult the information pack during the EOI stage. The pack should include the problem briefs and a description of the problem priority areas, and the underlying barriers being targeted, as well as examples of interventions to target these barriers. The instructions to the applicants should also include a clear definition of the 'poorest' or 'marginalised' children, and learning outcomes.
- The FM should undertake a more widespread awareness raising campaign using social media as well as placing smaller and black and white advertisements in newspapers to reduce costs.
- The application form should provide options of problems priority areas that the applicants can select from, the level of education, and category of children being targeted. The terminology in the application form should also be aligned with that used in the guidelines.
- The call for proposals needs to include more information on how the programme defines sustainability, and the success criteria for achieving this. There should also be clear instructions for projects to demonstrate their approach for achieving scale and sustainability in the EOIs and proposals. This could include providing a checklist, based on the Scalability Assessment Tool.
- It is recommended that both reviewers and applicants are provided with more information about how to judge the likely value for money of the projects.

Provide TA support to grantees after their selection as well as during the Implementation Phase.

- The FM should provide TA support to the grantees after their selection to help refine their proposals. This should specifically focus on ensuring that activities align with targeted problems and barriers. Once the interventions have been finalised, further support should be provided to develop scalability and sustainability plans as well as M&E plans to track progress.
- The TA format should be a combination of collective workshops to focus on generic areas of support followed by more tailored one to one support. For developing the grantees M&E capacity there should be a joint undertaking between the FM and the EM.

Selection and engagement with incubator organisations and the IIF

Undertake engagement with other incubator organisations using the experiences gained from working with the selected incubators

It is recommended that the programme engages with incubators not selected by the programme. These should be both from the private and public sector. This could be through providing mentoring support and sharing lessons learned from working with the selected incubators. This should be a joint undertaking between the FM and the currently selected incubators.

Undertake engagement with more incubator organisations at the pre-EOI stage

It is recommended that the FM should undertake awareness raising and engagement activities with more incubator organisations across Pakistan rather than a selected few. This could be in the form of provincial and national level workshops.

Allocate sufficient resources to undertake the timely and effective assessment and selection of incubator organisations as well as to provide TA support

The FM should conduct a needs assessment of the expertise and skills required for assessment and selection of incubators. This expertise should also then be used to provide specialist TA support to the incubators.

It is recommended that the option selected for establishing an IIF (in terms of its modality, structure, and governance) is informed by sufficient evidence and that the mechanism is established without further delays. This would help to support the development of an innovation community by making funding available.

This could involve either establishing a new mechanism or supporting an existing mechanism to provide funding for innovations. In order to prevent further delays, DFID needs to take an immediate decision on how it wishes the FM to proceed with the IIF.

Embedding sustainability and scalability into the programme and project design

Detailed scaling-up and sustainability plans need to be developed and implementation monitored.

Based on the initial advice provided to the selected scale-up projects, detailed plans with regard to scaling-up and sustainability need to be developed, operationalised and monitored. This involves using the Scaling-Up Framework more comprehensively, and following the steps for establishing pre-conditions for scaling-up and sustainability as well as managing the scaling-up process. In order to undertake this effectively it will be essential for the FM to have access to expertise in this area for building the capacity of its own staff to support and monitor projects. This may also require commissioning the development of guidelines on the use of the Scalability Assessment Tool Checklist for consistency in its application, including aspects related to context, organizational capacity, and enabling environment as well as additional factors relating to sustainability.

Expectations need to be managed on the extent to which scale and sustainability can be achieved by the end of programme.

Sustainability being one of the programme guiding principles, means that it is at the forefront of the programme and affects the project selection. However, this also presents challenges in that much will be beyond the programme's and projects' controls. It is therefore recommended that both DFID and the FM agree on a minimum criteria for achieving sustainability that is attainable given the programme lifetime, and in view of the difficulties of attracting funding and influencing others to adopt new delivery models.

Support scale-up projects to develop linkages with government and private investors from the start

In order to assist the grant applicants and incubators to develop more sustainable solutions, it is recommended that the FM provides grantees access to government bodies and private sector investors from the onset.

Stakeholder engagement

The programme sustainability and projects scaling-up depends upon buy-in, interest and funding from external organisations. It is therefore recommended that the programme engages with both private sector organisations as well as the government through orientation workshops and regular progress share meetings. Organisations from both of these sectors could potentially adopt and fund the scale-up projects in the future as well as incubatees working with the incubators.

Achieving VfM

The FM should document its key decision-making procedures to show how and why critical programme design and delivery decisions were made. Evidence of the decision-making procedures for key programme components should show:

- The programme design options considered;
- Assessment of the options considered to determine whether they are relevant and implementable;
- Evidence gathered by the FM to inform the decision;
- Criteria against which the options were appraised;
- Selection of the preferred option based on the information collected, the options, and their scoring against criteria; and
- Communication of the decision to key stakeholders.

The FM should document and track inputs used for each of the programme components

Information about the inputs for each of the main programme components need to be documented. The VfM assessment would benefit from a broad description of the number of days or the amount of time the FM anticipated

using for main activities. Likewise, a retrospective comparison of the anticipated time and the actual amount of time that was used (same as, more than, or less than), a description of what happened that led to any divergences, and why this was the case would allow a more robust VfM assessment.

Assessing VfM

- The VfM Framework and the [logframe](#) should be aligned and merged into one comprehensive document, or, contain the same indicators.
- The VfM Framework should include a description of the specific problems that IIm Ideas 2 is setting out to address and the definition of the value that will be delivered by the programme at the end of the contract period if successfully implemented.
- Input indicators relevant to the IIF activities need to be developed and incorporated into the VfM Framework.

The recommendations for DFID and the EM are:

DFID: It is recommended that decisions relating to grant contracting, project, and programme designs are taken in time to enable the FM to implement the agreed activities. This includes clearly communicating to the FM the information required to enable timely approvals.

It is also recommended that DFID agree tolerances for key activities and deliverables in advance. Any changes to the workplan and response times need to be factored in the work packages. DFID must also ensure that the FM undertakes systematic work planning and revisions in accordance with programme changes. Any changes must also be clearly communicated, supported by sufficient information, to DFID and the EM (for undertaking timely evaluation activities).

EM: It is recommended that there is more joint working between the EM and FM M&E teams as well as for the EM continuing to play a challenge function. This includes outlining implications of decisions and activities undertaken by the FM.

Annex 2 Ilm Ideas 2 Process Evaluation 2016 Concept Note

Background

Ilm Ideas 2 (Ilm 2) is a four year programme funded by the Department for International Development (DFID). The programme is managed by Cambridge Education, who serves as the Fund Manager (FM), and will run from March 2015 to March 2019.

The programme has the following **objectives**:

Objective 1: Identify and support the development, testing, and implementation of education innovations that deliver positive impacts for the poorest children and young people, with fewer resources, and scaling-up those with evidence of successful results. In achieving this, Ilm 2 will:

- Source, generate and test innovative solutions to supply and demand challenges in education that can be adapted, adopted and diffused across geographical boundaries including districts, provinces and nationally.
- Bring to the Pakistan market a well evaluated portfolio of innovations that have the potential to deliver cost-effective and transformational results at scale.

Objective 2: Promote a whole Pakistan focus on innovation, evidence, cost-effectiveness and lesson learning. To do this, Ilm 2 will:

- Build new networks and partnerships with a diverse range of stakeholders who can contribute to the innovation process by creating mechanisms to maximise learning and sharing of innovation activities.

Objective 3: Encourage collaboration between donors, foundations and the investment community to co-create and co-invest in innovations that have the potential to generate significant development impact and potentially commercial returns in order to promote sustainable solutions².

Structure of Ilm 2 - delivery mechanisms

In order to achieve the programme objectives, Ilm 2 has been structured to deliver its activities using three mechanisms (also programme outputs):

- Incubators** as innovation support mechanisms to 'effectively and efficiently identify, select and support new solutions³;
- Evidence-based solutions, '**scale-ups**,' that have already been piloted or implemented, and can show evidence of education impact to target the educational challenges; and
- An **Impact Investment Fund** as a sustainable mechanism to provide financial investment in education innovation⁴.

In order to support innovations through the above mechanisms the programme would provide technical and financial support to the scale-up projects and only technical support to the incubators. The start-up organisations, selected and supported, by the incubators will be provided nominal financial support by the programme.

Programme outcomes and targets

The programme outcome is:

² DFID Pakistan's Ilm (Learning) Ideas Programme Phase 2, 2014-2018, Business Case, September, 2013

³ Information compiled using the Project Logframe 'ILM2 logframe 131115 with achievements' and the project inception report 'Inception Report Ilm Ideas 2, July 2015'

⁴ Information compiled using the Project Logframe 'ILM2 logframe 131115 with achievements' and the project inception report 'Inception Report Ilm Ideas 2, July 2015'

'Improved education systems, pedagogies and outcomes for children of primary and secondary age as a result of education innovations supported by the programme⁵.'

The programme is targeting to improve access and learning outcomes of 250,000 Pakistani children⁶ by 2019. This includes:

1. 150, 000 children with improved learning outcomes;
2. 50, 000 new enrolments (from poor and marginalised backgrounds and at least half of these should be girls); and
3. 15, 000 completing one grade and entering the next grade⁷.

In addition to improving the above educational outcomes, the programme also aims to create a *'self-sustaining community enabled to continue investment in evidence- based education solutions⁸* by 2019. The targets for this are to:

- Support **five incubator** organisations with capacity to support education innovations;
- Of the five incubators selected, **four achieve financial sustainability** by the end of the programme;
- 100 innovations attending Challenge Events as an indication of increased demand for incubator services; of these 15 being selected by the incubators for support and 6 of these receiving funding for further growth and development.
- New funding into the Impact Investment Fund to the amount of £0.75m⁹.

ILM Ideas 2 programme level theory of change

The programme level theory of change has been developed to reflect the delivery mechanisms and the results to be achieved at each level. This is presented in Figure 1¹⁰.

Figure 1: Ilm Ideas 2 Programme Theory of Change

⁵ Project Logframe 'Ilm 2 logframe 131115 with achievements'

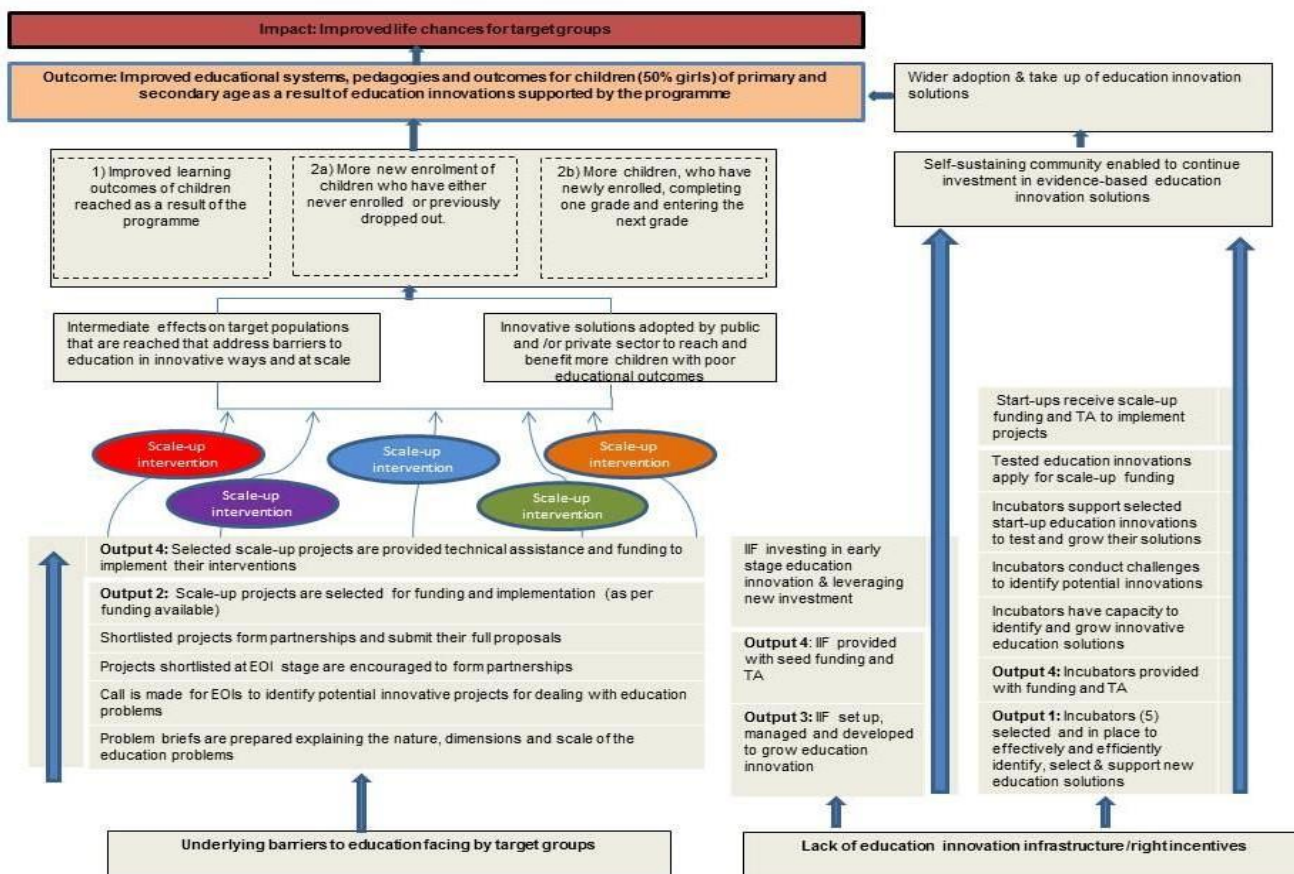
⁶ Inception Report ILM Ideas 2, July 2015, p.10

⁷ Project Logframe 'Ilm 2 logframe 131115 with achievements'

⁸ Project Logframe 'Ilm 2 logframe 131115 with achievements'

⁹ Project Logframe 'Ilm 2 logframe 131115 with achievements'

¹⁰ For further information regarding the assumptions at each level on the theory of change refer to the Ilm2 Evaluation Inception Report, 2015



The process evaluation will seek to assess the links leading up to the achievement of results at the output level. This will include all the four outputs¹¹.

Purpose of the process evaluation

Coffey International Development has been contracted by DFID as the Evaluation Manager (EM) for Ilm 2. As part of its evaluation activities, Coffey annually undertakes a process evaluation to assess the extent to which the programme has been managed and delivered according to plan¹². The first process evaluation was undertaken in September 2015. The key findings and recommendations from this are attached in Annex 1.

Coffey will now undertake the second process evaluation at a time when Ilm2 is half way through its implementation. DFID will undertake a mid-term programme review in March 2017 and the findings from this process evaluation will inform its decision on the appropriateness of the programme delivery mechanisms to achieve the intended results. The findings from the process evaluation will also be of use for Cambridge Education to inform programme delivery including, arrangements for managing Cycle 2 scale-up grantees, incubators and start-ups (incubates).

In this paper we present the scope and design for this second (2016) process evaluation.

Scope of the process evaluation

The scope of this evaluation is as follows:

Period covered: The evaluation will cover the Implementation Phase from January to September 2016. This is because the first process evaluation report covered the period prior to this (April to December 2015).

¹¹ For description of outputs refer to 'Coffey International Development, 2015, Final Inception Report 151210' and the Project Logframe 'Ilm 2 logframe 131115 with achievements'

¹² Coffey International Development, 2015, Final Inception Report 151210, p.50

Overarching programme focus: The overarching focus of the process evaluation will be to ascertain the extent to which Cambridge Education has managed the programme efficiently and effectively. This will be in relation to activities undertaken for selection and support of scale-up projects and incubator organisations to deliver the programme results. Cambridge Education's performance will be assessed in relation to the agreed targets as per the logframe, agreed processes, timelines and budgets as per the inception report or any addendum to this.

Programme mechanisms: Of the three programme mechanisms, outlined above, the evaluation will focus on the scale-up projects and the incubators. For the **Impact Investment Fund** this evaluation will assess progress against recommendations made in the 2015-16 process evaluation.

The specific aspects of the scale-up projects that will be included within the scope of this evaluation are described below.

- **Cycle 1 scale-up projects:** The programme selected three scale-up projects during its first grantee cycle. A joint decision was taken, by DFID and the FM, to implement these projects in two phases. The projects were contracted in March 2016 for the first phase of implementation. The current phase one grant agreements are due to come to an end in March 2017. To proceed with the transition into phase two the decision will be based on a transition criteria to judge whether the grantees are eligible for an uplift in funding. It is not automatically assumed that every grantee will automatically transition to phase two. Grantees that qualify for a phase two grant will have a break clause in their contracts enabling the programme to decide whether to continue with the grant when endline data becomes available in June 2017 to allow time to assess the impact on learning¹³. If projects are given the go head at this stage they will complete their implementation by March 2019.

The first process evaluation assessed the selection process adopted by the programme for the first cycle of grantees. This included a review of engagement activities, the call for Expressions of Interest (EOIs), the selection and relevance of the selected projects, and the technical support provided by the programme at the pre-award stage.

In this second process evaluation the focus in relation to the three **Cycle 1 grantees** will be on assessing:

- The relevance of the support provided, to the grantee needs and project objectives. There will be specific focus on the support provided for proposal development at pre-award stage as well as post award stage.
- The effectiveness of the technical support provided by the programme in enabling the grantees to further develop their proposals, projects and deliver the activities and results.
- **Cycle 2 scale-up projects:** The programme made a second call for applications, in June 2016, resulting in the selection of four more scale-up projects. These have been presented to DFID for approval and feedback before final selection and contracting. These projects will not be phased as was the case with the first round of projects, and are expected to be implemented until March 2019 when the programme ends.

In addition to assessing the relevance and effectiveness of technical support at proposal development stage the focus of evaluation for this second cycle of scale-up projects will be to assess:

- Relevance of the selected projects to the problems being targeted by the programme, including extent to which educational problems being targeted by the programme were communicated effectively to applicants.
- Extent to which the selected solutions are likely to help deliver the programme results (educational outcomes).
- Extent to which the programme achieved sufficient market outreach and engagement to attract relevant solutions.
- **Incubator organisations:** The programme selected five organisations, recognised for their innovation incubation¹⁴, in March 2016. The purpose of selecting incubators is to develop an innovation community to source, select and support early stage education innovations. The selected incubators have been contracted for one year, until March 2017. The decision to continue with these organisations and the

¹³ Email from DFID Education Advisor to Cambridge Education, 23rd September, 2016

¹⁴ Coffey International Development, 2015, Final Inception Report 151210, p.20

strategy adopted so far for selection and support will be reviewed by Cambridge Education and DFID in March 2017.

The programme identified that whilst these organisations had established innovation sourcing processes they lacked the capacity to work with education innovations and therefore the programme would 'build on their existing institutional capacity by providing assistance to conduct education innovation challenges, enhance existing mentoring programmes, and collaborate on creating pathways to scale¹⁵'. In order to provide the TA support the programme has procured the services of 'Beyond Group (BRD)¹⁶.'

The activities planned to be undertaken by each incubator included holding education innovation challenge events¹⁷ to attract innovative ideas and then to further support the selected ideas. The programme provided each incubator with a 'Challenge Toolkit',¹⁸ detailing the process for selecting early stage innovations. Each incubator will select and support three innovative ideas (incubatees) by March 2016.

In the last process evaluation, the EM assessed the activities undertaken by the programme to reach out to the incubator community prior to the call for Expressions of Interest (EOIs), and the activities undertaken during the call for EOIs.

In this process evaluation the focus in relation to the incubators will be on:

- The relevance, usefulness and effectiveness of the support provided by the programme, including BRD, to the incubators to source, select and mentor early stage innovations.
- The relevance and effectiveness of the support provided by the incubators to start-ups at the Challenge Event and post selection stage.
- Extent to which BRD is the appropriate organisation and with the required capacity, for providing support to incubators in Pakistan.
- Extent to which selected early stage innovations are ready to receive further funding for development and growth.

Evaluation and research questions

This process evaluation will address the following programme level question:

- To what extent has the programme been managed efficiently and effectively during the course of selecting and providing technical support to scale-up projects and incubator organisations?

The specific research questions that will be addressed are given in Table 1.

¹⁵ Inception Report Ilm Ideas 2, July 2015, p.20

¹⁶ Beyond Group, technical assistance provider to incubators, 12/02/2015

¹⁷ Inception Report Ilm Ideas 2, July 2015, p.20

¹⁸ Inception Report Ilm Ideas 2, July 2015, p.20

Table 1: Research questions to be addressed by the process evaluation, including the evaluation criteria and programme delivery mechanisms

Programme delivery mechanism	Evaluation questions	Evaluation Criteria		
		Efficiency	Effectiveness	Relevance
	To what extent has the Fund Manager planned, managed and delivered grantee selection and support activities on time, to budget and to the required quality to deliver the programme's outputs and milestones? What have been the challenges in doing so?	√		
Scale-up projects	To what extent was the technical support provided to scale-up projects relevant to the grantee needs and project objectives?			√
	To what extent was the technical support provided to scale-up projects effective in enabling the grantees to further develop their proposals/ projects, M&E and reporting mechanism to deliver their activities and results?		√	
	How much support was provided to the grantees and what was the quality of this support?			
	To what extent are the Cycle 2 scale-up projects relevant to deliver the targeted educational outcomes?			√
	To what extent are selected scale-up projects sufficient for meeting the overall programme targets (for enrolment, retention and learning outcomes)?			
	How well did the programme achieve market outreach to attract relevant Cycle 2 scale-up projects? This will include addressing the sub-questions: <ul style="list-style-type: none"> - What market engagement activities were undertaken? - What information was provided about programme requirements? - What selection criteria was used? 			√
	How effective has the Cycle 2 selection approach been in attracting quality proposals and the conversion of successful EOIs into fundable project and how has this approach been different to that adopted for Cycle 1?			√

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Incubators	To what extent was the technical support provided to incubators by Beyond Group (BRD) relevant and useful to their needs and objectives?			√
	To what extent was the technical support provided to incubators by Beyond Group (BRD) effective in enabling incubators to source, select and mentor early stage innovations?		√	
	How much support was provided and what was the quality of this support?			
	Is BRD the most appropriate organisation to be selected for providing incubator support to incubators in the Pakistani context?			
Start-ups (Incubatees)	How relevant and effective has been the mentoring support provided to start-ups by incubators for the challenge events and after being selected?		√	√
	How much support was provided and what was the quality of this support?			
	To what extent have the early stage innovations, supported by incubators, secured further funding for development and growth? If no funding has been secured why not and what have been the challenges?			
Impact Assessment Fund	To what extent has the IIF progressed in relation to the recommendations made in the 2015 process evaluation?			
Grant management models	What are the similarities and differences between grant management models adopted by CE (for scale-up projects and incubators) and those adopted by other similar education programmes in particularly the selection and TA support processes?			

Evaluation approach

In order to evaluate key aspects of the programme delivery chain and their effectiveness we will use a process evaluation. Within this we will review and compare 'what' was planned and agreed with DFID in terms of the quantity, quality and timing of the support to ensure that our assessment of performance is objective, fair and reasonable. The process evaluation will also consider 'how' the support was provided and the delivery process was managed in terms of levels of responsiveness and engagement that DFID expected.

Data collection methods and sampling

We will use mixed methods, including collecting qualitative and quantitative data to answer the evaluation questions. We will collect data through review of programme and project documents, semi-structured interviews and a telephone survey. In order to allow comparison with other education projects, we will compare the grant management model adopted by Cambridge Education for Ilm2 with models of grant management used by other organisations. In order to do this we will undertake a systematic review of relevant literature.

The **document review** will include key documents that will allow information to be extracted relating to planned programme activities and progress made against these. This information will be supplemented by information collected through the telephone survey and semi-structured interviews. The key documents that will be collected for review will include:

- Ilm Ideas 2 Business Case;
- Programme governance and management documentation;
- Programme level work plans, quarterly reports, meeting minutes, budgets, financial reports and records;
- Grantee project proposals, plans and progress reports;
- Grantee selection criteria, record of applications and those selected and funded;
- Reports of events such as collaboration camps, engagement meetings, challenge events;
- TA satisfaction survey/feedback;
- MOUs/partnership agreements, grant agreements;
- Capacity assessment reports and TA plans;
- Project scalability/sustainability assessment reports, plans and progress reports;

Additional documents, deemed relevant for the evaluation, will also be included into the document review.

Semi-structured interviews will be conducted with individuals from DFID Pakistan, the Ilm 2 programme team, grantees (scale-up projects, incubators and incubatees) and other relevant stakeholders. The purpose of conducting the semi-structured interviews is to obtain in-depth information about the views and experiences of those involved within the programme. Further details, regarding the individuals proposed for participation in the semi-structured interviews and number of interviews to be conducted, are provided in Table 2.

Table 2: Details of organisations and individuals for semi-structured interviews

Organisations	Specific designations/teams	Number of semi-structured interviews
DFID Pakistan	<ul style="list-style-type: none"> • Senior Education Advisor • Education Advisor • Deputy Programme Managers • Programme Officer Education Outreach & Innovation • Evaluation Advisor 	6

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Programme team	<ul style="list-style-type: none"> • Director International Development • Programme Director • Programme Deputy Director • Team Leader • Education Advisor (s) • Grants Manager • TA team including leads for scale and sustainability, M&E, education specific areas, innovation etc. • Grant appraisal team 	10
Beyond Group (organisation providing TA support to incubators)	<ul style="list-style-type: none"> • TA team undertaking capacity assessment and provision of support to incubators 	2-3
Cycle 1 scale-up grantees	<ul style="list-style-type: none"> • ITU • CGN • Multinet <p>(M&E, design and delivery teams and implementing partners)</p>	8
Cycle 2 scale-up grantees	<ul style="list-style-type: none"> • Development in Literacy (DIL) • Institute of Social and Political Sciences (ISAPS) • Society for the advancement of education (SAHE) • Family Educational Services Foundation (FESF) 	4
Incubator organisations	<ul style="list-style-type: none"> • LUMS Center For Entrepreneurship • Technology Incubation Centre, NUST • Revolt/Basecamp • Plan9 Technology Incubator • The Nest i/o – P@SHA's Technology Incubator 	5
Selected organisations for support by incubators	<ul style="list-style-type: none"> • Details to be confirmed 	5
Organisations interested in or providing seed or other development funding to selected innovative solutions and scale-up solutions	<ul style="list-style-type: none"> • Details to be confirmed 	5
Key strategic stakeholders including policy-makers and experts in education and innovation.	<ul style="list-style-type: none"> • Details to be confirmed 	5
Total		50

A **telephone survey**, using both closed and open ended questions, will be administered to a larger number of relevant persons participating in the engagement events conducted for selection of Cycle 2 scale-up grantees and

start-up solutions for support by incubators. The purpose of this survey is to obtain views and experiences of a broader array of respondents that participated in programme events but were not necessarily selected for grants. This will help to provide a comparison with the views and experiences of the selected grantees. Further description of participants and the numbers to be included in the survey are given in Table 3.

Table 3: Respondents to participate in the telephone survey

Description of participants	Number of participants
<ul style="list-style-type: none"> Participants of collaboration camps and other engagement events (Cycle 2) Applicants including those shortlisted (Cycle 2) 	30
<ul style="list-style-type: none"> Participants of incubator challenge events 	30
Total	60

Data analysis

The questions addressed in this evaluation will guide the analysis of the data collected. The data collected from the review of documents and interviews will be predominantly qualitative data therefore we will organise and manage this through coding, using pre-defined codes, which will be based on the evaluation questions. Any new codes, which may emerge during the coding process, will be added to the initial list of codes. The data collected through the telephone survey will be analysed using SPSS to produce descriptive analysis as well as cross tabulation against participant background information. The open ended questions will be coded.

As the data is being collected from a broad spectrum of stakeholders and using a number of methods this will allow for triangulation of views and experiences to identify both consistent and inconsistent patterns, as well as providing a more comprehensive understanding of the areas addressed in this evaluation.

This is a process evaluation. We will assess the efficiency (i.e. the relationship between inputs and outputs) of the programme by assessing whether the Fund Manager has delivered its outputs and relevant milestones:

- On time according to the work plan and timescales agreed with DFID Pakistan;
- To budget as agreed with DFID Pakistan in the form of milestone payments for key deliverables – this will draw on all available budget and input and output cost data. The extent of the cost data available will depend on the level of transparency and commercial disclosure that has been agreed by the Fund Manager and DFID Pakistan – if possible input and output /deliverable unit costs at this stage in the implementation will be compared with available benchmarks agreed at the Inception Phase. We will also draw on the data and analysis produced by the Fund Manager as per their Value for Money M&E Framework; and
- To the required quality as agreed and required by DFID Pakistan in the programme Inception Report and delivery plans – this part of the assessment will draw on documentary evidence of DFID’s assessment of the quality of work and outputs delivered and qualitative evidence from semi-structured interviews with grantees and DFID Pakistan.

Adherence to research ethics

The Evaluation Team will adhere to DFID’s ethics principles for research and evaluation¹⁹, as follows:

Researchers and evaluators are responsible for identifying the need for and securing any necessary ethics approval: we will work in accordance with the local laws and obtain any required approval in advance from the relevant organisation and the local/ national authorities.

Researchers and evaluators will avoid causing harm to participants: safety of respondents will be of paramount importance. Respondent participation will be voluntary, free from any duress consensual and furnished with written consent where possible. Furthermore, we will ensure that confidentiality of information, privacy and

¹⁹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67483/dfid-ethics-prcpls-rsrch-eval.pdf

anonymity of the participants will remain of utmost importance. Should participants decide to withdraw from the research, their feedback will be retrieved from the database without prejudice. In the same way, safety and security of evaluators and researchers working in the field will also be a prime concern; they will be provided the necessary training, on-ground support and the equipment to avoid any unforeseen circumstances.

Research and evaluation will respect cultural sensitivities: the Evaluation Team will take into account local culture, religious beliefs, gender, disability, age and other variables like socio-economic classes before and during the assignment.

Linkages of process evaluation with other M&E activities

The process evaluation is assessing the relevance and efficiency of programme level structures and delivery management processes and the related results to date, but not project level management and delivery processes. If in the process evaluation it is found that there are weaknesses in relevance and effectiveness of the M&E support provided or delivery of this then this will help us to define our role in supporting and guiding CE in enhancing this support. We will also evaluate how effective the delivery process has been in supporting the first cohort of grantees to achieve any immediate or intermediate results given the stage of implementation. This will feed into our programme level impact evaluation which is planned to take place in 2019. We have also proposed in our workplan to undertake impact evaluation for Phase 1 Cycle 1 and if DFID agrees to this then the findings from this process evaluation will also feed into this.

Evaluation independence

There are clear roles and responsibilities between the Evaluation Manager and Cambridge Education, as the Fund Manager. These are outlined in the Evaluation Manager's Inception Report²⁰. The Evaluation Manager plays a quality assurance role of the M&E products that are developed by the Grantees, who are supported by the Fund Manager. This avoids direct working relationship with the grantees and hence any potential conflict of interest. For the evaluation activities such as the process evaluation, whilst the Evaluation Manager will share the design note with the Fund Manager and request support to access the grantees and relevant documentation it will independently be carry out the evaluation activities using its own teams.

DFID has initiated the process of setting up an Evaluation Steering Committee to help ensure quality and credibility of the evaluations produced, at the design and delivery stages. The ToR for the Evaluation Steering Committee has been developed and potential members proposed. It is expected that the first meeting will be held by the end of 2016.

Workplan

This evaluation is intended to be undertaken from October, 2016 and completed by March, 2017. The planned schedule of work is given in Table 4.

Table 4: Planned schedule of work for the second process evaluation

Task description	Proposed time lines
DFID approval and finalisation of the evaluation concept note	21 st October, 2016
Develop evaluation framework	24 th October, 2016
Develop data collection instruments and guides (interview schedule, survey questionnaire, document review framework)	4 th November, 2016
Develop list of documents required and request/collect these for desk review	4 th November, 2016
Obtain contact details and set up interviews and telephone survey timings	4 th November , 2016

²⁰ Evaluation Inception Report, 2015, Coffey Int. Development, p...

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Pre-test and revise data collection instruments	11 th November, 2016
Data collection (interviews, desk review and telephone survey)	14 th November – 9 th December, 2016
Transcriptions of interview data	21 st November – 16 th December
Data coding, and analysis	9 th January – 9 th February, 2017
Synthesis and report writing	13 th February – 10 th March, 2017
First draft report submitted to DFID for comments	13 th March, 2017
DFID comments received on first draft of the report 10 days after submission	27 th March, 2017
Draft two prepared, incorporating DFID comments, and submitted to DFID and CE (for check on factual inaccuracies) within 10 days of receiving comments	7 rd April, 2017
Comments received from DFID and CE on the second draft within 10 days of submission	21 st April, 2017
Preparation and presentation of high-level findings to DFID and CE	28 th April, 2017
Dissemination brief prepared and shared at the time of the presentation	28 th April, 2017
Third and final draft submitted to DFID within 10 days of receiving comments	5 th May, 2017

Annex 3 – List of Documents

1	FM Inception Report, Cambridge Education
2	DFID Business Case
3	Findings and Recommendations from the 1st Process Evaluation
4	ILM Ideas 2 QPR - Aug-Oct 2015, Cambridge Education
5	ILM Ideas 2 QPR - Nov-Jan 2016, Cambridge Education
6	ILM Ideas 2 QPR - QPR - Feb-Apr 2016, Cambridge Education
7	ILM Ideas 2 QPR - May-July 2016, Cambridge Education
8	ILM Ideas 2 QPR - Aug-Oct 2016, Cambridge Education
9	TA report - July 2016 (Richard Hanson)
10	TA report - August 2016 (Richard Hanson)
11	TA report - Nov 2016 (Bob McCormick)
12	Scale Up Grantee - ITU - M&E Plan
13	Scale Up Grantee CGN - M&E Plan
14	Scale Up Grantee Multinet - M&E Plan
15	Scale Up Grantee Multinet SABAQ Qtr Workplan Oct-Dec
16	Scale Up Grantee ITU Qtr Workplan Jan-Mar-17
17	Scale-up and Sustainability Plans Workshop Report
18	Scale Up Grantee Multinet - NRSP Roles and Responsibilities
19	Scale Up Grantee Multinet - PEN (KHI) Roles and Responsibilities
20	Scale Up Grantee Multinet - PEN (LHE) Roles and Responsibilities
21	Scale Up Grantee ITU - 1st Quarterly Report
22	Scale Up Grantee ITU - 2nd Quarterly Report
23	Scale Up Grantee ITU - 2nd Quarterly Report meeting minutes
24	Scale Up Grantee CGN - 1st Quarterly Report
25	Scale Up Grantee CGN - 2nd Quarterly Report
26	Scale Up Grantee CGN - 2nd Quarterly Report meeting minutes
27	Scale Up Grantee Multinet - 1st Quarterly Report
28	Scale Up Grantee Multinet - 2nd Quarterly Report

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29	Scale Up Grantee Multinet - 2nd Quarterly Report meeting minutes
30	VTT - Baseline Report for ITU
31	VTT Methodology
32	VTT proposal
33	VTT - ToR
34	Scale Up Application Guidelines Cycle One
35	Scale Up Application Guidelines Cycle Two
36	Ilm Ideas 2 - Cycle 2 Review Process v2 04.08.2016
37	RFP advert for Cycle 2
38	Cambridge Education - Collaboration Camp Reflections
39	Cambridge Education - FH Report on Collaboration Camp
40	Cambridge Education, Cycle 2 Applicants next steps, note to DFID
41	Cambridge Education, Email correspondence on development of Cycle 2 proposals
42	Cambridge Education, TA Analysis Jan-March 2016
43	Cambridge Education, TA Analysis, April –December 2016
44	Cambridge Education, Consolidated list of EOIs, Cycle 2 Applicants
45	Cambridge Education, List of Applicants for Cycle 2
46	Cycle 2 Application Documents, DIL
47	ICycle 2 Application Documents, SAPS
48	Cycle 2 Application Documents, AZCORPS
49	Cycle 2 Application Documents, Knowledge Platform
50	Cycle 2 Application Documents, TEXT
51	Cambridge Education- Cycle 2 Score Sheet, Stage 1 Disqualified
52	Cambridge Education- Cycle 2 Score Sheet, Stage 2
53	BRD - Terms of Reference
54	BRD - Inception Report
55	BRD - Introduction Presentation
56	BRD - Modified, Workplan, Timeline and Budget
57	BRD - Best Practices Report
58	Incubators - Partnership Guide

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59	Incubators - Theory of Change
60	Cover Note on Incubator Proposals
61	Incubators - Capacity Mapping
62	Incubators - M&E plan
63	Incubators - M&E Framework
64	Incubators - Budget Negotiation Note
65	Incubators - Due Diligence Risk Analysis and Mitigation
66	Incubator Proposal - LUMS
67	Incubator Proposal - Plan 9
68	Incubator Proposal - NUST
69	Incubator Proposal - NEST i/o
70	Incubator Proposal – Basecamp
71	Basecamp Challenge event report
72	Incubator Tool – Problem briefs- Learning, enrolment, retention (CE)
73	Incubator Tool – Challenge Toolkit (CE)
74	Incubator Tool – A Basic Guide to Social Enterprise Models (CE)
75	IIF – Note to DFID on Education Impact Investment Portfolio under Karandaaz 25 08 2016
76	IIF – email - Meeting Notes - 5 Feb
77	IIF – email - update of IIF - 16-26 Aug
78	IIF – email - 28 Apr-5 May
79	IIF – email - 04 April

Annex 4 Analysis Framework

Document Review Framework

Documents And Interviews Were Initially Coded In Atlas Ti According To The Evaluation Questions. During Second Level Coding We Transferred The Data Into An Excel Framework Which Focused On Identifying Planned And Actual Actions And The Effectiveness And Quality Of These. The Framework Was Completed With Both Reviewer Comments And Quotes Directly From The Text. A Separate Row Of The Framework Was Used For Each Document And A Separate Sheet For Each Programme Component.

Scale Up Cycle 1 Analysis Framework

Question Map			Document/ Interview
(Q2.0) Planned Vs. Actual Actions (Fm Support To Cyc 1)	Context/Background	Timeline - Key Points	
		What Were The Project Needs?	
		Planned Activities	
		Actual (Achieved Vs. Unfulfilled)	
(Q2.0 + Q1) Planning, Management, Delivery (Fm Support To Cyc 1)	Proposals/Project	Planned	
		Effective Support	
		(Q1) Challenges	
	M&E	Planned	
		Effective	
		Challenges	
	Reporting Mechanisms	Planned	

ANNEX 4 ANALYSIS FRAMEWORK

		Effective	
		Challenges	
	Context		
(Q2.1, 2, 3) Relevance / Effectiveness / Quality (Fm Support To Cyc 1)	(Q2.1) Relevance - To Needs/Objective		
	(Q2.1) Relevance – Further Support Needed		
	(Q2.1) Effective – Enable Progress		
	(Q2.1) Quantity		

Scale Up Cycle 2 Analysis Framework

Questions Map			Document/ Interview
Q2.4, Q1	Planned Outcomes By Ce		
	Relevance Of Proposals To Education Outcomes		
Q2.5			
(Q2.6 + Q1) Planned Vs. Actual Actions (Fm Support To Cyc 2)	(Q3.0) Activities	Planned	
		Actual	
		Effectiveness	

ANNEX 4 ANALYSIS FRAMEWORK

	Q3 Information About Programme Requirements	Planned	
		Actual	
		Effectiveness	
	(Q3.0) Selection Criteria	Actual	
(Q3.4 + Q1) Planning, Management, Delivery (Fm Support To Cyc 2)	Successfully Attracted Quality Proposals	Planned	
		Actual	
	(Q3.4) Difference To Cycle 1 Approach For Attracting		
	Challenges With Proposals Received		
	Successful Conversion Into Fundable Projects		
	Conversion To Fundable Projects - Relevance Of Ta		
	Conversion To Fundable Projects: Quality Of Ta		
	Conversion To Fundable Projects - Amount Of Ta		

Incubators Analysis Framework

Questions Map			Document/ Interview
(Q1) Planned Vs. Actual Actions (Fm Support To Incubtr)	(Q1) Planned 'Selecting/Sourcing'		

ANNEX 4 ANALYSIS FRAMEWORK

	(Q1) Actual 'Selecting/Sourcing' (Achieved Vs. Unfulfilled)		
	(Q1) Planned 'Mentoring'		
	(Q1) Actual 'Selecting/Sourcing' (Achieved Vs. Unfulfilled)		
(Q1) Planning, Management, Delivery (Fm Support To Incubtr)	(Q1) Reporting/Communication		
	(Q1) Challenges		
	(Q1) Lessons / Context		
(Q4.1,2,3) Relevance / Effectiveness / Quality - Sourcing/Selecting (Fm Support To Incubtr)	(Q4.1) Relevance - To Needs/Objective		
	(Q4.1) Relevance - Further Support Needed		
	Q4.2) Effective To Enable Early Stage Innovations		
	(Q4.3)Quantity		
(Q3.1,2,3) Relevance / Effectiveness / Quality - Mentoring/Incubation (Fm Support To Incubtr)	Q4.1) Relevance - To Needs/Objective		
	Q4.1) Relevance - Further Support Needed		
	(Q4.2) Effective To Enable Early Stage Innovations		
	(Q4.3) How Much/Quality		
Q4.4) Brd	(Q4.4) Planned		
	Q4.4) Actual/Challenges		

	(Q4.4) BRD Appropriateness		

Start Ups Analysis Framework

Questions Map			Document/ Interview
(Q5) Planned Vs. Actual Actions (Fm Support/Incubtr To Incubte)	Q5) Planned Activities		
	Q5) Actual Activities		
(Q5) Planning, Management, Delivery (Fm Support/Incubtr To Incubte)	(Q5,1) Reporting/Communication		
	(Q1,5) Challenges/Lessons		
(Q5.1,2) Relevance / Effectiveness / Quality (Incubtr Support To Incubte)	Q5.1) Relevance / Effectiveness - During Selection		
	Q5.1) Relevance / Effectiveness - During Mentoring		
	(Q5.1) Relevance / Effective - Further Needs		
	(Q5.2) Quantity		
(Q4.3) Funding For Incubatees	(Q5.3) Funding Secured For Incubatees		
	(Q5.3) Why Not/Challenges		

Annex 5.1 Interview Guide for Members of the DFID Ilm 2 Team

The interviewees will be members of the DFID Ilm 2 team who are responsible for oversight of the programme and its timely implementation. Some of the team members are new and therefore may not be able to respond to all the questions and not all questions may apply to all the respondents.

Introduction

Thank individual for their time and say that it will take about 1 hour to complete. Briefly explain the **objectives of this assignment**:

The process evaluation allows DFID and other stakeholders to learn about the design and management of Ilm Ideas 2. More specifically, it tries to identify areas for improvement in the design and delivery. This process evaluation will specifically explore the processes adopted for selection and support of grantees as well as the overall management and delivery of these processes.

Reassure the respondent that their responses will be used but they will remain anonymous and that we will be writing our findings in a **report and submitting it to DFID**. Ask if you can **RECORD** the interview?

Participant information

- Name:
- Organisation
- Current position
- Duration within the organisation
- How long have they been involved with Ilm Ideas 2?
- What has their role been in Ilm Ideas 2?
- Date of interview
- Interviewer

Management and delivery of Ilm 2

- In your view how far do you think the programme has been able to deliver its activities, outputs and milestones as agreed with DFID, particularly in relation to selection of grantees and the TA support provided to them?
- How far do you think these have been delivered within the planned time and to budget?
- To what extent do you think the activities have been delivered to the required quality and how has this been judged?

(Focus on availability of workplans, timelines, budgets, delays caused and reasons, how these were handled, challenges to delivery and DFID's role in managing CE for timely delivery. Speak about the CE team (adequate staffing, expertise) and DFID's role in ensuring the quality of these activities and how far it has been able to communicate what it requires from the programme and DFID's own input into the programme)

- Going forward what improvements would DFID like to see in the way that work is planned and delivered, including it's own role in supporting and monitoring this process?

(Focus on the new DFID team, its effects on the programme direction, the time left for the programme implementation and any changes that may be required to ensure its timely delivery, particularly in relation to TA support to grantees)

Cycle 2 support for proposal development (scale-ups)

We understand that potential Cycle 2 grantees are being supported to further develop their proposals prior to submission for approval of funding. In this next set of questions we would like to ask about the process adopted.

- What support has been provided to Cycle 2 grantees to help develop their proposals for funding, how has this been provided and what needs assessment was undertaken to identify the support required? Why was this support required considering that they are top scoring projects? How far do you think the TA provided was well-aligned to the needs of the grantees and their projects?

(Focus on DFID's involvement in providing clear guidelines to CE on the type of projects required, their comments on the selected proposals, their views on the purpose and process adopted by CE for providing proposal development support including the TA team and its selection)

- How much of the support was set out in response to comments received from DFID? What were these comments and was there any reason why this information (e.g. type of projects that DFID required) was not provided to CE prior to launch of the campaign for selection of Cycle 2 grantees?
- How has the approach to provision of TA support at proposal development stage been different to that adopted for Cycle 1? Why has there been a change in this approach and what has been achieved as a result of this change in approach that was not achieved in Cycle 1? What lessons were learnt from Cycle 1 that have been incorporated into the process this time round?
- Going forward how do you think the need for supporting top scoring projects to develop their proposals so that there are fit for funding could be minimised?

(Focus on adequacy of awareness raising and pre-engagement activities and perhaps the need for proposal development support much earlier)

- How satisfied are you with the way that TA has been provided to Cycle 2 grantees as compared to Cycle 1? And do you think this will help to develop projects to deliver the programme results?

Post award support for Cycle 1 grantees

This next set of questions will refer to the TA support that was provided to Cycle 1 grantees after they were approved for funding.

- Are you aware of what areas the grantees needed support, what support was provided and why? How were these needs identified, what is DFID's view on this process and it's role in determining what support is required and how this should be provided?
- How sufficient do you think the support has been in terms of amount of support provided, modality used, timing and quality? What do you think some of the challenges have been (in particular support provided for baselines) and how this has been overcome?
- How far do you think the support being provided will enable the projects and the programme in turn to deliver the results?
- What, in your view, could have been done differently in terms of providing TA to the grantees and why to help deliver the projects and programme results? (e.g. in terms of initial assessment, timings, duration, frequency, content etc.)
- As a result of the TA support provided what changes do you think have resulted in the Cycle 2 proposals and is this according to what was required to have the required projects that would deliver the results?
- For Cycle 1 how do you think the TA support provided has helped the projects during implementation and is this sufficient to help deliver the results? What are they doing now that they would not have been doing before? What have been the challenges and how will this affect the results achieved?

(Focus on how DFID has been monitoring/discussing changes in grantee capacity, and providing feedback to CE, including speaking directly with grantees about how useful they have been finding support)

Cycle 2 scale-up projects

This next set of questions will refer to Cycle 2 scale-up project designs

- How well do you think the programme was able to communicate the education problem priority areas that it wants to be targeted? What are your views on the way that this information was communicated and how this was different as compared to Cycle 1?
- How well do you think the selected projects are targeting the education problems? If targeting has been better then how has this been achieved and what has been DFID's role in advising CE on this?

(Focus on how communication of education problem priority areas this time round (Cycle 2) has affected the alignment of projects with these, if targeting has been better or worse than Cycle 1 and reasons, DFID's role in helping CE revise their targeting strategy to recruit best fit projects, and advice on how projects could demonstrate that their interventions were more targeted to the education problems and intervention (geographical) areas)

Cycle 2 market outreach

- Are you aware of the activities that were undertaken to raise awareness about the programme before the call for proposals for Cycle 2 grantees and what information was provided? How do you think these were different/similar to Cycle 1 and what was achieved as a result? (i.e. were better projects and more applicants attracted)

(Focus on how the programme communicated to applicants what its requirements were (e.g. what information was provided in the information packs), if selection criteria was shared, what additional information was provided in Cycle 2)

- Is there anything that you think should have been done differently to attract projects or a larger number of applicants? If so why and what have been the challenges in attracting appropriate projects?

Technical support to Incubators

- What has been the purpose of providing support to incubators, what support has been provided so far and how has this been provided? How were incubator needs assessed and what is your view on the process adopted so far for providing this support, including recruitment of BRD as the service provider for this?

(Focus on support provided for conducting Challenge Events, skills, expertise and experience of the BRD team, BRD's appropriateness for the local context and needs of the incubators, role of CE team in the support process, amount of support provided, it's adequacy and challenges in both providing support and incubators adopting it)

- Are you aware of any additional knowledge and skills that incubators may developed as a result of TA provided by BRD? Would you be able to give any examples of what the incubators are doing in Challenge Events now (after TA) that is different to what they were doing before and how they are selecting and mentoring start-ups?

(Focus on obtaining examples of instances where DFID may been able to observe some of these events and get first hand feedback from the incubators on usefulness of support provided and how incubators are using it)

- What are your views on BRDs experience and capacity to work on education innovation with incubators in Pakistan, and it's performance so far?
- How far do you think the technical support provided to incubators will help to create a community that will support education innovations?

(Focus on other organisations that may been considered as service providers, reasons for selecting BRD, DFID's role in this, some of the challenges that BRD may have faced, and how has this affected the support being provided)

Incubator support to start-ups

- How is support to start-ups helping to create a supply a supply of innovative solutions? What are your views on the support provided and the effect of this?

- Are you aware of any support that is being provided to the start-ups selected by the incubators to help them secure further funding for their projects? If so what is this support and have any start-ups secured funding? (from whom, how much and have there been any challenges).

(Focus on how DFID and it's private sector advisor may have been involved in this process)

Impact Investment Fund

- What progress has been made in relation to the impact Investment Fund? What have been some of the challenges of progressing this as initially planned and what steps have been taken by CE to progress this.
- In the absence of the IIF, has the programme made any plans to how a sustainable means of funding to education innovations would be provided? If no then what effect will this have on the programme and what is DFID's view on this?

Programme comparison

- Are you able to provide names of any other education programmes that could be reviewed for their grant management arrangements and compared with Ilm2
- What are your views on the grant management arrangements for Ilm2, in particular those adopted for selection and support of grantees? And how do you think these arrangements have affected the way the grants are currently managed and activities delivered?

Annex 5.2 Interview Guide for Members of the Ilm 2 Team (Cambridge Education)

The interviewees will be members of the Ilm 2 team at Cambridge Education who are responsible for programme implementation. The questions given here cover many programme areas and therefore may not apply to all of the respondents.

Introduction

Thank individual for their time and say that it will take about 1 hour to complete. Briefly explain the **objectives of this assignment**:

The process evaluation allows DFID and other stakeholders to learn about the design and management of Ilm Ideas 2. More specifically, it tries to identify areas for improvement in the design and delivery. This process evaluation will specifically explore the processes adopted for selection and support of grantees as well as the overall management and delivery of these processes.

Reassure the respondent that their responses will be used but they will remain anonymous and that we will be writing our findings in a **report and submitting it to DFID**. Ask if you can **RECORD** the interview?

Participant information

- Name:
- Organisation:
- Current position:
- Duration within the organisation:
- How long have they been involved with Ilm Ideas 2?
- What has their role been in Ilm Ideas 2?
- Date of interview:
- Interviewer:

Management and delivery of Ilm 2

- How far do you think the programme has been able to deliver its activities, outputs and milestones as agreed with DFID, particularly in relation to selection of grantees and the TA support provided to them? What have been the challenges?
- How far do you think these have been delivered within the planned time and to budget?
- To what extent do you think the activities have been delivered to the required quality and how has this been judged?

(Focus on availability of workplans, difficulties in developing and updating workplans, timelines, budgets, delays caused and reasons, how these were handled and effects of these delays, challenges to delivery and DFID's role in supporting CE, any examples of activities not delivered on time. Speak about the CE team (adequate staffing, expertise) and DFID's ability to communicate what it requires from the programme and how this has affected timely delivery)

- Going forward what improvements is the programme making to its delivery mechanisms, planning and programme management and why?

(Focus on the time left for the programme implementation and any changes that may be required to ensure its timely delivery, particularly in relation to TA support to grantees)

Cycle 2 support for proposal development (scale-ups)

We understand that you are supporting the Cycle 2 grantees to further develop their proposals prior to submission for approval of funding. In this next set of questions we would will ask about the process adopted.

- Was it clear at the selection stage that the proposals would require further development? If so, why were these projects selected in the first place?
- What support has been provided to Cycle 2 grantees to help develop their proposals for funding, how has this been provided and what needs assessment was undertaken to identify the support required? Why was this support required considering that they are top scoring projects? How far do you think the TA provided was well-aligned to the needs of the grantees and their projects?

(Focus on asking about DFID's involvement in providing clear guidelines to CE on the type of projects required, their comments on the selected proposals, which grantee teams were provided support, how CE selected its team for providing support, how much support was provided, did it differ across grantees, how was quality of TA provided assessed, i.e. was there a quality assessment criteria))

- How much of the support was set out in response to comments received from DFID? What were these comments and was there any reason why this information (e.g. type of projects that DFID required) was not provided to CE prior to launch of the campaign for selection of Cycle 2 grantees?
- How has the approach to provision of TA support at proposal development stage been different to that adopted for Cycle 1? Why has there been a change in this approach and what has been achieved as a result of this change in approach that was not achieved in Cycle 1? What lessons were learnt from Cycle 1 that have been incorporated into the process this time round?
- Going forward how do you think the need for supporting top scoring projects to develop their proposals so that there are fit for funding could be minimised?

(Focus on adequacy of awareness raising and pre-engagement activities and perhaps the need for proposal development support much earlier)

- How satisfied are you with the way that TA has been provided to Cycle 2 grantees as compared to Cycle 1?
- Have you received any feedback from the grantees on how they have used and found this support? If so, can you provide some examples of the feedback received and how you will use that feedback?

Post award support for Cycle 1 grantees

This next set of questions will refer to the TA support that was provided to Cycle 1 grantees after they were approved for funding.

- What areas did the Cycle 1 grantees need support after they were selected, what support was provided, how and why? How did this help the projects during implementation and what changes have been in the grantee team's ability to deliver the activities and results?

*(Focus on how grantee TA needs were identified, how support was provided, **support provided for M&E**, baselines, **scale and sustainability plans**, longer term purpose of support (i.e. grantee development), what projects are doing now that they would not have been doing before, effect of TA on intervention designs, M&E, scalability, sustainability, etc. challenges faced)?*

- What are the reasons for outsourcing baselines to VTT and the effects of this on quality of baselines? What does this reveal about grantee M&E capacity in Pakistan and requirements for them to undertake M&E activities?
- As a result of the TA support provided what changes have resulted in the Cycle 2 proposals and is this according to what was required? How do you think this change was different to that achieved in Cycle 1 proposals and why?

(Focus on how CE has been monitoring changes in grantee capacity, and providing feedback to grantees)

- How sufficient do you think the support has been in terms of amount of support provided, **modality used**, timing and quality? Were there any challenges to provision of TA support? (in particular to support provided for baselines) and how were these overcome
- Based on your experience of providing support so far what could be done differently and why? (e.g. in terms of initial assessment, timings, duration, frequency, content etc.)
- What is your views about the grantee capacity to absorb and use the support provided?
- What is your view about the grantees capacity to implement the scale up in phase 2?
- What is your recommendation for any alternative form of TA to grantees?
- What if you view on the amount and frequency of information that is requested from grantees and its burden on them?
- What are the exclusive lessons learnt from implementing grants so far? Probe: What is working well and what is not working well? How you will implement such things differently in future?

Cycle 2 scale-up projects

This next set of questions will refer to Cycle 2 scale-up project designs

- How well do you think the programme was able to communicate the education problem priority areas that it wants to be targeted? How was this different as compared to Cycle 1 and what effect has it had on the type of projects attracted and selected?
- How were projects expected to demonstrate that their interventions targeted one or more of the education problems targeted by the programme and that there was a need for this in the intervention (geographical) areas proposed?
- How well do you think the selected Cycle 2 projects are targeting the educational problems outlined by the programme and how does that compare with Cycle 1?

(Focus on how communication of education problem priority areas this time round (Cycle 2) has affected the alignment of projects with these, If targeting is better or worse what may be some of the reasons for this, ask for examples)

Cycle 2 market outreach

- How did you communicate the programme requirements to potential applicants for Cycle 2? How was this approach different to Cycle 1 and what effect did this have on the applicants attracted (i.e. better projects, more applicants)?
- Is there anything that you would have done differently to attract projects or a larger number of applicants? If so what and why?

(Focus on activities undertaken to raise awareness about the programme before the call for proposals, information provided in the application pack, and at the events, including selection criteria)

Technical support to Incubators

- What has been the purpose of providing support to incubators, what support has been provided so far and how has this been provided? How were incubator needs assessed and what is your experience and view on the process adopted so far for providing this support, including recruitment of BRD as the service provider for this?

(Focus on support provided for conducting Challenge Events, skills, expertise and experience of the BRD team, BRD's appropriateness for the local context and needs of the incubators, role of CE team in the support process, amount of support provided, it's adequacy and challenges in both providing support and incubators adopting it)

- What additional knowledge and skills incubators may developed as a result of TA provided by BRD? Would you be able to give any examples of what the incubators are doing in Challenge Events now (after TA) that is different to what they were doing before and how they are selecting and mentoring start-ups?

(Focus on obtaining examples of instances where CE may have been able to observe some of these events and get first hand feedback from the incubators on usefulness of support provided and how incubators are using it)

- Why was BRD considered as the most appropriate organisation for providing support to incubators in Pakistan? What is BRD's experience and capacity to work on education innovation with incubators in Pakistan, and its performance so far?
- In your views, what could be the alternative of BRD in case they do not get into the programme on ground? i.e. in country support?
- What has been the incubator capacity to use and absorb the support provided?
- How well have incubators handled the requests for information from CE?

(Focus on other organisations that may have been considered as service providers, reasons for selecting BRD, some of the challenges that BRD may have faced, and how has this affected the support being provided)

Incubator support to start-ups

- How have start-ups been supported by incubators and what difference has this made to their ability to develop their start-ups and secure funding?
- What is your view on the amount of information that has been requested from you from the programme?
- What do you see as some of the challenges in taking your idea forward?

(Focus on identifying how the incubate needs were identified, examples of support provided in preparation for the Challenge Events, any funding secured and source of this funding, and challenges faced)

Impact Investment Fund

- What progress has been made in relation to the impact Investment Fund?
- In the absence of the IIF, has the programme made any plans to how a sustainable means of funding to education innovations would be provided? If no then what effect will this have on the programme and what alternative arrangements are being made?

Programme comparison

- Could you summarise the grant management arrangements for IIm2, in particular those adopted for selection and support of grantees? How well do you think these have worked and what have been some of the challenges?
- How do you think the grant management arrangements in IIm2 are similar to or different from other education programmes and how do you think this affects the way you are managing the grants?
- Are you able to provide names of any other education programmes and their grant management arrangements?

Relationship between Coffey and CE

Probe: Clarity of role and responsibilities, alternative form of Coffey engagement in the program, the extent to which Coffey should be in the field, what work well and what did not go well in the relationship, how they feel about the relationship, Coffey involvement in the grantee support activities

Annex 5.3 Interview Guide for Cycle 1 Grantees

The interviewee will be a staff member of one of the three Cycle 1 grantee organisations. The person selected for interview should be familiar with or have been involved with the activities related to technical support provided by the Ilm 2 team.

Introduction

Thank individual for their time and say that it will take about 1 hour to complete. Briefly explain the **objectives of this assignment**:

The process evaluation allows DFID and other stakeholders to learn about the design and management of Ilm Ideas 2. More specifically, it tries to identify areas for improvement in the design and delivery. It will explore the technical support provided to Cycle 1 grantees after their proposals were approved for funding.

Reassure the respondent that their responses will be used but they will remain anonymous and that we will be writing our findings in a **report and submitting it to DFID**. Ask if you can **RECORD** the interview?

Participant Information

- Name:
- Organisation
- Location of organisation:
- Type of organisation (e.g. NGO, Private Sector, Government Sector, other etc.)
- Brief description of what the organisation does:
- Current position
- Duration within the organisation
- How long have they been involved with Ilm Ideas 2 and in which capacity?

Technical Assistance

The first questions will be about the Technical Assistance that the Ilm Ideas 2 team has provided to you since your project was approved for funding.

1. How did Ilm Ideas 2 determine what kind and how much support was needed?
2. What support has been provided and what has been the purpose of the support (to develop the project, develop the project team, or both)?
3. What support was specifically provided in relation to M&E?
 - 3.1. Why was support needed in this area?
 - 3.2. Who provided this support?
 - 3.3. How did this support help the development of your M&E plans?
 - 3.4. How did this support help to develop your team's skills in this area?
 - 3.5. Were there any challenges with developing your M&E plans and baselines/or the support provided for this?
 - 3.6. Do you feel there has been enough capacity to use and absorb the support provided provided?
4. What support was provided in relation to scalability and sustainability plans?
 - 4.1. Why was support needed in this area?

- 4.2. Who provided this support?
- 4.3. How has this support helped the development of your scale and sustainability plans and your team's skills in this area?
- 4.4. Were there any challenges with developing scalability and sustainability plans and/or the support provided for this?
5. What other areas have you received support for, if any?
 - 5.1. Why was support needed in these areas?
 - 5.2. Who provided the support?
 - 5.3. How did the support provided help the development of your project and the team's skills?
6. How far do you think that the support provided has been sufficient in terms of:
 - Amount of support,
 - Level of support,
 - Timing of support, and
 - Quality of support
7. What, if anything, could have been done better in the provision of TA in any of the areas outlined above?
8. How many days of support would you estimate that you have received so far?
 - 8.1. Over what time period has this support been provided?
 - 8.2. Has the support been provided over in a series of meetings/events across a period of time or did you receive this in one go?
9. Have there been any challenges in responding to the guidance/ support provided by the TA team? How have these been overcome and how has this affected you and your project?
10. How useful and valuable do you think the support has been and why and how satisfied have you been with the support provided? Would they pay for this type of support in the future?
11. What have you been able to do to date as a result of the support that you have received that you don't think you could have done otherwise?
12. How do you think the TA support that has been provided has affected your project and your team's knowledge and skills (intervention designs, M&E, scalability, sustainability, etc.)? Please provide some examples.
13. What aspects of your project have changed or remained the same as a result of TA support (e.g. intervention activities, delivery of activities, timing of activities, monitoring, etc.)?
14. What have you achieved so far and why is this as a result of the support provided? For example has the TA support provided you with any information/ knowledge that you have used in other projects or proposals (outside of IIm Ideas 2)? If so, please provide examples of what you have done differently on these as compared to before?
15. What recommendations would you make to IIm Ideas 2 for providing support in the future with regard to?
 - How TA needs are assessed for providing support
 - Type of support that is provided
 - How support is provided, its timeliness
 - How much support is provided
 - Who provides support, and
 - When support is provided

ANNEX 5.3 CYCLE 1 GRANTEE INTERVIEW GUIDE

- What challenges do you think there will be in to implement the scale up in phase 2?
- What is your recommendation for any alternative form of TA to grantees?
- What if you view on the amount and frequency of information that is requested from you and its burden?
- What are lessons learnt from implementing grants so far? Probe: What is working well and what is not working well?

Annex 5.4 Interview Guide for Cycle 2 Grantees

The interviewees will be a staff member of one of the five Cycle 2 organisations that have been selected by IIm Ideas 2. These organisations are those that are receiving TA for proposal development before submission to DFID for funding approval.

The person selected for interview should be familiar with or involved in the processes their organisation has been involved during the application stage for funding from IIm 2.

Introduction

Thank individual for their time and say that it will take about 1hour to complete. Briefly explain the **objectives of this assignment**:

The process evaluation allows DFID and other stakeholders to learn about the design and management of IIm Ideas 2. More specifically, it tries to identify areas for improvement in the design and delivery. In relation to Cycle 2 grantees it will specifically explore the technical support provided for proposal development, extent to which projects are targeting the problem priority areas, and views on outreach activities undertaken by the programme to attract projects.

Reassure the respondent that their responses will be used but they will remain anonymous and that we will be writing our findings in a **report and submitting it to DFID**. Ask if you can **RECORD** the interview?

Participant information

- Participant name:
- Organisation name:
- Location of organisation:
- Type of organisation (e.g. NGO, Private Sector, Government Sector, other etc.)
- Brief description of what the organisation does:
- Current position within the organisation:
- Duration working within the organisation:
- Has the participant been involved in the IIm Ideas 2 application process? If so how/in what role?
- Is this the first time that your organisation has applied to IIm 2 for funding?
 - If not, ask:
 - When did you apply?
 - Was the project previously proposed the same as the one you submitted now?
 - Were you invited to submit a proposal?

Technical Assistance (TA)

1. After your project was selected, did the IIm Ideas 2 team provide support to improve your proposal before it was submitted for funding approval?
 - 1.1. For which of the proposal areas was support provided?
 - 1.2. What was the aim of the support? (For example, was it to provide inputs to make the proposal fit for funding and/or develop the skills of grantee teams?)
2. How did Cambridge Education assess what aspects of your proposal needed further development and support? (For example, was there a TA needs assessment at this stage?)

If the respondent is aware of an assessment, ask the following questions. If not, SKIP to Question 4.

- 2.1. Who from IIm Ideas 2 carried out the assessment?
- 2.2. How was the assessment conducted?
- 2.3. When was it undertaken (over what period from start to finish)?
- 2.4. Are the results of the assessment available?
3. For which areas of your proposal, identified above, did you receive support for further development?
4. Please narrate the process that was adopted by IIm Ideas 2 to provide you with technical assistance.
 - 4.1. How was the support provided?
 - 4.2. Who provided the support for each area of the proposal areas that were further developed?
5. Who within your team has been working with the IIm Ideas 2 team to receive the support?
 - 5.1. Were different people from your team involved in receiving support?

If so,

 - 5.1.1. Who received support for which area of the proposal?
 - 5.1.2. How did they then use the support to further develop the proposal?
6. Was any support provided for developing M&E or reporting?

If so,

 - 6.1. What gaps were identified in these areas?
 - 6.2. What support was provided
7. Was any support provided for developing scale and sustainability plans?

If so,

 - 7.1. What were the gaps identified in these areas?
 - 7.2. What support was provided?
8. How satisfied are you with the support provided so far and why?
9. How useful do you consider the support provided and why?
10. How timely do you think the support has been and its quality?
11. How much was the support provided is do you aligned to your needs and needs of your proposal?
12. Do you feel you needed assistance from the TA team?

If so,

 - 12.1. What are you views on the process used by IIm Ideas 2 to provide the TA?
 - 12.2. Would you have preferred for TA to have been provided in a different way? If so how.
 - 12.3. Do you feel there has been enough capacity to use and absorb the support provided?
13. How many days of TA has been provided so far?
 - 13.1. Over what time period has this support been provided?
14. How much of your team's time has been spent so far in further developing your proposal in response to comments/TA support from IIm Ideas 2? What are your views on this and how do you think this could have been minimised? (i.e. by providing more information and guidance at application stage?)
15. How far do you think that spending this additional time and effort has been valuable and why?
16. Have there been any challenges in responding to the guidance/ support provided by the TA team? What are these and how have these been overcome?

17. If additional information were provided to you before your initial proposal was submitted, do you think you would have been able to develop the aspects which have been changed now without further support?
- 17.1. If so, what additional information would you have needed?
18. In what ways has the TA support affected your team's knowledge and proposal development skills?
- 18.1. Are there any aspects of the TA support that you would use again in preparing another proposal? If which what is this?

Relevance of Cycle 2 scale-up projects

19. What work were you expected to do before submitting your proposal to identify education needs/ problems and then propose your solution in response to one or many of these needs/problems?
- 19.1. Was any analysis expected or required from Cambridge Education for inclusion into the proposal? If so how easily were you able to provide this?
20. Did Ilm Ideas 2 tell you which educational problems the programme wants to target?
- If so,
- 20.1. How was this information provided to you?
- 20.2. Was the information provided sufficient?
- 20.2.1. If not, what additional information would have been helpful?
21. Is your project targeting the problem areas identified by Ilm 2?
- 21.1. How well do you feel your project is aligned with these areas? Please state the reason for your answer.
22. What problem is the project targeting (e.g. enrolment, retention, learning outcome)?
23. What is your project intervention and how will it address the problem(s)?
24. Do you think this is the best solution for targeting the education problem? Why?
25. What challenges do you think there will be in to implement the scale up?
26. What is your recommendation for any alternative form of TA to grantees?
27. What if you view on the amount and frequency of information that is requested from you and its burden?
28. What are lessons learnt from implementing grants so far? Probe: What is working well and what is not working well?

Market outreach

Evaluation Question: How well did the programme achieve market outreach to attract relevant Cycle 2 scale-up projects?

Administer the CATI survey for this part.

Annex 5.5 Interview Guide for Selected Incubators

The interviewees will be incubator organisations selected by Ilm 2. The interviewee should ideally be someone is familiar with the work that the incubator has done with Ilm 2. This includes Challenge Events, providing incubation support to the selected incubatees and being involved or aware of the support provide by the Ilm 2 and BRD.

Introduction

- Thank individual for their time and say that it will take about 1 hour to complete. Briefly explain the **objectives of this assignment**:
 - The process evaluation allows DFID and other stakeholders to learn about the design and management of Ilm Ideas 2. More specifically, it tries to identify areas for improvement in the design and delivery. In relation to incubators we will aim to explore the Technical support that has been provided, its relevance and usefulness to your needs.
- Reassure the respondent that their responses will be used but they will remain anonymous and that we will be writing our findings in a **report and submitting it to DFID**. Ask if you can **RECORD** the interview?

Respondent information

- Name:
- Organisation:
- Current position:
- Duration within the organisation:
- How long have they been involved with Ilm Ideas 2 and in which capacity?

Technical support to incubators

- Are you able to provide a summary of the support that you have been provided by BRD/Ilm 2 and how this has affected you to date in running Challenge Events, identifying and selecting start-ups and providing them with mentoring support?

(Focus on what support was provided, how, when and by who, if TA needs assessment was conducted and workplan prepared and implemented, how much support was provided),

- How far you are aware of the purpose of TA being provided to your organization?
- How useful would you consider the support that has been provided and how far do you think it has met your needs? What is your view on the timeliness and quality of this support?
- How have you used this support and what do you regard as the most and least useful?
- Do you have any examples of what you are doing now which you weren't doing before the support to conduct Challenge Events, select start-ups and mentor them?
- How far do you think BRD/Ilm2 was able to understand your needs and challenges and were able to provide support to meet your needs? (i.e. incubators within the Pakistani context and providing support to education innovations)
- In your views, what could be the alternative way that support can be provided?

(Focus on asking about the team makeup, their local knowledge, experience, expertise and suitability and challenges faced in working with BRD as well as how have these been overcome)

Technical support to start-ups

Support for Challenge Events

- Were start-up organisations/individuals provided information about the Education Challenge Events? If so what was this information, when and how was it provided?

(Focus on what the information included, did start-ups understand what they needed to do and prepare for the Challenge Events, if they needed to submit their idea before the Challenge Event or not, what were IIm2 problem priority areas, was information provided about the selection criteria)

- Were start-ups given any support by the incubator in preparing themselves and their ideas for presentation at the Challenge Event? If so what effect did this have on their presentations, projects presented and ability to prepare for the events?

(Focus on how they identified what support was required, how this was provided, when was this provided and how much and how well were projects aligned to selection criteria)

Support to the selected start-ups

- What activities did you undertake to support the selected start-ups and how has this affected their ability to develop their ideas and secure funding? What challenges have been faced and how have these been overcome?

(Focus on how needs were assessed in the pre-incubation phase, what needs were identified, how the Challenge Toolkit was used, its ease of use, usefulness and adaptability, CE's teams involvement in the support, amount of support provided, funding secured and sources of funding)

- How have you assessed if the start-ups are finding the support useful and are using this to develop their ideas?
- How much funding has been secured by the start-ups and if no funding has been secured, what have been the reasons for this and what challenges have been faced in getting start-ups to source funding?
- What recommendations would you give for improving the Challenge Toolkit and the process adopted by IIm 2 for providing you support?
- What has been the incubator capacity to use the support that has been provided?
- What is your view on the information that is requested from you? Its frequency, amount and what burden does this create?
- What do you see as some of the challenges for start-ups is taking their ideas forward, getting funding for these and implementing them?

Categorization of start ups

- In your views, which start-ups have potential to do well? Probe: chances of success, sustainability, getting seed funding etc. please list the name of such start ups.

Lesson learnt

- What are the exclusive lesson learnt the grant implemented so far? Probe: What is working well and what is not working well? How you will implement such things differently in future?

Annex 5.6 Interview Guide for Selected Start-Ups

The interviewees will be staff members of the start-ups that have been selected by the incubators for mentoring support.

Introduction

Thank individual for their time and say that it will take about 1 hour to complete. Briefly explain the **objectives of this assignment**:

The process evaluation allows DFID and other stakeholders to learn about the design and management of IIm Ideas 2. More specifically, it tries to identify areas for improvement in the design and delivery. In relation to the start-ups (incubatees) selected by the incubators we will aim to explore the technical support provided by their incubators after being selected, how much support was provide, quality of this support any funding secured.

Reassure the respondent that their responses will be used but they will remain anonymous and that we will be writing our findings in a **report and submitting it to DFID**. Ask if you can **RECORD** the interview?

Participant Information

- Name:
- Organisation:
- Location of organisation:
- Type of organisation (e.g NGO, Private Sector, Government Sector, other etc):
- Brief description of what the organisation does:
- Brief description of the start-up (e.g problem targeting :
- Current position:
- Duration within the organisation:
- How long have they been involved with IIm Ideas 2 and in which capacity?
- Has the participant been involved in the process for developing their start-up idea and submitting it to the Challenge Event?

Organisation Information

- What is your organisations previous experience in developing start-up ideas?
 - How many start-up ideas have you developed?
 - How many of these have been funded so far and who has funded these?
- Has your organisation developed start-up ideas for education before?
 - If developed before, who were these supported and funded by?
- Has your organisation worked with other incubators before to develop your start-up ideas?
 - If so, which incubators have you worked with?
 - What start-up ideas and education start-up ideas have you attempted to develop?

Support provided in preparation for the Challenge Events

- Were you provided any support by the incubator(s) to prepare your start-up idea for presentation at the Challenge Event? If so, when was support provided, how and for how many days? Did the incubator carry out an assessment to determine what support you needed for preparing your start-up idea and presenting at the Challenge Event?
- Were selection criteria shared with you before the Challenge Event? If so, how aligned do you think your start-up solution is to what was required in the selection criteria?
- How useful did you find the Challenge Event as a platform to present your start-up idea? Why?
- As a result of the support provided what did you do differently at the Challenge Event as compared to what you (would) have done at other events and why?
- What recommendations would you give to improve the Challenge Events, if any?

(Focus on how many Challenge Events they have attended, which incubator's events, event format, information provided to them before the event (including selection criteria))

Support provided after being selected (pre-incubation and incubation phase)

- What support has been provided so far to develop your start-up ideas? How were your support needs assessed and how much support was provided?
- Can you provide examples of how the support has affected the development of your start-up? What are you able to do now that you couldn't before or how has it provided you with additional knowledge and how are you using this?
- How sufficient and useful do you consider this support and why?
- What recommendations would you give for improving the pre-incubation phase and the support provided at the incubation phase? Are there any areas of support that you feel have been overlooked? Was there any mechanism in place for you to request additional support?

(Focus on asking how their progress is monitored by the incubators and used to provide further support)

Funding secured for the start-up

- How have you been supported to seek funding for your start-up and how has this affected your knowledge and skills to access funding sources? How far have you been successful in securing this funding?

(Focus on asking what the role of incubator has been in this, who have they approached for funding, what have been the challenges and how have these been overcome, ask for reasons if this has not been done yet)

- What is your view on the amount of information that has been requested from you from the programme?
- What do you see as some of the challenges in taking your idea forward?

Annex 5.7 Interview Guide for BRD (service provider for incubators)

The interviewee (s) will be from the BRD team that have been involved in working with the incubators to provide TA support which includes undertaking any TA needs assessment.

Introduction

- Thank individual for their time and say that it will take about 1 hour to complete. Briefly explain the **objectives of this assignment**:
 - The process evaluation allows DFID and other stakeholders to learn about the design and management of IIm Ideas 2. More specifically, it tries to identify areas for improvement in the design and delivery. During this process evaluation we are keen to explore the technical assistance provided to the incubators to help them source, select and mentor early stage education innovations?
- Reassure the respondent that their responses will be used but they will remain anonymous and that we will be writing our findings in a **report and submitting it to DFID**. Ask if you can **RECORD** the interview?

Respondent Information

- Name:
- Organisation:
- Current position:
- Duration within the organisation:
- How long have they been involved with IIm Ideas 2 and in which capacity?

Support provided to incubators

- What support has been provided to incubators so far and how were areas of support identified? Did this include support to set up Challenge Events? If so what did this support include?

(Focus on asking about needs identified, who undertook the assessment and how and how were the areas of support different to those initially identified in the FM's inception report)

- What were you expecting to change in incubators as a result of the TA in relation to the way that they source, select and mentor early stage innovations and how far do you think you have been able to achieve this? (how and why)

Appropriateness of BRD as an organisation to support incubators in the Pakistani context

- Could you provide examples of the work that you have done with Pakistani incubators before and, particularly in building their capacity to support education start-ups? What were some of the challenges in doing this?
- Why and how were you selected as the preferred supplier to provide this support to IIm 2 incubators?
- How has your experience been of providing support, what have been the challenges and how have these been overcome?
- What is the make-up of the team that provides support to incubators (expertise, knowledge, experience)? How suitable do you think they are to providing the support? Why?

Use of support provided in enabling incubators to source, select and mentor early stage innovations

- From your observations or monitoring what have you observed regarding how the incubators are using the TA support that has been provided? How are you using any feedback to provide further support?
- Have you had any feedback on how useful the incubators consider the support and any areas which are considered of particular or of least use? How has this feedback affected your TA contents and delivery mode?

(Focus on asking about examples where support has been used, difficulties incubators may be facing in uptaking the support provided and how BRD are overcoming this, also ask about difficulties faced by BRD and how CE have supported this process)

Annex 6.1 CATI Survey Questions

Note: For the CATI survey the person selected to participate should have been involved in the proposal submission (i.e. attending events, preparing or overseeing preparation of the application and aware of the engagement) and application process undertaken for Cycle 2 scale-up grants.

There will be two type of participants involved in the survey:

- Those that submitted an application for funding and were rejected; and
- Those that submitted their application, were shortlisted but not

selected. All participants are to be asked the questions given below.

Introduction to the survey

- Thank individual for their time
- Confirm that the person being interviewed was involved in the proposal submission and application process.
- Say this will take about 1 hour
- Briefly explain the **objectives of this assignment**

The process evaluation allows DFID and other stakeholders to learn about the design and management of IIm Ideas 2. More specifically, it tries to identify areas for improvement in the design and delivery. Our goal here today is to learn about your experiences of submitting an application for funding to IIm Ideas 2, the information that you received about the programme and extent to which you are satisfied with the process adopted and information provided.

- Reassure the respondent that their responses will be used but that they will remain anonymous.
- We will be writing our findings in a **report and submitting it to DFID.**

Information about the participant and their organisation

1. **Participant name:** First name: _____ Surname: _____

2. **Organisation name:** _____

3. **Location of organisation:**

- Islamabad
- Lahore
- Karachi
- Peshawar
- Other location in Pakistan: (city) _____
- Outside Pakistan: (city and country) _____

4. **Type of organisation:**

- NGO

ANNEX 6.1 CATI SURVEY QUESTIONS

- Private sector
- Government sector
- Other: _____

5. Brief description of what the organisation does:

6. Current position within the organisation:

Job title: _____

7. Duration working within the organisation:

[#]____Years [#]____Months

8. Has the participant been involved in the Ilm Ideas 2 application process?

- Yes
- No

8.1. If yes, specify role how and/or what role you had in the application process:

9. Is this the first time that your organisation has applied for funding from Ilm Ideas 2?

- Yes
- No, applied to the first grant cycle in 2015.

9.1. If yes, when did you apply?

*(month and year)*_____

9.2. If yes, what was the outcome on your application? (Mark all that apply)

- No response received for the EOI submitted
- Notified that our EOI that was submitted was not successful
- Asked to provide further information prior to notification about whether we would be invited to submit a proposal
- Notified that our EOI that was submitted was successful; Invited to submit proposal
- Notified that our proposal that was submitted was not successful
- Notified that our proposal that was submitted was successful
- Other: _____

Awareness about and involvement in market engagement activities

10. When did you become aware about the Ilm Ideas 2 programme?

(month and year) _____

11. How did you become aware of the programme? (Mark all that apply)

- Word of mouth
- Newspaper advertisement
- Radio advertisement
- Direct contact by programme staff
- Attended programme event(s)
- Social media (specify which)
- Google
- Other: _____

If "Word of Mouth" selected above, ask the following questions. If not, SKIP to 11.3.

11.1. From whom did you hear about Ilm Ideas 2?

(name) _____

11.2. What information were you provided with? (Mark all that apply)

- The application process
- Timelines for submitting the application
- Education problems that the programme was targeting
- Type of projects that the programme was looking to fund
- How much funding would be available
- Other: _____

If "Newspaper advertisement selected above, ask the following questions. If not, SKIP to 11.4.

11.3. In which newspaper(s) did you read about Ilm Ideas 2? (Mark all that apply)

- Daily Jang
- Express
- Dawn
- Nawaiwaqt

ANNEX 6.1 CATI SURVEY QUESTIONS

- Daily Pakistan
- Roznama Khabrain
- The News International
- The Nation
- The Frontier Post
- Other(s): _____

If “Direct contact by programme staff” selected above, ask the following questions. If not, SKIP to 11.7.

11.4. Who contacted you from the Ilm Ideas 2 team? (name) (role) _____

11.5. How did they contact you?

- Direct email to me
- Direct email to my organisation
- Phone call directly to me
- Phone call to my organisation
- In-person meeting with me
- In-person meeting with someone from my organisation
- Other: _____

11.6. What information were you provided? (Mark all that apply)

- The application process
- Timelines for submitting the application
- Education problems that the programme was targeting
- Type of projects that the programme was looking to fund
- How much funding would be available
- Other: _____

If “Attended programme event(s)” selected above, for each event named ask the following questions. If not, SKIP to question 12.

11.7. What was the name of the event that was attended? (e.g. collaboration camp) (name) _____

11.7..1. If the participant can't remember the name of the event, please describe the event and the date and location it was held at.

11.8. How did you find out about this event?

- Word of mouth
- Direct contact by Ilm Ideas 2 staff
- Newspaper advertisement
- Online search (e.g. Google)
- Radio
- Social media
- Other: _____

11.9. What was the purpose of the event?

11.10. Where was this event held?

(name/type of location) _____
(city) _____

11.11. When was this event held?

(month and year) _____

11.12. Who conducted the event?

- Ilm Ideas 2 staff
- Other: _____

11.13. Was it open invitation or were you specifically sent an invite to attend?

- Open invitation (any organisation could attend)
- Invitation only

11.14. What information was provided at the event? (Mark all that apply)

- The application process
- Timelines for submitting the application
- Education problems that the programme was targeting
- Type of projects that the programme was looking to fund

- How much funding would be available
- Other: _____

11.15. Were you given any informational documents to keep?

- Yes
- No

11.16. If yes, what types of documents did you receive? (e.g. pamphlet, brochure, handout, etc.)

11.17. Did you find this event useful?

- Yes
- No

11.17..1. If yes, why?

11.17..2. If no, why?

11.18. What was the most useful part about the event?

11.19. What was the least useful part about the event?

11.20. How satisfied were you with this event and why?

- Satisfied
- Somewhat satisfied
- Neutral
- Somewhat dissatisfied
- Dissatisfied

Why? _____

If the participant noted that they or someone from their organisation attended the Collaboration Camp, ask the following questions. If not, SKIP to question 18.

12. Did you know about Ilm Ideas 2 before coming to the Collaboration Camp?

- Yes
- No

13. Please describe what happened at the Collaboration Camp? (e.g. did you make a presentation on your project and how it solved the educational problem you were targeting, were there breakout sessions for problem areas to foster collaboration)

14. Did attending the Collaboration Camp affect your decision to submit an application for funding to Ilm2?

- Yes
- No

14.1. If yes, how did it affect your decision?

15. Did attending the Collaboration Camp help your decision to partner with other organisations?

- Yes
- No

15.1. If so, which organisation will you be partnering with?

(name) _____

15.2. If not, are you planning on partnering with an organisation at a later point?

- Yes
- No

15.2.1. If not, why do you not feel the need for a partnership?

16. Do you feel that the Collaboration Camp should have provided more information?

- Yes

- No

16.1. If yes, what other information would you have liked to have?

17. What recommendations would you give to improve the Collaboration Camp, if any? (e.g. it's format, information provided, participants attending etc.?)

Information provided to applicants about the application process

18. Do you feel that the programme provided sufficient guidance and instruction to enable you to submit your proposal?

- Yes
- No

18.1. If not, what additional guidance/instruction do you feel should have been provided?

If participant attended any events, ask the following. If not, SKIP to question 21.

19. Was the application form shared with you at any of the events that you attended?

- Yes
- No

19.1. If yes, which event? _____

20. Did anyone from IIm Ideas 2 go through the application form during any of these events? (e.g. how each section should be completed, how to submit the application, etc.,)

- Yes
- No

21. How easy was it to complete the application form?

- Very easy
- Somewhat easy
- Neither easy nor difficult

- Somewhat difficult
- Very difficult

22. Were there any parts in the application form that you found difficult to complete?

- Yes
- No

22.1. If yes, which parts?

22.2. What did you do to get clarity on the difficult part(s)?

23. Did you feel that you were provided sufficient information about the application process?

- Yes
- No

23.1. If not, what additional information would you have needed to properly complete the form?

24. How easy was it to follow the procedures for submitting the application?

- Very easy
- Somewhat easy
- Neither easy nor difficult
- Somewhat difficult
- Very difficult

25. Was there any part of the process of submitting the application that you found difficult?

- Yes
- No

25.1. If yes, which parts?

26. Was the selection and proposal evaluation criteria shared with you as part of the application package?

- Yes

- No

26.1. If so, did you find this useful when developing your application?

- Yes
- No

26.1..1. Why or why not?

27. Were there any mechanisms to ask the Fund Manager questions during the application process?

- Yes
- No

27.1. If yes, what mechanisms were there? (Mark all that apply)

- Sending emails
- Phone conversation
- Online Q&A forum
- Other: _

28. Did you pose any questions or clarifications to the Fund Manager during the application process?

- Yes
- No

If yes, ask the following questions. If not, SKIP to question 29.

28.1. Please give examples of the questions you asked

28.2. Did the fund manager respond to questions that you asked?

- Yes the response was on time
- Yes but the response very late
- No

28.3. Did these responses provide sufficient help?

- Yes
- No

28.3..1. If yes, how did this information help your application?

29. Was the project that you proposed in your application a project that you had implemented before or was it a new idea?

- Project had already been implemented before
- Project is a modification of one that has been implemented before
- Project was a new idea

29.1. If the project is a modification, what changes have you made to the original design and why?

30. Why did you decide to apply to work with Ilm Ideas 2?

31. What opportunities did you envisage that it would offer?

32. What recommendations would you give to improve the application process, if any?

Information about the education problems that the programme is tackling and kind of projects that the programme is seeking to fund

33. Did the Fund Manager inform you about the Ilm Ideas 2 problem priority areas?

- Yes
- No

If the response is "Yes", ask the following questions. If not, SKIP to Question 35.

33.1. How did the Fund Manager tell you about these and what information was provided to you?

34. Did the problem priority areas affect the proposal you submitted?

- Yes
- No

34.1. How did the problem priority areas affect your proposal?

35. Do you feel that you were provided sufficient information about the education problems that Ilm Ideas 2 aims to tackle?

- Yes
- No

36. Did the Fund Manager inform you about the educational barriers that projects need to address?

- Yes
- No

37. Do you feel that the information provided about the education problems that Ilm Ideas 2 aims to tackle enabled you to submit a proposal outlining the solution to tackling these problems?

- Yes
- No

38. Did you understand the types of projects that Ilm Ideas 2 is seeking to fund?

- Yes
- No

39. Which education outcomes did the project you proposed aim to improve? (Mark all that apply)

- Increase enrolment
- Increase retention
- Improve learning
- Other(s): _____

40. What types of children does your project target?

41. What school level(s) does your project target? (Mark all that apply)

- Early childhood education/ Pre-primary
- Primary
- Secondary
- Out of school activities
- Other: _____

42. Which school sector(s) does your project target? (Mark all that apply)

- Government
- Private
- Non-formal schools
- Other: _____

43. What geographical area were you proposing to target?

44. How much funding were you asking for (in PKR)?

45. What recommendations would you give to improve the information that is provided by the programme at the application stage?

Selection process

46. Were you given information about what would happen after you submit your application? (e.g. when you would be informed about the outcome, how you could get in touch with questions)

- Yes
- No

47. Were you notified about the outcome of your application?

- Yes, I was notified that I had been shortlisted
- Yes, I was notified that I was not been successful/ had been rejected
- No

48. How long after submitting the application did you get a decision about the outcome from the FM?

49. Did you receive any feedback on your proposal?

- Yes
- No

49.1. If yes, what feedback was provided?

49.2. Do you think the feedback was sufficient?

- Yes
- No

49.2..1. If not, what feedback would you have liked to receive?

50. Were you asked to make changes to your proposal and resubmit?

- Yes
- No

50.1. If so what changes were you asked to make?

51. If your proposal was rejected, was it clear to you why?

- Yes
- No

52. What recommendations would you give to improve the selection process, if any?

Satisfaction level with application, selection process and the information provided

53. How satisfied were you with the application process?

- Very satisfied

ANNEX 6.1 CATI SURVEY QUESTIONS

- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

54. How satisfied were you with the selection process adopted?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

55. How satisfied were you with Ilm Ideas 2's engagement with you before you submitted your application?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

56. How satisfied were you with the information provided to you about the application process?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

57. How satisfied were you with the information provided to you about the selection process?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

58. How satisfied were you with the information provided to you about the barrier to education Ilm Ideas 2 is aiming to address?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied

- Very dissatisfied

59. How satisfied were you with the information provided to you about the types of children that should be targeted?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

60. How satisfied were you with the information provided to you about the geographical areas that should be targeted?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

61. How satisfied were you with the information provided to you about the type of projects required by Ilm Ideas 2?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

Thank you for participating in our survey. Is there anything else that you would like to share?

Annex 6.2 CATI Survey Questions

The participants in this survey will be entrepreneurs or organisations that have participated in the Challenge events held by incubators.

Introduction

- Thank individual for their time
- Confirm that the participant has been involved in the IIm 2 process for developing their start-up idea and participated in the Challenge Event
- Say this will take about 1 hour
- Briefly explain the **objectives of this assignment**

The process evaluation allows DFID and other stakeholders to learn about the design and management of IIm Ideas 2. More specifically, it tries to identify areas for improvement in the design and delivery. Our goal here today is to learn about your experiences of participating in the Education Challenge events held by IIm 2 incubators and any support that you may have been provided in this process.

- Reassure the respondent that their responses will be used but they will remain anonymous.
- We will be writing our findings in a **report and submitting it to DFID.**

Information about the participant and their organisation

29. Participant name: First name: _____ Surname: _____

30. Organisation name: _____

31. Location of organisation:

- Islamabad
- Lahore
- Karachi
- Peshawar
- Other location in Pakistan: (city) _____
- Outside Pakistan: (city and country) _____

32. Type of organisation:

- NGO
- Private sector
- Government sector
- Other: _____

33. Brief description of what the organisation does:

34. Current position within the organisation:

Job title: _____

35. Duration working within the organisation:

[#] _____ Years [#] _____ Months

36. Does your organisation have any previous experience of developing ‘start-ups’?

- Yes
- No

If “Yes” answer received, ask the following questions. If not, SKIP to question 10

36.1. Has your organisation developed education-related ideas for a start-up before?

- Yes
- No

36.2. Have you (or your organisation) worked with other incubators before (aside from Ilm 2) to develop your ideas?

- Yes
- No

36.3. How many start-up ideas have you tried to launch in the past?

[#] _____

36.4. How many funded were so far?

[#] _____

Awareness about and participation in Education Challenge Events

37. How did you become aware of the Challenge event that you attended?

- Word of mouth
- Newspaper advertisement
- Radio advertisement

ANNEX 6.2 CATI SURVEY QUESTIONS

- Direct contact by IIm 2 programme staff
- Direct contact by an incubator
- Google
- Other: _____

If “Word of Mouth” selected above, ask the following questions. If not, SKIP to 11.3.

37.1. From whom did you hear about the Challenge Event?

(name) _____

If “Newspaper advertisement selected above, ask the following questions. If not, SKIP to 11.4.

37.2. In which newspaper(s) did you read about the Challenge Event? (Mark all that apply)

- Daily Jang
- Express
- Dawn
- Nawaiwaqt
- Daily Pakistan
- Roznama Khabrain
- The News International
- The Nation
- The Frontier Post
- Other(s): _____

If “Direct contact by IIm Ideas 2 staff” selected above, ask the following questions. If not, SKIP to 11.7.

37.3. Who contacted you from the IIm Ideas 2 team?

(name) _____

(role/designation) _____

37.4. How did they contact you?

- Direct email to me
- Direct email to my organisation
- Phone call directly to me
- Phone call to my organisation
- In-person meeting with me
- In-person meeting with someone from my organisation

- Other: __

If “Direct contact by an incubator” selected above, ask the following questions. If not, SKIP to 11.7.

37.5. Who contacted you?

(name of incubator) _____

(name of person) _____

(role of person in incubator) _____

37.6. How did they contact you?

- Direct email to me
- Direct email to my organisation
- Phone call directly to me
- Phone call to my organisation
- In-person meeting with me
- In-person meeting with someone from my organisation
- Other: __

38. What information did you have about the Challenge Event before attending the Challenge Event?

39. From where did you get this information?

40. Was this information sufficient?

- Yes
- No

41. Did this information help you to prepare for the event?

- Yes
- No

42. Is there any additional information that you would you have liked to have before the Challenge Event?

43. How were you expected to prepare for the event?

44. Which incubator’s Challenge Events did you attend (name these incubators)?

45. Where was/were this/these event(s) held?

(town, city, district) _____

46. What was the objective of the event?

47. What language was the event conducted in?

- Urdu
- English
- Other: _____

48. Were you expected to develop your idea and submit your proposal before attending the Challenge Event?

- Yes
- No

49. What information/ guidelines/ instructions were provided to you to help you prepare for the presentation of your start-up idea at the Challenge Event?

49.1. How satisfied were you with the information that was shared with you?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

49.2. Did you find the information helpful?

- Yes
- No

49.2.1. If not, what information/ guidelines/instructions do you think would have been more helpful?

50. How much time did you have to prepare your idea for presentation at the Challenge Event?

(number of days or weeks) _____

51. Was there a review panel to judge the ideas being presented at the Challenge Event?

- Yes
- No

51.1. If yes, who was on the panel?

52. How many start-up ideas were pitched at the event?

[#] _____

53. Why did you decide to apply for support from the incubator?

54. What opportunities did you envisage that working with incubator would offer?

55. Have you attended more than one Challenge Events organised by the same incubator?

- Yes
- No

55.1. If yes, what change has there been in the way they are conducted?

56. What did you find most useful about the Challenge Event(s)?

57. What did you find least useful about the Challenge Event(s)?

58. What recommendations would you give to improve the Challenge Events, if any?

59. What recommendations would you give to improve the incubator process for identification and support of education start-ups?

Selection criteria and process

60. Was the criteria that would be used to select the organisations to work with the incubators shared with you?

- Yes
- No

60.1. If so, when were you provided this information?

61. Was this helpful in preparing your idea for presentation at the Challenge Event?

- Yes
- No

62. Were you informed of the outcome of your presentation at the Challenge Event? (Mark all that apply)

- Yes, shortlisted
- Yes, accepted to work with an incubator
- Yes, rejected/ not accepted to work with an incubator
- No
- Other: _____

63. Who informed you?

[name] _____

64. How were you informed?

65. How long after the event were you informed?

[number of days or weeks] _____

66. Were you given a score?

- Yes
- No

67. Were you given any feedback (either written or verbal at the Challenge Event)? (if so what was this)?

- Yes
- No

67.1. What feedback did you receive?

68. Did you find this feedback helpful?

- Yes
- No

68.1. If not, what feedback information would have been helpful?

69. Since the Challenge Event have you pitched the same start-up idea any-where else?

- Yes
- No

69.1. If yes, where? _____

70. Have you been successful in receiving support?

- Yes
- No

70.1. If so, by who?

70.2. If so, what kind of support? _____

Thank you for participating in our survey. Is there anything else that you would like to share?

Annex 7 CATI Sampling

Table 1: Sample distribution of incubator organisations

Incubator	Sampling	Incubator
NUST	13	7
LUMS	15	8
NEST	5	5
Plan	9	4
Basecamp	12	6
Total	54	30

Table 2: Rejected and selected sample organisations

Incubator	Sampling frame			Sample		
	Rejected	Selected	Total	Rejected	Selected	Total
NUST	11	2	13	5	2	7
LUMS	12	3	15	6	2	8
NEST i/o	0	4	4	1	4	5
Plan	8	1	9	3	1	4
Basecamp	9	3	12	3	3	6
Total	40	13	53	18	12	30

Table 3: Scale up sample distribution

Scale ups sample distribution				
District	Private sector	Government sector	NGO	Total
Benazir Abad	0	0	1	1
Gilgat	0	0	1	1
Gujrat	0	1	0	1
Hyderabad	0	0	1	1
Islamabad	3	0	3	6
Karachi	2	0	3	5

ANNEX 7 CATI SAMPLING

Khushab	0	0	1	1
Lahore	5	0	6	11
Lodhran	0	0	1	1
Noshero Feroz	0	0	1	1
Peshawar	0	0	2	2
Rawalpindi	0	0	1	1
Total	10	1	21	32

Table 4: Start ups sample distribution

Start ups sample distribution						
District	Base Camp	LUMS	NUST	NEST	Plan9	Total
Islamabad	0	1	5	0	0	6
Karachi	0	0	0	4	0	4
Lahore	0	7	0	1	4	12
Peshawar	4	0	0	0	0	4
Quetta	2	0	0	0	0	2
Rawalpindi	0	0	1	0	0	1
Sialkot	0	0	1	0	0	1
Total	6	8	7	5	4	30

Annex 8 – List of Interviewees

No.	Stakehol Stakeholder group	Name
1	DFID	
2	DFID	
3	DFID	
4	DFID	
5	DFID	
6	CE	
7	CE	
8	CE	
9	CE	
10	CE	
11	CE	
12	CE	
13	CE	
14	CE	
15	CE	
16	CE	
17	Multinet	
18	Muiltinet (NRSP)	
19	CGN	
20	ITU	
21	ITU	
22	ITU	
23	ITU	
24	Knowledge Flat Form	
25	PEN	
26	ISAP	
27	DIL	
28	TEXT	

ANNEX 8 LIST OF INTERVIEWEES

29	AZCorp	
30	NEST i/o P@SHA	
31	Basecamp	
32	NUST	
33	PLAN 9	
34	NEST i/o P@SHA	
35	LUMS	
36	BRD	
37	LUMS	
38	DG IT, PITB	
39	IDEAS	
40	Institute of Education Development, Agha Khan Foundation	
41	Edvertechs	
42	Nearer	
43	Architect's Cab	
44	Scinimation	
45	E-Learning Network	
46	CGN	
47	Pakistan Poverty Alleviation Fund	
48	Akhuwat	
49	CGN	

Annex 9 Cycle Two Selection Criteria

Selection Criteria		
Compliance Criteria²¹	<p>Legally registered in Pakistan</p> <p>Non- State actor</p> <p>Not an international organisation</p> <p>20% co-financing required</p> <p>Applicants for scale-up funding must demonstrate an annual turnover of PKR 40 million plus</p> <p>Applicant's cash and cash equivalents shall be positive at the beginning and the end of the year, for the last three years</p>	
Selection Criteria		
Narrative Proposal (70% of total score)	Potential to reach poor and marginalised children	<p>Is there an existing evidence base for this solution? How strong is the evidence base and has it been presented by the applicant?</p> <p>Is the solution likely to reach poor, marginalised and/or vulnerable children?</p> <p>Has the applicant demonstrated an understanding of the challenge in the areas where they are planning to work?</p>
	Plan and Approach	<p>Has the applicant explained what they expect to achieve (the results) with investment from Ilm Ideas 2, by when?</p> <p>Has the applicant stated how many children/young people will benefit from the solution and how they will benefit?</p> <p>Is there a clear/convincing line of sight between the problem, the solution and results?</p> <p>Has the applicant provided an account of what they will do, when, how they will do it, and where they will do it?</p> <p>Is the plan realistic? Does it show an understanding of the ground realities and the context in which they will work?</p> <p>If the applicant plans to work with partners, have they identified partners with capacity and clear roles to help them</p>

²¹ Cambridge Grant Application Guidelines Second Call for Proposals June 2016

ANNEX 9 CYCLE TWO SELECTION CRITERIA

		<p>achieve results? Do the activities proposed build on what the applicant has accomplished to date?</p> <p>Is the plan and approach likely to represent good Value for Money (VfM)?</p>
	Scale and Sustainability	<p>Scalability assessment</p> <p>In addition, the evaluators will ask: What is the cost per child? How does this compare to other interventions? Has the applicant shared ideas for attaining financial sustainability? Do these sound feasible? Has the applicant identified some key risks (e.g. risks to implementation, risks of fraud) that might prevent them taking their solution to scale and ways to mitigate these risks?</p>
	Tracking Progress and measuring results	<p>Has the applicant explained how they plan to track progress?</p> <p>Has the applicant suggested measures for success?</p>
	Experience and expertise	<p>Does the applicant have a relevant and successful track record?</p> <p>Does the applicant have the governance structure and financial and management capacity to implement the project, at scale?</p> <p>Are the key decision makers in the organisation on board, invested in the solution and committed to driving the solution forward?</p> <p>Do the key team members have the expertise and skills required to take the solution forward?</p>
	Work Plan	<p>Is the work plan clear? score/5</p> <p>Does it provide a well thought out description of implementation of project activities (e.g. tasks are appropriate and relate to results with realistic timelines)?</p>
Cost Proposal (30% of total score)	Budget Budget Notes Value for Money	<p>Does the budget follow the prescribed format?</p> <p>Are all costs in the budget eligible?</p> <p>Has the applicant provided budget notes?</p> <p>Is there sufficient detail and explanation in the budget narrative to understand the cost of each element in the budget?</p>

ANNEX 9 CYCLE TWO SELECTION CRITERIA

			<p>Are the cost elements in line with the proposed activities and work plan?</p> <p>Are the cost elements in line with latest prices prevailing in the market?</p> <p>Does the budget clearly show the applicant's contribution and is this percentage real and significant?</p>			
Scalability Assessment						
		A	Scaling up is easier	B	Scaling up is harder	C
A. Is the model credible?	1		Based on sound evidence		Little or no solid evidence	
	2		Independent External evaluation		No independent external evaluation	
	3		There is evidence that the model works in diverse social contexts		There is no evidence that the model works in diverse social contexts	
	4		The model is supported by eminent individuals and institutions		The model is supported by few or no eminent individuals and institutions.	
B. How observable are the model's result?	5		The impact of tangible		The impact is not very tangible	
	6		Clearly associated with the intervention		Not clearly associated with the intervention	
	7		Evidence and documentation exist		Current little or no evidence	
	8		Addresses an issue which is currently high on the policy agenda		Addresses an issues which is low or invisible on the policy agenda	
	9		Address a need which is sharply felt by potential beneficiaries		Addresses a need which is not sharply felt by potential beneficiaries	
C. Does the model have relative advantage over existing practices?	10		Current solution for this issue are considered inadequate		Current solutions are considered adequate	
	11		Superior effectiveness to current solution is clearly established		Little or no objective evidence of superiority to current solutions	

ANNEX 9 CYCLE TWO SELECTION CRITERIA

D. How easy is the model to transfer and adopt?	12	Implementable within existing systems, infrastructure, and human resources	Requires new or additional systems, infrastructure, or human resources	
	13	Contains a few components easily added onto existing systems	Is a complete or comprehensive package or multiple components	
	14	Small departure from current practices and behaviours of target population	Large departure from current practices and behaviours for target population	
	15	Small departure from current practices and culture of adopting organisations	Large departure from current practices and culture of adopting organisations (s)	
	16	Few decision makers are involved in agreeing to adoption of the model	Many decision makers are involved in agreeing to adoption	
	17	Demonstrated effectiveness in diverse organisational settings	Demonstrated effectiveness in only one/pilot organisational setting	
	18	The model is not particularly value or process intense	Process and /or values are an important component of the model	
	19	Low technical sophistication of the components and activities of the model	High technical sophistication of the components and activities of the model	
	20	Key innovation is a clear and easily replicated	Focus of the model is one which is not easily replicated	
	21	Low complexity; simple with few components and easily added on to existing systems	High complexity with many components; integrated package	
	22	Include little supervision and monitoring	Includes substantial supervision and monitoring of implementation	
E. How testable is the model?	23	Able to be tested by users on a limited scale	Unable to be tested without complete adoption at a large-scale	

ANNEX 9 CYCLE TWO SELECTION CRITERIA

F. Is there a sustainable source of funding?	24		Superior cost-effectiveness to existing or other solutions clearly established		Little evidence of superiority in terms of cost-effectiveness	
	25		The model itself has its own internal funding (e.g. user fees) or endowment		No internal funding; the model is dependent on external funding source	
Total						

Annex 10 Schedule of work for the Process Evaluation

Task description	Proposed time lines
DFID approval and finalisation of the evaluation concept note	21 st October, 2016
Develop evaluation framework	24 th October, 2016
Develop data collection instruments and guides (interview schedule, survey questionnaire, document review framework)	4 th November, 2016
Develop list of documents required and request/collect these for desk review	4 th November, 2016
Obtain contact details and set up interviews and telephone survey timings	4 th November , 2016
Pre-test and revise data collection instruments	11 th November, 2016
Data collection (interviews, desk review and telephone survey)	14 th November – 9 th December, 2016
Transcriptions of interview data	21 st November – 16 th December
Data coding, and analysis	9 th January – 9 th February, 2017
Synthesis and report writing	13 th February – 10 th March, 2017
First draft report submitted to DFID for comments	13 th March, 2017
DFID comments received on first draft of the report 10 days after submission	27 th March, 2017
Draft two prepared, incorporating DFID comments, and submitted to DFID and the FM (for check on factual inaccuracies)within 10 days of receiving comments	7 rd April, 2017
Comments received from DFID and the FM on the second draft within 10 days of submission	21 st April, 2017
Preparation and presentation of high-level findings to DFID and the FM	28 th April, 2017
Dissemination brief prepared and shared at the time of the presentation	28 th April, 2017
Third and final draft submitted to DFID within 10 days of receiving comments	5 th May, 2017

Annex 11 Grantee Support Breakdown

Table 1: FM reporting of TA days

Quarter	Staff and Consultants who provided TA	TA Days for Cycle 1	TA Days for Cycle 2	Total Days Reported ²²
Q1 (Nov-Jan 2016)	11 FM staff employed TA days recorded for 9 people			126.5
Q2 (Feb- April 2016)	11 FM Staff employed. TA days recorded from 14 people 29.45 TA days recorded for international staff or consultants	84.2		270.2
Q3 (May – July 2016)	11 FM staff members employed. TA days recorded by 9 people 33.63 days recorded by international staff or consultants Payment of £12,680 to agency for web design charged as 60.38 TA days	61.82	18.26	253.13
Q4 (Aug-Oct 2016)	TA days recorded by 13 people TA on scale and sustainability provided by two FM in country staff members. 69.88 days recorded by international staff or consultants Additional consultants were engaged in assessing the Cycle 2 proposals	86.029.	30.345 – support to potential grantees and to conduct the selection process	253.87 Days

Table 2: Month by Month Breakdown of TA days recorded by the FM for 2016

Month	Grantee Facing Technical Assistance (GTA) Days	Programme Management Technical Assistance (PTA) Days	Total TA Days
October 2016	62.93	1	63.93
September 2016	62.85	29	91.85
August 2016	73.094	25	98.094
July 2016	84.26	41	125.26
June 2016		73.5	73.5

²² All from the quarterly reports and FM document recording TA breakdown Jan – December 2016

ANNEX 11 GRANTEE SUPPORT BREAKDOWN

May 2016		54.37	54.37
April 2016		63.85	63.85
March 2016		94.45	94.45
February 2016		111.9	111.9
January 2016		52	52
Total TA Days	283.134	546.07	829.204

Table 3: TA Support Provided to Grantees by Month

Grantees provided with TA support by month	Grantee Facing Technical assistance (GTA) Days	Programme Management Technical Assistance (PTA) Days	Total TA Days
December 2016	57.6		57.6
CGN-P	10		10
Cycle 2	8.6		8.6
IIF	20		20
Incubators	19		19
November 2016	58.261		58.261
CGN-P	10		10
CGN-P, Multinet, ITU	8		8
Cycle 2	11		11
Incubators	18		18
M&E	11.261		11.261
October 2016	62.93	1	63.93
CGN-P	8		8
CGN-P, Multinet, ITU	18		18
Cycle 2	10.93		10.93
Incubators	26		26
Website development		1	1
September 2016	62.85	29	91.85

ANNEX 11 GRANTEE SUPPORT BREAKDOWN

CGN-P	10		10
CGN-P, Multinet, ITU	17		17
Comms		4	4
Comms/KM		1	1
Evaluation Cycle 2	9.6	3.5	13.1
Incubators	18.25		18.25
M&E	8		8
PM		19	19
Translation of the IDELA tool		1.5	1.5
August 2016	73.094	25	98.094
CGN-P	10		10
Comms		5	5
Evaluation Cycle 2	6.315		6.315
Incubators	22.75		22.75
M&E	15.029		15.029
PM		20	20
Shahida was still Team Leader at this time but had to be charged as a short term expert	19		19
July 2016	84.26	41	125.26
CGN-P	20		20
Comms		21	21
Cycle 2	11.26	5	16.26
GM	6.75		6.75
Incubators	34		34
KM		15	15
M&E	12.25		12.25
June 2016		73.5	73.5
CGN-P		20	20
Comms		16	16
Comms/KM		1	1
Cycle 2		2	2

ANNEX 11 GRANTEE SUPPORT BREAKDOWN

Incubators		21	21
KM		10	10
M&E		2.5	2.5
Website development		1	1
May 2016		54.37	54.37
CGN-P, Multinet, ITU		7.07	7.07
Comms		14	14
Incubators		20	20
M&E		13.3	13.3
April 2016		63.85	63.85
CGN-P		5	5
CGN-P, Multinet, ITU		14.85	14.85
Comms		20.5	20.5
GM		1	1
Incubators		21	21
ITU		1.5	1.5
March 2016		94.45	94.45
CGN-P		10.75	10.75
CGN-P, Multinet, ITU		11.2	11.2
Comms		14.5	14.5
IIF - legal advice		10	10
Incubators		22	22
ITU		20	20
M&E		6	6
February 2016		111.9	111.9
CGN-P		4.5	4.5
CGN-P, Multinet, ITU		3.4	3.4
Comms		17	17
Incubators		21	21
ITU		2.5	2.5

ANNEX 11 GRANTEE SUPPORT BREAKDOWN

KM		59	59
M&E		2	2
Multinet		2.5	2.5
January 2016		52	52
CGN-P		11.5	11.5
CGN-P, Multinet, ITU		5	5
Comms		10	10
ITU		5.5	5.5
M&E		13	13
Multinet		7	7