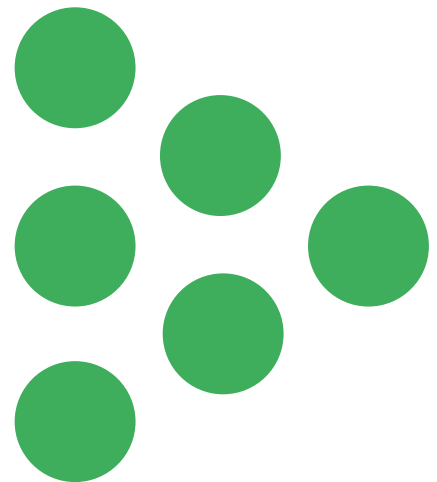


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**Final Evaluation of the Civil Society Education
Fund Programme (CSEF III) 2016-2019**
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Annex K: Outcome Harvesting Report V.2

National Foundation for Educational Research (NFER)



CSEF III Evaluation Outcome Harvesting Report (draft)

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1 How to use this report

What is the purpose of this report?

The purpose of this report is to summarise the use of Outcome Harvesting (OH) as part of the final evaluation of CSEF III, conducted by the National Foundation for Educational Research (NFER). This document serves as a more extensive description of the methodology, process and findings, which are summarised in the main evaluation report, in particular in Section 4.3.

We used an OH approach as a means to explore the breath of intended and unintended outcomes achieved by CSEF, working backwards to understand how the programme has contributed to these changes. We used OH to respond to three of our evaluation questions:

- **EQ2 Effectiveness:** To what extent did CSEF III achieve its objectives, as set out in the CSEF III results framework?
- **EQ6 Impact:** What are the intended and unintended changes, at global and regional levels, brought about by CSEF III and in what ways has the programme contributed to these changes?
- **EQ7 Impact:** What are the intended and unintended changes, at national and local levels, brought about by CSEF III and in what way has the programme contributed to these changes?

Who is this report meant for?

This document is meant for GCE and its partners as the evaluation client, as means to describe the findings from our OH in more detail, as well as the process undertaken to derive these. It is also meant to be accessible for the general public who would like to learn more about the changes that have resulted from the CSEF III programme and about OH as a method and its use in the CSEF III evaluation.

How is the report organised?

Section 2 provides a comprehensive discussion of the methodology and process undertaken for each of the steps of OH. Section 3 provides detailed OH findings of the online survey. Section 4 expands on mechanisms and significance of the nine outcomes that had the highest number of responses, drawing on responses from the online survey, as well as providing examples from case study countries. In Section 5, we provide conclusions of our findings from the OH process for the wider evaluation while Section 6 summarises the takeaways from the use of OH as part of the CSEF III evaluation.

What are the limitations of this report?

This report is mainly descriptive and it is meant to give a snapshot of the outcomes achieved by CSEF III as reported by coalitions. The description of CSEF III and wider background to the evaluation and its components can be found in the final evaluation report. This report supports our wider evaluation in providing additional information and insight into what the programme has achieved during its lifetime (2016 – 2019). When discussing the findings, we make informed connections between outcomes and the programme’s contribution based on our evaluation of the programme and the self-reported perceptions of coalitions, but we *do not claim direct causal links*.

2 Outcome Harvesting (OH) methodology

2.1 Rationale for using OH as part of the CSEF III Endline Evaluation

OH is an evaluation approach that has two purposes. Firstly, it is a participatory approach that values the input of both evaluation users and programme participants to validate and better understand the outcomes achieved by the programme. Secondly, it is an approach suited to evaluate complex programmes that involve multiple pathways to impact from different actors, such as CSEF III. It works backwards from the changes created by the programme to understand ‘how and why’ changes occurred.

For the evaluation of CSEF III, we used OH to achieve the following:

1. To better understand if and in what ways the intended outcomes and impacts of the programme (as defined in the programme’s theory of change (TOC) and results framework) were achieved;
2. To identify unintended or unexpected outcomes and impacts, whether positive or negative, to support programme learning; and
3. To build evidence of the presence or absence of intended or unintended outcomes and impacts, by providing a systematic way of triangulating and building cases for the evidence.

2.2 What is an outcome?

For the purposes of OH, the ‘outcomes’ identified do not necessarily correspond to the outcomes as specified in CSEF’s TOC and results framework. Instead, we use ‘outcome’ to refer to any of the **changes that occur as a result of the actions of the programme**. For instance, these can be the changes in knowledge, attitudes, behaviours, levels of dedication, relationships, activities, actions, policies, or practices.

Outcomes should be:

- **Observable:** evidence of associated changes in behaviour, relationships, actions, policies, or practices, which can be verified.
- **Contributory:** credible link between the change agent and the outcome (can be direct, indirect, partial, or even unintended).
- **Credible:** contributions are often not linear or straightforward, however, there must be a link of plausible cause and effect

Changes can also be non-actions, negative outcomes, or intended and unintended outcomes.

These changes should be initiated by what a ‘change agent’ did or is doing. Here, a ‘change agent’ is anyone participating in the CSEF programme and taking action and attempting to initiate change. In CSEF, change agents can be either individuals or organisations and can be working at national, regional, and global levels.

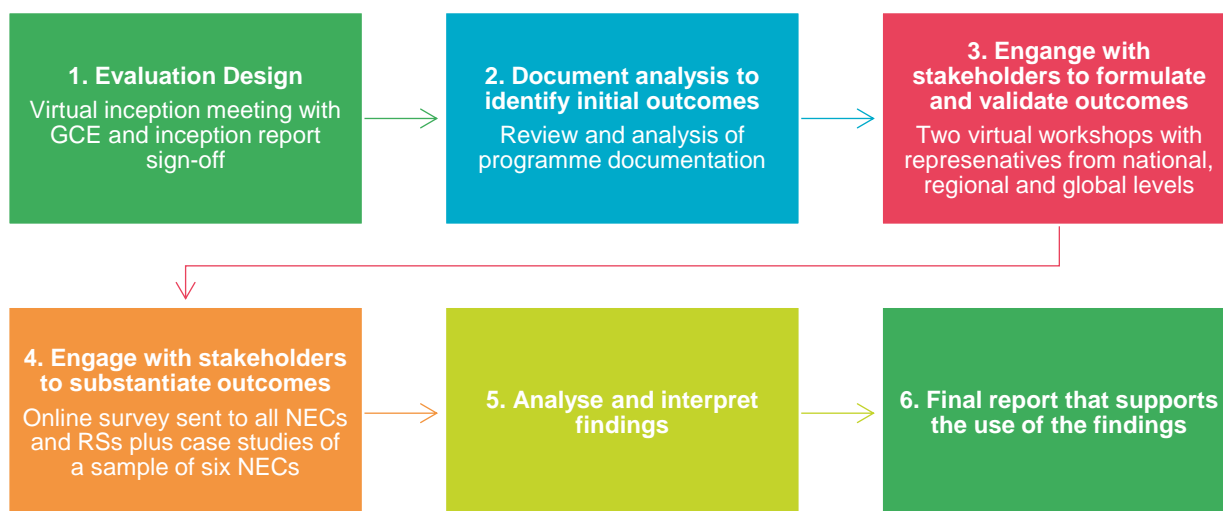
2.3 Overview of the OH process

Our implementation of the OH process has been designed in collaboration with evaluation users to ensure that their needs for and uses of the evaluation are at the forefront. Each step of the OH

process relied on iterative efforts of data collection and triangulation to ensure that our findings are rigorous and evidenced. This involved collecting data from multiple sources, assessing the strength of evidence, and engaging with multiple stakeholders throughout the process.

Our evaluation followed the six traditional steps used in OH: evaluation design, document analysis, outcome validation through stakeholder engagement, outcome substantiation through stakeholder engagement, analysis and interpretation of findings and final reporting (see Figure 1).

Figure 1. OH process



2.3.1 Evaluation design

The purpose of this step was to ensure that there is clarity and agreement on what questions the evaluation will answer and on what information is to be collected. For our evaluation, this first step was encompassed in the inception phase. We engaged closely with GCE to verify our understanding of the needs of the evaluation through a virtual kick-off meeting and inception report presentation. The ideas from these conversations, which were summarised in the Inception Report, allowed us to develop the tools and guides for data collection in the successive steps of the evaluation.

2.3.2 Document analysis

Harvesting initial outcomes

The purpose of this step was to identify potential outcomes (from programme reporting and other ‘learning’ documents produced by the programme) that have emerged across the programme, which are the result of the programme’s actions.

We consulted with GCE to collect available documents relevant to the evaluation. We then conducted an initial review in order to establish a sample of documents which ensured that outcomes at the national, regional global level were reflected in the harvest. This step was also useful for gathering information pertinent to the learning aims of the evaluation.

We established a sample of 27 NECs from which we harvested outcomes. Outcomes were harvested from both the progress reporting and proposals submitted by the NEC, which are logged as part of the online Monitoring, Evaluation and Learning (MEL) platform. The sample size was based on the principle of saturation, whereby the amount of documents was deemed sufficient when new data was not adding new information¹. We aimed to achieve 40% coverage of population of NECs, while also ensuring that the distribution was proportional across regions (see distribution in Table 1.). Within this distribution, NECs were selected at random for review.

Table 1. Documentary review sources

Level	Documents reviewed
National reporting	Programme reporting from 2016-2019 from 27 NECs; 51% from Africa, 30% from APAC, 11% from ME&EE and 8% from LAC.
Global and regional reporting	39 programme documents, including CSEF progress reports and CSEF learning materials at the global and regional level.

Interpreting the initial outcomes

In our initial harvest, we identified a total of 204 outcomes from the review of over 50 documents. We mapped our outcomes to Coffman and Beer’s Advocacy Strategy Framework² in order to identify typologies of outcomes achieved by the CSEF III programme and which were common across the portfolio. These are based on the type of change produced and the change targets. We identified three types of changes:

- **Awareness or knowledge:** refers to the development of abilities and includes general changes to knowledge and awareness levels as a result of exposure to information, training and research.
- **Will or attitudes:** refers to changes in motivation and cohesion. This includes changes to someone’s opinions or belief, the intensity of those beliefs, the salience of those beliefs and changes to one’s capacity levels for action.
- **Action:** refers to generating opportunities, including efforts to change policy. The goal here is to incite an action/reaction that otherwise would not have normally taken place.

We also identified three types of change targets, or actors who are the subject of the above types of change:

- **Coalitions:** this includes the NEC itself (including its individual staff members) as well as changes to the wider coalition membership and movement (e.g. training or raising awareness amongst coalition member groups, building coalition cohesion, increasing coalition diversity, etc.).
- **Public:** refers to changes targeted towards the wider community and public, including: specific education stakeholder groups (parents, teachers, unions, service providers, or

¹ <https://pubmed.ncbi.nlm.nih.gov/20204937/>

² Coffman, J., and Beer, T. (2015). The advocacy strategy framework. *Center for evaluation innovation*.

students themselves), general citizens and service users, policy influencers such as media, community leaders, thought leaders, and other policy champions.

- **Decision-makers:** refers to those who make decisions that influence policy, both directly and indirectly. This may include elected officials, administrators, judges, civil servants, as well as donors or international institutions who may influence policy direction.

Our adapted advocacy framework is summarised in Table 2 (below).

Table 2. Adapted advocacy framework

Type of change	Action (3)	Participation in working groups, international forums, consultations, drafting policy proposals, generating research	Participation in meetings, discussion, consultations, protests; increased community action in support of issues	Active policy change, or efforts to change policy
	Will (2)	Change in attitudes/perceptions of coalition, including salience of particular education issues	Change in attitudes/perceptions, increased willingness of public groups to act in support of issue; changed importance of / salience of particular issues for the public	Political will; demonstration of political commitment (public declarations, speeches etc.), participation in meetings
	Knowledge (1)	Includes capacity building within coalition (secretariat and members), awareness raising activities	Training, capacity building of parents/ teachers/ etc., mass media campaigns, general awareness and distribution of information to the wider public	Providing research to decision makers, meetings to raise awareness of key issues
		Coalition (1)	Public (2)	Decision-makers (3)
Actors				

Table 3 (below) presents a summary of the distribution of our initial outcomes across our adapted Advocacy Framework. In our initial documentary review, 39% of the outcomes harvested targeted coalitions, 31% targeted the wider public and 29% targeted change in decision-makers. Half of the outcomes were focused on awareness or knowledge that a problem or a potential solution exists.

Table 3. Distribution of harvested outcomes in the advocacy framework

Type of change	Action (3)	35	9	30
	Will (2)	0	0	29
	Knowledge (1)	45	55	1
		Coalition (1)	Public (2)	Decision-makers (3)
		Actors		

Building on the initial OH tool, we conducted an internal workshop to refine and consolidate the initial 204 harvested outcomes into 18 types of outcomes.

2.3.3 Validating outcome types through the OH workshops

The next step of the OH engaged programme stakeholders to review, validate, and refine our initial 18 outcome types and to identify additional relevant outcomes that might be missing. We engaged stakeholders from CSEF’s national, regional and global levels in two three-hour virtual³ workshops. The aim of these sessions was to discuss each outcome type in turn and explore:

- Whether the definition of the outcome is clear and an accurate description of CSEF experiences, and whether this outcome was intended or unintended
- Examples of the different mechanisms pursued by coalitions to achieve the outcome and whether they were successful or not and why
- The ways in which CSEF inputs have supported the outcome, and other external enablers and barriers
- The likelihood of sustainability of the outcome, if achieved
- Identify any additional outcomes not captured in the programme documentation.

We conducted the virtual workshops on 30 March 2020 and 1 April 2020, with a total of 27 participants representing national, regional and global levels: twelve NECs (with representation of all regions), four Regional Secretariats and GCE.

As a result of the OH workshops we validated 11 outcomes, merged four outcomes into two, refined two outcome statements. One outcome was invalidated, while two new outcomes emerged. This produced a final list of **17 outcome types** that we brought forward to the substantiation stage. The final list of outcomes is presented in Section 3 of this report.

³ Originally planned to be face to face workshops, were moved to a virtual setting upon the outbreak and spread of Covid-19 pandemic.

2.3.4 Outcome substantiation – online survey and case studies

In this step, we expanded (substantiated) our understanding of the 17 outcome types, by exploring the breadth with which they occurred across the CSEF programme through an online survey, and explored the outcomes in depth through the use of case studies. In line with this, we continued to engage with programme stakeholders in order to gather evidence to support the outcome descriptions, enhance the reliability of the outcomes, and to enrich our understanding of how the different outcomes relate to one another.

To understand the extent and breadth of these experiences, we conducted an online survey with a wider pool of CSEF participants. The aims of the online survey were to capture the views of each coalition (national and regional) on:

- Which outcomes emerged in their specific contexts, who did they target, when did the outcomes occur, what strategies were used, the extent of CSEF contribution, the type of evidence to support the outcomes, and the likelihood of sustainability after CSEF.
- Each coalition’s experience with the CSEF programme more broadly, in terms of relevance, effectiveness, efficiency and sustainability.

The survey primarily consisted of multiple choice and Likert scale questions, with one open-ended question to expand on the significance of each outcome to the particular context of the coalition. We administered the survey in the five CSEF reporting languages (English, French, Spanish, Arabic and Portuguese), through the online platform SurveyMonkey. All CSEF national coalitions and Regional Secretariats were invited to participate. We received a high response rate, where all but four coalitions (in the Africa region) responded to the survey (Table 4).

Table 4. Online survey response rate

Region	Invited to participate		Response rate (%)	
	National coalitions	Regional Secretariats	National coalitions	Regional Secretariats
Africa	32	1	88%	100%
APAC	19	1	100%	100%
LAC	5	1	100%	100%
ME&EE	7	1	100%	100%
Total	63	4	94%	100%

Among the survey respondents, 67% of participants completed the survey in English, 19% in French, 8% in Spanish, 3% in Arabic and 3% in Portuguese.

The online survey results allowed us to triangulate and contextualise the qualitative findings to support the outcome statements and the process and learning areas of the evaluation. More detail on the online survey of OH findings is presented in Section 3 of this report, and Section 4.3 of the main report.

In addition, we used the online survey findings to inform our sampling for case studies. For our case studies, a ‘case’ is defined as a national coalition. We selected a sample of six cases in total; this is an increase from four as specified in the inception report, and afforded as the case studies we conducted were virtual and did not require travel. The cases were purposively selected based on the results of the online survey, which has allowed us to identify:

- Which outcomes are significant across the wider portfolio
- Which outcomes were particularly significant to which coalitions

We selected coalitions who represented some of the more significant outcomes that have been identified across the portfolio, as well as coalitions to represent a diversity of the significant outcomes. Finally, we balanced case selection to ensure that the cases represented:

- A diversity of regional representation
- A diversity of coalition maturity and depth of experience with CSEF
- A diversity of contexts (e.g. FCAS, non-FCAS)

Our final sample and sampling criteria for case studies is presented below (Table 5).

Table 5. Case study sample and selection criteria

Country	Coalition	Sampling criteria and justification
Togo	The Togolese National Coalition for Education for All (CNT / EPT)	Reported most of outcomes materialised FCAS, mature coalition, EOL eligible
Nepal	National Campaign for Education (NCE)	Reported most of outcomes materialised Non-FCAS, mature coalition, EOL eligible
Somaliland	The Somaliland Network on Education for All (SOLNEFA)	Reported unintended outcomes FCAS, nascent coalition, EOL eligible
Albania	Albanian Coalition for Child Education (ACCE)	Reported unintended outcomes Non-FCAS, mature coalition, not eligible for EOL
Solomon Islands⁴	Coalition for Education Solomon Islands (COESI)	Reported outcomes which were intended but did not happen Non-FCAS, mature coalition, EOL eligible
Nicaragua	The Forum for Education and Human Development of the Initiative for Nicaragua (FEDH IPN)	Reported outcomes which were intended but did not happen Non-FCAS, mature coalition, EOL eligible

⁴ Our original sample included Solomon Islands, however due to connectivity challenges it was not possible for the coalition to participate within the available time to complete the case study, therefore this case study is not included in the final sample.

The case studies aimed to consolidate evidence around the outcomes as well as to provide details and examples to illustrate their development and significance at both the national level and more broadly for the programme. The case study approach consisted of conducting a detailed desk-based review of available documentation for each selected coalition. This included a review of:

- **Coalition MEL data:**
 - Coalition profiles
 - Coalition proposals and background information (2018 and 2019 only)
 - Coalition reporting of ‘progress against policy targets’ (2016-2019)
 - Coalition Theory of Change (where available)
 - Excerpts from global annual report mentions of the coalitions
- **Coalition survey responses**, particularly against key outcomes selected

Through the review, we were able to get a better understanding of the individual coalition background, history and composition; the national education policy context of each coalition; and the activities and achievements of each coalition as reported by the coalition. This provided the initial information to collect a broad timeline of events and achievements during CSEF III, to paint a larger picture of what, how and why the coalition had or had not achieved an outcome, and its significance or importance to the coalition and within the national context.

As a final step in the case study process, we conducted remote interviews with the National Coordinators of the selected coalitions to validate and further explore the mapping of outcomes conducted during the desk review.

Each of the above steps informed the creation of the following outputs:

- **Coalition Change Maps:** These diagrams map the ways in which outcome changes occurred, including the contribution of CSEF and other external enablers, the strategies used by coalitions, the targets of the change, and the significance of the outcomes achieved.
- **Coalition Outcome Maps:** A chronology of events, achievements and outcomes over the life of CSEF to provide a visual story of the types of outcomes that occurred in the national context⁵.

The final Change Maps and Outcomes Maps based on the case studies are presented in Appendix 1.

2.3.5 Analysis and interpretation

We analysed and interpreted the data collected throughout the OH process to provide findings against each of the evaluation questions and to generate important lessons and recommendations for GCE. The phased approach to data collection allowed us to iteratively analyse, and test our findings at the end of each phase, which in turn influenced the design and analysis activities of the subsequent phase. In addition, the inclusion of the OH workshop in the approach allowed for a

⁵ Note that these may not include all achievements, outcomes or events of the coalitions, but reflect those that most prominently featured in the desk review and validation interviews.

more participatory method, as the feedback from the research users was used to validate the findings from the OH.

2.4 Limitations of the OH methodology

The use of OH in an evaluations poses some limitations, in terms of:

- **Understanding attribution:** Given the complexity of civil society advocacy processes, we were unable to use methods allowing to make claims about attribution and causality.
- **Biases towards particular outcomes:** As a participatory methodology, OH relies on both programme documentation and programme stakeholders for the identification of outcomes. This may result in a potential bias of outcomes to be limited to those of which the programme stakeholders are aware and on which they have reported.
- **Scope of the evaluation and time frames:** The duration of the evaluation was roughly over nine months, which included the Inception Phase, data collection, analysis, and reporting. Within these time frames, we may have been unable to validate or report on some of the longer-term outcomes of the programme identified in the course of the outcome harvest.

The above-mentioned limitations of the OH methodology are briefly outlined here and elaborated in more detail in the main report (Section 3.3 of the main evaluation report).

3 Findings

3.1 Outcomes harvested

Using the OH process described in Section 2 of this report, and further described in Section 4.3 of the Final Evaluation Report, we surfaced a final total of 17 outcomes. The outcomes are presented in Table 6 below.

Table 6. Outcomes harvested in the CSEF evaluation

O#	Outcome Statement	Level of Change	Change target	Change type
1	The coalition and its members have strengthened skills and capacities for advocacy work	National	Coalition	Knowledge / awareness
2	The coalition and its members have strengthened their abilities to seek funding	National	Coalition	Knowledge / awareness
3	The coalition has strengthened internal operations and processes	National	Coalition	Knowledge / awareness
4	The coalition has strengthened its diversity and inclusiveness through increasing or maintaining its membership	National	Coalition	Practice / action
5	Cohesion and linkages between levels of the Movement (national, regional, global) are stronger	All	Coalition	Attitudes / will
6	The research and evidence generated for policy advocacy is more inclusive and representative of the perspectives of communities and vulnerable groups	All	Public	Knowledge / awareness
7	Cohesion across wider civil society is created through engagement with other advocacy groups or international NGOs	All	Public	Attitudes / will
8	Marginalised groups have increased legitimacy and capacities to participate in policy dialogue	All	Public	Knowledge / awareness
9	Citizens and key influencers are better informed to contribute to education policy dialogue	All	Public	Knowledge / awareness
10	Civil society has developed capacities to monitor and support the rollout of education policies	National	Public	Knowledge / awareness
11	The coalition creates spaces to participate in policy dialogue through non-formal channels and facilitated engagements	National	Decision-makers	Knowledge / awareness
12	Policy dialogue is more representative and participatory, through increased coalition engagement in government processes and working groups	National	Decision-makers	Knowledge / awareness
13	Decision makers increasingly view coalitions as evidence-based and credible organisations	All	Decision-makers	Attitudes / will

14	Decision makers consult with and consider wider civil society perspectives in education policies and proposals	All	Decision-makers	Attitudes / will
15	Decision makers increase funding and commitment towards global and regional education goals	All	Decision-makers	Practice / action
16	Decision makers modify national education policy or policy implementation in response to advocacy	All	Decision-makers	Practice / action
17	Global and regional education discussions are more inclusive of local, national and regional perspectives	Global, regional	Decision-makers	Knowledge / awareness

We used three different ways to categorise and analyse our outcomes:

- By ‘level of change’, which examines outcomes at the national, regional or global levels.
- By ‘change target’, which categorises outcomes by the group targeted for change. This includes changes directed at CSEF-partner level (e.g. coalition – whether national, regional or global), various groups that constitute the ‘public’ (citizens and civil society groups external to the coalition) and education policy or practice decision makers or influencers.
- By ‘type of change’, which categorises outcomes according to changes to knowledge/ awareness, attitudes/will or practice/action.

Five outcomes targeted knowledge/awareness and attitude changes at the coalition-level:

- Three outcomes targeted changes in knowledge/awareness at the national coalition-level, with regard to coalition capacities in technical areas such as advocacy or thematic capacities (O1), resource mobilisation (O2), and organisational areas such as coalition governance or management (O3).
- One outcome concerned the actions undertaken by NECs to strengthen membership diversity and inclusiveness (O4). This outcome corresponds with the CSEF Results Framework Outcome 1.1.
- One outcome targeted the attitudes and cohesion of coalitions more broadly (O5), whether across different countries (horizontal) or across different levels, such as regional and global (vertical).

Five outcomes targeted knowledge/awareness and attitude changes directed towards the public:

- Four further outcomes specifically targeted knowledge/awareness changes of citizens in a broad sense (O6, O9), specific marginalised groups within society (O8), or civil society groups who are not directly members of the coalition, such as advocacy groups working in other thematic areas or INGOs (O10). O6 roughly corresponds with Outcome 2.2, while O9 roughly corresponds with CSEF’s Outcome 2.1.
- One outcome targeted cohesion across the public, with a specific focus on cohesion across civil society groups (O7).

The final seven outcomes target decision-makers at the national-level (such as policy makers or implementers or those who may influence education policy, including international donors) and at the global or regional level (such as those who influence or set the global education agenda).

- Within these, two outcomes target awareness changes in decision-making processes through the increased inclusion and participation of civil society, whether through formal channels (O12) or informal channels (O11). O12 corresponds with CSEF’s Outcome 1.2.
- Two outcomes target changes in attitude of decision makers, including viewing civil society (and more specifically CSEF partners) as credible, evidence-based organisations (O13) and actively consulting civil society perspectives (O14).
- Two outcomes target tangible changes in education policy and practice, including commitment and funding towards regional and global education goals such as SDG4 (O15) and changes to national education policy or policy implementation (O16).
- The final outcome considers awareness changes to global and regional education discussions through the increased inclusion of more ‘grassroots’ perspectives, whether at the regional, national, or sub-national levels (O17). O17 relates to both Outcome 3.1 and 3.2 of CSEF.

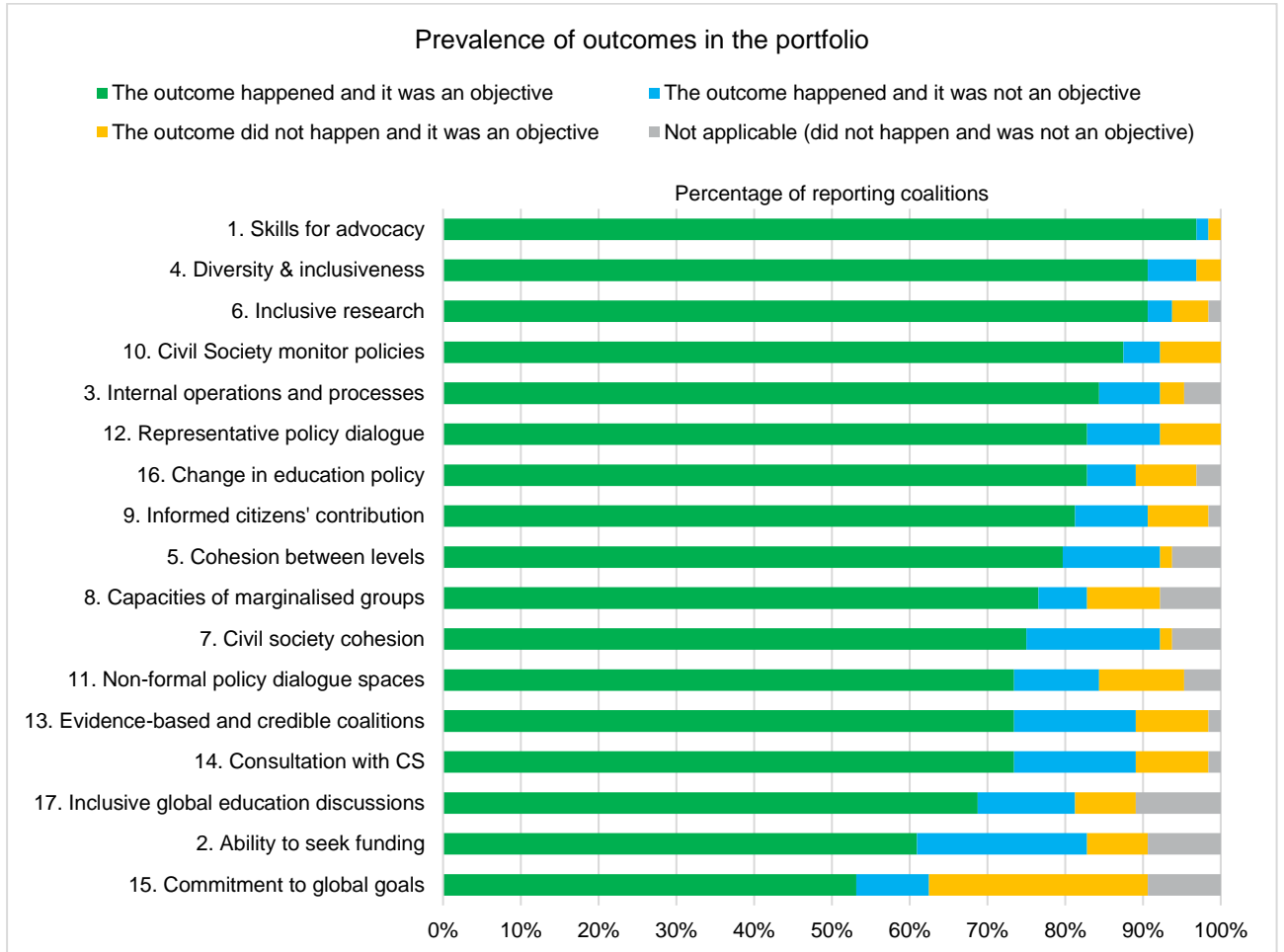
3.2 Distribution of the outcomes across the portfolio

We examined the extent to which the 17 outcomes occurred throughout the CSEF portfolio through our online survey. We asked coalitions which outcomes apply to their coalition and context, and whether:

- the outcome happened
- the outcome was intended (e.g. was part of the coalition’s aims, or was a policy target in their CSEF reporting)

The prevalence of outcomes across the portfolio is presented in Figure 2 below and reported in more detail in Section 4.3.1 of the Final Evaluation Report.

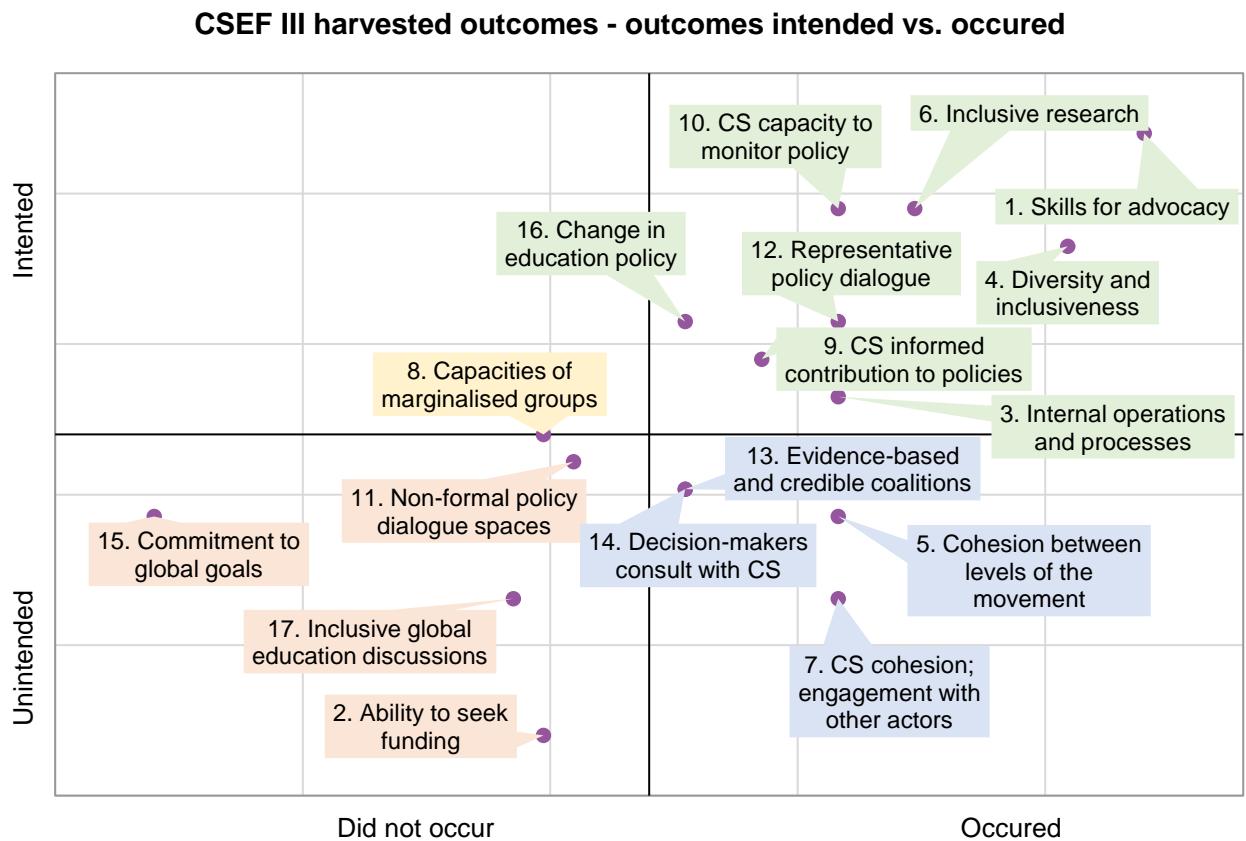
Figure 2. Prevalence of outcomes in the portfolio



Based on these responses, we scored and mapped each outcome in a matrix of occurrence versus intention, to help us understand the patterns across the CSEF III portfolio (see Figure 3), where:

- the horizontal axis shows what outcomes have been more 'successful' or 'challenging' to achieve,
- the vertical axis shows which outcomes were a priority for coalitions (i.e. included in coalition's objectives or policy goals).

Figure 3. Occurrence-intention matrix of CSEF III outcomes



Note: Outcomes in green were mostly reported as achieved and intended, outcomes in blue were mostly reported as achieved although not explicitly in the coalition’s goals, outcomes in yellow were targeted but not always achieved, and outcomes in orange correspond to outcomes that were more challenging to achieve and ‘less important’ to coalitions (i.e. not targeted)

The most prevalent intended outcomes that coalitions reported to have achieved fall into two categories. The first focuses on the building of coalition capacities and strengths, including improving the technical skills of coalitions (O1 – 97% of coalitions reported that this outcome materialised), increasing the diversity and inclusiveness of coalitions (O4 – 91% of coalitions) and strengthening coalitions’ internal operations and processes (O3 – 84%). Coalitions also reported success in generating research inclusive of grassroots perspectives (O6 – 91%), supporting civil society capacities to monitor education policy (O10 – 88%), increasing civil society’s representation in policy dialogue (O12 – 83%) and in decision-makers modifying national education policy or policy implementation (O16 – 83%). These outcomes largely correspond to programme outputs (O1, O3) as well as planned Results Framework targets (O4, O6 and O12).

The most prevalent unintended outcomes include greater cohesion within CSEF levels (O5 – 13%) across civil society across all or any levels (O7 – 17%) and attitude changes of decision makers of coalitions as credible partners (O13 - 16%) or of the importance of civil society consultation in

policy making (O14 – 16%). Support for coalitions to seek funding (O2 – 22%) was also not an explicit goal of the programme although coalitions received support from the programme to, where possible, support coalitions’ financial sustainability.

The most prevalent unintended outcomes can be considered enabling outcomes to support other aims. Coalition financial sustainability was not a specific area in which the programme worked, although it was an area in which the GS and RS both supported coalitions where possible, recognising the importance of financial solvency for both the coalition’s current effectiveness and sustainability beyond CSEF. While participation in LEGs and in key sector policy and review processes was a specific programme outcome (Outcome 1.2), O13 and O14 can be considered as outcomes that are precursors of, or conditions to be met (e.g. assumptions) for Outcome 1.2. This suggests that a small but significant proportion of coalitions had to first ensure that policy makers viewed coalitions as credible and see the value in consulting with civil society, before coalitions are able to meaningfully participate in policy processes. As we argue in Section 4.2, this was not always possible.

This point is reinforced by looking at the outcomes in which the greatest number of coalitions faced challenges to achieve. This included O13 (in which 9% of coalitions reported they were unable to achieve) and O14 (also 9%). Furthermore, coalitions also faced challenges in achieving outcomes related to convincing decision makers to increase funding and commitment towards global goals (O15 – 28%), creating informal spaces or channels for policy dialogue (O11 – 11%) and supporting the capacity of marginalised groups to participate in policy dialogue (O8 – 9%). Unsurprisingly, when coalitions faced challenges in finding means to participate in policy dialogue, coalitions were also less successful in persuading policy makers to increase funding and commitment to global and regional education goals.

When considering how the materialised outcomes play out across the advocacy framework, the majority of the outcomes that materialised are concentrated at the coalition level, as well as across raising awareness and building knowledge. The results are reflected in Table 7, where the percentages represent the proportion of respondents that categorised the outcomes in each section as achieved/ materialised (regardless its intentionality) and does not account for instances where coalitions reported the outcome as non-applicable, as this meant the coalition was not working towards that outcome.

Table 7. Proportion of ‘materialised outcomes’ by type of outcome (Advocacy Framework)

Level of influence	Practice/Action (3)			72%
	Attitude/Will (2)	85%	80%	75%
	Knowledge/Awareness (1)	86%	86%	79%
		Coalition (1)	Public (2)	Decision-Makers (3)
		Actors		

Note: The colour gradient reflects the higher (green) or lower (yellow) values in each cell.

Table 8. Differences in proportion of ‘materialised outcomes’ reported by regions

Africa

Level of influence	Practice/Action (3)			88%
	Attitude/Will (2)	97%	97%	95%
	Knowledge/Awareness (1)	97%	94%	96%
		Coalition (1)	Public (2)	Decision-Makers (3)
		Actors		

APAC

Level of influence	Practice/Action (3)			73%
	Attitude/Will (2)	100%	100%	83%
	Knowledge/Awareness (1)	92%	85%	79%
		Coalition (1)	Public (2)	Decision-Makers (3)
		Actors		

LAC

Level of influence	Practice/Action (3)			62%
	Attitude/Will (2)	100%	100%	83%
	Knowledge/Awareness (1)	95%	100%	94%
		Coalition (1)	Public (2)	Decision-Makers (3)
		Actors		

ME&EE

Level of influence	Practice/Action (3)			90%
	Attitude/Will (2)	100%	100%	100%
	Knowledge/Awareness (1)	100%	100%	100%
		Coalition (1)	Public (2)	Decision-Makers (3)
		Actors		

Note: The colour gradient reflects the higher (green) or lower (yellow) values in each cell.

When comparing the distribution of achieved outcomes in the advocacy framework across regions, coalitions from APAC reported lower overall levels of achieved outcomes targeting decision makers, while LAC coalitions reported the lowest percentage of achieved outcomes related to active policy change. ME&EE coalitions had the highest levels of self-reported outcome materialisation. However, the differences between regions were generally small, with the exception of outcomes targeting decision makers (see Table 8).

Maturity of the coalition appeared to make more of a difference on whether coalitions reported outcomes materialised (see Table 9 below). The higher percentages of materialised outcomes were reported by more mature coalitions (i.e. established between 2009 and 2015). Younger coalitions (i.e. established after 2015) reported lower percentages of outcomes targeting change in knowledge, will and action from decision makers. These findings highlight the long-term nature of advocacy work.⁶

⁶ For a wider discussion about how advocacy processes work see for example the ‘monitoring and evaluating advocacy’ report by Save the Children: https://www.open.edu/openlearncreate/pluginfile.php/128097/mod_resource/content/1/Monitoring%20and%20evaluating%20advocacy.pdf

Table 9. Differences in proportion of ‘materialised outcomes’ reported by maturity of coalition

Established before 2009

Level of influence	Practice/Action (3)			77%
	Attitude/Will (2)	97%	97%	91%
	Knowledge/Awareness (1)	96%	91%	92%
		Coalition (1)	Public (2)	Decision-Makers (3)
Actors				

Established between 2009 and 2015

Level of influence	Practice/Action (3)			100%
	Attitude/Will (2)	100%	100%	93%
	Knowledge/Awareness (1)	100%	96%	100%
		Coalition (1)	Public (2)	Decision-Makers (3)
Actors				

Established in/after 2016

Level of influence	Practice/Action (3)			61%
	Attitude/Will (2)	100%	100%	79%
	Knowledge/Awareness (1)	85%	91%	67%
		Coalition (1)	Public (2)	Decision-Makers (3)
Actors				

Note: The colour gradient reflects the higher (green) or lower (yellow) values in each cell.

3.3 Most significant outcomes identified by coalitions

We asked the survey participants to choose up to three outcomes (out of the list of 17) based on their significance to their context. As a result, we gathered detailed information on 185 outcomes⁷ regarding their: change target, year of occurrence, strategies used, contribution of CSEF, likelihood of sustainability and the type of evidence to support it.

The most prevalent outcome selected as significant by all survey respondents was ‘strengthened skills and capacity for advocacy work’ (O1), followed by strengthened diversity and inclusiveness (O4), more representative policy dialogue (O12), civil society developing capacities to monitor policies (O10), strengthened coalition’s operations and processes (O3) and research being more inclusive and representative of the perspectives of the community (O6).

Regarding the distribution of responses across regions, four outcomes were reported as significant by at least 10% of respondents within each region. Based on the frequency of responses, all regions coincided in selecting ‘strengthened skills for advocacy work’ (O1) as the most significant outcome: 27% of respondents in Africa, 21% in APAC, 31% in LAC and 22% in ME&EE. In Africa this was followed by more representative policy dialogue (O12); in APAC it was followed by more inclusive research (O6); in both LAC and ME&EE was followed by strengthened diversity and inclusiveness of the coalition (O4).

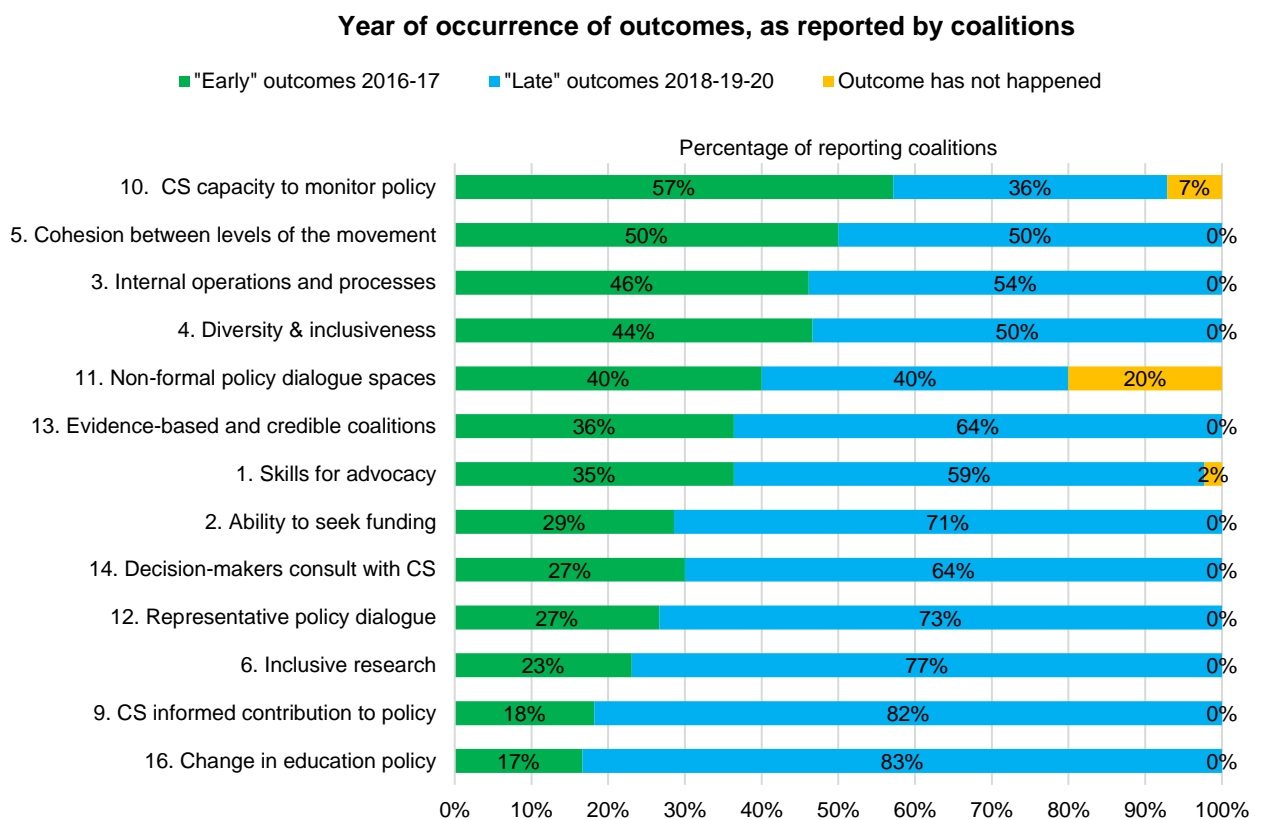
3.3.1 When outcomes materialised

Unsurprisingly, of all the outcomes reported as having materialised, the greatest proportion of outcomes were reported to have materialised in 2019 (32%), with 29% in 2018, 20% in 2017, and

⁷ Each of the 63 online survey respondents chose three outcomes as significant from the list of seventeen. This allowed us to gather detailed information of the outcomes in 189 instances. From the 189 responses, we removed four that were reported twice by the same coalition. The analysis on this section is based on the information gathered on the 185 responses.

14% of outcomes in 2016.⁸ More than 50% of respondents who identified ‘civil society developed capacities to monitor and support the rollout of education policies’ (O10) as a significant outcome, reported it happening in the first half of CSEF III (2016-2017), (Figure 4). On the other hand, more than 80% of respondents reported policy change (O16) and better informed citizens who contribute to education policy dialogue (O9) as outcomes that materialised in the second half of the programme. A small number of respondents selected civil society developed capacities to monitor policy (O10), creation of non-formal spaces for policy dialogue (O11), and strengthened skills for advocacy work (O1) as significant outcomes that have not yet happened.

Figure 4. Distribution of year of occurrence of significant outcomes⁹



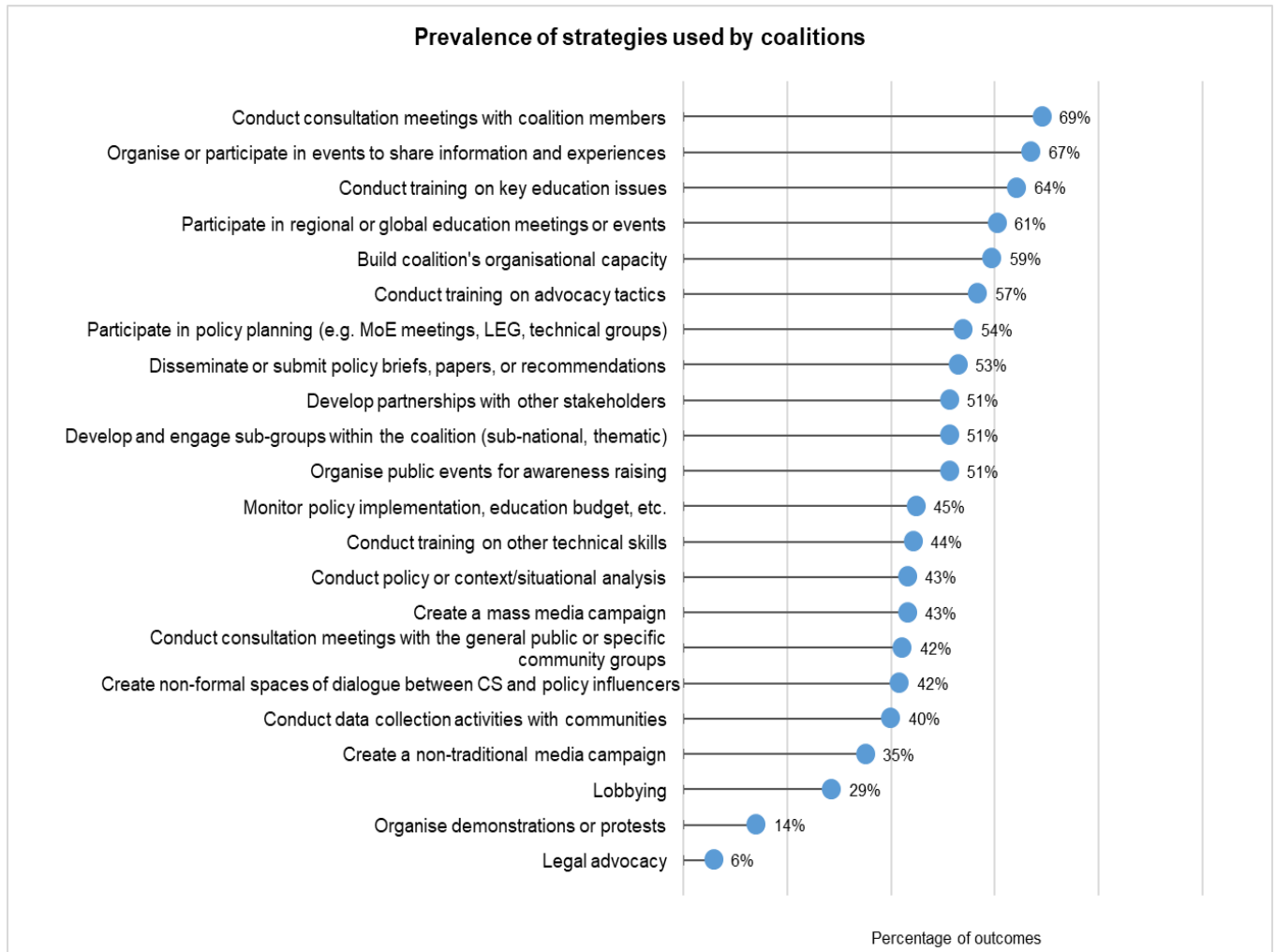
3.3.2 Strategies pursued

In order to better understand how coalitions achieved the outcomes, we asked the participants to choose all the strategies used to support the achievement of each reported outcome. Across the portfolio the most prevalent strategies reported by coalitions are consultation meetings with members, organising events to share information, conduct training on advocacy tactics as strategies, and participating in global and regional events (see Figure 5).

⁸ Additionally, 1% of outcomes were reported to have materialised in 2020, while 2% in total were reported to have not yet materialised.

⁹ Note: In this chart we are not including four outcomes that had less than five responses

Figure 5. Prevalence of strategies used to work towards outcomes



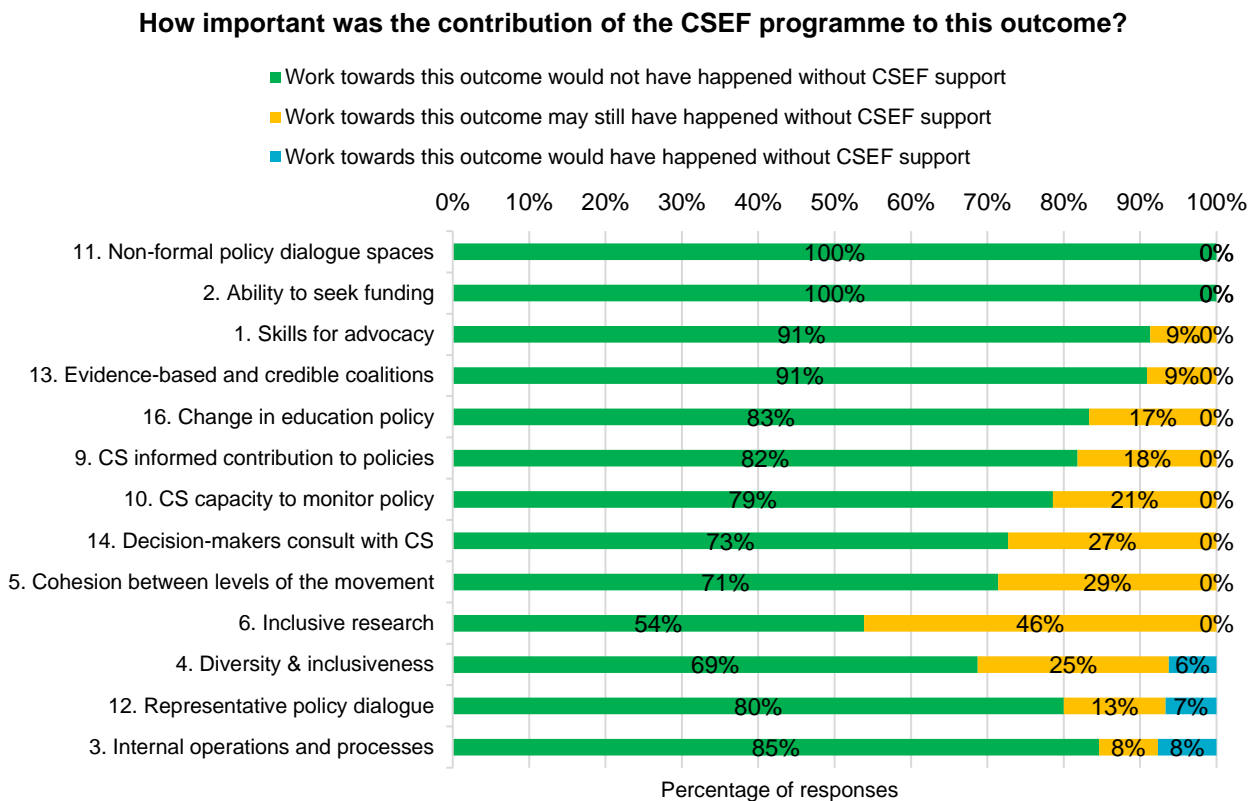
Respondents identified additional strategies to bring about change, such as:

- Participation in committees of regional intergovernmental events
- Creation of other type spaces to share experiences and knowledge between members and non-members CSOs (e.g. fieldworks, peer-to-peer accompaniment, publication of information on the network via e-mail newsletters, Website, social media and WhatsApp)
- Establishing and signing frameworks with International NGOs
- On-the-job training to coalition staff
- Identifying best practices in other civil society networks
- Spaces of dialogue and reflection between the RS and the NECs
- Membership in international networks.

3.3.3 The contribution of CSEF

Overall, coalitions recognised the importance of CSEF’s contribution to achieve all outcomes across the portfolio (see Figure 6). 100% of respondents who reported strengthened ability to seek funding (O2) and creation of non-formal policy dialogue spaces (O11) said that work towards these two outcomes would not have happened without CSEF support. Other outcomes which coalitions believed CSEF’s contribution to be key were key coalition capacity building outcomes such as technical skills (O1, 91%) and organisational capacities (O3, 85%) and decision makers viewing coalitions as evidence-based and credible (O13, 91%). From all the respondents that reported ‘research and evidence generated for policy advocacy is more inclusive and representative of the perspectives of communities and vulnerable groups’ (O6) as a significant outcome, less than a half (46%) said work towards it might have happened without CSEF support. Approximately a quarter of coalitions reported that outcomes such as building coalition diversity (O4, 25%), generating Movement cohesion (O5, 29%), encouraging decision makers to consult with civil society (O14, 27%) may have happened even without CSEF support.

Figure 6. Extent of CSEF contribution to achieve outcomes¹⁰

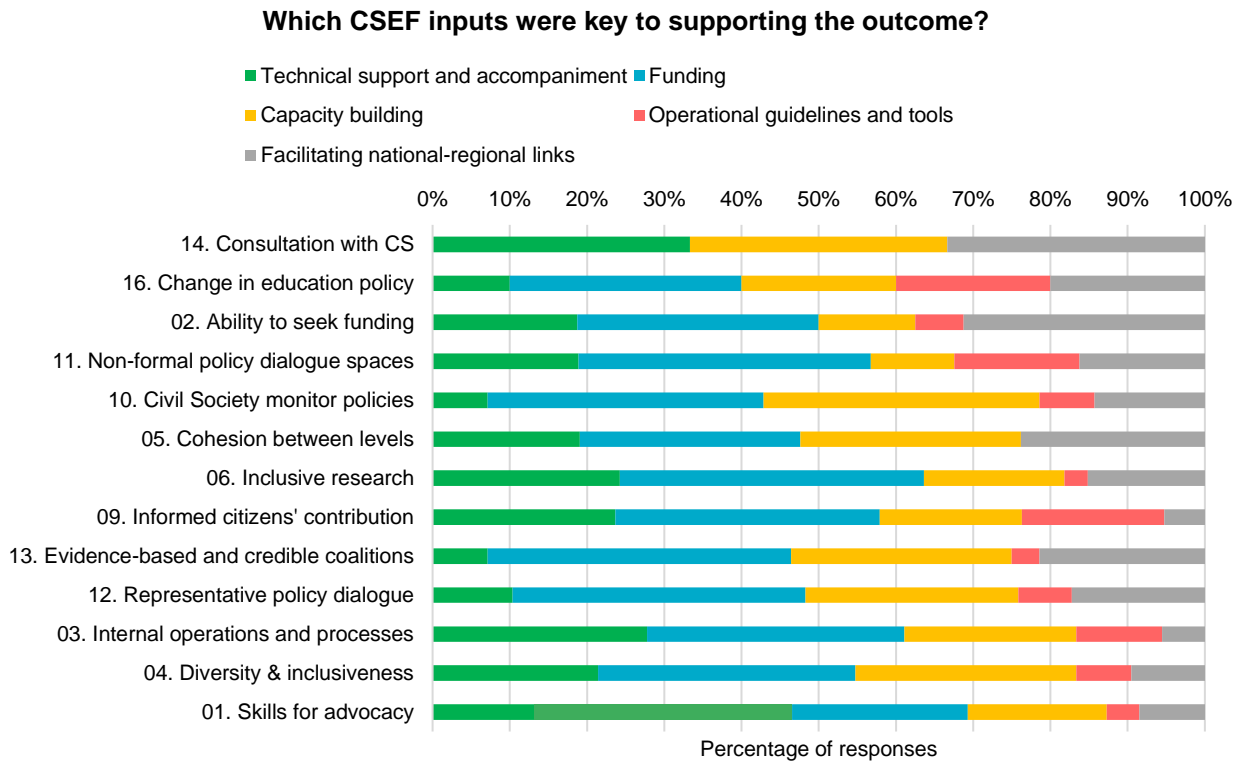


We asked participants to specify up to three inputs (as outlined in the CSEF programme Theory of Change) that they believed were key to achieve each significant outcome. The results are provided in Figure 7. Funding was selected a key input in 90% of outcomes, followed by capacity building

¹⁰ Note: In this chart we are not including four outcomes that had less than five responses

(64%), while operational guidelines and monitoring tools was reported as a key input to the fewest (23%) outcomes. For outcomes that would not have happened without CSEF support (O2, O11), funding played a key role in helping to realise the outcome, as did the facilitation of national-regional linkages.

Figure 7. Key CSEF inputs to support outcomes¹¹



For all of the above outcomes in Figure 7, funding was consistently reported as a key input by one third of responses (comprising from 27% to 39% of the proportion of responses). Technical accompaniment was a key input for building coalition operational capacities (O3), generating inclusive research (O6) and building the capacity of civil society to monitor policies (O10), yet coalitions reported it less relevant to supporting coalitions to build non-formal policy dialogue space (O11) and supporting decision makers to view coalitions as credible (O13) and value civil society consultation in policy dialogue (O14). Instead, for O11 and 14, capacity building was one of the most important inputs, in addition to its importance for improving coalition diversity (O4), Movement building (O5) and supporting decision makers to modify policy and implementation (O16). However, capacity building was less relevant to two outcomes for which technical accompaniment was key: O6 and O10, in addition to outcomes related to increasing civil society representation in policy dialogue (O12) and increasing the view of coalitions as credible (O13).

¹¹ Note: In this chart we are not including four outcomes that had less than five responses

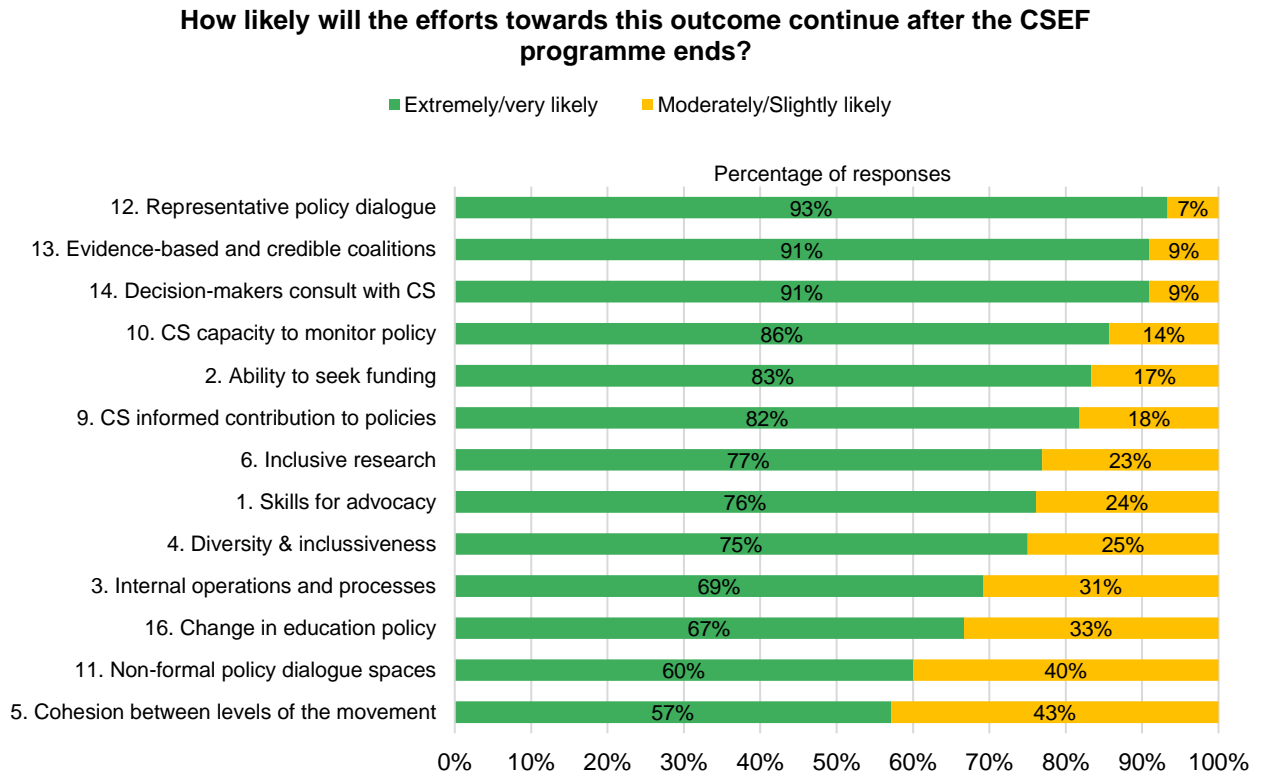
While operational guidelines were generally regarded as the least important input, in relative terms they were considered to be important to outcomes that concerned public engagement activities such as building civil society capacity to monitor policy rollout (O10) and creating better informed citizens and key influencers (O9), as well as for increasing the representation of civil society in policy dialogue (O12). With regard to facilitating key national-regional linkages, this was most important to creating Movement cohesion (O5), but also for supporting coalitions' ability to seek funding (O2) and building coalition credibility (O13) and improving the role of civil society consultation in policy processes (O14).

3.3.4 Outcome sustainability

We asked respondents whether they will continue working towards these outcomes after the end of the CSEF programme. In cases where the outcomes were already achieved, we asked whether they will be sustainable without CSEF support.

The more positive responses about sustainability of efforts after CSEF correspond to outcomes targeting changes in knowledge and will of decision makers (Figure 8). 93% of respondents thought that it was extremely or very likely that they would continue their efforts to achieve a more representative and participatory policy dialogue through increased coalition engagement in government processes and working groups (O12). 91% of respondents said it was extremely/very likely that efforts would continue towards building the credibility of the coalitions with decision-makers (O13) and civil society perspectives being considered in education policies through wider consultation processes (O14).

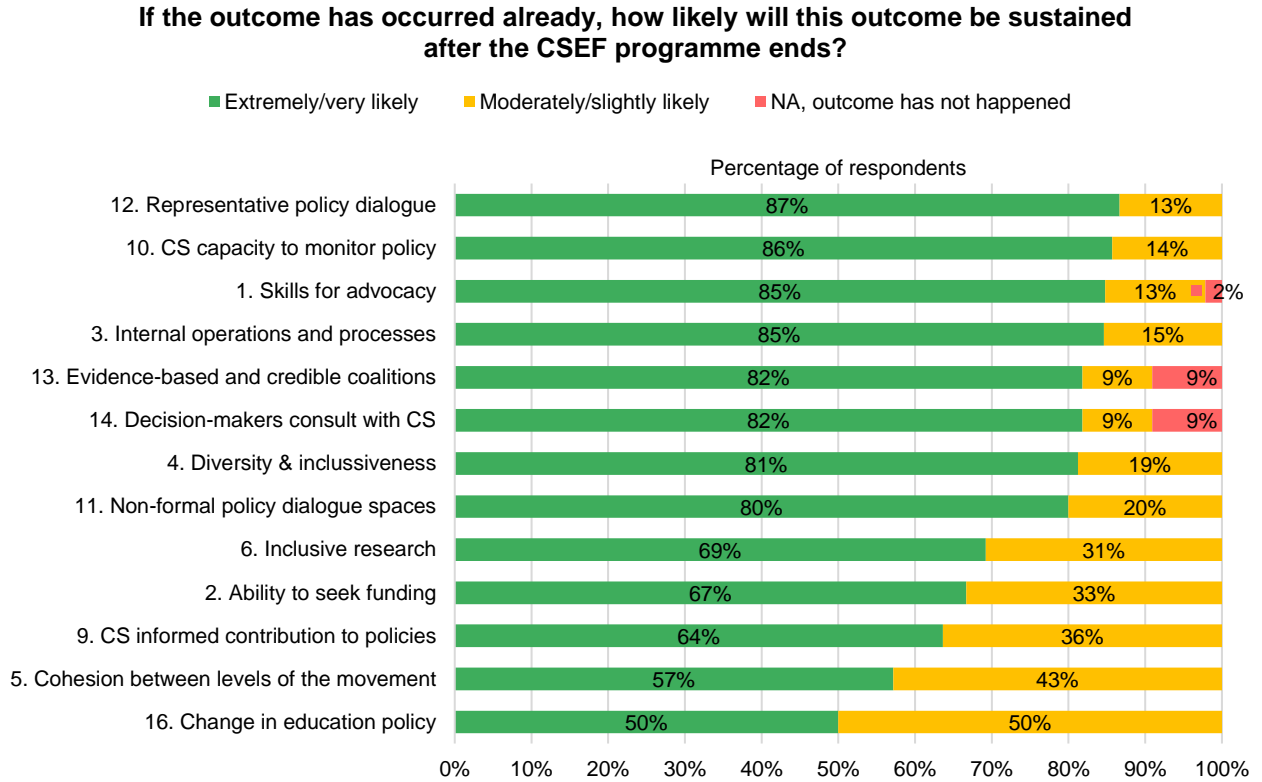
Figure 8. Likelihood of continued work towards outcomes after CSEF¹²



Furthermore, when asked about the sustainability of the outcomes after CSEF closure, the outcome that respondents reported with the highest probability of sustainability was the representative and participatory policy dialogue (O12, 87% extremely/very likely), followed by developed capacities of civil society to monitor policies (O10, 86%), and coalition’s strengthened skills for advocacy work (O1, 85%). On the other hand, the outcomes that were less likely to be sustained were change in education policy in response to advocacy (O16, 50% moderately/slightly likely) and cohesion between the national, regional and global levels of the movement (O5, 43%) (see Figure 9 below).

¹² Note: In this chart we are not including four outcomes that had less than five responses

Figure 9. Likelihood of sustainability of the outcome after CSEF¹³



¹³ Note: In this chart we are not including four outcomes that had less than five responses

4 Outcome deep dives

In this section, we provide a deep dive into the nine most prevalent outcomes identified by coalitions, as identified in the online survey (see Table 10). A total of nine (out of the 17 selected outcomes) were selected on the basis that at least 15% of respondents (e.g. at least 10 respondents) selected these outcomes as significant to their context in the online survey, allowing us the opportunity to triangulate findings on how these outcomes worked in the context of CSEF.

Table 10. The outcomes selected by coalitions as significant

Outcome #	Outcome statement	Percentage of respondents
Outcomes targeting the coalition level		
1	The coalition and its members have strengthened skills and capacities for advocacy work	73%
3	The coalition has strengthened internal operations and processes	21%
4	The coalition has strengthened its diversity and inclusiveness through increasing or maintaining its membership	25%
Outcomes targeting the public level		
6	The research and evidence generated for policy advocacy is more inclusive and representative of the perspectives of communities and vulnerable groups	21%
9	Citizens and key influencers are better informed to contribute to education policy dialogue	17%
10	Civil society has developed capacities to monitor and support the rollout of education policies	22%
Outcomes targeting the decision-maker level		
12	Policy dialogue is more representative and participatory, through increased coalition engagement in government processes and working groups	24%
13	Decision makers increasingly view coalitions as evidence-based and credible organisations	17%
14	Decision makers consult with and consider wider civil society perspectives in education policies and proposals	17%

We organise the outcomes in this section according to the change target (e.g. changes at the coalition, public and decision-maker levels). Within this, for each outcome we focus on four main questions:

- **What was the outcome?** We examine the outcome in terms of the main target of change, the year of occurrence and the type of evidence to support it.
- **How was the outcome achieved?** We look at whether the outcome was an intended target or goal for the coalition, what strategies were employed towards the outcome and the extent to which coalitions believe that CSEF has contributed to the outcome.
- **Why was the outcome significant?** We explore the significance of the outcome to the country and regional contexts and the extent to which coalitions believe that the outcome will be sustained beyond CSEF.
- **How did the outcome occur in context?** We provide further illustrations and examples of how these outcomes occurred in case study countries where available¹⁴.

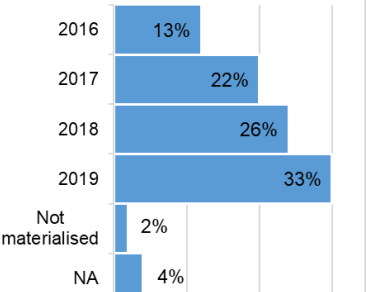
4.1 Outcomes targeting the coalition level

4.1.1 Outcome 1: The coalition and its members have strengthened skills and capacities for advocacy work

What was the outcome?

This outcome was selected by 46 respondents (42 NECs and 4 RS) and refers to coalition members acquiring or developing the technical skills and knowledge required for their advocacy work, including:

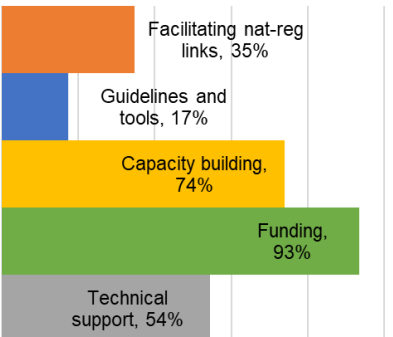
- Their understanding of and experience in their local contexts
- Their understanding of SDG4
- Having a greater sense of ownership over advocacy techniques
- Increased skills in: budget tracking, communications, M&E
- Training in thematic areas such as: Right to education, threat of privatisation of education and protecting free public education, ECCD quality, school dropouts
- Having a stronger consultancy framework and pool of experts and resources to draw upon.

Who was the main actor targeted to achieve the outcome?	When did the outcome materialise?	If the outcome materialised, what kinds of evidence do you have to support this?														
<ul style="list-style-type: none"> • Coalition members and staff, 43% • Government ministers, 15% • Members of policy groups (e.g. LEGs), 7% 	 <table border="1"> <caption>When did the outcome materialise?</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>13%</td> </tr> <tr> <td>2017</td> <td>22%</td> </tr> <tr> <td>2018</td> <td>26%</td> </tr> <tr> <td>2019</td> <td>33%</td> </tr> <tr> <td>Not materialised</td> <td>2%</td> </tr> <tr> <td>NA</td> <td>4%</td> </tr> </tbody> </table>	Year	Percentage	2016	13%	2017	22%	2018	26%	2019	33%	Not materialised	2%	NA	4%	<ul style="list-style-type: none"> • Coalition's mass and social media appearances, 72% • Photographic evidence, 61% • Policy recommendation/ Research report, 59% • Meeting minutes, 57%
Year	Percentage															
2016	13%															
2017	22%															
2018	26%															
2019	33%															
Not materialised	2%															
NA	4%															

¹⁴ Case study examples are not provided for Outcome 9 or Outcome 14 as none of the coalitions selected for case studies reported these outcomes as significant.

How was the outcome achieved?

The majority of respondents (98%) categorised this outcome as intended. 98% reported the outcome materialised.

What type of strategies were undertaken to support this outcome?	Which inputs from the CSEF programme were key to supporting this outcome?	How important was the contribution of the CSEF programme to this outcome?												
<ul style="list-style-type: none"> Conduct training on advocacy tactics, 91% Conduct training on key educational issues, 89% Organise or participate in events to share information, 80% Participate in regional and global education meetings, 80% 	 <table border="1"> <caption>Key Inputs from the CSEF Programme</caption> <thead> <tr> <th>Input</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Funding</td> <td>93%</td> </tr> <tr> <td>Capacity building</td> <td>74%</td> </tr> <tr> <td>Technical support</td> <td>54%</td> </tr> <tr> <td>Facilitating nat-reg links</td> <td>35%</td> </tr> <tr> <td>Guidelines and tools</td> <td>17%</td> </tr> </tbody> </table>	Input	Percentage	Funding	93%	Capacity building	74%	Technical support	54%	Facilitating nat-reg links	35%	Guidelines and tools	17%	<ul style="list-style-type: none"> 91% of respondents consider that work towards this outcome would not have happened without CSEF support
Input	Percentage													
Funding	93%													
Capacity building	74%													
Technical support	54%													
Facilitating nat-reg links	35%													
Guidelines and tools	17%													

Other strategies identified include spaces created to share experiences and systematise learning across CSEF members and non-members organisations within the same region, and with other regions (through technical visits, technical and political accompaniment, workshops, publications, use of communication channels and social media), and budget allocation for member organisations to directly implement advocacy activities.

Why was the outcome significant?

76% of respondents indicated that it is extremely/very likely that their efforts towards this outcome would continue after the end of CSEF. 85% of respondents that said the outcome had already materialised thought that it was extremely/very likely that it would be sustained beyond the programme.

This outcome was significant to coalitions in a variety of ways:

- By having a sustained group of members with proven competencies for advocacy, in turn encouraging other CSOs to join the coalition to benefit from this capacity building
- Providing differentiated skills to build the potential of members to advocate not only at the national but also at the district and province level; engaging with a variety of actors, from government officials to schools.
- Building the necessary skills to deliver good and robust research, which in turns endorse advocacy on national issues.
- Overcoming institutional challenges and political resistance to become a national benchmark in educational issues

- Boosting networking with other education actors and reinforcing the image of the coalitions as champions for the right to education in the country
- Increasing the probability of achieving political change by improving relationships with government officials and strategizing the ways of engagement with the government (choosing more effective and efficient channels)
- Improving the coalition’s field of partnerships and position it strategically to occupy policy spaces. Consolidating the voice of members which is critical in shaping policy reforms.
- Increasing the notoriety and legitimacy of the coalition at the national level, which in turns attracts more CSOs to join
- Growing confidence, awareness, experience, commitment and advocacy by coalitions.
- Contributing to improving funding to education, increasing access to education for people with disabilities and keeping girls in schools.
- Building sense of ownership to the programme amongst member CSOs and providing a network to learn best practices from other coalitions

How did the outcome occur in context?

Box 1: Outcome 1 case study examples

All case study coalitions selected Outcome 1 as significant. The Somaliland Network on Education for All (SOLNEFA) in **Somaliland** joined CSEF in 2016 and was closely managed and supported by the Regional Secretariat to build and strengthen its capacity throughout CSEF III, which included close technical support and monitoring visits from ANCEFA. The coalition was able to progress with a number of activities to promote the importance of girls’ education through public awareness campaigns, engaging with the Local Education Group (LEG), inputting into budgeting and education strategy development discussions, and engaging in relevant policy dialogue. It is notable however, that while the coalition believed it had strengthened its skills for advocacy, the coalition selected Outcome 8: Marginalised groups have increased legitimacy and capacities to participate in policy dialogue, as a significant but unachieved outcome. This perhaps highlights how the coalition is still in the early phases of raising awareness of these issues, but the long term nature of advocacy means these activities have some way to go before the coalition can increase the wider participation of marginalised groups outside of coalition membership.

Meanwhile, the **Albanian** Coalition for Child Education (ACCE) relied less directly on the support of CSEF to strengthen its advocacy, and noted how it was able to build upon and consolidate the support and capacity it developed in the previous phase of CSEF. The coalition instead focused on building the capacity of the wider membership, for example building technical expertise in the analysis of laws and legislation, and held consultative meetings with traditionally excluded groups, such as Roma mothers and disabled children, to strengthen their voice in advocacy.

Coalitions in **Togo** and **Nepal** both stressed how building skills and capacity to strengthen advocacy was important in raising the profile of the coalition where CSOs may previously not have been trusted or fully engaged. In **Nepal**, this enabled the National Campaign for Education (NCE) to participate in LEG meetings and other education policy forums, and it has developed a good working relationship with federal and local government and parliamentarians. Since the LEG in Nepal is only operating at federal level, this working relationship has enabled the NEC to follow up

at local level, helping to empower local government and support sector coordination. NCE noted that its membership already had strong capacity in advocacy generally speaking, but that it needed specific support in advocacy for education which it has built through CSEF. It also noted that one of the key contributions of CSEF was not necessarily providing direct capacity building support (although support visits and guidelines were provided), but that it provided the funding which enabled it to run workshops and hire university-based consultants to provide training and support on how to conduct advocacy, engage with government, and monitor the implementation of the School Sector Development Plan (SSDP).

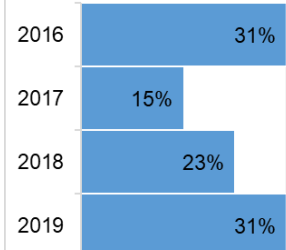
In **Togo**, for the Togolese National Coalition for Education for All (CNT / EPT), strengthening its ability to conduct research studies on relevant advocacy issues demonstrated to authorities that CNT-EPT has the capacity to deliver factually accurate reports on education system functioning. In **Nicaragua, the Forum for Education and Human Development of the Initiative for Nicaragua** (FEDH IPN) placed a similar emphasis on the importance of generating research and evidence skills and capacities for advocacy, which was essential for the coalition to adapt to increasing political repression which hinders CSO abilities to engage in formal advocacy spaces. Despite this hindering environment, the coalition was able to survive and keep its legal status, with support from CSEF to adapt to this contextual challenge. The coalition reframed its internal strategic planning and shifted the nature of its advocacy work towards generating evidence, and increasing its media presence. In the light of political persecution and regression of freedom of press in the last years, the coalition has turned to alternative communication channels like digital and social media (e.g. opening Twitter and Instagram accounts in 2017). Although it has been restricted from lobbying with parliamentarians, it has used media platforms to share its research findings and recommendations.

4.1.2 Outcome 3: The coalition has strengthened internal operations and processes

What was the outcome?

This outcome was selected by 13 respondents (all of them NECs), and refers to the developing or strengthening the ability of coalitions to lead, adapt, manage, or technically implement their advocacy strategy. This includes:

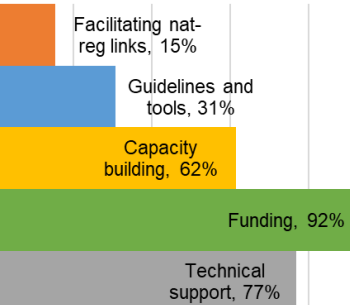
- Coalition members acting on more articulated plans, structures, and partnerships
- Increased internal communications across members, such as with WhatsApp or telegram chat, to disseminate information or provide feedback from state/regional members, creating platforms (events) for sharing across thematic groups and regional groups
- Clarifying roles and responsibilities of board members

Who was the main actor targeted to achieve the outcome?	When did the outcome materialise?	If the outcome materialised, what kinds of evidence do you have to support this?										
<ul style="list-style-type: none"> Coalition member groups and staff, 46% Coalition secretariat and staff, 38% 	 <table border="1"> <caption>When did the outcome materialise?</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>31%</td> </tr> <tr> <td>2017</td> <td>15%</td> </tr> <tr> <td>2018</td> <td>23%</td> </tr> <tr> <td>2019</td> <td>31%</td> </tr> </tbody> </table>	Year	Percentage	2016	31%	2017	15%	2018	23%	2019	31%	<ul style="list-style-type: none"> Meeting minutes, 92% Training materials, 62% Coalition's mass and social media appearances, 46% Photographic evidence, 46%
Year	Percentage											
2016	31%											
2017	15%											
2018	23%											
2019	31%											

Other types of evidence to support this outcome are: developed or revised policies and procedures, board minutes, revised operational manuals, annual financial audit reports, internal audit reports, and reviewed strategic plans.

How was the outcome achieved?

88% of respondents categorised this outcome as intended. 92% of respondents reported that the outcome was achieved regardless of intentionality.

What type of strategies were undertaken to support this outcome?	Which inputs from the CSEF programme were key to supporting this outcome?	How important was the contribution of the CSEF programme to this outcome?												
<ul style="list-style-type: none"> Build coalition's org. capacity, 92% Consultation meetings with coalition members, 62% Conduct training on advocacy tactics, 46% Conduct training in other technical skills, 46% 	 <table border="1"> <caption>Which inputs from the CSEF programme were key to supporting this outcome?</caption> <thead> <tr> <th>Input</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Facilitating nat-reg links</td> <td>15%</td> </tr> <tr> <td>Guidelines and tools</td> <td>31%</td> </tr> <tr> <td>Capacity building</td> <td>62%</td> </tr> <tr> <td>Funding</td> <td>92%</td> </tr> <tr> <td>Technical support</td> <td>77%</td> </tr> </tbody> </table>	Input	Percentage	Facilitating nat-reg links	15%	Guidelines and tools	31%	Capacity building	62%	Funding	92%	Technical support	77%	<ul style="list-style-type: none"> 79% of respondents consider that work towards this outcome would not have happened without CSEF support
Input	Percentage													
Facilitating nat-reg links	15%													
Guidelines and tools	31%													
Capacity building	62%													
Funding	92%													
Technical support	77%													

Other strategies mentioned by coalitions are on-the-job training to coalition staff, and identification/ advice of good practices in other civil society networks.

Why was the outcome significant?

69% of respondents indicated that it is extremely/very likely that their efforts towards this outcome would continue after the end of CSEF. Nevertheless, less than half of respondents who said the outcome had already materialised (42%) thought that it is extremely/very likely that it would be sustained beyond the programme.

This outcome was significant for coalitions in different ways:

- Involving members and capturing their experiences to develop the coalition’s vision and strategy
- Gaining credibility and recognition, and improving accountability of coalitions to donors and international organisations
- Strengthening the governance of the coalition by giving members a better understanding of the roles and the strategic plan
- Strengthening the members’ confidence in the capacity for action and influence of the coalition in matters of education.
- Improving the effectiveness and quality of the coalition’s work, hence allowing for further expansion and development
- Strengthening role of CSOs on monitoring education issues
- Strengthening the oversight function of the Board of Directors.

How did the outcome occur in context?

Box 2: Outcome 3 case study examples

Two of the case study countries selected Outcome 3 as a significant outcome: **Somaliland** and **Nicaragua**.

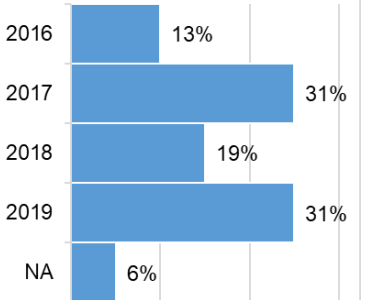
The focus of capacity building for **SOLNEFA** in **Somaliland** was particularly notable due to its recent introduction into the CSEF programme (2016). As part of joining the programme, the coalition went through a process of establishing and growing its systems and strengthening its governance, with particularly important support from their Regional Fund Management Agency (RFMA) in financial capacity development. Support from CSEF helped it to obtain and build capacities in financial software, develop proposals for funding, create and strengthen internal policies. This support has enabled SOLNEFA to elect new board members, ratify and adapt new coalition policies and manuals, recruit and support new staff with improved management skills and develop a five year strategic plan for the coalition. The coalition believes this outcome has enabled them to seek funding from donors beyond CSEF.

For FEDH IPN in **Nicaragua**, the significance of this outcome focused more on its ability to change its strategic focus to account for increased political repression which has hindered its ability to conduct more traditional forms of advocacy. This included finding and utilising online platforms and meetings where in person options are no longer possible, using alternative forms of media to continue its presence where traditional government-controlled media no longer allows for this. While this new strategy lacks any lobbying component with parliamentarians, ministers and education officials, it allowed the coalition to survive when the 2018 political crisis hit. An unanticipated consequence of this has been that the coalition feels that it is more resilient to the recent impacts of Covid-19, as it has been continually building its capacities around digital communications.

4.1.3 Outcome 4: The coalition has strengthened its diversity and inclusiveness through increasing or maintaining its membership

What was the outcome?

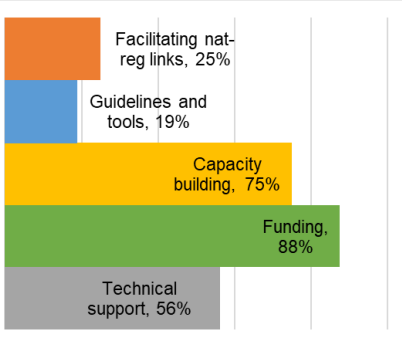
This outcome was selected by 16 respondents (13 NECs and 3 RS), and refers to the representation of diverse actors in the coalition, such as youth groups, women’s groups, regional or grassroots groups, and groups representing marginalised and minorities. It considers not only to the addition of new members to the coalition, but also the ability to maintain and actively engage the existing member base. Participation of members should be meaningful and effective to ensure that coalitions are more democratic. This outcome also covers increased geographic reach, not only presence but greater capacity of advocacy at the local level.

Who was the main actor targeted to achieve the outcome?	When did the outcome materialise?	If the outcome materialised, what kinds of evidence do you have to support this?												
<ul style="list-style-type: none"> • Other civil society groups, 31% • Coalition member groups and staff, 25% • Community leaders, 6% • International NGOs, 6% 	 <table border="1"> <caption>When did the outcome materialise?</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>13%</td> </tr> <tr> <td>2017</td> <td>31%</td> </tr> <tr> <td>2018</td> <td>19%</td> </tr> <tr> <td>2019</td> <td>31%</td> </tr> <tr> <td>NA</td> <td>6%</td> </tr> </tbody> </table>	Year	Percentage	2016	13%	2017	31%	2018	19%	2019	31%	NA	6%	<ul style="list-style-type: none"> • Meeting minutes, 75% • Photographic evidence, 50% • MoU or other legally binding document, 44% • Document stating partnerships with other stakeholders, 44%
Year	Percentage													
2016	13%													
2017	31%													
2018	19%													
2019	31%													
NA	6%													

Coalitions also use membership registry forms and letters of invitation to CSOs as supporting evidence of this outcome.

How was the outcome achieved?

The majority of respondents (94%) categorised this outcome as intended. 97% of respondents reported that the outcome materialised regardless of intentionality.

What type of strategies were undertaken to support this outcome?	Which inputs from the CSEF programme were key to supporting this outcome?	How important was the contribution of the CSEF programme to this outcome?												
<ul style="list-style-type: none"> Conduct consultation meetings with coalition members, 81% Organise or participate in events to share information, 56% Develop & engage groups within the coalition, 56% Build coalition's org. capacity, 42% 	 <table border="1"> <caption>Key inputs from the CSEF programme</caption> <thead> <tr> <th>Input</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Funding</td> <td>88%</td> </tr> <tr> <td>Capacity building</td> <td>75%</td> </tr> <tr> <td>Technical support</td> <td>56%</td> </tr> <tr> <td>Facilitating nat-reg links</td> <td>25%</td> </tr> <tr> <td>Guidelines and tools</td> <td>19%</td> </tr> </tbody> </table>	Input	Percentage	Funding	88%	Capacity building	75%	Technical support	56%	Facilitating nat-reg links	25%	Guidelines and tools	19%	<ul style="list-style-type: none"> 69% of respondents consider that work towards this outcome would not have happened without CSEF support
Input	Percentage													
Funding	88%													
Capacity building	75%													
Technical support	56%													
Facilitating nat-reg links	25%													
Guidelines and tools	19%													

Why was the outcome significant?

75% of respondents indicated that it was extremely/very likely that their efforts towards this outcome would continue after the end of CSEF. 81% of respondents who said the outcome had already materialised thought that it was extremely/very likely that it would be sustained beyond the programme.

Coalitions reported in which ways this outcome was significant for their context:

- By having a large network of active and experienced CSOs, the movement gives more sense of ownership to all its current members to raise their voice and advocate strongly through the coalition. Provides a stronger unified advocacy voice.
- Pooling together a diverse set of skills and competencies to promote the regional agenda
- Increasing efficiency and effectiveness decision-making processes and programme implementation
- Having more female representation in the Board of Directors
- Increasing visibility of the coalition in the humanitarian and Human Rights sectors and with communities
- Helping the more excluded groups to express their views, demands and expectations to the government
- Increasing visibility of the coalition and strengthening its capacity for social mobilization.

How did the outcome occur in context?

Box 3: Outcome 4 case study examples

Of the case study countries selected, **Albania** selected Outcome 4 as a significant outcome.

ACCE focused on the empowerment of children and youth groups and set up child and youth advocacy groups in 2018 known as 'youth parliaments'. The coalition goal for setting these parliaments was to give voice to the youth and engage them directly in policy discussions regarding the Right to Education. When legislation or strategies relating to the Right to Education are created

nationally by government, the coalition gathers ‘youth parliaments’ in order provide feedback to the Ministry of Education on behalf of children. In 2018, ACCE created six youth parliaments in six regions of Albania, which the government then replicated in its own initiative (although the extent of this was not verified).

In addition to youth groups, the coalition worked with communities who have been historically marginalised from education policy discussions and consultations, including Roma communities and parents of children with disabilities. Thanks to ACCE’s work, they now have increased abilities to identify cases of discrimination and know where to report them.

A prominent feature in the desk review and validation interview with ACCE was the importance of bringing together civil society in a cohesive network of diverse groups. The coalition argues that the main contribution of CSEF to achieving this outcome is “bringing together all organisations for a common goal that is education for all”. CSEF builds on the spirit of solidarity created by the GCE Movement and many member organisations would likely struggle both technically and administratively without a central support structure. CSEF funding had an important contribution to the geographical expansion of the coalition, rather than its diversity per se. According to ACCE, while wider CSO activity is generally strong in the capital, there are fewer organisations which are able to work outside the capital while maintaining the ability to coordinate effectively. CSEF funding enabled the coalition to expand their geographical reach, with sufficient funding to keep their members active.

4.2 Outcomes targeting the public level

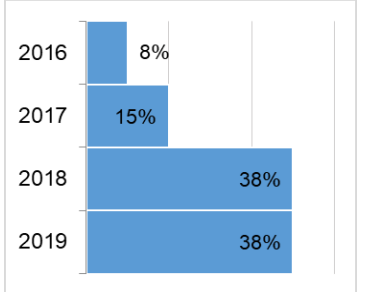
4.2.1 Outcome 6: The research and evidence generated for policy advocacy is more inclusive and representative of the perspectives of communities and vulnerable groups

What was the outcome?

This outcome was selected by 13 respondents (all of them NECs) and refers to coalitions using and disseminating research that identifies education gaps and provides a better understanding of local contexts, while using findings to raise awareness of key issues and inform decision making. This includes identifying gaps in:

- Available data in key issues related to marginalised groups (e.g. on children with disabilities)
- Knowledge of key policy issues (such as global goals)
- Landscape of private actors in education and impact of fee-free education systems
- Knowledge of education practice at individual or systems levels (e.g. lack of systematic teacher training policy, on education provision and delivery, pedagogical knowledge, language of instruction)
- Funding areas and financial resources (raising the awareness of both public and government on this issue and motivating them to find solutions, leading to further research being conducted around inefficiency costs or used to lobby for more domestic budget and also to reach out to wider donors)

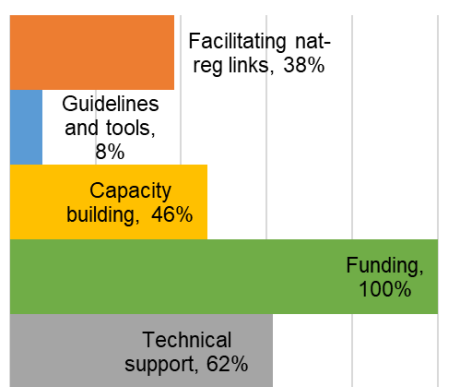
This outcome is also related to ensuring that educational research by academics is more community-based, depoliticising issues by giving them an evidence-base in communities' perspectives, and building greater partnerships with academic institutions.

Who was the main actor targeted to achieve the outcome?	When did the outcome materialise?	If the outcome materialised, what kinds of evidence do you have to support this?										
<ul style="list-style-type: none"> Government ministries, 15% Members of policy groups (such as LEGs), 15% National government staff or administrators, 15% 	 <table border="1"> <caption>When did the outcome materialise?</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>8%</td> </tr> <tr> <td>2017</td> <td>15%</td> </tr> <tr> <td>2018</td> <td>38%</td> </tr> <tr> <td>2019</td> <td>38%</td> </tr> </tbody> </table>	Year	Percentage	2016	8%	2017	15%	2018	38%	2019	38%	<ul style="list-style-type: none"> Policy recommendation / Research report produced by the coalition, 92% Policy monitoring report, 62% Meeting minutes, 46% Research report produced by a third party, 38%
Year	Percentage											
2016	8%											
2017	15%											
2018	38%											
2019	38%											

Other targeted actors mentioned by coalitions are marginalised, excluded and vulnerable sectors, such as people with disability, indigenous peoples, Muslims, disaster and conflict-affected communities, teachers, government officials at the national, provincial and district level.

How was the outcome achieved?

The majority of respondents (95%) categorised this outcome as intended. 94% of respondents reported that the outcome was achieved regardless of intentionality.

What type of strategies were undertaken to support this outcome?	Which inputs from the CSEF programme were key to supporting this outcome?	How important was the contribution of the CSEF programme to this outcome?												
<ul style="list-style-type: none"> Organise or participate in events to share information, 62% Data collection activities with communities, 62% Develop and engage groups within the coalition, 54% Conduct policy or situational analysis, 54% 	 <table border="1"> <caption>Which inputs from the CSEF programme were key to supporting this outcome?</caption> <thead> <tr> <th>Input</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Facilitating nat-reg links</td> <td>38%</td> </tr> <tr> <td>Guidelines and tools</td> <td>8%</td> </tr> <tr> <td>Capacity building</td> <td>46%</td> </tr> <tr> <td>Funding</td> <td>100%</td> </tr> <tr> <td>Technical support</td> <td>62%</td> </tr> </tbody> </table>	Input	Percentage	Facilitating nat-reg links	38%	Guidelines and tools	8%	Capacity building	46%	Funding	100%	Technical support	62%	<ul style="list-style-type: none"> 54% of respondents consider that work towards this outcome would not have happened without CSEF support 46% consider it may still have happened without CSEF
Input	Percentage													
Facilitating nat-reg links	38%													
Guidelines and tools	8%													
Capacity building	46%													
Funding	100%													
Technical support	62%													

Why was the outcome significant?

77% of respondents indicated that it is extremely/very likely that their efforts towards this outcome would continue after the end of CSEF. Just over two thirds of respondents (69%) thought that it is extremely/very likely that it would be sustained beyond the programme.

Coalitions reported several ways in which this outcome was significant for their context:

- Unravelling the complex relationship between ideas and innovations, their dissemination and their contextualisation within and between the different levels/actors of the education system, in order to identify and devise strategies to engage these multiple stakeholders in systematic and strategic change.
- Strengthening the capacity of coalition members on budget tracking and accountability
- Engaging more effectively with legislature for better parliamentary oversight and strong accountability mechanisms
- Generating evidence/data on education budget
- Engaging the multiple levels of the communities to have a stake in the education sector.
- Documenting violations against the right to education
- Building a good reputation for the coalition in the country
- Collecting data and understanding the implementation of policies in different areas of the country (grassroots level)
- Generating situational analysis of marginalised groups of the education sector, shedding light on the situation of the most vulnerable people, and in turn informing policy planning to make it more inclusive
- Giving the coalitions a strong and evidence-base position to engage more effectively with the government
- Generating a dynamic flow of information, investigations and memories of events between the state and civil society
- Increasing the voices of the marginalised groups, either by intermediation of the coalition or participating directly in policy spaces (such as LEGs).

How did the outcome occur in context?

Box 4: Outcome 6 case study examples

Of the case study countries selected, **Nepal** selected Outcome 6 as a significant outcome.

A particular goal of NCE was to use research and analysis to inform policy advocacy work focusing on both raising awareness of national policies as well as to advocate for progressive government plans. This is exemplified by the coalition’s research efforts in 2018 on the ‘Funding Gap in Education: In the context of Rights to Education in Nepal’, which explored the total financing gap for the provision of education rights as well as alternative forms of financing to meet the commitment for an education budget of 20% of the total national budget and 6% of GDP. The research established a financing gap of more than 125 billion Nepalese rupees; this tangible figure gave the coalition leverage in terms of its lobbying efforts to the government.

Alongside the research and advocacy work with government, the coalition engaged with its wider constituency and membership, to ensure that it was representing the views of the Nepali people. It

did so through the encouragement of public discussions, such as poster display programmes and rallies, to ensure that citizens were aware of the education funding gaps and their resulting impact on education and equality at their community level. NCE was able to use this research and public support as the basis to engage government stakeholders in a workshop. The coalition led a delegation of civil society to meet with the Minister of Finance on the issue of education sector budgets. The coalition was able to garner commitment from the Finance Minister towards needs-based education financing, as well as from the National Planning Commission and the Minister for Education, Science and Technology.

However, challenges remain in converting commitment into action at both the national and district levels. Ultimately, the coalition was unable to change the actions of the Minister of Finance to allocate further funding for the education sector, but as a result of the research conducted by NCE, there was a shift of attention towards the issue of budget inefficiency and the underutilisation of the allocated funds.

The coalition reports that it is now seen as a resource centre with credible research and evidence. This is evidenced by the increased demand from stakeholders for NCE research and increased online engagement, such as from the Chair of the National Natural Resource and Fiscal Commission and the National Planning Commission. This has enhanced its status in front of government bodies and stakeholders, and reinforced to the coalition the value and effectiveness of research and evidence as an advocacy tool.

4.2.2 Outcome 9: Citizens and key influencers are better informed to contribute to education policy dialogue

What was the outcome?

This outcome was selected by 11 respondents (all of them NECs). It works on two levels, using a feedback loop between coalitions and civil society. That is, coalitions increase the awareness and salience of key education issues through meetings, capacity building, training, media campaigns and engagement; and simultaneously coalitions are influenced on the importance of particular issues by the community through research consultation, informing or identifying current research gaps.

Issues raised included child safety and corporal punishment, role of private actors in education provision, language of instruction, SDG 4, Early Childhood Education ECE, inclusive education, violence against girls, minority rights to education, fee-free education, social protection, education financing, amongst others.

This outcome includes the roles of:

- Acting as civil society consultation, further surfacing issues to take forward, or generating greater salience on particular issues for the coalition.
- Creating champions of key education stakeholders or other community representatives to increase public awareness of particular issues

Who was the main actor targeted to achieve the outcome?	When did the outcome materialise?	If the outcome materialised, what kinds of evidence do you have to support this?										
<ul style="list-style-type: none"> Coalition member groups and staff, 18% Parents and communities, 18% Parliamentarians, 18% Community leaders, 9% 	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>0%</td> </tr> <tr> <td>2017</td> <td>18%</td> </tr> <tr> <td>2018</td> <td>36%</td> </tr> <tr> <td>2019</td> <td>45%</td> </tr> </tbody> </table>	Year	Percentage	2016	0%	2017	18%	2018	36%	2019	45%	<ul style="list-style-type: none"> Photographic evidence, 91% Meeting minutes, 82% Coalition's mass and social media appearances, 64% Visit/Fieldwork report, 55%
Year	Percentage											
2016	0%											
2017	18%											
2018	36%											
2019	45%											

Coalitions mentioned other targeted actors such as Community Based Organisations (CBOs), other civil society networks, media, and students. Other type of evidence to support this outcome, as reported by coalitions, was excerpts from debates in the parliament.

How was the outcome achieved?

89% of respondents categorised this outcome as intended. 91% of respondents reported that the outcome was achieved regardless of its intentionality.

What type of strategies were undertaken to support this outcome?	Which inputs from the CSEF programme were key to supporting this outcome?	How important was the contribution of the CSEF programme to this outcome?												
<ul style="list-style-type: none"> Organise or participate in events to share information, 91% Conduct training on key educational issues, 82% Consulting meetings with coalition members, 82% Disseminate or submit policy briefs or recommendations, 73% 	<table border="1"> <thead> <tr> <th>Input</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Funding</td> <td>91%</td> </tr> <tr> <td>Capacity building</td> <td>55%</td> </tr> <tr> <td>Guidelines and tools</td> <td>45%</td> </tr> <tr> <td>Technical support</td> <td>45%</td> </tr> <tr> <td>Facilitating nat-reg links</td> <td>36%</td> </tr> </tbody> </table>	Input	Percentage	Funding	91%	Capacity building	55%	Guidelines and tools	45%	Technical support	45%	Facilitating nat-reg links	36%	<ul style="list-style-type: none"> 82% of respondents consider that work towards this outcome would not have happened without CSEF support
Input	Percentage													
Funding	91%													
Capacity building	55%													
Guidelines and tools	45%													
Technical support	45%													
Facilitating nat-reg links	36%													

Why was the outcome significant?

82% of respondents indicated that it is extremely/very likely that their efforts towards this outcome would continue after the end of CSEF. Less than two thirds of respondents (64%) thought that it is extremely/very likely that it would be sustained beyond the programme.

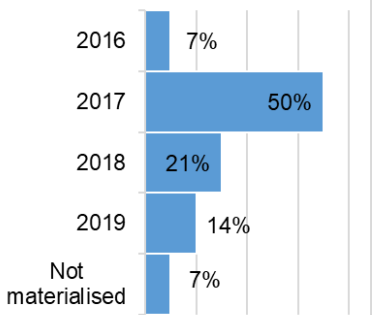
This outcome was significant to coalitions in different ways:

- Helping previously unrepresented community groups to organise and consolidate their voice to be included in government consultations
- Creating spaces to present civil society concerns to the parliament through lobbying
- Generating interest of community leaders in education issues and policy activities
- Integrating teachers and students to take ownership and hold schools accountable
- Mobilising the community to strengthen citizen participation and accountability for SDG4
- Promoting accessible education by means of citizen engagement in policy planning
- Building alliances and capacities at all levels and providing a platform to share technical resources
- Sensitizing and motivating parliamentarians to defend the right to education in parliament
- Sensitizing journalists to publicize advocacy work in favour of inclusive education
- Making education stakeholders, such as teachers, aware of their own rights.

4.2.3 Outcome 10: Civil society has developed capacities to monitor and support the rollout of education policies

What was the outcome?

This outcome was selected by 14 respondents (all of them NECs), and refers to the work of coalitions to provide training and build or increase the capacity of parents, teachers, and communities, and more broadly to raise awareness on issues such as: SDG4, teacher working conditions, teacher effectiveness, monitoring school budgets, girls’ education and equity, national and local education policies, support for local education interventions (e.g. school feeding programmes), amongst others.

Who was the main actor targeted to achieve the outcome?	When did the outcome materialised?	If the outcome materialised, what kinds of evidence do you have to support this?												
<ul style="list-style-type: none"> • Coalition member groups and staff, 21% • National government staff and administrators, 21% • Community leaders, 7% • Local government representatives, 7% 	 <table border="1"> <caption>When did the outcome materialised?</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>7%</td> </tr> <tr> <td>2017</td> <td>50%</td> </tr> <tr> <td>2018</td> <td>21%</td> </tr> <tr> <td>2019</td> <td>14%</td> </tr> <tr> <td>Not materialised</td> <td>7%</td> </tr> </tbody> </table>	Year	Percentage	2016	7%	2017	50%	2018	21%	2019	14%	Not materialised	7%	<ul style="list-style-type: none"> • Policy monitoring reports, 79% • Policy recommendation or research report, 71% • Meeting minutes, 71% • Coalition’s media appearance, 64% • Training materials, 64%
Year	Percentage													
2016	7%													
2017	50%													
2018	21%													
2019	14%													
Not materialised	7%													

How was the outcome achieved?

95% of respondents categorised this outcome as intended. 92% of respondents reported that the outcome materialised regardless of intentionality.

What type of strategies were undertaken to support this outcome?	Which inputs from the CSEF programme were key to supporting this outcome?	How important was the contribution of the CSEF programme to this outcome?												
<ul style="list-style-type: none"> • Monitor policy implementation, 86% • Conduct training on advocacy tactics, 79% • Conduct training on other technical skills, 71% • Conduct training on educational issues, 71% 	<table border="1"> <caption>Inputs from the CSEF programme</caption> <thead> <tr> <th>Input</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Funding</td> <td>93%</td> </tr> <tr> <td>Technical support</td> <td>64%</td> </tr> <tr> <td>Capacity building</td> <td>50%</td> </tr> <tr> <td>Guidelines and tools</td> <td>50%</td> </tr> <tr> <td>Facilitating nat-reg links</td> <td>14%</td> </tr> </tbody> </table>	Input	Percentage	Funding	93%	Technical support	64%	Capacity building	50%	Guidelines and tools	50%	Facilitating nat-reg links	14%	<ul style="list-style-type: none"> • 79% of respondents consider that work towards this outcome would not have happened without CSEF support
Input	Percentage													
Funding	93%													
Technical support	64%													
Capacity building	50%													
Guidelines and tools	50%													
Facilitating nat-reg links	14%													

Why is it significant?

86% of respondents indicated that it is extremely/very likely that their efforts towards this outcome would continue after the end of CSEF. 86% of respondents who said the outcome had already materialised thought that it is extremely/very likely that it would be sustained beyond the programme.

This outcome was significant for coalitions in different ways:

- Contributing to the promotion of education policies centred around the real needs of the community
- Actively involving the actual beneficiaries of education policies in the management of educational issues at all levels
- Increasing the visibility of the coalition and position it strategically to provide inputs for national and local policy
- Overcoming the negative perception of the government towards civil society and making civil society voice heard in the country
- Involving civil society in monitoring of policies and budgets, which ensures on one hand the transparency and efficiency of public spending on education and, on the other hand, equity in the orientation of resources.
- Making policy dialogue more participatory, and exerting more pressure and influence on decision makers
- Allowing coalitions to monitor the implementation of policies at the grassroots level

How did the outcome occur in context?

Box 5: Outcome 10 Case study examples

Of the case study countries selected, **Nicaragua** selected Outcome 10 as significant.

The coalition has worked closely with research centres and academia, which have provided training and voluntary work in data analysis. These alliances have facilitated the collection and gathering of information at the local level, for both research and collective construction of the national education agenda. Furthermore, FEDH-IPN has worked directly with students and marginalised groups, not only to raise awareness about the Right to Education, but to gather their experiences as participants in research studies. Since the coalition is banned from entering schools, it has found creative ways to engage with student actors, such as surveying students in public spaces such as parks where students socialise after school.

Thanks to its affiliation with CSEF and its overall status and achievements, the FEDH-IPN was able to engage with aid/cooperation institutions. Although CSEF funding was a key contribution, the coalition found more value in the socio-political support given by CSEF, which generated a sense of being part of a larger movement and a feeling of regional support. The coalition mentioned that one of the enabling factors that led to these outcomes has been the challenging environment to operate, which has pushed it to 'reinvent' its approach to advocacy.

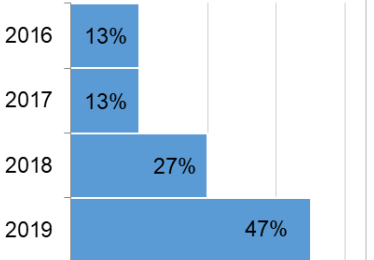
4.3 Outcomes targeting the decision-maker level

4.3.1 Outcome 12: Policy dialogue is more representative and participatory, through increased coalition engagement in government processes and working groups

What was the outcome?

This outcome was selected by 15 respondents (all of them NECs), and refers to increased coalition engagement and participation in formal government education policy processes, including:

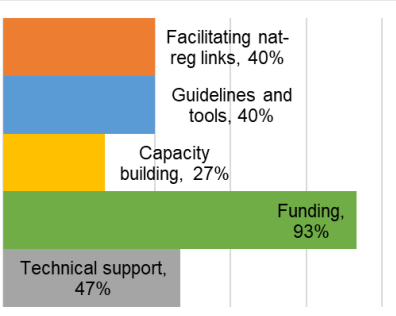
- Participation in LEGs, coordinating committees, task forces, and other working groups
- Participation in consultation meetings and invitations to provide input/consultations on Joint Consultative Council in Education (JCCE), National Council on Education (NCE), Joint Education Sector Review committees/meetings, amongst others.
- Other formal acknowledgement of the role that the NECs play in policy making/accountability (i.e. signing MOUs).

Who was the main actor targeted to achieve the outcome?	When did the outcome materialise?	If the outcome materialised, what kinds of evidence do you have to support this?										
<ul style="list-style-type: none"> Government ministries, 33% Members of policy groups (such as LEGs), 27% National government staff or administrators, 13% 	 <table border="1"> <caption>When did the outcome materialise?</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>13%</td> </tr> <tr> <td>2017</td> <td>13%</td> </tr> <tr> <td>2018</td> <td>27%</td> </tr> <tr> <td>2019</td> <td>47%</td> </tr> </tbody> </table>	Year	Percentage	2016	13%	2017	13%	2018	27%	2019	47%	<ul style="list-style-type: none"> Meeting minutes, 67% Government-issued policy document, 53% Photographic evidence, 53% Policy monitoring reports, 53%
Year	Percentage											
2016	13%											
2017	13%											
2018	27%											
2019	47%											

Coalitions also use government invitation letters and consultation emails as evidence to support this outcome.

How was the outcome achieved?

The majority of respondents (91%) categorised this outcome as intended. 92% of respondents reported that the outcome materialised regardless of intentionality.

What type of strategies were undertaken to support this outcome?	Which inputs from the CSEF programme were key to supporting this outcome?	How important was the contribution of the CSEF programme to this outcome?												
<ul style="list-style-type: none"> Participate in policy planning, 93% Organise or participate in events to share information, 67% Develop partnership with other stakeholders, 60% Disseminate or submit policy briefs or recommendations, 53% 	 <table border="1"> <caption>Which inputs from the CSEF programme were key to supporting this outcome?</caption> <thead> <tr> <th>Input</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Funding</td> <td>93%</td> </tr> <tr> <td>Facilitating nat-reg links</td> <td>40%</td> </tr> <tr> <td>Guidelines and tools</td> <td>40%</td> </tr> <tr> <td>Capacity building</td> <td>27%</td> </tr> <tr> <td>Technical support</td> <td>47%</td> </tr> </tbody> </table>	Input	Percentage	Funding	93%	Facilitating nat-reg links	40%	Guidelines and tools	40%	Capacity building	27%	Technical support	47%	<ul style="list-style-type: none"> 80% of respondents consider that work towards this outcome would not have happened without CSEF support
Input	Percentage													
Funding	93%													
Facilitating nat-reg links	40%													
Guidelines and tools	40%													
Capacity building	27%													
Technical support	47%													

Why was the outcome significant?

93% of respondents indicated that it was extremely/very likely that their efforts towards this outcome would continue after the end of CSEF. 87% of respondents who said the outcome had already materialised thought that it was extremely/very likely that it would be sustained beyond the programme.

This outcome was significant for coalitions in different ways:

- Contributing to refining or re-directing the national strategy for education

- Although still challenging, the coalitions are actively trying to bring more equity in policy planning, so that the needs of communities are met in the education system.
- Setting good examples of effective involvement in policy spaces to other CSOs, encouraging them to increase participation
- Widening fundraising opportunities and partnerships with International NGOs
- Holding the government accountable in regards of policy formulation and implementation
- Overcoming institutional or political resistance to civil society involvement. The Regional Secretariats have played a key role in supporting coalitions to establish active policy dialogue with the government

How did the outcome occur in context?

Box 6: Outcome 12 case study examples

Of the case study countries selected, **Albania** selected Outcome 12 as significant.

Some of ACCE successes related to this outcome include putting the need to protect children from violence in the education sector on the agenda for Ministry of Education, with activities including the drafting of a 3-year national action plan for protecting children from violence in the education system which was in the hands of the Ministry of Education for approval in 2019. ACCE integrated with other CSOs, INGOs and NGOs, and the Ministry of Education in working groups to support the drafting of this plan. In 2019, ACCE, together with its youth parliaments, was able to convince the president to withdraw his support of the Youth Law which was in opposition with global human rights provisions, in part by advocating to ensure the law was properly aligned with the European Union’s Acquis Communautaire for youth rights.

ACCE became part of European Union Accession Chapters in Albania, including the education working group in the Ministry of Education which oversees the educational aspects in the Chapters’ mandates and in the EU’s Acquis Communautaire. Since 2014, ACCE has been part of the working group of the Ministry of Education drafting the Albanian education sector strategy. In 2019, the country started drafting the new strategy, which included some of the coalition recommendations.

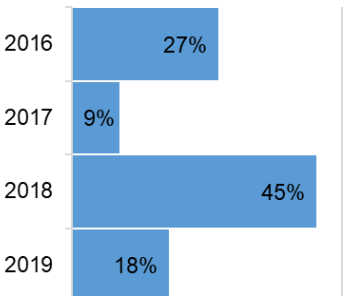
One intended, but unachieved outcome for the coalition was ensuring the commitment of the government to global education goals. This is partly due to the lack of functioning LEG in the country, which exists on paper but is inoperative despite efforts made by the coalition to re-active it. Additionally, the government has prepared a national report for the SDG agenda which does not include SDG 4. The coalition suggests this is due to education financing in the country being below the stipulated share of the national GDP. In August 2020, ACCE had an online meeting with the government to discuss the education budget for 2021 as part of their participation in the working group thereof.

4.3.2 Outcome 13: Decision makers increasingly view coalitions as evidence-based and credible organisations

What was the outcome?

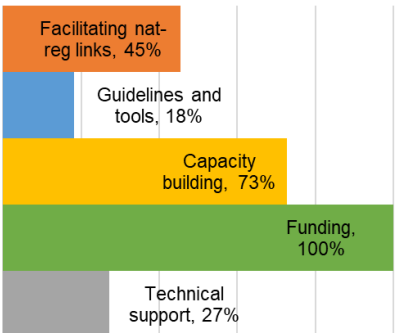
This outcome was selected by 11 respondents (all of them NECs), and refers to changes in attitudes of decision-makers towards CSOs. Particularly regarding decision-makers viewing coalitions as credible - and in some cases, seek out research from them- as result of coalitions having increased their research capacities through:

- Strengthened engagement with academia and partnerships with academic institutions
- The successful raising awareness and salience of particular issues, such as education budgets, teacher practice, etc.
- Presenting themselves as a social movement with a strong political position towards each piece that the government produces

Who was the main actor targeted to achieve the outcome?	When did the outcome materialise?	If the outcome materialised, what kinds of evidence do you have to support this?										
<ul style="list-style-type: none"> • Government ministers, 45% • Members of policy groups (such as LEGs), 18% • National government staff and administrators, 18% 	 <table border="1"> <caption>When did the outcome materialise?</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>27%</td> </tr> <tr> <td>2017</td> <td>9%</td> </tr> <tr> <td>2018</td> <td>45%</td> </tr> <tr> <td>2019</td> <td>18%</td> </tr> </tbody> </table>	Year	Percentage	2016	27%	2017	9%	2018	45%	2019	18%	<ul style="list-style-type: none"> • Meeting minutes, 73% • Policy recommendation / Research report, 64% • Coalition's mass and social media appearances, 64% • Documents stating partnerships with other stakeholders, 64%
Year	Percentage											
2016	27%											
2017	9%											
2018	45%											
2019	18%											

How was the outcome achieved?

83% of respondents categorised this outcome as intended. 89% of respondents reported that the outcome was achieved regardless of it being on the coalition's targets or not.

What type of strategies were undertaken to support this outcome?	Which inputs from the CSEF programme were key to supporting this outcome?	How important was the contribution of the CSEF programme to this outcome?												
<ul style="list-style-type: none"> Develop partnerships with other stakeholders, 91% Conduct policy or situational analysis, 82% Participate in policy planning, 82% Monitor policy implementation, 73% 	 <table border="1"> <caption>Key Inputs from the CSEF Programme</caption> <thead> <tr> <th>Input</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Funding</td> <td>100%</td> </tr> <tr> <td>Capacity building</td> <td>73%</td> </tr> <tr> <td>Facilitating nat-reg links</td> <td>45%</td> </tr> <tr> <td>Technical support</td> <td>27%</td> </tr> <tr> <td>Guidelines and tools</td> <td>18%</td> </tr> </tbody> </table>	Input	Percentage	Funding	100%	Capacity building	73%	Facilitating nat-reg links	45%	Technical support	27%	Guidelines and tools	18%	<ul style="list-style-type: none"> 91% of respondents consider that work towards this outcome would not have happened without CSEF support
Input	Percentage													
Funding	100%													
Capacity building	73%													
Facilitating nat-reg links	45%													
Technical support	27%													
Guidelines and tools	18%													

Why was the outcome significant?

91% of respondents indicated that it is extremely/very likely that their efforts towards this outcome would continue after the end of CSEF. 82% of respondents who said the outcome had already materialised thought that it is extremely/very likely that it would be sustained beyond the programme.

This outcome was significant to coalitions in different ways:

- Achieving recognition of the coalition’s work by members of the government, international organisations and society in general.
- Allowing to improve the inclusion of vulnerable groups in the education system
- Empowering the coalition’s members in the area of advocacy, which in turns facilitates a positive change in education policies
- Bringing the voice of civil society to the Ministry’s decision-making spaces
- Increasing involvement of the coalition in policy processes at the national and local level, by becoming a key point of consultation for educational authorities
- Improving the coalition’s image not only with decision-makers in the country, but also with donors, international NGOs, philanthropists, and businesses.
- Integrating several actors in the discussion and debate on the development, implementation and monitoring of educational policies, and demonstrating the added value of the participation of the coalition in those spaces.
- Increasing the participation of the coalition in ad hoc committees to resolve educational problems related to education in emergencies, for example mediation during school crises or guaranteeing provision of education during the Covid-19 pandemic.
- Improving the coordination of civil society to achieve more effective interventions, for example by increasing the availability of deep data and documented approaches that underpin their advocacy activities.
- Increasing the government’s trust in the coalition, which in turns motivate coalition members to continue contributing to the education sector through research and advocacy

How did the outcome occur in context?

Box 7: Outcome 13 case study examples

Of the case study countries selected, **Togo** selected Outcome 13 as significant.

CNT-EPT's increased ability to generate relevant studies on various themes around education financing and inclusivity, bolstered by the additional visibility and credibility afforded to it by being part of the CSEF programme has enabled it to establish close relationships with the legislative, in particular the parliamentary education committee. CSEF was considered by the coalition to be an important contributing factor to the progress within this outcome, particularly through its ability to demonstrate to relevant stakeholders that the coalition can make a contribution and add value to education policy debates, despite the context which is reported to be generally suspicious of CSOs and advocacy groups.

There are several examples of CNT-EPT being invited and consulted by decision makers. Its work with the members of parliament includes developing parliamentarians' knowledge of relevant educational issues, engagement with advocacy, sharing research results, and showing "the reality on the ground". The coalition supports members of parliament by providing studies, evidence and questions that parliamentarians can use to question and challenge ministers. Members of parliament help to facilitate the coalition's dialogue with the Ministry of Education and the Ministry of Finance. CNT-EPT participates actively in processes related to the education sector reviews. In this capacity, it asks member organisations within the country for ideas and input, so these can be incorporated in the review processes.

While institutionally, the coalition is very much part of the landscape and is regularly invited and consulted in policy dialogue, its relationships with main stakeholders, including the legislative education commission and the Ministry of Education, have not been formalised. There is a reluctance to formalise such relations with CSOs, for both legal reasons and due to a lack of willingness to formalise relations with wider CSOs. Therefore, the coalition maintains a "tacit partnership", which the coalition believes works well in this context, although it may present a longer term sustainability risk.

In addition to national level decision makers viewing the coalition as credible and evidenced based, there are examples of global decision makers trusting research findings. For instance, a report by CNT-EPT was used by UNESCO IIEP-Pôle de Dakar during Togo's 2018 education sector review to demonstrate a gap in evidence between CNT-EPT's findings and government's statements on an issue related to the logistics of the distribution of GPE-funded textbooks and their subsequent use. The study was carried out during CSEF II, while the report was presented to ministers and the parliament during CSEF III.

4.3.3 Outcome 14: Decision makers consult with and consider wider civil society perspectives in education policies and proposals

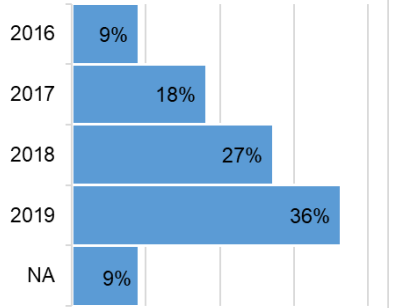
What was the outcome?

This outcome was selected by 11 respondents (10 NECs and one RS), and refers to coalitions capturing civil society perceptions and recommendations and include them in policy discussions.

Actions include:

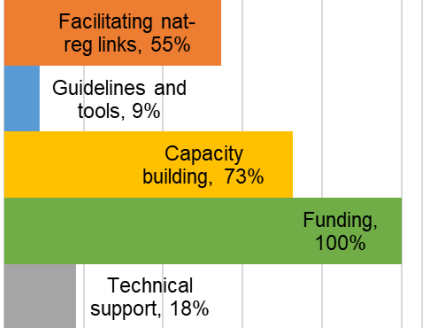
- Coalitions carry out consultative meetings with members to capture their feedback on specific education issues
- Coalitions present suggestions, proposals, recommendations, position papers, etc. to government officials and legislation spaces
- Coalitions' input is included in education sector planning committees

The change target of this outcome is policy-makers' willingness to consider the perspectives of civil society.

Who was the main actor targeted to achieve the outcome?	When did the outcome materialise?	If the outcome materialised, what kinds of evidence do you have to support this?												
<ul style="list-style-type: none"> • Government ministers, 27% • National government staff and administrators, 27% • Members of policy groups (such as LEGs), 18% • Parliamentarians, 18% 	 <table border="1"> <caption>When did the outcome materialise?</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>9%</td> </tr> <tr> <td>2017</td> <td>18%</td> </tr> <tr> <td>2018</td> <td>27%</td> </tr> <tr> <td>2019</td> <td>36%</td> </tr> <tr> <td>NA</td> <td>9%</td> </tr> </tbody> </table>	Year	Percentage	2016	9%	2017	18%	2018	27%	2019	36%	NA	9%	<ul style="list-style-type: none"> • Government-issued policy document, 73% • Photographic evidence, 73% • Policy recommendation / Research report produced by the coalition, 64% • Government-issued media statement, 45%
Year	Percentage													
2016	9%													
2017	18%													
2018	27%													
2019	36%													
NA	9%													

How was the outcome achieved?

83% of respondents categorised this outcome as intended. 89% of respondents reported that the outcome was achieved regardless of being included or not on their coalition’s targets.

What type of strategies were undertaken to support this outcome?	Which inputs from the CSEF programme were key to supporting this outcome?	How important was the contribution of the CSEF programme to this outcome?												
<ul style="list-style-type: none"> • Consultation meetings with coalition members, 82% • Develop partnerships with other stakeholders, 82% • Participate in policy planning, 82% • Conduct policy or situational analysis, 73% 	 <table border="1"> <caption>Key Inputs from the CSEF Programme</caption> <thead> <tr> <th>Input</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Funding</td> <td>100%</td> </tr> <tr> <td>Capacity building</td> <td>73%</td> </tr> <tr> <td>Facilitating nat-reg links</td> <td>55%</td> </tr> <tr> <td>Technical support</td> <td>18%</td> </tr> <tr> <td>Guidelines and tools</td> <td>9%</td> </tr> </tbody> </table>	Input	Percentage	Funding	100%	Capacity building	73%	Facilitating nat-reg links	55%	Technical support	18%	Guidelines and tools	9%	<ul style="list-style-type: none"> • 73% of respondents consider that work towards this outcome would not have happened without CSEF support
Input	Percentage													
Funding	100%													
Capacity building	73%													
Facilitating nat-reg links	55%													
Technical support	18%													
Guidelines and tools	9%													

Why was the outcome significant?

91% of respondents indicated that it is extremely/very likely that their efforts towards this outcome would continue after the end of CSEF. 82% thought that it is very likely that it would be sustained beyond the programme (in cases where it has occurred).

Coalitions reported several ways in which this outcome is significant for their context:

- Collecting input from different stakeholders to draft concept notes and policy recommendations that effectively feed into national education processes
- Improving the ways of engagement of civil society in policy dialogue, which contribute to better quality of policy processes and documents
- Building and enabling environment to ensure that the right to education of all children is protected and upheld, especially for most marginalised. This includes advocacy work towards changes in legislation, education policies and programming, and education financing; particularly in countries without a policy framework supportive of inclusive education.
- Strengthening the legitimacy and institutionality of the coalition, therefore opening communication channels between civil society and government authorities, especially for groups that had not been previously involved in decision-making.
- Generating a ‘toolbox’ for effective engagement of civil society and policy makers.

5 Conclusion

The use of outcome harvesting allowed the evaluation to surface a total of 17 outcome types, which targeted awareness and attitudinal changes across coalitions, awareness and attitudinal changes of the wider public, and awareness, attitudes, and actions of key education policy decision makers

As part of the CSEF III endline evaluation, we used the OH evaluation approach to examine the impact of the programme, in terms of intended and unintended changes, at global, regional and national levels. This corresponds to key evaluation questions 6 and 7 in the evaluation framework.

After harvesting outcomes, validating the outcomes with key stakeholders, and refining the outcomes, we harvested a total of 17 types of outcomes across the breadth of the CSEF programme at the global, regional and national levels. These outcomes can be organised by:

- The **change target**, which categorises outcomes by the group targeted for change. This includes changes directed at CSEF-partner level (e.g. coalition – whether national, regional or global), various groups that constitute the ‘public’ (citizens and civil society groups external to the coalition) and education policy or practice decision makers or influencers.
- The **type of change**, which categorises outcomes according to changes to knowledge/awareness, attitudes/will or practice/action.

Five outcomes targeted knowledge/awareness and attitude changes within individual coalitions and their membership, as well as the GCE Movement more broadly. Five outcomes targeted knowledge/awareness and attitude changes of the general public, which included marginalised groups within society, specific key education stakeholder groups such as parents, communities, teachers and students and civil society advocates more broadly. Finally, seven outcomes were oriented towards decision makers at all levels of change, whether policy makers at the national level, key influencers of policy making or implementing processes, representatives of donor groups and those involved in the setting of international goals.

Coalitions reported the most success in achieving outcomes related to building capacities and intended programme-level outcomes

The harvested outcomes also cut across the six programme objectives: O4 corresponds with Outcome 1.1, O12 corresponds with Outcome 1.2, O9 roughly corresponds with 2.1, O6 aligns with Outcome 2.2 and O17 encompasses both Outcomes 3.1 and 3.2. Of the remaining 12 outcomes, three encompass changes at the output level and focused on building capacities of coalitions and their members on technical advocacy work, on resource mobilisation and on organisational governance and management processes (O1, O2 and O3).

The most prevalent outcomes, in terms of coalitions having reported their materialisation, are outcomes that relate to coalition building, such as capacity building of technical skills (O1) and strengthening internal operations and processes (O3), while other prevalent outcomes unsurprisingly align with intended programme outcomes, such as strengthening the diversity and inclusivity of coalitions (O4), generating research inclusive of grassroots perspectives (O6) and increasing civil society representation in policy dialogue (O12). A large proportion of coalitions also

reported having supported civil society capacities to monitor policy (O10) and decision-makers to modify national education policy or policy implementation (O16), demonstrating the programme’s effectiveness in translating advocacy efforts into policy actions.

Coalitions were also able to achieve outcomes related to building cohesion across civil society and the wider GCE movement as well as in satisfying pre-conditions for national-level policy engagement; however, the outcomes in which coalitions reported the least success in achieving include supporting marginalised groups to engage in policy dialogue and garnering policy commitments towards global goals

The unintended outcomes achieved by the programme, or those not explicitly targeted by the programme, fall under two categories: the first concerns cohesion built both across the GCE Movement (O5) and across civil society at the national level (O7). The second category of unintended outcomes encompasses outcomes that could be considered as the pre-conditions to which coalitions have worked to secure in order to support the achievement of increasing their engagement in policy dialogues (O12 and Outcome 1.2). These concern changing the attitude of policy makers with regard to: viewing coalitions as credible, evidence-based organisations (O13) and valuing diversity and inclusion, through the representation of civil society perspectives, in policy processes (O14). These outcomes both support the achievement of O12. A final unintended, but often also unsuccessful, outcome concerned building coalitions’ capacities to seek funding (O2).

With regard to the outcomes that coalitions reported the least success in achieving, these concerned: circumstances where coalitions were unable to engage with policy processes, coalitions instead sought ways of working through non-formal processes to engage policy makers (O11); translating advocacy efforts into policy commitments towards global goals (O15); and the building of capacities of marginalised groups to participate in policy dialogue (O8).

Different outcomes had greater significance in different regions, but generally, outcomes related to creating key changes in policy and policy spaces required more time to materialise

Coalitions were also asked about the outcomes most significant to their coalition. Once again, capacity building on technical skills (O1) remained the most popular; in Africa, increasing the representativeness of policy dialogue (O12) was noted to be the most significant, while in APAC it was generating inclusive research (O6) and in both ME&EE and LAC, it was strengthening coalition diversity (O4). Although more definitive conclusions cannot be made as to why there is regional differences in the regard of outcome significance, this suggests that there are important contextual factors which dictate the relevance of particular outcomes to a coalition, which may also be aligned with regional factors.

Unsurprisingly, through the course of the CSEF programme, more outcomes materialised each year. Coalitions most quickly achieved the outcome of building civil society capacity to monitor and support the rollout of education policies (O10) and building internal coalition operational capacity. However, outcomes such as generating awareness across citizens and key influencers (O9), convincing decision-makers to modify education policy or policy implementation (O16), and key programme outcomes such as generating inclusive research (O6) and increasing the

representativeness of policy dialogue (O12) were slower to materialise. This reinforces the concept that the outcomes in policy advocacy work takes considerable time and effort to realise.

While funding was a key input for all outcomes, building coalition capacities and credibility relied on technical accompaniment and capacity building support while engaging with the public utilised operational guidelines and tools

Coalitions were asked about their perceptions of the contribution of CSEF to the achievement of outcomes. Their responses provide some insight into the key value add provided by the programme. Two outcomes which coalitions believe would not have happened without CSEF are on the ability to seek funding (O2) and on the creation of non-formal spaces for policy dialogue (O11). These two outcomes point to two areas which are outside the remit of normal funding, yet in this case, supported by CSEF’s provision of core funding. O2 was further supported by the facilitation of national-regional linkages; O2 was the outcome to which national-regional linkages contributed to the most.

Overall, funding was a key input to all of the outcomes. Key inputs provided by regional secretariats and the global secretariat in terms of capacity building and technical accompaniment were particularly important for not only the capacity and coalition-building outcomes (O3, O4) but also for building non-formal dialogue spaces (O11), building the credibility and reputation of coalitions and civil society perspectives in the eyes of decision makers (O13, O14). As with funding, these two inputs played a large role in almost all of the outcomes.

Outcomes such as generating inclusive research (O6) and generating cohesion across the Movement were generally less reliant on the support of CSEF, although both were supported by CSEF funding. In these cases, these are two outcomes where coalitions have likely been working towards these before and outside of CSEF and therefore are less dependent on CSEF support.

Coalitions appeared the most confident in sustaining efforts and changes to ensuring civil society representation in policy dialogue, as well as in changing the attitudes of decision makers on the contribution of civil society; however, coalitions were less confident in sustaining efforts such as Movement building and sustaining work in non-formal policy spaces and on the lasting impact of policy changes

Coalitions are most confident in both continuing their efforts towards and the sustainability of the impact of increasing the representation of civil society in education policy processes (O12) and in increasing the capacity of civil society to monitor policies (O10). Coalitions also appear confident in sustaining their efforts towards to pre-conditions of O12 through their work changing the attitudes of decision makers with regards to viewing coalitions as credible and evidence-based (O13) and the value of civil society participation in policy processes (O14). This is an important affirmation of sustainability of CSEF’s Theory of Change in terms of building an accountability feedback loop between civil society and policy makers.

While coalitions believe that outcomes related to capacity building of coalitions (O1, O3) will be sustained, they indicated that efforts to continue to build capacities are mostly likely, but not guaranteed. The outcomes at greatest risk in terms of the sustainability of both efforts and impacts following the programme closure include efforts to build cohesion across the GCE Movement (O5),

to build non-formal policy dialogue spaces (O11), and in modifications to education policy or policy implementation (O16). Furthermore, outcomes such as the ability to seek funding (O2) and generating awareness across citizens and key influencers to contribute to education policy dialogue also remain threatened with the close of the programme. Given the reliance on CSEF for O2 and O11, it seems intuitive that these outcomes would also be under threat after CSEF.

Coalitions were able to build capacities in technical advocacy skills and strengthen coalition management and governance, which in turn supported coalitions to take action to strengthen the diversity and inclusion of coalition membership

With the support of CSEF, a large majority (73%) of CSEF coalitions realised O1 in terms of building key technical advocacy skills and knowledge. For newer coalitions such as SOLNEFA, this was focused on building the capacity of internal staff, whereas for more mature coalitions such as ACCE, NCE, and CNT/EPT who have been engaged in CSEF prior to CSEF III, this involved building capacities of its wider membership or building capacities in new areas. Similarly, strengthening internal organisational capacities was particularly important for new coalitions such as SOLNEFA and for older organisations such as FEDH IPN in Nicaragua, who are having to find new ways of operating given the increasingly repressed political climate. Both of these efforts support coalitions to diversity membership by engaging marginalised groups, such as youth groups in the case of ACCE. As with the case of ACCE, increasing coalition diversity served the purpose of both increasing coalition impact by meaningfully reaching the most marginalised groups, but also to further build the credibility of the coalition in the eyes of policy makers.

Coalitions used evidence and research to generate awareness of citizens and key influencers, which in turn, supported the building of civil society capacities to also play a role in participating in holding policy makers accountable

The generation of rigorous research has always been a cornerstone of coalitions' evidenced-based policy advocacy efforts. These efforts were continued through CSEF financial support, as well as through CSEF's approach of generating not just rigorous research, but promoting a form of more inclusive research. As with the case of NCE, the production of research that not only connected the views of citizens but also provided tangible evidence allowed the coalition to spark and maintain the interest of policy makers. While this help garnered commitment of policy makers, research was also crucial to both engage with and be engaged by the wider public. The further building of civil society capacities to also participate in accountability efforts (such as monitoring the rollout of education policies) provided coalitions with another means to put pressure on governments. This was particularly important in the case of FEDH IPN in lieu of direct engagement with government.

Coalitions were able to bolster their engagement in policy dialogue by changing the attitudes of policy makers towards civil society coalitions as evidence-based, credible organisations and on the importance of civil society consultation, thus supporting a more representative and participatory policy dialogue and process

One of the key and targeted outcomes of the CSEF programme was to build a more representative and participatory education policy dialogue and process. 24% of coalitions reported this outcome as being one of the most significant to its coalition; Coalitions have utilised different mechanisms to engage in policy dialogue processes, such as through various forms of membership in working

groups or committees. The effectiveness of this engagement is also dependent on governments taking the coalitions and civil society seriously, as membership in government committees or working groups does not guarantee any effect on policy making overall, as demonstrated by the case of ACCE. Stronger engagement can be generated if governments increasingly see coalitions as credible, evidence-based organisations, such as the case of CNT-EPT and NCE.

6 Takeaways from the OH process

The current CSEF III Endline Evaluation proved OH to be a relevant and useful evaluation tool for large-scale, complex evaluations. Previous literature has identified that OH is particularly suitable for use in complex programmes and when the focus of the evaluation is on outcomes rather than activities¹⁵. This certainly fit the nature of CSEF III evaluation.

As any tool, OH also has some shortcoming and Section 2.8 already described the methodological limitations of using OH. The additional challenges that emerged in the current process, were largely to do with the amount of the resources invested in the current evaluation given the scale of the programme. OH proved to be a rather time- and resource-intensive method in the context of CSEF III Endline Evaluation, this was largely due to the scale of the CSEFIII programme, the number of participating coalitions and the amount of information produced. This was particularly salient in step 2 of the OH process, which covered the document review and conceptualisation of draft outcome descriptors.

Despite the shortcomings, the evaluation benefitted from the choice of OH as a method in several important ways. Some of the most significant strengths of OH, which were confirmed in the current CSEF III Endline evaluation included:

- Analysis of intended and *unintended* outcomes: Traditional methods often fail to consider the outcomes that emerge through a programme because their starting point is a predetermined set of outcomes they want to substantiate; whereas OH ‘works backwards’ and collects evidence for what has changed this allowed a consideration of a wider scope of coalitions’ outcomes.
- Participatory approach: OH uses a common-sense approach to generate outcomes which helps to engage the research users, the OH workshop used in this evaluation proved to be a very helpful way to not only verify and validate the outcomes harvested through OH but also to engage the research users in the evaluation process.
- Multi-method approach focused on specific evidence: OH is compatible with various data collection methods such as document review interviews and surveys, this was very helpful in the process of adapting to the changing context of the current survey, particularly with the emergence of the Covid-19 pandemic. OH approach to generating verifiable outcomes and focus on answering actionable questions with specific, concrete evidence was also evident in this evaluation.

¹⁵ For a more comprehensive discussion of OH please see: Wilson Grau, R. Britt, H. 2012, *Outcome Harvesting*, MENA Office, Ford Foundation; Wilson-Grau, R (2015). *Outcome Harvesting*. Better Evaluation

As a result, the current work found OH to be a very useful evaluation tool for a complex, multi-actor education-focused programme, such as CSEF III.

Appendix 1: Case Study Coalition Change Maps and Outcome Maps

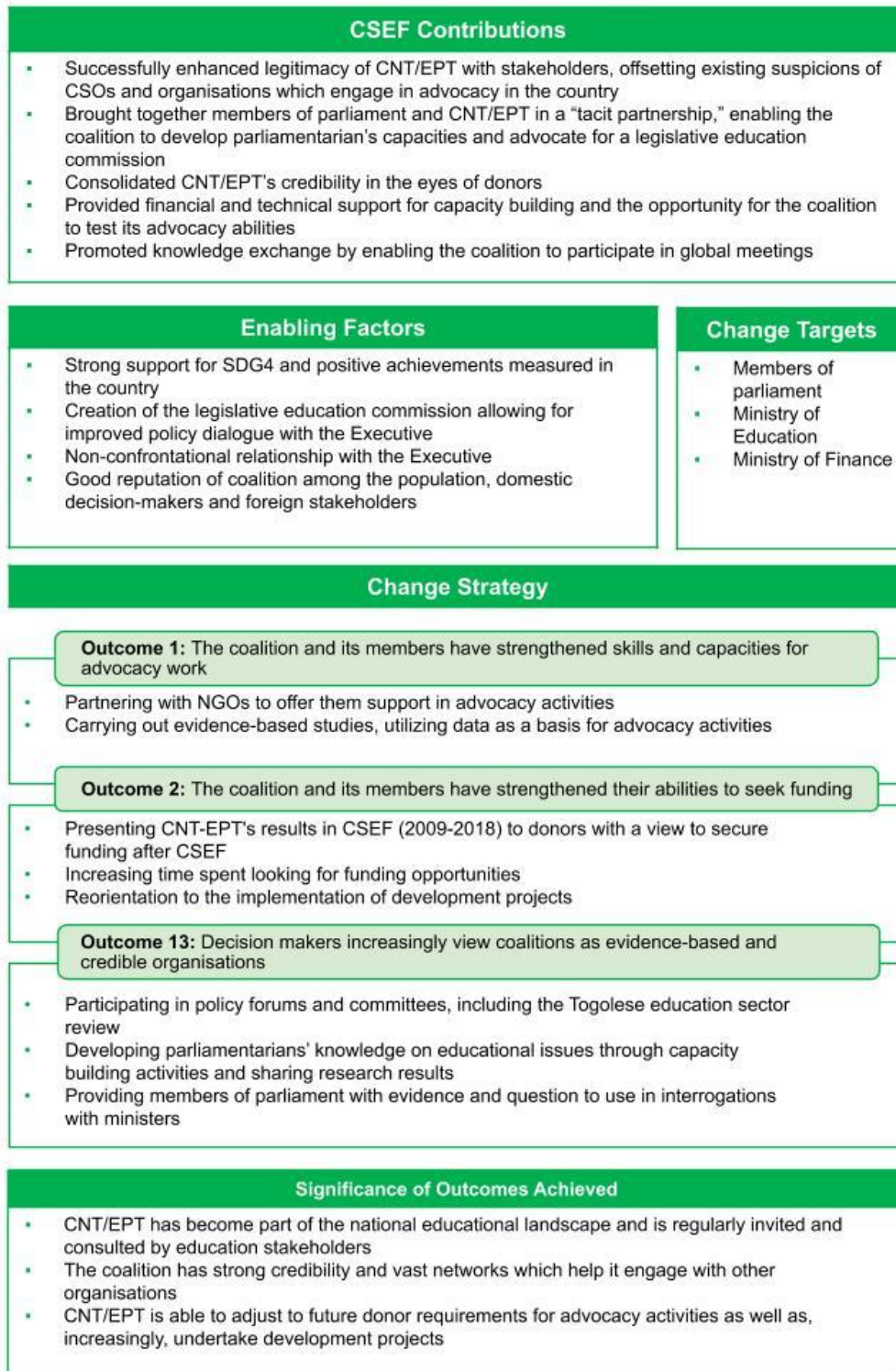
This section provides visual illustrations of the diversity of ways in which case study coalitions targeted and achieved selected outcomes, based on the desk reviews and validation interviews. For each coalition, we provide a:

- **Coalition Change Map:** outlining the ways in which outcome changes occurred, including the contribution of CSEF and other external enablers, the strategies used by coalitions, the targets of the change, and the significance of the outcomes achieved.
- **Coalition Outcome Map:** which presents a high level chronology of events, achievements and outcomes over the life of CSEF to provide a visual story of the types of outcomes that occurred in the national context.

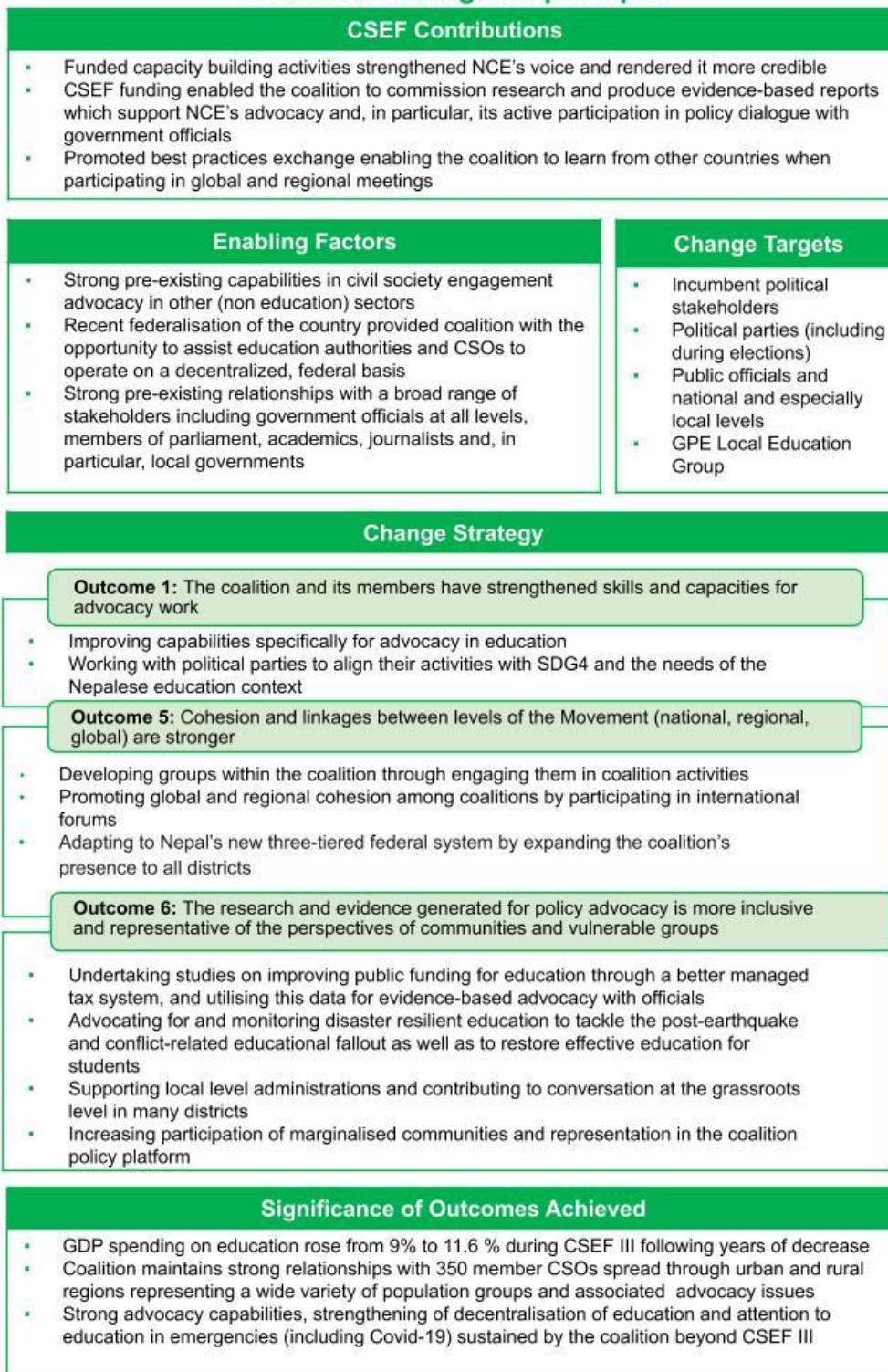
It should be noted that these diagrams have been prepared using the best judgement of the research team, which where possible was validated with the coalition. It is not a complete representation of all coalition achievements, activities, strategies, challenges or enablers, but aims to provide a snap shot view of some of the notable steps towards achieving outcomes.

Case study coalition ‘Change Maps’

Coalition Change Map: Togo



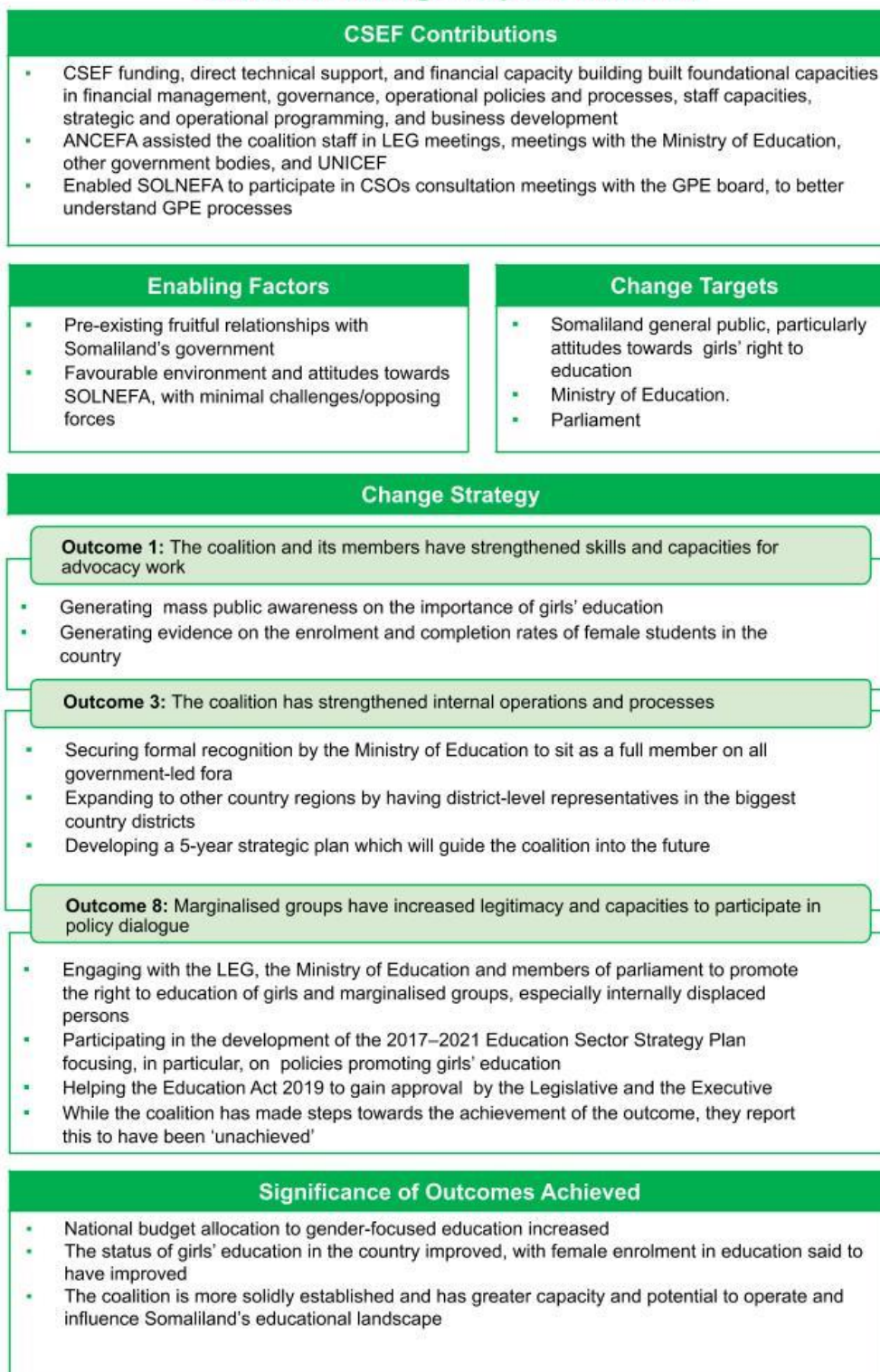
Coalition Change Map: Nepal



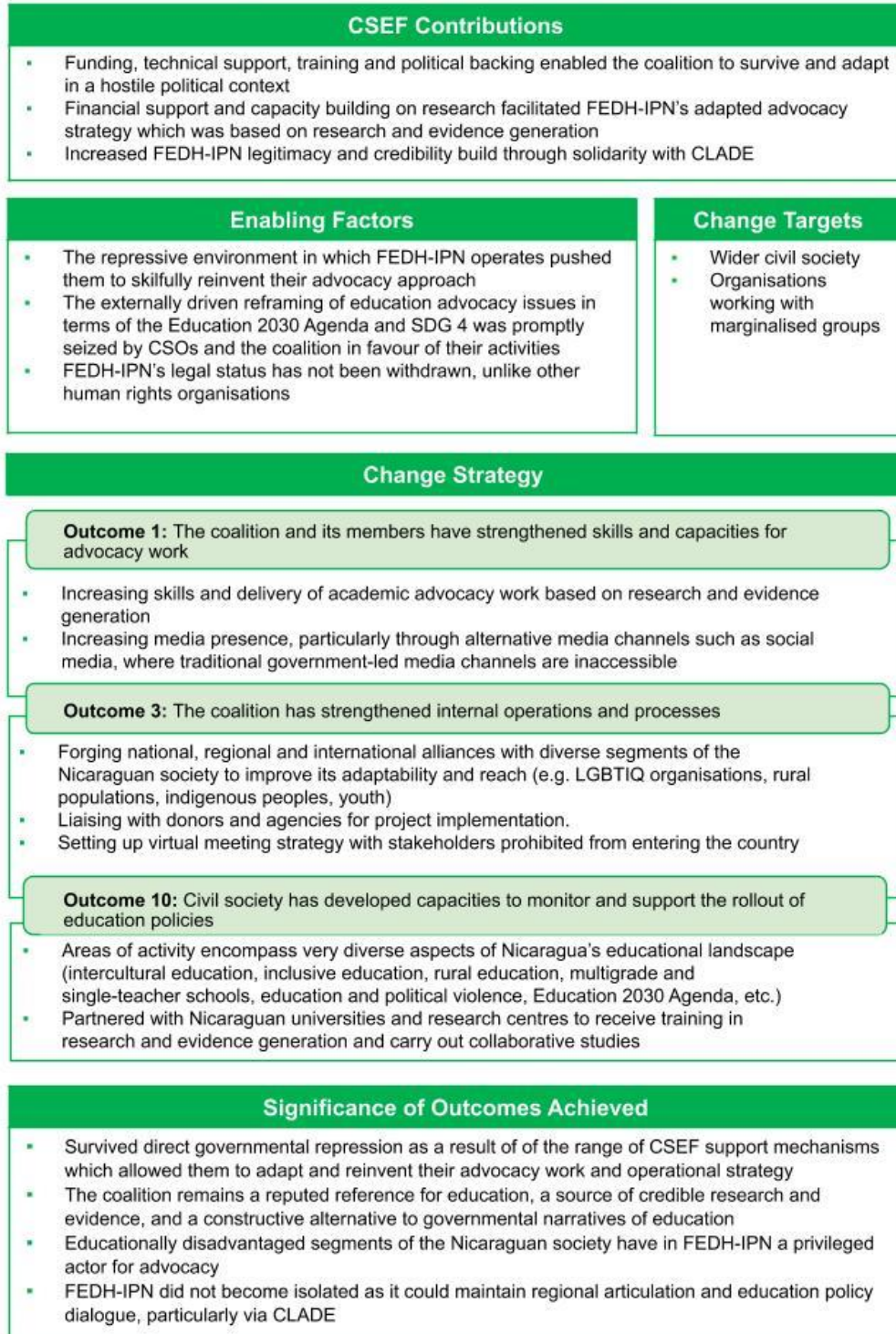
Coalition Change Map: Albania

CSEF Contributions	
<ul style="list-style-type: none"> ▪ Brought together a cohesive network of CSOs committed to causes related to children and youth ▪ Expanded the geographic reach and coordination of coalition members outside of the capital, which was primarily enabled through CSEF funding, with also enabled ACCE to act as a central support unit for coalition member organisations in strategic and administrative matters ▪ Built member expertise in advocacy, legislation analysis, relationship building, proposal writing, and theory of change development ▪ Long term and cumulative support from CSEF II was built upon and consolidated by the coalition throughout CSEF III 	
Enabling Factors	Change Targets
<ul style="list-style-type: none"> ▪ European Union legal frames of reference (Acquis Communautaire) mandates the Ministry of Education call on CSOs to participate in decision-making and policy processes ▪ Privileged position in national educational debates as the only child and youth education CSO recognised by the MoE ▪ Strong historical relationships with previous MoE administrations 	<ul style="list-style-type: none"> ▪ Ministry of Education ▪ Other ministries (Finance, Health and Social Protection) ▪ Members of parliament ▪ Children and youth networks
Change Strategy	
<div style="border: 1px solid #008000; padding: 5px; margin-bottom: 5px;"> <p>Outcome 1: The coalition and its members have strengthened skills and capacities for advocacy work</p> <ul style="list-style-type: none"> • Empowering children and youth to participate in advocacy through diverse means, including 'youth parliaments' • Voicing concerns and drafting a 3-year national action plan to address violence against children in the education system • Strengthening school accountability systems, benefiting parents, students and communities. • Consulting with Roma children and children with disabilities, as well as their parents, to tackle issues related to discrimination in schools </div> <div style="border: 1px solid #008000; padding: 5px; margin-bottom: 5px;"> <p>Outcome 4: The coalition has strengthened its diversity and inclusiveness through increasing or maintaining its membership</p> <ul style="list-style-type: none"> • Liaising extensively with children and youth networks across Albania • Including organisations out of the capital-city, in various provinces, in the coalitions' network • Conducting activities collaboratively with the national teachers' union </div> <div style="border: 1px solid #008000; padding: 5px;"> <p>Outcome 12: Policy dialogue is more representative and participatory, through increased coalition engagement in government processes and working groups</p> <ul style="list-style-type: none"> • Entering several working groups in the Ministry of Education and participating in hearing sessions and consultation meetings in parliament and the Executive • Submitting recommendations to government and Legislative committees • Despite ACCE's efforts, however, the LEG remains inactive in Albania since 2009 </div>	
Significance of Outcomes Achieved	
<ul style="list-style-type: none"> ▪ Working with its youth parliaments, ACCE succeeded in helping withdraw the controversial Youth Law in 2019 ▪ Succeeded in putting the protection of children from violence in the education of the agenda of the Ministry of Education ▪ Became part of the European Union Accession Chapters in Albania working in education ▪ Coalition will concentrate its future activities on lobbying the government to catalyse structural change in education 	

Coalition Change Map: Somaliland

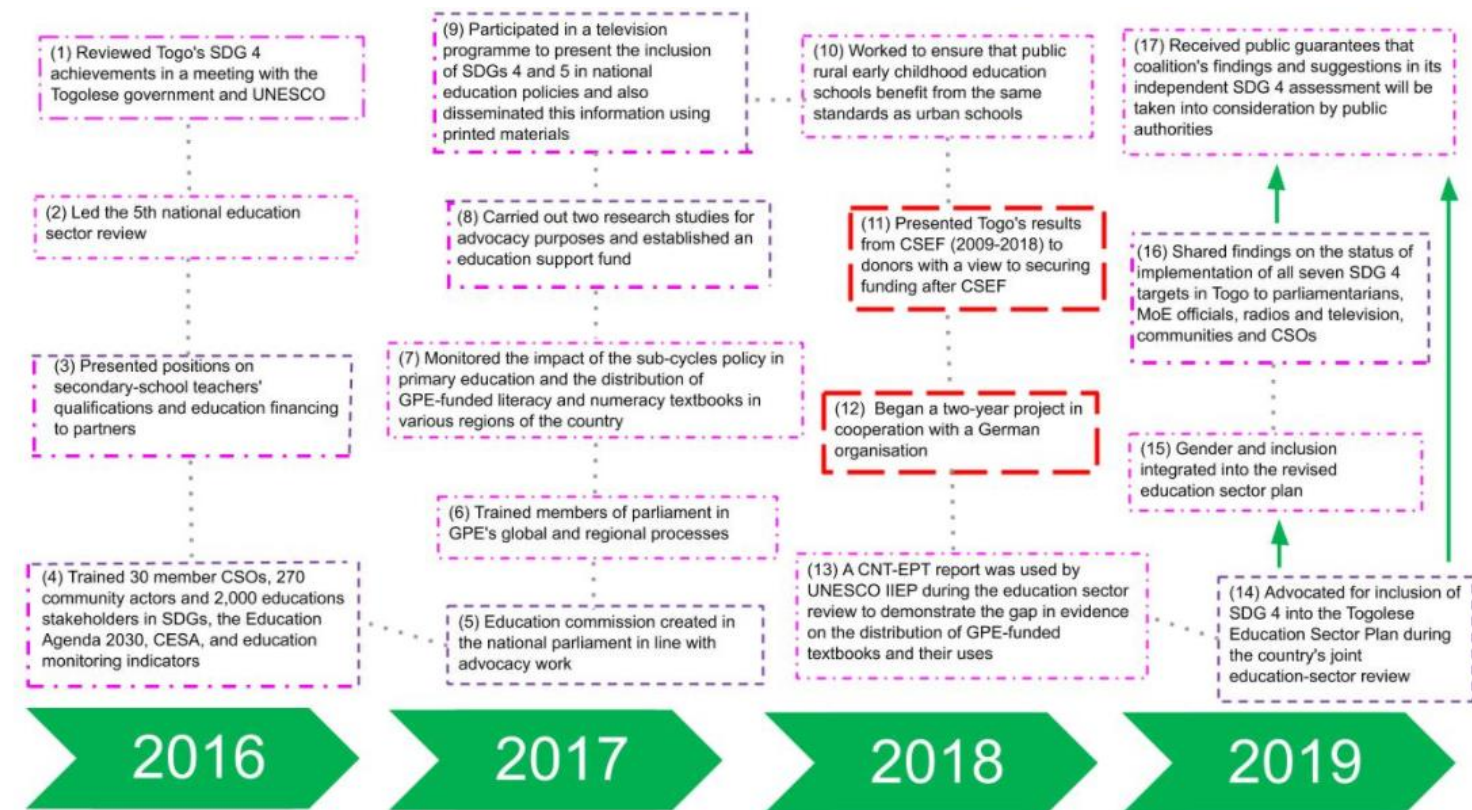


Coalition Change Map: Nicaragua



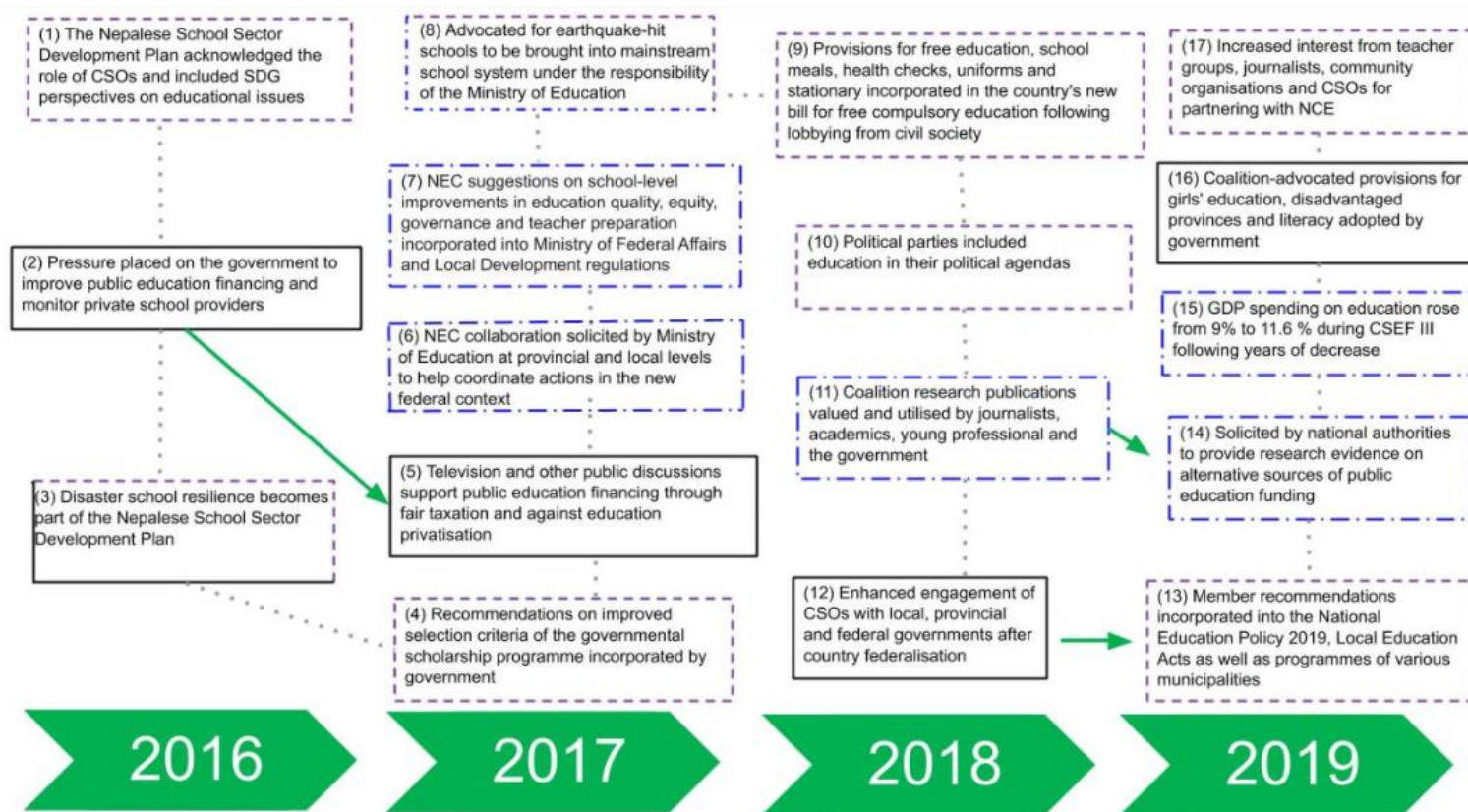
Case study coalition ‘Outcome Maps’

Coalition Outcome Map – Togo



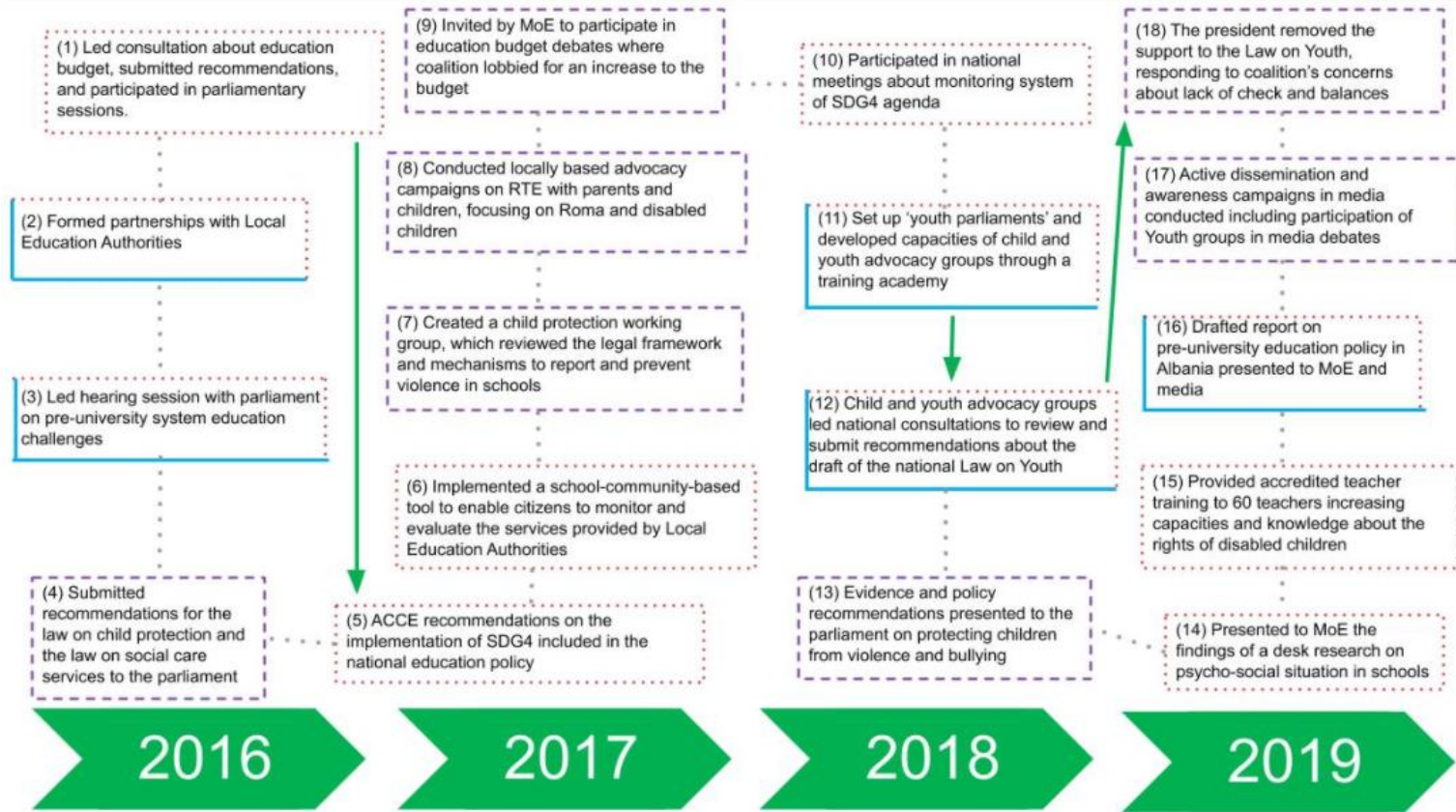
Outcome #	Outcome Statement	Line Color/Type	Relationship Between Outcomes	Line Color/Type
1	The coalition has strengthened skills and capacities for advocacy	-----	Chronological link Contributory link	→
2	The coalition has strengthened abilities to seek funding	-----	
13	Decision makers increasingly view coalitions as evidence-based and credible organisations	-----		

Coalition Outcome Map – Nepal



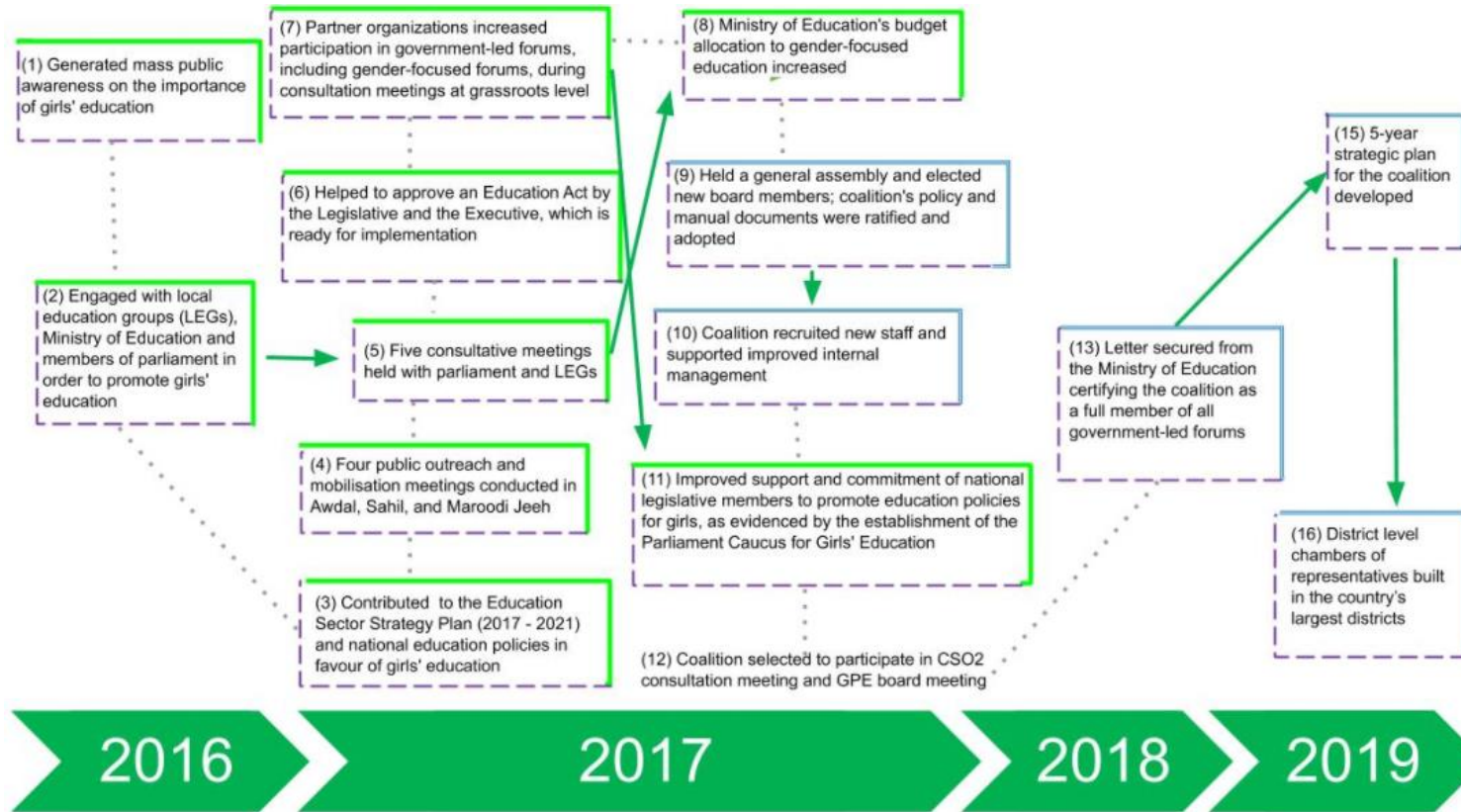
Outcome #	Outcome Statement	Line Color/Type	Relationship Between Outcomes	Line Color/Type
1	The coalition has strengthened skills and capacities for advocacy	-----	Chronological link Contributory link	→
5	Cohesion and linkages between levels of the Movement are stronger	-----	
6	Research and evidence generated for policy advocacy is more inclusive	-----	

Coalition Outcome Map – Albania



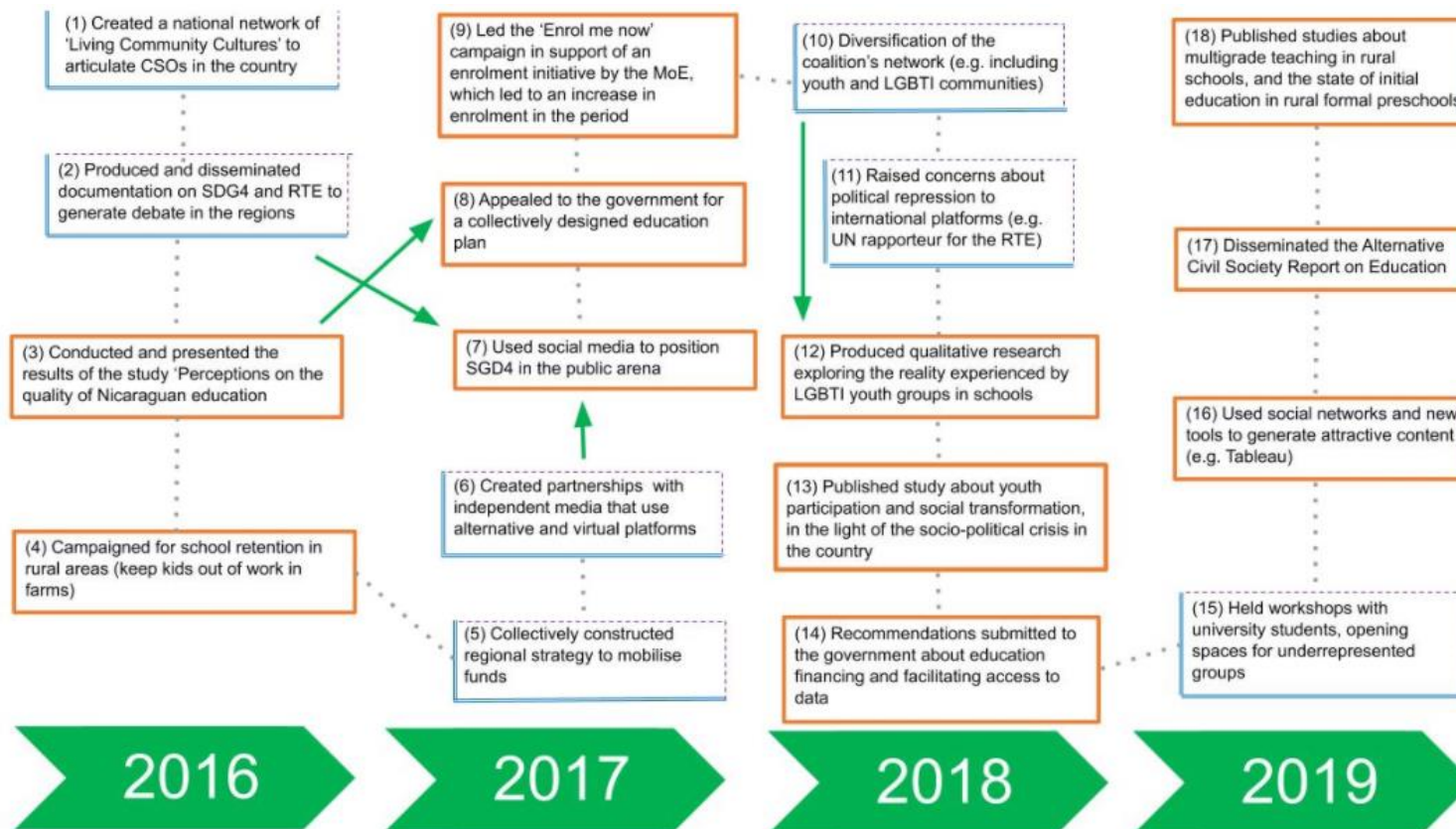
Outcome #	Outcome Statement	Line Color/Type	Relationship Between Outcomes	Line Color/Type
1	The coalition has strengthened skills and capacities for advocacy	-----	Chronological link	→
4	The coalition has strengthened its diversity and inclusiveness	=====	
12	Policy dialogue is more representative and participatory

Coalition Outcome Map – Somaliland



Outcome #	Outcome Statement	Line Color/Type	Relationship Between Outcomes	Line Color/Type
1	The coalition has strengthened skills and capacities for advocacy	-----	Chronological link	→
3	The coalition has strengthened internal operations and processes	=====	Contributory link
8	Marginalised groups have increased capacities to participate in policy dialogue	=====		

Coalition Outcome Map – Nicaragua



Outcome #	Outcome Statement	Line Color/Type	Relationship Between Outcomes	Line Color/Type
1	The coalition has strengthened skills and capacities for advocacy	-----	Chronological link Contributory link	→
3	The coalition has strengthened internal operations and processes	=====	
10	Civil society has developed capacities to support the rollout of education policies	=====		

Evidence for excellence in education

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