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Firelight Foundation

An interim evaluation report of the Early Learning Innovation Fund

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Firelight Foundation - Interim Report

Contents

Acknowledgements

Abbreviations and Acronyms

CBO	Community-based organization
CiC	Children in the Crossfire
CODEHA	Community Development and Humanitarian Association
CSO	Civil society organization
ECD	Early childhood development
ECOLI	Elimu Community Light
ICDP	International Children's Development Program
KIWAKKUKI	Women Against AIDS in Kilimanjaro
M&E	Monitoring and evaluation
MPDI	Monduli Pastoralist Development Initiative
NGO	Nongovernment organization
OCODE	Organization for Community Development
SAWA	Safina Women's Association
SMS	Short message service
TAHEA	Tanzania Home Economics Association
TECDEN	Tanzania Early Childhood Development Network
TEN/ME	Tanzania Education Network
WOMEDA	Women Emancipation and Development Agency

Executive Summary

The William and Flora Hewlett Foundation in 2011 launched the Early Learning Innovation Fund to support innovative approaches that improve early grade learning in Sub-Saharan Africa. To identify innovative approaches and disburse the funds, the Hewlett Foundation is working through two intermediary grant-making organizations, of which Firelight Foundation (hereafter Firelight) is one. It provided Firelight a grant of $1,225,000 over three years to support promising innovations to improve early learning outcomes in Tanzania. To date, Firelight has provided 12 sub-grants ranging from $5,000-$175,000 to Tanzanian civil society organizations (CSO).

The Hewlett Foundation in 2014 selected Management Systems International (MSI) to implement a midterm evaluation of the Early Learning Innovation Fund. This evaluation explores the concept and design of the Fund; progress in achieving the Hewlett Foundation's four intermediary outcomes; and Firelight's implementation of the innovation fund with a focus on its approach to capacity building and expanding innovative programs. This evaluation also reviews the quality of the sub-grantees' monitoring and evaluation (M&E) systems and explores the potential of conducting an impact evaluation of sub-grantee activities.

Midterm Evaluation Methodology

MSI combined primary data collection through sub-grantee surveys and individual interviews with a detailed desk review and M&E audit of Firelight and sub-grantee documents. MSI also completed in advance of the field work a literature review of best practices in the use of intermediary support organizations and expansion of innovation to use as a reference.

For this evaluation, MSI was able to survey 9 of the 12 Firelight sub-grantees and conducted in-person field interviews with 10 of the 12 sub-grantees in Tanzania. We also individually interviewed 7 Hewlett Foundation staff, 2 Firelight staff, and 4 consultants who support the sub-grantees.

Midterm Evaluation Findings

MSI was able to formulate the eight major findings below based on the data we collected.

1. **Firelight's program design is sound.** It recognizes the strong motivation but limited resources of local actors to improve education quality. Firelight's selection of and support to community-based organizations (CBO) is an effective way to increase other community actors' support for these new education programs. It increases the likelihood that those programs will be sustained after Firelight's support and that they will spread beyond the initial implementation area.

2. **Firelight's programmatic design demonstrates a strong understanding of how to achieve the lateral spread of innovations.** Firelight's holistic approach engages different actors in a child's ecology (e.g., family, community, schools and local government) to promote the spread of new program models from one organization in Firelight's cohort to another. This is what Firelight and this evaluation refers to as "lateral scaling." "Vertical scaling," on the other hand, refers to a government or other large entity's adoption and spread of the innovative model. Firelight's focus on lateral scaling can contribute to achieving vertical scale, because it creates a critical mass of demand for improved services that will eventually lead to higher-level reform. However, Firelight has not yet concentrated its efforts on linking lateral scaling with vertical scaling efforts. It hopes to do so in the second grant phase with a greater emphasis on sub-grantee networking and advocacy.

3. **Firelight has facilitated an informal community of practice between the sub-grantees, leading to the spread of innovative practices.** Sub-grantees value partnership and collaboration, with some expressing the desire for a more structured network with Firelight partners. Firelight has not made that a stated objective but rather has facilitated joint activities and helped sub-grantees link up with other organizations and education networks in Tanzania. Networking among sub-grantees has also helped them engage local government, community groups, teachers and parents.

4. **Firelight's approach to organizational capacity development is strong.** It has a five-to-nine-year partnership model, which gives sub-grantees time to learn, adapt, better measure change

and sustain their programs after the partnership ends. It has assessed each of its sub-grantees and used its initial organizational assessments to design capacity-development plans. Sub-grantees have been overwhelmingly satisfied with the capacity-building support they have received. They appreciate Firelight's tailored approach and its genuine concern for their organizations' development. Capacity building is ongoing. While this evaluation identifies early trends, issues and positive signs, it does not assess the organizational capacity of sub-grantees. It would be too early to do so at this stage in Firelight's longer-term partnership model.

5. **The Hewlett Foundation, Firelight and sub-grantees are well-aligned on the Hewlett Foundation's Intermediate Outcome 1, which is to "identify and foster promising approaches to improving children's literacy, numeracy, and critical thinking in and out of school, and assess learning results."** All sub-grantee programs are focused on achieving this outcome. All sub-grantees are engaged in assessing learning results, although their practices in doing so vary in sophistication. For instance, some organizations have more experience than others in using the Zambian Child Assessment Test (ZamCAT) and Uwezo standardized tools. Nevertheless, Firelight has trained all of its sub-grantees on the use of the ZamCAT tool to assess progress in the early childhood development (ECD) activities and the Uwezo tool, which is used in Kenya, Tanzania and Uganda to assess early grade literacy and numeracy levels.

6. **Sub-grantees have embraced the importance of M&E as a way of learning and adapting, expressed enthusiasm around improving their M&E and, in some instances, demonstrated a strong understanding of M&E fundamentals. The desk review of sub-grantee M&E plans reveals their strengths and weaknesses, and M&E capacity building remains a work in progress.** Sub-grantee M&E frameworks are mixed in terms of their ability to link activities to objectives in a logical, clear and feasible manner. They are equally varied in terms of their ability to define indicators that objectively and directly measure intended results. While Firelight has provided much training and capacity building to the sub-grantees, no revised M&E plans have been developed, to date that refine and improve on the initial plans submitted. Firelight partners all appreciate the training they have received on the student assessment tools ZamCAT and Uwezo, and they see the application of these tools as an innovation itself. M&E capacity building is ongoing, and the strengths and weaknesses that are identified should help inform future support.

7. *An impact evaluation is not recommended at this time for three main reasons: The sample size of schools and children is too small, there is too much variance between sub-grantee programs, and it is too late in the process.* Nevertheless, sub-grantees are using the ZamCAT and Uwezo assessment tools regularly to support improved teaching practices and to report back to families and community members on children's progress. In addition to the student assessments conducted by sub-grantees themselves, Firelight has implemented baseline testing of a small sample of students using ZamCAT and Uwezo (64 students in two target ECD centers and 72 comparison children from the same communities). A midline assessment using ZamCAT was recently completed in late 2014. The data collected cannot be reliably used for an impact evaluation, because it was collected following the launch of program interventions and the sample size is too small.

8. *Firelight's management of the innovation funds has been proven to be successful from the perspective of the sub-grantees, via a confidential survey and individual interviews.* While Firelight is based in California with no local office in Tanzania, sub-grantees felt that Firelight was supporting them well. They developed a relationship based on trust, respect and good communication. Sub-grantees expressed satisfaction in the following implementation areas: grantee selection process, Firelight's responsiveness, disbursement of funds and capacity building. They lauded Firelight's help in getting them to analyze and think critically, and they accept the considerable input that is required from them in return for relatively small grants. None of the sub-grantees said that Firelight's lack of a field office was a problem. Some even said it was better that way, because it avoided another link in the chain of communication. Staff turnover has led to some delays and the over-reliance on the program director is risky. However, Firelight has established a monitoring, evaluation, and learning department that has eased the program director's workload.

Early Learning Innovation Fund Interim Evaluation

Evaluation Context and Purpose

The Hewlett Foundation in 2011 launched the Early Learning Innovation Fund to support innovative approaches that improve early grade learning in Sub-Saharan Africa. To identify innovative approaches and disburse the funds, the Hewlett Foundation works through intermediary grant-making organizations, including Firelight.

For this evaluation, MSI assessed Firelight's implementation of the Fund. We explored the concept and design of the Fund; progress in achieving the Hewlett Foundation's four intermediary outcomes; and Firelight's implementation of the Fund with a focus on its approach to capacity building and expanding innovative programs. We also reviewed the quality of the sub-grantees' M&E systems and explored the potential of conducting an impact evaluation of sub-grantee activities.

Even though this evaluation comes at the end of the Hewlett Foundation's initial funding to Firelight (2011-2014), it is an interim evaluation because of delays in the launch of some sub-grants. In addition, Firelight will begin a follow-on two-year grant in 2015. Firelight uses a seven-year partnership model with four phases, so it did not expect to have fully achieved its intermediate outcomes (described below) at the time of this evaluation. While promising innovations and positive developments have been identified, the process of building sub-grantee capacity to rigorously assess learning outcomes and support advocacy initiatives at local and national levels to promote the spread of innovations is ongoing.

National Education Context

Based on the literature MSI reviewed on scaling up innovations, we have concluded that it is critical to examine the national political ecosystem to assess the degree to which innovations are in line with the policies and priorities of the country concerned. Innovations that support national policy and fit within national priorities stand a greater chance of securing national-level attention and support for scaling up. That said, many effective innovations nevertheless are not picked up at the national level due to a lack of political will or resources.

Within the education sector, the government of Tanzania has shown some commitment toward pushing for reforms in the preprimary sub-sector[1], which is a result of the persistent and concerted advocacy of organizations like UNICEF, Children in the Crossfire (CiC), and the Tanzania Early Childhood Development Network (TECDEN). The policy and regulatory frameworks in Tanzania are generally positive for ECD. Tanzania's 2009 law of the Child Act lays out the basic standards for ECD in Tanzania. The government will soon adopt a new ECD policy. While the policy offers a development plan for the integration of ECD across different ministries, many CSOs perceive it to be a watered down version of the previous administration's policy. This more integrated approach will make it easier for government officers to support ECD activities at ward and community levels. However, there is a concern that the new policy calls for preprimary classes to be attached to existing primary schools, ignoring the reality that these classes will be too far away for many rural preschool age children to reach.

The Government of Tanzania's Primary Education Development Programme began in 2001 and is now in its third phase. It seeks to translate legislation into action that will develop primary education. This program has achieved an increase in the net enrolment rate from 65.5 percent in 2001 to 95 percent in 2010. However, achieving improved learning outcomes is a challenge that persists. According to the 2012 Uwezo Tanzania Annual Learning Assessment Report, only one in four children in Standard 3 could read a Standard 2 story in Kiswahili, four out of 10 children in Standard 3 were able to do multiplication at Standard 2 level, and one out of 10 children in Standard 3 could read a Standard 2 level English story. The Tanzanian government is aware of the education quality issue and numerous organizations are working to improve early grade learning. Some provide support to

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[1] Preprimary education in Tanzania is a part of early childhood care and development, which focuses on children from 0 to 8 years old.

service delivery, such as the Global Partnership for Education's Literacy and Numeracy Education Support Program, while others focus on assessments like the Uwezo Initiative and the U.S. Agency for International Development's (USAID) National Baseline Assessment for the 3Rs (Reading, Writing, and Arithmetic) Using EGRA[2], EGMA[3], and SSME[4] in Tanzania.

Evaluation Methodology and Limitations

MSI's evaluation team consulted with the Hewlett Foundation and an advisory committee of specialists in ECD and early grade learning programming to inform and advise on the evaluation process and methodology. Our evaluation involved a mixed-method approach, which included a literature review on scaling up innovation and intermediary organizations; an online survey of sub-grantee staff;[5] and in-person interviews using a standardized interview guide with the Hewlett Foundation staff, Firelight staff, 10 of the 12 sub-grantees in Tanzania, and consultants supporting the sub-grantees (table 1). The evaluation team also reviewed grantee and sub-grantee proposals, reports and other project documents. This review informed the M&E audit and narrative.

Groups	No. of Individuals
Hewlett Foundation	7
Tanzanian Education Stakeholders	4
Firelight Foundation	2
Firelight Partner Consultants	4
Children in the Crossfire	1
CODEHA	3
OCODE	5
SAWA	2
TAHEA	3
WOMEDA	1
ECOLI	2
MPDI	3
KIWAKKUKI	12
Mkombozi	1
Mango Tree	1
Total	**51**

Table 1. Groups of organizations and individuals interviewed for interim evaluation.

Limitations

Visiting all sub-grantees and conducting in-person discussions was challenging. The geographic distance between Firelight and sub-grantees precluded the facilitation of focus group discussions, which could have provided additional information on the similarities and differences among sub-grantees and feedback on knowledge sharing.

Firelight had a total of 12 sub-grantees across Tanzania, of which we visited nine for this evaluation: Elimu Community Light (ECOLI), Monduli Pastoralist Development Initiative (MPDI), Safina Women's Association (SAWA) and Tanzania Home Economics Association (TAHEA) work with preprimary children; Women Against AIDS in Kilimanjaro (KIWAKKUKI), Mkombozi, TAHEA, Organization for Community Development (OCODE) and the four "catalyst" partners work with primary children. However, most organizations work in both domains through different funding sources.

For this report, we focused our analysis on seven sub-grantees: ECOLI, KIWAKKUKI, Mkombozi, MDPI, OCODE, SAWA, and TAHEA. We gave less attention to the other five for the following reasons:

- Firelight discontinued funding to Mango Tree because its activities did not conform to the program objectives, and the evaluation was limited to a phone call to discuss this with Mango Tree's executive director.
- The four catalyst partners (WOMEDA, CODEHA, Matumaini Mapya and Kwa Wazee) are CBOs that provide general services to families without focusing on early childhood education per se. They were already Firelight partners before they received the small grants ($5,000 each compared to $15,000-$20,000 that the other sub-grantees received). The purpose of those grants is to support innovations that encourage parents and communities to be actively involved in children's reading development.

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[2] Early grade reading assessment.
[3] Early grade mathematics assessment.
[4] Snapshot of school management effectiveness.
[5] The survey had a 75% response rate with 9 out of 12 organizations responding.

Findings

Concept and Design of the Innovation Fund

Firelight's design is sound. It is based on a proven development need and the relative motivation and ability of locally based organizations to address that need. Uwezo data on learning outcomes in Tanzania indicated that current efforts to improve children's learning were falling short. At the same time, the international development and education communities were converging around the issue of education quality, particularly children's ability to read. Accordingly, education quality features prominently in Firelight's theory of change and its logical framework.

Firelight's five-to-nine-year partnership model gives sub-grantees the time to learn, adapt and improve their programs. Capacity-building support increases the likelihood that sub-grantees will be able to sustain their programs after funding ends. The partnership model clearly defines expectations and helps sub-grantees transition out of the partnership by linking them with other funders. Figure 1 depicts the four stages of the partnership model and how long each stage is expected to last. The model is linear, but many activities are implemented throughout, such as those related to mentoring, training and peer learning.
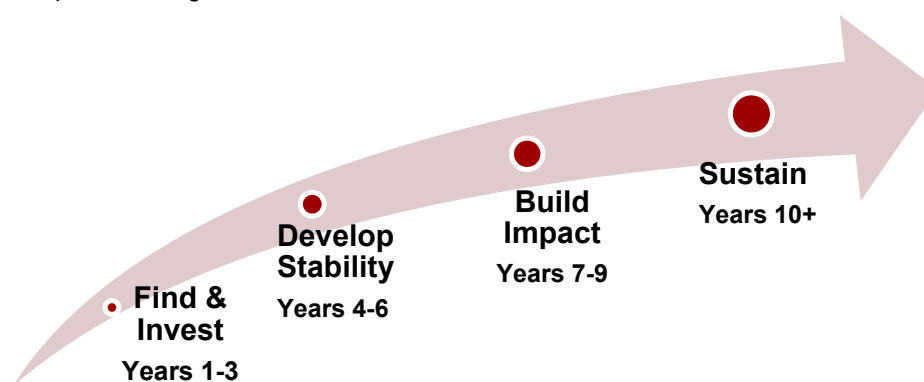
Figure 1. Firelight's Four-Stage Partnership Model. Firelight should now be in Phase II (develop stability), where organizations are growing and thriving and planning for the conclusion of Firelight support.

Firelight's emphasis on community-based development, the enabling environment and knowledge sharing is based on its experiences and research and is also consistent with the scaling-up innovation literature. Firelight's focus on integrated approaches acknowledges the various systemic levels that impact a child's life rather than focusing narrowly on how literacy and numeracy are taught in schools. Firelight's holistic approach to tackling poverty also includes support for income generation and entrepreneurship programs. By addressing poverty and basic needs, Firelight increases possibilities for adults to devote more time, energy and money to the wellbeing of their children.

Firelight's assumptions on improving learning outcomes are based on the Bronfenbrenner Ecological Model,[6] which recognizes that achieving change in learning outcomes for children will require intervening in a holistic way that incorporates the family, community and larger society into the program design. Firelight also noted the importance of building on existing practices of community action and solidarity, which the literature substantiates. Another assumption consistent with the literature is that feedback loops on learning outcomes provide immediate evidence of improvement. Finally, it is worth pointing out the affordability assumption. Innovation is likely to be sustained and scaled when users can finance it without excessive reliance on subsidies. The evidence from the literature emphasizes the importance of reducing barriers to user adoption, be they financial or other (see M-Pesa example in Vaughan et al 2013). Firelight's 2014 proposal outlines their belief that scale should begin at the community-level with lateral, organic expansion which builds a critical mass of pressure from the community level onto the government for education reform.

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[6] Bronfrenbrenner's Ecological Model defines different levels of a system and argues that that while the family and school are the primary influences in human development there are other influences in the child's environment that are powerful, shape a child's development, and need to be considered.

In light of the literature review on expansion of innovations, Firelight's scaling-up strategy contains a weakness in relation to regional or national level expansion. Firelight's focus on community-based interventions supports the organic lateral spread of innovation in which neighboring service providers, groups or communities observe the impact on an innovation and try to replicate the model. There are already signs of this occurring in communities close to Firelight partners' interventions (and within the network of Firelight sub-grantees).

With lateral scaling, civil society or private-sector actors are the main drivers, and it does not typically involve systemic change within government service delivery. Larger-scale, systemic change requires government involvement at higher administrative levels. It typically requires extensive networking and advocacy to achieve the essential government buy-in and political will for change at the national level.

Firelight has achieved community-based change through its identification and support of ECD innovations, but more time and attention is needed for their wider adoption. This approach to national networking and advocacy is included in Firelight's follow-on grant from the Hewlett Foundation. However, the Hewlett Foundation's original expansion of innovation concept was not explicit, and we gathered from interviews with its staff that their focus was more on identifying promising practices that other donors could take to scale.

Achievement of Intermediate Outcomes

In this section, we assess the extent to which Firelight and sub-grantees are achieving the Hewlett Foundation's intermediate outcomes. Figure 2 shows the relative alignment of the Hewlett Foundation's intermediate outcomes and the objectives of Firelight and its sub-grantees.
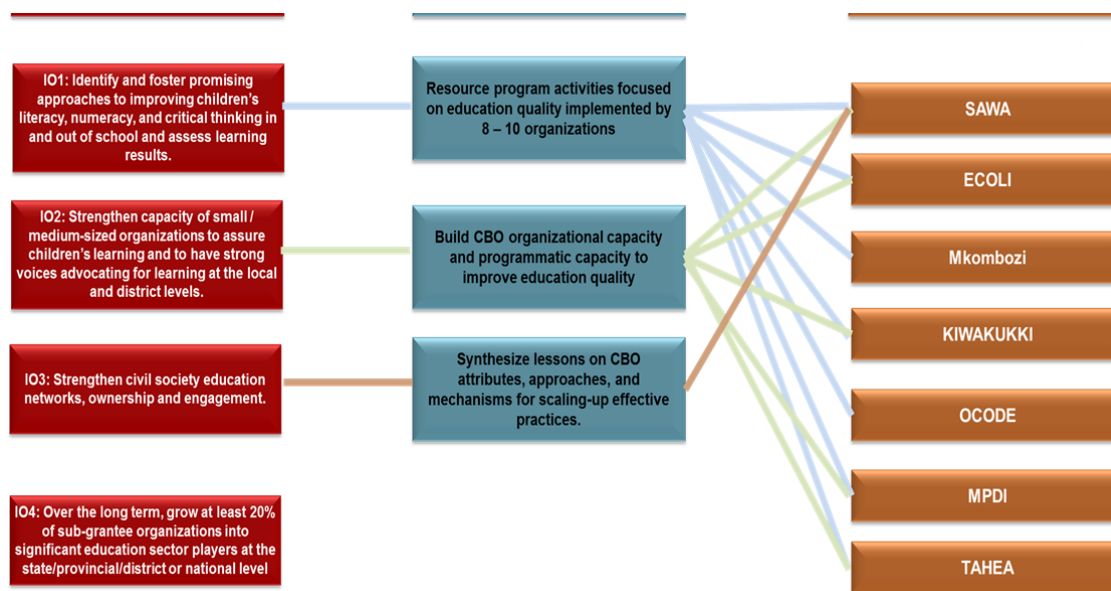
Figure 2. Alignment of Hewlett Foundation's Intermediate Objectives and Objectives of Firelight and Sub-Grantees. Firelight's three objectives are well-aligned with the Hewlett Foundation's intermediate outcomes 1, 2 and 3, respectively. All sub-grantees' objectives are aligned with the Hewlett Foundation's first intermediate outcome and Firelight's objective 1. Four of the seven are aligned with Outcome 2 and one sub-grantee is aligned with Outcome 3. None of the sub-grantee outcomes is aligned with intermediate outcome 4, which was not part of Firelight's scope and not intended to be addressed during the initial grant cycle.

Intermediate Outcome 1: Identify and foster promising approaches to improving children's literacy, numeracy, and critical thinking in and out of school and assess learning results

Through the selection of its sub-grantee partners, Firelight has been successful in identifying promising approaches to improving children's literacy and numeracy. All of Firelight's sub-grantees seek to improve children's literacy—some are working on numeracy as well—but improving critical thinking was never an explicit goal.

According to annual reports to Firelight, six of the seven sub-grantees (SAWA, ECOLI, Mkombozi, KIWAKKUKI, OCODE, and TAHEA) collect data to show learning outcomes, of which all except ECOLI state that they analyze the data. Their relative capacity and effectiveness in assessing learning results is difficult to determine. Firelight has made the identification and adaptation of appropriate tools to assess learning outcomes one of the central aspects of its work, consistent with its partnership model discussed in the previous section. Six of the seven sub-grantees have been trained to use the ZamCAT tool for preprimary children and baseline and midline assessments have been carried out, with an end-line study planned for 2015. ECOLI trained ECD teachers in the use of an adapted ZamCAT to better assess children's development ability and needs. The organization plans to use the tool to assess every child enrolled in its ECD programs. ECOLI holds monthly learning meetings where they review performance data, including children's assessments. In addition to the internal assessment data that sub-grantees collected themselves, Firelight, working with a local consultant, contracts with a group of enumerators to conduct ZamCAT and Uwezo assessments in a small sample of Firelight partners and control sites. Further discussion of these assessments, in terms of their potential use for an impact evaluation, is included in the M&E audit section of this report.

Although all the sub-grantee partners visited during the evaluation described benefits and signs of impact of their different innovations, they all stated that the period of funding (one or two years) was too short to achieve the objectives in their proposal documents. They also said that the relatively small size of the grants made it even more challenging, since it was necessary to work on a small scale, with limited numbers of beneficiaries and pilot communities, ECD centers or schools. Some said that this made community negotiations more demanding; others suggested that it would be more cost effective to work on a larger scale.

Intermediate Outcome 2: Strengthen the capacity of small and medium-sized organizations to assure children's learning and to have strong voices advocating for learning at the local and district levels.

Capacity building is central to Firelight's partnership model, and it has adopted a tailored approach. Firelight's organizational development tool measures sub-grantee capacity based on an assessment of eight domains and looks at institutional growth according to budget size, personnel and the number of beneficiaries. Firelight facilitated organizational assessments for all seven sub-grantees that the evaluation team visited.[7] The organizational assessment criteria included: identity and agency; child rights; structure and function; strategy and programming; relationships; human resources; financial resources; and governance, leadership and management. Table 2 summarizes the overall baseline assessment scores[8].

Organization Name	Score (%)
ECOLI	62.4
TAHEA	83.6
SAWA	68.5
OCODE	63
MPDI	84.4
Mkombozi	90.3
KIWAKKUKI	90.3

Table 2. Average Baseline Organizational Assessment Score for Sub-Grantees

Of the eight organizational domains, sub-grantees fared the best in *structure and function* and *Identity and agency* and fared worse in *governance, leadership and management* and *human resources*. Figure 3 represents the average of sub-grantee scores for each domain.[9]

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[7] According to the online survey, all sub-grantees answered that Firelight visited their offices to conduct the assessment, while only four answered that a standard organizational assessment was used. The reason for that discrepancy is not clear. It is possible that the sub-grantee staff did not consider the tool to be 'standard'.
[8] 1 to 33% is emerging; 34% to 66% is expanding; and, 67% to 99% is established.
[9] Scores are in percentage, because the amount of points for each domain varied from 15 to 30.
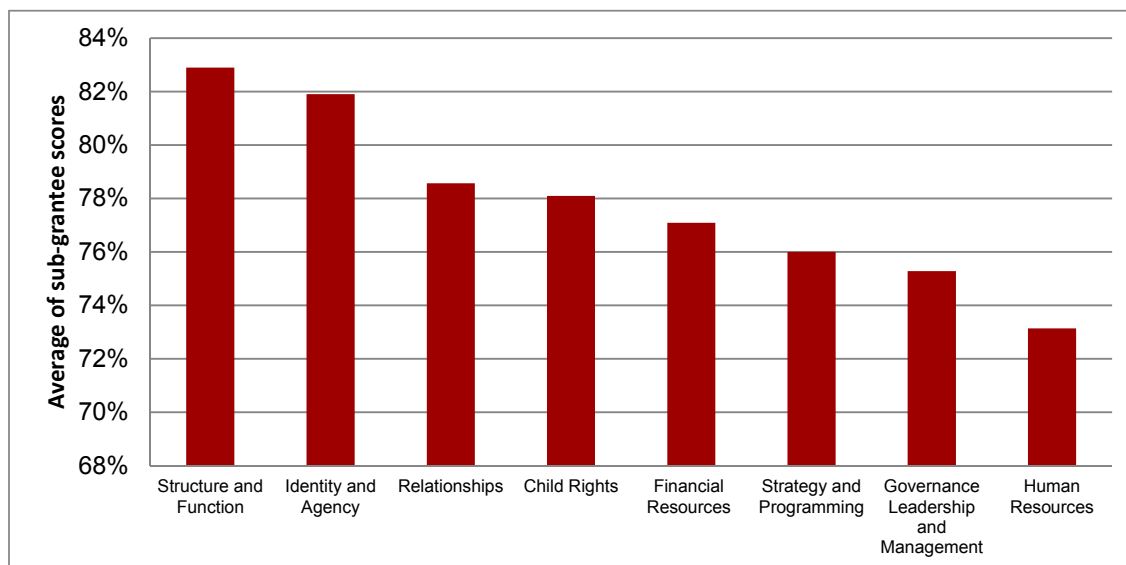
Figure 3. Breakdown of Sub-Grantee Scores by Domain. Firelight measured each sub-grantee against the above criteria on a scale that varied according to the number of sub-criteria with a perfect score ranging from 15 to 30. For this bar chart, those scores were converted to a percentage and averaged.

The organizational capacity scores inform Firelight's capacity-building plans with the sub-grantees. However, the weakest areas identified on the organizational capacity assessment do not always translate directly into the eventual capacity-development plans. A number of factors are taken into account when developing the capacity development plans for each sub-grantee. The development of the plans is a reflective process between the sub-grantee itself and Firelight. At times, the most pressing issue that the sub-grantee may be struggling with may take precedence over the greatest area of weakness. Once a capacity-development plan is developed, Firelight hires a consultant, based on the particular organizational capacity need. The consultant's work is spread out over several months with at least one in-person consultation with continuous support provided remotely.

Firelight provided some training workshops, like those on Uwezo, ZamCAT and mobile data collection, to several sub-grantees together, which allowed for information sharing and visits to each other's intervention areas. Capacity-building activities cover the programmatic side (e.g., mobile data collection) and organizational aspects (e.g., board development, strategic planning and M&E). Partners have commented that working with Firelight requires a lot of input. However, sub-grantees appreciate the analysis and critical thinking that is required and understand the link between capacity building and their ability to provide necessary services at the community level. One sub-grantee stated in an interview that Firelight did not impose its own ideas; rather, it gave the sub-grantee's organization the opportunities to develop ideas and to build critical thinking.

Overall, seven out of nine online survey respondents said capacity-building services were very relevant, effective and useful; the two others said those services were quite relevant, effective and useful. Seven out of nine also said that the services they received were tailored to their organization; the remaining two said that the services were offered to all sub-grantees. In the online survey, 85 percent of sub-grantees said that Firelight did very well assessing the capacity of their organization.

In field interviews, one sub-grantee expressed appreciation for receiving additional funds for board training. In several annual reports to Firelight, sub-grantees expressed satisfaction with capacity-building activities and requested further assistance in specific areas. OCODE, for instance, asked for training on how to create M&E plans. Few issues or complaints were expressed during field interviews. However, one sub-grantee mentioned that the ZamCAT training was good but could not always be adapted to each situation.

According to Firelight's work plan, it will conduct organizational capacity assessments at baseline, midline, and close of project (Quarter 1 of Year 1 and Quarter 3 of years 2 and 3). Firelight completed midline organizational assessments with KIWAKUKKI, MPDI, ECOLI and Mkombozi in March 2015. A Firelight consultant will complete the assessments for OCODE, SAWA, and TAHEA in subsequent

months. Scores from the midline assessments were not available to include as analysis in this report. Once midline assessments are complete, Firelight will visualize scores for sub-grantees so that they can observe their progress. Firelight will also send targeted questions to help organizations plan future capacity-building efforts. The dashboard (figure 4) is an example of what will be created for Firelight grantees upon completion of their midline capacity assessment.
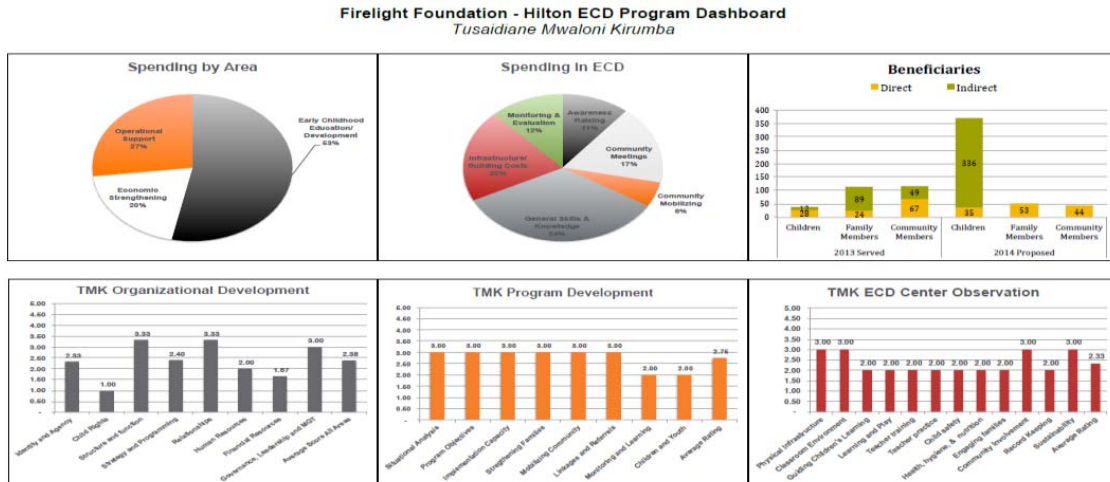
Figure 4. Illustrative Dashboard that Firelight uses to Assess Sub-Grantee Organizational Capacity.
Founded in 1995 by 10 community members, Tusaidiane Mwaloni Kirumba (TMK) Group supports vulnerable children and households affected by HIV and AIDS through social entrepreneurship, health, and life skills training. Addressing the needs of children holistically, TMK builds community resourcefulness to best meet the nutritional, material, and educational needs of young children.

GRANT DESCRIPTION
With funds, TMK trains 50 pre-primary and primary teachers, parents, and caregivers in classroom management and child rights, with special attention to school violence. Community dialogues also contribute to awareness raising among parents in terms of the role they should play in a child's education. TMK uses this grant to encourage dialogue between both teachers and parents around children's right to education and the importance of safe and secure classroom environments.

Advocacy

Firelight's holistic approach links different actors and spaces that influence children's lives (e.g., family, school, health and nutrition, and local government), and the sub-grantees themselves are engaged in strengthening the capacity of these constituents to support child learning. Sub-grantees are actively engaged in raising awareness around child learning. MPDI uses radio campaigns to raise awareness among pastoralist communities on the value of sending their children to school. SAWA places a strong emphasis on community support, notably through its village savings and loan group.

There has been no attempt to formally assess any outcomes related to advocacy within the context of the Firelight program, but most implementing partners are involved in advocacy initiatives as part of their broader work. For example, SAWA trains ECD committees on how to advocate for the allocation of district level funds to ECD services. Since advocacy is clearly an important aspect of partner activities, Firelight plans to make capacity building on advocacy and social accountability a priority in the next period of the grant, according to its 2014 proposal submitted to the Hewlett Foundation.

Most sub-grantees work in some form of collaboration with ward and district education offices—some of whom participated in the ZamCAT assessment. Mkombozi works with the education officials at district and ward levels and has signed a memorandum of understanding with local government authorities in Moshi to strengthen and formalize government buy-in. SAWA, through its advocacy, was able to have the village government provide the land for construction of the ECD center.

In order to achieve {our mission}, TAHEA uses the expertise of its professional members to facilitate development processes by networking and collaborating with other organizations with similar vision and mission.

Working with government entities has not always been successful. One sub-grantee was denied permission to train teachers in ECD centers, because of its inability to pay "attendance allowances." In this case, the sub-grantee circumvented local authorities to provide trainings through Firelight-funded events.

Some care is required in developing advocacy activities through any formal network of Firelight partners. Such a network would need to define its own aims, objectives, strategies and activities if it is to become sustainable, since experience of the rise and decline of numerous networks indicates the risks associated with externally led initiatives. Thus, Firelight's role would most effectively be one of facilitation.

Intermediate Outcome 3: Strengthen civil society education networks, ownership and engagement

Firelight partners are part of an informal community of practice. While sub-grantees are members of a number of different networks and are involved in advocacy to varying degrees, Firelight has not made network strengthening an explicit objective yet. It intends to do more in its grant approved in 2014. Several partners expressed a desire for the network to be more formalized. One sub-grantee was disappointed in the lack of clarity around developing the network: "There was an idea to set up a 'TANFIRE' network of Firelight partners, but the organization meant to coordinate doesn't seem to have done anything." Another sub-grantee said that the network is useful and that there should be a small budget component to make it formal.

Despite the lack of a formal network, evidence suggests that sub-grantees strongly value cooperation between them and that Firelight is active in facilitating that cooperation. Also, some Firelight partners knew each other though previous networking, which increases their likelihood of sharing information and cooperating in the future. Several sub-grantees expressed appreciation for Firelight's newsletter, which connected them with the other organizations. These new relationships facilitated the organic spread of new ideas between sub-grantees. Through Firelight partners' community of practice, OCODE and KIWAKKUKI adopted ECOLI's short message service (SMS) messaging (i.e., texts). KIWAKKUKI's approach to community facilitators and school feeding inspired OCODE. TAHDEA adopted KIWAKKUKI's learning clubs. SAWA's existing Uwezo expertise enabled them to train the rest of the Firelight partners. And, KIWAKKUKI used aspects of TAHEA and SAWA's community savings schemes in its latest proposal.

In addition, new ideas around ECD have spread within and among communities. Firelight's theory of change is based on an ecological model in which community-based actors observe and adopt innovations, leading to the organic growth of new ideas and practices. Table 3 provides concrete examples of how that process has begun—examples of local government, community groups, teachers and parents who have observed activities in nearby schools and communities and have decided to replicate those activities.

Sub-grantee	Indications of the lateral spread of innovations
ECOLI	• At the request of other local organizations, ECOLI has provided training and guidelines on creating teaching and learning aids from locally available materials. • ECOLI has received requests for training from ECD teachers but has not been able to obtain local education authority permission due to funding issues. • Some parents share ECOLI's SMS messages with friends and family.
SAWA	• The program originally supported one village savings group. Four others have established themselves, imitating the approach. SAWA has trained two of them and monitors all four. Lack of funding prevents SAWA from offering training to the other groups. • Other Maasai communities asked how to start an ECD center, and the nearby Mafiri community has started one, which SAWA will visit and try to include teachers from the new center in its own teacher training workshops. SAWA also plans to try to link the new center with a Norwegian donor to get funding for a building.
Mkombozi	• Other organizations experiencing the same challenges express interest in Mkombozi's approach at meetings but no opportunities have been available to develop this.
MPDI	• Other organizations, communities and local government request help to set up ECD centers; primary enrolment is higher where MPDI has centers. • Some villages have replicated MPDI's ECD model and request and require support to ensure the quality of their work, but most of the time there are no resources to enable this.
OCODE	• A local head teacher wanted to adopt the OCODE model, but the issues with the municipality and funding were disabling. • Another school that used to partner with OCODE tried to organize classes using the model, but had no trained teachers so had to drop the idea.
TAHEA	• Local government and communities have asked to expand TAHEA's model of training

	youth as para-teachers to support literacy for younger children in school and for those who have missed out on school. • TAHEA's program brings in many actors and deals with several issues (e.g., promoting parent participation in children's homework, communities dealing with youth issues, schools and teachers in the formal education system). TAHEA sees this broad crosscutting involvement as central to lateral expansion and the potential for sustainability for their innovation.
KIWAKKUKI	• Within schools, teachers and children not initially participating in the program have expressed interest in joining KIWAKKUKI's learning clubs, but funding will only cover the clubs planned as part of the project.

Table 3. Examples of Lateral Spread of Innovations

Though pleased to see the spread of the innovations they are supporting, sub-grantees expressed frustration at their inability to offer more than limited support for these initiatives due to the cost. Sub-grantees consistently stated that lateral scaling up would unlikely be realized without additional resources. TAHEA, the partner having received the largest grant from Firelight, expressed the most optimism about the viability of lateral spread. Another concern expressed was that organizations that implement newly adapted programs without adequate training and support might misunderstand certain aspects of the innovation and make mistakes in its implementation.

There is also evidence that Firelight facilitated sub-grantee relationships with other organizations that are not grantees. For instance, Firelight connected MPDI with the Tsadik Foundation, which provided financial support to MPDI to create a village saving and loan program for the mothers of Maasai girls who are being supported in schools. This supports Firelight and MPDI's belief that the children's home environment plays a critical role in their ability to learn and function effectively in school. In addition, sub-grantees belong to a range of regional and national networks, including TEN/MET (Tanzania Education Network), TECDEN (Tanzania ECD Education Network), Caucus for Children's Rights, Tanzania Children's Rights Forum and Mwanza nongovernment organization (NGO) network. Firelight itself takes advantage of international education and development platforms and helps partners gain exposure from other countries. TAHEA got to know partners in Zambia and Malawi through a trip to South Africa.

Intermediate Outcome 4: Over the long term, grow at least 20% of sub-grantee organizations into significant education sector players at the state/provincial/district or national level.

MSI interprets Intermediate Outcome 4 as going beyond the lateral scale that Firelight articulated in its proposal. Intermediate Outcome 4 could be reflective of the expansion approach[10] for scaling up, in which the originating organization increases size and scope to take its innovative model to scale. This outcome could also be interpreted as sub-grantees growing to the point where they exert considerable influence on subnational and national actors. The Hewlett Foundation and Firelight saw this as a desirable objective in the long term but not achievable within the grant cycle. We assert that while efforts to achieve lateral scale can contribute to more ambitious efforts to achieve vertical scale, the Hewlett Foundation did not pay adequate attention to how that transition may occur.

The Firelight 2011 proposal stated that its third objective to "synthesize lessons on CBO attributes, approaches, and mechanisms for scaling-up effective practices" encompasses both the Hewlett Foundation's intermediate objectives 3 and 4. Therefore, Firelight's aim was and is to facilitate and promote lateral scale in increased networking and peer-learning between sub-grantees. Firelight's focus on lateral rather than vertical scale is consistent throughout its proposal, as well as in sub-grantee reporting requirements and how sub-grantee organizations were assessed and supported. Firelight's follow-on grant beginning in 2015 includes a link to national-level advocacy and networking. Firelight stressed in interviews that they do not want to push their sub-grantees to work at the national level and prefer an approach which allows sub-grantees, to make their own decisions about growing into advocacy organizations at the regional and national level.

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[10] Scaling Up Management Framework (Cooley 2012).

M&E audit

The M&E audit narrative is divided into two sections. The first section is an analysis of sub-grantee M&E plans as articulated in proposals and reports. The second is an assessment of the progress that has been made in measuring learning outcomes and the potential for an impact evaluation. The M&E audit focuses on seven sub-grantees (SAWA, ECOLI, Mkombozi, KIWAKKUKI, OCODE, MPDI, and TAHEA).[11] The narrative is complemented with an M&E audit table (Annex 1).

Analysis of M&E Plans

Overall, sub-grantees have embraced the importance of M&E as a way of learning and adapting, have expressed enthusiasm around improving their M&E and, in some instances, have demonstrated a strong understanding of M&E fundamentals. However, MSI's review of sub-grantee M&E plans shows that results are mixed and M&E capacity building remains a work in progress.

The first criterion MSI assessed in the M&E audit was the extent to which M&E plans contained indicators that measured intended results directly and objectively. It is important to acknowledge that even organizations with experience using logical frameworks and M&E plans have difficulty defining valid indicators. It is not surprising that sub-grantees had challenges in this area. In the indicators column of ECOLI's M&E framework, the organization explains how it assessed change (i.e., site visits) instead of defining what it was measuring. While SAWA's M&E framework contained indicators that were direct and objective, it also proposed some that did not measure the corresponding outcome. For instance, it has an outcome on improved teacher efficiency, which is measured by "% of Children Performance Increased." The two are not unrelated, but the relationship is not direct enough.

KIWAKKUKI demonstrated an understanding of indicators but, at times, its indicators lacked precision, making it unclear how they would be measured. For instance, KIWKKUKI has an outcome on children's enjoyment of learning; the corresponding indicator relates to children's responsiveness. This is a rather clever way of measuring the intended result. However, it is not clear how responsiveness will be measured. Is it the number of students who raise their hands or a qualitative assessment that the teacher conducts? If, in practice, KIWAKKUKI has a methodology for measuring this result, it is not articulated in its M&E framework. Nevertheless, all sub-grantees showed a basic level of understanding of indicators, with TAHEA and OCODE demonstrating the strongest understanding. For instance, the "# of Community Groups who support literacy and numeracy skills to class 1 and 11 children in after school programs/homes" is TAHEA's outcome on increased family and community support for early childhood education. The indicator is a precise, direct measure of the intended result.

Another criterion assessed in the M&E audit was the clarity, logic and feasibility of activities, outputs and outcomes. The sub-grantee M&E frameworks demonstrated an understanding of this component, while some were more detailed than others. MPDI had three outcomes with only one corresponding output and activity for each. It is unlikely that their M&E framework captures all of the activities that allow them to reach their stated objectives. Nevertheless, figure 5 demonstrates MPDI's understanding of the logical chain.

Activity: Conducting community awareness raising meetings on importance of children education in pastoralist community → **Output:** Parents are aware of importance of sending children to schools → **Outcome:** Number of children enrolled to ECD centers increased

Figure 5. Logical Chain of MPDI's Outcome 1.
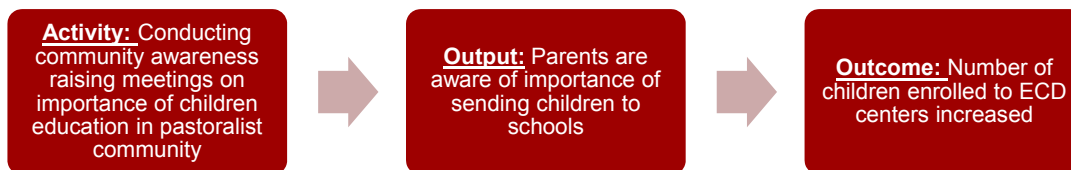
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[11] Mango Tree was excluded, because it is no longer funded. The four catalyst partners were excluded, because they have a different type of relationship with Firelight. They are at the end of their partnership, they have long-standing relationships with Firelight, and they received only a small amount of funding to for a targeted activity (promoting learning circles).

TAHEA, for instance, has a more detailed M&E framework. Table 4 below is an illustrative example of the logical chain between activities, outputs, and outcomes.

Outcome	**Increased family and community support in literacy and numeracy to children attending early primary classes in 5 Youth supported communities in Ilemela district.**	
Outputs	Youth-led groups role model the CBO schooling support to young children.	Communities partnership with youth drives quality and accountability in supporting learning in children attending after school programs
Activities	Facilitate 5 Youth groups with knowledge and skills to develop, promote, and document models of good practices that enable parents, families, communities, ECD centers, and schools to work together to support literacy and numeracy	Facilitate 5 youth groups with skills on how to link their work with School Management teams in information sharing system regarding numeracy and literacy progress among children.
	Coach 5 youth groups on how to coordinate community structures that enable parents, families and communities to support children's wellbeing and learning and that strengthen links between home, ECD centers.	Facilitate 5 youth groups with knowledge and skills on how parents can engage in their children's learning (development of learning materials, storytelling, homework support)
	Facilitate 5 youth groups with skills and knowledge on how to identify effective initiatives that enable parents and communities to support children's well-being and learning and that strengthen links between home, ECD centers.	Facilitate the 5 youth groups with knowledge to understand the role of parents and communities in supporting numeracy and literacy among children in early primary school classes.

Table 4. Logical Chain of TAHEA's Outcome 3.

In several frameworks the distinctions between outputs and outcomes are not well established. For three of SAWA's six objectives, the outputs and outcomes are nearly identical. Outcomes tend to be more difficult to define. The link between its activities, outputs and outcomes were more cyclical than linear and were not connected with an if-then logic.

Figure 6. Logical Chain of SAWA's Outcome 3.

The unclear distinction between outputs, outcomes and objectives was a recurring challenge in the M&E frameworks. In addition to the example stated above, KIWAKKUKI's outputs for Objective 1 are actually outcomes ("Improved attendance of parents/caregivers to school meetings" and "Parents/caregivers started to apply ICDP approach in interaction with children").

Sub-grantees do not articulate their theories of change in their M&E plans or reports to Firelight. For sub-grantees, such as OCODE or TAHEA, the activities, outputs and outcomes are linked to the project purpose in a way that the theory of change is easily extracted and clear. For others, those linkages are not as convincing. For instance, one of MPDI's intended outcomes is to improve child services at targeted centers, but it is not directly linked to any stated output or objective. Its objectives also focus on increasing enrollment and building capacity of schools, without explaining how that would improve the quality of education. Regardless of the logical frame's coherence, the overall objectives of all sub-grantees are aligned with at least one of Firelight's intermediate outcomes.

As mentioned, M&E capacity building is an ongoing process. The issues identified are not particularly concerning, but should be considered in current and future M&E capacity support that Firelight provides. The most critical element in supporting an effective M&E plan is to make sure that the logical framework is simple and clear in its progression toward the overall goal. It is also critical to ensure that the data collected is seen as useful to support improved project management and meaningful reporting of results to parents and community members. Interviews with sub-grantees indicated that they grasp

"We need to monitor and evaluate the different parts of the model   Firelight's training helped a lot but we need help to put it all into practice. We know we need to monitor not only numbers but changes, but we do not have data that shows us where we are now in relation to the beginning. In the future there will be data."

the notion of M&E as a way to measure outcomes as opposed to inputs or outputs only (see quote). Another example of learning came from a sub-grantee that stated it realized its questionnaires were "very artificial" and, as a result, it plans to adopt a more appreciative approach in engaging the community to assess results. The organizations themselves have expressed the need for additional support in constructing data collection tools and analyzing data (SAWA), as well as further assistance on how to fill out the M&E framework (OCODE). Finally, one sub-grantee noted that Firelight's guidance on M&E frameworks contradicted its existing plan.

Assessing Learning Outcomes and Potential for Impact Evaluation

For our M&E systems analysis, we were particularly interested in sub-grantees' and Firelights' current practices in measuring learning outcomes. Firelight monitors progress at the individual, family and organization level. Sub-grantees themselves collect beneficiary data—disaggregated [12] by age, gender and type of beneficiary—which they submit in their annual report to Firelight. This allows Firelight to capture who is most involved in program activities.

Firelight found it challenging to find appropriate and affordable tools to track progress in numeracy and literacy skills; it ultimately selected ZamCAT to assess preschool children and Uwezo for primary school children. Uwezo was already being used in Tanzania, and some sub-grantees were familiar with it. Sub-grantees have welcomed these tools. Unfortunately, Firelight staff turnover and challenges in recruiting consultants caused delays in implementation of the Uwezo assessments and mobile data collection training. At the same time that sub-grantees are developing the tools to monitor and measure change, they are collecting and analyzing data and extracting preliminary findings and conclusions. At a most rudimentary level, the sub-grantees use document reviews, interviews and direct observation to extract findings. KIWAKKUKI, for instance, has noticed children who go to clubs are more confident, which attracts other families to enroll their children. MPDI observed that children in their ECD centers perform better in primary school than children not having benefited from the program. TAHEA reported the pride that communities express when seeing their young people for the first time as part of the solution to education challenges.

All sub-grantees are tracking progress in children's learning. Five sub-grantees (ECOLI, MPDI, TAHEA, Mkombozi, KIWAKKUKI) are using their own suite of tools. ECOLI, OCODE and SAWA have adapted and implemented either the ZamCAT or Uwezo tools to show improvements in child learning, including reading, as compared to previous years before parental involvement.

The evaluation team only received and reviewed an Uwezo assessment report for OCODE, which showed that it tracks attendance and results on national primary school leaving and standard 4 examination results. The report shows a slow upward trend that OCODE expects to be more pronounced as the intervention expands. OCODE is currently tracking 25 students in five schools, hoping to show impact, although they are not using a control. Its use of the Uwezo tool has also garnered some interesting results. OCODE conducted pre- and post-tests on 367 pupils "who are weak" and found remedial courses effective in increasing learning outcomes (table 5).

Summary of Select Key Findings of OCODE's Uwezo Assessment		
	Before (%)	After (%)
Pupils who can read a story in Kiswahili	18	77
Pupils who can read letters in English	33	97
Pupils who pass Mathematics test	22	56

Table 5. Select Findings from OCODE's Uwezo Assessment

SAWA uses the Uwezo tool and clearly explained how the assessment is being implemented for children who are in and out of school and is testing language capabilities (Swahili and English) and numeracy. SAWA's ECD centers have also adapted the ZamCAT tool to the Maasai language and context, but we have not yet seen the ZamCAT analysis that Firelight carried out. Sub-grantees generally stated that monitoring tools allowed them to show progress on their intended results. However, to adequately assess the effectiveness of sub-grantee monitoring, one would need to

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[12] Disaggregation is done along the following categories: male, female, under 5, 5-12, 13-19, 20-25, Parent/Caregiver, Para professional, Teachers, and Community Members.

directly visit the schools and ECD centers involved in the interventions to review their monitoring process against the results, which is beyond this evaluation's scope.

As a part of this evaluation, MSI assessed the feasibility of an impact evaluation to measure the achievement of Firelight's sub-grantee outcomes. Impact evaluations are assessments of whether an intervention affects outcomes. They require a counterfactual of what those outcomes would have been in the absence of the intervention. The two purposes of an impact evaluation are lesson-learning and accountability. For both purposes, we want to know whether development assistance is working or not. Impact evaluations are most useful in the following contexts: 1) innovation schemes, 2) pilot programs that could be scaled up, 3) interventions for which there is little evidence of impact; and 4) selection of interventions across an agency's portfolio on an occasional basis.

MSI appreciates the Hewlett Foundation's desire for an impact evaluation; it is often the most solid evidence of project impact and important to increasing the potential of taking scaling up innovations. MSI reviewed the use of standardized testing that Firelight conducted to measure impact at the learning level. Firelight has trained all of its partners working in ECD in the use of ZamCat and Uwezo for those working in early grade primary level. Each partner uses these tools for its own internal monitoring of student progress, which is an ideal model to use for accountability and results-based management of programs. Outside of the internal monitoring by partners, Firelight contracts consultants and data collection teams to conduct its own ZamCAT and Uwezo testing to support longer-term impact measures of learning outcomes across a sample of sub-grantees. With the use of ZamCAT, they also include comparison children from the same communities. The ZamCAT sample includes children from two ECD centers affiliated with Firelight partners (ECOLI and SAWA) and comparison children from the same catchment areas around the two ECD centers. A total of 64 children were assessed from the two ECD centers and 72 comparison children. While the sub-grants to ECOLI and SAWA began in 2012, the ZamCAT baseline assessment was conducted in September and October 2013. A follow-up assessment was conducted in September and October 2014. Also, Firelight conducted no calibration or adjusting of the test to modify the testing items, ensuring an equally valid level of difficulty while, at the same time, making sure that children are not being taught to the baseline test.

Based on our understanding of Firelight's approach measuring progress in learning outcomes, we would advise against the use of Firelight's data for an impact evaluation for the following reasons:

- **The sample size of schools and children is too small**. Sub-grantees are working with between two and five schools or ECD centers, while an impact evaluation would require a minimum of fifty schools in both control and treatment groups for each innovation being piloted. The baseline data collected by Firelight consists of only two ECD centers.
- **It is too late to gather baseline data.** Impact evaluations should be planned in advance of an intervention. Baseline data were collected in 2013, after launch of the interventions.
- **The baseline takes time**. While many of the Firelight-managed projects are using the ZamCAT instrument, it most likely still needs to be more thoroughly validated for the Tanzanian context with the Firelight projects. A normal cycle for designing and conducting a baseline assessment is three to six months. The process of transadaptation[13] of the test itself requires a collaborative process with linguists and national education assessment authorities.
- **The funding needs to be adequate and not take away too much from the project.** Donors often recommend using 3-7 percent of total funds for evaluation. The ZamCAT alone is taking 13 percent of Firelight funds, and this is with a small sample size. An impact evaluation would also need other elements, including triangulation of findings.

Donors, in attempt to improve standards for building evidence of impact, have created recommended standards for approaching research for any type of innovation pilot or program. USAID's 2011 Evaluation Policy outlines the need for impact evaluations to be conducted anytime there is a pilot project or elements of a project that is testing a new development hypothesis, particularly if the idea is to take the innovation to scale (USAID Evaluation Policy, 2011, p. 8). To achieve this, the donor must plan in advance to ensure that a baseline is conducted prior to launch of program activities.

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[13] The combination of translation and adaptation required to produce a reliable and valid version of an assessment in a language other than the original assessment language is referred to as transadaptation.

Individual sub-grantees are using their data to inform program implementation. In its M&E plan, TAHEA has a column on data utilization. ECOLI has also been deliberate about how it shares and learns from the data. It holds monthly learning meetings for its staff to look at evidence from "progress markers" to identify success and challenges, solve problems, and plan activities for the following month. The sub-grantees are engaged in their communities and see the importance of data in educating and increasing the support of stakeholders (e.g., parents, teachers and local government officials). SAWA said, "through the feedback from assessment tools, teachers were able to find slow and quick learners hence able to help those slow learners." Firelight staff said it is looking at ways to help sub-grantees improve sharing of results with community members and stakeholders.

Implementation of Innovation fund

With the exception of staffing issues, Firelight has been effective at implementing the innovation fund. Sub-grantees are satisfied with Firelight's management of the selection process (figure 7).
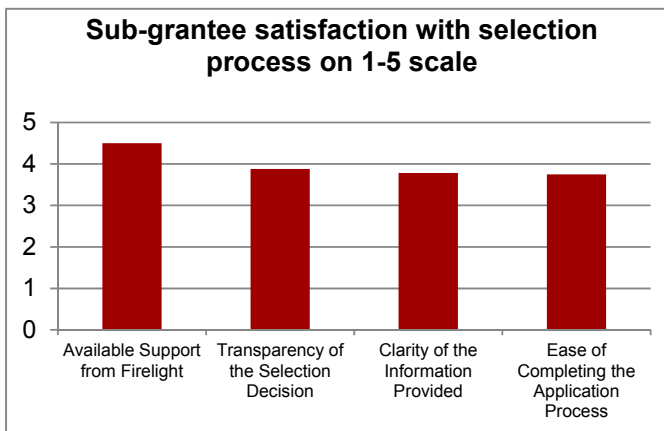
The design of Firelight's selection process was based on clear, transparent, and iterative procedures. Firelight shared its evaluation grid with organizations and gave feedback on why certain organizations were not selected. The process begins with the reception and review of letters of inquiry that organizations submit introducing their organized and proposed program.

Figure 7. Online Survey Results of Sub-Grantee Satisfaction with Firelight's Selection Process.

A review panel of two Firelight staff selects a smaller group of organizations and requests detailed proposals with budget information. Short-listed organizations are asked to respond to specific follow-up questions. Answers to those questions are integrated in Firelight staff's discussion of the relative strengths of each organization. Once organizations are selected, proposal summaries are created and shared with an independent advisory council for their review. If these summaries are approved by the advisory council, they are sent to the Firelight board of directors for final approval.

In practice, Firelight has adjusted its selection process to get to know organizations before making an award. For the second selection round, Firelight altered the request for proposal document to make it more contextually relevant and visited organizations before award. This approach proved to be more effective for Firelight in terms of selecting sub-grantees. As identified as a strong role for intermediary support organizations in the literature review, Firelight in this case adds value in their ability to select organizations based on a deeper understanding of those organizations and their operating environments. This was reflected in sub-grantee feedback during the field interviews. They highlighted Firelight's patience and its attentiveness in assessing their organization and identifying priority needs. One sub-grantee was impressed that Firelight had spent an entire day understanding its organization. Another noted how the program director took the time to explain the organizational assessment, which was a new process for them. Sub-grantees also appreciated how Firelight provided targeted feedback and understood the context in which they were operating.

The first round of grants was issued on time, but the second round was delayed due to Firelight's staff turnover. Firelight and sub-grantees both reported following transparent procedures. Sub-grantee board members were copied on correspondences with their executive staff relating to the transfer of funds. Firelight announced grant awards publicly and grantees were encouraged to inform communities how much funding they had received. The majority of sub-grantees did this, especially as communities are involved in decisions about how grants should be used. Firelight has also found that if municipal and district authorities are aware that a group is being funded; they can serve as part of the accountability mechanism and can use their authority in the case of misuse.

In lieu of in-country field offices, Firelight hires a lead consultant or organization to coordinate its work in a particular country. However, in Tanzania, Firelight has not identified a lead partner organization or

lead consultant. In addition, Firelight has had two program officers resign after relatively short periods in post. Staff turnover has constrained the support that Firelight has been able to provide to its partner organizations. At least two sub-grantees mentioned that this had negatively affected their operations. Sub-grantees spoke highly of Firelight's Program Director, who is doing stellar work, but noted that it was risky to have the working relationship dependent on one person. Currently, the Program Director is fulfilling the role of Program Officer, supported by a Program Associate in the United States and the new monitoring, evaluation, and learning department, which works directly with grantee partners in Tanzania from the home office. Since 2014, the department's senior officer for learning and evaluation and its part-time Learning and Evaluation Associate have taken on all Firelight monitoring and evaluation tasks, which the Program Director previously oversaw with the support of a consultant six days per month. While there is a team of staff interacting with the partners, it is still the Program Director who conducts the annual visits and field work with the sub-grantees.

Despite staffing issues, sub-grantees consistently expressed satisfaction with Firelight as a partner. One sub-grantee explained: "This is a true partnership – we can go far and achieve things together – a true capacity building organization; they give us opportunities to express ourselves, give feedback and help learning – so I have confidence in them and trust them." Another stated that: "Firelight seems to stick to their plans, inform and ask for input. We feel very close, like a family."

While it may be counter-intuitive, there is no evidence that Firelight's lack of a field office has negatively affected its responsiveness and ability to support sub-grantees. In interviews, sub-grantees noted how Firelight contributed to the success of their organizations and that good communication via skype, email, or telephone allowed them to resolve issues quickly. Eight of nine respondents of the online survey stated that they have access to sufficient and effective support from Firelight "always" (4) or "most of the time". One organization stated that they received effective support "not very often". In an interview, one sub-grantee stated that "when you have concerns {Firelight is} very responsive and helpful". Another partner stated: "They treat us like an autonomous organization and not like a branch office" and none expressed concerned about Firelight's offices being in California. In the online survey, all respondents said that funds "always" or "usually" arrived on time. One negative comment that was expressed was how the reporting template took too long to complete.

Firelight has appropriate and functional due diligence systems. Money being disbursed requires three signatures and is coded and checked against the budget. Partners have to confirm the amount and date of receiving funds and are required to report on an annual basis and to keep financial documentation for several years. They are encouraged to have an annual audit, which Firelight can fund if required. Firelight assesses partners' financial systems as part of the initial assessment visit and can offer support for strengthening systems if necessary. The role of the board is also analyzed to ensure they are providing financial oversight, ideally through a finance committee checking regularly on finance processes. In the online survey, all nine respondents stated that they found Firelight's financial requirements easy to understand and apply.

Despite their overwhelmingly positive view of Firelight as a partner, some sub-grantees expressed concerns with the amount of funding. One sub-grantee stated that the funds they receive from Firelight do not cover the resources that they allocate to the activities. This was echoed by another stating that their "institutional running costs" were not covered. This compels sub-grantees to use volunteers who are more difficult to manage. The same sub-grantee expressed the concern that if the program is too small, the community may question the program's credibility. It was also stated that it may be best to invest more in fewer organizations.

Finally, Firelight discontinued their sub-grant with Mango Tree, because Firelight's Program Director assessed that its program was not aligned with Firelight's stated objectives. Mango Tree was to sub-grant funds to small CBOs and Firelight had provided them with initial funds to conduct exploratory research on potential partners and ideas. Once those partners and ideas were presented, the Program Director felt that the activities were "widely divergent" from the four intermediate outcomes outlined by the Hewlett Foundation so there was a decision not to move forward with any further funding. This represented a difficult decision, which Mango Tree does still not fully comprehend. It also put Mango Tree in a difficult situation since it had to explain the decision to those who were to benefit from funds. The decision does demonstrate Firelight's resolve to maintain fidelity to the Innovation Fund's intermediate objectives. Ultimately, the replacement organization, TAHEA, has proven to be an effective partner.

Conclusions and Recommendations

Concept and Design

Firelight's theory of change is founded on a community-based response that empowers parents and other caregivers to play an active role in early child development and early grade learning. Firelight aims to demonstrate that this can be achieved through affordable inputs adapted to the available resources, as opposed to attempting to implement often unrealistic and unaffordable education policies. This has the potential to be a viable and effective approach.

The introduction of community schools in Mali, the more recent Paserelle Initiative[14] across the Sahel, and other successful experiences have inspired Firelight and the sub-grantees. However, a number of necessary conditions must be met for this approach to be successful. The literature review completed as part of this evaluation goes into some detail about frameworks for expansion and enabling conditions for scaling innovation. While Firelight's approach to lateral scale is a common and organic approach, it is limited in its ability to create systemic change within public service delivery, such as primary school education. Firelight's work under the follow-on grant received from the Hewlett Foundation includes advocacy and networking at a regional and even national level which will address this limitation to potential scale.

The majority of sub-grantees identified interest in their activities from surrounding communities and some attempts to replicate their innovations. However, there is limited focus on advocacy linkages among Firelight sub-grantees, national-level advocacy organizations and donors working for education reform through the Firelight program, although a number of implementing partners are members of networks that have played a role in advocating for greater government emphasis on ECD. The current Integrated Early Childhood Development policy is the end result of a protracted process that has considerably diluted the government's previous ECD policy. While the overall policy environment is clearly important, the politicized nature of the terrain and the fact that international NGOs, UN agencies and nationwide civil society networks have had only limited impact suggests that CBOs, such as the Firelight partners, are correct in their approach to focus on the local and ward levels. Work at this level can provide the building blocks for community needs to be represented at the national level. However, Firelight will need to play an integral role in linking its partners to other donors and national-level stakeholders working on education reform issues.

Recommendation:
1) Develop linkages to other donors and national-level stakeholders working on ECD reform and further emphasize vertical scale to Firelight's development hypothesis and design.

Achievement of Intermediate Outcomes

All Firelight sub-grantees are working toward the outcome of "fostering improved approaches to improving children's literacy, numeracy and critical thinking in and out of school and assess learning results". Firelight has trained all of its sub-grantees on the use of the ZamCAT and Uwezo tools to assess early grade literacy and numeracy levels. Sub-grantees use these tools to measure beneficiary performance. Sub-grantees see increases in student tests over time and anecdotally, both sub-grantees and Firelight report parent and community members' recognition of the improvement and advancements they see in their children's confidence and skills.

Seventy-one percent of sub-grantees included in this evaluation are contributing to Intermediary Outcome 2, "strengthening capacity of small/medium sized organizations to assure children's learning and to have strong voices advocating for learning at the local and district level." There is progress building the capacity of sub-grantees and their ability to advocate and work with local education officials, but it is too early to assess the extent to which capacity has been built. Midline assessments are in the process of completion in early 2015 and should show any changes in organizational capacity around advocacy. Firelight's commitment to capacity building and the sub-grantees' satisfaction with the services they have received so far are promising signs. There has been little progress in directly contributing to Intermediate Objective 3, with only 14 percent of the sub-grantees explicitly working toward the outcome of strengthening civil society education networks, ownership

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[14] A school re-entry program for children ages 9-12

and engagement. Intermediary Objective 4, related to growing at least 20 percent of sub-grantee organizations into significant education sector players was never a stated objective for Firelight and such is not something that they monitor. Firelight is working under the 2015 follow-on grant they received from the Hewlett Foundation to support more advocacy and networking at the regional and national level.

Recommendations:
1) Monitor lateral expansion of innovations and highlight two or three of the most popular and promising innovations which could potentially be used to advocate with donors to expand in scale to the national or regional level.
2) Create a formal network among sub-grantees.
3) Build the capacity of sub-grantees to develop advocacy campaigns and strategies in support of ECD and early grade learning reform.

M&E System Audit

Firelight's partners' M&E systems vary in their quality and can best be described as a work in progress. There is plenty of data but considerable work to be done to sort it out into coherent systems. The importance of this initiative is the development of a range of community based ECD interventions and anecdotal evidence strongly suggests that parents now have more understanding of their children's developmental needs and more involvement in their education; teachers and caretakers recognize the advantages of parental involvement and child friendly approaches and hence children are performing better. Several partners are collecting "most significant change" stories which indicate significant improvement in learning outcomes. Firelight sub-grantees consistently use and appreciate the learning assessment tools, Uwezo and ZamCAT for their own internal measurement purposes. Use of these tools has increased the sub-grantees understanding of ECD and ways to measure learning. While Firelight has implemented their own ZamCAT baseline and mid-line, it uses a small sample of students from only two ECD centers. The baselines for the ZamCAT as well as the recently completed Uwezo baseline were both conducted following the launch of sub-grantee activities which does not make them reliable reflections of baseline performance.

Recommendations:
1) At this time, it is not viable to conduct an impact evaluation of Firelight's innovation fund portfolio using the data collected from Firelight's baseline and midline exercises
2) Consider re-allocation of funds for Firelight's ZamCAT and Uwezo sample and control assessment work to other areas of need such as capacity-building, networking, and advocacy.
3) Support the revision of sub-grantee M&E plans to reflect logical theories of change and clear results frameworks with activities directly tied to outputs and intermediary outcomes.
4) Continue to support the sub-grantees' use of ZamCAT and Uwezo for their own internal monitoring purposes.

Implementation

Firelight has identified an impressive and visionary group of Tanzanian sub-grantees. Despite Firelight's staffing turnover challenges, it is succeeding in building their capacity to facilitate schools and communities to improve the ECD and learning opportunities available. Overall, sub-grantees were pleased with the quality of support received by Firelight in terms of funds disbursement, training support and administration. Firelight has an appropriate and functional due diligence systems and transparent proposal review and award process. The proposal review process has a number of checks and balances between Firelight staff, independent advisors and the board of directors. Organizational assessments are conducted by Firelight using a participatory approach with sub-grantees resulting in numerical scoring around various dimensions. This approach allows for subsequent mid-line and end-line assessment to be conducted, showing any changes in scores. The process for developing capacity-building plans is based on the organizational capacity assessment results combined with most immediate needs of the sub-grantee.

Recommendations:
1) Provide continued venues for peer to peer learning and building capacity of sub-grantees.
2) Implement Firelight's usual practice of identifying a lead in-country partner organization (or consultant) to encourage consistent and context sensitive support for implementing partners.

Annex 1
Firelight Sub Grantee M&E Audit Table

	Safina's Women's Association	Elimu Community Light (ECOLI)	Mkombozi	Kiwakkuki	Organisation for Community Development (OCODE)	Monduli Pastoralist Development Initiative	Tanzania Home Economics Association (TAHEA)
Grant Start Year	Oct-12	Oct-12	Oct-12	Aug-13	Aug-13	Aug-13	Aug-13
# of Target Direct Beneficiaries	148	891	180	745	377	1065	4,000
Value of Grant, $	$20,000	$20,000	$20,000	$ 15,000	$15,000	$ 15,000	$175,000 ($85,000/$90,000)
M&E Plan or logical framework?	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is a theory of change explicitly articulated in reports or the M&E plan?	No	No	No	No	No	No	No
Theory of Change (extracted from sub-grantee documents)	If the Mvomero District Council is actively engaged in ECD policy, budget planning, and evaluation process at the community level, EDC centers will have more resources for service delivery and child learning outcomes will improve.	If collaboration and participation of partners, teachers and children around access to Early Childhood Education is increased, then children will master literacy skills (oral spoken, reading and writing) and numeracy skills (counting, reading, recognizing and solving arithmetic questions) before reaching grade II.	If financial barriers to access to primary education are reduced, caregivers are more engaged in children's learning, teachers are more supportive of families and children, and community processes allow for children and families to thrive, then children will reach their learning potential.	If parents and educators have the appropriate skills to promote the learning process for their young children, then children's learning in reading, writing and mathematics will improve.	If teachers are trained to support slow learners in the 3Rs, teachers have learning aids and materials, and parents are taught on how to engage with their children's learning struggles; then the numeracy and literacy performance of slow learning and non-learning children in the 4 schools under program will improve.	If more children enroll in schools and teachers are better trained, then children will be better educated and the Maasai will make the 'right choices'.	If youth mobilize parents and communities to support Numeracy and Literacy skill development, then the literacy and numeracy of children in primary school will improve.
ZamCAT or Uwezo standard assessment conducted? # sampled? When/who implemented? Language? Data utilization?	Yes. According to M&E plan, 60 children were assessed using Uwezo and ZamCAT in Swahili and English. SAWA staff conducted the assessments and trained paraprofessional teachers and leena nursery school teachers to implement the assessments themselves. These teachers have purportedly adapted the tool to the Maasai language. Data was used in mid-survey and annual evaluation for Matangani center and in quarterly assessment for leena nursery. Data is also used by teachers to improve their	Yes. 56 were sampled in June 2013 in Swahili. (The tool was translated to English for an external audience.) ECOLI implemented the ZamCAT tool itself and trained teachers on how to do so in the future. The languages used could not be confirmed. Data have been shared with parents who now have better sense of their children's learning difficulties.	No, but received training in 2014 on using ZamCAT and Uwezo assessments.	No, but received training in 2014 on the Uwezo assessment.	Yes. OCODE implemented the Uwezo assessment in March 2014 for 367 pupils in 4 schools in Kiswahili and English. Mathematics was tested as well. Data has been used to show progress in children's learning and to prove the worth of remedial lessons.	No	Not yet. TAHEA was trained on using the ZamCAT assessment tool, which it is adapting and planning to use.

	Safina's Women's Association	Elimu Community Light (ECOLI)	Mkombozi	Kiwakkuki	Organisation for Community Development (OCODE)	Monduli Pastoralist Development Initiative	Tanzania Home Economics Association (TAHEA)
	teaching approaches. SAWA has trained other Firelight sub-grantees on ZamCAT and Uwezo in 2014.						
Sub-Grantee Objectives ***The different colors are used to link objectives with outputs and outcomes.**	**1.** Improved learning environment of children 4-8 years of Matangani ECD Centers; **2.**Intergrate Vianzi ECD Centre with other ECD Services; **3.**Scalling up the program to Vianzi Hamlet; **4.** Establishment of village managed savings and loans scheme at Matangani and Vianzi; **5.** Improving teaching efficiency; **6.** ECD committee members have capacity on its role in ECD improvement in the community.	**1.** ECD centers have equipped with enough teaching and learning aids that improve children's' teaching and learning methodologies; **2.** Improved teachers' capacity to deliver quality teaching and learning services to children and parents/ guardians' interactions. **3.** Improved community members' behaviors and attitudes towards participation in children learning outcomes; **4.** Improved organization's database entry system. **5.** Improved children's literacy, numeracy progress and academic performance monitoring system. **6.** Improved ECOLI staff, organization members and board of directors' participation in organization development and operation. 7. Strengthened partnership with other likeminded organizations/ institutions	1. Reduce financial barrier to primary school for children who come from poor families in 6 wards. 2. Increase the engagement of parents/caregivers in their child's education. 3. Improve communities' use of the means available to them to ensure children at-risk of dropping out of school, stay in school.	1. Enhance the role of parents/caregivers in supporting the development of children; 2. Improve children performance in schools; 3. Improve teachers approach in interaction with child learning; 4. Build capacity of KIWAKKUKI staffs; 5. Monitoring of Program activities	1. Improve numeracy & literacy performance of slow learning and non-learning pupils in the 4 beneficiary schools. 2. Improve social response and school governance on disadvantaged learning.3. Enhanced Capacity of teachers to teach literacy and numeracy skills to slow and non-learning children. 4. Enable 300 slow learning and non-learning children to master 3Rs – Reading, Writing and Arithmetic. 5. Improve parenting and parents involvement in children learning outcome	1. Increased number of children enrolled to join ECD centers and formal schools. 2. Increased number of parents sending children to school. 3. Capacity building of ECD teachers and committees	Project Purpose: To engage 5 Youth-led Groups in mobilizing and enabling Parents and Communities to support Numeracy and Literacy skill development among 4,000 children attending class 1 and 11 in 5 primary schools by 2015.
Sub-grantee Outputs	**For Objective 1 & 2:** 1.A. One (1) toilet with 5 pit latrine constructed, 1.B. One (1) attendance book, 3 boxes of chalks, 54 books and 2 boxes of pens are purchased. 1. C. Fifteen (15) desks for children purchased. 1. D. Two (2) swings, one (1)sea	**1. A.** 14 ECD teachers were equipped with skills on developing and using teaching and learning materials **1.B.** 15 Teachers at 5 ECD centers were equipped with skills on	**1.A.** 60 children and families (10 per ward) identified for E2E support provided by Mkombozi and the local schools. **1.B.** 60 children have school requirements such as	1.A. Improved attendance of parents/caregivers to school meetings 1.B. Parents/caregivers started to apply ICDP approach in	**1.A.** 20 teachers from 4 schools (5 per each school) intensely, fully trained and capacitated in teaching the 3Rs. **1.B.** 40 modules/booklets on 3Rs were provided **1.C.** 60 slates, 4 dusters,	1. Parents showing interest and commitments on enrolling children to ECD centers 2. Parents are aware of importance of	1.A. Organizational capacity of Youth-led groups is built to align for impact in leadership and engagement in community development

	Safina's Women's Association	Elimu Community Light (ECOLI)	Mkombozi	Kiwakkuki	Organisation for Community Development (OCODE)	Monduli Pastoralist Development Initiative	Tanzania Home Economics Association (TAHEA)
	saw, one (1) climbing and slide for children installed.2.A.Two (2) health and development officers obtained for the service 2.B. fifty (50) assessment cards, 1 weight measure, 1 height measure and 5 benches are purchased 2.C Eighteen(18) visits for three (3) Health officers facilitated to visit the center.	using local made materials for teaching and learning procedures at the classrooms. **1.C.** 15 teachers at 5 ECD centers enabled to display teaching and learning materials and plan sitting arrangement according to children's ages and needs. **1.D.** 5 ECD centers were visited and 15 teachers were strengthened and improved on their teaching and learning methodologies. **2.A.** 15 ECD teachers were on triangle model curriculum guidelines and equipped with the skills to apply it in improving children learning environment. **2.B.** 15 teachers have equipped with skills to identify talented and gifted children at their ECD centers **2.C.** 15 ECD teachers have trained on center management and communication skills	uniforms, exercise books and other scholastic materials. **1.C.** 60 children in target school receive health care and school materials which has reduced stigma and harassment from teachers. **1.D.** 60 children supported through E2E are followed up and emotionally supported. Progress of 60 children is discussed through discussion between teachers and Mkombozi facilitators **2.A.** 60 parents/guardians and or caregivers have demonstrated support to children under this program which has also impacted the change to others who are not in the program. **2.B.** 60 parents/guardians have been following up and visiting schools to see the progress of their children and how the relationship is built between teachers and children. Regular meetings and consultation have been done by parents to teachers in schools. **2.C.** Regular follow ups have been done by parents to review meeting and this has built more relationship. **2.D.** 60 parents have been attending meetings in schools and have some discussions with	interaction with children 2.A. Functioning learning clubs 2.B. Children in the clubs attend and enjoy club sessions 2.C. Homework given and done 2.D. All children in school use toys designed by club to play.	& 28 flannel boards were provided equally to the 4 schools **1.D.** A remedial class for slow learning and non-learning pupils was established in each of the 4 schools **1.E.** Text for beginners 648Kiswahili (reading and writing), 500 (learning numbers), and 20 teacher's guide-Kiswahili and 20 teacher's guide – Learning numbers were provided to schools. 2.A. 4 parents meetings were held ; one per school 2.B. 4 general parents meetings were held; one per school	sending children to schools 3. Participants shows commitment on children issues	activities. 1.B. 5Youth-led groups engage at multiple levels in the field around a common goal and link it to a shared Youth work identity or "brand." 2.A. Youth-led groups have knowledge and skills in facilitating after school programs for children attending early primary school classes. 3.A Youth-led groups role model the Community Based Organization schooling support to young children. 3.B. Communities partnership with youth drives quality and accountability in supporting learning in children attending after school programs .

	Safina's Women's Association	Elimu Community Light (ECOLI)	Mkombozi	Kiwakkuki	Organisation for Community Development (OCODE)	Monduli Pastoralist Development Initiative	Tanzania Home Economics Association (TAHEA)
			teachers and Mkombozi staff in local communities				
Sub-grantee Outcomes	**1.A.** Children hygiene improved. (waterborne diseases) **1.B.** Teaching efficience improved **1.C.** Learning environment improved **1.D.** Children's learning environment improved. **2. A.** health services including immunization provided to children **2.B.** children provided with health services including immunization. **2.C.** Children attended by health officers.	**1.A.** All teachers at each center participated in developing local made materials and use them in teaching and learning at the classrooms **1.B.** 15 teachers were able to apply varieties of teaching and learning aids to different teaching and learning activities appropriately **1.C.** Teaches and children at 5 ECD centers were able to use displayed materials in teaching and learning activities that have improved children's literacy skills **1.D.** 15 teachers in five ECD centers are applying and have improved their teaching methodologies appropriate to children's ages and needs. **2. A.**15 teachers at 5 ECD centers applied the Triangle mode curriculum concept and involved parent, teacher and child in learning processes **2.B.** 15 teachers at 5 ECD centers have started to recognize gifted and talented children and try to inform parents on their children's talents. **2.C.** 15 ECD teachers have applied skills gained to improve their	**1.A.** Greater collaboration between community leaders, teachers, headteachers Head teachers and ongoing working relationships identify children at-risk in six local communities. **1.B.** children are supported emotionally and enabled to interact well with others in schools and not excluded because of lack of uniforms. **1.C.** 60 children improved their health, mental and physical health and improve their progress and their academic performance in school. **1.D.** Improved children attendance, reduced drop out, improved academic performances and their health. Improved teacher-student relationships and support. Improved parent-teacher relationships in supporting children under E2E program. **2.A.** Parents/caregivers value education and show ongoing support to their children. **2.B.** Greater collaboration between community leaders, teachers, head teachers and ongoing working relationships in supporting their studies. **2.C.** Parents/caregivers are updated about	**1.** Parents caregivers visiting/calling teachers about their children and built concern for their children school performance and progress. 2.A. Children enjoy learning 2.B.Reduced number of children who dodge classes. 2.C. Children are assisted at home and they get time to play	**1.** 658 children (350/308 boys/girls) which is 90% of all enrolled children are now capable to reading, writing and doing arithmetic. **2.** Some few parents have started to support children in learning to improve level of literacy and numeracy	1. Number of children enrolled to ECD centers increased 2. Number of children enrolled to ECD centers increased 3. Improved children services at targeted centers	1. Increased youth's engagement and participation in leadership and community development. 2. Improved literacy and numeracy skills among children attending class 1 and 11 in 5 Youth supported communities in Ilemela district. 3. Increased family and community support in literacy and numeracy to children attending early primary classes in 5 Youth supported communities in Ilemela district.

	Safina's Women's Association	Elimu Community Light (ECOLI)	Mkombozi	Kiwakkuki	Organisation for Community Development (OCODE)	Monduli Pastoralist Development Initiative	Tanzania Home Economics Association (TAHEA)
		operations at 5 ECD centers	progress and status of their children in education, health, physical and emotional support needed or provided. **2.D.** Parents/caregivers are strongly engaged in children's development and play the supportive role.				
Logic and feasibility of the links between activities, outputs, outcomes, and objectives.	Negatives: The distinction between activities, outputs, outcomes, and objectives is not clear. For three of the six objectives, the outcome and outputs are identical or nearly identical. Outputs are actually outcomes (e.g. Improved Teachers Teaching efficiency). Rather than being linear and logical, the if-then logic between steps is often confusing and cyclical, for instance: Facilitate Monthly Clinical Visit to Centers (Activity)>Improved Health Services within the Centers (Output)>Access to child's clinical services increased (Outcome)>Improving Health Services within the Centers (Objective).	The log frame does not include activities or outputs. While the feasibility of stated objectives to outcomes and intermediate outcomes is questionable, the progression is logical. Using the format provided by Firelight, Ecoli's M&E framework is clear and logical. It shows a good understanding of the distinction between activities, outputs, and outcomes.	Activities are generally linked logically to outputs and outcomes.	Kiwakkuki demonstrates a basic understanding of the logical framework.	The link between activities, outputs, and outcomes is well-thought out and clear.	Outcome 3. "Improved services at targeted centers" is not linked to any output or objective.	TAHEA's M&E framework is one of the stronger ones. Activities, outputs, and outcomes are linked to the project purpose in a logical and convincing way.

Annex 2
Documents consulted

1. The original request for proposals
2. Proposals to the Hewlett Foundation
3. Grant agreement letter
4. Work plans
5. Narrative and financial reports to the Hewlett Foundation
6. Trip reports from field visits to Tanzania
7. Partner profiles
8. Partner proposals to Firelight
9. Partner reports to Firelight
10. Partners' completed program and organizational assessment tools
11. Partner M&E plans

Documents relating to Tanzania's ECD context
1) Basic Standards for Pre and Primary Education in TZ_2009
2) DFID Education Evaluation Report East Africa Countries
3) Early Childhood Development Policy Tanzania 1996
4) Early Childhood Development Tanzania final Evaluation Report – UNICEF
5) Education and Training Policy 1995
6) Global Partnership for Education Literacy and Numeracy Education Support Final Report 2013
7) Primary Education Development Programme III FINAL VERSION 38 14.11.2012
8) Press release –Twaweza
9) Service Delivery Indicators Report 2011
10) Tanzania EGRA-EGMA-SSME Report 20140314
11) Uwezo Basic Facts Twaweza research report
12) Rasimu ya Sera ya Malezi, Makuzi na Maendeleo ya Mtoto 2013 Final
13) TEN/MET end of project report

Annex 3
Individuals and organizations consulted

NB: Unless otherwise noted interviews were carried out and discussions facilitated by the lead evaluator
The Hewlett Foundation (interviews carried out by the evaluation manager)
Pat Scheid, Program Officer, Global Development and Population Program
Dana Schmidt, Program Officer, Global Development and Population Program
Ruth Levine, Director, Global Development and Population Program
Chloe Ogara, former Program Officer, Global Development and Population Program
Amy Abreton, M&E Officer
Christina Osborne, Program Associate, Global Development and Population Program
Aimee Bruderlee, Grants Manager

Advisory Committee call with MSI team and the Hewlett Foundation facilitated by the evaluation Manager
Kathy Bartlett, Global Education Fund
Meg Porfido, Global education Fund
Carolyn Stremlau, Banyan Tree Foundation

Children in the Crossfire
Matthew Banks, Head of International Programs, Former Country Representative

National education stakeholders in Tanzania
Anthony Mwakibuga, Program Officer TEN/MET (Tanzania Education Network)
Bruno Ghumpi, Acting executive director TECDEN (Tanzania Early Childhood Development Network)
Betty Missikia, Education activist and member of Firelight advisory council
Rest Lasway, MSI consultant with many years education experience in Tanazania

Firelight Foundation
Zanele Sibanda, Director of Programs
Peter Laughern, former CEO

Consultants who have supported Firelight partners
Loserian Sangale (support for Board Development with MPDI)
Tobias Chelechele
Joy Amulya (Zam CAT related work)
Kate McAlpine (development of M&E plans)

Firelight sub-grantee partners
CODEHA
Alice Kazeze, Gender Coordinator
Rev. Jackson Malima, Financial accountant
Panay G. Masbeneba, Board Chair

OCODE
Doreen Matekele, Project Officer
Joseph Jackson, Project Coordinator
Nahodha S. Laizer, Project field supervisor
Tunu Sangu, Project Sangu
Dunstan I. Kashaija, Project Accountant

SAWA
Hellen Nkalang'ango, General Secretary and founder
Mahamudi Ally Ngamange, Teacher and project support

TAHEA
Mary Kabati, Programme Coordinator
Frank Luchagule, Project Officer

Damas Joachim, Project Officer

WOMEDA
Juma Masisi, Executive Director

ECOLI
Juhudi N. Mbwambo, Executive Director
Francis B. Luthavo, Program Officer

MPDI
Erasto Ole Sanare, Director
Mohamed NKinde, Programme officer
Alais M. Mollel, Community mobilisation officer

KIWAKKUKI
Dr Adele Materu, Executive Coordinator
Verynice Monyo, Project Officer (Orphans and vulnerable children)
John M. Mwita, Receptionist
Riziki Shayo, Youth Programme Officer
Robert Shirima, Finance department
Romana Mallya,Admin/ Secretary
Victor Khamene, Youth and Information Technology
Dr. Antipas B. Mtalo, Project Officer
Mary Chao, Chair Person
Pendo Justo, Office attendant
Mwajabu Ramadhani, Office security
Egla Matech, Project Coordinator

Mkombozi
Michael Reuben, Project Coordinator

Mango Tree
Andilile Ibrahim, Executive Director

Annex 4
Breakdown showing how Firelight's funding was spent

Grants	2012 Program	2013 Program	2013 Capacity Building	2014 Program	2014 discretionary	2014 Capacity Building	TOTAL	%
Ecoli	15,000		1,500	40,000		12,000	68,500	
Mkombozi	15,000			40,000			55,000	
SAWA	15,000			40,000		13,900	68,900	
Mango Tree		25,000					25,000	
MPDI		15,000				7,700	22,700	
OCODE		15,000				5,000	20,000	
TAHEA				175,000	15,000	11,800	201,800	
KIWAKKUKI		15,000				12,000	27,000	
CODEHA				15,000			15,000	
WOMEDA		9,000		10,000			19,000	
Kwa Wazee		5,000		10,000			15,000	
Matimaini Mapya		7,000		10,000			17,000	
							554,900	45
ZamCAT							157,758	13
Consultant costs							57,590	5
Firelight travel							32,263	3
Firelight staff							311,186	25
Firelight overhead							111,318	9
							1,225,015	

Annex 5
Sub-Grantee Survey Results

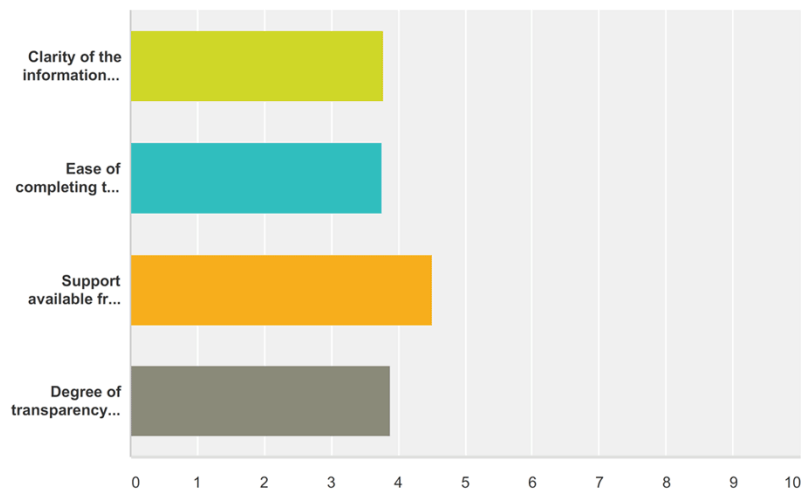Sub Grantee Survey   SurveyMonkey

Q1 How did you first hear about the programme?

Answered: 9   Skipped: 0

Q2 Please rate the following aspects of the selection process from 1-5 (where 1 is low and 5 is high)

Answered: 9   Skipped: 0

	1. Low	2	3	4	5. High	Total	Weighted Average
Clarity of the information provided	0.00% 0	11.11% 1	11.11% 1	66.67% 6	11.11% 1	9	3.78
Ease of completing the application process	0.00% 0	0.00% 0	25.00% 2	75.00% 6	0.00% 0	8	3.75
Support available from Firelight to assist the application process	0.00% 0	0.00% 0	12.50% 1	25.00% 2	62.50% 5	8	4.50
Degree of transparency of the selection decision (do you know why you were selected?)	0.00% 0	12.50% 1	0.00% 0	75.00% 6	12.50% 1	8	3.88

Q3 As far as you remember was the time taken for the selection process? (please tick one of the options)

Answered: 9   Skipped: 0
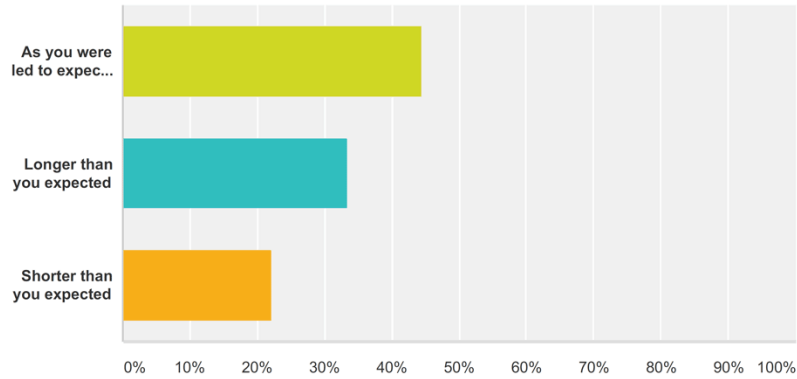
Answer Choices	Responses	
As you were led to expect by the information you were given	**44.44%**	4
Longer than you expected	**33.33%**	3
Shorter than you expected	**22.22%**	2
Total		**9**

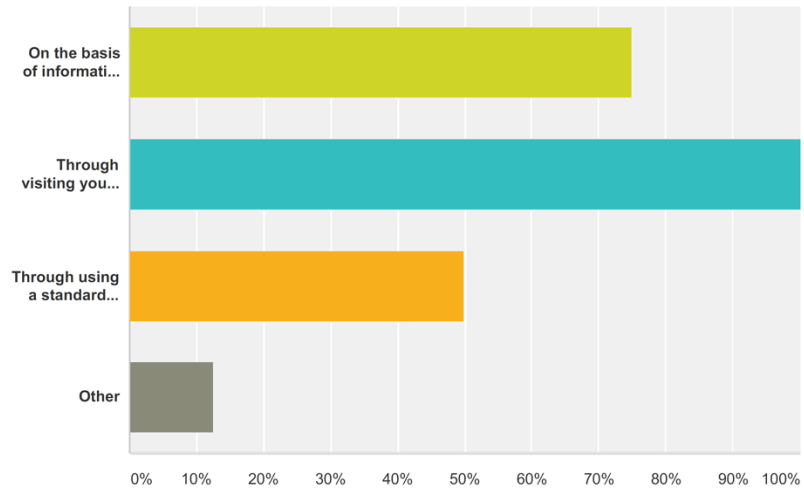## Q4 Did the programme start-up fit in well with the school year? Please explain your answer.

Answered: 9   Skipped: 0

Q5 Were there any unexpected delays in programme start-up? If so please explain what happened.

Answered: 9   Skipped: 0

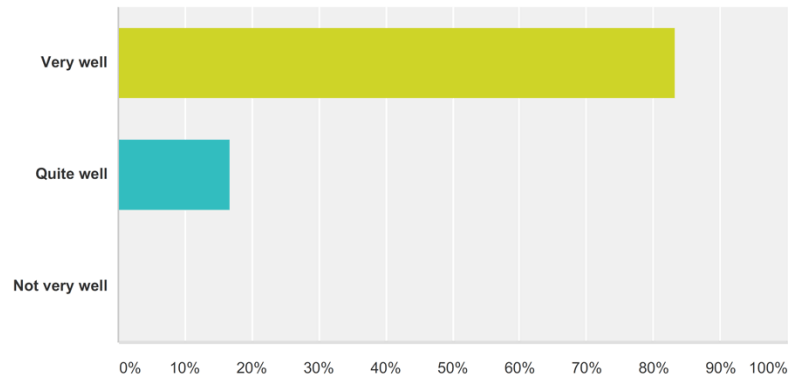## Q6 How did Firelight assess your organisation? (please tick all that apply)

Answered: 8   Skipped: 1

Answer Choices	Responses	
On the basis of information in your application form	**75.00%**	6
Through visiting your offices and talking to you	**100.00%**	8
Through using a standard organisational assessment tool	**50.00%**	4
Other	**12.50%**	1
Total Respondents: 8		

Q7 How well did Firelight assess your organisation? (please tick all that apply)

Answered: 6   Skipped: 3

Answer Choices	Responses	
Very well	**83.33%**	5
Quite well	**16.67%**	1
Not very well	**0.00%**	0
Total		**6**

Q8 How well did Firelight assess the capacity of your organisation to implement the specific programme activities in your proposal at the beginning of the programme? (please tick one of the options below)

Answered: 7   Skipped: 2
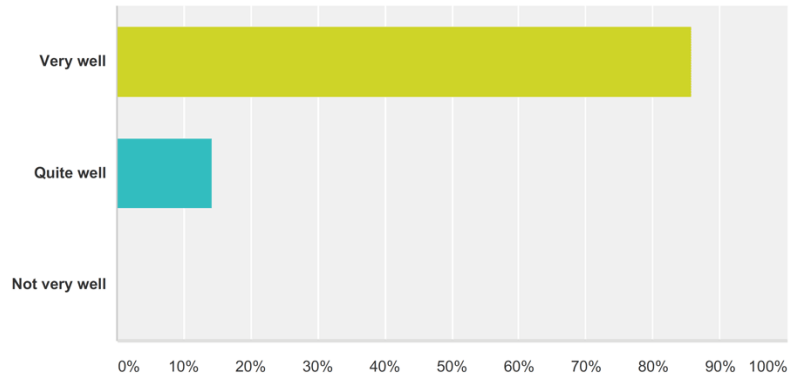
Answer Choices	Responses	
Very well	**85.71%**	6
Quite well	**14.29%**	1
Not very well	**0.00%**	0
Total		7

Q9 How useful did you find the assessment process?

Answered: 8   Skipped: 1
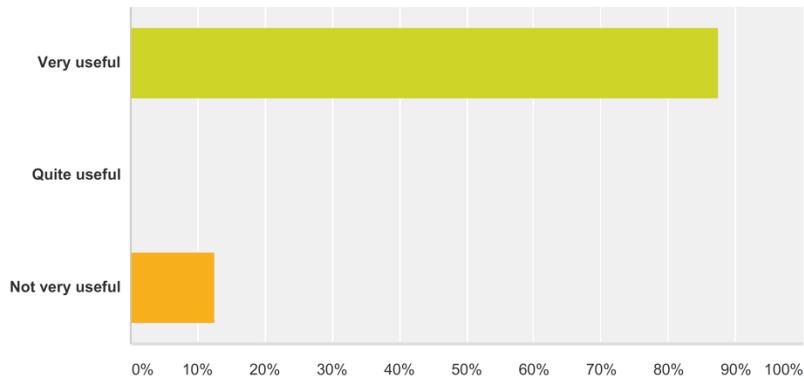
Answer Choices	Responses	
Very useful	**87.50%**	7
Quite useful	**0.00%**	0
Not very useful	**12.50%**	1
Total		8

Q10 What services did Firelight provide to build the capacity of your organisation?

Answered: 9   Skipped: 0

Q11 Please tick as appropriate: Were these services

Answered: 9   Skipped: 0
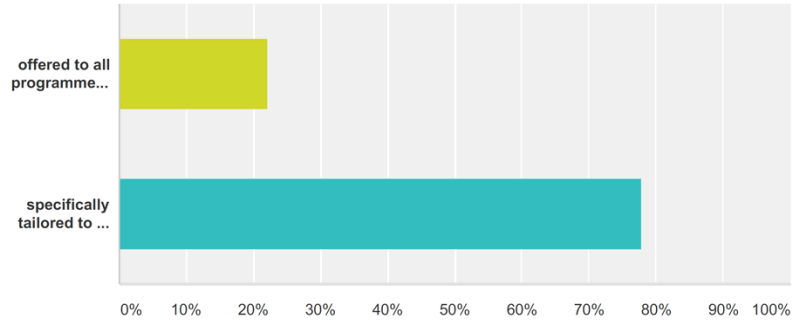
Answer Choices	Responses	
offered to all programme implementing organisations?	**22.22%**	2
specifically tailored to the needs of your organisation?	**77.78%**	7
Total		**9**

Q12 How relevant, effective and useful did your organisation find the services offered? (please tick one of the options below)
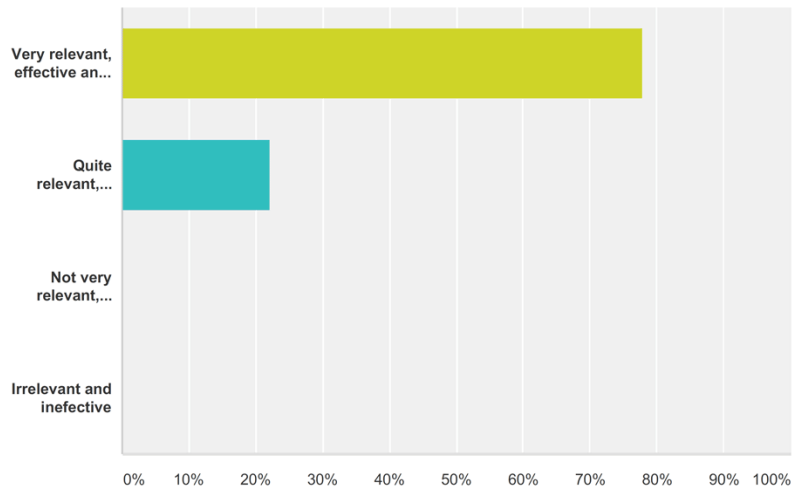
Answer Choices	Responses	
Very relevant, effective and useful	**77.78%**	7
Quite relevant, effective and useful	**22.22%**	2
Not very relevant, effective and useful	**0.00%**	0
Irrelevant and inefective	**0.00%**	0
Total		9

Q13 Do you have access to sufficient effective support from staff at Firelight? (please tick one option below)

Answered: 9   Skipped: 0
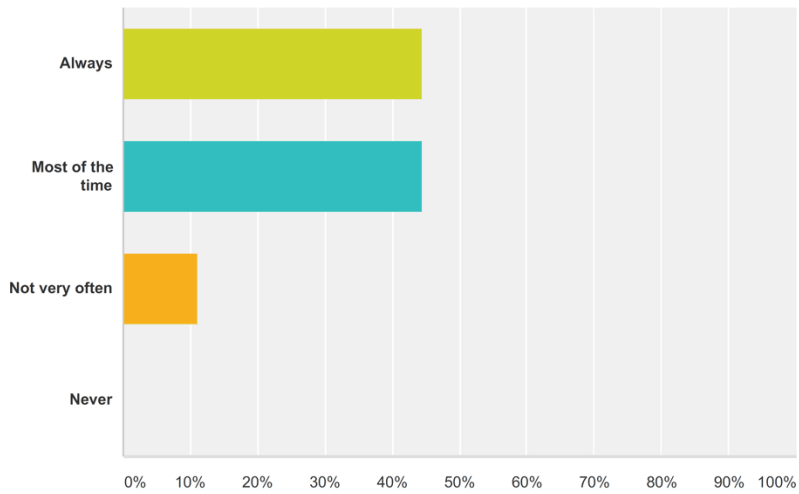
Answer Choices	Responses	
Always	**44.44%**	4
Most of the time	**44.44%**	4
Not very often	**11.11%**	1
Never	**0.00%**	0
Total		**9**

Q14 Please describe any opportunities that have been set up for sharing experiences and lessons learned with other implementing organisations or more widely.

Answered: 9   Skipped: 0

Q15 Does your funding arrive on time?
(please tick the one which applies)
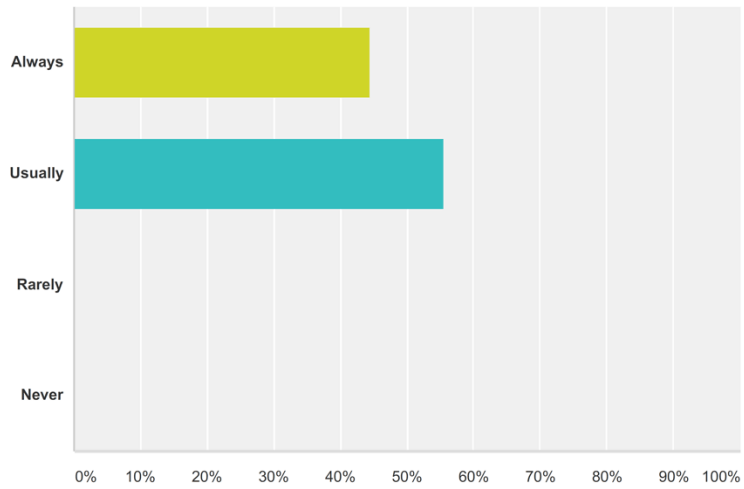
Answer Choices	Responses	
Always	**44.44%**	4
Usually	**55.56%**	5
Rarely	**0.00%**	0
Never	**0.00%**	0
Total		**9**

Q16 What is this due to?

Q17 How has this affected your activities?

Q18 What solutions have you explored?

Q19 How did Firelight introduce their financial reporting requirements? (please tick all that apply)

Answered: 9   Skipped: 0
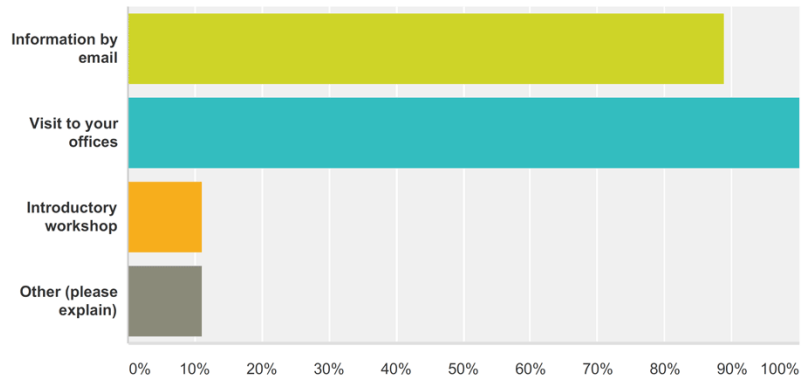
Answer Choices	Responses	
Information by email	**88.89%**	8
Visit to your offices	**100.00%**	9
Introductory workshop	**11.11%**	1
Other (please explain)	**11.11%**	1
Total Respondents: 9		

Q20 Does your organisation find the programme's financial reporting requirements (please tick one)

Answered: 9   Skipped: 0
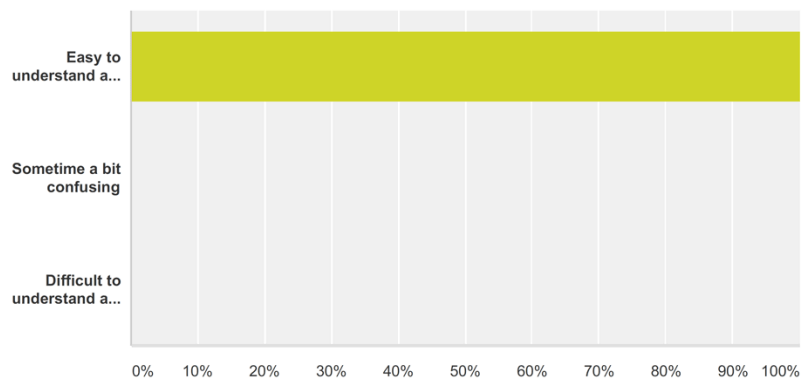
Answer Choices	Responses	
Easy to understand and apply	**100.00%**	9
Sometime a bit confusing	**0.00%**	0
Difficult to understand and apply	**0.00%**	0
Total		**9**

Q21 Do you submit your financial reports on time?

Answered: 8   Skipped: 1
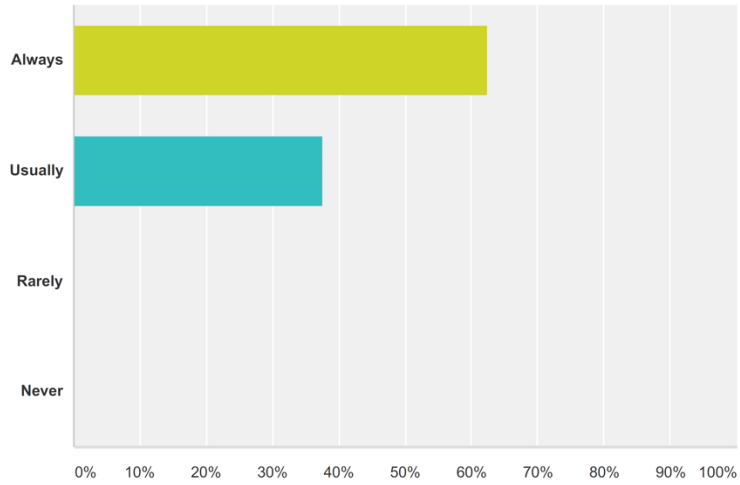
Answer Choices	Responses	
Always	62.50%	5
Usually	37.50%	3
Rarely	0.00%	0
Never	0.00%	0
Total		8

Q22 What do you like most about being part of this programme? Please explain your answer.

Answered: 9   Skipped: 0

Q23 What do you like least about being part of this programme? Please explain your answer.

Answered: 9   Skipped: 0

Q24 Do you have any recommendations for improving the programme?

Answered: 8   Skipped: 1

Q25 Is there anything else you would like to say?

Answered: 8   Skipped: 1

Annex 6
Interview Guides

Trust Africa /Firelight Questions

Concept and design of Innovation Funds

Work plan framework question	Subsidiary questions	Responses
1a. Was the original design based on best available evidence?	Why did the design team use the evidence cited in the design? Why did they think it was the best available evidence? What other evidence was considered and perhaps disregarded for the design and the rationale for discarding that evidence ?	

Work plan framework question	Subsidiary questions	Responses
1b. Were key assumptions articulated and was it realistic to think they would hold?	Were key assumptions articulated? Were assumptions realistic? Why or why not?	

Work plan framework question	Subsidiary questions	Responses
1c. How were the theories of change modified over time and why?	Was the theory of change modified over time? If so how? If so why?	

Programme Implementation

Work plan framework question	Subsidiary questions	Responses
2a. Was the selection process done in a way that conformed to the original ambitions of the program?	What was the proposed methodology for selection of sub grantees? What measures were taken to seek out innovation? Was this the methodology adapted at all during the selection process? If so, why? Are any written records of the process available for us to look at?	

Work plan framework question	Subsidiary questions	Responses

2b. Was the selection process for sub-grants done in a timely, transparent and effective manner?	Did the selection process take place on time?
	How did it fit in with the school year?
	How effective was it?
	How transparent was it?
	Overall, how well did the process work:
	  - Strengths?
	  - Weaknesses?
	  - Lessons for the future?	

Work plan framework question	Subsidiary questions	Responses
2c. Were the sub-grants made to recipient organizations in a timely and transparent manner?	Were sub-grants delivered on time? To what extent was their delivery transparent?	

Work plan framework question	Subsidiary questions	Responses
2d. Were systems in place for identifying the organizational and programmatic strengths and weaknesses of sub-grantees at the start of the program?	What approach for assessing sub-grantee capacity was in place at start of program? What sort of programmatic and organizational assessment of partner capacity took place? At what stage in the program did these assessments take place? How useful were the assessments and how was the information used? Would you do anything differently in the future?	

2e. Were systems in place for delivering capacity building support to sub-grantees in a timely and effective manner?	Did you deliver capacity building services to sub grantees? What were the main objectives of capacity building? How was it carried out? Over what time period? How effective was it? Do you have any systems for sharing strengths and experience between sub-grantees? Would you do anything differently in the future?	

2f. Was the staffing composition that each Fund manager put into place appropriate?	What staffing did you put in place to manage the fund? How did this work out in practice Strengths? Weaknesses? Lessons learned?	

2g. Were the financial management and due diligence systems of the Fund managers appropriate and functional?	Did the Hewlett Foundation have any particular requirements in terms of financial management and due diligence? How effective or otherwise are your financial management systems? Have there been any problems? If so how have they been resolved? Have you made any adaptations to your systems during the course of the program? How do you ensure that sib grantee systems are sufficiently robust?	

2h. Were the work plans and timetables established by the Fund managers adhered to?	To what extent have you and sub grantees been able to stick to agreed work plans and timetable? What particular issues have influenced this? Have there been any significant effects on program implementation?	

2i. How well did they manage risks and adapt to implementation challenges?	What are the main challenges you have had to deal with while implementing the program? How well do you feel you have managed and adapted to these challenges? What are the key risks to program success? How have you been able to manage these?	

Achievement of intermediate outcomes

3a. What did each of the Fund managers' contribute to the Innovation Funds' four intermediate outcomes? What evidence exists to support this?	What did you achieve in relation to each of the program's four intermediate outcomes? What evidence is there for your answers?	

3b. Is there any evidence that some of the approaches for improving children's early learning supported by the Innovation Funds have expanded or spread? What were the pathways, either intentional or unintentional, for achieving this spread?	Are you aware of any of the sub-grantee approaches having expanded or spread? If so, how did this come about? Was it planned or unintentional?	

M&E Systems

4a. How strong are the M&E systems that the Fund managers' have	What M&E systems have you put in place to measure your intended outcomes? How do you use the data you collect?	

put in place for measuring their intended outcomes?	Have you made any changes during the course of the program? Would you make any changes in the future?	
4b. Are sub-grantees' M&E systems based on the theory of change expressed in their proposals, and do they make sense / are they valid measurements?	To what extent are the sub grantees' M&E systems based on the theory of change expressed in their proposals? To what extent have you assisted sub grantees n developing and using their M&E systems?	
4c. Is there sufficient evidence to adequately measure whether children learned more than they might have otherwise? How many of the sub-grantees have adequate systems in place for gathering and using this data? Are there early indications that children are learning more as a result of the innovations that were selected and supported?	How do sub grantees plan to measure learning outcomes (for literacy/numeracy, critical thinking and citizenship)? Are there systems in place for gathering data and any results so far? Have sub –grantees identified control sites or carried out base line studies?	
4d. Do the Fund managers have a clear plan in place for gathering, consolidating, analyzing and disseminating evidence from their sub-grantees to increase understanding about what works for improving early learning If not, what actions could be taken to improve this?	How do you plan to consolidate, analyze and disseminate information to support good early learning practice? Do you have any suggestions for improving this process?	

Potential limitations of Fund management

5a. What are the key functions carried out by each fund manager?	Please describe the key functions your organization carried out as fund manager.	
5b. What were the overall strengths and weaknesses of the Fund managers' in terms of their selection, support and monitoring of innovative NGOs/CSOs in each of the target countries?	How would you describe the overall strengths of your selection, support and monitoring of sub grantee projects? What would you identify as the biggest challenges? If you could make one change to improve program management, what would it be?	

5c. Were there differences in the types, level, relevance and effectiveness of capacity building support and monitoring that were provided by the Fund managers to their sub-grantees?	Did you provide the same capacity building support to all sub grantees? If so why? If not, what were the differences in the services provided and why? Are there any lessons to be drawn from the program's approach to capacity building? Would you do anything differently in the future?	

5d. To what extent and how did the support provided by the Fund managers to their sub-grantees contribute to their program success?	To what degree do you think the support you have provided to sub grantees has contributed to successful initiatives?	

5e. What role did communities of practice play in the program and how do fund managers /sub-grantees see themselves fitting into wider political, development and education systems?	Did you put in place or encourage use of any communities of practice in the course of program implementation? If so how did this work and how effective has it been? How do you see yourselves fitting into wider systems?	

Scalability

6a To what extent is are local or national government agencies aware of or participating in Fund initiatives?	Do you work directly with any government agencies? What is the objective of any such work? How useful / effective/challenging is it?	

6b Which interventions would you describe as having the most "observable" results? (e.g. where parents are talking about the difference in their children's achievements)	Do any of the interventions stand out as making observable changes to children's' learning outcomes? Please describe any such interventions and the observable evidence.	

6c Have any of the interventions been independently evaluated?	If so, by which evaluator and is a copy of the report available? What were the key findings?	

Sub-Grantee Questions

Organization:

NB: The Literature review will be used to identify the broad components of the Hewlett Foundation model in relation to wider practice and to assist analysis by helping to identify any gaps or new aspects of fund management in the Hewlett Foundation approach. It also provides a resource to draw on in terms of Conclusions and Recommendations, helping to provide a broader context for the Hewlett Foundation evaluation. It is not used as a resource in this matrix since it does not provide the level of detail required to answer the specific evaluation questions.

Concept and design of Innovation Funds

Work plan framework question	Subsidiary questions	Responses
1a. Was the original design based on best available evidence?	How did you go about designing your intervention? To what extent was it innovative? What sort of preliminary research and evidence was it based on? Which of the Fund's four intermediate objectives did your intervention seek to meet?	

Work plan framework question	Subsidiary questions	Responses
1b. Were key assumptions articulated and was it realistic to think they would hold?	Were key assumptions articulated? Were assumptions realistic? Why or why not?	

Work plan framework question	Subsidiary questions	Responses
1c. How were the theories of change modified over time and why?	Was the theory of change modified over time? If so how? If so why?	

Programme Implementation

Work plan framework question	Subsidiary questions	Responses
2a. Was the selection process done in a way that conformed to the original ambitions of the program?	How did you hear about the program? What were the key stages of the selection process as far as you remember?	

Work plan framework question	Subsidiary questions	Responses
2b. Was the selection process for sub-grants done in a timely, transparent and effective manner?	Did the selection process take place on time? How did it fit in with the school year? How transparent was it? Overall, how well did the process work: - Strengths? - Weaknesses? - Lessons for the future?	

Work plan framework question	Subsidiary questions	Responses
2c. Were the sub-grants made to recipient organizations in a timely and transparent manner?	Did your funds arrive on time? Did you receive the funds needed to cover your agreed budget? To what extent was their delivery transparent?	

Work plan framework question	Subsidiary questions	Responses
2d. Were systems in place for identifying the organizational and programmatic strengths and weaknesses of sub-grantees at the start of the program?	Can you describe any assessment of your organization's capacity that took place? When? What? How? Where?	

2e. Were systems in place for delivering capacity building support to sub-grantees in a timely and effective manner?	Can you describe any capacity building services received by your organization? What were the main objectives of capacity building? How was it carried out? Over what time period? How effective was it? Are there any systems for sharing strengths and experience between sub-grantees? Have you got any suggestions for improvements in the future?	
2f. Was the staffing composition that each Fund manager put into place appropriate?	What is your experience of working with your fund manager's project staff? How often do you see them? How available are they? Has your organization had any specific difficulties and if so, how have fund manager staff helped to resolve them? Any recommendations for improvement?	
2g. Were the financial management and due diligence systems of the Fund managers appropriate and functional?	Did your Fund manager have any particular requirements in terms of financial management and due diligence? What is your experience of the project's financial management systems? Have there been any problems? If so how have they been resolved? Have you made any adaptations to your systems during the course of the program? Has your financial management system developed or changed in any way as a result of the project?	
2h. Were the work plans and timetables established by the Fund managers adhered to?	To what extent has your organization been able to stick to agreed work plans and timetable? What particular issues have influenced this? Have there been any significant effects on project implementation?	
2i. How well did they manage risks and adapt to implementation challenges?	What are the main challenges you have had to deal with while implementing the program? How well do you feel you have managed and adapted to these challenges? What are the key risks to project success? How have you been able to manage these?	

Achievement of intermediate outcomes

3a. What did each of the Fund managers' contribute to the Innovation Funds' four intermediate outcomes? What evidence exists to support this?	What did you achieve in relation to the program's four intermediate outcomes? What evidence is there for your answers?	
3b. Is there any evidence that some of the approaches for improving children's early learning supported by the Innovation Funds have expanded or spread? What were the pathways, either intentional or unintentional, for achieving this spread?	Are you aware of your approach to improving children's learning having expanded or spread? If so, how did this come about? Was it planned or unintentional?	

M&E Systems

4a. How strong are the M&E systems that the Fund managers' have put in place for measuring their intended outcomes?	What M&E information do you report to your Fund Manager? How often do you send information? Do you get feedback concerning the information you send? Do you receive any information about the achievements of the program as a whole?(i.e. what other sub grantee projects ae achieving)	
4b. Are sub-grantees' M&E systems based on the theory of change expressed in their proposals, and do they make sense / are they valid measurements?	To what extent are your organization's M&E systems based on the theory of change expressed in your proposal? To what extent has your Fund Manager assisted you in developing and using your M&E systems?	
4c. Is there sufficient evidence to adequately measure whether children learned more than they might have otherwise? How many of the sub-grantees have adequate systems in place for gathering and using this data? Are there early indications that children are learning more as a result of the innovations that were selected and supported?	How does your organization plan to measure learning outcomes (for literacy/numeracy, critical thinking and citizenship)? Has your organization identified control sites or carried out base line studies? (if so describe briefly and share report) How do you collect M&E data? What data do you collect? How often do you collect data? How do you use the data you collect? Are there any interesting results so far in terms of impact?	
4d. Do the Fund managers have a clear plan in place for gathering, consolidating, analyzing and disseminating evidence from their sub-grantees to increase understanding about what works for improving early learning If not, what actions could be taken to improve this?	To what extent do you plan to consolidate, analyze and disseminate information to support good early learning practice? Do you have any suggestions for improving this process?	

Potential limitations of Fund management

5a. What are the key functions carried out by each fund manager?	Please describe the key functions carried out by your fund manager..	
5b. What were the overall strengths and weaknesses of the Fund managers' in terms of their selection, support and monitoring of innovative NGOs/CSOs in each of the target countries?	How would you describe the overall strengths of working with your Fund Manager? What would you identify as the biggest challenges? If you could make one change to improve program management, what would it be?	

5c. Were there differences in the types, level, relevance and effectiveness of capacity building support and monitoring that were provided by the Fund managers to their sub-grantees?	In terms of capacity building, what do you think your Fund Manager did best? What could they have done better?	

5d. To what extent and how did the support provided by the Fund managers to their sub-grantees contribute to their program success?	To what degree do you think the support you have received from our Fund Manager has contributed to successful initiatives?	

5e. What role did communities of practice play in the program and how do fund managers / sub-grantees see themselves fitting into wider political, development and education systems?	Did you participate in any communities of practice in the course of program implementation? If so how did this work and how effective has it been? How do you see yourselves fitting into wider systems?	

Scalability

6a To what extent are local or national government agencies aware of or participating in Fund initiatives?	Do you work directly with any government agencies? What is the objective of any such work? How useful / effective/challenging is it?	

6b Which interventions would you describe as having the most "observable" results? (e.g. where parents are talking about the difference in their children's achievements)	Do any of the interventions stand out as making observable changes to children's' learning outcomes? Please describe any such interventions and the observable evidence.	

6c Have any of the interventions been independently evaluated?	If so, by which evaluator and is a copy of the report available? What were the key findings?	

Questions for National Education Stakeholders, Fund Manager Consultants and others, as appropriate

Name:
Position:
Function:

General questions
1. How would you describe this country's achievements in term of EFA?
2. What are the greatest challenges in terms of access to Early Childhood Development opportunities?
3. What are the greatest challenges in terms of the quality of these opportunities?
4. To what extent does the MOE support, encourage and monitor CSO contributions to education?
5. Are there examples of education innovations that have been scaled up (with or without government involvement)
6. Which organizations are key players in the education field in this country?
7. What are the key national education networks, what roles do they fulfil and how effective are they?

The Hewlett Foundation specific questions
1. To what degree are you aware of or involved in Firelight / Trust Africa's grant making program?
2. What is your opinion of the program's strengths and weaknesses?
3. How do you see Firelight/ Trust Africa and their sub grantees contributing to wider political, development and education systems?
4. What do you hope will come out of the program?
5. Do have suggestions for improving the program?
6. Would you have done anything differently with hindsight?