I. Introduction

On current trends, by 2030, more than half of the 1.6 billion young people on the planet will not have the most basic skills for employment. Inaction by countries and the global community is not an option if we are to achieve Sustainable Development Goal 4 (SDG4), which promises equitable and inclusive quality education for all by 2030. The challenges which governments face are so great that all actors have a role to play and contribution to make towards SDG4. This includes the business community.

The Challenge: How business channels its resources, and how the education sector works with the business community, will determine the ultimate impact of business engagement in education. A “business as usual” approach will not suffice: random acts of corporate kindness will never leverage up into the sustainable change that needs to take place at scale if the international community is going to make progress towards the 2030 goals. The challenge is two-fold.

- First, current corporate practice is inadequate - a study from the Brookings Institution, Harnessing Corporate Philanthropy to Education the World’s Poor, demonstrated that the current programming of corporate assets to support education does not maximize effectiveness or efficiency. Overall trends show that corporate social investments are small, short-term, uncoordinated and not reaching the most marginalized.
- Second, the private sector is not currently structured to improve these practices. An informal survey of Global Business Coalition for Education companies showed that individuals with the decision-making authority to program corporate assets for global education lack the tools and resources to understand the landscape and make more informed decisions to impact the sector.

The Opportunity: The corporate philanthropy field is undergoing a transformation. The sector is shifting from community-based projects to strategic alignment of business assets across the economic, social and governance dimensions of a business – spanning the entire value chain of companies. Encompassing both corporate responsibility and social investment, the next generation of corporate activities are moving towards a focus on how social impact can be achieved while advancing business impact. And based on projected financing needs for SDG 4 and financial resources currently invested from the corporate sector globally into education, there is an opportunity to shape the impact and effectiveness of billions in contributions, generating stronger results and increasing overall efficiency and effectiveness of spending.

Identifying a solution comes at a time where there have been many failed attempts by the education sector in the past to cooperate in a transformative way with the business community, hindered by:

- Antiquated philanthropy perspectives of the corporate sector,
- Bureaucratic, fragmented education systems,
- Approaches which fail to truly partner with the diverse assets business can contribute to education.
These challenges are compounded by a company’s lack of information, strategic insight into how global education works, and limited funding to generate the knowledge-sharing necessary at the level of strategic plan development to advance fruitful collaborations with the education sector.

**The Solution:** At this crossroads of opportunity and demand for action, the Global Business Coalition for Education has undergone a detailed landscape assessment and is developing a series of practical tools and products and a sustainable business model to inform the next generation of ESG strategies within companies to make a greater impact in education. As the organization that brings together the business community to end the global education crisis, it occupies a unique position, representing 150 corporate members, a role on the board of all of the major global education funds which control several billion dollars in investments in low- and lower-middle income countries, and an impartial, evidence-based perspective driven by results, not politics.

**The project consists of three phases:**

- **Phase 1: Scoping, Listening and Designing:** The first phase of work focused on creating (1) a consolidated mapping of the global education landscape and evidence, including major actors, regulatory framework, guiding principles, strategic efforts and initiatives and (2) a series of design options for tools and products for business and non-corporate stakeholders. This took place through an extensive engagement with corporate and non-corporate stakeholders.

- **Phase 2: Testing, Prototyping and Learning:** The second phase of work is focused on testing and prototyping the tools and products from phase 1 and developing a refined product for companies and non-corporate stakeholders. In this phase, we are building on recommended tools and products driven by the participation of business and non-business stakeholders, including members of the Global Business Coalition for Education, strategic partners of the BHP Foundation Education Equity program, and international agencies and NGOs, to refine the options, test, and build the prototype tools and products which can unlock and maximize behavior change in the corporate and non-corporate world.

- **Phase 3: Delivering and Scaling:** The final phase will focus on implementing, delivering and scaling of the initiative with a sustainable business model. This will include the recruitment of businesses and non-corporate stakeholders to use the tools and products in practice, monitor and measure impact, share lessons and build a larger community of practice taking very concrete steps towards improving results in business engagement and improving education equity.

**II. Purpose**

GBC-Education is interested in conducting a mid-term review of the BIEI initiative. The purpose of the review will be to assess the BIEI program design, the program’s trajectory towards short and long-term impact, and guide the team through recommendations for maintaining long-term, sustainable impact. The review should provide practical recommendations for adjustments needed in timeline and scope to make the initiative as effective as possible.
III. Approach and Criteria

The overall approach of this review is to examine the phases of the project to date and the resulting trajectory of the initiative to make recommendations for its long-term success. The consultant will look into program design, its potential for short and long-term impact, and the sustainability of the initiative.

The questions categorized under "Program Design" will assess the three-phase approach and resulting output to date. Specifically, the review should provide recommendations for whether the timeline and scope of each phase have set the project up for success. “Short-term Impact” will examine the initiative's potential to make an immediate impact within companies. While “Long-term Impact and Sustainability” will assess both impact within companies and impact on the education sector. Additionally, sustainability will refer to the financial capacity and enduring nature of the initiative. GBC-Education is particularly interested in understanding the reasonable timelines for sustained impact, from both a short and long-term perspective.

IV. Questions and Focus

The following section summarizes some of the key questions, categorized under the appropriate research criteria.

Program Design

- Based on the output from Phase 1 and 2 of the project, which underpinning assumptions were correct and which will need to be course-corrected?
- Has enough time been allocated to the phases in the three-phase approach to build a sustainable initiative moving forward?
- Have the appropriate foundations been established to create behavioral change?
- Does the three-phase approach allow for enough time to achieve the stated goals?
- Has the COVID19 pandemic impacted the design or delivery of key aspects of the Project – positively or negatively?

Short-term Impact

- How has business participation in shaping the initiative’s tools and resources contributed to changed mindsets or behaviors within users’ companies?
- Has engaging with GBC-Education led to different approaches in decision-making about investment in education?
- How has engaging with the GBC-Education BIEI tools and resources informed programs or initiatives supporting education or informed partnership-building?
- Has engaging with the GBC-Education BIEI tools and resources enabled users to incorporate new evidence into their education investment strategies?
- Has there been a shift in GBC-Education membership profile as a result of the new tools and resources offered to businesses?

Long-term Impact and Sustainability
• Considering similar models across sectors or within education, what might be considered a realistic timeline for encouraging uptake (testing, adoption, acceptance – as in the new business-as-usual) of the new tools and resources and then measuring education impact of businesses using these tools and resources?
• What specific metrics should be used to quantify and qualify how the business community is making an impact on the education sector through the BIEI engagement model?
• Given the BIEI business model, what are the opportunities for sustained financial growth beyond the scope of the current project timeline?

V. Methodology and Data Collection

Desk Review of Documents

It is recommended that the review should begin with an in-depth context analysis of the project from a desk review of documents that can also answer questions of relevance. The BIEI team will also be available to answer questions and support the desk review process.

Key Stakeholder Interviews

The consultant will have access to BIEI partners, including the Guidance Group and other members who currently use the BIEI tools and resources. These stakeholder interviews will allow the consultant to understand the current internal (within company) and external (on the education sector) impact the tools and resources are making.

VI. Expected Product of the Review and Timeframe

The proposed time frame for the review is from February 1 - March 31, 2022. The expected products of the review include an inception report; a report with analysis of the findings; and a knowledge product which summarizes the findings and makes recommendations on for the future of the project. The following table indicates the proposed timeline and milestones:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Product</th>
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<tbody>
<tr>
<td>Submission of Inception Report by consultant</td>
<td>Inception report (will include the complete research design including the scope, review approach, methodology, indicators, interview protocols, timeline, and any other relevant factors.)</td>
</tr>
<tr>
<td>Data collection: Context analysis and stakeholder interviews</td>
<td>Presentation of preliminary findings Feedback and consultation with BIEI team</td>
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<tr>
<td>Analysis of data and presentation of draft report with ppt/ visuals</td>
<td>Draft report</td>
</tr>
<tr>
<td>Final Draft and ppt</td>
<td>Final draft report and ppt</td>
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<tr>
<td>Receive comments and finalize the report &amp; ppt</td>
<td>Final Report</td>
</tr>
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VII. Required Skills and Experiences

- Experience conducting project evaluations for the non-profit sector
- Familiarity with Corporate Social Responsibility, social impact, and global education
- Excellent written and oral communication skills
- Experience conducting stakeholder interviews
- Ability to synthesize complex information into coherent report presentation