



Save the Children

**Terms of Reference for Final Evaluation
Education in Emergencies (EiE) – Provision of
safe, inclusive and quality education to conflict
affected and other vulnerable boys and girls in
Central Darfur, West Darfur and South
Kordofan**

PROJECT SUMMARY

Type of evaluation	Final Evaluation
Name of the project	Provision of safe, inclusive and quality education to conflict affected and other vulnerable boys and girls in Central Darfur, West Darfur and South Kordofan
Project Start and End dates	Start date: 01 June 2019 End date: 31 May 2022
Project duration	3 years
Project locations:	Central Darfur, West Darfur and South Kordofan
Thematic areas	Education
Donor	ECHO – European Civil Protection and Humanitarian Aid Operations (European Commission)
Key stakeholders	State Ministry of Education Locality Ministry of Education Schools Parent-Teacher Associations Community leaders Case workers
Estimated beneficiaries	58,818 beneficiaries
Overall objective of the project	To provide safe inclusive and quality education to conflict affected and other vulnerable boys and girls in Central Darfur, West Darfur and South Kordofan

INTRODUCTION

These Terms of Reference are for Final Evaluation of the Education in Emergencies (EiE) project, titled 'Provision of safe, inclusive and quality education to conflict affected and other vulnerable boys and girls in Central Darfur, West Darfur and South Kordofan (implemented by IAS. The project aimed to engage, support and strengthen the capacity of State, Community-based Child Protection Networks and school leadership to provide access to inclusive, safe and protective quality basic education to crisis-affected children in Central Darfur, Darfur, West Darfur and South Kordofan. The project commenced implementation in 2019 and was supposed to be completed in 2021. However, the project was amended for an additional year and to set to complete in 2022.

This Final Evaluation is being commissioned to assess the project on Development Assistance Committee criteria, which are Relevance, Effectiveness, Efficiency and Sustainability, while looking at the progress made by the project towards achieving planned objectives. This document will provide information about the project background, the intended methodology, and the timeframes for the final evaluation.

PROJECT BACKGROUND

Save the Children (SC) has been working in Sudan since 1984 to deliver programs to children and communities in need. SC Sudan works across 9 states: Khartoum, Blue Nile, South, West, and North Kordofan, North, West & Central Darfur, and Red Sea.

The EiE project targeted 58,818 beneficiaries in 35 schools, comprising of 40,028 children in formal education programmes in 53 schools (51% girls), 17,334 out of school children in AEPs non-formal education programmes (54% girls), 697 teachers (37.4% female) and 633 Parents-Teachers Association members (23% female) and 126 community leaders (47.6% female). The targeted schools are 35 (33 in Central Darfur-5 Nertiti, 10 Golo and 17 Rekoro) and 2 schools in Gineina, West Darfur. In addition to that, there 16 schools targeted in SK and led by consortium partner IAS. SC worked the local CSO JMCO in the 3 localities to engage, support and strengthen the capacity of State, Community-based Child Protection Networks and school leadership to provide access to inclusive, safe and protective quality basic education to crisis-affected children. The response prioritized emotional and psychosocial protection, physical protection (Safe Schools), teaching and learning (Literacy Boost), parents and community participation (ILET) and school leadership and management. Safe Schools is a comprehensive approach to keep girls and boys safe from violence, conflict and hazards in and around schools. Literacy boost is an evidence-based approach that supports teachers, students, parents and communities to build children's reading and writing skills placing equal emphasis on literacy acquisition in formal schooling and in communities. ILET (Improving Learning Environments Together) is an evidence-based package that was piloted by SC in Syria and Uganda with funding from ECHO. It uses assessments to improve learning environments in humanitarian contexts through community participation using an integrated approach.

SC worked to address the reasons for children's exclusion including lack of WASH facilities in school, child labour, livelihood failure or incompatible school timing for working children, disabilities, lack of teachers, lack of teaching and learning materials, high fees expectations, social barriers and/or discrimination based on gender, ethnicity, or religion. SC also prioritized building the capacity of teachers to implement appropriate classroom management strategies to manage student behavior without discrimination and organize the teaching-and-learning process in a way that models and promotes positive and respectful interactions. Emphasis was on establishing, training and roll out of the Teachers Code of Conduct as well as the Safe School Declaration (SSD). The Action also ensured establishing, and/or strengthening Child Safeguarding Policy and training of all staff on Child Protection and Child Rights.

Furthermore, SC engaged school leadership, community-based child protection networks (CBCPNs), parents and community education structures including the help desk and children's clubs to identify, enroll and strengthen retention of out of school children. SC also applied the Schools as Zones of Peace (SZOP) approach, which

included declaring schools at the community level as safe spaces through applying the principles as enshrined in the SSD. SZOP was also be mainstreamed among state Ministry of Defense and FMoE to raise awareness on the declaration, also among other actors through our engagement with the Child Protection and Education Working Group.

To support the wellbeing and learning of children thus improving learning outcomes, SC adopted agency best practices to protect children from physical and humiliating punishment (PHP): 1) Positive Parenting at family level and 2) Positive Discipline for Everyday Teaching (PDET). In collaboration with child protection and other service providers, school help desks and referral mechanisms were established and strengthened to offer different child protection services including emotional and psychosocial support for learners in need. Teachers were also trained in Psychological First Aid (PFA) in order to enable them to mainly identify and refer children with signs of psychological distress to relevant services, and provide preliminary support meanwhile, and raise awareness on child protection issues.

SC constructed or rehabilitated gender-segregated and child-accessible latrines, ensured provision of safe drinking water through connecting schools water storage to existing water supply system and or /drilling and construction of appropriate water sources, and prioritization of hand-wash stations. Awareness-raising activities on health and hygiene including menstrual health and hygiene in schools and communities, as well as establishing school clubs aimed to increase children's knowledge on best hygiene practices and then educating their siblings and parents through IEC materials. Rehabilitation of existing classrooms were prioritized and where possible Child Activity Centers (CACs)/Child Friendly Spaces were used as community reading centers as well to ensure cost effectiveness and holistic service provision. SC also constructed semi-permanent learning spaces to provide appropriate and alternative education for school-age children and youth who were not able to attend primary school with their age cohort. This will include AEP to allow children to either catch up with their age cohort and be streamed into the formal primary education system or take up vocational training and gain the skills needed for longer term livelihood security.

SC also worked with FMoE and SMoE to support policies, advocate for investment in children including free birth registration, no examination fees for learners sitting for primary school leaving examinations, implementation of the Safe Schools Declaration, strengthening of information management systems, setting up of accountability mechanism and management of teachers with attention to the quality of teachers, ensuring effective recruitment deployment and retention systems, competitive incentives and benefits and professional development processes.

For each result, the following indicators were included:

Specific objectives indicators	<ol style="list-style-type: none"> 1. # and % of school-aged boys and girls continuously accessing quality and protective learning opportunities relevant to the emergency 2. # and % of targeted girls and boys enrolled and retained in education at the end of the action 3. # and % targeted girls and boys for non-formal education who successfully transition into formal education or advance to the next level of non-formal education 4. % of beneficiaries reporting that humanitarian assistance is delivered in a safe, accessible, accountable and participatory manner
Result 1-Improved quality of EiE teaching and learning through enhanced literacy skills with links to longer term education options	<ol style="list-style-type: none"> 1. Number of boys and girls that access safe, quality learning opportunities (formal education) 2. # Number and % of teachers receiving Literacy Wellbeing in Emergencies (LWiE) trainings 3. # and % of out-of school boys and girls enrolled in primary and Accelerated Education Programmes 4. # and % of teachers trained in EiE trainings

	<ol style="list-style-type: none"> 5. # of coordination meetings between education actors and State Ministry of Education (SMoE) initiated and held 6. Number of boys and girls that access safe, quality learning opportunities (non-formal education)
Result 2-Established safe and accessible learning environment	<ol style="list-style-type: none"> 1. # of girls and boys benefiting from the restoration of learning spaces meeting minimum standards 2. Safe and accessible learning environments 3. # and % of teachers trained on MHPSS (PFA and life skills) 4. # and % of the targeted girls and boys showing an increase in their psychosocial wellbeing and resilience (disaggregated by sex & age) 5. # and % of community leaders trained on child protection basic and child safeguarding 6. # and % of girls and boys referred to specialized services (e.g. child protection, health, MHPSS) 7. # and % of teachers and other educational personnel demonstrating increased capacity in addressing CP concerns
Result 3-School Improvement plans are developed and implemented in supported schools through community and child participation	<ol style="list-style-type: none"> 1. Capacity Building (Education) 2. # and % of schools with developed and implemented participatory School Improvement Plans 3. # and % of supported schools/learning spaces displaying child-friendly School Improvement Plans (SIPs) in all classes
Result 4- ensure that education continues if schools do not reopen as planned	<ol style="list-style-type: none"> 1. # of children consulted for updated needs assessment 2. # of students, teachers and other education personnel provided with psychosocial support services 3. # of teachers and other education personnel showing increased knowledge and skills to address the protection needs of girls and boys 4. # of school-closure affected children and youth/girls and boys 3-18 accessing distance learning

SCOPE OF EVALUATION

This study will be conducted at the end of the EiE project. It will build upon the needs assessment and the baseline study previously conducted. The primary purpose of the study is to find out if the EiE project contributed to i) improved quality of EiE teaching and learning through enhanced literacy skills with links to longer term education options, ii) established safe and accessible learning environment and iii) school improvement plans are developed and implemented in supported schools through community and child participation. The main study objective is to find out whether the EIE project achieved its intended outcomes, how, if and why the project made a difference.

The final project evaluation will be conducted by an independent evaluator with the purpose of examining the questions outlined below. The initial scope covering the DAC criteria have been adjusted in light of time and resources. The evaluation process should be participatory involving all relevant stakeholders including SC Staff, partners, relevant government bodies and communities with specific focus on children. Together with the SCI MEAL team, the consultant will assist the project team and stakeholders in discussing and arriving at conclusions and recommendations.

KEY QUESTIONS

1. Relevance of the intervention for target groups

- Are we doing the right thing? Does the intervention respond to clearly identified needs and priorities of the project participants? Was the intervention appropriately adapted to the local context and target population?
- Was the project design and implementation appropriate to meet the protection and education needs of the target groups?
- To what extent was the project design coherent with Sudan policies and education sector plans?

2. Effectiveness of the project interventions

- To what extent were the objectives of the programme achieved?
- What were the major factors influencing the achievement or non-achievement of the objectives (from the perspective of improving access to inclusive and protective learning environments)?
- Which strategies proved to be particularly effective for achieving the objectives?

3. Efficiency

- Were objectives achieved on time? (and budget)
- Were activities cost-efficient? (What was the cost of delivering outputs? How were cost drivers managed?)
- Was the programme or project implemented in the most efficient way compared to alternatives such as online/distance learning?

4. Sustainability of the project interventions

- How did the project adapt to the changing context in Sudan?
- To what extent the EiE Sudan project develop the capacity of parents, government bodies and the school community to operate without external support after the programme ends, and, if successful, in what way?

5. Accountability

- How has the program/project approached accountability to children and the wider community?

6. Satisfaction and experience

- How satisfied were the program/project beneficiaries?
- Did program beneficiaries feel the services they received were acceptable, appropriate, and suited to their needs?

7. Safe programming

- Was the program been designed, planned, implemented and monitored to ensure it is safe for children and adults?
- How was child safety been integrated into the program/project design and implementation of activities? What aspects of the program/project make children feel safe?
- How was the program/project assessed the risks for children and do these risks still exist to date? Have they been reduced, controlled and managed by the minimising actions? Are there new risks? What further measures do we need to implement to reduce, remove and control these new emerging risks?

8. Inclusion

- How did the program/project consider inclusion of vulnerable children in the design and its implementation of activities?

When exploring the above key questions, the Final Evaluation should answer the questions outlined above for specific target groups, disaggregating findings by refugees, IDPs, host community, men, women, boys and girls

EVALUATION METHODOLOGY

The evaluation will be using a rights-based and participatory approach that involves all relevant stakeholders while collecting data. The evaluation process will use a secondary data review approach, as well as a mixed-methods

approach comprising of primary quantitative and qualitative data duly considering the COVID-19 protective protocols. The evaluation process will include among other things desk reviews, field visits, an ASER test, interviews, group discussions with stakeholders and target beneficiaries, including data harvesting exercises to look at what has changed and how that is linked to the project interventions. Desk review will be completed prior to commencement of field work. Given that the South Kordofan component is being implemented by a partner (IAS), desk review will include IAS documents and interviews will be conducted with IAS staff. However, field visits will be conducted in Central Darfur and West Darfur.

It is a key priority for Save the Children that data is collected in a safe and ethical manner, especially when engaging with children. Data collection tools should be age-appropriate and child-friendly. Any data, analysis and findings should be disaggregated by gender, age, location, vulnerability (pregnant girls, married girls, children with Disabilities (CWD), sexual and gender-based violence (SGBV) as well as by refugee, internally displaced persons (IDPs) and host communities.

Ethical Considerations

Ethical considerations will be applied, including the following:

- **Do no harm.** The evaluation will be designed and implemented in such a way that it does not put people at risk of harm, whether intentionally or unintentionally. The consultant as well as anyone supporting data collection will be trained on (child) safeguarding policy and referral practices, and must comply with SC's Child Safeguarding Policy and Code of Conduct. A referral procedure will be developed to ensure that protection concerns identified during data collection are referred timely and appropriate. A risk assessment should be completed prior to data collection in each area. The risk assessment will specifically consider COVID-19 related risks and mitigation measures.
- **Do good.** In addition to do-no-harm considerations, this evaluation will be helpful to those people taking part in the data collection as they will be oriented how to follow COVID-19 precautions.
- **Respect for Autonomy, Informed Consent, Confidentiality and Anonymity.** Participation in the data collection activities is a free decision. Potential participants (adults and children) will be provided with information about Save the Children, the purpose of the data collection, the length and scope of the data collection activity, and Save the Children's feedback and reporting processes, to ensure they can make an informed decision about their participation. If at any point in time during the data collection, the participant does not want to continue, he or she will be free to stop. This will be explained at the start of the activity. Informed consent of each person (including children) participating in the data collection will be documented.

EVALUATION MANAGEMENT

The study manager will be the Learning and Evidence Specialist. The consultant selected for the project will report to the Learning and Evidence Specialist every two weeks and provide updates on the progress of the study. The L & E Specialist will also approve all the deliverables of the consultancy.

Evaluation Timeline: April and May 2022

What	Who is responsible	Who is involved
Evaluation TOR	Head of MEAL and MEAL Manager in country	Education Project team and program specialists
Tender review and selection of consultant	Procurement and MEAL team at CO level	Education Project team

Kickoff meeting with consultant, documentation review, desk research	Consultant	Education Project team
Inception report review	MEAL, Project staff, TS, member	MEAL and Project team
Inception report and data collection tools	Consultant	MEAL and Project team
Review and testing of tools, training of enumerators	MEAL, Project staff, TS, member	MEAL and Project team
Data collection and management	Consultant	Education Project team
First draft report of evaluation	Consultant	Education Project team
Validation meeting to present key findings to SCI staff	Consultant, MEAL, Project staff, TS, member	MEAL and Project team
Review of first draft report	Head of MEAL, Project staff, TSs, Member	Education Project team
Finalization of the report	Consultant	MEAL, Project team, TS, Member

EXPECTED DELIVERABLES

Inception report

An inception report will be developed by the selected consult, expanding on the Evaluation Framework, the methodology outlined above and the guiding principles of the evaluation. It should highlight: summary of key findings from the desk review, key questions, methodology, sampling considerations, data collection plan, data collection methods, data collection tools, management of data quality issues, process for obtaining the participants' consent, matrix of roles and responsibilities indicating roles of the persons involved in the evaluation, expected deliverables and timeline, training of enumerators, contents and duration of training, and measures to ensure data confidentiality.

Data collection tools: Will be developed by selected consultant

Original encrypted datasets in MS Excel form and SPSS/Stata codes used in the analysis

Evaluation Final Report:

The final report should include the following sections:

- *Table of Contents*
- *List of Acronyms*
- *List of Tables*
- *Executive Summary*
- *Background*
- *Scope of Evaluation*
- *Methodology and Limitations of the Evaluation*
- *Main Findings*
- *Conclusions and Recommendations*
- *SCI evaluation response plan*
- *Annexes*

- *Evaluation ToRs*
- *Project logframe*
- *Final data collection tools*
- *List of people involved*
- *Any other relevant documents*

Sharing evaluation findings

The Final Evaluation report will be shared internally with Save the Children staff, including Save the Children Finland, as well as with the Donor. The consultant will be asked to present key findings to project staff at the end of their contract through a workshop. They will also be asked to create a two-page summary with key findings that can be widely circulated within the Sudan Country Office. The CO will use the results from the final evaluation to develop an Evaluation Response Plan. The Evaluation Response Plan will outline concrete actions to share the findings and agreed actions with children and communities.

Applying evaluation findings:

Learning from the final evaluation will guide the future programming of Save the Children Sudan. The findings will also be used for improving current projects of the similar nature.

Evaluation Report Scoring Tool

The evaluation report will need to meet the standards of Save the Children's Evaluation Report Scoring Tool, which will be shared with the consultant when starting their contract.

Consultant Profile

The following are the main requirements for the consultant:

- Proven record in evaluations of humanitarian projects in the NGO sector.
- Broad knowledge of humanitarian and development issues, specifically in education, gender, livelihoods and child protection.
- Proven experience in quantitative and qualitative analysis.
- Skills and experience in conducting ethical and inclusive studies involving children and vulnerable groups and in using child participatory techniques
- Fluency in Arabic and English is a requirement.
- Excellent verbal/written communication skills and strong report writing skills.
- Awareness of cultural sensitivities and local context, ideally with working experience in Darfur
- Ability to work with team and under pressure to meet deadlines and produce agreed deliverables.

To apply for this evaluation, applicants are expected to share the following documents:

- A proposal showing your understanding of the assignment and how you will conclude the work, including proposed methodologies, mode of analysis, and the number of personnel to be involved, detailed timelines, budget and any foreseen challenges.
- Up to date organizational/individual Consultant CVs and CVs for relevant staff.
- Cover letter.
- Traceable and contactable referees for each.
- Two sample reports from previous most recent education consulting projects (all samples will be kept confidential) or links to website where reports can be retrieved (highly recommended).

Once a candidate/firm has been selected the following documents will be made available (at a minimum):

- Evaluation Report Scoring Tool
- Project proposals
- MEAL Plan
- Needs Assessment /Baseline Report
- Project reports, such Field Monitoring Reports and Post-Distribution Monitoring reports
- Indicator Performance Tracking Tables

Days

The final evaluation is expected to take 30 days

Payment Schedule

The payment shall be **30%** upon submission of a satisfactory inception report, **30%** upon submission of first draft report and **40%** upon submission of a satisfactory final report.

INSTRUCTIONS ON PROPOSAL SUBMISSION

The offer, comprising of a Technical and Financial Proposal, should be submitted and addressed as follows: Sudan CO procurement SudanCO.procurement@savethechildren.org and cc janet.mugo@savethechildren.org. For any question/query relating to the proposal, please email janet.mugo@savethechildren.org.

Bidders are required to prepare and submit the following documents:

- Technical Proposal (1. Company/Organization profile and expertise; 2. Proposed Methodology and Implementation Plan 3. Management Structure and Key Personnel (CVs)
- Financial Proposal (Detailed budget in **USD**)

Deadline for Proposals submission is 16th April 2022, 16:00, Khartoum Time.

Any Proposal received by SCI after the deadline shall be declared late and will not be considered.

TOR prepared by: Janet Mugo

Sign off by:

Date of sign off: