**TERMS OF REFERENCE FOR ENDLINE EVALUATION**

**EU Quality Learning for Access and Retention (EU QLEAR)**

**MAY 2024**

PROJECT SUMMARY

|  |  |
| --- | --- |
| Type of evaluation | Endline assessment  |
| Name of the project | EU Quality Learning for Access and Retention (EU QLEAR) (SOF 75201938) |
| Project Start and End dates | Start date: 01 May 2021End date: 31 July 2024 |
| Project duration | 36 months  |
| Project locations: | Sudan (Blue Nile, Khartoum, South Kordofan, and the Red Sea States) |
| Thematic areas | Education |
| Donor | DG INTPAR (International Partnership)  |
| Key stakeholders  | States Ministry of Education Locality representatives of Ministry of EducationLearners Schools Parent-Teacher AssociationsCommunity leaders |
|  |  |
| Estimated beneficiaries | 62,595 students (31,923 boys, 30,672 girls)  |
| Overall objective of the project | To fulfil the right to education and improve the basic education sector in Sudan, with particular attention to the most marginalized groups living in vulnerable situations, including migrants, IDPs, and refugees, especially girls as well as children with disabilities. |

1. **Introduction**

These Terms of Reference outline the endline study for the EQUIP Phase 2 project called ‘Education

Quality Improvement Program in Sudan (EQUIP 2)”. The project aims to fulfil the right to education and

improve the basic education sector in Sudan, with particular attention to the most marginalized groups

living in vulnerable situations, including migrants, IDPs, and refugees, especially girls as well as children

with disabilities.

Initially, the project was meant to start the implementation in February 2021, however, due to contractual reasons with the donor, it started on the 1st of May 2021. A comprehensive baseline study was done in 2021 and the endline will be done towards the end of the project in 2024 with the objectives of:

1. Assess the progress made by the project (assessing to what extent the planned project outcomes and outputs were achieved including the overall results, effects/change realized, good practices, challenges faced, and lessons learnt
2. To capture project best practices to inform future similar programming) in fulfilling its agreed objectives
3. Measure endline values against baseline of each of the indicators proposed by the project.

This TOR provides information about the project background, targeted localities in four states, the intended methodology and timeframes for its implementations.

1. **Project Background**

About three million school-aged children are deprived of the right to education by being out of school. This is attributed to many underlying causes that hinder access including poverty, insecurity and social norms. Out-of-school children are at risk of abuse, exploitative labor, and early marriage, among other protection concerns. Children with disabilities are among the most vulnerable in this group. With an estimated 15% of people with disabilities of the total population, approximately 450,000 are out-of-school children living with a form of disability. Although the Gross Enrolment Rate (GER) in primary education has been increasing during the last years, reaching 72.5%, there is still considerable variation between States and between urban and rural areas, between girls' and boys' enrolment, and between conflict and non-conflict States. COVID-19 had a severe impact on Sudan's education that resulted in a significant interruption of schools’ attendance.

From November 2017 to November 2020, Save the Children implemented EQUIP1 in two states, South Kordofan (Abujibiha and Elirrie), and Red Sea State (Agig, Swakin, and Algnob and Aloliab). The Action targeted 22,172 children (11,189 boys, 10,983 girls); 9,410 children in SKS (4,631 girls and 4,779 boys) and 12,762 children in RSS (6,352 girls and 6,410 boys). EQUIP1 gave a significant contribution to the quality of education in project states.

There was still a huge necessity to continue to support the improvement of quality education, in particular

of the most vulnerable, in Red Sea and South Kordofan. Hence, four states were targeted in the new EQUIP. Save the Children communicated the EQUIP´s location selection criteria to the State Ministries of Education in the four targeted states. These criteria include having a considerable number of refugees and IDPs, in addition to the overall education situation compared to other state localities. Accordingly, the ministries provided the names of localities that were in most need of the intervention. To this end, Save the Children implemented EQUIP2 in 10 localities: Blue Nile (3), Khartoum (2), South Kordofan (2) and Red Sea (3).

The Federal Ministry of Education identified priorities in its Education Strategic Plan and the top three are:

* Quality education and learning: The aim is to enhance students learning, and one of the tools to do this is through learning materials provision. The focus here is to support the provision of appropriate materials to enhance learning.
* Access and equity to general education: to ensure that the children who are excluded from primary knowledge and post-basic education are brought back to school. This includes opening technical and vocational training in secondary to accommodate children who want to pursue hands-on skills.
* Governance and system strengthening for improved results accountability: the aim is to support the monitoring and assessment of learning and the expansion of opportunities in general education. This priority area supports reforms on assessments; curriculum review and restructuring of the education system; reforms on teacher preparation and establishment of mechanisms for their support during practice; and seeks to elevate the place of research and development and general application of knowledge management in the sector.

Save the Children designed this action to support achieving the first two priorities in its targeted localities in the four states of Blue Nile, Khartoum, South Kordofan, and Red Sea. Save the Children also considered the enormous disparities in the findings and analysis, with Blue Nile and South Kordofan with the worst results in terms of available learning spaces as well as learning outcomes.

The project’s overall objective is: To fulfil the right to education and improve the basic education sector in Sudan, with particular attention to the most marginalized groups living in vulnerable situations, including migrants, IDPs, and refugees, especially girls as well as children with disabilities. The project aims to: Improve equitable access to quality basic education in a conducive learning

environment in formal and non-formal settings.

1. **Target beneficiaries**

In the four targeted states, the targeted localities are the ones with a considerable number of children who have been affected by conflict, making them more vulnerable, with significant challenges to a quality inclusive education.

The direct beneficiaries will be the most marginalized and vulnerable primary school-age children (6-14 years) and children who will be enrolled in formal primary schools and Accelerated Learning Program Centres. In addition, the Action will target teachers, headmasters, SCR, CC, Volunteers Teachers, PTAs, Mother Groups, and other members of community-based structures. 180 schools will be targeted in the four States. The estimated target of the Action in four states will be 62,595 students (31,923 boys, 30,672 girls).

**Indirect beneficiaries and other stakeholders:** State, locality, and community leaders and administrators and community at large, partners and organizations working in the same geographical area and sector, and the Ministry of Education.

1. **Study Methodology**

**Study Design**

The endline will utilize a quantitative and qualitative approach. School registers, IPTT, enrollment records and school documents will be used to collect quantitative data. Qualitative approaches will utilize focus group discussions and key informant interviews with community members, teachers, learners, local leaders, and government/local officials.

The consultant is expected to design a detailed approach that meets the objectives of the study in their technical proposal. The endline will cover all projects indicators identified in the log frame below; it will target population in 10 localities in 4 project’s targeted states. It will also provide critical information about education situation in 4 targeted states to be used by technical specialists in relation to thematic approaches to be used in this project.

For objectives and each output, indicators were included:

|  |  |  |
| --- | --- | --- |
| **Indicator type** | **Indicator**  | **Data source** |
| **Impact (Overall objective)** | * % and # of children (disaggregated by gender, vulnerable groups, and locality) who have completed basic education by 2023
* % and # of Alternative Learning Programs Alternative Learning Programme (ALP) children (disaggregated by gender, vulnerable groups, and locality) who were reintegrated in basic education by 2023
 | RegistersSchool enrollment recordsIPTT |
| **Specific Objectives** | * % and # of children (disaggregated by gender, vulnerable groups, and locality) attending school
* % and # children enrolled and completing the programs in ALP centres, (disaggregated by gender, vulnerable groups, and locality)
 | RegistersSchool enrollment recordsIPTT |
| **Output 1** | * % and # of children (disaggregated by gender, vulnerable groups, and locality) newly enrolled and completing programs in the supported schools (including grade 1 and newly enrolled in other grades)
* % and # of school-age children enrolled and completing in ALP classes (disaggregated by gender, vulnerable groups, and locality)
* % of girls/boys enrolled in ALP that successfully transition to formal schools (disaggregated by vulnerable groups and locality)
* # classrooms rehabilitated and constructed with ramps
* # of schools with disability-accessible latrines/toilets
* % of boys and girls have access to gender-disaggregated latrines with lockable doors
 | IPTT |
| **Output 2** | * # and % of teachers trained in child-centered, gender-sensitive inclusive teaching methods, positive discipline, child protection, and psychosocial support
* # and % of headmasters and deputies trained in school management, positive discipline and child protection
* # and % of ALP teachers trained on ALP curriculum, interactive and inclusive teaching
* # and % of ALP teachers trained on ALP curriculum, who are integrating interactive and inclusive education in their classrooms
* # and % of teachers and school management who are aware of the different background and learning needs of each learner and reflect on how to meet the different needs of the children best
* # and % of children benefited from learning, teaching, reading and recreational materials
* # and % of school facilities reaching physical and psychological standards of quality learning framework
 | IPTT |
| Output 3 | * 80% and number 1,080 of cycle one teachers are using the literacy and numeracy boost techniques. (teachers – 6 per school x 180 specify gender if possible)
* **% and # of target children demonstrating improvement in literacy and numeracy**
* %and # of teachers demonstrating LB and NB methodologies in the classroom
* # of teachers training in LB methodologies
* # of students with increased access to grade-level-appropriate reading materials
* # of students participating in community-based reading activities
 | * IPTT
* EGRA EGMA Baseline and Endline
 |
| Output 4 | * # and % of learners participating actively in decision - making activities in their schools (e.g., via children's club or SRCs).
* % of targeted children that report an inclusive learning environment free from all forms of violence, abuse, discrimination, neglect and exploitation (disaggregated by sex)
* % of schools and ALPs with functional child protection reporting mechanisms
* # and % of PTAs established/strengthened in targeted schools
* # and % of mother groups established in targeted schools
* # and % trainers on SIPs and grant management
* # of SIP action plans which are completed.
* # and % PTAs trained on quality standards, SIPs and school grants
* # and % schools used a school grant to implement their SIPs
* % of schools with children involved in decision making
* # of PTAs, (parents and caregivers) participated in PTA forums inside the state
* # of PTAs members (parents and caregivers) participated in PTA outside state forum
* # of students participated in connecting schools' activities.
* # of EQUIP2 SCI exchange visit with participation of SCI EQUIP2 team and Senior staff from State Ministry of Education.
 | IPTT |

The endline will also answer key evaluation questions, in addition to the log frame outcome/high-level indicators. The endline study will assess:

|  |  |  |
| --- | --- | --- |
| **Indicator** | **Key questions** | **Data source** |
| Relevance | * What is the current situation with reference to project’s theory of change and project’s performing indicators (set baseline values for all project indicators?
* Who are the key project stakeholders and what they think about current issues related to
* access and quality of education, and what they think how the situation can be improved?
* What is the stakeholders take on the current design of the project and do they think that the project outputs and activities will actually contribute to achieving the project outcomes and objectives? And also, what they think how the project design can be further improved?
* Is there a well outlined selection criterion for selection of schools and communities agreed by all key stakeholders? How can the selection criteria be further improved?
* What do targeted children think about the design of the project? And what are their suggestions to further improve the design?
 | * Key informant interviews
* Focus group discussions
 |
| Coherence | * Are project interventions complimenting to Sudan’s national education policies and strategies?
* Are project interventions in line with Save the Children’s thematic strategies and implementation approaches?
* How strong are elements of child participation in the project interventions? And how do targeted children view about it?
 | * Key informant interviews
 |
| Effectiveness | * What are enablers and barriers to achieving the planned objectives including access to inclusive basic education and ALP centers, quality learning and teaching, improving literacy and numeracy for children, and communities and children’s involvement in children’s learning?
* How did participation of targeted communities ensured to enhance the effectiveness of the project interventions?
* Do planned intervention contribute to increase availability and access education without discrimination, and cater for the needs of vulnerable groups, and ensure gender mainstreaming?
* How to involve existing community structure, community leaders, PTAs members, and mother groups for information sharing and community participation during the project implementation?
* How to adapt literacy boost best practices of other countries to Sudan context with consideration to the targeted states?
* What measures were taken to ensure Accountability to Affected Population? And how these contributed to improved deliver of interventions?
 | * Key informant interviews
* Focus group discussions
 |
| Efficiency | * Is there appropriate resource allocation for the implementation of project interventions considering all project interventions?
* Which project interventions or functions might need less or more resources for smooth implementation of the project?
 | * Key informant interviews
* Focus group discussions
 |
| Sustainability | * How viable is the envisaged sustainability plan?
* What are the key risks and barriers for sustainability of project interventions?
* What needs to be done to ensure sustainability of project interventions, especially considering the roles of key project stakeholders?
 | * Key informant interviews
* Focus group discussions
 |

**Data Sources and Data Collection Methods / Tools**

Consultant(s) are expected to produce a clear methodology section explaining the data sources and data collection tools and methods. Questionnaires, focus group guides and key informant interview guides and/or any other tool should be prepared in both English and Arabic.

**Sampling**

The sampling will be outlined by the consultant in the proposal and will utilize proper sampling for qualitative survey.

**Data collection**

All research tools will be submitted to HAC offices in the four target states before any data collection commences. Once the approval is out, the data collection will be carried out immediately. All data will be collected using KOBO/ODK if possible. A gender-balanced team of enumerators will be recruited, trained, supervised and guided by the consultants in the targeted states with support from MEAL staff.

Prior to field data collection, all the enumerators will be trained on the basics of data collection, including objectives of the study, structure of the questionnaires, sampling and how to collect data using tablets/ODK if possible. This will be followed by field pre-testing to familiarize the enumerators with the eventual field work. Any scripting error and/or unclear questions will be corrected at this point. The consultant and/or MEAL officer in target areas will supervise the entire data collection and help resolve minor field difficulties. All data will be uploaded to the SCI KOBO server and cleaned before any analysis.

**Data analysis and reporting**

The quantitative data will be analyzed using MS Excel. The data will be presented in form of tables, graphs, charts and figures where appropriate. The desk reviews will also be analyzed using MS Excel and will be triangulated with all other information gathered through. A final report will be produced, shared and reviewed by SCI Sudan. The final report will be disseminated at regional and global level.

**Ethical procedures**

All data collection will adhere to ethical research procedures and processes. Consent will be sought from all participants before data collection. Tools will be translated to Arabic to ensure all respondents can participate in the study. Enumerators will be trained on how to collect sensitive data and how to conduct research ethically with children. The Safeguarding Manager will be involved to provide guidance on how to ensure ethical involvement of children in the situation analysis.

In addition, this study will consider:

* ***Ethical****: The study will be guided by ethical considerations such as informed consent, safeguarding, sensitivity, openness, confidentiality and data protection, public access, broad participation, reliability and independence.*
* ***Conflict sensitivity:*** *the study will be guided by conflict sensitivity principles such as openness and transparency, considering the power relation and influencing forces operating in the targeted communities, inclusion, implementing multi-stakeholders’ multi-level meaningful consultation process*
* ***Informed Consent and Voluntary Participation:*** *Ensure that participation in the assessment is completely voluntary. Participants should be informed about the purpose of the assessment, what it involves, and their right to withdraw at any time without penalty. The data collectors should provide clear, understandable information about the assessment's objectives, risks, and benefits, allowing participants to make an informed decision to participate.*
* ***Privacy and Confidentiality:*** *The data collectors should gather data in a manner that ensures individual respondents cannot be identified, using coding systems where necessary. Strict measures for data storage and access to protect the confidentiality of the information collected will be also in place*
* ***Child Safeguarding:*** *Ensure that all procedures are in the best interests of the child, considering their age, maturity, and psychosocial state. The data collectors should obtain consent from a parent or guardian for participants under the age of consent, unless doing so would compromise the child's safety. In such cases, established guidelines for ethical research involving at-risk children will be followed*
* ***Do no Harm principle:*** *The exercise must include a risk assessment and take steps, if necessary, to mitigate identified risks. The risk assessment must look at negative consequences that may result from data collection.*
* ***Cultural Sensitivity and Respect:*** *This exercise will understand and respect the local culture, norms, and values and will engage with local communities and stakeholders in the planning and implementation phases to ensure cultural appropriateness and acceptance. The data collectors will use the local language or dialect for communication and materials.*
* ***Gender Sensitivity:*** *This exercise will recognize and address the different needs, experiences, and risks of men, women, boys, and girls in the assessment design and implementation. Particularly for any discussions around GBV safe Spaces for Disclosure should be provided, that is safe for participants to disclose sensitive information.*
* ***People-centered and inclusive:*** *The exercise should be guided by the interests and well-being of the population, which must participate and be included in all relevant phases; as well as being sensitive to age, gender, and other issues of diversity*

# **Expected Deliverables**

The study deliverables and tentative timeline are outlined below.

|  |
| --- |
| **Deliverable / Milestones** |
| Preparation of TORs |
| Hiring of consultant  |
| Design of Inception Report and data collection tools  |
| Study tools review by all members  |
| Study Approvals from HAC  |
| **Data collection*** Desk review
* Conduct key informant interviews and FGDs
* Conduct household survey
 |
| A Draft Report  |
| A Final StudyReport |

**Code of conduct**

Save the Children’s work is based on deeply held values and principles of child safeguarding, and it is essential that our commitment to children’s rights and humanitarian principles is supported and demonstrated by all members of staff and other people working for and with Save the Children. Save the Children’s Code of Conduct sets out the standards which all staff members must adhere to, and the consultant is bound to sign and abide to the Save the Children’s Code of Conduct.

A contract will be signed by the consultant before commencement of the action. The contract will detail terms and conditions of service, aspects on inputs and deliverables. The Consultant will be expected to treat as private and confidential any information disclosed to her/him or with which she/he may come into contact during her/his service. The Consultant will not therefore disclose the same or any particulars thereof to any third party or publish it in any paper without the prior written consent of Save the Children. Any sensitive information (particularly concerning individual children) should be treated as confidential. An agreement with a consultant will be rendered void if Save the Children discovers any corrupt activities have taken place either during the sourcing, preparation and implementation of the consultancy agreement.

**Qualifications**

* Proven record in baseline of humanitarian projects in the NGO sector.
* Broad knowledge of humanitarian and development issues, specifically in education
* Bachelor’s degree in social sciences, social work, psychology or human services field required.
* Excellent communication skills in English and Arabic, and presentation skills
* Excellent computer skills and other relevant electronics like use of projector, etc
* Proven experience in quantitative and qualitative analysis.
* Excellent verbal/written communication skills and strong report writing skills.

**Knowledge/Skills/Abilities**

* Experience in team leadership and management
* Experience in data collection and analysis applying qualitative methods, ideally derived in a humanitarian context.
* Excellent process facilitation and interpersonal skills
* Very good time management skills
* Excellent analytical, interpersonal, communication and reporting skills.

**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. **PREFERENCE WILL BE GIVEN TO CONSULTANTS CURRENTLY BASED IN SUDAN. Please indicate in proposal where the consultant is based.**

**APPLICATION PROCEDURES**

The offer, comprising of a Technical and Financial Proposal, should be submitted and addressed as follows: Sudan.Bids@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:

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