

Terms of Reference

Evaluation Services Provider for

Siyani Sahelian/Advancing Action for Adolescent Girls (A3G)

Introduction

1. The Idara-e-Taleem-o-Agahi (ITA) is seeking to appoint an Evaluation Services Provider (ESP) to carry out an independent evaluation of the Siyani Sahelian/Advancing Action for Adolescent Girls (A3G) program funded by Department For International Development (DFID) Pakistan under the Punjab Education Sector Program II (PESP II)¹.
2. Pakistan faces an education emergency, with over 20 million children out of school and few of the rest learning enough to contribute fully to poverty reduction and prosperity. The province of Punjab has the highest number of out of school children (13 million) of which 6.8 million are girls aged 6-16 years.
3. In addition to the girls who have dropped out, there are girls who have never been given the opportunity to enroll in school to begin with. The economic opportunities for dropouts as well as never enrolled girls are severely limited. As a result, these girls resort to either early marriages or get employed on very low wages. In addition to the economic impediments, these girls also suffer from low aspirations and are disempowered with in their households. Assimilating such adolescent girls is a key policy challenge for government as well as civil society. The project being proposed for evaluation provides remedial learning and skill development opportunity to marginalized adolescent girls (aged 9-19 year) in three districts of Southern Punjab: Bahawalpur, Rahimyar Khan and Muzaffargarh.
4. This program crafts interventions for accelerated learning, service delivery and capacity building of never enrolled/out of school and highly marginalized adolescent girls (aged 10-19), for overcoming social and economic barriers through the acquisition of basic education or literacy and numeracy skills, enabling them to transition to secondary school, gain certified skills for decent work and livelihoods with life skills.
5. The strands are elaborated below:
 - a) Remedial /accelerated learning: This strand targets girls who dropped out with some learning and have been excluded due to disabilities, early marriage, belong to marginalized /minority communities and in child labor. Remedial learning will be offered at Grades 5 to 8 to complete primary and middle grades and a pilot for grades 9 and 10 through secondary school attachment.

Duration: 6 months course (short term) and 12-18 months course (long term) for primary, middle and high completion depending on when the drop out occurred and level of learning.

¹ Other components of PESP II are being evaluated separately

- b) Functional literacy: This strand includes 3 months course on basic literacy and numeracy for most excluded girls facing multiple forms of discrimination due to displacement, minority, and poorest status with very little or no learning.
- c) Skills, livelihoods and financial literacy: This will include 3-4 months courses for TVET, Enterprise development and financial inclusion for age group (age 12-19) offering to 3 batches every 12 months in double shifts (multiple Skills linked to markets and ECE diplomas where appropriate).

Both, short term program and functional literacy are cohort-based strands. One cohort of short term program and two of functional literacy have already passed out. The next cohort for short term will begin in March 2019 and then in September 2019 enrolling approximately 2000 girls in each cohort.

- 6. The programme is being implemented in Punjab by a Section 42 registered non-profit organization Idara-e-Taleem-o-Agahi (ITA).

Objective

- 1. The purpose of this evaluation of ‘Advancing Action for Adolescent Girls’ implemented by Idara-e-Taleem-o-Agahi (ITA) is to provide an independent assessment of the program with a special focus on the impact of Remedial Learning Programs on educational, economic and social outcomes of target beneficiaries; and studying key internal and external factors (positive and negative) that have contributed, affected, or impeded progress, and how ITA has managed these factors.
- 2. The evaluation will provide causal evidence on impact of different factors on enrollment and retention into these programs. In addition to that the evaluation will also study the impact of enrolment in the program on perceptions, aspirations, empowerment with in household, skill development and potential for income generation. Long-term outcomes such as enrolment of younger female siblings into schools will be tracked.
- 3. This learning will also inform the development of a scale up program which might be proposed to the Government of Punjab. It will also build the national and global evidence on effective interventions for adolescent out-of-school girls.

Scope

- 1. The evaluation will answer the following questions:
 - a) What is the impact of the different strands of the remedial learning program on literacy and numeracy skills of identified girls? How do the results differ for girls who are dropouts and those that never went to school?
 - b) What is the impact of providing transport facility in hubs on enrollment and retention in remedial learning program?
 - c) What is the additional impact of having information sessions with parents on enrollment and retention in remedial learning program for dropouts and never enrolled students?

- d) What is the impact of technological innovations (such as delivering secondary level classes through technology) on attendance, engagement levels and learning outcomes of students?
- e) What is the impact of enrollment in the program on aspirations and empowerment (the evaluator might have to research/develop measures for these) for dropouts and never enrolled students?
- f) What is the impact of enrollment in program on participation in income generating activities as well as the income generated?
- g) Were inputs (staff, budget, etc.) and activities (i.e. trainings etc.) delivered timely and what checks are in place and how effective are they to ensure that minimum quality standards have been met?
- h) What are the key challenges associated with recruiting as well as retaining adolescent girls in remedial learning programs?
- i) How relevant is the intervention to the education development priorities and scale of challenges at the national and provincial level?
- j) What are the lessons learned and best practices of this program?
- k) Were there any unintended outcome and impacts of the program on the identified girls or other stakeholders?
- l) Has the programme delivered good value for money? This should consider an appropriate mix of cost utility analysis, cost benefit analysis, social return on investment, rank correlation of cost versus impact and basic efficiency resource analysis. The focus should allow for a clear description of value for money based on inputs and outcomes, in particular those associated with access to education and improvements in learning outcomes.

The final set of evaluation questions will be agreed during the evaluation inception phase with the ESP, ITA and DFID Pakistan.

2. For the existing cohorts enrolled in the program, quasi-experimental methods will be followed for impact evaluations of the intervention, therefore necessitating robust baseline data and counterfactuals. The ESP may propose other methods and analytical techniques which will permit the evaluation of the impact of interventions.
3. It is expected that the evaluation will use a range of data sources including:
 - Review of program documentation (including monitoring reports, annual reviews, annual reports, website material);
 - Program data collected by the team (including student enrolment, dropouts, attendance, learning outcomes);
 - Review of national and local level statistics and relevant publicly available information;
 - Interviews (face-to-face, by telephone, in focus groups or by other means) with key stakeholders.
 - Field visits to learning hubs/partner schools.
4. Bidders are expected to clearly specify the methodology they propose for evaluations that is rigorous and uses internationally recognised methods. The methodology proposed should show how the chosen data collection and analysis techniques will lead to a robust and credible set of conclusions and recommendations for the program. The final decision

on methods proposed will be taken during the inception period. Bidders are also expected to demonstrate how the skills and experience of the personnel in the evaluation team will equip the the work to be delivered to a high standard.

The Requirements

1. An evaluation design phase will develop an evaluation framework for the programme. Bidders are expected to outline in response to these Terms of Reference how they would propose to evaluate the program and implementation support with the expectation that this evaluation approach will be developed in detail during the evaluation inception phase.
2. This will result in:
 - a) Recommended evaluation questions for the final evaluation.
 - b) A description of the evaluation approach including details of the proposed methodology, sampling, study design; major stages and milestones for the evaluation and a timetable of activities.
 - c) A communication and dissemination plan for the evaluation, including the intended process for engaging with and communicating findings to stakeholders at all levels.
 - d) Definition of resource requirements to implement the recommended evaluation designs and methods, including plans for contracting data collection or preparatory research as appropriate, and provide budgets and detailed work plans for its completion.
 - e) Past performance summaries (at least three brief descriptions of past or current contracting mechanisms for efforts similar in size, scope and complexity) and list of references that demonstrate performance in conducting similar evaluations.
3. The selection of the ESP will be finalized by ITA in consultation with DFID Pakistan.

Reporting

1. The total duration of the assignment is 20 weeks. ESP is expected to prepare and submit to ITA and DFID Pakistan a set of key reports in the course of undertaking this evaluation. The following have been identified as key reports to be submitted:
 - a) Inception Report
To be prepared and submitted within two weeks after the signing of the contract. Based on the literature review and discussions with ITA and DFID Pakistan, the inception report should focus on:
 - the understanding of the Terms of Reference and scope,
 - the relevant methodology to be adopted,
 - the evaluation design and key questions,
 - the work-plan for the assignment and evaluation matrix.

Note: The inception report must be approved by ITA and DFID Pakistan before proceeding to the next phase.

- b) Draft Report

To be prepared and submitted within eight weeks (mid of October) after the inception report for ITA and DFID Pakistan's feedback, comments, questions and inputs. In addition, the ESP may also be required to present the Draft Report to a wider audience for validation.

c) Final Report and Presentation

To be prepared and submitted within ten weeks (end of December) after the draft report to ITA and DFID Pakistan on, or before the expiry of the assignment contract. Any valid extension may be mutually agreed between the ESP and ITA, provided it carries no extra cost to the latter. Recommended length if 5-7 pages for an Executive Summary and 40 pages + annexes for main evaluation report.

d) Communication and Dissemination Plan

To be submitted to ITA and DFID Pakistan along with the final report and presentation.

Timeframe and budget

1. The evaluation is expected to begin in August and conclude in December/January. The specific timeframes applicable to the work should be set out including a short inception phase of 2 weeks during which an evaluation design report will be prepared. The budget proposed should include professional fees, travel and subsistence, reproduction charges, courier costs (if applicable) and unit costs should be calculated as a per day tariff (e.g. fees).

Submission

In case of queries, please contact:

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All the interested organization(s) should submit complete applications no later than 25th May, 2019 at the e-mail address: a3g@itacec.org.