

TERMS OF REFERENCE FOR FINAL PROGRAMME EVALUATION

Programme Title:	Children, especially girls aged 2-12, have access to quality education with improved infrastructure and a safe learning environment.
Location:	Pakistan
Activity:	Final Evaluation
Timeframe:	September 2013
Commissioned by:	Dubai Cares

1. Introduction

Dubai Cares is committed to an evidence based approach where monitoring, evaluation and learning (MEL) represents a key component of each program. As such, the evaluation outlined below will not only aim to evaluate the program's effectiveness but also attain lessons learned that can inform future programming in gender and quality programming.

The purpose of the final evaluation for the "*Children, especially girls aged 2-12, have access to quality education with improved infrastructure and a safe learning environment*" program is to evaluate the program's quality through measuring the program's effectiveness, relevance and efficiency amongst other indicators and to capture potential learning that can contribute to future program effectiveness, inform Dubai Cares Girls Education and quality programs as well as ITA's future programs in Pakistan and across its portfolio.

2. Background

Pakistan has a severe education problem. About 40 per cent of Pakistan's school-age children were not in school; only 53 per cent of Grade 3 children in Punjab could read a sentence in Urdu; and as many as a third were unable to do single-digit subtraction. Worse still, there were no signs of learning gains across the previous decade.

The school buildings across much of Pakistan are in very poor conditions. According to Pakistan School Statistics 2004, 16 per cent of public schools have no physical compound or buildings or cover, more than three quarters have no electricity, almost half have no water and 60 per cent are without latrines or sanitation facilities. In addition, over 20 per cent of teachers don't turn up on an average day and those who did often lacked basic skills. Textbooks, where they were present, were tattered, torn and out of date.

The program with ITA aimed to promote education as a comprehensive process for human and social development. Key to this program is gender equality, as an overarching priority in the Pakistan context. The Whole School Improvement program (WSIP) focuses on revitalizing the underperforming public schools through public private partnerships to transform government schools into viable, self-sustained and quality driven education sites.

Multiple initiatives have been taken to ensure that the results of WSIP are not lost. These include the Catch up program to mainstream out of school children, the provision of back to school kits to facilitate and encourage enrollment and the Early Childhood development Centers (ECDs) to enable quick learning and healthy growth for children aged 6 months to 5 years.

2.1 Program details

The program is inspired by the learning and good practices of the “Dubai Cares Whole School Improvement Project for enhancement of girls’ enrolment and retention” in South Punjab with Oxfam.

The current project, targeting 300 schools, showcases the tremendous possibilities of creating a conducive learning environment in government schools with community engagement, qualified teachers and parents as duty bearers. The project with ITA is established in South Punjab and Sindh, both highly affected by the floods.

The program includes 3 main components:

Component 1: School Rehabilitation

- Extending the already successful Dubai Cares, Whole School Improvement Program Cluster approach in 3-4 districts of South Punjab/Upper Sindh
- Training support for life skills, disaster risk reduction, emergencies and quality learning to teachers and school councils.
- Catch up program for children who have dropped out.

Component 2: Back to school kits for children and schools

- Targeting 3000 children in the flood affected districts of Punjab and Sindh with essential basic school and educational materials to enable quality learning.

Component 3: ECD Day care centers in affected districts

- Establishing 15 comprehensive early childhood development (ECD) centers catering to 3000 children (ages 2-5) and their mothers.
- Provincial and National advocacy to promote education, especially girls education, was also a critical component of the program.
- Below the terms of reference give a detailed outline of questions and activities required to fulfill the objectives of the evaluation of the project.

3. Purpose and Objective of the final evaluation

The purpose of this final evaluation is to establish the extent to which the three different components of the program have met the objectives and planned outcomes and impact outlines in the project. It will also document achievements, constraints and lesson learned over the implementation period in order to capture key learning’s that can inform future quality programming.

The study should aim to evaluate the impact of strengthening infrastructural capacity of schools and providing academic resource material to children on their learning levels and the impacts of ECD Centers on the learning levels of Children that are being mainstreamed through ECD Centers.

Issues & Key Questions

Criteria	Questions
Relevance	<p>What is the relevance of the community-based Early Childhood Development initiatives in the program in relation the Provincial and National educational strategy/priority of Pakistan?</p> <p>What is the relevance of the Whole School Improvement program within the emergency response context of Pakistan?</p>
Efficiency	<p>For all three components:</p> <ul style="list-style-type: none"> - How well is the availability/usage of means/inputs managed? - How well is the implementation of activities managed? - How well are outputs achieved?
Effectiveness	<p>To what extent has the ECD component successfully mainstreamed children into local primary schools? Which of its attributes is the determining force behind its success?</p> <p>To what extent are the outcomes in gender equality driven by/supported by the WISP activities in the targeted schools?</p>
Impact	<p>To what extent is there evidence of program outcomes contributing to changes in ECD policy at local/regional/national level?</p>
Sustainability	<p>To what extent was the community support and buy-in essential in sustaining the program outputs? What is the level of ownership of the project outcomes by target groups?</p> <p>What is the degree of interaction between program and policy level?</p> <p>To what extent has program outcomes attracted additional external support?</p>

4. Methodology

Provide specific suggestions for data collection methods to be used (e.g. field observations, interviews, focus groups, questionnaires, participatory methodologies, etc.). The possible geographic scope of the sampling and any cultural, or security conditions may affect the methodology. Direct observation is critical for gathering evidence and opinion and is highly recommended by Dubai Cares.

5. Profile of the Evaluation Team

Requirements for key evaluator:

- Technical knowledge in education and ECD programming
- Previous experience in leading evaluations
- High levels of interpersonal skills; facilitation and interviewing skills

Evaluator to define the structure of the team, including roles and responsibilities

6. Outputs and Deliverables

Key Deliverables:

1. Work plan
2. Draft Report
3. Final Report (format of final report is attached as ANNEX 2)

7. Evaluation Time Table

Please provide a realistic time table to include the following key activities:

1. Development of the evaluation design; finalization of the evaluation matrix; sampling strategy
2. Development of research instruments (questionnaires, interview guidelines, etc.)
3. Data analysis
4. Meeting with project staff and stakeholders on the initial findings and recommendations
5. Preparation of the draft report
6. Incorporation of comments and finalization of the evaluation report.

ANNEX 1 Final Report Templates

Title Page, including project title, date of report, authors and their affiliations.

1. Executive Summary (1-4 pages)
 - Brief project description and context
 - Purpose and expected use of the evaluation
 - Objectives of the evaluation
 - Summary of the evaluation methodology
 - Principle findings and conclusions, especially relating to project goals / targets
 - Key recommendations
 - Summary of lessons learned

Acknowledgements

Table of Contents

List of Acronyms and Abbreviations

2. Purpose of the evaluation
3. Audience for and use of the evaluation
4. Objectives of the evaluation
5. Evaluation methodology, including: rationale for choice of methodology, data sources, methods for data collection and analysis, participatory techniques, ethical and equity considerations, major limitations of the methodology
6. Composition of the evaluation team, including any specific roles of team members
7. Project description, including: context, underlying rationale, stakeholders and beneficiaries, conceptual model, results chain or logical framework, and project monitoring system
8. Evaluation findings,
9. Conclusions: insights into the findings; reasons for successes and failures; innovations
10. Recommendations (based on evidence and insights)
11. Lessons learned with wider relevance and that can be generalized beyond the project

Annexes to the evaluation report:

- Terms of Reference for the evaluation
- Evaluation matrix
- Timetable
- List of individuals interviewed and of stakeholder groups and/or communities consulted
- List of supporting documentation reviewed
- Research instruments: questionnaire, interview guide(s), etc. as appropriate
- Project logical framework
- Specific monitoring data, as appropriate
- Summary tables of progress towards outputs, targets, goals - referring directly to the indicators established for these in the project logframe
- Short biographies of the evaluators.