

TERMS OF REFERENCE FOR EXTERNAL EVALUATOR

Project Title	Children, especially girls aged 2-12, have access to quality education with improved infrastructure and a safe learning environment
Activity	External Evaluation of the Project
Component	Component I (a)& (b), II & III
Task	<ul style="list-style-type: none"> Evaluate the program under components 1,2 & 3. The nature of the evaluation will be formative with the purpose to inform and improve the program (this includes assessing: the transparency /impartiality of the procedure , the standard of the facilities offered by the program, the cost structure and the capacity constraints) Develop an assessment report which would bolster the design of an improved program
TORs made by	Ms. Wardah Mirza- Research Associate
Start Date	Last week Sep, 2012
End Date	Mid Nov, 2012

1.0 Background

In recent years Pakistan has witnessed a number of education reform initiatives supported by the government of Pakistan and a multitude of donor agencies. Idara-e-Taleem-o-Aaghahi (ITA) is among the many development organizations that seek to improve the quality of education in Pakistan; in order to achieve its objective the organization has adopted a multipronged approach by initiating education improvement programs, engaging in research projects and influencing public policy decisions. ITA also extends its services in Pakistan by conducting joint programs with other influential partner organizations like AFED, SAFED, ITAC UK and SINP, and its programs are funded by renowned organizations like USAID, UNESCO, CIDA, World Bank, Dubai Cares etc.

ITA's vision is to promote education as a comprehensive process for human and social transformation. It is important to note that gender equality is an over arching priority of all the projects run by the organization. Currently, ITA is engaged in a host of different projects. The Whole School Improvement Program (WSIP) is one that caters to the formal education sector in Pakistan and is also labeled as the niche area of ITA. It focuses on revitalizing under-performing public schools through Public Private Partnerships with a vision "Regenerating Schools - Regenerating Communities", or connecting communities with schools and vice versa in a healthy relationship of mutual learning. The very idea is to encourage specific linkages between the public and private sectors enabling transformation of dysfunctional government schools into viable, self sustained and quality driven education sites. Multiple initiatives have been taken to ensure that the dictum of WSIP is not lost; 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.

ITA has partnered with Dubai Cares, a philanthropic organization working to improve children's access to quality primary education in developing countries. Launched in September 2007 by His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the United Arab Emirates and Ruler of Dubai, Dubai Cares expresses the UAE's commitment to achieving, by 2015, United Nations Millennium Development Goals (UN MDG) 2 and 3 - namely, to guarantee universal primary education and to promote gender equality, respectively. Dubai Cares is also helping to forge a global partnership for development, as represented by UN MDG 8.

2.0 Component Introduction

The project is inspired by the learning and good practices from the successful Dubai Cares's Whole School Improvement Project for enhancement of girls' enrolment and retention in South Punjab. The project covering 187 schools showcased the tremendous possibilities of creating conducive learning environment in government schools with community engagement, inculcating positive attitudinal change amongst teachers and parents as duty bearers. The current project is established in South Punjab and Sindh, both

highly affected by the floods, where the poorest continue to face rehabilitation challenges. The following is a summary of what each component focuses on:

➤ **Component I: School Rehabilitation**

- Extending the already successful Dubai Cares, Whole School Improvement Program cluster approach in 3-4 districts of South Punjab/Upper Sindh reaching out to 75,000 children.
- Training support for life skills; Disaster Risk Reduction (DRR)/ Emergencies and quality learning to teachers and school councils
- Catch up Program: 1000 out of school recently drop out children to be provided with an accelerated second chance program for mainstreaming into primary/elementary schools.

➤ **Component II: Back to School Kits for Children & Schools**

Targeting 3000 children in the flood affected districts of Punjab and Sindh (minimum 20 schools) with essential basic school and educational materials to enable quality learning.

➤ **Component III: ECD Day Care Centres in affected districts**

Establishing 15 comprehensive early childhood development (ECD)¹ community based centers catering to 3000 children (Ages: 2 year to 5 years) and their mothers. The interventions include support for maternal and child health and nutrition, learning stimulation, good parenting and strong social supports for care givers making a case for a stronger sustainable schooling cycle.

2.1 Scope of Dubai Cares Project:

The following is a summary of the expected outcomes matched against each component:

- **Component 1: Extending the already successful Whole School Improvement Program Cluster Approach in 4 Districts of South Punjab/Upper Sindh reaching out to 700,000 children**
 - **Outcome 1:** Children have access to improved infrastructure, safe learning environment with catch-u program
 - **Outcome 2:** Issues relating to quality of education are addressed
 - **Outcome 3:** Catch Up program for out of school children
- **Component 2: Targeting 3000 children in affected Districts of Punjab and Sindh (Minimum 20 schools) with essential basic school and educational materials to enable quality learning**
 - **Outcome 4:** Quality learning made possible for both students and teachers in affected areas.
- **Component 3: Construction of 15 centers catering to 3000 children (Ages: 6 months to 6 years) with support for health, hygiene, life skills, ECD learning, recreation and nutrition training for mothers and care givers**
 - **Outcome 5:** 15 ECD Community Learning Centers (CLC's) established for Mother and child support with health and learning readiness skills provided for children aged 2-5, enabling them to be nurtured, kept healthy, and preparing them to enroll and persist in local schools.

Project Beneficiaries

- Children (6 months – 12 years): 70,000
- Teachers: 1,110
- Mothers: 4,500
- Community Members: 15,000

Component I: School Rehabilitation

- 64,000 -70,000 children or average of 200 children per school (Primary and Elementary) have access to improved infrastructure and safe learning environment
- 1000 drop out /out of school children(5-12 years) in catch up second chance program
- 1110 Teachers trained in Quality inputs for learning , ECE, DRR, hygiene, life skills and environmental education
- 2000 Mothers and 1500 Community members trained

¹ Early Childhood Development is an all-embracing concept, embedding maternal and child health and nutrition, good parenting, strong social supports, and interaction within and outside the home from birth to eight (UNESCO, 2007).

Component II: Back to School Campaign & Kits for Children & Schools

- 3000 Children in 20 Primary/Elementary Schools in affected areas supported with uniforms, bags, stationary
- 20 Schools provided learning materials and support for repairs in flood affected areas

Component III: 10 -15 Day Care Centres for Community ECD Centers in Flood Affected Areas**Areas**

- 3000 -4000 children attending in one or two shifts; 1500 mothers; and 110 teachers/health workers provided jobs/training in the affected districts (90% women)

The Indirect beneficiaries of this programme will be:

- Students' parents,
- School teachers,
- Siblings of students ,
- Local CBOs, other partner organizations,
- District Governments/Department of Education etc
- Union councils/local government officials (in current structures)
- Medical team/lady health workers, counselors, social and outreach workers
- Other local NGOs (Please refer to Annexure 1, Table 1 for project summary)

3.0 Task Orientation

The study is aimed to start during the last week of September, 2012 and it should be completed no later than the mid of November, 2012.* refer to component 4 for detail on the deadlines

The study aspires to evaluate: 1) the impact of strengthening infrastructural capacity of schools and providing academic resource material to children on their learning levels, 2) the impacts of ECD Centres on the learning levels of Children that are being mainstreamed through ECD Centres. Areas of improvement would be discussed with the higher management and the evaluation team would present a thorough assessment of the program.

4.0 Scope of Work

Under the flagship and general guidance of the Director and the Project Manager of WSIP the external evaluator will carry out the following specific activities and be responsible for the deliverable indicated against each:

The following is a tentative activity work plan for the external evaluator /evaluation team:			
Activity	Output/deliverable	Duration	Deadline
1. Hold meeting with project team for shared understanding of the task and the development work plan: The meeting should cover the following areas <ul style="list-style-type: none">• Agreement on the research framework• Agreement on the development work plan	<ul style="list-style-type: none">• Validated Work plan & Timelines• Literature review	3 Days	30 th of Sep, 12
2. Develop research instruments and focus group discussion protocol	<ul style="list-style-type: none">• Instrument to evaluate the impact of each respective program under study (should also include an assessment tool to	6 Days	1-6 th Oct. 12

Activity	Output/deliverable	Duration	Deadline
	gauge the performance of catch-up schools) <ul style="list-style-type: none"> Focus group questionnaires for teachers, students parents, project team etc 		
3. Prepare and finalize checklist for program evaluation	<ul style="list-style-type: none"> Checklist *the checklist should ensure that: <ul style="list-style-type: none"> The infrastructural support provided to schools under component 1(a) meets quality standards. The Catch up program under component 1(b) has a substantial impact on the learning levels of out of school children. Approximately 3000 back to school kits have been successfully distributed. The presence and utilization of equipment in the ECD centres 	6 Days	6- 12 Oct 12
4. Hold meeting to validate the instruments , questionnaires and/or other relevant material	<ul style="list-style-type: none"> Revised instruments, questionnaires and/or other relevant material 	2 Days	10 th of Oct, 12
5. Field visit to project sight and data collection	<ul style="list-style-type: none"> Completed/filled checklists, questionnaires and/or other relevant material Analytical summary of Focus Group Discussion 	3 Weeks	12 th of Oct, 12
6. Data Analysis	<ul style="list-style-type: none"> Submission of draft report 	2 Weeks	7 th Nov, 12
7. Meeting to incorporate team comments	<ul style="list-style-type: none"> Incorporate comments in the draft report 	2 Days	23 rd Nov 12
8. Return of reports with comments	<ul style="list-style-type: none"> Final Report 	1 Week	30 th Nov 12
9. Deliver a presentation on the findings and forward recommendations	<ul style="list-style-type: none"> Presentation 	1 Week	6 th Dec. (tentative)

5.0 Person Specifications

The successful candidate for the position of External evaluator will be required to demonstrate the following Qualifications, Experience & Technical skills:

- At least Masters in Education / Teacher Education preferably M. Phil in Education from an HEC-recognized international University;

- At least 2 years of experience in the field of Education / Early Childhood Education with strong background in Educational research
- Appropriate knowledge of Pakistan's socio-cultural and development context, and awareness of local and cultural sensitivities. Familiarity with local languages would be an added advantage;
- Familiarity with prevailing office software and IT applications;
- Fluency in spoken and written English; and
- Ability to work individually or in a competitive multi-specialist team, and to meet deadlines in a challenging and dynamic environment.

6.0 Payment Structure:

Following Payment Structure would be followed:

- 25% of the payment would be made initially after the submission of Work Plan and Study Tools
- 30% of the payment would be disbursed around mid of the Research Program with the submission of Draft Report
- The rest of the payment (45%) would be made after the completion of the study and submission of final report (Note: There would be 1, 2 draft reports' circulation before the finalization of Research Report)

7.0 Assumptions:

We hope that following milestones would have been achieved by the end of this study:

- Construction of 20 Dubai Cares Partner schools
- Back to School Kits would have been distributed
- 08 Sanjha Verha/ECD centres successfully operational
- Libraries in 300 Dubai Cares partner Schools would have been procured with guidelines written up for teacher/school training on optimal use

Annexure:

Table 1

➤ **Project Location**

Districts: South Punjab (Muzzafargarh, Rahim Yar Khan and Multan) & Upper Sindh (Shikarpur)

Province	Districts	Component I: School Rehabilitation			Component II: Back to School Kits for Children & Schools		Component III:
		WSIP Schools w/const.	WSIP Schools w/o const.	Catch Up Program – of Out of School Children	WSIP with School Support	Children's Uniform School Kits	ECD Day Care Centres
Sindh Punjab	Shikarpur	20	85	200		1000	4
	Multan			1000	20		
	Rahim Yar Khan	10	60	200		1000	4
	Muzzafargarh	20	85	200		1000	7
	TOTAL	50	230	1600	20	3000	15
	Total Schools	280		20			
	Total Beneficiaries	Students 75,000 i. WSIP = 70000 ii.OOSC= 1600 iii.ECD= 3000-4000		Head Teachers = 300 Teachers = 1100 LHWs /Para Ts. = 45		SMCs = 600-900/2700 Mothers = 1500 Community= 385,000-500,000	