

ADRA Norway

Terms of Reference for Final Evaluation Consultant

I SUMMARY:

ADRA Norway is looking for M&E and education specialist candidates or firms to design the final evaluation study of the Norad-funded education programme *Strengthening Equity, Access and Quality in Education* (SEAQE) in Myanmar. The deadline for submitting the application is 31 October 2018.

II. INTRODUCTION

ADRA Norway is one of the leading international education development organisations in Norway. Through our work, we strive to achieve equality, dignity and freedom for all, irrespective of their religious, political, social, ethical or national background. We have an integrated approach to education, building on the whole school approach that involves students, teachers, parents, the community and the government working together to enable all children to receive a quality and inclusive education. ADRA uses a rights-based approach where, through partnerships with children, women, their families, civil society and government, we support the voices of the excluded and marginalised to be heard on issues that affect them. This builds mutual understanding between rights-holder and duty-bearers and promotes the rights of vulnerable groups to fully participate in, and benefit from, their societies.

ADRA Norway is a member of the international ADRA network with over 120 locally governed country offices, eight regional offices and an international network office. ADRA Norway works in direct partnership with local ADRA partners in developing countries to act as a catalyst for change, inspiring, engaging and empowering people to strive together to overcome poverty and injustice, and managing the risks and impacts of disasters.

SEAQE: ADRA Norway and partners will conduct a final evaluation of the programme *Strengthening Equity, Access and Quality in Education* (SEAQE) in Myanmar, which receives financial support from the Norwegian Agency for Development Cooperation (Norad). In the last four year, the SEAQE programme focused on increasing educational opportunities for all children, including poor and marginalized children. The **development goal** aims at “Increase education and livelihoods opportunities for poor and marginalized children, youth living in South east Myanmar.” The **SEAQE programme outcome** states that “by 2018, children and youth in target areas within Southeast Myanmar have improved access, quality and equity in basic education and increased economic opportunities.” Key education sectors of work includes formal education (elementary education) in government and ethnic minority areas and Technical and Vocational Education and Training (TVET) in government areas only.

The outcomes, outputs and targets of the programme in Myanmar can be found in the annex.

The main stakeholders of the programme include our primary target group of children, vulnerable youth, women and persons with disabilities, as well as regional and local government education officials, head teachers, community-based groups such as Parent-Teacher Associations (PTAs) and

School-based Management Committees (SMCs), religious/traditional leaders, civil society organisations and the community as a whole.

III. PURPOSE OF THE CONSULTANCY

The purpose of this field-based, external and independent final evaluation study is to assess the implementation process and impact orientation of the SEAQE programme, with feedback on the achievements to donors, ADRA Norway and partners regarding the intervention logic and expected results/indicators.

Moreover, this study also aims to assess learning opportunities regarding the appropriateness of the implementation strategies and advise on future education programming in the areas of inclusion and child protection and safeguarding.

IV. OBJECTIVES OF THE CONSULTANCY

The specific objectives of the consultancy are as follows:

- Detect the real changes in the field and analyse the changes attributable to the intervention;
- Verify and explain achieved results;
- Identify and judge unexpected results;
- Assess the sustainability of the intervention's benefits;
- Assess the adaptability of acquired experiences or approaches to future programming.

The evaluation is expected to enable the implementing partner, ADRA Myanmar, to conduct an internal review by applying participatory methods and a reflection workshop.

V. EXPECTED OUTCOME:

(The evaluation is designed based on the OECD DAC Guidelines and Reference Series Quality Standards for Development Evaluation: <https://www.oecd.org/dac/evaluation/qualitystandards.pdf>)

The evaluation will focus on:

1. Outcome/Impact: The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators. The examination should be concerned with both intended and unintended results and must also include the positive and negative impact of external factors, such as changes in terms of trade and financial conditions).

Standard questions (based on DAC guidelines):

- a) What was the cumulative effect of the operation in relation to the situation of the beneficiaries in general (including positive, negative, primary and secondary long-term effects produced by the action, directly or indirectly, intended or unintended impacts)?
- b) What visible/evident impacts emerged from the project implementation?
- c) How many people have been affected (disaggregated by sex and types of marginalization such as ethnic minorities and children/persons with disabilities)?

Further questions include, but are not limited to:

- d) How satisfied are beneficiaries with the assistance provided? What real difference has the project made to the beneficiaries?

- e) To what extent were cross-cutting issues (e.g. gender, social inclusion, disability and protection) relevant to communities, education services and the whole programme taken into consideration in the set-up and implementation of the project?
2. Relevance: The extent to which the aid activity is suited to the priorities and policies of the target group, recipient and donor.

Standard questions (based on DAC guidelines):

- a) To what extent are the objectives of the programme still relevant?
- b) Was the programme design and implementation appropriate to meet the education needs of the target groups?
- c) To what extent was the programme design coherent with policies and education sector plans in the respective countries?

Further questions include, but are not limited to:

- d) To what extent did the programme address the needs of children, youth and other vulnerable groups?
3. Effectiveness: A measure of the extent to which an aid activity attains its objectives.

Standard questions (based on DAC guidelines):

- a) To what extent were the objectives of the programme achieved?
- b) What were the major factors influencing the achievement or non-achievement of the objectives (from the perspective of improving access, quality and equity in education)?

Further questions include, but are not limited to:

- c) Identify the strategies that have proven particularly effective for achieving the outcomes
 - d) Assess whether, and to what extent, the monitoring and results-based management systems used (including MEAL/M&E framework) has contributed to the effectiveness of the project and, if so, why and how.
 - e) How effectively have the lessons learned during the programme been utilized in improving the programme?
4. Efficiency: Measures the outputs – qualitative and quantitative – in relation to the inputs. It is an economic term that signifies that the aid uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted.

Standard questions (based on DAC guidelines):

- a) Were activities cost-efficient?
 - b) Were objectives achieved on time?
 - c) Was the programme implemented in the most efficient way compared to alternatives?
5. Sustainability: It is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable.

Standard questions (based on DAC guidelines):

- a) To what extent will the benefits of the programme continue after donor funding ceases?
- b) What were the major factors that influenced the sustainability or unsustainability of the programme?

Further questions include, but are not limited to:

- c) How did the programme adapt to the changing context in Myanmar)?
- d) Assess to what extent the SEAQE programme increased accountability of ADRA to parents, government bodies and the school community, and, if successful, in what way
- e) Assess to what extent the SEAQE programme increased 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
- f) To what extent did the programme leverage additional interest and investment?
- g) Document ownership, development and changes in policy and involvement of different government bodies at different levels, and other key stakeholders.

6. Replicability:

Standard questions (based on DAC guidelines):

- a) Which specific approaches and strategies are possible or important for upscaling it or replicating it to other education programmes?

Further questions include, but are not limited to:

- b) To what extent is it possible to upscale/replicate the programme in other areas in the country to increase impact?

7. Partnerships

Standard questions (based on DAC guidelines):

- a) Assess the added value of ADRA Norway to the SEAQE programme.
- b) Assess the added value of external partners to the programme (e.g. partnerships with other inter-agency organizations, civil society, etc.).

8. Conclusions and Recommendations

Standard questions (based on DAC guidelines):

- a) Main conclusions drawn from analysis with evidence provided during field visits for data collection and observations.
- b) A set of recommendations linked to the conclusions that would provide guidance to ADRA for future interventions in Myanmar.

VI. METHODOLOGY

The SEAQE programme is being implemented in 1,493 schools in Myanmar, of which a representative number of schools will be purposely sampled by the consultancy firm/consultant for fieldwork. The consultants should use both qualitative (focus group discussion, case stories, key informant interviews, observation) and quantitative methods (structured questionnaires, surveys etc.). It is

highly recommended that the final report refer to the following documents that will be made available for the task:

- Relevant literature from local and international experiences on the Whole School Approach and Basic Education;
- Relevant policies and strategies at both national and regional levels regarding education and child protection (e.g. education sector reviews and plans, policy frameworks and implementation guidelines);
- The SEAQE QLE (Qualitative Learning Environment) assessment tool, mid-term review, proposal and M&E tools.

The evaluation approach should provide adequate room for consultation and involvement of relevant stakeholders at project county levels, project field offices and ADRA country offices. In addition, the evaluation should explore on critical reflections of stakeholders, particularly children and community groups at the grassroots level. Participation of children, partners, SMCs and PTAs, relevant stakeholders and communities/parents is key (particularly the most marginalized); both as evaluation methodology, learning process and a way of assessing their ownership, understanding of the objectives and felt impact.

The consultant is expected to coordinate planning, data collector training, tool testing, data collection and analysis. The methodology to be proposed by the consultant in the technical proposal will be reviewed by SEAQE's final evaluation committee who will approve it before commencement of the assignment.

All data, qualitative and quantitative, collected through the research must be disaggregated by sex, age and disability status as a minimum, as well as any other key determinants of marginalisation (wealth, ethnicity, location, parents' educational attainments etc.) identified by the population data. Importantly, we are also looking for how the emerging quantitative and qualitative data is analysed together to generate a multi-dimensional picture of the situation, and suggestions for the on-going triangulation and analysis of multiple data sources over the course of the programme to examine changes.

VII. ETHICAL PROTOCOLS

The design and implementation of the final evaluation must also take into account and abide by ADRA Norway's strategic principles. This means, for example, ensuring our core stakeholders of vulnerable children, youth and women are at the centre of the research, that principles of gender equality, inclusion and non-discrimination are considered and acted upon throughout, and that the meaningful participation of children, youth and women and other key stakeholders is promoted in the design and implementation of the baseline.

The evaluation approach must consider the safety of participants and especially children at all stages of the evaluation. Furthermore, the assessment is required to be conducted in line with ADRA Norway's Child Protection Policy. The evaluation consultant/team will need to demonstrate how they have considered the protection of children through the different stages of the baseline, including recruitment and training of research staff, data collection and data analysis and report writing.

Bidders are required to set out their approach to research ethics and protocols in regards to ensuring complete compliance with international good practice particularly with regards to safeguarding children, vulnerable groups (including people with disabilities) and those in fragile and conflict affected states. Consideration should be given to:

- Administrative, technical and physical safeguards to protect the confidentiality of those participating in research;
- Physical safeguards for those conducting research;
- Data protection, in particular the European Union’s *General Data Protection Regulation (GDPR)*;
- Parental consent concerning data collection from children or collation of data about children;
- Age and ability-appropriate consent processes based on reasonable assumptions about comprehension given the age and disabilities of the children they intend to involve in the research;
- Age-appropriate participation of children, including in the development of data collection tools.

Applications shall take into account universal design and the potential environmental impact that this procurement will have and address these in their proposal.

Final evaluation work will be coordinated through ADRA Norway, with inputs from technical advisors and in-country partners in Myanmar.

VIII. EXPECTED TASKS AND OUTPUTS

The consultant is expected to undertake the following:

Tasks and Activities	Estimated Workload (WD)
Develop final evaluation tools and format for the SEAQE programme in Myanmar	
1. Develop a work plan in consultation with ADRA Norway and its ADRA Myanmar partners.	1 day
2. Conduct desk review of SEAQE programme documents (logframe, reports, country education sector plans, etc.), M&E data, programme financial reports, etc.	3 days
3. Design data collection instruments, including questionnaires and all data entry processes, and qualitative tools adapted for different target groups as appropriate	3 days
4. Develop sampling strategies and draw up list of sampling points	1 day
5. Discuss and coordinate proposed research methods with programme team in Norway and programme partners	1 day
6. Produce an inception report for the final evaluation study which will have the following sections: <ul style="list-style-type: none"> • Key research questions and approach (in collaboration with ADRA Norway) • Evaluation methodology (in collaboration with ADRA Norway), including ethical and child protection research protocols • Sampling approach • Data collection tools (in collaboration with ADRA Norway) • Plan for formation and training of the research team 	2 days
Collect relevant data to inform the community engagement approach in education in SEAQE	
1. Train local consultants and enumerators to carry out the final evaluation survey in-country. This will include standardized sampling design, data collection, management protocol and ethical and participatory research guidelines.	15 days (including travels)
2. Coordinate data collection and data entry process	5 days

3. Analyse data and develop the final evaluation report (format below)	15 to 20 days
1. Executive Summary	
2. Introduction and Background description	
3. Rationale (scope and purpose of research)	
4. Methodology	
5. Results Chapters or Findings (including both desk review and formative research findings)	
6. Summary/Conclusion and Recommendations	
7. References and Appendices	
Participate in feedback meetings with ADRA Norway and other respective members of the ADRA partners on the final evaluation study	
1. Participate in the feedback meetings	1 day
2. Review collated written feedback	1 day
3. Finalise the research study, incorporating the feedback received	2 days
4. Submit final evaluation report to ADRA Norway	Total of 50 to 55 days

The main body of the report (2 – 6, above) shall not exceed 50 pages

IX. TIMEFRAME

The final evaluation study has to be carried out between November 2018 and January 2019. The final report is due to ADRA Norway by 5 February 2019.

The consultant will propose an outline timeframe and indicative budget (in NOK or USD) in response to this TOR.

X. SELECTION CRITERIA

The successful research partner will have a solid track record on the criteria below, with examples of evidence for each. The consultant must have:

General criteria

1. At least a Master's degree in Education or firms with an education expert as part of the consultancy team
2. Demonstrable expertise with civil society, rights and gender equality
3. Thematic expertise in education, teacher training or curriculum and policy. A focus on marginalised children within education would be an added advantage
4. Geographic expertise in Southeast Asia, with significant experience in Myanmar being an added advantage

Technical criteria

1. Experience in quantitative and qualitative methods and analysis, particularly experience with programme monitoring and evaluation systems, including those using participatory approaches and 'hard to measure' indicators
2. Evidence of strong downward accountability mechanisms used with programme stakeholders/research participants to actively share results and learning
3. Evidence of use of ethical considerations and methodological measures for conducting research with girls, women, boys, men and particularly those who might be disadvantaged and marginalized
4. Evidence of successfully designing and managing large-scale, rigorous and robust research processes and evaluations

Track record

1. Evidence of successful collaboration with NGOs, and particularly collaborations that included capacity building.
2. Experience meeting the demands of large institutional donor-funded programmes and coordinating activities with multiple stakeholders
3. Evidence of producing high quality, published research

XI. APPLICATION PROCESS

ADRA Norway invites applications from eligible and qualified individuals or organizations to undertake the work specified in these terms of reference (ToR). Interested parties should submit to ADRA Norway the following:

- A technical proposal responding to the ToR, with specific focus on addressing the Scope of Work, timeline, methodology and ethical protocols to be used;
- An initial work plan based on methodology outlined, and confirming availability of the applicant;
- Company or organization profile (where applicable) and CVs of consultant(s) who will deliver the work;
- A minimum of 3 references (organization or individual consultant as appropriate);
- Two samples of a survey report produced by Consultant / Company within the last 3 years. Applicants who do not submit sample reports will **not be considered**
- Financial proposal or budget breakdown based on expected daily rates and initial work plan.

PLEASE NOTE: A consultancy team can apply for (1) all countries cited in the two terms of reference (ToRs), (2) only the East African countries or (3) only Myanmar.

PLEASE NOTE: In the case of the consultancy team also applying for the East African countries, the timeline and budget should be adjusted in order to fit with the overall deadline of the consultancy.

PLEASE NOTE: offers will be rejected if any illegal or corrupt practices have taken place in connection with the award. ADRA Norway may terminate the contract if it finds that illegal or corrupt practices have taken place in connection with the contract award or execution.

Applications via email clearly marked **Proposals to conduct Final Evaluation Study of SEAQE** in the subject line should be submitted to the email addresses below by **17:00** Norwegian time (CET) on **31 October 2018**. Please send applications to Elidon Bardhi, Programmes Director of ADRA Norway at elidon.bardhi@adranorge.no. Please copy Erik Eriksen (erik.eriksen@adranorge.no) on your correspondence.

PLEASE NOTE: The continuation of the consultancy is dependent on a satisfactorily inception report. If the inception report is not accepted despite revisions, ADRA Norway is only liable for paying the instalment intended to be paid after the submission of a satisfactory inception report. Further instalments intended to be paid at later stages will not be paid in this case.

XII. DESCRIPTION OF OFFICIAL TRAVEL INVOLVED

If required, the consultants will be expected to make a visit of at least 3 days to the country where he/she will meet with the ADRA SEAQE team in Myanmar. All ADRA country offices will support the consultant as appropriate to deliver on this assignment, i.e. provide working space in the respective country offices, and help with the logistics support during the workshops. Costs for enumerators should be included in the budget under a separate line.