



# Terms of Reference for Undertaking End-line Evaluation of the Project Titled “Girls’ Retention and Transition Initiative” (GRTI).

## 1. Introduction

HakiElimu is a Tanzania Non-Governmental Organization with registration number 00NG0/R2/00066 with a vision for an open, just, and democratic Tanzania where all people enjoy the right to education that promotes equity, creativity, and critical thinking, with quality education for all. Our mission is to enable people to transform education in and out of schools; influence policy-making and effective implementation; stimulate imaginative public dialogue and social change; conduct research, policy analysis and advocacy; and collaborate with partners to advance participation, accountability, transparency and social justice. As an expert in education, policy analysis, and advocacy, with over 20 years of experience, and as the winner of the 2019 Africa CSO Excellence Award, HakiElimu is one of the leading national organizations in Tanzania contributing to tackling the challenges within the education sector in the country. HakiElimu’s theory of change is; if the evidence is used to influence policy; if citizens are engaged in education and promoting democracy; and if the government is transparent and responsive, then an open, just, and democratic society with quality education for all, will be achieved.

## 2. Project Overview

**The Girls Retention and Transition Initiative (GRTI) Project** was HakiElimu’s flagship project aimed at addressing gender inequality in education. The project focused to ensure that girls complete schooling and become young women who are empowered to reach their full potential so that they can be financially independent, which in turn will be beneficial to both their families and the economic growth of their communities and Tanzania at large. The three-year project which commenced from 2020/2021 to 2022/23 was fully funded by Global Affairs Canada (GAC). The project targeted to reach 15,000 girls aged 10-19 years in 67 schools (34 primary and 33 secondary) in 12 districts<sup>1</sup> of Tanzania mainland. It was tailored through three strategies:

- **Promoting empowerment and autonomy among girls: through strengthened awareness, skills, and confidence,** by amplifying girls’ voices and creating opportunities for increased participation of school girls in equal and meaningful decision making
- **Creating a movement of citizens, acting to build a supportive environment for girls’ education:** by informing citizens, challenging systemic discrimination, transforming social norms and power relations, and creating opportunities for citizens to participate and hold leaders accountable.
- **Advocating for gender equality at the national level in the education policy, strategies, and budgets:** by building evidence, engaging in strategic advocacy, and building the capacity of government officials and members of parliament (MPs) on gender-sensitive planning and budgeting for education.

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<sup>1</sup> Serengeti, Geita, Bariadi, Ukerewe, Tunduru, Masasi, Kilwa, Mkuranga, Babati, Arusha, Sumbawamga and Tabora.



The Theory of Change for the Girls' Retention and Transition Initiative is that, if girls are empowered and have autonomy over their lives; if citizens create a movement to challenge gender norms and take action to build a supportive environment for girls' education; and if governments are developing evidence-based policies that promote gender equality in education and they are accountable and transparent in policy implementation; then we can achieve the ultimate outcome of **'improved gender equality in school retention, transition, and educational attainment in the targeted GRTI schools.'**

The Girls' Retention and Transition Initiative project results are achieved through the following key outcomes:

- 1) **Intermediate Outcome 1:** Enhanced empowerment of primary and secondary school girls in the targeted schools.
  - a. **Immediate Outcome 1.1:** Strengthened knowledge and capacities among girls and boys in the targeted schools on girls' rights, sexual and reproductive health, and life skills.
  - b. **Immediate Outcome 1.2:** Increased ability of girls (and opportunities) to participate and raise their voices on issues that impact their lives and their education.
  - c. **Immediate Outcome 1.3:** Improved educational and future aspirations among girls in the targeted schools.
- 2) **Intermediate Outcome 2:** Strengthened citizen's movement in the targeted districts challenging gender norms and acting to build a supportive environment for girls' education.
  - a. **Immediate Outcome 2.2:** Increased ability (and opportunities) of citizens and school communities in the targeted districts to participate in the delivery of quality education for girls.
  - b. **Immediate Outcome 2.3:** Increased ability of girls' parents/guardians in the targeted schools to financially support their daughters' educational advancement.
- 3) **Intermediate Outcome 3:** Strengthened policy environment, where government develops evidence-based policies that promote gender equality in Tanzania's education system and is accountable and transparent in policy implementation within the targeted districts.
  - a. **Immediate Outcome 3.1:** Improved awareness among ministers, MP's and LGA's in the targeted districts on policy and budget gaps for girls' education
  - b. **Immediate Outcome 3.2:** Improved understanding of the local government and duty bearers within the targeted districts on their roles and responsibilities in policy implementation, transparency and accountability.

### 3. End-line Evaluation

#### 3.1 Rationale of the end-line evaluation

The implementation of Girls' Retention and Transition Initiative (GRTI) Project is ending on 31<sup>st</sup> March 2023. The independent evaluation of this project is key to assessing project performance, the extent to which project goals were met and providing an account of what led to achieving high or low levels of success.



### 3.2 Purpose of the end-line evaluation

The following are major objectives of this evaluation:

- Assess progress made towards the achievement of results at the outcome and output levels
- Assess the relevance and effectiveness of the strategies and interventions used by the GRTI Project in achieving the expected results.
- Determine if the results contribute to the GRTI Project's overall goals of improving gender equality in school retention, transition and educational attainment.
- Assess the extent to which girls were involved as the primary beneficiaries of this project.
- Assess the extent to which the use of funds and resources in the improvement of school infrastructures is economic, efficient, and effective (value for money).
- Assess the intended and/or unintended outcomes of the GRTI Project.
- Assess to what extent results achieved under the GRTI Project can be sustained beyond project time.
- Identify and document key lessons learned, case studies, and challenges and draw recommendations for future programs and/or scaling.

### 3.3. Scope of the end-line evaluation

The end-line evaluation will cover national-level interventions aimed at advocacy in girls' education, policy influencing, targeting policymakers, members of the parliament, ministers mainly in the Ministry of Education, Science and Technology (MoEST) and President's Office-Regional Administration and Local Government (PO-RALG) as well as likeminded CSOs. Apart from national-level interventions, the evaluation will also assess interventions implemented in 67 public schools (34 primary and 33 secondary) in 12 districts of Tanzania Mainland. HakiElimu has been working with students, parents/guardians, teachers, school committees/boards, community members, and local government authorities (LGAs) in all project districts.

The end-line evaluation will focus on the following criteria and associated evaluation questions: -

#### **Relevance: -**

- To what extent have the project activities conformed to the needs and priorities of the beneficiaries, country, donor policies, and priorities?
- Are the interventions in line with the development policy and administration systems of the Government of Tanzania?
- To what extent have the activities and outputs of the project been consistent with the overall goal and attainments of its objectives? Were the activities and outputs of each outcome consistent with the impacts and effects?
- To what extent has the project contributed the improved gender equality in retention, transition, and educational attainment in the targeted schools?
- To what extent were the project interventions adaptive and yet relevant to the changing political context, priorities of beneficiaries, and donor requirements?

#### **Efficiency: -**

- Has the project delivered value for money in relation to the results achieved?



- How flexible were the interventions in adapting to changing needs?
- What strategies did the project use to become more efficient over the course of its existence?
- Were the project resources managed in a transparent and accountable manner?
- How did HakiElimu coordinate with similar interventions to encourage synergy and avoid overlaps?

**Effectiveness: -**

- To what extent were the intended project objectives, outcomes, and outputs achieved and how?
- How effective were the strategies and tools used in the implementation of the project?
- To what extent project interventions have contributed towards achieving intended outcomes? If so, why? If not, why not?
- What are the major factors contributed to the achievement or non-achievement of the project objectives?
- What are the underlying factors beyond the control of the project that have influenced its performance?
- What opportunities for collaboration have been utilized and how have these contributed to increased effectiveness? Or otherwise?

**Impact: -**

- What is the overall direct or indirect impact of the GRTI Project?
- Were there any negative impacts?
- Did the Project take timely measures to mitigate the unexpected negative impacts?
- What were the results?

**Sustainability: -**

- Are there elements/indications that the benefits (outcomes) will be sustainable? If yes, why? If not, why not?
- How far are interventions embedded in local and institutional structures?
- Are there any plans and strategies to sustain the project outcomes?
- How effective are the exit strategies?
- What are the key factors/areas that will require attention to improve prospects of sustainability of the project outcomes and potential for replication of the approach?
- What are key lessons learned and best practices that can contribute to the knowledge base of the organization, implementing partners, and donors?

### **3.4. Primary Audience and user of the end-line evaluation report**

The results obtained from this end-line evaluation will primarily be used by HakiElimu to continue promoting gender equality in school retention, transition, and educational attainment in Tanzania.



The report will be used by the project funder to assess the extent to which the intended results were achieved, and understand challenges, lessons learned, and gaps/opportunities for future support, in order to address education issues in Tanzania.

#### 4. Expected Deliverables

- Comprehensive and robust evaluation design that will allow extensive assessment of HakiElimu's project implementation.
- Robust data collection tools, analysis, and presentation plan.
- Raw, cleaned data set and analysis syntaxes.
- Completed Performance Management Framework (PMF) table showing achievement against each strategic indicator against the targets.
- Detailed final report maximum 30 pages using HakiElimu Brand guidelines that will be subject to approval. The report will contain the following as a minimum:
  - i. Table of contents
  - ii. Executive summary
  - iii. Introduction
  - iv. Objectives of the end-line evaluation
  - v. Study limitations
  - vi. Study design and methodology
  - vii. Findings
  - viii. Case studies (using approved format)
  - ix. Challenges and Lessons learned
  - x. Recommendations
  - xi. Conclusion
  - xii. Reference
  - xiii. Annex

#### 5. Desired Qualifications

- Proven experience in conducting evaluations in areas of gender equality and inclusion, child protection and safeguarding, education, advocacy, policy review, and community engagement.
- Sound knowledge of Tanzania's education policies, strategies, circulars, and plans and any existing national policies on violence against children, education, and gender inclusion.
- Demonstrated knowledge and experience in using mixed-method designs to evaluate development programs.
- Excellent analytical, presentation, and report-writing skills.
- Capacity to work under tight schedules to meet deadlines and deliver quality work.

#### 6. Timelines

The end-line evaluation is scheduled to take place between March and May 2023, subject to agreed terms.

Key Activities	Expected deadline
Call for bids of technical and financial proposals in non-editable formats	1 <sup>st</sup> March 2023
Submission of detailed technical and financial	14 <sup>th</sup> March 2023

Key Activities	Expected deadline
proposals from respective interested consultants	
Review of the application and short-listing of the candidates	17 <sup>th</sup> March 2023
Presentation (proposal defending) from shortlisted candidates	20 <sup>th</sup> March 2023
The signing of the contract	27 <sup>th</sup> March 2023
The selected consultant begins the assignment	3 <sup>rd</sup> April 2023
Consultant submits detailed data collection tools to be applied in the review	11 <sup>th</sup> April 2023
HakiElimu reviews and approves tools to be used for midterm review	17 <sup>th</sup> April 2023
Training of enumerators and pre-testing of the tools	20 <sup>th</sup> and 21 <sup>st</sup> April 2023
Data collection	23 <sup>rd</sup> April to 2 <sup>nd</sup> May 2023
Data analysis and report writing	3 <sup>rd</sup> to 16 <sup>th</sup> May 2023
Submission of the draft report	17 <sup>th</sup> May 2023
HakiElimu reviews the draft report and provides feedback	23 <sup>rd</sup> May 2023
The consultant works on the comments and shares final report	26 <sup>th</sup> May 2023
Final Report	29 <sup>th</sup> May 2023

## 7. Model of Application

- Qualified and interested consultants should submit the technical and financial proposal (Consultant fee only) to [procurement@hakielimu.ort.tz](mailto:procurement@hakielimu.ort.tz) no later than 14<sup>th</sup> March 2023. Proposals received beyond the deadline will not be considered.
- All financial proposals should be prepared and submitted as a separate file preferably in excel format.

**Approved by:**

**Signature:**



**Name:** Dr John Kalage

**Title:** Executive Director

**Date:** 17<sup>th</sup> February 2023