



**TERMS OF REFERENCE FOR
END – TERM EVALUATION FOR
SO THEY CAN TANZANIA
EDUCATION PROGRAM**

2021 - 2024

Commissioned By: So They Can Tanzania

12 June 2024

TABLE OF CONTENTS

CONTENT	PAGE
Table of Contents	2
Acronyms	3
BACKGROUND	4
About the Organization	4
About the Education Program	4
CROSS CUTTING ISSUES	6
PROGRAM OBJECTIVE AND OUTCOMES	6
Program Target Groups	7
Program Target Areas	7
JUSTIFICATION	7
Summary of mid-term evaluation results	7
Evaluation Objectives	8
Evaluation Scope	9
SCOPE OF WORK	10
Detailed Scope of Work	11
ASSIGNMENT DURATION	13
DELIVERABLES, MILESTONES AND PAYMENTS	13
OPERATING PRINCIPLES	14
CONSULTANT PROFILE AND QUALIFICATIONS	14
ANNEX 1: AVAILABLE DOCUMENTS	15
ANNEX 2: REPORTING TERMPLETE	16

ACRONYMS

ECD	Early Childhood Development
FGC	Female Genital Cutting
FGD	Focus Group Discussions
MEL	Monitoring, Evaluation and Learning
MTC	Mamire Teachers College
NGO	Non-Governmental Organization
SDG	Sustainable Development Goal
STC-I	So They Can International
STC TZ	So They Can Tanzania

1.0. BACKGROUND

1.1. About the Organization

So They Can was founded in 2009 in response to the 2007 Kenyan election violence that saw more than 600,000 Kenyans internally displaced. The loss of lives, homes, employment and hope was immense. Together with the Government and local community, So They Can was born to deliver on a direct request from this community for education. A Memorandum of Understanding between the Kenyan Government, local stakeholders and So They Can was signed.

In 2012, a Memorandum of Understanding between the Tanzania Government (Ministry of Education), So They Can Tanzania (STC) and local stakeholders was signed. This was the first public private partnership in teacher training in Tanzania, with the joint objective to improve the quality of education throughout Tanzania. In conjunction with our government partners we founded the Mamire Teachers' College (MTC) in Babati District, committing to training quality teachers and improving the capacity of teachers in local schools. This approach has the key objective of improving the learning and teaching environment in the rural schools that form part of our Education Collaborative in Tanzania

On 13 June 2014, So They Can Tanzania was registered as an International Non-Governmental Organization (NGO), with registration number I-NGO/ 00007264, and is part of So They Can International (Australia), which is a fully accredited NGO by the Australian Government, a recognition which only 1% of Australia' 60,000 NGOs have been awarded for excellence in quality development outcomes. STC currently has eleven (11) employees.

So They Can global vision is to change the future of children living in poverty through education. Our mission is to provide quality education to children living in poverty through improved learning conditions, teacher training and development, child wellbeing and health, and women's empowerment through inclusive partnerships with the community and Government. Our program is aligned with the Sustainable Development Goal (SDG) 4 on inclusive and quality education for all and promote lifelong learning, which also sets out ten concrete targets for education improvement.

1.2. About the Education Program

From 2014 we continued to expand our reach and ensure the provision of quality education to children in rural primary schools. In 2024 we partner with 34 government schools (29 primary and 5 secondary) in the Babati District, Manyara Region to reach 22,000 school children (50% girls) and 316 teachers (44% females). The schools are located across 17 villages in four Wards of Endakiso, Mamire, Gallapo and Qash, Babati District.

Our holistic Education Program improves access, quality and inclusion in education for children in rural communities through:

- Collaborative partnerships with Government and Communities
- Community and stakeholder engagement

- School infrastructure and resources improvement
- Teacher professional development
- Student wellbeing (child rights and protection; school feeding programs, access to water, hygiene and sanitation)
- Development of school boards and management, and
- Quality Early Childhood Development

The following projects are currently implemented under our Education Program:

1. **MTC Enhancement**, where STC supports internship programs for graduates from the college. On average, 40 graduates, intern in the partner schools for a period of two years.
2. **Our School Community**: STC supports communities through capacity building of Champions to enable them champion for child rights, and School Management Committees to enable them to mobilize community contributions towards school projects.
3. **School Improvement**: The project focuses on investing in improvement of School infrastructure, including those for Special Needs Students/ Teachers. Also, provision of educational resources to schools is part of the project.
4. **Teachers Development**: STC complements Government efforts by facilitating professional development sessions for teachers, leading to better academic achievement by the students and schools.
5. **Let's Learn**: Providing story books and seating mats for children in Early Childhood Development (ECD), Class 1 and 2. NB: In 2024, the project was merged with School improvement and Teachers Development.
6. **My Voice**: STC empowers students to champion for their right to education, increase confidence, participate in different clubs including sports, select leaders, and take leadership positions. In addition, students get peer to peer learning on issues of Violence Against Children (VAC), and Child rights, the laws around the child, etc.
7. **Keeping Girls in School**: Addresses girls school attendance rate and drop-out rates as they reach puberty, start menstruating which may lead them become victims to pregnant and early marriage. The project equips girls and their communities with knowledge on how to avoid unwanted pregnancies, early marriages, trains them on management of menstrual health with dignity and addresses cultural issues affecting the girls such as Female Genital Cutting (FGC). Champion mothers are also trained to produce and distribute reusable sanitary pads.
8. **Msomi Scholars**: This project gives four-year secondary school support to academically distinguished students from financially disadvantaged backgrounds, to enable them attend and complete lower secondary education.
9. **Secondary School Partnership**: aims at providing support towards educational resources, mainly books for Secondary School for students.

2.0. CROSS CUTTING ISSUES

So They Can has five cross cutting issues that are integrated in project plans:

- 2.1. **Child protection:** is embedded in everything that we do. So They Can has a zero-tolerance approach to child abuse and exploitation in all its forms and promotes children’s rights as set out in the United Nations Convention on the Rights of the Child (1989).
- 2.2. **Disability Inclusion:** So They Can seeks to ensure that people with disability and their communities experience empowerment, equality, dignity, and justice. So They Can believes that the community has a critical role in addressing the inclusion of persons with disability and will intentionally support programs and projects that assist the community in advancing their inclusion.
- 2.3. **Environment and Climate Change:** So They Can is committed to environmental sustainability and to improving our environmental outcomes, both within the organisation’s internal operations and in our development work.
- 2.4. **Gender Equality and Women’s Empowerment** are to be central in design, implementation, operation, and evaluation of all So They Can projects and activities in all countries where So They Can works.
- 2.5. **Sustainability:** So They Can is a firm advocate of sustainable community development being about enabling communities to develop their own solutions and to mobilise their resources in order to achieve their vision. Therefore, So They Can is committed to close co-operation with the communities it works and their governments at all stages of project life.

3.0. PROGRAM OBJECTIVE AND OUTCOMES

TABLE 1: The Education Program Objective and Expected Outcomes

Program Objective	Improved teaching and learning conditions in government primary schools means an increased number of students move through key transitional points of their education, enabling them to break the poverty cycle and provide for their own needs
Program Long Term Outcome	Children have access to quality learning institutions, which develop their literacy, emotional intelligence and life skills
Program Short Term Outcomes	Outcome 1: Improved Curriculum delivery skills among Teachers through teachers professional development and trainings.

	<p>Outcome 2: Schools with the resources, facilities and infrastructure to support inclusive access to education for all children.</p> <p>Outcome 3: Schools are governed in a participatory manner through integrated engagement of pupils, parents and the wider community.</p> <p>Outcome 4: Pupils from disadvantaged background attend and complete lower secondary school enabling them to break the poverty cycle</p> <p>Outcome 5: Upon graduation, Mamire Teachers’ College students are equipped with the knowledge and skills to meet the needs of their students.</p>
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3.1. Program Target Groups

The program is targeting the following groups:

- Primary School Pupils
- Primary School Teachers
- Secondary School Students
- Champions of Change
- Community farmers
- Community members
- School Management Committees

3.2. Program Target Areas

29 Primary and 5 Secondary Schools in 17 villages of 4 Wards of Mamire, Endakiso, Gallapo and Qash, Babati District Council, Manyara Region. Locations of [STC partner schools](#), also listed in Annex 1.

4.0. JUSTIFICATION

So They Can Global Strategic Plan is for 2019 - 2030. So They Can Tanzania developed a six year country plan (2019-2024) in line with the Organization Strategic Plan, and as part of improving its level of accountability in both programming and operations. The country plan was divided into two phases of three years each, i.e. 2019 – 2021 and 2022 – 2024. By the end of 2021, after completion of the first phase, a mid-term evaluation was carried out.

4.1. Summary of mid-term evaluation results

The 2019-21 mid program Evaluation included both performance-based data and peripheral information as to the operation of the program itself. It was done to measure the efficiency and effectiveness of the program of the first phase (2019-2021).

The evaluation was undertaken by the Babati District Education Quality Assurance Department in collaboration with the STC Monitoring and Evaluation Department and Implementing partners.

The evaluation primarily constituted a desk-based synthesis of secondary and primary information tracked/delivered from sampled program participants. Secondary information included examinations records, attendance records, Annual Program report activity reports, program/projects plans while primary information includes closed ended questionnaires, Focus Group discussion, interviews and observations. In 2021, out of the 28 program primary schools, a sample of 10 was selected, and 2 out of 5 partner secondary schools were selected to participate during the evaluation.

Key findings from the evaluation reveals that there was improvement in terms of program accountability, planning, delivery, monitoring and operation-wise. The output results were assessed through Tanzania Country Plan (2019-24) which indicated good progress against achieving the country's strategic plan by 75% for the first three years. Furthermore, the results from the program outcomes indicated improved efficiency and effectiveness of the program delivery to the communities that So They Can Tanzania is supporting.

However, there is room for substantial improvement in some areas particularly on Schools and community sustainability, (Full evaluation report to be shared as reference)

4.2. **Objective of the Evaluation**

The overall purpose of the end of program evaluation is to review the performance of So They Can Tanzania Education Program and assess the processes and achievements made by the program, and to draw lessons that will inform the development of future programs.

More specifically the evaluation will have the following objectives:

1. To evaluate the appropriateness, relevance, and effectiveness of the program
2. To assess program concept and design and its relevance to the needs of its participants
3. To evaluate program achievements at the outcome level
4. To provide a basis for decision making on necessary amendments and improvements for future programmes
5. To evaluate the program delivery mechanism or implementation approach, in particular focusing on efficiency and effectiveness
6. To document, provide feedback on, and disseminate the lessons learned by presenting and analysing main findings and key lessons, including examples of best practices for future programs. Key lessons should adequately be supported by evidence
7. Identify gaps and practical remedial actions directed in a more generic sense to the community members/ and other stakeholders responsible for the sustainability of the changes achieved by the program.

4.3. **Scope of the Evaluation**

Being the end of term evaluation, activities implemented since the beginning of the programmes will be evaluated. Proposed questions to be addressed include the following:

4.3.1. **Relevance of the projects**

- Were the projects developed to address the needs of the participants and did they serve the intended purposes?
- Are the activities and outputs of the program consistent with the overall goal and outcomes of respective projects?

4.3.2. **Effectiveness of the projects**

- To what extent were the program/projects objectives achieved?
- To what extent were the program outcomes achieved? Link projects outcomes
- What were the major factors influencing the achievement or non-achievement of the intended programme objectives?

4.3.3. **Efficiency of the projects**

- Were the activities implemented aligned with the program/ project objectives?
- Were objectives achieved on time?
- Was the program and projects implemented in the most efficient ways in terms of human resources, including external facilitators, government and other partners?

4.3.4. **Outcomes and impact of the programme**

- What outcomes has the program achieved?
- What impacts has the program made?

4.3.5. **Sustainability of the programme**

- To what extent will the benefits of the program continue after donor funding ceases?
- What are the major factors influencing the achievement or non-achievement of sustainability of the programme?
- To what extent does each of the project contribute towards overall program sustainability?
- Were there a clearly defined exit strategy and to what extent did it contribute to sustainability?

4.3.6. **Partnerships and Collaboration**

- Were the partners involved in the design and implementation of the programme
- What value did the different partners add?
- How coherent was the program with the development agendas of the different institutions involved and how did this affect implementation of the Program (positively and negatively)?
- What were the key factors contributing to building good partnerships?

4.3.7. **Child protection and other Cross cutting Issues**

- To what extent did the program consider Child protection and other Cross cutting issues during its implementation?
- What were the cross-cutting issues that the program addressed?

4.3.8. **Recommendations**

- Exit strategies to ensure sustainability
- Possibilities of programs' expansion

4.3.9. **Risks**

- How are risks identified and factored in the program and project planning?
- How are risks mitigated?
- How knowledgeable is the team on the risks?

5.0. **SCOPE OF WORK**

The scope of work for the assignment (Table 2) will cover, but not be limited to:

TABLE 2:

TASKS	ACTIVITY
Task 1	Planning
Task 2	Stakeholder engagement
Task 3	Reporting
Task 4	Handover of documents and data

5.1. Detailed Scope of Work

TASK 1: PLANNING

KEY OUTPUTS:

1. Stakeholder Mapping and Engagement plan
2. Evaluation Plan

ACTIVITIES:

1. Signing of a Contract and other relevant documents as per terms of engagement between STC and the Consultants.
2. STC will convene a kickoff meeting with the Consultants to review expectations for the assignment, coordination protocols, plan for the formal launch, etc. At this time STC will arrange courtesy meetings with key stakeholders.
3. STC will set up a secure storage system for storage and sharing of documents and deliverables. The Consultant should ensure files are organised and clearly labelled and use this system as a means to organise the handover of final deliverables.
4. Initial review of background documents, as listed in **Annex 1**.
5. Map key stakeholders and develop a process for stakeholder engagement, including how and at what stages meetings, workshops, focus group discussions (FGDs), interviews, would be conducted.
6. The Consultant will submit an evaluation plan that outlines the roadmap to the assignment, any basic assumptions, methodologies, questions, roles, a comprehensive work plan, etc. This should include a detailed roadmap that will serve as a guiding document for the consultancy services. The plan should also consider the STC cross cutting issues.

TASK 2: STAKEHOLDER ENGAGEMENT

KEY OUTPUTS:

1. Documented records of meetings, workshops, FGDs, interviews and observations with stakeholders.
2. Draft evaluation findings.

ACTIVITIES:

1. The Consultant will engage with stakeholders as per the agreed stakeholder engagement plan and evaluation plan.
2. The Consultant will prepare and present findings to stakeholders, incorporating their feedback into the findings.

TASK 3: REPORT WRITING

KEY OUTPUTS:

1. Draft Evaluation Report
2. Final Evaluation Report
3. Power-point presentation on key findings for sharing with stakeholders

ACTIVITIES:

The Consultant will prepare a draft and final report that includes but is not limited to the following:

1. Evaluation of STC program and projects against goals and objectives.
2. Summary of data collected disaggregated by sex.
3. Lessons learned, including an assessment of successes and challenges.
4. Recommendations, including areas that STC should consider to achieve sustainability, specifically at community and school level in the STC program areas.
5. Both the draft and final report should consider:
 - a. Reports to be written in English
 - b. Must have an Executive Summary
 - c. Should not be more than 25 pages (Font: Times New Roman, Size: 12, Paragraph Spacing: 1.5)
 - d. Annexes should be clearly labelled and can be linked to the collected data results.
 - e. It should provide substantive evaluation findings on progress/ changes achieved against outcome indicators and objectives.
 - f. It should be structured in terms of issues and related findings, assessment of performance, description of best practices, lessons learned, recommendations and conclusions.

TASK 4: HANDOVER OF DOCUMENTS AND DATA

KEY OUTPUTS:

1. Documents, including desk review documents, data collection tools, and other
2. Data package

ACTIVITIES:

All documents and data generated under this assignment shall be well organised and submitted to STC as a package before the assignment will be considered complete. Contents should be clearly labelled and well-organised.

The document and data package should include, inter alia:

- Desk Review Documents and Data Collection Tools
- All deliverables in editable Word/Excel and PDF format

- Well-organised library of photographs and videos taken over the duration of the assignment.
- Documents database

The Consultant should note that the assignment will not be considered complete and final payments made until handover of all data and documents in one acceptable package.

6.0. ASSIGNMENT DURATION:

It is expected that the duration of the service will be accomplished in fifteen (15) days. The assignment duration is effective from the start date and shall terminate when the final report has been accepted by STC and all documents and data submitted to STC.

7.0. DELIVERABLES, MILESTONES AND PAYMENTS:

A contract between STC and the Consultant will be drawn up and signed prior to commencement of the evaluation.

TABLE 3: Proposed Deliverables, Milestones and Payment Plan

OUTPUTS	DELIVERABLES	MILESTONE	% PAYABLE
Proposal	Proposal Submitted (deadline). Please submit your proposal via infotanzania@sotheycan.org	20 June 2024	
Review	Proposals Reviewed, Candidates Shortlisted, Interviews Completed and Consultant Selected	24 June, 2024	
Contract	Signed Engagement	28 June, 2024	10%
Inception	Inception meeting held to kickstart	03 July, 2024	
1 and 2	1. Evaluation Plan		20%
3 and 4	1. Documented records on engagement with stakeholders 2. Draft Evaluation Findings		10%
5, 6 and 7	1. Draft Evaluation Report 2. Final Evaluation Report 3. Power-point presentation on key findings for sharing with stakeholders		35%
8 and 9	1. Documents submitted 2. Data package submitted	18 July, 2024	25%

8.0. OPERATING PRINCIPLES

The consultants shall operate on principles that are in line with the spirit of So They Can, particularly on adherence to the Child Protection Policy (CPP). Participation of a range of stakeholders at all levels is an important part of this assessment. The consultants should consider the audience of the evaluation and ways to maximise learning through this process. The consultant is also required to observe So They Can Tanzania norms and standards for program/ project evaluations.

9.0. CONSULTANT PROFILE AND QUALIFICATIONS:

So They Can Tanzania is seeking a firm or consultant with a proven track record of designing and implementing MEL systems. The result from this evaluation is intended to be used by STC to develop the Country Plan (2025 – 2030). The Consultant must provide in the proposal CVs and certified copies of highest education certificates. The Consultant must demonstrate the following primary qualifications:

1. At least 4-6 years of experience in Designing and Implementing Monitoring and Evaluation system, Program and Project Management, Quantitative and Qualitative operational research.
2. At least 5 years carrying out independent Program/ projects evaluations particularly for education and community development Program(s).
3. Experience with creating data collection tools like using digital tools, e.g. Google forms, Kobo toolkit, ONA etc.
4. Proven ability to collect, analyse, and interpret data to drive program improvements and decision-making through evidence-based findings.
5. Proficient in using data analysis software such as SPSS and Excel.
6. Strong background in quantitative and qualitative research methodologies.
7. Strong communication skills, both written and verbal for report writing and presentations.
8. Excellent analytical problem-solving, Detail Oriented, Observation, Financial skills and critical thinking abilities; show casing specific examples of how you've used these abilities to improve program outcomes and efficiency.
9. Any published work or conferences where you've presented, indicating your ability to communicate complex evaluation concepts and findings to various audiences will be an added advantage.

ANNEX 1: AVAILABLE DOCUMENTS

DOCUMENT	AUTHOR	DATE
So They Can Strategic Plan	STC International	2019
So They Can Tanzania Country Plan	STC TZ	2019
Mid-Term Evaluation Report of STC TZ	Babati District Chief Quality Assurance Officer	2021
Community Assessment Report	Mr. Raphael Mbiji, Consultant	2023
So They Can Policies: (https://www.sotheycan.org/policies/) Including: 1) Child Protection and Safeguarding, and 2) Sustainable Development Policy	STC International	updated 2023 - 2024
Program Plan Tanzania	STC TZ	2019
Theory of Change (ToC)	STC TZ	2019
So They Can Organisational Chart	STC International	2024
List of Partner Schools in Mamire, Endakiso, Qash and Gallapo Wards, Babati District Council, Manyara	STC TZ	2023

ANNEX 2: REPORTING TEMPLATE

End-Program Evaluation Proposed Reporting Template

The report should be submitted in Times New Roman, Font Size 12, Font Spacing 1.5 (auto), and should cover the following:

1. Front Cover and Title Page
2. Acronyms and Acknowledgements
3. Executive Summary (1 page)
 - Reasons for, and approach to, evaluation
 - Key findings
 - Conclusions and recommendations
4. Background Information (1/2 page)
 - STC History
 - Overview of the country entity
 - Key features of project design and implementation
5. Statement of Evaluation Purpose (1 page)
 - To assess the program in terms of effectiveness, impact on the target group, efficiency and sustainability in order to improve its functioning.
 - What is being evaluated?
 - Entity/program – program delivery as per strategic plan (2019-24, Operations and program outcomes
 - Why is it being evaluated? For example: Review following six-years of operations
 - Consolidating lessons learned for new Strategic Plan
6. Key Evaluation Questions (1 page)
 - a. Achievements
 - What has the program achieved?
 - What outputs has the program achieved?
 - Did the program meet its objectives?
 - What outcomes has the program achieved?
 - What impacts has the program made?
 - What were the major factors influencing the achievement or non-achievement of the intended programme objectives?
 - b. Delivery / Methodology
 - How have the programs been delivered? – Efficiency and effectiveness
 - Lessons Learned
 - Improvements
 - How could program delivery be improved? – Relevance and sustainability
 - c. Specific Objectives
 - What specific areas, internal and/or external, you want the evaluation to address?

7. Methodology (1 page)
 - a. Collection + Analysis
 - Interactive evaluation
 - Desk-based synthesis of program planning, assessment of M&E documentation; review of stakeholder meeting minutes; interviews with current and former staff
 - b. Motivations for these methods
 - Required for generating recommendations for strategic planning and decision making
 - Number of participants volved
 - Constraints and limitations
 - c. Evaluation Results and Findings
 - Reference section above on key evaluation questions and specific objectives.
8. Evaluation: Impact and the Dimensions of Change (2 pages)
 - Impacts
 - Effectiveness
 - Efficiency
 - Relevance
 - Sustainability
9. Evaluation: Lessons Learned (2 pages)
10. Conclusions and Recommendations (1 page)
 - a. Refer back to key evaluation questions and specific objectives.
 - b. Ties to Organisational Strategy
 - c. Ties to SDGs