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# Terms of Reference: project evaluation

## End of project evaluation for “Rural Education for Secondary School Transition and Retention” (RESTAR) in Eastern Uganda

### 1. Background

#### 1.1 Background to Build Africa

Build Africa is an international NGO with offices in the UK and supporting organisations in Kenya and Uganda. It aims to improve the quality of education and support livelihoods by developing the capacity of communities. Build Africa works with communities stretching across several regions in Kenya enabling school communities to improve the quality of education they provide for their children.

Find Build Africa on <http://www.build-africa.org> for more information.

#### 1.2 Background to the project

At the development stage of the project, Build Africa found that, in the two target districts of Bukedea and Ngora, only 40% of eligible girls and 54% of eligible boys were able to continue their education beyond primary school as a result of negative community attitudes towards education, a lack of financial resources at household level to support children in secondary education, and the inability of children themselves to cope with the demands of secondary school. The critical factors affecting this are the perceived benefits and relevance of education both by the parents and children<sup>1</sup>, the associated costs of education<sup>2</sup> and pupils' limited numeracy, literacy and life skills levels<sup>3</sup>. The project was designed to address these needs and increase the number of children accessing and staying in secondary schools.

### 2. Project Description

The RESTAR project has been implemented since April 2013 and will finish in March 2016. The project has been implemented by three partners: Build Africa Uganda, Kachumbala Area Cooperative Enterprise (KACE) and the Makerere University College of Education and External Studies (MUCEES).

The project has taken a pilot approach, comparing four locations which are relatively similar in educational

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<sup>1</sup> CREATE 2009 Dropping Out of School, Policy Brief No 8, CREATE, University of Sussex, Brighton, UK

<sup>2</sup> Uganda national household survey 2005 / 2006

<sup>3</sup> BAU consultancy with project beneficiaries, Ministry of Education and Agriculture and NGOs in the target areas (including ARK and PEAS).

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attainment and economic development:

- Pilot One: improving attitudes towards education amongst parents and pupils (Malera sub-county)
- Pilot Two: improving numeracy, literacy and life skills levels amongst pupils (Mukura sub-county)
- Pilot Three: improving the ability of parents to financially support children to attend school (Kachumbala sub-county)
- Pilot Four: Pilot One, Two and Three combined (Kolir sub-county)

The project has also identified and gathered baseline data from a control group.

Each pilot is working with 10 primary schools and 2 secondary schools, with the exception of two of the pilots where there was only one appropriate secondary school to work with. The project primarily works with the last three classes of the primary schools and the first class of secondary school.

## 2.1. Intended project goal

To increase the number of rural children able to successfully make the transition from primary to secondary in Bukedea and Ngora Districts.

## 2.2. Intended objectives and outcomes

Objective 1: To improve attitudes towards education among parents and pupils in the 24 selected schools

Outcome 1.1: Improved parental and community knowledge and appreciation of secondary education

Outcome 1.2: Increased pupil interest in continuing education at secondary level

Objective 2: To improve numeracy, literacy and life skills levels amongst pupils

Outcome 2.1: Pupils, especially girls, gain skills and knowledge in sexual reproductive health and life skills

Outcome 2.2: Pupil literacy and numeracy skills are enhanced

Objective 3: To improve the ability of parents to financially support their children to attend school

Outcome 3.1: Households supported to diversify income generating activities

Outcome 3.2: Households supported to access new markets for inputs and produce in order to increase their returns

## 2.3 Project activities

Outcome 1.1: Improved parental and community knowledge and appreciation of secondary education

Key activities:

- Revise Build Africa's education community mobilisation strategy
- Community dialogue meetings and action planning
- Monitoring implementation of action plans
- Hold annual sub-county education advocacy forums

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Outcome 1.2: Increased pupil interest in continuing education at secondary level

Key activities:

- Develop child mentorship strategy
- Facilitate regular mentorship and career guidance sessions
- Conduct pupil exposure visits to secondary schools
- Organise parent-children dialogue meetings
- Training second chance champions in community advocacy
- Support second chance champions to lead community-level back-to-school campaigns

Outcome 2.1: Pupils, especially girls, gain skills and knowledge in sexual reproductive health and life skills

Key activities:

- Development of Sexual and Reproductive Health (SRH) and life skills training guide
- Conduct training of Teachers on SRH and life skills
- Train girls in making reusable sanitary towels
- Train senior female and male teachers in SRH and child counselling
- Conduct school level life skills training
- Follow up and review life skills training

Outcome 2.2: Pupil literacy and numeracy skills are enhanced

Key activities:

- Conduct school level tutorials in literacy and numeracy
- Support pupils to practice numeracy and literacy skills through school competitions
- Support schools to increase regular testing and pupil assessment
- Procure and distribute numeracy learning materials

Outcome 3.1: Households supported to diversify income generating activities

Key activities:

- Map viable local business enterprises and successful entrepreneurs
- Train parents in the identified viable business opportunities
- Conduct pre-season planning meetings
- Establish demonstration sites for selected enterprises
- Facilitate mentorship sessions between local entrepreneurs and parents
- Conduct exposure visits for parents

Outcome 3.2: Households supported to access new markets for inputs and produce in order to increase their returns

Key activities:

- Map bulk buyers in the region
- Linkage meetings between farmers and commercial groups
- Disseminate market information to farmers
- Train farmers in post-harvest handling

### 3. Evaluation purpose and evaluation questions

The purpose of this evaluation is to develop evidence-based findings on Build Africa's contribution to the retention of primary school children and their transition to secondary school, to assess other unexpected (positive and negative) outcomes of the project and to generate useful, evidenced learning to inform the

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design and implementation of future projects.

As a result, the evaluation questions are:

1. To what extent have the project's outputs and outcomes to date followed the expected causal pathway (ie Theory of Change) for each pilot as designed during project development? And what have been the key barriers and facilitators to achieving expected changes?
2. Why do children drop out of primary school in the intervention areas? What are the barriers to returning to – and staying in – primary school for those children who have dropped out? How do these differ for the different pilot approaches?
3. To what extent have those pupils who transitioned to secondary school stayed in school? What are the enablers and barriers of them continuing in secondary school?
4. To what extent have the District Education Office and other local institutions been successfully engaged in the project to improve its sustainability?

Throughout the evaluation design, implementation and reporting, the evaluators are required to identify and analyse the varying contributions that each pilot has had with regard to each of the evaluation questions. An assessment of the most effective pilot approach to achieving the project goal should be generated, to the extent possible; although, due to existing data sets for this project, this will depend upon a robust approach to contribution analysis, rather than depending upon a rigorous quantitative approach to evaluation.

## 4. Intended use of study results

The results of the study will be used to inform future programme design and implementation, particularly for future projects with a focus on pupils' transition from primary to secondary school. The key internal users of the evaluation findings and recommendations will be the senior management team in Build Africa Uganda, the Head of Programme Development and Innovation in Build Africa UK, the Head of Programme Implementation in Build Africa UK and the MEAL team in the UK.

The results of the study will also be used to report to the three funding organisations who have supported the RESTAR project for accountability and learning purposes.

## 5. Evaluation approach and methodology

An evaluation approach should be proposed by consultants who choose to submit an application. Build Africa can see the benefits of using an outcome harvesting or qualitative comparative analysis approach within this evaluation; however, Build Africa is open to suggestions by applying evaluators.

The methodology should be determined through discussion with the selected consultant on the proposal submitted. Methodology included in submissions should be based on the objectives, evaluation questions and intended use of study results.

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It is expected that the RESTAR project implementation team, Build Africa management team and stakeholders from local organisations, institutions and/or community groups will have the opportunity to participate in the evaluation, in addition to the pupils, parents and teachers who have been central to the delivery of the RESTAR project.

## 6. Tasks and deliverables

The required consultancy deliverables are:

- One detailed inception report in English, including a detailed workplan, detailed methodology for both data collection and analysis, sample size calculations (where appropriate), data collection tools, and outline of the structure of the final evaluation report.
- An evaluation report in English including accurately analysed data, evidence-based findings against the evaluation questions, lessons learned and recommendations.
- All typed data sets in English from both quantitative and qualitative data collection

The consultant will also be responsible for:

- Holding an inception meeting (remotely if required) with Build Africa staff and reviewing any relevant documentation to gather background information
- Drafting an inception report (as above)
- Incorporating feedback on inception report into planned approach and activities
- Organising the logistics for field travel
- Ensuring appropriate levels of participation of Build Africa and partner staff members are built into the design and implementation of the research
- Recruiting and training data collectors who can work to a high standard (if required)
- Supervising and quality assuring field data collection and entry
- Analysing and synthesising both qualitative and quantitative data and preparing a report
- Submitting draft reports, with accompanying data analysis to Build Africa contact staff for feedback
- Incorporating feedback and submitting a final report which provides evidence-based findings that respond to the key objectives and evaluation questions of the mid-term review, as well as specific, useable and tailored recommendations which can be directly applied to Build Africa's programming
- Providing the typed raw data to Build Africa contact staff (as above)

Build Africa will be responsible for:

- Preparing relevant documentation and making it available to the consultant
- Holding an inception meeting (remotely if required) with the consultant to provide background information and to finalise timelines and expectations
- Reviewing the inception report and data collection tools and providing the consultant with specific and timely feedback
- Providing support to the recruitment and training of data collectors (if required)
- Reviewing the draft evaluation report and providing the consultant with specific and timely feedback

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- Managing and supporting the consultant throughout the evaluation study
- Approving the final evaluation report

## 7. Budget and timeline

The total budget for this consultancy, including all travel, expenses and taxes, is up to USD \$14,000 / UGX35,000,000

Please note that fees for daily rates should be in line with previous work undertaken. References will be taken to ensure that good value for money is obtained for this study.

Applicants are asked to propose a timeline for each of the key tasks and deliverables within their proposal as they deem appropriate; however the deadline for delivery of the finalised report may be no later than Wednesday 13<sup>th</sup> April.

## 8. Skills and qualifications of consultancy team

The consultancy team should consist of one or more consultants who meet the following requirements:

- Significant experience of working in senior management roles in education and livelihoods in similar contexts (essential);
- Masters' degree in a relevant Social Science discipline coupled with advanced skills in research methodologies (preferred);
- Demonstrable experience of leading evaluations of development projects (essential);
- Excellent knowledge of, and experience of administering, appropriate literacy and numeracy assessments for pupils in the early years of primary education (essential);
- Significant skills and experience in quantitative data collection and analysis (essential);
- Experience of collecting, analysing and synthesising qualitative data using a rigorous approach (essential);
- Excellent communication skills including report writing (essential);
- Experience of overseeing and training data collectors, including providing a quality assurance function (essential);
- Experience of working with young children, facilitating participatory approaches to data collection (essential);
- Able to reliably access the Internet, as well as relevant national policy/planning documents and surveys (essential);
- Experience of working in Uganda or East Africa (essential);
- Fluent English in both writing and speaking (essential);
- Willingness to familiarise self with, and sign up to abiding by, Build Africa's Child Protection Policy (essential).

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## 9. Child Safeguarding

It is essential that the successful applicant familiarise self with, and sign up to abiding by, Build Africa's Child Protection Policy.

We reserve the right to conduct background checks for all shortlisted applicants in line with our child safeguarding policy. This may include collecting references from past employers or commissioning organisations.

## 10. Application process and timeline

To apply, please complete a copy of the "RESTAR evaluation: application form" document and submit with a copy of your CV (and the CV of any other proposed consultants for this assignment, if applying as a team) and a detailed budget in Excel by 09.00am UK time / 12 noon East Africa time on Monday 7<sup>th</sup> March, by emailing Agnes Babirye at [babirye@build-africauganda.org](mailto:babirye@build-africauganda.org)

Please do not submit past work or any additional documents with your application or your application will be automatically disqualified.

Closing date: Monday 7<sup>th</sup> March, 09.00am UK time / 12 noon East Africa time