CAMFED International is seeking the services of an external evaluator to conduct the endline evaluation of the CAMFED GEC-T 5276 project in Tanzania.

Concept Note: Endline study and final evaluation of: The CAMFED Girls’ Education Challenge - Transition Project: Girls Learn, Succeed and Lead

Implemented by: CAMFED International

Date: 12 April 2021
1 Background of the project

The Girls’ Education Challenge (GEC) was launched by the UK’s then Department for International Development in 2012 as a 12-year commitment to reach the most marginalised girls in the world and is the largest global fund dedicated to girls’ education. The UK is committed to ensuring millions of girls in some of the poorest countries, including girls who have disabilities or are at risk of being left behind, receive a quality education. The first phase of the GEC (2012 - 2017) directly provided quality education for over a million marginalised girls. The GEC is now in its second phase (2017-2025), with up to 41 projects in 17 countries. The second phase is enabling existing GEC beneficiary girls to complete primary school, transition to secondary education, and progress on to technical vocational training or employment.

The Girls’ Education Challenge is managed on behalf of the UK’s Foreign, Commonwealth and Development Office (FCDO) by PwC and Cambridge Education, in alliance with Social Development Direct, Nathan Associates and Shan Globe and is collectively referred to as the Fund Manager (FM). The FM manages the relationships with the selected projects and provides guidance to support their Monitoring, Evaluation, and Learning operations.

The Campaign for Female Education (CAMFED) International’s Girls’ Education Challenge-Transition (GEC-T) project - Girls Learn, Succeed and Lead (GEC-T 5276) - began in August 2017 and will continue until December 2021. GEC-T 5276 targets marginalised girls in peri-urban communities of Tanzania with a focus on enabling a critical mass of marginalised girls to transition through secondary and on to a secure and fulfilling livelihood. CAMFED’s other GEC-T project - the Ultimate Virtuous Cycle of Girls’ Education (GEC-T 5101) - is based in rural districts in Tanzania, Zambia and Zimbabwe and builds on previous CAMFED programmes and can reap the benefits of long standing CAMFED established relationships with schools, communities and district personnel. GEC-T 5276 does not have this foundation and it is also the first time CAMFED’s programme has extended to a peri-urban geography.

The CAMFED GEC-T 5276 project built on the foundations laid by Building Resources Across Communities (BRAC) at primary level and in communities during the GEC1 phase, with CAMFED introducing their successful strategies of governance and community structures for supporting girls’ enrolment, retention and progression at secondary level developed under CAMFED’s GEC1 project which also took place in Tanzania (in other geographies to those targeted by BRAC), and in Zimbabwe. Project activities have been aligned with CAMFED’s GEC-T 5101 project to provide additional leverage and synergy, particularly through government partnerships and national level engagement with education stakeholders, to share learning and eliminate barriers to integration of new approaches in the school timetable and education system.

This GEC-T 5276 project is based on the same premise of CAMFED’s GEC-T 5101 project in that ‘graduates’ who have been supported to complete school will then lead initiatives that support girls’ education within their communities and join forces with district and national authorities to drive change at scale. GEC-T 5101 also began in 2017 and will continue till December 2021. The separate endline evaluations will be conducted simultaneously for both these CAMFED GEC-T projects.¹

¹ Please note that this call for proposals is for the GEC-T 5276 endline evaluation only.
Theory of change and project approach

The prevailing situation for girls in the target districts is one of relatively low levels of transition to secondary education, and poor levels of progression and retention once there, alongside very low academic pass rates. The premise of CAMFED’s Theory of Change is that girls in the target districts face a range of common barriers to education, the most urgent being the direct and indirect costs which, in addition to girls’ enrolment and progression, relate also to their safety and reduced vulnerability to early marriage, violence and exploitation.

CAMFED’s Theory of Change makes three core hypotheses: (1) Improvements in literacy and numeracy will result from an improved teaching and learning environment; (2) Improvements in girls’ transition rates will result from their increased retention and attendance at school, and the creation of a safer learning environment, which in turn is linked to improved learning; and (3) Sustainability is premised on identifying what works, and embedding and scaling it within national systems, in tandem with local initiatives to address the context-specific needs of marginalised girls, and strengthening local leadership to drive these forward, including among GEC alumnae.

The project planned a gender transformative approach, directly and indirectly challenging gendered social norms and discrimination to enable a critical mass of marginalised girls to transition to, progress through and succeed at secondary school. It set out to create a ‘bridge’ for girls to transition from school to future employment. The practical needs of beneficiaries are met through the provision of material/financial support to address school-going costs, while transformation of the discriminatory gendered social norms is addressed through a range of strategies, including a wrap-around social support system for girls and young women to create an enabling environment for their development. Through the capacity-strengthening of all those involved in this support system, including community members, parent support groups (PSGs), teachers, Teacher Mentors (TMs) and district education officials, the programme builds a force for change that can challenge gender norms in communities and schools. As the young women transition from school and join the CAMFED Association (CAMA) network, they become part of this support system for other girls and young women.

Table i of Annex A of this document provides a list of the project interventions and how they relate to the outputs, intermediate outcomes and outcomes of the project which are laid out in the logframe (Annex E). The COVID-19 pandemic led to CAMFED adapting the project activities to respond to the closure and re-opening of educational institutions through the medium-term response plan (Annex F) that covered quarters 14 to 16 (July 2020-March 2021) of the project. A full list of adapted activities can be found in Table ii of Annex A. In addition, Annex D breaks down the direct and indirect beneficiaries reached by the project.

2 Purpose of the evaluation

The overarching aim of the endline evaluation is to evaluate the relevance, coherence, efficiency, effectiveness, impact and sustainability of CAMFED’s GEC-T 5276 project. The findings from the evaluation will primarily be used:

- by the project management team, project partners and stakeholders to understand the impact of the project during its lifetime;
The COVID-19 pandemic has resulted in the need for adaptations to the endline evaluation to reduce travel to schools and communities and ensure safety of participants, evaluators and the wider community. The baseline and midline evaluations provided measurement of the project’s results against the logframe outcomes and intermediate outcomes. For the endline, it is no longer required to measure each outcome and intermediate outcome and the study can focus more closely on assessing project interventions on transition and the learning interventions, in particular the adapted approaches set in place following the school closures due to the global COVID-19 pandemic.

Therefore, CAMFED will use this evaluation to delve into the rich sets of data that have been collected by CAMFED throughout the project, as well as primary research through remote surveys with CAMFED Association members and remote qualitative research methods, to achieve the objectives of the evaluation and measure the impact of the interventions both before and during the pandemic. If schools are open at the time of the fieldwork and it is feasible and safe to carry out the school based survey within the national guidelines on COVID-19, then CAMFED will plan to carry out the learning assessments, student surveys and heads of school and teacher surveys. This will require careful planning to ensure sufficient PPE is available and working with schools to reduce disruption and confirm it is feasible in the number of days available with smaller groups of participants. The data will then be shared with an External Evaluator (EE) for analysis.

Data collected from learning assessments and surveys during the project’s baseline and midline evaluations, in 2017 and 2019 respectively, will also be further analysed by the EE to assess interventions on learning and transition, including the Learner Guide programme. Monitoring data and survey data collected by CAMFED during the project and during the endline evaluation will be triangulated with qualitative research by the EE. The qualitative research will be carried out remotely by the EE in mid-2021, with support from local, trained enumerators if required.

Section 3 of this concept discusses the methodology for the evaluation – there are two approaches provided depending on the limitations of COVID-19 at the time of the endline research. Annex B sets out the endline data collection method for each of the indicators; some show the two approaches where a physical and remote research approach is feasible. The findings of the evaluation will be used by the EE to respond to the evaluation questions (EQ) outlined below.
Specific objectives of the assessment:

The objectives of the evaluation are:

- To understand the drivers, enablers and barriers to the learning and successful transition of marginalised girls and young women targeted by the project
- To understand the impact of COVID-19, and particularly school closures, on marginalised girls’ and young women’s outcomes and specific sub-groups
- To understand how and how well the project adapted their design and implementation of activities in light of COVID-19, and particularly school closures, and the degree to which these activities achieved their desired effects
- To understand how and how well the project included and supported marginalised/vulnerable groups, including children living with disability, (specifically, capture changes in safeguarding, inclusion and gender-sensitive practices) and has contributed to increasing equality and equity between boys and girls, men and women
- To describe and assess the lasting impact that project has had and will have (or can reasonably be expected to have) at the level of individuals, schools, communities and also systemically
- To draw lessons from the process, design, implementation, successes and failures of the project and support with the dissemination of evaluation findings and lessons from the project, potentially drawing on the wider arc of CAMFED’s GEC involvement from GEC SCW through to GEC-T.

Evaluation questions

The evaluation will include findings and recommendations based on the OECD DAC evaluation criteria\(^2\) listed below. The following EQs have been developed by the project but there will be an opportunity for them to be further refined during the inception phase of the evaluation with the FM and EE.

Relevance

- To what extent were the objectives and design of the project, including the underlying theory of change, valid and did they respond to the needs, priorities and policies of intended beneficiaries, partner organisations (e.g. schools) and the country?
- To what extent did they remain responsive and relevant to the needs, priorities and policies of these groups when circumstances changed, including during the COVID-19 pandemic?

Coherence

- How has CAMFED influenced and engaged in adaptations and changes to the policy environment? How has CAMFED supported marginalised out-of-school girls and young women to return to formal education?
- What evidence is there to support the impact of the project in working with MoEST at national, district and school level to address the impact of corporal punishment administered to students in schools?

Effectiveness

- To what extent were the objectives and intended results of the project achieved, including differential results across groups?
- Did interventions work well in the peri-urban context or were there factors that varied the effectiveness of an intervention in comparison to CAMFED’s interventions in the rural context in Tanzania during the GEC1 phase and the GEC-T 5101 project? Was learning shared effectively, with national level interventions benefiting from being carried out in 13 new partner districts?
- What were the major contextual factors influencing the achievement or non-achievement of the objectives and intended results?
- Has the financial, material, teaching and mentoring support provided to marginalised girls, including girls living with disabilities (GWDs), resulted in improving retention, attendance and progression outcomes? Have some elements of the support (financial, material, teaching, mentoring (including life skills) been more effective, or been perceived as more valuable than others by beneficiaries, teachers and parents?
- Has the My Better World (MBW) programme lead to increased self-esteem, self-efficacy and self-confidence for participant marginalised girls and young women?
- Has the post-school financial, training and mentoring support provided to young women (GEC graduates) resulted in improved post school transition outcomes?
- How successful has the project been in addressing the barriers to education and post-school pathways for marginalised girls and young women worsened by the COVID-19 pandemic? How successful has it been in reducing dropout rates attributed to early marriage and pregnancy?
- How effective were COVID-19 specific interventions, like the community-based delivery of Learner Guides’ My Better World and study sessions and radio outreach, in reaching children during and following the school closures to provide life skills knowledge and promote learning and safety?

Efficiency

- To what extent did the project deliver the intended results in an economic and timely way and deliver interventions in a cost-effective way?
- How cost-effective is CAMFED’s multidimensional approach to improving access to education, life skills training and post-school pathways for the most marginalised girls?
- Have training and grants provided by CAMFED to schools and parent support groups contributed to a safer and more enabling learning environment for marginalised children?
- To what extent do the interventions designed to create an enabling learning environment for marginalised girls, such as the provision of learning materials, training on active learning approaches, and Learner Guides remedial literacy support, contribute to improved learning outcomes? Following the closure of educational institutions due to COVID-19, to what extent did the additional support provided by CAMFED to marginalised girls and young women assist with access to learning and re-enrolment once they reopened?

Impact

- To what extent did the project generate or contribute to the generation of significant higher-level effects (social, environmental and economic), whether positive or negative, intended or unintended?
How have Learner Guides and CAMFED Association members used their leadership roles in their communities through, for example, representation on local decision-making bodies and school management committees, to be able to influence the support provided to marginalised girls?

To what extent has the MBW programme and safeguarding training changed the attitudes and perceptions of girls, boys and communities to cultural/gender norms and gender sensitive issues?

How successful has CAMFED’s collaborative, cross-sectoral approach been that brings together key stakeholders (with young women, in their capacity as Learner Guides, emerging at the forefront of this collaboration) to tackle specific barriers to girls’ progression through school. How might it be improved?

**Sustainability**

- To what extent will the net benefits (whether financial, economic, social and/or environmental) of the project continue?
- To what extent was the project successful in building sustainability within the enabling environment for change at the family, community, school and system levels? Did this vary to the GEC-T 5101 project in Tanzania? What were the factors affecting differences between levels of sustainability achieved across projects?
- How likely is it that key components and mechanisms established by the project will be adopted into the system and continued?
- What evidence is there that the project was able to leverage additional interest and investment?
- What is the role that young women school graduates can play in supporting successful transitions for marginalised girls, within and beyond school? How effective and scalable is CAMFED’s guide model in a peri-urban context using guides who were not previously supported by CAMFED in school and were not members of the CAMFED Association?  
- What evidence is there that CAMFED’s governance model and community structures have been embedded as good practice in peri-urban communities to support marginalised girls to attend school safely?

### 3 Methodology and deliverables

The most important characteristics of this research are that it will be: gender and culturally responsive, follow ethical and safeguarding procedures and protocols, inclusive of those living with disabilities, context specific to Tanzania, comprehensive, systematic, analytical and representative of the key stakeholders and the target research audience.

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3 Sustainability in the GEC is about delivering and enabling long lasting girls’ empowerment through education, for current and future generations, by working with girls, families, communities, schools and systems. For each project, sustainable change and impact should be embedded in the Theory of Change. Sustainability can be built at the individual girl level, and also within the enabling environment for change, including at community, family, school and system levels.

4 The GEC-T 5276 project was established in partner districts that were new to CAMFED. Therefore, unlike the guides established in existing, rural partner districts under the GEC-T 5101 project, GEC-T 5276 guides were not drawn from a group of young women previously supported by CAMFED who had joined the CAMFED Association network upon graduation.
CAMFED is planning and budgeting for two alternative approaches to the research to measure the endline EQs depending on the COVID-19 limitations in Tanzania and globally at the time. International travel will not be permitted for the evaluation and in-country travel will be kept at a minimum. There is a risk that restrictions on travel, meetings and social interaction related to the COVID-19 crisis, and ethical concerns around the risk of COVID-19 transmission, are also likely to affect the evaluation, although no current restrictions exist currently in Tanzania. There is also a risk that schools will not authorise access to enumerators due to the risk of COVID-19 transmission and to avoid further disruption to students’ school timetables following school closure in 2020. In addition, there are significant external constraints on timing for data collection. Term and exam dates in Tanzania mean that data collection must take place in July/August 2021.

Approach 1: If a physical, school-based survey approach is feasible, and can take place with limited risk of COVID-19 transmission, a quasi-experimental and mixed methods approach will be employed for the endline evaluation enabling comparisons between marginalised and less marginalised girls, at different points in time and over time; boys will also be tracked. The nature of the quasi-experimental is primarily about measuring the counterfactual through a comparison group and a mixed-method approach will provide a rich and robust evidence base and analysis, producing results which will be tested for statistical significance along with in-depth explanations of the effect of the programme on the lived reality of marginalised girls and their communities. A school-based survey will be conducted in all intervention and comparison schools to track learning. This will involve local enumerators trained by CAMFED and the EE to facilitate surveys with teachers, heads of school and students, including an attitude to learning tool and the learning assessments (SeGMA and SeGRA). CAMFED will budget to ensure efficient PPE is provided and groups of participants will be kept small.

Approach 2: If a physical survey approach is not feasible, the evaluation will use a mixed method approach through remote surveys and qualitative research. If possible, CAMFED and the EE will aim to reach a sample of schools and participants in the comparison districts from the midline as well as the intervention districts with this approach. The EE will further analyse the learning outcomes results between baseline and midline. CAMFED, together with the EE, will explore other research products that will focus on the CAMFED Association, and remotely collect and compare data across projects or countries.

Both approaches will also include:

- Surveys and qualitative research with young women – graduates (intervention and comparison if possible), Guides, Transition Guide programme participants, CAMFED association members – will all take place remotely.
- Remote qualitative research will take place with heads of schools and other school and community stakeholders, and learners if possible, from a small sample of both intervention and comparison schools.
- Qualitative research will be carried out remotely by the EE’s researchers using phone interviews or other remote solutions with the target population detailed below. Focus group discussions could be carried out by local enumerators, trained and virtually observed by the EE where possible.

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5 Secondary Grade Maths/Reading Assessments. The FM signed off the endline version of the learning assessments during the midline evaluation.
● School enrolment and attendance data, and the in-school transition of the transition cohort will be recorded from school records. This will still be collected under both approaches from schools if they are open.
● Project documents and surveys and monitoring carried out by CAMFED during the whole project will be triangulated by the EE with the primary research carried out during the evaluation period.

The project is seeking to procure the services of an EE to:

1. Collaborate with CAMFED to produce an inception report: overall study design, research instruments, refining EQs and mapping them to the tools/sources, schools and districts to be sampled and a list of stakeholders to be surveyed/interviewed.
2. Collaborate with CAMFED to develop data collection tools.
3. Finalise a report outline with feedback from CAMFED and the FM.
4. Collaborate with CAMFED on designing an approach for the collection of quantitative data in schools and communities, including learning assessments, under approach 1.
5. Collect (remotely) and analyse the qualitative data in Tanzania.
6. Remotely train national researchers and enumerators and quality assure qualitative and quantitative research occurring.
7. Review, verify and analyse the cleaned data syntax files, raw datasets and SPSS datasets provided by CAMFED.
8. Collaborate with CAMFED on the presentation of findings to FCDO, GEC FM and other GEC projects.
9. Produce a high quality, robust endline evaluation report and annexes with compliance to the FM guidance. The first complete draft, reviewed by CAMFED, will be submitted to the FM for feedback by early November 2021. The final version will be signed off by the FM in December 2021.
10. Submit to CAMFED any data sets, metadata and tools.

CAMFED International will be responsible for:

1. Providing all relevant technical and financial documentation to the EE as required.
2. Collaborating with the EE on the inception report, refining the EQs and developing the data collection tools.
3. Arranging collaborative workshops with FM and EE.
4. Printing and distributing learning assessments to enumerators and coordinating the facilitation and logistics of the quantitative data in schools and communities.
5. Coordinating with the National Examinations Council of Tanzania (NECTA) to receive the marked assessments.
6. Arranging the in-country logistics including recruiting and training of Logistic Coordinators and enumerators, and utilising the community networks available, and facilitating access to respondents.
7. Cleaning the quantitative data, including the SeGMA and SeGRA marks received from NECTA, to send to the EE for analysis and preparing datasets and syntax from monitoring and surveys.
8. Carrying out monitoring and quality check deliverables (e.g. endline report) in terms of completeness, clarity, adherence to FM guidelines and to best practice, and arrange collaborative workshops with the EE and the FM.
9. Producing slide deck for presenting findings.
10. The presentation of findings to (1) DFID, GEC FM and other GEC projects and (2) Ministry of Education in project country and other national and regional stakeholders
11. Data sets, metadata and tools ready for submission to UK Data Archive.

The evaluation will be managed by CAMFED International. An advisory group, consisting of members of the GEC Fund Manager and CAMFED’s Evaluation Steering Group, will provide backstopping and quality assurance to the evaluation process.

Data Sources

- GEC-T project documents including quarterly reports, annual reports, M&E frameworks, MTRP, activity reports and case studies. A full set of these resources is available.
- Project monitoring including Teacher Mentor and Community Development Committee (CDC) client monitoring, school EMIS data, Learner Guide and Transition Guide monitoring, vocational and tertiary student monitoring, and the COVID-19 situational survey. These data have been collected in some or all of the project countries. CAMFED will assess if any additional and up-to-date data are required to be collected through phone surveys during the endline evaluation.
- Project surveys and assessments including Learner Guide and Transition Guide surveys, Learner Guide assessments and Transition Guide programme participant surveys. These data have been collected in some or all of the project countries. CAMFED and the EE will assess if any additional and up-to-date data is required to be collected through phone surveys during the endline evaluation.
- SeGMA and SeGRA results, and the student, head of school and teacher surveys carried out during the endline school-based survey.
- GEC-T baseline and midline data including learning assessment results and head of school and teacher surveys. These data have already been collected.
- Qualitative research carried out by the EE’s independent qualitative researchers in July-August 2021 in Tanzania.
- Draft findings from the GEC-T 5101 endline evaluation and other 5101 data sources that are relevant for reflection and comparison with the GEC-T 5276 project.

Ongoing surveys and monitoring are being submitted electronically using tablets by CAMFED’s community structures in schools or during virtual and small gatherings in communities. For surveys carried out during the endline evaluation, CAMFED, together with the EE, will explore the most efficient, ethical and practical methods to reach participants including phone interviews using ODK or WhatsApp Chatbot tools.

Learning cohort of girls and boys in intervention and comparison districts

The sample size for baseline was based on a calculation of two cohorts per school; Forms 1 and 2 as shown in the table below. Both cohorts were tracked for learning (school-based survey) and transition (household survey) during the baseline in 2018 and the midline in 2019.

The younger cohort will now be in Form 4 and most students are expected to still be in the same school. The older cohort will be post-school and will not be tracked. If the first approach is taken, the younger cohort established at baseline will be tracked for learning through the school-based survey, and their in-school progression will be recorded from schools where possible to establish transition outcomes. As well as the student questionnaires, the younger cohort will complete the learning
assessments, SeGMA and SeGRA. If possible in the COVID-19 context, a counterfactual will be used again at the endline.

They will be primarily contacted through the school they attended at midline. The Logistic Coordinators (LCs) will identify which of the students on the list are still attending that school before the survey takes place, and will gather any information on students who have left the school in regards to where they are and what they are doing now. Each student was given a unique ID at baseline for data analysis purposes. CAMFED’s GEC-T Baseline and Midline evaluation inception reports detail the quantitative survey selection of districts (both intervention and comparison districts), and the clustered sampling approach used to determine cohort sizes per school. The cohort sizes determined per school at baseline factored in an attrition rate of 40% from baseline to endline. Where learners have moved to other schools, CAMFED will not require the LCs to go to those schools to organise the learning assessments and student questionnaires if they are not intervention/comparison schools due to the COVID-19 context.

The transition cohort of marginalised girls in intervention and comparison districts is a subset of the female students in the learning cohort who were identified as marginalised who were traced to home with a household survey. The FM has removed the requirement to track transition using the previous methodology which used large tracking surveys. However, the Logistic Coordinators (LCs) or enumerators will collect in-school progression or dropout data of the marginalised girls tracked at baseline and midline, and qualitative research will take place with GEC graduates and supported students who have dropped out.

The following table outlines the numbers reached during the midline in each group to participate in the endline.

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<th>Table: Number of participants reached at midline to be sampled from at endline</th>
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<td><strong>Cohort details</strong></td>
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Qualitative target population

The target population for Key Informant Interviews on the phone with an external researcher will be:

- A sample of heads of school from schools that participated in the baseline and midline.
- A sample of teachers and Teacher Mentors from schools that participated in the baseline and midline.
- A sample of Learner Guides who were not previously supported in school by CAMFED.
- A sample of Learner Guides who were supported in school by CAMFED during the GEC-T 5276 project.
- A sample of school-based committee and parent support group members from schools that participated in the baseline and midline.
- A sample of Transition Guides.
- A sample of vocational and tertiary CAMFED supported students.
- A sample of CDC members.
- A sample of community/village/ward leaders.
- CAMFED staff.
- Government officials.

The target population for Key Informant Interviews on the phone with an external researcher, or local enumerators (Learner Guides, Teacher Mentors, CAMFED Association members, CDC members) trained in carrying out Key Informant Interviews and Focus Group Discussions where access to phones is not possible, will be:

- A sample of the Transition Guide participants. These will be young women who graduated from Form 4 in partner schools in 2020.
- A sample of Form 4 students who participated in the midline.
- A sample of girls or young women who dropped out of school, who were supported by CAMFED during the GEC-T project.

The project recommends a smaller number of journey mapping exercises with subgroups of girls and young women (transitioned, dropped out, GWDs etc.) to explore what contributed to or hindered their transition, primarily through endline qualitative research and project monitoring data.

During the inception meeting CAMFED will agree the sampling approach and methodology to be deployed by the qualitative researchers. The most logical sampling method given the nature of this research, will be for a purposive stratified sample from within our existing research cohorts and schools, which we will identify by sampling from selected districts where the GEC-T project is being implemented and if feasible, in non-GEC-T districts, to provide a counterfactual of evidence. We will identify a sample from these selected districts of key stakeholders for qualitative key informant, semi-structured interviews. The project anticipates that the same small purposive sample sizes that were used at baseline and midline for qualitative research will be followed for endline e.g. 10 schools for qualitative research with Heads of Schools, 2-3 teachers per school, Teacher Mentors in each school etc.

The number of questions asked on a phone survey will be limited, and different questions will need to be developed where the context of remote research and the inability to guarantee privacy could affect the response given by participants. The sample size would need to be reviewed and reduced if necessary. Logistic Coordinators will be used to map out and contact the sampled research
participants to inform them about the research and when it would take place, and support with any communication or technology issues.

Quality Control Measures

Training and research will follow the standards and protocols established through the previous GEC external evaluations, which rest on principles of child protection, safeguarding and research laid out in CAMFED and FM policies. CAMFED will work with the EE to ensure all remote research is carried out ethically and safely with informed consent. In order to protect identities and ensure that there could be no backlash to an individual on any response provided, names (especially of children) will not be used in any analysis or reports produced based on the research. Although data collection subjects are outside the EU, all personal data will be stored in accordance with the General Data Protection Regulation (GDPR) 2018. Annex H provides more information on CAMFED’s ethical research guidance and safeguarding protocols and procedures. The research ethics will be discussed in the inception meeting and fully outlined in the inception report.

Evaluation report structure

The draft and final evaluation report should be no longer than 50 pages, excluding the executive summary and annexes. The report should indicatively be structured as follows:

- Executive summary
- Introduction
- Description of the project, including the theory of change
- Overview of the evaluation approach, the endline methodology and methods used, including limitations and challenges (detailed methodology to be provided in annex)
- Findings
- Conclusions and recommendations
- Annexes

The report must be written in plain English.

The GEC Fund Manager has specified a required minimum set of annexes for the evaluation report. These are provided at Annex C.

4 Deliverables Timeline

General activities:

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<td>Training of Logistic Coordinators or equivalent</td>
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<td>Pre-research logistics</td>
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<td>Training of enumerators (if required)</td>
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<td>Data collection</td>
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<td>Presentation of emerging findings to GEC Fund Manager, following verification of data</td>
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<td>First draft of evaluation report, including annexes (including those mandated by the GEC Fund Manager)</td>
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<td>Finalise evaluation report, including annexes (including those mandated by the GEC Fund Manager)</td>
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<td>Share final data syntax files, datasets and metadata with CAMFED (EE)</td>
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5 General guidelines, submission and selection criteria

A technical proposal and a financial proposal should be submitted by the EE in two separate PDF documents to evaluation@camfed.org with the subject line “Confidential proposal for endline study and final evaluation of the CAMFED GEC-T 5276 project”.

The deadline for submission of proposals is 25 April 2021. Questions can be asked until 23 April 2021.

Technical proposals should as a minimum include a section on:

i. Background and contract management capacity of the evaluator, including the team leader
ii. Understanding of the concept note
iii. Workplan including deliverables
iv. Proposed team including roles and responsibilities and time-input allocation for each team members
v. Relevant annexes that further substantiate the technical bid, such as company profile, relevant references and recommendation letters and examples of relevant evaluation reports recently completed.

The currency of the financial proposal is GBP. Please assure that the technical proposal does not refer to any financial figures of the bid.

All eligible proposals will be assessed based on this concept note and awarded scores following objective technical criteria under four categories. The weighting for each criterion is given in brackets.

A. Expertise of the firm or institution (15%)
   ● Minimum of 10 years of experience in conducting programmatic evaluations in the development sector.
   ● Strong experience in education, gender and international development programme evaluations.
   ● Experience with UK AID and the GEC is desirable.

B. Proposed workplan (30%)
   ● The proposal should include a clear workplan with roles and responsibilities and allocation of days for different team members specified.

C. Qualifications and experience of the evaluation team (35%)
   ● All core team members should have at least an advanced university degree in education, international development or social sciences.
   ● The team should have experience of:
     ○ The global discourse on SDGs, education 2030 agenda and girls’ education.
     ○ Experience in evaluating programmes in the context of least developed country settings.
     ○ Proficiency in English in the core team is mandatory. Proficiency in Swahili in the wider team is essential.
     ○ Strong research capacity including rigorous quantitative data collection, analysis and data visualisation skills.
○ Strong interactive presentation and workshop facilitation skills
○ Strong English high-quality reporting skills
○ Strong communication, inter-personal, people and team management skills to facilitate a smooth process of the evaluation.

- The team leader should have a minimum of 15 years of professional evaluation experience in programme/policy evaluation in education or international development, as well as oral and writing skills in English of the highest standard.
- A gender balanced team of international and national experts, with a gender specialist is strongly desired.
- Experts can only be part of one proposal for this concept note. Contractors can only submit one proposal

D. Pricing (20%)

The budget should include all costs, including travel and accommodation, where required. Due to the current context, in-country travel for the EE’s national researchers should be kept at a minimum and most deliverables should be carried out remotely. The budget should provide details so that costs of expertise, travel and other expenses are visible. The costing should be done for the data collection scenarios described in section 10 above.

A lumpsum contract will be provided. The contract will be in GBP.

The proposed payment schedule is:

- 20% at approval of inception report
- 40% at approval of draft evaluation report
- 20% at approval of final evaluation report
- 20% at submission of final deliverables (presentations of findings; provision of data sets, metadata and tools ready for submission to CAMFED)
6 List of Annexes

Annex A: Project design and intervention (attached separately).

Annex B: Logframe outcomes - Endline Approach (see below).


Annex D: Beneficiaries tables (attached separately).

Annex E: Logframe (attached separately).


Annex G: MEL Framework (attached separately).

Annex H: Ethical research guidance and safeguarding protocols and procedures (see below).

Annex B - Logframe outcomes - Endline Approach

The below table reflects the logframe outcomes and outlines the plan for endline data collection for each indicator. Where there are two options, (1) indicates the data collection from a school-based survey and, (2) indicates the alternative approach where a school-based survey is not carried out.

<table>
<thead>
<tr>
<th>Outcome/Intermediate Outcome Indicators</th>
<th>Endline update</th>
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</table>
| Outcome 1 – Learning Literacy and Numeracy Improvement                     | (1) SeGMA and SEGRA assessments carried out with younger cohort to compare with baseline and midline results.  
(2) Alternative: The indicators under this outcome will not be updated at the endline evaluation point. However, learning outcomes will be explored further through midline data and primary qualitative research during the evaluation. |
| Outcome 2 - Transition Number of marginalised girls who have transitioned through key stages of education, training or employment (primary to lower secondary, lower secondary to upper secondary, training or employment) | In school transition to be collected physically/remotely through registers if schools are open.  
Post-school transition explored through a remote survey. |
### IO 1 – Attendance

| 1.1 - Proportion of marginalised girls attending school regularly. (in-school) | (1) Data gathered from school registers during baseline, midline and endline surveys.  
(2) Alternative: The indicator under this intermediate outcome will not be updated at the endline evaluation point. However, girls’ attendance and the barriers they face will be explored further through midline data analysis and primary qualitative research during the evaluation. |
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<tbody>
<tr>
<td>1.2 - Beneficiaries’, teachers’ and parents/guardians’ perceptions on the barriers to regular attendance and what has led to improvements in attendance (Qualitative) (in-school)</td>
<td>Remote qualitative research.</td>
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<tr>
<td>1.3 - Proportion of young women school graduates with regular attendance at non-formal education. (post-school)</td>
<td>To be collected through surveys with Transition Guides and attendance registers kept by Transition Guides.</td>
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### IO 2 – Economic empowerment

<p>| 2.1 - Annual progression rate of marginalised girls receiving financial support (in-school) | In-school progression collected by Teacher Mentors annually. |
| 2.2 - Annual drop-out rate of girls in CAMFED partner schools attributed to pregnancy and/or early marriage. (in-school) | School’s annual data collected by CAMFED. |
| 2.3 - Engagement of community stakeholders in tackling early pregnancy and marriage (Qualitative). (in-school) | Remote qualitative research. |
| 2.4 - Beneficiaries’ views on how the support received impacted on their likelihood of completing school (Qualitative). (in-school) | Remote qualitative research. |
| 2.5 - Beneficiaries’ views on how the support received (Transition Programme) impacted on their economic security (Qualitative). (post-school) | Remote qualitative research. |</p>
<table>
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<tr>
<th>2.6 - Proportion of marginalised girls and young women supported under GEC who satisfy one or more economic empowerment criteria following school completion. (post-school)</th>
<th>Post-school transition collected through a remote survey.</th>
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<td><strong>IO 3 – Life skills</strong></td>
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<tr>
<td>3.1 Level of self-esteem, self-efficacy and self-confidence among marginalised girls</td>
<td>(1) FM Life Skills Index and CAMFED's Attitudes to Learning assessment tool (designed by the external evaluator under Step Change Window and CAMFED). (2) Alternative: The indicator under this intermediate outcome will not be updated at the endline evaluation point. However, the impact of life skills sessions on girls’ confidence will be explored further through midline data analysis and primary qualitative research during the evaluation.</td>
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<tr>
<td>3.2 - Changes in marginalised girls’ perceptions of their ability to succeed in the next stage of their transition (Qualitative)</td>
<td>Remote qualitative research.</td>
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<td><strong>IO 4 – Quality of teaching/classroom practice</strong></td>
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<tr>
<td>4.1 - Percentage of Teacher Mentors and Learner Guides implementing active teaching styles and practices.</td>
<td>(1) Collected through surveys with Learner Guides and Teacher Mentors. (2) Alternative: Collected through a survey with Learner Guides. The indicator under this intermediate outcome will not be updated for Teacher Mentors at the endline evaluation point. However, this will be explored further through midline data analysis and primary qualitative research during the evaluation.</td>
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<tr>
<td>4.2 - Percentage of Learner Guides who perform their role with students to the required pedagogical standard.</td>
<td>Collect results of observation-based assessments carried out by verifiers and assessors.</td>
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<tr>
<td>4.3 - Frequency of use of learning materials provided by CAMFED, by students and teachers</td>
<td>(1) Student and teacher surveys. (2) Alternative: The indicator under this intermediate outcome will not be updated at the endline</td>
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evaluation point. However, the impact of learning materials provided by CAMFED will be explored further through midline data analysis and primary qualitative research during the evaluation.

4.4 - Quality of learning materials provided by CAMFED (Qualitative)

Remote qualitative research.

IO 5 - School-related gender-based violence (A safer learning environment for girls)

5.1 - Students' understanding of School-Related Gender Based Violence (Qualitative)

Remote qualitative research.

5.2 - Proportion of students who know who to turn to in order to report cases of abuse and feel confident that their report will be acted upon.

(1) Student survey. (2) Alternative: The indicator under this intermediate outcome will not be updated at the endline evaluation point. However, students’ safety and SGBV will be explored further through midline data analysis and primary qualitative research during the evaluation.

5.3 - Students' experiences and perceptions of safety in school and on their way to/from school (Qualitative)

Remote qualitative research.

5.4 - Proportion of School Improvement Plans that include an action to promote child protection

Action plans collected by CAMFED and remote qualitative research.

5.5 Reduced prevalence of the use of corporal punishment by teachers and heads of school in secondary schools (Qualitative)

Remote qualitative research.

Sustainability – Community

1 - Proportion of Learner Guides who are visible leaders in their communities through, for example, representation on local decision-making bodies, to be able to influence the support provided to marginalised girls.

Remote Learner Guide surveys and remote qualitative research.
| 2 - Number of school communities implementing a cost-share approach to meet the associated wraparound costs for the most marginalised girls to attend school, including through school-community financing models. | (1) Head of School survey.  
(2) Alternative: The indicator under this intermediate outcome will not be updated at the endline evaluation point. However, sustainability will be explored through primary qualitative research during the evaluation. |
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<tr>
<td>Sustainability – School</td>
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| 1 - Proportion of schools with an enabling learning environment which is safe, female-friendly and promotes active participation and learning among the most marginalised children. | (1) Student survey.  
(2) Alternative: The indicator under this intermediate outcome will not be updated at the endline evaluation point. However, sustainability will be explored through primary qualitative research during the evaluation. |
| 2 - Proportion of schools where the Learner Guide sessions are formally integrated into the school timetable. | (1) Head of School survey and remote qualitative research.  
(2) Alternative: Remote qualitative research only. |
| 3 - Number of schools that integrate a targeted, needs-based financing mechanism through which resources are managed effectively and accountably to identify and meet the needs of the most marginalised children | (1) Head of School survey.  
(2) Alternative: The indicator under this intermediate outcome will not be updated at the endline evaluation point. However, sustainability will be explored through primary qualitative research during the evaluation. |
| Sustainability – System | |
| 1 - Learner Guide programme [or components of the programme] is/are officially recognised by Ministries (national and district levels) and teacher training institutions as a pathway to improve learning and transition | Remote qualitative research. |
| 2 - Number of districts implementing a cross-sectoral approach, anchored by the district education office, to mobilise and coordinate reciprocal support from other line ministries (e.g. health, social welfare) to address girls’ welfare. | Remote qualitative research only. |
Annex H: Ethical research guidance and safeguarding protocols and procedures

CAMFED has a zero-tolerance approach to abuse and exploitation, and maintains clear policies and guidelines for ethical research and safeguarding protocols as part of its broader Child Protection Policy and Code of Practice in relation to children, vulnerable adults and the wider community. Evaluation partners will be required to confirm in writing that they have reviewed and will conform to these policies, and will be provided with additional training by CAMFED before the research commences.

The consultant will assume overall responsibility for the execution of the assignment and ensure data integrity, privacy and confidentiality are adhered to by the entire research team. All research data is owned by CAMFED and should be treated in the strictest confidentiality and in accordance with protocols agreed with CAMFED at the outset. All research data including transcripts of all interviews with respondents will be submitted to CAMFED at the end of the research and be permanently deleted from the database of the consultant/s once the final report has been signed off by the Research Steering Group and all of the assignment deliverables have been met.

The consultant will be responsible for ensuring that the entire research team adhere to research ethics, including any ethical and safeguarding protocols and procedures that should be followed or considered throughout the research which must be adhered to and explained to all enumerators and the entire research team. This will include training on detecting signs of distress or trauma among research participants and what to do if this situation should arise. The Consultant will be responsible for training all members of the research team to meet the highest ethical standards of data collection and analysis throughout the duration of the research.

An informed consent process of all respondents will take place. The consent process will include outlining briefly the reasons for the research and the issues and questions to be covered during the interview/discussion. The respondent will have the right to refuse to participate and can withdraw at any time during the process. A safe space and an appropriate time will be identified for the interview to ensure confidentiality and minimal disruption to the lives of respondents. Referral processes to authorities will also be discussed with the entire research team in cases of due responsibility.

If at any time during the research the consultant has a query or concern in relation to the ethical guidance and safeguarding protocols and procedures governing this assignment, they are to contact the CAMFED National Director immediately with their concerns.