Terms of Reference for an Independent Evaluator

Independent Final Evaluation of Camfed’s
“Girls and boys successfully complete primary education” project

Camfed seeks the services of a consulting team to undertake an independent, final evaluation of a three year project, supported by a grant of €300,000 from Irish Aid. The project was designed to address the interlinking problems of education, poverty and hunger in two districts in Zimbabwe and one in Malawi. The overall aim was to reduce the immediate impact of poverty and hunger on vulnerable children and improve their long-term economic status and health by supporting them to complete primary education in 60 schools in Zimbabwe and 18 in Malawi. The evaluation will be carried out from June to September 2017 and will include one week of fieldwork in Zimbabwe. Please note that although the project operates in both Zimbabwe and Malawi, the external evaluation will be conducted for Zimbabwe only.

About Camfed

Camfed is an international non-profit organisation established in 1993 with a mission to multiply girls’ access to education and accelerate the benefits to individuals, their families and communities in Africa. Camfed works to tackle poverty and inequality by supporting girls to go to school and succeed, and empowering young women to become leaders of change. Camfed invests in girls and women in the poorest rural communities in sub-Saharan Africa, where girls face acute disadvantage but where their empowerment transforms communities. Camfed was founded simultaneously in Zimbabwe and the UK in 1993 and currently operates in Ghana, Malawi, Tanzania, Zimbabwe and Zambia with offices in each country as well as in the UK and USA. By 2016, Camfed Zimbabwe was active in 28 districts and 860 schools and had supported 1,021,977 students to attend primary and secondary school.

Camfed breaks the mould in the field of girls’ education by creating a new model of systemic change founded in power-sharing at the grass roots. Camfed’s model mobilises an entire social infrastructure around girls to support their development. By placing a high degree of responsibility over decisions, strategies and resources in the local community, Camfed ensures that community members own a system that is transparent, responsive and accountable. In 2016 there were 83,073 community activists working with Camfed Zimbabwe through structures to enhance girls’ education and promote young women’s leadership and enterprise in Zimbabwe. These include:

- Community Development Committees, which include district level government officials, local leaders, school representatives, and representatives of other Camfed partner structures and manages the program at the district level;
- Members of School Based Committees (SBCs) that link parents and school administrators and steward resources and Child Protection in the school environment;
- Mother/Father Support Groups (MSGs/FSGs) that provide a mechanism for providing financial and social support for vulnerable children; and
- The Camfed Association of young women, CAMA - with a membership of over 35,000 young rural women in Zimbabwe by 2016. CAMA plays an important role as both a store of institutional learning and experience and a forum for female expression.

The project to be evaluated is a critical part of Camfed’s overall programme, which is designed to effect systemic change in the education system, gender attitudes and opportunities for women.

For more information, please visit https://camfed.org/
Project Background

Zimbabwe is now the second poorest country in the world according to the International Monetary Fund World Economic Outlook Database (April 2013). The impact of the economic crisis and HIV and AIDS in has been devastating. Zimbabwe's education system continues to suffer the impact of economic stagnation following the crisis which marked the last decade. The 2015 Zimbabwe Demographic and Health Survey found that approximately 16% of children under age 18 are orphaned (one or both parents)\(^1\). According to DHS data (2015), 22% of women aged 19 are either mothers or pregnant with their first child. Although rates of teenage pregnancy have dropped significantly since 2010-11, early motherhood remains more common in rural areas than in urban areas, and in poorer households than in wealthier ones. Young women in rural areas are nearly three times as likely to have started childbearing by age 19 as those in urban areas (27% versus 10%). Young women from poorer households, in the lowest wealth quintile, are almost six times more likely to have begun childbearing by age 19 as those in the highest quintile (34% compared to 6%). Young women who have had secondary education have lower pregnancy rates as a group and are less vulnerable to violent abuse. However, a drop in primary completion rates and pass rates at Grade 7 mean fewer girls can transition into secondary education. Examination success at the end of primary school has nearly halved since 2008-2009\(^2\).

Hunger and poor educational performance are closely linked. 48.5% of the population of sub-Saharan Africa lives on less than $1.25 per day. Hunger is a constant challenge, with children subsisting on one or two meals per day and frequently absent from school to work in their neighbours’ fields in exchange for food or basic school essentials such as socks. The majority of rural families rely on agriculture for their livelihoods, but erratic weather and economic instability in recent years have affected harvests, contributed to high prices and increased food insecurity, making subsistence farming increasingly high risk. At the peak of the 2017 lean season, the World Food Programme estimated that 4.1 million people were food-insecure due to the effects of the drought\(^3\). This is the highest since early 2009 when more than half the population required food support and is in a context where hunger is already prevalent. Severe drought has compounded existing problems, with rainfall totals in 2015 being less than 60% of the long-term average\(^4\). The El Niño cycle caused food production to halve between 2015 and 2016, and to make maize 53% more expensive\(^5\). One out of three children in Zimbabwe is stunted as a result of malnutrition (Ministry of Health, Food and Nutrition Council, 2010, Zimbabwe National Nutrition Survey).

Project Summary

Launched in July 2014 and concluding in June 2017, this project aimed to support vulnerable children at 60 schools in Mbire and Chikomba East Districts in Zimbabwe and at 18 schools in Mangochi District, Malawi, to complete primary level education. Building on the success of the Irish Aid-funded project ‘Strengthening community gender activists to enhance and sustain school quality and safety’ (2010-2014), this project sought to extend a sustainable model of holistic community support for marginalised children. By providing training on agriculture, child protection, business and financial management, and issuing start-up funding and farming inputs, the projects aimed to empower school staff and parents to provide school meals, administer the ‘Safety Net Fund’ (SNF) for children in danger of school drop-out, and plan improvements to school environments. The

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\(^1\) Zimbabwe DHS 2015  
\(^2\) Zimbabwe Education Sector Support (2012- 2015), January 2012  
\(^3\) http://www1.wfp.org/countries/zimbabwe  
\(^4\) Zimbabwe Vulnerability Assessment Committee Lean Season Monitoring Report, January 2016  
overall goal was to accelerate access to education, by igniting communities’ sense of self-efficacy and increasing their provision of support to vulnerable children in the long term.

Outcomes/expected results:
- More children successfully complete primary education in 60 schools in Zimbabwe
- A sustainable model of community support for vulnerable children’s education that will continue beyond the project term

Objectives:
- Provide school managed Safety Net Funds to offset school-going costs for 1,800 students in 60 schools
- Establish sustainable, community-managed school feeding programmes in 60 partner primary schools
- Build the capacity of school and community structures to maximise collaboration in the support of vulnerable children in 60 partner primary schools

Outputs:
- Safety Net Fund grants are disbursed to vulnerable children in 60 primary schools through the School Based Committees
- School Based Committees at 60 primary schools are trained to administer the Safety Net Fund in a fair and transparent way according to Camfed guidelines
- MSGs around 60 primary schools are trained and provided with a start-up grant for a school-feeding project
- Community meetings with broad and inclusive membership take place in 60 primary schools to set goals and objectives for school improvements and supporting vulnerable children

Project activities:
Reducing hunger
- Training with Foundation for Farming (1 meeting per year per district)
- School feeding grant (30 schools in year 1, 60 schools in year 2, 60 schools in year 3)
- SBC training to Introduce School Feeding (MSG, Teacher Mentor, School Head, SDC). 1 meeting per year per district in year 1 and year 2
Review meeting (1 meeting per year per district in year 2 and year 3)
Addressing discrimination and inequality faced by vulnerable children (including girls and children with disabilities)
- Safety Net Fund primary (60 schools in year 1, 60 schools in year 2, none in year 3)
- Safety Net Fund review meeting (1 evaluation meeting per year in year 2 and year 3)

Purpose of the Evaluation

The purpose of the evaluation of this project is to provide Camfed and Irish Aid with an evidence-based assessment of the outcomes achieved through the project “Girls and boys successfully complete primary education”. The evaluation should be conducted using the framework of the DAC Criteria for Evaluating Development Assistance, considering the relevance, effectiveness, efficiency, impact and potential sustainability of the activities carried out under this project.

Overarching learning questions for the evaluators to consider, organised by the three project objectives, include:

1. Provide school-managed Safety Net Funds to offset school-going costs for 7,000 students in 60 schools in Zimbabwe

The elements of the project relating to Malawi have been removed from the description of the intended outcomes, objectives, outputs and activities to reflect the scope of this evaluation.
• Were the neediest children assisted through SNF?
• What kind of support did they receive?
• How were the children identified and selected? How transparent and participatory was the selection process?
• What is the impact of the SNF on children?
• Is there any evidence that the SNF has resulted in improved learning outcomes for supported children?
• What is the impact of SNF on schools and communities?
• Have there been any unintended negative effects of the SNF?
• If SNF is to continue, what needs to be changed to make it more effective and efficient?
• What are the plans to ensure sustainability of SNF in the schools?

2. Establish sustainable, community-managed school feeding programmes in 60 partner primary schools in Zimbabwe
• Is school feeding taking place in the partner schools?
• How many children are benefitting from the school feeding?
• How often is it taking place?
• What type of food is served?
• Which stakeholders are contributing towards the school feeding and how?
• What is the impact of the school feeding on the children, schools, and communities?
• Is there any evidence that the school feeding programmes led to improved learning outcomes for children?
• What is the impact of the school feeding grants given by Camfed to the schools?
• How have the income generating grants given to the MSGs been used? What has been their impact?
• Have there been any negative effects as a result of the school feeding?
• Do MSGs feel that they could continue the school feeding programme without further support from Camfed?
• What plans are in place for the sustainability of school feeding programmes in partner schools?

3. Build the capacity of school and community structures to maximise collaboration in the support of vulnerable children in 60 partner primary schools in Zimbabwe
• Do the schools have school improvement plans?
• What have the school improvement plans delivered for the children, schools and communities?
• Is there any evidence that the school improvement plans have led to improved learning outcomes for children?
• How were the plans developed? Which stakeholders were involved in developing the plans? How inclusive and democratic was the process?
• To what extent and how have stakeholders been working together to support vulnerable children in school?
• What is the nature of the philanthropic activities that have been undertaken at a local and district level under the project?
• What is the impact of the financial management trainings held with the school and community?
• What is the impact of the school based committee trainings held with the school and community?
• What forms of support have stakeholders provided in terms of direct support to children to attend school?
• Have MSGs supported vulnerable children to go to school through philanthropic activities (in addition to school feeding)? What kind of support did they provide? How many children have been supported?
• What is the impact of the philanthropic work being done by MSGs, on the children, schools and communities?

Overall, how effective have these initiatives been in promoting student completion and building a sustainable model of community support for vulnerable children’s education that will continue beyond the project term?
These learning questions will be discussed further during the inception phase of the evaluation. The evaluation should explore each of the three elements of the project separately and also the extent to which they were mutually reinforcing, as well as the wider impact of the project. This final evaluation is being commissioned jointly by Camfed and Irish Aid, and Camfed will collaborate throughout the evaluation process.

**Evaluation Methods**

The evaluation will engage a range of stakeholders covering all aspects of program management and implementation in a highly collaborative and participatory manner. These groups are anticipated to include:

- Staff in Camfed Zimbabwe
- Children supported through the project
- Parents/guardians
- Teachers and Head Teachers
- Mother Support Group/Father Support Group members
- Community leaders
- School Based Committee members
- District officials and other Community Development Committee members

The consultants will finalise the methodology in the inception phase of the evaluation, in collaboration with Camfed and Irish Aid. The emphasis will be on qualitative methods such as focus groups, key informant interviews and semi-structured interviews, as well as documentation review. Other types of participatory methods are also strongly encouraged. It will not include a large survey or other quantitative methods due to time constraints.

**Methodology**

Camfed is seeking a team of consultants to conduct the evaluation. The evaluators will:

1. **Review project documentation.** Review, as necessary, archived material related to the programme, background material used in project preparation, approved project documents, project monitoring documents, progress reports, action plans, training materials and other relevant information. This information, as well as data generated from Camfed’s monitoring system and analysis of the evaluation activities indicated above, will be provided to the evaluator by Camfed. Relevant statistics and other secondary sources should also be reviewed.

   The evaluators will also have access to the following:

   - Annual Report 2015
   - Annual Report 2016
   - Baseline survey
   - An updated Results Framework
   - Project proposal

2. **Develop an Inception Report**, including a description of the project, an evaluation approach, evaluation framework, research instruments, and a list of stakeholders to be interviewed. This is to be submitted for approval prior to the fieldwork.

3. **Conduct key informant interviews with senior staff at Camfed, the NAC, and Irish Aid.**
4. **Undertake a one week field visit in Zimbabwe.** Applicants are invited to develop their own suggested approach for the field visit, but we would anticipate the following elements:

   i. **An in-depth briefing with Camfed Zimbabwe** in the Harare office immediately prior to the field visit.

   ii. A **8-day field visit to four schools in two of Camfed’s partner districts**, to include key informant interviews and focus group discussions with Community Development Committees, School Based Committees, head teachers, Teacher Mentors, Ministry of Education National, Regional and District Education Officers, including PSG members, local officials and other agencies who participated in the program design and implementation.

   iii. A **validation workshop with stakeholders, including Camfed Zimbabwe**, using a PowerPoint presentation to summarise preliminary findings and recommendations in order for the stakeholders present to provide validation or correction, as appropriate.

5. **Submit a draft evaluation report** that includes findings and recommendations based on field observations, interviews, group discussions, the validation workshop and secondary sources. The report should also include results and statistics from Camfed’s monitoring and evaluation activities and surveys carried out during the three-year project.

6. **Submit a final evaluation report** based on feedback from Camfed and Irish Aid.

**Deliverables**

**Proposal:** The successful proposal (with agreed upon changes, if necessary) will be an addendum to the contract and, along with this TOR, provide an overall framework for the evaluation.

**Inception Report:** To include: a description of the project, an evaluation approach, evaluation framework, research instruments, and a list of stakeholders to be interviewed.

**Preliminary Findings:** Following the field visit, the consultant will lead an event (organised by Camfed) at which preliminary findings are presented to selected stakeholders, including representatives from Irish Aid. This can be presented as a PowerPoint presentation or a short summary of initial findings in dot point format.

**Draft Evaluation Report:** A comprehensive draft evaluation report in plain English, as further described under Report Structure below.

**Final Evaluation Report:** After receiving feedback from Camfed and Irish Aid, the evaluator will submit a final version of the report.

**Indicative Schedule of Activities**

The evaluation is expected to be undertaken in July 2017, with fieldwork to be carried out in early July (suggested dates: 2nd July – 10th July 2017). It is essential that the report is completed and submitted to Camfed no later than 15th September 2017.
An indicative timetable is provided below:

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<thead>
<tr>
<th>Activity/Deliverable</th>
<th>Timing</th>
<th>Notes</th>
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<tr>
<td>Consultant appointed</td>
<td>9th June 2017</td>
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<tr>
<td><strong>A. Inception Phase</strong></td>
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<tr>
<td>1. Camfed holds methodological discussions and briefing with consultant(s)</td>
<td>12th-14th June 2017</td>
<td>The Inception report will present a more detailed evaluation work plan and methodology, including sampling, interview guides, and processes, etc., based on discussions and background review.</td>
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<td>2. Preparation of inception report by consultant(s), including background documentation review</td>
<td>14th-23rd June 2017</td>
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<td>3. Sharing, feedback, and finalization of inception report.</td>
<td>26th-30th June 2017</td>
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<td><strong>B. Evaluation Implementation and Reporting</strong></td>
<td>2nd July – 15th September 2017</td>
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<td>4. Fieldwork</td>
<td>2st-10th July 2017</td>
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<td>5. Preliminary analysis and post fieldwork debrief workshop with Camfed and Stakeholders</td>
<td>9th July 2017</td>
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<td>6. Submission of draft report with initial results to Camfed and Irish Aid</td>
<td>4th September 2017</td>
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<td>7. Submission of final report to Camfed and Irish Aid</td>
<td>15th September 2017</td>
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**Report Structure**

The independent final evaluation report should be a substantial document that (a) answers all the elements of the Terms of Reference (b) provides rigorous and transparent evidence on the basis of which conclusions and assessments are made, and (c) where necessary supplements Camfed’s own data with independent research.

The main body of the evaluation report (draft and final version) should be around 50 pages in length, excluding annexes. One of the annexes must consist of a table which summarises the findings according to the OECD-DAC criteria.

Below is a suggested structure for reporting:

1. Executive Summary
2. Introduction
   - Purpose of the evaluation
   - Description of the project, including rationale and theory of change
   - Logic and assumptions of the evaluation
   - Relationship of Irish Aid funded activities to other programme activities
3. Evaluation Methodology
   - Evaluation approach and framework
   - Problems encountered
   - Strengths and weaknesses of selected design and research methods in retrospect
4. Findings
   ● Overall Results
   ● Relevance
   ● Effectiveness
   ● Efficiency
   ● Sustainability
   ● Impact

5. Lessons learnt
   ● Policy level
   ● Sector level
   ● Organisational level - management, design, implementation

6. Conclusions
   ● Summary of achievements against evaluation criteria
   ● Summary of achievements against rationale for Irish Aid funding
   ● Summary of problems and issues encountered
   ● Overall impact of Irish Aid funded activities

7. Annexes (such as)
   ● Summary table of evaluation findings according to the OECD-DAC criteria *(required)*
   ● Independent final evaluation terms of reference
   ● Evaluation research schedule
   ● Evaluation framework
   ● Data collection tools
   ● List of people consulted
   ● List of supporting documentary information
   ● Project logframe
   ● Details of the evaluation team

Qualifications, Experience and Skills of the Evaluator

Preference will be given to applicants with the following:

- A team of Evaluators, including at least one consultant or sector specialist with extensive knowledge and experience of Zimbabwe;
- A lead evaluator with at least a Master’s degree, in any social science, preferably including education, evaluation or social research;
- An evaluation specialist with a minimum of seven years’ experience in programme/ project evaluation in an international development context;
- Experience of results-based monitoring and evaluation;
- Ability to design and plan evaluation approaches and research methodologies, in particular qualitative research methods, informed by relevant subject matter knowledge and experience, such as education
and community engagement, to ensure the evaluation design and research methods are as relevant and meaningful as possible given the aims and objectives of the project and the context in which it is being delivered;

- Ability to design, manage and implement primary research in potentially challenging project environments. This may include the design of surveys, in-depth interviews, focus group and other research methods;
- Demonstrated understanding of the education sector and related issues in the Zimbabwean context;
- Ability to produce well written, analytical reports in plain English.

Proposals and contract details

Proposals should be no more than ten pages excluding evaluators’ CVs (with a 2 page limit per CV) and tables of relevant experience. It should include:

- method statement – description of activities to deliver requested services
- project’s team’s and organisation’s experience and relevant expertise
- project and resource plan
- quality assurance and risk
- details of two professional referees
- detailed budget (in dollars).

Applicants should also submit one example of an evaluation report recently completed or other sample of work. If possible, at least one of the reports should be relevant, or similar to, the subject of this evaluation.

The maximum budget available for evaluator fees and expenses is $15,650. Some costs of fieldwork will be met by Camfed: accommodation and meals in the field (outside Harare), local vehicle hire, fuel and driver costs, costs for a local stakeholder to accompany the evaluation team, communication and stationery costs, validation meeting costs and refreshments for participants. Any additional costs, including international flights, accommodation and meals in Harare incurred by the Consultants with prior approval from Camfed, should be captured as expenses within the budget submitted and will be paid on submission of invoices; Camfed would expect to book accommodation and flights on behalf of the evaluators for maximum cost efficiency. It should be noted that the budget does not anticipate more than two consultants undertaking fieldwork for a period longer than ten days.

Type of contract: The consultants will be offered a fixed-price contract to include all the activities and deliverables listed above. Fees will be paid based on submission and sign off of final report. Invoices should be submitted in US Dollars to Camfed Zimbabwe. All members of the appointed evaluation team will be required to sign and adhere to Camfed’s Child Protection Policy.

Reporting: The consultants will report to the Camfed International Head of Impact for evaluation deliverables, to the Camfed Zimbabwe Head of Impact for all issues related to fieldwork and to the Camfed Zimbabwe National Director for all issues related to the programme.

Proposals should be submitted electronically by 10:00am BST (9:00am GMT) on 5th June 2017 to iaevaluation@camfed.org with ‘Girls and boys successfully complete primary education’ in the subject line. Proposals that do not meet these guidelines will not be considered. Prospective evaluators may contact Camfed with up to three questions in advance of submitting a proposal.