**Final Evaluation Term of Reference**

**Plan International - Sudan**

**Kassala Program Area**

**Civil Society as Active Drivers of Change for Inclusive Quality Education**

**in Kassala State**

**Funded by: EC**

**European Commission**

**30th December 2017 to 30th December 2021**

# Introduction of Plan International Sudan:

Plan International is an independent development and humanitarian organization that advances children's rights and equality for girls. In Sudan, Plan International has been working for more than 40 years, building powerful partnerships with and for children in over 300 communities in White Nile, Kassala and North Kordofan and North Darfur. In South Kordofan, Gedarif, East and West Darfur, projects are implemented through partner organizations.

Plan International Sudan is implementing its new Country Strategy which covers the five-year period from June 2018 to May 2022 and will guide Plan’s work for the coming 5 years in line with the government of Sudan’s development and child rights agenda and the global sustainable development goals and will be specifically focusing on the rights of girls and excluded groups.

* Our overarching goal is to ensure that “Vulnerable children and youth are able to realize their full potential within protective and resilient communities which respect and promote girls’ equality”. This will be achieved through five strategic Vulnerable Children 6-14 years particularly girls and young women complete quality gender responsive and inclusive formal and informal basic education to succeed in life.
* Vulnerable Young people particularly young women (15-35 years old)[[1]](#footnote-1) are able to decide on their lives and lead in economic, social and civic life of their communities.
* Vulnerable children particularly girls and young women live in communities free from all forms of violence, traditional harmful practices and gender discrimination and are able to take decisions on their lives.
* Vulnerable children particularly girls 0 - 5 years grow up equally valued and cared for to thrive in communities and societies that respect child rights and equality.
* Vulnerable children, especially girls, live in resilient communities and have free and safe access to life-saving services during and after natural disasters and conflicts.

 objectives which utilize community and individual level mobilization to promote the attitudinal and behavioral changes which are required to support transformational change for the improvement in the child rights and gender equality situation in Sudan.

We aim to strengthen the capacity of communities, children and youth to lead their own development, and to this end we will support civil society and local organizations to monitor and support the implementation of policies and laws that create a conducive environment for the attainment of child rights, particularly those that pertain to girls and young women.

 **Plan International Sudan works in five programs:**

* Inclusive Gender Responsive Education.
* Protection of vulnerable Girls and children.
* Early Care and Development for Girls.
* Emergency Response and Resilience.
* Girls and Youth Empowerment.

# Project background and description:

**Education sector in Sudan: current situation, policies and challenges:**

Educational provision in Sudan is guided by global instruments including the ***Convention on the Rights of the Child (CRC)****,* ***Education for All (EFA)*** and the ***Sustainable Development Goals (SDGs)***. The ***Sudan Education Sector Strategic Plan*** (valid until 2025) provides the overarching framework to guide the development of the sector. Within this umbrella, the ***Sudan Education Program*** ***Plan*** (2012-2016) has been extended until 2019. The interim ***Poverty Reduction Strategy*** prioritizes education as a key factor in addressing the root causes of poverty and tribal conflict. The strategy recognizes that failure to provide greater access to, and improvement of, quality education could delay economic reform.

Despite these strategic frameworks, Sudan remains far from achieving Universal Primary Education. The government in Sudan is unable to finance primary education (education only account to less than 2% of the government budget as of 2015), at locality level; LAs are striving to provide basic services, but are hindered by the lack of resources, human capacities and efficient administrative and monitoring tools. As a result, primary education has been largely funded by the private sector as a matter of investment. Poor and rural areas have no chance to join because of the low-income rates which to allocate to the very essential and basic living needs. As a result, out of 8 million children at school- age (5-13), there are over 3 million children out of school and more than 1.5 million of them are girls. Another 560,000 children are at risk of dropping out before ending primary education.

The 2010 Sudan Household Health Survey shows that 53.4% of children in the poorest households are not in school, compared to 3.6% in the richest. In some areas, these estimates are compounded by poor educational infrastructure, such insufficient or non-existent classrooms, the scarcity of learning materials such as textbooks, the lack of properly trained teachers and teaching materials, as well as school levies and fees that prevent the poor from sending their children to school.

Nomads and children in remote and marginalized areas are more at risk of being excluded from formal education, while poverty, remoteness, and the scarcity of resources often limit children’s ability to stay in school. Despite efforts to increase government budgetary allocations to the education sector, much remains to be done to improve enrolment, retention, and performance rates and bridge the significant gender gap that persists across states and localities. Remoteness and the scarcity of resources are not the only obstacles to primary school enrolment for Sudan rural children. The high value associated with livestock grazing has led communities to prioritize initiating children in animal herding as early as possible. This is often at the expense of having them receive a formal education. In addition, girls bearing the brunt of socio-cultural beliefs that are averse to education.

**Kassala State:** The state is highly populated (2,207,533 inhabitants) and there is considerable number of refugees and IDPs from other conflict affected areas inside Sudan. There is a noticeable deterioration in the education services in the state with very low government spending on education (2% as of 2015). This does not only affect the quality, capacity and remuneration for teachers, poor school infrastructure (inadequate classrooms and gender sensitive WASH facilities) but there is also limited capacity of state institutions supervision and management. Poor families are often forced to take their children out of school, so that children can engage in marginal jobs to support their families. This attributes to both, high rates of child labor (8%) and the drop out of school (42 %). Nationwide, the Net Attendance Rate is 97.2% in richest households, while it is 58.8 % among children living in the poorest households.

Parents play very low and ineffective role in school governance activities especially mothers. Long held discriminatory social norms restrict girls’ role to reproductive and productive responsibilities at home, prioritizing education for boys. Early and forced marriage which is 29.8% and among the highest in Sudan are one of the main reasons behind the high rate of girls drop out (28.8%) in the State. Another very important factor to considerate is the geographical location of the State. Situated in the eastern part of Sudan sharing international borders with Eritrea in the east and Ethiopia in the south-east it is affected by the overall instability of the region. Influx of refugees, but also considerable numbers of IDPs live in camps or in host communities. This causes huge challenges among the already poor host communities making all efforts towards inclusive, quality education systems even more urgent.

Despite the fact that there are over 4,000 registered NGOs and CBOs all over Sudan, only several hundred are operational and even less are well established and providing quality services to the population. Kassala State is not an exception with a lot of NGOs and CBOs registered but only a handful well established and functional. The current situation of the CSOs in Kassala State implies the interference of the proposed action to strengthen their capacities to effectively perform their roles as independent development actors.

# Project Scope and Objectives:

 **Overall Objective:** To contribute to inclusive gender responsive education by increasing Civil Society Organisations (CSOs) and Community Based Organisations (CBOs) capacities’ in Kassala State to support them to effectively perform their roles as independent development actors[[2]](#footnote-2).

**Specific Objectives**

**Specific objective 1:** To strengthen 24 Parent Teacher Associations (PTAs)[[3]](#footnote-3) and 15 grassroots CSOs in Kassala State to play an active and effective role in governance of inclusive gender responsive education including refugees and other minorities.

**Specific objective 2:** To establish strong coordination and linkage mechanisms between PTAs, CSOs and Local Authorities (LAs) to influence sustainable, inclusive gender responsive education strategy implementation at local and state level.

**Results related to specific objective1:**

**Output result 1.1**. Participatory children’s consultation sessions with students and children out of school have been organized to let them express their views on education and learning processes and their expectations from PTAs and school management.

**Output result1.2**: workshops involving the targeted community representatives, LAs and CSOs to develop and/or review PTAs strategies, composition vision, mission and governance in order to establish more comprehensive and responsive PTAs conducted

**Output result 1.3:** 24 PTAs restructured in line with the new vision, mission composition strategy and governance

**Output result 1.4:** Training of 24 PTAs on inclusive and gender responsive education, students’ participation, SIP approach, fundraising, leadership, group dynamics, communication skills and resource mobilization including the particular needs of refugees and other minorities conducted.

**Output result 1.5**: Formal and On-the-job training of 15 child focused CSOs on advocacy, resource mobilization, meaningful and structured participatory planning including specific needs of refugees and other minorities, design and implementation of inclusive, gender responsive education programs/ projects, financial management and sustainability of CSO work conducted.

**Output result 1.6:** financial support to third parties (CSOs and PTAs) to complement School Improvement Plan (SIP) activities as well as other inclusive gender responsive education and advocacy activities provided

**Output result 1.7:**  Annual campaigns to raise awareness on various issues faced by girls, importance of education for all, rights of vulnerable groups and refugee/minorities at village and state level organized.

**Results related to specific objective2:**

**Output result 2.1:** Civil Society Coalition for Education (CSCFE) through conducting 6 workshops involving all stakeholders (LAs, CSOs, PTAs, community representatives, experts, etc.) formed to identify the needs, structures, mandates and roles of the forum

**Output result 2.2:** Training of 40 key members of CSCFE on capacities to perform advocacy, education policy/ strategy review process and techniques conducted

**Output result 2.3:** PTAs network at locality level formed.

**Output result 2.4:** 40 officials from the 4 localities & SMOE trained on the concept, regulations and bylaws of PTAs in addition to group dynamic, communication skills and facilitation.

**Output result 2.5:** Workshop for CSCFE and SMOE to orient CSCFE on process of reviewing education strategy performance for Government of Sudan education strategy 2018-2023 organized.

**Project Duration:** 30th December 2017 to 30th December 2021

**Total Budget:**

**Project Target beneficiaries:**

**Target groups:**

**360 students/out of school children:** Children from 24 child clubs with each 15 members will participate in a workshop to discuss matters at school and empowered to gather ideas how to improve the current system. Their ideas concern and recommendations will then be feet into the restructuring process of PTAs.

**240 members (30% females):** (parents, teachers, school administrators and students) representing the executive committees of the 24 PTAs restructured by the action will have access to management and quality inclusive education trainings to increase their capacities to play an active and effective role in governance of inclusive gender responsive education including refugees and other minorities.

**120 members (50% females) of 15 CSOs:** The action will strengthen the capacities of 15 CSOs through formal training programs in the concept of PTAs, gender equality and inclusion, child rights, designing and implementing education programs, advocacy, SIP approach, strategic planning, grants management, leadership, group dynamics, communication skills as well as project and finance management.

**72 community leaders/representatives:** At the beginning of the action workshops will be held to consult with local communities and other stakeholders on the PTAs concept. Community leader/ representatives will be part of this workshop and encouraged to bring in their ideas and participate to shape the concept in order to be adapted to the needs of the community and reflect their vision.

**40 LAs officials (40% females)** from the four targeted localities (local level) and the SMOE (State level) will be trained on the concept, regulations and bylaws of PTAs in addition to group dynamics, communication skills and facilitation to act as Consultation Boards for the PTAs to facilitate their actions and to link the PTAs with the decision-making mechanisms at the state level to play an active and effective role on governance of inclusive responsive education including refugees and other minorities.

**Final Beneficiaries:**

The action targeted 24 schools in 4 localities accommodating 10,080 students (5,240 boys and 4,840 girls) who indirectly benefit from the restructuring and capacity building of their schools’ PTAs. It is expected that in the long term their schools will be improved in terms of inclusive gender responsive education. 995,600 inhabitants (incl. 61900 refugees), including 171,000 children (74,500 girls, 96,500 boys); the dwellers of the 4 localities will benefit sustainably better coordinated and more effective participation of PTAs and CSOs in governance towards inclusive gender responsive education.

**Project Expected Results and indicators:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Results chain** | **Indicators** | **Baseline** **(incl. reference year)** | **Targets****(incl. reference year)** |
| **Overall objective: Impact** | To contribute to **inclusive gender responsive education by increasing Civil Society Organisations (CSOs) and Community Based Organisations (CBOs) capacities’ in Kassala State** to support them to effectively perform their **roles as independent development actors[[4]](#footnote-4)**. | Engagement of CSOs and CBOs in education policy dialogue/reforms and strategy.# of CSOs and CBOs actively engaged in education due to the action intervention.Increase in Net Intake rate(NIR) in the targeted schools and in the Kassala State% of students completing basic educationIncrease of girls’ Net Attendance Ratio (NAR) in Primary education in the targeted schools and Kassala State | a) None - 2019b) None – 2019information (1st Quarter of 2018)27.5% - 2014[[5]](#footnote-5)68% - 2014**Error! Bookmark not defined.**  | 15 CSOs participate in Coalition for Education and 24 PTAs are involved in education policy dialogue15 CSOs and 24 PTAs are actively engaged in inclusive gender responsive educationIncrease of NIR in Kassala from 27.5% - 40 % by 2021.Increased completion rate in basic education especially of girls and vulnerable groupsIncrease of NIR in Kassala and targeted schools from 68% to 80 % by 2021 |
| **Specific objective(s):****Outcome(s)** | **SO 1:** To strengthen **24 Parent Teacher Associations (PTAs)[[6]](#footnote-6)** and **15 grassroots CSOs** in Kassala State to play an active and effective role in governance of **inclusive gender responsive education** including refugees and other minorities.**SO 2:** To establish **strong coordination and linkage mechanisms between PTAs, CSOs** and **Local Authorities (LAs)** to influence **sustainable, inclusive gender responsive education strategy implementation** at local and state level. | # of PTAs restructured/established% of mothers and refugees/IDPs in PTAs.# by-laws and strategy plans produced/developed and/or reviewed to strengthen the PTAs# of SIP developed and implemented by PTAs and CSOsEnhanced capacity of CSOs to deliver inclusive gender responsive education at school and community levels. Civil Society Coalition For Education (CSCFE) formulated in Kassala# of MoUs and/or (Agreements) on terms of engagement between CSCFE and LAs signed # of PTAs Network formed and represented at the SMOE level | 0Bylaws - 2013None - 2017None - 2017None - 2017None - 2017 None - 2017 | 24 PTAs have representation of mothers, children and vulnerable groups/refugees IDPs, and set school improvement plans in 2020.30% mothers representation in PTAsAll 24 PTAs, bylaws, strategy plans, governance, etc. developed in 201924 SIPs developed and implemented by 2021 15 CSOs trained in 2020/20211 CSCFE is developed and 40 members are trained in advocacy, coordination, etc. An MOUs signed between CSOs, LAs and PTAs4 PTAs Networks formed at locality level and 4 members are representing the Network at CSCFE |
| **Outputs** | **OP1.1 48 Participatory children’s consultation sessions with students and children out of school have been organised to let them express their views on education and learning processes and their expectations from PTAs and school management** | # of participatory children’s consultation sessions conducted# of students and # of out of school children having participated# and quality of expectations documented  | None - 2017  | 24 participatory children’s’ consultation sessions (1 per targeted locality) in quarter 2 of 2019(300 participating students and out of school children, each, 60 % female) 24 expectation documents finalised 24 additional children’s sessions conducted in 2021 |
| **OP 1.2. *4 workshops involving the targeted community representatives, LAs and CSOs to develop and/or review PTAs strategies, composition vision, mission and governance in order to establish more comprehensive and responsive PTAs conducted*** | # of workshops conducted.# and positions of participants attended# and quality of recommendations # of internal documents on strategy, vision, mission and governance produced developed and/or reviewed to strengthen the PTAs | Before the project starts no workshop was conducted to introduce the PTAs concept therefore the baseline is 0 as in 2017 | 4 workshops (1 per targeted locality) attended by LAs, Parents, children, CSOs, community leaders in 2019 |
| ***OP 1.3. 24 PTAs restructured in line with the new vision, mission composition strategy and governance*** | # of PTAs established or restructured # and positions of members at PTAs executive committees | The action will build on secondary data from GPE 2017 | 24 PTAs (minimum 6 per targeted locality) in the 1st year of the action - 20196 members of PTAs executive committees |
| ***OP 1.4 Training of 24 PTAs on inclusive and gender responsive education, students’ participation, SIP approach, fundraising, leadership, group dynamics, communication skills and resource mobilization including the particular needs of refugees and other minorities conducted*** | # of PTAs trained# of participants (M&F) trained.Degree of knowledge and skill gained from the training. | To be set by First Quarter 2018. | 11 Trainings in the 4 localities (30 Participants each, of 2 PTAs, 30% female) implemented in the 2nd year of the action - 2019.Increased knowledge and skills after training |
| **OP 1.5 *Formal and On-the-job training of 15 child focused CSOs on advocacy, resource mobilization, meaningful and structured participatory planning including specific needs of refugees and other minorities, design and implementation of inclusive, gender responsive education programs/ projects, financial management and sustainability of CSO work conducted*** | # of CSOs trained# of participants (M&F) trained.Degree of knowledge and skilled gained from the training.# of CSOs members receiving support through the mentoring programme. | Secondary data gathered from Plan’s EU on-going action.Baseline survey on 1st quarter 2018.Capacity assessment of 15 CSO. | 5 Trainings (30 Participants each, of 15 CSOs, 50% female) implemented in 2020/2021.Increased knowledge and skills after training120 CSO members from 15 CSOs mentored |
| **OP 1.6 *financial support to third parties (CSOs and PTAs) to complement School Improvement Plan (SIP) activities as well as other inclusive gender responsive education and advocacy activities provided*** | # of CSOs and PTAs provided with sub-grants | Secondary data gathered from Plan’s EU on-going action.Baseline survey on 2nd quarter 2018 | 12 CSOs and 12 PTAs provided with sub-grants |
| **OP 1.7** **Annual campaigns to raise awareness on various issues faced by girls, importance of education for all, rights of vulnerable groups and refugee/minorities at village and state level organised** | # of campaigns on issues faced by girls, importance of education for all, rights of vulnerable groups organised (# on village level; # on state level)# of localities reached# of media reports published/ events organised/ participants of events reached / flyers distributed | Baseline survey on 2nd quarter of 2018 | 216 campaigns on issues faced by girls, importance of education for all, rights of vulnerable groups organised (216 in 24 villages on village level; 9 on state level)24 villages/localities reached18 of media reports published/ events organised/ participants of events reached / flyers distributed |
| **OP 2.1 *A Civil Society Coalition for Education (CSCFE) through conducting 6 workshops involving all stakeholders (LAs, CSOs, PTAs, community representatives, experts, etc.) formed to identify the needs, structures, mandates and roles of the forum*** | # of workshops conducted.# and positions of participants attended# and quality of recommendations# of participating CSOs, PTAs and LAs in the CSCFE   | Before the project starts no workshop was conducted to formulate CSCFE therefore the baseline is 0 as of 2017 | 6 workshops (1 kick-off at State level, 4 workshops per targeted locality and 1 final workshop at state level) in the last year of the action - 2021. 25 participants each, 30 % female4 recommendations formulated30 each from CSOs, PTAs and LAs participating in the CSCFE |
| **OP 2.2 *Training of 40 key members of CSCFE on capacities to perform advocacy, education policy/ strategy review process and techniques conducted*** | # of CSCFE members (M&F) trainedDegree of advocacy and policy analysis knowledge and skilled gained from the training.Degree of representation of different entities in the CSCFE | Before the project starts no CSCFE members received training therefore the baseline is 0 as of 2017 | 2 Trainings (20 Participants each 50% female) implemented in the last year of the action - 2021 Increased knowledge and skills after trainingCSCFE members develop a position paper and advocacy plan for CSCFE |
| **OP 2.3 *PTAs network at locality level formed*** | # of PTAs networks established. # of members in PTAs network (including females)# of representatives of PTAs at CSCFEPTAs networks are proactive in sharing experiences and undertaking advocacy initiatives.  | Before the project starts no PTAs networks were established therefore, the baseline is 0 as of 2017 | 1 PTAs network established by the 3rd year of the action – 2020.24 PTAs + other schools in the locality formed the network4 members of the PTAs network are representatives at the CSCFEAt least 16 network documents produced  |
| **OP 2.4 40 officials from the 4 localities & SMOE trained on the concept, regulations and bylaws of PTAs in addition to group dynamic, communication skills and facilitation** | # of officials (M&F) trainedDegree of knowledge and skilled gained from the training. | Before the project starts no SMOE members received training therefore the baseline is 0 as of 2017 | 2 Trainings (20 Participants each 50% female) implemented in the 3rd year of the action - 2020. Increased knowledge and skills after trainingAt least 20 LAs officials represented  |
| **OP 2.5** Workshop for CSCFE and SMOE to orient CSCFE on process of **reviewing education strategy performance** for **Government of Sudan education strategy 2018-2023 organised** | # of workshops for CSCFE and SMOE organised # of participants from CSCFE and SMOEConfirmation of SOME to formalize engagement of CSCFE in Education strategy review process.  | Before the project starts no CSCFE and SOME staff received such a training therefore the baseline is 0 as of 2017 | 1 of workshops for CSCFE and SMOE organised # of participants from CSCFE and SMOE.Agreement to introduce formal role of CSCFE in Education strategy review process |
|  | **OPs for financial support to third parties:** Lot 1: Support 12 PTAs to develop and implement comprehensive and responsive SIPs at their schools.Lot 2: Support12 CSOs to develop and implement inclusive and gender responsive education projects and advocacy activities in the 4 target localities. |  # of PTAs provided with sub-grants# of SIPs developed and implemented# of CSOs provided with sub-grants# of inclusive and gender responsive education projects including advocacy activities implemented at the 4 localities and state level. | Before the project starts none of PTAs/CSO were supported by 3rd party grants the baseline is 0 as of 2017[[7]](#footnote-7) | * 12 PTAs received sub-grants by (2021)
* 12 CSOs received sub-grants by (2021)
* 6 SIPs are developed and implemented at 6 schools
* 6 inclusive and gender responsive education projects implemented by CSOs
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**The core activities:**

**Activities under Result (Output) 1: 24 PTAs and 15 CSOs are restructured to improve participation of mothers as well as refugees and other minorities and strengthened in designing and implementing inclusive gender responsive education programs including children’s participation to play an effective role in school governance and School Improvement Planning (SIP).**

 Activity 1.1 Conduct 24 participatory children’s’ consultation sessions to allow students and out of school children express their views on education and learning process, their expectations from PTAs and school management

Activity 1.2 Conducting 4 workshops involving the targeted community representatives, LAs and CSOs to develop and/or review of PTAs strategies, composition vision, mission and governance in order to establish more comprehensive and responsive PTAs.

Activity 1.3 Restructuring 24 PTAs in line with the new vision, mission composition strategy and governance.

Activity 1.4 Training of 24 PTAs on inclusive and gender responsive education, students’ participation, SIP approach, fundraising, leadership, group dynamics, communication skills and resource mobilization including the particular needs of refugees and other minorities.

Activity 1.5 Formal and On-the-job training of 15 child focused CSOs on advocacy, resource mobilization, meaningful and structured participatory planning including specific needs of refugees and other minorities, design and implementation of inclusive, gender responsive education programs/ projects, financial management and sustainability of CSO work.

Activity 1.6 Providing financial support to third parties (CSOs and PTAs) to complement School Improvement Plan (SIP) activities as well as other inclusive gender responsive education and advocacy activities.

Activity 1.7 Conduct annual campaigns to raise awareness on various issues faced by girls, importance of education for all, rights of vulnerable groups and refugee/minorities at village and state level.

**Activates under Result (Output) 2: Effective coordination and linkage mechanism between PTAs, CSOs and LAs are in place to engage in advocacy for inclusive gender responsive education policy, strategy adoption and implementation.**

 Activity 2.1 Formation of a Civil Society Coalition for Education (CSCFE) through conducting 6 workshops involving all stakeholders (LAs, CSOs, PTAs, community representatives, experts, etc.) to identify the needs, structures, mandates and roles of the forum.

Activity 2.2 Training of 40 key members of CSCFE on capacities to perform advocacy, education policy/ strategy review process and techniques.

Activity 2.3: Formation of PTAs network at locality level.

Activity 2.4 - 40 officials from the 4 localities and SMOE will be trained on the concept, regulations and bylaws of PTAs in addition to group dynamic, communication skills and facilitation.

Activity 2.5 Conduct a workshop for CSCFE and SMOE to orient CSCFE on process in reviewing education strategy performance for the upcoming Government of Sudan education strategy 2018-2023. (This activity has been changed to development of Kassala state education strategy)

**Financial Support to Third Parties (FSTP).**

* 1. **Purpose of Final Evaluation:**

The main purpose of the evaluation is to provide an independent and in-depth assessment of the overall performance of the project and the achievements of envisioned results. This also includes a review of the design, implementation, quality and outcomes of the project. Furthermore, the objective of the evaluation is to identify and document success stories, implementation gaps and challenges, opportunities, lessons learned as well as to provide recommendations for major stakeholders on how gaps can be strengthened in the similar projects in future.

**Undertake the following tasks:**

* Examine progress towards meeting the project objectives, responses to problems encountered on `the course of project implementation and progress made toward achieving indicators targets.
* Examine project impact on the schools and communities in target areas.
* Document and capture lessons learnt during the project implementation course.
* Assess to extend efficiency, effectiveness, relevance, and sustainability and any marked changes in the lives of the targeted communities.
* Establish and document the positive and successful impact the targeted PTAs experienced. & any unintended consequences of activities.
* Asses to what extend the interventions contributed in strengthening the child education within the targeted communities,
* Document lessons learned, best practices, success stories and challenges to inform future initiatives.
* To identify whether the modalities of implementation and funding were optimal or should change if replicating in other area.

**3.2 Evaluation Criteria:**

**The final evaluation should focus in assessing the project in term of:**

* **Effectiveness**: The extent to which, and the reasons behind, the achievement (or not) of the project objectives, and whether these are leading to unintended (positive or negative) consequences for anybody involved or affected by the interventions.
* **Sustainability**: the probability of continued long-term benefits to the target populations after the project has been completed.
* **Relevance**: The extent to which the interventions and their approaches were suited to the priorities and policies of the people and communities they were intended to benefit.
* **Efficiency**: The extent to which financial resources were used economically and efficiently, potentially including cost-benefit ratios and alternative programming approaches
* **Child rights, gender and inclusion**: The extent to which the project applied gender and inclusion sensitive approaches and explicitly aimed for results that improve the rights of children and young people and gender equality.
* **Impact:** to establish causal attribution to any observed positive and negative, primary and secondary long-term effects observed.
	1. **Some guiding questions for designing the tools:**

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| --- | --- |
| **Criterion** | **Guiding questions, including but not limited to:** |
| Relevance | * Conformity of the objective with the needs of the target group and with the objectives of the donor, the recipient of the grant/project-executing organization, the partners involved in the implementation and the country, if applicable.
* To what extent does the project design provide the right response to the needs of targeted groups and beneficiaries?
* Are there any mechanisms in place by Plan International Sudan to monitor whether the project has adapted to changes and needs?
* Are there any major risks not being considered?
* What is the value of the intervention to national priorities, etc.?
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| Effectiveness | * Quality of the planning of the activity
* Quality of the system of objectives and of the indicators
* Quality of the implementation of the activity
* Motivation and ownership of the project-executing organizations.
* Quality of the management of the activity
* Achievement of the objectives.
* Other (also negative) effects as regards the outputs and direct impact
* What are the key successes captured during the life of the project? What are the enablers behind it? What are the key challenges/constraints in the project? How are they dealt with?
* What could be done to make the project intervention more effective?
* To what extent are the beneficiaries satisfied with the results?
* To what extent have the linkages/coordination between the implementation partners and the target groups been successful?
* If there are major failures of the project to date, explain why they have occurred and what could be done to avoid them in the future
* Identify any exceptional experiences that should be highlighted e.g. case-studies, stories, best practice
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| Efficiency | * Were the investments justified compared to the achieved effects?
* Which possible alternative activities could have let to the same results by using less resources?
* Are the project’s outputs likely to be used by the target group?
* To what extent has the project utilized its resources and time efficiently?
* Is the overall project action plan used and up to date?
* What % of activities in the work plan is being delivered?
* Is the financial spending in line with the plan?
* Is monitoring data being collected as planned, stored and used to inform future plans?
* Assess other programme management factors important for delivery, such as:
	+ Working relationships within the team
	+ Working relationships with partners and donors
	+ Learning processes such as self-evaluation, and coordination
	+ Internal and external communication.
 |
| Impact | * How many people were directly and indirectly affected?
* Which were positive and negative, intended or unintended, political, socio-economic and environmental effects?
* What change in behaviors or attitudes could be generated?
* What did happen / is likely to happen as a result of the project level? (Overall goal, impact and vision)?
* To what extend would a scaling-up of the project as a whole or of certain project components be useful?
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| Sustainability | * Will the target group be able to continuously capitalize the project? Can the activities be integrated into an existing system?
* Is the project likely to attract further funding? Is the project likely to be economically self-sustaining?
* Are the intended changes by the project likely to be longer lasting?
* Which possible environmental changes can positively or negatively influence the project’s sustainability?
* What are the major factors influencing the achievement or non-achievement of sustainability of the project?
* The acceptance of the project?
* Is the project likely to contribute to lasting benefits? Who will ensure continuity of project activities in the project area?
* Is there evidence of organizations/partners/communities that have copied, up scaled or replicated project activities beyond the immediate project area? Is such replication or magnification likely?
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**Child rights, gender and inclusion**

In line with Plan International’s values and organizational ambition, all evaluations should seek to priorities a focus on child rights, gender and inclusion, and trying to understand the extent to which the project applied gender and inclusion sensitive approaches and explicitly aimed for results that improve the rights of children and young people and gender equality. All other evaluation questions prioritized should also seek to mainstream child rights, gender, and inclusion considerations as part of their enquiry.

1. **Users of the Evaluation**

The primary audience of the evaluation report will be internal for Plan International Sudan, Plan International GNO, the donor (European Commission) as well as partners SORD and Jasmar Organizations. A secondary audience may include relevant stakeholders, including government.

1. **Methods for Data Collection and Analysis:**

Following the desk review, the evaluator in close collaboration with Plan International Sudan and local partners will review the evaluation tools to collect the primary data. If applicable, the same or similar tools will be used as in the baseline study, to ensure as high a comparability of the findings as possible. The study will include qualitative and quantitative approaches with a variety of primary and secondary data sources. The final Evaluation will be participatory and will fully involve all relevant stakeholders in the evaluation process, including children, through child-centered participatory methods.

The feedback from the stakeholders may be collected in different ways depending on the evaluation, but it should give information on what they think about the project, whether it is working or not, what they see as the value for them and how it supports their own or other development efforts. Plan International is also interested in seeing the evaluation process as encouraging reflection and dialogue among all the main stakeholders involved in project we work on, from their perspective as well as ours.

The following are some proposed tools. However, the evaluator should not feel limited to them, if other tools are deemed relevant to this evaluation. The tools provided by the evaluator should be gender-sensitive and where children are involved, child-friendly, and should be tested and will be reviewed and approved by Plan before commencing data collection activities.

* Participatory tools such as focus group discussions, in-depth interviews, observations, semi-structured stakeholder interviews, key informant interviews, workshops, surveys, children consultation.

**5.1 Sample**

* The consultant will provide the suggested sampling methodology and size. As a point of reference, the baseline study reached all targeted localities. Plan will review the suggested sampling methodology and size and decide whether to approve it or if any further modifications or changes are needed.
* The evaluation should ensure that it covers the targeted the four localities.
* The sample should be as representative as possible and be gender balanced.

**Disaggregation of data**: All the collected data should be disaggregated by age, sex and location.

Plan International and partners will play a supportive role including mobilization and the consultant(s) is/are expected to familiarize him/herself with all secondary data relevant to this project from Plan, her partners, communities and other stakeholders.

**5.2 Participant selection**

The participants of the assessment will be comprised of representatives of key stakeholders of the project, as listed below.

* Project Team from Plan International as well as Partners SORD and Jasmar.
* Representative of CSOs, PTAs and CSCFE.
* Representatives and staff from State Ministry of Education (SOME), department of education at locality level.
* The community members (mothers, fathers, children, students and teachers will be identified based on: representation of different community groups and community diversity including gender, disability. etc.

Plan International will provide contact lists of all stakeholders SMOE, PTAs, CSCFE and CSOs to make introduction as necessary.

1. **Ethics and Child Protection**

Plan International is committed to ensuring that the rights of those participating in data collection or analysis are respected and protected, in accordance with PMERL Standards and our Child and Youth Safeguarding Policy. All applicants should include details in their proposal on how they will ensure ethics and child protection in the data collection process. Specifically, the consultant(s) shall explain how appropriate, safe, non-discriminatory participation of all stakeholders will be ensured and how special attention will be paid to the needs of children and other vulnerable groups. The consultant(s) shall also explain how confidentiality and anonymity of participants will be guaranteed.

Plan International Sudan is committed to actively safeguarding children from harm and ensuring children’s rights to protection are fully realized. Plan takes seriously the commitment to promote child safe practices and protect children from harm, abuse, neglect and any form of exploitation as they come into contact with Plan supported interventions. In addition, we will take positive action to prevent child abusers from becoming involved with Plan in any way and take stringent measures against any Plan Staff and/or Associate who abuses a child. Our decisions and actions in response to child protection concerns will be guided by the principle of ‘the best interests of the child’. As such, the Evaluation processes must ensure appropriate, safe, non-discriminatory participation; a process of informed and un-coerced consent and withdrawal; confidentiality and anonymity of participants. The Consultant will provide a statement within his/her proposal on how they will ensure ethics and child protection in the process of data collection and visits. This must also include consideration of any risks related to the study and how these will be mitigated.

The consultant that will be selected must adhere to the Child protection Policy. Reference checks will be carried out in conformity with Plan’s Child Protection Policy for the successful candidate before confirming the offer.

1. **Timeline and Key Deliverables**

The entire process is expected to take no more than 2 months.

|  |  |  |  |
| --- | --- | --- | --- |
| **Deliverable**  | **Format** | **Due**  | **Detail**  |
| ***Tendering, background checks, and contracting*** | Plan standard bidding and contracts templates.  | *Start tendering 29th Nov 2021 Contracting 14th December 2021* | Plan International Sudan will undertake bidding process to select consultant  |
| ***Inception meeting/call*** |  | *22nd December 2021* | The successful candidate will have an inception briefing with Plan staff to go over planned timelines and deliverables, expectations, and ask/answer any questions. |
| ***Inception Report***  | To include* Background information
* Preliminary reading sources
* Methodologies and approaches
* Planned tools and data collection methods
* Timetable for workplan - *Workplan must include timeline for preparations for data collection (including development and translation of tools, field piloting, tool finalisation, enumerator training if needed, data collection, data entry and cleaning, data analysis, and validation of findings with key respondent and participant feedback incorporated)*
 | *24th December 2021 (10 days after contract signature)* | Prior to data collection the evaluator will prepare an inception report which will include background information and a timetable, as well as outline the methodologies and approach of the evaluation, planned tools and data collection methods, including identification of what information the consultant needs from Plan International Sudan staff and by when. This should be submitted within 5 working days after contract signing; for approval by by Plan international Sudan and Plan UK. |
| ***Final data collection tools agreed*** | To be determined | *3rd Jan 2022* | This should be agreed with Plan before commencing data collection. |
| ***Draft Evaluation Report*** | As a minimum include the following elements: * Front page with title of the evaluation, date and authors of the report
* A table of basic document information on page 2 (Annex 2 – Attached)
* Executive summary that presents the key points of the different sections
* Objectives and the intended use of the evaluation
* Methodology and Limitations of the evaluation
* Description of the project or programme
* Findings, lessons learned, recommendations and conclusions against the agreed evaluation criteria
* Relevant annexes, which as minimum must include:

I. Data collection tools ii. List of people interviewed or consultediii. Bibliography of the documents reviewed iv. Terms of Reference for the evaluation | *10th Jan 2022(30 days after approval of inception report)* | The draft evaluation report should include findings, lessons learned, conclusions and recom­mendations.The ‘Zero Draft’ should be submitted to Plan International Sudan for review and response. Within 5 working days of receiving the zero draft evaluation report, Plan International Sudan and Plan GNO will provide comments and feedback on the draft evaluation report to the consultant. The should include copies of all necessary consent forms and copies/files with raw cleaned data disaggregated by sex and age. |
| ***Draft Evaluation Report (revised version)*** | Same as above for Draft Evaluation Report. | *1st Feb 2022* | An updated version which incorporates feedback on the ‘Zero Draft’ should be provided for final review and comments. |
| ***Final Evaluation Report (including Executive Summary)*** | Same as above for Draft Evaluation Report. | *15th Feb 2022* | After the evaluation report has been commented on by Plan UK and Plan International Sudan team, the final report should be submitted as follows:* 3 hard copies and 1 soft copy of the final evaluation report to be delivered to Plan International Sudan Country office.
* 1 Hard copy and soft copy of a summary report (Maximum 2 pages in English and Arabic)
 |

1. **Budget**

|  |  |  |  |
| --- | --- | --- | --- |
| **Milestone**  | **Detail**  | **Amount to be Paid (%)** | **Expected Timeframe**  |
| **Submission of detailed comprehensive inception report** |  | 30% |  |
| **Approval of the final report by Plan.**  |  | 70% |  |

* Plan international Sudan shall pay the consultancy fee to the consultant as agreed between both the parties by contract agreement. All expenses shall also be included in the contract agreement. The total payment will be inclusive to 10% as income tax and will be deducted from the final payment.

The evaluator is expected to carry out the assignment within the 60 days started from the day of signing the contract.

1. **Expected Qualifications**

This evaluation will be conducted by an independent external consultant. The following criteria will be considered when selecting the consultant:

* Solid experience as a programme evaluator of development programmes with at least 10 years of relevant experience in child-centred development and education;
* University degree in related field (Social Science, programme management, etc.);
* Solid background and work experience in community-based programming and evaluation with an International NGO and background in gender equality issues;
* Very strong qualitative and quantitative data collection skills and experience, particularly in terms of innovative participatory methodologies and facilitation skills;
* Excellent knowledge of international NGOs’ operations, including management approaches and programme practices;
* Demonstrated experience working with and collecting data from children and strong knowledge of child-friendly data collection tools and practices; and
* Fluent in English and Arabic (spoken and written).
1. **Contacts**

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MERL Specialist

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Eltayeb Izzeldin

Project Manager

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1. **Applications**

The consultant will be responsible for planning and implementing the evaluation in Kassala state, in particular in 50 days. The consultancy should be started immediately after signing the contract, while the final evaluation report should be submitted to Plan International Sudan no later than 25 Feb 2022 after completion of the evaluation deadline.

Close consultation with Plan International Sudan at every step of the process will be maintained and reporting on progress is required and should be built into the consultants’ work timeline. The consultant will be reporting to the Kassala Program Area Manager or his/her delegate. The consultant will need to share an outline/proposal for their work, to be approved by Plan International Sudan prior to the implementation.

Interested applicants should provide a proposal (maximum 7 pages) covering the following aspects:

* Detailed response to the TOR.
* Proposed methodology, study design, sampling framework, sample size, and budget.
* An indicative schedule/workplan with timeline.
* Ethics and child safeguarding approaches, including any identified risks and associated mitigation strategies (risk assessment and measure to address the risks)
* A data protection plans and data quality assurance plan
* A profile of the consultant/consulting firm including the full names, physical addresses, telephone numbers, and contact person of the firm
* Firms capacity and relevant experience
* CVs of all the consultants who will undertake the evaluation
* A statement of availability and commitment to undertake and complete the consultancy within the set time
* References of previous 3 clients
* Copy of previous study works
* Detailed itemised budget, including daily fee rates, expenses, taxes etc. (this should include consultant fees, field data collection expenses, administrative expenses, and tax obligations). Please note ***Plan International will not provide any logistics for this task.***
* Police Certificates of Good Conduct – especially where there is primary data collection

*Please send your application to Plan International Sudan by December 13th 2021 referencing “Evaluation Civil Society as Active Drivers of Change for Inclusive Quality Education in Kassala State” in the subject line, and including support documents as outline, please send your technical and financial proposals to* *ahmed.ibrahim@plan-international.org* *and* *Hanadi.mohammed@plan-international.org**.*

**Ownership of information**

It is understood and agreed that the Consultant shall during and after the effective period of the contract, treat as confidential and not divulge, unless authorized in writing by the Plan, any information obtained in the course of the performance of the Contract. Plan and its partners will be the sole owners of all information collected in this study.

**Annex 1: Checklist for Completeness**

**Annex 2: Global Policy: Safeguarding Children and Young People**

**Annex 3: Full Report Structure**

**Annex 4: Project Details (logframe)**

**Annex 5: PMERL Standards**

1. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)
3. [↑](#footnote-ref-3)
4. The Overall Objective is contributing to the SDG 4: Ensure inclusive quality education for all and promote lifelong learning (http://www.un.org/sustainabledevelopment/sustainable-development-goals/). [↑](#footnote-ref-4)
5. SUDAN Multiple Indicator Cluster Survey MICS 2014 [↑](#footnote-ref-5)
6. PTAs are one kind of CBOs in Sudan. [↑](#footnote-ref-6)
7. None of the CSOs who will quality for TPFS in the on-going EC- CSO project will be eligible for funding [↑](#footnote-ref-7)