TERMS OF REFERENCE FOR: OUTCOME EVALUATION REPORT FOR IMPROVING THE QUALITY OF EDUCATION THROUGH ACTIVE LEARNING IN RWANDA

1.0 Introduction

Help a Child (Red een Kind in Dutch) is an international development Christian organisation, working in Asia and Africa. We have been active in the Great Lakes Region since 2008 funding partners in Rwanda,Burundi and DRC.

Help a Child Rwanda is searching for an end term evaluator for its project entitled" Improving the quality of education through active learning in Rwanda. The project has been running since 2013 and will end in March 2015.

1.1 *Project Background*

Help a Child Rwanda in partnership with its local partners African Evangelic Enterprise (AEE), Bamporeze Association and Presbyterian Church of Rwanda (EPR) and international partners including the University of Amsterdam and Edukans is implementing a project entitled "Improving the quality of education through active learning in Rwanda". This is a UKAID funded project focusing on improving teaching and learning practices in primary schools of Rwanda.

ALM is a practical and measurable mode of learning that is providing an exclusive opportunity to support teachers to move to a learner-centered approach, allowing learners to actively participate in learning processes and promoting distinctive learning styles. It is implemented in a total of 16 primary schools and 3 TTC's located in 5 districts of Bugesera, Gicumbi, Rulindo, Rubavu and Rwamagana covering 48 teachers , 12 TTC tutors , 8 school based mentors and 10 government officials.

Improving the quality of education through active learning project is producing good results in piloted schools and Teacher training colleges. Providing Active Learning Method training to teachers, Tutors, mentors, Head teachers and Sector Education Officers, and regular school visits together with reflection session held every after lesson observation as part of project monitoring activities have been proven successful in empowerment of this target group. Trained teachers are motivated and committed to practice ALM in lesson delivery just as how they were also trained and are receptive to all issues raised in reflection session every after lesson observation. The big change in their lesson delivery seen as well as the improvement of level of learner's involvement has resulted into making classroom environment friendly to learners and teachers.

Qaurterly school monitoring visits focusing on lesson observation are generally showing positive indications of improvements in scores against Help a Child baseline values. Notably changes are in the following areas ; teacher behavior change, especially in encouraging learners' participation in lesson delivery through use of group work, appropriate textbooks usage and education materials to mention but a few. At the level of the school leadership, improvements have also been observed in facilitating teachers' access to education materials using school budget, promoting pedagogy days where trained teachers share their experiences. School Based Mentors have also contributed in supporting teachers to apply active learning in their respective lessons as well as Sector Education Officers who have played a key role in monitoring and coaching teachers in application of ALM.

2.0. Evaluation objectives

2.1 General objectives

The overall objectives of the evaluation is determine achievements vis-à-vis planned activities, the relevance and fulfillment of objectives, developmental efficiency, effectiveness, innovation, signs of intended impact and sustainability and the extent to which the project contributed to the overall objective. Lessons learned and best practices must also be identified so that they can be incorporated in future programming aiming at facilitating scale-up of the ALM model.

2.2 Specific Objectives: The evaluation shall assess the following issues;

a) **Relevance of the project; with respect to**

- Whether the project responded to the real and most pressing needs of the schools, TTC (based on teachers and learners views)
- Whether the project was in line with Education policy in Rwanda

b) **Outcome and Impact the project has achieved,**

- Status and perceived impact of the project: level of achieving the Expected Results and Specific Objectives (Qualitative & quantitative), comparison of progress made against project objectives and plan, and changes that have occurred at different levels; teacher, school, Sector/district and learner; and to what extent this is directly attributed to the project. This will involve comparing, for each outcome and impact indicator, baseline and final evaluation data;
- The final evaluation will also assess learner's overall performance and the contribution of the teaching style/behavior implored
- For teachers it will measure behavior change within different indicators as set in the results framework
- How far the project improved and promoted ALM teaching within the school environment beyond the targeted teachers,
- Assessment of the benefits accruing to target groups, including learners beyond performance, teachers, head teachers , SEO and SBM.
- Did any unplanned (positive or negative) outcome arise from the project activities?
- Assess to what extent the project has contributed to improving the institutional framework to cultivate ALM in the school systems, supervision process and to what extent it has contributed to policy development at national level?

C) Quality of project implementation including Innovation:

- Effectiveness and efficiency of the approach, innovation strategies utilized in project implementation ,
- Level of quality control monitoring on technical aspects of the project: adequacy and use of baseline information, implementation of the M&E plan (were the formulated indicators regularly collected and analyzed, was the data collected accurate and reliable?) and review of how M&E information was being fed back into project implementation;
- The accessibility, acceptability, cost-effectiveness, technical soundness, ethical soundness, efficiency, innovation of project services for beneficiaries and government authorities;

- Analysis of if coaching and reflection sessions led to improved efficiency and quality of implementation and to increased capacity of teachers to deliver
- Assess if the planned outputs have been delivered and received by the key beneficiaries, and gather their perception on the appropriateness and quality of services/assistance received; In case of low level of activity achievement, the consultant should be able to demonstrate whether unexpected external factors have been the cause or not.
- Quality and appropriateness of training provided both by Help a Child and its partner organizations.
- The level of participation of key partners; SEO, School heads, Principals of TTC and Tutors must be assessed.

The objectives of the end-term evaluation are threefold;

- To show the effectiveness of the ALM project and guide in building evidence for project scale
- The end-term report can show the evidence of the value for money of the ALM project for accountability to the back donor DFID, and the British people.
- The end-term report can be a rich source for learning for Help a Child as an organisation and the teachers, TTC's and government officials as main stakeholders, and the children as indirect stakeholders.

3.0 Process of outcome Evaluation report

In May 2013 a baseline report was written by Help a Child, with support of the evaluation manager of DFID, Dr. Bob McCormick. At mid-term (July-August 2014) the key data collection was conducted by Help a Child staff. No analysis and report have been written yet; however data must be taken along in analysis in the end-term report. During the process of the end-term report the selected consultant will conduct the final round of data collection, and analyse the data from baseline, mid-term and end-term in one report.

The structure of the report should be as described below; clear purpose, methodology, results, transparency and rigor and conclusions.

3.1. Clear purposes

The first starting point for this will be reference to the M&E annex outcomes (indicator table). The main purpose for the report should be to convince readers the innovation works (or not), including which outcomes are achieved (or not). A secondary purpose will be to give explanations of how outcomes are achieved (the mechanism of the innovation: how it works).

3.2. Methodologically sound

Design: describe the design of the evaluation, for example, if it is a measurement of outcomes pre-/post-intervention; if it has control & treatment groups (combined with pre-/post-intervention) and the extent to which it combines quantitative and qualitative approaches.

Sample: how those selected for testing or measuring (including observations) were chosen (e.g. random sampling or structured random sampling etc.), the sizes of each of the samples, and limitations of any sampling made (e.g. practical issues such as achieving the planned sample or theoretical issues such as estimating the sampling bias and Minimum Detectable Effect (MDE) for a difference of differences estimate).

Instruments: discuss each instrument (include them in an appendix), and in particular their development and how their validity and reliability were established and estimated if possible. Use appendices to substantiate any of the details (e.g. the reliability of lesson observation).

Data collection: how this is carried out (including over what time periods), and by whom with what training. Provide details of any limitations in the process of data collection (e.g. reliability of data collectors in the field as observed by the M&E team).

Analysis: how were the data collected treated and checked, along with the relationships among the variables investigated, including any complex analysis, and tests of significance used. (Technical details can be put in an appendix, though they should be clearly signalled in the main text.)

3.3. Results

These should follow the needs to show the extent to which the outcomes are achieved and any explanations of this from the outcome evaluation. Tables of data related to the **outcome indicators** and variables to **explain outcomes** should be presented, with full data in an appendix. For example, if composite measures from a questionnaire or test are being used, the data for the items making up the composites and how the composite scores were calculated can be in an appendix. The composites are then all that need be in the main text of the report with suitable references to the appendix.

Indicate where the data come from (i.e. which instrument) and put any data reported into context of this and other data. As indicated below, **transparency** is an important criterion to judge the quality of the presentation of results.

There should be a **commentary** on tables in relation to indicators and any explanatory data, and these should not just be a reiteration of the data in the table in a narrative form. Rather the commentary should pick out significant findings (whether statistically or educationally significant

Limitations: in presenting measures or outcomes it is important to note any limitations in the data, for example, the degree of variation around a mean value (standard deviation or the distribution of values) or the statistical significance of any differences (e.g. between baseline and end-line) being presented.

3.4. Transparency and rigor

In all of the above (Methodology and Results) it is important to bear in mind these two aspects, and here they are illustrated for various stages of the work on the evaluation and the way the report is produced. This repeats some of what is said above, just for emphasis.

Transparency of analysis: show details of statistical manipulations or tests etc., in an appendix. This is important as there may be issues for some readers in agreeing that particular techniques are indeed appropriate for the nature of the data and the situation. These are clearly technical issues, which is why they should be in appendices.

Transparency of the results: as noted earlier full data should be available (fully in an appendix, as well as more selectively in the main text) so that a reader can look at the interpretations made and see if there are other interpretations or explanations.

Rigour: the validity and reliability of indicator values (and other important variables) will have been discussed in the methodology section and drawn on when the results are presented. These have to borne in mind when data are interpreted. Thus drawing out differences between baseline and end-line results must take into account the reliability of the measures; even if there is not figure (e.g. plus or minus some value) for the reliability of a mean score etc., there should be a cautious interpretation of it, if there is any doubt about its reliability.

3.5. Conclusions:

These should address the outcome indicators giving clear statements about the improvements or otherwise that may have been achieved. Not all may be achieved and the explanations of this that are either in the data (e.g. in background characteristics of the groups) or that can be provided from other context data or other research. This section is effectively saying **if the innovation works** (with any qualifications) and **why it works** (explanations of outcomes).

3.6 Methodology

Various types of quantitative and qualitative tools have been used during baseline and mid-term. Also in end-term these tools need to be collected again. This table provides an overview of the methodology used and planned for.

Tool	*Collected at baseline*	*Collected at mid-term*	*To be collected at end-term*
KAP survey Teachers	Yes	Yes	Yes
KAP survey TTC's	Yes	Yes	Yes
KAP survey DEO's	Yes	Yes	Yes
Observation matrixes	Yes	Yes	Yes
Transition rate per school	Yes	Yes	Yes
Average grades per school	Yes	Yes	Yes
Focus Group Discussions	Yes	No	Yes
Report written	Yes	No	Yes

4.0 Evaluation timeframe

The end-report data collection must take place in February 2015; the draft report must be submitted before 18th March 2015. A round of reflection and comments by Help a Child and the DFID M&E manager will need to be integrated in a final report before 31 March 2015.

5.0. Deliverables

What	**When**
Desk review baseline, mid-term and project documents	*February 2015*
Data collection	*February 2015*
Data analysis	*March 2015*
Draft report submitted	*18th March 2015*

Feedback round HaC & DFID	*26th March 2015*
Final report submitted	*31 March 2015*

6.0. Skills and qualifications of consultants

We are looking for a consultant/team with the following skills and qualifications:

Education	• Diploma or Degree in International Development, or a Social Science • Post Graduate qualification in Monitoring & Evaluation
Experience	• 8-10 year experience as consultant in writing evaluation reports • Proven experience in conducting program evaluation within reputable Organizations • Quantitative tools like questionnaires or surveys
Skills	• Data entry skills in Microsoft Excel • Data entry and analysis skills in SPSS (Cronbach Alpha) • Data analysis skills via Microsoft Excel • Analytical skills • Excellent writing skills

7.0 Payment Conditions

What	*Percentage*
After signing contract	20%
After submitting draft end-term report	30%
After submitting final end-term report	50%

8.0. Specific Conditions of the Contract:

Mandatory taxes have to be adhered to and all financial proposals have to be specified whether tax inclusive or not. HaC Rwanda shall request for credentials/evidence of fulfillment of the above statutory obligations

9.0. Application process

We invite interested individuals and companies to submit the following application documents to the Regional Representative Email: Malvern.Chikanya@redeenkind.nl. Copy to: Dinah.Mutamba@hacrwanda.org

- Expression of interest outlining how the consultant(s) meets the selection criteria and their understanding of the ToR and methodology;
- A proposed activities schedule/work plan with time frame;
- Copy of CV of the consultant(s) who will undertake the evaluation including names and addresses of 2-3 referral people;
- One or more recent example of similar evaluation report written by the applicant;
- Technical and Financial proposal detailing consultant(s) itemized fees, data collection and administrative costs.