Terms of Reference
Mid-term Project Evaluation
Education for Marginalized Children in Kenya (EMACK)
Cooperative Agreement Award Number 623-A-00-06-00062-00

1.0 Background

Education for Marginalized Children in Kenya (EMACK) is a project that works to strengthen community, school and district partnerships, build the capacity of pre-school and primary school teachers to increase the learning outcomes for marginalized children in Coast and Northeast Province of Kenya. The program is a joint effort of the Ministry of Education (MOE), Aga Khan Foundation (AKF) and the United States Agency for International Development (USAID).

These Terms of Reference (ToR) for the Mid-term Evaluation of the project outline the measures required to: (a) assess if the program meets stated goals and objectives; (b) determine the effectiveness of the technical approach; (c) draw the overarching lessons learned from the program; and (d) communicate these lessons within the organizations and to partners.

EMACK project's first phase (May 2004 to December 2006) implemented activities in a few districts: Mombasa, Kwale and Kilifi in the Coast Province and Garissa, Ijara and Wajir Districts in North Eastern Province. A second phase of five-years (2007-2011) is co-funded by USAID and the Aga Khan Foundation to support the GoK's expanding educational opportunities for marginalized populations in selected 808 schools in both Coast and North Eastern Provinces.

EMACK delivers a package of education interventions that target communities, school management, teachers, students and district education offices by applying approaches sustainable and suitable to expansion.

EMACK is operational in 808 schools, 24 districts (13 in Coast Province and 11 in the North Eastern Province) and reaches a total population of 4 million[1] spread over two provinces. There are an estimated 424,794 direct beneficiaries comprising of: 2 Provincial Directors of Education, 23 District Education Officers, 1 Municipal Education Officer; 132 Education Officials; 10,504 School Management Committee members, 4,000 teachers; 11,000 Orphans and Vulnerable Children; 399,132 pupils (215,426 boys and 183,706 girls).

EMACK activities are implemented in partnership with other Non-Governmental Organizations, Community Based Organizations and key Ministry of Education Directorates at all levels. In the Coast Province, EMACK works in partnership with the Provincial Education Office, District Education Offices in all 13 Districts, Catholic Relief Services (CRS), and Aga Khan Foundation (AKF) affiliated projects, namely the Coastal Rural Support Program, the Kenya School Improvement Project and the Madrasa Resource Centre, Kenya. Similarly, EMACK works in partnership with the Coalition for the Promotion and Development of the Child (COPDEC).

[1] Source: Kenya National Bureau of Statistics

In the North Eastern Province (NEP), key partners are: the Provincial and District Education Offices, Womankind Kenya, Women Concern Kenya, Girl Kind Kenya, Pastoralist Girls Initiative, Nomadic Heritage Aid, Pastoralist Development Organization, Habiba International, and Tacliinta Carurta Reer-Guraha Network (TARNET). The project works in all the 11 districts in the region.

The following sub-objectives form the focus of EMACK activities:

Sub-objective 1: Building and strengthening partnerships amongst government, private sector and non-governmental organizations at the community, school and district levels in the education system.

Sub-objective 2: Professional development of teachers in order to strengthen their teaching skills, practices and competencies, particularly in terms of their ability to work with students from marginalized populations (e.g.,. pastoralists, OVC and girls).

Sub-objective 3: Testing, replicating and sharing innovative strategies and approaches to ensure quality learning for marginalized communities in CP and NEP to improve the implementation of education sector policies (namely KESSP).

Sub-objective 4: Support the implementation and review of policies that impact the education of marginalized children.

2.0 The Purpose of Evaluation

The mid-term review has three main objectives:

(i) to evaluate progress towards meeting the stated goal, intermediate results, sub-intermediate results and sub-objectives of the project;

(ii) to evaluate the systems in place to measure results and report on results; and

(iii) to recommend actions required in the remaining project period to ensure that the stated goal, intermediate results, sub-intermediate results and sub- objectives are fully met.

The Mid-term Evaluation (MTE) will determine the sufficiency, effectiveness, sustainability and impact of the interventions. The MTE will be participatory, involving AKF, Ministry of Education (MoE), USAID and EMACK staff, local partners, community based organizations, especially the School Management Committee (SMC) and public and community providers of education services.

3.0 Specific Tasks of the Evaluator

In order to realise the two main objectives, the Evaluator is required to carry out and report on the following tasks:

(1) Evaluate progress towards meeting the stated goal, intermediate results, sub-intermediate results and sub-objectives of the project:

a) Compare baseline with mid-term data and analyse whether the objectives and outcomes are on track to being achieved;

b) Assess each intervention area by systematically documenting progress towards achieving the planned results in the **Annual Implementation Plans (AIPs) and Performance Monitoring Plan (PMP)** for 2007, 2008 and the first half of 2009;

c) Assess and comment on unplanned results, unexpected constraints and new interventions not included in the AIPs or PMP;

d) Assess tools, manuals, guidelines or approaches that the program developed or used;

e) Assess how the data or information emerging from operational research and special studies carried out by the project has been used in implementation;

f) Assess achievements in cross intervention areas such as girls' forums, community mobilization for student enrolment drives, capacity building, EMIS, training, sustainability, and others and discuss the impact of these cross-cutting approaches/activities on the programme;

g) Assess modifications of interventions made and comment on whether these modifications are justified;

h) Document innovative interventions and strategies being used by the project. Provide, as a one-page highlight, an innovative idea, promising practice, or good practice that is being advanced by this program, providing as much evidence-base as possible at the time of the final evaluation;

i) Document good practices and lessons learned in the implementation of the project; and

j) Comment on the sustainability and potential replicability of interventions, especially with in terms of integration into the public education system, and community ownership.

(2) Evaluate the systems in place to measure results and report on results:

a) Provide an assessment of the project's ability to implement plans to adequately produce expected results;

b) Review monitoring tools and data collection methods to draw conclusions about their effectiveness in measuring the project's performance and make suggestions for improvement as needed; and

c) Identify issues, risks and challenges within the project, which can be obstacles in achieving project results, and provide recommendations to overcome these.

(3) Recommend actions required in the remaining project period to ensure that the stated goal, intermediate results, sub-intermediate results and sub- objectives are fully met:

a) Suggest realistic modifications necessary for the remaining duration of the project based on perceived shortcomings and gaps in project planning and implementation and project management structure;

b) Present specific recommendations for USAID, the Ministry of Education, AKF ***and*** collaborating partners regarding the remaining period of the project that will ensure that all objectives are met; and

c) Provide recommendations for potential extension or future phase of the project beyond its current funding period.

4.0 Evaluation Methodology

The consultant will be responsible for defining and carrying out the overall evaluation approach. This will include specification of the techniques for data collection and analysis, structured field visits and interactions with the beneficiaries and the implementation teams, and the preparation and presentation, before leaving, of draft findings and recommendations.

The evaluation methodology should include both quantitative and qualitative evaluation methods, with a particular focus on the following:

- Interpretation of the results;
- An internal review of the activities and outcomes based on data generated by the Annual Implementation Plan and the Performance Monitoring Plan (PMP);
- Field visits/observation;
- Review of program documents;
- Focus group discussions with beneficiaries, and key informant interviews with program partners, including EMACK, AKF, USAID staff and others; and
- Other measures as deemed necessary by the consultant.

5.0 Stakeholder Involvement

Stakeholder[2] consultation and participation is fundamental to this mid-term project review. The consultant is expected to conduct a consultative evaluation[3], providing for meaningful involvement by project implementing partners and beneficiaries within the parameters allowed by the evaluation review. Stakeholder input is to be an integral component of assisting evaluation process, information collection, the development of findings and evaluation feedback.

6.0 Accountabilities and Responsibilities

The consultant will be responsible for:
1) Reaching agreement with EMACK on the work plan/schedule of review activities as early as possible, but no later than two weeks prior to the commencement of the review;

2) Developing or otherwise providing all data collection tools to be used in the review;

3) Conducting the project mid-term review;

4) The day-to–day management of the review;

5) Conducting a de-briefing with key EMACK, AKF and USAID staff and other invited participants on the final day of the review; and

6) Preparation and submission of final report to AKF.

7.0 Management

All reporting and contractual matters should be referred to Education Program Officer, AKF USA. In Kenya, the consultant will work under the general supervision the Regional Programme Officer (Education) of the Aga Khan Foundation (East Africa) and will be guided in the field by the EMACK Chief of Party. The consultant will also be required to submit all deliverables to AKF USA with copies to AKF-EA and EMACK. The consultant will be accountable to EMACK on all aspects of the consultancy while in Kenya, including approval of an agreed upon work plan, scheduling of visits and interaction with USAID and the MOE.

[2] The following stakeholders are expected to be included in site visits and interviews: heads of schools, pre-school and primary school teachers, School Management Committee Members, parents/community leaders, Education Officers, MOE officials, partners, NGO/CBO/GoK partners, USAID representatives, AKF USA, and AKF/East Africa representatives.
[3] Methodologies for gathering and processing information could be focus groups, questionnaires, desk review of project documentation, and interviews with selected stakeholders. If beneficiaries include students, consent from parent and caregivers as per ethics guidelines must be adhered to. A standard consent form will be provided by AKF (EA).

8.0 Deliverables

The following deliverables are to be submitted in English, via e-mail to both AKF USA and the EMACK Chief of Party. The consultant is responsible for confirming receipt of all electronic correspondence:

1. **Work plan and work schedule with timelines**, approved by AKF two weeks prior to the consultancy addressing the following elements:
   - Statement of Understanding of this TOR and purpose of the evaluation;
   - Estimated requirements for external support (e.g. translation, transportation needs, introductions); and
   - Methodology for information collection and analysis.

   Timeline: By Friday July 17th, 2009

2. **Development of the Report Outline**
   The consultant will develop a detailed outline for the evaluation report based on the following major sub-headings:

   - Project Description;
   - USAID Framework and Strategic Objectives;
   - Evaluation methodology;
   - Achievements against Objectives, Results and Impact Assessments (M&E);
   - Findings and Innovations
   - Challenges and Lessons Learned
   - Recommendations and Future Priorities;
   - A minimum of three case studies (one for CRS; one for MRC; one for CRSP); and
   - Annexes to include tools or instruments created and/or used for the review; a copy of the review schedule; a list of those interviewed with their titles/organizations.

   The outline should also include any major sub-headings.

   Estimated Timeline: By Friday August 14th, 2009

3. **Debriefing with AKF, EMACK and invited guests on preliminary findings** at the end of the consultancy. This informative session will provide an opportunity to share preliminary findings and gather feedback for writing the final report. A summary of this session should be included in the final report. The consultant will determine the length of the session and participants in consultation with the EMACK Chief of Party.

4. **A draft project evaluation report** of approximately 30 pages will be prepared and shared with AKF for review and comment within seven days of the debriefing session. The consultant report will address all points under section 3.0 of this TOR along with annexes

which should include tools or instruments used for the evaluation, the evaluation schedule and a list of people interviewed or consulted.

Timeline: By October 4th, 2009

5. **A final project evaluation report** is due within five days of receiving feedback on the draft report from AKF.

   Timeline: by October 13th, 2009

9.0 Documentation Review Methodology

The project review will be carried out in conformity with the principles, standards and practices of AKF. The process for the evaluation will include the following steps and elements:

Review of background documents:

The following documents will be used for the preparatory project review:

1. AKF's EMACK Technical Application to USAID;
2. EMACK Project Description (as it appears in the grant agreement between AKF and USAID);
3. Approved workplans: 2007, 2008 and 2009;
4. EMACK Performance Monitoring Plan;
5. EMACK Quarterly Reports;
6. Partner Work Plans and Quarterly Reports (including COPDEC and TARNET) to EMACK;
7. Monitoring tools/checklists and activity reports;
8. EMACK Management Information System (MIS) – site visit
9. "Report on Study of Large Classes (Identifying and Supporting Effective Methods of Enhancing Teaching/Learning in Large Classes)", Dr. Bani Orwa, October, 2004;
10. EMACK Baseline Report (2007);
11. Classroom Observation Forms (COFs) for monitoring teachers' classroom practice;
12. SMC training manual;
13. Active Learning Manual;
14. Early Grade Reading training manual/lesson guides;
15. Whole School Approach (WSA) Manual, WSA process and lessons learnt report;
16. Girls Forum Establishment and Management Guidelines; and
17. Training module on induction Education Officers, Teachers, School Management Committee members and parents on issues affecting Orphans and Vulnerable Children.

Focus groups, interviews and/or questionnaires with representatives from EMACK partners and stakeholders:

1. AKF-EA Nairobi (Steve Mason (RPM) to advise on participation);
2. EMACK Project staff – Coast and NEP;
3. Coast Partners:
    - Madrassa Resource Center, (MRC), Mombasa;
    - Coastal Rural Support Program, (CRSP), Mariakani;
    - Catholic Relief Services (CRS)
4. The District Centers for Early Childhood Education Staff (DICECE) – Coast and NEP;
5. The Executive Committee of the Coalition for the Promotion and Development of the Child in the Coast, (COPDEC), Mombasa;
6. TARNET members, North Eastern Province, Garissa;
    - Pastoralist Girls Initiative, Garissa (PGI) (Key Informant Interviews)
    - Nomadic Heritage AID (NOHA), Wajir South
    - Pastoralist Development Organization (PDO), Garissa
    - Womankind – Kenya (WOKIKE), Garissa
    - Women Concern – Kenya (WCK), Garissa
    - Habiba International (HI), Mandera
    - Girl Kind Organization (GKO), Wajir
7. Teachers from Project pre-schools and primary schools;
8. Parents from Project pre-schools and primary schools
9. Students from selected schools (OVC and other students in segregated FGDs)[4]
10. Project Heads of Schools (primary level) and Head Teachers (pre-school level);
11. Representatives from School Management Committees (SMC) and community leaders served by the Project;
12. Representatives from Provincial, Municipal and District Education Departments;
13. Ministry of Education, Nairobi (to include officials from the following Units: EMIS, INSET, SNE, School Infrastructure, Quality Assurance and the KESSP Secretariat);
14. Semi Autonomous Government Agencies such as KIE, KISE and KESI;
15. USAID representatives (to include Chief Education Officer, CTO, and Mission Engineer).

Site Visits:

In consultation with EMACK, the consultant will visit schools, partner offices, selected government offices, and other stakeholder installations to review materials, observe methodologies being used, and verify program progress.

[4] See methodology section

10.0 Time Frame

The consultancy is expected to take 30 days in total. A work plan will be drawn up and approved by July 2009. An estimated timeline is given below:

Dates	Task	Number of Consultant Days
August 2009	Documentation review	3
August 2009	Meetings in Nairobi (separate meetings TBD with MOE, USAID and AKF EA (if necessary)	2
August 31, 2009	TRAVEL TO: NEP	1
Sept. 1-14, 2009	Debriefing & logistical planning; Interviews, visits, report writing	10
Sept. 15, 2009	TRAVEL TO: Coast Province	1
Sept. 16-29, 2009	Debriefing & logistical planning; Interviews, visits, report writing	10
Sept. 30 – Oct. 3, 2009	Report writing	3
October 4, 2009	Submission to AKF for feedback	0
October 10-12, 2009	Incorporate feedback into report	2
October 13, 2009	Final Report Due	0
Total Consultant Days		**32**