



## TERMS OF REFERENCE

### **ENDLINE EVALUATION FOR “IMPROVING LEARNING AND HYGIENE CONDITIONS FOR 5,928 PUPILS FROM ECONOMICALLY AND SOCIALLY DISADVANTAGED BACKGROUNDS AT SEVEN PRIMARY SCHOOLS IN OTUKE DISTRICT, UGANDA.”**

Before the project an independent evaluator conducted a baseline survey with reference to all measurable indicators mentioned in the matrix below. This can and should be use as information and data base for the endline evaluation.

The end of project evaluation will follow the following “Terms of Reference”, the provided “Sample structure for evaluation reports” and the results of the end evaluation shall reach Link to Progress at the end of the project by 31<sup>st</sup> August 2024.

**Note:** The expenses for the endline evaluation have to be done until 31 August 2024.

Data gathered from min. **5 % of the target group** (i.e. enrolled population of the 7 primary schools and communities is 5,928 -> data is gathered from min. 300 people including students, teachers, PTA etc.

#### **Terms of Reference**

##### **1. Background and rationale**

Link to Progress started a WASH in schools project in the education sector in 7 primary schools in Otuke district on 01.11.2023 in cooperation with Visions for Children and funded by the German Federal Ministry for Economic Cooperation and Development (BMZ). The schools include: Amele, Oluru, Atangwata, Ogwete, Atirayon, Okune and Amoni primary schools in Otuke district. The primary schools are attended by children from economically disadvantaged families living in Otuke district. This stemmed from the fact that the area suffered from the civil war that sent people in internally displaced peoples camps for many years. In addition to that, In the 1980s and early 1990s, government programs focused largely on construction. This usually meant building classrooms, water points and toilets in schools. Current experience, however, this has provided a strong evidence based on the crucial need to improve on the existing infrastructure, combine the hardware (facilities) with software, that is, management, organization, capacity development, educational methodologies and promotion of hygiene behaviours. Participation of key stakeholders including teachers and educational staff, local government and community groups, parents and children is seen as key to the success of this school WASH program.

The project therefore included: Construction of drainable latrines, boreholes, hand washing facilities, institutional stoves to promote school feeding and several trainings on how to improve the capacities of the school management committees on management of the schools and menstrual hygiene management, this is intended to bring about an improved learning environment for school children and catchment communities

The goal of the project is to improve the learning and hygiene conditions for 5.928 pupils from economically and socially disadvantaged backgrounds at seven primary schools in Otuke District, Uganda. The project is expected to be completed by 31<sup>st</sup> August 2024.

To achieve the goal, there are several sub-goals and indicators. A professional and external baseline survey laid a basis of comparison for the final evaluation after the completion of the project, which will assess outcomes and direct impacts of the project. In addition, possible weaknesses in the project concept will be made visible. The situation of girls in regards menstrual hygiene management (access to materials and facilities for use, knowledge, risks) and the perception of the schools’ leaders and parents towards school lunches are also to be included.

**2. Purpose, goals and use**

- 1. To identify possible strengths and weaknesses in the project concept

Goal is to understand the main potentials and limitations of the project activities to enable an efficient planning and design of following and similar projects in the future.

For this purpose, the initial and end situation shall be assessed and compared with the planned project measures and their intended effects. The gained results and conclusions shall be used to revise the project activities in such a way that the long-term goal creating efficient and high-quality learning opportunities for underprivileged children from disadvantaged communities and families in region can be effectively achieved.

- 2. Sharing lessons learned and best practices

Finally, we want to contribute to a creative dialogue on potentials and challenges of education projects in crisis and war regions by sharing findings with partners and other development cooperation organizations. In this context, we want to contribute important information and insights for the international challenge of sustainable global development.

**3. Tasks**

The base upon which all measurements shall take place is stated in the following impact matrix. However, the development and recommendation of additional indicators to measure the data of interest for the survey is encouraged. The same applies to the proposed methods, which are intended to represent only some ideas for the evaluator.

**Impact matrix** (significance and effectiveness)

Overall objective	Indicators OPTIONAL	
	Output value (quantitative and qualitative)	Target value (target) (quantitative and qualitative)
<b>Improving the educational opportunities of children and young people from economically and socially disadvantaged backgrounds in northern Uganda</b>		
Project goal	Indicators	
	Output value	Target value (target)

<p>5,928 pupils from economically and socially disadvantaged backgrounds at seven primary schools in the Otuke district in Uganda learn in a hygienically appropriate environment and a sustainable school.</p>	<p>(quantitative and qualitative)</p> <p>Students often stay away from school due to poor hygiene. The average attendance rate at the project schools is 74%.</p> <p>The school attendance rate of girls at the project schools is 60% on average.</p> <p>Due to the poor infrastructure, the schools appear unattractive to the school community and the committees and teachers have little motivation to improve the quality of education. SMCs and PTAs do not work effectively, and teachers do not prioritize student learning.</p>	<p>(quantitative and qualitative)</p> <p>The pupils attend school regularly until the end of the project. The school attendance rate at the project schools has increased by at least 15 percentage points.</p> <p>The school attendance rate of girls at the project schools increased by at least 20 percentage points by the end of the project.</p> <p>Thanks to the new infrastructure at the schools and the mobilization through capacity development measures, the committees work efficiently and meet regularly. The teachers are now more motivated and prioritize the learning success of their students, which is reflected in the students' grades.</p>
<p><b>Sub-targets</b></p>	<p><b>Indicators</b></p>	
	<p>Output value (quantitative and qualitative)</p>	<p>Target value (target) (quantitative and qualitative)</p>
<p>1. Improving hygiene standards through the provision of water supply and hygienic sanitary facilities, as well as through knowledge transfer</p>	<p>The seven schools only have a total of 75 latrines for the 5,928 pupils and 95 employees, which are mainly in a desolate condition and almost unusable.</p> <p>The latrine-to-pupil ratio is on average 1:78. Due to the small number of 14 hand washing facilities, there is little opportunity to wash one's hands thoroughly and cleanly after using the toilet. The hand-washing facilities-pupil ratio averages 1:430. Due to a partial lack of water supply, no clean drinking water is available at 3 of the schools and the existing hand-washing facilities cannot be regularly</p>	<p>The schools now have 60 new gender-segregated, barrier-free latrine blocks, each with five emptiable latrines, making a total of 132 latrines. The average latrine-to-pupil ratio is 1:44. There are a total of 28 hand-washing facilities, which provide sufficient opportunities to wash hands thoroughly. The average hand-washing facility-pupil ratio is 1:215. Through the installation of a water supply at three of the project schools, all children at the seven schools now have access to clean drinking water and the newly built hand-washing facilities can be reliably filled with clean water.</p> <p>6,151 people (students, teachers,</p>

	<p>and reliably filled with water.</p> <p>As there is not enough infrastructure to make hygienic procedures possible, there is not enough knowledge among staff and students about basic hygiene rules, personal hygiene and proper maintenance of sanitary facilities. Currently, there is no form of delegation of responsibility for the maintenance of sanitary facilities and they are rarely or never cleaned.</p>	<p>SMCs and PTAs) now have extensive knowledge about hygienic procedures, basic rules of conduct and maintenance of sanitary facilities. By the end of the project, each school has a water source committee of at least 10 parents who take care of the wells, and a WASH committee of at least 25 students who take care of the maintenance and proper use of the latrines and hand washing facilities, as well as passing on the knowledge they have gained. The sanitary facilities are cleaned at least twice a week.</p>
<p>2. improve menstrual hygiene management and increase students' knowledge of sexual maturity and puberty.</p>	<p>Girls in the schools often stay away from school during their periods. Almost 1,900 girls regularly stay away from school because of their periods. They often cannot afford feminine hygiene products and do not know how to make reusable sanitary pads. Furthermore, there are taboos and rather little knowledge about female menstruation and sexual maturity - among girls as well as boys. These factors often result in school absenteeism among female students.</p>	<p>Approximately 2,100 girls from 28 classes know the basic rules of menstrual hygiene and how to make their own sustainable sanitary pads from easily accessible materials. Taboos have been broken down by imparting knowledge and raising awareness among boys, girls and teachers. They can now attend school with greater peace of mind. The number of girls who stay away from school during their period has decreased by at least 10 percentage points.</p>
<p>3. promote sustainable school structures by strengthening school management committees (SMCs), parent-teacher committees (PTAs) and involving parents.</p>	<p>The SMCs and PTAs of the project schools still lack the necessary structure and knowledge of how to sustainably improve the schools in some places. The committees are currently insufficiently concerned with the sustainable maintenance of the school and the cohesion of the community. There is no comprehensive plan to advance the long-term development of the school.</p>	<p>The SMCs and PTAs are informed about the Ugandan government's education standards and factors that influence the quality of education, and they share this knowledge. Responsibilities (e.g. for maintenance) are clearly distributed among the members. The committees have developed and written down a school development plan (strategic plan) per school by the end of the project period and planned an activity.</p> <p>Parents at the project schools were</p>

	<p>At the project schools, parents are not very involved in their children's everyday school life and sometimes do not consider the possibility of education to be very important. Since many parents have few financial means and therefore see school attendance merely as a "cost item", its financing often comes up short. Approximately 660 children cannot attend classes regularly due to lack of funds.</p>	<p>involved in everyday school life through workshops and value the importance of education. At each school, there is a water source committee made up of parents who take care of the water source and are thus integrated into everyday school life. In addition, at least 210 parents (30 per school) are now aware of the concept of joint financing through so-called Community-based Loan Associations<sup>1</sup> and are active members. The number of students who cannot attend classes regularly due to lack of funds has decreased by at least 5 percentage points.</p>
<p>4. strengthening the local project partner</p>	<p>The competences of LTPs in the area of training on menstrual hygiene are not yet fully developed, as they have not yet participated in any corresponding training. For this reason, they are dependent on advisors to conduct training for students.</p>	<p>Through further training, all 10 LTP staff members have built up expertise in menstrual hygiene management and puberty. By the end of the project, five workshops will be conducted independently by LTP.</p>

It is desirable to include the following aspects:

- Appropriateness (relevance) - is Link to Progress doing the right thing? Are the measures tailored to the specific local requirements and the needs of the target group?
- Impact - What effect(s) did the measure have on the living conditions of individuals, groups, a community or an institution? What contribution(s) is/was made in relation to overall objectives.
- Connectedness - To what extent does the project address long-term local development.
- Coverage - Proportionally to the needs, can/could all key target groups and all those in need be reached. Which ones were not? Why not? Are/were non-needy people supported.
- Coordination: To what degree did the different actors (LTP, construction companies, District local government, ministries) coordinate to promote synergies and avoid gaps, duplications or resource conflicts.
- Effectiveness - Is Link to Progress achieving its goal? How and by what means? In a timely manner?

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<sup>1</sup> Self-managed "savings groups" that use their members' savings to lend to each other

- How have the policy changes impacted the student body/school management/teaching staff?
- How did the policy changes influence the achievement of the project objectives?

#### 4. Scope of work

The evaluation tools should be applicable to the context of the school.

The endline evaluation will be conducted in the 7 primary schools above in Otuke District and surrounding communities.

The indicators to look out for are all spelt out above in the impact matrix.

The evaluator is expected to have the following outputs.

- I. Developed/ modified endline data collection tools for the objective of the survey so that it can be uploaded and used in the phone as a digital way for data collection.
- II. Technically support LTP project Assistants to carry out the endline data collection.
- III. Analyze, interpret and write the end line evaluation report.

#### 5. Methodology

The research methods should include detailed data on target beneficiaries (both direct and indirect beneficiaries), secondary data, and qualitative data.

All data, qualitative and quantitative, collected through the assessment must be disaggregated by location, age and sex.

Baseline research will involve collecting:

- Secondary documentation: the consultant will be in contact with LTP staff who to share information or documents that are required for the study to be successful.
- Qualitative data: the qualitative will allow verifying the perceptions, and experiences of boys and girls, School management committees, Parents and teachers' association on knowledge and practices on menstrual hygiene and management and the general learning environment of the school and mental health related.
- The consultant should use qualitative approaches, such as interviews, focus group discussions and key informant interviews.
- Quantitative data: used to measure indicators of the project expressed in terms of numbers/percentage/proportion (quantitative indicators).

Triangulation of information gathered during the quantitative and qualitative research is crucial in this study, with reflection on how the findings relate to the secondary documentation.

#### 6. The Process

Task/Output	Persons responsible	Suggested timeframe
Inception meeting with Program Manager and a review of key background information and existing data collection tools	LTP/ Consultant	Week 2 July 2024
Data collection., ie interviews, FGDs and KIIs	Enumerators/ Consultant	Week 3 July 2024

Data analysis and draft endline report submitted for comments	Consultant	Week 1 August 2024
Submission of final report	Consultant	Week 3 August 2024

## 7. Output and deliverable

The key outputs and deliverables expected from this assignment are as below:

- Developed and agreed data collection tools (prepared, appropriate, and well-designed questionnaires, planned focus group interviews and other instruments should be submitted before implementation)
- A complete and comprehensive endline report- After data collection, the evaluator should conduct the statistical analysis and write the report.

The evaluation report are the central "products" of the project, and the evaluation must comply with the standard structure specified by the BMZ (German Federal Ministry for Economic Cooperation and Development), which will be shared when given the assignment. The report should have a length of about 25 pages or less.

Further products of the projects, e.g. guidelines, are attached to the final report.

It is possible that results will be published in internal media (newsletter, annual report, etc.) and publications / presentations in external expert forums. In general, Link to Progress is interested in publishing the results of its work and collaboration with partners. If one of the parties involved in these projects is interested in publishing the results, data or information about the survey process, written consent from Link to Progress is required.

## 8. Expert profile of the evaluation team

Consultant must at least have a master's degree in social science, Public Health, Environmental Science, Statistics, Demography or any related field with minimum work experience of 5 years in similar assignment.

### The firm shall have the following experience / requirements:

- The legal and professional status of the organization and certificate of incorporation/ registration.
- At least 5 years of experience in a related field.
- Evidence of capacity to carry out the above assignment: by providing their experience in at least three (5) similar assignments
- Furnish a tax compliance certificate

### Individual consultants' experts' experience/ requirements:

-CVs of personnel to be deployed on the project. The CVs must contain the qualifications and experience of persons to be deployed to undertake the assignment as below;  
 -Team Leader/Information System Analyst: Qualification; Master's Degree in M&E, Information Systems or related field with over 5 years of working experience  
 -System and Database controller: Qualification; Bachelor's Degree in Computer Science/Information Technology or related field with 5 years of working experience.

-Data Quality Specialist: Qualification; Bachelor's Degree in Computer Science, IT, Economics, or Statistics with 5 years` working experience  
-Programs Manager: Bachelor's degree in public health, environmental science or related field.

In general, the professional implementation of the projects is of great importance: The surveys should be conducted with empirically developed questionnaires that are neutral, objective, authentic and unbiased. Quantitative and clearly formulated questions are recommended here. In addition, it should be made clear that the methods have high validity, i.e., provide valid results in relation to the main question.

## **9. Application requirements**

Interested evaluators or firms are requested to submit.

- A Proposal detailing interpretation of the TOR, proposed methodology including sampling framework and work schedule, it should also include:
- Comprehensive curriculum vitae of the consultant.
- Relevant experience and examples of prior work in similar fields
- Work Methodology and Work Plan
- Consultancy fees with cost breakdown linked with proposed number of working days.
- Any other relevant information
- Financial proposal detailing consultancy fees, operation cost and other expenses strictly presented in Ugandan shillings.
- A capability statement demonstrating how they meet the required qualifications and competencies.

Submission of the proposals will be made only through email to [uganda@linktoprogress.org](mailto:uganda@linktoprogress.org) by close of business on Monday 8<sup>th</sup> July 2024.