

Terms of Reference (ToR) - Program Evaluation for TCF Training

Note: ToRs are under review of the donor agencies and may be updated/revise, where over all scope shall remain the same, some slight modifications are expected. Any changes will be shared before final negotiations with the selected party.

Title: "HOPE Centre for Human Development"

City, province and country: Countrywide, Pakistan

Project number: ADC: 2319-06/2016

1. Background

Pakistan has some of the worst education indicators globally with children out of school, reaching 5.1 million in 2010 (world's second highest number of children out of school). This is equivalent to 1 in 12 of the world's out-of-school children. Two-thirds of these out of school children are girls, amounting to over 3 million girls out of school. From 1999 to 2010, the primary net enrolment ratio rose from 58% to 74%. But the ratio for girls is still 14 percentage points behind the ratio for boys, leaving only eight girls to every ten boys in primary school. The country ranks 113 out of 120 countries in the Education Development Index. 17% of children had never been to school in Punjab province. The teachers are untrained and lack capacity contributing to poor learning outcomes and also contributing to high school dropout ratio especially among girls.

In order to address the education sector issues and challenges, HOPE'87 has coordinated with multiple donors (Austrian Development Cooperation (ADC), OPEC Fund for International Development (OFID), The Citizen Foundation (TCF) and HOPE'87) and stakeholders to come up with a larger program.

This larger program intends to achieve following 3 results:

Result 1: Contextualised and locally suitable teacher training modules for elementary and secondary levels are available for adoption by mid-life of project.

Result 2: Modern educational tools, equipment, furniture and furnishings are available for the teacher's trainings

Result 3: Number of teachers trained that are able to provide quality education and enhance learning outcomes among children is increased.

Under this larger program, a portion of the activities fall under the project "**HOPE Centre for Human Development**" being co-funded by (Austrian Development Cooperation (ADC), OPEC Fund for International Development (OFID), The Citizen Foundation (TCF) and HOPE'87); the project aims to achieve **overall objective to promote quality education in Pakistan contributing towards achieving the MDGs (Millennium Development Goals) Goal 1, Target 2, Goal 2, Target 1 and SDG (Sustainable Development Goals) Goal 4, Indicators 4.1, 4.5 and 4.7. Project goal is to provide an effective training program for the professional growth of the teachers and enhancing student learning outcomes in public, nonprofit and low cost private school sector in Pakistan.**

The following project specific results will contribute in achieving the overall and project goal as stated above:



Result 1: Contextualised and locally suitable teacher training modules for elementary and secondary levels are tested in the field and available for adoption by mid-life of project.

Result 2: Number of trained master trainers) (672) that are able to provide quality education and enhance learning outcomes among children is increased.

The local implementing partners are HOPE'87 Pakistan and The Citizen Foundation (TCF).

The project target is to train approximately 672 master trainers, who will subsequently cascade the program to 17,000 cumulative teachers over the two year project period.

The ultimate beneficiaries of TCF's teacher training program are the TCF students; in 2015-16, 165,000 students, 46% of whom are girls, will benefit from better quality education as a result of teacher training. By 2017-18, TCF's student strength will be approximately 190,000 if not more. These students will receive high quality education which will enable them to access economic and social opportunities which would be out of their reach otherwise.

TCF's Training Program:

TCF has been rolling out its Training Program for teachers and head teachers (principals) on an annual basis **all across Pakistan** for the last 10 years. Training at TCF has a two pronged approach. The Training team rigorously works with school heads to empower them by developing their leadership and management skills. Concurrently, there are intensive sessions for the teachers ranging from content support across subjects, pedagogical approaches and assessment methods to character building and critical thinking.

a) Principals' Academy

The Principals' Academy (PA) provides principals with an ideal platform to acquire leadership and school management skills. As part of TCF's Principals' Academy, TCF's core training team provide rigorous leadership training to Principals to equip them with the skills required to become effective school leaders.

b) Training of Trainers (ToT)

In order to enable trainers to strengthen their teaching skill, content as well as soft skills and train others with more or less the same passion, TCF's Core Trainers and subject specialists from the Head Office train 550 Master Trainers who are selected from schools (principals, experienced teachers etc). These Master Trainers are equipped with skills to be carried forward towards teaching faculty across all TCF schools.

c) INSET

In-Service Training (INSET) is the core component of TCF's training program. As part of TCF's In-Service Training, Master Trainers train TCF teachers for continuous strengthening and up-gradation of skills and abilities related to teaching and class room management. In-Service Training is rolled out on a large scale across all TCF schools as 550 master trainers look to transfer the skills which they have learnt to TCF's teaching faculty of over 8000 strong.

The TCF Training Team which is part of the broader Education department at TCF bears the responsibility of training TCF teachers and head teachers (principals) in order to equip them with the skills needed to provide high quality education and efficiently manage schools.

Having gained 10 years of training experience, TCF wishes to measure its progress by having a credible external partner comprehensively evaluate the efficacy of its Training program for Teachers and Head Teachers (Principals) and its impact

on learning outcomes for students. TCF will be evaluating its larger Teacher Training Program under which project activities will also be evaluated and findings will be part of this larger program evaluation.

In this context external evaluation purpose and objective are as follows:

2. Purpose

The manifestation of improved school management and teacher level outcomes in the classroom is amongst the core outcomes, HOPE'87 and TCF wishes to measure through a comprehensive evaluation encompassing both qualitative and quantitative factors.

The project evaluation is to review the achievement of the program's results and indicators, the short and medium term impact and the efficiency and effectiveness of the implementation process to receive lessons learnt and practical recommendations to improve future actions and to provide ADC, TCF, OFID and HOPE'87 with sufficient information to make an informed judgment about the past performance of the project.

Considering the dire lack of knowledge on the pressing issue in the wider area, the evaluation will also be of considerable value in future for third parties. The project evaluation will involve to an appropriate degree all interested parties, and will be undertaken by HOPE'87 Pakistan and TCF by hiring an external consultant(s).

3. Stages of the Evaluation (spread over 15 months):

HOPE'87 and TCF wishes for the evaluation to be carried out in 3 stages:

Stage 1: Evaluators observe TCF's training interventions (mentioned below) starting from October 2016 in order to measure trainees' reaction to training.

Stage 2: Evaluators measure teacher and head teacher outcomes as evidenced in improvement in knowledge, skill, attitudes or any other indicator deemed fit.

Stage 3: Evaluators observe the implementation of training and the manifestation of head teacher and teacher outcomes as evidenced in school management and classroom delivery respectively.

4. Details of intervention to be evaluated:

TCF's teacher training program is rolled out for its teachers and Principals **all across Pakistan** in 4 parts, every year; these three types of trainings are spread over the year and are conducted at different months/times with the objective;

“To professionally develop and enhance the teachers' pedagogical skills and Principals' leadership skills. This in return will help the organization to improve the quality of education at schools”

HOPE'87 and TCF wish for the following 3 interventions and associated activities to be evaluated

a) Principals' Academy

The Principals' Academy (PA) provides principals with an ideal platform to acquire leadership and school management skills. As part of TCF's Principals' Academy, TCF's core training team provide rigorous leadership training to Principals to equip them with the skills required to become effective school leaders. The evolution of the Principal's role at TCF schools to that of a thorough leader establishes the premise for skill enhancement, management and leadership training for Principals.

Timeline: October/November 2016

No. of hours: 48 (over 6 full workdays)

| VENUES | |
|--------------------|---|
| Punjab | Khanewal, Bahawalpur, Lahore, Rawalpindi, Qasba Gujrat, Faisalabad, Gujranwala, Jhang, Mianwali |
| KPK/AJK | Mansehra, Khushab, Nowshera, Muzaffarabad (AJK) |
| Sindh | Karachi, Hyderabad, Ketty Bander, Sukkur, Badin, Nawabshah, Jacobabad |
| Balochistan | Quetta, Hub |

b) Training of Trainers (ToT)

In order to enable trainers to strengthen their teaching skill, content as well as soft skills and train others with more or less the same passion, TCF's Core Trainers and subject specialists from the Head Office train 550 Master Trainers who are selected from schools (principals, experienced teachers etc). These Master Trainers are equipped with skills to be carried forward towards teaching faculty across all TCF schools.

Timeline: April/May 2017

No of hours: 48 (over 6 full workdays)

| VENUES | |
|--------------------|--------------------|
| Punjab | Faisalabad, Lahore |
| KPK/AJK | Mansehra |
| Sindh | Karachi |
| Balochistan | N/A |

c) INSET

In-Service Training (INSET) is the core component of TCF's training program. As part of TCF's In-Service Training, Master Trainers train TCF teachers for continuous strengthening and up-gradation of skills and abilities related to teaching and class room management. In-Service Training is rolled out on a large scale across all TCF schools as 550 master trainers look to transfer the skills which they have learnt to TCF's teaching faculty of over 8000 strong.

Timeline: June/July 2017

No of hours: 60 (over 12 half workdays)

| VENUES | |
|--------------------|---|
| Punjab | Khanewal, Bahawalpur, Lahore, Rawalpindi, Qasba Gujrat, Faisalabad, Gujranwala, Jhang, Mianwali |
| KPK/AJK | Mansehra, Khushab, Nowshera, Muzaffarabad (AJK) |
| Sindh | Karachi, Hyderabad, Ketty Bander, Sukkur, Nawabshah, Jacobabad |
| Balochistan | Quetta, Hub, Gwadar |

Evaluation Criteria:

Relevance (appropriateness):

- Are the activities and outputs of the project consistent with the overall goal and the attainment of its objectives?
- To what extent was the training material and trainings based on the needs of the beneficiaries?
- To what extent advocacy and liaison was created to develop training material to meet the beneficiary needs?

Effectiveness:

- To what extent was the project successful in achieving the project goal “to provide an effective training program for the professional growth of the teachers and enhancing student learning outcomes in public, nonprofit and low cost private school sector in Pakistan?”
- To what extent the project improved the content knowledge and practice of the teachers (for TOT and INSET)?
- To what extent were the objectives achieved / are likely to be achieved (overall improvement of the training program at strengthening teacher outcomes, school management and classroom delivery)?
- What were the major factors influencing the achievement or non-achievement of the objectives?
- To what extent did the project take account of cross-cutting issues such as gender and environment?

Efficiency:

- What are the areas of strength and weakness within TCF’s Teacher Training Program/
- Were activities cost-efficient?
- Was the project implemented in the most efficient way compared to alternatives?

Impact (effects):

- What has happened as a result of the project? How has project impacted the teacher training an and its classroom impact across TCF schools
- What real difference has the activity made to the beneficiaries?
- How many people have been affected?

Sustainability:

- To what extent were the intended beneficiaries able to adapt to and maintain the knowledge acquired without further assistance?
- To what extent did the benefits of the project continue after donor funding ceased?
- What were the major factors which influenced the achievement or non-achievement of sustainability of the project?

The evaluation shall directly impact the roll out of training for Academic Year 2018-2019 with proposed recommendations ideally leading to strategic modifications to the structure, pedagogy and areas-of-focus of the Training Program.

5. Duration for Proposed Evaluation:

The duration of the project shall be **15 months** from **October 2016 – December 2017**. These three types of trainings are spread over the year and are conducted at different months/times. The selected party will lock their time and commitment in accordance with the times of these 3 trainings. The aim being to have a comprehensive report in hand in order to modify training roll out for Academic Year 2018-2019 after incorporation of recommendations.

6. Evaluation Expert/Consultant:

The lead consultant is expected to:

- Have proof records of at least 5 to 7 years of experiences in the development field (ideally with research experience as well) out of which at least 2 years in independent consultancy.
- have records or references of previous consulting experience in Pakistan or proven knowledge of the region.
- show experience or knowledge of education sector, especially teacher training program either s/he or firm has some relevant degree or worked on similar nature of projects in the past). The consultant shall be fluent in English and Urdu; knowledge of local languages will be considered an asset.
- be paid an agreed amount for the evaluation including the evaluation report. During assignment and visits to project locations, HOPE'87 and TCF's offices in Islamabad, Karachi and regional offices stay and travel will be under his/her responsibility and part of the agreed contract amount.
- Local partners can assist in arranging the boarding and lodging.
- take own liability for security risks related to the service.

7. Timetable and Work plan:

The consultant will report to the Country Directors of HOPE'87-Pakistan and TCF. The staff of TCF and HOPE'87 will assist in coordinating the visit to the training centre and meetings with beneficiaries, stakeholders and relevant authorities/agencies.

The work plan with methodology will be as follows:

- Development of appropriate questionnaires with relevant personnel from HOPE'87 Pakistan and TCF
- Analysis of project information i.e., grant agreement, project proposal, bi annual reports, ADC and local partners guidelines etc.
- Development of detailed checklist/questionnaires for each key evaluation questions.
- Meeting with staff and visit to the teacher training centres and schools.
- The consultant will meet with beneficiaries and stakeholders.
- Post-evaluation de-briefing.
- Drafting evaluation report against the evaluation objective.
- Finalization of report after receiving feedback and comments from HOPE'87 and TCF.
- Presentation and submission of the report.

The consultant will be paid a lump sum amount for his/her evaluation service and evaluation report, inclusive his/her travel, boarding and lodging costs.

The evaluation exercise is expected to be held within the calendar period of **September 2016 to 31st December 2017** with the final report to be submitted by the consultant no later than **15th of February, 2018**.

8. Report:

- The consultant will submit a report in English in printed and electronic version
- The consultants will map relevant supporting documentation in a bibliography and include them on a CD/DVD whenever appropriate.
- The report will include an executive summary and will address all the key questions as identified.
- The document format must be adhered to:
 - Cover page
 - ! Title
 - ! Date of the final version
 - ! Name of the consultants
 - ! Logos of ADC, OFID, HOPE'87 and TCF
 - Table of contents
 - Executive Summary
 - Methodology
 - Annexes, including bibliography and supporting documents
- The report will include the objectives, framework, collection of information and analysis, reporting and work schedule.
- The report will be structured to provide key findings/conclusions for each evaluation question, separately against each Training model (PA, TOT, INSET) as separate chapters.
- Recommendations for improvements and future programs will be provided.

9. INTELLECTUAL PROPERTY RIGHTS

ADC, OFID, HOPE'87 and TCF will retain all intellectual property rights for any and all material produced, in any media format, for this consultancy assignment.

Date:

Signature:

HOPE'87 Director Operations
Ahmed Abbas

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