

TERMS OF REFERENCE

Mid-term Evaluation of the BRMS Programme

1. Justification

The **Basic Standards and Minimum Requirements (BRMS)** framework responds to the problem of poor quality of primary education in Uganda. The effectiveness of BRMS depends on the capacity of the primary education system to implement the framework. This requires improving the capacity of CCTs, DEOs and inspectors. By improving the performance of CCTs, it is expected that head teacher performance, teacher attendance and quality also improve. This should lead to better learning outcomes and increased retention in primary schools. UNICEF Uganda is implementing a two-year mentoring and coaching programme to improve CCT performance. The education literature suggests that coaching and mentoring may have advantages over the traditional workshop approach in building capacity. There were 15 mentors assigned in Teacher Colleges at the peak of the programme. There were 352 CCTs reached at the peak of the programme. The programme is currently being implemented and a mid-term evaluation is planned to assess implementation of activities, measure interim results identify bottlenecks and recommend ways forward.

2. Scope of Work

The consultant is expected to carry out a mid-term evaluation of UNICEF Uganda's BRMS programme. The work involves assessing the theory of change and reviewing existing evidence on how mentoring affects teacher practice and learning outcomes. It includes reviewing the programme design and implementation in relation to its initial objectives and identifying bottlenecks. The work also involves developing metrics for interim outcomes and measuring them. Finally, the mid-term evaluation should provide lessons on how the programme can be improved and recommendations on ways forward.

3. Areas to be Considered

Project documents – This includes reviewing the theory of change and workflow, programme design, budget and other relevant materials.

Validating assumptions – This involves reviewing existing evidence on the impacts of mentoring on teacher practice and learning outcomes in the context of developing countries, particularly in Africa. It should provide some comparison with other methods, particularly with the workshop method. This also involves analysing the links between improving CCT quality and teacher quality.

Key informants – This involves visiting teacher colleges, CCTs and schools to interview key informants. Key informants include the mentors, tutors, head teachers, school teachers and relevant stakeholders.

Process review – This involves assessing the implementation of the programme with respect to its initial goals, examining variations among the work of the mentors, identifying bottlenecks to programme goals and recommendations on how to overcome them. It should recommend ways forward including potential (or lack of) for scaling-up in the future.

Developing metrics – This involves working with various stakeholders to determine interim indicators, developing the metrics and measuring them. The evaluations should also identify how the interim indicators link to the long-term metrics.

4. Expected Deliverables and time frame:

Deliverables (as outlined in tasks, each deliverable will have a draft and final stage):

1 – Inception Report. Indicating understanding of the terms of reference and evaluation objectives, outlining a work plan, timeline and budget. (4 days)

2 – Draft report. This consists of the first draft of the evaluation report including review of project documents and existing literatures, key informant interviews and process review. The draft should also include the recommendations for ways forward. (25 days)

3- Final report. This is the final product after revisions to the draft evaluation report. (12 days)

4- Presentation of results to UNICEF staff. This consists of presenting findings to UNICEF staff and discussing any revisions. (1 day)

5 – Evaluation briefing. This involves writing a four-page briefing based on the final report. (2 days)

| 5. Tasks | End Products/ Deliverables | Time Frame |
|-----------------------------|----------------------------|---|
| 1 Inception Report | Draft and final | *End October 2013 |
| 2 Reviews and interviews | Draft and final | End November 2013 |
| 3 Draft final report | Draft and final | Mid January 2013 |
| 4 Final report and briefing | Draft and final | Early February 2014 |
| | | *Contingent on availability of consultant |

6. Desired background qualification and experience:

For the work to be effectively completed UNICEF is looking for an individual with extensive experience in evaluating education programmes. The consultant should be able to demonstrate ability to develop and measure metrics. Familiarity with the East African or Ugandan context is an asset. The candidate should provide examples of similar work.

5. Conditions (Important)

- Will report to Social Policy and Education staff members in UNICEF Kampala, Uganda.
- Is expected to begin work in January 2014
- Total time estimate for producing deliverables is 44 days
- The Consultant will be paid according to complexity of assignment and experience for 44 working days. The payment schedule is as follows: 30% upon submission of inception report; 40% upon submission of interim report; 30% upon submission of final report and brief.
- UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if work/outputs is incomplete, not delivered or for failure to meet deadlines. Performance indicators against which the satisfactory conclusion of this contract will be assessed include: timeliness/quality of submission and responsiveness to UNICEF and counterpart feedback.

Signed: **David Stewart**
Chief, Social Policy and Evaluation

Date:

Approved by: **May Anyabolu**
Deputy Representative

Date: