

SPECIFIC TERMS OF REFERENCE – PART A
Endline Evaluation Girls' Education South Sudan (GESS II)
FWC SIEA 2018 - LOT 4 – Human Development and safety net
EuropeAid/138778/DH/SER/multi
SIEA-2018-20999

CONTRACTING AUTHORITY: THE EUROPEAN UNION DELEGATION TO SOUTH SUDAN

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2 BACKGROUND

2.1 Relevant country background

South Sudan has some of the lowest educational indicators in the world. Around 57% of South Sudan's school-age population is in primary school and 11% in secondary school. It has the highest proportion of out-of-school children in the world. High levels of poverty, years of conflict, the impact of COVID-19 and recurrent climate-related crises have left 2.8 million girls and boys in South Sudan without access to education (an increase from 2.2 million in 2018).¹ Only 11% of girls are enrolled in secondary school (compared to 14% of boys).²

The second phase of Girls' Education South Sudan programme (GESS2) is being implemented between 2019 and 2024. GESS2, which is funded by the United Kingdom Foreign, Commonwealth, and Development Office (FCDO), Global Affairs Canada (GAC), United States Agency for International Development (USAID), European Union (EU), the Swedish International Development Cooperation Agency (Sida). GESS2 builds on the success of GESS1, which ran from 2013 to 2018. GESS2 operates against a context of continuing conflict in the world's newest state. Although a revitalised peace agreement was brokered in 2018 between the ruling Government of the Republic of South Sudan (GRSS) and opposition parties, conflict continues to be driven by exclusionary politics and disputed political and administrative boundaries, increasingly drawn along ethnic lines, widespread poverty and food insecurity, conflict over cattle and natural resources, exacerbated by environmental factors including drought and floods, sexual and gender-based violence, and political and ethnic violence perpetrated by the Sudan People's Liberation Army and local militias. The GESS2 Business Case³ recognises that girls are particularly vulnerable in the current context, with many families preferring to prioritise sending their boy children to school and pressuring girls into early marriage by age 12-13. Education management information system (EMIS) 2015-16 data and School Attendance Monitoring System (SAMS) 2014-18 data showed a gap in enrolment and attainment between boys and girls from primary level that widened into secondary.

2.2 The intervention to be evaluated⁴

This evaluation covers one intervention financed by the EU in the education sector as follows:

Title of the intervention to be evaluated	<ul style="list-style-type: none"> Girls Education South Sudan (GESS II)
Budget of the intervention to be evaluated	<ul style="list-style-type: none"> EUR 18,000,000 as EU contribution (Initial total amount of GESS II £101,554,979. <u>Updated total amount £79 million</u>)
OPSYS number of the Budget Support Programme(s) to be evaluated	<ul style="list-style-type: none"> PC-31991

¹ UNICEF Annual Report 2022

² UNICEF Annual Report 2021

³ FCDO. (2018). *Business Case for the Girls' Education South Sudan 2 Programme*.

⁴ The term 'intervention' is used throughout the report as a synonym of 'project and programme'.

Dates of the Budget Support Programme(s) to be evaluated	• Start date:	01/09/2018
	• End date:	30/11/2023

- Funded by UK aid through FCDO, USAID, EU, Sida, Norway and the Government of Canada through Global Affairs Canada (GAC), the GESS2 total contract value is £79 million for fifty-nine months⁵. The Programme started on 1st May 2019 and will continue to 31st March 2024. There was an inception period of three months – 1st May – 31st July 2019 and fifty-six months of implementation – 1st August 2019 – 31st March 2024.

GESS2 is implemented by a consortium led by Mott MacDonald Limited trading as Cambridge Education (MML/CE) acting as the Managing Agent and supported by BBC Media Action, Windle Trust International, Leonard Cheshire and Montrose. GESS2 is implemented across the ten States of South Sudan with the support of Regional Anchors who are NGOs/INGOs contracted and managed by Mott MacDonald (MML).

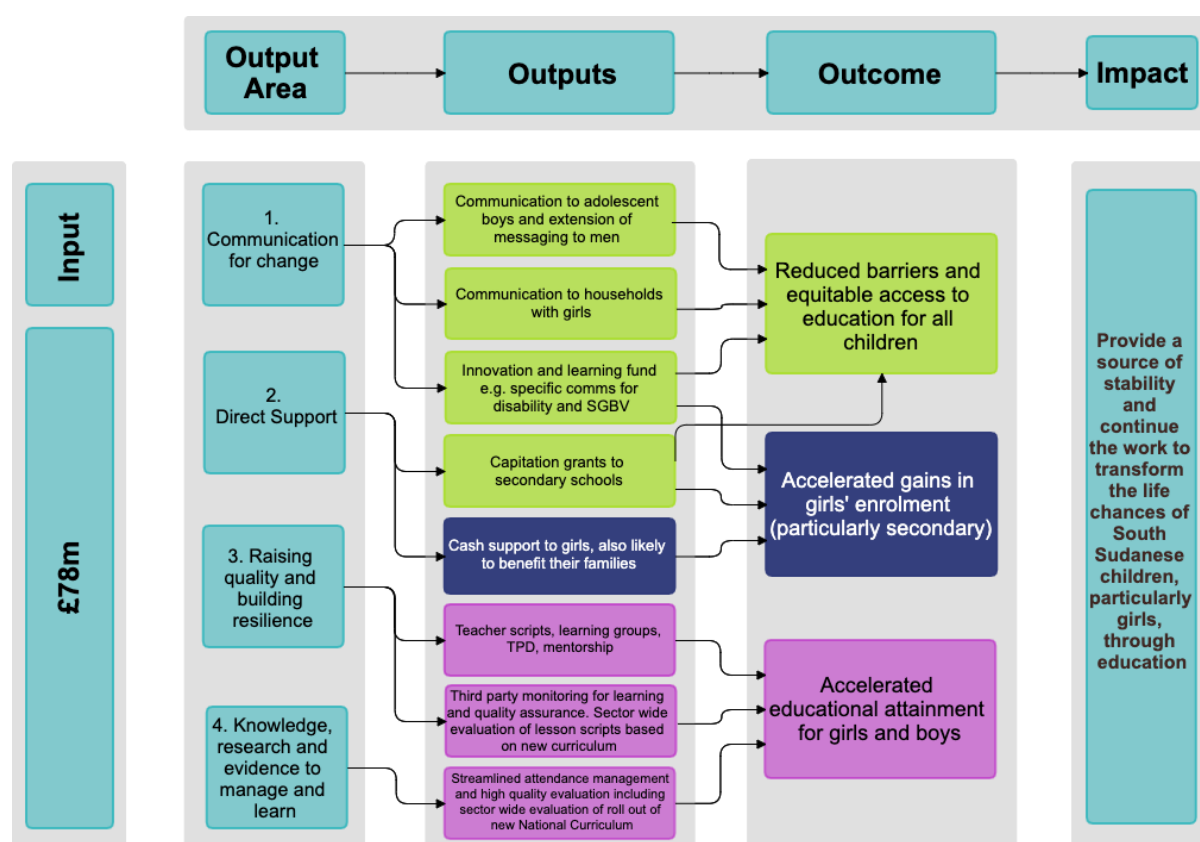
The desired impact of GESS2⁶ will be to transform the life chances of a generation of South Sudanese children (particularly but not exclusively girls) through education, while stabilising priority areas of the education sector and concurrently seeking to deliver improved quality education. At outcome level, the programme seeks to improve girls' educational attainment from that already achieved during GESS1, building further gains on school enrolment, reducing barriers to education, and promoting equity in access for all children.

- Output 1) **Behaviour Change Communication** – Creating an enabling social-cultural environment for supporting girls' education through social and behaviour change communication through radio and community mobilisation and outreach.
- Output 2) **Cash transfers to girls**, conditional upon a girl's enrolment and attendance in school. All girls from Primary 5- 8 and Secondary 1- 4 will be targeted over the lifetime of GESS 2. Direct payments aims to help girls to buy things they need, and contribute to poverty reduction in the family and the community.
- Output 3) **Capitation grants to schools**: Providing reliable funding to schools to remove registration fees for students and parents, reduce the cost of education and encourage families to send their children to school.
- Output 4) **Quality of Education** - Offering practical support to schools, teachers and education managers to improve the quality of education, decrease drop-out and repetition rates.
- Output 5) **Building a knowledge base for support to girls' education**, Studying and understand more about the issues that prevent girls from going to school, staying in school and learning while at school.

⁵ For more information on the programme see <https://devtracker.fcdo.gov.uk/projects/GB-GOV-1-300449/documents>

⁶ For more information on the programme see <https://girlseducationsouthsudan.org/>

GESS Theory of Change



2.3 Stakeholders of the intervention

The following table describes the key stakeholders of the intervention.

Mott MacDonald Limited trading as Cambridge Education (MML/CE) acting as the Managing Agent and supported by BBC Media Action, Windle Trust International, Leonard Cheshire and Montrose.

There are seven implementing partners (see annex) also referred as “state anchors” are implementing the project in the 10 States, three administrative areas and Abyei.

The National Ministry of General Education and Instruction (MoGEI) and State Ministries of education are key stakeholders in the implementation of the programme. MoGEI is chairing GESS Steering committee which meets on a quarterly basis to discuss about the programme. It aims at is to assist the Programme and MoGEI to ensure that all activities/interventions are aligned and supportive of the General Education Sector Plan.

2.4 Previous internal and external monitoring (incl. ROM), evaluations and other studies undertaken

Montrose is responsible for Output 5: Building a knowledge base for support to girls’ education in South Sudan. In Year 2 Montrose completed studies including a WASH assessment, a distance learning study, and a school finance study, and designed and began implementing one other study on protection and safeguarding which was suspended by FCDO due to budget cuts, as well as supporting three other studies conducted by BBC Media Action and Leonard Cheshire. There were no studies undertaken in Year 3 due to the reduction in resources for that year. In Year 4, two studies were conducted: on the use of capitation grants, and a study on the effectiveness of cash transfers to girls. The present baseline study will examine

the results of the GESS2 programme at the outcome level and inform the implementation of education programmes in South Sudan. In addition, an endline on output 1 (BBC media), is being conducted at the moment (September 2023).

2 DESCRIPTION OF THE EVALUATION ASSIGNMENT

Type of evaluation	Final
Coverage	The action in its entirety
Geographic scope	South Sudan (nationwide programme). In addition to Juba, a minimum of three States will have to be visited for this evaluation: one of the State in the Greater Equatoria, one State in the Great Bahr el Ghazal and one in Greater Upper Nile.
Period to be evaluated	From 01/05/2019 to 30/11/2023

2.1 Objectives of the evaluation and evaluation criteria

Systematic and timely evaluation of its programmes and activities is an established priority⁷ of the European Commission⁸. The focus of evaluations is on the assessment of achievements, the **quality** and the **results**⁹ of interventions in the context of an evolving cooperation policy, with increasing emphasis on **result-oriented approaches and the contribution towards the achievement of the SDGs**.¹⁰

From this perspective, evaluations should **look for evidence of why, whether and how the EU intervention(s) has/have contributed to the achievement of these results** and seek to **identify the factors driving or hindering progress**.

The main objectives of this evaluation are to provide the relevant services of the European Union, the interested stakeholders and other audience with:

- an overall independent assessment of the performance of the GESS II to be evaluated, paying particular attention to its different levels of results measured against its expected objectives; and the reasons underpinning such results
- key lessons learned, conclusions and related recommendations in order to inform future interventions.

⁷ COM(2013) 686 final "Strengthening the foundations of Smart Regulation – improving evaluation" - http://ec.europa.eu/smart-regulation/docs/com_2013_686_en.pdf; EU Financial regulation (art 27); Regulation (EC) No 1905/2006; Regulation (EC) No 1889/2006; Regulation (EC) No 1638/2006; Regulation (EC) No 1717/2006; Council Regulation (EC) No 215/2008

⁸ SEC (2007)213 "Responding to Strategic Needs: Reinforcing the use of evaluation", http://ec.europa.eu/smart-regulation/evaluation/docs/eval_comm_sec_2007_213_en.pdf; SWD (2015)111 "Better Regulation Guidelines", http://ec.europa.eu/smart-regulation/guidelines/docs/swd_br_guidelines_en.pdf; COM(2017) 651 final 'Completing the Better Regulation Agenda: Better solutions for better results', https://ec.europa.eu/info/sites/info/files/completing-the-better-regulation-agenda-better-solutions-for-better-results_en.pdf

⁹ Reference is made to the entire results chain, covering outputs, outcomes and impacts. Cfr. Regulation (EU) No 236/2014 "Laying down common rules and procedures for the implementation of the Union's instruments for financing external action" - https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/pdf/financial_assistance/ipa/2014/236-2014_cir.pdf.

¹⁰ The New European Consensus on Development 'Our World, Our Dignity, Our Future', Official Journal 30th of June 2017. <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:C:2017:210:TOC>

In particular, this evaluation will serve to inform the next phase of programming in the sector, to draw lessons that can be replicated in other EU interventions in the education sector and to be accountable for the use of EU resources in relation to the results of the GESS II program. .

The main users of this evaluation will be the EU Delegation to South Sudan, GESS II donors - United Kingdom Foreign, Commonwealth, and Development Office (FCDO), Global Affairs Canada (GAC), United States Agency for International Development (USAID), the Swedish International Development Cooperation Agency (Sida) -, the international donor community, NGO/INGOs and national stakeholder including relevant authorities.

The evaluation will assess the intervention(s) using the **six standard DAC evaluation criteria**, namely: **relevance, coherence, efficiency, effectiveness, sustainability** and early signs of **impact**. In addition, the evaluation will assess the intervention(s) through an **EU specific evaluation criterion**, which is the **EU added value**.

The **definitions** of the 6 DAC + 1 EU **evaluation criteria** are contained for reference in **Annex II**.

Furthermore, the evaluation team should consider whether **gender equality and women's empowerment**¹¹, **environment** and **adaptation to climate change** were mainstreamed; the relevant **SDGs and their interlinkages** were identified; the principle of **Leave No One Behind** and the **Human Rights-Based Approach** was followed during design, and the extent to which they have been reflected in the implementation of the intervention, its governance and monitoring.

2.2 Indicative Evaluation Questions

The specific EQs, as formulated below, are indicative. Following initial consultations and document analysis, and further to the finalisation/reconstruction of the Intervention Logic of the intervention(s) to be evaluated, the evaluation team will discuss these with the Evaluation Manager¹² and Reference Group and propose in their Inception Report a complete and finalised set of Evaluation Questions. This will include an indication of specific judgement criteria and indicators, as well as the relevant data collection sources and tools.

Once agreed through the approval of the Inception Report, the Evaluation Questions will become contractually binding.

- To investigate whether barriers to education have been reduced and access¹³ to education made equitable for all children
 - Has the provision of school facilities been enhanced at the primary and secondary levels?
 - Has there been an improvement in the community members advocating for the education of all children but especially for girls and young women and with what effect?
 - To what extent are parents and local communities demonstrating an increased understanding of the importance of sending girls and children with disabilities to school?
 - To what extent has this programme led to behaviour change and modification of attitudes which relate to common barriers to education?
 - What are the remaining barriers to education for children but specifically girls and those with disabilities in South Sudan?

¹¹ Read more on Evaluation with gender as a cross-cutting dimension by following this link (outdated, produced at the time of the GAP II): https://europa.eu/capacity4dev/evaluation_guidelines/documents/new-guidance-note-evaluation-gender-cross-cutting-dimension

¹² The Evaluation Manager is the staff member of the Contracting Authority managing the evaluation contract. In most cases this person will be the Operational Manager of the Action(s) under evaluation.

¹³ Access is defined as availability of education facilities and community/family acceptance of girls' education and inclusion of those children with disabilities.

- Have a group of communities demonstrated the ability to independently continue with the existing or develop new CM initiatives to continuously address barriers to girls' education?
- To investigate how much acceleration there has been in girls' enrolment (particularly girls/children with disabilities)
 - Has the GESS2 programme affected girls' enrolment to school in South Sudan throughout the programme? If so, how did it affect? And how were children with disabilities affected?
 - Has the GESS2 programme affected girls' school attendance in South Sudan throughout the programme? If so, how did it affect? And how were children with disabilities affected?
 - What are the external factors that have mostly impacted attendance and enrolment throughout the programme and how do these differ regionally?
 - To what extent has GESS reached and impacted on marginalised children?
- To investigate how far the educational attainment for girls and boys has changed:
 - Has the GESS2 programme affected girls' educational outcomes throughout the programme? If so, how did it affect?
 - Has the GESS2 programme affected boys' educational outcomes throughout the programme? If so, how did it affect?
- Have the targets for passing Primary Leaving Exam (PLE) by girls been achieved or exceeded throughout the Programme?
 - Has there been an increase in passing PLE by girls' vs baseline?
 - Has there been an increase in boys passing PLE comparable to girls?
- Have the targets for passing South Sudan Certificate of Secondary Education (SSCSE) by girls been achieved or exceeded throughout the Programme?
 - Has there been an increase in passing SSCSE by girls vs baseline?
 - Has there been an increase in boys passing SSCSE comparable to girls?
- What has been the overall effect of the provision of cash transfers and capitation grants on student enrolment, attendance and attainment in primary and secondary education facilities?
- What progress has been made regarding the number of learners registered and participating in Accelerated Secondary Education Programme (ASEP)?
- What progress has been made in relation to the cumulative number of learners participating in the mentoring programme?
- Have the overall Programme targets for the training of school management committees (SMC) been achieved? Where might activities be adapted or improved for increased benefit and improved school-level processes and enrolment and retention of children?
- Have the overall Programme targets for the training of education management staff been achieved? To what extent do County and Payam supervisors support the strengthening of school-level processes and policies? In what ways has this support been influenced by their participation in the school governance training?
- What are the overall accomplishments of the GESS2 programme (particularly for girls/children with disabilities)?
- To what extent has GESS reached and impacted on marginalised children (to address inclusive learning and motivation for CWDs) ? Has the programme had any unintended positive or negative effects?
- What are the key lessons that can be learned from the programme?
- To investigate sustainability of the GESS2 programme:
 - What are the early indications of sustainability? What activities and/or outcomes (both expected and unexpected) of the project are likely to be sustained? What evidence is there to suggest this?
 - What are the major factors that can influence achievement or non-achievement of sustainability?
 - What are the obstacles encountered in the South Sudan context (e.g. government policy and capacity, operational context^[A1], cultural norms and practices) to the maintenance of results?
 - School level: Do a group of schools demonstrate the implementation of effective GESS teacher training and effective ALP?
 - System level: Does the Ministry have fully fledged education plans furthering project related teacher development and school support? Are these plans fully funded?
 - To what extent has GESS identified the pre-conditions for scaling up and sustaining its activities and results?

2.3 Structuring of the evaluation and outputs

The evaluation process will be carried out in four phases and each of the phases should start / end with briefing and debriefing with the EU Delegation and GESS' donors.

- Inception phase
- Interim phase
- Synthesis phase
- Dissemination phase

Throughout the evaluation and following approval of the Inception Report, if any significant deviation from the work plan could compromise the quality of the evaluation or jeopardise the completion of the specific contract within the contractual timeframe, these elements are to be immediately discussed with the Evaluation Manager and, regarding the validity of the contract, corrective measures taken.

2.3.1 Inception Phase

Objectives of the phase: to structure the evaluation and clarify the key issues to be addressed.

Main activities of evaluators during the Inception Phase

- Initial review of background documents (see Annex IV).
- Remote kick-off session between GESS' donors and the evaluators. Objectives of the meeting: i) to arrive at a clear and shared understanding of the scope of the evaluation, its limitations and feasibility; ii) to clarify the expectations of the evaluation; iii) to illustrate the tentative methodology to be used; iv) any other relevant objectives.
- Initial interviews with key stakeholders.
- Finalisation or reconstruction of the description of the Intervention Logic/Theory of Change and its underlying assumptions. This requires an assessment of the evidence (between the hierarchy of results e.g., outputs, outcomes and impact) and the assumptions necessary for the intervention to deliver change as planned.
- Graphic representation of the reconstructed/finalised Intervention Logic/Theory of Change.
- Finalisation of the Evaluation Questions, based on the indicative questions contained in the Terms of Reference and on the reconstructed Intervention Logic.
- Finalisation of the evaluation methodology, including the definition of judgement criteria and indicators per Evaluation Question, the selection of data collection tools and sources. The methodology should be gender sensitive, contemplate the use of sex- and age-disaggregated data and assess if, and how, interventions have contributed to progress on gender equality.
- Representation of the methodological approach in an Evaluation Matrix (see Annex IV).
- Workplan of subsequent phases.
- Identification of the expected risks and limitations of the methodology, and of the envisaged mitigation measures.
- Preparation of the Inception Report; its content is described in Annex V.
- Remote presentation of the Inception Report to the Reference Group, supported by a slide presentation.
- Revision of the report (as relevant) following receipt of comments.

2.3.2 Interim Phase

This phase is entirely devoted to gathering and analysing the information required to provide preliminary answers to the EQs. Work in this phase will consist of two activities.

1. Desk activities - review of documentation and interviews with key stakeholders and other initial data collection using different tools such as surveys, review of all studies that took place under GESS (cf. section 1.4).
2. Field activities - further data collection and analysis with the aim of testing the hypotheses identified during the 'Desk activities'.

2.3.2.1 Desk activities

Objectives of the activities: to analyse the relevant data, draft preliminary answers to the Evaluation Questions and identify the hypotheses to be tested.

Main activities of evaluators

- In-depth analysis of relevant documents and other sources. This is to be done systematically and should reflect the methodology as described in the Inception Report.
- Identification of interviewees [remote/face-to-face] and other sources of information to support the analysis of data, as relevant.
- Fine-tuning of the evaluation tools.
- Finalisation of the organisation of the field visits, including list of people to be interviewed, dates and itinerary of visits, and attribution of tasks within the team.
- Formulation of the preliminary responses to each Evaluation Question, with analysis of their validity and limitations.
- Identification of the issues still to be covered and of the preliminary hypotheses to be tested during field activities.
- Preparation of a slide presentation of preliminary findings from the desk activities (free format).
- Remote presentation of the preliminary findings from the desk activities to the Reference Group, supported by a slide presentation.

2.3.2.2 Field activities

Objectives of the activities: to conduct primary research and validate/modify the hypotheses formulated during the desk activities.

Main activities of evaluators

- Completion of primary research following the methodology described in the Inception Report.
- Guarantee of adequate contact, consultation with, and involvement of the different stakeholders, including the relevant government and local authorities and agencies, throughout the field activities in the Greater Equatoria, Upper Nile and Bahr el Ghazal Regions.
- Use of the most reliable and appropriate sources of information, respecting the rights of individuals to provide information in confidence, and being sensitive to the beliefs and customs of local, social and cultural environments, throughout the field activities.
- Preparation of a slide presentation of intermediate/preliminary (Desk and Field) findings and preliminary conclusions (to be tested with the Reference group)
- Face-to-face presentation of the intermediate/preliminary (Desk and Field) findings and preliminary conclusions in Juba, South Sudan to the Reference Group, supported by a slide presentation.

2.3.3 Synthesis Phase

Objectives of the phase: to report on results from the evaluation (final answers to the Evaluation Questions (final findings) and formulate conclusions and recommendations).

Main activities of evaluators

- Analysis and synthesis of the evidence and data collected during the previous phases to provide a final answer to the Evaluation Questions.
- Preparation of the Draft Final Report; its content is described in Annex V.
- Remote presentation of the Draft Final Report to the Reference Group, supported by a slide presentation to the GESS donors.
- Preparation of a response to the draft QAG (Quality Assessment Grid) formulated by the Evaluation Manager via the EVAL module¹⁴.
- Once the comments on the Draft Final Report are received from the Evaluation Manager, addressing those that are relevant and producing the Final Report, and uploading it to the EVAL module; its content is described in Annex V. While potential quality issues, factual errors or methodological problems should be corrected, comments linked to diverging judgements may be either accepted or rejected. In the latter instance, the evaluators must explain the reasons in writing (free format).
- Preparation of the Executive Summary and upload to the EVAL module by using the compulsory format given in the module.
- Inclusion of an executive summary (free text format) in the Final Report (see Annex V).

The evaluators will make sure that:

- their assessments are objective and balanced, statements are accurate and evidence-based, and recommendations realistic and clearly targeted.
- when drafting the report, they will acknowledge clearly where changes in the desired direction are known to be taking place already.
- the wording, inclusive of the abbreviations used, considers the audience as identified in Art. 2.1 above.

2.3.4 Dissemination Phase

Objective of the phase: to support the communication of the results of the evaluation. In particular the objective of the dissemination phase is to draw in a comprehensive manner the lessons learned from the evaluation of the programme including the successes and challenges and will highlight recommendation for future education programmes.

The targeted audience will be GESS donors, Ministry of General Education of, delivery partners of education programme, local delivery partners (i.e Local Education Group), Global education programme (i.e GPE, ECW) or stakeholders.

Main activities of evaluators

- Dissemination seminar to GESS donors in Juba (EU compound). This should be done through a slide presentation and leave time for questions and answer (plan 3 hours);
- Dissemination Seminar to the Local Education Group (including MoGEI, Mott MacDonald, international and national NGO, Civil Society, education cluster) in Juba (EU compound). (plan a day);
- Dissemination of a 2-3 pages report with key highlights and lessons learned from the programme
- Dissemination of infograph
- Dissemination to Parliamentary Education Committee
- Dissemination to State Education Ministries

¹⁴ All mentions to the EVAL module throughout the text in accordance with the Art.43.3 of the "Draft Framework Contract Agreement and Special Conditions" of the SIEA Framework Contract. The module EVAL will be integrated into OPSYS.

- **References:** the team should take inspiration from the ESS/INTPA work on **Dissemination of Evaluation Results** at https://europa.eu/capacity4dev/evaluation_guidelines/wiki/disseminating-evaluations; this contains an analysis of best practices in 12 international organisations and NGOs plus five ‘how-to’ guides on the production of infographics, briefs, videos, blogs and podcasts.

2.3.5 Overview of deliverables and meetings and their timing

The synoptic table below presents an overview of the deliverables to be produced by the evaluation team, the key meetings with the Reference Group (including the Evaluation Manager) as described previously, as well as their timing.

Evaluation phases	Deliverables and meetings	Timing
Inception phase	• <i>Meeting: kick off</i>	• <i>After initial document analysis</i>
	• Inception Report	• End of Inception Phase
	• Slide presentation	• End of Inception Phase
	• <i>Meeting: presentation of Inception Report</i>	• End of Inception Phase
Interim phase: Desk activities	• Desk/Interim Report	• End of Desk Activities
	• Slide presentation	• End of Desk Activities
	• <i>Meeting: presentation of Desk Report</i>	• End of Desk Activities
Interim phase: Field activities	• Intermediary note	• End of Field Activities
	• Slide presentation	• End of Field Activities
	• <i>Meeting: debriefing on intermediate/preliminary (Desk and Field) findings</i>	• End of Field Activities
Synthesis phase	• Draft Final Report	• 22/04/2024
	• <i>Meeting: presentation of the Draft Final Report</i>	• 24/04/2024
	• Comments on the draft QAG	• Together with Final Report
	• Final Report	• 15 days after receiving comments on Draft Final Report
	• Executive summary of the Final Report	• Together with Final Report
Dissemination Phase	• Dissemination seminar to GESS' donors	• 7 days after the end of the synthesis phase
	• Dissemination seminar to LEG	• 7 days after the end of the synthesis phase

2.4 Specific contract Organisation and Methodology (Technical offer)

The invited framework contractors will submit their specific contract Organisation and Methodology by using the standard SIEA template B-VII-d-i and its Annexes 1 and 2 (B-VII-d-ii).

The evaluation methodology proposed to undertake the assignment will be described in Chapter 3 (Strategy and timetable of work) of the template B-VII-d-i. Contractors will describe how their proposed methodology will address the cross-cutting issues mentioned in these Terms of Reference; it should be gender sensitive, contemplate the use of sex- and age-disaggregated data and be able to demonstrate how interventions have contributed to progress on gender equality.

The methodology should also include (if applicable) communication-related actions, messages, materials, and related managerial structures.

This evaluation may be impacted by difficulties in accessing the field due to security constraints or health-related issues. The to-be-selected contractor will bear the duty of ensuring that the evaluators will respect, at all times, the relevant international, national and local guidance regarding travel limitations and will exert due care in preventing the spread of diseases and avoiding any unreasonable, unnecessary risks. The specific contract Organisation and Methodology should contain a clear and detailed description of the methods that the evaluation will use to address potential difficulties in accessing the field. These may include the combination of face-to-face and remote methods of data collection, if relevant¹⁵.

2.4.1 Evaluation ethics

All evaluations must be credible and free from bias; they must respect dignity and diversity and protect stakeholders' rights and interests. Evaluators must ensure confidentiality and anonymity of informants and be guided by professional standards and ethical and moral principles in observation of the 'do no harm' principle. The approach of framework contractors to observe these obligations must be explicitly addressed in the specific Organisation and Methodology, and implemented by the evaluation team throughout the evaluation, including during dissemination of results.

2.5 Management and steering of the evaluation

2.5.1 At the EU level

The evaluation is managed by the Evaluation Manager of the EUD to South Sudan. The progress of the evaluation will be followed closely by the Evaluation Manager with the assistance of a Reference Group consisting of members of the EU Delegation and ECHO.

The main functions of the Reference Group are:

- to propose indicative Evaluation Questions
- to validate the final Evaluation Questions
- to facilitate contacts between the evaluation team and the EU services and external stakeholders
- to ensure that the evaluation team has access to, and has consulted with, all relevant information sources and documents related to the intervention
- to discuss and comment on notes and reports delivered by the evaluation team. Comments by individual group members are compiled into a single document by the Evaluation Manager and subsequently transmitted to the evaluation team

¹⁵ The Framework Contractors are invited to consult the wealth of resources available through the two ESS/INTPA initiatives Evaluation in Hard-to-Reach Areas and Evaluation in Crisis: <https://europa.eu/capacity4dev/devco-ess>.

- to provide feedback on the findings, conclusions, lessons and recommendations from the evaluation
- to support the development of a proper follow-up action plan after completion of the evaluation.

2.5.2 At the Contractor level

Further to the requirements set out in Article 6 of the Global Terms of Reference and in the Global Organisation and Methodology, respectively Annexes II and III of the Framework contract SIEA 2018, the contractor is responsible for the quality of the process, the evaluation design, the inputs, and the outputs of the evaluation. In particular, it will:

- support the Team Leader in their role, mainly from a team management perspective. In this regard, the contractor should make sure that, for each evaluation phase, specific tasks and outputs for each team member are clearly defined and understood
- provide backstopping and quality control for the evaluation team's work throughout the assignment
- ensure that the evaluators are adequately resourced to perform all required tasks within the timeframe of the contract.

2.6 Language of the specific contract and of the deliverables

The language of the specific contract is to be English

All reports will be submitted in English.

3 LOGISTICS AND TIMING

Please refer to Part B of the Terms of Reference.

3.1 Planning, including the period for notification of staff placement¹⁶

As part of the technical offer, the framework contractor must fill in the timetable in Annex VI. The 'indicative dates' are not to be formulated as fixed dates but rather as days (or weeks or months) from the beginning of the assignment (to be referenced as '0').

Sufficient forward planning is to be taken into account in order to ensure the active participation and consultation with government representatives, national/local authorities or other stakeholders.

4 REQUIREMENTS

Please refer to Part B of the Terms of Reference.

All costs, other than the costs for key experts of the evaluation team will be reflected in a dedicated budget line under the chapter "Other details" of the framework contractor's financial offer.

5 REPORTS

For the list of reports, please refer to Chapter 2.3 of Part A and to Part B of the Terms of Reference.

5.1 Use of the EVAL module by the evaluators

¹⁶ As per Article 16.4 a) of the General Conditions of the Framework Contract SIEA

The selected contractor will **submit all deliverables by uploading them into the EVAL Module**, an evaluation process management tool and repository of the European Commission. The selected contractor will receive access to online and offline guidance in order to operate with the module during the related specific contract validity.

5.2 Number of report copies

Apart from its submission, the approved version of the Final Report will be also provided in electronic version [word and PDF] at no extra cost.

5.3 Formatting of reports

All reports will be produced using Font Arial or Times New Roman, minimum letter size 11 and 12 respectively, single spacing, double sided. They will be sent in Word and PDF formats. The language of all reports should be English

6 MONITORING AND EVALUATION

6.1 Content of reporting

The outputs must match quality standards. The text of the reports should be illustrated, as appropriate, with maps, graphs, and tables; a map of the area(s) of intervention is required (to be attached as annex).

6.2 Comments on the outputs

For each report, the Evaluation Manager will send the contractor consolidated comments received from the Reference Group or the approval of the report within 10 calendar days. The revised reports addressing the comments will be submitted within 6 calendar days from the date of receipt of the comments. The evaluation team should provide a separate document explaining how and where comments have been integrated or the reason for not integrating certain comments, if this is the case.

6.3 Assessment of the quality of the Final Report and of the Executive Summary

The quality of the draft versions of the Final Report and of the Executive Summary will be assessed by the Evaluation Manager using the online Quality Assessment Grid (QAG) in the EVAL Module (text provided in Annex VII). The Contractor is given the chance to comment on the assessments formulated by the Evaluation Manager through the EVAL module. The QAG will then be reviewed, following the submission of the final version of the Final Report and the Executive Summary.

The compilation of the QAG will support/inform the compilation of the FWC SIEA's specific contract Performance Evaluation by the Evaluation Manager.

7 PRACTICAL INFORMATION

Please address any request for clarification and other communication to the following address(es): DELEGATION-SOUTH-SUDAN-TENDERS@eeas.europa.eu.

ANNEXES TO TOR - PART A

ANNEX I: LOGICAL FRAMEWORK MATRIX (LOGFRAME) OF THE EVALUATED INTERVENTIONS AND DESCRIPTION OF THE ACTION (BUSINESS CASE FOR GESSII)

ANNEX II: THE EVALUATION CRITERIA

The definition and the number of DAC evaluation criteria has changed following the release (10 December 2019) of the document “Evaluation Criteria: Adapted Definitions and Principles for Use” (DCD/DAC(2019)58/FINAL).

The evaluators will ensure that their analysis respects the new definitions of these criteria, their explanatory notes and the guidance document. These can be found at: <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

Unless otherwise specified in chapter 2.1, the evaluation will assess the intervention using the six standard DAC evaluation criteria and the EU added value, which is a specific EU evaluation criterion. Their short definitions are reported below:

DAC CRITERIA

- **Relevance:** the “extent to which the intervention objectives and design respond to beneficiaries’, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.”
- **Coherence:** the “compatibility of the intervention with other interventions in a country, sector or institution.”
- **Effectiveness:** the “extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.”
- **Efficiency:** the “extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.”
- **Impact:** the “extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.”
- **Sustainability:** the “extent to which the net benefits of the intervention continue or are likely to continue.”

EU-SPECIFIC CRITERION

- **EU added value:** the extent to which the intervention brings additional benefits to what would have resulted from Member States' interventions only in the partner country. It directly stems from the principle of subsidiarity defined in the Article 5 of the Treaty on European Union (<https://www.europarl.europa.eu/factsheets/en/sheet/7/the-principle-of-subsidiarity>).

ANNEX III: INFORMATION THAT WILL BE PROVIDED TO THE EVALUATION TEAM

The following is an indicative list of the documents that the Contracting Authority will make available to the selected evaluators shortly after the contract signature:

- legal texts and political commitments pertaining to the intervention(s) to be evaluated.
- relevant national/sector policies and plans from National and Local partners and other donors.
- intervention design studies.
- intervention feasibility/formulation studies.
- intervention financing agreement and addenda.
- intervention's quarterly and annual progress reports, and technical reports.
- European Commission's Result Oriented Monitoring (ROM) Reports, and other external and internal monitoring reports of the intervention.
- intervention's mid-term evaluation report and other relevant evaluations, audit, reports.
- relevant documentation from national/local partners and other donors.
- guidance for gender sensitive evaluations.
- calendar and minutes of all the meeting of the Steering Committee of the intervention(s).
- any other relevant document.

Note: The evaluation team has to identify and obtain any other document worth analysing, through independent research and during interviews with relevant informed parties and stakeholders of the intervention.

ANNEX IV: THE EVALUATION MATRIX

The evaluation matrix (hereinafter: the matrix) will accompany the whole evaluation by summarising its **methodological design** (Part A, to be filled and included in the Inception Report) and **documenting the evidence analysed** to answer each EQ (Part B)

The full matrix (parts A and B) is to be included in all reports.

Use one set of tables (Parts A and B) for each Evaluation Question (EQ) and add or delete as many rows as needed to reflect the selected judgement criteria and indicators. Delete the guidance and the footnotes when including the matrix in the reports.

PART A – Evaluation design

EQ1: “XX?”				
Evaluation criteria covered ¹⁷				
Judgement criteria (JC) ¹⁸	Indicators (Ind) ¹⁹	Information sources		Methods / tools
		Primary	Secondary	
JC 1.1 -	I 1.1.1 -			
	I 1.1.2 -			
	I 1.1.3 -			
JC 1.2 -	I 1.2.1 -			
	I 1.2.2 -			
	I 1.2.3 -			
JC 1.3 -	I 1.3.1 -			
	I 1.3.2 -			
	I 1.3.3 -			

¹⁷ What evaluation criterion/criteria is/are addressed by this EQ?

¹⁸ Describe each selected JC and number them as illustrated in the template; the first numeric value represents the EQ the JC refers to.

¹⁹ As above. The two first numeric values represent the JC the indicators refer to. The number of JC and indicators per JC as reported in the table is purely illustrative. The table is to be adapted to your specific evaluation and reflect the appropriate JCs and indicators.

PART B – Evidence log

Ind²⁰	Baseline data²¹	Evidence gathered/analysed	Quality of evidence²²
I 1.1.1			
I 1.1.2			
I 1.1.3			
I 1.2.1			
I 1.2.2			
I 1.3.1			

²⁰ Use the same numbering as in Part A; no need to describe the indicators.

²¹ In case they are available. This column can also be used to record mid-term data (if available).

²² Score as follows: 0 (no evidence), 1 (some evidence), 2 (sufficient evidence), 3 (conclusive evidence)

ANNEX V: STRUCTURE OF THE REPORTS

1. INCEPTION REPORT (to be delivered at the end of the Inception phase)

The format of the Inception Report is free and should have a maximum length of 20 pages excluding annexes; it must contain at least the following:

Introduction	Short description of the context of the evaluation, its objectives and focus
Reconstructed Intervention Logic	This will be based on initial analysis of secondary sources and consultation with key stakeholders
Stakeholder map	Free format: this will represent the key stakeholders of the intervention(s) under evaluation and their relations with the intervention(s)
Finalised Evaluation Questions with Judgement criteria and indicators (Evaluation Matrix, part A)	See the template
Methodology of the evaluation	This will include: <ul style="list-style-type: none"> ○ Overview of entire evaluation process and tools ○ Consultation strategy ○ Case studies ○ Approach to the following phase of the evaluation, including planning of field missions
Analysis of risks related to the evaluation methodology and mitigation measures	In tabular form (free style)
Ethics rules	Including, but not limited to, avoiding harm and conflict of interest, informed consent, confidentiality and awareness of local governance and regulations
Work plan	This will include a free text description of the plans and their representation in Gantt format

2. DESK/INTERIM REPORT (to be delivered at the end of the desk activities)

The format of the Desk Report is free and should have a maximum length of 15 pages excluding annexes; it must contain at least the following:

Introduction	
Background and key methodological elements	With an indication of: <ul style="list-style-type: none"> ○ Overall evaluation approach ○ Desk activities: <ul style="list-style-type: none"> ▪ Data collection and analyses ▪ Overview of tools and techniques used ○ Challenges and limitations

Preliminary findings	Preliminary answers to each EQ, with an indication (in tabular form) of the hypotheses to be tested in the field and information gaps
Update of field visit approach and work plan	
Main annexes	<ul style="list-style-type: none"> ○ Preliminary answers by judgement criteria ○ Updated evaluation matrix (Part A + Part B)

3. INTERMEDIARY FIELD NOTE (to be delivered at the end of the field activities)

The format of the Intermediary Field Note is free and should have a maximum length of 5 pages excluding annexes; it must contain at least the following:

list of activities conducted
difficulties encountered and mitigation measures adopted
intermediate/preliminary findings
preliminary overall conclusions (to be tested with the Reference Group)

4. INTERMEDIARY DESK AND FIELD NOTE (to be delivered at the end of the Desk and Field phase)

The format of the Intermediary Desk and Field Note is free and should have a maximum length of 15 pages excluding annexes; it must contain at least the following:

list of activities conducted
difficulties encountered and mitigation measures adopted
intermediate/preliminary consolidated Desk and Field findings
preliminary overall conclusions (to be tested with the Reference Group)

5. DRAFT FINAL REPORT AND FINAL REPORT (to be delivered at the end of the Synthesis phase)

The Draft Final and the Final Report have the same structure, format, and content. They should be consistent, concise, and clear, and free of linguistic errors both in the original version and in their translation, if foreseen. The Final Report should not be longer than 40 pages excluding annexes. The presentation must be properly spaced, and the use of clear graphs, tables and short paragraphs is strongly recommended.

The cover page of the Final Report should carry the following text:

"This evaluation is supported and guided by the European Commission and presented by [name of consulting firm]. The report does not necessarily reflect the views and opinions of the European Commission".

The main sections of the evaluation report should be as follows:

Executive Summary	The Executive Summary is expected to highlight the evaluation purpose, the methods used, the main evaluation
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	findings and the conclusions and recommendations. It is to be considered a “stand alone” document.
1. Introduction	A description of the intervention, of the relevant country/region/sector background and of the evaluation, providing the reader with sufficient methodological explanations to gauge the credibility of the conclusions and to acknowledge limitations or weaknesses, where relevant.
2. Findings	A chapter presenting the answers to the Evaluation Question headings, supported by evidence and reasoning. Findings per judgement criteria and detailed evidence per indicator are included in an annex to the Report.
3. Overall assessment (<i>optional</i>)	A chapter synthesising all answers to Evaluation Questions into an overall assessment of the intervention. The detailed structure of the overall assessment should be refined during the evaluation process. The relevant chapter has to articulate all the findings, conclusions and lessons in a way that reflects their importance and facilitates reading. The structure should not follow the Evaluation Questions, the logical framework or the evaluation criteria.
4. Conclusions and Recommendations	
4.1 Conclusions	<p>This chapter contains the conclusions of the evaluation, organised per evaluation criterion.</p> <p>In order to allow better communication of the evaluation messages that are addressed to the Commission, a table organising the conclusions by order of importance can be presented, or a paragraph or sub-chapter emphasising the three or four major conclusions organised by order of importance, while avoiding being repetitive.</p>
4.2 Recommendations	<p>They are intended to improve or reform the intervention in the framework of the cycle underway, or to prepare the design of a new intervention for the next cycle.</p> <p>Recommendations must be clustered and prioritised, and carefully targeted to the appropriate audiences at all levels, especially within the Commission structure.</p>
4.3 Lessons learnt	Lessons learnt generalise findings and translate past experience into relevant knowledge that should support decision making, improve performance and promote the achievement of better results. Ideally, they should support the work of both the relevant European and partner institutions.
5. Annexes to the report	<p>The report should include the following annexes:</p> <ul style="list-style-type: none"> • Terms of Reference of the evaluation • names of the evaluators (CVs can be shown, but summarised and limited to one page per person) • detailed evaluation methodology including: the evaluation matrix; options taken; difficulties

	<p>encountered and limitations; detail of tools and analyses</p> <ul style="list-style-type: none"> • detailed answer by judgement criteria • evaluation matrix with data gathered and analysed by (EQ/JC) indicator • Intervention Logic/Logical Framework matrices (planned/real and improved/updated) • relevant geographic map(s) where the intervention took place • list of persons/organisations consulted • literature and documentation consulted • other technical annexes (e.g., statistical analyses, tables of contents and figures, matrix of evidence, databases) as relevant.
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6. EXECUTIVE SUMMARY (EVAL Module)

An Executive Summary is to be prepared using the specific format foreseen in the EVAL Module. Its format will be available to evaluators at the time of submission of the Final Report through EVAL. This is addition to the request to prepare a self-standing executive summary to be included in the Final Report (please refer to the paragraph above, detailing the content of the Final Report).

ANNEX VI: PLANNING SCHEDULE

This annex must be included by framework contractors in their specific contract Organisation and Methodology and forms an integral part of it.

Framework contractors can add as many rows and columns as needed.

The phases of the evaluation should reflect those indicated in the present Terms of Reference.

		Indicative Duration in working days ²³		
Activity	Location	Team Leader	Evaluator	Indicative Dates
Inception phase: total days				
•				
•				
Desk activities: total days				
•				
•				
Field activities: total days				
•				
•				
Synthesis phase: total days				
•				
•				
Dissemination phase: total days				
•				
•				
TOTAL working days (maximum)				

²³ Add one column per each evaluator

ANNEX VII: EVAL QUALITY ASSESSMENT GRID

The quality of the Final Report will be assessed by the Evaluation Manager (following the submission of the draft Report and Executive Summary) using the following quality assessment grid, which is included **in the EVAL Module**; the grid will be shared with the evaluation team, who will be able to include their comments.

Intervention (Project/Programme) evaluation – Quality Assessment Grid Final Report

Evaluation data			
Evaluation title			
Evaluation managed by		Type of evaluation	
Ref. of the evaluation contract		EVAL ref.	
Evaluation budget			
EUD/Unit in charge		Evaluation Manager	
Evaluation dates	Start:		End:
Date of draft final report		Date of Response of the Services	
Comments			
Project data			
Main project evaluated			
CRIS/OPSYS # of evaluated project(s)			
DAC Sector			
Contractor's details			
Evaluation Team Leader		Evaluation Contractor	
Evaluation expert(s)			

Legend: scores and their meaning

Very satisfactory: criterion entirely fulfilled in a clear and appropriate way

Satisfactory: criterion fulfilled

Unsatisfactory: criterion partly fulfilled

Very unsatisfactory: criterion mostly not fulfilled or absent

The evaluation report is assessed as follows

1. Clarity of the report

This criterion analyses the extent to which both the Executive Summary and the Final Report:

- are easily readable, understandable and accessible to the relevant target readers;
- highlight the key messages;
- have various chapters and annexes well balanced in length;
- contain relevant graphs, tables and charts facilitating understanding;
- contain a list of acronyms (only the Report);
- avoid unnecessary duplications;
- have been language checked for unclear formulations, misspelling and grammar errors.
- The Executive Summary is an appropriate summary of the full report and is a free-standing document.



Strengths	Weaknesses	Score
Contractor's comments	Contractor's comments	

2. Reliability of data and robustness of evidence

This criterion analyses the extent to which:

- data/evidence was gathered as defined in the methodology;
- the report considers, when relevant, evidence from EU and/or other partners' relevant studies, monitoring reports and/or evaluations;
- the report contains a clear description of the limitations of the evidence, the risks of bias and the mitigating measures.






Strengths	Weaknesses	Score
Contractor's comments	Contractor's comments	

3. Validity of Findings

This criterion analyses the extent to which:

- findings derive from the evidence gathered;
- findings address all selected evaluation criteria;
- findings result from an appropriate triangulation of different, clearly identified sources;
- when assessing the effect of the EU intervention, the findings describe and explain the most relevant cause/effect links between outputs, outcomes and impacts;
- the analysis of evidence is comprehensive and takes into consideration contextual and external factors.



Strengths	Weaknesses	Score
Contractor's comments	Contractor's comments	
4. Validity of conclusions		
<p>This criterion analyses the extent to which:</p> <ul style="list-style-type: none"> conclusions are logically linked to the findings, and go beyond them to provide a comprehensive analysis; conclusions appropriately address the selected evaluation criteria and all the Evaluation Questions, including the relevant cross-cutting dimensions; conclusions take into consideration the various stakeholder groups of the evaluation; conclusions are coherent and balanced (i.e. they present a credible picture of both strengths and weaknesses), and are free of personal or partisan considerations; (if relevant) the report indicates when there are not sufficient findings to conclude on specific issues 		
		
Strengths	Weaknesses	Score
Contractor's comments	Contractor's comments	
5. Usefulness of recommendations		
<p>This criterion analyses the extent to which the recommendations:</p> <ul style="list-style-type: none"> are clearly linked to and derive from the conclusions; are concrete, achievable and realistic; are targeted to specific addressees; are clustered (if relevant), prioritised, and possibly time-bound; (if relevant) provide advice for the intervention's exit strategy, post-intervention sustainability or for adjusting the intervention's design or plans. 		
		
Strengths	Weaknesses	Score
Contractor's comments	Contractor's comments	
6. Appropriateness of lessons learnt analysis (if requested by the ToR or included by the evaluators)		
<p>This criterion is to be assessed only when requested by the ToR or included by evaluators and is not to be scored. It analyses the extent to which:</p> <ul style="list-style-type: none"> lessons are identified; 		
		

<ul style="list-style-type: none"> where relevant, they are generalised in terms of wider relevance for the institution(s). 		
Strengths		Weaknesses
Contractor's comments		Contractor's comments
Final comments on the overall quality of the report		Overall score

TERMS OF REFERENCE – PART B

BACKGROUND INFORMATION

1. Benefitting Zone

South Sudan

2. Contracting authority

The European Union, represented by the European Commission, B-1049 Brussels, Belgium.

3. Contract language

English

LOCATION AND DURATION

4. Location

- Normal place of posting of the specific assignment: Place of origine of the experts (2 weeks in inception phase, 2 weeks in Desk activities, 2 weeks for synthesis phase,) South Sudan (4 weeks for the Field activities in the Greater Equatoria, Upper Nile and Bahr el Ghazal Regions, and 2 days for 2 workshops workshops dissemination in Juba)
- Mission(s) outside the normal place of posting and duration(s): Place of origine of the experts (2 weeks in inception phase, 2 weeks in Desk activities, 2 weeks for synthesis phase,) South Sudan (4 weeks for the Field activities in the Greater Equatoria, Upper Nile and Bahr el Ghazal Regions, and 2 days for 2 workshops workshops dissemination in Juba)

5. Start date and period of implementation

The indicative start date is 14/01/2024 and the period of implementation of the contract will be 241 Day(s) from this date (indicative end date: 11/09/2024).

REQUIREMENTS

6. Expertise

The minimum requirements covered by the team of experts as a whole are detailed below:

- Qualifications and skills required for the team: At least a Master Degree Academic level in in education, social/behavioral sciences or related fields, or, in its absence, equivalent professional experience of 7 years; Full working knowledge of English, excellent report writing skills and solid experience in field assessment and participatory consultations. Knowledge of the Project Cycle Management; Computer literacy and proficiency in IT applications relevant to the assignment.
- General professional experience of the team: At least 6 years' experience in working with government and CSO in Education sector in developing countries. At least 2 experiences

formulating, implementing or evaluating education programmes Relevant experience in LDC country, or in East Africa, is an advantage;

- Specific professional experience of the team: At least eight evaluations conducted of minimum 20 days each; -At least one mission in a difficult environments and experience in working in post war/conflict reconstruction context; - At least 3 missions (evaluation, identification, formulation, implementation) on programmes focussing on gender equality -Published papers on education research will be an asset.
- Language skills of the team: Fluent in English

Additional expertise requirements for the team composition:

Position	Expert category	Minimum requirements	Minimum number of working days	Additional information
Expert	Cat. II (>6 years of experience)		60	
Expert	Cat. III (>3 years of experience)		52	

7. Incidental expenditure

No incidental expenditure provided for in this contract.

8. Lump sums

No lump sums provided for in this contract.

9. Expenditure verification

No expenditure verification report is required.

10. Other items defined by Contracting Authority

1 - Daily allowances 28 days x 2 experts

Minimum quantity (if applicable): 48

2 - International travel 2 return ticket for 1 expert (including Dissemination workshop) and 1 return ticket for & expert

Minimum quantity (if applicable): 3

3 - Domestic travel 4 return tickets x 2 experts

Minimum quantity (if applicable): 8

REPORTS AND DELIVERABLES

11. Reports and deliverables requirements