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## **Terms Of Reference Teach For Uganda End Of Project Evaluation**

### **1.0 Introduction and Background**

Teach For Uganda (TFU) is a locally-rooted and globally-informed leadership development organization that is fully registered since 2016 as a non-profit organization in Uganda.

We leverage the power and knowledge of promising future leaders to ensure that one day, all children in Uganda will attain an equitable quality education, enabling them to thrive in constantly changing economies.

In order for us to effect system-wide change, we focus on advancing leadership for institutional change, institutional strengthening, and nurturing agents for change.

Teach For Uganda runs a multi-pronged approach aimed at transforming the education ecosystem to make it more equitable and inclusive for all children in Uganda.

These approaches include:

#### **Leadership for systemic change**

- Fellowship for in-service teachers and university graduates
- Foundational literacy and numeracy skills
- Leveraging technology to accelerate learning outcomes for children.

#### **Institutional strengthening**

- Partnerships with the government to strengthen teacher training and continuous professional development.
- Partnerships with public universities and institutions for Fellow recruitment.

#### **Agents for change.**

To advance our vision, our alumni work together with other like-minded leaders to address the systemic challenges within the education ecosystem. Our alumni take on key pathways as education leaders, social entrepreneurs and policy influencers to effect change within and outside the education system.

We currently operate in Mayuge, Luwero, Namutumba, and Kayunga districts, in partnership with the Ministry of Education and sports and respective local government authorities. We work with 86 Government schools and have placed a total of 280 graduates since 2017 to serve as Teach For Uganda Fellows (teachers).

For the last 6 years, our program has reached over 232 fellows, 86 community schools, and 22641 children in four Districts of Luwero, Namutumba, Mayuge, and Kayunga. And our expansion scale of 2023 shall include Kampala, Bugiri, and Namayingo including other 9 Districts in the course of the year.

### **2.1 Overall Goal**

The program's overall goal is to measure the impact of Teach For Uganda intervention in 8 supported government schools in Luwero District for the last five years. This assessment is aimed at collecting evidence of the impact as a result of our intervention

and also to use the findings for learning for better scaling up of our program to other Districts in Uganda.

## **2.2. Specific Objectives**

1. To assess the current academic performance of pupils in P1, P2, and P3 and to assess the academic performance of pupils in P4 and P5 during 2018 and 2019.
2. To assess the non-academic performance of pupils in P1, P2, P3
3. To assess the leadership practices by the school governance in our partner schools
4. To assess the effectiveness of teacher performance in our partner schools
5. To assess the district leadership participation in teach for Uganda programs.

## **3.0. Research Questions**

### **Objective 1: To assess the current academic performance of pupils in P1, P2, P3, P4, P5.**

- What is the % of P3 learners who are able to read and comprehend a simple story?
- What is the % of P3 learners that can add, subtract, divide and multiply a 3-digit number by a single digit?
- What is the % of P2 learners who can read a paragraph?
- What is the % of P2 learners who can add, subtract, divide and multiply 2-digit numbers by a single digit?
- What is the % of P1 learners who can read a short sentence?
- What is the % of P1 learners who are able to count from 1 to 10.
- Promotional results for 2017, 2018, 2019, and 2021 for P4 and P5
- Pupils performance in P.L.E by gender for 2017 and 2021.

### **Objective 2: To assess the non-academic performance of pupils in P1, P2, and P3**

- What is the % of learners who can work in a group on a common goal?
- What is the % of learners who demonstrate abilities/skills to lead others?
- What is the % of schools with a school feeding program?
- % of schools where parents contribute food or some money for school feeding

**Objective 3: To assess the leadership practices by the school governance in TFU partner schools**

- Are there teacher performance assessment tools in the school? If yes, how often is teacher performance assessed?
- How many schools have a development plan and a strategic vision?
- How many schools have planning, finance, and disciplinary committees?
- How many schools have proper financial records? How often do they account for expenses?
- Does the school have regular staff meetings? If yes, how often do they have these meetings?
- Does the school have parents' general meetings? If yes, how often do they have these meetings?
- Does the school conduct regular teacher capacity development/training? If yes, in what areas? And how often do they carry out this capacity training?
- Does the school have functional SMC and PTA structures? How often do they meet?
- Does the school have approved policies to guide its operations? If the school has guiding policies, which policies are functional

**Objective 4: To assess the effectiveness of teacher performance in TFU partner schools**

- What is the % of teachers using learning aids in their classrooms?
- What is the % of teachers using lesson plans to deliver their lessons?
- What is the % of teachers that deliver lessons to their learners 5 days a week?
- Other than money, what motivates you as a teacher?
- What % of teachers exhibit recommended classroom practices?
- What is the % of fellows that use lesson plans to deliver their lessons?
- What is the % of fellows that set clear objectives for the learners for each lesson?
- What is the % of fellows who engage all learners to understand the extent of the learners' understanding of the lesson?
- What is the % of fellows who engage in giving their learners leadership opportunities both within and outside the class?

**Objective 5: To assess the government participation in teach for Uganda interventions in Luwero District**

- What is the level of government intervention in teach for Uganda programs at the district level?
- How best can teach for Uganda have an effective implementation with the government at the district level?
- How the district has supported the child protection component.
- Does the district know the existence of teach for Uganda in the district?
- What are some of the interventions that have been implemented by TFU and the District officials?

**4.0. Suggested methodology**

The methodology to be adopted for this endline study will be defined on the basis of the consultant's proposal and the specific needs of this study, culminating in an assessment report for Teach For Uganda.

### **5.0. Tasks & Deliverables/Scope of work**

- a) Inception report
- b) Design tools for data collection and presentation for review
- c) Pretest the tools
- d) Recruit and train enumerators for the end-line data collection.
- e) Coordinate the online data collection
- f) Carry out the data cleaning and analysis
- g) Produce a draft survey report and submit it to Teach For Uganda for questions based on the findings gathered.
- h) Submit the final report
- i) Documentation (stories, photos, and observations made).

### **6.0. Suggested report format**

- a) Title page (title of assignment, author(s) of report)
- b) Table of contents
- c) Executive summary (maximum 2 pages; summarizes ToR, methodology, findings, conclusions, and recommendations)
- d) Abstract
- e) Introduction (background of study)
- f) Methodology
- g) Findings & Implications (addresses requirement from ToR)
- h) Conclusions (well supported by evidence from findings)
- i) Recommendations (realistic and clearly set out and cross-referenced to the relevant section within the main body of the text)
- j) Appendices (supplementary data: questionnaires, maps, full ToR, list of contacts/resources, etc).
- k) Dataset (excel) with raw data in soft copy. The soft copies of the report and dataset should be submitted by email to the MEAL lead Officer and Head of Programmes.

### **7.0. Administration**

- a) The consultant and all individuals involved in the study will sign the child protection policy and safeguarding policy of Teach For Uganda.
- b) The consultant and all individuals in the study will sign a non-disclosure agreement of Teach For Uganda to protect information accessed during the study by either party.
- c) The consultant will guarantee the production of a high-quality report, reviewed by both parties to their satisfaction and including recommendations.

- d) All deliverables will be completed within the agreed time as will be indicated in the consultancy agreement.
- e) The consultant will maintain constant communication and coordination via e-mail, telephone or face-to-face conversation with the MEAL team and head of programs at Teach For Uganda.
- f) It is expected that the consultant will leverage and work closely with Teach For Uganda MEAL team while conducting the end-line evaluation survey from inception up to the end.

### **8.0. Timeline and Milestones**

The evaluation is expected to start in early February 2023 for an estimated duration of 30 working days. This will include the design of survey tools, enumerator recruitment and training, pretest, data collection and entry, data cleaning, analysis, and report writing.

### **9.0. Required expertise and qualifications.**

- 5 years of experience in consultancy or project evaluations preferably in the education sector.
- At least 5 years of experience in education programming in rural or low-income communities.
- Evidence of 2 previous experiences conducting education program evaluation is an added advantage.
- Lead consultants should have a team of at least 05 research assistants with relevant experience in assessing lower primary school learners
- Consultants should have a registered entity, with a known address, contacts, and location.
- Strong analytical skills
- Excellent report writing and communication skills in English.

### **10.0. Budget**

The budget should include all expenses of the consultant(s) and professional fees related to the assignment. The payment schedule will be as follows: 50% at contract signing, 25% after submitting the draft report, and 25% upon acceptance of the final report incorporating Teach For Uganda feedback.

### **11.0. Ownership of the study**

The end-line survey findings will be owned by Teach For Uganda, and will be used for the purposes of improving the learning outcomes of learners, supporting the school leadership, and training teachers to improve classroom practice in our partner schools during the expansion process to other Districts. Distribution and use of content or materials produced during this survey shall only be done with express authorization from Teach For Uganda.

### **12.0. Application Process and Requirements**

The following are the requirements that should form part of the application for this consultancy.

1. A short letter of introduction, highlighting how background and experience address the requirements of this Scope of Work (1 page).
2. A short proposal highlighting the methodology to be used, evaluation plan and budget (2-3 pages).
3. Information on team composition - including updated curriculum vitae that clearly spell out qualifications and experience.
4. 2 Reference Letters

Interested and qualified consultant (s) or firms should email the above documents with the subject line “2023 End-line Survey-Application” by **12Pm on 23rd, January 2023** to the following email ([jobs@teachforuganda.org](mailto:jobs@teachforuganda.org)). Proposals will be reviewed on a rolling basis.

For any inquiries, please write to HR at [info@teachforuganda.org](mailto:info@teachforuganda.org) with the subject line: “2023 End-line Survey”

**Submission should include the following:**

1. Technical and financial proposals for conducting the exercise, with a clear interpretation of TOR, Team composition, description of the methodology and sampling procedures, and breakdown of Consultancy cost for the overall assignment in UGX.
2. A capability statement, including demonstrated ability to handle the assignment.
3. Updated curriculum vitae of the consultant team or firms that will undertake the work, clearly spells out qualifications and experiences aligned to the tasks.
4. Commitment that the consultant team or firm will be entirely engaged if consultancy is awarded.
5. Attach work sample (evaluation reports) from at least two recent organizations where the services of the consultant/ team or firm have been utilized