

TERMS OF REFERENCE

Evaluation of the project :

PRIMARY EDUCATION CENTRES

Ordered by :
PADEM, through Sambhali Trust

Funded by :
Abbé Pierre Foundation

Date : 26 July 2018

1. TECHNICAL INFORMATION FOR THE PROJECT

1.1 Presentation of the NGO

PADEM is an NGO based in France and Luxembourg that works in close collaboration with local actors on the improvement of living conditions for vulnerable people in 9 countries.

PADEM has a holistic approach and works on economical and social activities, improvement of life skills, education of the children, support for disabled...

1.2. Languages of the evaluation.

Languages requested for the evaluation	English (Hindi would be useful)
Languages requested for the field mission	English and Hindi
Languages requested for the report	English

1.3. Key dates of the evaluation

Starting date	
Ending date	
Final report date of submission	

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1.4. Chronogram

Activities	Working days	Place
Preparation/ Collection of the information	2	
Planning/preparation meeting	1 day	Jodhpur, Rajasthan
Evaluation in the field	8 days	3 centres in Jodhpur ; 1 centre in Setrawa village 100km west of Jodhpur (classes are pm, so planning can also take place in the morning. Allowed for overnight stay in Setrawa.
Evaluation of Sambhali Trust as an organization	2	
Analysing the information and writing the final report	Analysing information and	Consultant's place

	writing draft report – 3 days De-brief with Sambhali – 0.5 day Final report – 2 days	
	Total 18.5 days	

2. DESCRIPTION OF THE PROJECT

2.1. General information

Name of the project	Primary Education Centres
Area	Jodhpur and Setrawa, Rajasthan
Budget	59414 Euros
Starting date	January 2017
Ending date	December 2019
Objectives and expected results	<p>Objectives:</p> <p>To provide 5-12 year old children in poor communities in Jodhpur and the rural desert area of Setrawa in Western Rajasthan with primary education as preparation for full-time education at a local school. In addition to provide adolescent girls in Setrawa with a vocational training in Sewing & Embroidery as an income-generation tool.</p> <p>To create 2 centres in Jodhpur for 80 boys and girls in both centres over a period of 3 years. To fund 2 existing centres for 75 children in Setrawa for 3 years.</p> <p>Expected results:</p> <p>To make sure all children are literate and have a good foundation in Hindi, English and Arithmetic as well as general educational workshops. To enable minimum of 5 children per centre per year to attend school through the Sambhali Scholarship programme.</p>

2.2. Description of the project

Two primary education centres are opened in Jodhpur JPEC1(Shakti) and JPEC2 (Laadli) opened in March 2017. Setrawa PEC has been maintained as from 1 January 2017 and the second PEC in Setrawa, Shanti, was maintained from 1 January – 31 March 2017, when it had to close due to staffing difficulties. The funding for the Shanti Centre was then transferred to opening a new centre in Jodhpur – the Abhaya PEC which opened in May 2017. Shakti PEC moved to Rai Ka Bagh in July where it was attached to the new Jodhpur Empowerment Centre. The Laadli PEC moved together with its Empowerment Centre to the Bombar area of Jodhpur in May 2018.

The aim was to welcome 155 children in total during the first year and aim to enrol 20 children to school in the first year. By the end of the 5th Qtr (May 2018) there were 159 children in the 4 centres and additionally 25 adolescent girls undergoing Vocational Training Programme in the Setrawa Empowerment Centre.

Each centre provides a minimum of 2 hours per day Monday to Saturday with 2 tutors and 1-3 volunteers depending on availability. In June 2018 Mrs Shyama Tanwar was appointed Manager of the Primary Education Centres. She discussed the teaching methods with the tutors and provided a new structured time-table, by dividing each centre into Beginners, Medium and Advanced Groups and dividing the time equally into teaching Hindi, Arithmetic and English with one day for an educational workshop and Saturdays for varied activities.

2.4. Activities of the Project

Jodhpur

Providing classes in Hindi, Arithmetic and English within a 2 hour daily session with one educational workshop per week on a variety of topics. It was originally anticipated that the children would be divided into age-related groups – providing more play-orientated educational activities with the youngest children together with Arts & Crafts and more structured academic programme with the older children. However, it has been difficult to do this due to lack of enough volunteers in the Jodhpur centres to provide the youngest children with these classes. An evaluation was done by Padem in October 2017 which we received a report in May suggesting recommendations. We have been able to put some of these recommendations in place, but it is necessary to understand the staffing level of each class which might make some of the recommendations (whilst ideologically sound) unrealistic at present unless we have a big ‘shake-up’ of length of classes and how this fits in with the other projects that Sambhali is running.

Currently, our new Primary Education Centre manager, Shyama Tanwar, has been meeting the staff in the Jodhpur centres and they have decided a format of teaching (since June 2018) through providing Beginners, Medium and Advanced classes, rather than dividing them into age groups. We will see if this has the desired effect of a better teaching plan.

Nutritional supplements in the form of fruit is given once a week.

Setrawa

In Setrawa, where the centre has been running for a number of years, there are approximately 60 children in 2 different classes who are taught by 4 tutors together with 2 volunteers, so there is a good staff/pupil ratio. The classes are divided into 2 main classes – Peacock for children attending school where the group is split into 4 different ability levels and Butterfly for new children from poorer outlying areas who we are aiming to go to school. They work on Hygiene, Games and Hindi with this group as well as providing lots of educational workshops to all children and a lot of fun activities interspersed throughout the year.

We also have a Sewing Class for 15-20 adolescent girls/women to provide them the knowledge and skills to make garments and accessories, thereby being able to make these for themselves once they have a sewing machine at home and have the ability to produce them for others in their community therefore providing them with an income. Infact some of the new young women have got orders already from friends and neighbours even though they've only been in the Sewing Class 4 months. Pooja is teaching them both traditional and modern styles of dress.

3. OUTCOMES OF THE EVALUATION

3.1. Presentation of the context of the evaluation and the methodology

The evaluation has a formative role, which means it participates in a reformulation of the project, contributes to the improvement of the processes within the organisation and gives recommendations to solve problems that have been identified.

Its objective is to draw a picture of the situation at a point in the project. It will take into account:

- the results of activities,
- analyse the prospects for achieving the objectives and
- propose recommendations for managing the action.

The consultant is expected to conduct the following tasks:

1. Study project documentation and prepare an evaluation plan with questionnaires and/or interview guidelines
2. Collect relevant data through desk study, interviews with project team, focus group discussions with beneficiaries, checking the infrastructures.

3. Compile a comprehensive evaluation report in written form and in English.
4. Present findings and report to Sambhali Trust team in a debriefing

3.2. Objectives of the evaluation

In order to evaluate the impacts and the lessons learned from this first 18 months, the consultant shall focus his evaluation on:

- To determine the relevance of the objectives and their degree of achievement
- To analyse the effectiveness and the efficiency of the project and its activities
- To analyse the impact of the project: description of the target groups (in quantity and quality) really touched by the project and the positive (and negative) changes in their living conditions
- To analyse the sustainability of the project and give a precise answer to the question: "Will the effects of the project being continuing after the project?" What should be done to ensure the sustainability of the project?

In order to understand the best practices in terms of efficiency, the consultant is requested to study and analyse the internal organisation of Sambhali Trust as well, acting as the implementation partner of PADEM. .

The report that will be submitted will allow us to understand the success and evaluate the needs of improvement and new practices for future programs due to the observations and recommendations made by the consultant.

4. APPROACH OF THE EVALUATION MISSION

4.1 Suitable candidates should have:

- A Master's degree in a field related to child development and education.
- Extensive experience in conducting project evaluations of similar nature
- Experience in report-writing and good analytical skills;
- Experience working in India would be an asset
- Excellent spoken and writing skills in English, knowledge of Hindi would be useful
- Ability to engage with a wide range of stakeholders and obtain information in a considerate manner

4.2 Documents to be sent by the consultant

The consultants shall furnish the following documents:

A technical offer including :

- A comprehensive note of the TOR (2 pages) and presentation of the methodology. (3 pages)
- The experience and references of the consultant.
- The calendar of intervention.
- A financial offer including the global budget and the detailed prices.

4.3 Deliverables

The consultant shall deliver an evaluation report which will enlighten the good practices, evaluates the needs of improvement and the new practices for future programs due to the observations and recommendations.

5. TERMS AND CONDITIONS

1.1 Intellectual Property

Any documented results, such as reports, results of assessments and interviews with the population, or photographs taken in connection with the study, are the intellectual property of PADEM. Utilization or publishing of such will require prior written agreement by the client.

1.2 Disclaimer of liability

The Client is not liable for any cost or expense resulting from personal injury, damage, loss or prejudice incurred while conducting the consultancy. The consultant is sole responsible for ensuring personal liability insurance as appropriate. If any part of these Terms of Reference shall be or become invalid, then it shall be replaced by that valid regulation which comes closest to its meaning and intention. All other parts of these Terms of Reference shall remain valid in that case.

1.3 Termination terms

If the agreement terminated prior to the actual date of termination the consultant shall be compensated for actual amount of work performed to the satisfaction of the Client on a pro rata basis. Eventually error entries must be corrected and will form part of this TOR. There will no additional payment for surplus time.

5. Obligations of the stakeholders

This is the obligations of PADEM, Sambhali and the evaluator.

- PADEM is responsible for the funding of this evaluation
- Sambhali will provide all information required to the evaluator
- The evaluator will respect the requirements and calendar of the assignment

7. Financial proposal

Payment will be made only when the final report is written and has been agreed by Sambhali Trust that it is satisfactory.