Terms of Reference for Endline External Evaluation

Supporting Adolescent Girls' Education (SAGE)

Project Title	Supporting Adolescent Girls' Education (SAGE)
Funding Agent	Foreign, Commonwealth and Development Office (FCDO)
Lead partner	Plan International UK
Implementing partners	Plan International Zimbabwe (PIZ), the Open University (OU), Christian Blind Mission (CBM) UK, the Apostolic Women's Empowerment Trust (AWET) and ECONET
Type of exercise	Endline Evaluation
Target & Location	Hatcliffe, Harare South, Epworth, Khami, Mutoko, Reigate, Bulilima, Chimanimani, Imbizo, Mutasa, Mutare Rural districts, Zimbabwe
Contract Period	August 2022 (inception) – March 2023 (final report)

Plan International UK is seeking proposals from relevant parties to take on the role of External Evaluator for the Endline Evaluation of the Supporting Adolescent Girls' Education (SAGE) programme in Zimbabwe, in line with the below Terms of Reference.

1. Background to Girls' Education Challenge (GEC)

- The Girls' Education Challenge (GEC) was launched by the UK's then Department for International Development in 2012 as a 12-year year commitment to reach the most marginalised girls in the world and is the largest global fund dedicated to girls' education. The UK is committed to ensuring millions of girls in some of the poorest countries, including girls who have disabilities or are at risk of being left behind, receive a quality education.
- The first phase of the GEC (2012 - 2017) directly provided quality education for over a million marginalised girls. The GEC is now in its second phase (2017-2025), with up to 41 projects in 17 countries. The second phase is enabling existing GEC beneficiary girls to complete primary school, transition to secondary education, and progress on to technical vocational training or employment. Within the second phase, a second cohort of girls are also being supported through the Leave No Girl Behind funding window, which consists of interventions for highly marginalised, adolescent girls who are out of school - either because they have never attended school or have dropped out without gaining a basic education.[1]
- Globally 31 million primary age girls have never been to school[2]. The majority of these girls come from the poorest and most marginalised communities in the most disadvantaged locations, ethnic groups etc.[3] Over the last 20 years primary enrolments for girls have

[1] https://girlseducationchallenge.org/#/
[2] United Nations, 2015. *The World's Women 2015: Trends and Statistics*. New York: United Nations, Department of Economic and Social Affairs, Statistics Division. Sales No. E.15.XVII.8.
[3] Idem

improved along with boys but completion rates are equally low for both sexes. At the secondary level the differences between boys' and girls' participation rates really start to show. Significant disparities exist within countries, with the poorest girls from rural areas most severely subject to educational disadvantage - even at the primary level[4].

- The GEC is helping the world's poorest girls improve their lives through education and supporting better ways of getting girls in school and ensuring they receive a quality of education to transform their future.
- The GEC comprises a diverse set of projects that aim to promote sustainable approaches to learning and transition for marginalised girls, in a wide range of countries and contexts. It is one of the most significant sources of data and expertise in girls' education in a single programme globally and offers significant opportunities for understanding what works and how to structure and design education projects for marginalised girls in the most challenging and poorest countries.
- The Girls' Education Challenge is managed on behalf of the UK's Foreign, Commonwealth and Development Office (FCDO) by PwC and Cambridge Education, in alliance with Social Development Direct, Nathan Associates and Shan Globe and is collectively referred to as the Fund Manager (FM). The FM manages the relationships with the selected projects and provides guidance to support their Monitoring, Evaluation, and Learning operations.
- Plan International UK is the lead organisation for this GEC project, Supporting Adolescent Girls' Education (SAGE). Plan International UK strive to advance children's rights and equality for girls all over the world. As an independent development and humanitarian organisation, we work alongside children, young people, our supporters and partners to tackle the root causes of the challenges facing girls and all vulnerable children. We support children's rights from birth until they reach adulthood and enable children to prepare for and respond to crises and adversity. We drive changes in practice and policy at local, national and global levels using our reach, experience and knowledge. For over 80 years, we have been building powerful partnerships for children, and we are active in over 75 countries.

2. Background to SAGE

The Girls' Education Challenge (GEC), now led by the Foreign, Commonwealth and Development Office (FCDO), has been the leading global fund dedicated to girls' education since 2012[5], supporting over 40 projects in 17 countries. As part of its second phase, a second cohort of girls have been supported through its Leave No Girl Behind (LNGB) funding window, with a focus on the most educationally marginalised girls.

The Supporting Adolescent Girls' Education (SAGE) programme as funded through the LNGB window is a five-year programme which commenced in August 2018 and will close in July 2023. SAGE aims to achieve improved learning outcomes and assist transition into formal education, training or employment for 13,200 highly marginalised, out-of-school adolescent girls in 11 districts across Zimbabwe. As a gender transformative education programme, SAGE seeks to work at multiple levels to promote and improve education for girls by tackling the root causes of gendered social and economic barriers and to create an enabling environment for transforming unequal gender norms[6].

The programme, led by Plan International UK, is implemented through a consortium of faith-based, academic and private sector partners which include Plan International Zimbabwe (PIZ), the Open University (OU), Christian Blind Mission (CBM) UK, the Apostolic Women's Empowerment Trust (AWET) and ECONET.[7] The programme is implemented under the oversight of the Ministry of Primary and Secondary Education (MoPSE) and seeks to operationalise their Non-Formal Education (NFE)

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[4] Idem
[5] Launched by the legacy Department for International Development (DFID)
[6] Guidance Note: Gender Transformative Education and Programme: Plan International (2021)
[7] Zimbabwe's largest provider of telecommunications services and a leading telecommunications, media, and technology company

Policy[8] which promotes alternative pathways to increasing access to quality education for marginalised learners.

SAGE focuses on providing high-quality, accelerated, non-formal education across 88 accessible and girl-friendly Community-Based Learning Hubs (CBLHs, commonly referred to as Hubs). SAGE aims to deliver sustainable and transformative change through skills training, engagement with civil society and government stakeholders, and the mobilisation of parents, boys and the wider community to adopt more positive gender attitudes to support and protect girls and their education. As part of a community-driven approach, services are based from CBLHs, which are aligned to a local school and supported by a Hub Development Committee (HDC) which leads the selection of hub sites, identification of volunteers and wider community mobilisation. Staff from Plan International, CBM and AWET provide in-country technical and operational leadership and maintain monitoring, evaluation, research and learning (MERL) and financial standards. Services are directly provided by a network of over 500 incentivised community volunteers in roles spanning Community Educators (CEs), Learning Assistants (LAs), Non-Formal Education (NFE) mentors, Champions of Girls' Education (CoGE) facilitators and Mastercrafts persons.

SAGE's learning programme is centred around all girl learners attending six hours of session per week, consisting of four hours of the accelerated teaching and learning (ATL) sessions which cover numeracy and literacy and two hours of CoGE sessions. For boys, their focus in SAGE is promoting gender equality and girls' rights. Therefore, they do not attend ATL sessions but undertake two hours of CoGE sessions per week. In CoGE, using a gender-synchronized programme, boys and girls work through most of the modules in their curricula separately, but covering similar topics. They then come together for four sessions to dialogue on gender issues and other topics.

In response to the COVID-19 pandemic, SAGE undertook a needs assessment to: understand the needs at girl-, community- and volunteer-levels as well as access to technology; coordinate with key stakeholders including the Education Cluster; review secondary data and identify how to pivot services with appropriate adaptations that could flex to a new operational model which anticipated phased re-openings of hubs/schools but recurrent periods of lockdowns on a national and district basis. These findings guided the development and implementation of adapted activities as outlined in SAGE's Immediate Response Plan (May-August 2020) and the subsequent Medium-Term Response Plan (MTRP) implemented in Year 3 between August 2020 to July 2021.

3. Theory of Change

Girls in Zimbabwe face a multitude of barriers to access an inclusive, quality education. SAGE's Theory of Change[9] (ToC) assumes that reducing barriers at the household, learning-space, community and system-levels will improve girls' access to high-quality education and skills acquisition, improve their confidence to learn, identify and proceed into positive transition pathways, as well as creating sustainable supportive and enabling environments at the community, district, and national-level.

SAGE's three overarching final outcomes are as follows:

1. Highly marginalised adolescent girls have significantly improved learning outcomes

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[8] MoPSE (2015) The National Non-Formal Education Policy For Zimbabwe: Promoting Alternative Pathways To Increase Access To Quality Education In Zimbabwe.

[9] As per the revised Theory of Change as provided to the Fund Manager in August 2021

2. Highly marginalised adolescent girls have transitioned through key stages of education, training or employment
3. The programme can demonstrate that the changes it has brought about (which increase learning and transition through education cycles) are sustainable

These are underpinned by five intermediate outcomes, with the programme working on the basis that:
1. Highly marginalised adolescent girls regularly attend high-quality, accelerated learning sessions
2. Highly marginalised adolescent girls have increased self-efficacy and life skills
3. Highly marginalised adolescent girls have improved levels of market relevant livelihood skills
4. Communities demonstrate more positive gender attitudes and actively support and protect girls
5. Strong and active partnerships with MoPSE officials and other civil society actors actively advocate for more inclusive, gender-responsive education policies

These final and intermediate outcomes are supported by six outputs with the accompanying key interventions which seek to remove these barriers:

    i)   Out-of-school (OOS) adolescent girls are able to access high-quality accelerated learning programmes
    ii)   Community Educators & formal sector Non-Formal Education (NFE) mentors are trained and supported to employ inclusive, gender-responsive teaching strategies
    iii)   Adolescent girls and boys are supported to learn about and discuss life skills and their SRHR
    iv)   Adolescent girls and their families are supported to participate in skills development opportunities
    v)   Adolescent and adult champions of gender equality engage others in their communities in dialogue on girls' rights
    vi)   Programme evidence and learning - including girls' own voices and experiences - are shared with key stakeholders at district and national level.

Please see Annex 1 for the current logframe, and Annex 2 for the revised Theory of Change.

4. Programme approach in more detail

SAGE's original interventions encompass the following:

Accelerated Teaching and Learning (ATL) approach: Providing out-of-school girls with high-quality, accelerated learning in 88 Community Based Learning Hubs and eliminating barriers to education through free, accessible, inclusive and flexible learning opportunities. SAGE's teaching and learning model and materials are publicly available here: https://www.open.edu/openlearncreate/course/view.php?id=6892

Continuous Professional Development (CPD) of Community Volunteers: Supporting community educators to enhance their capacity to deliver inclusive, gender-responsive pedagogies, through a range of methods including creating mentoring linkages with the support of District-level education officials, virtual and in-person trainings and establishing reflective Communities of Effective Practice.

Champions of Girls' Education (CoGE) sessions: Supporting adolescent girls and boys to improve their self-esteem and life skills through Plan International's Champions of Change Model and the exploration of issues such as Sexual and Reproductive Health and Rights (SRHR), gender rights and economic empowerment.

Integrated Skills Outreach Programme (ISOP): Improving access to skills training through an integrated skills outreach programme whereby girls are mentored and trained by local mastercraft people in a community-based vocational training programme to increase livelihood opportunities for the girls and their families.

Men's clubs and intergenerational dialogues: Working with communities including men, boys and local leaders to adopt more positive gender attitudes and mobilize them to support and protect girls including those with disabilities through intergenerational dialogue and champions of positive masculinity.

In response to the onset of the COVID-19 pandemic, the SAGE programme prioritised the following three areas: keeping girls safe; continuing to support girls in their learning journey; and monitoring their safety and learning. These formed the basis of the following adaptations which were incorporated into SAGE's Immediate and Medium-Term Response Plans and started from April 2020.

Continuation of learning and life skills support through expanding learning pathways: In Year 3, the SAGE programme successfully expanded access to learning beyond being held at only static hubs to a fully operationalised multi-modality model which enabled girls to be reached through four learning support pathways. These pathways were:

- Door-to-Door
- By telephone
- In community-based small groups
- Hub-based learning (original mode)
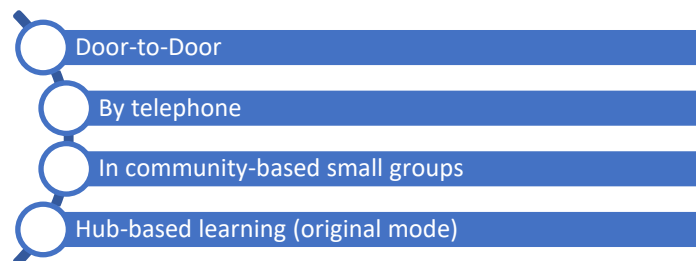
This flexible and innovative approach to distance learning enabled a more bespoke and individualised approach, with certain modes prioritised for specific sub-groups of girls and their unique needs. For example, for girls that were less likely to be able to learn on their own due to having young children, living with a disability or not having access to a phone, support via small group and door-to-door contact was prioritised. Furthermore, services were more resilient to changes in the operating context, with services maintained through the provision of SAGE's existing literacy and numeracy support and life skills, with boys and girls receiving additional risk awareness messaging to strengthen access to health, wellbeing and safeguarding information.

Continuation of services during the pandemic and beyond has required significant and ongoing efforts ranging from community mobilisation to the adjusting of teaching and learning materials for both the ATL component and CoGE, as well as capacity building to aid volunteers to deliver sessions which rapidly shifted to being delivered remotely. For example, in the ATL component, the programme developed learning cards that established the key learning objectives from each unit/module that would enable the girls to complete the module's assessment. The learning cards were designed around telephone learning activities and small group learning and were also differentiated for three levels of achievement. The consortium has also recognised the iterative nature of service delivery and the need to adjust interventions as the reality of accessing girls in a cyclical pattern of no, partial or full lockdown measures became apparent. Recent adaptions have focused on developing audio versions of sessions for use in radios, so that girls who have been repeatedly unable to utilise phone support in times of full lockdown, can continue with home-based learning.

Strengthening access to safety and protection services: One of the most significant impacts of COVID-19 has been the weakening of accessibility of safety and protection services. The SAGE Girls' survey conducted in May 2020 noted that 78% of girls said there were no support services available in

their communities. Within this result, 100% of girls from ethnic minority groups, 89% of internally displaced girls and 84% of girls with disabilities noted having challenges in accessing safety and protection services. In response to the gaps identified, the programme committed to building the capacity of community-based Child Protection Committees (CPCs) linking them to the Department of Social Development at district level. SAGE, in its safeguarding activities, also implemented direct awareness-raising activities to girls, focusing on signposting services as captured in routinely updated service mapping which encompasses services for SRHR, GBV and Mental Health and Psychosocial Support (MPHSS). This information is disseminated to volunteers to facilitate referral pathways, with the aim of increasing reporting of cases. SAGE's own safeguarding protocols were reviewed with the development and rollout to staff and volunteers of new Standard Operating Procedures (SOPs) focused on best practice when maintaining contact with programme participants, particularly with the expansion of phone-based contact.

Expanding CoGE support services to include psychosocial support (PSS): The programme invested in strengthening volunteers' capacity to integrate MHPSS into CoGE sessions to aid girls and boys to develop positive coping mechanisms. This integration was implemented with support from REPSSI, a consulting organisation engaged to build staff and volunteers' capacity on Psychological First Aid (PFA) training and to aid the integration of PSS activities into existing modules. This would enable volunteers to be better equipped to recognise PSS needs and hence refer to local specialised services for further support. Girls and boys also received wellbeing checks from volunteers, monthly SMS's with messaging related to safeguarding and well-being.

Expansion of Continuous Professional Development through embracing low-cost technology: COVID-19-induced closures meant the programme could not continue to provide face-to-face delivery of its continued professional development trainings to volunteers. However, the programme showed its agility in responding to the new contextual realities by adapting to use low-cost *WhatsApp* technology as a platform to maintain contact with volunteers and to deliver continued professional development training. Through continued reflection on the use of the technology and feedback from volunteers, the programme modified its approach on *WhatsApp* usage by making it more volunteer- and practice-driven. The modified approach allowed an integration of offline tasks, which volunteers would practise before the actual remote *WhatsApp* training. Through this approach, volunteers have been able to receive trainings, which included: disability support, progress assessments, screening assessments, Psychological First Aid training, supporting virtual reflective conversation and learning differentiation.

With the shift in the operational model due to recurrent lockdowns, the programme has now evolved to a hybrid model whereby monthly trainings alternate between being delivered virtually and face-to-face.

Strengthening of community-based structures: The consortium quickly recognised that its greatest asset, at a time of restricted movement, was its pre-existing and extensive community-based volunteer network, as well as its strong relationships with wider community stakeholders and groups such as Hub Development Committees, parents, religious leaders, and Child Protection Committees (CPCs). Therefore, adaptions focused on mobilising parents and caregivers to support different learning modalities, the recruitment of 65 new volunteers to support the rollout of the multiple learning pathway model, and the provision of PPE and additional airtime to volunteers and strengthening of community referral pathways for safeguarding, protection and PSS services.

The Endline Evaluation will be expected to assess how these interventions have contributed to the SAGE programme's outcomes and intermediate outcomes.

5. Programme beneficiaries and sub-groups

SAGE aims to reach the most educationally marginalised girls who have been unable to attend or sustain their attendance in formal schools to successfully acquire foundational literacy and numeracy skills at the proficiency level of Grade 5.

The SAGE programme has identified seven sub-groups to specifically target support for and tailor its interventions in line with their needs, as well as to focus monitoring, evaluation and learning activities. These sub-groups were identified based on key axes of vulnerability and characteristics that intersect to compound the educational marginalisation of girls in Zimbabwe. These are: gender, age, marital status, school experience, disability, religion, ethnicity and level of poverty/socio-economic status. Therefore, the seven sub-groups included and supported by SAGE are in the following table, along with their accompanying total enrolled numbers at our most recent reporting time and the proportion of each sub-group within the overall cohort. Please note, girls can hold multiple characteristics e.g. be a young mother, with a disability and from an Apostolic community, so individual girls should be reported across multiple fields when analysis is presented.

Table 1 – Sub-groups and proportion of girls enrolled

Total number of girls enrolled				July 2022	Baseline (Aug/Sept 2019)
				12,647	4,075
No.	Characteristic	Sub-group	Definition	Number/% of girls from this subgroup enrolled at June 2022	Number/% of girls enrolled at baseline evaluation point
1	Marital status Age	**Young mothers / expectant**	Girls who are pregnant or have at least one child	4,876/39%	921/23%
2	School experience	**Girls who have never been to school**	Girls who have no formal school experience	609/5%	1,546/37%
3	Religion	**Girls from the Apostolic community**	Girls who belong to an Apostolic family / community or identify as Apostolic	7,718/61%	1,351/33%
4	Ability	**Girls living with disabilities**	Girls who are living with at least one disability	685/5%[10]	54/1.3%[11]
5	Ethnicity	**Girls from ethnic minorities**	Girls who are from the Kalanga and San ethnic groups	594/5%	Not available[12]

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[10] Girls with disabilities have been identified using the Washington Group questions with support from CBM.

[11] This figure was based on the programme's internal mapping exercise at baseline across the entire SAGE cohort, during which there may have been inconsistent application of the Washington Group questions on disability. The external evaluator identified that a much higher proportion of girls within the treatment sample at baseline had a disability – 123 out of 416 girls in the sample (29.57%).

[12] This data was not collected at Baseline

6	Marital status Age	**Married girls**	Girls who are currently married	4,235/34%	805/19.7%
7	Level of poverty / socio-economic status	**Girls engaged in labour**	Girls who are engaged in income generating or subsistence activities to support their families	12,305/97%	Not available[13]

SAGE programme participants enter and receive learning interventions as part of a cohort model. Theoretically, the Accelerated Teaching and Learning (ATL) programme offers each girl two years of learning consisting of 6 modules. The first year of learning covers modules 1a to 1c and the second year covers modules 2a to 2c. This comes with the caveat that not all girls will have two years' exposure to the ATL programme because they may enter SAGE with an existing learning level that is higher than the curriculum included in module 1a. Additionally, girls who are enrolled later in the programme may not complete the two years before SAGE closes in July 2023. For these girls, the programme's aim is that they will continue to learn using the SAGE approach under the oversight of MoPSE and communities post-programme closure.

With a staggered launch approach, Cohort 1 was the first cohort to be enrolled in seven districts and Cohort 2 in a further four districts, starting May 2019 and January 2020 respectively.[14] Since November 2020, an additional four cohorts have joined as the challenge of enrolling marginalised girls necessitated the shift towards a rolling enrolment approach instead of defined enrolment dates. Therefore, girls' exposure length to SAGE's interventions will vary. Please see below for a breakdown of the cohort enrolment numbers and dates.

Cohort Number	Number of districts	Entry Date	Number of girls enrolled in this cohort	Will be included in quant Endline sample
1a	7	May 2019 - Dec 2019	2,713	Yes
1b	7	Dec 2020-Jan 2021	1,743	Yes
2	4	Jan 2020 - Oct 2020	2,285	Yes
3	11	Nov 2020 to Jan 2021	849	Yes
4	11	Feb 2021 to July 2021	1,996	To be agreed during inception
5	11	Aug 2021 to Oct 2021	1,324	No
6	11	Nov 2021 to Jan 2022	1,386	No
7	11	Feb 2022 to Jul 2022	351	No
Total	**11**	**May 2019-Jul 2022**	**12,647**	

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[13] This data was not collected at Baseline
[14] Cohort 1 is split into Cohorts 1a and 1b. Due to the programme's strategy of rolling enrolment, it was decided that girls in Cohort 1b should join the existing Cohort 1, who were commencing module 2a.

Although the SAGE learning intervention is intended to take two years, this has been altered, given recurrent lockdown measures throughout 2020-2022, with the first round of exits/graduations of girls and young women in Cohort 1 taking place in May 2022.

The design and implementation of the Endline evaluation must take into account and abide by Plan International's Child-Centred Community Development Standards (Annex 4). This means, for example, ensuring girls and young women are at the centre of the research, that principles of gender equality, inclusion (particularly around disabilities) and non-discrimination are considered and acted upon throughout, and that meaningful participation of girls/young women and other key stakeholders is promoted throughout the programme. Furthermore, the evaluation is required to be conducted in line with Plan International's Safeguarding Children and Young People Policy and internal guidelines on child protection and ethical standards in monitoring, evaluation and learning.

6. SAGE Learning Progress Assessment approach

Drawing on technical leadership provided by the OU, and to help Community Educators understand the learning needs of the girls in their hubs, the SAGE programme developed a learning progress assessment model which is seen as 'assessment for learning'. The rationale for this is based on a consideration of the SAGE girls' backgrounds, ages and circumstances, their potential prior learning experiences (both formal and informal), the purpose of the SAGE programme and the experience of SAGE hub volunteers in carrying out assessments. Please see the SAGE Assessment Strategy, available in Annex 5, for a more detailed explanation of the SAGE learning progress assessment approach.

Based on an understanding of the diverse profile of the SAGE cohort, and the intersectional barriers that SAGE girls face, the SAGE team felt that EGRA and EGMA could not adequately capture different forms of achievement beyond purely academic outcomes, and that the SAGE assessments needed to capture additional elements of a girl's learning that would demonstrate all that she could achieve. The SAGE team also considered that administering formal tests, which did not contribute directly to their learning, to SAGE girls would not be ethical or appropriate given the disruption to girls' lives and learning caused by the COVID-19 pandemic.

The GEC Fund Manager has confirmed that the SAGE Learning Progress Assessment model is a robust and rigorous alternative to the traditional EGRA/EGMA assessments of learning and can be used to measure SAGE's progress against the learning outcome (Outcome 1) at endline.

Assessment process:

Assessment *for* learning is embedded throughout the SAGE ATL programme and ongoing assessment is considered part of, rather than separate from learning. Community Educators routinely use Progress Books to capture each girl's individual progress in an ongoing formative assessment process. This process of 'formative assessment' enables CEs to differentiate tasks for learners, so that tasks are accessible to all, but with scope to challenge. It is considered that CEs will be more confident in recording girls' learning in their Progress Books and, as such, they will become more experienced in completing the summative Learning Progress Assessments than external enumerators brought in specifically to assess the girls.

Assessment *of* learning (usually a 'summative assessment') takes place at the end of specific blocks of learning. It tells Community Educators, district staff and the wider team how well girls have learned in the three different subject areas (literacy, numeracy and English). To ensure reliability, the assessments provide a commentary for the CEs to follow, as well as guidance for what they should look out for in a

girl's response when allocating a score. Each of the four assessments are also accompanied by a training package of support.

There are four different types of assessment within the SAGE Learning Progress Assessment model, designed to track girls' learning levels as they progress through the SAGE ATL programme, and to support CEs to identify strengths and areas for improvement. These four assessments are as follows:

1. Screening tool

Prior to joining SAGE, a screening tool is used to determine a girl's eligibility to join the SAGE programme. Girls are eligible to join SAGE if they have never been to school or have dropped out of school and have learning levels equivalent to, or below, Grade 5 of formal schooling in one or both literacy and numeracy.

2. Initial Progress Assessment (IPA)

Once a girl is deemed eligible to join SAGE, an Initial Progress Assessment (IPA) takes place on her point of entry to the hub. The IPA takes place within two to five weeks of a girl joining the SAGE programme and is carried out by the CEs, who are known to the girls. The IPA is framed as a starting point of both the girl's actual learning level and the Community Educator's knowledge of the girl.

3. Mid Progress Assessment (MPA)

The Mid Progress Assessments are administered to girls midway through their SAGE learning journey by CEs, after the completion of module 1c (equivalent to the end of Year 1 of the ATL programme, although based on the screening tool and their existing learning levels not all girls necessarily start SAGE at the first module, module 1a). These are designed to provide a snapshot of a girl's progress midway through the programme and support the Community Educators to respond to each girl's learning needs. These assessments were also used in the midline evaluation as a way of indicating the progress of the girls as a whole (though the progress was not assessed at an individual girl level.

4. End Progress Assessment (EPA)

The End Progress Assessments take place when a girl completes the SAGE programme, at the end of module 2c (Year 2). The IPA and MPA are both designed to work independently and build on the previous assessment. The EPA is designed as a test-retest to capture the progress by girl from the initial data point to end point, as the girl graduates from SAGE.

Assessment scoring:

As a girl completes the sub-tasks within the assessments, the CE records her progress. Within each assessment, a girl can score within a range or 'colour band', each of which corresponds to grades within the formal school system. The use of overlapping colour coding allows for a 'best fit' within and across the subtasks and means that girls can be referred to as working within a particular colour band, rather than being reduced to a single absolute score. The colour bands (and their equivalents within the formal school system grades) are outlined in the SAGE Assessment Strategy (Annex 5).

Cohorts and assessment timeframes:

At the Endline Evaluation point, SAGE expects to have multiple data points for girls in Cohort 1 (MPA/IPA and EPA) and Cohort 2 (IPA, MPA and EPA). Girls in later cohorts are unlikely to undertake their EPA until 2023, after the analysis for the Endline Evaluation has been completed. SAGE therefore expects the assessment of the learning outcome (Outcome 1) to involve data from girls in cohorts 1 and 2, with the exact design of the endline learning sample to be agreed once the Endline Evaluator is appointed.

7. Purpose/objectives of the evaluation

The SAGE programme is seeking an independent External Evaluator to collaborate with the SAGE consortium to deliver a mixed-methods, gender-sensitive endline evaluation of the programme that is inclusive of persons with disabilities. The Evaluation Team will act as a thought partner to the consortium, alongside providing an external evaluation function to ensure the findings are independent, rigorous and robust.

At endline, the SAGE consortium intends to adopt a hybrid approach in which the External Evaluator leads on certain elements of the process and overall write-up, providing technical expertise and ensuring externality of the findings (and thus meeting FCDO requirements). The evaluation will make extensive use of SAGE monitoring data, including Learning Progress Assessments, data on transition, and qualitative data and analysis undertaken by the SAGE consortium, ensuring that the evaluation benefits from the contextual knowledge and expertise held within the programme.

The evaluation should explore both intended and unintended outcomes in relation to the current cohort of girls and young women, including those with disabilities, as well as the impact of the programme on other key stakeholders. The evaluation should identify key learning to inform future policy and programming, specifically focusing on Non-Formal Education programmes and what works to support out-of-school girls. The evaluation should also recognise the impact of hub closures on educational development, physical, social and emotional safety and wellbeing and the approach the programme has taken to mitigate the impact of the COVID-19 pandemic on the beneficiaries.

The objectives of the evaluation are:

- To provide a robust measurement of the programme's results against the intended intermediate outcomes and outcomes, in particular learning and transition
- To conduct a mixed-methods, inclusive and gender-sensitive evaluation that prioritises the safeguarding of all stakeholders
- To understand the drivers, enablers and barriers to the learning and successful transition of marginalised girls and specific sub-groups targeted by the programme
- To understand the impact of COVID-19, and particularly learning hub closures, on marginalised girls' outcomes and specific sub-groups
- To understand how and how well the programme adapted its design and implementation of activities in light of COVID-19, and particularly learning hub closures, and the degree to which these activities achieved their desired effects
- To understand how and how well the programme included and supported marginalised/vulnerable groups from the seven SAGE sub-groups (specifically, capture changes in safeguarding, inclusion and gender-sensitive practices), and how it has contributed to increasing equality and equity between boys and girls, men and women
- To describe and assess the lasting impact that the programme has had, and will have (or can reasonably be expected to have), at the level of individuals, households, communities and the education system
- To draw lessons from the process, design, implementation, successes and failures of the programme and support with the dissemination of evaluation findings and lessons from the programme

The findings from the evaluation will primarily be used:

- by the programme management team, consortium partners and stakeholders to understand the impact of the programme during its lifetime;
- by the programme management team to leverage additional resources from existing and new partners and stakeholders to scale-up and sustain the activities/benefits delivered by the programme;
- by the community, partners and the Government of Zimbabwe to inform their own support to educationally marginalised girls and women and to support systemic change;

- to share learning and recommendations with the communities, hubs and beneficiaries with which the programme works and ensure meaningful accountability to these stakeholder groups;
- to demonstrate accountability for the funding received to FCDO, other UK Government Departments, other donors who have supported SAGE, UK taxpayers;
- by the Fund Manager to feed into and identify insights in order to inform programme level questions; and
- by other donors, academic institutions and education networks to inform the wider policy debates concerning the education and successful transition of marginalised girls.

The quality of all work undertaken as part of this assignment will be assessed against the Bond Evidence Principles and Checklist (Annex 6), and all aspects of the evaluation will be expected to meet at least a 'Good' standard of evidence, according to the definitions stated. The Evaluation Team will be expected to demonstrate how they intend to incorporate these principles to the required standard throughout the Endline process, from inception to analysis and final reporting.

Please note that the General Elections scheduled to take place in 2023 preclude the possibility of any face-to-face data collection involving communities in 2023, due to the risks posed to both participants and data collectors as a result of potential political unrest. Therefore, all in-person quantitative and qualitative data collection required for the endline evaluation needs to take place before December 2022.

8. Evaluation questions

The evaluation should include findings and recommendations based on the OECD DAC evaluation criteria[15] listed below. The evaluation questions presented here have been set collaboratively by the programme and the GEC Fund Manager; additionally, as part of the endline evaluation inception phase, SAGE will work with the EE to develop up to five programme-specific evaluation questions to be explored through the endline. Within the questions below, references to girls and young women with disabilities are inclusive of all seven SAGE sub-groups. Therefore, the evaluator is required to evaluate the experiences, and present findings, in relation to the defined priority sub-groups within the programme.

Evaluation criteria	Main evaluation questions and sub-questions
Relevance	- To what extent were the objectives and design of the programme, including the underlying theory of change, valid and did they respond to the needs, priorities and policies of intended beneficiaries, communities, and the country? - To what extent did they remain responsive to the needs, priorities and policies of these groups when circumstances changed?
Coherence	- To what extent was the programme consistent with and complementary to other interventions and policies? Where relevant, to what extent did the programme adapt to changes in the policy environment?
Efficiency	- Was the programme managed efficiently? To what extent did the programme adopt and apply 'adaptive management' practices?

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[15] http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

Effectiveness	• To what extent were the objectives and intended results of the programme achieved, including differential results across sub-groups? • What were the major factors influencing the achievement or non-achievement of the objectives and intended results (with specific reference to learning, transition and sustainability)?
Impact	• To what extent did the programme generate, or contribute to the generation of, significant higher-level effects (social, environmental and economic), whether positive or negative, intended or unintended?
Sustainability[16]	• To what extent will the net benefits (whether financial, economic, social and/or environmental) of the programme continue? • To what extent was the project successful in building sustainability within the enabling environment for change at the girl, family, community, and system levels? • What were the major factors which influenced the achievement or non-achievement of sustainability?
Value for Money	• VfM – Did the programmme demonstrate a good value for money approach?

Bidders are invited to review the Fund Manager's revised evaluation principles in Annex 7 to support them in developing their proposals.

9. Scope of work, methodology and approach

Overview of scope of work:

Whilst there are elements of the evaluation which will be contributed by the SAGE consortium within the hybrid approach, the External Evaluator will be required to lead on the following aspects of the endline. Additional information on each of these points is included in subsequent sections:

- Overall drafting of the endline report, including methodology, sampling and synthesis of qualitative and quantitative findings;
- Statistical analysis of Learning Progress Assessment datasets for girls in Cohorts 1 and 2, with support provided by the consortium to contextualise the model and interpret the results;
- To provide a quality assurance function in relation to the Learning Progress Assessment data by monitoring the recording and collection of End Progress Assessments with a sample of girls in Cohort 2. This will involve visiting a sample of SAGE hubs (out of a total 88) in late 2022 to monitor the process of EPA data collection;
- Quantitative data collection using Girls' and Household surveys with a representative sample of girls to measure progress against outcomes and intermediate outcomes since baseline;
- To evaluate the sustainability of the SAGE programme with reference to SAGE's sustainability plan;

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[16] Sustainability in the GEC is about delivering and enabling long lasting girls' empowerment through education, for current and future generations, by working with girls, families, communities, schools and systems. For each project, sustainable change and impact should be embedded in the Theory of Change. Sustainability can be built at the individual girl level, and also within the enabling environment for change, including at community, family, school and system levels.

- To conduct a Value for Money analysis in line with the Fund Manager's VfM guidance (see Annex 8). The External Evaluator will be expected to work with the SAGE consortium during the inception phase to define the focus and scope of the VfM analysis;
- To undertake a review of qualitative data analysis provided by the SAGE programme, including outcome mapping and case studies;
- To conduct qualitative data collection with a range of stakeholders, as agreed with the SAGE consortium;
- To integrate qualitative data analysis provided by the SAGE consortium into the endline report, and to quality assure any qualitative data analysis conducted by the SAGE consortium.

Bidders are invited to outline how their proposed methodology will measure the core outcomes of Learning, Transition and Sustainability, how they will integrate quantitative and qualitative data analysis and how they will ensure the meaningful inclusion of a range of stakeholders, placing girls and young women at the centre.

Background:

The SAGE programme's original evaluation strategy centred on four external evaluator-led evaluations to be conducted at the baseline, two midline and final endline points. The baseline evaluation employed a mixed-methods, longitudinal, cross-over design. Quantitative data were collected from 35 hubs from Cohort 1, serving as a treatment cohort, and from 12 communities in Cohort 2, serving as a comparison cohort. A total sample of 720 girls were surveyed (458 in the treatment sample and 262 in the comparison sample), with the final report approved by the Fund Manager in May 2020. Please see the report at: https://girlseducationchallenge.org/media/swvdgiu0/sage-lngb-baseline-evaluation.pdf and Annex 3. Between 2019-20, SAGE's evaluation strategy evolved due to the impact of the severe economic crisis in Zimbabwe which prompted a significant programme redesign. As a result, it was agreed to move to a simple pre-post evaluation model with no comparison cohort and a reduction from four to three evaluations following a shortening in programme duration. **The endline evaluation will not be expected to employ a difference-in-difference approach or to involve the use of a comparison cohort.**

As planning for the Midline Evaluation began in early 2020, following the onset of the COVID-19 pandemic in March 2020, it was agreed with the Fund Manager that it would not be 'wholly ethical, meaningful or represent good value for money to continue with the Midline Evaluation for this cohort'. This decision was reached in light of the challenging context in Zimbabwe and extensive lockdown measures which restricted access to programme participants, and the impact of COVID-19 on the cohorts' exposure to the learning intervention.

In consultation with the Fund Manager, it was agreed that the midline evaluation funds would be utilised internally by the SAGE consortium. This activity would focus on: enhancing and strengthening the qualitative monitoring and analysis undertaken by the consortium; embedding the Learning Progress Assessment approach and strengthening the consortium's capacity to analyse and utilise Learning Progress Assessment data; and commissioning an external consultant to undertake a research study focusing on girls' attendance and retention.

The overall approach to the alternative midline process and the findings derived from it can be found in the SAGE Midline Alternative report in Annex 9. For the learning outcome, at the midline point the SAGE consortium analysed a cross-sectional Learning Progress Assessment dataset for a sample of girls in cohorts 1 and 2, but did not undertake a longitudinal analysis as these data were not available.

At endline, the External Evaluator will be expected to conduct a longitudinal analysis of multiple learning data points at an individual girl-level in order to measure changes in girls' learning over time and assess the effectiveness of the SAGE teaching and learning approach, using SAGE Learning Progress Assessment data. This is outlined in more detail in the section below.

Other than the Learning Progress Assessment data, the majority of the data analysed and reported on as part of the alternative midline process was qualitative, and it was not within the scope of the midline process to report against every logframe indicator. At endline, for indicators for which no quantitative data was collected at midline, the External Evaluator will be expect to collect data comparable to that which was collected at baseline and measure change from baseline to endline. It should also be noted that some indicators were revised or added to the logframe as part of a logframe revision process in 2021, so were not measured at baseline.

The table below indicates which indicators were measured quantitatively at baseline and midline, using which tools, and how they are expected to be measured quantitatively at endline:

Outcome/Intermediate Outcome	Indicator	Quant data collection method at Baseline	Quant data collection method at Midline	Proposed quant data collection method at Endline
Learning	Aggregate average literacy score	EGRA/EGMA	LPA data (cross-sectional)	LPA data (longitudinal)
	Aggregate average numeracy score	EGRA/EGMA	LPA data (cross-sectional)	LPA data (longitudinal)
Transition	% of highly marginalised adolescent girls who have transitioned into and through key stages of education (formal / non-formal); training (vocational / life-skills) or fairly-paid employment (incl. self-employment)	Girls' Survey (intention to transition)	Not measured quantitatively	Programme monitoring data
Sustainability	# community leaders reporting that CBLHs will continue to function after the project ends	KIIs with community leaders	Not measured	To be agreed

	Commitment from district level stakeholders to continue monitoring and supporting SAGE activities	Not measured	Not measured	To be agreed
	SAGE-supported materials on ATL and inclusive and gender-responsive (COGE) education approved by relevant government ministries	Not measured	Programme documentation	Programme documentation
IO1: Attendance	IO.1 - Highly marginalised adolescent girls regularly attend high-quality, accelerated learning sessions	Hub attendance records	Programme monitoring data	Girls' Survey Programme monitoring data
	IO.1.2: % of community educators using inclusive, gender sensitive pedagogy approaches	Not measured	Programme lesson observations	Girls' Survey Programme lesson observations
IO2: Self-efficacy and life skills	IO.2.1 - % of highly marginalised adolescent girls demonstrating improved self-efficacy	Girls' Survey	Not measured quantitatively	Girls' Survey
	IO.2.2 - % of highly marginalised adolescent girls demonstrating improved knowledge, attitudes and practices on gender and SRHR	Girls' Survey	Not measured quantitatively	Girls' Survey
IO3: Livelihood skills	IO.3.1 - % of girls who have felt empowered to make informed and relevant choices on their transition pathways that best account for their individual circumstances.	Not measured	Not measured	Girls' Survey

	IO 3.2 - % of marginalised girls who demonstrate vocational competencies at the end of the training	Not measured	Not measured	Programme monitoring (ISOP assessments)
IO4: Community attitudes towards gender	IO.4.1 - % of community members (parents or caregivers) demonstrating improved gender attitudes	Boys' Survey Caregiver Survey HoH Survey	Not measured quantitatively	Household Survey
	IO.4.2 - Perception of safety and security amongst girls in the community	Girls' Survey	Not measured quantitatively	Girls' Survey
	IO.4.3 - % of marginalised girls who feel they are given appropriate support to stay in school / learning environment	Girls' Survey	Not measured quantitatively	Girls' Survey
IO5: Partnerships with Government	IO.5.1 - Recognition and adoption of SAGE NFE initiatives by MoPSE	Not measured	Programme documentation	Programme documentation

At endline, the SAGE consortium intends to adopt a hybrid approach in which the External Evaluator leads on certain elements of the process and overall write-up, providing technical expertise and ensuring externality of the findings. Other elements, primarily qualitative, will be contributed by the SAGE consortium, ensuring that the evaluation benefits from the contextual knowledge and expertise held within the programme.

The External Evaluator will be responsible for the overall drafting of the endline report, including methodological approach and synthesis of quantitative and qualitative findings.

The following section will outline in more detail the respective roles of the External Evaluator and the SAGE consortium in evaluating the programme's core outcomes and intermediate outcomes.

Quantitative data collection and analysis:

Statistical analysis of existing LPA datasets (desk-based):

As mentioned previously, the Fund Manager has approved the use of the SAGE Learning Progress Assessment model to measure the learning outcome at endline, moving away from EGRA and EGMA used at baseline. Since the adoption of the LPA model in 2020, the SAGE consortium has been continuously assessing girls' learning levels as they progress through the ATL curriculum using Initial Progress Assessments, Mid Progress Assessments and End Progress Assessments. SAGE aims to obtain LPA data for at least 80% of the girls in each cohort.

The External Evaluator's role will include undertaking a statistical analysis of existing LPA datasets of girls in Cohorts 1 and 2 which will be provided by the SAGE consortium, with support provided to understand the model and interpret the findings. The purpose of this analysis will be to generate findings that indicate the extent to which girls' learning levels have changed during their exposure to the SAGE teaching and learning model, disaggregated by sub-group, and factors which may have influenced this.

Sampling:

In order to enable a longitudinal tracking of girls' learning progress, the analysis of the learning outcome should focus on girls for whom multiple LPA data points exist at the endline point. As mentioned in the LPA section, girls in Cohorts 3 onwards are unlikely to undertake their EPA until 2023, after the analysis for the Endline Evaluation has been completed. However, SAGE will be able to provide the External Evaluator with multiple data points, including End Progress Assessment data, for girls in Cohorts 1 and 2.

In accordance with this, the learning sample for analysis drawn from existing datasets should therefore include a representative sample of girls in Cohorts 1 and 2. Analysis of the LPA data will be disaggregated by sub-group and district.

The following data will be available for inclusion in the analysis:

Cohort	Entry date	Total number of girls - Enrolled	Total number of girls - Assessment data obtained (approx.)	Data available at endline
1a	May-Dec 2019	2,713	2,713	Mid Progress Assessment End Progress Assessment
1b	Dec 2020-Jan 2021	1,743	Approx. 1,394	Initial Progress Assessment

				End Progress Assessment
2	Jan-Oct 2020	2,285	Approx. 1,828	Initial Progress Assessment Mid Progress Assessment End Progress Assessment
Total		**6,741**	**Approx. 5,935**	

The precise sample of girls whose existing LPA data will be included in the desk-based analysis undertaken by the EE will be agreed during inception, but applicants are invited to propose an estimate sample size within their bids. Given that this analysis will be desk-based, applicants may decide to analyse all the LPA data available, as provided by the programme.

For the purposes of reporting, and to meet the requirements of FCDO, the EE will be required to report on the number (and proportion) of girls who have demonstrated statistically significant improvements in their learning.

Quality assurance of Learning Progress Assessment data collection with a sample of SAGE girls (field-based):

In addition to undertaking desk-based statistical analysis of existing learning data, the External Evaluator will also be required to act as an independent quality assessor of the data collection of End Progress Assessments at a sample of SAGE hubs. This quality assurance will involve monitoring a sample of Community Educators in person as they conduct End Progress Assessments with girls in Cohort 2 to verify the robustness of the process. It should also involve checking a sample of CEs' Progress Books and assessment sheets against what is recorded in the database, to verify the accuracy of the data collection process.
Girls in Cohort 2 are expected to undertake their End Progress Assessment in October/November 2022 (Cohort 1 girls undertook the EPA in May 2022), and the External Evaluator's role will involve providing a data verification function through in-person monitoring of the assessment process at hub level. This will also aid the EE's understanding of the LPA model in practice in which Community Educators conduct assessments with SAGE girls.

The purpose of this monitoring activity will be to provide external verification of the robustness of the LPA model and to quality assure existing LPA data, as well as to satisfy FCDO and MoPSE requirements for independence. SAGE will also provide the successful External Evaluator with a document outlining the internal quality assurance processes governing the collection and analysis of LPA data within the programme.

Following the collection of EPA data with Cohort 2 girls, the SAGE consortium will provide the External Evaluator with all EPA data to enable longitudinal analysis of Cohort 2 data across IPA, MPA and EPA datasets.

Sampling:

External Evaluators are invited to propose a reasonable sample of SAGE hubs that will be visited as part of this data verification process (out of a total of 88 hubs) and the associated rationale, noting that this sample does not need to be representative.

In bidding for the role of EE, any proposal should contain of a view of how this data verification activity could take place and potential sample sizes.

Summary:

As part of their bid, External Evaluators are therefore invited to submit proposals which include evidence of their capability to undertake:

- Longitudinal statistical analysis of learning results with a sample of girls in Cohorts 1 and 2, using existing LPA datasets provided by the programme
- Field visits and in-person monitoring of LPA data collection at a sample of SAGE hubs in October/November 2022

Girls' and Household Surveys:

Intermediate outcomes:

For the quantitative measurement of Intermediate Outcomes, SAGE will provide the EE with Girls' and Household surveys adapted from surveys used at baseline to facilitate the collection of comparable data. The External Evaluator will then be expected to review and finalise the surveys as part of the inception phase, and administer these surveys to a representative sample of SAGE girls as part of the fieldwork phase.

The most appropriate sample, including the distribution of girls from each cohort, will be determined in discussion with the successful External Evaluator and the Fund Manager. However, as part of their proposals, External Evaluators are invited to propose an estimated sample size for Girls' and Household Surveys, noting the following:

- The total population size across all SAGE cohorts as at July 2022 is 12,647.
- Given that one of the aims of the endline is to evidence SAGE's impact over time, the quantitative sample should focus primarily on girls who have had more exposure to SAGE interventions, i.e. girls in Cohorts 1, 2 and 3;
- Cohort 1 girls graduated out of the programme in May 2022, and thus may be more difficult to track than girls still participating in the programme;
- However, SAGE collected contact details of Cohort 1 girls as part of the graduation process and thus it should be possible to trace a proportion of these girls;
- Cohort 2 girls will be graduating at the point of endline data collection and thus are likely to be most accessible;
- External Evaluators should plan to build in a 10% buffer within the sample to allow for difficulties reaching all SAGE girls;
- The decision over whether to include Cohort 4 will be made in collaboration with the SAGE consortium and the Fund Manager;
- However, the quantitative sample should exclude Cohorts 5 and 6.

Transition Outcome:

The SAGE programme has identified four transition pathways which, when pursued by a SAGE learner on graduation from the programme (or prior to completing the SAGE programme), are considered successful. These are:

- Transitioning into and through key stages of formal and non-formal education
- Transitioning into vocational/life skills training
- Transitioning into fairly paid employment
- Transitioning into self-employment

At baseline, girls' transition pathways were estimated based on girls' intentions to transition. Girls were asked if they believed they would complete the ATL curriculum, and girls who said yes were then asked about their hopes for themselves after graduating from the programme. Transition rates were not measured quantitatively at midline, although the SAGE programme collects data on girls transitioning out of the programme as part of its routine monitoring. The endline evaluation is therefore the first evaluation point at which transition rates will be formally measured.

Programme monitoring data on girls' transition pathways will be used to measure the transition outcome at endline. The SAGE programme will share this data with the successful EE and provide support in contextualising and interpreting the data. For the purposes of reporting, and to meet FCDO requirements, the endline will be expected to report on the number of girls deemed to have successfully transitioned.

In addition to quantitative measurement of transition, the Endline Evaluation will also involve qualitative data collection with a sample of Cohort 1 girls who have transitioned out of the programme to understand how their transition pathways have evolved since graduating from SAGE, as outlined in the following section on qualitative data collection and analysis.

The table below summarises the respective roles of the EE and SAGE consortium with regards to quantitative data collection and analysis for the Endline Evaluation, as well as areas to be agreed during the inception phase:

Quant/qual	Endline component	Role of External Evaluator	Role of SAGE consortium	To be agreed
Quantitative	Learning data	Statistical analysis of existing LPA data (desk-based)	Provision of existing LPA data	
			Support to EE in contextualising the LPA model and interpreting results	
		Quality assurance of a sample of LPA data collection with Cohort 2 girls (field-based)	Collection of LPA data with Cohort 2 girls	

	Girls' and Household Surveys	Review and finalisation of Girl's and Household Surveys	Provision of draft Girls' and Household Surveys to EE (adapted from Baseline)	
		In-country data collection with representative sample of SAGE girls/households to measure IOs		
	Transition data	Review and analysis of SAGE-collected monitoring data	Provision of Transition Tracker and other relevant monitoring data	

Qualitative data collection and analysis:

The precise scope of the qualitative element of the endline evaluation will be defined with the successful External Evaluator during the inception phase. However, to support bidders with their proposals, the section below details the overall parameters of the qualitative component including the role of the SAGE consortium in qualitative data collection and analysis.

Qualitative data analysis is critical to this Endline Evaluation. SAGE aims to be a gender-transformative programme, and analysis of qualitative data should be used to evaluate the extent to which SAGE has been successful in shifting social norms within communities. Qualitative data will be used to demonstrate SAGE's contribution to core outcomes and intermediate outcomes, and to inform responses to the evaluation questions.

As part of their bid, External Evaluators are invited to propose creative and participatory qualitative data collection methodologies, and must demonstrate expertise in collecting and analysing qualitative data within the context of gender and education programming.

The role of the SAGE consortium: Building on the SAGE programme's alternative midline process, the SAGE consortium continues to undertake and analyse qualitative data with a range of stakeholders, which will be available for integration into the endline report.

Specifically, SAGE utilises an Outcome Mapping approach, led by PIZ, to identify both intended and unintended outcomes with a range of stakeholders. SAGE will provide the successful External Evaluator with SAGE's analysis from the Outcome Mapping exercise, as well as a description of the methodology used.

Led by the OU, SAGE has also developed learning-focused case studies with a group of SAGE girls who represent each of SAGE's seven sub-groups, and will provide the External Evaluator with the completed case studies as well as SAGE's analysis of the data and a description of the methodology used.

The SAGE consortium may also undertake further qualitative data collection and analysis (to be determined) which will be shared with the External Evaluator for integration into the endline report. Given the position of AWET within the SAGE consortium, they will advise on qualitative data

collection to be undertaken with Apostolic communities. CBM as SAGE's disability inclusion lead will also advise on qualitative monitoring for learners with disabilities.

The role of the External Evaluator:

With reference to the qualitative data collection and analysis undertaken by the SAGE consortium, the External Evaluator's role will be to conduct a desk-based review of the analysis provided (but not to re-analyse the data) and integrate it into the endline report to support responses to the evaluation questions.

The External Evaluator will also be responsible for primary qualitative data collection as part of the fieldwork phase. The scope of this qualitative data collection will be agreed between the SAGE consortium and the External Evaluator as part of the inception phase, but is likely to include:

- Qualitative data collection with a sample of Cohort 1 girls who have transitioned out of the programme to understand how their transition pathways have evolved since graduating from SAGE;
- KIIs with key Government stakeholders at national and district level, as identified by SAGE;
- Qualitative data collection with community members, religious leaders, partners and boys;
- Qualitative data collection with a sample of volunteers including Community Educators, CoGE Facilitators, mastercraft people;
- Qualitative data collection with a sample of parents/caregivers.

The table below outlines which stakeholder groups the EE is expected to collect qualitative data from, which groups the SAGE consortium has or will collect qualitative data from, and areas to be agreed during the inception phase.

Stakeholder group	Collected/analysed by SAGE	Collected/analysed by EE	To be agreed
SAGE girls	Yes (Outcome Mapping, case studies)	Yes	
Boys		Yes	Yes
Religious leaders (Apostolic community)			Yes
Community members (including parents/caregivers)	Yes (Outcome Mapping)	Yes	
Partners/spouses of SAGE girls		Yes	
Community Educators		Yes	
CoGE volunteers		Yes	
Mastercrafts persons		Yes	
Head Teachers		Yes	
Government officials		Yes	

The table below summarises the respective roles of the EE and SAGE consortium with regards to qualitative data collection and analysis for the Endline Evaluation, as well as areas to be agreed during the inception phase:

Endline component	Role of External Evaluator	Role of SAGE consortium	To be agreed
Qualitative data	Review of SAGE-led Outcome Mapping and case study analysis and integration into report	Provision of Outcome Mapping and case study analysis	
	Data collection with Government officials		
	Data collection with SAGE girls		
	Data collection with boys		
	Data collection with partners/spouses		Data collection with partners/spouses
	Data collection with SAGE volunteers (CEs, CoGE facilitators, Mastercrafts persons)		
	Data collection with community members		Data collection with community members
			Further SAGE-led data collection and analysis
			Data collection with Apostolic community

During the inception phase, the SAGE consortium will work with the External Evaluator to contextualise the qualitative approaches undertaken by the consortium and the resultant findings. Further analysis and interpretation workshops will be held during the analysis phase to facilitate a collaborative approach to the integration of qualitative data into the report.

Recognising that aspects of the qualitative component of the Endline Evaluation will be agreed with the successful EE during the inception phase, bidders are invited to submit proposals for data collection using qualitative methods. This should outline suggested approaches which respond to the

parameters set out within this ToR and the assumptions on which these are based, while allowing for some flexibility within the approach.

Sustainability outcome:

As part of their proposal, External Evaluators are invited to propose a methodology for evaluating the sustainability of the SAGE programme with reference to the programme's Sustainability Plan (see Annex 10). Please note that SAGE is currently in the process of updating its Sustainability Plan and will share the updated version with the successful External Evaluator on appointment. SAGE will provide the External Evaluator with relevant evidence relating to the programme's sustainability and partnership with relevant Government ministries at both national and district level. These ministries include:

- Ministry of Primary and Secondary Education (MoPSE)
- Ministry of Youth (MoY)
- MWACSMED (Ministry of Women's Affairs, Community, Small and Enterprise Development)

The methodology used to evaluate this outcome should support the EE to develop a comprehensive narrative of SAGE's progress towards embedding sustainable approaches and challenges faced in doing so.

The table below summarises the respective roles of the EE and SAGE consortium with regards to evaluating the sustainability outcome, as well as areas to be agreed during inception phase:

Quant/qual	Endline component	Role of External Evaluator	Role of SAGE consortium	To be agreed
Both	Sustainability	Review of Sustainability Plan and other relevant documentation	Provision of Sustainability Plan and other relevant documentation	
		Appropriate measurement of Sustainability logframe indicators		
		Development of comprehensive narrative		
Qual	Sustainability	Qualitative data collection with Government officials, community members, Head Teachers		

Value for Money:

The endline evaluation of the SAGE programme is expected to include a Value for Money analysis, as per the Fund Manager's revised evaluation principles. The External Evaluator will be required to conduct a 'light touch' analysis of the programme's VfM focusing on one or more aspects of the programme, to be agreed during the inception phase. Please see the Fund Manager's Value for Money Evaluation Guidance in Annex 8.

SAGE will support the External Evaluator in developing key indicators against which the programme's VfM should be assessed, as well as sharing budgets and other relevant data.

Within their proposals, External Evaluators are invited to demonstrate prior experience of conducting VfM analyses and to propose a basic methodology for the endline evaluation.

The table below summarises the respective roles of the EE and SAGE consortium with regards to evaluating VfM, as well as areas to be agreed during inception phase:

Quant/qual	Endline component	Role of External Evaluator	Role of SAGE consortium	To be agreed
Both	VfM	Review of budgets and other relevant documentation provided by the programme	Provision of budgets and other relevant documentation provided by the programme	
			Determine the focus of the VfM analysis, in collaboration with the Fund Manager	
		Agree appropriate indicators for VfM analysis	Agree appropriate indicators for VfM analysis	
		Conduct a 'light touch' analysis of the SAGE programme's VfM, as per Fund Manager guidance		

Responsibility of the programme:
1. To provide the programme proposal, logframe, Theory of Change, MEL Framework and other relevant documents;
2. Overview of the programme, list of communities and hubs per district; list of beneficiaries in each community disaggregated by cohort, gender and sub-group;
3. Confirmation of approval for the evaluation from the Ministry of Primary and Secondary Education;
4. Contact list of key people in-country and in the field;
5. Support in setting up introductory meetings with relevant stakeholders and communities;

6. Support identifying and accessing in-country stakeholders as required;
7. Collaborative workshops with Fund Manager and Evaluation Team to finalise evaluation questions and methodology and review of consortium-led data;
8. To provide first drafts of the Girls' and Household surveys, adapted from those used at baseline, for the External Evaluator to review and finalise;
9. Share updated Sustainability Plan;
10. Provide qualitative data as collected by the SAGE consortium and in a timely manner for inclusion into overall analysis, emerging finding presentations and report drafts;
11. Provide guidance and analysis framework to aid analysis of LPA data.

Responsibility of the External Evaluators:
1. Submit a full list of contacts for all staff involved in the Evaluation Team during the inception meeting;
2. Describe the overall evaluation approach;
3. Collaborate with the programme and Fund Manager to agree on final evaluation questions for the Endline study;
4. Identify options for methodologies and possible tools for the agreed evaluation questions;
5. Review and finalise the Girls' and Household surveys provided by the SAGE consortium, adapted from those used at baseline, in consultation with the SAGE programme MEL staff to ensure full inclusion of all research participants;
6. Identify and secure the necessary arrangements with an in-country data collection partner, and be able to mobilise data collection in October/November 2022;
7. Recruit and train data collectors for in-country data collection;
8. Report to the Evaluation Steering Committee and attend meetings as agreed with the Plan International UK MEL Specialist;
9. Report any safeguarding or child protection concerns as soon as possible, and within 24 hours, to the Plan International Safeguarding Focal Points;[17]
10. Perform child protection and safeguarding background checks on all their staff involved in evaluation activities, including contractors;
11. Submit (by email) to the Plan International UK MEL Specialist weekly progress reports during the evaluation period, summarising activities / tasks completed to date (% achieved), challenges and mitigation strategies, time spent, etc.;
12. Run analyses of the findings and produce reports which sufficiently explore and explain the results;
13. Develop and agree on a reporting structure and format with the programme and Fund Manager, including early presentations of emerging findings and produce any other relevant dissemination materials, and share findings with the SAGE consortium;
14. Review the programme's sustainability plan and self-reporting of achievements and progress towards lasting impact, including through the collection of evidence to triangulate the programme's claims;
15. Conduct a thorough desk review, including examining available data from prior evaluations and from monitoring, from other country-specific reports and activities to inform tools, analysis, reporting.

For fieldwork, please note these may not all be appropriate based on the context at the time of data collection:
16. Contact the Plan International UK MEL Specialist at least twice a week during the fieldwork stage of the evaluation;
17. Make own logistical arrangements to reach the selected locations and organise interviews and ensure full logistical support for the entire exercise across all districts;
18. Supervise and take full responsibility for the behaviour and performance of data collectors, including data collection checking in the field;
19. Ensure individual data collection reports outlining progress achieved and any challenges are completed by enumerators and that these are compiled into an overall data collection report.

10. Ethics and risk management

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[17] Relevant contact details will be shared with the External Evaluator once appointed.

Research ethics plan: Bidders are required to set out their approach to ensuring complete compliance with international good practice relating to research ethics and protocols, particularly with regards to safeguarding children and vulnerable groups (including girls and people with disabilities). Consideration should be given to:

- Administrative, technical and physical safeguards to protect the confidentiality of those participating in research;
- Safeguards for those conducting research;
- Do No Harm safeguards for children and young people participating in research, including child-safe physical safeguards as well as emotional/psychosocial safeguards;
- Appropriate time allocated to engage with girls, boys, women and men participating in the research;
- Parental or caregiver consent concerning data collection from children or collation of data about children;
- Age- and ability-appropriate assent processes based on reasonable assumptions about comprehension for the ages of children and the disabilities they intend to involve in the research;
- Appropriate spaces and methodologies tailored in consideration of unique needs of girls and boys, including those with disabilities and for vulnerable adults;
- Appropriate language and communication for different ages and the disabilities of children involved in the research.

Risk management plan: It is important the successful Evaluation Partner has taken all reasonable measures to mitigate any potential risks to research participants and the delivery of the required outputs for this evaluation. Therefore, the Evaluation Team should submit a comprehensive risk management plan covering:

- The assumptions underpinning the successful completion of the proposals submitted and the anticipated challenges that might be faced;
- Estimates of the level of risk for each risk identified;
- Proposed contingency plans the bidder will put in place to mitigate any occurrence of each of the identified risks;
- Specific safeguarding risks (for both children and adults) and mitigating strategies, including reference to the child protection policy and procedures that will be in place;
- Health and safety issues that may require significant duty of care precautions, with particular consideration paid to risks relating to COVID-19 .

The General Elections scheduled to take place in 2023 preclude the possibility of any face-to-face data collection involving communities in 2023, due to the risks posed to both participants and data collectors as a result of potential political unrest. Therefore, all in-person quantitative and qualitative data collection required for the endline evaluation needs to take place before December 2022.

11. Data quality assurance

Quality assurance plan: The bidder is required to submit a quality assurance plan that sets out the systems and processes for quality assuring the evaluation process and deliverables, from start to finish. This plan should include the proposed approaches to:

- Developing a methodology and research instruments that ensure the validity and reliability of results;
- Piloting of all research activities;
- Training of enumerators and researchers conducting the mixed-methods primary research, including in research ethics;
- Logistical and management planning;
- Field work protocols and data verification including back-checking and quality control by supervisors;
- Data cleaning and editing before any analysis;

- Analysis and validation of results;
- Report writing and review processes.

As mentioned previously, please note that the quality of all work proposed and undertaken under this Terms of Reference will be assessed against Bond's Evidence Principles and Checklist in Annex 6. Only work that meets these standards, in addition to the standards expected by the Fund Manager, will be signed off.

12. Professional skills and qualifications

The proposed Evaluation Team should include the technical expertise and practical experience required to deliver the scope of work and evaluation outputs, in particular with regards to:

- **Evaluation design:** focused on mixed-methods impact evaluation, ensuring they understand the policy context around girls' education and social inclusion;
- **Skills in quantitative and qualitative data collection, analysis and data visualisation**, drawing findings from multiple sources and handling potential contradictions between data sets, including ensuring a greater understanding of quantitative data results through the triangulation of qualitative data;
- **Gender-sensitive research methods** including experience measuring changes in gender attitudes, and an understanding of intersectional approaches; experience disaggregating data across a range of sub-groups;
- **Conducting research with children and young people** using interactive, child-friendly and participatory methodologies;
- **Conducting research with people with disabilities, including children:** experience with the Washington Group methodology would be particularly appreciated;
- **Evaluation management:** experience managing large-scale and complex evaluations and research processes from end-to-end, including conducting and reporting for Baseline, Midline and Endline evaluation reports;
- **Innovative evaluation approaches:** experience in managing alternative approaches to evaluations, including hybrid approaches in collaboration with programmes, is desirable;
- **Primary research:** inclusive and gender-sensitive design, management and implementation of primary quantitative and qualitative research in potentially challenging project environments. This could include the design of longitudinal household panel surveys, application of learning assessment methodologies, in-depth interviews, focus groups, etc., with a particular understanding of the policy context around education and disability and the barriers that affect the target beneficiaries and communities;
- **Qualitative research expertise:** expert skills in qualitative data collection and analysis are required, including innovative and participatory methods. Experience of alternative forms of impact assessment such as outcome mapping and contribution analysis is desired. The size and composition of the qualitative sample should be explicitly informed by how the Evaluation Team intends to analyse the qualitative data, and the Evaluation Team should set out a clear coding plan (whether using software such as NVivo or manually) through which it will explore themes, patterns and contradictions;
- **Education sector expertise:** knowledge and experience conducting evaluations within the education sector. Specialised thematic expertise on the subject matter evaluated, i.e. gender in education, quality in education, non-formal education, girl-centred programming, teacher development, safe learning environment, inclusive education.

- **Statistical analysis skills:** experience with a range of statistical modelling and analyses of impact data; highly proficient users of SPSS or STATA;
- **Country or context-relevant experience:** it is particularly important that the team has the appropriate country or context-relevant knowledge/experience and the Evaluation Team should be able to demonstrate they have the appropriate language skills within their wider team to conduct the research required in the Zimbabwean context, namely Shona, Ndebele and Kalanga;
- **Value for Money (VfM) assessment of education programmes:** education economics expertise to conduct cost-benefit analysis and cost effectiveness analysis as part of the assessment of the programme's value for money;
- **Safeguarding and Do No Harm considerations:** ensuring the whole evaluation process adheres to best practice for research with children, including the implementation of relevant policies and procedures to ensure the safety of participants (note that all bidders are expected to show they have a child protection policy in place to safeguard children whom the research team would come into contact with through the research activities).
- Strong interactive presentation and workshop facilitation skills.
- Strong English reporting skills.
- Strong communication, inter-personal, people and team management skills to facilitate a smooth process of the evaluation.

The proposed team should also demonstrate:
- Organisational Experience – Provide evidence of previous project experience on the provision of similar evaluation services and the design and implementation of similar evaluation activities required by this ToR;
- Strong experience in education, gender and international development programme evaluations in Zimbabwe.
- Experience with UK AID is desirable.
- All core team members should have at least an advanced university degree in education, international development or social sciences;
- The team leader should have a minimum of 15 years of professional evaluation experience in programme/policy evaluation in education or international development, as well as oral and writing skills in English of the highest standard.
- Proficiency in English in the core team is mandatory. Proficiency in Shona and Ndebele in the wider team is required.
- A gender balanced team of international and national experts is strongly desired.
- The evaluation team must be able to evidence a partnership with an in-country data collection partner to facilitate the swift mobilisation of data collection activities in Zimbabwe.
- Independence – Demonstrate the necessary independence and declare any conflict of interest and potential biases, including bias towards any of the stakeholders, target groups, type of approach, etc.;
- Applied understanding of rights and ethics – Respect the rights and dignity of participants and comply with relevant ethical standards.

13. Planning and deliverables

The deadline for proposals is **5pm UK time on Friday 12th August 2022**. Questions can be asked of the SAGE team during the planning process. It is expected a contractor will be selected on or before 31st August 2022.

The successful contractor will provide the following deliverables against the following suggested timeline (to be agreed in the inception phase):

Item	Description	Timeframe
1	Inception report	Drafts: Sept 2022 Final: Oct 2022
2	Tools, mapping of tools and available data to evaluation questions and logframe, sampling frame	Drafts: Sept 2022 Final: Oct 2022
3	Fieldwork, including training of enumerators	Oct/Nov 2022
4	Presentation of emerging findings to SAGE consortium and GEC Fund Manager, proposed report outline submitted for feedback	Dec 2022
5	Evaluation report, including annexes (including those mandated by the GEC Fund Manager)	Drafts: Jan 2023 Final: Feb 2023
6	Publishable summary of evaluation findings including infographic (targeted primarily for an external, strategic stakeholder, such as a Minister or Permanent Secretary of the education ministry)	Feb 2023
7	Slide deck for presenting findings	Feb 2023
8	Presentation of findings to (1) FCDO, GEC FM and other GEC projects and (2) Ministry of Education in Zimbabwe and other national and regional stakeholders	Mar 2023
9	Data sets, metadata and tools ready for submission to UK Data Archive	Mar 2023

The draft and final evaluation report should be no longer than 50 pages, excluding the executive summary and annexes. The report should indicatively be structured as follows:
- Executive summary
- Introduction
- Description of the programme, including the Theory of Change
- Overview of the evaluation approach, the Endline methodology and methods used, including limitations and challenges (detailed methodology to be provided in annex)
- Findings
- Conclusions and recommendations
- Annexes

All reports should be submitted in electronic form and should be submitted in English.
In addition to the above:
1. Applicants are required to provide a **detailed workplan** incorporating all relevant tasks and milestones of the Endline Evaluation study, from start to finish; they are also required to include in their detailed workplans the milestones set out below (please note final dates will be confirmed once evaluators are recruited and initial discussions are scoped with the Evaluation Team).

2. The Evaluation Team will be required to deliver a face-to-face and/or online **presentation** of the evaluation findings, as an integral part of the submission process. An in-country presentation is desirable; however, an online interactive webinar may also be considered given the current context.

3. Other **communication materials** for dissemination are encouraged. The programme is particularly interested in materials which will help us feed back to the beneficiaries and communities we work alongside, engaging stakeholders more widely. These will be agreed with the programme team during the inception phase.

4. **Final Data Collection Tools** – The Evaluation Team and Plan International will work collaboratively on all methods of data capture for the Endline Evaluation. At the end of the evaluation, the Evaluation Team will be expected to return these tools to Plan, including a clean copy of all data collection tools developed and used in the study.

5. **Cleaned Data Set (including transcripts) –** The Evaluation Team will be expected to provide a fully 'cleaned-up' dataset for both the qualitative and quantitative aspects of the evaluation. For quantitative reporting, this may be in SPSS, Stata or SAS file format accompanied by the code used to carry out analysis and a variable codebook. Similarly, for qualitative work, this should include cleaned and anonymised transcripts and coding framework.

14. Reporting and contracting arrangements

The Evaluation Team will be expected to identify a Project Director and Project Manager for communication and reporting purposes. At the inception meeting, they will be expected to submit a full contact list of all those involved in the evaluation.

The Evaluation Team will be working directly with the Plan International UK MEL Specialist and the Plan International Zimbabwe MEL Manager, with support as required from the SAGE programme team. At key stages of the evaluation process, the Evaluation Team may also engage directly with the Fund Manager as appropriate.

The following tasks will be performed by Plan International UK:
- Plan International UK will provide all relevant technical and financial documentation to the evaluator as required.
- Plan International UK will appoint a contact person for the evaluation and will facilitate access to a contact person at the GEC Fund Manager.

The following tasks will be performed by the GEC Fund Manager:
- Discussion and approval of inception report, evaluation questions, methodology and Endline report structure
- Participating in workshops to discuss Endline study (prior to inception report), discuss emerging findings, and sign off the final report
- The GEC Fund Manager will specify a minimum set of annexes required for the evaluation report, including a specification of tables required for the presentation of outcome data and the beneficiary profile.

The evaluation will be managed by Plan International UK. An Evaluation Steering Group, consisting of members of the SAGE consortium, will provide backstopping and quality assurance to the evaluation process.

15. Ownership and disclosure of data

Please note that the successful applicant will be contractually required as data processor to comply with European General Data Protection Regulations (GDPR).

All documents, data and information shall be treated as confidential and shall not, without the written approval of Plan International UK, be made available to any third party. In addition, the bidder formally

undertakes not to disclose any parts of the confidential information and this shall not, without the written approval of Plan International UK, be made available to any third party. The utilisation of the report is solely at the decision and discretion of Plan International UK.

All documents containing both raw data / materials and the final report, both in soft and hard copy are to be returned to the Plan International UK MEL Specialist upon completion of the assignment. All documentation and reports written as, and as a result of the research or otherwise related to it, shall remain the property of Plan International UK. No part of the report shall be reproduced except with the prior, expressed and specific written permission of Plan International UK. Similarly, any intellectual property developed as a result of the research will remain the property of Plan International UK.

16. Application requirements

Plan International UK invites bids from consultants or firms with the experience and skills described above. Please submit the following application documents to sage@plan-uk.org no later than **5pm (17:00) UK time on Friday 12th August 2022** referencing "Endline Evaluation for SAGE Zimbabwe" in the subject line and including support documents as outlined above. **For internal tracking purposes, please could interested applicants also send a brief email before the deadline confirming your intention to bid.**

Technical proposals should, as a minimum, include a section on:
  i. Background and contract management capacity of the evaluator
  ii. Understanding of the terms of reference
  iii. Proposed approach and methodology
  iv. Proposed methods and sampling
  v. Workplan including deliverables
  vi. Proposed team including roles and responsibilities and time-input allocation for each team members, as well as CVs of each member of the Evaluation Team (no more than 3 pages), detailing relevant skills and experience including any examples of published research
  vii. Quality Assurance plan that sets out the systems and processes for quality assuring the evaluation process and deliverables
  viii. Ethics and Child Safeguarding approaches: applicants are required to set out their approach to ensuring complete compliance with international good practice with regards to research ethics and protocols
  ix. Risk Management plan
  x. Relevant annexes that further substantiate the technical bid, including but not limited to:
      a. Two examples of relevant previous work undertaken by the Evaluation Team (involving both quantitative and qualitative analysis);
      b. References: Please provide two references who we may contact to discuss experiences of working with you.

Applications submitted after the deadline will not be accepted.

The currency of the financial proposal is GBP. Please ensure that the technical proposal does not refer to any financial figures of the bid.

All eligible proposals will be assessed based on this Terms of Reference and awarded scores following objective technical criteria under four categories. The weighting for each criterion is given in brackets.

   A. Expertise of the firm or institution (15%)
      • Minimum of 10 years of experience in conducting programmatic evaluations in the development sector.
      • Strong experience in education, gender and international development programme evaluations.

- Experience with UK AID is desirable.

B. Proposed approach, methodology and workplan (30%)
- The technical proposal should include and clearly articulate the approach, methodology and methods proposed for the evaluation.
- The proposal should include a clear workplan with roles and responsibilities and allocation of days for different team members specified.

C. Qualifications and experience of the evaluation team (35%)
- All core team members should have at least an advanced university degree in education, international development or social sciences.
- The team should have experience of:
  - The global discourse on SDGs, education 2030 agenda and girls' education.
  - Experience in evaluating programmes in the context of least developed country settings.
  - Specialised thematic expertise on the subject matter evaluated, i.e. gender in education, quality in education, non-formal education, teacher development, safe learning environment, inclusive education.
  - Proficiency in English in the core team is mandatory. Proficiency in Shona, Ndebele and Kalanga in the wider data collection team is required.
  - Strong research capacity including rigorous quantitative and qualitative data collection, analysis and data visualisation skills, as well as the collection of data from children and vulnerable adults.
  - Strong interactive presentation and workshop facilitation skills.
  - Strong English reporting skills.
  - Strong communication, inter-personal, people and team management skills to facilitate a smooth process of the evaluation.
- The team leader should have a minimum of 15 years of professional evaluation experience in programme/policy evaluation in education or international development, as well as oral and writing skills in English of the highest standard.
- A gender balanced team of international and national experts is strongly desired.

All annex documents referenced in these Terms of Reference are available here: Plan UK Share – SAGE Endline Evaluation. Please note that all documents are for review purposes only and are not for republication or use by an external agency.

D. Pricing (20%)

The budget should include all costs, including travel and accommodation for visits, where required. In-country transport undertaken by the Evaluation Team's data collection partner, where required, is to be budgeted for. The budget should provide details so that costs of expertise, travel and other expenses are visible.

The budget ceiling for this proposal is **£155,000GBP inclusive of VAT (at a rate of 20%)**, with the possibility of leveraging additional funding if sufficient rationale is provided. A lumpsum contract will be provided. The contract will be in GBP.

The proposed payment schedule is:
- 20% at approval of inception report
- 40% at approval of draft evaluation report
- 20% at approval of final evaluation report
- 20% at submission of deliverables 6-9 (publishable summary of evaluation findings; slide deck for presenting findings; presentations of findings; provision of data sets, metadata and tools ready for submission to UK Data Archive)