**Breaking Barriers and Gender Responsive Public Services & Tax Justice**

**Consultant Terms of Reference: Endline Study**

# 1. Background and rationale

The project is running from July 2017 to December 2021 and by the end of its implementation period, it will have measurably contributed to ensuring that: “All children, especially girls and marginalised children, have access to free, quality, publicly-funded, inclusive public education.”

All 4 countries are also working towards the following outcomes, which are structured around ActionAid’s 4S framework for education financing:

1. Governments Take Actions to Increase the SIZE of National Budgets by Raising Fair Tax, Particularly Corporate Tax
2. Governments take actions to increase the SHARE of funds allocated to and spent on free, quality, inclusive public education
3. A strong, active movement of community and civil society structures effectively SCRUTINIZE education budgets and expenditure and hold the governments to account for the provision of free, quality, inclusive public education especially for girls and marginalised children
4. Public education systems and expenditure are SENSITIVE to the rights of girls and marginalized children

In Malawi the project is being implemented in 4 districts of Ntchisi, Lilongwe, Neno and Chitipa across 18 schools.

# 2. The Project Endline

The project has a significant Monitoring, Evaluation, Learning and Research component across the 4 countries. Between October 2018 and early 2019 the project team conducted a Baseline Survey to assess the starting points for the project indicators in and the 4 countries, drawing on relevant information from the Endline Study from the previous funding phase (2015-2017). The research framework was developed with reference to overall project objectives and key indicators outlined in the project’s Results Framework as well as ActionAid’s **Promoting Rights in Schools** Framework which aims to assess gaps in the provision of children’s right to education. In addition to setting the benchmark for all project implementation milestones, this information led to the production of baseline reports (national and international/consolidated).

The Endline Study is planned to start in the final year of implementation (2021) and will mirror the baseline to the extent possible in terms of research frameworks, methodology and tools. It will serve to collect data against key indicators in the project Results Framework as well as the Promoting Rights in Schools framework to assess measurable changes and impact, intended or unintended, that have occurred as a result of the project’s interventions.

The aim is to assess the situation relating to the four project objectives (above) at community, national and international level and to identify whether there have been changes which the project has contributed to ensuring that: “All children, especially girls and marginalised children, have access to free, quality, publicly-funded, inclusive public education.”

**Purpose:** The Endline Study will provide content for the final reports to the donor and inputs for the internal evaluation workshop including identifying stories of change.

**Specific objectives are to:**

* Identify and review any changes in local, district and national education budget allocations, spending, strategies and indicators and the factors that have contributed to these.
* Identify any changes in current policy situation at national level in tax-related policy, legislation, other actions and attitudes that may benefit national budget and the funding of the education sector and any influence that project advocacy may have had.
* Review the extent of national/district/community-level advocacy activities, the strength of stakeholder coordination and linkages and any contribution these may have made to improving the quality, provision and financing of public education at the local level.
* Review the extent to which national/district education sector plans and strategies are inclusive of girls, children with disability and all other marginalised children.
* Assess the extent to which:
	+ different community members are involved in ensuring the quality, provision and financing of education and their roles in school governance.
	+ the situation has changed at community level: school conditions/community engagement and involvement/strength of civil society organisations/groups at local level.
	+ AAM has worked towards the strengthening of the various Alliances through movement building and collaboration.
	+ the local/district/national civil society organisations/networks have improved their advocacy and research capacities, plans and activities.

Provide and integrate both qualitative and quantitative data in the analysis of findings in order to:

* + Set the findings within the broader social, economic and sectoral contexts.
	+ Provide an understanding of why the changes sought have/have not happened.
	+ Identify any unintended impacts (positive or negative) of the project.
	+ Identify potential stories of change demonstrating the project’s impact through the perspective of individuals or groups.

# 3. Methodology

The Endline Study will be guided by ActionAid’s Human Rights Based Approach (HRBA) as well as the organization’s overall [Research Signature](https://actionaid.org/sites/default/files/publications/AAI%20Research%20signature_How%20to.pdf) and [Feminist Research Guidelines](https://actionaid.org/publications/2020/feminist-research-guidelines) i.e. ***‘People-led evidence, combined with external knowledge, influences change at local, national and international levels.’***

To the extent possible, the study will adopt the same methods, tools, and questions as the Baseline Study. This will include a mix of desk research, as well as the collection and analysis of quantitative and qualitative data at community, district and national levels. At community/school level in particular an action-research approach will be taken to gather and analyse information in collaboration with key education beneficiaries and stakeholders. The study is expected to be conducted in several stages, with each one providing findings that will inform the next. Ideally, the design phase will be participatory, building on the lessons learnt from the baseline processes, allowing staff from ActionAid’s Monitoring, Evaluation and Learning Working Group (MELWG) and Consultants to discuss and agree on the overall Endline Study approach and methodology as part of an Inception Meeting.

# 4. Scope of Work

Using a collaborative approach that involves working closely with the ActionAid International MEL&Research Coordinator and Project Coordinator as well as MEL Working Group members from each of the 4 country teams (including Project Coordinators and MEL focal points) for approximately **35** days. The overall scope of work will be divided into distinct phases and will include the following key tasks and deliverables.

# 5. Deliverables

1. Inception Report: An inception report prior to the commencement of the research, confirming the Consultant’s understanding of the Terms of Reference, their proposal for conducting the work including methodology, timeframe, and budget.
2. Pre-Endline Study design workshop preparations.
3. Participate in Endline Study design Workshop.[[1]](#footnote-2)
4. Primary and Secondary Data Collection and Policy Analysis.
5. Produce Final Country Endline Study Report.
6. Participate in project final Internal Evaluation Workshop.
7. Provide digital copies of all raw data, data collection instruments obtained during the research process.

# 6. Timeframe

Ideally, the work on this component of the project should start as soon as possible in 2021 for approximately 35 days, in order to enable the consultant/s to support tasks in the lead up to as well as the actual **planning for and delivery** of the Online Endline Design Workshop, scheduled in June, 2021.

# 7. Consultant Criteria/Personal Specification

We are looking for an experienced consultant or team of consultants with a background in education and demonstrated experience in conducting social research, tax justice, policy and gendered analysis, ideally from an intersectional feminist perspective/point of view or monitoring and evaluation who can lead an Endline Study at ActionAid Malawi. The successful candidate must fulfil the criteria listed below:

**Essential:**

* Advanced Degree in the field of Education, Social Research, Evaluation or another relevant Social Science subject.
* Proven experience of relevant research (quantitative and qualitative) in the field of international education, including issues related to girls’ education, education financing and tax matters.
* Understanding of the role of Monitoring & Evaluation in the programme cycle and experience of conducting learning reviews and evaluation processes, including baseline/endline studies, including of advocacy-based projects in the international development sector.
* Ability to apply a range of primary and secondary research methods including participatory methods.
* Experience of designing and facilitating workshops using feminist participatory research approaches and methodologies, including with grassroots communities, civil society organisations and NGOs.
* Experience of using qualitative and quantitative data analysis packages (e.g. SPSS and Nvivo).
* Understanding and experience of conducting gendered analysis, ideally from an intersectional feminist point of view.
* Experience of collecting data with children and/or on issues related to children’s rights (especially education).
* Understanding of issues related to research ethics and child protection.
* Ability to analyse complex data and communicate findings using engaging, clear language and visual representations and proven relevant report-writing experience.
* Fluency in written and spoken English and excellent communication skills with the ability to tailor communications to a range of audiences.

**Desirable:**

* Understanding of the political and social contexts of Malawi, Mozambique, Nigeria and Tanzania.
* Experience of conducting relevant research in one or more of the project countries.
* Experience of strong downward accountability mechanisms used with project stakeholders/research participants to actively share results and learning.
* Experience of working with ActionAid and understanding of/familiarity with the organisation’s Promoting Rights in Schools framework or other Rights based frameworks for quality education e.g. UNICEF’s Child Friendly Schools or Save the Children’s Quality Learning Environment.
* Fluency in another relevant language (e.g. Chichewa, Tumbuka).

The consultant/s will be expected to sign and abide by ActionAid Malawi values and compliance statement and key policies (including Anti-Sexual Harassment Policy, Child Safeguarding Policy etc.).

# 8. Application Process

We invite interested candidates to submit the following application documents, **applications which are incomplete will not be considered**:

1. Application Letter/Expression of interest covering track record and experience.
2. Technical proposal (max 8 sides of A4) for the Endline Study including data collection methodology and workplan, sampling strategy and data collection tools.

a) how the consultant(s) meet the selection criteria.

b) their understanding of the ToR.

c) financial proposal and budget in Malawi Kwacha (separating core consultancy costs, daily rates of team members and in-country data collection costs).

d) availability.

1. CV(s) of the consultant(s) who will be assigned to conduct the work.
2. Examples of and/or links to previous or similar pieces of work or publications.
3. The names and contact details of previous client(s) for **references.**

The **deadline** for the submission of applications will be 17th May, 2021.

Please send your applications to: Procurement.Malawi@actionaid.org For further information or questions about these ToRs please use the available e-mail for contact.

1. This is expected to be virtual [↑](#footnote-ref-2)