



### **Terms of Reference (ToR)**

**Evaluation of “Essence of Learning – Early Childhood and After-School Education for children of low income working mothers”- Phase II**

**Inquiries and proposal should be directed to:**

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## Terms of Reference (ToR)

**Project Title:** “Essence of Learning – Early Childhood and After-School Education for children of low income working mothers”-Phase II.

### 1. Introduction:

During July 2015 to June 2018 MATI implemented a project entitled “Projapoti (Butterfly) – Day-Care Centre: Access to Community-Based Infant Care and Early Childhood Development for Low-Paid Working Mothers”<sup>1</sup> with support of Caritas Switzerland (CaCH) and Caritas Luxemburg (CarLux). This project was implemented in 4 slum-communities of Mymensingh city where 4 DayCare Centres (DCC) were established for 80 children between ages of 1-6 years. During the project phase the children received quality day-care services and they were prepared for enrolling to Primary School that created opportunity for their mothers to earn an income for the family.

An external evaluation of the project was carried out in January 2018. Based on the findings of the evaluation and its recommendations, the ongoing phase was designed to follow-up on the previous interventions, scale-up the Essence of Learning (EoL) approach, and undertake the necessary investments and strategy decisions to pilot various models that ultimately lead to financial sustainability of the project.

The second phase was started since July 2018 with 320 children (including 80 of old DCCs) aiming at creating opportunities for their healthy physical and mental development through day care services, which enables them to make a successful transfer into Primary School. During the current phase along with the old 4 DCCs, 7 DCCs were established (4 urban area of Mymensingh City and in 3 rural area of Mymensingh and Sherpur districts), and by integrating an after-school component.

At the same time 90 children (elder siblings of children in the DCCs) have been protected against social hazards by using the urban DCC space as a safe space in the afternoon until their mothers return from work. Many mothers of DCC-children have reduced their poverty status by investing in alternative livelihood options which give them a higher income than their original profession or by expanding their already existing business. Families of DCC children get access to government social security benefits with assistance from the MATI social workers. It has been trying to establish itself since the beginning of the project, which has been driven by goals over time.

The information on the project in brief:

|                     |  |
|---------------------|--|
| <b>Project Name</b> | “Essence of Learning – Early Childhood and After-School Education for children of low income working mothers” -Phase II  |
| <b>Project Area</b> | <b>The old DCCs:</b> Sankipara S.A Sarker Road, Shehora R.K.mission road, Akua-Chowrongirmore, Akua-Chukaytala.<br><b>The new DCCs:</b> Kristopur, Patgodam, Tinkona pukurpar, Akua Weirless.<br><b>New DCCs in rural area:</b> Harguzirpar, Mymensingh; Huzurikanda, Nakla, |

<sup>1</sup> The here underlying definition of low-income was based on a supposed per-capita income of less than 50 TK per day. The actual per-capita income of beneficiary families of the first project phase was between 10 Tk and 35 Tk.

|                                  |   |
|----------------------------------|---|
|                                  | Sherpur and one for disabled children at Huzurikanda, Nakla, Sherpur.   |
| <b>Number of Beneficiaries</b>   | 80 children of old DCCs, 150 children of new DCCs and 90 children of after school care; total 320 children of the low-income working mothers. |
| <b>Funding Partner</b>           | CaCH, Switzerland   |
| <b>Project duration</b>          | July 2018 - December 2020   |
| <b>Implementing Organization</b> | Mati Bangladesh   |

## 2. Objectives of the evaluation:

The purpose of the evaluation of ongoing phase of the project is to determine and assess how Mati Bangladesh successfully demonstrates its achievements against the goal and objectives stated below:

### 2.1 Goals and Objectives

Against the background described in section 1, the project aims to positively impact the lives of marginalized communities in Bangladesh through 'early childhood development' in the fields of Right to Education, Peace Building, Poverty Reduction and Social Justice.

#### 2.1.1 Overall Project Goal

- A) To contribute to equal opportunities of marginalized groups (specifically the one of poor mostly urban working families) in the field of education.
- B) To contribute to poverty alleviation in the families of the children attending the day-cares.

**Indirect Impact:** To complement the prevalent mainstream idea of education with insights gained from Early Childhood Development (ECD)<sup>2</sup> and Afterschool Care and make the EoL approach accessible to a broader public, also through the inclusion of primary students into afterschool care.

#### 2.1.2 Specific Objectives

- 1) To improve the safety, health and care conditions needed for adequate early childhood development for children of low paid working mothers and fathers from marginalized communities in Mymensingh town and adjoining villages.
- 2) To protect siblings, especially girls, of DC children at the primary level by offering afterschool care for 2 age groups in the DCC.
- 3) To reduce the overall poverty status of the families.
- 4) To increase awareness on ECD in the communities and increase the training capacities of the educators.
- 5) To develop and test various financial sustainability strategies that will prepare the ground for up scaling by training educators of other public or private institutions in the approach.

<sup>2</sup> To amend curriculum based and adult-focused, "doing-to"-idea of education that is prevalent in institutions, including the family, and redirect the emphasis on caring, attentiveness, and respect towards the child as a unique person and ecd-oriented modules rather than solely curriculum-knowledge based modules for learning, which take little regard of a child's personal development and obstacles it might face.

- 6) To increase the involvement of the GoB in realizing the EoL approach in BD through increased advocacy.

### 2.1.3 Results

- 1.1 Four new 'Day-Care Facilities' for under 6-year-olds have been established and equipped adequately<sup>3</sup> to accommodate 80 children of slum-settlements in Mymensingh town.
- 1.2 Four already established DCCs of the previous project cycle continue to operate for 80 children and function as learning centres for the training of new educators.
- 1.3 3 additional MATI DCs in rural areas become fully qualified DCs under the EoL approach with training and equipment. One of them takes into account the special needs of children with disabilities and educators have received specialized training in this field.
- 1.4 At least 270 children have improved their chances for a healthy physical and mental development through Day Care services, until the end of the project, which enables them to make a successful transfer into Primary Schooling.
  - 2.1. At least 96 children (elder siblings of children in the DCCs) have been protected against social hazards by using the urban DC space as a safe space in the afternoon until their mothers return from work.
  - 2.2. 16 Assistants from community level have been trained for afterschool care in 8 urban DCCs.
  - 3.1. Between 100 and 150 mothers of DC-children have reduced their poverty status by investing into alternative livelihood options which give them a higher income than their original profession or by expanding their already existing business.
  - 3.2. Families of DC children will have got access to government social security benefits with assistance of the MATI social workers.
  - 4.1. At least 26 staff of Day Care Centres and 5 staff of MATI (project) management level have strengthened their capacities in order to implement 'Day Care' according to the *Early Childhood Development* (ECD) approach.
  - 4.2. Parents of children in Day Care, the wider community, including leaders and other stakeholders, have become informed on ECD, are aware on the importance of Day Care and have become capacitated to support Day Care facilities in their communities in Mymensingh town, Nakla Thana and beyond. At least 200 parents have been involved in parental ECD sessions.
  - 5.1 At least 120 paying participants have booked EoL - ToT and educator training courses organized by MATI.
  - 5.2 The MATI carpentry workshop has successfully established its pedagogical toy line as a sustainable income generating source.
  - 5.3 Local fundraising initiatives have been explored from the affluent part of local communities (e.g. businesses and private sponsors). and the government,
  - 5.4 5 homecares have been established in the communities for 7 children each and run self-sustainable at the end of the project phase.

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<sup>3</sup> With furniture and materials which support emergency pedagogical aims.

- 6.1 Advocacy of MATI has strengthened links and recognition between organizations working with EoL and the GoB approach. Advocacy materials have been developed accordingly.
- 6.2 An official certification of the educator profession has been obtained.
- 6.3 Lobbying at local Primary Schools has lead to increased understanding of problems children from low-income communities face in the education system, thus the chances of a smooth transfer into Primary School and the continuation of enrolment increases significantly.

### **3. Key Questions for Evaluation:**

Key issues based on DAC criteria.

#### **3.1 Relevance:**

- i. To what extent are the objectives of the program still valid in terms of farmers demand and project capacity?
- ii. Are the activities and outputs of the program consistent with the overall goal and the attainment of its objectives?
- iii. Are the activities and outputs of the program consistent with the intended impacts and effects?

#### **3.2 Effectiveness:**

- i. Were the initial objectives realistic?
- ii. Procedure and level of participation of different stakeholders during planning.
- iii. Effectiveness of monitoring tools, indicators and monitoring report.

#### **3.3 Efficiency:**

- i. What evidence is there to indicate that the project was implemented with due regard to economic efficiency.
- ii. How well does the organization perform? Possible areas to consider may include management and administration systems, communication structures, an appropriate PME system, regional and thematic breadth or concentration.
- iii. What is the relation between the observed effects and the resources used?

#### **3.4 Effects (direct and indirect-outcomes and impacts):**

- i. What are the major effects (direct or indirect) of the project?
- ii. What is scenario or influences of women empowerment in the society due to project intervention?

### 3.5 Sustainability:

- i. What is the progress of self-sustainability of the project?
- ii. What are the major challenges to be overcome for the improvement of prospects for sustainability?
- iii. To what extent the sustainability plan and the piloted models worked and what were the challenges?

### 3.6 Future direction

- How the established DCCs could be run in a sustainable manner?
- How should be the role of community people, local government body and local administration in sustainable running of the DCCs?
- What role Mati should play in running the DCCs?
- What role the development partners should play in running the DCCs in a sustainable manner?
- What strategies can be incorporated to infuse the learning of the project to other integrated development projects of Mati?

## 4. Evaluation Methods and Process:

The evaluation will be carried out based on the schedule mentioned in Terms of Reference (ToR). The schedule and itinerary include a briefing, documents study, field visit, sharing of draft report and finalization of report.

In regards to the selection of evaluators, both donor organization (CaCH) and implementing organization will jointly take decision. Mati Bangladesh along with its field offices will ensure the required logistics. The project team will ensure the spots for field visit and arrange the events of field visits & data collection.

Following tools are suggested for the evaluation:

- Consultation with local stakeholders
- Focus Group Discussion
- Key-informants Interview (KII), In-depth interviews
- Personal interview of the DCC children and mother.
- Family visit

Note: The methodology will be finalized based on the proposed methodology set in the EoI by the consultants after due consultations with the management of Mati.

#### **The following steps might be part of the evaluation process:**

- a) Inception workshop.
- b) Study project documents, especially the project proposal, contract letter, reports.
- c) Briefing with Mati authority and project team.
- d) Finalize the areas of the field visit in the light of ToR
- e) Visits field and interactive discussion with farmers group and staff members

- f) De-briefing workshop on the draft report and collection of feedbacks
- g) Finalization and submission of the report

As a part of the evaluation process, there will be written agreement individually between Mati Bangladesh and Evaluator/Evaluation Team at the beginning of the evaluation.

**Mati expects evaluations to adhere to the DAC standards.**

**5. The Evaluation Team:**

The evaluation team will consist of one or more members from Bangladesh. The lead consultant must be an expert on child education preferably on DCC who should have skill, competency and experiences on project evaluation.

**6. Deliverables:**

Based on the findings and feedback from draft report sharing session, the evaluator/evaluation team will produce the precise final report. The final Report must be signed by the evaluator(s). The final report should include at least the followings:

- Cover Page
- Table of Contents
  - Acronyms and Abbreviations
  - Acknowledgements

Executive Summary

1. Introduction.
2. Description of the project.
3. Findings.
4. Recommendations: especially focusing on the next course of action, Lessons learned.
5. Conclusions.
6. Annexes.

**7. Evaluation Timetable:**

The evaluation will take place from 15/11/2020 to 15/12/2020

| Particulars  | Tentative Time Frame |            |      | Remarks                              |
|--|----------------------|------------|------|--------------------------------------|
|  | From                 | To         | days |                                      |
| Pre-evaluation meeting & Finalization of methodology   | 15/11/2020           | 17/11/2020 | 1    |                                      |
| Literature review + Preparation of Field Plan (FGD, Survey questionnaire, guideline & location etc.) | 18/11/2020           | 20/10/2020 | 2    | As convenient time of the evaluators |
| Field work   | 21/11/2020           | 30/11/2020 | 7    |                                      |
| Report writing   | 01/12/2020           | 05/12/2020 | 5    |                                      |
| Sharing on draft report  |                      | 07/12/2020 | 2    |                                      |
| Finalization and submission of   |                      | 15/12/2020 | 3    |                                      |

|                           |  |  |           |  |
|---------------------------|--|--|-----------|--|
| Report                    |  |  |           |  |
| <b>Total working days</b> |  |  | <b>20</b> |  |

N.B. Exact date to be finalized with the consensus of both Mati management and with evaluators. Detailed itinerary will be provided to evaluators during pre-evaluation meeting. Moreover, draft report will be shared with donor for feedback

**8. Budget:**

The project has the approved budget for the evaluation that includes fees for evaluators, data collection, data analysis, logistics, food, travel and accommodation etc. for everything needed for the evaluation.

**9. Tax and VAT Agreement:**

The evaluation work entails existing rules and regulations regarding Tax and VAT in Bangladesh.

**10. Logistic Support:**

Necessary logistics support will be provided to the evaluation team by Mati Bangladesh.

**11. Mode of Payment:**

The mode of payment mentioned below will be followed strictly:

Payment of the evaluator fee will be made by an A/C payee cheque at once at the end of assignment or in maximum three installments (as decided in the agreement) in favor of the consulting firm or individual consultant(s) after satisfactory delivery of the final evaluation report and a notation on the delivery challan by the recipient (with name, designation and date).

All payments will be subject to deduction of VAT and Tax at source as per government rules and regulations.

**12. Submission of EoI:**

Interested consultants/ consulting firm are requested to submit EoI on or before 10 November 2020, 05:00 PM electronically at [matibangladesh@hotmail.com](mailto:matibangladesh@hotmail.com)

**13. Key Contact Details:**

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