**TERMS OF REFERENCE**

**Program Evaluation Specialist**

# **Terms of Reference (TOR) for the Final Evaluation of the Project: "Sustainable Child-centered Education in Haiti" - #84061**

# **Introduction**

# This Terms of Reference (TOR) outlines the requirements for the final evaluation of the project **"Sustainable Child-centered Education in Haiti."** The project, funded by **Kindernothilfe e.V.** and implemented by **AMURT Haiti**, aims to improve the quality of education in Haiti through culturally relevant educational materials, teacher training, and a distance learning platform. The evaluation will take place from **October 1, 2024, to December 15, 2024**, and focus on assessing the project’s achievements, challenges, and sustainability.

# **Objective of the Project**

# The project aims to address critical gaps in Haiti's education system by:

# Developing and piloting educational materials in literacy and socio-emotional learning (SEL).

# Launching a web-based platform for teacher professional development.

# Providing teacher training with a focus on distance learning.

# Collaborating with the Ministry of Education (MENFP) and University of Quisqueya to ensure sustainability.

# **3. Objectives and Purpose of the Evaluation**

# The evaluation will provide an independent assessment of the project's achievements and identify lessons learned for future initiatives. The main objectives include:

# **Learning**: Generate insights on successes and challenges.

# **Accountability**: Ensure transparency in project implementation.

# **Impact Assessment**: Evaluate the project's effect on teachers, students, and the broader education sector.

# **Sustainability**: Assess the likelihood of continued use of materials and the distance learning platform.

# **4. Evaluation Questions**

# The evaluation will focus on the following key **questions**:

# Effectiveness: Were the educational materials effective in improving learning outcomes? Did the project enhance teachers' professional skills?

# Relevance: Were the project’s objectives aligned with national educational priorities?

# Efficiency: Were resources effectively used? What challenges were faced?

# Sustainability: How likely are the project’s outputs to be sustained beyond the project’s completion?

# Impact: How did the project affect student learning, particularly in literacy and SEL?

# **5. Scope of the Evaluation**

# The scope of the evaluation includes a review of the project’s primary activities and outputs:

# The development and implementation of educational materials.

# The professional development and training of teachers.

# The integration and use of the distance learning platform.

# Collaboration with educational stakeholders such as MENFP and UniQ.

# **6. Simplified Methodological Approach and Data Collection**

# Given the **challenging socio-political situation and insecurity** in Haiti, a simplified approach to data collection will be adopted to ensure the safety and feasibility of the evaluation. The following methodologies will be used:

# Remote interviews with key stakeholders (teachers, project staff, MENFP representatives).

# Document review of project reports, monitoring data, and other relevant documentation.

# Focus group discussions with teachers and students where feasible.

# Phone or online surveys to gather quantitative data on project effectiveness.

# **7. Expected Deliverables**

# The evaluator(s) will be required to deliver the following outputs:

# **Inception Report**: A brief report outlining the evaluation approach.

# **Draft Evaluation Report**: A draft report summarizing key findings.

# **Final Evaluation Report**: A comprehensive report, in both English and Haitian Creole.

# **Presentation of Findings**: A presentation of key findings to project stakeholders.

# **8. Required Consultant Qualifications and Expertise**

# The evaluation team should possess the following qualifications:

# Proven experience in evaluating education projects, with a focus on developing countries and challenging socio-political environments.

# Strong understanding of teacher professional development, distance learning, and child-centered education approaches.

# Experience with remote data collection methods, given the constraints in the field.

# Fluency in English and Haitian Creole.

# Strong report-writing and presentation skills, with the ability to produce reports in both English and Haitian Creole.

# **9. Timeframe**

# The evaluation will take place from **October 7, 2024, to December 22, 2024**, with the following timeline:

# **October 7 - 14**: Inception report submitted and methodology confirmed.

# **October 14 - November 14**: Data collection, including remote interviews, document reviews, and focus groups (if feasible).

# **December 5**: Submission of the draft evaluation report.

# **December 15**: Final report submitted.

# **December 22**: Presentation of findings.

# **10. Ethical Considerations and Use of AI**

# The evaluator(s) must adhere to ethical standards throughout the evaluation process, ensuring confidentiality, informed consent, and respect for all participants. Given the increasing use of AI in evaluations, any AI tools or techniques used for data collection or analysis must be transparent, and risks associated with AI.

# A more detailed version of this TOR is available with a letter expressing interest to info@amurthaiti.org.