



CHRISTIAN COUNCIL OF TANZANIA (CCT)

TERMS OF REFERENCE FOR THE PROJECT EVALUATION

Project-Title: Church Based Advocacy work on Human Rights and Youth Empowerment

Project no: A-TZA-2020-0188

Funded by: Bread for the World

Project areas: United Republic of Tanzania

Project period: 01.07.2020 to 31.06.2023

Commissioned By: Christian Council of Tanzania (CCT)

1.0 INTRODUCTION

Christian Council of Tanzania (CCT) is Faith Based Organization established in 1934 and re-registered as CCT in 1962. For decades, CCT has been working with different development partners both locally and internationally to meet objectives of its strategic plan. It has been working in the area of community development, human rights and access to legal aid, gender-based violence, peace and justice, Interfaith relation and ecumenism and public health. CCT use an integrated approach that include mobilization of local communities through microfinance initiatives to respond to poverty, Gender Based Violence, corruption, environmental degradation, health and HIV/AIDS related challenges. CCT has also adopted Result Based Management (RBM) approaches as a principal way by which all interventions are managed.

1.1 The following is brief description of the Church based advocacy work on human rights and youth empowerment

CCT Church Based advocacy focuses on influencing the policies and practices of the government of Tanzania for equitable and sustainable service for peaceful co-existence in the country. It takes a pro-poor perspective to the policy debates in the country, particularly around natural resource governance and promotes actions that favor freedom of religion and peaceful co-existence. The strategies used includes conducting of research, producing and dissemination of simple policy briefs, policy analysis, dialogue meetings with relevant stakeholders, producing of media programs, networking with different stakeholders, lobbying and awareness raising on different issue.

Furthermore, the project was designed to empower students with career guidance and counselling so that they can plan their career and develop acceptable behavior. The project was designed to carry out the ToT training to 34 teachers/pastors (youth work), who subsequently train 400 advisory teachers (2 per school) in all areas of the country. the career guidance and Counselling components includes Job orientation (employment opportunities, academic future planning, application documents), risk behavior management (early school leaving, early pregnancy, crime, extremism), self-organization (own scope for action, self-control, time management). The project included refresher training for 216 counseling teachers and pastors who were previously trained to reach students with career guidance and counselling.

1.2 The expected results of the Project

1.2.1 The Development Goal is: Improved social justice and integrity of creation in Tanzania

1.2.2: Objectives

Objective 1: By the end of the project, the national legal framework and its implementation have been improved with a view to compliance with human rights standards.

Indicators:

- I. At least 54 of the 90 dioceses (60%) contribute through their engagement in the committees (interreligious committees, national advocacy team) to the positive influence of national framework conditions.
- II. At least 4 out of 10 entries for laws or legislative proposals, guidelines or measures are reflected in the revision of those by the relevant authorities.

- III. Sustainable solutions were developed for 70% of the documented conflicts (e.g. land and inheritance law, GBV, interreligious conflict).

Objective 2: By the end of the project, students from 149 secondary schools and 51 vocational training centers/colleges will make goal-oriented strategic decisions for their individual life planning

Indicators

- I. At least 70 secondary schools and 30 vocational training centres/colleges perform professional career counseling and counseling services in established structures (premises, training material, counseling structure, trained counseling teachers).
- II. At least 12,000 pupils (50% f) have a detailed plan for their individual life planning (career orientation, academic career, self-management)

1.3 Management of the project:

The project is managed under the CCT Directorate of Development Program and Advocacy and it is implemented by three CCT programs which are Youth Empowerment, Interfaith program and Policy Analysis, Advocacy and Good governance Program.

Monitoring and evaluation of this project is coordinated by the CCT Planning, Monitoring and Evaluation unit. The PME unit is responsible for follow up of implemented activities to ensure compliance with approved plans but also collection of qualitative and quantitative data and working closely with directorate of Development Programs and Advocacy for reporting writing and reporting. The PME unit is also responsible for provision of technical advice for improvement in order to ensure the project results are reached.

As a continuation of existing project, this project is working with district coordinators at different regions to coordination and reporting through our online data systems. Furthermore, at each selected school for career guidance, the capacitated teachers are responsible for reporting their implementation on monthly basis by entering the requested information into the database.

PME unit coordinate capturing of quantitative data through Web based M&E system and qualitative data on quarterly basis through qualitative data collection meetings with national advocacy team, Interfaith Committees, VICOBA members and Paralegals in order to capture information which measures CCT contribution on policy/guideline changes for improvement of human rights.

2.0 EVALUATION

2.1 Purpose of the Evaluation

The purpose of this project evaluation is to assess the performance of the project and capture project achievements, challenges and best practices to inform future similar programming; learning of what worked well/not sufficient and use this for deciding on amending plans for the remaining period; realize what areas need more attention. The evaluation will work to measure the contribution of CCT through National Advocacy Committee and regional interfaith committees on improvement of human rights standards through changes in laws, policies or guidelines at various levels. The evaluation will also look at how previously established projects of VICOBA and Paralegals have influence or are integrated within the current project. The evaluation will

clarify the contribution of BfdW and other stakeholders of the program including CCT management and offer a learning aspect. The evaluation will also identify key lessons learned, challenges and the flexibility of the project to adapt current socio-economic and political changes of the country.

2.2 Specific Objectives of the Evaluation

The specific objectives of the evaluation are

- I. Identify intended and unintended changes brought by the project,
- II. Assess the sustainability of the project outcomes and impact
- III. Determine the level to which the project objectives are achieved
- IV. Assess the contribution of National Advocacy team and Regional interfaith committees on changes of policies, laws and guidelines for the improvement of respect to human rights in Tanzania.
- V. Assess the performance of students and behavior change as a result of career guidance and counselling in schools.
- VI. Identify and assess key lessons learned, challenges and draw recommendation for future programming of other CCT advocacy projects.
- VII. Assess to what extent the implementation of Church Based Advocacy and Youth Empowerment project has contributed to the objectives of CCT five years strategic plan (2019-2023) as well as to the Third National Five-Year Development Plan (**FYDP. III; 2021/22 – 2025/26**).

3. SCOPE OF EVALUATION

The evaluation will assess the performance of Church Based Advocacy and Youth Empowerment project which is implemented by CCT through support from BfdW for the period of three years from 1st July 2020 to 31st June 2023. The following dimensions will be assessed differently as per each project objective: -

Objective 1: The national legal framework and its implementation have been improved with a view to compliance with human rights standards.

i) Relevance

- Have the interventions been relevant to youth, women and other marginalized communities?
- Was the project relevant to the identified needs of the different target groups (youths, men, women, vulnerable population, marginalized communities)?
- To what extent are the objectives of the project still valid?
- Were the inputs and strategies identified, realistic, appropriate and adequate to achieve the results?
- To what extent are the project activities and outputs consistent with the intended goal, project objectives and indicators?
- Are the activities and outputs of the project consistent with the intended impacts and effects?

- To what extent are the intended outcome and the relevant outputs aligned with CCT's mandate?
- Has CCT been able to adapt its programming to the changing context to address priority needs in the country
- How are the project interventions aligned to the government's short and long-term plans and strategies (legal frameworks)?
- To what extent do the intended outcome and the relevant outputs address national priorities and to what extent is this aligned with CCT's mandate?

ii). Impact

- How many people (direct and non-direct project target groups) have been affected by the changes linked to the project, and to what extent? (Consider: sex, age and marginalized groups where applicable)
- Have the strategies, approaches and methods applied contributed to the attainment of project goals, objective and indicators? If yes, how? If not, why not?
- To what extent the program has made positive changes on the youth, women and other members of Tanzanian communities; extent to which these have been translated to law/policy/guideline and practice in addressing human rights issues in the country.
- Will the project contribute to the attainment of overall CCT goal? If yes, how? If not why not?
- What is the impact of this project in influencing church's participation in advocating for human rights issues in Tanzania?
- What is the impact of CCTs advocacy work in influencing project related policies in the country?
- How do target groups evaluate the activities and lobby work of this CCT project (Interreligious committees, national advocacy team, VICOBA, paralegals) to positively influence legal frameworks? Are they satisfied? Was it good? If yes, what was good and why? If not, what was not good and why? what and how to improve.
- How do target groups evaluate the engagement of this CCT project (Interreligious committees, national advocacy team, VICOBA, paralegals) to assist in finding sustainable solutions to conflicts? Are they satisfied? Was it good? If yes, what was good and why? If not, what was not good and why? what and how to improve.
- Assess at which level are the project goals, objectives and indicators (detailed quantitative and qualitative data for every indicator) achieved or are likely to be achieved by the end of the project period? Why / Why not?
- What is the perception on the project by the district, regional and national administration, the social service providers and the beneficiaries? Is the project supporting the government to reach its goals? Should the project continue, what should be improved? why? and how to improve?
- What changes has the project brought at national and local levels? Consider lives of the final beneficiaries, policy change, behavioral and attitude change. The changes could be directly or indirectly, positive or negative, intended or unintended, macro or micro.

iii.) Effectiveness

- How effective were the management processes in supporting delivery?
- Was the set up management processes appropriate?
- To which extent are the project objective achieved or are likely to be achieved by the end of the project period -within budget and timely?
- How effective were the project implementation approaches and strategies?
- How effective was the project advocacy engagement work?
- To what extent has the interventions of this objective contributed to enhancing church's advocacy role, especially in human rights related issues?
- Are the beneficiaries and stakeholders satisfied with the implementation approaches and results? Why? /Why not?

iv). Efficiency

- Were the project funds used in the most economic manner? Why/Why not?
- Were the processes efficient to get the result required?
- Were the methods, processes, actors involved the most useful/appropriate to achieve the projects objectives? Why / Why not? What could have been done differently to be more effective? What to be improved?
- To what extent did the management, and decision-making structures of the project support the efficiency of the project?
- Did the project face any obstacles (financial, administratively, managerial) and to what extent has this affected its efficiency?
- How effective was the project advocacy to improve national frames and guideline? What could have been done differently?
- How effective did CCT network with other organizations in realizing project objectives and indicators? What could have been done differently?
- Are CCTs Management team capacities effective and appropriate to provide financial and technical support to the national advocacy team, the. IR committees and the CCT project staff? Why? / Why not?
- To what extent did factors such as resources, staff remuneration, management, staff and Board's capacity, working relationships within the team, working relationships with partners, and donors, learning processes such as self-evaluation/appraisal, coordination and exchange with related projects influence the effectiveness of the project?

v). Sustainability

- How strong is the level of ownership of the projects intervention by the relevant beneficiaries and other stakeholders?
- What is the level of capacity and commitment from the church, communities and other stakeholders to ensure sustainability of the results achieved?
- What could be done differently to strengthen sustainability?
- Describe key factors that will require attention in order to improve prospects of sustainability of Project outcomes and the potential for replication of the approach?
- To what extent are the positive changes of the project likely to continue beyond the end of the project period?
- How likely will the project positive changes and impact continue at national level after end of donor funding?

- How strong is CCTs advocacy capacity to ensure continued policy engagement with relevant institutions at local, national, regional and international levels?
- Is there any structures /systems / processes and capacities at CCT (organizational set up and implementation processes) to assure sustainability? is there need for improvement (details required) to continue – with or without external funding?

Objective 2: Students from 149 secondary schools and 51 vocational training centers/colleges will make goal-oriented strategic decisions for their individual life planning

i) Relevance

- Have the interventions been relevant to youths both girls and boys, teachers, parents, church and other stakeholders?
- Was the project relevant to the identified needs of the youths (boys, girls, vulnerable youths and disabled)?
- To what extent are the project activities and outputs consistent with the intended goal, project objective and indicators? Are the objectives still valid?
- Are the activities and outputs of the project consistent with the intended impacts and effects?
- Were the inputs and strategies identified, realistic, appropriate and adequate to achieve the results?
- To what extent are the intended outcome and the relevant outputs aligned with CCT’s mandate?
- To what extent do the intended outcome and the relevant outputs address national priorities?
- Has CCT been able to adapt its programming to the changing socio-economic context to address priority needs by youths, schools, parents, church and the community.
- To what extent this objective of the project still valid?
- How are the project interventions aligned to the government’s short and long-term plans and strategies (legal frameworks)?

ii) Impact

- How many people (direct and non-direct project target groups) have been affected by the changes linked to the project, and to what extent? (Consider: sex, age and marginalized groups where applicable)
- Do the strategies, approaches and methods applied contribute to the attainment of project goals, objective and indicators? If yes, how? If not, why not?
- To what extent the project has made a significant change to the youths in schools.
- To what extent the project has contributed to the improvement in performance of students and their employability.
- How do target groups evaluate the activities of this project? Are they satisfied? Was it good? If yes, what was good and why? If not, what was not good and why? what and how to improve.
- How do target groups evaluate the activities, work of this CCT project (career guidance and counselling) to assist in finding sustainable solutions to youth health, employability

and socio-economic challenges? Are they satisfied? Was it good? If yes, what was good and why? If not, what was not good and why? what and how to improve.

- What is the perception on the project by the teachers, parents, local government authorities, the social service providers and the beneficiaries? Is the project supporting the government to reach its goals? Should the project continue, what should be improved? Why? and how to improve?
- What changes has the project brought at national and local levels? Consider lives of the final beneficiaries, policy change, behavioral and attitude change. The changes could be directly or indirectly, positive or negative, intended or unintended, macro or micro.

iii) Effectiveness

- How do you rate the management processes and their appropriateness in supporting delivery of career guidance and counselling to students.
- Are CCTs Management team capacities effective and appropriate to provide financial and technical support to the career guidance ToT, facilitators/counsellors and the CCT project staff? Why? / Why not?
- Were the methods, processes, actors involved the most useful/appropriate to achieve the projects objectives? Why / Why not? What could have been done differently to be more effective? What to be improved?
- How effective were the project implementation approaches and strategies?
- To what extent have the project interventions contributed to improving school plans and strategies? What could have been done differently?
- To what extent are the project goals, objectives and indicators (detailed quantitative and qualitative data for every indicator) achieved or are likely to be achieved by the end of the project period - within budget and timely? Why / Why not?
- Are the beneficiaries and stakeholders satisfied with the project implementation approaches and results? Why? /Why not?
- To what extent did factors such as resources, staff remuneration, management, staff and Board's capacity, working relationships within the team, working relationships with partners, and donors, learning processes such as self-evaluation/appraisal, coordination and exchange with related projects influence the effectiveness of the project?
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iv). Efficiency

- Were the project funds used as is indicated in the agreed budget? If not, why not?
- Were the project funds used in the most economic manner to contribute to attainment of this objective? Why/Why not?
- Was the process of achieving results efficient? Specifically did the actual or expected results (outputs and outcomes) justify the costs incurred?
- What is challenging in respect of financial management (adhering to agreed and signed rules and regulations, reporting in stipulated and agreed time frame...)?
- To what extent did the management, and decision-making structures specifically on this objective support the efficiency of the results?
- Has the collaboration with relevant stakeholders at all levels improved the project efficiency? If yes, how? If no, why? How to improve.
- Has the collaboration with the diocese and local government authorities improved the efficiency of this project? If yes, how? If no, why? And how to improve

- To what extent did the project collaborate with national and sub-national partners and stakeholders (technical, advocacy, funding, etc.) to achieve results?
- Did the project activities overlap and/or duplicate other similar interventions, funded nationally and/or by other donors?
- Did the project face any obstacles (financial, administratively, managerial) and to what extent has this affected its efficiency? How to solve, improve?
- What were the strengths, weaknesses, opportunities, and threats to the project implementation process?

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v). Sustainability

- How strong is the level of ownership of the project by the relevant students, teachers, parents and other stakeholders?
- What is the level of capacity and commitment from the schools, dioceses/churches, communities and other stakeholders to ensure sustainability of the results achieved?
- What could be done to strengthen sustainability of career guidance and counselling?
- Describe key factors that will require attention in order to improve prospects of sustainability of career guidance and counselling outcomes and the potential for replication of the approach.
- Is there any structures /systems / processes and capacities at CCT (organizational set up and implementation processes) to assure sustainability? is there need for improvement (details required) to continue – with or without external funding?
- To what extent are the positive changes of the project likely to continue beyond the end of the project period?

4.0 EVALUATION DELIVARABLES

Deliverables of end line evaluation should include the following:

- a) Inception report; this should include the following items; Understanding of the issues and questions raised in the ToR, Data sources; how to assess the questions in the ToR, Research methodology, including suggested sample and size, Schedule of activities and traveling (timeline), Proposal for a learning event/validation of evaluation findings, Detailed budget, appropriate validated draft data collection tools (e.g., methodological guidelines, group interview questions)
 - Any suggested improvements to existing evaluation scope, as outlined in these terms of reference
- b) Presentation of preliminary draft report by PowerPoint presentation with CCT staff.
- c) Draft evaluation report written in English; the report should be jargon free, clear and simply written. The main report should not exceed 25 pages (excluding annexures, etc.) and should include an executive summary, brief project background and recommendations. The report should be accompanied with one (1) electronic file of the clean (final) qualitative and quantitative data collected.
- d) Final evaluation report
 - Technical information (e.g., counselling guideline, career development tools and amended policies/laws) should be included in appendices
 - Detailed analysis of project achievements (both qualitative and quantitative) by considering project objectives and indicators should always be backed up with relevant data, with reference to the data source.

- Recommendations should be specific and include relevant details for how they might be implemented.

5.0 APPROACH/METHODOLOGY

5.1 Approach

The evaluation process will be guided by the approved program documents, implementation process and progress. The process will measure the performance and achievements focusing on outputs (targets and actual achievements), relevance, effectiveness, efficiency, impact, and sustainability.

The process will be participatory and will involve desk review field research in order to document CCT contribution on policy/law reformation and career development of youths and will seek to engage key stakeholders at appropriate stages. These will include, CCT Management staff, project implementation staff, National advocacy committee and regional interfaith committees, ToT trained teachers, youths/students and, member churches and organizations, government departments and other collaborating agencies.

There will be continuous consultations and feedback between CCT and evaluator as the process progresses. This will ensure that the process responds to the desired outcomes, issues are handled appropriately and in a timely manner and with confidentiality. In addition, the consultants will provide information on any emerging issues and obtain any additional information they may require for effective execution of the assignment

5.2. Methodology

The evaluation will involve both qualitative and quantitative methodologies. The evaluation team is expected to apply a mixed-method approach collecting both quantitative and qualitative data to validate and triangulate data, as well as employ contribution analysis approach.

The evaluation will provide quantitative and qualitative data through the following methods:

- Desk study and review of all relevant project documentation including project proposal, result matrix, annual work-plans, semiannual reports, CCT web-based database, and any other relevant documents.
- In depth interviews to gather primary data from key stakeholders such as CCT member churches, Interfaith leaders, ToT trained teachers, counselors, youths and implementing partners.
- Focus Group discussion with project beneficiaries and other stakeholders (May include faith leaders, counselors, students, paralegals, VICOBA members etc)
- Interviews with relevant key informants such as government officials, Church leaders, heads of schools, Counselors, ToT trained teachers, students' associations etc.
- Direct observations during field visits to selected sites.

Final evaluation report

The final report shall be written in English (maximum 25 pages excluding annexes) with the following contents:

1. Key data of the evaluation

2. Executive summary: a tightly drafted, to-the-point, free-standing document (no more than 5 pages), including the key issues of the evaluation, main analytical points, conclusions, lessons learnt and recommendations.
3. Introduction: purpose of the evaluation, evaluation scope and key questions. Short description of the project evaluated and relevant frame conditions
4. Evaluation design/methodology
5. Key results/findings: with regard to the questions pointed out in the TOR/inception report (including project and context analysis), Assessment of the extent to which issues of equity and gender are incorporated in the project.
6. Conclusions based on evidence and analysis.
7. Recommendations regarding future steps/activities/follow-up – carefully targeted to the appropriate audiences at all levels, relevant and feasible (if possible, for each conclusion a recommendation).
8. Lessons learnt.
9. Annexes (TOR, list of persons/organizations consulted, gender distribution and social representation of the respondents, literature and documentation consulted, evaluation tools, recommendation table
10. Implementation plan
11. Success stories as an annex.

6.0 Administrative Information

6.1 TIME-FRAME FOR THE EVALUATION PROCESS

The evaluation is to be conducted for 25 working days within September 2022, based on the following milestones:

Activity	Responsible person	No of Days
Submission and presentation of the draft Inception	Evaluation Consultant and CCT Management	2
Submission of the final Inception Report	Evaluation Consultant and CCT Management	2
Data Collection through desk review and field work	evaluation Consultant	10
Presentation of the initial findings from data collection to CCT management	Evaluation Consultant and CCT management	3
Submission, presentation and incorporation of feedback of the first draft of the evaluation report	Evaluation Consultant of CCT Management	5

to/from management	CCT	
Draft report with incorporated feedback from CCT submitted to BftW for review	Evaluation Consultant, management and BfdW	CCT 0
Submission of the final report and evaluation brief	Evaluation consultant	3
Total number of days		25

6.2 Tax arrangements

CCT will deduct withholding tax from the consultancy fees and remit to the Tanzania Revenue Authority (TRA). This will be in conformity with the prevailing government rates, currently Withholding tax on service is 5% of the professional fee.

6.3 Selection Criteria

The selection criteria shall include: Relevant Experience (30%); Professional Competence (25%); Understanding Terms of Reference (25%); Ability to deal with local community (15%); and Overall Quality of Proposal (5%).

6.4 Supervision

The overall supervisor of this assignment will be CCT Director of programs. However, the consultants will work on a day-to-day basis under the direct supervision of the PME Officer assisted by Program Officer in-charge of the project.

7.0 REQUIREMENTS FOR THE CONSULTANT

The Evaluation team leader and other associate evaluators shall have the following skills and qualification:

- At least a Master’s degree in Monitoring and Evaluation, Development studies, Economics, Public Policy, Planning, or any other relevant University degree.
- Experienced in evaluation and strategic planning; with at least 5 years of experience in conducting evaluations in related fields preferably with donor funded projects and with at least 4 evaluations two of which as the team leader.
- Demonstrated knowledge and experience in outcome harvesting or contribution analysis approach.
- Solid experience in project cycle management and demonstrated experience in results-based management and formulation of theories of change.
- Ability to deal with people of diverse age groups, social - economic diversity and personal opinions. (In specific religious and government leaders)

- Deep knowledge of the political, cultural, and economic contexts of the Country, Tanzania.
- Good analytical and strategic thinking skills as well as Excellent inter-personal, communication, and teamwork skills.
- Familiarity with and working with FBO's will be an added advantage
- Excellent written and spoken English as well as reporting and communication skills.
- A person with no history of corruption, child abuse, terrorism or any other criminal offence.

NB:

The qualified applicant will sign and comply to all CCT important policies.

8. MANAGEMENT ARRANGEMENT

The Evaluator will report to 'Evaluation Steering Committee' composed of the PME Officer, General Secretary, Director for Advocacy and Development Programs.

The Planning, Monitoring and Evaluation Officer and Director for Advocacy and Development Programs will provide technical guidance on evaluation and ensure independent of evaluation process. The PME will manage the evaluation and provide logistical support.

The applications should not exceed 10 pages, and be submitted electronically by 25th September 2022 to the CCT PME Officer through uriondeki@gmail.com, Director of Advocacy and Development Programs through clondezi@gmail.com and cc to gs@cct.or.tz