



## **TERMS OF REFERENCE FOR A CONSULTANCY**

### **Conduct Endline Evaluation of the UNFPA Programme**

#### **Chaguo Langu Haki Yangu Programme**

#### **Implemented at the National Level and in Shinyanga, Mara and Zanzibar**

**2022-2025**

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## **Acronyms**

CO                      Country Office

CLHY	Chaguo Langu Haki Yangu
CSO	Civil Society Organization
ERG	Evaluation Reference Group
ESARO	East and Southern Africa Regional Office
FGM	Female Genital Mutilation
GBV	Gender-based Violence
ICPD	International Conference on Population and Development
IEC	Information, Education and Communication
LGA	Local Government Authorities
LNOB	Leave No One Behind
M&E	Monitoring and Evaluation
MOCDGEC	Ministry of Community Development, Gender, Elders and Children
MOCDGWSG	Ministry of Community Development, Gender, Women and Special Groups
MOH	Ministry of Health
NCH	National Child Helpline
NGO	Non-Governmental Organization
OPD	Organizations of Persons with Disabilities
PMO-LYED	Prime Minister's Office for Labour, Youth, Employment and Disability
POA	Programme of Action
PO-RALG	President's Office for Regional Administration Local Government
SDG	Sustainable Development Goals
TOR	Terms of Reference
TPF	Tanzania Police Force
UN	United Nations
UNFPA	United Nations Sexual and Reproductive Health agency

## 1.0 Introduction

UNFPA, the United Nations Sexual and Reproductive Health Agency, works to deliver a world where every pregnancy is wanted, every childbirth is safe, and every young person's potential is fulfilled. The strategic goal of UNFPA is to “achieve universal access to sexual and reproductive health, realize reproductive rights, and reduce maternal mortality to accelerate progress on the agenda of the International Conference on Population and Development (ICPD) Programme of Action (POA), to improve the lives of women, adolescents and youth, enabled by population dynamics, human rights and gender equality.”

In pursuit of this goal, UNFPA works towards three transformative and people-centred results: (i) end preventable maternal deaths; (ii) end the unmet need for family planning; and (iii) end gender-based violence (GBV) and harmful practices, including female genital mutilation (FGM) and child, early and forced marriage. These transformative results contribute to the achievement of the Sustainable Development Goals (SDGs), particularly good health and well-being (Goal 3), the achievement of gender equality and the empowerment of women and girls (Goal 5), the reduction of inequality within and among countries (Goal 10), and peace, justice and strong institutions (Goal 16). In line with the vision of the 2030 Agenda for Sustainable Development, UNFPA programmes and projects are designed and implemented within the principle of Leave No One Behind (LNOB), which is the central, transformative promise of the 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs).

The programme evaluation will be conducted in line with the *Handbook on How to Design and Conduct a Country Programme Evaluation at UNFPA* (UNFPA Evaluation Handbook), available at <https://www.unfpa.org/EvaluationHandbook>.

The main audiences and primary intended users of the evaluation are: (i) UNFPA’s Tanzania Country Office (CO); (ii) the Ministries, Departments and Agencies involved in the advancement of rights of women and girls, particularly women and girls with disabilities in Tanzania; (iii) implementing partners of the UNFPA Tanzania CO; (iv) rights-holders involved in CLHY programme interventions and the organizations that represent them (particularly women, adolescents and youth and people with disability). The evaluation results will also be of interest to a wider group of stakeholders, including local civil society organizations (CSOs) and international Non-Governmental Organizations (NGOs). The evaluation results will be disseminated as appropriate, using acceptable traditional and digital communication channels.

The evaluation will be managed by the Evaluation Manager within the UNFPA Tanzania CO, with guidance and support from the Regional Monitoring and Evaluation (M&E) Adviser at the East and Southern Africa Regional Office (ESARO), and in consultation with the Evaluation Reference Group (ERG) throughout the evaluation process. An independent evaluator(s) will conduct the evaluation and prepare an evaluation report in conformity with this Terms of Reference (ToR).

## 2.0 Background to the ‘Chaguo Langu Haki Yangu’ Programme

UNFPA launched a three-and-a-half-year programme titled “Chaguo Langu Haki Yangu” in October 2021, the programme is expected to end in March 2025, whose goal is to Protect the Rights and Choices of Women and Girls, including Women and Girls with disabilities in Tanzania” that is implemented at

both the national and regional levels in Shinyanga and Mara Regions and Zanzibar with financial support from the Government of Finland.

The programme aims to ensure that women and girls, including women and girls with disabilities, enjoy their right to live a life free of discrimination, violence, and abuse and to make their own decisions about their bodies by ensuring that the rights and choices of all women and girls of all abilities are protected and enhanced in Tanzania.

## **2.1 Expected Results of the Programme**

**Impact:** It contributes to accelerated progress toward fulfilling the rights and status of women and girls, particularly women and girls with disabilities, in the United Republic of Tanzania.

**Outcome:** Women and Girls, particularly women and girls with disabilities, enjoy their rights to live a life free of discrimination, violence, and abuse and to make decisions concerning their bodies in the United Republic of Tanzania.

**Output 1:** National laws, policies, and plans aimed at preventing GBV and harmful practices, protecting women and girls, including women and girls with disabilities, at risk and addressing the needs of those affected are developed, enforced, and upheld.

**Output 2:** Access to disability-inclusive and multi-sectoral GBV, child marriage and FGM prevention, protection and mitigation services for women and girls, including women and girls with disabilities, is increased.

**Output 3:** Young women and girls, including women and girls with disabilities, are engaged in gender-transformative activities that create awareness of gender norms and values and provide them with knowledge and skills to claim their rights to say no to GBV, child marriage and FGM and access multi-sectoral health, social and other protection services.

**Output 4:** Communities, including community groups, influential leaders and men and boys, are empowered to lead community mobilization to prevent and respond to GBV, child marriage and FGM against women and girls, including women and girls with disabilities.

**Output 5:** Availability and access to data, evidence, documentation, and lessons learned on GBV, child marriage and FGM, including on needs and access to services of people with disabilities, is increased.

## **2.2 Beneficiaries of the CLHY Programme**

The programme is **directly** benefiting adolescent girls and young women, including women and girls with disabilities living in the target regions, vulnerable to or survivors of GBV and harmful practices. The programme **indirectly** benefited affected families, targeted communities, and government institutions whose capacities were strengthened to uphold the rights of women and girls, including persons with disabilities, for the prevention of and response to violence against women and children.

**More specifically, the primary beneficiaries of the programme include:**

**Out-of-school adolescent girls and young women raised awareness of their rights through life skills training**, sponsored them to attend vocational and entrepreneurship training, and supported them with start-up equipment to set up income-generating activities.

**Girls in school;** raised awareness in school through Information Education Communication (IEC materials) and school bonanzas of their rights to increase agency over their bodies and the National Child Helpline (NCH) 116.

**Girls who are vulnerable to FGM** raised awareness of their rights and the safe shelter in the district of Tarime (Mara) to escape from FGM.

**Girls and women, including women and girls with disabilities,** who are at risk/victims of GBV and harmful practices, to raise awareness of the prevention and response service (health care, law enforcement, legal and paralegals professionals) in all four districts in Mainland and two districts in Zanzibar to increase uptake of the services.

**Targeted communities** - including boys and men, as well as influential community and faith leaders in all target areas.

The targeted **duty bearers** are community development officers, social welfare officers, Ward Executive Officers, healthcare workers, paralegals, midwives, and police officers, including police gender and children desk officers.

## **2.3 Partners Involved in Programme Implementation.**

The programme was implemented in partnership with: Ministry of Community Development, Gender, Women and Special Groups (MOCDGWSG) in mainland Tanzania; Ministry of Gender, Community Development, Gender, Elderly and Children (MOCDGEC) in Zanzibar; President's Office for Regional Administration Local Government (PORALG), Ministry of Health (MOH) in mainland Tanzania and Zanzibar; Prime Minister's Office for Labour, Youth, Employment and Disability (PMO-LYED) - Mainland Tanzania; the Zanzibar Council for Persons with Disabilities; The Tanzania Police Force (TPF) in Zanzibar and Mainland; Civil Society Organizations and Women Rights Organisations in Zanzibar and Mainland; Organisations of Persons with Disabilities (OPDs) in Zanzibar and Mainland; and Local Government Authorities (LGAs) at the regional and district levels in Zanzibar and Mainland.

## **3.0 Evaluation Purpose, Objectives and Scope**

### **3.1. Purpose**

The programme evaluation will serve the following three main purposes, as outlined in the 2024 UNFPA Evaluation Policy:

#### **(i) Oversight and accountability**

Evaluations provide an independent, impartial perspective on UNFPA's work and require management accountability for implementing recommendations.

#### **(ii) Organizational learning**

Aggregating and sharing good practices and credible evaluative evidence supports organizational learning on achieving the best results. Together with other functions, evaluation helps the organization replicate successes, learn from mistakes, innovate solutions, and ensure continuous organizational improvement.

### **(iii) Empowerment of community, national and regional stakeholders**

The human rights-based approach and principles of development effectiveness require that stakeholders at all levels have access to information and skills to interpret and interrogate the policies and programmes affecting their lives. This is recognised in General Assembly resolution 69/37 and realized through evaluation capacity development initiatives. It also requires examining inclusion, respect, resource access and power dynamics, especially for the most vulnerable.

## **3.2. Objectives**

The **objectives** of this CLHY programme evaluation are:

- i. To provide the UNFPA Tanzania CO, donors, national stakeholders, and rights-holders, as well as a wider audience, with an independent assessment of the performance of the CLHY programme; and
- ii. To broaden the evidence base to inform the design of a similar programme in future.

The **specific objectives** of this CLHY programme evaluation are:

- i. To provide an independent assessment of the relevance, effectiveness, efficiency, sustainability, and coherence of UNFPA-supported projects in relation to GBV prevention and response to address the needs of adolescents and women, particularly women and girls with disability.
- ii. To assess progress towards the expected and unexpected outputs and outcomes in the results framework of the CLHY programme; and
- iii. Draw key lessons learned, best practices and challenges from the programme and provide a set of clear and forward- looking and actionable recommendations.

## **3.3. Scope**

### **3.3.1 Geographic Scope**

The programme was implemented at the national level and in six districts in Mainland and Zanzibar at the regional level. The districts include Butiama (Mara), Tarime (Mara), Urban District (Urban West), Chake Chake (South Pemba), Kishapu (Shinyanga) and Kahama (Shinyanga).

The consultancy firm will cover the targeted six districts in Mainland and Zanzibar, including Kishapu and Kahama districts in Shinyanga region; Tarime and Butiama districts in Mara region; and in Urban district of Urban/West region in Unga and Chake Chake district in South Pemba.

### **3.3.2 Thematic Scope**

The evaluation will cover the following thematic areas: human rights; gender equality; disability; leave no one behind; GBV and harmful practices.



## 4.0 Evaluation Criteria and Preliminary Evaluation Questions

### 4.1. Evaluation Criteria

In accordance with the methodology outlined in the UNFPA Evaluation Handbook (see section 3.2, pp. 51-61), the evaluation will examine the following six OECD/DAC evaluation criteria: relevance, effectiveness, efficiency, sustainability, and coherence.<sup>1</sup>

<b>Relevance</b>	The extent to which the objectives of the CLHY programme correspond to population needs at country level (in particular, those of vulnerable groups), and were aligned throughout the programme period with government priorities
<b>Effectiveness</b>	The extent to which programme outputs have been achieved and the extent to which these outputs have contributed to the achievement of the outcomes and national priorities.
<b>Efficiency</b>	The extent to which programme outputs and outcomes have been achieved with the optimal resources (funds, expertise, time, administrative costs, etc.).
<b>Sustainability</b>	The continuation of benefits from a UNFPA-programme financed intervention after its termination linked to their continued resilience to risks.
<b>Coherence</b>	How well does the intervention fit? The extent to which other interventions support or undermine the intervention and vice versa. This includes internal coherence and external coherence. Internal coherence addresses the synergies and interlinkages between the intervention and other interventions carried out by the same institution/government, as well as the consistency of the intervention with the relevant international norms and standards to which that institution/government adheres. External coherence considers the consistency of the intervention with other actors' interventions in the same context. This includes complementarity, harmonisation and coordination with others, and the extent to which the intervention is adding value while avoiding duplication of effort.

### 4.2. Preliminary Evaluation Questions

The evaluation of the CLHY programme will provide answers to the evaluation questions (related to the above criteria), which determine the thematic scope of the evaluation.

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<sup>1</sup> The full set of OECD/DAC evaluation criteria, their adapted definitions and principles of use are available at:

<https://www2.oecd.org/dac/applying-evaluation-criteria-thoughtfully-543e84ed-en.htm#:~:text=Relevance%2C%20coherence%2C%20effectiveness%2C%20efficiency,in%20international%20development%20co%2Doperation.>

The evaluation questions presented below are indicative and preliminary. Based on these questions, the evaluators are expected to develop a final set of evaluation questions, in consultation with the evaluation manager at the UNFPA Tanzania CO and the ERG.

### ***Relevance***

1. To what extent has the programme responded to the realisation of the needs of adolescent girls and women, including the needs of women and girls with disabilities?
2. To what extent is the programme aligned with national development needs and strategies, as well as regional and international agendas, priorities, and frameworks, including those aiming to promote gender equality, women's empowerment, and the advancement of the rights of persons with disabilities?
3. To what extent has the programme interventions contributed to addressing gender norms, gender-based discrimination, and other structural inequalities that may prevent adolescent girls and women, particularly women and girls with disability from accessing GBV services?

### ***Effectiveness***

4. To what extent have the interventions supported by the programme delivered outputs and contributed to achieving the outcomes?

In particular:

- National laws, policies and plans aimed at preventing GBV and harmful practices, protecting women and girls, including women and girls with disabilities, at risk and addressing the needs of those affected are developed, enforced, and upheld.
  - Access to disability-inclusive and multi-sectoral GBV, child marriage and FGM prevention, protection and mitigation services for women and girls, including women and girls with disabilities, is increased.
  - Young women and girls, including women and girls with disabilities, are engaged in gender-transformative activities that create awareness of gender norms and values and provide them with knowledge and skills to claim their rights to say no to GBV, child marriage and FGM and access multi-sectoral health, social and other protection services.
  - Communities, including community groups, influential leaders and men and boys, are empowered to lead community mobilization to prevent and respond to GBV, child marriage and FGM against women and girls, including women and girls with disabilities.
  - Availability and access to data, evidence, documentation, and lessons learned on GBV, child marriage and FGM, including on needs and access to services of people with disabilities, is increased.
  - To what extent were the methods used in implementation of the programme gender transformative, or gender responsive.
5. To what extent has the output set target in the results framework been achieved?
  6. To what extent have programme interventions increased their access to and utilization of GBV prevention and response services?

7. To what extent has the programme ensured vulnerable and marginalized groups such as young women and girls, persons with disabilities, have the information they need, are protected against violence, and have access to lifesaving services?
8. To what extent has the programme successfully integrated human rights, gender perspectives and disability inclusion<sup>2</sup> in the design and implementation of the programme?

### ***Efficiency***

9. To what extent did the programme optimally make use of its funding, personnel, administrative arrangement, time, and other inputs to achieve the results?
10. To what extent were the interventions considered cost optimal considering the scope, size and resources allocated to the programme?

### ***Sustainability***

11. To what extent did the programme build capacity for Government and community structures to be able to maintain the change made by its interventions.
12. To what extent have the partnerships built by the programme promoted national, regional and district ownership of supported interventions?
13. What are the main comparative strengths of the programme and lessons learned that can be carried forward at the national level, in the programme regions, and districts, and replicated in future projects?

### ***Coherence***

14. How well did the programme support coordination and collaboration with and among government counterparts, NGOs, and/or implementing partners at the subregional level to harmonize the interventions?
15. To what extent did the implementation approach coordinated in the three regions given the different scope?
16. How well did the distributed roles and responsibilities among the different implementing partners support consolidated efforts towards the expected results? What improvements could be foreseen?

The final evaluation questions and the evaluation matrix will be presented in the design report.

## **5.0 Approach and Methodology**

### **5.1. Evaluation Approach**

#### **5.1.1 Theory-based Approach**

The CLHY programme will adopt a theory-based approach that relies on an explicit theory of change, which depicts how the interventions supported by the programme are expected to contribute to a series of outputs and outcomes. The theory of change also identifies the causal links between the results and critical assumptions and contextual factors that support or hinder the achievement of desired changes.

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<sup>2</sup> See [Guidance on disability inclusion in UNFPA evaluations](#)

A theory-based approach is fundamental for generating insights about what works, what does not and why. It focuses on the analysis of causal links between changes at different levels of the results chain that the theory of change describes, by exploring how the assumptions behind these causal links and contextual factors affect the achievement of intended results.

The theory of change will play a central role throughout the evaluation process, from the design and data collection to the analysis and identification of findings and the articulation of conclusions and recommendations. The evaluation team will be required to verify the theory of change underpinning the CLHY programme and use this theory of change to determine whether changes at output and outcome levels occurred (or not) and whether assumptions about change hold true. The analysis of the theory of change will serve as the basis for the evaluators to assess how relevant, effective, efficient, and sustainable the support provided by the UNFPA Tanzania CO was during the programme implementation.

As part of the theory-based approach, the evaluators shall use a contribution analysis to explore whether evidence to support key assumptions exists, examine if the evidence on observed results confirms the chain of expected results in the theory of change, and seek out evidence on the influence that other factors may have had in achieving desired results.

### **Theory of Change**

The Theory of Change looks at how individual factors, social norms and practices, structural factors including service provision and the policy framework act as causes towards promoting GBV, FGM, and early and child marriages and, at the same time, act as barriers towards protection and prevention efforts. To address the realities women and girls face, including practices such as FGM and early and child marriages, the theory of change targets having policies, laws, guidelines and protocols that address both protective and prevention efforts of violence and abuse against women and girls, especially those with disabilities in a holistic and comprehensive manner.

The Theory of Change also emphasizes the importance of empowering girls and women to increase their self-confidence and decision-making abilities and denounce practices detrimental to their well-being. The social context, including a good understanding of key decision-makers, is important in bringing about the desired social change.



## 5.1.2 Participatory Approach

The CLHY evaluation will be based on an inclusive, transparent, and participatory approach involving a broad range of partners and stakeholders at national and sub-national levels. The CLHY Programme Coordinator has developed an initial stakeholder map attached to identify stakeholders who have been involved in the preparation and implementation of the programme and those partners who do not work directly with UNFPA and CLHY programme, yet play a key role in a relevant outcome or thematic area in the national context. They will provide information and data that the evaluators will use to assess the contribution of CLHY support to changes expected for the programme. Particular attention will be paid to ensuring the participation of women, adolescent girls and persons with disabilities.

The CO has established an ERG comprised of donor and key stakeholders of the CLHY, including representatives from the government drawn from the Ministry of Community Development, Gender, Women and Special Groups in mainland Tanzania, Ministry of Community Development, Gender, Elders, and Children in Zanzibar, Ministry of Health in mainland Tanzania and Zanzibar; Prime Minister's Office for Labour, Youth, Employment and Disability (PMO-LYED) - Mainland Tanzania; and the Zanzibar Council for Persons with Disabilities. Other members are non-governmental, implementing partners of the Country Programme and representatives of persons with disabilities and young people, UNFPA Tanzania Country Programme Gender and Human Rights Unit Leads, CLHY Programme Coordinator and the M&E Officer. The ERG will be co-chaired by the government and UNFPA. The ERG will provide inputs at different stages in the evaluation process.

### 5.1.3 Mixed-method Approach

The evaluation will use quantitative and qualitative data collection methods, including document review, survey, interviews with key informants, group discussions, and observations.

## 5.2 Methodology

The evaluation team shall develop the evaluation methodology in line with the evaluation approach and guidance provided in the UNFPA Evaluation Handbook. The Handbook will help the evaluators develop a methodology that meets good quality standards for evaluation at UNFPA and the professional evaluation standards of UNEG. It is expected that, once contracted by the UNFPA Tanzania CO, the evaluators acquire a solid knowledge of the Handbook and the proposed methodology of UNFPA.

The CLHY will be conducted in accordance with the UNEG *Norms and Standards for Evaluation*,<sup>3</sup> *Ethical Guidelines for Evaluation*,<sup>4</sup> *Code of Conduct for Evaluation in the UN System*,<sup>5</sup> and *Guidance on Integrating Human Rights and Gender Equality in Evaluations*.<sup>6</sup> When contracted by the UNFPA Tanzania CO, the evaluators will be requested to sign the UNEG *Code of Conduct* before starting their work. The evaluation team is strongly encouraged to refer to the Handbook throughout the whole evaluation process and use the provided tools and templates to conduct the evaluation.

### 5.2.1 The Evaluation Matrix

The evaluation matrix is the centre piece to the methodological design of the evaluation (see Handbook, section 2.2.2.2, pp. 28-30 and section 3.3 The evaluation matrix, pp. 60-61). The matrix contains the core elements of the evaluation. It outlines (i) *what will be evaluated*: evaluation questions for all evaluation criteria and key assumptions to be examined; and (ii) *how it will be evaluated*: data collection methods and tools and sources of information for each evaluation question and associated key assumptions. The evaluation matrix plays a crucial role before, during and after data collection by linking each evaluation question (and associated assumptions) with the specific data sources and data collection methods required to answer the question.

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<sup>3</sup> Document available at: <http://www.unevaluation.org/document/detail/1914>.

<sup>4</sup> Document available at: <http://www.unevaluation.org/document/detail/102>.

<sup>5</sup> Document available at: <http://www.unevaluation.org/document/detail/100>.

<sup>6</sup> Document available at: <http://www.unevaluation.org/document/detail/980>.

In the design phase, the evaluators should use the evaluation matrix to develop a detailed data collection and analysis agenda and prepare the structure of interviews, group discussions and site visits. During the field phase, the evaluation matrix serves as a reference document to ensure that data is systematically collected (for each evaluation question) and is presented in an organized manner. At the end of the field phase, the matrix is useful to ensure that sufficient evidence has been collected to answer all evaluation questions or, on the contrary, to identify gaps that require additional data collection. In the reporting phase, the evaluators should use the data and information presented in the evaluation matrix to support their analysis (or findings) for each evaluation question.

As the evaluation matrix plays a crucial role at all stages of the evaluation process, it will require particular attention from the evaluation team and the manager. The evaluation matrix will be drafted in the design phase and must be included in the design report. The evaluation matrix will also be included in the annexes of the final evaluation report to enable users to access the supporting evidence for the answers to the evaluation questions.

### **5.2.2 Finalization of the Evaluation Questions and Related Assumptions**

Based on the preliminary questions presented in the terms of reference (section 4.1) and the theory of change underlying the CLHY programme, the evaluators are required to refine the evaluation questions. In their final form, the questions should reflect the evaluation criteria (section 4.2) and clearly define the key areas of inquiry of the evaluation. The final evaluation questions will structure the evaluation matrix and shall be presented in the inception report with corresponding tools for data collection.

The evaluation questions must be complemented by a set of critical assumptions that capture key aspects of how and why change is expected to occur based on the CLHY programme's theory of change. This will allow the evaluators to assess whether the preconditions for the achievement of outputs and the contribution of the CLHY programme to higher-level results, at the outcome level, are met. The data collection for each evaluation question and related assumptions will be guided by clearly formulated quantitative and qualitative indicators, which need to be specified in the evaluation matrix.

### **5.3 Sampling Strategy**

The CLHY Programme Coordinator will provide an initial overview of the interventions supported by UNFPA, the locations where these interventions have taken place, and the stakeholders involved in these interventions. As part of this process, the UNFPA Tanzania CO has produced an initial stakeholder map to identify the range of stakeholders directly or indirectly involved in or affected by the implementation of the programme (see Annex B).

Building on the initial stakeholder map and based on information gathered through desk review and discussions with CO staff, the evaluators will develop the final stakeholder map. From this final stakeholder map, the evaluation team will select a sample of national and sub-national-level stakeholders who will be consulted through interviews and/or group discussions during the data collection phase. These stakeholders must be selected through clearly defined criteria and the sampling approach outlined in the inception report. In the inception report, the evaluators should also clarify what stakeholder groups were not included and why. The evaluators should aim to select a sample of stakeholders that is as representative as possible, recognizing that obtaining a statistically representative sample will not be possible. On top of that, the programme conducted the baseline evaluation, it is

expected that the evaluators will do a population-based survey in programme districts and select randomly the programme beneficiaries using a modified baseline tool.

The evaluation team shall also select a sample of sites to visit for data collection and provide the rationale for the selection in the design report. The UNFPA Tanzania CO will provide the evaluators with the necessary information to access the selected locations, including logistical requirements and security measures, if applicable. The sample of sites selected for visits should reflect the variety of interventions supported by CLHY.

#### **5.4 Data Collection**

The evaluation will consider primary and secondary sources of information. For detailed guidance on the different data collection methods typically employed in evaluation, see Handbook, section 3.2 Data collection pp. 50-65.

#### **5.5 Data Analysis**

The evaluation matrix will be the major framework for analyzing data. The evaluators must enter the qualitative and quantitative data in the evaluation matrix for each evaluation question and each assumption. Once the evaluation matrix is completed, the evaluators should identify common themes and patterns to help answer the evaluation questions. The evaluators shall also identify aspects that should be further explored and for which complementary data should be collected to fully answer all the evaluation questions and thus cover the whole scope of the evaluation

#### **5.6 Validation Mechanisms**

All findings of the evaluation need to be firmly grounded in evidence. The evaluation team will use a variety of mechanisms to ensure the validity of collected data and information (for more detailed guidance see Handbook, these mechanisms include (but are not limited to): Systematic triangulation of data sources and data collection methods

Data validation is a continuous process throughout the different evaluation phases. At each stage of the evaluation, the evaluators should check the validity of the collected data and information and verify the robustness of findings so they can determine whether to pursue specific hypotheses (related to the evaluation questions) further or disregard them when there are indications that these are weak (contradictory findings or lack of evidence, etc.). The validation mechanisms will be presented in the design report.

### **6.0 Expected Deliverables**

The evaluation team is expected to produce the following deliverables:

- **Inception report.** The inception report should translate the requirements of the ToR into a practical and feasible evaluation approach, methodology and work plan. It should include (at a minimum): (i) the evaluation approach and methodology (incl. the theory of change and sampling strategy); (ii) the final stakeholder map; (iii) the evaluation matrix (incl. the final evaluation questions, indicators, data sources and data collection methods); (iv) data collection tools and techniques (incl. interview and group discussion protocols); and (v) a detailed evaluation work plan and agenda for the field phase.



- **PowerPoint presentation of the inception report.** The PowerPoint will be delivered at an ERG meeting to present the contents of the inception report and the agenda for the field phase. Based on the comments and feedback of the ERG, the evaluation team will develop the final version of the design report.
- **PowerPoint presentation for debriefing meeting with the ERG.** The presentation provides an overview of key emerging findings of the evaluation at the end of the field phase. It will serve as the basis for the exchange of views between the evaluation team, UNFPA Tanzania CO staff and the members of the ERG who will thus provide complementary information and/or rectify the inaccurate interpretation of data and information collected.
- **Draft evaluation report.** The draft evaluation report will present findings, conclusions, and recommendations based on the evidence generated by data collection. It will undergo review by the CLHY Programme Coordinator, the ERG, and the regional M&E adviser. Based on the comments and feedback provided by these stakeholders, the evaluation team will develop a final evaluation report.
- **Final evaluation report.** The final evaluation report (*maximum 70 pages, excluding annexes*) will present the findings and conclusions and a set of practical and actionable recommendations to inform the next programme design.
- **PowerPoint presentation of the evaluation results.** The presentation will provide a clear overview of the key findings, conclusions, and recommendations to be used for the dissemination of the final evaluation report.
- **The Final evaluation data sets,** the population survey data set, will be in a spreadsheet, while the qualitative data set will be a transcribed data set in a Word document.

All the deliverables will be developed in English.

## 6.1 Quality Assurance and Assessment

The UNFPA Evaluation Quality Assurance and Assessment (EQAA) system aims to produce good quality evaluations at central and decentralized levels through quality assurance and quality assessment. Quality assurance occurs throughout the evaluation process, starting with the ToR of the evaluation and ending with the final evaluation report. Quality assessment takes place following the completion of the evaluation process and is limited to the final evaluation report to assess compliance with a certain number of criteria. The quality assessment will be conducted by the independent UNFPA Evaluation Office.

The EQAA of this programme will be undertaken in accordance with the guidance and tools that the independent UNFPA Evaluation Office developed (see <https://www.unfpa.org/admin-resource/evaluation-quality-assurance-and-assessment-tools-and-guidance>). An essential component of the EQAA system is the EQA grid which defines a set of criteria against which the draft and final evaluation report are assessed to ensure clarity of reporting, methodological robustness, rigor of the analysis, credibility of findings, the impartiality of conclusions and usefulness of recommendations.

The evaluation manager is primarily responsible for quality assurance of the evaluation deliverables at each phase of the evaluation process. However, the evaluation team leader is also important in undertaking quality assurance. The evaluation team leader must ensure that all evaluation team members provide high-quality contributions (both form and substance) and that the draft and final evaluation reports comply with the quality assessment criteria outlined in the EQA grid before

submission to the evaluation manager for review. The evaluation quality assessment checklist below outlines the main quality criteria that the draft and final version of the evaluation report must meet.

## **7.0 Duration and Working Schedule**

The assignment is for **forty (40) working days** stretched between **February to December 2025** that will involve regular virtual and in-person presentations to UNFPA during the three phases of the assignment as proposed above and more wherever necessary as requested by UNFPA to present progress made for in-depth discussion, quality checks, feedback and guidance moving forward. The consultancy firm is expected to consider the feedback and guidance from UNFPA to ensure high standards of coherence, harmony, logic, analysis, relevance and clarity are maintained throughout the process from the inception, survey, data processing and report writing.

## **8.0 Research and Ethical Clearance**

The selected consultancy firm shall be responsible for applying for expedited ethical clearance and administrative approvals from the relevant authority in Tanzania as may be required to undertake the evaluation.

## **9.0 Supervisory Arrangements**

The consultancy firm will be supervised directly by the Evaluation manager for all day-to-day arrangements, with technical support provided by the Programme Specialist, Gender Equality and M&E Specialist, and oversight by the Technical Adviser, Gender Equality and Human Rights. The Evaluation reference group will be responsible for the review and approval of the evaluation documents at all stages.

## **10.0 Roles and Responsibilities of the Evaluation Team**

### **10.1 Evaluation Team Leader**

The evaluation team leader will be responsible for the design and implementation of the evaluation. S/he will be responsible for producing and submitting all expected deliverables per the ToR. S/he will lead and coordinate the work of the evaluation team and ensure the quality of all evaluation deliverables at all process stages. The evaluation team leader will provide methodological guidance to the evaluation team in developing the design report, including but not limited to defining the evaluation approach, methodology, work plan, and the agenda for the field phase. S/he will lead the drafting and presentation of the design report and the draft and final evaluation report and play a leading role in meetings with the ERG and the UNFPA technical team. Beyond her/his responsibilities as team leader., the team leader will also be responsible for communication with the evaluation manager.

### **10.2 Evaluation Team Member: Gender Equality and Women's Empowerment Expert**

The gender equality and women's empowerment expert will provide expertise on the human rights of women and girls, especially sexual and reproductive rights, the empowerment of women and girls, engagement of men and boys, as well as GBV and harmful practices, such as female genital mutilation,

child, early and forced marriage. S/he will contribute to the methodological design of the evaluation and take part in the data collection and analysis work, with overall responsibility of contributions to the evaluation deliverables in her/his thematic area of expertise. S/he will provide substantive inputs throughout the evaluation process by contributing to the development of the evaluation methodology, evaluation work plan and agenda for the field phase, and participating in meetings with the Evaluation.

### **10.3 Evaluation Team Member: Inclusion of Left Behind Population**

The Inclusion expert will provide expertise on the interpretation of human rights of women and girls, especially sexual and reproductive rights, the empowerment of women and girls with disability, engagement of men and boys, as well as GBV and harmful practices, such as female genital mutilation, child, early and forced marriage. S/he will contribute to the methodological design of the evaluation that considers the involvement of a person with disability, understanding language and interpretation, take part in the data collection and analysis work, with overall responsibility of contributions to the evaluation deliverables in her/his thematic area of expertise. S/he will provide substantive input throughout the evaluation process by contributing to the development of the evaluation methodology, evaluation work plan, and agenda for the field phase, as well as participating in meetings with the evaluation.

## **11.0 Qualifications and Experience of the Evaluation Team**

### **11.1 Team Leader**

The competencies, skills and experience of the evaluation team leader should include:

- At least a master's degree in demography, international development, social sciences, or gender studies.
- A PhD in relevant fields is an added advantage.
- Minimum seven years of hands-on experience in conducting surveys or evaluations for development programmes in the Tanzanian context.
- Proven track record in designing quantitative and qualitative data collection tools, data collection and analysis, and use of participatory approaches both in the field and through digital platforms (phone or online).
- Experience in using a theory of change and outcome mapping and applying it to development programmes.
- Proven experience in leading a team of consultants in quantitative and qualitative data collection and analysis in the social sectors, especially gender equality and women empowerment.
- Excellent understanding of gender inequality, gender power imbalances, GBV and harmful practices, particularly child marriage and female genital mutilation and social behaviour change. Ideally, this understanding should be in both the global and local contexts.
- Familiarity with the rights of persons with disabilities and previous engagement in disability-inclusive research would be an advantage.
- Excellent analysis and writing skills in evaluation reports with constructive and practical recommendations.
- Excellent skills in both written and oral English and Kiswahili.

### **11.2 Team Member: Gender Equality and Women's Empowerment Expert**

- A bachelor's degree in international development, gender, social science, and other relevant areas.
- A minimum of five years of experience conducting research, evaluations, or reviews of development programmes in Tanzania, including specific experience in social science, particularly in gender equality.
- Familiar with the rights of persons with disabilities and previous engagement in disability-inclusive would be an advantage.
- Proven experience in conducting gender analysis and assessing programmes that address gender inequality, gender power imbalances, and GBV and harmful practices, including child marriage and female genital mutilation, including through women and girls' empowerment, community mobilization, social behavioural change, policy/law development and institutional strengthening.
- Good presentation/communication skills in both written and oral English and Kiswahili.

### **11.3 Team Member: Inclusion of Left Behind Population.**

- A bachelor's degree, international development, gender, social science, special education needs, and other relevant areas.
- A minimum of five years of experience conducting research, evaluations, or reviews of development programmes in Tanzania, including specific experience in social science, particularly in addressing the needs of persons with disabilities.
- Familiar with the rights of persons with disabilities and previous engagement in disability-inclusive research would be an advantage.
- Proven experience in conducting gender analysis and assessing programmes that address gender inequality, gender power imbalances, GBV and harmful practices, including child marriage and female genital mutilation, including through women and girls' empowerment, community mobilization, social behavioural change, policy/law development and institutional strengthening.
- Good presentation/communication skills in both written and oral English and Kiswahili.

### **11.4 Team Member: Quantitative Data Analyst**

- The quantitative expert is expected to hold bachelor's degrees in economics, Statistics, and demography.
- Minimum five years' experience in research and evaluation.
- Familiarity with quantitative software.

## **12.0 Dissemination and facilitation of use**

Evaluation reports are public documents in UNFPA. At this stage the findings of the evaluation will be strategically communicated with stakeholders using targeted outlets to targeted audiences at two levels: -

**Strategic communication:** A purposeful and planned approach to communicating the programme results in a timely and targeted manner to relevant stakeholders, with a view to maximizing the utilization of the programme evaluation.

**Facilitation of use of programme evaluation results:** The intentional and deliberate steps towards actively engaging with stakeholders over the long term and incorporating advocacy efforts so that programme evaluation results are effectively utilized to inform decision-making. Among several actions, this includes the development of the management response and follow-up on its implementation. Advocating for the use of evaluation results fosters a culture of learning and adaptation based on evaluative evidence, with a view to accelerating the delivery of the transformative results of UNFPA.

### **13.0 Submission Requirements.**

The consulting firm should submit Technical and Financial proposals separately. The technical proposal should be a maximum of 10 pages and include the proposed approach and activities for implementing and managing the consultancy, including an operational work plan with timelines.

Following documents should be attached to the proposal; a) a profile of the firm, 2) Curriculum Vitae of a team lead and team members expected to undertake the evaluation exercise, and 3) evidence of undertaking similar work in the past and names and contact details (email and phone numbers) of past clients.

Please refer to the RFQ with reference number **RFQ N° UNFPA/TZA/RFQ/24/004** for the submission guidelines

### **14.0 How to Apply**

Qualified research firms should send the application letter and proposal documents, as well as technical and financial documents, in separate files through the email address [tanzania.office@unfpa.org](mailto:tanzania.office@unfpa.org). The deadline for application is **13 November 2024 at 23:59:59 hrs**<sup>[1]</sup>.

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[1] <http://www.timeanddate.com/worldclock/city.html?n=69>