

African Digital Schools Initiative

Terms of Reference for Midline study

1.0 Background

The Global E-Schools and Communities initiative (GESCI) has worked since 2005 to provide capacity building, technical and strategic advice to countries seeking to harness the potential of ICTs in order to increase access to, and to improve the quality and effectiveness of education. GESCI in partnership with the Mastercard Foundation and the Ministries of Education in Kenya, Tanzania and Côte d'Ivoire embarked on a five year African Digital Schools Initiative (ADSI) (2016-2020) - a comprehensive multi-country multi-year programme to implement an effective, sustainable and replicable model of digital whole school development in secondary education that will lead to improved student 21st century skills development, learning outcomes and readiness for the knowledge economy workplace.

The goal of the ADSI programme is to consolidate and develop a holistic expansion of the demonstrably successful aspects of its Strengthening Innovative Practice in Secondary Education (SIPSE) pilot model (2013-2015) in relation to its innovation practice, whole school approach, horizontal (geographic) and vertical (institutional) outreach and impact, and shared ownership. The ADSI model presents a portfolio of system- wide ICT innovation elements that can address policy coherence needs for ICT integration in teaching and learning - inclusive of: a blended learning teacher development approach, whole school involvement, school leadership capacity building, converging technologies of e- and m-learning, use and development of open education resources, an online repository of materials, digital school awards, accreditation and certification to incentivize ICT integration and progression, policy dialogues to raise awareness and influence new policy formulation and institutionalization of new/good practice. Currently, ADSI covers 80 schools (20 in each of the four counties of Kiambu, Nyamira, Narok & Taita Taveta), 80 secondary school principals, 800 teachers and 80 Boards of Management chairpersons and 80 parents association chairpersons.

In Kenya, a baseline study was carried out in quarters 3 & 4 of 2016 to inform the project and set the benchmarks upon which the project would be monitored and evaluated. The project has been running for more than one and a half years now in Kenya which is an opportune time to carry out a midline study. The study will help ADSI with the evidences, insights on the extent of achievement of objectives, factors that facilitate and impede the progress, and provide recommendations for midcourse corrections, if any.

2.0 Midline objectives

The overall objective of the midline study is to assess whether and/or the extent to which targets have been achieved thus far in the project, understand the determinants enabling and/or disabling achievement of targets, the extent of ownership built among the target groups, capture key learnings from the implementation experience and recommend doable actions for the remaining project period.

Specific evaluation objectives are to:

- Assess the project progress/changes (since baseline) of the project so far and its likelihood of achieving its stated objectives (more than a year since implementation began) on the following aspects;
 - **Institutionalization:** Investigate the current level of institutionalization of national strategies for the pedagogical integration of ICT use in STEM and other subject teaching as related to policy in teacher development, curriculum, pre and –in service, school support and management practices
 - **Digital Schools Development:** Establish the current conditions, needs, resources and priorities of the schools in relation to ICT in STEM teaching and learning
 - **Teacher Development:** Establish changes in teacher competencies and practices for ICT use in STEM since baseline
 - **Student Learning:** Measure learner 21st century skills and other learner achievements in relation to STEM subjects and gather feedback on their experiences and attitudes towards the use of ICT in STEM learning inside and outside of schools.
- Assess the ADSI programme in terms of relevance, effectiveness, efficiency of project implementation and level of ownership by project beneficiaries and other actors
- Assess the ADSI programme in terms of effectiveness of networking with the different stakeholders for optimal leveraging of resources and sustainability benefits.
- Document lessons on what works/doesn't work in the implementation of ADSI approach and Theory of Change.
- Generate practical, action-able recommendations that can be implemented by the project actors in the remaining phase of the project.

3.0 The proposed Methodology and Approach

As was the case with the baseline, a mixed method approach employing both qualitative and quantitative techniques in the collection of data will be used:

Data collection will be carried out using five different approaches:

- a) **Desk Review:** A thorough assessment of relevant existing project documentation including project conceptual documents, progress reports, work plans, activity reports, available data, monitoring frameworks, etc. will be carried out.
- b) **Observation:** Observations will be carried out at the school level to collect administrative data, audit the level of ICT infrastructure and equipment at the selected schools and observe classroom practices.
- c) **Quantitative survey (a representative sample of the population of students, teachers)**
A representative survey to help provide a clearer/specific picture from the target group. Surveys allow for a comprehensive acquisition and aggregation of statistical data that is easy to analyze and interpret. The statistical representation will also allow for segmentation and sub cluster analysis of the data collected.
- d) **Focus Group Discussions (At least 6 in each of the counties)**
To complement the data, this study will also employ a qualitative approach to data collection, and fieldwork in the form of focus group discussions (FGDs) with carefully selected members of the populations (teachers, students, EWG members, BoM members, etc.).
- e) **Key Informants In-Depth Interviews (Approximately 10 each of the counties)**
It will also be important to understand the perspectives of the various stakeholders in an in-depth manner. Key Informant Interviews will be carried out with: SBCs, HTs, representatives of key

agencies/partners, government representatives, etc. The decision on who to be interviewed will be made jointly with ADSI project team.

GESCI is seeking a Consultant/Team to conduct the midline evaluation study including; data collection, analysis and reporting. The experts are expected to carry out the assignment in consultation with the GESCI-ADSI technical team comprising of MERL Specialist, Programme Manager, the Kenya Project Manager and the Education Specialist.

4.0 Roles and Responsibilities

Under the guidance of the MERL Specialist, the role of the Consultant is to:

- Mobilize and provide a team of 16 qualified research assistants who will carry out data collection and digitization (estimated to take about 5 days for each).
- Support the conceptualization, design and refining of tools for the midline study.
- Present an inception report with a proposal for carrying out data collection, analysis and reporting.
- Support training of the enumerators and piloting of the instruments.
- Carry out midline data collection from 10 schools per county jointly with the GESCI MERL Specialist and Project Coordinators as per the guidelines provided during the training.
- Manage the digitization of the data in survey monkey and Excel matrix sheets as per the guidelines provided.
- Hand over the field data in hard copy format and digitized formats as per the guidelines
- Carrying out the data analysis inclusive of
 - a. Midline data cleaning
 - b. Midline data analysis
- Report write-up integrating
 - a. A draft midline report
 - b. A final report integrating revisions based on technical review from GESCI/ADSI.

GESCI will provide the following:

- Travel from Nairobi to the counties and all the schools where data will be collected and back.
- Provide US\$50 per day (inclusive of accommodation, meals and honorarium) for the data collectors. The data collectors staff time cost is to be considered by the consultants as part the proposal.
- Questionnaires for data collection in hard and soft copies

5.0 Timeline, Activities and Outputs

Date	Activity	Location	Outputs
August 10 th 2018	Close of applications and review of EOI	Nairobi	Shortlist and selection
August 17 th 2018	Selection of consultant	Nairobi	Consultant selected
August 20 th – 24 th 2018	Meeting – GESCI-ADSI technical team/contracting/ review of documentation / data sets	Nairobi	Inception report – with preliminary desk review and detailed plan for carrying out data analysis, report write up – inclusive of mixed methods methodology for quantitative and qualitative analysis and outline for midline report write-up
August 27 th – 29 th 2018	Team assembly, briefing and training and piloting	Nairobi	Final protocol, tools and plan
September 3 rd – 14 th 2018	Data collection in schools (selected 10 schools per county)	Kiambu, Narok, Nyamira & Taita Taveta	Mixed methods data analysis report –interview transcripts, focus group/KII transcripts, survey and classroom observation
September 24 th – 28 th 2018	Preparation of first draft with desk review and preliminary findings	Online	First draft of baseline study report – with preliminary findings for review by GESCI-ADSI-technical team
October 15 th – 18 th , 2018	Final study report (integrating revisions based on feedback from GESCI-ADSI technical team) and consolidated toolkit (on baseline study approaches and instruments)	Online	Final midline report

Indicative Schedule of key Deliverables

- **Inception report** – with preliminary desk and data collection review and enhanced methodology and plan for carrying out baseline data analysis and report write-up – **10 August, 2018**
- **Fieldwork report** – mixed methods analysis of interview, focus group, survey and classroom observation data sets – **18 September 2018**
- **First draft** baseline study report presentation for ADSI management feedback – **28 September 2018**
- **Final** baseline study report integrating revisions based on feedback and the baseline toolkit of approaches and instruments – **12 October 2018**

6.0 Required skills and Experience

To be considered for this role you must:

- Possess an advanced Degree in research, monitoring and evaluation, education, education research or related fields.

- Have a minimum of six (6) years' experience with similar tasks preferably in the international development sector. Experience with conducting research on education thematic/ICT in Education areas will be an added advantage.
- Have good knowledge of the Kenyan socio-political, cultural context and basic education landscape.
- Possess advanced analysis, interpretation and writing skills.

7.0 Duration of task completion/scheduling

The assignment will take place over the months of August-September 2018 with following tentative allocation of working days (either consecutively or divided into two periods):

- Desk study / preparation: **2 days**
- Consultations in Nairobi: **1 day**
- Writing Inception Report: **1 day**
- Support training workshop in Nairobi: **2 days**
- Data collection: **6 days**
- Analysis and draft report: **5 days**
- Discussion with GESCI/ADSI team: **1 day**
- Incorporation of comments and Final report: **2 days**

Payment schedule:

- 20% upon approval of Inception report
- 30 % upon completion of data collection
- 30 % upon submission of first draft
- 20% upon completion and approval of the final report

Confidentiality and Copyright: The consultancy team will be required to sign a confidentiality clause whereby information accessed through the ADSI midline assignment can only be disclosed and shared with authorized members of the ADSI programme. GESCI will have ownership over any Intellectual Property developed for or derived from the engagement.

To apply: Interested consultants should submit a detailed proposal (10pages max) outlining their understanding of the task, proposed approach, budget, examples of past similar work (with at least 3 referees), and CV/profile of key personnel. Please submit by email under the heading '**ADSI Midline Study – Kenya**' to GESCI procurement at: procurement@gesci.org by 10th August 2018.

Only consultants/teams meeting the academic and experience requirements need apply. Only shortlisted candidates will be contacted. For further information on the consultancy you can contact Samuel Otieno, GESCI MERL Specialist at: samuel.otieno@gesci.org