

## **Terms of Reference (TOR): FOR External Edline Evaluation Expert**

### **Reframing Education Accountability in Pakistan (REAP)**

#### **1. Background and Context**

The Institute of Social and Policy Sciences (I-SAPS) is implementing the project “Reframing Education Accountability in Pakistan (REAP)” under the Operational Component 2 (OC2) of Education Out Loud (EOL). The project focuses on strengthening civil society engagement in education governance and promoting social accountability to improve education service delivery at the grassroots level.

In line with Annex C of the Grant Agreement and the Note to OC2 Grantees on End Evaluation Process - 2026, I-SAPS will commission an independent external end evaluation of the project.

#### **2. Purpose of the Evaluation**

The evaluation is intended to serve both accountability and learning purposes. It will assess the extent to which the project has delivered against its approved design and Results Framework. It will also generate evidence-based insights to inform organisational learning, alliance strengthening, sustainability, and future programming.

The evaluation is also expected to document key achievements and lessons that can support strategic positioning and future resource mobilisation efforts.

#### **3. Scope of the Evaluation**

The evaluation will cover the implementation period from 01 January 2024 to 31 March 2026, based on the latest approved project design, including any adaptive refinements.

It will assess the overall performance of the project by examining its design, implementation, and the extent to which intended outputs and outcomes have been achieved. The evaluation will also analyse the effectiveness of the alliance model, the scale and quality of civil society engagement, and any institutional or systemic changes influenced by the project. Particular attention will be given to learning and adaptive management processes, as well as the sustainability of results and partnerships. Where relevant, the evaluator may also provide reflections on continuity across earlier OC2 phases.

To support an informed evaluation design, the Lead Implementing Organization (I-SAPS) will provide relevant documentation, including details on geographic coverage, outreach, key interventions, and stakeholder engagement.

#### **4. Evaluation Criteria and Mandatory EOL Learning Questions**

The evaluation will be informed by the OECD-DAC framework to assess the project’s performance, effectiveness, and contribution. It will be applied in a context-sensitive manner,

allowing the assessment to focus on the most relevant aspects of design, implementation, and results, in line with available evidence and ground realities.

In addition, the evaluation will integrate the following broad learning questions:

1. What has been the total civil society reach of the OC2 alliance during the project?
2. How has the alliance of organisations implementing the OC2 project contributed to the outcomes of the project?
3. Have the learning efforts of Education Out Loud made any difference to the OC2 alliance organisations?

## **5. Roles and Responsibilities**

### ***Lead Implementing Organization (I-SAPS)***

I-SAPS will provide all relevant project documentation and facilitate access to key stakeholders at provincial and district levels. This will include coordinating and supporting field visits to selected project districts. It will also review draft deliverables and provide consolidated and timely feedback to support quality assurance and alignment with project objectives.

### ***External Evaluator***

The external evaluator will conduct the evaluation independently, ensuring objectivity and adherence to professional and ethical standards. The evaluator will be responsible for the design, execution, and quality of the evaluation.

The evaluator will apply appropriate methodological rigour, ensure confidentiality of information, and deliver all outputs within the agreed timeline. Field visits to selected districts will be undertaken to provide contextual grounding. Any alternative approach, including remote data collection, must be clearly justified in the inception report. The evaluator will also ensure that the analysis is gender and inclusion-sensitive and all findings will be clearly linked to evidence.

To operationalise these responsibilities, the evaluator will undertake the following key tasks:

#### **a. Evaluation Framework Development**

The evaluator will engage closely with the I-SAPS project team to jointly conceptualise and develop a comprehensive evaluation framework. The framework will be guided by OECD-DAC criteria and grounded in the project's scope of work and implementation context. It will ensure alignment with project objectives and intended outcomes.

#### **b. Document Review and Programme Analysis**

The evaluator will undertake a structured review of relevant project documents. This will support a clear understanding of the project design, implementation processes, and expected results. It will also help identify key assumptions, results pathways, and areas requiring further inquiry.

#### **c. Design of Data Collection Tools (KIIs and FGDs)**

The evaluator will develop tools for key informant interviews (KIIs) and focus group

discussions (FGDs). These will be tailored to engagement with district education officials and members of civil society education networks (CSENs).

The tools will be designed to generate relevant, credible, and actionable insights. They will ensure balanced capture of perspectives from both public officials and citizen groups, while remaining sensitive to local dynamics and institutional contexts.

#### **d. Primary Data Collection**

The evaluator will undertake primary data collection through KIIs and FGDs with district officials and CSEN representatives. The process will follow appropriate qualitative methods and ethical standards. It will involve effective communication, careful probing, and systematic documentation. This will enable the generation of nuanced insights on the project's influence on education outcomes, governance processes, and policy engagement.

#### **e. Synthesis and Sharing of Headline Findings**

Following data collection and initial analysis, the evaluator will synthesize key findings and recommendations into a concise summary document. The summary document will present the most critical observations and emerging outcomes in a clear and accessible manner. It will support early reflection and validation with stakeholders, and facilitate informed discussion and timely decision-making.

#### **f. Final Evaluation Report Development and Validation**

Building on the headline findings, the evaluator will prepare a comprehensive evaluation report. The report will present a structured analysis of the project's achievements, challenges, and contributions. It will integrate qualitative and quantitative evidence, contextualise findings, and provide well-grounded interpretations. The report will undergo iterative refinement in consultation with the I-SAPS team to ensure accuracy, coherence, and alignment with project objectives and intended use.

### **6. Key Deliverables**

The evaluator will be expected to deliver the following three key deliverables over the course of the assignment:

*i) Inception Report:* The inception report will present a refined evaluation matrix, a detailed methodology, data collection tools, and a clear workplan and timeline for the assignment.

*ii) Draft Evaluation Report:* The draft evaluation report will provide a structured analysis based on OECD-DAC criteria, integrating the EOL learning questions and presenting evidence-based findings along with practical and actionable recommendations.

*iii) Final Evaluation Report:* The final evaluation report will incorporate feedback from the Lead Implementing Organisation and RMU/GMU, and will present clear conclusions, forward-looking recommendations, and a concise executive summary (maximum five pages) highlighting key findings and learning.

### **7. Timeline**

The evaluation is expected to be completed within approximately six months. The indicative timeline is as follows:

- Inception phase (including desk review and inception report): 30 June 2026
- Completion of data collection: 15 August 2026
- Presentation of preliminary findings and draft report: 15 September 2026
- Submission of refined draft report: 30 September 2026
- Final evaluation report submission: 30 October 2026

## **8. Eligibility and Required Qualifications**

Applications are invited from both experienced individual consultants and consultancy firms with demonstrated capacity and the following credentials to undertake this assignment:

- At least a Master's degree in social sciences, education, development studies, public policy, or other relevant disciplines.
- Substantial experience in evaluating development or education sector programmes
- Experience in civil society strengthening and social accountability programming will be considered an added advantage.
- Expertise in gender equality and inclusion analysis
- Strong analytical and report writing skills

## **9. Application and Selection Process**

- Interested applicants are required to submit an application package, including a technical proposal outlining the proposed methodology and workplan, a financial proposal, and updated CV(s) of the consultant(s).
- Applications will be assessed based on the quality and feasibility of the proposed methodology, the relevance and depth of the applicant's experience, the quality of previous work, and the competitiveness of the financial proposal.
- Applications must be submitted electronically no later than **June 10, 2026** on [hrl@i-saps.org](mailto:hrl@i-saps.org) by mention the position in subject line.

Note: Only shortlisted applicants will be contacted for further process.

## **10. Ethical Considerations**

The evaluator will be expected to adhere to established ethical standards in research and evaluation, including informed consent, and confidentiality of respondents.