



## Development Evaluator 2023 – 27, part-time consultancy

### Background Information on Plan International

Plan International strives to advance children’s rights and equality for girls all over the world. As an independent development and humanitarian organisation, we work alongside children, young people, our supporters and partners to tackle the root causes of the challenges facing girls and all vulnerable children. We support children’s rights from birth until they reach adulthood and enable children to prepare for and respond to crises and adversity. We drive change in practice and policy at local, national and global levels using our reach, experience and knowledge. For over 80 years we have been building powerful partnerships for children, and we are active in over 75 countries.

Children and adolescent girls are at the heart of everything we do. This means we work with children and youth, their families, communities, organisations and local governments to bring about positive change. When children, youth and adults work together as part of the change process, it is more likely that programmes will be successful and sustainable. Plan's work is linked to the United Nations Convention on the Rights of the Child, the Convention on the Elimination of All Forms of Discrimination against Women, and the SDGs.

### Overview of Plan International Ireland

Established in 2003, Plan International Ireland (PII) supports Plan’s work worldwide, adding value in a number of specialised areas: education, protection, inclusion and emergencies, with a particular focus on West Africa. Plan International Ireland plays a key role in driving the agenda of inclusive quality education (IQE) across both its humanitarian and development delivery of programmes. Funding is received from a variety of sources including through the public via child sponsorship, Irish Aid, EU, trusts, foundations, trade unions and corporate firms.

Plan International Ireland and Irish Aid are working in partnership to achieve the common vision of a world in which all children realise their full potential. Achieving this vision depends on both boys and girls enjoying their right to inclusive quality education. It is recognised that education is one of the most important investments a country can make and is critical to reducing poverty and inequality.

Our work also shows that when you invest in the girl child the impacts on development are much higher. We believe that girls' access to education and legal rights can break the cycle of poverty and discrimination that girls face around the world. Investing in girls is the key to eliminating the cycle of poverty.

### PII’s SQRIBE Programme in West Africa 2023 – 27

PII has received funding from Irish Aid to implement a **Safe, Quality, Resilient, Inclusion-based Education (SQRIBE)** in 6 vulnerable countries in West Africa – **Burkina Faso, Mali, Central African Republic, Cameroon, Guinea-Bissau, and Guinea**. The programme is of **5-year duration** and is focused on education across humanitarian and development contexts building a nexus approach in **Burkina Faso and Mali**.

Building on previous programmes there is an increased focus on improving learning outcomes for **out-of-school children** and **adolescent girls** as the key target groups while continuing to support the overall safe, quality, resilient, inclusion-based education eco-system.

**The SQRIBE Programme Goal** The realisation of children’s rights to access and benefit from a **safe, inclusive, gender transformative quality education** is the fundamental goal underpinning the humanitarian-development nexus aspects of the programme. Supporting SDG4 global commitments, particularly gender equality, and additional priorities, strategies and targets under national Education Sector Plans and PI (Plan International) Country Strategies, the integrated, multi-level education programme builds on achievements and lessons under two phases of Irish Aid programming in West Africa. This programme draws together long-term development and chronic crisis funding into one coherent programme.

The **Long-Term Development Stream** aims to overcome the barriers that prevent the most vulnerable and marginalised children, particularly adolescent girls and Out of School Children, from accessing and completing education. It champions children’s and young people’s education, and that of girls, as a human right, a global development priority and a core humanitarian need. We continue to build on our achievements in disability inclusion. Children will have their rights met through a strengthened education landscape, with interventions designed to change norms, attitudes and behaviours that marginalise girls and Children with a Disability. The focus is on children aged 9-15, where we can add the most value and make the most impact to address the persistent gendered barriers and poor outcomes of this age cohort.

The **Chronic Crisis Stream** aims to provide an immediate response to urgent education needs for conflict-affected school age children; it also contributes to the gradual recovery of the education system while supporting the efforts of the humanitarian-development nexus. As a result, Plan adopts a system strengthening approach through building more resilient education systems which are better prepared to respond to children's needs in conflict settings and mitigate the risks associated with conflicts/violence, around education disruption. Furthermore, it reinforces the capacities of the main education stakeholders at different levels (school and community-based actors, decentralised education authorities, Ministry of Education, Education Clusters and working groups) to facilitate increased access to quality and safe gender responsive non-formal learning opportunities for out-of-school girls and boys. In **Mali**, SQRIBE will utilise the most appropriate components from both the humanitarian and development streams to respond to urgent needs, while also paving the way for longer-term development work. We view the project intervention in **Mali** as an instance of a humanitarian-development nexus approach.

### **Development Evaluator Role**

PII seeks to engage a Development Evaluator (given the nature of the role, this could be an organisation with a range of skill sets that would meet the criteria) to support Monitoring, Evaluation, Research and Learning (MERL) across the programme cycle of SQRIBE. The Development Evaluator will provide external and objective inputs, but due to ongoing engagement, will have familiarity with the programme to provide stronger and more relevant inputs. It is anticipated that this approach will provide greater value for money, both financially, alongside less time required by the PII team in orienting evaluation teams and reviewing evaluation feedback. It is also expected that the evaluation process will be more meaningful for country teams, with lessons integrated into project design as part of on-going implementation – moving away from the more formal ‘external evaluation’ approach that has been adopted in the past. Monitoring is also seen as a regular and on-going process, no longer requiring the traditional ‘mid-term

review'. It is expected that the Development Evaluator will establish meaningful relationships with Plan Ireland, Plan Country Offices, Plan Regional Offices, Plan Global Hub, and partners.

### Key Responsibilities

- Programme development and progression.
- Support PII and Country Office teams in reviewing, updating and harmonising M&E data collection in line with the Results Framework, across the 6 countries.
- Defined intervals of programmatic reflection and review (6 monthly, annually).
- Monitor the results of conflict sensitivity analysis and if impacting the programme, support on reviewing Country Office targets.
- Collating and integrating lessons learned and feedback into on-going project design.
- Annual reviews of Results Framework; input in relation to results reported; the applicability and relevance of the results to the context; potentially review future targets; recommendations for improvement, if appropriate (this is a desk review).
- Annual country visit(s) – 6 countries with 7 project locations. Given the fact that some countries are very volatile and project sites are not accessible, some of these visits may need to be carried out remotely and on-line.
- Support the development and preparation for an endline evaluation.

### Key Outputs

- Annual **calendar of work** agreed with PII programme staff.
- Annual review of Country Office **Results Frameworks**, supporting in relation to progress and indicators.
- Annual **Lessons Learnt Report** based on PII and Country Office meetings, visits, review of documents outlining where the project is going well and areas of improvement (for internal learning and sharing with Irish Aid).
- **Trip reports and country specific observations** and recommendations. Sharing of case studies/good practice examples from these visits.
- Input and support to PII staff on **MERL component for the annual regional workshops**.
- An endline evaluation is envisaged; despite this being a 5-year programme, it will probably take place late Year 4 in order to feed into the development of the next programme proposal, to be determined by the donor. This will be subject to further discussion and agreement. Where it will be outside the scope of this agreement, we envisage support to PII.

### Person or Organisation Specification

- Advanced University Degree in public education, international development, evaluation or related field.
- A minimum of ten (10) years of relevant professional experience in the areas of basic/ primary education, teacher development, capacity building of education administrations, education economics and in the definition and implementation of sectorial policies in the education sector.
- Excellent understanding of both development and humanitarian principles and programming.
- Extensive experience in the evaluation of technical assistance projects, preferably, those under the education portfolio.
- Fully conversant with the principles and working methods of project cycle management.
- Solid knowledge of, and practical experience with gender analysis and planning.
- Full working knowledge of English and French.
- Excellent report writing skills.
- Competence and adequate experience in the use of qualitative and quantitative methods of data collection and analysis.

- Ability to interpret and analyse complex qualitative and quantitative data, and to present findings and recommendations concisely.
- Excellent inter-personal communication skills including experience of facilitation and presentation.
- Ability to work equally well with communities and international organisations.
- Understanding of key safeguarding issues relevant to the assignment and experience of designing and implementing M&E activities that ensure the safety and rights of vulnerable participants are protected.

### **Desirable skills and experience**

- Portuguese would be an advantage.
- Experience in West Africa would be an advantage.
- Knowledge and sensitivity to political and social contexts of West African communities.

### **Contract and Budgeting**

5 year (2023-2027), part-time contract with the following specifications:

- Anticipating 20 days per year, however a willingness to be flexible and potentially have some further availability.
- However, approx. 30 days in Year 1 and 30 days in Year 5 to account for baseline and endline evaluations.
- For the required travel, this will be managed by Plan (visa, flights, hotel etc) due to knowledge of the localities etc, and trips may coincide with a PII staff person. Depending on the country, travel can be from 7 – 12 days.
- All travel related health matters (vaccines, medication etc) will be the responsibility of the Development Evaluator
- Insurance for Country Office visits will be covered by Plan International.

### **Expression of interest**

- Submit a covering letter by **5pm, Friday 31<sup>st</sup> March** [tenders.ireland@plan-international.org](mailto:tenders.ireland@plan-international.org) with Development Evaluator in the subject line.
- Outline how your areas of expertise align with the Development Evaluator role.
- As travel etc will be managed by Plan, the daily fee should be clearly outlined.
- Provide CVs of personnel who will work on this project (given the length of the project it is understandable that personnel may change).

### **Selection and Award of the Contract**

Applicants will be shortlisted and invited to interview. PII reserves the right not to accept the lowest, or any, application. Award of the contract will be through written notification and a subsequent service agreement will be put in place.