



Terms of Reference for Endline Survey

Activity	Endline Survey Consultancy
Project Name	Strengthening Access to Education and helping children survive and thrive through piloting context-specific Early Childhood Education interventions in Pibor
Commissioned by	Help a Child South Sudan
Supported by	UNICEF
Project Duration:	1st October 2024– 7 th December 2025
Evaluation Period	October – December 2025
Assignment Duration	30 Days
Evaluation location	Greater Pibor Administrative Area, South Sudan

1. Organisational Background:

Help a Child is a Christian International Relief and Development Organisation founded in the Netherlands in 1968. Help a Child provides a future for children in need, their family, and their entire communities. It wants every child, regardless of social, political, religious, ethnic, or economic background, to have a life in dignity, with love and a promising future. Help a Child believes in providing a future for impoverished children through community engagement and empowerment to attain sustainable change and development. (www.hacsouthsudan.org or contact info@hacsouthsudan.org).

2. Project Background:

The "Strengthening Access to Education in Wau County, Western Bahr El Ghazal State and helping children survive and thrive through piloting context-specific Early Childhood Education interventions in Pibor" Project by Help a Child and UNICEF aims to deliver inclusive and quality Early learning & emergency interventions. The project primarily aims to establish a conducive atmosphere for children to thrive, ensuring they have access to high-quality education and training. Additionally, the organisation aims towards integrating child protection, mental health, and psychosocial support (MHPSS) into communities and schools. They also focus on enhancing the capabilities of community-based school management structures, such as the PTAs and SMCs. These centres offer essential environments for children to engage in play and learn from each other while participating in critical MHPSS sessions aimed at aiding their ability to manage and recuperate from post-traumatic experiences resulting from socio-economic circumstances within their families and communities. In Pibor, the OTP will provide another opportunity outside of the ECD centres where malnourished children will be supported by facilitating their cognitive development through play-based learning, which will open them up to transitioning into the formal ECD centres once they get discharged. The project will sample some children in the ECE centre for a supplementary feeding program, mostly porridge, as a controlled trial to measure the impact of meals on the learners' health, enrolment, and overall performance.



3. Endline Survey Background and Rationale

Help a Child, with financial support from UNICEF, is implementing an Early Childhood Education (ECE) pilot project in Pibor aimed at improving foundational learning and development outcomes for young children. A baseline evaluation was conducted at the project's inception to establish the pre-intervention status of children's school readiness, caregiver practices, and the quality of early learning environments.

As the project concludes on the 7th of December 2025, Help a Child plans to undertake an endline evaluation to assess the project's relevance, efficiency, effectiveness, sustainability, and impact.

4. Purpose of the Evaluation:

To assess the overall performance and impact of the ECD pilot project in Pibor, comparing findings with the baseline to determine the project's contribution to improving access, quality, and inclusivity of early learning. The evaluation will also generate lessons learned and evidence to guide potential scale-up or replication of the model in other locations.

5. Main and Specific Objectives:

Main Objectives:

The main objective of the evaluation is to assess the effectiveness and impact of the ECD pilot project in improving learning opportunities, child well-being, and community engagement in early childhood care and education in Pibor.

Specific Objectives:

The evaluation will be guided by the following specific objectives.

- Measure changes in children's school readiness, attendance, and developmental outcomes compared to baseline values.
- Assess improvements in caregivers' knowledge, attitudes, and practices related to parenting, nutrition, and home-based learning.
- Determine the quality, accessibility, and inclusiveness of early learning environments established through the program, including teaching practices and child participation.
- Examine the efficiency of the project's implementation processes, coordination with stakeholders, and resource utilisation.
- Identify challenges, lessons learned, and good practices to inform the scaling up of ECE programming in South Sudan.
- Assess the sustainability of community-based structures such as PTAs, SMCs, and parenting groups in supporting ongoing ECE activities.

6. Evaluation Scope:

The endline survey will be conducted in Pibor and will cover the following.

- All activities conducted under the ECE pilot project in Pibor.
- Consultation or Interviews with Key stakeholders, including children, ECE facilitators, parents, PTAs/SMCs, local authorities, the State Ministry of Education and General Instruction and the State Ministry of gender, Child and Social Welfare.
- Project results linked to access (enrolment, attendance), quality (teacher capacity, learning environment), and inclusiveness (gender, disabilities, and vulnerable groups).



7. Evaluation Criteria and Questions

The evaluation will be structured around OECD-DAC Criteria and guided by key evaluation questions outlined below. The consultant is encouraged to further refine each KEQ by proposing up to three sub-questions to deepen the analysis and contextualise the enquiry within the scope of the project.

S/NO	Criteria	Key Evaluation Questions
1	Relevance	To what extent did the intervention address the needs and priorities of children and communities in Pibor?
2	Efficiency	To what extent were resources (financial, human, and time) effectively used to deliver results?
3	Effectiveness	To what extent were the planned outcomes or results achieved, including improved school readiness and community participation?
4	Sustainability	Are the community structures and partnerships established under the project likely to be sustained after it ends?
5	Impact	What changes in children's development, health, and learning outcomes can be attributed to the intervention?

8. Endline Survey Methodology:

The evaluation will adopt a mixed-method approach that integrates the quantitative data gathered through household surveys with the qualitative information obtained from focus group discussions, key informant interviews and field observations. This approach will be employed to provide a comprehensive understanding of the project's performance by capturing both measurable outcomes and deeper contextual insights into the quality, effectiveness, and implementation processes of the intervention. A wide variety of stakeholders will be sampled, including teachers, staff from the Ministry of General Education and Instruction, the Ministry of gender, Child and Social Welfare, community leaders, and parents.

Quantitative Methods:

8.1 Household Survey:

Questionnaires (used during baseline survey) will be administered to parents or household heads in the intervention areas. The questionnaires will be designed to be short maximum of 30 minutes, and translated into local languages to ensure accessibility.

8.2 Document Analysis:

School records will be reviewed to verify reported numerical data on enrolment, attendance and transition to ensure consistency across the different sources. To ensure objectivity and reliability, these records will be extracted from school registers, attendance sheets, enrolment database and examination results analysis.

8.3 Anthropometric measurement:

The nutritional status of children will be assessed using standard anthropometric techniques such as measuring weight, height/length, and mid-upper arm circumference (MUAC). This will help assess the growth pattern and nutritional impact of the school feeding program on the participating children.



Qualitative Methods:

8.4 Focus group discussions.

FGDs will be organised separately for women, men, youth, children and marginalised groups (e.g, elderly, disabled) to understand how the intervention has impacted the different groups.

8.5 Key Informant Interviews.

KIIs will be conducted with key stakeholders to understand sector-specific implementation challenges and successes. These interviews will target Community leaders and Government representatives, such as RRC officials and local authorities, to examine contextual barriers. Help a Child's direct Project staff and Cluster leads (e.g. Education Cluster, Nutrition Cluster and Protection Cluster), and other humanitarian actors will also be interviewed to gather insights into complementarity, key success factors and gaps in the intervention.

8.6 Field Observation.

Direct observations will be done in classrooms or feeding sessions to help validate attendance data and verify school meal delivery practices. This will also provide contextual insights into child participation and health behaviours.

Triangulation:

Data will be triangulated from multiple sources, including children, caregivers, teachers, ECD Technical Working Group Members, and officials, to enhance the validity and reliability of the findings.

9. Deliverables:

9.1 Inception Report. The consultant will prepare a detailed inception report outlining their understanding of the assignment, methodology, updated work plan and data collection tools.

9.2 Online Validation Workshop

Upon completion of field data collection, the consultant will facilitate a validation workshop to present the key findings to Help a Child, UNICEF, and other relevant stakeholders.

9.3 Draft Evaluation Report. The consultant will prepare a detailed draft evaluation report and submit it for review following the format outlined below.

1. Executive Summary (Brief overview of the evaluation purpose and scope, Key findings and recommendations, best practices and lessons learned, and Summary of the main conclusions.)
2. Introduction
3. Background and context
4. Purpose and scope of the Endline Survey
5. Evaluation criteria, key evaluation questions and indicators
6. Methodology, including sampling strategy, data collection methods and instruments, Data analysis, interpretation and presentation of results, Data Quality Assurance and Ethical Consideration.
7. Findings
8. Lessons Learned and Recommendations
9. Best practices and areas for improvement
10. Recommendations for future projects or initiatives
11. Conclusion
12. Summary of key findings and recommendations
13. Appendices
14. Additional data, charts, or tables
15. References or bibliography



9.4 Final Evaluation Report. The consultant will incorporate the feedback received on the draft report and produce a final evaluation report, which will include all the relevant annexes, such as ToR, Map of the study areas, survey tools, clean dataset.

9.5 Final Presentation. The consultant will prepare a brief presentation highlighting the key findings, conclusions, and recommendations, which will serve as the basis for developing the management response.

10. Roles and Responsibilities

Help a Child (HAC)

- Provide project documentation, baseline data, including the baseline report, and logistical coordination.
- Facilitate access to project sites and stakeholders.
- Oversee technical quality assurance and approval of deliverables.

Consultant/Team

- Lead the evaluation design, field data collection, analysis, and reporting.
- Ensure adherence to ethical, CHS, and safeguarding standards throughout the process.
- Present key findings at the validation workshop.

11. Endline Survey Consultant's Requirements:

11.1 Qualifications:

- Advanced Degree (master's or PhD) in Education, Social Work, Monitoring and Evaluation, Early Childhood development, Statistics, Social Science, or a related field

11.2 Experience:

- Minimum five to seven years of experience in conducting baseline, mid-term or endline evaluation of education or ECD Projects or integrated projects.
- Strong experience in mixed-method research, data collection tool design, and data analysis
- Remarkable experience in applying **IDELA** or **Teach ECE**, or similar child development measurement tools

11.3 Skills:

- Strong analytical and problem-solving skills
- Excellent report writing, communication, and facilitation skills.
- Proficiency in data analysis software (SPSS, STATA, R, Python, Atlas-ti, NVivo, MaxQDA) and digital data collection tools (Kobo/ODK, CommCare, Teamscope, Survey CTO, ActivityInfo)
- Ability to work independently and as part of a team

11.4 Knowledge and Familiarity:

- Familiarity with South Sudan's context or a similar fragile setting is preferred
- Understanding of gender and social inclusion principles
- Strong understanding of ethical standards for research involving children

11.5 Language:

- Fluency in English (written and spoken)
- Knowledge of local languages (e.g., Juba Arabic, Murle) is an asset

11.6 Other Requirements:

- Ability to travel to project sites in South Sudan
- Flexibility and adaptability in a dynamic and changing environment
- Strong ethical and professional standards



12. Integrity and PSEA

12.1 Dignity and Protection

The endline Survey should be carefully prepared, considering the interests and vulnerabilities of all these parties. Consultant must use power, resources and information in a responsible manner and must be guided by what serves the public interest, and most of all, the dignity and protection of human beings. They must be able to resist temptations and avoid risky situations. They should carefully consider legitimate rights, interests, and expectations, including in situations where it is not (immediately) clear what the right choice is.

12.2 Do-No-Harm

It is one of Help a Child's highest priorities to protect our beneficiaries from harm. Therefore, all representatives of Help a Child are expected to adhere to the protection principles as mentioned in the Sphere Handbook and derived from the Humanitarian Charter.

- i. Avoid exposing people to further harm as a result of your actions.
- ii. Ensure people's access to impartial assistance – in proportion to need and without discrimination.
- iii. Protect people from physical and psychological harm arising from violence and coercion.
- iv. Assist people to claim their rights, access available remedies, and recover from the effects of abuse.

12.3 Preventing Sexual Exploitation, Abuse (PSEA)

All staff and programme participants should be treated with dignity and respect. In this regard, Help a Child gives particular attention to preventing sexual exploitation and abuse (PSEA) and follows the core principles of the IASC, which are further explained in the Code of Conduct. Help a Child has a zero-tolerance policy when it comes to sexual harassment, exploitation and abuse.

12.4 Child safeguarding

All forms of abuse and exploitation suffered by children are unacceptable. Children need to be protected from harm and supported in an enabling environment in which children can develop holistically. Also, we believe all children have equal rights to be protected, including those who are disabled, who are from minority ethnic/faith groups, and regardless of gender, sexuality and culture.



13. Tentative Workplan

	Activities	Timelines	Responsible Personnel
1.	Advertising the Consultancy	27-10-2025	Finance and Admin Manager
2.	Evaluation of the proposals	10-11-2025	Program and Finance Teams
3.	Contracting the consultant	12-11-2025	Program and Finance Teams
4.	Provision of desk review documents and tools development	12-11-2025	Program and Finance Teams
5.	Submission of the Inception report with tools	14-11-2025	Consultant
6.	Review and finalisation of the Inception report	17-11-2025	Program Team
7.	Field data collection in the locations	18-11-2025	Consulting Team
8.	Data Analysis and generating the first draft of the report	27-11-2025	Consultant
9.	Circulating the draft evaluation report	28-11-2025	Program Team
10.	Consolidating feedback and producing the final report	04-12-2025	Consultant
11.	Conduct a validation workshop	5-12-2025	Consultant and Program Team
12.	Incorporate input and prepare the final report	6-12-2025	Consultant
13.	Circulating the final report	11-12-2025	Program Team

14. Tentative Evaluation Grid

The technical and financial proposals will be evaluated using the criteria below

Criteria	Weight	Description
1. Technical Expertise & Contextual Experience	40%	Familiarity with South Sudan's context or a similar fragile setting. Remarkable experience in conducting baseline, mid-term or endline evaluation of education or ECD Projects or integrated projects. Strong experience in mixed-method research, data collection tool design, and data analysis. Remarkable experience in applying IDELA or Teach ECE, or similar child development measurement tools.
2. Proposed Methodology & Work Plan	30%	The robustness, practicality, and ethical soundness of the proposed methodology. Understanding of the evaluation objectives. Feasibility of the work plan.
3. Qualifications & Team Composition	20%	Relevance of the lead and team members' CVs to the assignment. Demonstrated experience in high-quality fieldwork, analysis, and report writing.
4. Financial Proposal	10%	Cost-effectiveness and value for money. Clarity, completeness, and realism of the budget in relation to the proposed activities.



Total	100%	
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15. Reporting and Supervision

The consultant will report directly to the PMEAL Coordinator, Help a Child South Sudan, with oversight from the UNICEF Education Officer in Pibor. Regular check-in meetings will be held to review progress and address challenges.

16. Application and Submission:

Interested applicants should submit the following to procurement-hacsouthsudan@hacsouthsudan.org and copy info@hacsouthsudan.org by 10th November 2025

- Technical Proposal (max 20 pages) including understanding of assignment, methodology, and work plan.
- Financial Proposal (budget breakdown).
- Resumes (CVs) and relevant evaluation references.
- Two samples of previous evaluation/research reports.

