

Basic School System and Adolescent Girls' Program: Modular second chance education with livelihood skills and gender empowerment

Terms of Reference

1. Background

i. The implementing partner: Centre for Mass Education in Science (CMES)

About 40 million adolescents and young adults in Bangladesh are an untapped resource¹, which if properly invested in, could contribute substantially to accelerate the economic and social development of the country. However, limited literacy and inadequate skills training opportunities (lack of orientation to labour demand and to relevant market sectors) often hinder their access to decent and gainful jobs or to successful self-employment.

Since its inception in 1978, the Centre for Mass Education in Sciences (CMES) has been working with SDC's support for strengthening the potential of rural youth through appropriate skills development offers, especially for disadvantaged adolescents who have never enrolled or have dropped out of primary and secondary schools. Sida has been a supporter of CMES since the third phase of the abovementioned project, from 2004.

Over the years, CMES has developed and validated a diversified school system which integrates general education (official basic curriculum) and the development of technical skills for employment or self-employment. CMES also distinguishes itself through its in-built and systemic gender focus. Through its specific Adolescent Gender Programme (AGP), CMES addresses relevant issues of young rural women with the aim to promote their empowerment and to strengthen their socio-economic potentials - an important step towards gender equality and poverty reduction. Rather than only focusing on its training program, CMES is reaching out to rural communities as a whole, and has the additional commitment to make adolescents and young adults respected and involved in their communities, and active in rural development processes.

ii. The Project

The overall goal of the project is to *enable disadvantaged rural adolescents to pursue alternative and diverse options to improve their life and livelihood, by providing a combination of basic educational, technical and life skills, and making them appreciated members of their communities.*

The objective of this project phase builds on the objectives and approaches of the last one. In this phase, CMES focuses on expanding the outreach of its confirmed education model to 26 rural learning units (of which 23, are financed under this project phase), and by intensifying its work through the gender and youth empowerment activities. It expects to reach 30'000 adolescents per year over the projected 4 years (50% more than in Phase 4). Interventions have also been foreseen to increase the quality of products in graduates' micro enterprises and to make them more competitive on local, national and in the further future even on export markets; necessary marketing and entrepreneurial are to be provided by Technology Management Centers (TMCs) to the adolescents in the programme.

¹Non Formal Education (NFE) Mapping Report 2009 of the Bureau of Non Formal Education (BNFE).

2. Purpose

A Final Evaluation will be carried out for Phase 5 of the project in May 2015. This review will specifically look at the Technical Management Centers (TMCs) that have been set up by CMES in Phase 5 of the project. The purpose of this consultancy is to assess the TMCs and to recommend whether it is possible to make these centers sustainable within a limited time frame. The recommendations from this review will be included in the Final Evaluation.

3. Objective

The specific objectives of the review are to:

- a) Assess how TMCs operate and whether they meet their objectives;
- b) Evaluate whether the principles of business (as discussed in the Final Evaluation Report of Phase 4 of the project) are applied in the running of TMC and make recommendations on how they may be improved;
- c) Assess the added value that TMCs make to entrepreneurship of graduates;
- d) Analysis whether the TMCs utilizes resources in an economic and effective manner;
- e) Of the TMCs visited, pick at least 2 centers and show how long the TMCs will take to become sustainable (it is expected that CMES will provide all data related to the TMCs to SDC and Sida prior to the evaluation – this will be provided to the consultant). The 2 centers chosen by the consultant will in one case show TMCs that may become self-dependent very quickly and in the other case, take longer. This exercise is to be done together with CMES staff, so that they understand the model and can apply it to all other TMCs;
- f) Analyze the prospects for TMCs to further develop and indicate the strategic direction for its future (including the current and potential sources of finance for TMCs);
- g) Recommend whether TMCs should be included in the next phase of the project and if so, the kind of support (technical/financial) is required and possible timeframe ;
- h) Design a sustainability vision for the TMCs that will allow the unit to become independent of the project, which will not require external funding.

The expected results, as defined in the proposal of Phase 5 Basic School System and Adolescent Girls' Program: Modular second chance education with livelihood skills and gender empowerment, (from 01 June 2011 to 31 May 2015) forms the basis of this review.

4. Work methods

The review is to be conducted in a participative manner, permitting the sounding out of all relevant stakeholders (from beneficiary level up to the programme management, the government and other relevant stakeholders) to ensure the full benefit from the experience gained during this fifth phase. The consultant may apply different work methods (including, but not limited to) to ensure that all the issues are taken up in the best possible manner:

- Literature review: review of the documentation drawn up in the context of CMES and other documentations as deemed pertinent. A non exhaustive document list is provided in section below.
- Interviews with all different stakeholders, including but not limited to, programme staff (field/HQ), relevant government officials, SDC and Sida representatives and any other similar business model representatives.
- Field visit (adolescent beneficiaries, their families, instructors of the schools, local government representatives in the school committee, etc.).

Documents to be provided to reviewers

- Project document (including the budget, workplan and logframe), all progress reports, annual plans of operation of the project, and audit reports for Phase 5 – to be provided by CMES
- End of Phase Evaluation (for phase 4), mid-term report for previous phase – to be provided by CMES
- Mid term Review report of Phase 5
- Various publications of CMES – to be provided by CMES
- SDC Cooperation Strategy (2013-2017), Sida's Cooperation Strategy

5. Timeframe

The mission is expected to take place from late March – early April 2015, with a total of 17 working days.

The methodology and the detailed program of the review will be worked out and finalized by the consultant. The consultant will share its plan with SDC, Sida and CMES, prior to finalization.

Activities	No. of days
Preparation	02
Briefing Meeting: Introduction to the assignment and workplan	0.5
Meeting with CMES management and staff	01
Field Visit (to at least 5 TMCs)	06
Meetings with different stakeholders	01
Presentation of review findings and discussion on the recommendations	0.5
Report writing (and finalization of report after receiving comments from SDC, Sida and CMES)	06
<i>Total(number of consultant days)</i>	17

The maximum number of days for the consultancy is 17 working days.

A **draft report will be produced 30 April 2015** and is to be finalized after incorporating comments from SDC, Sida and CMES. The **final report is to be submitted to SDC and Sida by 30 May 2015**.

Please provide a pragmatic estimate of how long it will require for the consultant to complete the task. *It will not be possible to extend/amend the contract at a later stage.*

6. Outputs

A report of maximum 20 pages (Ariel Font 11, single-spaced) on results achieved till date, an analysis of the current model, SWOT (strength, weaknesses, opportunities and threats) and the way forward

(recommendations). The report will also include a two page executive summary (including the major recommendations from the mission). Annexes are not included in these 20 pages.

The outcome of the report will assist the SDC and Sida to review their commitment to TMCs, as the review will produce conclusions and recommendations for this unit. It will also help CMES to rethink the model that TMCs use and how it can be fine-tuned, to make it into a self-sustained model. This report will feed into the Final Evaluation that will be held, after the completion of this review.

7. Reporting

The consultants will report to SDC, Sida and CMES. The reports and or documents or any part, therefore, cannot be sold, used /shared and reproduced in any manner without prior approval.

8. Administration and Coordination

CMES will assist the consultants in:

- Providing relevant written materials/documents/reports for preparation of the review
- Providing a suitable workspace in the CMES office for part of the duration of the consultancy
- Providing necessary logistic support, including supporting the consultant to arrange accommodation, transport, etc. when going to the field.
- Briefing, planning and debriefing discussions and developing plans for field trips and review activities
- Making necessary contacts with stakeholders and field visits

9. Consultant requirements

The review will be conducted by an international consultant. The consultant should have excellent command over English language and experience of reviewing/evaluating local NGOs, particularly in the field of non-formal education and skills development. He/she must have knowledge and expertise about working in developing countries. Experience of working in Bangladesh/South Asia will be an added qualification.

Specifically, the consultant should meet the following requirements:

- An skills development specialist, preferably holding an advanced degree in education and with at least 7 years of experience working in the field of skills development/non-formal education and with experiences in Asian countries.
- Expertise on business models, specifically social businesses and how they operate.
- The consultant will detail out specific tasks as per the ToR, specially taking into consideration the objectives and scope of the assignment.
- The consultant will also be responsible for coordination and planning of tasks in coordination with SDC, Sida and CMES, maintaining task and report submission timelines.

10. Budget

The consultant for the review will be contracted to SDC and the fees will be defined as per SDC's norms and criteria. The budget has to be submitted by the consultants according to this Terms of Reference.