



Terms of Reference (ToR)

Final Endline Evaluation of the Generation Digital (GD) Project

1. Background and Introduction

1.1 About TEN/MET

The Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET) was founded in 1999 as a national coalition of non-state actors committed to advancing education. Today, the network brings together more than 253 members, including Community-Based Organizations (CBOs), national NGOs, and international NGOs, all of whom share a common commitment to improving the quality of education across the country. Through collective action, TEN/MET works with diverse education stakeholders to shape policies and practices that expand learning opportunities for every child in Tanzania. The network's presence extends to all 26 regions of Tanzania mainland.

TEN/MET's vision is a national education system through which all learners have the opportunity to access inclusive, equitable, and quality education. To realize this vision, its mission emphasizes on proactive influence and inform policy and practices that promote access to inclusive, equitable and quality education in Tanzania. Implementation of this mandate is outlined in the 2023 – 2027 Strategic Plan, which outlines five key strategic objectives:

1. To coordinate education Civil Society Organizations (CSOs) influence decisions in the education system in Tanzania
2. To strengthen TEN/MET systems and structures to carry its mandate.
3. To generate evidence-based best practices locally, regionally and globally to influence educational policy and practices.
4. To advocate for gender mainstreaming in the education system to secure equitable, inclusive and quality education for learners in Tanzania and;
5. To advocate for the education system that embraces science, Technology, and Innovation to meet the demands of the 4th industrial revolution.

1.2 Project Summary

In the 21st century, digital skills have become an essential component of quality education enabling teachers to enhance classroom engagement, facilitate interactive learning and equip students with competencies required for the digital economy. The rapid evolution of technology in education has made it imperative for teachers to develop proficiency in digital tools and online learning platforms to foster a more inclusive and effective teaching environment.

TEN/MET in partnership with Camara Education Tanzania, Shule Direct, Next Generation Keepers and Open Mind Tanzania, with funding support from GIZ implemented a one-year (June 2024 to August 2025) project titled ***“Blending Technology and Teaching: Developing and Operationalizing an Effective ICT Training Program for Teachers using a Cascading Approach”*** shortly named ***Generation Digital [GD] Project***. The project addresses Tanzania’s education challenges in adapting to the Fourth Industrial Revolution (4IR) by proposing a blended teacher training program in ICT. With a focus on digital literacy, the project aims to bridge the digital skills gap, enhance teacher competence, and prepare students for the 21st century workforce.

Geographically, the project has been rolled out in two (2) regions:

- a) **Dar es Salaam Region** covering **14** secondary schools: Kisungu, Gerezani, Salma Kikwete, Azania, Jangwani, Changanyikeni, Magomeni Makuti, Kijitonyama Sayansi, Kawe Ukwamani, Makumbusho, Oysterbay, Mikocheni, Chang’ombe, and Kibasila Secondary Schools.
- b) **Tanga Region** covering **10** secondary schools: Handeni, Nyerere Memorial, Shekilango, Old Korogwe, Mazinde Day, Tanga Technical, Usagara, Komnyang’anyo, Kizimba, and Shita Secondary Schools.

The objective of the project was to develop a Training of Trainer (ToT) program, cascading digital literacy skills to 200 teachers, conducting face-to-face training for 150 teachers, and guiding them to train 500 teachers and 5,000 students. Anticipated outcomes include improved ICT skills among teachers, enhanced access to quality ICT education for students, more interactive classrooms, increased teacher capacity to address diverse learning needs, and the creation of a collaborative and sustainable ICT learning community. Overall, the project aspires to elevate the quality of education and prepare Tanzanian students for the digital challenges of the future.

As the project approaches its conclusion, TEN/MET plans to conduct an endline project evaluation to assess its overall relevance, coherence, effectiveness, efficiency, and sustainability. This evaluation will not measure long-term impact, as such effects typically take longer than one year to manifest, and the project's one-year duration may only initiate these changes, with their full impact becoming evident later. The evaluation will also aim to document key lessons learned, highlight both successes and challenges, and provide actionable recommendations to inform the design, implementation, and sustainability of similar future initiatives.

Therefore, TEN/MET seeks to engage a qualified consultant to conduct endline evaluation of Generation Digital (GD!) project covering implementation period from June 2024 to August 2025, with the aim of generating evidence-based recommendations that will inform the achievement of the project's objectives and guide the design of similar future programming.

2. Evaluation Purpose and Objectives

The endline evaluation of Generational Digital (GD!) project is essential to assess the overall relevance, coherence, effectiveness, efficiency, and sustainability of the project. It will examine the extent to which the intervention has successfully addressed digital skills challenges as a critical component of quality education. In particular, the evaluation will explore how the project has enabled teachers to enhance classroom engagement, facilitate interactive learning, and equip students with the competencies required for the digital economy in Dar es Salaam and Tanga regions. The findings will provide evidence-based insights that are crucial for shaping similar future interventions and informing TEN/MET's strategic planning and decision-making.

2.1 General Objective

The general objective of the endline evaluation is to generate a comprehensive and evidence-based assessment of the project's objectives, performance, results, and contributions to strengthening digital skills as a critical component of quality education in Tanzania. The endline evaluation will provide TEN/MET and its stakeholders with actionable insights to guide future project design, implementation and sustainability, while also informing the organization's broader strategic planning (*specifically strategic objective 5*).

2.1.1 Specific Objectives

The specific objectives of the endline evaluation are to:

- **Assess Relevance and Coherence** – examine the extent to which the project’s design, objectives and interventions were appropriate to the identified needs of teachers, students and the education sector in Dar es Salaam and Tanga, and aligned with national education policies, digital strategies and TEN/MET’s strategic goals.
- **Evaluate Effectiveness** – determine the degree to which the project achieved its intended outcomes, particularly in enhancing teachers’ digital competencies, promoting interactive teaching practices, and improving student engagement and learning. Additionally, the evaluation will explore the broader changes both intended and unintended, resulting from the project’s interventions.
- **Assess Efficiency** – analyze how well project resources (*financial, human, and technical*) were utilized to deliver outputs and outcomes, and whether the implementation approach represented value for money.
- **Examine Sustainability** – evaluate the likelihood that project benefits, particularly digital skills capacity among teachers and students, will continue beyond the life of the project, including the role of schools, local authorities and other partners in sustaining outcomes.
- **Document Lessons Learned and Recommendations** – capture key successes, challenges, and lessons learnt to inform the design and implementation of similar initiatives in the future and to strengthen TEN/MET’s strategic positioning on EdTech.

3. Evaluation scope

3.1. Scope

The endline evaluation will cover the full duration of the project implementation period and assess interventions carried out in 24 schools across Dar es Salaam and Tanga regions. The scope of the evaluation will focus on both direct and indirect beneficiaries, as well as the institutional and systemic contexts within which the project was implemented.

3.2 Target Group

The evaluation will engage and collect evidence from the following stakeholder groups:

- **Teachers (134 trained directly and 670 trained through cascading approach)** to assess changes in digital competencies, pedagogical practices and classroom application.
- **Students (433 club members)** to examine improvements in digital literacy, engagement and preparedness for the digital economy.
- **School leadership (24 head teachers, 9 ICT focal teachers)** to assess institutional support and sustainability mechanisms.
- **Education officials (district educational officers)** to evaluate alignment with government priorities and prospects for scaling
- **TEN/MET secretariat staff and implementing partners** to reflect on project management, coordination and learning.

3.3. Key Evaluation Questions

The evaluation will be guided by the OECD-DAC evaluation criteria i.e., relevance, coherence, effectiveness, efficiency and sustainability, while also emphasizing lessons learned and actionable recommendations. The following key questions will shape the endline evaluation:

3.2.1. Relevance and Coherence

- To what extent was the project aligned with national education and digital learning policies, frameworks, and strategies (e.g., *Education Sector Development Plan 2025/26–2029/30*, *National Five-Year Development Plan 2021/22–2025/26*, and *National Digital Strategy 2024/25–2029/30*), as well as relevant international frameworks such as the UNESCO framework on ICT in education?
- To what extent did the project design and interventions address the actual needs and priorities of beneficiaries (*teachers, students, schools*) in digital skills development while also reflecting the interests of stakeholders and donor policies within the national socio-economic and political context?
- How flexible and adaptable was the project in responding to emerging needs, contextual shifts, or unforeseen challenges during implementation?

- How relevant were the capacity-building approaches (*e.g. face to face and online trainings*) in improving teaching quality and student learning outcomes?
- How well did the project complement, coordinate with, or avoid duplication of other ongoing education and digital initiatives in the targeted schools?

3.2.2. Effectiveness

- To what extent did the project achieve its intended outcomes, particularly in strengthening teachers' digital skills and promoting interactive teaching practices?
- What internal and external factors facilitated or hindered the achievement of project results?
- How did the project contribute to improving student engagement, digital literacy and readiness for the digital economy?
- To what extent has TEN/MET through this project, contributed to strengthening quality, inclusive and equitable education in Tanzania?

3.2.3 Efficiency

- Were project activities implemented on time and within budget (*value for money*)?
- What strategies or adaptive measures were employed to improve efficiency in project implementation over time?
- To what extent were project resources managed in a transparent, accountable and timely manner to deliver project results?
- How efficient were the project's management and coordination mechanisms in supporting delivery of results?

3.2.4 Sustainability

- To what extent has the project leveraged knowledge, skills, and interventions to create sustainable impact beyond the project period?
- What mechanisms (*institutional, technical or policy-level*) have been established to ensure the continuation of project outcomes, and what key factors have influenced the sustainability of these results?
- How likely are the project's results and achievements to be sustained over time, considering institutional capacities, resources, and stakeholder engagement?
- What critical factors should be addressed to enhance the sustainability and potential replication or scaling-up of the project's achievements?

4. Methodology

The endline evaluation will use a mixed-methods approach, combining both quantitative and qualitative methods to provide a comprehensive assessment of the project's relevance, coherence, effectiveness, efficiency, and sustainability. This approach will enable triangulation of data sources and perspectives from multiple stakeholders, ensuring robust and credible findings.

The evaluation will be conducted using a human rights–based approach, integrating gender equality, disability inclusion, and other non-discrimination perspectives as cross-cutting considerations throughout the evaluation process. These principles will guide the design of data collection tools, stakeholder engagement, data analysis, and the presentation of findings in the final report, ensuring that the evaluation captures the experiences of all relevant beneficiary groups and promotes inclusive learning for future project design.

4.1 Evaluation Design

The evaluation will adopt a descriptive, analytical and participatory design to:

- Assess the achievement of outputs, outcomes and project objectives.
- Understand the factors influencing success, challenges and lessons learned.
- Inform recommendations for future project design, sustainability and replication.

4.2 Data Collection Methods

The following methods are proposed:

- **Document and desk review**, assess project alignment with policies, verify outputs, and understand trends and outcomes over the project period
 - Review project proposal, work plan, activity reports, training materials, policy frameworks, and relevant national and or international education documents.
- **Key Informant Interviews (KIIs)**, explore project effectiveness, efficiency, sustainability mechanisms, and contribution to quality and inclusive education
 - Target stakeholders: TEN/MET staff, project implementing partners, school head teachers, ICT focal teachers.
- **Focus Group Discussions (FGDs)**, gather in-depth qualitative insights on the impact of the project on teaching practices, learning outcomes and engagement
 - Target groups: Teachers trained under the project and students benefiting from digital skills interventions.

- **Surveys or Structured Questionnaires**, quantitatively assess changes in digital skills, classroom practices, and student engagement
 - Target groups: Teachers and students across selected schools.
- **Observation/School Visits**, validate self-reported data, assess quality of implementation, and identify best practices.
 - Observe teaching sessions, use of digital tools, and integration of project approaches into classrooms.

The evaluation consultant will propose in the technical proposal the most suitable methodology to respond to the objectives and needs of the evaluation.

4.3 Sampling Approach

- **Schools:** Purposive selection of schools from both Dar es Salaam and Tanga regions to ensure representation of different contexts and project interventions.
- **Teachers and Students:** Stratified sampling to include both genders, varied experience levels, and schools with high vs. moderate engagement in project activities.
- **Key Informants:** Selected based on their direct involvement in or oversight of project implementation.

4.4 Data Analysis

- **Quantitative Data:** Analysis using descriptive statistics (frequencies, means, percentages) and cross-tabulations to assess trends and outcomes. Software such as Excel, SPSS, or Stata may be used.
- **Qualitative Data:** Thematic content analysis to identify patterns, insights, and lessons. NVivo, Atlas ti. or manual coding may be used for text analysis.
- **Triangulation:** Findings from different methods will be triangulated to validate results and strengthen conclusions

5. Expected Deliverables

The consultant will be responsible for producing the following deliverables:

5.1 Inception report

The consultant will prepare an inception report which details his/her understanding of the assignment. This is to ensure that the consultant and TEN/MET have a shared understanding in the production of the report. The inception report will include but not limited to the following;

- Detailing the evaluation approach, methodology, work plan, data collection tools, sampling strategy, and timeline.
- Includes a refined set of key evaluation questions and preliminary evaluation framework.
- Draft and final versions of surveys, interview guides, focus group discussion guides, and observation checklists.
- All tools should integrate gender, disability inclusion, and human rights considerations.

5.2 Draft Evaluation Report

The draft report covering methodology, findings, analysis, best practices, lessons learned, conclusions and actionable recommendations will be submitted to TEN/MET for review and validation. The report should address the evaluation criteria of relevance, coherence, effectiveness, efficiency, and sustainability. Comments will be provided within 5 days after receiving the draft report.

5.3 Final Evaluation Report

The final endline evaluation report will be produced at the end of the field phase and submitted for review, comments, and discussions. TEN/MET will have 5 days to provide feedback, observations, and recommendations. The final report must integrate all comments, observations, and discussions raised by TEN/MET. The consultant is required to submit a final evaluation report containing full methodology, analysis, findings, conclusions, and recommendations.

Specifications for the final report:

- **Length:** Main body should be between 40 and 50 pages, excluding annexes.
- **Format:** Submit in Word, adhering to TEN/MET formatting guidelines, including primary and secondary colors, 12-point font, and single spacing.
- **Content:** The report must include, at minimum:

- Executive Summary (maximum of 5 pages)
- Introduction and Background – project overview, purpose of evaluation, and context.
- Evaluation Objectives and Scope – clearly defined objectives, scope, and key evaluation questions.
- Methodology – description of design, data collection methods, sampling, analysis approach, and ethical considerations.
- Findings and Analysis – organized by evaluation criteria (relevance, coherence, effectiveness, efficiency and sustainability), supported by evidence.
- Lessons Learned and Best Practices – insights for future programming and scaling-up.
- Conclusions and Recommendations – actionable guidance for TEN/MET and stakeholders.
- Annexes – including data collection tools, sampling details, lists of respondents, supporting documents, and any illustrative materials

5.4 Evaluation Timeline / Work plan

The endline evaluation will be conducted over a period of approximately 4 weeks from 29th September to 24th October 2025 for a maximum of 20 working days. Upon signing of the contract, the consultant will be given the necessary working documents for reference and will be provided with all the necessary information. The timeline below outlines the main phases, key activities, and expected deliverables

6. Required expertise and qualification

An individual registered consultant/ firm with the following expertise and qualification should apply:

- A lead consultant with a minimum of Master's Degree in Education, Research, Development, Social sciences, or related field, a PhD qualification in relevant field would have added advantage.
- A firm/individual with a track record of developing and conducting various types of evaluation studies using qualitative and quantitative methods.
- Demonstrate experience and skills in quality data collection and high-level data analysis using participatory methodology and triangulation.
- At least 10 years of experience in working with educational organizations; specifically, in program design, monitoring, evaluation, research and learning.
- Ability to write high quality, clear, and concise reports.
- Excellent written and verbal English communication skills.

7. Submissions/Applications

Interested candidates should apply by submitting the following documents:

- Letter of interest and confirmation of availability.
- At least 3 sample of endline evaluation reports or references conducted of similar consultancy assignments
- Technical proposal clearly explaining how to deliver the tasks and deliverables.
- Financial proposal inclusive of consultation fee, travel expenses and other related costs. All cost will be subjected to VAT
- Detailed CV of the lead consultant and each technical personnel to ascertain the technical capacity of the available workforce.
- A copy of valid business license, TIN and VAT certificates issued by the accredited institutions.

All submissions must be sent electronically in a single ZIP folder to recruitment@tenmet.or.tz with a copy (cc) melspecialist@tenmet.or.tz

Please write ***“TEN/MET Final Endline Evaluation of the Generation Digital (GD) Project”*** in the subject line. The deadline for submitting applications is **24th September 2025 at 23:59 EAT**. Applications received after this date and time will not be considered.