

Terms of Reference:

End Term Project Evaluation

Project Title : Strengthening the Citizenry Leadership among the plantation community by emphasizing women's leadership

Location : Selected Tea estates of Central and Uva Provinces of Sri Lanka

Duration of Assignment: Three Months

Expected Start Date: 15th May 2017

1. Introduction

1.1. Introduction to the organization

Institute of Social Development (ISD) is a non-governmental organization based in Kandy Sri Lanka, established in order to empower the marginalized and discriminated Plantation community. ISD was founded in 1991 by a group of intellectuals. For the last two decades, ISD executed various programmes on Human Rights awareness and capacity building in order to empower the marginalized plantation community. At present, ISD is involved in sensitizing and advocating the plantation community in varied aspects such as Human Rights, Labor Rights, Housing and land rights and empowerment of Women. In the year 2011, the ISD broadened its programmes thus expanding its services to the most vulnerable in the Plantation sector.

Vision:

"Excluded communities and groups mainstream with dignity and equal rights".

Mission:

"Strengthen the marginalized plantation, rural communities and groups towards sustainable social changes based on democracy, equity, social justice, freedom and peace".

Strategic Goal:

"To empower the marginalized plantation community to demand and defend fundamental human, labour, gender and other rights".

1.2. Introduction to the project

The project "Strengthening the Citizenry Leadership among the plantation community by emphasizing women's leadership" works on empowering the plantation community who are excluded from local government development and to mainstream them to take part in local government activities by emphasizing the women leadership in the Community Based Organizations in order to obtain the services rendered by national and local government.

The Hill Country Tamil Community are excluded from mainstream development since the introduction of Local Government Act in 1939. The exclusion of the community continues even after the introduction of the PS Act in 1987 where the Section 33 of the Act prevents the elected members of the Pradeshiya Sabha (PS) to use the PS funds for the development of the plantation community.

The Project works on strengthening the CBOs¹ and WCBOs² to obtain the services of Divisional Secretariat, Pradeshiya Sabha and other government institutions while lobbying with the policy makers and political representatives to bring amendment to relevant legislations such as

¹ Community Based Organizations

² Women Community Based Organizations

Section 33 of the Pradeshiya Sabha Act. Further, the project lobby the policy makers on introducing new legislations on housing rights and delimitation.

The project also focuses on the migrant youth specially girls who enter into unorganized sector and who encounter number of labour violation. To safe guard the rights of the unorganized women workers; the ISD had converted its women's wing as a women trade union named Working Women Front (WWF).

The project locations include 38 estate divisions belonging to Panvila, Deltota, Udapalatha, Kotmale, Haliela, Ambagamuwa and Pasbage Korale Divisional Secretariats of Nuwara Eliya, Kandy, and Badulla districts. . The direct and indirect target group of the project include 25,000 Tamil-speaking plantation individuals residing in the above 5 Divisional Secretariats.

The target group consists

1. of 300 men and 450 women of the plantation community who are involved in CBO activities
2. 1000 working women organized under the WWF
3. 900 youth (450 girls and 450 boys aged between 13 to 18)
4. 250 elected members of RDSs
5. Elected members of PSs, PCs and CSOs

The project objective/s to be accomplished within the project period (outcome level)

1. To increase the government's development interventions in order to improve the quality life of the plantation community in the 5 DS divisions in Central and Uva Provinces
2. To enhance the status and knowledge of unorganized sector women workers in the 5 DS divisions in Central and Uva Provinces
3. To improve the staff capacity on good governance and other related topics

Indicators

- By 2017, as a result of the government intervention, 5000 families of the target areas access improved infrastructure facilities such as drinking water, roads and public transport facilities, and basic documents such as birth certificates, National Identity Cards, marriage certificates and electoral registration forms.
- By 2017, the housing and land rights issue of the plantation community is raised in the Parliament by parliamentarians who represent the plantation and national political parties
- By the end of 2017, 1000 working women are mobilized and become members of the WWF
- By the end of 2017, 5% members raised their issues with the employers wherever their rights were violated
- To improve the staff capacity on good governance and other related topics
 - o Staff knowledge on good governance, labour rights, women's rights and other right issues is improved
 - o Staff skills on conducting trainings and issues related to the above subjects improved/ staff use new techniques in handling right issue violations
 - o Improve the staff knowledge on OIO

2. Reasons, scope and the objectives of the Evaluation

The ISD wishes to assess the outcome and impact of the project "Strengthening the Citizenry Leadership among the plantation community by emphasizing women's leadership- Phase II" in order to assess whether the project is in line with the set objectives amidst the changing socio economic and political conditions of the country under the new government. The evaluation of previous interventions under phase I has already been completed with the phased out of that project in 2014.

It is expected to use the findings of this mid-term evaluation of the Phase II in designing the future directions of the organization and the information is to be used in future proposals in relation to development needs and trends of the local context.

3. Key Questions

The evaluator is expected to analyze the following.

Relevance

- I. To what extent have the objectives been relevant at the beginning of the project and throughout the course of the project, this in particular in the context of the new government? To what extent are the objectives of the project still valid?
- II. Are the activities and outputs of the project consistent with the overall goal and the attainment of its objectives?
- III. Are the activities and outputs of the project consistent with the intended impacts/outcome and effects?

Effectiveness

- I. To what extent were the objectives achieved / are likely to be achieved?
- II. What were the major factors influencing the achievement or non-achievement of the objectives?
- III. Were strategies, program design and staff composition adequate to achieve the planned objectives?

Efficiency

- I. Were activities cost-efficient?
- II. Were objectives achieved on time?
- III. Was the project implemented in the most efficient way compared to alternatives?

Impact/outcome

- I. What has happened as a result of the project?
- II. What real difference has the project made to the beneficiaries?
- III. How many people have been benefited?

Sustainability

- I. To what extent will the benefits of the project continue after donor funding ceased?
- II. What were the major factors which influenced the achievement or non-achievement of sustainability of the project?

Evaluate the women's empowerment, participation and independent involvement

- 1) What is the membership strength of the WWF?
 - 2) Is the membership sustainable? What is the sustainability strategy, is it adequate?
 - 3) What initiatives have women taken independently through WCBOs?
 - 4) How has women's participation being improved?
 - 5) What is the % of women who have raised their labour issues with the employer?
 - 6) Are the WWF and the WCBOs capable to represent the women's issues and rights effectively and adequately?
 - 7) Are the WWF and WCBOs capacitated to the extent that they can continue the program work independently?
 - 8) To what extent are the WWF and WCBOs financially independent?
- Evaluate the process of lobby and advocacy in relation to Pradeshiya Sabha Act and housing rights
- 1) Has the study on housing rights completed and published?
 - 2) What were the major findings of the housing rights study?
 - 3) Has the housing and land right issue raised in the parliament?
 - 4) Was the ISD contribution significant in bringing amendment and raising the issue in the parliament?
- Evaluate the challenges in carrying out the project
- 1) What are the major challenges in formation of CBOs?
 - 2) What could be done to minimize identified challenges

3) What were the good practices observed?

Overall, to what extent are gender aspects being taken account of in the different parts of the project?

The evaluator is also expected to analyze the M&E system of the ISD and suggest best practices.

4. Stakeholder involvement

The type of stakeholders to the project involve,

- CBO members, WCBO members, WWF members,
- Divisional Secretaries, Rural Development Officers, Social Service Officers, Grama Nialdaris
- Children aged 13-16 in selected school of project locations
- Elected representatives of PSs, PCs and CSOs
- Technical experts, academics and resource persons and who contributed to the project

5. Evaluation Design/ Method

- Adopt a participatory evaluation method
- Review of documents
- Prior to evaluation, design a questionnaire and share with the ISD
- Debriefing session with the ISD management, Board and staff members on preliminary findings, conclusion and recommendations
- Data gathering through
 - Individual / Key Informant Interviews,
 - Semi-structured interviews,
 - Focus group discussions with representative group of stakeholders,

- Direct observation
- Purposive sampling

6. Timeline/ schedule

The period of this assignment is from 15th May 2017 to 30th July 2017 including the submission of final evaluation report.

<i>S#</i>	<i>Activity</i>	<i>Deadline</i>	<i>Responsibility</i>
1	Discussion & Desk review	21 st May	Evaluator and ISD
2	Questionnaire setting	28 th May	Evaluator
3	Field arrangements	28 th May	ISD
4	Data Collection	21 st June	Evaluator
5	Data entering purifying and analysis	4 th July	Evaluator/team
6	Submission of the first draft	15 th July	Evaluator
5	Validation meetings	20 th July	Evaluator
6	Submission of the final report	30 th July	Evaluator

7. Expected Results

The expected output of this assignment is a report with the following sections:

- Executive Summary (not more than four A4 sides)
- Introduction/background
- Methodology
- Context analysis
- For each objective, the
 - o Relevance
 - o Efficiency
 - o Effectiveness
 - o Impact
 - o Sustainability
- Key learning and best practices of the project

- Annexes (indicative)
 - o Profile of the evaluation team
 - o Evaluation schedule
 - o Documents referred during the evaluation
 - o Persons participating in the evaluation
 - o Field data used during the evaluation including baselines
- Recommendations for each objective.

The report should be submitted in English language and should be of high enough quality to share with outside agencies, donors or interested third parties. It should provide substantive evaluation against indicators as outlined in the project document.

Additional outputs include a Power Point presentation on key findings and a soft copy of all the relevant documents in a CD.

8. Key Evaluator qualifications

The assignment will be contracted to consultants with

- Experience in the area of civil society engagement, good governance, human rights and gender
- Substantial experience working with the plantation communities and their right issues such as labour rights, land, housing rights etc.

The consultant should have:

Education

A university degree at the post-graduate level in social sciences, management or other relevant field of study

Work experience

- Minimum 5 years of experience in developing, supporting, implementation and evaluation of right based projects/ programmes in local and international organizations

- Solid understanding of governance and government structures as well as the culture within the context
- Proven work experience in use of participatory evaluation methods for identifying measurable target indicators
- Competence in sample survey techniques
- Excellent analytical and report writing skills
- Good people and communication skills
- Demonstrated ability to assess complex situations in order to succinctly and clearly distil critical issues
- Must be a self-starter and be able to work independently with excellent demonstrated teamwork, coordination and facilitation skills
- Experience in leading multi-disciplinary teams to deliver quality products in high stress and short deadline situations
- Fluency in computer (bringing his/her own laptop to the mission will be required)

Skills:

- Strong leadership and planning skills
- Excellent communication skills in local/regional dialect of 'Malayaha Tamil'
- Excellent written and presentation skills in English
- Strong communication skills in Sinhala would be an added advantage
- Ability to work in the multi-cultural team environment and to deliver under pressure/meet deadlines
- Ability to network with partners on various levels

9. Contents of the offer

Interested candidates are invited to submit their applications together

- CVs of evaluators
- Outline of the plan
- Brief explanation and justification of the methods
- Budget
- Other supporting documents

ISD program is gender sensitive, participatory and promote a right based approach. Therefore, we encourage evaluation teams consist of both male and female in the team.

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The deadline for submitting applications is 30th April 2017. Only shortlisted candidates will be notified.

Annex

Abbreviations

CBO - Community Based Organizations

CSO – Civil Society Organization

PC- Provincial Councils

PS – Pradeshiya Sabha

WCBO - Women Community Based Organizations

WWF- Working Women Front