

Request for Quotation

The Public Service Accountability Monitor (PSAM) at Rhodes University is requesting quotations from potential service providers to undertake an evaluation of the project entitled *Addressing the learning crisis through system strengthening* (implemented by the Kuyenda Collective).

Phase 1 of the [Kuyenda Collective](#) project was implemented from 1 November 2021 until 30 April 2024 and received its funding from the Global Partnership for Education's (GPE) Education Out Loud (EOL) fund under Operational Component 3 (OC3). The project was extended for a further period (Phase 2) covering 1 May 2024 to 31 December 2026 with additional funding from GPE via EOL under Operational Component 3.3 (OC3.3). **The evaluation must assess the extension phase covering 1 May 2024 to 31 December 2026.** Throughout both phases, Oxfam Denmark has acted as the grant agent for GPE.

The Kuyenda Collective project implementation team during the Extension Phase consists of 5 project partners: PSAM (project lead), Policy Forum (Tanzania), Teach for Zimbabwe, Centro de Aprendizagem e Capacitacao da Sociedade Civil (CESC) (Mozambique) and Forum for Women Educationalists in Malawi (FAWEMA).

Quotations should be sent to Mr Jay Kruuse, at the PSAM via j.kruuse@ru.ac.za by **8am on Tuesday 21 April 2026**. Late submissions will not be considered. Any queries should be directed to the above email address.

Potential service providers must provide the following:

- 1) A 1-3 page proposal for the evaluation highlighting how the service provider will approach key requirements set out in the Terms of Reference that appear below.**
- 2) A quotation inclusive of all applicable taxes including VAT.**
- 3) CVs of the consultancy team.**
- 4) Two examples of similar evaluation reports prepared by the service provider with information redacted where required.**

Potential service providers must consider the **Terms of Reference** to inform their proposal and quotation.

Kindly note that the Kuyenda Collective's approved extension phase project proposal can be requested and will be provided to potential service providers to inform the development of their proposal and quotation. Kindly also consider material produced and made available on www.kuyendacollective.org.

The selection of the service provider will be undertaken by a Kuyenda Collective project bid evaluation committee.

The bid evaluation committee may contact any of those who have submitted quotations in order to clarify any information. The successful service provider will be notified in writing. The Kuyenda Collective reserve the right not to appoint a service provider.

Terms of Reference

Implementing organisations (project partners) for the Kuyenda Collective project titled “ Addressing the learning crisis through system strengthening ”	PSAM Teach for Zimbabwe Policy Forum Forum for Women Educationalists in Malawi CESC Mozambique (Explain Agency – consultants appointed during Extension Phase to assist with enhancing external communication and reach)
Location	Mozambique, Malawi Tanzania Zimbabwe Transnational platforms, spaces and events.
Coordination of the Evaluation	Public Service Accountability Monitor (PSAM), Rhodes University
Contact person	Jay Kruuse, j.kruuse@ru.ac.za Tel: +27466038358

1. Introduction

This document outlines the Terms of Reference (ToR) for service providers interested in quoting to undertake an evaluation of the project entitled *Addressing the learning crisis through system strengthening* (implemented by the Kuyenda Collective).

Phase 1 of the Kuyenda Collective project was implemented from 1 November 2021 until 30 April 2024 and received its funding from the Education Out Loud (EOL) fund of Global Partnership for Education’s (GPE) under Operational Component 3 (OC3). The project was extended for a further period covering 1 May 2024 to 31 December 2026 with funding

from GPE via EOL under its Operational Component 3.3 (OC3.3). **The evaluation must assess the Kuyenda Collective Extension Phase covering 1 May 2024 to 31 December 2026.** Throughout both phases Oxfam Denmark have acted as grant agent for GPE.

The Kuyenda Collective project implementation team during the Extension Phase consisted of 5 project partners: PSAM (project lead), Policy Forum (Tanzania), Teach for Zimbabwe, Centro de Aprendizagem e Capacitacao da Sociedade Civil (CESC) (Mozambique) and Forum for Women Educationalists in Malawi (FAWEMA). Explain Agency was contracted as consultants to provide communication support during most of the Extension Phase.

The Kuyenda Collective is a rural youth-centered initiative operational in four countries in Southern and Eastern Africa, designed to respond to persistent inequalities in education systems affecting rural and marginalised learners and communities. The project focuses on strengthening social accountability ecosystems by building the capacity of Rural Youth Champions (RYCs) to generate evidence, engage duty-bearers, and influence education policy and practice. As the project ends, this phase is a critical opportunity to assess its effectiveness in amplifying rural youth voices, fostering cross-border learning, and contributing to more responsive and inclusive education systems. This evaluation aims to produce substantial evidence regarding outcomes, record insights on transnational advocacy and youth-led accountability strategies, and guide future programming as well as overarching sectoral practices.

Over and above the RYCs, country leads and PSAM have engaged and drawn upon diverse stakeholders or created new networks of stakeholders, including with fellow EOL Grantees to support the Collective's advocacy at local, national and transnational levels.

2. Main Scope of work

The selected service provider will undertake an evaluation of the project in consultation with Kuyenda Collective project partners and will also consult with key project stakeholders that include RYC representatives that have supported local, national and transnational advocacy actions across the 4 countries of implementation. The service provider should also consult with a cross spectrum and suitable sample of duty-bearers and EOL grantees engaged by the project during the implementation period as well as representatives of Oxfam Denmark. The evaluation should ultimately determine to what extent the Kuyenda Collective has progressed towards the attainment of objectives and expected results relating to the Extension Phase.

3. Objectives for the Kuyenda Collective in the Extension Phase.

Extension phase objectives: 1. *At the end of the project, RYCs have strengthened their advocacy efforts to better engage with system actors at the transnational level.* 2. *At the*

end of the project, RYCs have amplified their visibility and voices in transnational spaces through coordinated transnational advocacy.

Extension phase main expected results: 1. *RYCs are active in education system processes that affect their learning outcomes and education service delivery.* 2. *RYCs create meaningful and relevant access to transnational spaces through their targeted information sharing activities aligned to their common transnational agenda influencing education policy formulation and implementation with more diverse voices in the long-term.*

4. Objectives for the Evaluation

To undertake an evaluation of the Kuyenda Collective informed by these Terms of Reference and the *Note to OC3.3 alliances on End evaluation process 2026* provided by the RMU. As a minimum, the evaluation should include considerations of all or some (as relevant) of the following [OECD DAC evaluation criteria](#):

- relevance
- coherence
- efficiency
- effectiveness
- sustainability

Learning questions for consideration during the evaluation:

- 4.1. Systems Strengthening and Impact: To what extent has the Kuyenda Collective's systems strengthening approach contributed to more responsive, equitable education systems (in terms of access, quality, and relevance) for marginalised rural youth and learners in the 4 countries?
- 4.2. Rural Youth Agency and Voice: How, and to what effect, has the project strengthened the capacity of rural youth to become informed, generate evidence, and meaningfully participate in education governance and advocacy processes?
- 4.3. Transnational mobilisation and influence: How effective has the project been in mobilising and aggregating youth voices across countries, and how has this transnational engagement influenced accountability and decision-making at district, national, and regional levels?
- 4.4. Social Accountability and Inclusion in Education Policy Processes: To what extent have engagements facilitated the meaningful inclusion of marginalised youth voices in education policy processes, and under what conditions have these engagements led to tangible system-level changes?

To gather additional reflections and to cover some of the more unique aspects of the EOL initiative, it has been decided that the following two broad learning questions should be integrated into the evaluation TORs.

4.5 How has the alliance of organisations implementing the OC3 grant project contributed to the outcomes of the project?

- *To what extent did the alliance members already have an established working relationship when applying for the EOL grant? Or was the alliance formed specifically to apply?*
- *To what effect has the composition of the alliance made a difference in enabling advocacy in regional and/or global policy spaces, while influencing change at the national level?*
- *To what extent would the alliance do things differently in terms of the alliance composition, lead organisation or other, if it were to undertake similar transnational advocacy opportunities in the future?*

4.6. How have the learning efforts of Education Out Loud made a difference to the OC3 alliances (lead organisation and alliance member organisations)?

- *To what extent have EOL learning initiatives (such as learning collaboratives, online or in-person training, action research, learning events, learning communities) been effective and useful for OC3 alliances - whether these have been carried out by EOL staff, the Global Campaign for Education, learning partners or the alliance lead itself?*
- *To what extent are there changed practices, approaches, or systems in the OC3 alliance organisations that can be attributed to participation in the EOL learning initiatives?*

5. Evaluation activities

- 5.1. Convene an inception meeting with Kuyenda Collective project partners to co-define the evaluation scope, refine learning questions, and agree on principles for ethical, inclusive, and context-responsive engagement.
- 5.2. Develop an inception report outlining the evaluation methodology, tools, work plan, and timelines. The methodology should adopt a mixed-methods, theory-informed approach, drawing on the project's Theory of Change and integrating appropriate approaches for assessing systems and relational change.
- 5.3. Undertake a comprehensive document review, including project reports, research outputs, case studies, and communication materials, with attention to whose knowledge is represented and how learning has been documented across contexts.
- 5.4. Co-develop, with project partners and, where feasible, RYCs, the analytical framework and data collection tools (e.g. interview guides, participatory

workshop designs, storytelling approaches), ensuring they are contextually appropriate, accessible, and responsive to diverse ways of knowing and expression. These should incorporate qualitative and participatory methods such as:

- o Outcome Harvesting to identify and verify changes in behaviours, relationships, and systems influenced by the project
 - o Most Significant Change (MSC) to surface lived experiences and shifts in agency, voice, and empowerment
 - o Contribution Analysis to assess the project's role within complex, non-linear systems change processes
 - o Stakeholder mapping and network analysis (light-touch) to understand shifts in relationships, influence, and transnational linkages
 - o Process tracing (where feasible) to explore causal pathways in selected advocacy outcomes
- 5.5. Facilitate participatory data collection processes, which may include key informant interviews, focus group discussions, and/or workshops. These engagements should create safe and enabling spaces for reflection, particularly for rural youth and marginalised actors, and enable collective sense-making rather than individual narratives.
- 5.6. Produce the evaluation report, considering the agreed target audience and mindful of its length and the accessibility of the format, language and writing style.
- 5.7. Evaluation engagements are most likely to be telephonic or using other online communications platforms, however some may be in person where budget and scheduling allows.

6. Target Audience

The expected readership of the final evaluation report include:

- Kuyenda Collective project partners, core partners and stakeholders.
- The Grant Agent (Oxfam Denmark) and representatives of Education Out Loud and the Global Partnership for Education.
- Potential new funders and project partners.

The evaluation should aim to serve both accountability and learning purposes, ensuring usefulness to those directly involved in the project as well as external stakeholders.

7. Key outputs

- 7.1. An inception report, proposing the methodology, schedule of activities (work plan and timelines) by 15 May 2026.
- 7.2. A draft evaluation report circulated for feedback from project partners by 31 August 2026.
- 7.3. A final evaluation report that incorporates feedback from project partners, and which is completed by 30 September 2026.

Outputs should be clear, accessible, and where possible complemented by summary

or alternative formats (e.g. briefs, visual summaries) to support broader use and uptake.

8. Schedule and indicative budget range for quotations.

The evaluation must be undertaken between 1 May and 31 August 2026. This includes preparation, implementation, and submission of the draft evaluation report.

The project partners undertake to provide feedback on the draft evaluation report by 15 September 2026. The final evaluation report should be finalised by 30 September 2026.

Quotations should be provided within a budget range of between **USD \$15000 to \$19000** and should include a breakdown of costs.

9. Required competencies

The service provider should demonstrate in their Quotation:

- Prior experience in conducting evaluation research, and preferably regional in scope.
- Advanced degree in social science or other relevant development field.
- Prior knowledge and experiences of issues relating to civil society, education, democracy, and public participation in the southern African context is a strong advantage.
- Demonstrated analytical and report writing skills.
- Demonstrated skills to produce accessible written outputs.
- Effective interpersonal and communication skills, including the ability to facilitate group processes and to work in a multi-disciplinary collective.
- Proficiency in Portuguese and Kiswahili would be advantageous.

If the service provider is represented by a team of people the above competencies should be displayed among team members.

The service provider should adhere to the following principles:

- Good communication and information practices
- Mindfulness of the service providers' relative privilege or power.
- Compliance with ethical standards, specifically in relation to all communications with stakeholders engaged during the evaluation process.

10. Contracting requirements

PSAM is situated at RHODES UNIVERSITY which is constituted as a public entity and therefore complies with stringent procurement and financial requirements.

The successful service provider must submit all applicable documentation on request, these will differ for private individuals acting as consultants or those working for consultancies that are registered as a business entity.

These may include certified copies of ID documents; proof of banking, qualifications and a tax clearance letter. Registered companies will also need to provide necessary CIPC documentation.

The PSAM will take responsibility for ensuring that project partners and core partners have data to participate in online-based meetings required to inform the evaluation.