



CHRISTIAN SOCIAL SERVICES COMMISSION

TERMS OF REFERENCE FOR CONDUCTING FINAL EVALUATION

EXPANDING CHILD PROTECTION (UWAWA) PROJECT IN TANZANIA

Implemented by

Karl Kübel Stiftung für Kind und Familie (KKS) and
Christian Social Services Commission (CSSC)

co-funded by the

German Federal Ministry for Economic Cooperation and Development (BMZ)

1. Introduction

Tanzania has demonstrated a strong commitment to the protection of children's rights through the ratification of international treaties and their integration into national laws and policies, including the **Law of the Child Act (2009)**. The Government has also developed national frameworks to address violence against women and children, including the **National Plan of Action to End Violence Against Women and Children (NPAVAWC)** and the **Third National Five-Year Development Plan (FYDP III, 2021/22–2025/26)**, which recognizes child protection as an important component of social protection. The UWAWA Project contributes to these national priorities by promoting safe, non-violent and child-friendly learning and community environments.

Against this context, Christian Social Services Commission (CSSC), in collaboration with Karl Kübel Stiftung für Kind und Familie (KKS) from Germany, is implementing the Expanding Child Protection 'Usalama wa Watoto' (UWAWA) Project. The four-year project is implemented from September 2023 to December 2026 in 100 primary schools and surrounding communities in Mwanza and Pwani regions of Tanzania and is co-financed by the German Federal Ministry for Economic Cooperation and Development (BMZ).

The project builds on the positive experience and lessons learned from its predecessor project, **P4421**, which was developed in response to serious cases of child abuse and violence in schools and communities. During the implementation of P4421, continued use of violent and degrading disciplinary practices, limited awareness of child protection measures among teachers, and inadequate linkages between schools, counsellors, communities and child protection structures highlighted the need for continued and expanded interventions. The UWAWA Project therefore seeks to strengthen child protection awareness and practices, promote positive and non-violent discipline, strengthen counselling and child protection structures, and increase community engagement in preventing and responding to violence against children.

The overall objective of the project is to ensure that **children in Mwanza and Pwani regions grow up in a non-violent environment that protects them from physical and psychological abuse and sexual assault**. The project outcome is that aggressive and violent behaviour in schools and surrounding communities, which leads to psychological and physical abuse of children, decreases significantly, while positive discipline and education methods that respect children's rights are strengthened.

The project is implemented in **100 primary schools** which includes; **33 primary schools in Pwani Region**, covering Kibaha Municipal Council, Kibaha District Council and Bagamoyo District Council, and **67 primary schools in Mwanza Region**, covering Ilemela and Nyamagana. The project targets pupils, teachers and non-teaching staff, school counsellors, parents and caregivers, religious and traditional leaders, Ward Social Welfare Committees and other relevant stakeholders. Through these interventions, the project aims to contribute to safer and more supportive learning environments and stronger child protection systems at school and community levels.

The **UWAWA Project Final Evaluation** will assess the extent to which the project has achieved its intended objectives, outcomes, outputs and targets by the end of the implementation period. It will generate evidence on the changes resulting from the project interventions and assess the extent to which the project has contributed to improved child protection, reduced violent disciplinary practices and

strengthened positive discipline in targeted schools and communities. The evaluation will also assess the project against the **OECD-DAC criteria of relevance, coherence, effectiveness, efficiency, impact and sustainability**, while documenting key achievements, good practices, challenges, lessons learned and factors that influenced project results. The findings will provide evidence-based recommendations to inform future programming and the sustainability of child protection interventions beyond the project period.

2. Purpose of the Final Evaluation

The final evaluation is a summative evaluation intended to provide an objective and independent assessment of the project's overall performance, achievements, outcomes, effects and sustainability at the end of the implementation period. It will assess the extent to which the project has achieved its intended objectives, outputs, outcomes and indicators, and identify the contribution of project interventions to changes in schools and surrounding communities.

Where baseline and/or mid-term evaluation data are available and methodologically comparable, the evaluation should compare findings across measurement points to assess changes over time. The evaluation should also identify factors that contributed to or hindered achievement of results and provide practical recommendations for future child protection programming.

The final evaluation will be conducted in Pwani and Mwanza regions. Its specific objectives are to:

- Assess the extent to which the project achieved its overall objective, outcome, outputs and indicator targets by the end of the implementation period.
- Measure changes in knowledge, attitudes, practices and behaviours related to child protection and positive/non-violent discipline among key target groups.
- Assess the extent to which project interventions contributed to reductions in violent disciplinary practices and improvements in child protection and support structures in targeted schools and communities.
- Compare final findings with available baseline and mid-term evaluation findings, where appropriate, to determine changes over time and progress against targets.
- Assess the project against the OECD-DAC evaluation criteria of relevance, coherence, effectiveness, efficiency, impact and sustainability.
- Identify key successes, good practices, challenges, unintended effects and lessons learned.
- Assess the likelihood that project benefits, structures, capacities and practices will continue after project closure.
- Provide evidence-based recommendations for CSSC, KKS, BMZ and relevant stakeholders to inform future programming, scale-up and sustainability.

The OECD-DAC criteria should be applied across the project objectives, results and relevant indicators, with particular attention to evidence of outcomes and changes among intended beneficiaries. See below impact matrix for reference.

Table 1: Project Impact Matrix

Overall objective	Indicators OPTIONAL	
	Initial value (actual) (quantitative and qualitative)	Target value (target) (quantitative and qualitative)
Children in the Mwanza and Pwani regions of Tanzania should be able to grow up in a non-violent environment that protects them from physical and psychological abuse and sexual assault.		
Project goal	Indicators	
	Initial value (actual) (quantitative and qualitative)	Target value (target) (quantitative and qualitative)
Aggressive and violent behaviour in schools and surrounding communities, which leads to psychological and physical abuse of children, has decreased significantly in the 100 primary schools and surrounding communities in the Mwanza and Pwani regions, and has developed into positive discipline and education methods that respect children's rights and	Corporal punishment in schools is allowed under Tanzanian law and is also widely practiced. Several disciplinary measures are recorded in the class registers every week, and many cases remain undocumented.	At the end of the project, the number of cases of violent and abusive disciplinary action in the 100 participating schools was reduced by up to 50% compared to baseline.
	Violence and corporal punishment against children are widespread in society and schools. Children grow up with experiences of violence and do not know their rights to physical and mental integrity.	At the end of the project, up to 90% of the pupils at each of the 100 primary schools report that violent and abusive disciplinary measures at their school have decreased and have been replaced by positive discipline and non-violent methods.
	There are isolated offers of help for affected children (e.g. a national free children's hotline, social workers at police stations). However, many structures are inactive and do not have sufficient resources. Child abuse is largely trivialized culturally. Therefore, cases are	At least 7 of the 22 communities around the 100 elementary schools have issued dedicated ordinances to prevent and manage abuse, which are signed by the Village Executive Officer and enforced by the Social Welfare Committees.

enable them to become responsible citizens of Tanzania.	usually not reported or not adequately prosecuted.	
Sub-objectives	Indicators	
	Initial value (actual) (quantitative and qualitative)	Target value (target) (quantitative and qualitative)
1. 100 primary schools in the 2 regions provide a non-violent learning environment and have established effective structures to combat and prevent child abuse.	24 of the participating primary schools (24%) have a child protection policy and a concrete implementation plan. However, it is assumed that none of the 80 "new" schools currently have a child protection concept.	95% of the schools have a child protection policy in place by the end of the 2nd year of the project.
	At 27 schools, teachers have the knowledge and skills to use positive behaviours and non-violent teaching methods in their lessons.	By the end of the 2nd year of the project, 400 teachers at least at 95% of the 100 primary schools, are familiar with positive discipline and behavioural support concepts, and 50% of the teachers will regularly use at least 2 new non-violent teaching methods in the classroom at the end of the project.
	Only 12 out of 100 schools (12%) have a functioning support structure for successfully dealing with cases of child abuse and violence against children, i.e. a school counsellor, a reporting mechanism within the school management, equipped resource centres and an empowered and committed school/parent committee. However, the centers are usually only equipped with books, so they still lack some other important resources.	At the end of the project, 90 schools (90%) have a functioning support structure to successfully deal with cases of child abuse and violence against children, i.e. school counsellors, reporting mechanism within the school management, equipped resource centre, empowered and engaged school/parent committee.
	1,584 pupils (approx. 2%) are able to resolve conflicts between their peers and siblings in a respectful and non-violent manner and regularly participate in activities of the school's own school clubs on children's rights and child protection. Some of the students who took part in P4421 have already completed primary school.	By the end of the project, 50% of the students from each of the 100 schools had participated in activities of the school's own school clubs on children's rights.
	Only about half of the parents or guardians at 20 primary schools are aware of positive and	At the end of the 3rd year of the project, 75% of the parents or guardians, at least at 95% of

	non-violent parenting methods after participating in relevant events in the schools. They exchange information, advise and support the school/parent committee.	the 100 primary schools, are familiar with positive and non-violent educational methods after having participated in appropriate events in the schools. They exchange information, advise and support the school/parent committee.
2. Relevant stakeholders in 22 wards are sensitized to child protection issues and actively take action against child abuse.	Less than a quarter of the municipalities in the vicinity of the 100 schools have a functioning SWC that is able to identify and document cases of child abuse, mediate them in individual cases or refer those affected to the competent authorities. However, these committees are not yet in a position to deal with cases of child abuse.	By the end of the 2nd year of the project, at least 16 of the 22 municipalities will have a functioning SWC that is able to identify and document cases of child abuse, mediate them in individual cases or refer those affected to the competent authorities.
	Approximately 40% of the wards in the vicinity of the 100 schools address the issue of child protection in their regular village meetings and have a jointly developed implementation plan for raising community awareness and compliance with child protection.	By the end of the 3rd year of the project, at least 16 of the 22 wards had dealt with the topic of child protection in their regular village meetings and had each written down a jointly developed implementation plan for raising awareness in the community and complying with child protection.
3. Non-violent teaching is anchored in teacher training so that it can be introduced nationwide.	1 TTC has integrated subjects on non-violent and non-abusive teaching methods into its curriculum. However, TTCs need technical support to build trainer capacity and educational materials on child protection.	At the end of the 2nd year of the project, 145 tutors at two TTCs will be able to integrate the topic of child protection and the application of the CP manual into their teaching activities.
	P4421 has already lobbied the National Council for Tertiary Education in Tanzania (NACTE) and advocated for the inclusion of the nonviolent teaching methods module in the national curriculum of TTCs, but this has not yet happened.	At the end of the project, NACTE has included a module on nonviolent teaching methods in the national curriculum for TTCs.

3. Evaluation Methodology

The final evaluation will employ a mixed-methods approach combining quantitative and qualitative data collection with systematic review of project documentation. The methodology should be sufficiently rigorous to measure final results and, where feasible, demonstrate changes from baseline and/or mid-term.

The Consultant is expected to propose a detailed evaluation design, sampling strategy, sample sizes and analytical approach in the inception report. The design should consider the project's scope, objectives, indicators, target populations, geographic coverage and the availability and quality of previous evaluation data.

The proposed methods should include, but not necessarily be limited to:

- Quantitative data collection: structured surveys with pupils, teachers, parents/caregivers and other relevant stakeholders.
- Qualitative data collection: focus group discussions, key informant interviews and other participatory methods with pupils, school staff, social welfare officers, Ward officials, parents/caregivers, religious/traditional leaders and other stakeholders as appropriate.
- Document review: project proposal/technical application, cooperation agreement, approved budget and work plans, results framework, baseline and mid-term evaluation reports, monitoring data, narrative and financial reports, training records, counselling records and school club records, advocacy materials, supervision/monitoring reports and other relevant project documents.
- Outcome and indicator verification: assess the quality, completeness and plausibility of reported achievements against agreed definitions and sources of verification.

The Consultant shall ensure that data collection is gender-responsive, child-sensitive, inclusive and compliant with child safeguarding and research ethics requirements. Tools should be available in English and Swahili as appropriate and piloted before full data collection.

4. Evaluation Criteria and Key Questions

The final evaluation will apply the OECD-DAC criteria: relevance, coherence, effectiveness, efficiency, impact and sustainability.

4.1 Relevance

Assess the extent to which the project remained relevant to the needs and priorities of children, schools, families, communities, government and other stakeholders.

- To what extent were the project objectives and strategies relevant to the identified child protection needs?
- Are the interventions and approaches still appropriate to the context in the targeted regions?
- To what extent were project activities and outputs consistent with the overall goal, objectives and indicators?
- How well did the project align with relevant national and sub-national child protection, education and social welfare priorities?
- To what extent did the project respond to the needs of vulnerable and/or marginalized groups?

4.2 Coherence

- How well did the project complement government policies, systems and strategies on child protection?

- To what extent did the project complement or coordinate with other child protection and education interventions?
- Did the project avoid significant duplication or overlap with other interventions?
- How effective were partnerships and linkages with government authorities, civil society organizations, schools and other stakeholders?

4.3 Effectiveness

- To what extent were the project objectives, outcomes, outputs and indicator targets achieved by project completion?
- What quantitative and qualitative evidence demonstrates achievement or non-achievement of each relevant indicator?
- To what extent did pupils, teachers, parents/caregivers and other target groups demonstrate changes in knowledge, attitudes, practices and behaviour?
- To what extent did the project contribute to reductions in violent disciplinary practices and improvements in positive discipline?
- How effective were school-based child protection structures, counselling, clubs, reporting/referral mechanisms and community structures established or strengthened by the project?
- Which strategies and implementation approaches were most effective, and why?
- What major internal and external factors contributed to or constrained achievement of results?
- Were there any unintended positive or negative outcomes?

4.4 Efficiency

- To what extent were financial, human and material resources used efficiently to achieve results?
- Were project resources used in accordance with approved plans and budgets? If not, what were the reasons and implications?
- To what extent did project management, coordination and decision-making structures support efficient implementation?
- Was the project implemented within the planned timeframe, and what factors affected timeliness?
- To what extent did collaboration with district, regional and national authorities and other partners improve efficiency?
- Did the project demonstrate value for money in relation to the results achieved?

4.5 Impact

Assess the positive and negative, intended and unintended, direct and indirect changes associated with the project.

- What significant changes have occurred in the lives, experiences and protection of children in targeted schools and communities?
- To what extent have attitudes and practices concerning corporal punishment, violent discipline and child protection changed?
- What changes have occurred in school and community child protection systems, capacities and practices?

- How many direct and indirect beneficiaries were reached and/or affected by project-supported interventions, disaggregated by sex, age and other relevant characteristics where feasible?
- What evidence suggests that observed changes are plausibly associated with the project?
- What unintended effects or changes were observed?
- How do beneficiaries and key stakeholders assess the quality, usefulness and relevance of the services and interventions received?

4.6 Sustainability

- To what extent are project benefits and positive changes likely to continue after project closure?
- Which capacities, structures, systems and practices are likely to be sustained in schools and communities?
- Are school clubs, counselling and referral mechanisms, social welfare structures and other child protection mechanisms sufficiently institutionalized to continue?
- To what extent are local government authorities, schools, communities and other stakeholders committed and able to sustain the results?
- What organizational systems and capacities within CSSC and partner structures support sustainability?
- What resources, partnerships, policy support or capacity strengthening will be required to sustain and scale the results?

5. Scope of Work for the Consultancy

The Consultant/consulting firm will provide technical leadership for the final evaluation and will report directly to the UWAWA Project Manager, with support from the Project Monitoring and Evaluation Officer and Project Officer. An Evaluation Reference Group comprising relevant CSSC and KKS technical staff will provide oversight, facilitate access to information and review key deliverables.

At the beginning of the assignment, the Consultant shall review all relevant project documents, including the project proposal/technical application, cooperation agreement, results framework, baseline and mid-term evaluation reports, monitoring data, work plans, reports and other supporting documentation.

The Consultant will be responsible for the design and implementation of the evaluation, including primary and secondary data collection, data quality assurance, data management, analysis, interpretation and preparation of the final evaluation report and presentation.

Table 2: Roles and Responsibilities of the Consultant

Activity	Consultant Responsibilities
Planning and design	Finalize evaluation design and sampling methodology; develop inception report; review project indicators and measurement definitions; prepare fieldwork and logistics plan.
Tools and translation	Review/revise or develop data collection tools; translate/adapt tools into Swahili where required; ensure tools address all evaluation questions and indicators.

Data quality assurance	Develop data quality protocols covering training, piloting, supervision, back-checking, spot-checking, validation, cleaning and secure data management.
Ethics and safeguarding	Support CSSC to obtain required ethical/research approvals; ensure informed consent/assent, confidentiality, safeguarding and child-sensitive procedures.
Enumerator training and piloting	Recruit/train enumerators and supervisors as required; conduct piloting and refine tools based on pilot findings.
Data collection	Lead quantitative and qualitative field data collection across the selected schools and communities, with appropriate supervision and progress reporting.
Data management	Oversee data entry, coding, transcription, cleaning, validation and secure storage; submit complete raw and cleaned datasets and qualitative records to CSSC.
Data analysis	Conduct quantitative and qualitative analysis; disaggregate results as appropriate; compare final with baseline/mid-term data where comparable; assess indicator achievement and contribution to outcomes.
Reporting	Prepare preliminary findings, draft report, final report, executive summary and PowerPoint presentation; incorporate comments from CSSC/KKS and other agreed stakeholders.

6. Expected Deliverables and Time Frame

The final evaluation is expected to be completed within a maximum of 30 working days from the date of contract signing, unless otherwise agreed in writing. The Consultant shall provide a detailed work plan and Gantt chart.

- Inception report containing evaluation design, evaluation matrix, sampling strategy and sample sizes, data collection methodology, tools, analysis plan, ethical/safeguarding procedures, fieldwork plan, quality assurance plan and risk mitigation plan.
- Finalized quantitative and qualitative data collection tools and training materials.
- Enumerator/supervisor training and pilot report.
- Clean quantitative datasets, codebook and relevant syntax/output files; qualitative transcripts/notes and coding framework.
- Preliminary findings/debriefing presentation to CSSC/KKS.
- Draft final evaluation report.
- Final evaluation report incorporating consolidated comments.
- Executive summary and concise presentation of key findings, conclusions, lessons and recommendations.
- Any agreed anonymized case studies or illustrative findings that strengthen the evaluation evidence.

7. Qualifications and Experience of Consultant(s)

- Minimum 10 years of experience in coordinating and conducting baseline, mid-term and/or final evaluations, including quantitative and qualitative data collection, management and analysis, preferably for international non-profit organizations or multilateral agencies.
- Demonstrated experience in programme evaluation using the OECD-DAC evaluation criteria.

- Demonstrated experience in child protection, education, gender, social development or related programmes, preferably in Tanzania or a comparable context.
- Demonstrated experience in designing and managing surveys, sampling, enumerator training, field supervision and data quality assurance.
- Strong experience in quantitative and qualitative data analysis and presentation of evaluation findings.
- Experience with participatory and child-sensitive data collection approaches is preferred.
- Fluency in English and Swahili, both spoken and written, is mandatory.
- Ability to produce high-quality work within tight timelines and to work collaboratively with CSSC, KKS and relevant stakeholders.

8. Ethics, Child Safeguarding, Data Protection and Confidentiality

The Consultant must comply with all applicable research ethics requirements in Tanzania and obtain the necessary approvals before commencement of data collection, where required. All data collection involving children must follow child safeguarding principles, informed consent/assent procedures, confidentiality requirements and safe referral procedures for any protection concern disclosed during the evaluation.

The Consultant shall ensure that personal information is collected only, when necessary, securely stored and accessed only by authorized personnel. Evaluation findings should be reported in a manner that protects the identity and dignity of respondents.

All ownership and copyright of final datasets, evaluation products and materials developed under this assignment shall be vested in Christian Social Services Commission, unless otherwise agreed in writing. The Consultant shall maintain confidentiality of all information obtained during and after the assignment and shall not disclose project information without written authorization from CSSC.

9. Risk Management and Data Quality Assurance

The Consultant shall submit a risk management plan covering key assumptions, anticipated operational and methodological risks, likelihood and potential impact, mitigation measures and contingency arrangements. Particular attention should be given to school/community access, respondent availability, child safeguarding, data quality, translation, confidentiality, travel/logistics and potential disruptions to fieldwork.

The Consultant shall establish and document data quality assurance procedures, including tool piloting, enumerator training, field supervision, spot checks, back-checks, validation rules, secure data transfer, cleaning and documentation of changes.

10. Application Package and Procedures

Applications for the consultancy should include the following components, to a total of no more than 15 pages excluding appendices, CVs and samples:

1. Detailed technical proposal demonstrating understanding of this ToR, proposed methodology, evaluation design, sampling approach, data collection and analysis methods, quality assurance and safeguarding measures.
2. Proposed work plan and timeframe, including Gantt chart, number of enumerators, team structure, field days and geographic coverage.
3. Team composition, sex disaggregation and level of effort of each proposed team member.
4. Financial proposal with an itemized breakdown of professional fees, fieldwork, logistics, data collection/data management, transcription, reporting and administrative costs.
5. Curriculum Vitae(s) of all proposed team members highlighting relevant experience.
6. Names and contact details of three professional references for similar assignments.
7. At least two examples of previous evaluation reports, preferably including application of OECD-DAC criteria.
8. Consulting firm profile, where applicable.
9. Should you require further information write to procurement@csssc.or.tz copying frichard@cssc.or.tz before COB 22nd September 2026.

Proposals will be evaluated using technical and financial criteria. The recommended weighting is 70% technical and 30% financial, subject to CSSC procurement requirements.

The technical section of the proposal will be distributed as 20% for the proven past experience, 30% for methodology, including GE integration; 10% for contextual understanding; 10% for risk management framework/data quality assurance systems.

The financial proposal will contribute 30% to the overall score, distributed as 15% for cost-effectiveness and value for money, 10% for clarity and justification of cost items, and 5% for adherence to the indicative cost distribution, which includes approximately 60% for professional fees, 20% for fieldwork and logistics, 10% for data collection tools and services, 5% for reporting and dissemination, and 5% for administrative and contingency costs.

Completed applications should be submitted electronically to:

**Executive Director
Christian Social Services Commission
4 Ali Hassan Mwinyi Road
P.O. Box 9433 Dar es Salaam, Tanzania**

The deadline for the submission is 1600 hours East African Time on 28th September 2026. All proposals should be electronically submitted to procurement@cssc.or.tz, copying director@cssc.or.tz with the subject line ‘UWAWA Final Evaluation Application’

This advert can also be accessed through <https://cssc.or.tz/>