



Albanian-American  
Development Foundation

# Terms of Reference and Scope of Work

Consultancy Contract, Individual

**Sampling and Evaluation – Afterschool Pilot Program, Municipality of Tirana**

*(January through September 2018)*

## **Terms of reference index:**

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## **Project Background.**

Albanian-American Development Foundation (AADF) was created in 2009 by the Albanian-American Enterprise Fund with the support and encouragement of United States Agency for International Development (USAID) and the United States Government. AADF is a non-for-profit corporation governed by a Board of Trustees which operates entirely in Albania. The mission of the foundation is to facilitate the development of a sustainable private sector economy and a democratic society in Albania, and to contribute to stability in Southeastern Europe. AADF strategic priorities focuses on education for sustainable development; entrepreneurship; leadership development; and support for cultural tourism and eco-tourism.

With well over 1200 schools, Albania has yet to embrace the concept of afterschool programs. The school large spaces have yet been considered a real estate hub for additional services that could be provided to its own students and community. Given AADF's recent program launch in School-Leadership, afterschool activities could be a follow up initiative. As school leaders become more coherent across the magnitude of opportunities the community offers them, afterschool program is an untapped and excellence prospect that will not only benefit the overall student and community performance, engagement and collaboration but will financially substitute a huge appetite that schools are currently lacking.

Tirana has grown massively during the past 25 years. As a result, Tirana's children come from a variety of family situations, income strata, parents' educational and regional backgrounds. Tirana's schools are faced with increased challenges related to ensuring equal educational opportunities to all. All these aspects are widely believed to shape children's school experience as well as the eventual educational outcome. There is a commitment for schools to become multi-functional centers. In developed countries schools offer at various levels some type of extra-curricular activity, such as music, academic clubs, and sports. These activities offer opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education<sup>1</sup>.

Parents continue to request help in caring for their children as increasingly more women enter the workforce (women employment rate in Albania raised from 34.9% to 42.7% in the past three years), thus creating a great need for after school adult -supervised activities. Unsupervised time among youth has been linked to risk talking behaviors and poor academic outcomes. Evidence suggests that there are a number of benefits and positive outcomes associated with involvement in the after-school programs. Children who participate in afterschool programs are believed to be more likely to complete their homework, and to help their peers with homework. Furthermore, teachers are more likely to expect success from these students. Specific results may include higher grades, lower dropout rates, additional assessments ought to be performed.

In general, it is believed that programs are most successful when both academic and recreational components are conducted to stimulate active learning and engage the participants. Certain risks are associated with this endeavor, mostly related to the details of the afterschool program. Attendance records and adequate follow up during the period of testing. A well-executed evaluation provides evidence of a program's effectiveness. Evaluations are most beneficial when they are specific (e.g., an academic program focusing on reading skills must assess reading skills) and comprehensive (e.g., the use of varied measures to evaluate success, such as surveys and focus groups. Various aspects of such as staff performance need to be included.

## Project Scope

Under the overall supervision of AADF R&D and M&E Manager, the consultant will work in close collaboration with AADF in evaluating the effect of the pilot afterschool program launched by the Municipality of Tirana and the Ministry of Education Sports and Youth. The pilot program will be launched initially in 4 separate schools. Meanwhile, 4 other similar schools have been chosen to serve as a control group and will undergo a data gathering process similar to the treatment group, without running an afterschool program. This will create the necessary environment to run a basic difference-in-difference regression analysis with the program has become very important to both the Municipality of Tirana, the capital, and the Ministry of Education which want to see the effect with an eye towards a full-scale expansion in the future.

In order to allow comparisons, data on student performance will be collected while launching the program at the beginning of 2018, and again at the end of the academic year, at the beginning of June. Focus groups during the implementation of the program will gather additional insights leading to a qualitative analysis.

The data collection will target four schools where afterschool program will be pilot (i) Hasan Tahsin, (ii) Adrian Klosi, (iii) Shkolla Kuqe and (iv) Betim Muco. Another four schools with the same major characteristics (zone, accessibility, similar environment) have been selected for the control group. One class of each schools' grade 2, grade 3, grade 5 and grade 9 will be selected with an average 40 children per class. Three classes per each school (both treatment and control group) means that the survey will be conducted with 32 classes with a rough total of 1280 respondent. The field work will be conducted at the beginning of the pilot program in January 2018 and repeated at the end of the academic program in June 2018. The data collection of each survey will be guaranteed by UNDP, Municipality of Tirana and Ministry of Education.

The surveys will look into the following four characteristics:

- Physical parameters of the children (weight, height, flexibility, BMI, speed etc.) This data will be collected again at the end of the program to analyze possible effects on physical growth, especially for children coming from less privileged background.
- Socio economic parameters (family composition, family status, parent's education, employment status, family income, living conditions etc.)
- Psychological parameters of the children (self-assessment, socialization, cooperation, discipline, involvement etc.)
- Other economic parameters (overall market demand for such services, parent's willingness to pay for such services etc.)

The academic student's performance will be composed at two levels of data collection utilizing grades (previous versus current academic performance) and an evaluation exam conducted by the Ministry of Education. The consultant will not be responsible in the composition of the student's academic performance rather will give insight to M&N in the data analyzation.

## **Deliverables**

The international expert is expected to:

- Assist with the formulation of the aforementioned surveys, both at the beginning of the pilot program in January 2018 and (ii) at the end of the academic program in June 2018.
- Ensure quality in the survey's methodology and in the content of the questionnaires by providing regular feedback and/or examples of successful surveys to follow.
- Provide support and supervise the M&E Manager with all the statistical analysis components of project evaluation, provide literature support, examples to follow. STATA will be the software used by the M&E manager, therefore a knowledge of it is preferred. However, other software can be considered as long as the consultant assumes responsibility for the statistical analysis.
- Monitor the M&E Manager in the delivery of a comprehensive, integrated, quality final report.
- At least a monthly Skype call is expected during the program and bimonthly during the drafting of the report.
- The M&E manager is expected to deliver samples of the database, do-files and log-files regularly for counseling and supervision, which the consultant is expected to work on by providing additions and comments.
- Collaborate with the M&E Manager in writing a final report with the main conclusions of the statistical analysis.

It should be noted that a partner in the project, UNDP, will select a team that will collect all the information on the ground. The consultant is expected to collaborate with the M&E Manager to oversee the work of the team.

## **Consultant's Profile**

- Assistant Professor or Professor PhD or equivalent expertise in Social Sciences of Economics, Statistics or Econometrics in a Western Country University.
- Advanced University degree in education or other sciences disciplines with special focus on statistics, monitoring and evaluation, learning performance assessment, or survey implementation and policy;
- Substantive expertise in managing surveys and their data output;
- Experience in education project monitoring and evaluation or survey management;
- Excellent computer and good command of statistical application such as STATA, SPSS, R;
- Good facilitation skills and excellent writing skills in English

## **Supervision and Reporting**

The overall work under this consultancy would be supervised by AADF under R&D and M&E Managers. Under this contract, additional to the consultancy fee the consultant will be offered two visits in Albania with covered costs including airfare, accommodation and per diem.

## **Timeframe**

January 2018-September 2018

## **Deadline for Applications' Submission**

December 19, 2017

### Documents Required

- CV of the candidate
- Cover Letter
- Methodology proposal and budget (detailing days spent for major categories of service and daily rates)

Please email your application only to [e.hasaj@aadf.org](mailto:e.hasaj@aadf.org) within the deadline. Use this email address for questions too.