REQUEST FOR PROPOSALS

PROJECT	Evaluation of SPANA's Primary School Education Package in Zimbabwe
DATE	14 January 2026
SUMMARY	SPANA is commissioning an independent evaluation of SPANA's primary school working animal welfare education programme in Zimbabwe. The evaluation will assess how the programme is implemented, what changes it supports for children, and how education can contribute to improved working animal welfare in participating communities. Findings will inform programme improvement, future scale up and wider learning for the animal welfare and education sectors
QUESTIONS	Questions can be addressed by email to globalprogrammes@spana.org on or before 19 January 2026
DEADLINE	All proposals to be submitted to globalprogrammes@spana.org by **09:00am (GMT) Monday 26 January 2026**

CONTENTS

Background

About SPANA

SPANA, the Society for the Protection of Animals Abroad, is an international charity working to improve the welfare of working animals and the communities that depend on them. Through three key areas of work, treating, training and teaching, SPANA delivers practical, professional and sustainable solutions that reduce working animal suffering and strengthens communities.

Education is a core part of SPANA's mission. By supporting children and communities to understand and practice good animal care, SPANA aims to contribute to lasting improvements in the welfare of working animals.

Introduction

SPANA is seeking to commission an independent evaluation consultant based in Zimbabwe to design and deliver an external evaluation of a new upper primary school working animal welfare education package.

The education package is being implemented for the first time in Zimbabwe through extra-curricular school clubs. The evaluation will generate evidence on programme implementation, effectiveness, and contribution to improved working animal welfare. Findings will inform future programme improvement, scale up and engagement with national and regional education stakeholders.

Primary School Education Package

This is a new programme with roll-out planned to start in February 2026. The programme targets upper primary school children aged approximately 8 to 12 years and is delivered through school-based clubs.

It focuses on:

- Understanding the needs of working animals
- Developing empathy and responsibility towards animals
- Encouraging children to influence positive animal care practices within their families

SPANA provides teacher training, learning materials and ongoing support. The implementing partner – SPANA Zimbabwe/the Aware Trust - has three Education Officer staff in Zimbabwe who will lead programme delivery and will assist with evaluation logistics.

The programme is implemented in two districts in Zimbabwe with the approximate reach as outlined in the table below:

Province	District	Town	Number of school clubs	Number of children	Number of teachers
Mashonaland West	Chegutu	Norton	13 (1 club per school)	520 (approx. 40 per club)	26
Matabeleland North	Tsholotsho		30 (1 club per school)	1 200 (approx. 40 per club)	60
TOTALS			**43**	**1 720**	**86**

* List of programme schools provided in Annex 1

Evaluation Purpose and Objectives

Evaluation Purpose

This evaluation seeks to generate robust evidence on the implementation and effectiveness of SPANA's upper primary school working animal welfare education package in Zimbabwe. It will examine how the programme is delivered, what changes it supports for children, and how education can contribute to improved working animal welfare within communities.

The evaluation is designed to capture early outcomes and trends over a single school year and to generate learning that can inform future rounds of implementation and wider sector practice.

Evaluation Objectives

1. To assess whether the education package is delivered as intended and with sufficient quality, including the effectiveness of teacher training, follow up support and adaptations made during implementation.
2. To assess changes in children's knowledge, attitudes and reported practices related to working animal welfare following participation in the school clubs.
3. To explore the pathway between child learning and community level change, including whether children influence family attitudes and practices towards working animals and whether early positive trends are observed in selected working animal welfare indicators.
4. To identify enabling factors, barriers and contextual influences that affect programme outcomes and implementation quality.
5. To generate practical recommendations to support programme improvement, scale up, and engagement with education authorities.

Evaluation Components and Questions

It is recommended that the evaluation purpose is addressed through three integrated components, each aligned to a specific set of evaluation questions.

Component 1. Implementation and Teacher Training

This component focuses on how the programme is delivered in practice.

Key questions include:

- How effectively were teachers trained and supported?
- To what extent was the education package delivered as planned?
- What adaptations were made during implementation and why?

Findings from this component will provide essential context for interpreting outcome data and identifying areas for programme strengthening.

Component 2. Child Learning and Behaviour Outcomes

This component assesses the direct outcomes of the education package for children.

Key questions include:

- Do children demonstrate improved understanding of working animal needs and welfare?

- Do children show more positive attitudes and empathy towards working animals?
- Do children report behaviours and communication that promote better animal care at home?

Component 3. Contribution to Working Animal Welfare

This component explores the link between education and animal welfare, with a focus on contribution rather than attribution.

Key questions include:

- Are early positive trends observed in selected working animal welfare indicators in participating communities?
- Do families and teachers report children influencing animal care practices?
- How do children, families, teachers, and relevant community members describe the pathway from education to improved animal welfare?

Evaluation Methodology

SPANA expects the evaluation to adopt a mixed methods approach that combines quantitative and qualitative data to generate a balanced and credible assessment of programme implementation, outcomes and contribution to working animal welfare.

The evaluation will run over the 2026 school year and be implemented in low resource school and community settings. The methodology should be proportionate to programme scale while robust enough to support learning, accountability and future scale up.

The approach should enable triangulation across:

- Programme implementation data (club attendance registers, teacher training registers, teacher session reports)
- Child learning and behaviour outcomes
- Family and community perspectives
- Working animal welfare data **collected by SPANA** (anticipated to be collected at baseline and endline)

Consultants are encouraged to propose refinements to the approach at inception, while remaining aligned with the evaluation purpose and components set out in this RFP.

Sampling Approach

The evaluation is expected to involve a sample of schools from both implementation districts, with children, teachers and families sampled within those schools.

Indicative parameters include:

- A subset of programme schools across Norton and Tsholotsho
- A sample of children per school for baseline and endline data collection
- Teachers linked to sampled schools
- Animal owning households linked to participating schools

Consultants are expected to propose a clear, transparent sampling strategy, inclusive of sample size calculations and rationale, that balances representativeness, feasibility and ethical considerations.

Administration of Child Surveys

Data collection with children must be designed to minimise bias and ensure ethical participation. Child knowledge, attitudes and practices surveys should be administered verbally by trained enumerators who are independent from programme delivery.

Surveys should be conducted individually or in very small groups and in local languages. Teachers and programme staff should not be present during survey administration. Tools must be appropriate for low literacy contexts and for children aged 8 to 12 years.

Learning Orientation

SPANA intends this evaluation to be learning centred, with a strong emphasis on generating practical insights that can inform programme improvement, future rounds of implementation and engagement with education stakeholders.

Consultants are encouraged to propose learning questions that complement the evaluation questions and, where appropriate, learning focused activities that support reflection and use of findings.

Ethics and Safeguarding

SPANA expects the evaluation to be designed and implemented in line with recognised ethical principles, including voluntary participation, do no harm, confidentiality and safeguarding.

The consultant will be responsible for identifying and managing ethical risks throughout the evaluation, from design through to reporting.

Appropriate parental or guardian consent and child assent must be obtained for all children participating in evaluation activities. Participation must be voluntary, and children must be able to decline or withdraw at any time. Separate consent must be obtained from animal owners prior to any animal welfare assessment.

The consultant must ensure that data collection staff are trained in ethical conduct and child safeguarding and that clear procedures are in place for responding to safeguarding concerns or disclosures. To reduce power dynamics and perceived pressure to participate, evaluation data collection should be conducted by individuals who are not involved in delivering the education programme.

The evaluation must protect participant confidentiality and ensure secure handling and storage of data. Findings should be reported honestly and transparently.

Formal academic ethics approval is not required. However, the consultant will be expected to support SPANA's internal ethical review and approval process prior to the start of data collection.

Outputs and Deliverables

Expected deliverables include:

- Inception report including refined evaluation design, tools and sample
- PowerPoint presentation of topline analysis from the baseline results
- Clean anonymised datasets
- Draft and final evaluation reports
- Presentation of findings to SPANA

All evaluation deliverables must be produced in English.

Reports should be clearly written and accessible to non-technical audiences, while maintaining analytical rigour. Visual presentation of findings is encouraged where appropriate and SPANA will engage with the consultant to ensure maximum utility of outputs.

Timeline

It is anticipated that this work will commence as soon as possible in 2026 and be completed by early 2027.

The evaluation is expected to run over the 2026 academic year in Zimbabwe, alongside programme implementation. Planned activities must account for school holidays, teacher and child availability, and ensuring maximum time allowed for programme implementation. Endline data collection is envisaged for late November 2026.

Proposals should include a timeline for the evaluation, with indicative timelines for different phases and an accompanying Gantt chart. A detailed timeline will be agreed with the contractor, which will form part of the contract.

Indicative phases include:

- Inception and tool development
- Baseline data collection – expected to take place early in the 2026 school year, subject to school calendars
- Ongoing implementation monitoring
- Endline data collection
- Analysis and reporting
- Dissemination

Budget and Payment Terms

The maximum available budget for this assignment is **GBP 20,000**, inclusive of all professional fees, fieldwork costs, travel, subsistence, data collection, analysis, reporting and any applicable taxes.

Payments will be linked to agreed deliverables and milestones, which will be finalised at contracting stage. SPANA reserves the right to withhold payment if deliverables do not meet agreed quality standards.

Required Skills and Experience

- Significant programme evaluation experience in the development sector and preferably in Zimbabwe or similar contexts
- Proven experience evaluating education / community based / working animal welfare programmes
- Strong qualitative and quantitative evaluation skills
- Familiarity with animal welfare and the One Health agenda.
- Experience and expertise in ethical research and ensuring safeguarding standards
- Ability to manage fieldwork in low resource settings
- Strong writing, visual communication, and MS Office skills

Roles and Responsibilities

SPANA
- Contract management of the evaluator
- Provide relevant programme documentation and background information
- Facilitate introductions to implementing partners and schools
- Support access to animal welfare assessment data collected by SPANA
- Provide access to programme monitoring data
- Review and provide feedback and sign-off of key deliverables

Implementing Partner
- Support coordination with schools and education authorities
- Support field logistics and introductions
- Implementing staff will **not** be responsible for collecting primary evaluation data

Evaluation Consultant
- Design and deliver the evaluation in line with this RFP
- Lead data collection, analysis and reporting
- Recruit, train and supervise enumerators
- Ensure ethical, safeguarding and data protection standards are met
- Deliver all agreed outputs on time and to the required standard

Proposal Requirements

Proposals should include:

- Cover letter and relevant experience
- Understanding of the programme and evaluation purpose

- Proposed evaluation design and methods
- Sampling approach and proposed sampling frame with rationale
- Ethics and safeguarding approach
- Team composition and roles, CV per team member, level of effort per team member in person days
- Gantt chart detailing timeline per evaluation phase and deliverable dates
- Detailed budget that includes daily rate, level of effort, expenses assumptions
- Risk matrix and mitigation strategies
- Related previous work samples / examples
- References (2)

Proposals should not exceed 15 pages.

Assessment Criteria

Proposals will be assessed on:

Framework Evaluation Criteria	Criteria	Maximum score
Quality	Demonstrating an understanding of: - the subject matter - the evaluation aims, requirements and challenges	20%
	Suitability of the proposed methodology to meet the evaluation objectives	20%
	Quality control mechanisms, risk management, and assessment of evaluation ethics	10%
Experience and Team Composition	Relevant experience and related previous work samples.	25%
Delivery	Ability to meet the timetable and deliver outputs	15%
Cost	Cost and value for money	10%
TOTAL		100%

Submission Details

Proposals must be submitted electronically to globalprogrammes@spana.org by **09:00am (GMT) Monday 26 January 2026.** No late submissions will be accepted.

Shortlisted contractors may be requested to attend an online interview/presentation on **28 January 2026.**

The successful contracted shall be notified on **30 January 2026.**

For questions, contact: globalprogrammes@spana.org

Annexure 1: List of Programme Schools

	Programme Schools	
	District	
	Tsholotsho	**Chegutu**
1	DOMBO PRY SCHOOL	Kumboyedza Primary
2	MKHUBAZI PRY SCHOOL	Waterfalls Primary
3	NEMBE PRY SCHOOL	Tangenhamo Primary
4	NKANYISO PRY SCHOOL	Warren Park 3 primary
5	MVUNDLANA PRY SCHOOL	Porta Primary
6	MAGAMA PRY SCHOOL	Hebert Chitepo Primary
7	NHLANGANO PRY SCHOOL	Kintyre Primary
8	SOLUSWE PRY SCHOOL	Vimbai Primary
9	MATSHUDULA PRY SCHOOL	Nyabira Primary
10	MHLABANGUBO PRY SCHOOL	Amazing Grace Primary
11	MALANDA PRY SCHOOOL	Lake Mcllwain
12	NANDA PRY SCHOOL	Hartley
13	NEMANE PRY SCHOOL	Bryn Primary
14	MANQE PRY SCHOOL	Mutipitipi
15	DINYANE PRY SCHOOL	
16	THETSHANENI PRIMARY	
17	TSHABANDA PRIMARY	
18	MATHE	
19	DIKILI PRIMARY	
20	CHEFUNYE PRIMARY	
21	MCETSHWA PRIMARY	
22	KAPANE PRIMARY	
23	JAKALAZI PRIMARY	
24	SIPEPA PRIMARY	
25	GWAAI	
26	DLAKAPIYA PRIMARY	
27	GOMBALUME	
28	MBUHULU	
29	BEMBA PRIMARY	
30	BHAYANE PRIMARY	