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# **Terms of Reference (TOR) For Conducting a Learning Review for Sustainable Community Development Project Implemented by Sustainable Agriculture Tanzania (SAT)**

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**AUGUST 2025**

Activity execution planned for November 2025

## 1. Background

The **Sustainable Community Development Project** is implemented by **Sustainable Agriculture Tanzania (SAT)** in collaboration with Green Bridges - Verein für globale Zusammenarbeit und nachhaltige Entwicklung. The project is supported by the donors Land Vorarlberg and Austrian Development Agency.

SAT, founded in 2009, is a leading Tanzanian NGO with extensive experience in agroecology, farmer training, and community empowerment. Over the past 15 years, SAT has reached more than 10,000 farmers and established strong platforms for ecological farming, resilience, and livelihood improvement.

The project applies the **Participatory Assessment of Climate and Disaster Risks (PACDR)** approach as its entry point. Communities around the **Mkingu Nature Forest Reserve** first assess their vulnerabilities and opportunities, then jointly plan adaptation strategies, and finally implement them with SAT's technical support. Activities include **climate-smart farming, agroforestry, and the use of microloans for alternative income opportunities**, all aimed at improving food security, strengthening livelihoods, and reducing poverty in harmony with the protected forest ecosystem.

A strong focus is placed on **women's participation**: they are actively represented in leadership and decision-making, receive training in agriculture and business, and gain access to financing — enabling them to play a central role in community resilience.

The project area is characterized by strong **cocoa, cardamom, and clove value chains**, which provide important opportunities for linking climate resilience with market access. By engaging cooperatives and private sector actors in these value chains, the project seeks to demonstrate how adaptation and economic development can reinforce each other.

The **Learning Review** planned for November 2025 is a key milestone to reflect on these experiences, generate actionable recommendations, and share lessons with communities, partners, government, and the global PACDR network.

## 2. Rationale – Why This Learning Review?

### 2.1 PACDR (Participatory Assessment for Climate disaster and Risk )

- Community Climate Change Adaptation Action Plans (CCAAPs) as central documents containing community-generated data from the PACDR Tool facilitation process, with potential use by government for decision-making and funding allocation.

- Community engagement in the assessment and planning process as foundation for ownership and sustainability
- Communication of PACDR results within communities and towards external stakeholders (Government and companies)
- Project design potential through community funding pots for infrastructure and tailor-made agricultural resilience training
- Knowledge exchange and visibility of CAAP experiences at the international level

## 2.2 Market Linkages

- Private sector engagement as partner in climate-resilient value chains
- Cocoa, cardamom, and cloves as priority crops for market opportunities
- Agricultural facilitators' knowledge and training content in relation to international quality and sustainability standards, and potential for improvement through better practices
- Facilitation role of SAT and partners in updating farmer support and linking training with market requirements

## 2.3 Cooperatives

- Cooperative function as strategic actor in resilience processes
- Strengthening of cooperatives through market linkages facilitated by SAT and partners
- Governance and organizational development needs, including leadership, accountability, and service provision
- Cooperative role in securing fair farmer participation in value chains and in supporting long-term climate resilience

### ***Intended Outcome of the Learning Review***

The Learning Review is designed to generate practical outputs and added value for project stakeholders (Government, companies and cooperative) and partners (Green Bridges, back donors) and international community which is using PACDR:

- A concise Learning Document summarizing lessons, opportunities, and recommendations

- Guidance for project stakeholders on improving project design, linking PACDR results to funding and training, and engaging government and private sector actors
- Knowledge exchange material for communication with government, private sector, and international networks

### **3. Objectives**

- **Relevance and utilization of PACDR results (CAAPs)**
  - Evidence of how CAAP data has been used by government authorities in decision-making and funding allocation (documented cases, interviews, policy references)
  - Analysis of how CAAPs have shaped project design and community engagement (examples of training, funding pots, or infrastructure decisions linked to CAAPs)
- **Integration of private sector actors in cocoa, cardamom, and clove value chains**
  - Assessment of agricultural facilitators' knowledge and training content in relation to international quality and sustainability standards (gap analysis, comparison with standards)
  - Identification of concrete opportunities for linking farmers with companies, with at least three recommendations for strengthening market engagement
- **Role and capacity of cooperatives as strategic actors**
  - Analysis of governance structures, services, and accountability mechanisms within selected cooperatives (based on interviews, document review, SWOT)
  - Clear recommendations for cooperative strengthening, including specific measures for improved market linkages and service provision

### **4. Approach & Methodology**

The Learning Review will be guided by a **participatory and utilization-focused approach**, ensuring that findings are not only documented but also directly relevant for

communities, cooperatives, government, and private sector partners. The process is designed to combine **data, dialogue, and co-creation of recommendations**, with emphasis on ownership, learning, and practical applicability.

### **Core principles of the approach**

- **Participation and ownership:** Active involvement of community members, cooperative leaders, local authorities, and private sector actors in both data collection and validation of results.
- **Learning orientation:** Focus on reflection and knowledge sharing, rather than external evaluation; emphasis on identifying lessons, opportunities, and practical next steps.
- **Triangulation of evidence:** Use of multiple data sources (documents, interviews, focus groups, field observations) to ensure robust findings.
- **Actionability:** All findings oriented towards concrete recommendations that can inform project design, policy discussions, and market engagement.
- **Inclusiveness:** Specific attention to gender, youth, and marginalized groups in data collection and discussions, ensuring diverse perspectives are represented.

### **Learning Process (6 days)**

- **Day 1–3: Learning Visit** Field visits to project sites with interactions among experts, community members, cooperatives, private sector actors, and local authorities.
- **Day 4: Drafting Recommendations**  
Experts consolidate insights and prepare preliminary recommendations.
- **Day 5: Community Presentation**  
Findings and recommendations are shared with communities, government, private sector and cooperatives for validation and feedback.
- **Day 6: Reflection with Project Team**  
In-depth session with SUCODE Project Team and Green Bridges to discuss feasibility and next steps.
- **Post-Visit: Report Drafting**  
One of the facilitators will act as lead author to compile a practical Learning Document, integrating recommendations, lessons, and direct links to tools and resources.

### **Methods**

- Desk review of project documents and PACDR results
- Key Informant Interviews (KIIs) with staff, market actors, and cooperative leaders
- SWOT analysis for cooperative leaders

- Focus Group Discussions (FGDs) with farmers and semi-structured interviews
- Participatory workshops with stakeholders (community, cooperative, government, private sector)
- Joint reflection sessions to validate findings and co-create recommendations

## 5. Expert Team and Roles

Three external experts will be engaged:

1. **International PACDR specialist** – assess methodology use and potential.
2. **Private sector/market linkages expert** – with experience in value chains (cacao, cardamom, cloves).
3. **Cooperative management expert** – with expertise in strengthening cooperative structures and services.

### Responsibilities:

- All experts: actively contribute to analysis, facilitation, and learning processes.
- One designated expert: act as **lead author** of the Learning Document.

## 6. Deliverables

1. **Inception Note** (prior to visit) – objectives, key questions, and workplan.
2. **Practical Learning Document** (approx. 20–25 pages) including:
  - Executive Summary
  - Key findings on PACDR, market linkages, and cooperatives
  - SWOT analysis of cooperative role
  - Actionable recommendations and practical links/resources
3. **Community presentation** (Day 5).
4. **Project Team debriefing session** (Day 6).

## 7. Timeline

- Preparatory phase: September 2025

- Inception Phase: October 2025 (online Meetings)
- Learning Visit: 10<sup>th</sup> to 15<sup>th</sup> November 2025 (6 days)
- Draft report: 3 weeks after field visit
- Final report: End of November 2025

## 8. Logistical Support

The project team will provide:

- Transport, accommodation, and logistical arrangements during the visit.
- Access to relevant documents and data.
- Support in organizing community and stakeholder meetings.

## 9. Expert Qualifications

- Demonstrated expertise in PACDR, market/value chain development, or cooperative management.
- Strong facilitation and analytical skills.
- Experience with participatory approaches and intercultural settings.
- Excellent communication and writing skills in English (Swahili an asset).

## 10. Reporting and Coordination

The Learning Review will be coordinated by the project management team (Green Bridges and SAT). The designated lead author will submit the final report to the project manager, incorporating feedback from all experts.

**A detailed design of the review process, methodological approach, and allocation of responsibilities** will be developed during the **inception phase**. This inception phase will be conducted collaboratively with the expert team and project partners to ensure clarity of roles, shared ownership of the process, and alignment with the study objectives.

Sustainable Agriculture Tanzania (SAT) is committed to encouraging equality and inclusion. Qualified consultants and firms regardless of their gender, religion, age or ethnicity who meet the minimum requirements are encouraged to apply.

#### **14.0. Application and Documentation**

Interested qualified consultant (s) are invited to submit their applications. The consultant (s) who meets the requirements should submit the following:

- A cover letter of interest
- Curriculum vitae
- Technical 1-2 page proposal explaining their comprehension of the ToR, and how they would approach this assignment, summarizing the methodologies, and approaches they plan to use and experience they have.
- Financial proposal outlining their expected fees for undertaking the assignment

Please send your application electronically via [consultancy@kilimo.org](mailto:consultancy@kilimo.org) by **30<sup>th</sup> September 2025 at 1700hrs East African Time** with the subject line of email **SUCODE Learning Review**. Only awarded consultant(s) will be contacted.

**We are open to receive questions for clarifications if any through [consultancy@kilimo.org](mailto:consultancy@kilimo.org) until 25<sup>th</sup> September 2025 after which no further questions will be received. No in-person or phone follow up is accepted.**