



Back to the Future II: A protective and nurturing environment to increase access to School, inclusion and retention for Children impacted by the Syrian Crisis in Lebanon and vulnerable Lebanese

Service Provider: مقدم العرض		Date \ التاريخ :	09-June-2021
From \ من:	TDH IT Log Department	Purchase Dossier Ref :	LBDEL0035
For \ لأجل :	Negotiated Procedure for Back to the Future II project Final evaluation of <i>Back to the Future II</i> project		

Terms of Reference

1) Background

“Back to the Future” project promotes enrolment and improves retention in formal education, for refugee and vulnerable children from local communities. It also enhances the learning environment by upgrading school buildings. The project supports formal and non-formal activities for pre-school and school-aged children (three to seventeen years old). The project is implemented all over Lebanon over two years (2019-2021) by a consortium of 3 NGOs involving AVSI, War Child Holland and Terre des Hommes Italy. The project is in its second phase; the first phase started in 2016 and terminated in 2019 and was a regional project implemented in Lebanon and Jordan.

Back to the Future is funded by the European Union, through the EU Regional Trust Fund in response to the Syrian crisis, the EU Madad Fund. The Action is in line with the objectives of the Action Document of the “The EU Regional Trust Fund’s support to public education in Lebanon in the context of the EU response to the Syria crisis”. In particular, BTF 2 will contribute to:

- Specific objective 1 – Improving access to and retention in public formal education as well as in Non-Formal Education (NFE) programmes, for Syrian refugee children and vulnerable Lebanese
- Specific objective 2 – Enhancing the quality of education, in order to define and use child-centred teaching and learning approaches
- Specific objective 3 – Strengthening the Ministry of Education and Higher Education (MEHE) and more widely the public education system in Lebanon



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BTF2 was initiated following the successful implementation of the original Back to the Future project in Lebanon and Jordan. Following the completion of this project, an external evaluation found:

- The BTF project proved largely effective in realizing its intended impact to promote enrolment and improve retention in the formal education system for vulnerable children and adolescents in Lebanon and Jordan.
- BTF effectively reached vulnerable children in both countries. In Lebanon, it provided educational opportunities to out of school children that have very limited chance to get any formal education. Also, in Lebanon and Jordan it supported the retention of students in the formal education system.
- The project landed significant impact on students well beyond improved wellbeing and educational progress. In Lebanon, the project offered a protective environment of children in BTF centres and improved teachers/ educational staff capacities to provide a conducive learning environment, attend to the different needs and apply new tools and methodologies in teaching that drove strong eagerness amongst children to continue their education. In Jordan, the project also contributed to improved wellbeing of children and promoted their academic performance. Parents in both countries also report to have had more time to attend to social/domestic responsibilities and earn income.
- Despite BTF (as one of several actors 'efforts) to rehabilitate schools and refer students to formal education in Lebanon, barriers to enrolment in the educational system pertain in Lebanon.
- The project demonstrates a strong case of child protection in and through education in Lebanon. The results of the evaluation demonstrate a higher application of CP in centres compared to schools (children feeling safe, knowing what to do in case of risks, and having strong relationships with centre staff to enable their reference to them as an important CP steward).

2) Project description

Full Project title: "Back to the Future II: A protective and nurturing environment to increase access to School, inclusion and retention for Children impacted by the Syrian Crisis in Lebanon and vulnerable Lebanese" (TF-MADAD/2019/T04.198)

Funded by: MADAD Trust Fund, European Commission

Starting date: 24th June 2019

Ending Date: 23 June 2021

Length of the action: 24 months

Countries of coverage: Lebanon

Overall objective: Guarantee a protective learning environment to vulnerable girls' and boys' in Lebanon

Specific objective: Ensure that vulnerable girls' and boys' girls and boys in marginalized communities in Lebanon have access to integrated quality basic education and protection

Outputs and key activities:



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Output 1 – Readiness: Out of school boys and girls targeted by the project activities are adequately prepared to access the formal education system

- Outreach and identification of at risk and Out of school children (OOSC) girls and boys
- Implementation of certified Community Based Early Childcare Education (CB-ECE) activities for preschool children aged 3 to 5
- Implementation of Basic Literacy and Numeracy courses for children aged 8 and above, including numeracy through Can't Wait to Learn, a self-guided gaming on tablet based on the approved curriculum by the Ministry of Education and Higher Education
- Referral of girls and boys from non-formal to formal education

Output 2 – Retention of school-aged boys and girls at risk of dropout is improved, through the provision of schools-based and community-based education program

- Implementation of foreign language courses for school aged girls and boys
- Implementation of homework support programs
- Implementation of remedial courses in Public Schools
- Engagement of caregivers in the educational activities aimed at enhancing access and demand for education of children and caregivers (including e.g. Life skills for parents of children/engagement of Volunteers in education activities)
- Upgrading school facilities through provision of ad hoc rehabilitations, improved accessibility measures and learning and recreational facilities

Output 3 – The protective and nurturing environment, resilience and psychosocial wellbeing of children, caregivers and communities are improved

- Upgrading learning centres to meet standards – safety, child safeguarding, child friendly and inclusive
- Capacity building of facilitators, volunteers and other education staff including Community Based Organisations (CBOs) on pedagogy, classroom management, inclusive and conflict sensitive approaches, child development, child protection (CP), safe identification and referral, Gender Based Violence (GBV), Psychosocial First Aid (PFA)
- Community engagement for caregivers and community members on child protection risks, prevention and available services for response
- Provision of inclusive structured Psychosocial Support Services (PSS) programs integrated with educational courses for children and inclusive extracurricular (recreational, cultural, sport) activities courses for children
- Identification and referrals of children at risk (medium to high) and with special needs to specialized services (i.e. speech and language therapy, physical therapy, Mental Health and Psychosocial Support (MHPSS))

Output 4 – National systems on Non-Formal Education is strengthened through information management system and advocacy and communication



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- Restructuring the BTF Steering committee between MEHE-PMU, BTF partners and CBOs
- Providing support to MEHE-PMU to build a Non-Formal Education Information Management (NFE IM) and M&E system to better follow up and the monitor the NFE activities and the transition to Formal
- Engagement, dissemination of the consortium's modality, results, and data analysis at country level and beyond (other donors, actors, etc.)

The evaluation should also consider the recent developments in Lebanon over the duration of the project. These include, but are not limited to:

- *The October Revolution*: demonstrations and civil unrest from 2019 to 2021, including regular road blockages and movement restrictions impacting access to education and humanitarian assistance provision.
- *Economic and political challenges*: hyperinflation, devaluation of the Lebanese Lira, major electricity and energy insecurity, raising poverty levels, food insecurity and deterioration of socio-economic conditions, increasing security incidents, interrupted essential services and challenges to the running of government institutions impacting the access.
- *The Beirut Blast*: the explosion at the Beirut Port which reportedly killed around 200 people, injured more than 6,000 people and it is estimated that around 300,000 people have damaged households.¹
- *The Covid-19 pandemic*: leading to national lockdowns and consequent school closures, and shifts to remote learning since February 2020.

3) Purpose of the evaluation

The consultancy aims to deliver a final evaluation of the BTF2 project. The purpose of the evaluation is to assess the extent to which the project objectives have been met. It will assess the project against the OECD-DAC criteria:

- Relevance
- Effectiveness
- Impact
- Coherence
- Efficiency
- Sustainability

As well as against the project log-frame. The evaluation should also provide recommendations and draw lesson that can inform current and future programming.

¹ IFRC, 'Operation Update Report – Lebanon/MENA: Beirut-Port Explosions', April 2021



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4) Specific objectives

The endline evaluation will assess the performance of the project and capture project achievements, challenges and best practice to inform future similar programming. The evaluation should also review available data and reports from BTF1 to assess the extent to which the learnings from the first BTF project were successfully integrated into BTF2 implementation. While the evaluation will ensure accountability to our donors, it will also play a key learning role for all of the project stakeholders. In line with the OECD-DAC criteria, and considering the transition to remote learning during the Covid-19 pandemic phase of the project, of particular interest to the consortium are:

- *Relevance of the project approach:* are the activities and outputs and the project implementation structure consistent with the overall goal and the attainment of the objectives and with the intended impact? To what extent are the activities addressing the needs of the target groups? To what extent are the objectives likely to be achieved? Were remote learning and CP approaches relevant to maintain learning? To what extent has the project actively involved and engaged children?
- *Did the project achieve its objectives:* what were the major factors influencing the achievement or non-achievement of the objectives? What are the outcomes on direct beneficiaries and are there tangible differences that the activities made to beneficiaries? How effective was the governance of the national education system through improved capacities in data management? How relevant and effective was the consortium governance model? Were remote approaches effective in meeting the education and CP needs? Did the project achieve its aims in homework support and retention support?
- *Was the project intervention coherent with MEHE, and other key stakeholders, objectives and changing contexts in Lebanon:* was the project successfully designed and implemented? What was the relation between the consortium and the Non-Formal Education (NFE) sector and coordination? What was the role of capacity building and technical dialogues with MEHE?

Was the re-design, and adapted activity approach, designed to meet the needs of the project stakeholders? How effectively were schools, communities and other stakeholders involved in the implementation of the project? To what extent has the project been framed within the national and regional education priorities and policies? Did the project align the NFE course with Standard Operating Procedures and the NFE regulatory framework?

- *Efficiency of BTF2:* were resources efficiently used? Were objectives achieved on time? Was the project implemented in the most efficient way compared to alternatives? Was the remote learning and CP delivery an efficient use of resources? What were the challenges of CP delivery under distance learning modalities? How efficient and coordinated was the CSO approach after Covid-19?



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What was the cost-efficiency of the consortium model (structural cost, division of labour, communication, joint monitoring systems, data system, learning tools, lead role of AVSI)?

- *How impactful has the project been:* How successfully has the project included marginalized/vulnerable groups? To what extent has the project contributed to increased equality and equity between boys and girls? How effective are the projects processes for identifying and reporting potential safeguarding concerns? How successful has the project been in ensuring attendance? How effectively has the project addressed drop-out? How successful was the remote learning aspect, initiated during Covid-19? What have been the impacts of the project on learning outcomes? How does face-to-face compare to distance learning? Has the project been successful in aiding transition from (NFE) to formal education (FE)?
- *Sustainability:* how sustainable were the activities and is the project successful to influence additional interest and funding? Will the intervention continue after the project cycle has been completed? What were the factors behind achievement, on non-achievement, of the project? To what extent is there sustainable impact from the combined education and CP approach? How sustainable are the impacts and approaches used during remote learning for CP and education? What changes can be sustained to ensure continued learning for boys and girls? How will safeguarding and CP practices continue in schools and communities? What are the remaining barriers in NFE and FE in project target areas?

With reference to the whole duration of the project implementation, the final evaluation will critically assess, against the OECD criteria:

- The achievements in comparison with the initial plan (result framework)
- The implementation approaches and modalities,
- The extent to which the project objectives have been met.

During the inception period, the BTF2 consortium will liaise with the successful bidder to finalise specific objectives and research questions.

5) Methodology

The consultant is expected to propose an appropriate methodology for the final evaluation. The methodology should be rigorous, as well as proportionate and appropriate to the context of the project intervention. The evaluator and TDH will be jointly responsible for choosing and developing the methodology, which will include, but not necessarily limited to:

- Desk review of key documents, such as project proposal and reports, education and protections data produced at country level (different sources: government, international organizations, civil society, etc.), monitoring figures internal to the Consortium, literature review, EU Result-Oriented Monitoring (ROM) report;



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- Data collection in the field, including surveys, interview and focus group discussions with key informants, relevant project staff, beneficiaries and stakeholders;
- Analysis, reporting and a finding sharing workshop or similar dissemination materials to the consortium and to key stakeholders (including beneficiary communities).

The evaluator is encouraged to triangulate data sources where available, mix qualitative and quantitative data and methods and propose innovative and participatory methodologies for data collection. Proposals should also include mitigation measures for Covid-19 and alternative approaches pending on the status of Covid-19 in Lebanon, and the communities we work in. While the evaluation processes will be dependent on the context and feasibility of remote or face-to-face data collection, both approaches should include household, community level, teachers, school directors, learning centres and MEHE data collection.

All the data and evaluation findings should take into account and be disaggregated by (when appropriate) the general cross-cutting issues (gender, age, nationality), geographical areas – to provide a good understanding of the differences among the related groups. Given the disproportional impact of Covid-19 on girls and women² efforts should be made to ensure that the evaluation applies an appropriate gender lens to the evaluation.

6) Additional requirements

The endline proposal should also include the following considerations:

- BTF2 is committed to ensuring that the rights of those participating in data collection or analysis are respected and protected. Accordingly, all applications should include details in their proposal on how ethical considerations are fully integrated into every stage of the evaluation process. Applicants should read and adhere to TDHs Child Protection/Safeguarding policy and TDHs Prevention of Sexual Exploitation, Abuse and Harassment (PSEAH) policy and outline how they will manage and report suspected or actual cases of abuse. An induction on the CP and PSEAH policies will be provided upon signature of the contract.
- BTF2 expects proposals to meet international good practice for research ethics and protocols, especially considering vulnerable groups and safeguarding children. Applicants should set out how they will protect the confidentiality of those participating; how they will adhere to good practice on conducting research with children and vulnerable groups; how they will ensure data protection protocols and secure procedures are in place for participants data; how tools will be appropriate for vulnerable groups and children (including appropriate language and communication for people with disabilities) and; research is completed in appropriate safe spaces considering the nature of the evaluation.

² <https://www.unhcr.org/news/press/2021/3/604524674/covid-19-pandemic-worsening-gender-inequalities-refugee-women-girls.html>



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- Applicants should set out how they will manage and mitigate risk, this is especially important considering the nature of the evaluation and the current context in Lebanon. Applicants should submit a thorough risk assessment and risk management plan as part of their application.
- Applicants are expected to provide quality, reliable and robust data. As part of the application, applicants should outline how they will ensure that data collected will be of sufficient quality from piloting to report writing and review.

7) Specific task and deliverables

The consultant is expected to provide the following deliverables as a minimum requirement:

1. Inception report: to outline the proposed evaluation framework, including methods, data collection tools and work plan;
2. Final evaluation report: the structure of the report will be agreed during the inception phase however, expected to include executive summary (max 4 pages), methodology, gaps in information and limitations, context analysis, findings, conclusions and recommendations;
3. Copy of original and cleaned dataset (both quantitative and qualitative) and of the data collection/research tools adopted.
4. Dissemination of findings: to share the findings of the endline evaluation and outline the programmatic recommendations and feedback to partners, donors and beneficiaries;

All the reports and tools should be provided in soft copy and in English, even if they could be translated into Arabic by the consultant for data collection purpose. The drafts of the reports shall be shared with TDH for comments and inputs to be included by the consultant.

Data collection and analysis for this evaluation purpose are to be considered as part of the tasks of the consultant.

8) Timeframe

Below outlines the expected timeline, to be negotiated and agreed with the successful candidate:

Task	Indicative date
Invitation to tender	9 th June 2021
Deadline for receipt of tenders	11 th July 2021
Selection of evaluation team	16 th July 2021
Contract Signing	19 th July 2021
Inception Report including final evaluation questions and methodology	2nd week of August
Endline research start	Bidder to complete
Endline research completing	Bidder to complete
Data entry cleaning, analysis	Bidder to complete
First draft completed	Mid-November



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Consortium feedback	Bidder to complete
Final cleaned dataset, report and dissemination completed	Mid-December

9) Finance

The payment schedule should be proposed by the consultancy firm. The budget range for this Terms of Reference is €20-33,000, to be paid in instalments in fresh money. This is inclusive of all taxation and other associated costs.

10) Skills and qualification required

- University degree in Social Science, Education, Development or any area relevant to this assignment
- Demonstrated experience leading and managing complex evaluation assignment
- Demonstrated experience working in development and/or emergency interventions
- Demonstrated experience in quantitative and qualitative data collection and analysis
- Experience with remote data collection and/or innovative data collection methodologies during Covid-19
- Demonstrated experience in conducting evaluation of education and child protection projects, possible in crisis situations
- Experience in Lebanon and the regional context
- Experience with EU funded project, or similar large donor organisations
- Excellent analytical and reporting skills required
- Fluency in written and spoken English and Arabic required (or within the evaluation team)
- Both individual consultants and consultancy teams are encouraged to apply.

11) Expression of interest

The offer should be submitted via e-mail to John Dean (Country MEAL Manager) j.dean@tdhitaly.org and/or Wissam Naur (Supply Chain Manager) w.naur@tdhitaly.org no later than 18th June and should include:

- A cover letter highlighting how the profile fits with the required specification and including three reference contacts
- A detailed technical proposal (maximum 30 pages) outlining the methodology approach, the specific evaluation objectives, questions, indicators and criteria and their linkage, the proposed activities and work plan
- The evaluation team CVs
- A financial offer, which shall include costs related to: stationary, internet/data/phone costs for collection of information, transportation from/to Lebanon, accommodation and meals, entry visa of the Consultancy Team. Internal movements, relevant to fieldwork, in Lebanon will be provided by the Organization.



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- Two sample reports for similar or comparable evaluation reports

12) Criteria for the evaluation of application

The selection will be based on the following criteria:

Qualifications, skills and experience of the evaluator/evaluation team		10%
Quality of the methodological design	<ul style="list-style-type: none"> • Appropriate mix of qualitative and quantitative methods • Consistency with the evaluation objectives and criteria • Relevance to the evaluation/learning purpose • Relevance to the context of intervention 	20%
Involvement of beneficiaries	<ul style="list-style-type: none"> • Using a participatory approach • Direct involvement of beneficiaries and stakeholders • Focus on equity and inclusion 	20%
Quality of implementation approach	<ul style="list-style-type: none"> • Appropriate, efficient and effective work plan • Appropriate data quality assurance plan • Data confidentiality and data management approach • Evaluation Risk Assessment • Covid-19 adaptations and considerations • Ethical considerations and approach 	10%
Financial offer		40%

13) Other

Bidders shall guarantee that the Evaluation Team is entitled to obtain an entry visa for Lebanon, if required, since TDH IT will not facilitate the process. All data collected and all the reports during this exercise will not be shared with third parties without the express permission of TDH IT. For any questions please email w.nasr@tdhitaly.org.