

Terms of Reference (TOR) for Evaluation

Project: **Addressing FoRB and Empowering Children in the MENA – Puzzle Phase 2**¹

1. Project Summary

Project	Addressing FoRB and Empowering Children in the MENA – Puzzle Phase 2
Implemented by	SAT-7 in partnership with Right to Play
Locations	Lebanon, some activities in Egypt and Tunisia
Consultancy Objectives	<ul style="list-style-type: none"> - Evaluate the impact of the project on the participating children. - Evaluate the collaboration between the two organizations (SAT-7 and Right to Play) - Assess the effect of the show on children who watch the episodes (non-participants) - Write a set of evidence-based recommendations on ways to improve the project further
Proposal Deadline	28 March 2024
Consultancy Start and End dates	15 April – 30 June

¹ This is the second phase of the project. Phase 1 took place from 2018 to 2020.

Background to the organizations

The two organizations which collaborated in the inception and implementation of the Puzzle project are Right to Play and SAT-7.

Right To Play is a global organization founded in 2000, to teach children in need and advocate them about their rights and freedoms through educational games. Right To Play International works in both the humanitarian and development context and builds local capacity by training community leaders as coaches to deliver its programs in 18 countries affected by war, poverty, and disease in Africa, Asia, the Middle East, and North America. Right To Play International employs play to educate and empower children and youth to overcome the effects of poverty, conflict and disease in disadvantaged communities. Its main objective is to develop through play-based approaches critical life skills in children which support their physical, intellectual and social development and drive quality education, child protection, peaceful communities, gender equality, health and wellbeing.

Established in 1996, SAT-7 is a trusted satellite television and digital media network with its own studio facilities in Beirut (implementation location of the project), Cairo, and Istanbul. SAT-7 broadcasts to millions of viewers across MENA in Arabic, Farsi, and Turkish. SAT-7 programming is made by Middle Easterners for Middle Easterners and is respected in the region as a trustworthy source of spiritually and culturally relevant material. Over the last decade, SAT-7 has introduced a suite of C4D projects, mainly funded by the Governments of Sweden, Norway, Denmark, and Germany. It has focused on a wide range of topics that are responsive to the local needs of marginalized and vulnerable groups, including disability, peacebuilding, education, and women's rights.

Background to the project

SAT-7 is implementing a media intervention *Addressing FoRB and Empowering Children in the MENA – Puzzle*. This Communications for Development (C4D) project based in Lebanon includes activities on the ground and media components using television and social media, and is implemented with Right To Play, Lebanon.

Puzzle utilizes activities, play and music to give direct and indirect messages to the participants about children's rights and freedoms as well as obligations, to celebrate their differences and promote unity through diversity and FoRB. The content is being disseminated through a satellite television program along with social media.

The overall objective of the project is that Children aged 10-15 years of various religious or belief groups within Lebanon, inclusive of Lebanese, Armenians, Syrians, Palestinians, Iraqi and Egyptian, respect the freedom of religion or belief (FoRB) and work towards social cohesion. This will be perused under three outcome level goals, namely, bridging, bonding, and building. In this way, *Puzzle* seeks to see young members (10-15) of various religious or belief groups within Lebanon, inclusive of displaced Armenians, Syrians, Palestinians, Iraqi and Egyptian to:

- display higher commitment to universal values. (Bridging – creating awareness).
- seek out and maintain connection with other demographics with whom they differ ethnically, socially, or religiously. (Bonding – strengthening understanding).
- collaborate across social divisions engaging in shared advocacy initiatives strengthening civic engagement. (Building - application).

Scope

SAT-7 and Right to Play are calling available research consultants and companies to register their interest to be involved in the evaluation of this project.

The scope of this impact evaluation is to assess the extent to which the project is successfully pursuing its intended outcomes and objective. Evaluative research is conducted to determine how much influence the project has had on those who have engaged with it, including the child participants, viewers, communities, and duty bearers. It seeks to discover if there has been any association between exposure to outputs and changes in knowledge, attitudes, and behaviours. The evaluation is done in co-operation with the project partners and will include triangulation of the internal monitoring and research findings.

Please refer to Annex 1 at the end of this document for more information on the project evaluation framework.

Target group

Children aged 10-15 years of various religious or belief groups within Lebanon, inclusive of Lebanese, Armenians, Syrians, Palestinians, Iraqi and Egyptian.

Methodology

Methodology of evaluation will be developed by the evaluator. The evaluator will be provided with access to the contents of the television program and on social media, social media statistics, to do interviews with implementing partners, participants, viewers and other stakeholders, and to the internal monitoring and evaluation reports including pre- and post-activity surveys.

Examples of guiding question for evaluation:

Objectives

- To what extent has the project contributed to the participating and viewing children's commitment to universal values?
- To what extent has the project increased the participants' and viewers' willingness to seek out and maintain connections with other demographics from whom they differ ethnically, socially, or religiously?
- To what extent has the project impacted the participants' and viewers' willingness to collaborate across social divisions engaging in shared advocacy initiatives strengthening civic engagement?

Learning

- What made the change happen? What was the contribution of the project to the change? What other factors contributed to change?
- What strategies and activities worked well and why? Which ones did not and why?
- Are there expected changes that did not happen? If so, why have they not happened?
- Are there unexpected changes that happened? If so, why did they happen?
- What lessons have been learned from implementing the work? How can these lessons be applied to future work?
- What should be done differently in the future based on the learning from the evaluation in similar or related projects?

Responsibility and deliverables of the consultant and Schedule and timeline

Responsibilities and tasks	Deliverables	Deadline
Phase 1 – Initiation: <ul style="list-style-type: none"> Draft and design a methodology for the evaluation study, with workplan and timeline. Draft and design a report outline that reflects the ToR Develop and document data collection tools 	Basic Information Sheet (methodology plan), inception report, Data collection tools	15 April
Phase 2 – Data collection and research According to methodology chosen, e.g. <ul style="list-style-type: none"> Study content Conduct interviews 		
Phase 3 – Analysis and triangulation of findings		
Phase 4 – Writing evaluation and learning report	Draft evaluation report	1 June 2024
Phase 5 – Submitting evaluation and learning report	<ul style="list-style-type: none"> Final evaluation report A summary of findings up to 3 pages 	15 June 2024
Phase 6 – Presenting findings in an evaluation and learning workshop	<ul style="list-style-type: none"> Powerpoint presentation of the main findings Evaluation and learning workshop 	July-August 2024, exact date TBA

Qualifications of the consultant

A consultant is needed with the following competencies and experience:

- Evidence of experience in conducting evaluations for child development projects.
- Proven knowledge and experience in applying Communications for Development framework in evaluation.
- Degree in relevant field (e.g. education, social sciences, research etc).
- Strong facilitation skills, particularly with regards to working with vulnerable groups and children.
- Demonstrated understanding and support of principles of equity, participation, and inclusion.
- Good writing skills.
- Fluent spoken and written English and Arabic.

Proposal submission

Interested Individuals are requested to submit the following documents:

- Examples of previous work i.e. previous inception report (plan of study) and evaluation reports, developed and submitted by the applicant.
- Financial proposal (dated and signed) that includes a budget for the expected activities

- MOF registration number if available.
- CV and Cover letter of applicants, or of key persons involved and the portfolio of the organization if relevant.

Proposal deadline:

Kindly submit the proposal with requested documents by **28 March 2024** to the following email address: Rawan Kreitem at rkreitem@sat7.org Including the subject: Terms of Reference (TOR) for Evaluation Project: Addressing FoRB and Empowering Children in the MENA – Puzzle Phase 2

For more clarification regarding the proposal please contact Rawan Kreitem by 21 March 2024.

Incomplete proposals will not be considered, and early submissions are encouraged. While we thank all applicants for their interest, only those selected for interviews will be contacted. Competitive budgets would be considered.

ANNEX 1

Short Results Framework

Project	Addressing FoRB and Empowering Children in the MENA – Puzzle Phase 2
Objective	Children aged 10-15 years of various religious or belief groups within Lebanon, inclusive of Lebanese, Armenians, Syrians, Palestinians, Iraqi and Egyptian, respect the freedom of religion or belief (FoRB) and work towards social cohesion.
Outcome 1	Bridging (creating awareness) – Children (10-15 years) of various religious or belief groups within Lebanon, inclusive of Lebanese, Armenians, Syrians, Palestinians, Iraqi and Egyptian display higher commitment to universal values.
Outcome indicator	<ul style="list-style-type: none"> • % of participants, participating viewers and viewers that believe that people from other sections of society should have equal rights and access to manifest their religion or belief. • % of participants and participating viewers that display willingness to allow universal values to govern relationships among individuals belonging to different groups, as reflected by their behaviour in games and activities they participate in.
Outcome 2	Bonding (strengthening understanding) – Children (10-15 years) of various religious or belief groups within Lebanon, inclusive of Lebanese, Armenians, Syrians, Palestinians, Iraqi and Egyptian seek out and maintain connection with other demographics with whom they differ ethnically, socially, or religiously.
Outcome indicator	<ul style="list-style-type: none"> • % of participants and participating viewers build relationships with individuals from other social groups measurable in the number of friendships over religious barriers • % of viewers who report increased interaction with people from other religions and social backgrounds
Outcome 3	Building (application) – Children (10-15 years) of various religious or belief groups within Lebanon, inclusive of Lebanese, Armenians, Syrians, Palestinians, Iraqi and Egyptian collaborate across social divisions engaging in shared advocacy initiatives strengthening civic engagement.
Outcome indicator	<ul style="list-style-type: none"> • % of participants and participating viewers who reported that media advocacy initiatives gave them skills and platform to shed light on community issues • % of participant and participating viewer initiatives which consisted of members from different religious groups • % of community members who reported that media advocacy initiatives helped facilitate positive engagement between duty-bearers with communities