**Save the Children International, Lebanon**

**Evaluation Terms of Reference**

PROJECT TITLE

“**Provision of Support for IDP and Refugee Children and Their Families in Syria, Lebanon and Jordan-DANIDA**”

PROJECT STATION: North Lebanon

REPORTING TO: Manager of Monitoring, Evaluation, Accountability and Learning Unit

EVALUATION DURATION: 22 working days

ELIGIBLE APPLICANTS: Individual Evaluators, Team of Evaluators, Consultancy Firms

1. **BACKGROUND INFORMATION**
2. **Context**

The Syrian crisis remains the largest displacement crisis in the world, with over 5.6 million registered refugees in neighbouring countries and six million people internally displaced in Syria (3RP[[1]](#footnote-1)). The situation inside Syria evolved during 2018. Large-scale fighting concluded in many parts of the country, however the situation in northern Syria remained challenging and insecure, with active fighting leading to large-scale internal displacement, massive protection concerns and acute need for humanitarian assistance. Meanwhile, the longer-term nature of the conflict means that refugee children have been displaced to neighbouring countries such as Lebanon and Jordan for years, with limited access to essential services, livelihoods and psychosocial support. As more refugees remain unable to meet their basic needs, major protection risks such as child labour and child marriage are increasing and there is a critical gap in services for these particular vulnerable refugee children. Save the Children (SC) therefore proposes a regional intervention to address the basic, educational and protective needs of the most vulnerable children and their families who have been forced to flee inside Syria or to Lebanon or Jordan as well as host communities affected by the Syrian crisis.

Lebanon has the highest number of refugees per capita in the world[[2]](#footnote-2). Nationally, there is no coherent framework in place to address refugees’ residency and labour status, and articulate governments’ responsibilities. In 2018, 69% of Syrian refugees in Lebanon lived below the poverty line (under 3.84 USD a day/ person) and families must prioritize economic needs, and children are often required to work to support family income.

The emotional, social, and cognitive development of Syrian refugee children in Lebanon has been disrupted due to the Syrian conflict and the subsequent forced displacement. The Government of Lebanon is not a signatory to the UN Refugee Convention, and humanitarian actors play a crucial role in ensuring the basic rights of the most vulnerable refugee children. Most Syrian refugees is likely to stay in Lebanon in the coming years. Most refugees (75%) want to go back to Syria one day, however, only a very small portion (5.9%) plans to return in the next 12 months[[3]](#footnote-3) . Between 2016 and July 2019, only 42,205 refugees in Lebanon returned to Syria.

In the North region, the programme will be implemented in Akkar, Area’s characterised by deprivation and suffering from poverty and economic vulnerability, namely North, T5 and Akkar governorates. There are 244,549[[4]](#footnote-4) Syrian refugees living in the North of which 140,000 Syrian refugees are living in poverty[[5]](#footnote-5) and characterized by poor quality living conditions, low education levels, high levels of unemployment and marginalization of vulnerable groups.

1. **Save the Children Lebanon (SCL) Presence in the Area**

Save the Children Lebanon (SCL) is one of the leading agencies responding to the Syria crisis in Lebanon. Present in Lebanon since 1953, SC has developed strong relationships and a well-established operational platform including approximately 223 staff across three field bases, from which it has demonstrated the capacity to scale up rapidly and deliver effectively across a range of sectors over the past three years. SCL's current program consists of both direct implementations in WASH, Shelter, Education, Livelihoods and Child Protection, and working with local partners to deliver emergency aid, such as multi-purpose cash and food parcels, which improve daily living conditions for the refugees and vulnerable Lebanese families.

As a multi-sector organization, SCL is able to draw on a wide range of technical expertise in-country and globally to comprehensively assess needs and deliver closely integrated programs to the most vulnerable communities. SCL has access to additional funding resources which allows cost sharing and implementing at scale. SCL is an active member of all relevant sectoral and inter-agency working groups at both national and field levels, and participates actively in the development of harmonized technical approaches in priority sectors through membership of technical core groups.

SCL has a large operation in Bekaa, with a field office in Zahle. Programming across the Bekaa valley benefits both refugee and host communities in Child Protection, Education, Food Security and Livelihoods, NFIs, Shelter and WASH. SCL has good working relationships with the local branches of UNHCR and other humanitarian agencies, as well as strong levels of acceptance from municipalities and both refugee and host communities.

In the North, SCL has a field office in Kweikhat. It implements in all of the sectors listed above across the area, and despite on-going security issues, reach some very under resourced areas, especially those along the borders with Syria.

In Beirut and Mount Lebanon, SCL has a field office in Beirut that includes education, Child Protection, CRG and Food Security and Livelihoods programs.

1. **Project Intervention Context and Objectives**

The overall objective of the project is to **address the basic, educational and protective needs of vulnerable children and their families who have been forced to flee to Lebanon as well as host communities affected by the Syrian crisis,** specifically in North Governorate.

1. **Project Overview**

In Lebanon, recent studies have found that child labour is on the rise: nearly 30% of Syrian HHs have minors below 16 working, while the number of Lebanese children in labour has increased from 2% pre-crisis to over 6%[[6]](#footnote-6). In the school year 2018/19, 58 % of Syrian refugee children aged 3-18 were out of school, many of which have never had education or have had their education interrupted for a long time.[[7]](#footnote-7) Child labour and child marriage are two key barriers to education and particularly prevalent in Akkar that host the majority of economically vulnerable refugees in the country.

In response to the critical needs mentioned above, SC proposed a regional programme (includes NW Syria, Lebanon, Jordan) that addresses the critical gaps in CP and education services for the most vulnerable and underserved Syrian refugee children living in Lebanon. All the proposed activities were in line with national frameworks and priorities.

In the Lebanese context, the proposed intervention focused on some of the most vulnerable and at-risk Syrian refugee children including children engaged in child labour or at risk of child marriage. The children were selected through community outreach, through which SC and its local partners identified the most vulnerable children. For children and HHs targeted with case management services, case workers conducted household visits to evaluate a number of vulnerability criteria, such as the age of the children engaged in child labour, housing conditions, household composition (number of HH members), number of family members who generate an income, disabilities, chronic illnesses or other health concerns, access to education and school attendance, signs of psychosocial distress and information about the child’s occupation and working conditions. SC used the Best Interest Assessment and Child Labour Assessment Tool to determine vulnerability and eligibility for cash assistance. Cases were referred by teachers and any other member of the targeted communities. A hotline, through which cases can be referred, was well established. Children were then referred to appropriate education activities. The education activities specifically targeted out of school children, especially those who are receiving CP support under this programme as they may be at risk of child marriage or engaged in harmful work. In addition, vulnerability criteria were used to prioritize children who want to enroll in non-formal education in case of any waiting lists.

Moreover, SC worked with Akakrouna- local partners in Akkar to support the implementation of Case management for Children involved in Child Labour, FPSS for Children involved in Child Labour, Community Awareness Sessions on Child Labour, and Positive Parenting Sessions for Parents and Caregivers. In addition to that, SC coordinated and collaborated with the MEHE and UN agencies to ensure access to quality education for vulnerable refugee children.

This project aims to address the educational and protective needs of vulnerable children and their families through an integrated and multi-disciplinary approach (CP and Education) focusing on two main components:

**Component I:** Improved protective environment for vulnerable Syrian IDPs, refugee and host community children affected by grave child rights violations; harmful work and child marriage by increasing their resilience, providing the caregivers better support in CP and psychosocial needs, and strengthening the capacity of communities and local actors to respond to CP and psychosocial needs of conflict affected children.

**Component II:** Strong protective environment of vulnerable, hard-to-reach, and out-of-school children through improved and safe access to quality education pathways suitable to their needs, addressing the barriers preventing them from accessing education, allowing them to benefit from a quality learning and participatory educational environment

Specific activities include:

Component I

1.1 Conflict-affected girls and boys participating in PSS and Resilience activities

1.2 Girls and boys assisted through case management and referrals

1.3 Girls and boys showing improvement in resilience and wellbeing

1.4 Parents and caregivers participating in parenting programs

1.5 Parents and caregivers indicate feeling increased confidence in supporting their children

1.6 Partner staff trained on CP principles and the risks of harmful work and child marriage

1.7 Individuals reached through awareness raising campaigns on child rights, the negative impact of harmful work and child marriage

Component II

2.1 Vulnerable refugees with access to safe and inclusive learning

2.2 HHs supported with cash assistance with an aim to improve their children’s protection and access to education

2.3 Teachers trained on basic literacy and Numeracy, child-centred pedagogy, classroom management methods, PSS/SEL

2.4 Targeted girls and boys demonstrate an improvement in literacy and numeracy levels

1. **EVALUATION SCOPE AND PURPOSE**

This End of Project Evaluation aims at evaluating the project outcomes in **Lebanon**, with a focus on identifying implementation successes and challenges in order to draw lessons learnt and to provide recommendations and best practices for future programs.

The purpose of this final project evaluation is to assess the five components; relevance, effectiveness, efficiency, sustainability and coherence of the “**Provision of Support for IDP and Refugee Children and Their Families in Syria, Lebanon and Jordan**” project and to link these components with the humanitarian principles at community and social levels.

1. **EVALUATION QUESTION AND SUB-QUESTIONS**
   1. **Main Question**

Was the project able to address the basic, educational and protective needs of vulnerable children and their families who have been forced to flee to Lebanon as well as host communities affected by the Syrian crisis?

* 1. **Sub-Questions**
     1. **Relevance**
* Did the objectives and outcomes of the project correspond with the needs and priorities of the target population?
* How has the project considered gender sensitivity both in the project design and its implementation of activities?
* How has the project considered the need of people with disability?
  + 1. **Effectiveness**
* What were the outcome of response and prevention intervention of the project?
* What level of success did the integration of protection interventions to the education activities has had on the protection vulnerability of the girls and boys at risk?
* To what extent were project’s objectives addressed?
  + 1. **Efficiency**
* Were the activities cost-efficient?
* Were the objectives achieved on time as per the implementation plan?
  + 1. **Impact**
* What real differences (social, economic, protection needs, healthcare and accessibility) has the services provided made to the boys, girls and their caregivers at risk among both refugee and host communities?
* Was there any impact on community and social levels?
  + 1. **Sustainability**
* To what extent will the benefits of the project continue after funding ceases?
* What needs to be improved in terms of program design and implementation based on the implementation experience?
* How did the project ensure that the structures, mechanisms, and goods developed/produced by this project?
  + 1. **Coherence**
* Was there any duplication of efforts and services?
* Was context sensitivity ensured?
* Was the intervention through partner approach successful?
* Is this project consistent with and does it complement with a bigger strategy?
  + 1. **Learning and Evidence**
* What are the factors that influence the best modality to improve target population’ resilience and investment in their children's protection, learning and development?
* To what extent are learning and evidence incorporated in the project design and implementation?
  + 1. **Humanitarian principles**
* Was the project able to fulfill the inclusion criteria?
* Was the selection of beneficiaries’ fair?
* To what extent are the Core Humanitarian principles of impartiality, neutrality, humanity, and independence adhered to in the design and implementation of this project?

1. **METHODOLOGY**

A methodological approach should be proposed that directly answers the evaluation question and sub-questions. The evaluation must follow quantitative and qualitative approaches. As a basic minimum requirement, the methodology should include: a desk review of key documents including previous SCL integrated projects reports and researches implemented by SCL; sampling approach that ensures the representativeness of the selected sample. Quantitative data will be collected on participants’ characteristics, in addition to data required to show trends of improved resilience, skills, knowledge, and literacy levels, as well as measuring CP indicators, as a result of this program. The qualitative data collection will focus on 6-7 focus group discussion to be conducted in North Lebanon as such 2 FGD concerning children (boys and girls) at risk, 2 FGD concerning caregivers of children (to include those who benefited from cash assistance too), 1 FGD concerning community leaders, 1 FGD concerning the teachers, in addition to 7 Key Informant Interviews to be conducted as such: 1 with the CP technical advisor, 1 with the Education technical advisor, 1 with partner organization, 1 with the MEAL coordinator, 1 with CP program managers, 1 with the Education program manager and 1 with area manager.

**V. EVALUATION FOLLOW- UP AND LEARNING**

SCIL follows-up all evaluations with a management response, and its implementation is subsequently tracked. This will include the documentation of key learning which will be shared with the relevant SCIL teams on the local country level as well as the regional and global SCIL levels. In Lebanon the results of this evaluation will be used to inform the upcoming design of programming. Additionally, the evaluation will be shared with relevant donors.

This evaluation, will contribute to an annual learning review which feeds into annual strategic planning processes and will guide direction and implementation of the project’s next phase, as well as will support in design of further programs. Key findings will be reported to SCIL senior management at the local, regional and international levels.

**VI. EVALUATION PRINCIPLES**

The views expressed in the report shall be the independent and candid professional opinion of the evaluator. The evaluation will be guided by the following ethical considerations:

* Openness and transparency of information given to the highest possible degree to all involved parties
* Public access to the results when needed unless in the case of confidentiality restrictions
* Broad participation of the interested parties to be involved where relevant and possible
* Reliability and independence: the evaluation should be conducted such that its findings and conclusions are correct and trustworthy
* Child-focused approach, Child participation and gender sensitiveness

**VII. COORDINATION AND MANAGEMENT OF THE EVALUATION**

The evaluation is managed in country by the MEAL Manager. The MEAL Manager can draw on a reference group consisting of:

* SCL Technical Advisors
* Technical or implementation team members as relevant

The MEAL Manager is responsible to facilitate access to information, documentation, sources, travel, and field logistics.

The steering committee in-country will oversee administration and overall coordination, including monitoring progress. The main functions of the steering committee include:

* select external evaluator (s) or evaluation Firm;
* review and comment on the inception report and approve the proposed evaluation methodology;
* review and comment on the draft evaluation report;
* participate in the development/revision of the SCL management response to the evaluation findings and recommendations;
* establish a dissemination and utilization action plan.

**VIII. DELIVERABLES AND REPORTING DEADLINES**

The evaluation team will submit three reports and one presentations to the SCL Steering Committee:

* Inception report: Following the desk review and prior to beginning of the field work, an inception report will be produced subject to approval by SCL. This report will detail a draft work plan with a summary of the primary information needs, the methodology to be used, and a work plan/schedule for the field visits and major deadlines. With respect to methodology, the inception report will include a description of how data will be collected and a sampling framework, data sources, and drafts of suggested data collection tools such as questionnaires and interview guides. It should also include the draft of the final report outline (i.e. Table of Content).

Once the report is finalized and accepted, the evaluation team must submit a request for any change in strategy, methodology or approach to the SCL MEAL Manager.

* Draft report: A draft evaluation report will be submitted to SCL MEAL Manager who will lead the revision process with the reference group and provide feedback within two weeks of receipt of the draft report. Quantitative and qualitative data collected and analysis developed should be annexed to the draft report.
* Final report: The Final Evaluation Report should include a two-page executive summary that summarizes the key lessons learned, conclusions and recommendations. It should also include best practices case studies that can be shared with SCL technical and management staff. Quantitative and qualitative data collected and analysis developed should be annexed to the draft report.

All material collected in the undertaking of the evaluation process should be lodged with the SCL Person to be referenced by the MEAL Manager prior to the termination of the contract.

*Presentation of findings:*

* After submission of the Final Evaluation Report, the evaluation team will provide a final presentation for relevant stakeholders

**IX.TIMEFRAME**

Proposals should present a budget over the entire period of 22 working days.

The evaluation team is expected to provide a suggested timeline and work plan for the assessment based on these scheduling parameters and in keeping with the scope of the evaluation question and Assessment criteria.

In event of serious problems or delays, the team leader should inform the Steering Committee immediately. Any significant changes to review timetables shall be approved by the Steering Committee who will consult with the concerned SCL persons for approving such changes.

**X. EVALUATION CONSULTANT TEAM**

SCL seeks expressions of interest from people with the following skills/qualifications and expertise:

* Good knowledge of education system in Lebanon
* Sound and proved experience in conducting research and education programs’ evaluation
* Expertise in qualitative and quantitative data collection methodologies and techniques
* Expertise in participatory research and evaluations with the focus on child-focused design and delivery of assessment tools
* Experience working with international organizations in conducting research and evaluations

**XI.APPLICATION PROCESS AND REQUIREMENTS**

Interested consultants or consultancy firms are required to send their technical and financial proposals to the following email address: [omar.abdulhadi@savethechildren.org](mailto:omar.abdulhadi@savethechildren.org) using the following subject line **“DANIDA EOP EVAL PR-B-2021-062**”.

Proposals must include the following:

* Outline of evaluation framework and methods, proposed time frame and work plan
* Proposed evaluation budget and proposed payments schedule aligned with deliverables schedule (Proposals over 4 pages will be automatically excluded)
* CVs and evidence of past evaluation papers for each team member
* Example of previously conducted evaluation

1. 3RP Regional Refugee & Resilience Response Plan in Response to the Syrian Crisis 2019/2020. [↑](#footnote-ref-1)
2. Lebanon is currently host to 929,624 Syrian refugees, of which 341,333 are located in Bekaa, and 245,292 in the North which includes Akkar (UNHCR Portal, June 2019). [↑](#footnote-ref-2)
3. UNHCR, still longing to go home in safety and dignity, May 2019 [↑](#footnote-ref-3)
4. UNHCR Operational Portal Refugee Situations (August 2019) [↑](#footnote-ref-4)
5. UNOCHA, North & Akkar Governorates Profile. October 2018. [↑](#footnote-ref-5)
6. ARK, 2017 and UNICEF 2016 [↑](#footnote-ref-6)
7. Plan International, Adolescent Girls and Boys needs assessment 2018. [↑](#footnote-ref-7)