

# Evaluation

# Terms of Reference

“Education, Psychosocial Support, and Protection for Syrian Refugee Children in Bar Elias”

**Funded by Kindermissionswerk and implemented by Jesuit Refugee Service**

**Project Code:** A 23 2326 004

## Contents

Introduction & Background.....	1
Project Description.....	1
Project Design.....	2
Targets.....	2
Objectives of the Evaluation .....	2
Evaluation Questions and Criteria.....	2
Proposed Methodology.....	4
Organization of the mission.....	4
Suggested Report Outline .....	5
Qualifications and Requirements.....	6
Financial Offer and Required Documentation .....	6

## Introduction & Background

Lebanon faces an unprecedented humanitarian crisis, driven by economic collapse, the aftermath of the Beirut Port Explosion, the protracted Syrian refugee crisis, rising political tensions, and the COVID-19 pandemic. This multi-faceted crisis has left over 1.5 million Syrian refugees and 3 million vulnerable Lebanese in dire need of lifesaving assistance. Challenges such as structural violence, food insecurity, and denial of fundamental rights have eroded resilience and pushed many to adopt negative coping strategies, including child labor and child marriage. Among the most affected are children, who face barriers to education and protection risks exacerbated by widespread food insecurity and economic instability.

The situation has been further aggravated by the recent escalation of conflict in the region, which has amplified protection risks, disrupted livelihoods, and heightened tensions between host and refugee communities. These compounded crises have created an urgent need for holistic interventions that address immediate needs while fostering resilience and stability.

In this context, the Jesuit Refugee Service (JRS), in partnership with Kindermissionswerk, continues its mission to support the most vulnerable. **JRS** is a Catholic organization with a global presence, committed to accompanying, serving, and advocating for forcibly displaced individuals. **Kindermissionswerk**, an international organization dedicated to supporting children in need, collaborates with JRS to implement programs that prioritize education and holistic support for vulnerable communities.

KMW began supporting JRS interventions in Bar Elias in January 2012 with a one-year project aimed at enhancing formal education and integrating mental health and psychosocial support (MHPSS) services. After this initial phase, funding resumed in January 2015 and has remained ongoing, enabling the continuation and expansion of programs over the years. The most recent phase of funding began in 2023 and is set to continue through 2025, further strengthening JRS's efforts in education and MHPSS within the community.

In 2023, JRS Lebanon implemented comprehensive education interventions in Bar Elias, operating three formal schools that serve Syrian refugee and vulnerable Lebanese children. These schools, Mikseh, Telyani and Nahriya schools, provided education to over 1,500 students, coupled with initiatives addressing financial barriers, such as the provision of food baskets, hygiene kits, winterization supplies, and transportation. JRS also emphasized mental health and psychosocial support (MHPSS), integrating these services into its education programming to address the psychological impacts of conflict and displacement. Through awareness sessions and capacity-building initiatives, JRS aimed to enhance protection mechanisms and promote inclusion, particularly for children with disabilities.

Bar Elias, a densely populated city in the Bekaa Valley near the Syrian border, hosts the largest concentration of Syrian refugees. The city's deteriorating economic and security conditions, compounded by the recent conflict and increasing civil unrest, highlight the importance of JRS's interventions. The program's holistic approach, guided by Sphere Protection principles and aligned with Lebanon's Crisis Response Plan, addresses immediate needs while fostering long-term resilience.

With support from other donors, JRS has been implementing formal education programs in three schools in Baalbeck-El Hermel, along with non-formal education programs in Bourj Hammoud, integrating MHPSS into its education initiatives. Additionally, in Bar Elias, Baalbeck, and Bourj Hammoud, JRS has been running livelihoods programs focused on vocational training for vulnerable Syrian refugees and Lebanese women.

## Project Description

**Project Name:** Education, Psychosocial Support, and Protection for Syrian Refugee Children in Bar Elias.

The project focuses on the following pillars:

- **Inclusive Education:** provision of formal inclusive education opportunities to vulnerable children in Bar Elias
- **Protection-based activities:** provision of mental health and psychosocial support, as well as protection-focused awareness sessions

## Project Design

<b>Goal</b>	
Increase access to inclusive education for refugees and vulnerable host community members in Bar Elias.	
<b>Outcome-based Objective A</b>	
To increase vulnerable children's access to safe, quality education at Mikseh, Telyani, and Nehrya schools in Bar Elias	
<b>Outcome-based Objective A Indicators</b>	1,555 children participated in the education program each year
	80% of girls and 80% of boys have successfully completed the school year
	80% of teachers who have participated in the teacher professional development program apply the skills they have gained in their teaching practice
<b>Activities</b>	
Kindergarten and primary educational opportunities (grade 1-7) will be provided according to the Lebanese curriculum at three locations (Telyani, Mikseh, and Nahrya) in Bar Elias	
To address the financial barriers to education, JRS will provide all students back-to-school kits, textbooks, winterization kits, food baskets, hygiene kits, nutritional daily snacks, and other educational materials	
The school project will integrate the thematic topic on the ecosystem/environment to promote the importance of environmental responsibility and recycling to students throughout classes within the academic year.	
School social workers will work in coordination with teachers and the administration to identify students in need of MHPSS services. Individual counselling will be provided to identified students, and in some cases, to parents.	
Teachers will participate in a professional development plan that incorporates regular classroom observation, pedagogical trainings, and teacher coaching sessions tailored in accordance with teachers' needs.	
<b>Outcome-based Objective B</b>	
To strengthen protection of vulnerable individuals, improve identification of and response to protection concerns, and enable individuals to access their rights.	
<b>Outcome-based Objective A Indicators</b>	1,555 children and 300 adults have attended protection focussed awareness sessions.
	60% of the children and adults who have attended protection-focussed awareness sessions have increased understanding of key protection issues and how to improve safety.
	80% of the project staff demonstrate improved ability to respond to protection issues.
<b>Activities</b>	
Protection-focused awareness sessions will be provided to children by the school social workers according to the most urgent and relevant protection issues within the local area.	
Protection-focused awareness sessions will be provided to adults by the school social workers according to the most urgent and relevant protection issues within the local area.	
JRS school staff and social workers will be provided trainings on identifying and responding to protection issues.	

## Targets

Outcome-based Objectives	Age Group	Male	Female	Total
A. To increase vulnerable children's access to safe, quality education at Mikseh, Telyani, and Nehrya schools in Bar Elias	5+	775	775	1,550
B. To strengthen protection of vulnerable individuals, improve identification of and response to protection concerns, and enable individuals to access their rights	5+	925	925	1,850

## Objectives of the Evaluation

KMW and JRS are interested to design a learning-oriented evaluation covering the project period from January 2023 to December 2024. This evaluation aims to understand what processes have worked well and what changes should be made during that time in order to better meet the needs of the target population. The evaluation will provide KMW and JRS with a learning opportunity to improve upon existing practices by assessing the extent to which the outcomes of the project have been achieved, highlighting accomplishments and underachievement as well as main factors contributing to them and determining the appropriateness, efficiency, effectiveness, coherence, and sustainability of the program. The findings and recommendations from

this evaluation will also assist in planning the next phase of the project, and inform KMW's learning on developing impact-oriented work in humanitarian action.

## Evaluation Questions and Criteria

Criterion	Questions to be Asked
<b>Relevance</b>	<ul style="list-style-type: none"> <li>• To what extent have the project services and activities been relevant to the needs of the targeted groups? And how well did the program adapt to evolving needs and context of the target population?</li> <li>• What emerging challenges and opportunities in the external environment affected the program's design and implementation?</li> <li>• How did the program address inclusion and gender and promote equality?</li> <li>• To what extent does the project align with the broader sector objectives on a national level?</li> <li>• To what extent are the initial objectives and the design of the project still appropriate? What is the underlying Theory of Change guiding the project, and how can its impact chains inform Logframe development? How can outputs and outcomes be clearly distinguished, and what short-, medium-, and long-term outcomes should be defined for the next project phase?</li> <li>• How does the project ensure the selection of the most vulnerable people?</li> <li>• To which extent the INEE Standards (International Network for Education in Emergencies) are relevant and respected? Is there room for improvement?</li> </ul>
<b>Coherence</b>	<ul style="list-style-type: none"> <li>• In what respects is the project consistent with the interventions of other actors in the same context?</li> <li>• Where appropriate, are activities harmonised and coordinated with those of other actors and do they complement each other? To what extent does the project create added value and at the same time avoid the duplication of work activities?</li> <li>• What synergies and links exist between the project and other interventions implemented by the same institution?</li> <li>• which norms and standards form the basis for project work and are these sufficiently taken into account in the practical implementation of the project?</li> </ul>
<b>Effectiveness</b>	<ul style="list-style-type: none"> <li>• Have the agreed project or program indicators effectively monitored the expected changes and been utilized by the project leadership for project management? Was Baseline data available for analysis and comparison ?</li> <li>• What evidence suggests that the program achieved, or is expected to achieve its intended outcomes and impacts? Does this apply to the same extent to different social groups?</li> <li>• Which activities and outputs had the most significant contribution to the achievement of outcomes , and which needed revision to be more coherent with the overall goal?</li> <li>• Were there any unanticipated challenges or barriers encountered during program implementation? What mitigation plans were put in place, in any?</li> <li>• To what extent does the project effectively ensure the inclusion of all beneficiaries, regardless of their gender, age, disability status, , or other relevant characteristics?</li> <li>• In what ways have Do-No-Harm principles been integrated, and are they sufficient to prevent unintended negative consequences of the intervention?</li> </ul>
<b>Efficiency</b>	<ul style="list-style-type: none"> <li>• Were resources used efficiently, and were there opportunities for optimization?</li> <li>• Were the results achieved, or expected to be achieved, within an appropriate timeframe? Were adjustments made, e.g. due to changed conditions?</li> <li>• Is the management structure appropriate to fulfill the necessary tasks in an efficient way? Which recommendations for improvement can be made?</li> </ul>

<b>Sustainability</b>	<ul style="list-style-type: none"> <li>• To what extent are the benefits of the project likely to continue after the end of the project?</li> <li>• What exactly has changed for the beneficiaries as a result of the project? Which external factors contributed to the changed?</li> <li>• What role do risks, potential conflicts and resilience play in this context?</li> <li>• Are there plans in place to ensure that the project's outcomes are maintained over time, even in the face of changing circumstances?</li> </ul>
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## Proposed Methodology

The evaluation will adopt a participatory, independent, and robust approach to ensure comprehensive and credible analysis, integrating qualitative and quantitative methods.

- **Prior to field work:** document review, preparation of interview guidelines, assessment of the available regional and technical analyses and data, preparation or implementation of quantitative surveys designed by the project team where this seems appropriate ...
- **During field work:** kick-off workshop, document review, participant observation, qualitative interviews (open, semi-structured), focus group discussions, context analyses, interviews with key persons, debriefing workshop ...
- **After the field work:** report writing, commenting on the report by JRS and KMW, debriefing with JRS and KMW.

It is important to highlight the below:

### Participation and Independence

- **Stakeholder Involvement:** The partner organization and stakeholders will participate in defining the methodology during a kick-off workshop, ensuring relevance and mutual learning.
- **Target Group Perspectives:** Diverse target group views will be gathered through interviews and participatory surveys, considering factors like ethnicity, gender, and age. Some sessions will exclude project staff to ensure uninfluenced responses.
- **Feedback Loop:** Preliminary findings will be shared and discussed with stakeholders during the evaluation to foster learning and document divergent perspectives.

### Accuracy and Credibility

- **Triangulation:** Data will be validated by combining multiple perspectives and methods.
- **Sampling:** Diverse and representative samples will be selected, with criteria detailed in the report.
- **Quantification:** Findings will be quantified where possible (e.g., "X of respondents reported Y"), ensuring transparency in methods, sample sizes, and data relevance.

### Effects Assessment

- **Cause-and-Effect Analysis:** A theory of change will guide the assessment, linking outcomes to project interventions and evaluating counterfactual scenarios.
- **Unintended Impacts:** Both positive and negative unintended effects will be explored, including broader community impacts.

## Organization of the mission

JRS will provide the evaluation team with all necessary information and documents to carry out the evaluation. During the field work, JRS will provide logistical support. Deliverables will be expected as per the below workplan:

### 1. Inception Phase:

- Meet with JRS Lebanon and KMW(online participation) to kick-off the evaluation.
- Review project documents such as the proposal and reports to understand the project.
- Meet with key stakeholders, including project staff, to gather initial insights and expectations.

- Create an inception report outlining the evaluation plan, methodology, and data collection tools, along with a schedule for field visits and data collection.
2. **Data Collection:**
- Train consultants and data collectors on the JRS Child Protection Policy by JRS staff in order to ensure compliance with JRS safeguarding standards and best practices in all evaluation activities involving children and caregivers. Visit project site in Bar Elias to observe activities and interact with beneficiaries.
  - Review existing project documents and relevant materials..
  - Conduct surveys, interviews, and focus group discussions with different stakeholders.
3. **Data Analysis:**
- Analyze both qualitative and quantitative data.
  - Identify key themes, patterns, and trends.
  - Assess the project's context and relevance, design and logic, implementation, participation and engagement, gender and equity, effectiveness, efficiency, innovation and adaptation, beneficiary feedback and sustainability.
4. **Reporting and Recommendations:**
- Create an inception report outlining the evaluation plan, methodology, and data collection tools, along with a schedule for field visits and data collection.
  - Prepare a draft report summarizing findings, analysis, and conclusions.
  - Share main findings with JRS Lebanon and KMW, seeking feedback through online discussions with JRS and KMW.
  - Incorporate feedback and finalize the report.
  - Provide recommendations to JRS and KMW based on findings for future project strategies and organizational development.
  - Submit the final report with JRS and KMW within the agreed timeframe.

Throughout the evaluation, the external evaluator will maintain open communication with JRS Lebanon, addressing any concerns. The methodology will be adapted to the project's context and needs, ensuring a comprehensive evaluation that supports organizational learning and program improvement.

#### [Suggested Report Outline](#)

Evaluation reports are generally between 25 and 40 pages in length (excluding annexes) and must include the following components:

##### **a. Cover page with following details:**

- Name and location of the project to be evaluated
- Name of the project executing agency
- Project number (under which the project is managed at KMW)
- Evaluation number - if applicable
- Names of all members of the evaluation team, name of person responsible for the report
- Date of creation of the report (with the addition: draft/final version)

##### **b. List of abbreviations**

##### **c. Contents (clearly structured, with subchapters and page numbers)**

##### **d. Summary, around 2-3 pages with following contents:**

- Brief description of the project that was evaluated
- Purpose and objectives of the evaluation

- Important results with reference to the main evaluation questions in line with the Terms of Reference and an overall assessment of the work performed (conclusions)
- Important recommendations

**e. Description of the evaluated project, the project context and the reason for and objectives of the evaluation**

- Project context and framework conditions
- Project target groups
- Project objectives and intervention logic: What does the project aim to achieve and how?
- Structure and management of the organisation implementing the project
- Nature and scope of cooperation with KMW (and also - if applicable and relevant - with other organisations, e.g. in the case of cofinancing)
- Reason for and objectives of the evaluation

**f. Chapter on methods with following contents:**

- Description of the data collection methods employed
- Description of the sample: Who, how many (subdivided according to gender and possibly other characteristics, such as ethnicity, age, etc.) and what criteria were used in the selection?

The evaluation is expected to assess the project from **January 1, 2023, till present**. The final report should be submitted during **May 2025**.

[Qualifications and Requirements](#)

The consultant should possess the following qualifications:

- An advanced university degree in Law, International Relations, Education, Human Rights, Social Science, or a related field.
- 5-7 years of prior experience in conducting evaluations, with additional expertise in monitoring and evaluation and/or humanitarian project management considered advantageous.
- Prior experience in conducting evaluations within the context of Lebanon is highly recommended.
- Advanced knowledge in Protection Standards, safeguarding, and gender mainstreaming principles.
- In-depth knowledge of the Syrian refugee crisis response and the protection systems in Lebanon.
- A demonstrated track record of quantitative and qualitative research and analytical capabilities.
- The ability to offer technical recommendations and guidance relevant to the scope of the project.
- Strong cultural sensitivity and adaptability.
- Experience in facilitating focus groups with children.
- Proficiency in leading a team of data collectors.
- Fluency in Arabic, along with excellent reading, writing, and verbal communication skills in English.

[Financial Offer and Required Documentation](#)

Your offer should include the taxes, bank transfer fees and all expenses associated with field work, that is, air and / or land transportation, accommodation, data collectors hiring and any other expenses that could be required. Payment will be done in three instalments through (fresh) bank transfers:

- The first payment will be 20% of the total, upon submitting the inception report.
- The second will be 40% of the total, upon approval of the evaluation design.
- The third, remaining 40% of the total, once the final report is agreed between the three parties.

**Note 1:** All the transfer fees related to the payment will be completely covered by the supplier (the sender bank fees, the correspondent bank fees outside Lebanon & the receiver bank fees).

**Note 2:** VAT is paid in LBP on *Sayrafa* rate of the issued invoice.

**Required Documentation:**

Interested candidates should submit their applications by the specified deadline, **February 21, 2025**.

Submission should include a cover letter, a technical proposal highlighting an understanding of the project, proposed methodology, work plan and timeline, team composition, deliverables, anticipated challenges, and relevant annexes, a detailed curriculum vitae (CV) of main consultant(s), two previous evaluation reports authored by individuals matching the submitted CVs, and a comprehensive financial proposal.

Applicants should ensure their application is complete and meets all requirements. Any additional documents or information requested should be submitted accordingly.

The detailed evaluation timetable will be confirmed and shared later with the selected consultant.

Proposals should be sent to the attention of Dana AlAshkar, JRS Lebanon Country MEAL Officer, at the following email: [dana.alashkar@jrs.net](mailto:dana.alashkar@jrs.net) . JRS can also be contacted for any technical question regarding the assignment before the closing date.