



## 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  
Communication, Visibility and Advocacy Plan Annex - F

## TERMS OF REFERENCE

### for the realization of an evidence-based analysis on the impact of the integration of child protection in education

The Communication, Visibility and Advocacy Plan of the BTF 2, section Advocacy, engagement and dissemination linked to the Output/activity 4.3: Engagement, dissemination of the consortium's modality, results, and data analysis at country level and beyond (other donors, actors, etc.), will focus on a Consortium-level and evidence-based advocacy, engagement and positioning strategy to disseminate the consortium's modality, results, and data analysis that will be made accessible to other like-minded actors at country level and beyond (other donors, actors, etc.) focusing on the impact of the integration of child protection in education, as evidenced through the project's previous and current phases.

This strategy will be based on the systematic analysis of the consortium experience in Lebanon.

#### A. OBJECTIVE OF THE STUDY

The objective of the study is to provide evidence-based recommendations on the impact of child protection integration in the education response within the *Back to the Future* program, which aims at providing vulnerable girls' and boys' in marginalized communities access to integrated quality education; thus, contributing to:

- Achieving the Sustainable Development Goal (SDG) 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all<sup>1</sup>
- Share the vision of No Lost Generation<sup>2</sup>

In relation to the development and implementation of the consortium *Back to the Future* and the projects:

- **Back to the Future I:** School readiness, inclusion and retention for children victims of the Syrian Crisis in Lebanon and Jordan – 30 Months (24 December 2016 to 23 June 2019)
- **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 – 24 Months (24 June 2019 to 23 June 2021)

The study should make use of the large wealth of data gathered in almost five years of project implementation (2016-2021) through the Back to the Future (BTF) dedicated system for Monitoring and Evaluation (M&E). Furthermore, the analysis includes a field research component to collect direct evidence from children, families, communities, project's staff and other stakeholders.

The study should involve the following components:

1. Comparative analysis of non-formal education projects in Lebanon and focusing on interaction between child protection and education, including at least desk review:
  - a. on a Literature Review of international studies
  - b. on the current state of Education and CP at the national level (Sector analysis)
  - c. BTF 1 grounded perspectives
2. Analysis of data collected since the beginning of the project through the BTF M&E system.

<sup>1</sup> <https://sustainabledevelopment.un.org/sdg4>

<sup>2</sup> <https://www.nolostgeneration.org/>



3. Primary research employing quantitative and/or qualitative research methodology as deemed necessary to collect data from the field. This might include interviews through different methods (i.e. focus group discussions) with beneficiaries, project's staff, Community-based Organisations (CBOs) under BTF's partnerships.
4. Recommendations for stakeholders at national and international level, involving communities, CBOs, (I)NGOs, public authorities etc.

## B. RATIONALE: BACKGROUND INFORMATION

"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"<sup>3</sup>. Back to the Future experience is mentioned in the document<sup>4</sup> and considered for a renewal of the partnership; particularly, 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 for the school years 2018/2019 and 2019/2020 through activities of the Output 1 and 2;
- Specific objective 2 - **enhancing the quality of education**, in order to define and use child-centred teaching and learning approaches, in the period from mid-2018 to mid-2021, through Output 2 and 3;
- Specific objective 3 - **strengthening the Ministry of Education and Higher Education** and more widely the public education system in Lebanon in the period from mid-2018 to mid-2021 through Output 4.

Learning from the experience of BTF I, BTF II aims at pursuing stronger integration and harmonization of the education, protection, and M&E components. The framework for the integration of Child Protection (CP) in education is based on the socio-ecological model<sup>5</sup> (see below picture), targeting ecological levels: individual and peers, families, schools, communities, civil society, and state authorities. This model recognizes how children's development is inextricably linked to the families, communities, economic situation, social values, and cultural influences that surround them and provide for their basic needs and protection; it also implies recognizing the role of duty bearers in the protection of children, and the importance of strengthening the protective factors across the different layers. Whereas BTF I focused on safe and child-friendly spaces, behaviour, and training of staff in learning centres and awareness raising on protection risks, BTF II goes a step further.

Under BTF II, the CP framework objective was included as one of the program outcomes along with educational outcomes; a child protection specialist joined the project leading committee, and harmonised CP M&E tools were agreed.

<sup>3</sup> Action Document for EU Trust Fund to be used for the decisions of the Operational Board, June 2018

<sup>4</sup> For the delivery of NFE programmes and provision of related transportation (Activity 1.3, below), the Implementing Partner could be a consortium of Lebanese and International Civil Society Organisations, which have gained knowledge and competencies in education/child protection in crisis situations and have satisfactorily passed the selection process under the Expression of Interest for CSOs yearly launched by MEHE-PMU (Pillar 1 of RACE 2). Upon positive outcomes of the evaluation of the on-going project "Back to Future" (refer to page 12), the EUTF might consider renewing its partnership with the implementing partners.

<sup>5</sup> The framework is aligned the global technical standards: Child Protection Minimum Standards (CPMS- standard 20 mainstreaming CP in education); Minimum Standards for Education (INEE- standard 2); The Alliance for Child Protection in Humanitarian Action and International Network for Education in Emergencies (INEE) global strategies (integrated programming pillar).



As per BTF’s communications, visibility and advocacy strategy, the consortium aims at defining position and dissemination strategy that builds on an extensive experience in education and child protection, humanitarian approaches, a wide range of relationships at different level stakeholders.

A solid M&E Framework will include at the end of the term 2016-2021 information about approx. 40,000 children beneficiaries supported with education and protection (and their families) and the collaboration with more than 20 community-based organizations.

Furthermore, based also on the recommendations from the BTF I evaluation, the consortium is committed in making use of the evidence collected during the implementation period to create and disseminate information that might be used by other humanitarian practitioners and beyond.

### C. TASKS TO BE PERFORMED

The multidimensional analysis makes primarily use of the data, evidence and experience generated by BTF,

while comparing them with similar experience, primarily in the region and/or similar environments of protracted crises.

#### **Comparative desk review**

The analysis should first examine the most efficient models adopted by humanitarian practitioners for the integration of CP in education projects in the Lebanese context. Based on the minimum standards for child protection as a reference point, a comparative analysis will highlight best practices adopted in the sector and what is their impact on child development. Tools to measure the impact on child development of the positive integration of CP in education should also be enquired.

#### **Data analysis through BTF M&E database and field research**

The consortium disposes of a Child Protection Task Force, an Education Task Force and an M&E Committee. These teams of specialists will guide and provide support as needed to the activity of the analysis / policy expert(s) or team of experts, under the guidance of the CP specialist.

The analysis will examine the development and progress of the integration process of CP in education throughout the time span of the project activities and will examine its impact on child development and wellbeing. Special attention must be placed on the impact of distant/blended learning modalities further analysing the pre and during Covid-19 situation regarding education and CP. The education spaces (F2F, blended and distant modalities) dedicated to learning as well as all the personnel and caregivers have a crucial role and are thus crucial for a positive learning and development. However, the process adopted in the socioecological model involves the child growing environment as well and all the actors that take part in the child’s development (education personnel, community, family). The analysis should inspect these elements and shed light on their relevance in child development. The analyst will make use of relevant analysis methodologies to observe how the relationship between the child and the context in which the child grows are integrated in BTF’s activities and, more broadly, in its programming.

The analyst also needs to study the data revealed from BTF family assessment on BTF online system, and to produce relevant child protection and education evidence emerged from this data. Particularly it could focus on – if possible:

1. Assess the impact of distant/blended learning modalities in children wellbeing, how to best address remote safe identification, referrals, and case management of children at risk: adaptation of CP tools to distant learning, changing trends in CP referrals (from F2F to distance), satisfaction of children benefiting from referrals.



2. Assess the capacity of project staff and partners in CP mechanisms and adherence to SOPs.
3. Evaluate the academic achievements for children who are part of case management and see whether compared to others there is obvious improvement.
4. Triangulate data on reduced incidence of harsh parenting/physical abuse as part of our CP awareness raising with parents and demonstrate link with academic/learning achievements.
5. Assess the overall caregivers' engagement in the distant learning pathways and the impact on children performance, retention and wellbeing.
6. Measure the effectiveness of outreach strategy to out of school children through our safe identification and referral work.

#### Development of recommendations

Making use of the wealth of information collected and analysed throughout the entire process, the analyst should develop ideas and recommendation for a variety of stakeholders engaged in the sector. These should include practical guidance, tools and best practices for practitioners, governments, and donors.

#### D. DELIVERABLES

The study should develop a report in English on the abovementioned topic and with the outlined structure.

#### E. TIMELINE

<u>Activity</u>	<u>Deadline</u>
Identification of analysis / policy expert(s) or team of experts	20 April 2021
Agreement upon proposed analysis plan & methodology	7 May 2021
Implementing the analysis according to the agreed plan & methodology	7 May 2020 – 31 July 2021
Draft report	August 2021
Presentation of findings and recommendations	September 2021

#### F. CONDITIONS

The Back to the Future consortium is the primary owner of the information gathered throughout the entire process.

The analyst must respect the conditions mentioned in the Child Protection and Child Safeguarding Policy of the consortium

#### G. Deadline for submission

The deadline for submission of the technical and financial offer is by **April 6<sup>th</sup> 2021**.