

### **ToR for the mid-term evaluation of project:**

“Strengthening the resilience of children, families and teachers by promoting learning capacities, social skills and child protection policies in public schools in South Lebanon”  
Project Number: 46156/ bengo P6064

#### 1. Introduction and background

“Association Libanaise Pour la Promotion Humaine et l'Alphabétisation”- (ALPHA) is a Lebanese Non Governmental Organization represented by Albert Abi Azar (President) duly established in Lebanon under the registration number « 503 A/D » and it’s amendment number 497 dated 20/5/2021 located at: Ein El Remaneh – Pierre Gemayel Street - Sawma Building – 1st Floor - Beirut – Lebanon.

ALPHA Association with the support of Kindernothilfe (KNH) and funding of the German Federal Ministry for Economic Cooperation and Development (BMZ) is implementing a 39 months project “Strengthening the resilience of children, families and teachers by promoting learning capacities, social skills and child protection policies in public schools in South Lebanon”  
(Project Number: 46156/ bengo P6064)

The objective of the mid-term evaluation is to determine how far the project has been successful in reaching its objectives (outcomes) and results (outputs) and how far the beneficiaries of the project are using the outputs as well as give recommendations in how far activities may need to be adapted to better reach the project’s objectives.

The evaluation shall be conducted in August – September 2023.

The evaluation outcome will be presented to the key stakeholders, namely KNH and BMZ as donors, the project beneficiaries, and the project team.

#### 2. Brief description of the project

##### **Project objectives:**

**Overall objective (impact):** The resilience of children, teachers and families in the most vulnerable communities of Tibnin and Kabrikha in South Lebanon has been strengthened.

**Project objective (outcome)** Participating children, teachers and families engage in positive community interaction and contribute to improved social cohesion in their localities.

<b>OUTPUTS and main activities</b>
<b>Output 1: Children's resilience to changes in their environment has improved, and their attitudes towards education have improved</b>
<i>1.1 Teachers:</i> Conducting training e.g. on conflict management, nonviolent communication, innovative teaching methods and new assessment, children's rights, risks
<i>1.2 Children:</i> Conducting courses in the arts, computer and sports, as provided in the syllabus. This activity also includes providing the equipment required to implement these classes.
<i>1.3 Families:</i> conducting workshops on child protection, active positive parenting, child and adolescent development, importance of education
<b>Output 2: Teachers' resilience has increased and their ability to cope with professional challenges has improved</b>
<i>2.1 Children:</i> Activities and games promoting self-esteem, problem solving, individual strengths, promoting tolerance and acceptance of others, gender equality, and children's rights.
<i>2.2 Teachers:</i> training on managing stress, requesting support, establish colleague's support and ToT for teachers to pass on their knowledge
<i>2.3 Families:</i> support in recognition and management of emotions, identification of negative behaviors and alternatives, exchange with other parents and psychosocial professionals.
<i>2.4 Policy Makers:</i> seminar with local and district decision makers based on experiences with teachers, parents and children but participatory in the context of decision makers
<b>Output 3: The basic social infrastructure of schools is sustainably improved, and base is laid for continuation and scaling up through stately systems</b>
<i>3.1 children / families:</i> Activity sessions through role play games and discussions, in which playfully a more positive relationship between parents and children is developed and which aims at the rights and protection of children.
<i>3.2 Teachers:</i> Establishment of a network of instructors (in work-shops and an online platform) to exchange experiences, best practices, teaching materials and approaches, starting with teachers from the two project schools.
<i>3.3 Policymakers:</i> Decision-makers are involved in project progress through regular meetings and invited to annual events to foster a sense of belonging and to lay the groundwork for an exit strategy that could eventually transfer the project to the Ministry of Education.

### **M&E framework for the project:**

The project activities and impact are monitored continuously by ALPHA based on the M&E plan.

Kindernothilfe monitors the progress of the project in regular project reports. In addition, staff from the Kindernothilfe Department for Institutional donors, Quality Development and Humanitarian Aid advises ALPHA on matters relating to BMZ guidelines.

### 3. Purpose of the evaluation

The evaluation should determine the impact of the project upon the stakeholders by prioritizing the following theme for the evaluation:

how far are the project strategies successful and can best practices be identified? Which are the challenges in meeting the project's objectives?

Given the relatively short duration of the project, the evaluation will not be able to conclusively determine the learning outcomes of the children or monitor academic performance over time.

The key users are the funding partners and ALPHA as an implementing organization. The findings will also be discussed with key stakeholder groups.

#### 4. Objectives of the evaluation and Specific Questions

##### **Overall objective**

The overall objective of the mid term evaluation is to provide ALPHA, KNH and BMZ with sufficient information about the project performance, document lessons learned, and provide practical recommendations if any amendments need to be done and gaps are evident, to inform the way forward of the project.

##### **Key questions**

- To what extent does the project respond to the priorities and needs (educational, social, emotional and psychological, ...) of the target groups and do/did they participate in its implementation and monitoring? How can we improve the relevance? To what is the level of implementation of project activities, outputs and objective achieved as compared to the planned targets, baseline and ME plan?
- How to further strengthen the participation in the coming period of the project?
- How to disseminate the evaluation findings and use them for project advancements
- Is the monitoring system adequate: suitability of indicators and data collection tools, focus and frequency of reporting?
- Are the activities appropriately designed in relation to the outcomes, and are the outcomes consistent with the overall goal/impact? Which activities might need to be scaled up, strengthened or adapted in order to increase the overall impact of the project?
  
- What are the success factors of the project to date?
- Was the project implemented in the most efficient and economical way
  
- What benefits do the teachers, children and parents gain from the project work?
- What does the project contribute for the teachers, children and their families in the following to overcoming the challenges against the background of deteriorating conditions?
- What would have been different had they not participated in the project?
- What changes and possible solutions do the teachers, children and parents suggest to improve the 2<sup>nd</sup> part of the project?
- Have PSS assisted in helping the children and their families deal with the current crisis in Lebanon?
- What are the major challenges of the project to date, explaining why they have occurred?
- Describe any unforeseen impacts (whether positive or negative);
- Identify any exceptional experiences that should be highlighted e.g. case-studies, stories, best practices etc.

## 5. Scope of the evaluation

The evaluation should be a participatory process as best as possible under the current circumstances, promoting maximum input from all relevant stakeholders, including:

- Participating families
- Participating children
- Participating teachers
- Schools managers,
- Project staff (administrative and educational), social workers and psychologists
- Any additional person if needed as MEHE representative in project area, relevant municipalities, etc...

It is anticipated that the evaluator(s) will do a representative/ purposive sampling of the participants in the project in order to adequately assess project impact through quantitative and qualitative methods.

## 6. Methodology

The evaluator(s) is expected to present a detailed methodology which meets the objectives and questions of the evaluation and allows for a participatory process, with a special focus on child participation. The following diverse data collection methods are suggested, amongst others, to build a comprehensive picture of the project's impact through different perspectives and approaches:

- a. Document Review (Secondary Data): The evaluator will review: project proposals (budget and logframe; amendment of proposal and budget); project reports (narrative and financial); baseline study; M&E plan and any other documents deemed critically important for the evaluation.
- b. Interviews: (online/ remote) interviews will be conducted with key stakeholder groups such as project participants, project staff, teachers.
- c. Questionnaires: Evaluator(s) will design questionnaires based on her/his experiences related to the key guiding evaluations questions.

## 7. Deliveries

The following deliverables will be expected:

- ✓ Evaluation methodology / inception report including the work plan and tools (questionnaires) to be agreed with ALPHA and KNH
- ✓ Presentation of preliminary findings and recommendations at a meeting with ALPHA;
- ✓ Draft evaluation report in English including recommendations for the ongoing project for commenting through ALPHA and KNH
- ✓ Final evaluation report in English including recommendations for the ongoing project (main body should not exceed 20 pages)
  - Title page
  - Acronyms and table of contents

- Executive summary
  - Introduction (Background, purpose)
  - Methodology
  - Study findings (Progress comparison in accordance with baseline, identification and documentation Lessons Learned and Best Practices of the project and identify gaps and strategies that did not work well)
  - Recommendations (based on Lessons Learnt)
  - Annexes (list of persons interviewed, sited visited; data collection instruments; ToR for the assignment; other relevant documents)
- ✓ Supporting ALPHA to prepare a validation presentation of the key findings for interested representatives of key stakeholders.

## 8. Evaluator(s) Requirements and Selection

### **Education**

A university degree at the Masters level in the social sciences, management, education or any other relevant field of study

### **Work experience**

- Minimum 3 years of experience in evaluation of NGO development programs in Lebanon, ideally in the fields of education, social work and mental health.
- Solid understanding of governance and government structures within the Lebanese context;
- Competence in sample survey techniques, and qualitative and quantitative methods;
- Demonstrated ability to assess complex situations in order to succinctly and clearly distill critical issues;
- Must be a self-starter and be able to work independently with excellent demonstrated teamwork, coordination and facilitation skills

### **Skills**

- Experience in participatory methods and child participation / protection
- Excellent analytical, presentation and report writing skills; planning skills
- Strong communication skills
- Excellent oral and written English skills
- Ability to work in the multi-cultural team environment and to deliver under pressure/meet deadlines
- Ability to network with partners on various levels
- Comfortable with the necessary computer skills (MS Word, Excel)

Each proposal will be reviewed by ALPHA to determine if it meets the proposal requirements contained in this TOR. Each proposal will be ranked according to selection criteria established by Kindernothilfe for its implementing partners. Interviews will be conducted of the finalists by ALPHA, and forwarded to Kindernothilfe for final selection.

## 9. Roles and responsibilities

### ALPHA:

- Make its core staff and data set available for the study.
- Arrange for interviews with beneficiaries, staff etc.
- Provide internal standards and policies in soft copy.
- Provide access to reports and data during the planning and execution phases of the evaluation

### Evaluator(s):

- Study relevant standards that include ALPHA's and KNH child protection and anti-corruption code of conduct, and relevant documents by UN agencies and Lebanese government.
- Provide its own telecommunication, supplies, transport and catering during the course of the study.
- Keep daily contact with the ALPHA program coordinator regarding the progress of the evaluation.
- Follow the time frame as it will be agreed on .
- Furnish ALPHA with invoices and VAT registered receipts for all payments.
- Maintain full confidentiality of the beneficiaries and evaluation subjects' opinions and data outside the study.
- Maintain full confidentiality of employees, documents and partners of ALPHA outside the study.

\*\*\* Further details will be laid down in the engagement contract. \*\*\*

## 10. Estimated Timeframe (to be proposed by applicants)

<b>Tasks</b>	<b>Time Allocation</b>
Document Review	
Develop Methodology and Tools	
Conduct evaluation	
Presentation of preliminary findings	
Draft Evaluation Report	
Finalize the report after ALPHA – KNH comments	
<b>Total:</b>	

## 11. Mode of Payment

Payments will be made by ALPHA in the following stages:

- a) 20% on signing the contract
- b) 40% on submission of the draft report
- c) 40% on approval of the final report

## 12. Proposals

The proposal of the bidding evaluation should contain the following:

- A clear and precise technical proposal on how the evaluation will be carried out including a description of the technical expertise to be used, a detailed schedule and the suggested methodology to be applied with first suggestions on sample size(s) (including number of interviews, etc., data collection tools and data analysis tools and methods)
- A financial proposal (indicative budget), inclusive of all consultancy fees and expenses to cover the assignment, with a clear distinction between the two categories of costs.
- Detailed Curriculum Vitae of the key persons to be involved in the consultancy and a clear description of their roles in the process.
- An evaluation schedule with the number of days to be allocated to the different task (desk study, preparation of tools, data collection, data analysis, report writing).

The bids must be submitted to ALPHA by email on August 27<sup>th</sup>,2023 at latest to the following email address [programcoordinator@alpha-association.info](mailto:programcoordinator@alpha-association.info).