**TERMS OF REFERENCE FOR THE PROJECT FINAL EVALUATION**

**“Attention to educational needs in emergency Rohingya refugee population and host communities in Bangladesh”**

**2018/ACHU/000549**

Funded by: Spanish Agency for International Cooperation and Development (AECID)

Awardee organisation: Plan International Spain

Local partner: Plan International Bangladesh

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**1. INTRODUCTION**

**Title of the intervention:** “Attention to educational needs in emergency Rohingya refugee population and host communities in Bangladesh”

These Term of Reference (ToR) specify the details for the final technical external evaluation of the above-mentioned project implemented by the organisation Plan International Spain and Plan International Bangladesh. The main donor of this project is the Spanish Cooperation Agency (AECID, due to its Spanish acronym) and the duration of the project is from 1st March, 2019 to 31st August 2020 (18 months).

On 25 August 2017, acts of extreme violence in Rakhine State, Myanmar, and human rights violations caused a massive influx of Forcibly Displaced Myanmar Nationals (FDMN), generally known as the Rohingyas, to Cox's Bazaar in Bangladesh. The Rohingyas are an ethnic and Muslim religious minority of approximately 1.1 million people, settled in Rajine State in western Myanmar and bordering Bangladesh. They are considered by the government of Myanmar as illegal immigrants from neighbouring Bangladesh, are not recognised as citizens and for this reason they are Stateless. For years, Bangladesh has been controlling community access Rohingya to its territory, which has entered the country in a discontinuous manner since 1970.

Since the beginning of the massive displacement as a result of the violence, there are more than 900,000 Rohingya refugees living in 34 camp settlements in Ukhiya and Teknaf and, of these, 55% are children. The Rohingya crisis is a child protection emergency. Children continue to face many protection risks, including increased vulnerability to trafficking, early marriage and child labour. The lack of opportunities for education is exacerbating child protection problems.

**2. EVALUATION PURPOSE AND BACKROUND**

2.1 Project Objective

This is an intervention to save lives and alleviate suffering by addressing educational needs The immediate needs of Rohingya's out-of-school children, adolescents and young people, and those in the host communities through an emergency education programme in Cox's Bazar, Bangladesh. It will provide equitable learning opportunities in a safe and protective environment by addressing the main barriers to access to education in this emergency such as the lack of physical space in the camps, the low level of education of teachers and the restriction of movement of adolescents. The response is aligned with sector priorities and standards education in this emergency and will help strengthen coordination mechanisms in the Education and Protection cluster.

Overall objective: Contribute to providing access to equitable learning opportunities in a safe and protective environment to crisis-affected refugee and host community children, and youth aged 3-24.

Specific goal: To respond to the immediate education needs of refugee and host community children, adolescents and youth (girls and boys) aged 3-24 affected by the Rohingya crisis.

Result 1: Improved access to quality, safe, protective and inclusive education for refugee children, adolescents and youth aged 3-24

Result 2: Improved capacities of teachers and other education staff to provide quality and relevant Education in emergency for refugee children, adolescents and youth (Boys and girls) affected by the crisis

Result 3: Improved the educational support for children in the host community between 3 and 14 affected by the influx of refugees.

The total direct target group of this intervention is 4,305 children, adolescents and young people (50% female/ 50% male) aged 3 - 24 who benefit from an Education in Emergencies program; and 4,300 children (50% female/ 50% male) of host community children, adolescents and young people (of both sexes) from 3 to 10 who benefit from educational support.

As indirect beneficiaries are estimated the project will have an impact of 60,235 people to a ratio of 7 indirect beneficiaries per direct beneficiary reached. In the fields: 525 children and 525 girls between 7 and 14 years attended in informal education in structured spaces (centers). 450 boys and 450 girls between 7 and 14 assisted in non-formal education on home or via mobile units. 450 boys and 450 girls aged adolescents benefit from mentors (Big Brother / Big Sister). 660 boys and 660 girls aged 3-6 years attended in Care and Early Childhood Development through Shishu Bikash 60 Kendrya

centers. 160 mothers and young women of the community recruited and trained as mentors to support Shishu Bikash Kendrya centers (Care and Early Childhood Development). 15 facilitators centers, 60 tutors moving (30M / 30H), 30 Welcoming Community Mentors (15M / 15H), 20 young Enablers (10M / 10H) and 20 mentors teenagers (Big Brother / Big Sister). 150 Committee members School Management Alternative Learning (50% M / 50% H). 1,100 boys and 1,100 girls aged 3-6 years attended in Care and Early Childhood Development through 100 centers Shishu Bikash

Kendrya (11 students per session, 2 classes per day), 1,050 boys and 1,050 girls 7-14 years 30 government primary schools, 30 primary school teachers.

2.2 Evaluation Objective

The evaluation will focus on the assessment of the implemented and whether the activities lead to the achievement of the planned results as well as to the project objectives. The evaluation will include a rigorous analysis of the project design, participation counterpart, ownership, administration and management of resources and the impact on the beneficiaries (direct and indirect) and the achievement of the project’s objectives:

Overall goal: Contribute to access to opportunities of equitable learning environment safe and secure.

Specific objective: Reply to the needs educational urgent of children, adolescents and young.

As a result of this evaluation, recommendations from the evaluator/s are expected to improve the quality of future projects. The findings, lessons learned, and recommendations obtained in the evaluation will be disseminated among Spanish and Bangladesh actors involved in the project, and will be used by those responsible for project implementation mechanisms to improve resource management. The evaluation work will take place in Bangladesh.

**3. ACTORS INVOLVED**

Actors involved in the program and assessment were selected with a gender perspective, taking into account working groups disaggregated by gender and age to promote equal access for children, adolescent and youth:

Participation of stakeholders:

* Communities and leaders
* Teachers and other education personnel
* Participation in focus groups: Population of the target communities

An effort was made to effectively incorporate stakeholders at different levels:

Institutional level: national, regional and local authorities, including the Ministry of Education and the Ministry of Social Development and their technical departments. There is a "National Task Force" chaired by the Ministry of Foreign Affairs, which provides oversight and strategic guidance to the Government's response.

Cox's Bazaar: the Additional Deputy Commissioner of the Ministry of Education jointly coordinates the Education Intersectoral Coordination Group (Education Sector).

Community: intervention and coordination with community structures in the camps and host communities. Relevant actors are religious leaders, community leaders (such as the 'Mahjis': community leaders from each block), formal and informal women's groups (including victims of sexual violence), refugee and host community protection committees and school committees (Alternative School Management Learning Committees).

Humanitarian actors: In Cox's Bazaar, humanitarian coordination is led by a Senior Coordinator and supported by the Intersectoral Coordination Group (ISCG), a neutral and independent coordination body. Strategic guidance and liaison with the government are provided by the Strategic Executive Group (SEG), designed as a decision-making forum that includes international humanitarian organizations. IOM coordinates the field management sectors as well as the community communication (CwC) working group, and at Cox's Bazaar Plan International has been appointed to the Strategic Advisory Group (SAG) for the education sector.

**4. SCOPE OF THE EVALUATION**

The final evaluation shall cover a period of 18 months from the start of the project on March 1st, 2019 until the end of the project on 31st August 2020. The evaluation will cover camps 1, 3, 6 y 7, in Kutapalong, Cox’s Bazar.

The final evaluation will cover the main areas of intervention and evaluate the main results concerning the indicators of the project, considering the impact of gender and inclusion of the project. The main areas / activities are: Learning programs; Early Childhood Care and Development; Tutoring program 'Big Brother / Big Sister'; Delivery of life skills; Small repairs of learning centers (for 7-14 years) and SBK centers (3-6 years) to ensure the safety of minors; support vulnerable children; Strengthen the Emergency Education program and training workshops (and refreshments) for all educational support staff in the refugee community; Distribution of teaching and learning materials, and COVID prevention.

**5. QUESTIONS AND EVALUATION CRITERIA**

Evaluation criteria:

**Relevance/appropriateness:** is concerned with assessing whether the project is in line with local needs and priorities (as well as donor policy).

Appropriateness to which extent the humanitarian activities are tailored to local needs, increasing ownership, accountability and cost-effectiveness accordingly.

**Coherence:** is concerned with assessing security, developmental, trade and military policies as well as humanitarian policies, to ensure that there is consistency and, in particular, that all policies take into account humanitarian and human-rights considerations

**Coverage:** is concerned to assess the need to reach major population groups facing life-threatening suffering wherever they are.

**Effectiveness:** the extent to which the activities achieve its purpose, or whether this can be expected to happen on the basis of the outputs. Implicit within the criterion of effectiveness is timeliness.

**Efficiency:** is concerned to assess the outputs –qualitative and quantitative – achieved as a result of inputs. This requires comparing alternative approaches to achieving an output, to see whether the most efficient approach has been used.

**Impact:** is concerned to assess the wider effects of the project – social, economic, technical, environmental – on individuals, gender- and age-groups, communities and institutions. Impacts can be intended and unintended, positive and negative, macro (sector) and micro (household)

**Connectedness (connectivity):** is concerned to assess the need to ensure that activities of a short-term emergency nature are carried out in a context that takes longer-term and interconnected problems into account (nexus)

**Gender mainstreaming:** to analyze themainstreaming of a gender perspective in all the activities and the project's contribution to gender equality in participating communities.

**Protection in Education mainstreaming:**  is concerned to assess that boys and girls of all ages can access safe, high-quality, child-friendly, flexible, relevant, and protective learning opportunities in a protective environment.

**Recommendations for the future:** The evaluation should include recommendations and proposals applicable to a possible second phase of the project.

The analysis will include evaluation criteria that reveal the extent to which the project is being effective, efficient, relevant, viable, and which is still its impact and analysis of participation in it. The evaluation should analyze **the context** in which the project has been implemented. Factors to consider in this regard are as follows: Policy support, institutional capacity, socio-cultural aspects, gender in humanitarian aid, technological factors, environmental factors, and economic and financial factors. Also, the consultant should review and analyze all other factors considered relevant and include them in its evaluation report.

**6. ASSESSMENT METHODOLOGY AND WORK PLAN**

Methodology

The methodological approach to this evaluation shall be generally a mixed-methods approach combining literature review and primary data collection. Considering gender and age, disability and ethnicity approach.

1. Phase cabinet. To be held at the Country office of Plan International Bangladesh in Dakha. Plan and workplace consultant, and in which all documentation related to the project including secondary sources, that will define the main information needs will be analyzed. The evaluation should produce the information needed to meet the information needs identified in the first phase and evaluate the components and factors mentioned in section 5 of this ToR.

2. Fieldwork phase. To be held in Plan Bangladesh – Cox’s Bazar office and communities where the project is implemented.

3. Phase preparation of the final report. The wording of this report must comply with the detailed characteristics present in the ToR and should be discussed in a draft with those responsible for the draft Plan Spain and Plan Bangladesh.

Before the initiation of the second phase, the evaluation team will present a plan of fieldwork mentioned above responsible for review and possible suggestions. The Work Plan will include a presentation of the methodology to be followed during the fieldwork, including the indicative list of people to interview, as well as an array with the different evaluation criteria and questions and key indicators for each criterion.

The evaluation will be conducted following the Core Humanitarian Standards and all regulations and agreements regarding the protection of children in Humanitarian contexts (Minimum Standards for the Protection of Children in Humanitarian Action and INEE Minimum Standards) and gender in emergencies (IASC Gender Handbook for Humanitarian Action). Also evaluated the contribution of the project to the objectives of the II National Action Plan for Women, Peace, and Security 2017-2023 Government of Spain and Global Humanitarian Response Plan COVID-19 (UN Coordinated Appeal, April-Dec 2020) will be assessed.

Workplan:

The evaluation team will include a work schedule in the proposal presented; in that schedule it will take into account the following expected deliverables:

1. Inception Report, including Work Plan: 10 days from the signing of the contract

2. Draft report for review with qualitative and quantitative data analysis interface in MS Excel or SPSS: 40 days from the signing of the contract

3. Final Report: 80 days from the signing of the contract

All deliverables should be submitted to Leticia Hijazo (DRM Project manager Plan International Spain) and Mohammed Riyas (Cox Bazar Director, Plan International Bangladesh).

The results of the evaluation should be presented in an Evaluation Report (in Spanish and English), and will follow the structure detailed in section 8.

**7. DOCUMENTS AND INFORMATION SOURCES:**

* Project design document and annexes.
* Project contractual documents and further amendments;
* Documents produced throughout the project;
* Evidence of impact collected by the project, including mid-term reports
* All reports to the donor to date.
* Reports of studies of knowledge, attitudes and practices.
* Verification sources identified in the logical framework.
* Visibility and dissemination documents of the project.
* Material awareness and training of children and teachers.
* Other documents considered of interest to properly evaluate the project.

Furthermore, the evaluation should be built on interviews with:

* Plan International Bangladesh – Cox’s Bazar/Ukhia project team.
* Target beneficiaries in Rohingya camps and Host communities.
* Other stakeholders.

**8. STRUCTURE AND PRESENTATION OF THE EVALUATION REPORT:**

0. Executive Summary

1. Introduction

* Background and Purpose of the evaluation.
* leading questions and value criteria: definition.

2. Summary of the intervention evaluated, with particular reference to compliance expectations in the intermediate time (conventions) or end (as appropriate) in which the evaluation is carried description; summary of the history, organization and management, stakeholders and context in which the intervention takes place.

3. Methodology used in the evaluation

* Methodology and applied techniques.
* Conditions and limits of the study conducted.

4. Analysis of the collected information and evidence about the matters set forth above. Quantitative and qualitative information should be well blended while presenting the findings and analysis. Interpretation of the evidence relating to the evaluation questions set out.

5. Evaluation findings regarding the evaluation criteria established.

6. Lessons that emerge from the general conclusions that indicate good practice and can be extrapolated and feedback on the actions of intervention execution or for future interventions, as appropriate.

7. The recommendations from the evaluation classified according to the criteria chosen by the evaluation team (eg.: a short / long term, according to evaluation criteria depending on dimension or component of the intervention, intervention by zone ...). In any case whenever possible, to mention the actor (or actors) to whom it is addressed particularly the recommendation.

8. Annexes which will include:

* ToR.
* The work plan, the composition and the description of the mission.
* Proposed methodology, techniques and sources used to gather information:

o Document Review: list of secondary sources used.

o Interviews: list of informants, interview guide, transcripts and notes.

o Polls: models, collected raw data and statistical analysis.

o Participatory workshops: Rapporteur and products.

* Allegations and comments from various stakeholders on the draft report if relevant, especially if there are disagreements and have not been reflected in the report body. (See premise liability).
* Tab-evaluation summary (CAD24 model).

The evaluation report will be accompanied by an executive summary of the report, which will outline broadly the scheme indicated and will respect the technical specifications of presentation (number of pages, format, etc.) that Plan Spain will provide the evaluation team. Next to the tables executive report assessing compliance of aid targets and performance appraisal of the intervention will be contemplated. Also, the consultant team must submit a Plan Spain, in computer support is indicated, a record-evaluation summary.

The consultant team will deliver a copy of the draft version of the final report (containing a minimum of 30 pages) and an executive summary (maximum 10 pages) to be discussed prior to the preparation of the final version, and two copies of this last paper, binded in A4 format as well as in electronic format to be determined. Both the draft and the final report will be presented translated into Spanish.

At the end of the field work the evaluation team will hold a meeting with the staff of Plan International Bangladesh, to advance the conclusions and recommendations mentioned in the evaluation report.

**9. EVALUATION TEAM**

The consulting team shall indicate in its proposal the exact estimated number of members of the evaluation team (will positively be joint and inclusive asset), the profile of people and professional qualifications (diplomas, language, professional experience in the sector, cooperation international, design and implementation of assessments, social research and evaluation techniques). The evaluation team coordinator will be the person / consultant / a principal, who will have the ultimate responsibility for the work and function of contact Unit Evaluation Management.

According to the IV Master Plan and its commitment to strengthen the capacities of local partners, preference will be given to professionals, local companies and individuals. If it is not possible to engage in the local market or a minimum quality in the local market is not guaranteed, whatever the amount, must be justified in writing and obtain authorization from the Embassy of Spain in Bangladesh.

For consideration:

* All pollsters support people in the field and data collection staff should come from the intervention communities unless these skills are not available in these communities, in which case it might resort to external personnel. The composition of the survey team should be equal between women and men.
* The evaluation team must ensure its independence from the intervention evaluated without being tied to their management or any element that compose. Also, they must not have worked for the executing agency of the grant or its local partners at least for the identification and implementation of the program to be evaluated.
* The executing agency will provide information and support to the evaluation team needs and to offer to accompany him, but will determine whether it is appropriate for the entity or its local partners are present during the development of the assessment work, as this could affect results evaluation.
* As part of its technical expertise, it is responsible for the evaluation teams highlight issues not specifically mentioned in the Terms of Reference, if necessary to obtain a more complete analysis of the intervention. Although the draft report can be agreed on in the monitoring committee with the other actors, the evaluation team should record their assessment even if the executing agency of the grant or other actors disagree with the option to clarify where discrepancies.
* It should also be noted that, when the legislation provides for the simultaneous presentation of the terms of reference and proposals to the AECID, teams of potential evaluation of the terms of reference of the AECID out should take a review of them after the presentation of its proposal, and that such review may lead to changes in the terms of reference to guide for evaluation.

**10. PREMISES OF THE EVALUATION, AUTHORING AND PUBLISHING:**

It is expected that the evaluation team meets the following premises in the development of their work:

* **Confidentiality**: Since the evaluation is participatory, the evaluation team must commit to respecting the right of people to provide information ensuring their anonymity and confidentiality.
* **Responsibility:** Any disagreement or difference of opinion that may arise between team members or between them and those responsible for the intervention in relation to conclusions and / or recommendations must be mentioned in the report. Any claims must be supported by your computer or to record the disagreement on it.
* **Integrity**: Evaluators will be responsible for highlighting issues not specifically mentioned in the ToR, if necessary to obtain a more complete analysis of the intervention.
* **Independence**: Evaluators shall ensure the independence of the evaluated intervention, not being linked to its management or any element that composes.
* **Validation of information**: It is the evaluation team to ensure the accuracy of the information collected for the preparation of reports, and ultimately be responsible for the information presented in the Evaluation Report.
* **Incidents**: In the event of the occurrence of problems while performing fieldwork or at any other stage of the evaluation, they must be reported immediately to the executing agency of the grant and this, if necessary will notify the AECID. Otherwise, the existence of such problems may never be used to justify the failure to obtain the results required by the institution in the present ToR.
* **Copyright and disclosure**: Clarifies that all copyright rests with the contracting entity evaluation. Disclosure of the information collected and the final report is the prerogative of the executing agency of the grant and contracting of the evaluation. However, the AECID reserves the right to reproduce, distribute or publicly communicate the assessment report without prior agreement with that entity, when required by the proper conduct of administrative procedures and will do so with prior approval of the same, when required for other reasons.

Child Protection and Ethical Consideration

Plan International is committed to actively promote safeguarding children and youth from harm and ensuring children’s rights to protection are fully realized. Plan International takes seriously the commitment to promote child safe practices and protect children from harm, abuse, neglect, and any form of exploitation as they come into contact with Plan International supported interventions. Besides, we will take positive action to prevent child abusers from becoming involved with Plan International in any way and take stringent measures against any Plan International Staff and/or Associate who abuses a child. Decisions and actions in response to child protection concerns will be guided by the principle of ‘the best interests of the child.’

In doing so, the consultant shall adhere to the Child Protection Policy of Plan International. Ethical statements and behavioral protocols must be observed in doing the data collection and in the final reporting as well.

During data collection, the purposes should be clearly explained to the respondents and based on their consent information will be collected. For children and adolescents, written consent should be taken from their parents/guardians. Confidentiality of data should be maintained and in the report name of the respondents should not be revealed.

In the inception report, the Consultant/Consulting firm will describe how they will ensure ethics and protection of children and adolescents in the different stages of the study — including recruitment and training of enumerators, data collection and analysis, visits, and report writing. It should be in line with Plan International’s child protection policy.

**11. DEADLINES FOR THE CONDUCT OF EVALUATION:**

The start date of the final evaluation will be the day of signing the contract with the selected consultant team of Plan International.

The final terms of delivery shall be stipulated in the contract, although the final version of the report, as revised by Plan International, will be submitted before 70 days from the signing of the contract.

The budget for the evaluation must be estimated and established:

1. Consulting fees/day (single payment)
2. Logistics costs, daily fees pollsters / as, per diem, transportation, and materials.
3. Accommodation in Dhaka and/or Cox’s Bazar
4. Translation and draft report in English and Spanish
5. **PENALTY CLAUSE:**

Plan International will deduct 1% of the total amount for each day of delay in completing the assignment beyond the agreement provided that the delay occurs solely due to factor (s) relating Consultant. If the quality of deliverable is not as mentioned the TOR Plan international Bangladesh can deduct 5% of the total agreement amount and such decision of Plan shall be regarded as final.

**13. PRESENTATION OF TECHNICAL OFFER AND VALUATION CRITERIA:**

The proposals will be submitted before 23th August 2020 via email to [PlanBD.Consultant.Hiring@plan-international.org](mailto:PlanBD.Consultant.Hiring@plan-international.org)

The proposal for this final evaluation of the AECID will be presented as follows:

1. Technical Proposal

2. Financial Proposal / detailed budget

3. Implementation Plan or proposed calendars

4. Professional profile of the team involved in the evaluation.

5. Previous experience

The selection is based on the following criteria:

|  |  |  |
| --- | --- | --- |
| **Sections to value** | **Description of contents** | **Punctuation** |
| **Technical offer** | Preliminary evaluation matrix as a working hypothesis taking into account the present terms of reference and work proposal:   * Methodology. * Instruments. * Child protection and Gender mainstreaming in emergencies.   Note: The consultant should include in its technical proposal a proposed conceptual approach. | 50% |
| **Economic supply and availability** | Budget and schedule actions detailed breakdown for fieldwork. | 15% |
| **Experience component of the evaluation team** | the multidisciplinary teams will be particularly valued in the fields related to the project:   * Experience in the field of education in emergencies * Gender and Child Protection in Emergency and Humanitarian Action. * Experience in evaluations of humanitarian action. * Experience in project cycle management in Bangladesh. * Experience in work funded by AECID | 25% |
| **Knowledge of Plan International organization** | | 10% |