

Terms of Reference for Final Evaluation

Youth Empowerment BVLGARI Programme

08 September 2020
TORse ref number 2020 - 028



PROJECT SUMMARY

Type of evaluation	Final Evaluation – External
Name of the project	Boosting Breakthroughs for Youth in Albania Project
Project Start and End dates	01/01/2016 – 31/12/2020
Project duration	5 years
Project locations:	Albania, Cerrik/Elbasan/Gramsh (mid Albania) and Bushat/Shkoder/Malesia Madhe (Northwest Albania)
Thematic areas	Poverty
Sub themes	Adolescents Skills for Successful Transition - Adolescents and Youth Empowerment
Donor	BVLGARI
Estimated beneficiaries	Most deprived vulnerable youth and children living in semi-urban, rural areas including minorities and VET school students as well as their parents/teachers: 560 children, 240 youth, 200 parents and 30 teachers
Overall objective of the project	Increased opportunities for vulnerable youth to break the cycle of poverty in a sustainable way.

INTRODUCTION

This document represents the TOR for the final evaluation of the Youth Empowerment Programme funded by Bulgari through 2016-2020 in four countries: Albania, Bolivia, Nepal, and Uganda. It aims at setting a common ground and understanding of the objectives, scope and key evaluation questions that should be addressed in each of the country-specific evaluations for which specific TORs will be developed in line with this document.

Under the MEAL framework of the YEB programme, a final external evaluation is foreseen to be carried out in each project location to ultimately assess the programme results after 5 years of implementation, and to contribute to advance Save the Children learning on adolescent and youth work.

PROJECT BACKGROUND

The Youth Empowerment Bulgari (YEB) program is a five-year intervention, started in January 2016 across four countries - Albania, Bolivia, Nepal, and Uganda - and investing 10 million euros to guide, assist and support adolescents and youth into adulthood in a pathway tailored according to their needs that gives them the opportunity to choose and to succeed in their lives and ultimately brake the intergenerational cycle of poverty.

The program focuses on the most deprived adolescents and youth (AYs) with limited opportunities, enabling an inclusive environment and helping them overcome their vulnerabilities. The YEB model is built upon three pillars of AYs empowerment: personal development, education and training, and economic empowerment. While the program's skills development and employment referral are mainly shaped by market on each country, possibilities for young individuals from vulnerable groups often get lost because further support is needed to cultivate an attitude of commitment and self-motivation. To address this issue, the programme helps youths develop their life skills. These are a set of personal capacities that include: positive self-concept, communication skills, self-control, higher order thinking, and social skills. At the same time the program aims at creating an enabling environment for youth job aspirations, reaching out to different stakeholders such as the youth's family and community, local institutions, services and the private sector.

The targeted beneficiaries are the most deprived and vulnerable children/youth groups (aged 14-23 years) living in semi-urban and rural areas, including minorities (Roma, Egyptian, etc.), in the areas of Cerrik/Elbasan/Gramsh (mid Albania) and Bushat/Shkoder/Malesia Madhe (Northwest Albania). They are at risk of falling out of the education or already not in education, training or employment. Many Roma girls drop out of school at the 5th year of education (age 10). Adolescent drop out (age 11-15) is reported 24% for the poorest. Many children from poor families spend their time on the street (selling small items or begging). The labour market is highly dominated by young people without appropriate skills to feed labour market needs. Many vulnerable youth because of dire financial situation and their parents' background do not see benefits of pursuing education.

As indicated above, the project has built its intervention on three pillars of AYs empowerment: personal development, education and training, and economic empowerment. At the same time, an enabling environment for the promotion of conducive conditions for AYs include working with

community facilitators who in turn engage with youth's family and youth him/herself to build youth's individual development plan by tailoring approaches according to their needs and abilities and follow up on it. Cooperation with Institutions/public services that including VET schools, Regional Employment Services, Vocational Training Centers and Municipalities helped facilitate referral of youth to such services. Engagement with private sector allowed for youth's internships and their employment either through facilitation from employment services or direct facilitation from project's community facilitators. The project inspired youth, showing the willingness and interest of participating in the entrepreneurship training and coaching process, to build their start-up initiatives. The approach allowed vulnerable youth to increase capacities, develop business ideas and plans, explore their ideas; test their plan and their willingness in the marketplaces - being the best lab to test and improve their business and through continuous coaching help them implement such initiatives.

The project is getting implemented in partnership with two NGOs – implementing partners: 'Help for Children' and 'Yunus Social Business - Albania'. 'Help for Children' facilitates the process of outreaching to vulnerable youth, working with youth's plans, engaging with families and community; providing life skills sessions to youth as well as referring and monitoring youth to internships and employment, while Yunus Social Business facilitates the entrepreneurship process through a series of bootcamps, coaching and building a monitoring plan for their progress.

The project has taken a gender-sensitive approach and has designed and implemented specific activities to inspire youth girls to see themselves out of the usual house chores and take actions toward sustainable livelihood pathway. In this regard, working as well with girl's family, the project facilitated enrolment of girls in VET schools, Vocational Training Centres and supported those willing to take further actions towards self-employment or start-up businesses.

PURPOSE AND SCOPE OF EVALUATION

This TOR covers the external summative evaluation of the five-year YEB programme as it has been implemented in the four countries: Albania, Bolivia, Nepal, and Uganda. As the programme approaches its conclusion, the final evaluation aims to:

1. Determine final results of the YEB programme in the four countries
2. Contribute to inform work with AYs in Save the Children

The YEB final evaluation will take into consideration the YEB MEAL framework, which comprises monitoring systems for each of the projects, and the results of the mid-term evaluation that was completed in 2018. The evaluation is also part of a broader learning agenda involving the YEB programme, which includes a research in the four countries to build a body of knowledge on the programme, and inform Save the Children Italy's work with adolescents and youth. The research focuses on several investigation areas, including cost effectiveness, adaptation and scalability, gender and inclusiveness, sustainability, nutrition, and MEAL. Issues that are being covered by the YEB Research are therefore not included under the purview of this evaluation. Results of these two excises will be available towards the end of 2020, and be considered jointly for reporting, as well as for programme development purposes.

Primary audience of the evaluation are: beneficiaries, partners, donors, government institutions, and programme and CO teams in the four countries, as well as Save the Children Italy and Save the Children Association.

Results will be used to report to key stakeholders, orient future programming, as well as to inform the design of an improved approach for AY empowerment to be adopted by SC Italy, and influence global discussions on work with AYs.

KEY QUESTIONS

The key evaluation questions are presented following the OECD DAC criteria.¹

RELEVANCE

- R1. To what extent is the programme reaching the most deprived and marginalized?²
- The evaluation should review the vulnerability criteria adopted in targeting, identifying what the most pressing ones are, and whether any should be addressed first by the intervention and /or should be added to improve the programme's capacity to reach the MDM
- R2. Are programme approaches and activities as identified and implemented still relevant to the needs of the context and target group?
- R3. To what extent is the YEB response "youth centered", i.e. based on AY own priorities/ capacity to influence?
- Do AYs feel they own the programme, i.e. to what extent are AYs directly involved in designing and implementing programme response?
 - What does 'empowerment' mean to AYs (boys and girls)?
 - What do they want in programs and from Save the Children?
 - What are the gaps they see in YEB?
- R4. R4. How effectively has the programme response and adaptation been able to address the needs arising from the COVID-19 pandemic?
- How "AY sensitive" has the programme adaptation and response been (i.e. age specificity, appropriateness of campaigning messages, risk consideration, etc..)?

EFFECTIVENESS

- E1. What results were achieved in Albania against the set objectives and targets? What key factors contributed to overachievement of the results? And what key barriers/bottlenecks caused an underachievement of results, and how effectively did the project adapt to manage them?³
- R1 – Youth are equipped with life skills that help them achieve their potential

¹ Not all criteria are included, as cost effectiveness issues are treated in the YEB Research

² Most deprived children are those children furthest from our breakthroughs. This means those suffering the greatest shortfalls in the realisation of their rights to health (survival), education (learning) and protection. Most marginalised children are those facing the highest exposure to discrimination in pursuit of their rights to survival, learning and protection because of their membership of a particular group (gender, ethnicity, disability, refugee status, wealth status, child-headed households and other dimensions). Where multiple forms of discrimination intersect (e.g. girls from marginalised ethnic groups) a child's vulnerability to marginalisation is compounded.

³ The YEB research is going to provide a detailed analysis of programme best practices in terms of approaches and methodologies. The evaluation will focus specifically on results for which the project was particularly successful in overachieving its targets, or particularly unsuccessful.

- R2 – Youth competencies built with market-driven technical skills
- R3 – Youth engaged in income generating activities based on their developed potential and market opportunities.
- R4 - Enhanced awareness at all levels (family, public institutions and private sector) to enable supportive linkages for youth transit to adulthood.

E2. How did Life Skills training change AYs (referenced with R1)?

- Did the introduction of the Life Skills for Success Common Approach make a difference
- in what way and with what results?

E3. How successful has the YEB been in mobilizing stakeholders in AYs environment to effectively support their transition to adulthood (Referenced with R4)?

- To what extent are families, schools, communities, public authorities, private sector, CSOs, etc engaged, committed and contributing with their own resources (human, infrastructural, economic) to support AYs?
- Are partnership strategies and approaches developed through the project effective?
- What do stakeholders recommend improving in YEB?

E4. Is the support provided by the project enough for AYs needs?

E5. What effects has the COVID-19 pandemic had on the programme results?

- How capable has the COVID-19 response been in achieving/protecting programmatic results?

Findings should include relevant consideration of gender and vulnerable groups analysis.

IMPACT⁴

What have been the positive or negative, intended or unintended effects of the programme:

11. On AYs economic situation, in terms of access to dignified employment⁵, increase of economic opportunities, job retention, income, saving capacity, satisfaction?
12. On AYs resilience, in terms of capacity to respond to market changing scenarios/shocks and protect their livelihoods?
13. On AYs capacity to take personal decisions on their life paths? In particular, in their:
 - Education (study and professional paths)
 - Protection (delay marriage, feel safe, avoid harmful work, safe/regular vs unsafe /irregular migration)
14. On national policies, frameworks and strategies for AYs successful transition into adulthood?
15. On AYs participation in community, political decisions affecting their rights/life and ability to influence decisions?

⁴ impact will have to be judged against the enabling environment/status and findings should include gender and vulnerable groups analysis.

⁵ Each country should provide a definition of what constitutes “dignified employment” according to their context, trying to ensure it is broadly compatible with national definitions used (should be aligned to ILO/SDG parameters)..

16. On stakeholders' (family, community, employers, local authorities...) perception and attitude towards AY regarding their potential, prospects, role as agents of change, social and cultural norms...?
17. Did the project take timely measures for mitigating any emerging negative impact?
18. How has the COVID-19 pandemic impacted AYs in the areas identified above?
 - What has been the impact for the most deprived and marginalized AYs targeted by the programme?

SUSTAINABILITY

- S1. To what extent are programme results achieved sustainable?⁶
 - What activities did the project focus on in the last year of implementation to increase their sustainability (sustainability plan)?
 - Were sustainability plans relevant, well-focused and adequately resourced?
 - Were they implemented according to plan?
 - Did they achieve the intended objectives?
- S2. Do youth-led organisations feel they own the programme?
- S3. Which programme activities can be sustained through local stakeholders?
 - Do local partners/stakeholders possess the necessary technical/financial/management capacities to sustain programme activities?
- S4. Which programme activities should be continued to be offered/implemented by SC?
 - What actions should continue after this phase in terms of work with key stakeholders?
- S5. To what extent has the COVID-19 pandemic affected programme sustainability?
 - Were the strategies implemented to mitigate the COVID-19 effects successful? What lessons learnt could be relevant for others?
 - What further actions are needed to sustain programme results after the COVID-19 pandemic ceases?

⁶ In the framework of the learning activities conducted with YEB COs since November 2018, the issue of sustainability has been thoroughly discussed. To this end, in November 2019 a sustainability framework was developed to orient a self-assessment of each CO against sustainability and identify plans that would orient the last year of programme implementation to strengthen the sustainability of results foreseen under the programme framework. For this reason, this evaluation question focuses on the relevance and efficacy of these sustainability plans in meeting the set expectations. The sustainability framework and CO plans will be shared with the evaluation team in the inception phase.

EVALUATION METHODOLOGY⁷

The methodology will be determined in collaboration with YEB Albania Programme Manager and SC Italy MEAL and Adolescents and Youth Economic Empowerment Senior Advisor.

The evaluation methodology will be presented in the inception report to be prepared by the evaluation team. Towards this, the evaluation team will review relevant literature and hold discussions with the programme team, as well as with selected AYs groups in order to have an appreciation of the programme key elements and gather their input in the finalization of the scope of work and evaluation questions. The methodology will outline the proposed evaluation design, and quantitative and qualitative data collection methods identified to address each evaluation question.⁸ It shall define an appropriate sampling strategy and specify mechanisms to avoid selection bias. It will also include data collection tools and list of stakeholders to be consulted, data analysis plan, and detailed work plan and timeline (details on the inception report' structure template).

The evaluation methodology should be participatory, inclusive (consultations with all stakeholders, such as gender, age, disability and other vulnerability considerations), sensitive of social norms and practices, ethical data collection (safety, informed consent, etc).

Data collection methods will include primary as well as secondary sources as available. Data collection and analysis shall allow for proper disaggregation, including gender, age, location, vulnerability status, etc.

The evaluation methodology will include safety and ethics consideration for engaging children/youth in evaluation, and for data collection from beneficiaries of particularly vulnerable groups

Active involvement of AYs in the definition of the evaluation questions, methodology, data collection tools, as well as data collection should also be proposed where feasible in order to enhance their ownership and participation.

Data collection methods may include:

- **Desk review** of project documents and reports, including review and analysis of project monitoring data.
- **Surveys** with sampled beneficiaries
- **Key Informant Interviews** and **Focus Group Discussions** with key stakeholders, including selected programme beneficiaries, programme team members, project implementing partners, local authorities, private sector representatives including employers, training service providers, etc. For all FGDs with adolescents, the evaluation will we need to ensure gender-sensitive data collection, particularly including separate FGDs with female and male enumerators respectively for girl and boy FGDs.
- **Field observation** in the main project sites – Cerrik and Shkoder
- **Case studies**

⁷ Data collection methodologies should be considered in line with COVID-19 emergency. Specific guidance shall be sought from Save the Children Albania Country Office in coordination with Save the Children Italy in order to identify suitable data collection methods to preserve safety of programme beneficiaries, partners, as well as programme staff and evaluation teams.

⁸ This information will be outlined in an evaluation matrix, specifying Information Sought / Indicator, Primary and / Secondary Data Sources, Data Collection Methodology for each evaluation question.

Data collection tools should be developed in consultation with programme teams and selected AYs, in order to ensure age/gender/context sensitiveness and appropriateness; they should then be pilot tested prior to be implemented, and training offered to enumerators to ensure transparency, independency, and understanding of the evaluation objectives by key informants. Information should be triangulated and validated, so that findings can be properly substantiated. Any limitations to obtaining and verification of data as well as to the methods and analysis should be stated clearly in the report and notified ahead of time.

EVALUATION MANAGEMENT

The evaluation is commissioned by Save the Children YEB CO, in coordination with Save the Children Italy. Quality assurance will be provided jointly by Save the Children Project teams and Save Italy. This table below presents the **timeline of evaluation**, with indication of the involved stakeholders.

Evaluation Timeline template

What	Who is responsible	By when	Who is involved
TOR posted	SC Italy + CO Project team	25 Aug. 2020	CO PDQ
EOIs received	CO Project team	8 September 2020	PDQ
Selection and contracting of evaluation team	CO Project team	11 September 2020	SC Italy + PDQ
Desk review + selected interviews + submission of inception report including data collection tools	Evaluation team	25 September 2020	CO Project team + Save Italy for document exchanges
Review and approval of Inception report and data collection tools	CO Project team	1 October 2020	SC Italy + PDQ + project beneficiaries
Logistical arrangements	CO Project team	3 October 2020	Evaluation team
Data collection	Evaluation team	10 October 2020	CO Project team + project beneficiaries
Presentation of preliminary findings	Evaluation team	Upon conclusion of field mission	CO Project team
Data analysis (coding, transcriptions, data cleaning, etc)	Evaluation team	Oct 15 th	

First draft evaluation report	Evaluation team	Oct 26 th	
Review of first draft report	SC Italy and CO Project team	Oct 30 th	CO PDQ
Meeting with evaluators and evaluation team to finalize the report	Evaluation team and CO Project teams	Nov 2 nd	PDQ
Validation of evaluation findings and recommendations	CO Project teams	Nov 4 th	PDQ + project beneficiaries
Second draft evaluation report	Evaluation team	Nov 11 th	
Review of second draft report	SC Italy and CO Project team	Nov 16 th	PDQ
Final evaluation report + clean and anonymous data sets for all collected data + synthesis in English + Power Point Presentation (templates to be shared)	Evaluation team	Nov 23 rd	
Preparation of Evaluation Response Plan	CO Project teams	Nov 30 th	PDQ
Evaluation final report (together with response plan) posted on OneNet and reviewed	CO Project teams	Nov 30 th	PDQ
Evaluation Report Quality Scoring	CO Project teams	Dec 4 th	PDQ

EXPECTED OUTCOMES

The following deliverables are expected to be shared with Save the Children according to the timeline indicated above, which will be confirmed upon conclusion of the contractual negotiations with the selected evaluation teams.

(i) An Inception report

The evaluation team is expected to submit an inception report no later than 10 days upon finalization of the contract.

The purpose of this report is to agree on the appropriateness and robustness of the methodology to be employed. The inception report provides the organization and the evaluators with an opportunity to verify that they share the same understanding about the evaluation products and clarify any misunderstanding at the outset.

The inception report will include: Objectives and key questions, the evaluation Methodology summarised in the Evaluation Matrix, data collection tools, sampling considerations, data analysis plan, timeline and logistics.

The report should reflect the team's review of project documents and the gaps that the field work will fill. Field work will only commence once this report has been approved by Save the Children.

(ii) A draft evaluation report

The draft evaluation report must be submitted to Save the Children no later than 60 calendar days since the start of the evaluation. The report should conform to a reporting format to be shared upon finalization of contracting arrangements with the selected evaluation team.

The draft report will be circulated by Save the Children to key stakeholders for comments. Feedback on the draft report will be shared back with the consultant no later than three weeks after the first draft delivery date.

(iii) A second draft evaluation report

The second draft evaluation report must be submitted to Save the Children no later than seven calendar days since receipt of the first commented draft.

The draft report will be circulated by Save the Children to key stakeholders for comments. Feedback on the draft report will be shared back with the consultant no later than two weeks after the second draft delivery date.

(iv) A final evaluation report including recommendations

The final report of the evaluation, after integration of the comments made, will be submitted by 30 September 2020. The evaluation report is an exclusive property of the Save the Children should not be released without its prior authorization. The final report will be available through Save the Children. Recommendation should be operational (propose a clear path of action for each of the areas assessed).

The final evaluation report should also include a list of the secondary sources used and a summary of the main findings and of the recommendations in line with guidelines to be shared upon contract finalization.

(v) A synthesis of the evaluation report in English.

The synthesis report will focus on common findings, lessons, conclusion and recommendations to inform future design. It should be maximum six pages long – using a template to be provided by Save the Children upon contract finalization.

(vi) Clean and anonymous data sets - for all collected data (quantitative and qualitative).

The data sets should be in an appropriate format and will be submitted together with the final evaluation report. All data deliver will be anonymous, so to avoid traceability of the respondents. The data is of Save the Children property and may not be distributed without its prior consent.

(vii) PowerPoint presentation in English

On submission of the final report, the team is expected to submit a PowerPoint presentation (maximum 15 slides), summarizing the methodology, challenges faced, key findings under each of the evaluation question and main recommendations. The presentation should be in English. This should be submitted together with the final report.

Evaluation Final Report Outline:

- Table of Contents
- List of Acronyms
- List of Tables

- Executive Summary
- Background
- Purpose and Scope of Evaluation
- Methodology
- Main Findings
- Conclusions and Recommendations
- SCI evaluation response plan
- Annexes:
 - Project logframe
 - Evaluation TOR
 - Objectives and key questions
 - Methodology and evaluation matrix
 - Study schedule
 - List of people involved

Evaluation findings will be shared with relevant internal and external stakeholders both in Save the Children Italy and Save the Children Albania CO, in addition to sharing the findings in youth friendly version to youth beneficiaries. They will be properly shared with the donor, as well as other relevant stakeholders in Save the Children Association.

Applying evaluation findings: An Evaluation Response Plan will be developed by SC YEB implementation team, by summarizing how recommendations will be addressed

EVALUATION TEAM

The evaluation shall be conducted by an external evaluator or evaluation team, selected through competitive proposal submission process. In the case of an evaluation team, the lead evaluator will have as minimum the following core competencies/skills:

- Master's Degree in social studies, International Development or other related fields
- Minimum 7 years of demonstrated expertise in carrying out evaluations, preferably in the areas of adolescents and youth livelihoods
- Understanding youth empowerment mechanisms, life skills development
- Minimum 7-10 years' experience of field level data collection with qualitative methods, including experience with participatory tools particularly with vulnerable adolescents and youth groups highly desirable
- Demonstrated understanding of the context and relevant national policy frameworks and plans relevant to the YEB pillars
- Excellent data analysis and analytical report writing skills.
- Excellent written and verbal communication skills in English
- Experience working in the project target areas, or similar areas highly desirable
- Experience of the INGO development sector

In case a non-for profit/for-profit organization/ Registered Entity submits application, the above mentioned minimum core competences apply to those of the Organization/Registered Entity.

The evaluation proposals will be assessed according to given criteria and scoring:

Part A: Technical Appraisal (60 points) (technical, experience in evaluations and experience in the country framework context and language)		
Competency Area	Description	Weighting (up to)
Technical: Demonstrates Clear Understanding of ToR	Technical proposal shows an understanding of requirements in terms of scope of work and reporting	4
Technical: Appropriateness of proposed approach	Methodologies put forward in technical proposal are appropriate to questions to be answered and are feasible in terms of time and cost	4
Technical: Professional Background	Strong background in socio-economic and development studies.	2
Evaluation experience	At least 7 years specific and hands-on experience on conducting evaluations and/or researches - preferably with adolescents and youth empowerment interventions.	15
	Minimum 7-10 years in data collection/qualitative and quantitative methods including experience with participatory tools	10
	Understanding of youth empowerment mechanisms (Life skills, livelihood, entrepreneurship)/for vulnerable adolescents and youth	5
Contextual Country Knowledge	Understanding of the local/national context/policy frameworks (i.e. VET Education/Employment & Skills Strategy)	15
Language & Communication Skills	Fluent in written (report writing) and oral English communication skills.	5
Total (A)		60
Part B: Financial Appraisal (40 points)		
Breakdown costs into clear activities and components with units and quantities specified		15
Unit costs and quantities given appropriate for the completion of the Terms of Reference		25
Total (B)		40

Submission of application:

Interested candidates should present the followings and should not exceed 7 pages:

- Proposed approach and outline design of the evaluation including work plan reflecting the key outputs/deliverables and proposed timeframes;
- CV and References; (in the case of an Organization/Registered Entity, the CV and References are those of the Organization/Entity. Attached to that, CVs of the individual evaluator/s should be included)

- Written evidence⁹ (e.g. evaluation reports attached) of previous work meeting the requirements laid out in this Terms of Reference or online links to access the evaluation reports;
- A statement of availability and commitment to undertake and complete the consultancy within indicative assignment dates;
- The proposed Fee expressed in Euro for the completion of the evaluation and number of days planned to be engaged in this task (fee should be *inclusive of income taxes withheld at the source*). The fee doesn't need to include costs for meal or transportation when in field trips

(in a single e-mail) to email address info.albania@savethechildren.org with Subject of the e-mail: **Consultancy to Conduct the Final Evaluation of the project “Boosting Breakthroughs for Youth in Albania”**

by close of business day, 8 September 2020.

Application must be submitted in English.

ANNEXES

Annex I. Project Logframe



Logical
framework_update of

TOR prepared by: Albania Program Implementation Team

Sign off by: SC Italy –Manuela Marin – Senior MEAL Advisor

SC Albania – Besnik Kadesha – Program Implementation Manager

25 August 2020

⁹ This documentation is not included in the page limit of the overall offer (7 pages)
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