



Protection civile  
et aide humanitaire  
de l'Union européenne

**act:onaid**

**TERMS OF REFERENCE**

**FINAL EVALUATION FOR THE**

**“INCREASING ACCESS TO EDUCATION AND COMMUNITY-BASED PROTECTION IN EMERGENCIES FOR IDPS, REFUGEES AND HOST COMMUNITIES OF SOUTH KIVU AND BORDERING AREAS IN MANIEMA” PROJECT**

**ACTIONAID DRC**

<b>TERMS OF REFERENCE</b>	
<b>Name of the project:</b>	Increasing access to education and community-based protection in emergencies for IDPs, refugees and host communities of South Kivu and bordering areas in Maniema
<b>Assessment area:</b>	Fizi and Minembwe in the Province of South Kivu and Salamabila in Maniema
<b>Activity title:</b>	Final Evaluation for ECHO Project
<b>Evaluation period:</b>	30 <sup>th</sup> June to 14 <sup>th</sup> August 2023
<b>Responsible:</b>	External Consultant

**1. ACTIONAID DRC BACKGROUND**

ActionAid is an independent non-governmental organization that works with poor and excluded people to eradicate poverty and injustice and thereby create a world where every person enjoys his right to a dignified life. For the DRC operation, AA works with displaced persons, returnees, refugees, and the most vulnerable host populations affected by intercommunity violence and armed conflict. According to the UNHCR, almost one million DRC refugees and asylum seekers are sheltered across the African continent whilst in DRC, there are over 5.6 million internally displaced people. The UNHCR further indicate that over 4million of these IDPs are concentrated in the eastern provinces of North Kivu, South Kivu, and Ituri.

Girls and women, both in IDP and host communities, continue to face significant risks to their safety. Sexual and gender-based violence (SGBV), which includes rape, sexual harassment, and the exploitation of both women and children, continue to be on the rise. The education system in DRC is plagued by low coverage and poor quality. The USAID data shows that, 3.5 million children of primary school age are not in school, and of those who do attend, 44 percent start school late, after the age of six. National data indicate that only 67 percent of children who enter first grade will complete sixth grade. Of those who reach 6th grade, only 75 percent will pass the exit exam.

**2. PROJECT BACKGROUND**

Since June 2021, AA DRC has been implementing the project " Increasing access to education and community-based protection in emergencies for IDPs, refugees and host communities of South Kivu and bordering areas in Maniema" in 65 communities in which various activities have been implemented with the financial and technical support of ECHO to improve access to a safe and quality learning environment, improve the safety, dignity and empowerment of affected community members through the establishment of community protection mechanisms led by women and a contingency component.

In emergency education, some schools in an advanced state of disrepair have been built, rehabilitated, and fitted out with latrines to improve the quality of education, vulnerable students have benefited school kits and uniforms, teachers have obtained kits in need that facilitated them on daily lessons preparation, they also have been pedagogically trained into different topics included parents’ committee

members on schools' management. The supported schools have received COVID-19 kits in terms of hand wash and keep environment clean. Therefore, each school was organizing children's club to strengthen and raise up child protection they had also focused on different sensitizations as far as the importance of education is concerned. In child protection, unaccompanied and separated children have been targeted and reunited with their warm family members, safe spaces have been created to strengthen the protective environment for children affected by inter-community violence, a collaborative framework has been established with community protection structures to offer medical, psychological and legal children care at risk of protection, community sensitizations on child protection have been regularly organized and paid more attention on children fundamental rights.

Some multi-purpose centers have been built in case of community protection to serve up as safe spaces to women besides groups of women and men had been created and trained in the framework of strengthening community protection and especially that led by women, community protection monitors contributed in the real-time sharing protection incidents, a step of collaboration has been established with Congolese national police units to strengthen the referral of cases, multipurpose cash has been distributed to vulnerable women to address protection needs, and dignity kits were distributed to vulnerable girls and women of childbearing age. Beyond that, psychological support was provided for people affected by human rights violations, not to mention the monitoring of protections in the project implementation area.

Having come to the end of the project for this specific funding (project end date 31 May 2023), there is the need to conduct a summative evaluation aimed at capturing, whether the project has achieved its desired outcomes and or impact for learning and improving programming. The learning from the evaluation (Including the challenges encountered) will inform probable modifications to be made in the subsequent funding that has been awarded to AA DRC by same donor to improve implementation.

### **2.1. Project target beneficiaries**

The ECHO project targeted and reached (1) young boys and girls in school -19500, (2) People affected by conflict - 49445 and (3) People affected by disaster risk -10500. This sums to a total of 79,445 project participants across the 3 health zones of Fizi, Salamabila and Minembwe. Specifically, the category of persons targeted were Unaccompanied and Separated Children, Adolescent girls and boys and Persons with Disability (PWD).

### **2.2. Project specific objective**

Conflict affected children, their families and caregivers in South Kivu and Maniema Provinces can freely access a protected environment and high-quality education. The specific objective will be achieved through the following results components:

- I. R1 - Increased access to safe and quality learning environment for children.
- II. R2 - Protection for conflict-affected children, their families and caregivers strengthened.
- III. R3- Enhanced security, dignity, and empowerment of affected-community members through establishment of women and girls-led community-based protection mechanism.
- IV. R4 - Immediate and urgent needs of people of concern addressed in case of emergency Contingency planning and preparedness for response.

### 2.3. Overall objective of the final evaluation

The aim of the final evaluation is to assess the extent to which the design, implementation, and results of the ECHO project were realised including assessment of the exit strategy adopted. The final evaluation will assess the project based on its achievement in relation to the OECD/DAC evaluation criteria of relevance, coherence, efficiency, effectiveness, impact, and sustainability. The evaluation will gather and analyse both quantitative and qualitative data that will measure the status/changes of the stated indicators at both the level of the Project Outcome, Outputs and impact.

The evaluation will seek to provide valuable information on how lives of children in schools, persons who have been affected by the conflicts and persons who have been affected by disaster, have been influenced by the project and thus inform the achievement of project milestones and targets. Specifically, the evaluation will be conducted with the collaboration of local partners, project participants, and other stakeholders and ensure to adhere to the Do-No-Harm (DNH) principle, to achieve the following specific objectives:

### 2.4. Specific objectives of the evaluation

- Compile quantitative and qualitative changes/results achieved at the impact, outcome, and output level (measured by status of indicators) as stated in the project log-frame.
- Ensure the final evaluation assesses the project, based on its achievement in relation to the OECD/DAC evaluation criteria of relevance, coherence, efficiency, effectiveness, impact and sustainability and assess the exit strategy employed by the project.
- Document key learning and lessons to inform, modify and improve the upcoming year funding received for project continuation.
- Document and highlight effectiveness of unique approaches employed by ActionAid in implementing the project, especially the community-based protection approaches, showing the link between Education in Emergencies (EiE), Child Protection in Emergencies (CPiE) and Cash-Based Protection (CBP) approaches.

In line with ActionAid's Accountability, Learning and Planning System (ALPS) and MEL strategy, the final evaluation will seek to empower project participants by running a participatory process which shifts power to these participants. The evaluation will employ women and girl-centred approaches where women and girls who have benefitted from the ECHO intervention, are targeted, and actively engaged to identify the project successes, challenges, and suggestions for the future.

**Note:** The consultant will be provided with the project log frame which contains all the project indicators that are to be assessed.

## 3. SCOPE OF WORK OF THE CONSULTANT

The consultant that is selected will be expected to deliver the following tasks:

- A. Directly work with AA DRC and Italy to identify a survey methodology, including an appropriate sampling that will ensure all the different categories of beneficiaries stated are duly represented in the survey.

- B. Conduct a desk review and analysis of secondary data related to the project Outcome, and Outputs.
- C. Develop tools such as questionnaires, focus group discussion guides and/or other creative approaches to collect data for qualitative and quantitative analysis from the various project sites (Fizi, Minembwe and Salamabila) and among the different categories of beneficiaries stipulated (Children in school, Persons who have been affected by the conflict and Persons who have suffered disaster) who have participated in the project in line with the project objectives.
- D. Train data collectors in overall evaluation approach/methodology and use of data collection tools and relevant policies and procedures.
- E. Lead and coordinate data collection activities in the field, upholding high data collection standards.
- F. Conduct analysis on all data collected to inform indicator progress and answer key evaluation questions, disaggregated by age, gender and disability status and stratified by geography.
- G. Identify key learning, with both our approaches and propose some recommendations to inform and improve future programs/projects.
- H. Present to AA DRC a maximum of a 25-page report (not including annexes, executive summary etc) detailing the findings with a table of all the indicators and their current measure values against the baseline.
- I. Prepare a PowerPoint presentation summarizing the whole evaluation process and the key findings for presentation to the AA DRC and Italy team.

### 3.1. Key Guiding Questions – OECD Criteria

The evaluation will be guided by the following OECD/DAC evaluation criteria, and will aim to respond to the questions under each as stated below:

#### **Relevance:**

- a) To what extent the project objectives and design respond to the needs and priorities of project stakeholders?
- b) To what extent are objectives still valid in relation to need and priorities of project stakeholders?
- c) Are objectives consistent with overall goals?
- d) Are activities and outputs consistent with intended impacts and effects?

#### **Effectiveness:**

- a) To what extent did the project achieve the expected results in line with the logical framework?
- b) How did the inputs and activities lead to the outputs and outcomes?
- c) What was the coverage of the intervention? Did it reach the target groups originally planned?
- d) What factors constrained or facilitated the achievement of the results (What were the contextual influences)?
- e) How and why were some expected results not achieved? What lessons have we learned from it?
- f) Were there any unintended results or consequences as a result of project implementation?

**Efficiency:**

- a) Were the inputs (financial, human, technical and material) invested optimally to achieve the outputs?
- b) Were inputs provided in a timely manner (staff, advisers, travel, training, equipment, and miscellaneous costs)? (Available the first time, if not causes and impacts? What rate of urgency? causes and impacts?). Were the outputs achieved in a timely and first time?
- c) Were resources spent as rationally as possible: Could a different intervention have solved the same problems at a lower cost? If YES, how could we have noticed it before?
- d) Should more results be achieved with the same investments? If YES, how could we have noticed it before?

**Impact:**

- a) What are the concrete results of the program on the target groups and/or the population, directly or indirectly? What fixes to suggest?
- b) Are there development results in the areas of emergency education and community protection and gender? Critical analysis: strengths, versus aspects to improve.
- c) Were there any positive or negative unintended consequences (especially for girls and young women)? What are the implications for the project approaches that may need to be considered for phase 2?

**3.2. Key Guiding Questions – Project Related**

- a) To what extent has the project contributed to maintaining girls and boys in school?
- b) To what extent have the activities been made accessible, responsible, and participatory?
- c) To what extent has the project contributed to improving security and dignity in the areas of intervention?
- d) How does project management (financial, human resource systems, technical support, monitoring, evaluation and learning, complaint mechanism affect program implementation and achievement of results.
- e) What challenges did the project face? To what extent could these challenges have been foreseen and/or mitigated?
- f) What are the lessons for future ActionAid programming? What are good practices that should be consolidated in successive phases?

**4. METHODOLOGY**

A suitable methodology, that will be used for the project's end evaluation must be proposed by the consultant. However, to obtain the necessary data, this methodology must be participatory, women's and girls' rights centred, and ensuring a blend of qualitative and quantitative data collection approaches.

The consultant(s) will lay out, in detail, in the technical proposal, how data collection involving project participants and stakeholders will be accomplished. The project team and the consultant(s) will review and negotiate the final research methodology after it has been described in the technical proposal. The research methodology should give special attention to reducing risks and conforming to the DNH

principle, guaranteeing that everyone participating, participates in a way that ensures their safety and well-being, especially girls, women, and schoolchildren. This includes ensuring that the technique is age-appropriate, creates a secure space to discuss any sensitive topics, has appropriate referral procedures in place, and is empowering for all those taking part. The consultant(s) and all research assistants will receive in-depth training on ActionAid's safeguarding policies and referral routes during the inception phase to make sure they are fully informed on how to respond if a disclosure is made while collecting data.

**Note: The consultant shall have approximately 1-month 2weeks (from date of engagement) to deliver on and complete the entire task and submit the final draft report due to the tight schedule of the project.**

#### **4.1. Suggested Assessment Tools**

The consultant team will develop a set of tools to conduct the assessment. The following are suggested tools:

- A quantitative survey of students and students supported by the project.
- A quantitative survey of conflict affected households.
- A quantitative survey of disaster affected households.
- Qualitative interview and group discussion guides will be used with stakeholders, including supported children, principals, teachers and school inspectors, parents of pupils represented by the parents' committee, volunteer monitors, community leaders and AA staff members.
- A review of program documents.

#### **4.2. Complying with the ActionAid Evaluation Standards**

The evaluation consultant will ensure that the conduct of the final evaluation will be guided by the core ActionAid evaluation standards stipulated below:

##### **Community voice and representation:**

It is essential that the evaluation reflects the voices of women and children involved in the project. People would be consulted as part of the evaluation, and their voices included in the evaluation report as direct quotes and case studies. In line with ActionAid's mandate, the evaluation would prioritise people living in poverty and exclusion, especially women.

##### **Feedback:**

The team will commit to feeding key findings and recommendations back to the communities engaged in the evaluation.

##### **Transparency and ethical standards:**

The data collection team will explain clearly to communities engaged in the evaluation what the purpose of the exercise is, and how their information will be used. ActionAid's ethical standards for research and

data collection would be followed, including a risk assessment covering security risks to communities. The evaluation will ensure to ‘do no harm’.

**Women’s rights:**

Women’s rights will be respected fully. The team will seek to explore how women have been affected by the intervention and the effect on gender relations. The timing and location of evaluation activities and the composition of the evaluation team would be designed to maximise women’s ability to participate in the evaluation.

**Transparency about methodology:**

The evaluation team has detailed, in a transparent manner, discussions of the methodology that will be used in designing and implementing this evaluation. Information about the sampling (approach to sampling, numbers of people/communities covered, how representative), what tools will be used and why have all been stipulated.

**Disaggregated data:**

Data will be disaggregated in as much detail as possible during analysis. As a minimum, disaggregation will be done by age and sex. Where possible data would also be disaggregated by other relevant factors such as disability

**5. COORDINATION, ROLES, AND RESPONSIBILITIES**

Person	Role/Responsibility
External Consultant	Lead the conduct of final evaluation, to include the following; <ul style="list-style-type: none"> <li>• Develop the methodological approach.</li> <li>• Develop and make available all survey tools (for review before use) and data set to ActionAid DRC</li> <li>• Recruit and train data collectors,</li> <li>• Lead data collection, cleaning, analysis</li> <li>• Provide final report and a PowerPoint presentation on findings by stipulated date agreed.</li> <li>• Provide all data collection tools, tables, including those used on mobile data collection platforms as well as the raw data (quantitative and transcribed qualitative data)</li> </ul>
AA Italy	Provide technical assistance and direction to both AA DRC and Consultant Evaluator, including technical advice on research approaches and ensure deliverables meet agreed quality standards and grant requirements.
AA DRC ECHO Team	Work in close coordination with final evaluator selected. And ensure the following; <ul style="list-style-type: none"> <li>• introductory briefings with the consultant(s);</li> <li>• provision of key project documents</li> <li>• provision of contact details and introductions to key stakeholders; and</li> <li>• facilitation of access to project participants and safeguarding training.</li> </ul>
AA DRC Admin	Logistical and administrative support as and when required by consultant

### 5.1 Expected outputs of consultant

- A detailed inception report outlining the final agreed methodology, sampling, ethical considerations and workplan to be submitted within one week of signing the contract.
- A draft evaluation report submitted for review within two weeks after data collection, entry and analysis
- All raw data files including quantitative output and syntax files, qualitative transcripts etc as well as all tools developed (including tools developed and used on mobile data collection platforms)
- Conduct a validation workshop on the findings of the evaluation with the key project participants and relevant stakeholders.
- Summary of evaluation findings in line with the logical framework
- A PowerPoint presentation on the whole evaluation process and key findings.
- A detailed final evaluation report for the primary use of ActionAid DRC, Italy and the ECHO guided by the structure in the table below:

#### Proposed Report Outline

- ✚ Cover page (title of the report, date, name of consultant(s))
- ✚ Contents table
- ✚ Executive summary of no more than 2 pages outlining the purpose of the assessment, main points of analysis, key findings, conclusions, and recommendations
- ✚ Introduction outlining the background to the intervention and the assessment.
- ✚ Purpose and objectives of the assessment
- ✚ Methodology/approach, indicators used, and limitations of the assessment.
- ✚ Major findings (data analysis in line with project log frame and guiding evaluation questions) as well as exit strategy and highlight effectiveness of unique approaches employed by ActionAid in implementing the project, especially the community-based protection approaches, showing the link between Education in Emergencies (EiE), Child Protection in Emergencies (CPiE) and Cash-Based Protection (CBP) approaches.
- ✚ Lessons learned, challenges, ways to mitigate challenges and maximize lessons learnt and recommendations.
- ✚ Annexes: data collection tools, raw data, schedule of data collection; list of people interviewed; bibliography of key secondary documents consulted; TOR for the evaluation,

### 5.2 Timeframe for conduct of evaluation

Activity	Expected Timeframe
A detailed inception report outlining the final agreed methodology, sampling, ethical considerations and workplan	3rd July 2023
Review project documents and develop data collection tools and share with ActionAid for review and agreement before use.	5 <sup>th</sup> July 2023

Train data collectors and conduct actual (qualitative and quantitative data collection)	18 <sup>nd</sup> July 2023
A draft evaluation report submitted for review within two weeks after data collection, entry and analysis	26 <sup>th</sup> July 2023
Prepare a PowerPoint presentation on the whole evaluation process and key findings and conduct a validation workshop on the findings of the evaluation with the key project participants and relevant stakeholders as suggested by ActionAid	5 <sup>th</sup> August 2023
Work on review comments from AA DRC and Italy team as well as comments from validation workshop.	9 <sup>th</sup> August 2023
Submit the following documents to ActionAid; <ul style="list-style-type: none"> <li>• All raw data files including quantitative output and syntax files, qualitative transcripts etc. as well as all tools developed (including tools developed and used on mobile data collection platforms)</li> <li>• The PowerPoint presentation</li> <li>• Summary of evaluation findings in line with the logical framework</li> <li>• Final detailed final evaluation report</li> </ul>	14 <sup>th</sup> August 2023

## 6. REQUIREMENTS AND EXPERIENCE OF THE CONSULTANT

The consultancy firm or individual must demonstrate the following requirements in their application to be considered of the Job.

- At least a master’s degree in social sciences, Statistics or other related fields
- Demonstrate at least 5 years’ experience in conducting evaluation and research related to Education in Emergency, Child Protection and General Protection contexts and Disaster Risk Reduction. Specifically, he/she should demonstrate experience in conducting research amongst Children in education, Persons who have been afflicted by conflict situations and disasters.
- Experience in community entry, mobilization, and the application of qualitative and quantitative social research methodologies, especially in the project intervention area (Minembwe, Fizi and Salamabila)
- Experience in using participatory methodologies, and especially methodologies that are women and girl child focused.
- Commitment to ActionAid’s feminist principles and human rights-based approach
- Knowledge of integrating safeguarding and protection into programme cycles
- Excellent communication skills in both written and oral demonstrated in their ability to write comprehensive reports with in-depth analysis.
- Excellent spoken command of the local languages in the project area stated above.
- Ability to work in multicultural, multireligious, high security risk zones and rural communities.

## 7. APPLICATION PROCESS

All interested parties should submit an Expression of Interest outlining their capability to undertake the endline evaluation , in line with the specification above; a technical proposal demonstrating their understanding of the assignment, including an indicative workplan; a financial proposal outlining the

cost elements, providing consultant day rates and anticipated data collection costs; at least two samples of relevant previous work (of which the lead consultant applicant should be the lead author); and the CVs of the Core Team Members to carry out the assignment to ActionAid DRC via email [DRC.Job@actionaid.org](mailto:DRC.Job@actionaid.org) by **5:30pm on June 28<sup>th</sup>, 2023**. Incomplete applications will not be considered. Please note that only shortlisted applicants will be contacted.

Kinshasa, June 19<sup>th</sup>, 2023

Administration.