

## Terms of Reference

# Project Evaluation

UMN Monitoring, Evaluation, Accountability & Learning Team



**Project Name: Ending Violence for Equality (EVE)**

**Project Duration: 2020 to 2024 Funded by:**

**Normisjon**

## 1. BACKGROUND

United Mission to Nepal (UMN) is an international development organization that aims to enable the Poorest People Living in Poverty (PPLP) to transform their lives, leading towards the fullness of life. As they serve the people of Nepal, multicultural teams of Nepali and volunteer expatriate staff work alongside local organizations in six districts of the country, building partnerships that lead to healthy, dignified, and empowered individuals and transformed communities.

### 1.1. Project summary

Dalit Help Society (DHS), an implementing partner supporting the United Mission to Nepal (UMN), is implementing the EVE Project in three different wards of Bungul Municipality in Bajhang District, Nepal. The five-year EVE project (2020-2024) aims to positively change gender-based violence, eliminate harmful social and traditional practices, and ensure gender equality, including equal access and opportunities for both men and women and fostering dignity. The project works with the whole community, including the powerful and the powerless, the duty bearers and the right holders. The project identified weak and hierarchical relationships among rights holders and duty bearers, along with discriminatory policies, social structures and traditional norms, as the significant obstacles to establishing an equitable society. Moreover, deeply entrenched biased gender beliefs, values and attitudes among powerful and marginalized individuals further hinder progress. These barriers perpetuate poverty and sustain injustice in the project location. The project has been developed based on the participatory gender analysis of the project's sites. The project directly collaborates with 42 groups comprising 983 community members, including 611 women, 220 men, 88 Girls and 64 boys (88 Single women, 18 PWDs and 265 Dalit individuals).

### 1.2. Components

- Capacity building of local partner organization on gender equality issues: Capacity building of the Board members on gender equality issues and strengthening institutional capacity for promoting gender equality.
- Capacity building and mobilization of the individual community members, civil society members and those who have and have not position and power for addressing genderbased violence: Individual and collective capacity building and actions.

**Key strategies:**

- Group capacity building and mobilization process: It aims to address relationships, attitudes, and structures. The project team believe that the group process empowers women and men, girls and boys, by bringing people together and discussing relevant issues and how they can change them. The process encourages individual and communal change in harmful gender stereotypes, structures, and practices. It also creates an environment where relationships are strengthened or healed.
- They are supporting and encouraging behaviour change and strengthening community cohesion.
- Mobilization of powerholders and duty bearers for challenging the discriminatory norms and practices

**Key Actors for leading the change:**

- Local partner organization
- Girls and boys
- Women
- Men
- Educational institutions, Ward offices, local government
- Health posts/ health post staff
- Religious leaders

### **1.3. Summary of Evaluation**

**Objective of Evaluation**

This evaluation aimed to identify practical and actionable learnings based on the experience of implementing the EVE project's first-phase interventions. This evaluation will guide the direction and interventions of the second phase, mainly in terms of attitude, behaviour, relationship and policy change on harmful traditional practices in gender.

**The specific objectives of this evaluation are as follows:**

- Reflect as a team on the achievements of and challenges to the EVE project, on project execution, and adapt the project's strategy accordingly.
- Evaluate and review which components of the project's processes, interventions and methods were the most and least successful (effective) and identify learnings.
- Review the effectiveness of the project strategies for mobilizing different stakeholders to achieve the outcomes and sustain the benefits generated through the project.
- Identify learning and lessons that can be useful for the future and use evidence to make recommendations to improve UMN' 's work, including the next phase of the current project.
- Examine how effectively the UMN mainstream crosscutting themes (gender, disability inclusion, conflict sensitivity and environment protection) were incorporated into project activities.

**Time Frame**

8 December 2023 to 2 January 2023 (25 days)

Tasks deliverables	Days	Remarks
Preparation of Evaluation Plan	1 Day	Document and materials/data review/ question development for respondents
Field data collection in Bajhang	9 Days	Travel from Kathmandu to Bajhang cluster either by plane/ official vehicle/ evaluation team
Data analysis and report preparation	12 Days	Evaluation Team
Presentation of evaluation finding	1 Day	The evaluation team present results in UMN Thapathali/or virtual mode
Incorporate management response, comment/ Final Report Submission	2 Day	The evaluation teams

**1.4. Description of Project Evaluation****Project location**

The far-west province, Bajhang district, Bungla Municipality Ward 9,10 and 11

**Project goal Project's goal:** Girls and boys, women and men live with dignity, having equal opportunities and responsibilities, and free from violence.

**Project Outcome and Outputs:**

<p><b>Outcome 1:</b> Competencies, policies and practices that display and support gender equality and address Gender Based Violence (GBV) are strengthened and made relevant in the Partner Org.</p> <p><b>Output 1.1:</b> Capacity of organization is strengthened in addressing GBV for gender equality.</p> <p><b>Output 1.2:</b> The Partner org. regularly reflects on their work and are using the insights and feedback from the communities to do so.</p>
<p><b>Outcome 2:</b> Relationships that reflect equality and gender friendly attitudes are displayed in girls and boys and under 20 marriage is eliminated.</p> <p><b>Output 2.1:</b> Girls and boys made aware of child rights.</p> <p><b>Output 2.2:</b> Girls and boys participate actively in the group mobilization process and reflect their experience behaviour and communication.</p>
<p><b>Outcome 3:</b> Gender equality is practiced including in decision making, positive parenting and valuing both boys and girls, and issues of concern are communicated assertively by women in family and community.</p> <p><b>Output 3.1:</b> Women are made aware of gender equality, GBV and child rights.</p>

<b>Output 3.2:</b> Women participate actively in the group mobilization process and reflect their experience in behaviour and communication.
<p><b>Outcome 4:</b> Gender equality and gender friendly attitudes and behaviours are practiced by men in their roles as fathers, husbands, and community members.</p> <p><b>Output 4.1:</b> Men are made aware of gender equality, GBV and child rights.</p> <p><b>Output 4.2:</b> Men participate actively in the group mobilization process and reflect their experience in behaviour and communication as fathers, husbands and community members.</p>
<p><b>Outcome 5:</b> Influential people are engaged and mobilized for gender equality and against GBV.</p> <p><b>Output 5.1:</b> Educational institutions (BP 5) Teacher's practice gender equality and child-friendly, non-violent teaching</p> <p><b>Output 5.2:</b> Ward Offices (BP 6) Capacities of ward members strengthened to stand against GBV and support gender equality initiatives.</p> <p><b>Output 5.3:</b> Health Posts (BP 7) Capacities of health post staff strengthened to support victims of GBV and support gender equality initiatives.</p> <p><b>Output 5.3:</b> Health Posts (BP 7) Capacities of health post staff strengthened to support victims of GBV and support gender equality initiatives.</p> <p><b>Output 5.4:</b> Religious leaders (BP 8) Capacities of rel. leaders strengthened to stand against GBV and support gender equality initiatives.</p>

### Project Beneficiaries and Stakeholders

Primary beneficiaries	989 (9,10 and 11 wards (Women, Men, Boys and Girls)
Secondary	Groups family
Local partner	Dalit Help Society
Other stakeholders	School teachers, Ward Authorities, Health post, Police, Media, Judicial Community Bungal Municipality.

### 1.5. Scope of Evaluation:

The evaluation purpose is to use the The Organization for Economic Cooperation and Development (OECD), Development Assistance Committee (DAC) evaluation criteria of relevance, effectiveness, efficiency, coherence, impact and sustainability. The evaluation mainly focused on qualitative change in the project's learning, impact and sustainability.

Moreover, the evaluation will also include Empowerment Assessment Tool (EAT) recommended by DIGNI. The Empowerment Assessment Tool (EAT) assesses the degree to which target groups are empowered to live a life in dignity.

## Relevance

- a) To what extent are targeted disadvantaged persons participating in and benefiting from the project? Considering project targets, Cluster target groups, and UMN's CC targets.
- b) To what extent are the priority needs of beneficiaries addressed by the project? Is this project adequately following UMN's bottom-up principles?
- c) To what extent are the activities and outputs of the project consistent with the overall goal and the attainment of its objectives, as well as with the intended outcomes?

## Efficiency

- a) How well are resources being used? Were activities cost-efficient? Were objectives achieved on time?
- b) How did the project activities/interventions invite coordination and resource sharing with other actors working in the target areas?

## Effectiveness

- a) To what extent has the project delivered the activities outlined in the log frame?
- b) To what extent have the project activities reached the target groups?
- c) How effectively was the project achieving intended results by utilizing planned resources within the given timeframe? Within the given timeframe?
- d) What specific elements contributed (or did not) to the effectiveness of the project?
- e) How were project activities effective with communities, government partners, and NGO partners to achieve the outcomes?

## Coherence

- a) How well did the project fit regarding policy, linking, networks and coordinated and collaborative synergy being built with the government?
- b) To what extent was the consistency in the project processes guided by organizational values (integrity, love and service, equity and social justice, innovation, creativity, special concern for the poor and marginalized, and care for the environment)?

## Impacts

- a) What "Outcomes" have been observed (changes in behaviour, attitude, relationship and policy/social norms)? Consider the positive, harmful, intended and unintended consequences of the project.
- b) To what extent have project outputs contributed to fulfilling the project purpose? / To what extent have the crosscutting outcomes been achieved? To what extent have the project outcomes been achieved?
- c) Concerning (i) the log frame indicators and (ii) the baseline value and project achievement, to what extent has the project purpose been achieved?

## Sustainability

- a) Considering the financial, institutional and socio-cultural aspects of sustainability:
- b) Given current relationships and implementation progress, what is the likelihood of the project having a sustainable impact in the longer term?

- c) What is the effectiveness of the project's mechanisms/approaches for sustainability?
- d) What is the current level of community ownership? What actions have been taken to ensure ownership by the beneficiaries, local communities, local government, and other project stakeholders?

### **Crosscutting Themes**

**Gender:** How could the project address gender inclusion? What were the issues/ gaps? How are those issues addressed?

**Climate Change:** What environmental issues were in the community? How are these issues addressed?

**Conflict Sensitivity:** How could divider factors have been minimized and connector factors have been maximized during the project implementation?

**Disability Inclusion:** How are the disability issues addressed in the project?

## **2. EVALUATION METHODOLOGY**

The evaluator will perform the following four tasks.

### **2.1. Preparatory Phase**

**Desk Review** – The evaluator will review all available documents, including approved policies, guidelines, proposals, narrative reports, financial reports, and other relevant documents of projects.

**Start-up Meeting** – The evaluator will meet with the UMN MEAL, Thematic Lead and Cluster teams to discuss the implementation plan, responsibilities, and expectations. An inception report or an evaluation plan will be produced, which provides details describing the consultant's understanding of the evaluation and how the evaluation questions are addressed.

**Data Collection Tools** – The evaluator will design and finalize the data collection tools for qualitative methods. The evaluation method/tools can include- an evaluation question matrix, fieldwork plans, focus group discussions, key informant interview processes, and timeframe. The evaluation data collection method and tools must be reviewed and approved by the UMN MEAL team.

### **2.2. Field Work**

The evaluator will visit the project areas to observe, conduct interviews, and interact with the beneficiaries and key stakeholders. The evaluator will use different data collection tools to ensure non-biased results. Case stories and photographs can be collected if there is prior written consent from the participants.

## **2.3. Data analysis and report preparation**

The evaluator will compile and consolidate the primary and secondary information, including the qualitative and quantitative data, and analyse and draw critical findings based on the evaluation criteria. (Qualitative data primarily and quantitative data can be used from project reports and other secondary sources).

## **2.4. Validation meeting**

A meeting will be organized to discuss key findings and recommendations from the evaluation. Participants will include UMN Thapathali and Clusters.

## **2.5. Evaluation Outputs**

Specific outputs and deliverables to be provided include.

1. An inception report describing the evaluation work plan, methods, timeline, etc.
2. A draft report of the evaluation, on which UMN and Normisjon can give feedback before the final report.
3. A final evaluation report containing findings, discussion, and recommendations consisting of no more than 30 pages, excluding appendices.
4. Presentation of the key findings (could be face-to-face or through the digital medium)

## **2.6. Evaluation Report**

The evaluation report should be written in English. The report should be written in an agreed template, a table of contents, introduction, main findings (using the evaluation criteria), lessons learned/challenges, recommendations, and conclusion. The presentation of the main findings shall be organized in different paragraphs following logic and with illustrations/tables that ease the reading and understanding of the report.

A statement made without the background of reasoning and supporting analysis cannot be accepted. In such a case, the report will have to be revised without any additional cost. Reference shall be cited for any vital fact and figure. The final report should be edited with all comments and corrections. Data in Excel sheets, checklists, questionnaires, case stories, and photos must also be submitted to UMN.

## **2.7. Qualifications of the evaluator or the evaluation team**

The ideal candidate for the assignment must have the following qualifications and experience.

- The lead evaluator must be a Nepali citizen.
- The women-led evaluator will be given grant points in the assessment process.
- At least a master's degree in Gender & Development, Social Sciences and other relevant disciplines.
- The lead evaluator or team members must have proven experience in conducting evaluations of harmful traditional practices against women and girls and indigenous knowledge of the Bajhang context.

- The evaluator should have sound knowledge and skills in qualitative (knowledge, attitude, and practice KAP) research.
- The lead evaluator should have strong gender programming and GESI dimension.
- The lead evaluator must visit the project locations for data collection and intensive engagement in data analysis and report preparation.

### **2.8. Budget**

The bidder should develop a budget for the assignment and submit it with the evaluation proposal. The budget should include labour fees and any other costs such as communications or stationery. All the additional costs, including travel, accommodation and food, will be paid directly by UMN on an actual basis.

### **2.9. Application procedure**

Interested bidders must submit the following documents to be considered for selection.

- A letter of interest stating eligibility for the assignment.
- A resume highlighting relevant qualifications, work experience, certifications, and knowledge on research and evaluation of similar assessments.
- A summary (including outcomes) of similar assignments undertaken previously.
- The technical proposal's narrative includes a brief statement on methodology, work plan, and schedule.
- Budget proposal including all applicable government taxes.
- Government registration (if applicable)
- VAT renewal registration and certificates (if applicable)
- Three references

### **2.10. Copyright**

All reports and information contained in the reports will remain with UMN. UMN has the sole right to distribute all or part of the materials to an external audience.

### **2.11. Reference Documents**

Necessary documents will be provided to the Evaluation Team after the selection of an evaluation consultant, which will include:

- Project proposal
- Baseline report
- Midterm Evaluation Report
- Journals
- Semi-annual and annual project reports
- Implementing 'partners' profile and policies
- UMN relevant policies and crosscutting checklist
- Crosscutting integration framework for partners
- Digni Empowerment Assessment Tool (EAT)