# Terms of Reference for
# impact evaluation of
## Child Centred Community Development Program

**Background to ToR**
This Terms of Reference provides an overview of TAI/UMN's CCCD program, the intended end of program impact evaluation and outlines the key deliverables and tasks, timeframes etc.

**Background to the CCCD project**
United Mission to Nepal in support of Transform Aid International (formerly Baptist World Aid) has been implementing its Child Centred Community Development (CCCD) Program over the last nine years.  As the program is now coming to an end, final impact evaluations are planned to be conducted within FY 2020 and 2021. The CCCD Dhading program has been implemented in 5 Wards of 2 Rural Municipalities (Gajuri and Benighat Rorang) and CCCD Sunsari Program has been implemented in 5 Wards of Budhi Ganga Rural Municipality (RM), Morang and 4 Wards of 2 RMs in Sunsari (Barju and Dewangunj RM) in partnership with three implementing partner organisations (Prayas Nepal in Dhading, NCDC in Morang and CMC in Sunsari).

The CCCD program uses a participatory development approach to improve child well-being, increase the realization of child rights and life opportunities of children in poor communities. In this program, UMN and its partner organizations work with children, families and the whole community to create lasting change for all children in the target area.  Child participation is key to all stages of the project cycle and intended positive impact on child well-being informs all decision-making on project activities.

The CCCD Program aims to achieve outcomes at three levels as outlined  below:
- Communities are equipped to implement and sustain long-term development;
- Families are given new opportunities and increased life skills
- Children are engaged as change-agents in the development process.

**Introduction to the Child Centred Community Development Program**
In Nepal, two CCCD projects (CCCDP Sunsari and CCCDP Dhading) are being implemented from 2010-11. Under this projects, public schools, community and school-based child clubs, Self-Reliance Groups (SRGs) of women (in some cases, mixed gender too) and cooperatives are mobilized and strengthened. Village Child Protection Committees (VCPCs), health facilities, local agriculture service centers are collaborated with and mobilized through different project interventions.

**CCCDP Sunsari outcomes**
**Project Goal**
 "To build communities where children's participation is valued, their health is improved; families have resources to provide essential support and ensure fulfilment of children's rights."
**Intended Outcomes**
- Children will have opportunities to express their opinions, make decisions and promote their developmental abilities
- Community members will have skills, knowledge and resources for quality health, sanitation, nutrition and lifesaving options for their children and family

- Community members will have improved knowledge and skills in livelihood and enterprise development
- Community members will have improved knowledge on rights issues and be organized / mobilised to respond to key issues

**CCCDP Dhading**
**Project Goal**
"Enabled communities, where children are heard, protected, given opportunity for their development free from any type of discrimination (gender, caste etc.) and threats to survival, and are able to attain their full potential".

**Intended Outcomes**
- Communities' awareness on child rights and non-discrimination have been enhanced and children have opportunities to express their opinions and make decisions in accordance with their development ability.
- Families have learnt new skills of income generation and enterprise development and have willingness and accountability to provide improved life skills to their children
- Communities have adequate knowledge, skills, resources to acquire quality health, sanitation, nutrition, and lifesaving options for family and children
- The knowledge skills and attitude of children and communities from the target area will have been enhanced and are able to combat all forms of abuse and exploitation

**Overview of the impact evaluation of the CCCD Program**
TAI/UMN assesses the impact of all of its projects in an attempt to show evidence of sustainable impact, value for money and allow for learnings to be captured and applied in future work. The CCCD impact evaluation aims to also provide information for children, households, communities and partner organisations to celebrate the successes of the project.

There will be three stages to the CCCD program impact evaluation. These include:

1. A desk-based evaluation which will include a review and analysis of existing data for both the CCCD projects;
2. Impact evaluations of both the CCCD projects; and
3. A meta-evaluation of the findings from the data analysis of both the evaluations to produce a high level CCCD learnings.

**Evaluation design**
The CCCD program impact evaluation will be guided by both high level and project specific evaluation questions. The project evaluations will use a mixed-methods approach of both quantitative and qualitative data collection and analysis. Although a comprehensive cost benefit or cost-effective analysis will not be conducted, cost data will be collected and evidence of value for money will be investigated and reported on.

*Purpose*
The main purpose of the in-country CCCD project evaluations is to:
- Assess, and report on, the project objectives and outcomes by measuring the total outputs achieved and, more importantly, the performance against each outcome;

- Identify opportunities for improvement and revision of similar project interventions in future engagements by investigating key enablers and challenges in implementation and progress towards sustainability.

The evaluation seeks to measure the following[1]:
- The **relevance** or the extent to which the CCCD activities were suited to the priorities and policies of the target group, recipient and donor;
- The **effectiveness** or the extent to which the CCCD project attained its objectives and outcomes.
- The **efficiency** or an assessment of the outputs (qualitative and quantitative) in relation to the inputs and whether or not the project used the least costly resources possible in order to achieve the desired results;
- The **impact** or a measure of the positive and negative changes produced by the CCCD project, directly or indirectly, intended or unintended; and
- The sustainability of the project through an assessment of whether the benefits of an activity are likely to continue after TAI funding has been withdrawn.

    Additionally
- How did CCCD program influence different level (village or Rural Municipality and district or national) polices?
- How did CCCD program influence UMN in general (e.g. related to policy, program and its practices)?
- How did children and youth led community development approach contribute for community transformation?

**Deliverables and key tasks**

The deliverables of the CCCD end of project evaluations will be:
- A comprehensive **evaluation plan** to guide the evaluation which will be developed by the consultant with support from UMN and implementing partners;
- A **feedback session** presented by the consultant for UMN and TAI staff to discuss findings;
- A desk-review report.
- An **impact report**[2] for the CCCD project being evaluated which builds on the findings of the desk-based review and data analysis conducted in stage one of the broader evaluations. This will be produced by the consultant; and
- A short **summary paper** on findings for the audience of children, household members and other community partners.  This will be produced by the consultants with support from implementing partner staff.

The key tasks required to enable the consultant to achieve the deliverables include:
- Work with UMN and implementing partners to develop CCCD project specific evaluation questions that link to the higher-level programmatic evaluation questions;
- Conduct a desk review of CCCD program level data that builds on the work of the broader desk review and data analysis to identify and address data gaps;
- Develop a comprehensive evaluation plan to guide the field evaluation;

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[1] Drawn from the OECD DAC criteria

[2] These reports must use data that is verifiable and also attempt to report on attribution

- Design relevant evaluation data collection methods and tools in line with policy documents, international standards and analytical frameworks to enable the collection of both quantitative and qualitative data;
- Develop, and present, a brief inception report to UMN on existing data and gaps and proposed methodology for the field evaluation including the proposed approach to ethical practice;
- Work with UMN to organize an evaluation team to support the evaluation;
- Conduct field data collection[3], entry and analysis (including triangulation) of both quantitative and qualitative data;
- Present a draft report to UMN and TAI staff for comment;
- Produce final report and conduct a presentation of key findings for UMN and TAI staff.

*Things to consider*
- Follow participatory, strengths-based approaches to the evaluation;
- Work alongside local project staff to build their evaluation capacity;
- Use a mixed methods approach to data collection;
- Include project learning and improvement when presenting findings and recommendations;
- Engage openly with the local community, listen to and synthesize varied perspectives;
- Ensure children participate in the evaluation process. Ethical practices are used at all times during the evaluation

**Ethical considerations**
UMN encourages a culture of ethical practice in its work. The evaluation consultant will be expected to think critically and reflect about their evaluation work and consider possible ethical issues that may arise.  A risk matrix will need to be developed and issues of respect; beneficence; merit and integrity; and justice considered and applied.
- **Voluntary, informed consent** of people to participate in the evaluation process and to allow their ideas to be shared with others
- **Privacy and Confidentiality** for participants, in the form of safe data storage and anonymity when reporting and sharing participants' responses and behaviours
- **Respect** for cultural values and autonomy of individuals to make their own decisions, including about their participation in the research and learning activities
- **Benefit** of the research for those that participate in it, that is, ensuring that the participants of the research gain benefit from their participation (e.g. confidence, improved understanding, new relationships)
- **Justice** ensuring fairness in participation (opportunity to participate, fair distribution of benefits of research and ensuring no unfair burden of participation)
- The evaluators will not share with or divulge to any person or persons the content of the final report or any of UMN's affairs without written authorization from UMN.
- The evaluation team will be sensitive to local context and culture while carrying out evaluation and present themselves with modesty and humility while dealing with issues related to women, children, disability and marginalised groups.
- Any person found guilty in child abuse, gender-based violence, or any other criminal offence in the past will not form part of the evaluation team. The consultant(s) will sign a self-declaration and agreement form which will form part of the contract.

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[3] Involvement of beneficiaries and other relevant community groups will be essential.

**Key evaluation questions**
<mark>Annex 1 outlines the higher-level evaluation questions</mark> for the broader CCCD program evaluation. The project evaluation will need to link with these higher questions.

Each CCCD project and its context is unique. So, the evaluation questions for each CCCD project evaluation will be designed by the consultant in partnership with UMN and implementing partner.

**Evaluation Team:**
The evaluation team will consist of 1 (2 if required and affordable) consultant. *[Normally UMN's staff member will also be attached to the evaluation team to gain experience on how to conduct evaluations and to support the consultant].* The consultant (In case of two, one of the consultants will be identified by UMN as the 'lead evaluator') will be responsible for:
- taking the initiative on pre-evaluation preparations and coordinating the work
- coaching the accompanying UMN staff member on evaluation methodologies
- facilitating an in-cluster and Kathmandu level debrief
- writing the draft and final reports (with contributions from the second evaluator in case of two consultants)

**Skills and experience required**
The evaluation consultant for this end of project impact evaluation will need to have the following skills and experience:

- Having a proven record in delivering professional results.
- Conducting end of project impact evaluations in a development context;
- Conducting community-based participatory evaluations in developing country contexts;
- Working with children and youth;
- Working with long-term projects;
- Working with child-centered projects (desired);
- Working with local staff to develop and conduct evaluations;
- Working efficiently within tight timeframes;
- Having a good understanding and ability to use participatory processes and cross-cutting issues such as gender, conflict sensitivity, environment and climate change and disability.
- Cross-cultural sensitivity; and
- Technical skills and knowledge in the area of child rights (participation, development, protection, survival) and research.

**Data sources**
Throughout the nine years of CCCD implementation, UMN and implementing partners have collected large amounts of data.  Data is available at the child, household and community levels. The consultant may use  these data for the desk-based evaluation.

**Audience**
There are a variety of audiences for the CCCD impact evaluations.  These include:
- Children, youth and community members involved, and impacted by, the projects;

- Partner staff;
- Project level stakeholders (e.g. Government, CBO's, INGO's etc.)
- UMN program staff
- TAI program staff;
- TAI supporter relations staff; and
- CCCD supporters.

**Schedule and logistics**
The impact evaluation is planned to be completed by end of January 2020

**a. Desired timeline with corresponding activities**

| S.N. | Activities | Tentative timeline |
|------|-----------|--------------------|
| 1 | Submit evaluation proposal (technical + financial) | 18 November 2019 |
| 2 | Proposal review and selection of evaluator(s) | 28 November 2019 |
| 3 | Communicating to selected evaluator | 29 November 2019 |
| 4 | Signing contract agreement with evaluator | 2 December 2019 |
| 5 | Desk-based review/evaluation | |
| 6 | Field preparation | |
| 7 | Field visit for data collection (in both projects) | |
| 8 | Draft report preparation and sharing to UMN | |
| 9 | Feedback workshop and finalize the report + presentation | 26-31 January 2020 |
| 10 | Submit final report to UMN & TAI | 31 January 2020 |

**b. Description of in-country logistics**
- UMN and local partner organizations will facilitate for arranging the meetings with community people and stakeholders to collect field data.
- Other country logistics required to carry out the evaluation needs to be included and identified in detail evaluation proposal.

**Evaluation Report**
All reports must be written in English and provided in an electronic format (Microsoft Word).

The Consultant will prepare an evaluation report that describes the evaluation and puts forward the Consultant's findings, recommendations and lessons learned. The presentation of results is to be intrinsically linked to the evaluation issues, establishing a flow of logic development derived from the information collected.

For each project, the final report should be a maximum 50 pages, excluding annexes, and should be written in English. It should contain an executive summary of a maximum 2-3 pages. The report should follow this recommended format:

- Title page
- Acronym list
- Executive Summary with summary findings and recommendation
- Introduction/context
- Project description and overview
- Objectives

- Methods
- Constraints / Limitations
- Evaluation Findings narrative (i.e. answer to all the questions posed in the ToR)
- Summary of key impacts and total outputs in figures
- Conclusions
- Recommendations
- Annexes including 2 key documents (1) Key evaluation questions (2) Qualitative and Qualitative change table

The report may include quotes, photos (only if informed consent has been obtained), graphs, case studies etc.

**Security**
A risk assessment will be conducted by consultant and UMN prior to the field visit. The UMN and its partners will provide advice on the current security situation, risk assessment and mitigation planning in the area two weeks prior to travel to the field.

**Ownership and confidentiality**
The end of project impact report will be the property of UMN. The Consultant agrees that the information obtained remains confidential and any publication or citing needs prior written approval from UMN.

All discussions and documents relating to this ToR will be treated as confidential by the parties.

**Child Safeguarding**
UMN and its implementing partners are dedicated to ensuring the safety of children involved in and connected with our projects.  TAI and its implementing partners consider child abuse to be unacceptable in all circumstances and are therefore committed to ensuring that all steps are taken to ensure the safety of children that we work with. For that reason, the Consultant and translator[4] engaged by UMN for this evaluation will be required to complete Child Safeguarding documentation.

**Budget**
UMN will fund all aspects of the evaluation according to the budget agreed. Consultant's fees and total budget should be agreed on in writing in advance of commencement of the consultancy.
**a. Costs to be covered by UMN**
- Expenses of TAI and UMN staff involved in evaluation activities
- Field visit; lodging, food and travel of consultant

**b. Costs to be covered by consultant and included in proposal**
- Stationaries if any required
- The consultancy fees

**Acknowledgment and Disclaimer**
No contract would be created until a formal written contract is executed between UMN and a selected consultant.

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[4] Where required

**Submission of interest**
Interested consultants are requested to submit an expression of interest which includes:
- CV
- Details of at least one referee
- A statement addressing the essential criteria
- Professional fee
- A draft evaluation plan which includes an outline of the methodologies, timeline and a budget breakdown based on the information in the Terms of Reference.

**Closing deadline and contact details**
- Evaluation proposal should reach in the following email address by 17:00 hours of 18 November 2019. Any proposal received after the final submission deadline  will not be considered for review.
- Email address to send proposal: avinaya.shah@umn.org.np and copied to prem.sintan@umn.org.np

*For any more information, contact to:*
Prem Singh Shintan (Thematic Lead – Education)
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United Mission to Nepal
Thapathali, Kathmandu Nepal

**Annex one: High-Level Questions**

**Impact**
1.  Have the most significant issues (the project was designed to target) for children, households and communities changed as a result of the project? E.g. in relation to child survival, development, protection and participation.
    a.  How have these changes been experienced by the most vulnerable children and their families?
2.  Has the project enabled any new knowledge, skills or attitudes and practices for children to lead a better life?
3.  Has the project changed power relations or structures for children (positively or negatively)? If so, to what extent?
4.  Were there any unexpected impacts (positive or negative) resulting from the project? If so, what were they?

**Relevance**
1.  To what extent were the activities and outputs of the project consistent with the original objectives and the attainment of the intended outcomes?
2.  To what extent has the project adapted in response to learnings from monitoring and evaluation and context changes? What difference has this made to the project?

**Effectiveness**
1.  What changes are being seen in child well-being in communities? (positive, negative and unexpected)?
2.  To what extent do children have a voice in decisions and activities that affect them in their communities? (from low to high)
3.  What was it about the project and how it was delivered that resulted in (positive or negative) change?
4.  Were there any other contributing factors/organisations/things that happened that contributed to (positive or negative) change?

**Efficiency**
1.  Were objectives achieved on time? Why? Why not?
2.  Was the project implemented in the most efficient way compared to alternatives?

**Sustainability**
1.  To what extent will the benefits of the CCCD program continue after UMN/TAI funding ceased?
2.  What were the major factors which influenced the achievement or non-achievement of sustainability of the program?