



Terms of Reference for Community-Led Participatory Evaluation Phase 1 Evaluation (P1E)

Children, Youth and Community for Change Project

(Project duration: 2018/19-2021/22 funded by: Transform Aid International, Australia)

1. Background and Introduction

This Terms of Reference provides an overview of TAI/UMN's CYCC project's intended participatory learning evaluation and outlines the key deliverables and tasks, timeframes etc.

Introduction to the CYCC Programme

United Mission to Nepal, in support of Transform Aid International (formerly Baptist World Aid), has been implementing its Children, Youth and Communities for Change (CYCC) project over the last three years. As the project's first phase is now coming to an end, a participatory learning evaluation will be conducted in 2022. The CYCC project is being implemented in 8 wards of Mayadevi Rural Municipality of Kapilvastu in partnership with Sunshine Social Development Organisation (SSDO), Kapilvastu.

The CYCC project is designed based on the central theory that positive change for children arises out of complementary changes or outcomes at three levels: Children as agents of change, Enabled households, and Empowered communities. The changes in each of these groups contribute to children's well-being in four key areas: Survival, Development, Protection, and Participation. The CYCC project uses a participatory development approach to improve child well-being and increase child rights and life opportunities for children in poor communities. In this project, UMN and its partner organisation 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 the intended positive impact on child well-being informs all decision-making on project activities. Under this project, public schools, community and school-based child clubs, self-reliance groups (SRG) of women (in some cases mix too) and cooperatives are mobilised and strengthened. Village child protection committee (VCPC), health facility, local agriculture service centres are collaborated and mobilised through different project interventions. The project has used the following approaches and methodologies.

- Reaching the Poorest of the Poor: The graduation model (revised & contextualised version)
- Child rights approach/ Learner-centred approach
- Life stage and Focused or Targeted approach
- Strength and learning based
- Integrated and holistic / System based thinking
- Partnership, Process-based, and Conditional approach value-based approach/ Transformation in behaviour and attitude
- Asset-Based Community Development approach
- Model or module approach
- GESI Responsive approach
- Participatory Plan-Action-Reflection/Research

CYCC Connections

As part of the CYCC project, one of the important components is the CYCC connection which means the project has selected 1600 child partners and linked or connected them with the supporters in Australia. UMN conducts annual household surveys, photo-taking, and letter writing. They are also considered and mobilised to measure the progress of the community change and develop as a future change agent. The child partner management committees at schools and communities are selected, formed, and mobilised for child partner management. The CYCC project ensures the meaningful participation of child partners and family members in the project interventions.

CYCC Project Goal

The project goal of CYCC is: Mayadevi RM has enabled communities and empowered families, where children and youth are able to enjoy their rights (heard, protected, given the opportunity for their development, free from any type of discrimination and threats to survival) to attain their full potential.

Long-term outcomes	Intermediate outcomes	Outputs
By 2028, targeted children and youth from poor and marginalised families, including Dalits and Muslims, have experienced quality education.	1.1 By 2022, the targeted children and youth (both girls and boys) have access to school education	1.1.1 The targeted public schools, including ECDs of Mayadevi RM, are equipped with child-friendly education 1.1.2 School governance, management and leadership are improved in target schools. 1.1.3 Girls' access, particularly from Muslim communities, to formal school education is increased in Mayadevi RM.
	1.2 By 2022, increased responsiveness of local government on quality education.	1.2.1 Financial and technical supports of local government to improve quality education are increased in target schools.
By 2028, the poor and marginalised children, youth and women have opportunities to express their opinions and make decisions in accordance with their development ability.	2.1 By 2022, women and children both Boys and girls are provided with opportunities to meaningfully participate in relevant forums and committees.	2.1.1 The clubs and groups (such as child and youth clubs and women groups) including their networks are formed and strengthened in Mayadevi. 2.1.2 Targeted duty bearers and stakeholders (such as RM, schools and families) have increased knowledge and skills on women's rights, child rights and participation.
	2.2 By 2022, children, youths and women are equipped to engage in community development activities and raise voices for their participation.	2.2.1 Women from the targeted communities provided with capacity development training and support.
By 2028, the vulnerable groups	3.1 By 2022, child safeguarding and protection	3.1.1 The child protection committees at RM, wards and schools are established.

(children, women, girls, PWD etc.) from Mayadevi are able to respond to all forms of abuses and exploitations.	mechanisms are strengthened.	3.1.2 The level of awareness and capacity of duty bearers on child protection is increased.
	3.2 By 2022, duty bearers and right holders are strengthened to engage in stopping child protection issues (such as child labour, dowry and child/ early/ forced marriage practices).	3.2.1 The knowledge, skills and attitude of right-holders and vulnerable groups (children, women, girls, PWD etc.) on child protection are increased.
By 2028, community members particularly poor and marginalised families have access to quality health and WASH services in Mayadevi RM.	4.1 The targeted schools, communities and families have improved WASH facilities in Mayadevi RM.	4.1.1 Communities provided with knowledge and skills, additional sanitation and hygiene facilities.
	4.2 The quality of local health facilities and services including the capacity to deal with pandemics are improved.	4.2.1 Target communities and schools have the knowledge, skills and resources to respond to the impacts of pandemics including COVID-19. 4.2.2 Local health facilities provided with financial (including material) and technical supports
	4.3 Community members particularly poor and marginalised families are empowered to pursue public resources available to them.	4.3.1 Targeted community people and families have increased awareness of public health facilities and services.
By 2028, poor and marginalised communities and families of Mayadevi have improved and strengthened their livelihood conditions and options.	5.1 By 2022, poor and marginalised family members including youths have improved income generation alternatives.	5.1.1 Youths from marginalised groups and families provided with vocational and business planning skills for income generation.
	5.2 The targeted community and families have strengthened regular livelihood means such as agricultural production and /or animal husbandry.	5.2.1 Marginalised communities and families supported with improved agricultural technologies and irrigation facilities. 5.2.2 The families supported with improvised animal husbandry means and trainings (such as improved shed management etc.).
Child partner management system is functioning well.	6.1 Regular child partner administrations including child partner management committees in Mayadevi are functioning well.	6.1.1 The quality and practice of annual child partner administrations are improved.
	6.2 Child partner management system at UMN is strengthened.	6.2.1 Child partner data management system at UMN is improved.
The child and youth programming have systematic learning	7.1 Participatory Action Research (PAR) are conducted to learn and	7.1.1 PAR on three topics are conducted in Mayadevi to generate learning and evidence.

mechanisms through research and learning reflections to improve the quality of the project.	improve the overall quality of the program.	
	7.2 Regular learning and monitoring mechanisms at UMN are strengthened.	7.2.1 A mechanism for systematic learning collection, use and dissemination is established. 7.2.2 Established child and youth-led community-based monitoring committee in Mayadevi.
	7.3 The child and youth programming capacity of UMN and the project team is developed.	7.3.1 UMN staff and project team provided with capacity-building training and supports.

2. Evaluation design

This community-led participatory evaluation consists of both qualitative and quantitative mixed-method evaluation design where majorly three actors will play important roles a) external evaluator, b) community evaluators, and c) UMN/SSDO team. For qualitative that will focus on project results/ changes and learning will take the lead by community evaluators selected from the project communities. Detailed criteria will be developed to select community evaluators. For this, on top of ensuring evaluation quality/standards, the external evaluator, jointly together with UMN /SSDO team, will develop the required capacity of the community evaluators. The quantitative evaluation will carryout by both the external evaluator and UMN/SSDO team. To ensure methodological rigour in terms of steps and processes followed in this evaluation, UMN and TAI will refer to Rainbow Framework¹ (which also includes DAC criteria) and framework/ process of outcome harvesting² in harvesting the results and learnings of phase one.

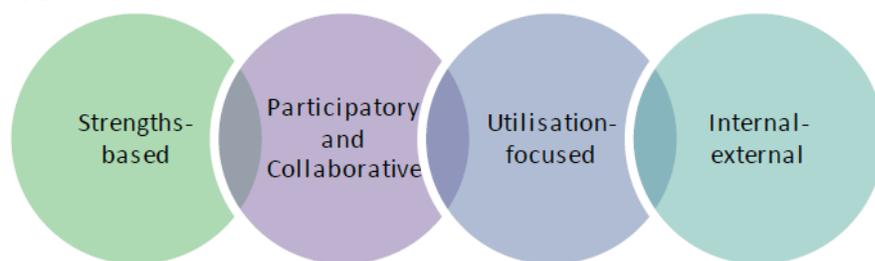


The selected external evaluator/consultant will carry out and support /facilitate focusing on three aspects a) desk-based review, b) developing capacity of community evaluators, and c) quantitative survey. Jointly with UMN/ SSDO, the community evaluators will focus on key evaluation questions and harvest the project results and learnings. Furthermore, the external evaluator/ expert, UMN/ SSDO, and community evaluators will jointly develop the evaluation report and prepare a summary document in phase 2 design and implementation.

1 <https://www.betterevaluation.org/sites/default/files/BetterEvaluation%20Rainbow%20Framework%207%20clusters%202013.pdf>

2 https://www.betterevaluation.org/en/plan/approach/outcome_harvesting

Approaches:



Strengths-based:

Taking a strengths-based approach to the P1E means looking for and acknowledging what is working well and then seeing how to build on and maximise those strengths for the next phase and beyond.

Participatory and Collaborative:

In line with the CYCC Project's overall approach to development, the evaluations will emphasise a meaningfully participatory process.

Utilisation-focused:

The P1Es are informed by principles of Utilisation-Focused Evaluation, which emphasises both the use of evaluation data and the participation of key stakeholders throughout the whole process.

Principles

1. The evaluation is participatory, locally owned, and inclusive: UMN, SSDO, and community members, especially children and young people are actively involved in the evaluation.
2. The learning that occurs is used for improvement and decision-making: It is essential that only information that is going to be useful and used by the community, UMN, SSDO and/or TAI be collected during the evaluation.
3. Evaluation activities are integrated into regular project and community activities.
4. Data collection methods take different perspectives and experiences into account: When designing and implementing data collection methods, a wide variety of stakeholder groups need to include so that different experiences and ideas are heard.
5. Ethical practices are used at all times during the evaluation: As with project implementation, all evaluations must be conducted respectfully and according to ethical principles and practices.

3. Scope of Evaluation:

Purpose of the evaluation

- Identifying and capturing changes made by the project in the first phase
- Assessing project achievement against outcomes and outputs
- Examine the effectiveness of overall project approaches, methodologies/interventions, and strategies (this is all about the process)
- Investigating integration of program activities and CYCC connections
- Learning and good practices
- Learning and improvement – identifying opportunities for improvement and revision of project interventions in Phase 2 by investigating key enablers and challenges as well as

harvesting learnings in implementation and progress towards the foundation of project sustainability and outcome/impacts in the communities.

Audience

There are a variety of audiences for the evaluations. These include:

- Children, youth, child partners, SRG, schools and community members
- Partner staff
- Project level stakeholders (e.g., Government, CBO's, INGO etc.)
- UMN program staff
- TAI program staff
- TAI supporter relations staff
- CYCC supporters

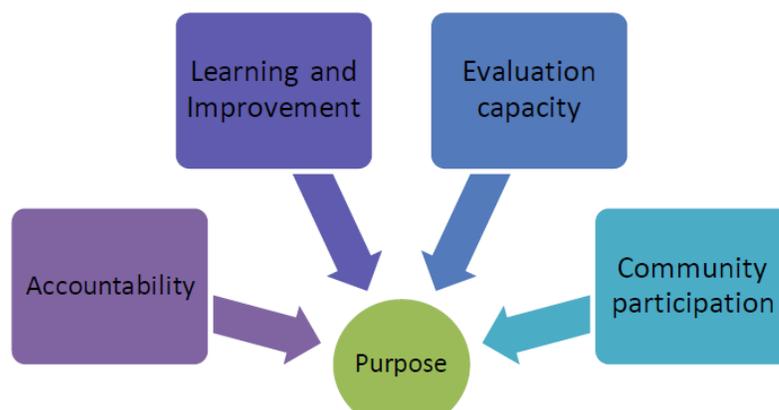


Figure 1: Purpose of the evaluation

4. Community-Led Participatory Evaluation:

In this community-led participatory evaluation, key stakeholders, especially the intended beneficiaries of a project, i.e., children and youths, in the design and implementation of the evaluation will be involved. This participatory evaluation will be carried out for major three reasons a) to empower beneficiaries to analyse better and improve their own situations, b) to produce local and reliable findings and recommendations and c) to harvest the project results and learnings. In this process, together with external evaluator /expert, UMN and SSDO will involve, facilitate, nurture, and create an environment community take the lead or work jointly to evaluate the project results and harvest the learning. For this, UMN will:

- Form a participatory learning evaluation team comprising beneficiaries, stakeholders, SSDO, and UMN. Refer to Annex 1 for how UMN and SSDO will ensure meaningful engagement of communities and stakeholders.
- Train and develop the capacity of the community evaluation team on an evaluation process/framework
- Work on and prepare the details /inception plan of the participatory learning evaluation
- Execute the community-led participatory learning evaluation
- Prepare the evaluation report
- Disseminate the finding with the wider community and stakeholders via different means such as organising sharing meetings, publishing reports, and distributing them

5. External Evaluation:

How external evaluator fits

An external evaluator will provide an outside, technical perspective and expertise in facilitating the participatory community-led evaluation. S/he can assist project staff in seeing beyond their own experience, offer insights from other places and other projects and play the role of technical advisor to the evaluation.

An external evaluator will carry out the desk-based review and facilitate capacity development training for community evaluators and UMN/SSDO team. Furthermore, the evaluator will support community evaluators in preparing data collection and carrying out the data analysis. The first

hard data collected from the field will be analysed by community evaluators in support /facilitation of the evaluator and UMN team and prepare draft findings in Nepali. Based on the data collected findings prepared by community evaluators, the evaluator will prepare a final report for UMN/TAI in English. Based on the key evaluation questions, desk-based review and TAI impact indicators, the evaluator and UMN team will prepare a list of the instruments to discuss and finalise with selected community evaluators. The project evaluations will use a mixed-methods approach of both quantitative and qualitative data collection and analysis.

Evaluations will be mainly formative evaluations as they identify areas to build on and/or improve for Phase 2 and will also include summative elements that look at the intermediate outcomes and progress towards the impact that can be seen so far. The CYCC project evaluations are to:

- Assess, and report on, the project objectives and intermediate outcomes by measuring the total outputs achieved and, more importantly, the performance against each intermediate outcome.
- Identify opportunities for improvement and learnings of project interventions and approaches in phase 2.

The evaluation will particularly focus on:

- **Effectiveness** – investigating overall progress towards outcomes, including changes in behaviour and relationships as well as children’s participation. The extent to which project activity achieves its intended objectives.
- **Sustainability** – reviewing the current level of community ownership and how project activities and/or intermediate outcomes can be strengthened in phases 2 & 3. Whether project structures and outcomes are likely to continue after funding has been withdrawn.
- **Relevance** – comparing outcomes with community issues identified in the initial project assessments and identifying any new issues. The extent to which the project activity is suited to the priorities, needs and policies of the target group, local government, UMN and TAI.
- **Efficiency** – project efficiency in regard to activities, cost, and outcomes. A measure of the outputs of a project in relation to inputs. Involves costing and comparing alternative approaches to achieving the same outputs in its most ‘pure’ form.
- **Participation and Inclusion (UMN’s Cross-cutting Issues):** The evaluation will also assess the extent to which UMN’s cross-cutting issues, namely, (i) gender, (ii) conflict sensitivity, (iii) environment and climate change, and (iv) disability have been considered in the design, implementation, monitoring and reporting of the project.
- **Influencing policy-** which aspects of the project, if any, could be used to influence child-related policy: (i) within Nepal; (ii) internationally?
- **Lessons to be learnt** - what approaches taken by the project can be regarded as innovative or as appropriate adaptations of good practice?

Key evaluation questions (Selected by the UMN)

1. What is changing for community members, especially children, due to their involvement in projects?
2. What changes are evident for the most vulnerable/marginalised children?
3. How are duty bearers using their new knowledge and skills to improve the well-being of children?
4. Which strategies should be continued in Phase 2 and which should be adjusted and/or stopped?

5. What strategies have been most effective to promote children's participation in their community?
6. What changes can be seen in relationships and power dynamics between children and adults within and outside the community?
7. What changes/benefits for the community can be seen due to increased child participation?
8. What capacity development opportunities/ supportive structures are in place to ensure that the project activities and changes are sustained beyond the life of the CYCC project?
9. Are there any new areas of relevance that the project should begin to address? (e.g. any issues that were not noticed in the initial baseline that need to be addressed)
10. What is the added value of using the CYCC approach to programming?

Relevance

1. To what extent were the activities and outputs of the project consistent with the original objectives and the attainment of the intended intermediate 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 CYCC project continue after UMN/TAI funding ceased?
2. What were the major factors which influenced the achievement or non-achievement of sustainability of the project?

Deliverables and key tasks

The deliverables of the CYCC project evaluation will be:

- A comprehensive evaluation plan to guide the evaluation will be developed by the evaluator with support from UMN and SSDO.
- A feedback session presented by the evaluator for UMN and TAI staff to discuss findings.
- The project evaluation report builds on the findings of the desk-based review and findings data analysis conducted. This will be produced by the evaluator; and
- A short summary paper on findings for the audience of children, household members and other community partners. This will be produced by the evaluator with support from UMN and SSDO. The evaluator will present evaluation findings at two levels a) among UMN programme staff and b) project community stakeholders at Mayadevi.

The key tasks required to enable the evaluator to achieve the deliverables include:

- Work with UMN and implementing partners to develop CYCC project-specific evaluation questions that link to the higher-level key evaluation questions.
- Conduct a desk review of CYCC project-level data/reports.
- Develop a comprehensive evaluation plan to guide the field evaluation.
- Design participatory 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 plan 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 organise an evaluation team to support the evaluation.
- Support/facilitate community evaluators to collect field data, entry, and analysis (including triangulation) of both quantitative and qualitative data.
- The evaluator will design instruments /questionnaires for quantitative study and carry out analysis and prepare a separate report.
- Prepare final evaluation report considering quantitative study report and qualitative study report and submit to UMN.
- Present a draft report to UMN and TAI staff for comment.
- Produce a final report and conduct a presentation of key findings for UMN and TAI staff.

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

Roles and expectations

External evaluator:

- Develop an evaluation plan
- Conduct quantitative study and facilitate community evaluators to carry out a qualitative evaluation based on the evaluation plan/framework agreed with UMN/TAI
- Work with UMN staff to increase evaluation skills
- Prepare evaluation report with technical recommendations
- Facilitate a day workshop on data analysis to UMN and local partner staff (if required)
- Follow and respect the UMN process, rules, and policies, e.g. child & vulnerable adult safeguarding policy, anti-corruption, fraud policy, etc.
- Flexible to change and re-plan the field visits based on local situation and context
- Review the current sustainability mechanisms in place in the project
- Provide technical advice and recommendations

United Mission to Nepal (UMN):

- Develop TOR for external evaluator
- Facilitate for external evaluator recruitment
- Work with an external evaluator to finalise the evaluation plan
- Coordinate local partner organisation for field visits of data collection
- Manage and provide country logistics as agreed with the evaluator
- Join along with evaluator during the field visit of data collection

- Provide feedback in draft reports submitted by the evaluator
- Make available project documents to evaluators

Transform Aid International (TAI):

- Facilitate evaluator recruitment process
- Review the proposal submitted by evaluators
- Provide support and guidance to UMN in the evaluation process
- Share findings internally and externally

Skills and experience required

Essential and desirable skills and experience

It is important that the external evaluator works in line with the principles and overall approaches of this evaluation framework, including working with local staff to conduct evaluation activities.

Specifically, the evaluator will need to:

- 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, an expert in the quantitative study
- Focus on program learning and improvement when presenting findings and recommendations
- Engage openly with the local community, listen to and synthesise varied perspectives
- Ensure children participate in the evaluation process
- Know aspects of quality education, group mobilisation approaches, school/community health, technical vocational education and training (TVET), and livelihood interventions.

The evaluator should have experience and skills in:

- monitoring, evaluation and learning methods and approaches; conducting community-based evaluations, preferably with children
- Knowledge and experience of community-led participatory evaluation
- Expert in mixed methods particularly quantitative study /research
- Working with long-term projects
- Working with child-centred programs (desired)
- Working with local staff to develop and conduct evaluations
- Cross-cultural sensitivity
- Project sustainability mechanisms and processes
- Technical knowledge and experience in relevant subject matter, e.g., child rights, child programming, right-based approach etc.
- Learning-oriented data processing, information analysis, and report writing
- Participatory processes, rural and social development, and issues such as Gender, Conflict Sensitivity, Climate change, and valuing children
- Commitment to accomplish the work within given deadlines

Costs

Costs to be covered by TAI/UMN

- Logistic related expenses
- Expenses of UMN and SSDO staff involved in evaluation activities
- Field visit; lodging, food and travel of external evaluator
- Consultancy fees

Costs to be covered by the evaluator

- Stationaries if any required

- The consultancy fees should be included in the proposal.

6. Ethical Considerations & Child Safeguarding

UMN encourages a culture of ethical practice in its work. The evaluation consultant and the team will be expected to think critically and reflect on 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
- **The benefit** of the evaluation for those that participate in it, that is, ensuring that the participants of the evaluation 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 authorisation from UMN.
- The evaluation team will be sensitive to local context and culture while carrying out the evaluation and present themselves with modesty and humility while dealing with issues related to women, children, disability, and marginalised groups.
- Any person found guilty of 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.

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 translator³ engaged by UMN for this evaluation will be required to complete Child Safeguarding documentation.

7. Timeline

This evaluation is planned to be completed by 7 June 2022

S.N.	Activities	No of days	Tentative timeline
For External Evaluation			
1	Submit evaluation proposal (technical + financial)		4 May 2022
2	Proposal review and finalize the evaluator(s)		5-6 May 2022
3	Communicate to the selected evaluator		6 May 2022
4	Contract agreement with the evaluator		9 May 2022
5	The evaluator submit the inception report/plan		
6	Desk-based review/evaluation		
7	Field preparation		

³ Where required

8	Meeting with the beneficiary /community/ stakeholders – Decide evaluation team		
9	Capacity building/training for the team		
10	Develop field-level data collection plan		
11	Carry out evaluation in the communities		
12	Data analysis		
13	Prepare a draft evaluation report		
14	Feedback workshop and finalise the report + presentation		
15	Submit final report to UMN & TAI		7 June 2022

8. Reports

Inception Report/Plan

The Consultant will prepare an inception report to operationalise and direct the evaluation. The inception report will describe how the evaluation will be carried out, bringing refinements, specificity, and elaboration to the Terms of Reference. It will be approved by the UMN team and act as the agreement between parties for how the evaluation will be conducted.

The inception report will address the following reporting elements:

- Overview
- Understanding of the assignment / Expectations of Evaluation (including restrictions / refinements to ToR)
- Roles and Responsibilities
- Evaluation Framework
- Evaluation Methodology (including tools and sample size of respondent groups and individuals)
- Data collection and analysis
- Reporting
- Work Schedule
- Budget

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 of 50 pages, excluding annexes, and should be written in English. It should contain an executive summary of a maximum of 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., the 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
- TAI impact indicators – refer annex for the details

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

9. 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 the commencement of the consultancy. UMN will prepare the budget for both external and internal evaluation.

10. Other

Acknowledgement and Disclaimer

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

Security

A risk assessment will be conducted by the 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. However, the evaluator /team will decide the travel plan and be responsible for all related security matters.

Ownership and confidentiality

The evaluation 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.

Submission of interest

Interested consultants are requested to submit an expression of interest which includes:

- CV
- Details of at least two referees
- A statement addressing the essential criteria
- Professional fee/cost
- 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 4 May 2022. The proposal received lately will not be considered in reviewing process.
- Email address to send proposal: consultants.meal@umn.org.np

Annexe 1:

Aspects	Questions or things to consider
<p>Manage: Manage an evaluation including deciding who will conduct the evaluation and who will make decisions about it.</p>	<ul style="list-style-type: none"> • Who should be invited to participate in managing the evaluation? Who will be involved in deciding what is to be evaluated? • Who will have the authority to make what kind of decisions? • Who will decide about the evaluators? Who will be involved in developing and/or approving the evaluation design/evaluation plan? • Who will undertake the evaluation? • What capacities may need to be strengthened to undertake or make the best use of evaluation?
<p>Define: <i>Develop a description of what is to be evaluated and how it is understood to work.</i></p>	<ul style="list-style-type: none"> • Who will reflect the theory of change of the project in evaluation? • Who will be involved in identifying possible unintended results (both positive and negative) that will be important?
<p>Frame: <i>Set the parameters of the evaluation – its purposes, key evaluation questions and the criteria and standards to be used.</i></p>	<ul style="list-style-type: none"> • Who will decide the purpose of the evaluation? • Who will set the evaluation questions? • Whose criteria and standards matter in judging performance?
<p>Describe: <i>Collect and retrieve data to answer descriptive questions about the activities of the project, the various results it has had and the context in which it has been implemented.</i></p>	<ul style="list-style-type: none"> • Who will decide whose voice matters in terms of describing, explaining, and judging impacts? • Who will help to identify the measures or indicators to be evaluated? • Who will collect or retrieve data? • Who will be involved in organising and storing the data?
<p>Understand causes: <i>Collect and analyse data to answer causal questions about what has produced the results that have been observed.</i></p>	<ul style="list-style-type: none"> • Who will be involved in checking whether results are consistent with the theory of change of the project? • Who will decide what to do with contradictory information? Whose voice will matter most and why? • Who will be consulted to identify possible alternative explanations for results?
<p>Synthesise: <i>Combine data to form an overall assessment of the merit or worth of the intervention, or to summarise evidence across two (several) evaluations.</i></p>	<ul style="list-style-type: none"> • Who will be involved in synthesising data? • Who will be involved in identifying recommendations or lessons learned?
<p>Report and support use: <i>Develop and present findings in ways that are useful for the intended users of the evaluation and support them to make use of findings.</i></p>	<ul style="list-style-type: none"> • Who will share the findings? • Who will be given access to the findings? Will this be done in audience-appropriate ways? • Which users will be encouraged and adequately supported to make use of the findings?

Annex 2:

TAI would like the consultant to map the data generated from this project evaluation to a minimum one of following TAI's impact indicators per each yellow highlighted category.

Child and Youth Well-Being	Number and % people, including children, adopting positive health practices
	Number and % who report an increase safety, participation and learning outcomes for children through attendance at child friendly schools
	Increase in the number and % of children and youth enrolled in school or accessing alternative education
	Increase in the number and % of children and youth accessing alternative education or vocational training
	Number and % of children and youth reporting that they can influence decision making for their well-being
	Number and % of people, including children and youth, from different stakeholder groups reporting a reduction of harmful practices (such as child marriage, corporal punishment, abuse, and neglect) related to child protection)
	Number and % of children and youth with increased access to sufficient and nutritious food
Economic Dignity	Number and/or % of household/people (including women, youth, and most vulnerable community members) with increased incomes
	Number and/or % of HHs reporting that their basic needs (e.g., access to sufficient and nutritious food, essential health services, education, and housing, increase in food security) are met.
Social Cohesion and Collective Action	Number and % of functional local structures (e.g., receiving support from government and other stakeholders, regular meetings etc.) addressing their individual/group and community developmental issues through different initiatives
	Number and % of people who report a significant increase in positive changes in their community as a result of their collective actions including advocacy efforts
Inclusion for All	Number and % of vulnerable and marginalised people who report greater inclusion in social, political, and economic life and that they are able to influence decision making to improve their well-being
	Number of community structures, including local government, reporting changes in their practices and policies or guidelines as a result of work with/for vulnerable and marginalised people.
Empowered Local Churches	Number of community people reporting an increase in positive perception of local churches as a result of development initiatives taken by churches
	Number of churches reporting an increased understanding and responsibility for holistic development/social gospel for their communities
	Number of people experiencing significant positive changes in their lives because of church based community development
Resilient communities	Increase in the % of the most vulnerable and marginalised that feel better prepared for, and able to respond to, crisis and withstand shocks
	Number of people that report greater resilience as a result of diversification of livelihoods and or increase in assets/income
Effective partner organisations	% of TAI partner organisations demonstrating maturing organisational capacity across key domains (such as safeguarding, financial management, governance, transparency, and accountability)

	Number and % of TAI partners reporting having an equitable and quality partnership with TAI
	Number and % of TAI partner organisations having increased decision-making power over financial matters (e.g., pre-agreed funding amounts for DM, partners managing financial risks)

Annex Three:

After completion of evaluation, consultant and partner are asked to assess some key evaluation questions with ranking scale from 1-10 (using prescribed questions). Before rating these questions, you will need to provide your narrative explanation on findings in each evaluation question.