



## Final Evaluation

### Terms of Reference (TOR)

<b>Country:</b>	<b>Yemen</b>
<b>Project title:</b>	<b>“Enhance equal access to quality education for out-of-school children, and improved access to vocational Education in conflict affected areas of Aden Governorate with inclusion of CoVID-19 protective measures, Yemen”</b>
<b>Project No.:</b>	<b>Care YEM2961/BMZ 2018.1863.2</b>
<b>Project holder:</b>	<b>CARE Germany</b>
<b>Approved budget:</b>	<b>2,250,000 Euro</b>
<b>Co-financer (line):</b>	<b>BMZ</b>
<b>Project period:</b>	<b>5<sup>th</sup> October 2018 – 31<sup>st</sup> March 2021</b>

#### 1. Introduction:

The humanitarian crisis in Yemen remains the worst in the world and four years of intense conflict, as well as severe economic decline and recent famine and cholera, has put millions at risk. According to the Humanitarian Needs Overview (HNO) of 2019, An estimated 80 per cent of the population – 24 million people – require some form of humanitarian or protection assistance, including 14.3 million who are in acute need. Severity of needs is deepening, with the number of people in acute need a staggering 27 per cent higher than last year. Two-thirds of all districts in the country are already pre-famine, and one-third face a convergence of multiple acute vulnerabilities. The escalation of the conflict since March 2015 has dramatically aggravated the protection crisis in which millions face risks to their safety and basic rights<sup>1</sup>.

CARE Yemen has been implementing the project “**„Enhance equal access to quality education for out-of-school children, and improved access to vocational Education in conflict affected areas of Aden Governorate with inclusion of CoVID-19 protective measures, Yemen“** with funds from BMZ from 5.10.2018 to 31.03.2021.

#### 2. Objectives:

The Overall Objective the project refers to the project impact on the population in the governorate and is framed as: **Improving access to quality education by creating a safe, child-friendly and equal learning environment for boys and girls affected by the conflict in Aden governorate, Yemen & Improving access to quality vocational Education through the rehabilitation of Vocational Training Institutes, capacity Building and equipping trainers..** The main purpose of the project is **to contribute to improved access to qualitative and alternative educational opportunities for 12,600 girls and boys affected by the conflict at primary and lower secondary levels in a safe, child-friendly and equal learning environment in Aden governorate.**

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<sup>1</sup> Yemen Humanitarian Needs Overview 2019

Main purpose	Indicator
<b>Contribute to improved access to qualitative and alternative educational opportunities for 12,600 girls and boys affected by the conflict at primary and lower secondary levels in a safe, child-friendly and equal learning environment in Aden governorate.</b>	<ul style="list-style-type: none"> <li>- 12,600 children learn in a safe and healthy educational environment that improved their emotional, mental and physical well-being. ( 45% Female , 55% Male ).</li> </ul>
<b>Contribute to improved access to quality vocational Education through the rehabilitation of Vocational Training Institutes, capacity Building and equipping trainers.</b>	<ul style="list-style-type: none"> <li>- 6,000 Students (45% female (2,700) and 55% male (3,300)) benefit from the rehabilitation of three 3 institutes and equipping of the labs.</li> <li>- 5,000 students attending special summer courses in the 3 institutes benefit from the rehabilitation and equipping of the labs.</li> </ul>

### 3. Outcomes:

The project will directly contribute to outputs as outlined below:

Intervention logic	Indicator
<b>Outcome 1: 12,600 children learn in a safe and healthy educational environment that improves their emotional, mental and physical well-being.</b>	
<b>Output 1:</b> 12,600 children learn in a safe and healthy educational environment that improves their emotional, mental and physical well-being	<ul style="list-style-type: none"> <li>- # of children (6-14 years) receiving in qualitative education in fragile context (female/male/IDPs)</li> <li>- % increase in enrolment rates of primary and lower secondary school children (female/male)</li> <li>- % reduction of early school leaving rate of children (female/male)</li> <li>- # of children who have received psychosocial support</li> <li>- # of disadvantaged pupils equipped with a sanitary kit or uniform</li> </ul>
<b>Outcome 2: Strengthened skills and equipment of teachers to provide child-oriented and qualitative educational opportunities in a conflictual environment</b>	
<b>Output 2:</b> 280 teachers and school management have improved knowledge, skills and are well equipped to provide child-oriented and quality education in a conflictual environment.	<ul style="list-style-type: none"> <li>- % of teachers and school staff with extended knowledge and skills in alternative education provision</li> <li>- # of trained teachers who use child-friendly and inclusive teaching methods</li> <li>- # of teachers who provide psychosocial support in schools</li> <li>- % increase in children successfully passing the final examination (primary and secondary school)</li> </ul>

Intervention logic	Indicator
<b>Outcome 3: Enhanced skills of educational actors to improve access to and quality of educational opportunities in the long term</b>	
<b>Output 3:</b> 50 employees of the Ministry of Education in Aden have enhanced skills to improve access to and quality of educational opportunities in the long term	<ul style="list-style-type: none"> <li>- # of employees of the Ministry of Education who have advanced skills to improve the quality of educational opportunities</li> <li>- # of school visits and advice provided by staff of the Ministry of Education</li> </ul>
<b>Output 4:</b> 400 (particularly) needy households have temporary employment and income opportunities to secure their basic needs	<ul style="list-style-type: none"> <li>- # of poor households that have generated a temporary income through CfW</li> <li>- # of households in need who have generated income through temporary employment</li> <li>- # of households that could cover their basic needs with additional income</li> </ul>
<b>Outcome 4: Improved access to quality Technical &amp; Vocational Education</b>	
<b>Output 5:</b> Improved access to quality TVET through rehabilitation of 3 technical institute, and provision of equipment's & furniture	<ul style="list-style-type: none"> <li>- # of # of technical institute that have been rehabilitated and provided with equipment's and furniture</li> <li>- % increase in enrolment rates of TVET</li> <li>- # of technical institute students benefiting from rehabilitation of 5 labs in 3 technical institutes</li> <li>- # of students participating in summer courses/schools</li> </ul>
<b>Output 6:</b> 150 secondary school graduates trained on one or more of the top 5 identified modules (through the Market Needs Assessment)	<ul style="list-style-type: none"> <li>- # of secondary school graduate students receiving different vocational trainings (based on the market assessment) in fragile context (female/male/IDPs)</li> <li>- % of secondary school graduates seeking TVET with extended knowledge and skills in different vocational trainings field (based on the market assessment). (female/male/IDPs)</li> </ul>
<b>Output 7:</b> 60 vocational institutes' trainers improved knowledge, skills and are well equipped to provide quality TVET trainings	<ul style="list-style-type: none"> <li>- % of institutes' teacher with extended knowledge and skills in vocational training provision methods</li> <li>- # of trained institutes' teacher who use gained skills to provide quality TVET training</li> </ul>
<b>Outcome 5: Improved Preparedness and Preparedness to COVID-19 mitigation</b>	
<b>Output 8:</b> 14,839 students (30% female and 70% male) and 715 teachers (60%women and 40% men) from the schools have access to hand washing facilities/cleaning materials and accessories, including clothing, for personal protection against COVID-19	<ul style="list-style-type: none"> <li>- # school-age children and # teachers use the hand washing facilities and cleaning products</li> <li>- # school-age children and # teachers use protective clothing and masks to protect against CoVID-19</li> </ul>

Intervention logic	Indicator
<p><b>Output 9:</b> Two quarantine hospitals and three health centres are adequately supported and prepared to treat CoVID-19 patients</p>	<ul style="list-style-type: none"> <li>- # Quarantine hospitals and health centres to strengthen health services are supported</li> <li>- # CoVID patients were treated in the centres and health centres.</li> </ul>
<p><b>Output 10:</b> Initiatives by young people to raise community awareness and reduce the risk of infection with COVID-19 have received technical and financial support.</p>	<ul style="list-style-type: none"> <li>- # Initiatives initiated by young people are supported with grants of # €.</li> <li>- # persons reached by initiatives</li> <li>- # persons reached by TV&amp;radio</li> </ul>

#### 4. Purpose of the evaluation:

The primary aim of the independent evaluation is to use impact analyses and a target-actual comparison to determine the project outcomes and impacts (direct and indirect, short, medium and long-term, intended and unintended). The evaluation will mainly assess the relevance, efficiency, effectiveness, impact, and sustainability of the project in light of its objectives and provide recommendations for future programming.

The project's final evaluation will verify the progress achieved by the project against the baseline. The purpose of the final evaluation is primarily:

1. To provide evidence-based information on performance of the project against the intervention logic and existing project and program indicators;
2. Identify and assess key internal and external factors (positive and negative) that have contributed, affected or impeded the achievement, and how CARE and the partner managed these factors.
3. Evaluate the program model and operational approach in terms of evaluation criteria: relevance, efficiency, effectiveness, impact, sustainability.
4. To assess the replicability of the interventions and sub-sequent outcomes in other similar settings.
5. To document lessons learned and provide evidence-based recommendations to modifications to ensure the achievement of these objectives within the lifetime of the project.

#### 5. Scope of evaluation and evaluation questions:

The geographical scope of the evaluation is Crater, Altawahi, Sheikh Othman und Dar Saad of Aden Governorate. The technical scope of the evaluation is to assess the relevance, efficiency, effectiveness, impact and sustainability of the project.

#### OECD DAC guiding evaluation criteria:

**Relevance:** Relevance looks at the design of the project and assess the extent to which the stated project objectives address the identified problems or stakeholder needs.

- Is the project design (outcomes, outputs and activities) relevant to addressing underlying causes of the identified problems? Do the outputs contribute to the achievement of the outcomes and subsequently. Do the outcomes contribute to achieving the overall objective?
- Is the project relevant to the objective of Yemen's Humanitarian Response Plan and how?.
- What alternative strategies would have been more effective in achieving its objectives?

**Efficiency:** Efficiency includes the analysis of the cost/benefit ratio for the overall project relating to the relationship between "impacts/outcomes" and "inputs", the analysis of the cost/benefit ratio for the individual measures applies to the relationship between "input" and "outputs". In the analysis of the efficiency of the individual measures, calculations of efficiency of the measures themselves (if applicable including calculations of the contribution to the variable gross margin) should be considered.

- Analyze the allocation of resources (funds, human resources, time, expertise etc.) and usage to achieve outcomes? Are the management capacities adequate - i.e. management of personnel, project properties, communication, relation management with elders, community leaders, other development partners, etc
- In general, do the results achieved justify the costs (human resources, time, energy, money, materials)? Have project funds and activities been delivered in a timely and qualitative manner?
- Analysis of the cost/benefit ratio for the individual measures (relationship between "input" and "outputs")
- Is there a clear understanding of roles and responsibilities by all parties involved?
- Did the project receive adequate technical and administrative support from the donor and CARE?

- Review and assess the quality of the project monitoring and evaluation system. Assess the appropriateness of the indicators (OVI's) including any changes made to these OVI's during the course of project implementation. Also review the overall monitoring process; e.g. how many field visits/trainings have been conducted? How have findings been integrated into the project?
- Check whether the data has been systematically recorded, but also whether it is being used by the project management.
- Review of the "Monitoring, Evaluation and Learning Approach" (MEAL) applied for the project and feasibility against the political frame work and the CoVID-19 pandemic. How was MEAL adapted to the challenges of accessibility.
- What are the strengths, weaknesses, opportunities and threats of the project implementation process?

**Effectiveness and outcomes:** Effectiveness includes quality assessment of project preparation, planning, steering and execution as well as analysis of the holder. Present the evaluation of project outputs based on the planning matrix and the indicators relating hereto (planned / executed) and include gender, age, and disability aspects as well as protection mainstreaming.

- Assess the project achieved outcomes against planned outcomes and describe the outcomes (qualitatively / quantitatively).
- Assess the involvement of target groups in project preparation, implementation, monitoring, and feedback.
- Analyse the occurrence of planned assumptions and risks, unexpected risks which developed and adjustments in the planning to mitigate the deviation.
- What approaches the project has followed to mainstream gender, age, disability, and protection and what was the impact of the project on gender equity and related issues.
- How effective were the strategies, methodologies and activities used in the implementation of the project?
- What were the supporting factors and barriers that affected these achievements? Which effect had the CoVID-19 outbreak on the project (quantitative/qualitative)
- How did the project coordinate with and/or complement other similar actions in the field - geographical and thematic? Was there any overlap?
- Which actions have been most successful in addressing gender inequalities and why?
- Has the project followed conflict sensitivity approach in the various stages of the project so as to not create/trigger conflict due to the implementation of the project?
- Analyse the Risk management of the project during implementation based on the the Risk management matrix.

**Direct and indirect outcomes and impacts:** This is the focus of the evaluation. The most important aspect is the "use" and the "benefit" of the project for the respective target group. Suitable participatory methods should be used to analyse the impact from the perspective of the target groups.

- How is the project output used by the target groups and sustained/connectedness into recovery/long-term interventions?
- What direct outcomes (intended and unintended impacts; positive and negative impact) emanate from the project in particular economic, socio-cultural, structure-forming (including established self-sustaining capacities) and environmental outcomes
- Local capacity building: How far was the project able to strengthen local stakeholders, communities, government, youth groups (and other relevant groups) and provide suggestions to further improve their capacities.

**Sustainability:** should assess the extent to which the benefits of a project is maintained after formal support has ended. Sustainability includes various dimensions (financial, economic, social and environmental) with focus on the continuation of the overall value of the intervention.

- Is there an enabling environment that supports ongoing positive impacts?
- To what extent are the outcomes and results of the project likely to be sustained after the completion of the project?
- What are the contributing factors and constraints that require attention in order to improve prospects of sustainability of the project outcomes and the potential for replication of the approach?
- How were capacities strengthened at the individual and organizational level (including the institutional, legal and policy framework)?

## **6. Methodology:**

A mixed methods including desk review, key informant interviews, sample survey, and observation using simple but numerically sensitive tools to collect data will be utilized. The sample size must be statistically representative of the population. The analysis will involve statistical and content analysis using appropriate packages as deemed fit by the consultant. The analysis among others should show trends and should be disaggregated by gender, age, and disability (to the extent possible). A sampling techniques consistent with the baseline will be used for comparability with baseline performance and target. The methods and work of the consultant must be coordinated with the local authorities and it is always possible that the authorities do not consider certain aspects to be feasible due to the security situation.

The methodology should be designed to mitigate against the numerous risks and challenges in the context, which will be discussed in more detail during inception phase, but include risks coming under the umbrellas of beneficiary, staff, partner, and asset security and safety; operational (access, borders, communications, trust); financial, reputational, aid diversion, corruption, fraud, and terrorism. Finally, CARE will be seeking to work to the principles of evaluation. Specifically, and not outlined/specified elsewhere in this ToR:

- Independence: measures should be put in place to prevent bias.
- Usefulness: Evaluation findings must be articulated clearly and in a way that maximizes the potential for these findings to inform decision-making.
- Representativeness: Evaluations should strive to include a wide range of beneficiaries, including from different genders, age groups, ethnic groups and locations (e.g. urban and rural) as relevant to the project.
- Gender sensitiveness: Evaluations must be gender sensitive and also, where possible, try to assess the intended or unintended effects of the project on gender relations.
- Conflict sensitivity: Evaluations must be conflict sensitive and also, where possible, try to assess the intended or unintended effects of the project on the conflict. The work of Search for Common Ground will inform this element.
- Disability sensitivity: Evaluations must consider issues of mental and physical disability and, where possible, assess the intended or unintended effects of the project on those living with a disability.

## **7. Tasks:**

The consultant will undertake the following tasks:

1. Lead the development and design of the methodology, assigning appropriate roles to the overall consultancy and project team.
2. Conduct meetings with key program staff of CARE.
3. Develop the inception report, including data collection tools (including translation into Arabic) and number of KIIs, FGDs, HHs survey to be conducted in target governorate.
4. Conduct desk reviews of secondary information and project documents including the project proposal and any other relevant documents.

5. Obtain feedback on data collection tools from key program staff and finalize draft data collection tools to be tested
6. Train enumerators who will pre-test the data collection tools. If necessary, make final adjustments to data collection tools in consultation with the program team.
7. Collect data from a representative sample of individuals from the target groups and key project relevant stakeholders using key informant interviews (KII) and Focus Group Discussions (FGDs)
8. Data processing (data entry, verification and analysis);
9. Carry out the study and gather, collate, clean, and analyze the findings through triangulated multi-level analyses, presenting them in a draft report to be submitted
10. Presentation of findings and recommendations to and validation by key stakeholders
11. Finalize the report incorporating feedback and submission of final report.

**8. Deliverables and time-frame:**

The consultants will produce the following specific deliverables after signing the contract. The consultant will provide regular briefings to CARE Yemen and will report his/her preliminary findings before leaving the field.

<b>Deliverable</b>	<b>Days</b>
1. Methodology, including work plan and draft data collection tools	2 days
2. Training of enumerators and finalization of tested data collection tools	2 days
3. Fieldwork and draft report, including all annexes (see below)	10 days
4. Feedback from CARE	2 days
5. Presentation of findings and recommendations to CARE, partners, and/or other key stakeholders for verification/ validation	1 day
6. Final report, including all annexes (see below)	3 days
<b>Total days</b>	<b>20 days</b>

The draft and final report will have the following structure:

1. Executive Summary (max. 2 pages)
2. Introduction.
3. Methodology.
4. Analysis and findings of the study
5. Conclusions and recommendations
6. Annexes
  - a. Performance indicator tracking table reflecting the benchmark value for each outcome indicator
  - b. Relevant maps and photographs of the study areas
  - c. Bibliography of consulted secondary sources
  - d. Finalized data collection tools (in English and Arabic)
  - e. List of key informants
  - f. Raw data in an agreed format

The consultant needs to produce three hard copies of all deliverables. The final report will also be provided in electronic copy (both PDF and MS Word format). A full clean dataset in MS excel must also be provided to Care.

The consultancy is expected to take place in the months of July-August 2021 in a total of 20 working days, including preparation, evaluation design, lessons learned workshop, report writing and presentation of findings and recommendations to CARE Yemen and external stakeholders.



## 9. Expertise required:

The evaluator should be an experienced and independent consultant with the following expertise:

- Advanced university degree in International Development, Social Sciences or any other related field with a minimum of 5 years of professional in international development and project evaluation.
- Demonstrated experience in assessments and/or evaluations of interventions.
- Excellent understanding of humanitarian response programming, Education and gender issues.
- Have an understanding of operating conditions in an insecure environment, i.e. the conflict and operational context in Yemen
- Advanced analytical and report writing skills.
- Be willing to travel extensively in the working areas of the project.
- Fluent in English and Arabic (both reading and writing).

## 10. Management of the consultancy and logistical support:

The consultant shall adhere to the “Do No Harm” principle and any other humanitarian principles. The principal contacts for this consultancy will be CARE’s BMZ Program Coordinator. CARE Yemen will provide all reasonably available secondary information as the Consultant may require to perform his/her obligations under this Agreement. The consultant (s) will be responsible for all logistical arrangements for fieldwork. All data gathered in the field is property of CARE International in Yemen. The consultant shall ensure at all times the confidentiality of data and respect the privacy of all individuals concerned. The Consultant will operate within CARE’s established security systems.

## 11. Terms of payment:

The terms of the consultancy payment will be according to the following:

- **20%** upon receipt of the methodology and tools accepted by CARE and an invoice for payment
- **30%** upon receipt of the draft report accepted by CARE and an invoice for payment.
- **50%** upon receipt of the final presentation and final report accepted by CARE and an invoice for payment.

## 12. Application process:

The deadline for submission of applications is **30<sup>th</sup> of June, 2021**. All applications should include the following:

- **Cover letter** (maximum 1 page) stating the candidate’s availability during the months of July-August 2021 and **updated CV’s** including **three references** with contact details.
- **Technical proposal:** Which should include **(i)** brief explanation about the Consultant with particular emphasis on previous experience in this kind of work; **(ii)** profile of the Consultant to be involved in undertaking the evaluation, **(iii)** Understanding of the TOR and the task to be accomplished, **(iv)** draft plan, and **(v)** COVID 19 and other potential risks with their mitigation plan.
- **Financial Proposal:** Which should incorporate all costs related to the survey, which include consultancy fees, logistic-related costs (such as vehicle rent and fuel), and stationeries.
- **Copy of firm’s** legal documents (valid tax ID, commercial registration etc.) and firm’s profile.

Any questions related to this solicitation must be sent to the email [YEM.consultancy@care.org](mailto:YEM.consultancy@care.org). Please expect a response within 3 business days.

Interested firms should submit their applications in sealed envelopes to the Country Office not later than **30th of June, 2021 before 4:00pm**.

**Note:** Technical proposal will be rated 80% and financial proposal will be rated with 20%

Applications will be evaluated based on the following criteria:

- Technical experience and expertise
- Quality of proposal
- Cost-effectiveness of proposal

## **Annex: Evaluation - Table of content**

### 1. Executive Summary (max. 2 pages)

- 1 Brief description of the project and framework conditions
- 2 Relevance
- 3 Effectiveness
- 4 Efficiency
- 5 Outcomes and impacts
- 6 Sustainability
- 7 Most important recommendations
- 8 General conclusions and “lessons learnt”

### 0 Introduction

- 0.1 Reason and aim of the evaluation
- 0.2 Evaluation methods

### 1 Description of the project

- 1.1 Brief project description
- 1.2 Framework conditions
- 1.3 Brief description of the target group

### 2 Relevance

- 2.1 Relevance to core problems of the target group
- 2.2 Relevance to the objectives of Care Yemen/Germany
- 2.3 Relevance to the objectives of the partner country

### 3 Effectiveness

- 3.1 Achievement of project purpose
- 3.2 Project planning
  - 3.2.1 Quality of the project planning matrix
  - 3.2.2 Analysis of the results chain
  - 3.3.3 Appropriateness of staff, material and financial planning
- 3.4 Quality of the analysis of project holder
  - 3.4.1 Organisational structure and focal points of work
  - 3.4.2 Staff, equipment and logistics
  - 3.4.3 Project steering and financial administration
- 3.5 Steering by the head office, regional office and cooperation with the project holder
- 3.6 Quality of the project execution
  - 3.6.1 Presentation and evaluation of the project outputs and activities
  - 3.6.2 Involvement of the target group
  - 3.6.3 Overall evaluation of the execution
  - 3.6.4 Occurrence of assumptions and risks

### 4 Efficiency

- 4.1 Cost/benefit ratio for the overall project
- 4.2 Cost/performance ratio for the individual measures
- 4.3 Quality of the internal project M&E system
- 4.4 Other aspects

### 5. Direct and indirect, short, medium and long-term outcomes and impacts

- 5.1 Use of Outputs / Outcomes
  - 5.1.1 Economic outcomes
  - 5.1.2 Socio-cultural outcomes
  - 5.1.3 Organisational and institutional/political outcomes
  - 5.1.4 Environmental outcomes

## 5.2. Impacts

5.2.1 Economic impacts

5.2.2 Socio-cultural impacts

5.2.3 Organisational and institutional/political impacts

5.2.4 Environmental impacts

## 7 Conclusions and recommendations

7.1 Project specific conclusions

7.2 Recommendations

## 8 General conclusions

8.1 Important lessons learnt

8.2 Positive examples from the project (good practice)

## Annexes

- a. Performance indicator tracking table reflecting the status on each indicator against target and previous results, if any
- b. Relevant maps and photographs of the study areas
- c. Bibliography of consulted secondary sources
- d. Finalized data collection tools (in English and Arabic)
- e. List of key informants
- f. Raw data in an agreed format