

# Terms of Reference

## Mid-term evaluation of Plan International Belgium's DGD-funded 5-year programme (2022-2026)

### Table of contents

#### Table of Contents

<b>1.0 About Plan International</b> .....	4
<b>2.0 Background</b> .....	6
<b>3.0 Aim of the mid-term evaluation</b> .....	9
3.1 Why are we conducting a mid-term evaluation?.....	9
3.2 For whom are we conducting a mid-term evaluation and what will it be used for?.....	10
<b>4.0 Approach of the mid-term evaluation</b> .....	10
4.1 Integrate a Participatory Component in the Evaluation.....	10
4.2 Move away from the OECD DAC criteria to focus on gender and inclusion .....	12
<b>5.0 Evaluation Objectives and Questions</b> .....	12
<b>6.0 Methods for Data Collection and Analysis</b> .....	15
—6.1 Methodological requirements.....	15
<b>7.0 Ethics and Child and Youth Safeguarding</b> .....	15
<b>8.0 Key Deliverables</b> .....	17
<b>9.0 Timeline</b> .....	17
<b>10.0 Budget</b> .....	18
<b>11.0 Expected Qualifications</b> .....	19
11.1 Requirements for the leading team.....	19
11.2 Requirements for the evaluators based locally (country or subregional level).....	19
<b>12.0 Contact</b> .....	20
<b>12.0 Applications</b> .....	20

## Acronyms

AoGD	Area of Global Distinctiveness
CAY	Children, Adolescents and Youth
CBCPM	Community Based Child Protection Mechanism
CO	Country Office
CRC	Convention on the Rights of the Child
DGD	Directorate-General for Development Cooperation and Humanitarian Aid
GBV	Gender Based Violence
GDPR	General Data Protection Regulation
IQE	Inclusive, safe, and quality education
M&E	Monitoring and Evaluation
MERL	Monitoring, Evaluation, Research and Learning
NO	National Organization
OECD	Organisation for Economic Co-operation and Development
OECD DAC	OECD Development Assistance Committee
PfV	Protection from Violence
PI	Plan International
PwD	People with disability
SGBV	Sexual and gender-based violence
SOYEE	Skills and Opportunities for Youth Employment
ToC	Theory of Change
ToR	Terms of Reference
VAT	Value Added Tax
YSLA	Youth Saving and Lending Association



## 1.0 About Plan International

We strive to advance children's rights and equality for girls all over the world. As an independent development and humanitarian organisation, we work alongside children, young people, our supporters, and partners to tackle the root causes of the challenges facing girls and all vulnerable children. We support children's rights from birth until adulthood and enable them to prepare for and respond to crises and adversity. We drive changes in practice and policy at local, national, and global levels using our reach, experience, and knowledge. For over 80 years we have been building powerful partnerships for children, and we are active in over 75 countries.

Plan International Belgium is one of Plan International's 75 local offices. As a national organisation, we have a double mandate. We mobilize resources to implement projects in the global south, through Plan International's Country Offices (COs). Our support goes to development projects and/or humanitarian interventions focussing mainly on Protection from Violence (PfV), Inclusive, safe, and quality education (IQE) and Skills and Opportunities for Youth Employment (SOYEE), located in 14 countries. Secondly, we implement our own activities in Belgium where we work with children, adolescents and youth, schools and universities, civil society organisations, policy makers, etc.

More information can be found on our website (in FR/NL): [Plan International: égalité pour les filles et droits de l'enfant](https://www.planinternational.be/nl/over-plan) (or <https://www.planinternational.be/nl/over-plan>).

### Plan International Glossary

**Disability:** The term "persons with disabilities" is used to apply to all persons with disabilities including those who have long-term physical, mental, intellectual or sensory impairments that, in interaction with various attitudinal, environmental and institutional barriers, hinder the full realisation of their rights as well as their full and effective.

**Empowerment** is a strategy to increase girls', boys' and young people's agency over their own lives, and their capacity to influence the relationships and social and political conditions that affect them. Lack of power is one of the main barriers that prevent particularly girls and young women from realising their rights. This can be overcome by a holistic and sustainable strategy of empowerment, involving girls, boys, and young people in changing gender norms to the benefit of all. Gender-based empowerment focuses on promoting simultaneous change in norms, attitudes and behaviours; social and economic resources and safety nets; as well as policy frameworks and budgets. It is a core strategy of any effective work promoting gender equality and inclusion. While empowering girls and young women is key if promoting their rights, it is also essential to engage boys and young men as partners and co-beneficiaries in the realisation of gender equality. Gender norms and stereotypes often privilege boys and young men; however, their behaviours and decision-making are also constrained and shaped by rigid social and cultural expectations. Men and boys can play an important role in overcoming gender inequality and discrimination both as power holders and as beneficiaries of change.

**Gender** reflects the norms, expectations and beliefs about the roles, relations and values associated with different genders, including female and male, in a specific society. Gender plays a significant role in defining relationships and power dynamics between and among people, and in shaping people's barriers and opportunities. In most societies there is a binary understanding of gender (with just two options - 'female' and 'male, or 'feminine' and 'masculine'). This does not accurately reflect people's diverse identities and tends to make invisible some of the specific forms of exclusion faced by LGBTIQ+ people.

**Gender-based violence** is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e., gender) differences between male and females. It includes acts that inflict physical, sexual, or mental harm or suffering, threats of such acts, coercion and other deprivations of liberty. These acts can occur in public or in private. The term "GBV" is most used to underscore how systemic inequality between males and females, which exists in every

society in the world, acts as a unifying and foundational characteristic of most forms of violence perpetrated against women and girls. The term “gender-based violence” also includes sexual violence committed with the explicit purpose of reinforcing gender inequitable norms of masculinity and femininity.

**Gender equality** means that all persons, regardless of their gender enjoy the same status in society; have the same entitlements to all human rights; enjoy the same level of respect in the community; can take advantage of the same opportunities to make choices about their lives; and have the same amount of power to shape the outcomes of these choices. Gender equality does not mean that women and men, or girls and boys are the same. Women and men, girls and boys, and individuals with other gender identities have different but related needs and priorities, face different constraints, and enjoy different opportunities. Their relative positions in society are based on standards that, while not fixed, tend to advantage men and boys and disadvantage women and girls. Consequently, they are affected in different ways by policies and programmes. A gender equality approach is about understanding these relative differences and intersecting identities, appreciating that they are not rigid and can be changed. It is important to keep these differences and intersecting identities in mind when designing strategies, policies, programmes and services. Ultimately, promoting gender equality means transforming the power relations between women and men, girls and being fair to produce equal and measurable outcomes.

**Gender Transformative Approach** refers to Plan International's commitment to contribute to gender equality and inclusion by explicitly tackling the root causes of gender inequality, particularly unequal gender power relations, discriminatory social norms, and legislation, in all our work.

**In all their diversity:** The term “in all their diversity” is used throughout the Gender Transformative Marker. Diversity acknowledges that everyone is unique. It means recognising, accepting, celebrating, and finding strength in individual differences such as gender, age, nationality, race, ethnicity, ability, sexual orientation, socio-economic status, religious beliefs, political beliefs, or other ideologies.

**Inclusion** is about bringing people into a process in a meaningful manner. It is the process of improving the terms for individuals and groups to take part in society and to fully enjoy their rights. It requires addressing the root causes of exclusion and understanding how intertwined the roots of different forms of exclusion are. Inclusion involves improving the opportunities available to girls, boys, youth, in particular those who are vulnerable and excluded, including children with disabilities, who are excluded based on the social groups they identify with or are associated with, as well as respecting their dignity.

**Sexual and gender-based violence** refers to any act that is perpetrated against a person's will and is based on gender norms and unequal power relationships. It encompasses threats of violence and coercion. It can be physical, emotional, psychological, or sexual in nature, and can take the form of a denial of resources or access to services. It inflicts harm on women, girls, men and boys.

**Social norms:** Norms are shared beliefs about what is typical and appropriate behaviour in a group of people, including women, girls, men, and boys. Around the world, social norms on gender shape the unequal status of women and girls and the expectations of their role in society.

## 2.0 Background

The “DGD Programme”, named after its main donor, the Directorate-General for Development Cooperation and Humanitarian Aid, or DGD, aims to contribute towards the economic and social empowerment of adolescents and young people, especially adolescent girls, and young women as key priority. The DGD programme started in 2022 and will run until 2026. The programme is implemented in 8 countries by the Plan International Country Offices (or COs) and includes over 14 local partners and networks.

Below is a description of the DGD Programme and the expected Outcomes.

<b>Country and region</b>	<b>Outcome statement</b>	<b>Programme Period</b>
Belgium, across the country	Belgian society and political leaders support the recommendations co-constructed with Plan's young activists in favour of children's rights, girls' rights and gender equality in the context of international solidarity and the sustainable development goals.	Jan 22 – Dec 26
Bolivia, La Paz (3 communes) and Santa Cruz de la Sierra (3 communes)	Adolescents and youth, especially adolescent girls and young women (ages 15 to 24), benefit from vocational and life skills training, improve their opportunities for economic and social empowerment, resilience, gender equality and inclusion in environments free from discrimination, exploitation and violence.	July 22 – June 26
Niger, Dosso and Maradi (50 villages)	Adolescents and young people, especially adolescent girls and young women (aged 10-24), are economically and socially empowered to thrive in a protective, gender-equal environment, and gain access to decent, sustainable economic opportunities.	Jan 22 – Dec 26
Vietnam, Quảng Trị (9 communes) and Lai Chau (5 communes)	Adolescent and young people, especially ethnic minority adolescent girls and young women (11-24) are economically and socially empowered to learn and thrive in a protective environment and live free from violence including in school and professional environment.	Jan 22 – Dec 26
Benin, Atlantique (5 communes), Littoral (1 commune) and Atacora (5 communes)	Adolescents and young people, in particular adolescent girls and young women (aged 10 to 24), benefit from inclusive quality education or vocational training and become economically independent, in a protective and gender-equal environment.	Jan 22- Dec 26
Ecuador, Los Rios (9 communes)	Adolescents and youth, particularly adolescents and young women aged 10 to 24, improve their opportunities for socio-cultural and economic empowerment in more resilient and violence-free	June 22 – May 26

and Bolivar (8 Communes)	environments in rural communities of Bolivar and Los Rios, Ecuador.	
Senegal, Thiès (11 communes) and Kaolack (16 communes)	Adolescents and young people, especially adolescent girls and young women (aged 10-24), thrive and are protected, including in school and work environments, and gain access to sustainable educational, Professional and economic opportunities.	May 22 – April 26
Tanzania, Ilemela and Nyamagana (2 districts) in Mwanza	Adolescents and young people, especially adolescents' girls and young women, are empowered to thrive in a protective and gender-equal environment, transition successfully through primary and lower secondary levels and pursue decent work opportunities in Mwanza region.	Aug. 22 – July 26

Below is a description of the target groups and programme participants, as in the proposal to the donor:

Country	Target groups	Beneficiaries
Belgium	<ul style="list-style-type: none"> <li>300 young activists in Belgium, in all their diversity, aged 10 to 24, divided into three groups: 10 to 12 yo, 12 to 18 yo, and 18 to 24 yo</li> <li>100 committed citizen volunteers</li> </ul>	The beneficiaries of this outcome are, firstly, the young people in Belgium, particularly the girls, whose leadership and agency will be strengthened by the support provided by PIB, and the policymakers through the sharing of expertise. Secondly, in terms of impact, the beneficiaries are the AYAs in the partner countries, who will benefit from better support from Belgian cooperation actors thanks to the mobilisation of AYAs and policymakers in Belgium.
	<ul style="list-style-type: none"> <li>8 schools</li> <li>Actors from the school world</li> <li>100 political leaders</li> <li>200 players from organised civil society and youth organisations</li> <li>General public (18,000 young people)</li> <li>the media.</li> </ul>	
Bolivia	The target population of the programme are 2,742 adolescent girls and young women (15-24 years old) and 2,353 adolescent boys and young men of the same age, from 6 rural municipalities in the departments of La Paz and Santa Cruz, where there are limited possibilities for social and economic development, allowing them to achieve their integral development. The involvement of 365 fathers, mothers, local authorities, teachers, and facilitators is essential for the economic and social empowerment of the target groups.	During the implementation of the programme using digital media, dialogues, awareness-raising and communication strategies, it is expected to reach the population of the municipalities in which the programme will be implemented, with a total of 36,780 people.
Niger	The programme directly targets 11,500 adolescent girls and young women and	Indirect beneficiaries are children, adolescents and young people

	<p>9,000 adolescent boys and young men (aged 10-24) in the programme area who are in or out of school and at risk of violence and discrimination, particularly GBV and child marriage.</p> <p>The programme also targets parents, teachers, community and religious leaders, CBCPMs and local councillors through training, dialogue and capacity-building, i.e. 365 women and 675 men who are responsible for a safe and inclusive environment.</p>	<p>who are not directly targeted by the activities, community members, mayors, decentralised government technical services, etc. through awareness-raising, community dialogue, advocacy efforts, etc., i.e. a total of 40,106 individuals (24,046 girls/women and 16,060 boys/men).</p>
Vietnam	<p>4,584 Ethnic Minority adolescents and youth (11-24) from which 650 adolescent and young women and 250 adolescents and young men will directly be targeted by activities. They are particularly vulnerable to violence and discrimination, their civic, social rights are not respected.</p> <p>Target groups are also 200 teachers in lower and higher secondary schools, 40 TVET Centers trainers, 120 local employers, 140 commune health workers, 800 parents being strategic actors contributing to the empowerment of youth.</p>	<p>The total beneficiaries of the project are 27,623 community members at large in Kon Tum and 56,162 community members at large in Quang Tri from which:</p> <ul style="list-style-type: none"> <li>• 5,670 parents</li> <li>• 909 teachers in lower and higher secondary education</li> <li>• 406 commune health workers</li> <li>• 150 government staff</li> <li>• 50 staff of Network members</li> </ul>
Benin	<p>The programme targets 3,913 adolescent girls and young women and 4,188 adolescent boys and young men (10-24) who are vulnerable, at school, not at school or who have dropped out of school in the intervention areas.</p> <p>The programme also targets parents, teachers, PTAs, traditional leaders, local/national authorities, community protection mechanisms, state services and training centres through training/capacity building, representing a total of 2,555 women and 3,679 men.</p>	<p>Through awareness-raising, communication, community dialogue, local radio, etc., the programme indirectly targets many of the communities concerned and involved (46,825) to provide a protective, inclusive environment conducive to the empowerment of adolescents and young people.</p>
Ecuador	<p>The target group is a total of 8990 people of which 3667 are female adolescents and youth (10-24 years), 3191 male adolescents and youth (10-24 years), and 2666 fathers, mothers, caregivers and community volunteers will be essential for the economic and social empowerment of adolescents and youth from 17 rural-marginal communities in the provinces of Bolivar and Los Rios, in which there are limited possibilities for</p>	<p>During implementation, using digital media, dialogues, awareness-raising, communication strategies, multiplier effect, peer-to-peer strategies, it is expected to reach the majority of the 75,226 members and community leaders of the programme's rural-marginalised communities. In addition, the programme will have</p>



	social and economic development, allowing them to achieve their integral development.	as beneficiaries 200 authorities and workers of health, education, and protection service providers of the public system in the intervention provinces.
Senegal	The target groups are: 10,350 teenage girls and young women, 7,500 teenage boys and young men in schools and communities, who are more exposed to violence, non-respect of civil and social rights, and are less qualified and competitive on the labour market; as well as 20 local authority representatives, 150 female and 100 male apprenticeship staff, 150 parents, 45 members of local protection committees, responsible for a safe and inclusive environment.	The indirect beneficiaries are approximately 100,000 people in the communities of Thiès and Kaolack, including 25,000 households in the target communes, 100 youth organisations, 50 women's organisations, 50 grassroots community organisations, 50 secondary schools and 50 mayors of local authorities. Raising the awareness and commitment of community members is essential to providing a safe and inclusive environment.
Tanzania	Main target is 4,930 (58% girls) adolescents (10-18 years), and 1,000 young people (60% girls) (18-24 years) as they are particularly vulnerable to GBV risks, lack skills and resources for sustainable employment or entrepreneurship opportunities.	If the Program reaches at least 30% of the population from the targeted areas, it will indirectly influence and impact 90,340 (49% women and girls) people from which:
	The program also targets 4,038 (64% women) teachers, parents/guardians, community leaders, master-craftsmen, members of development committees and child protection committees, police gender desks officers to ensure a protective environment.	(a) 52,516 teachers, Child Clubs members, and others who change their behaviors  (b) 37,824 community leaders, members of Development Committee, Child Protection committees, and others who will continue providing their support as a result of the outcome of the Program.

Please refer to annexes for details about programme logic, results, core activities, geographic focus, etc.

## 3.0 Aim of the mid-term evaluation

### 3.1 Why are we conducting a mid-term evaluation?

The overall aim of the mid-term evaluation is to **have a participatory learning process for Plan staff and partners who are part of the DGD Programme**. The evaluators will be asked to assess with a gender lens and a human rights-based approach how Plan International and its partners can **learn from the current programme methodologies, approaches and mechanisms as means employed to reach**

**the expected impact and outcomes and what can be strengthened in the second half of the programme and sustained in the longer run.**

The mid-term evaluation should **in each country achieve the following:**

1. Consider **the baseline, target and actual values of the programme's indicators** halfway through the programme, and **explore why some of the targets have not been reached or have been exceeded** through the triangulation of different data sources, analysis of changes in the context, and consultation with key stakeholders;
2. Answer **one specific evaluation question related to one of the programme's Areas of Global Distinctiveness (AoGD)** and describe the progress status of the corresponding result;
3. Assess the effectiveness of **the methodologies and approaches used to target youth and enhance youth participation and leadership**;
4. Evaluate the progress status of the **gender transformative ambition of the programme**.

The above objectives will be contextualized to the programme in each country, the progress in the roll out of the activities, the stakeholders, etc.

### 3.2 For whom are we conducting a mid-term evaluation and what will it be used for?

The process is intended to be participatory and focus on what has been learnt and achieved so far in the DGD Programme, with a particular focus on the three programme pathways described below. The process should also identify best practices, challenges and potential adaptations that need to be done to reach the intended outcomes and impact.

The mid-term evaluation result will be shared with Plan International Belgium, Plan International COs, other stakeholders, and the partner organizations/networks for the programme. The mid-term evaluation is expected to present evidence, recommendations in form of learnings that will be used for potential adaptations and new elements of the ongoing DGD programme for the remaining years of the ongoing framework and potentially the next frameworks.

The mid-term evaluation will also be shared with the main donor for the DGD Programme, the Belgian Development Cooperation (DGD) mainly the key elements and recommendations. The mid-term evaluation is one part of the contractual reporting to the donor, and we believe it will also contribute to programme planning and adaptation, strategy development and how to best support the execution of endline evaluation of the programme.

The findings of the evaluation are also important for improving programme quality, identifying collaborative approaches with stakeholders, and continuing to develop our way of working together with children and youth. The DGD Programme has a strong commitment to local ownership and locally led development approaches, whereas the process and end-results of this evaluation should follow the same principles. In this sense, the audience and those that in effect will be affected by the results of this mid-term evaluation are the children, youth, and communities we work with and for.

## 4.0 Approach of the mid-term evaluation

### 4.1 Integrate a Participatory Component in the Evaluation

The programme stakeholders are many: Plan International staff, implementing partners, community-based organisations, school councils, community-based protection mechanisms, youth groups, authorities (administrative and political), direct programme participants (children, adolescents, and youth) and their primary duty-bearers (parents, caregivers, family members), local leaders, teachers and technical partners. Therefore, this midterm evaluation should ensure their meaningful participation. Their voices, views, and concerns should be listened to and considered.

One central question of this midterm evaluation is the lessons **beneficiaries and local communities can learn from ongoing process, adopted methodologies and approaches**. Therefore, extra efforts will be required from the consultant(s) to **make them participate** in the evaluation process, in particular young women and girls. In addition, listening to and learning from **field staff and relevant stakeholders** who know why a program is or is not working is critical to making improvements. As a result, they should also be given additional attention and space in the process.

Their participation will have to be considered throughout all phases of the evaluation:

1. planning and design.
2. gathering and analysing the data.
3. identifying the evaluation findings, conclusions, and recommendations.
4. disseminating results.

However, the **same level of participation will not be expected at each phase** (participation at planning and design phase, for example, will be kept to a minimum), **nor for all outcomes or evaluation questions, nor for all the target groups**. It will indeed be essential to consider the specific profile of the different groups of beneficiaries (sex, age, literacy, position in the community, etc.): their needs, their abilities, as well as the specific risks they might face when taking part in M&E activities.

In addition, the extent to which the different groups will participate and what roles they will play will vary from one country to another and from one result to another, according to the groups and their specificities (as mentioned above), the Country Office's capacity and experience, the evaluation's budget, and the country specificities (distance, literacy, and resulting constraints, insecurity, etc.).

The tools and methods used to make this a participatory evaluation will be further discussed with the commissioning organization and the COs staff based on the budget available. In their proposal, the consultants could consider evaluation types such as empowerment evaluation or horizontal evaluation and the possibility to:

- **actively involve young people in participatory M&E measurement**, including youth groups like children clubs, children or youth organizations and savings associations, for a limited number of evaluation questions (the questions we think should be assessed in a participatory way will be identified clearly);
- **support programme staff and implementing partners in self-assessing** the quality, efficiency and relevance of the programme and peer-reviewing the programme implementation (when possible).

A set of documents and tools on ethics will guide all interactions between the evaluation team and the programme participants.

In addition, Plan International Belgium and the COs, in the framework of this evaluation, wish to invest resources in reaching out to the communities in an inclusive and respectful way, in order to share with them the evaluation findings and integrate their input in the evaluation's final report(s). To this end, the consultant(s) will be expected to: (a) organize and participate to restitution meetings with the communities during and after data collection; (b) integrate the feedback of the communities in the analysis of the data and the final reports(s); (c) review the dissemination plan in each country and produce deliverables that are adapted to the communities or to specific groups within the communities; (d) if relevant, contribute in person to the dissemination (e.g. taking part in a physical meeting, etc.).

A participatory approach, in the framework of this mid-term evaluation requires to, inter alia:

- ensure informed participation,
- develop adapted method for each national/local context,
- set up specific activities with existing youth groups,

- align with the Lundy model of child participation (in relation with art12 from Convention on the Rights of the Child (CRC)).

## 4.2 Move away from the OECD DAC criteria to focus on gender and inclusion

It is a mandatory requirement from the donor to evaluate all interventions against **all OECD DAC criteria** at the **end of the interventions**. More room for manoeuvre is allowed by the donor to decide on what the mid-term evaluation should focus on: specific questions, synergies with other actors, crosscutting issues such as gender, digitalization, or environment, etc.

In order not to repeat the same evaluation questions across both evaluations and impose the exhaustivity of the OECD DAC criteria, Plan International wishes to adopt another lens for the mid-term review. We aim at looking at **lessons learnt from the programme models and thematic perspectives, how those programme models and thematic perspectives have considered the hypothesis and risks of the programme and the changes in the local context**.

The evaluation aims at gathering insight on the approaches and methodologies adopted so far by the Country Offices' teams in their implementation of the Programme. Our theory of change, attached in Annex, focuses on three pathways of change:

- Girls, adolescent girls, and young women are protected from all forms of violence, including gender-based violence, in their communities.
- Adolescent girls and young women have access to skills and opportunities for their economic empowerment.
- Adolescent girls and young women have access to inclusive quality education and thrive in school environments that are exempt from violence.

Cross-cuttingly, the programme mobilizes **approaches and methodologies** that prove to be efficient and promising for impact. ~~These should be reflected in the way this midterm evaluation is conducted,~~ including:

4.2.1 Gender transformation: the evaluation questions, the evaluation tools and the analytical framework should always explore the changes made with a gender-transformative scope, that is understanding if the changes documented are empowering, in a way that they address the root causes of gender inequality. The evaluation under this principle should focus on the Gender transformative marker.

4.2.2 Inclusion and youth participation: The evaluation should include the voices of the marginalized groups. Based on each context and its constraints, the inclusion criteria will be assessed and prioritized. Disability will be understood in an inclusive manner, that is: different forms of disability will be considered. PWDs and other marginalized groups should be involved to some extent in the preparation of the data collection to enhance their capacity to participate. During the tools' development, attention will be paid to inclusive questions, universally accepted language and the do no harm principle. In addition, sufficient samples sizes should be ensured to be able to include some marginalised groups.

## 5.0 Evaluation Objectives and Questions

5.1 Consider the actual values of the programme's indicators halfway through the 5 years of the programme, the baseline values and the target values and explore **why some of the targets have not been reached or have been exceeded** by triangulating the different data sources available, analysing possible changes in the context, and consulting with the key stakeholders;

5.2 In addition, for each country, based on the decision taken during the inception phase, the consultant will evaluate only one **specific evaluation question related to one of the programme's Areas of Global Distinctiveness** (questions below are mandatory while sub-questions are examples) and the progress status of the corresponding result:

- *To what extent have the **PI Child protection and SGBV** programme models been integrated in the programme, at all levels?*
  - *To what extent have they been applied?*
  - *To what extent have Children, Adolescents and Youth (CAY) been involved?*
  - *To what extent have the stakeholders observed the impact of the methods on local ownership of the programs?*
  - *What can be strengthened to move forward?*
- *To what extent have the **SOYEE participants** developed since the start of their training increased **knowledge and skills** (life, entrepreneurial/professional, vocational)?*
  - *To what extent are the programme, its implementing partners and its SOYEE activities creating an environment that is conducive for adolescents and youth to learn?*
  - *How articulated are the training modules between them? Are the SOYEE participants well equipped to develop the technical skills they need as well as their life plan?*
  - *To what extent is the provision of a start-up kit or capital for starting Income Generating Activities progressing towards programme results?*
- *In what ways **schools** targeted by the programme are **more inclusive and safer** today than 2 years ago? If they aren't, why?*
  - *Are there methodologies regarding the prevention and response of school related Gender Based Violence (GBV) in place? (mapping) How are they conducted?*
  - *Are children and adolescents aware of the protocols to report abuse? Have students been informed of their rights, and how to enforce them?*

**5.3** Assess how effective are the **methodologies and approaches** used to **target youth and enhance youth participation and leadership** (only a few of the questions listed will be selected for each CO);

- *In what ways, children, adolescents, and youth (CAY) are invited to **participate** in the design, planning, implementation, and evaluation of the programme? To what extent is their participation **meaningful**?*
- *How do the programme teams collect information on how CAY taking part in the programme appreciate the **accessibility and performance of the programme activities**?*
- *What is the CAY's satisfaction level (comparative cross-country, with a gender, age, and disability disaggregation)?*
- *What has been the influence of the programme activities implemented and resources mobilized on (i) **youth self-esteem**, (ii) youth's **mobilization and interest**, (iii) **youth's involvement** (as leader or participant) in community-based activities?*
- *How **adapted are the feedback mechanisms to CAY in all their diversity**? To what extent have been used by them since the start of the programme? What is the nature of the feedback received from the CAY? To what extent is it recorded? What is done with the feedback?*
- *What **motivates CAY to take part to programme activities**? How can the programme attract more efficiently CAY to take part in our project activities?*
- *How can the programme foster exchange between CAY in Belgium and in other countries?*
- *How and to what extent have the youth empowerment approaches or methodologies contributed to the **advocacy power, autonomy and sustainability of youth led organizations** in the region/country?*
- *How can we improve the way we do youth-led advocacy (campaigning)? How can we be more inclusive in the recruitment of youngsters?*

5.4 Evaluate the **progress status of the gender transformative ambition** of the programme (only a few of the questions listed will be selected for each country; gender and inclusion will be defined further considering the different contexts in which the programme is implemented).

- *How are the six key elements of **gender transformative programming and influencing** being implemented in the programme? What are the main learnings so far?*
- *How efficient is the programme component of Youth economic empowerment in systematically addressing **the crosscutting perspectives of gender and inclusion**? What can be strengthened moving forward?*
- *What has the **role of male and female caregivers** been regarding young women's participation to youth saving and lending associations (YSLAs) and youth economic empowerment activities? How has it evolved/remained the same?*
- *Do the various stakeholders describe **training, capacity-strengthening sessions, concrete activities related to gender equality and inclusion** as beneficial? In which ways and why?*

*In what ways **boys and men members of Community Based Child Protection Mechanisms (CBCPMs)** demonstrate positive influence on gender equality and protection within the communities? To what extent are they **allied to young women and girls** in the fight against violence?*

Note:

The objectives and questions above show the scope of the programme's midterm evaluation. The four objectives must be met through this evaluation whilst the questions listed under each objective are indicative for now. The final list of (sub)questions will be **discussed and agreed upon after the inception meeting** between the selected consultancy team and Plan International Belgium.

The programme's **activities differ** across all countries in their format, content, and implementation modalities. They also have not been implemented with the same tempo. It is therefore expected that the consulting team will take this into consideration in both the design of the evaluation and the analysis of the data.

After an **in-depth discussion with each programme team** (country per country), it might be decided by PI to leave out some evaluation questions for some of the countries and invest more resources in a more limited number of questions. It is in everyone's interest that the answers to these questions be sufficiently grounded and the reflection of sufficient depth and quality. The limited resources that can be allocated to the field visits (maximum 2 weeks in each country) will also be duly considered during this discussion.

Consultants will be expected to give a detailed list of questions that will **dive further into the selected evaluation questions**. They will also be expected to **assess the evaluability** of the selected evaluation questions and describe the data sources needed for evidence and triangulation.

<sup>1</sup> There are six key elements to our gender transformative approach, which combined help us to reach our destination. These are: 1. Understand and address how gender norms influence children throughout their life course, from birth through to adulthood. 2. Work to strengthen girls' and young women's agency over the decisions that affect them, as well as by building their knowledge, confidence, skills, and access to and control over resources. 3. Work with and support boys, young men and men to embrace positive masculinities and to promote gender equality, while also achieving meaningful results for them. 4. Consider girls, boys, young women, and young men in all their diversity when identifying and responding to their needs and interests. 5. Improve the conditions (daily needs) and social position (value or status) of girls and young women. 6. Foster an enabling environment where all stakeholders work together to support children and youth on their journey towards gender equality.

## 6.0 Methods for Data Collection and Analysis

The consultants are expected to present to Plan International Belgium with a comprehensive methodology for the evaluations.

### 6.1 Methodological requirements

The methodology to be applied includes quantitative and qualitative elements to resonate the aim of the mid-term evaluation. It is expected that the final composition of methods and tools allows for a comprehensive assessment of the implementation approaches, strategies. The methods and tools applied for the evaluation must ensure triangulation of findings.

A summary of the methodological requirements includes:

- **Participatory approach:** This mid-term evaluation will take on a participatory approach to ensure that children, young people and civil society partners and other key identified stakeholders will be at the centre of the mid-term evaluation. The intention of the mid-term evaluation is to ensure that the process itself provides opportunities for partners in the programme to reflect on achievements, challenges, with a learning perspective to lessons strengthen efforts moving forward.
- **Quantitative:** A desk review of secondary data will be conducted to present an overview of the type of support, including project document and financial distribution. Data on indicator status will be collected and verified by respective country office before this evaluation and will be communicate to the consultants who will be expected to critically analysis the data per indicator in relationship with the other form of information and provide reliable learning points and projections in the programme.
- **Qualitative:** An analysis of available programme documentation and of data collected through this midterm evaluation will be conducted and compared with external documentation (e.g., evaluations and reports) available on the subject. Further, qualitative methods implemented by the consulting team are expected to include field visits, and primary data collection and analysis including interviews with key informants, most significant change stories, focus group discussions, observations, and other techniques. The analysis should present the level of adaptability of the DGD Programme in various contexts as well as discussing the implication on the results.
- **Learning:** Learnings from the evaluation will be used for learning by exemplifying how to effectively work in partnerships with the aim to strengthening civil society to act as drivers of change for the rights of children. At certain stages of the evaluation process, learning opportunities shall be arranged for the staff of Plan International (including the regional and country offices visited) and partner organisations. The aim is to ensure generation of interesting and useful learnings to help Plan International develop the partnership approaches and inform possible adaptations or scale-ups.
- **Selection and sampling:** The selection of locations and stakeholders to this evaluation will be informed by the desk review findings but by the programme implementation teams. A purposeful sampling is recommended to identify regions, countries, and partner organisations subject for the in-depth assessment. Emphasis is on identifying country and regional contexts and cases, which can reveal interesting and useful learnings of the support provided by Plan International Belgium in the DGD Programme. To optimize the learnings and utilization of the evaluation, the sampling approach must also take into consideration the priorities of internal strategies of Plan International.

## 7.0 Ethics and Child and Youth Safeguarding

Plan International is committed to ensuring that the rights of those participating in data collection or analysis are respected and protected, in accordance with [Ethical MERL Framework](#) and our [Child and Youth Safeguarding Policy \(annex\)](#). All applicants should include details in their proposal on how they

will ensure ethics and child and youth safeguarding in the data collection process. Specifically, the consultant(s) shall explain how appropriate, safe, non-discriminatory participation of all stakeholders will be ensured and how special attention will be paid to the needs of children and other vulnerable groups. The consultant(s) shall also explain how confidentiality and anonymity of participants will be guaranteed and how data will be treated according to GDPR regulations.

As a child-rights organisation, Plan International believes that involving children and young people in Monitoring and Evaluation exercises is important. By listening to children and young people's voices and views on issues that affect them, we can better understand their lived realities and can better evaluate and adapt our programmes. However, there are specific risks when involving children and young people in Monitoring and Evaluation initiatives. Their participation can expose them to risks of various forms of violence, abuse, and exploitation before, during and after their engagement.

The participation of children and young people in Monitoring and Evaluation demands careful consideration of - and establishing robust measures to address – safeguarding.

Here are Plan International's Safeguarding principles:

- Respecting and protecting well-being, dignity rights and safety.
- Ensure voluntary, informed participation.
- Ensure confidentiality and anonymity.
- Ensure duty of care and report and respond to safeguarding concerns (disclosure protocol)
- Ensure data collectors/translators/consultants have experience and knowledge about working with children, adolescents, and youth (safeguarding and code of conduct training, communicating with children, adolescent friendly discussion techniques, etc).

Given the wish of Plan International Belgium to commission a midterm evaluation that takes on – at least in parts – a participatory approach, that gives the participants and their communities a say in the evaluation process and searches for data collection and analysis methods that are empowering for the participants, it will be critical for the consultants to carefully consider, in collaboration with Plan International staff, **the need and the ways to protect the participants** from threats to their safety and security, before, during and after their participation in the consultation.

○

Furthermore, Plan International Belgium adheres to four core values that we expect to see reflected in the evaluations:

1. **We are open and accountable:** We want to tell our target groups the truth. The findings of the evaluations help us inform the participants to our projects and programmes, but also give them the opportunity to share their honest opinion about our work.
2. **We are inclusive and empowering:** We want to hear the voices of our target groups come out strongly in the evaluations. All methods used by the evaluators should consider the profile of the participants (ex: age, gender), and be suitable for the local context.
3. **We work well together:** We hold open lines of communications with the country offices we work with and will do the same towards the team of evaluators. We expect the same from you as evaluators.
4. **We strive for lasting impact:** We really want to learn and strengthen our interventions' positive impact. We do not shy away from critique and expect an evidence based, critical report of our interventions. Evidence should also be crowd-sourced and not only come from government officials and development workers.



## 8.0 Key Deliverables

<b>Deliverable</b>	<b>Format</b>	<b>Length</b>
Inception Report	Word and PDF Document	25 p. max (excl. annexes)
Safeguarding Risks assessment completed for each country, in collaboration with PI staff	Excel	N/A
Final Data Collection Tools (min. 1 per target group in each country)	Word Document	No limit
Cleaned Data (including transcripts) (measures will be taken to ensure anonymisation)	Excel and Word Document	No limit
Completed Consent Forms	Paper	No limit
Dissemination plan aimed at various target groups	Word and PDF	5 p. max (excl. annexes)
Restitution of preliminary results in country (x 8)	PowerPoint Presentation	40 slides max.
Agenda fieldwork, risk analysis for MER activities and presentation to staff and implementing partners per field visit (x8)	Word/PDF PPT	No limit
Draft Evaluation Report incl. chapter per country in the language of the country (no executive summary, no conclusions)	Word Document	100 p. max (excl. annexes)
Final Evaluation Report (including Executive Summary)	PDF Document	120 p. max (excl. annexes)
Summary of evaluation findings and key lessons learned per country	Word, PDF and PPT	20 p. max

## 9.0 Timeline

<b>Activity</b>	<b>Due date (tentative)</b>	<b>Days of Work</b>	<b>Responsible</b>
Publication of ToRs	21/03/24	N/A	Plan International Belgium
<b>Deadline submission of proposals</b>	10/04/24	N/A	Consultants
Analysis of proposals received	19/04/24	N/A	Plan International Belgium
Interviews with preselected consultants	19/04/24	N/A	Plan International Belgium
Background Checks and Contracting	26/04/24	N/A	Plan International Belgium

Launch of the consultancy	26/04/24	N/A	Plan International Belgium
<b>Submission of Inception Report and dissemination plan</b>	17/05/24	10	Consultants
Feedback on inception report and dissemination plan	31/05/24	N/A	Plan International Belgium and Country Offices
<b>Submission of revised inception report and data collection tools</b>	07/06/24	10	Consultants
Feedback on revised inception report and data collection tools	21/06/24	N/A	Plan International Belgium and Country Offices
<b>Submission of revised data collection tools</b>	28/06/24	5	Consultants
Validation of the inception report and data collection tools	05/07/24	N/A	Plan International Belgium
<b>Submission of approval request to Ethical Review bodies</b>	05/07/24	5	Consultants and Plan International Belgium
Preparation of field visits	26/07/24	15	Consultants and Country Offices
<b>Field visits</b>	September- October 24	TBD	Consultants
<b>Presentation of preliminary results</b>	18/11/24	TBD	Consultants
Validation of findings with key stakeholders & feedback	November 24	N/A	Plan International Belgium and Country Offices
<b>Submission of Draft evaluation report</b>	01/12/24	10	Consultants
Feedback on Draft evaluation report	15/12/24	N/A	Plan International Belgium and Country Offices
<b>Submission of Final Report</b>	31/12/24	5	Consultants
<b>Submission of Other Deliverables</b>	31/12/24	5	Consultants

## 10.0 Budget

The budget for the evaluation has been set at between €80,000 and €100,000 maximum (including VAT). No offer exceeding the amount of 100,000 euros (including VAT) will be accepted.

The budget is to be allocated fairly across the 8 countries. Some support of the CO could be provided for logistic in some countries.

The payments will be made based on satisfactory submission of deliverables. Plan International Belgium commits itself to giving regular feedback to draft reports and questions.

Milestone	Amount to be Paid (%)
Inception Report	20
After validation of data collection tools	20
After restitution of preliminary findings	20
Final Report and other materials	40

## 11.0 Expected Qualifications

As the programme under evaluation is being implemented in various locations and touching on a variety of thematic areas, a **multi-disciplinary team** is required for this evaluation.

We expect the consultancy team to include both **evaluators leading** the full evaluation process, supervising the evaluation team and taking ownership of the products as well as **evaluators based locally** in the different countries or subregions, **junior and senior** evaluators as well as **male and female** evaluators.

A **team leader** should take on the **coordination** between the evaluators and ensure the **coherence** between and within the data collection tools and final products.

### 11.1 Requirements for the leading team

- Minimum of 10 years' experience as an evaluator;
- Profound knowledge of children and young people's rights;
- Profound knowledge of gender and gender transformative programming;
- Experience in the use of participatory evaluation approaches;
- Experience in data collection with children and young people;
- Proven record in evaluation of international cooperation and/or socio-economic development interventions;
- Very good organizational and communication skills;
- Fluency in EN/FR/ES.

### 11.2 Requirements for the evaluators based locally (country or subregional level)

- University diploma (5+) in Social sciences, Economics or Statistics;
- Minimum of 5 years' experience as an evaluator (if working in duo, min. 5 years' experience is required for the most senior evaluator, min. 2 years' experience for the most junior one);
- Proficiency in the language(s) spoken in the country/subregion;
- Working experience in the country where the evaluation takes place;
- Profound knowledge of the national political and socio-economic landscape (incl. stakeholders);
- Good communication and good writing skills;
- Knowledge of children and young people's rights;
- Knowledge of gender and gender transformative programming;

- Experience or interest in the use of participatory evaluation approaches;
- Experience or interest in data collection with children and young people;
- Proven record in qualitative and quantitative evaluation techniques and reporting.

## 12.0 Contact

Please address any question related to the present ToRs to [geraldine.lamfalussy@planinternational.be](mailto:geraldine.lamfalussy@planinternational.be) and [pierre.laviolette@planinternational.be](mailto:pierre.laviolette@planinternational.be) before 29/03/2024. Responses to the questions will be sent to all applicants by 05/04/2024.

## 12.0 Applications

Interested applicants should provide a proposal covering the following aspects:

- Detailed response to the TOR
- Proposed methodology
- Ethics and child safeguarding approaches, including identified risks and mitigation strategies
- Proposed timelines
- CVs
- Example of previous work
- Detailed budget, including daily fee rates, expenses, taxes etc.
- Police Certificates of Good Conduct

Please send your application to Plan International Belgium by 10/04/2024 referencing “Evaluation for midterm evaluation of Plan International Belgium's 5-year DGD funded, multi-country programme” in the subject line, and including support documents as outline.

The selection will be based on a cumulative analysis: the financial score will count for 30% and the technical score for 70% of the total score. The financial evaluation criteria (maximum 20 points) is the price/honorarium. The following formula will be used to evaluate the financial criterion:  $p = y (\mu/z)$ , where  $p$  = points for the financial evaluation of a bid,  $y$  = maximum number of points for the financial bid,  $\mu$  = price of the lowest bid,  $z$  = price of the evaluated bid.

Technical evaluation criteria (maximum 70 points) include:

### 1. Consultant(s) skills: 40 points

- Proven expertise in evaluation, particularly participatory and inclusive evaluation (10 points).
- Proven expertise in multi-country evaluation (5 points).
- Proven expertise in protection from violence and transition to (self-)employment (10 points).
- Experience of working and evaluating with adolescents (5 points).
- Written and oral communication in EN/FR/ES and organisational skills (10 points).

### 2. Proposed methodology: 30 points

## List of annexes

**Annex 1: Checklist for Completeness**

**Annex 2: Checklist for Quality**

**Annex 3: Global Policy: Safeguarding Children and Young People**

**Annex 4: Programme Theory of Change**

**Annex 5: Programme Logical frameworks (upon request by candidates only)**

