# TERMS OF REFERENCE (ToR)

# EXTERNAL EVALUATION
## "My Right – Inclusive Education in Armenia and Kosovo"

## CONTEXT & BACKGROUND

### 1.a. Context in which the project is being implemented and evaluated

Almost 1,5 years out of the two years of implementation of the project, the context has been largely influenced by the **Covid-19 pandemic and all its restrictions.** Being an education project, its implementation was complicated by moving to online education which is especially difficult for girls and boys with disabilities. In Armenia and Kosovo, schools were closed from Mid-March 2020 until Mid-September 2020.

Due to the preventive measures related to COVDID-19, there have been many challenges in terms of providing learning services to the beneficiary children. The teaching has been shifted to virtual learning platforms. However, there were not all beneficiaries involved in the virtual learning due to the lack of digital devices and knowledge on the use of different platforms. In addition, it became very difficult to adhere to the individual learning plans of the children with disabilities.  Contact with / consultancy for parents was mainly done through virtual platforms.

As aggravating circumstances, **Armenia** was hit by a **war in the region of Nagorny Karabakh** from 27th of September until 10th of November, with an estimated 4.000 people killed and up to 100.000 people fleeing war and arriving in the Republic of Armenia. Schools were double burdened by Covid-19 restrictions and the high number of addition children (refugees) to be integrated into the education process.

### 1.b. Background of the project being evaluated

| | |
|---|---|
| **Title of the Action to be evaluated** | **My Right – Inclusive Education in Armenia and Kosovo** |
| **Country / Location** | **Armenia / Shirak region; Kosovo/Prizren region** |
| **Budget of the project** | **Total project costs:  € 415.000,00**<br><br>• ADC Contribution:  € 250.000,00<br>• Caritas Austria: € 165.000,00 |
| **Project/Programme Number** | • Austrian Development Agency: ADC Nr.: 8108-01/2019<br>• Caritas Austria: PNR 1950004 |
| **Date of the Action to be evaluated** | 01.07.2019 to date |

The action to be evaluated has the following **Overall Objective (OO)**, **Specific Objective (SO) and Results (R1-R5)**:

**OO: Contribution to an inclusive and equitable quality education for all, in accordance with SDG 4, Art 28 and Art 23 of the UN-CRC, and Art 24 of the UN-CRPD**.

**SO: Increased inclusiveness in 22 educational institutions in Shirak region (Armenia) and Prizren region (Kosovo)**

R1 - INDIVIDUAL SUPPORT FOR CWD (children with disabilities): 80 CWD in Armenia and 70 CWD in Kosovo have received individual support to fully enjoy their right to education [contribution to SDG 4.5.; and to EU GAP Thematic Priorities C, EU GAP II Objectives 13]

R2 - KNOWLEDGE & INCLUSIVE PRACTICE: Staff of educational institutions and other stakeholders (parents, professionals) have gained knowledge on inclusive school settings and are ready to put it into practice. [contribution to SDG 4.c.]

R3 - INCLUSIVE CULTURES: Preschools and schools provided an inclusive learning environment for all children [contribution to SDG 4.a.]

R4 - INCLUSIVE POLICIES: Awareness on Inclusive education and the rights of CWD is raised [contribution to SDG 4.1. and 4.2.]

R5 - LEARNING FROM EACH OTHER: Partner organisations are strengthened through knowledge transfer and exchange of good practice

The **target group** include:

| Primary target group(s) | Direct beneficiaries |
|---|---|
| **150 children with disabilities (CWD)** | 80 CWD (age 2-18 years) in 12 educational institutionsin Shirak (Armenia) <br> 70 CWD (40 CWD (age 0-6 years in one Early Childhood Education Centre & <br> 30 CWD (7-14 years old) in <br> 4 preschool Institutions and 5 primary schools (Kosovo) <br> (40 % female, 60% male) |
| **Teachers and educators** | 430 educational staff (280 in Armenia, 150 in Kosovo) <br> (70% female and 30 % male) |
| **Paediatricians** | 40 Paediatricians <br> (20 in Kosovo, 20 in Armenia) |
| **Staff members of ECEC + volunteers (Kosovo)** | 3 Staff members of Early Childhood Education Centre (ECEC) + 5 volunteers in Prizren (Kosovo) |
| **Parents of CWD** | 140 Parents of CWD (80 in Armenia, 60 in Kosovo) |
| **Pupils & Youth (Armenia)** | 824 Pupils (12-18 years old) of the targeted 6 schools |

For **more information,** please refer to the **project documents** that will be made available upon assignment.

## 1. DESCRIPTION OF THE EVALUATION ASSIGNMENT

| Type of evaluation | Intermediary evaluation |
|---|---|
| Coverage | the Action(s) in its entirety |
| Geographic scope in Armenia | Shirak region – 12 educational institutions: 6 schools and 6 kindergartens in Gjumri and surrounding communities |
| Period to be evaluated | The entire period of the project to date |

### 1.1. Purpose and objectives of the evaluation

The **main purpose** of this partner-led evaluation is geared towards **learning**, based on an assessment of the past performance, aiming at understanding future needs and gaps better. Inclusion is a very dynamic, widely discussed and long-term topic that is part of many ADA and Caritas projects **supporting the implementation of the UN convention of the rights of people with disabilities as well as SDG 4**. The learning results of this evaluation will serve as a guidance in developing future projects and programs in the respective field. It was chosen to realize the evaluation in the first semester of the last implementing year of the project, so that the mentioned learning results will also serve for **developing the follow-up actions to this project**.

The **main objectives** of this evaluation are to provide the users of this evaluation with:

- an overall independent assessment of the past performance of the project to be evaluated (including a completed Results Assessment Form/RAF), paying particular attention to the reasons underpinning the assessment results **with the aim to learn for future activities**;
- key findings, conclusions and related recommendations **to the primary and secondary users** of this evaluation.

The **primary users of this evaluation** will be the relevant services of the Austrian Development Agency as well as the implementing partners Caritas Austria, Armenian Caritas, and Caritas Kosovo; in other words, those that are involved in the implementation and the financing of the project to be evaluated.

The **secondary users** of this evaluation will be relevant school and state authorities as recipients of recommendations directed to them. The latter will be used for advocacy activities directed to the relevant authorities.

### 1.2. Indicative Evaluation Questions

The specific Evaluation Questions as formulated below are indicative. Based on the latter and following initial consultations and document analysis, the evaluation team/evaluator will discuss them with the Evaluation Manager and propose/justify in their **Inception Report** a complete and finalised **set of Evaluation Questions with indication of indicators, as well as the relevant data collection sources and methods (Evaluation matrix)**. The evaluation matrix shall clearly show and map out how data will be collected against each evaluation question and how triangulation between different data sources and methods will be accomplished.

Once agreed through the approval of the Inception Report, the Evaluation Questions will become contractually binding.

## Specific Evaluation Questions

### Effectiveness

1. What were the major factors influencing the achievement or non-achievement of the outcomes/outputs? Also consider any which were possibly beyond the control of the Action. *[all Results / SO]*
2. Are technical assistive devices effectively supporting the participation of girls and boys with disabilities in the classroom? *[learning]*
3. To what extent does the established cooperation between kindergartens and schools (smooth transition) positively influence the inclusion of girls and boys with disabilities? *[Result 1 + 3]*
4. To what extent have the Caritas project partners collaborated as planned and was this collaboration effective (added values of the cooperation of the Caritas partners within this project)? *[Result 5]*

### Relevance

5. How can parents, children, and teachers be supported better in the scope of future civil society programs? *[Results 1 – 3]*
6. Is Personal Assistance a culturally acceptable support contributing towards more gender equity? *[learning]*
7. To what extent does the work with the Youth contribute to a more inclusive environment?

### Sustainability

8. To what extent is the Index for Inclusion expected to be a useful tool for inclusive school development, even after the project ends? *[Result 3]*
9. To what extant did the specific trainings for teachers (including open classes) have a positive impact on their attitude and the quality of their work towards inclusive education and on their behaviour towards the inclusion of girls and boys with disabilities? *[Result 2]*

### 1.3. Indicative Evaluation Design and Methodological Approach

This evaluation shall follow a non-experimental design, with a focus on the change that has occurred for those affected by the project (without using a comparison between assisted and non-assisted groups). The data collection shall mainly focus on a qualitative approach, such as key informant interviews, case studies, most significant change, Focus group discussions, and document review. The analysis shall include components of the content and the contribution analysis.

The evaluation aims at assessing the project performance as a set of activities, aiming at improving the implementation of the UNCRP, with a special focus on Gender, as an important cross-cutting issue. In addition, all data collected has to be disaggregated by sex, age group, and disability.

Finally, the evaluation must follow ADC and OECD/DAC norms and standards as well as ethical guidelines for evaluations:
ADC Evaluation Policy, Chapter III Quality Standards, Principles and Criteria
https://www.bmeia.gv.at/fileadmin/user_upload/Zentrale/Aussenpolitik/Entwicklungszusammenarbeit/Web_Evaluierungspolicy_EN.pdf

### 2.4. Key evaluation phases and key outputs / deliverables .
The evaluation process will be carried out in three phases:

- Inception (Kick-Off and Desk research)

- Inquiry (Data collection and analysis)
- Synthesis & Reporting

After the completion of the evaluation, further work with the findings is intended. This includes the dissemination of the findings (ADA has the right to publish the executive summary and RAF on their website) and the management response to the evaluation report.

| Phases of the evaluation | Key activities | Key outputs / Deliverables |
|---|---|---|
| **Inception & Desk Phase** | <ul><li>Initial document/data collection</li><li>Background & Stakeholder analysis</li><li>Methodological design of the evaluation/Evaluation Matrix</li><li>In-depth document analysis (focused on the Evaluation Questions)</li><li>Methodological design of the Field Phase</li><li>Scheduling of fieldwork activities (incl. schedule of planned interviews etc. )</li></ul> | <ul><li>*Kick-off and clarification meeting with Caritas Evaluation Managers*</li><li>Draft Inception report containing a preliminary desk review summary, an evaluation matrix, a stakeholder mapping; and a work plan</li><li>Final Inception report after discussion with / feedback of Caritas and ADA Evaluation Management</li></ul> *>>> ADA-Evaluation Guidelines Annex 5 and 7 for inception report and Evaluation Matrix* |
| **Data collection & analysis** | <ul><li>Gathering of primary evidence (as defined in inception report)</li><li>Data collection and analysis based on the defined Evaluation Questions</li></ul> | <ul><li>Intermediary Note on preliminary findings</li></ul> |
| **Synthesis & Reporting** | <ul><li>Final analysis of findings (with focus on the Evaluation Questions)</li><li>Formulation of the overall assessment, conclusions and recommendations</li><li>Reporting</li></ul> | <ul><li>Draft Final Report incl. Executive Summary and RAF (see. 4. Reporting)</li><li>Final Report incl. Caritas & ADA feedback</li><li>Presentation of Findings & Recommendations</li></ul> *>>> ADA-Evaluation Guidelines Annex 6 Quality Checklist for Evaluation Report (ER)* |

**The Guidelines for Project and Programme Evaluations developed by the Austrian Development Agency need to be considered throughout the entire evaluation process.** (see: https://www.entwicklung.at/en/ada/evaluation)

3. **TIMETABLE**

| Action | Responsible | Until |
|---|---|---|
| Contract signed and documents provided / Kick-Off meeting | Caritas and Evaluator | 15th Oct. 2021 |
| **Inception & Desk Phase** | | |
| Submission of draft inception report | Evaluator | 15th Nov. 2021 |

| | | |
|---|---|---|
| Feedback on Inception report - *in written and/or in an online meeting* | Caritas & ADA | 30th Nov. 2021 |
| Inclusion of comments in inception report + Submission of final inception report | Consultant | 5th of Dec. 2021 |
| Approval of final inception report | ADA | 15th of Dec. 2021 |
| **Field phase** | | |
| Field Visit, interviews,… | Evaluator | Mid Jan. – Mid Febr. 2022 |
| Intermediary Note on preliminary findings | Evaluator | 15th Febr. 2022 |
| Comments on the preliminary findings | Caritas & ADA | 28th Febr. 2022 |
| **Synthesis phase** | | |
| Submission of draft final report (incl. draft executive summary and RAF) | Evaluator | 20th March 2022 |
| Feedback on draft final report (and executive summary, RAF) – *in written and/or in an online meeting* | Caritas & ADA | 10th April 2022 |
| Inclusion of Feedback + Submission of final evaluation report, incl. the executive summary and RAF (hard copy and electronic copy) to contractor; in English and Armenian. | Evaluator | 20th April 2022 |
| Presentation of evaluation findings & recommendations to Armenian Caritas and other relevant stakeholders | Evaluator | 30th April 2022 |

## 4. REPORTING

The consultant will submit the following reports:

- A draft and final **inception report** (10-15 pages without annexes), with a main focus on the methodological part, not on the context description.
- A **final draft evaluation report** (about 25-30 pages without annexes), including a **draft executive summary** (max. 4 pages) and **the results-assessment form (part of the reporting requirement)**
- And the **final evaluation report** (25-30 pages without annexes), the **final executive summary** (max. 4 pages) and **the results-assessment form** (part of the reporting requirement)

The inception report should be structured as follows:
1. Background (incl. stakeholder mapping), Purpose and Objectives
2. Evaluation Design and Approach
2.1. Methodology and Methods
2.2. Evaluation Matrix
2.3. Data Collection Instruments
2.4. Data Analysis
2.5. Limitations, Risks and Mitigation Measures
3. Quality Assurance and Ethical Considerations
4. Work plan
5. Annexes

>>> *Quality Checklist of Inception Report in ADA Guidelines of Programme and Project Evaluations / Annex 5*

The <u>evaluation report</u> should be structured as follows:
1. Executive Summary
2. Introduction
3. Background and Context Analysis
4. Evaluation Design and Approach
4.1. Methodological Approach
4.2. Data Collection and Analysis Tools
4.3. Limitations, Risks and Mitigations Measures
5. Findings
6. Conclusions
7. Recommendations
8. Annexes

>>> *Quality Checklist of Evaluation Report in ADA Guidelines of Programme and Project Evaluations / Annex 6*

The <u>executive summary</u> should be developed as a stand-alone document that mirrors the structure of the evaluation report. As such it should not contain any new information. As in the report, emphasis should be placed on presenting the findings, conclusions and recommendations. The executive summary shall not exceed 4 pages, and may be published on the ADA website.

The <u>Results Assessment Form (RAF)</u> captures the degree of results achievement on different levels and has to be submitted in Excel format. (*ADA Guidelines of Programme and Project Evaluations / Annex 9).*

**Language**
All reports shall be submitted in English. The final report, the final executive summary and the presentation shall in addition also be submitted in Armenian.

**Formatting of reports**
All reports will be produced using Font Arial or Times New Roman (letter size 11 and 12 respectively), single spacing, double sided. They will be sent in Word and PDF formats.

**Procedure and Logistics**
The Evaluator covers all travel expenses within Armenia; as well as all expenses related to printing, copying, data collection and other support services. The Evaluator is solely responsible for the quality of the work to Armenian Caritas.

Armenian Caritas reserves the right not to pay the Contractor or withhold part of the payable amount if one/more requirement(s) established for this assignment are not met or if the deadline set for the accomplishment of the tasks is missed.

**5. REQUIREMENTS FOR THE EVALUATOR(S)**
Key Qualifications should be:

- Relevant academic degree (master level) in social sciences and/or education
- A minimum of three years' experience and expertise in the field/sector of education, most ideally of inclusive education
- Conducted at least three evaluations in the last five years, ideally in the relevant field
- Knowledge of Armenia/Kosovo with focus on topics such as (inclusive) education
- Experience in project cycle management
- Experience in project level evaluations
- Familiarity with donor funded projects, preferably with ADA

- Experience preparing and analysing a theory of change
- Experience in social science methods
- Excellent oral and written Armenian/Albanian & English skills
- Sound MS Office and IT skills

**The consultant must not have been involved in the design, implementation or monitoring of this project; and respects the ethical standards and guiding principles for evaluation, including impartiality and independence.**

6. **TERMS OF APPLICATION**

The **deadline** for the submission of the application is the **31st of August, 12:00 CEST.** Applications should include:

- CV
- Cover Letter: max 300 words, should explain why you think you are qualified for this post and also indicate when you can start to work.
- Technical Offer[1]: Concept Note not exceeding 3 pages describing the approach and suggestions for the evaluation; including the number of estimated working days for each evaluation phase.
- Financial offer: Proposed budget of all-inclusive fee in AMD, including separate lines for the Consultancy fee and travel costs (e.g travel, data collection assistance, printing, etc.), as deemed necessary for the assignment.

Qualified candidates should send the requested documents to Gayane Norikyan (g.norikyan@caritas.am) and in CC to info@caritas.am and e.haun.caritas@dibk.at

Applications that do not include all the required documents will be disqualified. Applications received after the deadline will not be accepted.

Annexes

See **ADA Guidelines for Programme and Project Evaluations** under:

https://www.entwicklung.at/en/ada/evaluation; including the following annexes, cited in the ToRs above:

- Quality checklist on the Inception Report (Annex 5)
- Quality Checklist on the Evaluation Report (Annex 6)
- Evaluation Matrix (Annex 7)
- Feedback Matrix (Annex 8)
- Results Assessment Form (Annex 9)
- Management Response (Annex 10)

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[1] The award criteria are: best value for money in the case of tenders for services.