

Tracking Sheet (TS)

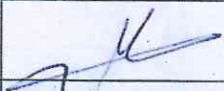
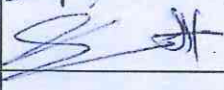
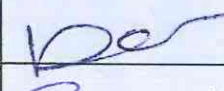
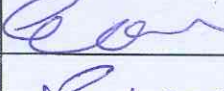
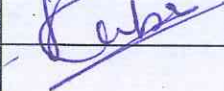
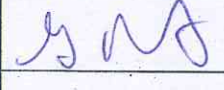
SUBJECT: TERMS OF REFERENCE FOR FINAL PROGRAMME EVALUATION

PROJECT ATLAS NAME: RIGHT TO EDUCATION IN THE GAZA STRIP

AWARD NO.: - 87840

PROJECT NO.: - 00094739

☐ PROJECT DOC ☐ AGREEMENTS ☐ ANNUAL WORK PLAN ☐ PROJECT CLOSURE
☐ LETTERS/MEMO'S ☐ CONTRACTS ☐ PROGRESS REPORT ☐ HR ☐ PROCUREMENT

TITLE	NAME (REQUIRED)	DATE IN	DATE OUT	SIGNATURE
INITIATOR: - PROGRAMME ASSISTANT/MANAGER/COORDINATOR	MOHAMMED MEZYAD	10-4-2018	10-4-2018	
PROGRAMME ANALYST (1-5 DAYS)	IMAN EL HUSSEINI	10-4-2018	10-4-2018	
TEAM LEADER (1-3 DAYS)	BASIL NASSER	10-4-2018	10-4-2018	
COMMUNICATIONS (1-3 DAYS) / Gender Unit FOR REPORTS & LETTERS (3-7 DAYS)		20-4-2018	23/4/2018	
MANAGEMENT SUPPORT UNIT (MSU) (1-3 DAYS)	Ruba El-Ghoul	16/4/2018	23/4/2018	
DSR (O) (1-2 DAYS)				
DSR (1-2 DAYS)		24/4/18	25/4/18	
SR (1-2 DAYS)				

Required information by MSU when submitting Tracking Sheet for:

Contracts / Agreements / HR (COA approval) / Procurement (IC)

Implementing Partner (IP) Name in Atlas								
Vendor No		IP Type	<input type="checkbox"/> CSO <input type="checkbox"/> DIM RP	<input type="checkbox"/> NGO <input type="checkbox"/> GOV IP	Donor Code		Fund Code	
When Submitting MCGA contract, provide the total USD value of signed MCGA's for this IP under this project				Total USD Amount		Date signed		

Remarks:

This tracking sheet is an integral part of the approving process and project record keeping and archiving.

Terms of Reference for Final Programme Evaluation

Programme Title: Right to Education in the Gaza Strip Programme (PAL10-00094739)

Duty Station: Gaza Strip with possible travel to the West Bank.

Duration of the assignment: 70 working days corresponding to 14 weeks.

Starting Date: May 2018

I. Background and Context:

The Palestinian conflict is a protracted one characterized by prolonged years of occupation and siege, especially on the Gaza Strip. The July-August 2014 hostilities on Gaza worsened an already distressed situation; degraded the already inadequate infrastructure; shattered the economy; and weakened social support systems. The 2014 hostilities on Gaza have targeted all aspects of life and aggravated the already existing crisis faced by the education sector. The high scale of infrastructure destruction has led to massive displacements of people to schools and extended families. According to the Detailed Needs Assessment (DNA) and Recovery Framework for Gaza Reconstruction, nearly 615 educational facilities, including kindergartens, schools, and tertiary education institutions, were damaged or destroyed, affecting 350,000 students including boys and girls. The whole student population was affected, including 226,913 students enrolled in 176 governmental schools partially damaged, in addition to four completely damaged schools that used to provide education to around 6,000 students who could not relocate to other schools due to overcrowdings and distance.

In 2012, the UN found that 200 additional schools were needed immediately and another 190 schools would be needed by 2020 to meet the demands of a rapidly expanding population (UNCT, 2012 Gaza in 2020: A Liveable place?). This situation has been aggravated on the one hand by Israel's closure policies, implemented since 2007, which have prohibited the construction, rehabilitation, and upgrading of nearly all educational infrastructures. On the other hand, repeated hostilities that have damaged and destroyed schools have forced education providers to prioritize constant repair and rebuilding, which comes at the detriment of the need for new schools to match population growth. Between 2012 and the end of 2016, only 33 governmental schools and 24 UNRWA schools were built, which is much below the actual need.

With generous support of USD 21.2 million from Qatar Fund for Development through Al Fakhoora, a Programme of Education Above All Foundation – Qatar, UNDP launched the "Right to Education Programme" to support the recovery of the educational sector in Gaza through reconstructing, rehabilitating and building back better what was destroyed during the 2014 hostilities on Gaza. The Programme aims to ensure increased resiliency and improved wellbeing of the Palestinian children and youth through better access to quality education, diversified livelihood opportunities, e-work, and mental health support interventions. It provides a unique opportunity to respond to the recovery of the education sector in a holistic manner, integrating emergency responses into a sustainable and scalable development intervention. The Right to Education Programme has reconstructed or rehabilitated 50 educational institutions¹ across the Gaza Strip, including 4 totally damaged schools, 15 school

¹ This figure includes Abu Tamam School which used to be counted twice: one as totally damaged and another as extension. Duplicates removed wherever both interventions come together to ensure accuracy.



extensions, 13 private schools, 10 HEIs, 5 training centres and 3 schools with multi-purpose halls (MPHs)². The Programme interventions has benefited directly 99,114 students and teachers (50,686 Females & 48,427 Males), of whom 31,208 children less than 18 years, 46,611 youth or university students Aged 18 – 23 years and 3,295 teachers older than 23 years.

As a core principle for resilient recovery, the reconstruction of schools was inspired by principles of Building Back Better (BBB) through mainstreaming disaster risk reduction into longer-term sustainable development to reduce vulnerability of communities. As such, the Programme has widely mainstreamed BBB and Child Friendly School (CFS) principles in the overall reconstruction process of the different educational institutions. CFS principles have guided the entire rehabilitation process of all targeted schools and universities to ensure adequate and child-centered learning environment for Gaza children and youth.

The Right to Education Programme sought to achieve the following objective and outcomes:

Programme Objective: To support recovery efforts in the educational sector in Gaza through reconstructing and rehabilitating, and building-better what was destroyed in the latest hostilities in Gaza July- August 2014. The Programme targets governmental and private facilities serving school and higher education in the Gaza Strip serving Right to Education for all.

UNDAF/CPD Outcome (3): By 2016, Palestinian children and youth in the occupied Palestinian territory (oPt) have more equitable access to and completion of quality education in an inclusive child-friendly learning environment.

Programme Outcome (Ultimate Outcome): Increased resilience and improved wellbeing of Palestinian children and youth in Gaza through having a better access to quality education, diversified livelihood opportunities, and leadership and advocacy skills, while integrating building back better principles and mental health support interventions.

Programme Outcomes:

- ✓ **Outcome 1:** Adequate learning environment provided through decreasing class overcrowding by reconstructing completely destroyed schools, adding new classrooms to the existing buildings, and rehabilitating private schools
 - Output 1.1: Adequate Learning Environment provided through recovery for basic education infrastructure targeting 4 totally damaged schools.
 - Output 1.2 (Immediate Outcome – WBS 1150 & 1100): Class overcrowding in schools decreased through the provision of 119 additional classrooms in 15 partially damaged schools' facilities throughout Gaza (extensions).
 - Output 1.3 (Immediate Outcome - WBS 1200): Rehabilitation of 13 damaged private schools mainly in Gaza city.
- ✓ **Outcome 2:** Building back better adopted in reconstruction/rehabilitation process promoting preservation of environment and enhancement to accessibility to essential services
 - Output 2.1 (Immediate Outcome – WBS 1100): 8 Schools supplied with multipurpose halls that can also serve as emergency shelters throughout the Gaza Strip during crisis.

² For clarity, there are 8 MPHs of which 5 in schools with construction works including the MPHs, whereas these 3 MPHs are the only intervention in the above mentioned 3 schools.

United Nations Development Programme

Programme of Assistance to the Palestinian People

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- Output 2.2 (Immediate Outcome – WBS 1100 & 1200): Provision of sustainable electricity supply through installation of Photovoltaic systems for 19 damaged schools and applying energy efficiency in the targeted schools.
- Output 2.3 (Immediate Outcome – WBS 1100): Access to sustainable and adequate Water & Sanitation and Hygiene (WASH) facilities granted to 12 schools.
- ✓ **Outcome 3:** Accessibility to vocational and higher education enhanced through reconstruction of damaged university buildings and developing these facilities
 - Output 3.1 (Immediate Outcome – WBS 1300): Rehabilitation of five different vocational training centres partially damaged.
 - Output 3.2 (Immediate Outcome – WBS 1400): Recovery for Higher education through the rehabilitation of 21 university buildings in 10 universities
- ✓ **Outcome 4:** Mental health wellbeing enhanced for students and their parents through better mental health care and better prospects for a brighter future
 - Output 4.1 (Immediate Outcome – WBS 1600): Large scale and sustainable improvements in the provision of mental and psychosocial support services through capacity enhancement and mainstreaming - Mental health national capacities enhanced and better mainstreamed
 - Output 4.2 (Immediate Outcome (WBS 1700): Increased access of Palestinian Youth in Gaza Strip to employment opportunities abroad through e-work and international freelancing platforms within a culture supporting freelancing as an approach to create opportunities in light of difficult context of Gaza, which will ultimately contribute to decreasing unemployment rate among Gaza youth.

UNDP/PAPP has established partnerships with all relevant stakeholders during the design, and implementation phases. The Programme was fully aligned with the national priorities where the Programme was implemented in full cooperation and coordination with the Ministry of Education's administration, students and teachers as the main stakeholders and beneficiaries. Also, the Programme collaborated with UNICEF in the design of the child friendly school in the Gaza Strip. Partnerships were also established with civil society organizations in the implementation of mental health and e-work components, including the University College of Applied Sciences (UCAS), Mercy Corps (MC), Gaza Community Mental Health Programme (GCMHP) and the Center for Mind-Body Medicine.

The Programme management follows the results-based management (RBM) principles. Clear results chain, Monitoring and Evaluation (M&E) frameworks were developed and implemented throughout the Programme. A performance monitoring (management) framework of the Programme was developed which includes: results, indicators, baselines, targets, data sources, frequency and methods of data collection, and responsibilities. Regular and systematic data collection is made to track and capture the results and lessons learned of the Programme.

II. Purpose of Evaluation:

The overall objective of this evaluation is to assess the progress made towards the achievement of the Right to Education Programme's overall objective and respective outcomes and outputs, examining the result chain, processes, contextual factors and causality, to understand the achievements or the lack thereof. The evaluation



should determine the relevance, impact, effectiveness, efficiency and sustainability of the Programme to make adjustments and improve contributions to development. The assignment also aims to gather lessons learned to provide recommendation and identify best practices that focus on key components to guide future programming in enhancing the education sector.

The evaluation should examine the contribution of the Programme to cross-cutting issues including human rights, gender equality, poverty reduction and rights of persons with disabilities. The evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned, in a separate section, into the decision-making process of both recipients and donors.

III. Evaluation Scope, Criteria and Questions:

The evaluation scope covers all components of the Right to Education Programme under the four expected outcomes outlined in section I. This includes A.) Recovery of education sector through reconstruction and rehabilitation of 50 educational institutions including: reconstruction of 4 schools with totally damaged premises, rehabilitation and expansion of 15 partially damaged schools, rehabilitation of 13 private schools, rehabilitation of 5 training centres and rehabilitation of 10 HEIs in addition to 3 schools with multi-purpose halls (MPHs); B.) Application of principles of Building Back Better (BBB) and Child Friendly School (CFS) in the overall reconstruction and recovery of the education system including mainstreaming of emergency response planning, renewable energy and WASH facilities in the recovered schools; and C.) Enhancing mental health wellbeing for school students and increasing access of youth to opportunities through e-work, in addition to advocacy and leadership development of youth. The Programme was implemented in the Gaza Strip during the period from February 2015 till March 2018, except minor interventions which are still under finalization. The main beneficiary groups are children and youth attending schools and higher education institutions as per the following categories: 20,526 students & teachers at 22 governmental schools, 6,712 students and teachers at 13 private schools, 5,382 trainees at 5 training centres and 66,494 youth at 10 higher education institutes.

The evaluation criteria are mainly for five areas recommended by the Development Assistance Committee (OECD). Below are some examples of the questions that the evaluation team are expected to answer as part of this assignment. The evaluation shall address how the intervention sought to strengthen the application of the right-based approach and gender mainstreaming in development efforts.

Relevance: The extent to which the Programme is consistent with the priorities and policies of the target group, recipient and donor. Evaluation should answer the following questions:

- To what extent are the activities and outputs of the Right to Education Programme comply with the relevant national policies and priorities, national development plan, national policy agenda and the PA Detailed Needs Assessment (DNA) and Recovery Framework of Gaza Reconstruction?
- To what extent does the objective of the development intervention in terms of development policy correspond with the objectives and strategic directions of the UN Development Assistance Framework (UNDAF) and UNDP Country Programme Document (CPD)?
- Are the activities and outputs of the Programme consistent with the overall objective and the attainment of planned results?

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- How important is the intervention for the target group and subgroups (e.g. school and university students), and to what extent does it address their needs and interests?

Effectiveness: The extent to which the Programme attains its stated objectives, outcomes and outputs. Evaluation should answer the following questions:

- To what extent were the expected results achieved / are likely to be achieved against the objectives and indicators?
- How effective was the Programme approaches in the achievement of the expected results? Which components of the Programme approaches require modifications?
- What were the major factors influencing the achievement or non-achievement of the objectives?
- How the programme has contributed to providing adequate learning environment in the targeted schools, and improving the educational sector in the Gaza Strip?
- How effective were the mental health interventions in upgrading the capacities of mental health and counselling system in the MoEHE in Gaza? What interventions worth replication in future programming?
- To what extent was the e-work intervention relevant and effective in providing opportunities for youth in the Gaza Strip through online platforms? Has it contributed to creating an environment conducive to e-work culture? Was the adopted approach of freelancing effective?
- To what extent were the civic leadership and advocacy activities including virtual majlis and design teams effective in improving the leadership of targeted youth?
- To what degree has the Programme contributed to equitable participation and benefit to various groups (men, women, children and persons with disabilities)?

Efficiency: the extent to which the Programme outputs were achieved in an economic and efficient manner. Evaluation should answer the following questions:

- Were the financial resources and other inputs efficiently used to achieve results?
- Were activities cost-efficient?
- Did the Programme implementation follow the agreed timeframe? If not, what factors led to the change or delay in its delivery?
- Was the programme implemented in the most efficient way compared to alternatives?
- To what extent have the interventions been implemented/ coordinated with appropriate and effective partnership and synergies? What has been the nature and added value of these partnerships?
- Did UNDP and its implementing partners have adequate technical expertise/capacity to implement the different programme components?

Impact: the extent to which the Programme has produced positive and negative changes, directly or indirectly, intended or unintended. Evaluation should answer the following questions:

- What were the main impacts (positive/negative, expected/unexpected) as perceived by the different actors and beneficiaries of the project?
- What were the notable immediate impact observed in the targeted beneficiaries and likely long-term impact of the Programme?
- What real difference has the Programme made to the beneficiaries? Have there been any specific gender equality impact by the programme? How has it contributed to gender equality (addressing

gender stereotypes, unequal power dynamics, gender-based violence, dominant/violent masculinities ect.)?

- How was the application and introduction of the child-friendly school effective and suitable for the Gaza Strip context? What are the most effective and efficient elements of CFS applied, and what elements shall be reconsidered? The evaluation shall include a separate section for assessing and analysing the application of CFS principles in the recovery of educational institutions, especially the model of Jamal Abdel Nasser School.
- Are there any experiences that should be highlighted, e.g. case studies, stories, and best practices?

Sustainability: to what extent the Programme benefit are likely to continue after donor funding is ended. Evaluation should answer the following questions:

- To what extent did the benefits of a programme or project continue after donor funding ceased?
- To what degree did the Programme consider the existing structure or resources to enhance the sustainability after the end of the intervention?
- Do local community and beneficiaries support the interventions that were carried out by UNDP and the implementing partners? How national ownership is materialized?
- What is the likelihood that the operation, maintenance and repair of the constructed or recovered educational facilities being financed at the local and national level for continuity of the series after the end of the project?
- What were the major factors which influenced the achievement or non-achievement of sustainability of the Programme?

IV. Methodology:

The methodology that will be used and applied should be participatory and interactive, wherever and whenever possible. The methodology shall fulfil the evaluation objectives and answer the evaluation questions. The processes for evaluation should entail mixed methods, utilising qualitative and quantitative processes for data collection and analysis. Both qualitative and quantitative data will be disaggregated by gender in order to appropriately compare to baseline and targets. For the quantitative data collection, international standards for probability sampling will be used in order to make statistically inferences about the target population. For the qualitative collection, a mixture of field visits and consultative meetings with key informant interviews using semi-structured questionnaires as well as focus group discussions with diverse groups of beneficiaries and stakeholders (considering a gender balance)), will be used.

The evaluation will involve reviewing the programme documents, any regional, global, and national data available, and other relevant literature. In addition, the evaluation team will undertake meetings and interviews with a broad range of stakeholders including, but not limited to, beneficiaries, local implementing partners, local government representatives, UNDP programme team, and other community members.

Quantitative measures (both percentage and numbers) will be used to validate the different indicators identified within the performance management plan; for example number of educational facilities recovered, number/percentage of students benefit directly or indirectly from the intervention, ...etc. Data sources for quantitative indicators will include the Ministry of Education and Higher Education (MoEHE), annual statistical reports, UNDP progress reports, UNDP counterparts, UNDP implementing partners' reports including Mercy Corps,

UCAS, GCMHP and CMBM and others. UNDP's partners will facilitate reaching the beneficiaries for the evaluation team to conduct focus group discussions and semi-structured interviews.

The above evaluation questions cover all the OECD/DAC criteria for the evaluation of development assistance. Gender should be understood as a cross-cutting component of all aspects of the evaluation, which should evaluate how gender was integrated in the Programme implementation and all data gathered should be disaggregated by sex, age and disability as relevant and analysis should be gender sensitive.

In line with UNDP evaluation policy and the standards for UN Evaluation in the UN System (developed by the UN Evaluation Group), all those engaged in designing, conducting and managing evaluation activities will aspire to conduct high quality and ethical work guided by the professional standards and ethical and moral principles.

V. Evaluation Products (Deliverables)

Under the overall supervision of the Programme Manager and the support of the Monitoring and Evaluation Associate, Gaza Programme Specialist, and the Management Support Unit (MSU) Team and in close cooperation with the Project counterparts, the evaluation team will review the Programme Document, Signed Agreements, Results Chain, M&E framework and progress reports in order to produce the followings key evaluation products the evaluation team will be accountable for producing:

1. **Prepare an evaluation inception report and work plan:** The evaluation team shall prepare a work plan "Inception Report" that describes how the evaluation will be carried out and the timetable for each activity. The inception report should be prepared by the evaluation team before going into the full-fledged evaluation exercise and to be submitted **two weeks after** signing the contract. It should detail the evaluators' understanding of what is being evaluated and why, showing how each evaluation question will be answered by way of: proposed methods, proposed sources of data and data collection procedures. It should also include a proposed schedule of tasks, activities and deliverables, designating a team member with the lead responsibility for each task or product and the evaluation matrix (Please see annex #2: Sample evaluation Matrix).
2. **Field visits and data collection:** the evaluation team shall undertake all visits that are needed to the project site, the project counterparts and the stakeholders. All visits and meetings shall be planned in a schedule shared with the Programme Manager copying the above-mentioned UNDP/PAPP representatives Weekly update on progress of the different activities of the evaluation process to be submitted starting **from week3** until the end of the evaluation assignment. Progress report will be submitted by end of **Week6** reflecting the initial finding of data collection and recommendations on the way forward.
3. **Evaluation report:** the evaluation team shall prepare an evaluation report that describes the evaluator's findings, recommendations and lessons learnt. The report should also highlight gaps, strengths and weaknesses of the Programme (Please see attached annex #1: UNDP evaluation report template and quality standards). A draft evaluation report should be submitted **seven weeks after** approving the

inception report where UNDP will make the necessary feedback within **week8**. Final evaluation report will be submitted **two weeks after** receiving the comments from UNDP and the project partners on the draft evaluation report.

4. Evaluation brief and other knowledge products of participation in knowledge sharing events, if relevant.

VI. Evaluation Team Composition and required Competencies:

The consultancy firm should have proven experience in implementation of Programme Evaluation with UN and international organizations. The Consultant shall provide at least the following expertise and team of experts in order to be able to implement the assignment, as follows:

▪ Team Leader:

The team leader must have a master degree in international development, strategic planning and evaluation or any other related fields and with the following working experience:

- A minimum of 15 years of relevant local and international experience undertaking evaluations is required, including proven practical professional experience in designing and conducting major evaluations.
- Substantive experience in evaluating similar development projects related to the fields of education, health, psychosocial and socio-economic development, with components of capacity development and job creation.
- Local or international consultancy experience in economies similar to the Palestinian economy and in education & health projects.
- Substantive experience in evaluating projects and programmes with human rights, gender and disability perspectives is an asset.
- Excellent and proven knowledge of evaluation methodologies and approaches.
- Proven experience in producing coherent, clear analytic reports and knowledge pieces is a requirement.

▪ Construction Expert:

The Construction Expert must have at least Master's degree or equivalent in engineering, construction management, or other related fields and with the following working experience:

- At least 12 years of experience in engineering, construction management sector especially schools and educational institutions.
- Substantive experience in principles of building back better and child friendly schools is an asset.
- Strong knowledge of Monitoring and evaluation methods for development programmes, knowledge of UNDP's results-based management orientation and practices.
- Familiarity with implementation and/or evaluation of capacity – building efforts in developing countries.
- Familiarity with institutional capacity building, Policy framework and institutional strengthening.
- Familiarity with UNDP Guidelines, Procedures, participatory monitoring approaches.



▪ **Community Development and Sociology Expert:**

The Social Expert must have at least Master's degree or equivalent in social studies, community development or anthropology or other related fields and with the following working experience:

- At least 10 years of experience in community development and social researches.
- Strong knowledge of Monitoring and evaluation methods for development programmes, knowledge of UNDP's results-based management orientation and practices.
- Familiarity with implementation and/or evaluation of capacity – building efforts in developing countries.
- Familiarity with institutional capacity building, Policy framework and institutional strengthening.
- Familiarity with UNDP Guidelines, Procedures, participatory monitoring approaches.
- Substantive experience in evaluating projects and programmes with human rights, gender and disability perspectives is an asset.

▪ **Mental Health Expert:**

The Mental Health Expert must have at least Master's degree or equivalent in mental health, psychology, psychiatry or other related fields and with the following working experience:

- At least 10 years of experience in mental health and psychosocial support sector.
- Strong knowledge of Monitoring and evaluation methods for development programmes, knowledge of UNDP's results-based management orientation and practices.
- Familiarity with implementation and/or evaluation of capacity – building efforts in developing countries.
- Familiarity with institutional capacity building, Policy framework and institutional strengthening.
- Familiarity with UNDP Guidelines, Procedures, participatory monitoring approaches.
- Substantive experience in evaluating projects and programmes with human rights, gender and disability perspectives is an asset.

▪ **Economic Empowerment Expert:**

The Economic Empowerment Expert must have at least Master's degree or equivalent in Economics, business administration, management or any other related fields and with the following working experience:

- At least 10 years of experience economic empowerment or e-work with special focus on e-freelancing expertise.
- Strong knowledge of Monitoring and evaluation methods for development programmes, knowledge of UNDP's results-based management orientation and practices.
- Familiarity with implementation and/or evaluation of capacity – building efforts in developing countries.
- Familiarity with institutional capacity building, Policy framework and institutional strengthening.
- Familiarity with UNDP Guidelines, Procedures, participatory monitoring approaches.
- Substantive experience in evaluating projects and programmes with human rights, gender and disability perspectives is an asset.

In addition to the aforementioned core expertise, the consultancy firm shall possess enough administrative, logistical, and financial management capacity by ensuring the availability of an administrative and financial

support team, support the above-mentioned expertise by evidence (Resume, work samples, references), be independent from any organization/institution that have been involved in designing, executing, or advising any aspect of interventions subject to this evaluation

VII. Evaluation Ethics

Evaluations in UNDP will be conducted in accordance with the principles outlined in the UNEG "Ethical Guidelines for Evaluation". Evaluation team must abide by the evaluation ethics and procedures to safeguard the rights and confidentiality of information providers. This includes necessary measures to ensure compliance with legal codes governing areas such as provisions to collect and report data, particularly permissions needed to interview or obtain information about children and young people; provisions to store and maintain security of collected information; and protocols to ensure anonymity and confidentiality.

VIII. Implementation Arrangements

The primary supervision will be provided by the Programme Manager, Gaza Programme Specialist and the Management Support Unit (MSU) team in UNDP/PAPP who will be involved and Informed in all the stages of the evaluation process. The Programme Manager will facilitate the access to program different data as mentioned in Annex 3 which entails providing program documentation as needed for the evaluation.

The evaluation team will make formal/informal contacts with stakeholders as necessary as well as logistics and operational support in conducting surveys / interviews / focus group discussions and organizing the end of the evaluation workshop (Please see annex # 4: List of stakeholders to be involved in the evaluation). Evaluation team will also be responsible for disseminating the findings in consultation with UNDP. The evaluation team will be responsible for the timely production of evidence-based evaluation, including recommendations to quality standards.

The evaluation shall be conducted for a period of 16 weeks, of which the Consultant is active for 12 weeks with a total of 60 working days. The detailed final Evaluation methodology will be agreed as part of the consultation inception process by way of communication with all the relevant UNDP representatives specified above.

The evaluation team shall start the evaluation process with an inception meeting with all UNDP representatives specified above and supervising the evaluation process. The evaluation team should review all needed documentation and submit an inception report based on the meetings with UNDP and relevant stakeholders within two weeks of signing the contract. After endorsement by UNDP/PAPP, the evaluation team will then undertake interviews, focus group discussion, and surveys with different key stakeholders and beneficiaries, preparation of an evaluation report & a lessons learned document. Team leader will be submitting weekly concise reports on the different processes starting on week3. Midterm review report will be developed by the team leader after Week6 from the start of the evaluation assignment to display the initial findings of data collection and recommend on any measures that are necessary to align the remaining activities towards successful accomplishment of the evaluation. The evaluation team leader shall submit the draft product to UNDP for comments and finalize the product within two weeks after receiving the feedback.

The consultant will be contracted by the UNDP/PAPP. The project manager will facilitate the mission of the evaluation team, though the evaluation team is responsible for all logistical arrangements necessary with the counterparts and stakeholders including telecommunication, transportation and any other logistical arrangements. All required information about the project will be provided.

IX. Time Frame for the Evaluation Process:

Key tasks	Indicative duration
<p>Conduct a desk review of relevant documents listed in Annex #3 (List of References). The evaluation team will follow UNDP procedures for ethical standards in evaluation, data collection and analysis, to be shared at the start of the consultancy. Evaluation team will participate in initial briefing meeting with UNDP. The evaluation team will submit an inception report that will include the following among others:</p> <ol style="list-style-type: none"> 1. Evaluation plan including timelines and activities. 2. Evaluation methodology including evaluation matrix (see annex 2). 3. Data collection tools (qualitative and quantitative) and targeted stakeholders. 4. Roles and responsibilities 5. Ethical protocols 6. Plan for data analysis (qualitative and quantitative) 7. Report preparation and dissemination. 	Two weeks
<p>Upon approval on the inception report by UNDP, the evaluation team shall conduct field visits to collect data through a combination of data collection methods. Qualitative and quantitative data will be collected from field visits of the implemented activities as well as consultative meetings in Gaza (and Jerusalem if needed), focus groups, questionnaires, etc. It is expected that the team will incorporate gender and ensure representative involvement of beneficiaries and non-beneficiaries in the evaluation.</p> <p>Submit primary data; the collected data files (both quantitative and qualitative) is UNDP property and cannot be used for other purposes without written approval by UNDP.</p> <p>A presentation of the preliminary findings will be done to UNDP team.</p> <p>Weekly concise progress reports will be submitted starting week 3 from the initiation of the evaluation assignment until its end and midterm review report in week6 from the start of the evaluation assignment.</p> <p>Develop a draft evaluation report as per the standard UNDP evaluation report format in week7 (see Annex # 1: UNDP evaluation report template and quality standards). UNDP then will give feedback in week8</p>	Eight weeks
<p>Draft report presented to UNDP, seeking feedback for incorporation, dissemination and advocacy follow up steps.</p> <p>Finalize the evaluation report with recommendations as well as lessons learned and submit to UNDP on time together with the information collected above and presentation to stakeholders for approval.</p> <p>End of the evaluation through a workshop with stakeholders and UNDP.</p>	Two weeks

X. Cost

Level of efforts to complete this assignment shall be estimated by the consultancy firms to accomplish all requested deliverables.

XI. Payments

The consultant will receive the first payment, 30% of the total amount upon submission of approved inception report. A second payment of 30% upon approval of the submitted midterm report. A final payment of 40% of the total amount will be issued after the final approval of the deliverables by UNDP/PAPP.

XII. Application Process

Interested consultancy firms are required to submit a full technical and financial proposals separately including relevant Curriculum Vitae and work plan that demonstrates the qualification, skills, experience and track record to deliver the services required and that reflects and understanding of key issues relating to the scope of work.

Note: A tentative format for submitting a proposal is in Annex # 5. The constancy firms can elaborate more in its application.

1. Technical Proposals

The technical proposal shall describe the approach and methodology that will be applied by the consulting firm to meet the objectives and scope of the assignment and shall include the following:

- A. The methodology.
- B. The suggested work-plan.
- C. Description of tools that will be used and provided.
- D. Company Profile including description of company facilities and resources.
- E. List of relevant evaluation undertaken within the last five years.
- F. Contact of three previous clients that can be used for reference purposes to whom similar services have been provided and completed. The proposal will include description on the evaluation undertaken and the different methodologies used for each individual intervention to serve the three clients. Respective reference letters have to be included within the proposal.
- G. Organization chart for carrying out the evaluation along with profile of experts and support team included in the plan. A matrix should be provided to show which expert/support staff will work on what activities and for what duration.
- H. CVs of the experts and support staff who will participate in conducting the assignment.

The proposal shall be valid for a minimum of six months from the date of bid closing and shall be duly signed by the official representation of the consulting firm and stamped.

2. Financial Proposals

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The offeror is asked to prepare the Price Schedule in US Dollars to be provided in a separate envelope from the rest of the RFP. The financial proposal shall specify a total lump sum amount all-inclusive for the provision of the requirement.

The lump sum amount shall be broken down to show the following level of detail:

- o Daily rates of staff
- o Administrative costs
- o Overhead
- o Cost of workshops
- o Any other applicable costs

XIII. Evaluation of Applications:

A two-stage procedure is utilized in evaluating the proposals, with evaluation of the technical proposals prior to any price proposal being opened and compared. The price proposal of the Proposals will be opened only for submissions that passes the minimum technical score (80%) in the evaluation of the technical proposals. The technical proposals are evaluated based on their responsiveness to the Terms of Reference (TOR).

The evaluation will be made based on a 70:30 weight ratio of the technical (70 points out of 100) and financial evaluation (30 points out of 100).

Technical Proposal Evaluation		Points obtainable
1.	Expertise of Firm	35
2.	Evaluation Plan including key milestones	35
3.	Staffing plan and CV's	85
4.	Methodology	45
Total		200

The evaluation form for the technical proposals will be as follows. The obtainable number of points specified for each evaluation criterion indicates the relative significance of weight of the item in the overall evaluation process.

Technical Evaluation Criteria			Points	Weight
FORM 1	Expertise of Firm /Organization			35
	A.	Does the Company Profile reflect the requirements of the TOR including company size and reputation?	10	
	B.	Do projects undertaken within the last 5 years relate to the TOR?	15	
		(Minimum 5 years' experience in provision of similar services to TOR)		
FORM 2	C.	Quality of References provided by 3 previous clients. Evaluation Methods utilised will have to be well presented	10	
	Evaluation Plan including key milestones, organization and timetable			35

	A.	Does the evaluation plan clearly demonstrate what activities will be undertaken at each phase respecting the overall preset guiding time frame in the TOR?	20	
	B.	Is the plan sequence logical and duration of activities adequate reflecting good understanding of the TOR and good managerial competency?	15	
FORM 3	Staffing Plan			85
	A.	Is overall staffing plan sufficient to undertake TOR?	10	
	B. Team Leader			
		- Education	7	
		- General professional experience	7	
		- Specific professional experience	7	
	C. Construction Expert			
		- Education	5	
		- General professional experience	5	
		- Specific professional experience	5	
	D. Community Development and Sociology Expert			
		- Education	5	
		- General professional experience	5	
		- Specific professional experience	5	
	E. Mental Health Expert			
		- Education	4	
		- General professional experience	4	
		- Specific professional experience	4	
	F. Economic Empowerment Expert			
		- Education	4	
		- General professional experience	4	
		- Specific professional experience	4	
FORM 4	Methodology			45
	A.	Clearly illustrates how the evaluation will be conducted to cover all required elements giving enough confidence on the success of evaluation process with sufficient details.	15	
	B.	Clearly illustrates how data will be collected	7.5	

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C.	Set clear criteria to be followed for evaluation of every aspect required in the TOR showing adequate weighting relative to each other	15	
D.	Clearly illustrates how the final report will be developed and finalized	7.5	
	Total		200

In the Second Stage, the price proposal of all Offerors, who have attained the minimum 70% score in the technical evaluation will be opened and evaluated.

XIV. Award of Contract

The procuring UNDP entity reserves the right to accept or reject any Proposal, and to annul the solicitation process and reject all Proposals at any time prior to award of contract, without incurring any liability to the affected applicant or any obligation to inform the affected applicant or applicants of the ground for the UNDP's action. Only proposals that achieve above the minimum of 80% on the substantive presentation shall be reviewed for competitiveness of fees. The first lowest price quote will be ranked 100% and the others will be ranked in reference to the lowest offer. Combined scoring of 80% of technical scores and 20% of financial scores will be added to define the lowest responsive proposal.

Annex # 1: UNDP evaluation report template and quality standards

The evaluation report should be complete and logically organized. It should be written clearly and understandable to the intended audience. In a country context, the report should be translated into local languages whenever possible. The report should also include the following:

Title and opening pages: Should provide the following basic information:

- Name of the evaluation intervention
- Time-frame of the evaluation and date of the report
- Countries of the evaluation intervention
- Names and organizations of evaluators
- Name of the organization commissioning the evaluation
- Acknowledgements

Table of contents: Should always include boxes, figures, tables and annexes with page references.

List of acronyms and abbreviations

Executive summary: A stand-alone section of two to three pages that should:

- Briefly describe the intervention of the evaluation (the project(s), programme(s), policies or other intervention) that was evaluated.
- Explain the purpose and objectives of the evaluation, including the audience for the evaluation and the intended uses.
- Describe key aspect of the evaluation approach and methods.
- Summarize principle findings, conclusions, and recommendations.

Introduction: Should:

- Explain why the evaluation was conducted (the purpose), why the intervention is being evaluated at this point in time, and why it addressed the questions it did.
- Identify the primary audience or users of the evaluation, what they wanted to learn from the evaluation and why and how they are expected to use the evaluation results.
- Identify the intervention of the evaluation (the project(s) programme(s) policies, or other intervention.
- Acquaint the reader with the structure and contents of the report and how the information contained in the report will meet the purposes of the evaluation and satisfy the information needs of the report's intended users.

Description of the intervention: Provides the basis for report users to understand the logic and assess the merits of the evaluation methodology and understand the applicability of the evaluation results. The description needs to provide sufficient detail for the report user to derive meaning from the evaluation. The description should:

- Describe **what is being evaluated, who seeks to benefit**, and the **problem or issue** it seeks to address.
- Explain the **expected results map or results framework, implementation strategies**, and the key **assumptions** underlying the strategy.



- Link the intervention to **national priorities**, UNDAF priorities, corporate multi-year funding frameworks or strategic plan goals, or other **programme or country specific plans and goals**.
- Identify the **phase** in the implementation of the intervention and any **significant changes** (e.g., plans, strategies, logical frameworks) that have occurred over time, and explain the implications of those changes for the evaluation.
- Identify and describe the **key partners** involved in the implementation and their roles.
- Describe the **scale of the intervention**, such as the number of components (e.g., phases of a project) and the size of the target population for each component.
- Indicate the **total resources**, including human resources and budgets.
- Describe the context of the **social, political, economic and institutional factors**, and the **geographical landscape** within which the intervention operates and explain the effects (challenges and opportunities) those factors present for its implementation and outcomes.
- Point out **design weaknesses** (e.g., intervention logic) or other **implementation constraints** (e.g., resource limitations).

Evaluation scope and objectives: The report should provide a clear explanation of the evaluation's scope, primary objectives and main questions.

- **Evaluation scope:** The report should define the parameters of the evaluation, for example, the time period, the segments of the target population included, the geographic area included, and which components, outputs or outcomes were and were not assessed.
- **Evaluation objectives:** The report should spell out the types of decisions evaluation users will make, the issues they will need to consider in making those decisions, and what the evaluation will need to achieve to contribute to those decisions.
- **Evaluation criteria:** The report should define the evaluation criteria or performance standards used. The report should explain the rationale for selecting the particular criteria used in the evaluation.
- **Evaluation questions:** Evaluation questions define the information that the evaluation will generate. The report should detail the main evaluation questions addressed by the evaluation and explain how the answers to these questions address the information needs of users.

Evaluation approach and methods: The evaluation report should describe in detail the selected methodological approaches, methods and analysis; the rationale for their selection; and how, within the constraints of time and money, the approaches and methods employed yielded data that helped answer the evaluation questions and achieved the evaluation purposes. The description should help the report users judge the merits of the methods used in the evaluation and the credibility of the findings, conclusions and recommendations. The description on methodology should include discussion of each of the following:

- **Data sources:** The sources of information (documents reviewed and stakeholders), the rationale for their selection and how the information obtained addressed the evaluation questions.
- **Sample and sampling frame:** If a sample was used: the sample size and characteristics; the sample selection criteria (e.g., single women, under 45); the process for selecting the sample (e.g., random, purposive); if applicable, how comparison and treatment groups were assigned; and the extent to which the sample is representative of the entire target population, including discussion of the limitations of sample for generalizing results.



- **Data collection procedures and instruments:** Methods or procedures used to collect data, including discussion of data collection instruments (e.g., interview protocols), their appropriateness for the data source, and evidence of their reliability and validity.
- **Performance standards:** The standard or measure that will be used to evaluate performance relative to the evaluation questions (e.g., national or regional indicators, rating scales).
- **Stakeholder participation:** Stakeholders' participation in the evaluation and how the level of involvement contributed to the credibility of the evaluation and the results.
- **Ethical considerations:** The measures taken to protect the rights and confidentiality of informants (see UNEG 'Ethical Guidelines for Evaluators' for more information).
- **Background information on evaluators:** The composition of the evaluation team, the background and skills of team members, and the appropriateness of the technical skill mix, gender balance and geographical representation for the evaluation.
- **Major limitations of the methodology:** Major limitations of the methodology should be identified and openly discussed as to their implications for evaluation, as well as steps taken to mitigate those limitations.

Data analysis: The report should describe the procedures used to analyse the data collected to answer the evaluation questions. It should detail the various steps and stages of analysis that were carried out, including the steps to confirm the accuracy of data and the results. The report also should discuss the appropriateness of the analyses to the evaluation questions. Potential weaknesses in the data analysis and gaps or limitations of the data should be discussed, including their possible influence on the way findings may be interpreted and conclusions drawn.

Findings and conclusions: The report should present the evaluation findings based on the analysis and conclusions drawn from the findings.

- **Findings:** Should be presented as statements of fact that are based on analysis of the data. They should be structured around the evaluation questions so that report users can readily make the connection between what was asked and what was found. Variances between planned and actual results should be explained, as well as factors affecting the achievement of intended results. Assumptions or risks in the project or programme design that subsequently affected implementation should be discussed.
- **Conclusions:** Should be comprehensive and balanced, and highlight the strengths, weaknesses and outcomes of the intervention. They should be well substantiated by the evidence and logically connected to evaluation findings. They should respond to key evaluation questions and provide insights into the identification of and/or solutions to important problems or issues pertinent to the decision-making of intended users.

Recommendations: The report should provide practical, feasible recommendations directed to the intended users of the report about what actions to take or decisions to make. The recommendations should be specifically supported by the evidence and linked to the findings and conclusions around key questions addressed by the evaluation. They should address sustainability of the initiative and comment on the adequacy of the project exit strategy, if applicable. Recommendations should also provide specific advice for future or similar projects or programming and listed in one separate section of the report.



Lessons learnt: As appropriate, the report should include discussion of lessons learnt from the evaluation, that is, new knowledge gained from the particular circumstance (intervention, context outcomes, even about evaluation methods) that are applicable to a similar context. Lessons should be concise and based on specific evidence presented in the report and listed in one separate section of the report.

Report annexes: Suggested annexes should include the following to provide the report user with supplemental background and methodological details that enhance the credibility of the report:

- ToR for the evaluation
- Additional methodology-related documentation, such as the evaluation matrix and data collection instruments (questionnaires, interview guides, observation protocols, etc.) as appropriate
- List of individuals or groups interviewed or consulted and sites visited
- List of supporting documents reviewed
- Project or programme results map or results framework
- Summary tables of findings, such as tables displaying progress towards outputs, targets, and goals relative to established indicators
- Short biographies of the evaluators and justification of team composition
- Code of conduct signed by evaluators

Annex #2: Sample Evaluation Matrix.

Evaluation matrix: (suggested as a deliverable to be included in the inception report). The evaluation matrix is a tool that evaluators create as map and reference in planning and conducting an evaluation. It also serves as a useful tool for summarizing and visually presenting the evaluation design and methodology for discussions with stakeholders. It details evaluation questions that the evaluation will answer, data sources, data collection, analysis tools or methods appropriate for each data source, and the standard or measure by which each question will be evaluated (see Table A).

Table A. Sample evaluation matrix

Relevant evaluation criteria	Key Questions	Specific Sub-Questions	Data Sources	Data collection Methods/Tools	Indicators/ Success Standard	Methods for Data Analysis

Annex #3: Documents to be consulted:

1. The Programme Document;
2. Agreement with donor;
3. Results Chain;
4. Monitoring and Evaluation Framework;
5. Internal Evaluation Reports;
6. The Programme progress reports;
7. Agreements with implementing partners;
8. Implementing partner progress reports including Mercy Corps, UCAS, GCMHP and CMBM
9. Contracts with contractors;
10. Letters of Agreements with UN agencies
11. Awareness materials includes:
 - Documentary Film and short clips.
 - Success stories;
 - Photo album

Annex # 4: List of stakeholders to be involved in the evaluation:

No.	Stakeholder	Relationship
1.	Al Fakhoora Programme and Education Above All Representatives (EAA)	Donor
2.	UNDP management and Implementation Team	UNDP Team
3.	Ministry of Education and Higher Education <ul style="list-style-type: none"> Directorate of Buildings and Projects Directorate of Counselling and Special Education 	Line government institution
4.	UNICEF	UN Partner in the CFS component.
5.	School students, teachers and principals at 22 Governmental Schools	End beneficiary
6.	School students, teachers and principals at 13 Private Schools	End beneficiary
7.	Students and Administration of 10 Higher Education Institutes	End beneficiary
8.	Gaza Community Mental Health Programme and the beneficiaries including school counsellors, students and PHC practitioners	Local implementing partner
9.	Center for Mind and Body and the beneficiaries including school counsellors, university teachers and MoH therapists	Local implementing partner
10.	University College of Applied Sciences and the beneficiaries including targeted youth in e-work project	Local implementing partner
11.	Mercy Corps / Gaza Sky Geeks and the beneficiaries including targeted youth in e-work project	Local implementing partner
12.	Consultants, private sector and contractors	Service providers
13.	Any other stakeholders requested by the evaluation	