

## **ANNEX I**

### **TERMS OF REFERENCE**

#### **1. BACKGROUND AND CONTEXT**

UNDP is currently implementing the Support to Education in East Jerusalem Project, funded by the Government of Norway and Islamic Development Bank IsDB. The project was launched on the 1<sup>st</sup> of January 2018 and will be implemented in 3 years and is expected to be completed by December 2020.

The project consists of two components: 1) the construction of two schools, one in Mount of Olives (Al Tur) and one Shu'fat neighborhood; 2) provision of quality of education activities as well as support to the Jerusalem Directorate of Education in strategic planning (Geo-mapping and Information Management). The overall outcome of the project is:

UNDP PAPP approach is aligned with the UNDAF (2018-2022) Strategic Priority 4 – Leaving No One Behind: Social Development and Protection; outcome 4.1: More Palestinians, especially the most vulnerable, benefit from safe, inclusive, equitable and quality services. The project contributes to the Palestinian National Policy Agenda 2017-2022, pillar 3 – sustainable development and to SDG 4 – Quality education for all.

The overall **outcome** is: Increased access for Palestinian students to improved learning and quality education environments.

The project outputs are as follow:

**Output 1:** Enrolment rate for students at national education system increased.

**Output 2:** Technical capacities of JDoE in supporting the education process enhanced

**Output 3:** Enrolment opportunities for students at national education system increased.

As part of the first component, the project aims to provide access to quality education to over 1,200 students in East Jerusalem through the construction of 2 mixed school facilities (boys & girls) for a total area of 11,000 sq.m. The proposed schools will be located in Mount of Olives and Shu'fat neighborhood's, and will offer 44 new classrooms, reducing the shortage of classrooms (estimated at 2,000 classrooms) and helping to cope with the growing demand. The schools will be directly managed by the Jerusalem Directorate of Education (JDoE) as the authorized entity from the Palestinian Ministry of Education (MoE), and operationally run under the legal umbrella of the Jordanian Ministry of Awqaf. Within the second component, the project will contribute to enhancing the capacity of JDoE in strategic planning by scaling up the geo-mapping system and linking it up to its existing information management system. Technical assistance and institutional development interventions will be provided to develop JDoE's capacity to assume its roles and responsibilities. Further, the project will contribute to providing quality education for 15,000 students in 49 private schools in East Jerusalem. In specific, the project will provide training to teachers and will support around 15,000 students with psychological, social and educational problems. These interventions will be implemented jointly with the relevant MoE departments.

Within the funding streams, the Government of Norway is financing the issuance of designs and permits for the construction of the two educational facilities, and the second component related to the implementation of quality education interventions, which includes the teachers training and JDoE capacity building. IsDB will be covering the cost of the physical implementation of the civil works, finishing of schools and provision of furniture and equipment.

Significant delays due to external factors were registered during the first year of implementation. The Jerusalem Municipality zoning and planning decisions led to the allocation of part of the Mount Olives School land to the construction of public road, making the initially planned construction of the school not feasible. As a result, the project had to be re-scoped by adding the purchasing of a building and transferring it to the school facility, covered fully by the Government of Norway. Meanwhile, discussions are still on-going for exploring the best solutions in re-programming the funds under IsDB share, that entailed to cover the costs of the physical construction.

## **2. EVALUATION PURPOSE, SCOPE AND OBJECTIVES:**

UNDP is intending to outsource technical capacity to carry out a mid-term evaluation as planned under UNDP and Government of Norway agreement, covering the implementation period and related activities from 1<sup>st</sup> January 2018 to 31 October 2019.

The mid-term evaluation should support UNDP accountability to national stakeholders and partners and contribute to learning at corporate, regional and country levels. In doing so, the evaluation aims to identify which UNDP approaches work well and which face challenges, and to use lessons learned to (if necessary) adjust the current intervention and ensure the effective implementation of the remaining one year of project's intervention. The midterm evaluation will cover all key activities undertaken within the framework of the project, as described in the project document and in specific:

- a) Asses the effectiveness and relevance of the project to meet the priorities of the national stakeholders and partners and its contribution to access improved learning and quality education
- b) Assess the project implementation approach (operational procedures, structure, monitoring, control and evaluation procedures, financial and technical planning, project modality/structures) and its impact on the national community (including gender equality, empowerment of women, human rights, people with disabilities)
- c) Derive lessons and provide concrete and actionable recommendations to enhance the implementation of the remaining one year of the project interventions

## **3. EVALUATION CRITERIA AND KEY GUIDING QUESTIONS:**

This evaluation will specifically look at relevance, effectiveness and efficiency, among the five OECD DAC principles of evaluation for development assistance. The mid-term review will focus on three out of five OECD DAC criteria, additional ones will be assessed during the final evaluation.

Relevance:

- To what extent the project was implemented in line with the Ministry of Education National Strategic Plan
- To what extent is the project aligned with the UNDAF, National Policy Agenda and the UNDP PAPP Programmatic Framework?
- To what extend were perspectives of the relevant stakeholders (national and local counterparts) taken into account during the design process?
- To what extend were gender aspects, and marginalized groups needs addressed in the design of the project?

Effectiveness

- To what extent were the objectives of the Support to Education project achieved so far and are likely to be achieved?
- What were the major factors influencing the achievement or non-achievement of the objectives?
- Are the projects objectives and outputs clear, practical and feasible within its frame?
- To what extend has the UNDP PAPP partnership strategy been appropriate and effective?

#### Efficiency

- Was the project implemented in the most efficient way compared to alternatives?
- Are there any changes in the project's risks and assumptions that occurred during the implementation period?
- To what extent was the project management structure as outlined in the project document efficient in generating the expected results

Sustainability and impact of the project, as well as gender considerations will also be assessed and included in the evaluation. The suggested questions will be further refined by the evaluation team and agreed with UNDP evaluation stakeholders and partners.

#### 4. EVALUATION METHODOLOGY:

The methodology described in this section is UNDP's suggestion that will likely yield the most reliable and valid answers to the evaluation questions. However, final decisions about the specific design and methods for evaluation should emerge from consultations among UNDP, the evaluator, and key stakeholders.

UNDP suggests the evaluation to rely on:

1. **Desk review** of all relevant documentation prepared by the UNDP programme, including but not limited to the following:
  - Support to Education in East Jerusalem Project Document (Norway and IsDB)
  - Donors progress reports
  - UNDAF, CPD/PPF UNDP PAPP
  - Other relevant document on the engagement of UNDP PAPP in the education sector
2. **Semi-structured interviews** with stakeholders who are working with UNDP in the Education sector. This method includes, inter alia: (i) Development of evaluation questions around relevance, efficiency and effectiveness designed for different stakeholders to be interviewed; (ii) Key informant interviews and focus group discussions with beneficiaries and stakeholders.

All interviews should be undertaken in full confidence and anonymity. The final evaluation report should not assign specific comments to individuals. UNDP will coordinate with the national counterparts, namely Ministry of Education as key partner, Jerusalem Directorate of Education (JDoE), Awqaf, consultants, local community and all concerned stakeholders to provide to the individual consultant with all the necessary facilitation and documentation needed for a successful completion of the required tasks.

3. **Site visits:** two site visits will be organized in Mount of Olives (Al Tur) and one Shu'fat neighborhood, where the schools will be constructed.

The progress towards the achievement of the project objectives should be measured against the M&E framework, included in the project document and agreed upon with the Government of Norway.

## 5. DELIVERABLES AND TIMEFRAME:

The consultant is expected to complete the following deliverables:

- 1. inception plan and report:** The plan should outline the overall strategies, actions and timeline of the evaluation. A draft of the inception plan should be submitted within one week after the contract is issued. The inception report should include a proposed schedule of tasks, activities and deliverables. The inception report should include an evaluation matrix, which specifies both principal and specific evaluation questions, data sources, data collection methods. The inception report provides the programme unit and the evaluator with an opportunity to verify that they share the same understanding about the evaluation and clarify any misunderstanding at the outset.
- 2. Draft evaluation report:** a draft evaluation report should include an executive summary of not more than 3 pages describing key findings and recommendations. The programme team and key stakeholders in the evaluation should review the draft evaluation report to ensure that the evaluation meets the required quality criteria. The evaluator will ensure that the report, to the extent possible, complies with the UNEG Quality Checklist for Evaluation Reports.
- 3. Final evaluation report:** the report should not be more than 20 pages in English. It should include detailed lessons learnt and the list of all people interviewed. The evaluator should keep an evaluation report audit trail of how comments have been addressed in response to the draft report
- 4. Presentation of findings:** A presentation should be scheduled to inform UNDP and the stakeholders about the evaluation findings, lessons learned and recommendations.

Deliverables	Expected date of completion from contract signature	# of working days	Payment
Inception plan and report (deliverable 1)	9 March 2020	1 week (5 working days)	25%
Draft evaluation report (deliverable 2)	30 March 2020	3 weeks (15 working days)	50%
Final evaluation report and presentation (deliverable 3 and 4)	15 April 2020	2 weeks (10 working days)	25%

## 6. EVALUATION TEAM COMPOSITION AND REQUIRED COMPETENCIES

The consultant should possess the following qualifications:

### i. Academic Qualifications

- Advanced University degree in political science, development studies, or closely related field.

### ii. Years of Experience

- Five (5) years' experience in results-based management (RBM), project monitoring and evaluation (M&E);
- Previously completed at least 5 similar evaluations;
- Good knowledge of procedures governing the implementation and management of internationally funded projects and programme;

- Knowledge of the national or regional situation and context is an asset.

**iii. Competencies**

- Excellent oral and written communication skills in English and Arabic;
- Outstanding writing skills demonstrated through previous publications;
- Ability to collect and analyze information from a variety of sources.

The evaluator should be independent from any organizations that have been involved in designing, executing or advising any aspect of the intervention subject to evaluation

## **7. EVALUATION ETHICS**

This evaluation will be conducted in accordance with the principles outlined in the UNEG 'Ethical Guidelines for Evaluation'. The consultant must safeguard the rights and confidentiality of information providers, interviewees and stakeholders through measures to ensure compliance with legal and other relevant codes governing collection of data and reporting on data. The consultant must also ensure security of collected information before and after the evaluation and protocols to ensure anonymity and confidentiality of sources of information where that is expected. The information knowledge and data gathered in the evaluation process must also be solely used for the evaluation and not for other uses with the express authorization of UNDP and partners.

## **8. IMPLEMENTATION ARRANGEMENTS**

UNDP has full ownership of the activity and of its final product. Thus, any public mention (including through social media) about the activity should state clearly that ownership. In addition, any public appearance or related published work related to the activity should be coordinated and approved by UNDP in advance. The principal responsibility for managing this evaluation resides with the Support to Education Project and UNDP PAPP. Any visibility material or product produced for this assignment must be in the name of UNDP.

- Responsibilities of the evaluator:
  - Allocate an evaluator with the needed skills to carry out the assignment.
  - The evaluation will be fully independent, the evaluator will retain enough flexibility to determine the best approach in collecting and analyzing data for the evaluation;
  - Responsible of all logistic arrangements;
  - Responsible for the follow-up on attaining all documents and reports as needed.
- Responsibilities of UNDP:
  - Facilitate the evaluation process and assist in connecting the evaluator with the senior management, and key stakeholders.
  - UNDP will assist in organizing the site visits and meetings.
  - During the evaluation, UNDP will help identify key partners for interviews by the evaluation team.

## **9. CRITERIA FOR SELECTION OF THE BEST OFFERS**

UNDP applies a fair and transparent selection process that will take into account the competencies/skills of the applicants as well as their financial proposals. Qualified women are encouraged to apply.

The award of the contract should be made to the applicant whose offer has received the highest score out of the following criteria:

- Technical Competency Criteria weight: 70%
- Financial Criteria weight: 30%

Only candidates obtaining a minimum technical score of 70 points out of 100 points would be considered for the financial evaluation.

Criteria	Description of criteria	Max. Point
Technical Competence		100
Criteria A: Education and Background	Academic Qualifications (relevant) Master’s degree (10 points)	10
Criteria B: Experience	10 points being assigned to candidates with 5 years of relevant experience	10
	15 points being assigned to candidates with more than 5 years of relevant experience	15
	10 additional points being assigned to candidates with solid understanding of Lebanese context, including political developments, public administration, organizational structure	10
Criteria C: Evaluations Conducted	25 points being assigned to candidates with solid experience in conducting evaluations, with an additional 10 points for conducting education-related evaluations (5 and more evaluation reports referred to)	35
	10 points being assigned to candidates having experience in conducting at least two evaluations for UN/ International Organizations/ NGOs	10
Criteria D: Competencies	Excellent oral and written communication skills in English and Arabic (6 point)  Outstanding writing skills demonstrated through previous publications (2 point)  Ability to collect and analyze information from a variety of sources (2 point)	10
Total Score	Technical Score * 0.7 + Financial Score * 0.3	