TOR for INDIVIDUAL CONSULTANT

Project name: Youth Social Inclusion for Civic Engagement in Ukraine

Description of the assignment / Post title: Final evaluation of Project
Country / Duty Station: Ukraine
Expected places of travel: Up to 3 field sites selected from: Zhytomyr, Rivne, Crimea, Chernigiv, Cherkassy, Dnipropetrovsk, Kharkiv, Ivankiv/Brusiliv in Kyiv rayon
Starting date of assignment: June 13, 2011
Duration of assignment / or end date (if applicable): 4 weeks
Supervisor's name and functional post: Evegenia Petrivska, National Project Manager

Payment arrangements: Lump Sum (payments linked to deliverables)

Administrative arrangements: Working space and equipment will be provided

Selection method: Desk review with verification interview

1. BACKGROUND

1.1 Background to the UNV Programme

The United Nations Volunteers (UNV) programme is the UN organization that contributes to peace and development through volunteerism worldwide. Volunteerism is a powerful means of engaging people in tackling development challenges, and it can transform the pace and nature of development.

Volunteerism benefits both society at large and the individual volunteer by strengthening trust, solidarity and reciprocity among citizens and by purposefully creating opportunity for participation.

UNV contributes to peace and development by advocating for volunteerism globally, encouraging partners to integrate volunteerism into development programming and mobilizing an increasing number and diversity of volunteers. Including experienced UNV volunteers throughout the world.

UNV embraces volunteerism as universal inclusive, and recognizes volunteerism in its diversity as well as the values that sustain it: free will, commitment, engagement and solidarity

In most cultures volunteerism is deeply embedded in long-established, ancient traditions of sharing and support within the communities. In this context, UNV volunteers take part in various forms of volunteerism and play a role in development and peace together with co-workers, host agencies and local communities

In all assignments, UNV volunteers promote volunteerism through their action and conduct. Engaging in volunteer activity can effectively and positively enrich your understanding of local and social realities, as well as create a bridge between yourself and the people in your host community. This will make the time you spend as UNV volunteer even more rewarding and productive.

1.2.   Background to the project/country to be evaluated/reviewed

This project was implemented and funded jointly by UNV, UNDP and Intel Ukraine Microelectronics Ltd. It built on prior UNDP and UNV experience in Ukraine in through the Chernobyl Recovery and Development Programme, Crimea Integration and Development Programme and Human Security for Youth. The project aims to support youth inclusion in Ukraine and to foster democratic reforms and youth civic engagement. The project will build the capacities of youth centers, youth community organizations as well as universities and schools. Via an inclusive approach, young women and men will gain competencies necessary for their pro-active involvement in social and decision-making processes. Volunteerism will be promoted and practiced as a tool for achieving local development goals, particularly those identified by youth. Capacities of volunteers and volunteer-involving organizations will be strengthened

The main expected results were:

> i) Increased organizational, management and gender capacity of Youth Centers and volunteer involving organizations

> ii) Developed social competencies and skills of youth

> iii) Strengthened social solidarity among generations

1.3 Backround of the Project

In the course of project implementation, young people belonging to all target groups will interact and collaborate under various project activities such as operating e-communities, developing and implementing community based projects and other socially important projects, engaging in volunteerism, sharing knowledge and best practices, etc. This will ensure and foster inclusion of young women and men in societal life and development of youth social activism, building strong social ties between youth from rural and urban areas, from youth centers, schools and universities as well as building social cohesion and solidarity between generations in the communities.

The Project methodology envisages the implementation of three main components within the project:

1. Developing the organizational and management capacity of youth centers and volunteer-involving organizations as well as young women and men in target communities – trainings on NGO management, volunteer management, project development and implementation, fund-raising, gender mainstreaming, etc. Career guidance and professional orientations will assist youth to enter the labor market. Trainings for public, private and non-governmental organizations will target *why* and *how* to effectively utilize volunteer resources. This component will apply to all youth centers and beneficiaries of this project.

2. Developing young women and men's social competencies and skills (including pro-activeness, efficient and effective communication, problem solving, project management, critical thinking, etc.) through the introduction of new technologies for peer-to-peer communication and networking. The new technologies will be further used in promoting on-line volunteering to address common youth issues and develop projects that are important for young women and men. This component will apply to those centers, schools and universities that have the necessary ICT capacity for implementing e-communities.

3. Strengthening equity and social solidarity among young people and elderly members of the community by fostering inter-generational dialogue. The creation of a Living Heritage Treasury, a national reservoir of life histories of elderly women and men, documenting their achievements and

appreciating their challenges, will provide the entry point for cementing a stronger sense of family and inter-generational cohesion. A representative group of communities will be selected for participation in this component.

1.4   Current Status

YSI will complete field activities by the end of May and is currently implementing sustainability plans for each output.

The project document proposed the following process for sustainability:

The long-term sustainability strategy includes creating strong youth organisations which will become institutionally and financially viable after the project ends. Youth centers' staff will be trained and motivated from the inception of project activities to provide for the long-term viability of their organisations. The Project will provide adequate instruments and mechanisms to achieve this, such as systematic induction, on-the-job training, peer exchange, and volunteerism promotion. Gradually the level of institutional autonomy of the Youth Centers will be achieved by their registration as legal entities – non-governmental organizations.

The long-term sustainability of the Project interventions will be ensured by creating national and local ownership from the beginning of the project. The national partners – the Ministry for Family, Youth and Sport, the Ministry of Education and Science and the Academy of Pedagogical Sciences – will be substantially involved in the capacity building and organizational development of the Youth Centers, thus supporting the creation of a nationwide youth development support network which will be further relied upon for the implementation of government programmes for youth development. The Project staff will work closely with the staff of the Oblast Youth Centers of the Ministry for Family, Youth and Sport in designing and implementing project activities. The E-communities and electronic resources will be established within the website of the State Information and Resource Center, which is maintained by the Ministry for Family, Youth and Sport, ensuring the sustainability of the e-communities and learning portal after the Project ends. Best practices and lessons learned of the project will be further assessed and integrated by the Ministry for Family, Youth and Sport into national and regional youth policies.

Networking is another important aspect of the Project sustainability strategy. It multiplies the strength of the individual Youth Centers through their participation in a countrywide network of organisations, including peer universities and schools. The nationwide youth network will be a platform for effective information sharing, dissemination of best practices, outreach maximisation and scaling up impact.

Implementation of Intel® Teach Skills for Success is another requirement of the Project. This is the newest programme from Intel® Education. It is a school programme designed to assist youth to develop 21st Century Learning Skills, with a focus on technology literacy, problem solving and other forms of critical thinking, and collaboration and teamwork. The methodology uses a project approach, where students learn by applying basic computer applications to meaningful and relevant thematic activities and projects with a team of peers. Intel® Teach Skills for Success programme consists of four components: the Training of Trainers Workshop and three courses for pupils. The Training of Trainers (TOT) Workshop is a five-day advanced training workshop designed to prepare participants to deliver pupil trainings. Each pupil training course consists of 30-34 hours of instruction for youth aged 12 – 17 years old. In addition, 1-2 day Master Classes are conducted for Trainers and Monitors with the purpose of providing them with professional development opportunities. Observation, evaluation of trainings and monitoring of the learning process at sites are requirements of Intel® Teach Skills for Success. The purpose of observation and monitoring is to determine whether the educational technology is followed and assess the effectiveness of the course. The Monitors are responsible for monitoring the

process of facilitation and the levels of teamwork and critical thinking of youth and reviewing of final pupil projects and computer works.

The usage of ICT models will also support Project sustainability. Courses, materials and libraries established in an internet environment will be permanently accessible virtually to all people. The innovative Web 2.0 and wiki technology integrated into the Project will encourage interactivity and creativity, allowing the e-communities to grow and evolve independently beyond the Project duration.

The local partners such as local government, existing community organizations and private sector will be involved from the project inception in all project activities. It is envisaged that the main local partners jointly with the Youth Centers core staff will become founders of the institutionalized youth organizations.

During the course of the Project, there were adjustments made to these plans for sustainability. These adjustments included:

1. Legal status was not desired by many Youth Centers, as they lack the expertise and ability to pay ongoing expenses for accounting services. Sustainability was sought through increased support from local and regional governments.
2. The Youth Work Placement Centers were not active partners
3. Providing Skills for Success outside the educational structure (through YCs and YWPCs) was limited due to lack of equipment and ability to pay facilitators
4. Skills for Success was expanded, by developing an ongoing monitoring process, development of a 3rd course that was originally unplanned, and doubling the number of facilitators and pupils from the original target and expanding regions to nationally
5. Lack of sustainable support by the Department of Youth for eCommunities on the Youth Portal

Current sustainability plans include:

1. Sharing the concept of developing youth initiative and the experience of the project through a handbook to be distributed nationally. The handbook will contain a CD with resources and links to useful and more detailed information.
2. National dissemination about the existence and use of the Youth Portal
3. Summer youth leadership and project management programs continued by partner organizations
4. Contacts of VIOs, NGOs and regional authorities to be prepared and passed to UNV Ukraine
5. Recommendations for support from the regions will be addressed the national level through the Department of Youth.
6. Support for Skills for Success to move to IEarn teachers NGO.

2. MAIN OBJECTIVES OF THE ASSIGNMENT

The final evaluation of projects financed through UNV's Special Voluntary Funds is a UNV requirement. It will provide vital information on project results for future programs both nationally and internationally. The timing of the evaluation will provide much needed qualitative and quantitative data on achievements, strengths, weaknesses of the existing project and recommendations for a possible follow up initiative for UNDP.

Primary objective:

To evaluate the project's relevance, effectiveness, efficiency, impact and sustainability *(as defined below)*; in doing so, measuring progress against the original and revised project objectives.

Secondary objectives:

➤ To generate knowledge about good practice in the area of youth social inclusion and volunteer promotions

➢ To make recommendations for priorities and directions of the new project cycle.

➢ To make recommendations on the current monitoring evaluation process for the educational component Skills for Success

➢ To identify how to maximise existing positive impacts.

The evaluation should recognize the constraints under which pilot projects function. They do not always and automatically translate into development outcomes.

3. DESCRIPTION OF RESPONSIBILITIES / SCOPE OF WORK

The main questions are:

- Was the project developed to address the right problems and did it use the most effective approach to address those problems or issues?
- Did the project respond appropriately to anticipated risks indicated in the ProDoc?
- Did the project achieve sustainability and through what mechanisms?
- What were the most significant changes and results that the project has generated?
- Did the methodology of monitoring and evaluation for Skills for Success educational program provide sufficient information for evaluation of the program?

Specific aspects of the project's implementation and intended results which it is hoped the evaluation can focus on include:

➢ Project support and monitoring from UNV and UNDP
➢ Regional activities supported by 10 NUNVS in 8 regions
➢ Increase in volunteering activities
➢ Partnership with the Department of Youth Policy (originally under the Ministry of Family, Youth and Sport and now under the Ministry of Education, Sciences, Youth and Sport) and the Ministry of Education
➢ Links and partnership built with other UN agencies, international and local NGOs and other key partners.
➢ Effectiveness of private partnership
➢ Key innovative components of the project including:
  o Cross-cutting approach in support of youth involving the grassroots level to oblast level, schools and culture houses, NGOs, VIOs and private companies
  o Emphasis on volunteering
  o Handbook of development youth initiative
  o National Youth Portal
  o Summer programs for youth (2009 and 2010) building peer-to-peer skills and promoting community involvement
  o Skills for Success educational program monitoring and evaluation process

Key performance criteria to be applied in evaluation of all aspects of the project:

1. **Relevance**: "The extent to which the objectives of a development intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies. Retrospectively, the question of relevance often becomes a question as to whether the objectives of an intervention or its design are still appropriate given changed circumstances."
2. **Effectiveness**: "An aggregate measure of (or judgment about) the merit or worth of an activity, i.e. the extent to which an intervention has attained, or is expected to attain, its major relevant objectives efficiently."

3. **Efficiency**: "A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results."
4. **Impact**: "Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended."
5. **Sustainability**: "the continuation of benefit from a development intervention after major development assistance has been completed"

Volunteerism

UNV recognises that volunteering means different things to different people and that there is a wide range of motivations for becoming a volunteer. Within this context, the evaluation should cover two aspects of volunteering;

> ➤ what is the added value that the UN Volunteers bring to the project that an international or national consultant / staff could not bring
> ➤ how UNV and volunteers in the project contributed to stimulating local volunteerism.

Gender

Assess whether and to what extent the project took the gender dimension into account and if the project promoted a gender sensitive approach to formulation and implementation.

4. DELIVERABLES

4.1 Evaluation methodological plan

An evaluation methodological plan to include:

- detailed description of the methodology to be used;
- evaluation matrix with questions, sources of information, indicators, data collection and analysis methods;
- detailed evaluation workplan with clear timeframe (prepared together and agreed with UNDP/UNV)

This methodological plan should be drafted by the consultant during the desk review and finalised in consultation with Kyiv project management, UNDP/UNV during the planning and initial consultation phase.

4.2 Evaluation report

The project expects a report to fit the following requirements:

- Length: absolute maximum 30 pages.
- Executive Summary: 3 / 4 pages, of sufficient quality to stand on its own in capturing all the major findings and recommendations of the evaluation.
- Language – English (with summary version also in Ukrainian)
- Report headings to include (see standard UNV format annexed):

1. Background and methodology

2. Assessment of performance

3. Description of best practices

4. Conclusions

5. Recommendations

It is expected that electronic and hard copies of the final report in English will be submitted to the UNV HQ, UNV COT and UNDP within a week of completion of the assignment but not later than 31 July 2011..

5. MONITORING/REPORTING REQUIREMENTS
Operational monitoring will be conducted by the supervisor with the support and recommendations of the UNV Programme Office.

The overall responsibility for managing the evaluation will be with Portfolio Manager of UNV HQ, in close collaboration with the UNDP Project Team and the UNV Programme Officer.

6. EXPERIENCE AND QUALIFICATIONS REQUIREMENTS
The main responsibilities in this assignment will be contracted to an expert with experience and knowledge in project evaluation, with a preference for those with experience in youth and volunteering. In addition, the expert should have:

- University degree at the post-graduate level in the social sciences, management or other relevant field of study;
- 5 years relevant work experience, of which at least two in monitoring and evaluation of development projects
- Knowledge and experience in volunteerism and youth development (desirable)
- Experience in evaluating an evaluation system (meta-evaluation);, particularly in education (desirable);
- Excellent analytical and report writing skills;
- Good people and communication skills;
- Fluency in English and Ukrainian. Alternatively, a translator/interpreter may be hired at the cost of the consultant.

7. DOCUMENTS TO BE INCLUDED WHEN SUBMITTING THE PROPOSALS
Applicants shall submit the following documents:

Required

- ☐ Letter of interest/proposal, explaining why the applicant considers him- or herself the most suitable for the work.
- ☐ Letter of interest/proposal, providing brief methodology on how the work will be conducted and/or approached.
- ☒ Personal CV, including information about past experience in similar projects / assignments and contact details for referees.
- ☒ Financial proposal.
- ☒ Other documents: Sample of prior evaluation reports

8. FINANCIAL PROPOSAL
(ONLY ONE OPTION MUST BE SELECTED. FOR RETAINER CONTRACTS AND/OR LTAs PLEASE DISCUSS WITH PROCUREMENT UNIT):

☒ Lump sum contract
The financial proposal shall specify a total lump sum amount, and payment terms around specific and measurable (qualitative and quantitative) deliverables (i.e. whether payments fall in installments or upon completion of the entire contract). Payments are based upon output, i.e. upon delivery of the services specified in the TOR. In order to assist the requesting unit in the comparison of financial proposals, the

financial proposal will include a breakdown of this lump sum amount (including travel, per diems, and number of anticipated working days).

Travel costs
All envisaged travel costs must be included in the financial proposal. This includes all travel to join duty station/repatriation travel. In general, UNDP should not accept travel costs exceeding those of an economy class ticket. Should the IC wish to travel on a higher class he/she should do so using their own resources. In the case of unforeseeable travel, payment of travel costs including tickets, lodging and terminal expenses should be agreed upon, between the respective business unit and Individual Consultant, prior to travel and will be reimbursed.

9. EVALUATION CRITERIA

- 5 years relevant work experience, of which at least two in monitoring and evaluation of development projects
  (40 pts – 10 years and more; 30 pts – 7-9 years; 20 pts – 5-6 years)
- Knowledge and experience in volunteerism and youth development (desirable)
  (10 pts- experience in both of the above areas; 5 pts- experience in one of the above areas; 0 pts – no experience)
- Excellent analytical and report writing skills;
  (20 pts – excellent skills; 10 pts – satisfactory skills)
- Experience in evaluating an evaluation system (meta-evaluation);, particularly in education; (desirable)
  20 pt – experience in meta-evaluation of educational systems; 10 pts – experience in meta-evaluation but not in education; 0 pts – no experience in meta-evaluation)
- Good people and communication skills;
  (10 pts- high level of communication skills; 5 pts – acceptable level of communication skills)
- Fluency in English and Ukrainian. Alternatively, a translator/interpreter may be hired at the cost of the consultant. (baseline requirement, no points. Applicants without these skills will not be considered)
- University degree at the post-graduate level in the social sciences, management or other relevant field of study; (baseline requirement, no points. Applicants without a post-graduate degree will not be considered)

Maximum available technical score - 100 points.

EVALUATION METHOD (ONLY ONE OPTION MUST BE SELECTED):

☒ **Cumulative analysis**
Contract award shall be made to the incumbent whose offer has been evaluated and determined as:
a) responsive/compliant/acceptable, and
b) having received the cumulative highest score out of a pre-determined set of weighted technical and financial criteria specific to the solicitation.
* Technical Criteria weight: 70%
* Financial Criteria weight: 30%

Only candidates obtaining a minimum 70% from the maximum available technical score would be considered for the Financial Evaluation

The maximum number of points assigned to the financial proposal is allocated to the lowest price proposal and will equal to 30. All other price proposals will be evaluated and assigned points, as per below formula:

30 points [max points available for financial part] x [lowest of all evaluated offered prices among responsive offers] / [evaluated price].
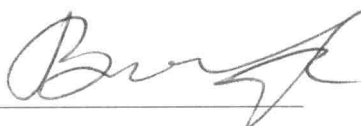
The proposal obtaining the overall cumulatively highest score after adding the score of the technical proposal and the financial proposal will be considered as the most compliant offer and will be awarded a contract.

Prepared by _____ *Wendy Shapiro* _____

Wendy Shapiro, International Project Manager   Signed: 22 May 2011

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Berdi Berdiyev, Assistant Resident Representative UNDP Ukraine

Annex

UNV Standard Evaluation Report Structure
Length of the Report
The maximum acceptable length of the report would normally be 30 pages for project evaluations and 50 pages for country and thematic reviews (annexes excluded).

1. Coverpage
This should indicate: the title of the project, its code (e.g. UNV__/_____), the name(s) of the evaluator(s) (or the company), and the date the report was submitted.

2. Table of Contents
It should include page numbers and list of tables, graphics, boxes, annexes and photos

3. Abbreviations/Acronyms
E.g. UNDP = United Nations Development Programme.

4. Map of the region:
This is not always necessary, yet in some cases it might be useful to help the reader familiarize himself with the country/region; especially if the report contains a lot of geographical names.

5. Executive Summary:
It should be a summary that contains the context of the evaluation, purpose, scope, methodology, main findings, conclusions, recommendations and lessons learned.
The executive summary should be a "stand-alone" document of a maximum of 5 pages.

6. Introduction:
The Introduction should not be more than one page. It should contain the:
- Purpose of the evaluation/review
- Scope of the programme/project
- Scope and methodology of the evaluation
- Structure of the report.

7. Project description and evaluation profile
This section should contain:
- Brief background to region/country (Political, social, economic, and historical)
- Economic, social and cultural dimensions of the object to be evaluated
- Linkages to other objects
- Stakeholders
- Issues to be addressed
- References to relevant documents and mandates
- Other information (phases, timeline, budgets etc.)
- Magnitude of UNV intervention (e.g. A table containing statistics on the UN Volunteers broken down by gender, national/international and their location) and financial magnitude of UNV presence should be indicated.
- Purpose and scope of the evaluation What results were expected to be achieved –Evaluation process and methodology –Any Obstacles.;

8. Evaluation findings

This section should be a clear statement of what the evaluation found out in response to the questions it was set up to answer. There will be different categories suitable to the project being evaluated and based on the TOR. This should include findings (the list below is not exhaustive):

- Regarding resources used and outputs produced
- Indicating contribution to outcomes and intended and unintended effect
- Indicating progress compared with initial plans (achievements/challenges)
- Indicating status of implementation of recommendations from previous evaluations (if any)
- Giving information on sound quantitative and qualitative data about progress made for women and men over the period evaluated (no general remarks unsupported by evidence)
- Giving information on Volunteers mobilised and volunteerism:
  - Role, achievement and impact of Volunteers
  - Contribution to development
  - Management issues
  - Value added of volunteerism to the project/programme.
  - Visibility of the UNV programmes and the sense of identification of the volunteers with the programme itself
  - Contribution of the project to local volunteerism;
- Giving information on the gender dimension
- Giving information on the human rights dimension
- Giving information on capacity building and exit strategy: whether capacity has been developed; whether mechanisms have been put in place to ensure that local groups can sustain the positive effects of the projects once the UNVs leave.
- Giving results of a brief analysis of the cost effectiveness of the project and a breakdown of expenses. Annexes can be used for a lengthier presentation of the budget and expenditures
- Concerning project management

9. Conclusions:

Conclusions should be based on the analysis of the findings and supported by evidence. They should:

- Add value to the findings
- Answer to evaluation issues
- Focus on issues of significance related to key areas mentioned in the TOR.

10. Recommendations:

The Recommendations should be numbered and divided according to whom they are directed to, e.g. HQ, UNV PO, UNDP or partner institution/agency, etc. The use of a table can be a way to organise them. They should:

- Contain suggestions to improve future performance
- Be supported by evidence and findings
- Be adequate in terms of the TOR
- Facilitate implementation (Realistic and objective).

11. Lessons learned

Lessons learned should help to:

- Replicate similar type of interventions elsewhere or upscale the project;
- Prevent mistakes for future similar interventions;
- Contribute to general knowledge in the area of the intervention of the project being evaluated.

Annexes:

The expected annexes are:

- List of People interviewed/met
- Timetable of field work
- List of important documentation consulted
- Data collection instruments;
- Programme of Evaluation/Review
- Terms of Reference of the Evaluation/Review
- Desk Study (if any)

UN Evaluation Group (UNEG) Norms and Standards

Documents to be provided for desk review

- CPAP
- UNDAF
- Youth Social Inclusion for Civic Engagement in Ukraine project document
- Youth Social Inclusion for Civic Engagement in Ukraine work plans for 2008-2011
- Youth Social Inclusion for Civic Engagement in Ukraine Communication strategy and report on its implementation
- Training plans for regional and cross-regional events conducted by the projects
- Reports and website for Skills for Success component
- Reports and materials from Living Heritage component
- Monthly plans from NUNVs to Manager
- Board meeting minutes
- Interim and final internal evaluation reports
- Description of monitoring and evaluation strategy of Skills for Success program implementation
- Questionnaires, templates and forms of evaluation of Skills for Success training for teachers and classes with students
- Evaluation forms for products of the student works (student computer works and presentations of projects) for Skills for Success program
- Instructions for monitors of Skills for Success courses on the procedure for conducting interviews and observation of facilitator trainings.

Evaluation Consultants:

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