



LUXEMBOURG
AID & DEVELOPMENT



TERMS OF REFERENCE
MID-TERM EXTERNAL EVALUATION

***“Support for setting up an efficient preventive mechanism
for an increased promotion and protection of human rights
in Northern Kosovo”***

JUNE 2022



1. Background Information

“Support for setting up an efficient preventive mechanism for an increased promotion and protection of human rights in Northern Kosovo” is geared towards improving the human and children’s rights in north Kosovo, and reaching out to all beneficiaries in this region including the most isolated cases. The project will seek to improve these conditions through the application of objectives that were set out before the beginning of the project.

1.1 Overview of the Project

The three **main objectives** are:

- 1) Capacity building of Center for Social Welfare (40 social workers) in four northern Municipalities - training of social worker and other professional staff working in Centers on children’s and youth protection, early recognition of domestic, peer and home violence, emergency assistance to ones suffering of violence and coordination with other relevant stake holders in defining permanent solution and protection of these targeted categories.
- 2) Training of teachers (360 teachers) and pupils (600 pupils) at primary schools in four northern Municipalities (Mitrovica, Zvecan Zubin Potok and Leposavic) preventing violence between school age pupils, enabling both teachers’ and pupils’ school teams in recognizing and reacting on time to any kind of discrimination, violence or neglecting at schools.
- 3) Working with Center for Basic Rehabilitation in Mitrovica is an important part of Project activities operating since 2008. At the moment, in the CBR there are *60 registered beneficiaries-also number of opened patient files*. Those beneficiaries come on daily basis, and there are around 15 children from non-inclusive schools that participate in workshops at the CBR each day.

The **specific objectives** of the project are:

- Establishing the most suitable solutions for implementing a prevention mechanism against the violation of human rights especially for youth and children with disabilities in the territory of Northern Kosovo municipalities (North Mitrovica, Leposavic, Zubin Potok and Leposavic).
- Through humans’ rights campaigns and awareness training for teachers from non-inclusive school and children in school, the importance of accessibility and legal duties of education regarding children and youth with disabilities are raised and emphasized leading to the well-being and the social inclusion for children and youth.
- Disabled children and youth benefit from activities to increase their well-being and social inclusion

The **main activities** of the project:

- Social workers are trained to human rights-based approach in recognizing and identifying the needs of vulnerable groups
- Mobilization of multipliers, public event and communication campaigns are launched to improve social law on a regional level concerning disabled children and youth in Northern Kosovo
- Realization of a mapping and produced a training thematic and schedule prior to the beginning of the project by the activity manager
- 12 human rights orientated inclusive workshops/trainings held for around 600 school children at 4 primary schools (12 trainings with around 25 pupils each) in Northern Kosovo
- Certified trainings are organized for 360 teachers from the primary schools
- Management of training session and the awareness campaigns
- Different inclusive activities are organized every week (handicraft, psychology, politeness, sport for children and youth with disabilities) among inclusive and non-inclusive children
- Outdoor activities are organized for disabled children enrolled in the center
- 4 Events of gathering and sharing are organized with parents, children and stakeholders to raise awareness and share experiences.

1.2 Intervention Background

DEA Kosovo has identified the course of intervention during 2018 when we had different contact with Centers with Social Welfare and Primary School representatives in Northern Kosovo. In fact, the children living in this area are affected by the clashes happened in the area of four northern municipalities (Mitrovica, Leposavic, Zvecan and Zubin Potok) since 1999 which caused an increase of family violence, peer violence and children's rights are violated in any sense. The social workers and teacher are less and less in position to prevent violation of children's rights and decrease the violence without specialized trainings which will help in their professional work. The information on new and old cases of home violence and violation of children's rights are obtained from direct communication with CSW (center with social Welfare) and Primary school education consultants. At the joint meetings we have analyzed the bottleneck of their intervention (lack of skills and knowledge of the socials workers and teacher in recognizing and dealing with violation of human and children's rights) and proposed the activities to be delivered within this Project.

The proposed Project is in relation with The Universal Declaration of Human Rights (UDHR)

and following The United Nations Convention on the Rights of the Child (UNCRC) and Convention on the Rights of Persons with Disabilities (CRPD).

2. OBJECTIVES AND USES OF THE EVALUATION

The main purpose of this evaluation exercise is to assess the performance of the project and capture project achievements so far, challenges and best practices to provide recommendations for improving performance and inform future project planning and development. This evaluation will identify lessons learned and best practices and provide recommendations for improving performance. The outcome of this evaluation will be used to inform decision-making on the overall performance of the project and highlights areas for improvement in implementing of DEA Kosovo/PADEM phase II of this Project.

2.1 Specific objectives of the evaluation

Specifically, the evaluation will focus on;

- Identifying intended and unintended outcomes, best practices, as well as challenges encountered during project implementation and propose practical recommendations for follow up interventions.
- Identifying the priority issues to focus on the next DEA Kosovo/PADEM phase II of this Project

2.2 Evaluation questions

Coherence & Relevance

- How well do the project interventions fit with existing education and child protection policy framework/strategies? Are there potential synergies and collaborations to be considered in the future?
- To what extent the project contributes to other broader frameworks and initiatives implemented in targeted locations?
- To what extent did the project mainstream gender equality in the design and delivery of activities?
- To what extent did the project address the needs of other relevant excluded/marginalized groups?
- How well did the project respond to the needs of target beneficiaries, including how these needs evolved over time?

- More specifically:
 - To what extent, the targeted teachers and school staff perceive inclusion and promotion of non-violence as important/a priority for them? What are their willingness/capacity to change their own practice and attitude or to adopt different practices/attitudes?
 - What are the key knowledge and skills that teachers/school staff and social workers have actually acquired through the implemented trainings?
 - To what extent the teachers and social workers who have benefitted from trainings have applied the knowledge/skills they got?
 - What are the key knowledge and skills that children actually acquired through the project activities? To what extent the acquired knowledge has been applied so far?
 - What is still missing /what are the barriers to implement inclusion and anti-violence policies/approaches?
 - To what extent the CBR respond to the needs of children & youth with disabilities and their parents?
- How did the project seek the views of its beneficiaries and local stakeholder organizations so far?

Effectiveness

- To what extent has the project used learning to improve delivery?
- How did the project network and work with appropriate local stakeholder organizations in order to enhance project effectiveness?
- What are the key drivers and barriers affecting the delivery of results for the project?

Efficiency

- To what extent did the grantee delivery results on time and on budget against agreed plans?
- To what extent did the project understand cost drivers and manage these in relation to performance requirements?
- How well the project applied Value for Money principles of effectiveness, economy, efficiency in relation to the delivery of its outcome?

Conditions for Sustainability

- To what extent has the project leveraged additional resources (financial and in-kind)

from other sources?

- What effect has this had on the scale, delivery or sustainability of activities?
- To what extent has the long-term capacity of the target groups (social workers / teachers) increased as a result of the project? What are their capacities (1. as individuals; 2. Collectively/as a group) to:
 - Address/prevent violence/violation of human rights / promote non-violence
 - Promote/ensure inclusion of vulnerable/marginalized children (i.e. children with disabilities, children in psychological distress, children from minorities, etc.)
 - What are the mechanisms in place for teachers/school staff and social workers to evaluate their own progress and make future plans to continue improving their practice and improve the work/teaching environment?
- Are there evidences that the benefits delivered by the project will be sustained after the project ends?
 - More specifically, what are the capacities of the CBR to promote inclusion of children and youth with disabilities? To what extent parents of children and youth with disabilities are engaged in activities (conception, organization, implementation, evaluation)?

2.3 Evaluation approach and methods:

The evaluation should:

- Ensure that all key stakeholder groups affected by the programme (both directly and indirectly) are consulted and their views considered in the evaluation;
- Evaluate the Programme logic, as set out in the logical framework, the theory of change and the outcome map;
- Ensure it is in line with Evidence Principles of:
 - Voice and Inclusion: the perspectives of all project target groups, including under-served or under-represented groups (minorities, persons with disabilities, persons living in poverty, etc.), are included in the evidence, and a clear picture is provided of who is affected and how;
 - Appropriateness: the evidence is generated through methods that are justifiable given the nature of the enquiry;
 - Contribution: the evidence explores how change happens, the contribution of the intervention and factors outside the intervention in explaining change;

- Transparency: the evidence discloses the details of the data sources and methods used, the results achieved, and any limitations in the data or the conclusions.
- The evaluation should cover all project locations.

3. *Timetable:*

The evaluation will be carried out during 01/08/2022 – 30/09/2022 (during 2 months within this period).

The draft report should be completed no later than 15.09.2022, and the final report must be completed by 30.09.2022, following commentary from DEA Kosovo and PADEM.

4. *Evaluation team:*

The evaluator must be independent of DEA Kosovo and be suitably qualified and experienced. The evaluator should:

- Be an evaluation specialist with a minimum of 3 years' experience in programme/project's evaluation;
- Have experience in child protection;
- Have experience of results-based monitoring and evaluation;
- Have an ability to design and plan the evaluation approaches and research methodologies, including qualitative and participatory research methods;
- Have relevant subject matter knowledge and experience;
- Have an ability to design, manage and implement primary research;
- Have appropriate country knowledge and/or experience, including English language proficiency.

5. *Deliverables*

The lead consultant will be expected to provide:

- An Inception Report, no later 15.08.2022; (detailed methods and planning)
- A full Draft Report, no later than 15.09.2022;
- A Final Report, no later than 30.09.2022.

The evaluation report, which will be written in English language, should be clear, easy to understand, concise and useful for the organizations and beneficiaries. The main body of the report should usually be between **15** pages (A4 pages) and will include an executive summary and recommendations. Technical details should be confined to appendices that should also include a list of informants and the evaluation's team's work schedule. Background information should only be included when it is directly relevant to the report's analysis and conclusions.

Recommendations should be recorded separately and should also include details as to how they might be implemented. Each recommendation should be accompanied by a suggested date for completion and an indication of the lead actor responsible for taking it forward. DEA Kosovo will share the final evaluation report with PADEM. Payment for the evaluation will be provided upon approval of the submitted report by DEA Kosovo.

6. To apply:

If you are available and interested in applying for this consultancy, please send the following:

- A cover letter outlining your suitability for this role.
- A CV
- A narrative and financial proposal on how you would meet the objective outlined in section above and a timetable for completing the work;
- Please send these to e-mail: deakosovo@yahoo.com. The deadline for applications is **30.06.2022**.

We aim to contact shortlisted candidates within a week.