



# Terms of reference

## Consultant for education project / capitalization approach

### IMPACT ASSESSMENT OF AN EDUCATION PROJECT

#### I. Introduction

The mission of the French Red Cross is to prevent and alleviate all human suffering, and contribute to all efforts related to protection, social welfare, prevention, education and health care.

The French Red Cross is operational in Northern Iraq since 2013, especially in Dohuk, Ninewa and Erbil governorates. Focused first on the influx of Syrian refugees, then on the IDP crisis and the challenging return of population in newly liberated areas, FRC is providing assistance in a range of sectors including WASH, Livelihoods, Shelter and Relief. In 2019, FRC continues its emergency and early recovery assistance for Syrian refugees, Iraqi IDPs, returnees and most vulnerable host communities, and extends its range of activities with the implementation of an Access to Education Project implemented since 2017.

The French Red Cross works in partnership with the local branches of the Iraqi Red Crescent Society (IRCS). Having benefitted from previous trainings and being one of the oldest national society in the MENA region, the IRCS represents a privileged partner. The IRCS volunteers are playing an essential role in the implementation of the Access to Education project.

#### II. Project objective

The FRC is implementing a 3-year project funded by Agence Française de Développement (AFD) that started in October 2017 and ends in December 2020. The main objective is to improve access to education and the well-being of children from the Refugee, IDPs and Host communities in the Dohuk governorate.

The project includes a strong psychosocial component that is reflected in diverse activities as follows:

- ➔ **Structured psychosocial support (PSS)** activities for children in schools: To strengthen the psychosocial well-being and the resilience of children
- ➔ **Living Together activities** for children both in schools and in the communities: To facilitate the link between children, the respect and acceptance of themselves and others, and learn to live with differences
- ➔ **Home visits and Awareness-raising sessions** for the parents in the communities: To facilitate or strengthen the link between the schools, the families and the communities and bring cohesion in constructive behaviours
- ➔ **Workshops for the teachers** in the schools to support them with self-care practices and to help them better contribute to the children well-being at school (understanding and tools for best practices)
- ➔ **Rehabilitation of schools and playground construction**

The activities are still being implemented and some impacts have already been observed among the targeted population. After 2 years of implementation, we also noted that the complementarity of the diverse activities organized with the schoolteachers, the children and with the parents, combined with rehabilitation work in the schools and in the communities, may have a greater impact than the targeted population only.

The approach of this project includes improving knowledge of parents, teachers and children about key attitudes that can facilitate wellbeing and good relationships (between children and between parents and children, teacher and children and parents and teachers). In addition, creating safe places in and out the schools seems to have a positive impact on entire communities where the targeted children are living.



### III. Main objective of the Impact Assessment

The objective of this assessment, under the supervision of the project manager, is to document the impact and efficiency of a redefined approach, which is **using the schools as an entry point to improve the wellbeing of the overall community**, in order to improve knowledge and communication for a potential duplication. The idea is to complete the final project evaluation through a qualitative impact assessment of the approach. It would be important to highlight that the observations will target direct beneficiaries as well as indirect ones as it would be interesting to see what global changes in the community the interventions with children, teachers and parents have brought.

The consultant will be in charge of identifying and documenting the key changes on the beneficiaries (teachers, children and parents) as well as other community members who would have been indirectly impacted by the project and this approach (positive behavior change, nonviolent communication, acceptance and living together in a peaceful way, etc.) that could be linked to FRC project. To do this, S/he will need to develop a detailed research methodology of the impact assessment tools.

### IV. Specific Objectives of the Impact Assessment

The consultant will conduct an impact assessment of the approach developed through the 'Improve Access to Education' project, implemented in host community schools in Duhok Governorate, in order to assess the impacts linked to the project implementation and produce some recommendations. The specific objectives of the impact assessment are:

- To highlight and capitalize on the impacts, greater success of interventions by using the schools as an entry point to increase and improve the global wellbeing of children and best practices of the project's approach on the wider community, whether they were included in the expected results or not intended;
- To demonstrate the impact of capacity building provided throughout the project on volunteers' involvement and abilities;
- To provide recommendations to FRC education team for the end of the project implementation and for a potential duplication of this approach.

### V. Scope of work

The consultant will be responsible for creating/adapting/updating assessment tools (questionnaires, key informant interviews, focus group discussions), developing the methodology, providing analysis, designing presentation of the findings and producing final report.

The consultant will ensure that all ethical considerations are taken into account from the design phase to the final stage of the assessment.

### VI. Methodology

The impact assessment methodology will include:

- Site visits and observations alongside with FRC education team and IRCS volunteers that allow descriptions of behavior(s);
- Case study method (individual or group in various implementation areas to highlight and compare impacts and perceptions);
- Survey method (for instance interviews or focus groups) with different beneficiaries and other community members (parents, teachers, community leaders, community volunteers, etc.) who would have been indirectly impacted by the project;;



## **VII. Deliverables**

- Interim report with main highlights from the data collected
- Final report including main findings and recommendations
- A two-page summary highlighting the best aspects of this approach (Some photos should be available and included by then).

## **VIII. Main activities and suggested timeframe**

The expected duration of this assignment is **2 months**. The consultant shall begin work upon signing the contract. The expected start of this consultancy is September/October 2020 when the schools open after summer holidays.

All documents/reports shall be issued in draft. The consultant will receive comments on the drafts from FRC team, as soon as possible to issue the final revised version based on all the comments received. All documents/reports shall be issued in English and delivered in both hard and soft copies.

## **IX. Required skills and experience of the delegate include:**

- Master's degree or higher in Psychosocial, Education, International Development, Gender Studies, and/or other Social Sciences, or related fields
- Demonstrated experience conducting qualitative research in social science
- Proven experience in conducting impact assessment, preferably on education/psychosocial programs.
- Reference to available documents and examples of previous similar work carried out.
- Success Factors: Excellent written and oral communication skills; diplomacy; creativity; problem solving; teamwork.
- Knowledge of the Iraq/Kurdistan context preferred
- Languages: English compulsory, Kurdish or Arabic desirable, French an asset

## **X. Procedure of the selection of consultant**

In addition to their **CV**, interested consultants are requested to submit a **cover letter** where it is explained how they will accomplish the consultancy requirements including:

- Technical evaluation and capitalization proposal;
- Tentative work plan and time schedule;
- Short description of the proposed methodology for evaluation and capitalization;
- Detailed budget for the consultancy fee and related costs.

Please note that only short-listed candidates for interview will be contacted

**Deadline for submissions of application: July 15<sup>th</sup>, 2020**

**The applications must be submitted to:**

**[edupm-iraq.frc@croix-rouge.fr](mailto:edupm-iraq.frc@croix-rouge.fr) and cc to: [log-irak.frc@croix-rouge.fr](mailto:log-irak.frc@croix-rouge.fr)**