CALL FOR APPLICATIONS   
  
The ILO/EVAL Evaluation Office is looking for two evaluator consultants: **1) a team leader consultant and 2) a national**  consultant **to conduct the final independent evaluation of**  the **project in Madagascar: PBF Vanille project: Prevention of violence, juvenile delinquency and insecurity in the regions of SAVA and DIANA, northern Madagascar**

You can present an **app for both team members or for**  either **separately**. The opportunity to present a team will be an a finery.

For more information on the assessment and the application profile for applicants, please **see the attached Terms of Reference.**

**Evaluation period: June-September 2022 (data collection until mid-July)**

**Deadline for applications: 1 June 2022**

The evaluator interested in the position of the team leader and/or the national consultant shouldhave sent the following information:

* a statement of position (team leader and or member) describing how the candidate's skills, qualifications and experience are relevant to the qualifications required for that position.
* his CV,
* two recent references available including email and phone
* daily rate would honor in USD (no travel or DSA).
* a statement confirming that the applicant has never been involved in the implementation of the project or in a personal relationship with ILO officials involved in the project
* its availability

Please contact Ricardo Furman ([furman@ilo.org](mailto:furman@ilo.org)) and copy Pacome Dessero ([dessero@ilo.org](mailto:dessero@ilo.org)) for any questions regarding this call or to send applications.

Best regards.

Ricardo Furman

Manager of this evaluation

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**Terms of reference for the independent final evaluation**

**PBF Vanille project: Prevention of violence, juvenile delinquency and insecurity in the regions of SAVA and DIANA, northern Madagascar**

**Version 17 Mayl 2022**

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| --- | --- |
| **Project Title** | Prevention of violence, juvenile delinquency and insecurity in the regions of SAVA and DIANA, northern Madagascar |
| **Project Code** | PBF/MDG/D-1 **00119660**  [Project Factsheet - PBF/MDG/D-1: Prevention of (undp.org)](https://mptf.undp.org/factsheet/project/00119660) |
| **ILO Administrative Office** | ILO Office for Madagascar, Comoros, Mauritius and Seychelles. |
| **Joint agencies** | **UNICEF and UNFPA** |
| **Type of Evaluation** | Independent final evaluation |
| **Location of the assessment** | *Diana Region* : Antsiranana CU and Ambanja District (Ambanja CU and Ambohimena CR)  *Sava Region* : CU Sambava, CU Antalaha, Rural Commune (CR), Bemanevika (Sambava), CR Ampohibe (Antalaha) |
| **Country** | Madagascar |
| **Project start and completion date** | January 2020-15 July 2022 |
| **Duration:** | 30 months |
| **Date of evaluation** | June-September 2022 (collection of data until mid-July) |
| **Donor and project budget** | Peacebuilding Fund (UN PBF)  **ILO:** $570,096; **UNICEF**: $464,915; **UNFPA:** $464,915.00  **Total: $1,499,926.00** |
| **Evaluation Manager** | Ricardo Furman (ROAF/ILO Senior M&E officer) |

1. **PROJECT CONTEXT**

The Diana and Sava Regions, which are located in the north of Madagascar, contribute to the overall performance of the country's economy, with its promising sectors in tourism, gold mining and cash crops, such as vanilla. As for vanilla, Madagascar supplies 80% of the world's demand, of which these two regions (Sava in the first place) are among the main producing regions.

The dependence of communities in some areas of Diana and Sava on the vanilla sector generates illicit practices and activities, involving adults, youth, children and other actors. These activities include, among others, acts of theft, crime, violence, influence peddling and corruption. These forms of insecurity and violence are becoming increasingly alarming and severe. Children and young people are increasingly, as the case may be, perpetrators or victims of vanilla-related violence, theft and crime (vanilla theft on foot or prepared, armed hand attacks in the fields or in homes, sexual violence). This fact creates tensions and conflicts and affects social relations, security and peace in the target regions.

The vanilla sector in both regions also suffers from the lack of inclusive dialogue between all actors (local, regional and national authorities, economic operators, community organizations, civil society, including women and young people). This deficit creates frustrations and disadvantages, among others, planters who are forced either to pick green vanilla at the wrong time or to sell prepared vanilla at a lower cost, following decisions insufficiently adapted to the realities of the sector. This also weakens local governance in favor of the population who do not see the equitable redistribution of vanilla benefits, in addition to the corruption that affects all the links in the chain. In addition, despite the adoption of a special law to secure the sector, it is faced with the insufficiency of human and material resources at the level of the security and defense forces; which aggravates acts of delinquency and violence.

1. **THE PROJECT**

The three UN agencies composed of the ILO, UNICEF and UNFPA have obtained funding from the Peacebuilding Fund of the UN General Secretariat to carry out a project aimed at consolidating an environment conducive to social cohesion, security and maintaining the performance of the economy in the vanilla and tourism sectors in the Sava and Diana Regions.

The project addresses the issues of violence, juvenile delinquency and insecurity in the vanilla sector and focuses in the Diana and Sava Regions in northern Madagascar. The project proposes to provide structural solutions at three levels, including institutional, community and individual, to address the three issues raised by conflict analysis. These include:

1. Insufficiently inclusive dialogue and insufficient close and complementary cooperation between local, regional and national institutional authorities, social partners and civil society to effectively and sustainably address the issues of violence and delinquency in the northern regions;
2. Failures in the socio-economic and cultural environment at all levels that fail to protect children and young people from all forms of violence and delinquency and endanger their future;
3. The weakening of social cohesion, the decline in the quality of vanilla and disruption of tourism-related activities due to the harmful effects of violence and delinquency.

The project is based on the assumption that collective and solidarity action by institutions, economic actors, young people and communities against delinquent and violent trajectories, coupled with a process of consultation and inclusive decision-making will strengthen social cohesion in the vanilla-producing regions of the North, and will have an impact on peacebuilding.

The project proposed the following theory of change:

* **IF** decisions made around the vanilla supply chain are more transparent and inclusive,
* **IF** collaboration between communities affected by violence and insecurity related to the vanilla sector and security forces is effective,
* **IF** young people at risk of delinquency and young people in conflict with the law have the capacity and means to avoid recruitment into crime and violence,

**THEN** social cohesion will be restored following a reduction in delinquency, violence and insecurity in the north of the country,

**BECAUSE** an environment conducive to the involvement of all actors in the prevention and response to violence and insecurity in both regions will be promoted.

In terms of the link with national development frameworks, the United Nations Development Assistance Frameworks, the Decent Work Programme (DWCPs) and the Sustainable Development Goals (SDGs), the Malagasy State has affirmed its willingness to strengthen development initiatives, especially since the Government attaches particular importance to investment in youth so that the country can benefit from the dividend. demographic. The Prime Minister, Head of Government, stressed the importance of addressing the issue of juvenile delinquency as one of the national priorities to strengthen his commitment to establish peace in the north of the island. This is part of the **consolidation of peace and security, which** is an absolute priority as well as the effectiveness of the rule of law, and is one of the 13 "Velirano" or commitments of the State inscribed in the General Policy of the State (PGE).

This project aligns with the following policy and strategic frameworks:

* General State Policy (PGE), at the level of Axes 1: Peace and Security; 4: Education for all; 5: Youth health; 6: Decent work for all; 11: The autonomy and empowerment of our decentralized local authorities; 13: Sports and recreation
* Plan for the Emergence of Madagascar (PEM)
* National Youth Policy (NPC)
* Decent Work Country Programme (DWCP).
* With regard to the Sustainable Development Goals (SDGs), the project contributes to the achievement of SDGs 4 (Education), 5 (Gender Equality), 8 (Decent Work and Inclusive Growth), and 16 (Justice and Peace).

**2.1 Objectives, Expected Results and Implementation Strategy**

By addressing these issues, the project contributes to consolidating an environment conducive to social cohesion, security and maintaining the performance of the vanilla sector, the resumption of tourism activities, given that the authorities and economic actors have already taken action to restore security in these two regions. Taking into account the above levels, the project aims to achieve the following three outcomes:

1. At the end of the project, decisions around the vanilla supply chain and the related violence and insecurity issues are taken in a concerted and inclusive manner;
2. Better collaboration between communities and defence and security forces in the prevention of violence in the vanilla sector is established;
3. At the end of the project, vulnerable young people at risk of engaging in crime and violence related to the vanilla sector have a strengthened resilience.

**2.2 Project Strategy**

The project's strategic approaches can be summarized as follows:

* **Promotion of social dialogue and transparent and inclusive decision-making:** some public, private and associative structures and actors feel excluded from consultation and decision-making bodies on issues related to the vanilla sector, which leads to an imbalance in terms of ownership, implementation and efficiency. The project aims to strengthen knowledge and analysis of the dynamics of structuring, relationship and dialogue or consultation in the regions of intervention.
* **Empowerment and support for participation and community cooperation:** children and young people are built socially, culturally and morally within families, neighbourhoods and municipalities. However, it has been found that acts of delinquency are favoured by family trajectories, failures in the education and supervision of parents and society, low community participation in research and the common application of solutions.
* **Support for the resilience of children and young people**: it has emerged that children and young people engage in acts of violence and delinquency on their own; but they are also often used by adults and groups organised for this purpose. Here, the project prioritises work on the young person or 'individual' in order to give him the ability and capacities to resist or not to reoffend.

**2.3 Project Management/Steering**

The beneficiary organizations are made up of the ILO, UNFPA and UNICEF. Their implementing partners are formed by central institutions (sectoral ministries, in particular youth, employment, labour, population, vocational training, justice) and their regional technical services, civil society organisations and their networks working in the project themes, vocational training centres, youth support and animation structures (youth centre, rehabilitation centre, etc.), the private sector.

Each implementing agency, i.e. ILO, UNFPA and UNICEF, is responsible for the implementation of the activities of its component and will coordinate with the other project implementing agencies as well as with the PBF Secretariat and national partners.

The ILO, which is the lead agency, is responsible for consolidating semi-annual, annual and end-of-project reports (narrative and financial), implementation plans, monitoring and evaluation plans and any other project notes. The other recipient agencies will provide the necessary information to the lead agency within the required time frame. The project manager of the lead agency will ensure the coordination of the project. The threeUN agencies are directly responsible for the implementation of the project under the technical control of a Technical Project Committee and the strategic supervision of the Peacebuilding Portfolio Steering Committee. The entire project team will ensure frequent and regular communication with the PBF Secretariat.

Follow-up mechanisms such as project meetings, regional project support committees, the project technical committee and the steering committee have been set up.

**2.4 The main beneficiaries of the project**

The project was implemented in two Regions of Madagascar, namely Diana Region and Sava Region. The areas of intervention were identified on the basis of the following criteria:

* Importance of vanilla production
* Strategic axis in terms of traffic circuit
* Level of violence and risk behaviours (drug use, phenomenon of organized youth groups in urban crime)
* Number of children in conflict with the law (number in detention).

The direct and final beneficiaries consist of:

* 3,000 children and young people (girls and boys) at risk of delinquency (or delinquents) and young people in conflict with the law, including 200 young people in conflict with the law. Their selection will be based on the following criteria:
  + Young people in police custody, pre-trial detention, and sentenced to 13 to 30 years
  + Young people who have dropped out of school
  + Young people from vulnerable families with the existence of domestic violence or single parents

The project also affects other indirect beneficiaries, about 10,000 individuals and structures, consisting of:

* Young Peer Educators
* Parents, including single mothers
* Populations of the regions of intervention
* State structures
* Structures for the supervision of young people (youth centres, youth associations)
* Local and traditional authorities
* Central houses (prisons)
* Structures and actors involved in social actors
* Vocational training centres.

1. **EVALUATION CONTEXT**

The three agencies consider evaluation to be an integral part of the implementation of technical cooperation activities. In accordance with the un System evaluation policy and procedures and the lead agency role for this ILO evaluation and the points set out in PRODOC, the project must undergo an independent final evaluation.

The objective of evaluation is accountability, learning and knowledge development. It should be conducted in the context of the criteria and approaches to international development assistance as established by the OECD/DAC Evaluation Quality Standard, the UNEG Code of Conduct for Evaluation in the United Nations System and the ILO Evaluation Policy Guidelines.

**3.1. Objectives, fields and actors interested in evaluation**

The objectives of the final independent evaluation are to:

1. Establish the relevance and coherence of the project design and implementation strategy in relation to the sources of tension and conflict and the peacebuilding priorities of the United Nations (UNDAF and frameworks of the participating UN agencies) and national development frameworks;
2. Assess the extent to which the project has achieved the objectives set and the expected results, while identifying the factors that led to it and the constraints it faced;
3. Identify unexpected positive and negative results of the project;
4. Analyze the implementation strategies of the project including the institutional structure and the capacity to execute the project including its synergy with other projects and programs of the agencies of the SNU and the government;
5. Analyze the efficiency of the use of financial, human and material resources;
6. Assess the extent to which project results will be sustainable;
7. Identify lessons learned and potential good practices, including intervention models that can be applied by stakeholders ;
8. Provide recommendations to guide decision-making with a view to consolidating project results by stakeholders.

**3.2 Users of the evaluation**

Governments, UN PBF, ILO, UNFPA and UNICEF, local technical partners, tripartite constituents and civil society organizations are the final recipients of this evaluation. Recommendations, lessons learned, good practices will be used to develop future projects on the same subject and to promote national and local policy actions related to the theme of the project.

**3.3 Scope / Scope of the Evaluation**

The scope of the evaluation covers the entire project period from January 2020 to July 2022. The evaluation will concern the two regions of intervention of the project, namely DIANA and SAVA

The evaluation will follow the OECD/DAC framework and principles for evaluation. For all intents and purposes, this mandate and the ILO's evaluation policies and guidelines define the overall scope of this evaluation. The recommendations resulting from the evaluation should be closely linked to the conclusions of the evaluation and should provide clear guidance to stakeholders on how they can respond to them.

**3.4 Evaluation Criteria and Questions**

In line with the ILO's results-based approach, the evaluation will focus on the identification and analysis of results by addressing key issues related to the evaluation criteria and the achievement of project outcomes/objectives using the indicators of the project's logical framework as a central but unique element. The focus is not only on what has been achieved, but above all on the how and why.

The evaluation will integrate gender equality and non-discrimination as a cross-cutting concern in all its outputs and outcomes. This issue should be addressed in accordance with EVAL's Guidance Note #4 and Guidance Note #7 in order to ensure stakeholder participation. In addition, it should pay attention to issues related to social dialogue, tripartism and international labour standards and just transition in the context of climate change. . In addition, the impact of COVID-19 in the completion of the project will be taken into account. The start-up report will integrate these dimensions into the evaluation questions,

Other aspects may be added depending on the identification of the evaluator according to the given objective and in consultation with the person responsible for the evaluation. Any fundamental changes to the evaluation criteria and questions must be agreed between the evaluator and the evaluator, and included in the start-up report.

**3.4.1 Relevance, Coherence and Strategic Adaptation of the Project**

* Does the project align with the priorities of working on key conflict drivers and issues most relevant to peacebuilding, government priorities, SDGs, UNDAF/UNSDCF, and does it respond to the needs of partner institutions and target groups?
* Do national/regional institutions and target groups feel sufficiently involved in the development, implementation and monitoring of the project? Were ILO constituents, UNICEF and UNFPA involved in the design of the project?
* Are the objectives and outputs consistent with, or complementary to, other projects of regional institutions, and other programmes or projects of the ILO, UNFPA and UNICEF ?
* The project has identified gender inequalities and will it strengthen gender equality? Will it best serve vulnerable groups , such as people with disabilities ?
* To what extent are the logical framework and theory of change ofthe project coherent? (e.g. do the products have a causal link with the effects, which in turn contribute to the development objective? of the project? Are the results frameworks realistic?)
* Has the project adopted a conflict-sensitive approach to its implementation?
* Did the project planning include a useful monitoring and evaluation framework?
* Did the project design include a sustainability and exit strategy?

**3.4.3 Project Performance and Effectiveness**

* To what extent has the project achieved its results, including the outputs and particularly its objectives?
* What, if any, are the positive and negative unintended outcomes of the project that have been identified or perceived?
* What were the main factors that contributed to the achievement of the project objectives or posed problems and how were they addressed?
* Dyears to what extent the project has made a concrete contribution to reducing a conflict factor in the north of the country and to achieving the SDGs, in particular SDG 16
* Do women and men and vulnerable groups benefit equitably from the results of the project?
* To what extent is the COVID-19 pandemic influencing the results and effectiveness of the project and how has the project addressed this influence? Has it adapted to the changes for at least some time?
* Does the (adapted) intervention model used/to be used in the project suggest an intervention model for a similar crisis response?

**3.3.4 Efficiency of Resources Used**

* Are resources (financial, human, expertise, etc.) strategically allocated to ensure the achievement of results?
* Are the resources made available to the project used efficiently? Could the same results be achieved at a lower cost?
* The project has a monitoring and evaluation strategy that facilitates the responsibility, management and learning of the project? The indicators formulated in the logical framework meet the needs of the project or would have modifications, reformulations, etc.?

**3.3.5 Impact Orientation and Sustainability of the Project**

* What is the specific contribution and added value of the project compared to the regular activities carried out by the relevant institutions at the local and national levels and the agencies involved in UN entities? To what extenthave they strengthened their capacities to ensure that the conflict-sensitive approach is maintained on an ongoing basis?
* What are the foreseeablepositive and possibly negative impacts of the project in general, as well as on the target groups targeted by its activities?
* What is the predictable sustainability of the project results?
* Can changes be observed (concerning behaviours, capacities, participation, institutions, etc.) to establish a link of plausibility with the project interventions and the final objectives?
* Are the results and achievements of the project and its approach likely to be sustainable and widely applied, are they integrated or likely to be integrated into national institutions and will partners be able to maintain them beyond the project?
* How has the project's sustainability approach been affected/could it be affected by the Covid19 situation in the context of national responses?

The above questions are intended to guide and facilitate the evaluation. This is obviously not an exhaustive and closed list. The questions should not be answered one by one, but rather give an overall analysis criterion by criterion guided by these questions.

1. **Modalities and implementation of the evaluation**

**4.1 Evaluation Methodology**

The evaluation will apply a mixed approach, including triangulation to increase the validity and rigour of the evaluation results, involving, to the extent possible, key project stakeholders at all levels during the design, data collection and reporting phases.

The evaluation will take into account the project database used by monitoring and evaluation including the baseline study and other studies that may be available.

Due to the COVID-19 pandemic and its impact on the world of work, this evaluation will be conducted in the context of the criteria and approaches described in the ILO's internal guide: Implications of COVID-19 on evaluations within the ILO: Internal guide on adapting to the situation. [[1]](#footnote-1)

If there are travel restrictions and the lack of possibility of face-to-face engagement with stakeholders, the assessment could be carried out remotely by the Consultant. In this case, the Consultant could use online questionnaires/email and especially virtual interviews. At this time this is not the case and we hope that the evaluators will visit the project regions. At the time of the beginning of the evaluation these points are granted.

**(a) Start-up phase**

**Briefing**

Two briefing sessions of the Evaluation Team are planned at the start of the mission: one with the manager for the methodological approach and another with the project team for a preliminary vision of the project, key actors, etc. and organize the collection of data. The briefings make it possible to provide the Team with the clarifications that the latter will request before writing the report on the start of the evaluation.

**The preliminary study of the project to review the following documents**:

* Project documents, letter of agreement, project agreement;
* Minutes of the main meetings and workshops;
* Studies carried out;
* Work plans;
* All project progress reports;
* Reports of monitoring missions in the field;
* UNDAF and national development policy frameworks
* Decent Work Country Programmes (DWCPs);
* Any other key publications or studies produced as part of the project;
* Others to be identified during the preliminary study.

The literature review will identify a number of initial findings that may in turn lead to other evaluation questions or to a review of existing ones. This will help develop the assessment tools that should be finalized in consultation with the evaluation manager. The methodology will be included in the Start-up Report which will need to be approved by the evaluation manager before moving on to the field phase.

After consultation with the evaluation manager before starting the field phase, an indicative list of interviewees with their contacts (e-mail, telephone) will be provided by the project to the evaluator at the start of the mission. The evaluator will have the flexibility to complete this initial list.

The evaluation manager will share the report with the Evaluation Reference Group which is included by ILO, UNFPA, UNICEF, BCR, PBSO and the project's main national and local partners for comments. The final version of the start-up report will be approved after the integration of the comments of the reference group or the explanation in case a comment would not be integral.

**b) Data collection phase (virtual and/or face-to-face)**

**Individual interviews with all national stakeholders , # the ILO, UNICEF and UNFPA and the donor (to favor direct meetings when possible with the alternative of organizing remote interviews):**

* The ILO's tripartite constituents (workers' representatives, employers and governments);
* The institutions involved in the implementation of the project;
* Specialists fromthe three agencies at the level of the technical departments of Headquarters, region and country offices as well as the staff involved in the project;
* The beneficiaries of the project in the countries and regions covered;
* The lessor.

During the data collection process, evaluators will compare and cross-validate data from different sources (project staff, project partners and beneficiaries) to verify their accuracy, and will use different methods (document review and interviews) that complement each other.

The evaluator ensures that the opinions and perceptions of women and men are reflected differently in the databases and that gender-specific questions are included in the interview questionnaires.

**The preparation/execution of the feedback meeting for stakeholders and the preparation of the preliminary and final reports of the evaluation:**

Evaluators will report their preliminary findings and recommendations to key stakeholders (including ILO Officex, UNICEF and UNFPA in Tana, the project management team, key ministries, donor, etc.) in a virtual or face-to-face workshop planned for this purpose. It will benefit from the logistical and administrative support of the Project for its organization. They will also exchange with the evaluation manager at the end of his/her field mission.

**(c) Preparation of the evaluation report**

On the basis of the literature review, the consultations during the field visits and the conclusions of the workshop, the evaluator will submit to the evaluation manager a preliminary evaluation report which, after the methodological review, will be circulated to the Evaluation Reference Group which is included by ILO, UNFPA, UNICEF, the BCR, pbSO and the project's main national and local partners for their observations and comments. Comments are shared bythe evaluation manager with the evaluator and the leader for their integration or documentation of the reasons for not integrating them. Then, a final evaluation report taking into account the comments of the Reference Group will be submitted to the final approval of EVAL ILO

And gave the character of independent evaluation of the final approval will be by EVAL/ILO

**4.2. Key outputs expected from the evaluation**

The following products (in French and MS Word version) will have to be produced and delivered by the Mission:

1. A start-up report of the mission specifying the scope of the evaluation and the evaluation questions, the indicative list of interviewees, describing in detail the methodology that will be used to answer the evaluation questions including the evaluation tools, detailing the work plan (based on EVAL Checklist 3, or even annex).
2. A first version of the evaluation report answering the questions related to the evaluation criteria and containing the recommendations and defining the lessons learned, good practices, technical recommendations and avenues for the continuation of the programme's activities. The report will be sent to the evaluation manager (refer to Checklists 4 and 5 on the preparation of the evaluation report which defines the structure and content of the report, or even annex).
3. A final version of the evaluation report sent to the evaluation manager 7 days after receiving comments on the first version of the report in version in track changes and plain version.

The evaluation report must be written in French, consist of a maximum of 35-40 pages (excluding executive summary and annexes) and follow the following structure.

1. Cover page with key project information and evaluation data
2. Executive Summary
3. Acronyms
4. Project Description
5. Evaluation Objective, Scope and Clients
6. Methodology and limitations
7. Clear results identified for each endpoint
8. Conclusions
9. Recommendations (maximum 12 relevant recommendations including recommendations for the different key parties),
10. Lessons learned and good practices
11. Annexes:

* Terms of Reference
* Documents consulted
* Table of level of achievement of outputs and results by indicator (targets versus achieved) and explanation of the results achieved in each case
* Completed Lessons Learned and Good Practices EVAL Forms
* Timetable of the field mission (including list of meetings and interviews conducted)
* Other additive information, if any.

In addition , an Executive Summary will be given according to the EVAL form (maximum 4 pages).

Important details and the forms to be used for the evaluation should be consulted on the links given in the appendix.

**5. Mission Supervision and Schedule**

The duration and provisional work schedule is:

| **Phases** | **Tasks** | **Responsible person** | **Time** | **Number of days**  **Team leader** | **Number of days**  **Team Member** |
| --- | --- | --- | --- | --- | --- |
| **01**  **Preparation of ToR** | Preparation of the ToR project Preparation of the budget | Evaluation Manager | 14-22/04 | 0 days | 0 days |
| Stakeholder comments on ToR | Evaluation Manager | 25/04-1 0/05 | 0 days | 0 days |
| Integration of comments into the final version of the ToR | Evaluation Manager | 11/12/05 | 0 days | 0 days |
| **02**  **Selection of consultants** | Publication of the recruitment notice | Evaluation Manager | 18/05-31/05 | 0 days | 0 days |
| Recruitment of consultants and signing of the contract | Evaluation Manager/ Country Office | 16/05-3/06 | 0 days | 0 days |
| **03**  **Briefing** | Methodological briefing with the lead evaluator | Evaluation Manager | 20/06 | 0.5 days | 0.5 days |
| **04**  **Start-up phase** | Literature review  Tool design  Preliminary consultations with the ILO project team and the Reference Group  Preparation and submission of the start-up report | Consultants) | 20-/06 | 6.5 days | 2.5 days |
| Review and approval of the final version of the start-up report | Evaluation Manager | 27-28/06 | 0 days | 0 days |
| **05**  **Data collection and stakeholder consultations** | Consultations with stakeholders | International Consultant | 29/06-19/07 | 16 days | 16 days |
| Workshop to present preliminary results to stakeholders through the Reference Group | 20/07 | 1 day | 1 day |
| **06 Preliminary report** | Draft evaluation report includesmethodological review of the report | Consultants | 25/07-05/08 | 7 days | 2 days |
| Stakeholder comments on the draft report | Evaluation Manager | 8-19/080 | 0 days | 0 jous |
| **07 Final Report** | Consolidation of comments to send to the consultant | Evaluation Manager | 2 2-24/08 | 0 days | 0 days |
| Integrating comments into the report | Consultant | 2 5-31/08 | 3days | 1 day |
| Final revision of the report | SMEO and EVAL | 5-9/09 | 0 days | 0 days |
|  | **Total** |  |  | **34 days** | **22 days** |

**6. Legal and ethical provisions**

The evaluation should be conducted in accordance with United Nations evaluation norms and standards. Evaluators may refer to the United Nations Evaluation Group (UNEG) guidelines: http://www.unevaluation.org/ethicalguidelines and the ILO Guidelines for Policy Evaluation: Principles, Rationale, Planning and Management of Evaluations the Guide.

**7. Conduct and management of the evaluation**

# Profile of consultants to be recruited

***Consultant team leader (International Consultant)***

* Have a higher degree (at least bac + 5) in Humanities or Social Sciences, development studies, economics, or equivalent qualifications; de preference have a master's degree in project management;
* Proven experience in the evaluation of development programmes, especially in the context of resource-limited countries and humanitarian emergencies (in the context of the SDGs); included in the possible including youth issues, peacebuilding, and gender equality, hasat least 5-7 years of professional experience
* Experience working with SNU agencies;
* Have strong experience in quantitative and/or qualitative research;
* Having a very good command of the French language (working language);
* Have a strong ability to synthesize and write;
* Experience in Madagascar or similar countries in the field of project evaluations
* Not to have any past or present involvement with the Project, not to have prospected for a job in the Project;
* Not have personal relations with the staff involved in the implementation and management of the Project (not be a family member, friend or former colleague);

***Consultant member of the team (National*** Consultant***)***

* Have a higher degree (at least bac + 5) in Humanities or Social Sciences, development studies, economics, or equivalent qualifications; de preferred management graduate;
* Have a proven experience in Madagascar in collecting data for social research or evaluation of development programs especially in a context of countries with limited resources and in a humanitarian emergency situation (in the context of the SDGs); included in the possible including the issues of youth, peacebuilding, and gender equality, at least 3-5 years of professional experience
* Work experience and/or knowledge of UNS agencies will be an asset
* Have strong experience in quantitative and/or qualitative research;
* Master social mobilization components and specific approaches at the community level: peer education, IEC/CCC, advocacy, community dialogue, community mediation; would be an asset
* Not to have any past or present involvement with the Project, not to have prospected for a job in the Project;
* Not have personal relations with the staff involved in the implementation and management of the Project (not be a family member, friend or former colleague);
* Have a perfect command of French and Malagasy

***Submission of applications***

Applicants must provide information indicating that they are qualified to perform the services mentioned laterthan June **1, 2022** to the following address: [furman@ilo.org](mailto:furman@ilo.org) and in copy [dessero@ilo.org](mailto:dessero@ilo.org).

The file with the subject **"Application for the Independent Final Evaluation of the Vanilla PBF project"** including:

* a statement of position (team leader and or member) describing how the candidate's skills, qualifications and experience are relevant to the qualifications required for that position.
* his CV,
* two recent references available including email and phone
* daily rate would honor in USD (no travel or DSA).
* a statement confirming that the applicant has never been involved in the implementation of the project or in a personal relationship with ILO officials involved in the project
* its availability

Individual apps for each post and team apps are welcome

Women are encouraged to apply.

**8. Evaluation Management**

The organization and coordination of the assessment mission will be carried out by Ricardo Furman who has been appointed as the evaluation manager and interface at ILO level. The assessment mission will discuss with him all technical and methodological issuesif necessary.

The assessment mission will receive technical, logistical and administrative support from the Project Manager.

**9. Resources**

Estimated resource requirements at this stage:

* Evaluator's fees for 34 days for the team leader and 22 days for the member team;
* DSA and travel in relation to the ILO policy on the subject and the COVID-19 situation;
* Workshop to present preliminary evaluation results to stakeholders.
* Logistical support of the project

**Annex 1. Relevant documents and tools on the ILO's evaluation policy**

ILO Guidelines for Policy Evaluation: Principles, Rationale, Planning and Management of Evaluations, 3rd ed. (August 2017)

[http://www.ilo.ch/eval/Evaluationpolicy/WCMS\_571339/lang-- en/index.htm](http://www.ilo.ch/eval/Evaluationpolicy/WCMS_571339/lang--en/index.htm)

Code of Conduct Form (to be signed by the evaluator)

http://www.ilo.org/eval/Evaluationguidance/WCMS\_206205/lang--[en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_206205/lang--en/index.htm)

Checklist. 3 Drafting of the initial report

[http://www.ilo.org/eval/Evaluationguidance/WCMS\_165972/lang-- en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165972/lang--en/index.htm)

Checklist 5 Preparation of the evaluation report

[http://www.ilo.org/eval/Evaluationguidance/WCMS\_165967/lang-- en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165967/lang--en/index.htm)

Checklist 6: Evaluation of the quality of the evaluation report

[http://www.ilo.org/eval/Evaluationguidance/WCMS\_165968/lang-- en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165968/lang--en/index.htm)

Model for lessons learned and emerging good practices [http://www.ilo.org/eval/Evaluationguidance/WCMS\_206158/lang--](http://www.ilo.org/eval/Evaluationguidance/WCMS_206158/lang--en/index.htm)

[en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_206158/lang--en/index.htm)

[http://www.ilo.org/eval/Evaluationguidance/WCMS\_206159/lang--](http://www.ilo.org/eval/Evaluationguidance/WCMS_206159/lang--en/index.htm)

[en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_206159/lang--en/index.htm)

Guidance Note 7 Stakeholder Participation in ILO Evaluation [http://www.ilo.org/eval/Evaluationguidance/WCMS\_165982/lang--](http://www.ilo.org/eval/Evaluationguidance/WCMS_165982/lang--en/index.htm)

[en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165982/lang--en/index.htm)

Guidance Note 4 Gender mainstreaming in project monitoring and evaluation

[http://www.ilo.org/eval/Evaluationguidance/WCMS\_165986/lang-- en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm)

Template for the evaluation title page [http://www.ilo.org/eval/Evaluationguidance/WCMS\_166357/lang--](http://www.ilo.org/eval/Evaluationguidance/WCMS_166357/lang--en/index.htm)

en/index.htm

1. <https://www.ilo.org/eval/WCMS_744068/lang--en/index.htm> [↑](#footnote-ref-1)