

Terms of references

Assisted peer-to-peer self-evaluation of KIYO's *Empowering youth together globally* programme and peer learning between KIYO partners in the context of the mid-term evaluation.

1.	Context of the programme	1
2.	Justification and objectives of the evaluation	2
3.	Evaluation (learning) questions	3
4.	Methodology	5
5.	Expected services and products.....	7
6.	Indicative schedule of the process.....	8
7.	Persons involved	9
8.	Available budget.....	9
9.	Practicalities	9
10.	Expected profile of the consultant	10
11.	Ethical code.....	10
12.	Tender procedures	11
13.	Evaluation matrix of the proposals.....	12
14.	Annexes	13

1. Context of the programme

KIYO's current five-year DGD programme (2022-2026) entitled "Empowering youth together globally" focuses on the development of quality learning environments that support youth in discovering and developing their talents and potential, in becoming aware of their rights and being able to claim them, and in actively shaping their own future and contributing to a more just and sustainable world.

In order to develop these quality learning environments around youth, KIYO supports local partner organizations in the partner countries in accompanying community actors that educate, train, support and accompany youth in formal, informal and non-formal education, in employability and in active citizenship. KIYO partners are local civil society organisations, of which at least one in each country is entirely youth-led. In Belgium, KIYO is directly implementing the programme with secondary schools and organisations working for, with and through youth (e.g. fourth pillar organisations) in a context that differs in a number of aspects from the context in the partner countries.

KIYO opted for an international approach. On the one hand, the strategic choice of focusing efforts on developing empowering learning environments around youth is translated into every country program, with different accents according to the local context and the particular expertise and approaches of local partners. On the other hand, the

partnership strategy of mutual and shared capacity development aims at stimulating learning not only between KIYO country teams and their local partners, but also at broader learning on youth empowerment between the different KIYO country programmes and between partners from different partner countries.

The programme is implemented in five countries: Belgium, Brazil, Burundi, Democratic Republic of Congo, and the Philippines. Although the different country programmes of KIYO were developed with the same overarching programme strategy, there are specific accents in each country programme in terms of partnerships, choice of result areas, and main empowerment approaches:

Country	Result areas	Partners	Approaches
Belgium	Education (formal and in/non formal)	Direct implementation	-School4Rights -Action4Rights -Strengthening organisations with, for and by youth
Brazil	Education Employment Citizenship	SER AMAR YOUCA Brazil (youth-led)	-Social circus (school and community-based) -Technical and vocational training -Youth organising and youth-led advocacy
Burundi	Education Employment Citizenship	APRODEM BIRATURABA FVS JJB JSBM (youth-led)	-Strengthening school structures -Technical and vocational training -Community-based saving and lending groups -Income-generating activities and youth entrepreneurship -Strengthening youth-led citizenship initiatives
Democratic Republic of Congo	Employment Citizenship	ADED ASCEN (youth-led) OCET/PAE (youth-led)	-Agriculture and rural entrepreneurship -Community-based saving and lending groups -Technical and vocational training -Youth organizing -Youth-led radio programming
Philippines	Education Employment Citizenship	BIDLISIW CYC (youth-led) PETA	-Educational theatre (school and community-based) -Technical and vocational training -Youth organizing and youth-led advocacy

2. Justification and objectives of the evaluation

Justification of the evaluation

KIYO strives to align the objectives and methodology of the mid-term evaluation as much as possible with the learning objectives of KIYO as an organization in general and the specific learning objectives of the current 5-year DGD programme in particular. Rather than the mid-term evaluation being a separate process that suspends or ‘pauses’ the programme, the mid-term evaluation should ideally be experienced as an integral part of the programme’s implementation and its corresponding MEAL processes, in particular the dynamics of mutual and shared capacity development.

Given that both KIYO’s youth empowerment strategy - focusing on strengthening learning environments in different contexts - and KIYO’s partnership strategy - focusing on in-country and cross-country learning - are part of a broader

international strategy, KIYO opts for one overarching evaluation approach in which mutual and shared learning will be the main focus and objective. KIYO therefore chooses for an assisted peer-to-peer self-evaluation as methodological approach to the mid-term evaluation of the *Empowering youth together globally* programme.

The mid-term evaluation will consist of four key complementary and mutually reinforcing components:

- Assisted Peer-to-peer self-evaluation between the different KIYO country offices outside of Belgium
- Structured peer learning between KIYO partners from the different KIYO country programmes
- Assisted peer learning and/or peer-to-peer evaluation between KIYO and other organisations
- External evaluation of the Belgium programme, including peer learning with other organisations in Belgium and the partner countries

Objectives of the evaluation

The results of the mid-term evaluation and the associated peer learning should allow KIYO and partners to:

- Draw key learnings from the implementation of the programme so far in order to better implement the program in the coming years, making the necessary programme adjustments where this is needed, and increasing the likelihood of achieving the expected outcomes.
- Lay the foundations for the development of new 5-year programmes in the different partner countries, based on a better understanding of both opportunities and challenges with regards to KIYO's youth empowerment strategy in the specific country contexts.

3. Evaluation (learning) questions

The mid-term evaluation will focus on answering the following key learning questions, which are based on the programme's Theory of Change of the country programmes (Brazil, Burundi, Democratic Republic of Congo/DRC and Philippines).

With regards to KIYO's *partnership strategy*:

"Does the partnership strategy of mutual and shared capacity development enable KIYO and the partners to work more effectively on youth empowerment?"

→ 'mutual and shared capacity development' refers to an organized process in which KIYO and partners critically analyse their respective capacities (knowledge, experience, approaches, methodologies) in creating an enabling environment for youth empowerment and strengthen these capacities through targeted mutual (KIYO-partner) and shared (partner-partner) capacity development and learning activities.

→ 'youth empowerment' refers to a number of collectively defined and agreed upon key elements or characteristics of 'empowered youth', including rights awareness, global awareness, active community engagement, positive appreciation of diversity, critical thinking, resilience, empathy, ...

It is important to also note that KIYO strives to develop more equal partnerships, not only through a capacity development approach that is explicitly mutual in nature, but also by questioning power dynamics within the partnership and taking steps to arrive at more balanced partnership relations.

With regards to the *programme strategy*:

“Does the KIYO programme succeed in empowering youth by focusing on the development of quality learning environments and in capacitating community actors to sustain these learning environments?”

→ ‘enabling environment’ refers to a learning environment in which the awareness of youth is developed, in which they feel safe and are protected from harm, in which they can fully and meaningfully participate and weigh on decisions that concern them, and in which they develop a range of essential skills, both technical and life skills. Within the KIYO programme, the ‘quality learning’ environment is centred around the 4 ‘APPS’ domains (awareness, protection, participation and skills), and progress on specific elements within these 4 APPS domains is considered progress in the development of a quality learning environment. Furthermore, the programme puts a specific emphasis on making the learning environments gender-sensitive and inclusive, as well as on developing global citizenship among youth.

→ ‘community actors’ refers to a broad range of actors in the community that educate, train, support and accompany youth, including, among others, secondary schools, school clubs, community-based saving and lending groups, technical and vocational training providers, private businesses, youth-led organizations, etc.

→ ‘sustainability’ refers to the capacity of community actors to continue to manage and further develop the quality learning environments supported by the programme beyond the direct (financial and technical) support of partners and KIYO.

With regards to the *critical hypotheses* of the programme:

“Do youth empowered by the programme significantly contribute to empowering other youth not directly reached by the programme?”

→ this refers to the ‘multiplier effect’, which is based on the hypothesis that youth empowered by the programme have a significant impact on the empowerment of at least three other youth around them, such as their siblings, their peers at school and/or in the community, etc. However, through an analysis of the literature on the topic of ‘youth empowerment’, KIYO has also become aware of the existence of the so-called ‘ripple effect’, which is the effect that empowered youth generate in their immediate environment. This effect is not limited to other youth, but also extends to their family, community members and local authorities who adopt different attitudes and behaviour towards youth in general because of the actions of empowered youth. In that sense, the mid-term evaluation will dive deeper into the question of what effect empowered youth trigger in their immediate environment, if we can confidently claim that the multiplier effect exists, and what are essential conditions that allow this effect to occur.

The mid-term evaluation of KIYO’s programme in Belgium will focus on the following learning questions:

“To what extent do teachers, school teams, mentors and organizations working for, with and through youth in their class, school and organizational context succeed in creating a safe and stimulating environment in which youth can grow and be strengthened? Which factors play a role in this?”

“To what extent do youth who participate in Action4Rights¹ within and outside of the school context feel strengthened to let their voice be heard in society (school, home, community, ...) and to take up a more active role? Which factors play a role in this?”

4. Methodology

In Brazil, Burundi, DRC and the Philippines, the mid-term evaluation will include the following components:

- Assisted peer-to-peer self-evaluation between the different KIYO country offices
- Assisted peer learning between KIYO partners from the different KIYO country programmes
- Assisted peer learning and/or peer-to-peer evaluation between KIYO and other organisations

In Belgium, the programme will be evaluated by the consultant. However, it will also include peer learning with other organisations.

→ Assisted peer evaluation between KIYO country teams

KIYO will evaluate its own programme. In practice, this means that representatives from the KIYO country offices will evaluate a KIYO country programme different from the one they are themselves directly involved in and responsible for.

The KIYO peer evaluators will use the same evaluation methodology to not only allow for comparison of results between partner countries but also for conclusions and recommendations to be formulated on the level of KIYO's international youth empowerment and partnership strategy.

There will be four peer evaluation teams consisting of the country representative and the programme coordinator of each country programme, with the exception of Belgium.

To allow for full ownership over the evaluation methodology and process, the peer evaluators will be involved in the methodology development, receive a training to acquire and/or deepen the necessary knowledge and skills, and be coached and mentored by the external consultant during the entire process from data collection to final report development.

Because of contextual similarities as well as similarities in empowerment approaches developed by partners, the partner countries will be paired as follows in function of both the peer evaluation and the partner-to-partner peer learning:

Brazil and Philippines: although geographically distant, both are middle income countries with important challenges in terms of social and economic inclusion of youth, particularly youth in vulnerable situations, and the consolidation

¹ Action4Rights is a project through which youth from different countries are brought in contact with each other in order to learn from each other's contexts, become aware of their rights and be able to analyse the rights situation of children and youth, come up with a concrete action, and support each other in the development, implementation and evaluation of that action.

of the democratic space for civic participation. Partners work mostly in urban settings, with an emphasis on the use of arts and culture as empowerment methodologies in schools and communities, the development of inclusive technical and vocational courses and access to wage employment, and youth organizing and youth-led advocacy.

Burundi and the Democratic Republic of Congo: geographically in close proximity of one another, both are low-income countries with great challenges in terms of access to quality education, opportunities for basic livelihood development, and peace and stability. Partners work in urban as well as rural settings, with an emphasis on the development of economic resilience through community-based solidarity mechanisms, technical and vocational training and livelihood development, as well as youth organizing in communities. Whereas the programme in Burundi also works on youth participation in the formal education system, the emphasis in the Democratic Republic of Congo is more on informal and non-formal technical and professional education.

→ Structured peer learning between KIYO partners

In addition to the peer-to-peer evaluation between KIYO country offices, focused partner-to-partner peer learning across partner countries will also take place at the same time as the peer-to-peer evaluations. Partners working in the same result areas (education, employability and citizenship) or that have a similar or perhaps a very different empowerment approach will have the opportunity to visit each other and be immersed in the reality and the empowerment approach of their 'peer organisation' for a few days. Two representatives per partner will be involved in the peer learning exercises. With a total of three partners per country programme, this means that a total of 24 partner representatives will be directly involved in cross-country peer learning. The peer learning opportunities identified can be found in the annex.

A methodology and the necessary guiding tools will need to be developed in a participatory manner to allow for a structured and common/shared learning process in each of these peer learning exercises. This is important not only to guarantee a quality learning process between different KIYO partners on youth empowerment and the partnership strategy, but also to allow for the results to be taken into account by the KIYO peer evaluators to enrich their findings, analyses and recommendations.

The two processes, the peer evaluation between country offices and the peer learning between partners will take place simultaneously. The role of each actor, the objective of their work as well as the results expected should be clearly identified and communicated. The training and coaching of the peer evaluators and peer learners will therefore be an important point of attention in the methodology development.

→ Assisted peer-to-peer evaluation and/or peer learning with other organisations.

Apart from the peer-to-peer evaluation between KIYO country teams and the peer learning between KIYO partners from different partner countries, KIYO also intends to integrate an element of peer learning and/or peer evaluation with other Belgian organizations to the mid-term evaluation exercise.

In Burundi and the Democratic Republic of Congo, KIYO and SOS Children's Villages are exploring the possibility to learn from each other, and even to peer evaluate a specific part of each other's respective country programmes.

As KIYO is implementing a common programme with Djapo, possibilities are being explored between KIYO and Djapo to integrate mutual learning between both organizations in their respective mid-term evaluations, especially in relation to the programme in Belgium.

The above-mentioned intentions will be further clarified.

→ External evaluation for the Belgium programme

The external consultant will evaluate the Belgium programme addressing the specific learning questions identified. Since mutual learning on the KIYO's youth empowerment strategy in different country contexts is one of the objectives of the mid-term evaluation, the methodology used for the evaluation of the Belgium programme should fit into the overall evaluation framework developed for the other countries.

A peer learning element should also be part of the methodology. Being the lead of the School for Rights partnership, KIYO would like to include peer learning with the 5 other organizations of the partnership (Djapo, Plan International, UNICEF, Via Don Bosco and RCN Justice & Démocratie), either through a joint or through an organization-specific learning question, discussed via focus group discussion facilitated by the external evaluator. However, this is still to be further identified.

5. Expected services and products

The following services are expected from the consultant (team):

- Participatory methodology development for data collection, analysis and learning to gain information and insight to be able to answer the different learning questions.
- Design and facilitation of a training/workshop of minimum two days for the peer evaluators during which they will be provided with the necessary knowledge, skills and tools to conduct the evaluation activities in the field, including the gathering of information and the processing/capitalizing of that information into evaluation reports.
- Design and facilitation of a training/workshop of minimum one day for the KIYO partners who will be directly involved in the peer learning activities, during which they will be provided with the necessary knowledge and skills to gather, document and share learnings from their immersion in the empowerment approach of their respective peer learning partners.
- On-field guidance (through collaboration with local consultants engaged by the main evaluator) of the peer-to-peer evaluations in two out of the four partner countries (Philippines and DRC), and remote guidance for the other two partner countries (Brazil and Burundi).
- Co-development and co-facilitation of 2 on-field restitution and learning workshops together with the peer evaluators of the programmes in Brazil and the Philippines on the one hand (in Rio de Janeiro), and Burundi and the Democratic Republic of Congo on the other (in Bujumbura).
- Support and guidance to the peer evaluators in the drafting and finalisation of their respective evaluation reports.
- Facilitation of a final, global restitution on the key findings and recommendations of the mid-term evaluation of KIYO's *Empowering youth together globally* programme.

The following products are expected:

- Inception report, including a description of the methodology for peer evaluation and learning purpose
- Evaluation report Belgium programme

- Elaboration of a summary report, containing the key findings and recommendations of the overall mid-term evaluation exercise.

6. Indicative schedule of the process

	Key events	Objective	Timing
<i>Preparation</i>			
1	Introduction	<ul style="list-style-type: none"> * Introduction of KIYO programme and partnership strategy as well as the way KIYO is organised at global and CO level. *Getting to know peer evaluators and learners *Analysis of programme documentation 	November 2023
2	Participatory methodology development for : <ul style="list-style-type: none"> -peer evaluation -peer learning -external evaluation of Belgium programme -peer learning with other NGOs 	It should involve the following: <ul style="list-style-type: none"> *Different data collection tools for both peer evaluation and peer learning purposes and guidance on how to use them *Relation between the evaluation and learning processes, specifically on how to integrate the results of the learning process between partners as input for the peer evaluation *Data analysis framework 	November 2023 - February 2024
3	Online training of peer evaluation teams (country representatives and programme coordinators; 8 people in total)	*Documented guidance to peer evaluators to allow for a structured evaluation process (from data collection to analysis and report writing).	February 2024
4	Online training of peer learner teams (partner representatives; 24 people in total)	*Documented guidance to peer learners to allow for a structured learning process and common sharing of insights.	February 2024
<i>Implementation of MTE</i>			
5	MTE in Philippines	<ul style="list-style-type: none"> *Peer evaluation of Philippines programme by Brazilian peer evaluators *Peer learning – Brazilian partners in immersion with Philippines partners *Initial debriefing / restitution of peer evaluation and learning exercises 	April 2024
6	MTE in DRC	<ul style="list-style-type: none"> *Peer evaluation of DRC programme by Burundian peer evaluators *Peer learning – Burundian partners in immersion with DRC partners *Peer learning and/or peer learning with SOS Children's villages *Initial debriefing / restitution of peer evaluation and learning exercises 	April 2024
7	MTE Brazil	<ul style="list-style-type: none"> *Peer evaluation of Brazilian programme by Philippines peer evaluators *Peer learning – Philippines partners in immersion with Brazilian partners *Overall learning and restitution seminar 	May 2024

8	MTE in Burundi	<ul style="list-style-type: none"> *Peer evaluation of Burundian programme by DRC peer evaluators *Peer learning – DRC partners in immersion with Burundian partners *Peer learning and/or peer learning with SOS Children’s villages *Overall learning and restitution seminar 	May 2024
9	MTE in Belgium	<ul style="list-style-type: none"> *External evaluation of Belgium programme *Peer learning with Djapo *Peer learning with partners S4R partnership *Debriefing Belgium team 	April - June 2024
<i>Report development – presentation of overall learnings</i>			
10	Draft evaluation reports (Belgium, Burundi, Brazil, DRC and Philippines)	*Draft reports; describing evaluation process, results and recommendations	End of June 2024
11	Review reports	<ul style="list-style-type: none"> *Feedback country teams to peer evaluation teams *Feedback Belgium team to consultant 	Early July
12	Final evaluation reports	*Final report describing evaluation process, results and recommendations	End of July 2024
13	Presentation of key learnings	* Presentation of overall findings for strategy and further programme development	At the latest August 2024
<i>Management response</i>			
14	Management response	*Official reaction to the evaluation results	September 2024
Overall period: between November and August 2024			

7. Persons involved

- The overall coordination with the consultant will be with the KIYO programme manager and senior trainer based in Belgium.
- For the country specific peer evaluations, the contact will be with the relevant country offices and peer evaluators.
- For Belgium, the first point of contact will be the programme manager of the Belgium programme.
- Furthermore, the contact with the partners for development of the structured learning exercise will be through the country programme coordinator who is in direct contact with the partners.

8. Available budget

- The budget available for the consultancy services (including the evaluation of the Belgium programme) is 30.000 euros, VAT included. This based on an estimation of 56 consultancy days. This amount strictly covers consultancy fees; logistical cost for the peer evaluation, peer learning and restitution seminars are not included in this amount

9. Practicalities

- The logistical support in the countries for the peer evaluators and partners, and if relevant the local/international consultant will be assumed by the receiving country office with support from KIYO head office (e.g. stay, organisation of local transport, organisation of meeting rooms, catering, translation, ...).
- The country offices together with the programme manager will identify seasonal, political and other context related factors or safety concerns which might influence or pose a risk in the implementation of the evaluations, this will be timely communicated to the peer evaluator, learning and consultancy team.
- Partners will be responsible for mobilizing representatives of their respective community actors and youth from their target groups.

10. Expected profile of the consultant

Required

- Experience in countries (region) concerned (Belgium, Brazil, Burundi, DRC and Philippines)
- Local presence or contacts with local consultants in the Philippines and DRC
 - Local consultant in DRC : experience in conflict sensitive programming
- Minimum of 5 years of experience in evaluation and facilitation of learning
- Experience in capacity - building / training / coaching (of evaluators)
- Language proficiency (Brazil - Portuguese/ English, Philippines - English, DRC and Burundi - French, Belgium - Dutch)

Added value :

- Experience in accompanying peer evaluation and learning
- Experience in at least one of the following fields: youth empowerment / youth organisations / entrepreneurship and income generation / education sector / gender / global citizenship / rights based programming

In the ideal scenario, the external consultant becomes a critical friend in the evaluation and learning process who allows the teams to do the evaluation in the best possible way, being at once sufficiently knowledgeable and involved to fully understand the program and the organisation, but also having a critical distance and the ability to guarantee the objectivity of the exercise.

11. Ethical code

The following ethical standard based on the United Nations assessment group² is applicable

The mid-term evaluation must be carried out according to the strictest requirements in terms of integrity and in accordance with the beliefs, customs and habits of the social and cultural environments in which it takes place; respecting human rights and gender equality; and in accordance with the "do no harm" principle. Evaluators must respect the right of individuals and institutions to provide information on a confidential basis and ensure that data classified as sensitive is protected and does not allow its source to be traced. They must also validate the declarations present in the reports with their authors. When they want to use personal information, evaluators must obtain the informed consent of the people concerned. When an offense or malfeasance is uncovered, this fact must be reported discreetly to the competent bodies (for example, the appropriate audit or investigation office).

² UNEG Ethical Guidelines for Evaluation - (www.unevaluation.org/document/detail/102)

12. Tender procedures

The proposal submitted must contain a technical and financial component. However, they need to be submitted separately, in different documents.

Technical proposal (not to exceed 10 pages)

The document should include at least the following elements:

- Comprehension of ToR
 - KIYO global strategies
 - Learning questions
 - Assisted peer-to-peer evaluation between different KIYO country offices
 - Structured peer learning between KIYO partners from the different KIYO country programs
 - Articulation between peer evaluation and peer learning
 - Role of consultant (team)
 - Challenges / pitfalls / obstacles / facilitating factors
 - Application ethical code
- First outline methodology (e.g. process, tools, content, ...)
 - Assisted peer-to-peer evaluation between different KIYO country offices
 - Structured peer learning between KIYO partners from the different KIYO country programmes
 - External evaluation of the Belgium programme
- Planning
- Profile consultant team
 - Experiences (CV)
 - Roles assigned
- List of references
 - Evaluation assignments
 - Training and coaching assignments
 - Theme related assignments

NB. Including a short description of the assignment and for at least three assignments a contact person.

- Example of evaluation report

Financial proposal (Not to exceed 5 pages)

The document will clearly state the following:

- Consultancy fee
 - International
 - National
- Number of days per specified task, referring to the services and products requested, including the consultants involved
- Logistical cost (e.g. international and local flights or transport, per diem or accommodation and restauration cost)
- Material needed

Deadline for submission: 8th of October 2023

To be submitted to the following persons

- Sandra Bootsma, Senior Trainer
Sandra.bootsma@kiyo-ngo.be
- Pieter Thys, Programme Manager
pieter.thys@kiyo-ngo.be

Communication results of the selection process: at the latest in the week of the 27nd of October.

Contacts for questions:

- Sandra Bootsma, Senior Trainer
Sandra.bootsma@kiyo-ngo.be
- Pieter Thys, Programme Manager
pieter.thys@kiyo-ngo.be

13. Evaluation matrix of the proposals

Criteria	Weight coefficient	Maximum score
Approach and methodology (including timing) (under this point is also appreciated the adequacy between expectations, deadlines and budget)	4	20 points
Experience of the proposed team related to evaluation practice and theory	4	20 points
Knowledge and experience of the proposed team related to the country / region context	2	10 points
Knowledge and experience of the proposed team regarding specifics of the project / programme (e.g. youth empowerment, employment, saving and credit, education, ..)	3	15 points
General quality of the proposal (structure, writing style, consistency, ...)	3	15 points
Total price	2	5 points
Average price per day	3	15 points
Total		100 points

14. Annexes

1. The following learning opportunities were identified:

Countries	Partners	Peer learning focus
Brazil & Philippines	SER PETA	<ul style="list-style-type: none"> - Using arts and culture as empowerment methodologies - Working with schools on quality learning environments for students - Working with community-based and youth-led cultural groups - Arts and culture in connection with youth-led advocacy
	AMAR BIDLISIW	<ul style="list-style-type: none"> - Economic empowerment of youth through technical, vocational training - Working with TVET providers on quality learning environments - Working with private sectors actors in providing access to on-the-job training and wage employment
	YOUCA CYC	<ul style="list-style-type: none"> - Working on youth empowerment as a youth-led organization - Youth organizing - Youth-led advocacy - Networking between youth-led organizations
Burundi & Democratic Republic of Congo	BIRATURABA ADED	<ul style="list-style-type: none"> - Youth-led saving and lending groups as levers for economic empowerment of youth - Income generating activities and (rural) youth entrepreneurship
	FVS ASCEN	<ul style="list-style-type: none"> - Economic empowerment of youth through technical, vocational training - Youth-led saving and lending groups as levers for economic empowerment of youth - Youth entrepreneurship - Working with TVET providers on quality learning environments - Working with private sectors actors in providing access to on-the-job training and wage employment
	JSBM PAE ASCEN	<ul style="list-style-type: none"> - Working on youth empowerment as a youth-led organization - The use of creative means and communication as a means to stimulate youth empowerment - Accompanying youth-led citizenship initiatives
Belgium & partner countries	SER PETA APRODEM BIRATURABA JSBM Djapo S4R partners	<ul style="list-style-type: none"> - 'Whole school approach' and 'School4Rights' approach

2. Standard outline evaluation report

These are minimum elements to be included in the mid term evaluation final reports.

Report should not exceed 35 pages (without annexes).

1. Title and start page
 - Name of intervention under evaluation
 - Country involved
 - Period the evaluation and date of the report
 - Name and organisation of the evaluating team
 - Name of the organisation(s) commanding the evaluation (donor?)
 - Thanking note
2. Table of content
 - Include boxes, diagrams, tables and appendices with page reference.
3. List of acronyms and abbreviations
4. Summary (Max.4 pages) including principal conclusions and recommendations
5. Introduction
6. Description of the intervention
7. Objectives and justification of the evaluation
8. Methodology
9. Data analysis
10. Results and conclusions
 - General results and conclusions
 - Results and conclusion responding to the learning questions
11. Recommendations
 - General recommendations
 - Specific recommendations
 - Perspectives
12. Lessons learned
 - Strategic level
 - Operational level (e.g. PME, learning, target group involvement .)
 - Partnership management
 - ...
13. Annexes of the report
 - ToR
 - Sample and data analysis criteria
 - List of people met and consulted
 - List of sites visited
 - List of documents consulted
 - ...

3. Documentation

The following documentation will be available for the consultant on request during the assignment (list is not exhaustive):

- Program documents
- Theory of change
- MEAL tools
- Annual partner reports
- Lessons learned and performance scores
- ..