

## PROGRAM EVALUATION TERMS OF REFERENCE

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### I. Project to be Reviewed

<b>Project Name</b>	YouthBuild Haiti Rebuilding Academy
<b>Project Location</b>	Haiti
<b>Project Budget</b>	\$ 4 million over 5 years
<b>Project Start</b>	October 2010
<b>Issue Project Addresses</b>	Youth employment training and job placement
<b>Program Goal</b>	To provide basic education and market-driven skills to 4,000 marginalized youth in Haiti. The program will facilitate internships and job placements to enable youth to secure employment.
<b>Implementing Agency and Partners</b>	YouthBuild International, IDEJEN
<b>Evaluation Type (Mid-course, Final)</b>	Final Evaluation
<b>Evaluation Budget</b>	\$ 55,000
<b>Evaluation timeframe</b>	January 2015 – May 2015
<b>Report deadline</b>	May 15, 2015

## **II. About YouthBuild International**

Established in 1978, YouthBuild is an international leader in equipping marginalized youth with skills to complete their education and secure employment. Its unique and adaptable model has yielded tremendous success. YouthBuild runs the largest community service program in the U.S., which targets low-income, unemployed youth, 32 percent of who have been in conflict with the law. After participating in YouthBuild's program, 65 percent are placed in jobs or continue their education. Young women consistently represent 50 percent of YouthBuild's programs. The organization has an annual budget of \$38 million. In 2007, YouthBuild received the Skoll Award for Social Entrepreneurship and, in 2006 USAID called it an "innovative program" which has "shown promise in reaching out to young people who often are left behind in more traditional development efforts." YouthBuild currently works in 15 countries around the world, including South Africa and Haiti.

## **III. Background on the YouthBuild Haiti Rebuilding Academy**

In YouthBuild programs, young people acquire basic education, job readiness, technical training, and leadership skills while building permanent community assets such as housing, community centers, and green infrastructure. YouthBuild has existed for 35 years and operates 272 programs in 45 U.S. States, and at 102 program sites in 15 countries. The program enrolls out of school and unemployed young adults in a program that provides equal measures of education, skills training, and leadership development. The YouthBuild program model includes intensive technical training, basic education classes, counseling, and leadership opportunities through community service and community asset building activities (CAB). Upon graduating from YouthBuild programs, young people are placed into jobs/internships, self-employment, and continuing education or technical training, and are provided follow up support as they navigate the post-program environment.

YouthBuild International's holistic approach targets low-income, at-risk youth who are out-of-school, unemployed and motivated to improve their future prospects. YouthBuild International partners with in-country implementing organizations – NGOs, government agencies, etc. – to adapt the YouthBuild program to local culture, context, and values. The program length is adapted to each country setting based on a review of multiple factors. In a year-long YouthBuild program, such as in Haiti, the first six months of the 12 month program are dedicated to intensive skills building; youth receive basic education, life and leadership skills, as well as financial literacy training and the chance to open a bank account. Critical to the program's success is the in-class and onsite training in construction or in other vocational fields.

The second six months of the program are dedicated to mentoring youth post-training through one of four tracks: additional schooling, further technical training, employment, and/or self-employment. Youth receive guidance on accessing education, business development services, networking as well as internship opportunities. There is a major emphasis on placing youth in formal or informal jobs. Key to the approach is the close connection with communities and grassroots organizations. YouthBuild's model has been adapted around the world.

YouthBuild has been working in Haiti since 2006 when it was invited by USAID to share its model of market-driven employment training for low-literate and low-skilled youth. YouthBuild was introduced to IDEJEN, a Haitian NGO, to strengthen the capacity of IDEJEN's network of community-based-

organizations, and provide practical skills training in the planning and management of construction projects.

Conceived as a USAID pilot project in 2003, IDEJEN's primary focus is to provide marginalized youth with an integrated package of non-formal basic education and technical training. This training is complemented by an accompaniment phase that includes internships, development of micro enterprises, job placements and a continuum of post-training support. IDEJEN reached over 10,300 youth through this USAID program. IDEJEN became an independent NGO in 2010 and runs programs in disadvantaged urban and rural areas of Haiti.

The 2010 earthquake in Haiti resulted in huge loss of life and compounded development challenges in Haiti. The Inter-American Development Bank estimated that rebuilding costs will be between \$11 billion and \$14 billion. Job creation is a critical long term strategy to stimulate economic activity. Helen Clark, Chair of the United Nations Development Group called for "short term job creation...and the creation of an enabling environment...to generate sustainable employment in the long term." She also highlighted the importance of "protecting and empowering women and girls, children and young people". Together, YouthBuild and IDEJEN are working to address the needs of young people in post-quake Haiti through the Haiti Rebuilding Academy, hereafter referred to as the JÈNKA program<sup>1</sup>, which extends the YouthBuild training approach to four of the neediest communities across the country.

### ***Program Objectives and Activities***

The JÈNKA program was conceived as a five-year initiative designed to reach 9,000 marginalized youth in Haiti. As part of this national initiative, The MasterCard Foundation has funded the JÈNKA training programs at Cap-Haitien, Corail, Gressier, and Les Cayes, with a goal of training 4,000 out-of-school youth in market-relevant skills and placing them into jobs, internships, micro-enterprises, or further education and training.

Specifically, the project objectives are:

- **(1) Youth Livelihoods:** Marginalized Haitian youth are re-integrated into society and connected to education, training resources and financial assets that will prepare them for employment and self employment.
- **(2) Leadership Development:** Growing numbers of Haitian youth have the necessary skills and opportunities to take on a diversity of leadership roles in setting the agenda for and assisting with the rebuilding of their country's physical, social and political infrastructure.
- **(3) Permanent National Delivery System:** A network of four high functioning, well equipped, community based training centers are created: To address the education and technical training needs of out of school young people, and prepare and support the role of young people in building or rebuilding critical community infrastructure.
- **(4) IDEJEN Capacity Building:** IDEJEN, a Haitian NGO, strengthens and expands its training infrastructure, its network of local, regional and global program and funding partners, and

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<sup>1</sup> JÈNKA is an acronym for "Jèn Nan Konstriksyon Ayiti", which translates to "Young People Building Haiti".

ability to show sustainable results to insure its position as a permanent livelihoods resource to Haitian young people and to the Government of Haiti.

- **(5) Government of Haiti Training Infrastructure:** Government of Haiti education and training institutions are strengthened to provide and/or oversee improved livelihood services to out of school young people.

The project runs twelve month programs that are divided into two phases:

During the first phase of the program, youth are recruited and trained by IDEJEN staff. Youth are selected based on: level of need; level of social and economic marginalization; and motivation to complete the program. The youth training involves classroom-based, non-formal instruction on basic education, life skills, and financial literacy, as well as in-class technical instruction and on-the-job applied learning. All students receive leadership training as part of the program and participate in voluntary service projects that benefit local residents and the community. Qualifying students receive stipends and open savings accounts, with a goal to save 60% of their stipends to support their livelihood goals after graduation. Graduates that complete the education component receive a non-formal basic education certificate (NFBE) and youth who also pass a technical exam receive a Ministry of Education (INFP)-accredited certificate.

During the second phase of the program, youth receive support from staff through market scans, value chain analyses as well as consultation with employer groups, to build the pipeline of youth employment placement opportunities. This phase focuses on offering transitional support and is locally called “accompaniment”. For youth seeking employment, staff facilitate internships and apprenticeships in jobs within the construction and other sectors. Youth seeking self-employment are provided with coaching, counselling, and access to business support to establish viable livelihood activities.

#### **IV. Purpose of the Evaluation**

A final project evaluation of YouthBuild Haiti Rebuilding Academy is being initiated by the MasterCard Foundation and YouthBuild International. With the project nearing its end, stakeholders are using this evaluation as a critical opportunity to take stock of key lessons learned. This evaluation will focus on synthesizing and analyzing strategic findings, with a particular focus on lessons that can be transferred to inform future programming in Haiti and other contexts.

#### **V. Audience of the Evaluation Findings**

The primary audiences for the evaluation are YouthBuild International, The MasterCard Foundation, and YouthBuild’s implementing partner, IDEJEN. The MasterCard Foundation will use the evaluation report to inform its Economic Opportunities for Youth strategy, particularly its approach to out-of-school youth skills development as well as market linkage facilitation in a depressed formal economy.

## VI. Evaluation Scope and Key Learning Questions

This evaluation will seek to holistically take stock of the project, including strengths, challenges, major accomplishments and key lessons learned. Given the ongoing importance of developing effective youth livelihood strategies in Haiti, YouthBuild's work globally, and the Foundation's explicit focus on Sub-Saharan Africa, the evaluation should seek to maximize the transferability of findings. The Development Assistance Committee's Principles for the Evaluation of Development Assistance should serve as a framework for this evaluation, with emphasis placed on answering the questions below:

***Key Learning Questions (gender should be considered as a dimension in answering the following key learning questions):***

Relevance – *To what extent is this model contextually appropriate and responsive to the needs of out-of-school youth in Haiti?*

- Does this approach respond to Haitian's reconstruction needs and youth unemployment crisis?
- Has this model gained resonance with or generated support from local stakeholders (government, private sector, youth, families and communities)?
- Which population segments are being effectively reached by this project? Which, if any, are being left out of the project as a whole, or failing to reach the accompaniment stage?

Efficiency – *To what extent can this project be considered cost-efficient? Does this input-output/outcome ratio seem reasonable?*

- What are the strengths and challenges associated with the project's satellite centres? (IDEJEN and YBI decided to close the satellite centers for a host of reasons, yet satellites do allow for further scaling.)
- How does project efficiency compare to other similar types of projects in Haiti?
- To what extent has the project fostered coordination with other funders/initiatives and integration with community centres?

Effectiveness-- *To what extent has the project attained its training and job placement objectives?*

- How has the project affected youths' employment, entrepreneurship and/or education opportunities?
- In what ways has the project contributed to developing young people's life skills such as self-confidence and leadership skills?
- What outcomes do we see among youth who complete only the first stage of the program?
- How have various sub-groups benefited from this project (consider: age, gender, education level, socio-economic status, etc.)?
- To what extent has the self-employment track of the program contributed to participants starting businesses or other entrepreneurial enterprises?
- What role do stipends, savings mobilisation and savings accounts play in this program model?
- Have young people been able to build relationships with financial service providers?
- Has the project generated any unintended outcomes, either positive or negative?



Anticipated/ Early indications of Impact – *What impact – positive or negative, direct or indirect, intended or unintended – has the program produced in youth, their life conditions, and/or the broader contexts within which they live?*

- Recognizing that the impacts of development interventions are often long-term in nature, to what extent is the project positioned to generate meaningful change in the future? What indicators are currently being tracked that might be used to project and track longer-term change?
- To what extent has participation in the program empowered youth in terms of their self-perceptions, perceptions within communities and view toward their future?
- To what extent do the training centres also act as broader community assets?

Sustainability – *Are the benefits of the programmatic activities for youth and the community likely to continue into the long-term?*

- To what extent will the training centres be operationally sustainable after the project concludes? What systems, if any, have been put in place to ensure the long-term viability of the program and centres, post-funding?
- What have been the outcomes of efforts to collaborate with the local community, government, employers, and the Ministry of Education?
- To what extent are the outcomes and/or impacts of the program for Haitian youth likely to continue beyond the MCF funding period?

Lessons Learned- *If the YouthBuild Haiti Rebuilding Academy initiative was to be continued or replicated, what are the recommended modifications and what ought to be continued?*

It is expected that the questions will be refined and agreed upon by The MasterCard Foundation, YouthBuild International, IDEJEN, and the evaluator(s) as part of the inception/work planning phase of the evaluation.

Finally, where appropriate, the evaluation will also seek to respond to some key questions which drive The MasterCard Foundation's learning agenda around economic opportunities for youth:

- What do different segments of youth need most to be successful and fulfilled economically?
- Has gender affected placement outcomes for young women and men, or the decisions that students make regarding pursuing further education, training, and/or employment? If so, how?
- Which components and in which combinations are required for a sustainable and scalable holistic EOY intervention model?
- What are key private employer needs for entry-level labour across priority sectors and where are the most critical pockets of youth-appropriate entrepreneurial opportunity?
- Does the holistic EOY model effectively change the long-run economic trajectory of participants?
- What specific policies, infrastructure, technology and private sector environments are most successful in supporting youth economic opportunity?

## **VII. Evaluation Approach**

We seek the most robust evaluation approach that is appropriate for the scope of the project, resources, and audience. Evidence gathered will likely be from both primary (interviews, focus groups, etc.) and secondary (project documents, records, baseline and midterm data, etc.) sources using qualitative and quantitative data. We are particularly interested in approaches that meaningfully engage youth participants in the evaluation process and propose approaches for elevating young people's voices.

As part of the in-country data collection, the evaluation team should consider meeting with:

- Graduates and former participants (including drop-outs) of the JÈNKA program;
- IDEJEN staff who work at the training centers and at headquarters;
- Parents of JÈNKA students and community leaders;
- Employers in the private and public sectors;
- Ministry of Education officials; INFP
- NGO partners;
- JÈNKA students and graduates who have participated in the stipend and IDA programs, including students who have started micro-enterprises; and
- YBI staff and consultants.

The consultant should plan on working with IDEJEN's Executive Director and monitoring and evaluation team to gather, document, and analyze the data collected to date, possibly including information on:

- Attendance
- Retention
- Micro-enterprise creation
- Academic gains
- Number of community assets built by the JÈNKA students and number of community service projects implemented
- INFP exam results
- Placement into:
  - Jobs/internships;
  - Further education;
  - Further technical training; and
  - Micro-enterprises.

The evaluator(s) is expected to take into consideration the project's mid-term evaluation, in order to ensure fluidity of evidence and ideas.

## **VIII. Key Activities and Deliverables**

The assignment will start upon signature of the contract or an otherwise agreed upon date. The due dates for all deliverables will be finalized by the evaluator(s) with YouthBuild International and The MasterCard Foundation prior to submission of the inception report/work plan.



Key Activities/Deliverables	Dates
<b>Evaluation Launch (phone):</b> Evaluator(s) will hold a meeting with project staff from both YBI and The MasterCard Foundation to launch the evaluation.	January 2015
<b>Document Review:</b> Desk Review / Preliminary Background Review. This should include a review of all relevant programmatic documentation.	January – February 2015
<b>Evaluation Work Plan/ Inception Report:</b> This will include a specific outline of the evaluation, finalized learning questions; it will identify sampling, timing data collection, quality control measurements and methodology. The inception report will be reviewed by MCF, YBI and IDEJEN preceding in-country data collection.	February 2015
<b>Field visits:</b> including meeting with key stakeholders, field visits and an in-country debriefing with the local team.	February- March 2015
<b>Preliminary Presentation of Findings:</b> Presentation of initial results in order to provide YBI, IDEJEN and MCF an opportunity to share feedback.	March 2015
<b>Draft Report:</b> : This should include all preliminary analysis, raw data, and findings outlined as per the requirement. MCF, YBI and IDEJEN will provide feedback within 10 to 14 days of receiving the draft report.	April 2015
<b>Final Report:</b> The final report will include the final evaluation and all incorporated recommendations, supporting tables and graphs, visuals and appendices as per the requirements.	Late April 2015

## IX. Reporting

### Evaluation Inception Report/Work Plan

- Overview of project and the context in which it operates
- Purpose of the Evaluation
- Recommendations or modifications related to the proposed learning questions
- Clarity around roles and responsibilities if the evaluation is conducted by a team
- Proposed evaluation methodology and approach including methods for information collection and analysis
- Perspectives on the current learning questions including any recommendations for strengthening and/or structuring
- Proposed and updated evaluation framework and timeframe
- Proposed and updated budget
- Reporting timelines (to The MasterCard Foundation and YouthBuild International)
- A draft schedule of meetings/briefing plan which would include regular teleconferences with key MasterCard Foundation and YouthBuild points of contact to check progress and provide updates so that all parties are informed through all phases of the evaluation.<sup>2</sup>

<sup>2</sup> Related to the schedule of meetings, please ensure that the briefing plan with The MasterCard Foundation and YouthBuild International outlines communication and the sharing of findings beyond the report, for example, during planning, desk review, after field visits, discussing the draft report, etc.

### **Final Evaluation Report Structure (Suggested)**

- Table of Contents
- Executive Summary (a summary of the purpose, project background, main evaluation questions answered, methods, findings, conclusions and recommendations of the evaluation).
- Introduction that describes the purpose of the evaluation and the target audience.
- Background - Brief overview of the project; project strategy and activities implemented to address the identified development problem; and the operating environment/context
- Evaluation Approach and Methodology- a description of methodology used, including constraints, gaps and limitations that affected evaluation.
- Findings- specific to the purpose of the evaluation and specific questions asked, but making sure they cover key learning question.
- Case studies of approximately five youth
- Conclusions and recommendations that highlight both successes to replicate and issues to avoid in the future
- Annexes- TOR, itinerary, list of people interviewed, list of documents reviewed, instruments used in data collection, section specifically addressing learning for MCF, etc.

### **Annexes to the Evaluation Report**

- Terms of Reference for the evaluation
- Evaluation work plan/inception report with timetable
- Data collection tools, including questionnaires, interview guides and other tools as appropriate
- List of individuals interviewed and of stakeholder groups and/or communities consulted
- List of supporting documentation reviewed
- All final statistics relevant to the JÈNKKA Initiative
- Specific monitoring data, as appropriate
- Summary tables of progress towards outputs, targets, goals (based on where the project was expected to be)
- Description and location of the JÈNKKA training centers
- Short biography of the evaluator(s)

### **X. Profile of the Evaluator(s)**

The evaluator(s) must demonstrate:

- Strong experience in designing and leading multi-faceted project evaluations with some experience working with youth and/or employability training approaches
- Ability to facilitate and relate to stakeholders at multiple levels (e.g., MasterCard Foundation and YouthBuild staff, NGOs, public and private employer organizations, youth participants, etc.)
- Proven ability to use qualitative and participatory evaluation methods with examples and references that can speak to this experience.
- Sensitivity to cultural/historical context in the data collection process
- Regional and technical content experience
- Fluency in English required. Strong preference will be given to teams with French and Haitian Creole language skills.

## **XI. Submission of Proposals and Review Criteria of Proposals**

Evaluation teams meeting the above criteria are invited to submit a proposal by email to The MasterCard Foundation at: [shoffman@mastercardfdn.org](mailto:shoffman@mastercardfdn.org). Proposals should be received no later than **January 12<sup>th</sup>, 2015** with an emailed expression of interest to submit a proposal received by **December 22<sup>nd</sup>, 2014**. The main body of the proposal should be approximately 10 pages and should include the following:

- A cover letter showing expression of interest
- Background and context of the initiative that demonstrates an understanding of the project and the requirements of the ToR.
- Experience in evaluating similar types of programs/models, including any experience working with youth, employability training and/or the relevant geographies
- Outline of the evaluation approach including any recommendations or modifications related to the learning questions in the ToR.
- List of activities and deliverables, providing details where possible and needed
- Proposed schedule and the evaluator's daily rate, with suggested number of days
- Estimated budget, including personnel, travel, etc.
- List of 3 referees who can speak to your experience and expertise as it relates to this project
- Appendices (not included in the 10,000 word limit):
  - CVs of the evaluation team members, outlining previous evaluation experience and accomplishments as it relates to demonstrating the skills and knowledge needed to fulfill the requirements of the ToR.
  - Two examples of evaluation reports recently completed. If possible, at least one of the reports should be relevant, or similar to, the subject of this evaluation.

The MasterCard Foundation and YouthBuild International will review proposals closely against this recommended outline in combination with the preceding section VIII (Profile of Evaluator).

## **XII. Background Documentation**

The following documents will be made available to the evaluator(s) for the sole purpose of conducting this project evaluation:

- YouthBuild annual work plans: this document lays out the expected annual work plans by program components, outputs and indicators;
- Annual Designations (Schedule C): these documents detail the specific activities planned to achieve the expected results as part of the funding agreement between The MasterCard Foundation and YouthBuild International.
- Progress Reports: Quarterly narrative reports that highlight and track progress against the activities outlined in the annual designation and broader program objectives.
- YouthBuild's YHRA mid-term Evaluation
- YouthBuild International's Management response to the YHRA Mid-term evaluation.
- List of key informants and key documents.
- As relevant, other documents needed to complete the evaluation as agreed to between the evaluator(s), The MasterCard Foundation and YouthBuild International.

## ANNEX 1: DAC PRINCIPLES FOR EVALUATION OF DEVELOPMENT ASSISTANCE<sup>3</sup>

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*The following principles have been agreed upon by the OECD Donor Assistance Committee as relevant for evaluating international development projects. The MasterCard Foundation endorses these principles as a useful way to frame and organize evaluations.*

**Relevance:** The extent to which the aid activity is suited to the priorities and policies of the target group, recipient and donor. In evaluating the relevance of a programme or a project, it is useful to consider the following questions:

- To what extent are the objectives of the programme still valid?
- Are the activities and outputs of the programme consistent with the overall goal and the attainment of its objectives?
- Are the activities and outputs of the programme consistent with the intended impacts and effects?

**Effectiveness:** A measure of the extent to which an aid activity attains its objectives. In evaluating the effectiveness of a programme or a project, it is useful to consider the following questions:

- To what extent were the objectives achieved / are likely to be achieved?
- What were the major factors influencing the achievement or non-achievement of the objectives?

**Efficiency:** Efficiency measures the outputs -- qualitative and quantitative -- in relation to the inputs. It is an economic term which signifies that the aid uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted. When evaluating the efficiency of a programme or a project, it is useful to consider the following questions:

- Were activities cost-efficient?
- Were objectives achieved on time?
- Was the programme or project implemented in the most efficient way compared to alternatives?

**Impact:** The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators. The examination should be concerned with both intended and unintended results and must also include the positive and negative impact of external factors, such as changes in terms of trade and financial conditions. When evaluating the impact of a programme or a project, it is useful to consider the following questions:

- What has happened as a result of the programme or project?
- What real difference has the activity made to the beneficiaries?
- How many people have been affected?

**Sustainability:** Sustainability is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable. When evaluating the sustainability of a programme or a project, it is useful to consider the following questions:

- To what extent did the benefits of a programme or project continue after donor funding ceased?
- What were the major factors which influenced the achievement or non-achievement of sustainability of the programme or project?

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<sup>3</sup> The DAC Principles for the Evaluation of Development Assistance, OECD (1991), Glossary of Terms Used in Evaluation, in 'Methods and Procedures in Aid Evaluation', OECD (1986), and the Glossary of Evaluation and Results Based Management (RBM) Terms, OECD (2000).