



REQUEST FOR COSTED PROPOSALS FOR YOUTH FIRST KENYA 2024 EVALUATION

Terms of Reference

Background

Basic Needs Basic Rights Kenya

Basic Needs Basic Rights (BNBR) Kenya is a youth-focused, woman-led, non-governmental organization (NGO) initially founded in 2005 as a country office of BasicNeeds UK. Since 2016, BNBR has operated as a locally governed Kenyan NGO. BNBR has implemented evidence-based approaches to community wellbeing which have transformed service delivery systems, strengthened capacity of institutions, and influenced policy and practice. BNBR's vision is to create an inclusive society where the mental health needs and rights of all people are recognized, respected, prioritized, and fulfilled. BNBR's theory of change is premised on community wellbeing, socio-economic transformation, and access to basic needs and rights as a precursor to sustainable development.

WorldBeing

Since 2017, BNBR, has been partnering with WorldBeing, – a US-based non-profit organization – to implement Youth First Kenya (YFK), a school-based resilience intervention that targets psychosocial, physical, and educational wellbeing among Kenyan youth (ages 13-15) studying in government junior secondary schools. The YFK program was adapted from the Youth First implementation in India, drawing as well on scientific evidence from the positive psychology, resilience, and mental health promotion fields. YFK has been specifically customized to the sociocultural and language context of Kenya. The program aims to enhance adolescents' agency and aspirations by building their planning and decision-making skills and their sense of self-determination. YFK was piloted in two Kenyan counties (Kajiado and Tharaka Nithi) from 2017-2020 as a collaboration among BNBR, WorldBeing, and the Social Welfare Development Programme (SOWED) Kenya. YFK restarted in April 2022 as a partnership between BNBR and WorldBeing with a scale-up demonstration model. Institutionalization within the Kenyan government school system began in 2023-2024 in partnership with the Ministry of Education, Teachers Service Commission (TSC), and the Kenya Institute for Curriculum Development (KICD). The 2024 implementation is done in collaboration with CBM Global Disability inclusion, with funding from Foundation d'Harcourt and Echidna Giving.

CBM Global Disability Inclusion

CBM Global Disability Inclusion is a dual mandate and partnership-based organization working alongside people with disabilities in the world's poorest places to fight poverty and exclusion and transform lives. Driven by Christian values, CBM Global seeks out and works with the most marginalized in society, irrespective of race, gender, age or religion, recognizing the equal worth of every individual. Drawing on over 100 years' experience and world-leading expertise in disability-inclusive community development and humanitarian action, inclusive eye health and community mental health, and advocacy CBM Global works with partners to break the cycle of poverty and disability, treat and prevent conditions that lead to disability and build inclusive communities.

Echidna Giving

Echidna Giving is a private funder that focusses on advancing girls' education in countries with limited resources and modest education budgets. Echidna is committed to data, evidence, iteration and learning, and is always willing to try unconventional approaches.

Rationale for the Study

Youth First Kenya (YFK) 2024 implementation targeted all JSS schools in Kajiado, Taita Taveta, Bungoma, Lamu and Tana River counties and 51 schools in Kilifi counties. The key project activities included printing and distribution of facilitators handbooks and learners' manuals (including large prints and learners with low vision), stakeholder engagement workshops (National and County level), training of Master Trainers/CSOs/cluster leads, Head teacher sensitization for all schools implementing the program and Teacher training and support supervision and monitoring

The Trained ToTs, CSOs and Local resource persons support schoolteachers to facilitate learners' resilience sessions: weekly, one-hour meetings of adolescent girls and boys in small groups of 15-20 learners per week. The core YFK curriculum unfolds throughout one academic year, progressively building tangible skills in:

- Character strength development
- Social-emotional and communication skills
- Goal setting, problem-solving, and conflict resolution
- Gender rights, puberty and reproductive health, hygiene, and safe water practices

Following the project implementation in 2024, BNBR will conduct an endline evaluation to collect data to assess the project per the OECD-DAC Evaluation criteria and guided by YFK's theory of change. The project will be assessed in terms of Effectiveness, Sustainability, Relevance, Efficiency, impact and coherence. This will allow for an overall assessment of project performance and the relative success of the different aspects of the project (school connectedness, mental health and wellbeing, gender equity and relationship, emotional resilience and self-regulation and goal setting) with learners and teachers as the

primary respondents. In Kilifi County, where the intervention targeted the community around the schools, the evaluation will seek to understand the influence of this on the project outcomes. The outcomes of focus include

- People with mental illness and psychosocial disabilities, their families and their representative organizations are strengthened and effectively advocating for themselves.
- Youth in Kenya have increased mental health literacy and resilience and are visible, equal ki in community life.
- Government, civil society and the development sector in Kenya are increasingly disability inclusive.

Finally, the evaluation will identify best practices, lessons learned, recommendations, and opportunities to scale up.

Aims and Objectives

The evaluation aims to assess the YFK program's effectiveness, relevance, sustainability, efficiency, coherence, and impact in various key areas. Specifically, the evaluation will focus on aspects such as school connectedness, mental health and wellbeing, gender equity and relationships, emotional resilience, self-regulation, and goal setting. This assessment will also provide valuable insights that can directly advice on how to improve the program's effectiveness. The specific evaluation objectives are:

- i. Assess the effects of YFK on school connectedness, mental health and wellbeing, gender equity and relationships, emotional resilience, self-regulation, and goal setting among adolescents.
- ii. Evaluate the sustainability of YFK's implementation within the public education system.

Evaluation Questions

Effectiveness	• To what extent does the Youth First Kenya Program affect teacher's well-being and gender attitudes?
	• To what extent does participation in the YFK Program increase learners' school connectedness?
	• To what extent does participation in the YFK Program increase learners' school attendance?
	• How effective has the program been in improving learners' emotional resilience and psychosocial wellbeing?
	• To what extent has YFK achieved its intended outcomes in improving gender attitudes, mental health, and educational performance among learners?
	• How have the project activities contributed to attaining the project objectives?

	<ul style="list-style-type: none"> To what extent did the social contact activities help in reducing stigma and promote inclusion of people with mental illness and psychosocial disabilities, their families in the implementation areas.
Relevance	<ul style="list-style-type: none"> How well does the YFK program address the specific needs of adolescents, particularly girls? How relevant are the program's goals and objectives to the priorities of the Ministry of Education and other stakeholders?
Sustainability	<ul style="list-style-type: none"> How well is YFK integrated into the school life skills programs and curriculum?
	<ul style="list-style-type: none"> What measures are in place to ensure the sustainability of YFK beyond the initial funding period?
Efficiency	<ul style="list-style-type: none"> How efficient are the processes and mechanisms for training teachers and supporting schools in the delivery of YFK sessions?
	<ul style="list-style-type: none"> What are the key factors that have contributed to or hindered the efficient implementation of the program? How were the resource allocated to project implementation contribute to outcomes
Coherence	<ul style="list-style-type: none"> How does the YFK Project fits with other interventions in the same context, especially in terms of complementarity, harmonization, and coordination with other actors.

Scope of Work

BNBR is seeking the services of a consultant to administer, collect, analyze and report data from all the targeted respondents. The study population will include community members from Kilifi County and selected grade 7 learners (both girls and boys) from the 288 schools involved in the project. A random sample of 12 learners per school will be invited to participate in the learners' surveys, with two learners being interviewed. Additionally, two teachers who took part in the program from each school will be included in the evaluation through a survey. Surveys will also be administered to head teachers from 71 schools. Furthermore, key informant interviews (KIIs) will be conducted with the Trainer of Trainers (ToTs), and a focused group discussion will take place with the local resource person who provided day-to-day monitoring of the program implementation. The consultant will be responsible for the development/review of tools for data collection. The sample size breakdown is provided in the tables below.

County	No. of schools	Sample size
Taita Taveta	223	53

Tana River	210	52
Lamu	117	44
Kajiado	300	56
Bungoma	802	63
Kilifi	51	20
Total schools	1703	288

	Taita Taveta	Tana River	Lamu	Kajiado	Bungoma	Kilifi
No. of schools	53	52	44	56	63	20
No. of learners (survey)	636	624	528	672	756	240
No. of Teachers (Survey)	106	104	88	112	126	40
No. of headteachers (Survey)	53	52	44	56	63	20
ToTs (KII)	1	1	1	1	1	1
Local Resource Persons (FGD)	1	1	1	1	1	1
Total Sample size	848	832	704	896	1008	330
FGD for parents						

The Consultant's full scope of work, including tasks, deliverables, and estimated timeframe appears in the table below:

Task	Timelines	Deliverable
Inception meeting - Online	3 rd October 2024	Inception report
Development/finalization on data collection tools	3 rd October 2024	Data collection tools
Selection of data collectors	3 rd October 2024	List of data collectors Signed confidentiality agreements and BNBR Safeguarding Code of Conduct from all data collectors
Develop field movement plan for baseline data collection	3 rd October 2024	Field movement plan with proposed order and dates for visiting to each school
Receive training on survey and interview administration	4 th October 2024	Training of Research Assistants on Data collection, Safeguarding and disability inclusion and ethical considerations
Collect data in all the schools spread across the 6 counties	7 th to 11 th October 2024	Daily updates to Data Collection Tracker spreadsheet

Task	Timelines	Deliverable
Data cleaning, analysis and reporting	11 to 1/11/2024	Draft 1 report
Submit hard copies of survey and interview data collection forms (if any)	02/11/2024	Hard copies of all surveys
Draft Report	18/11/2024	Draft report II
Final Report	21/11/2024	Final report with comments fully addressed
Dissemination workshop	22/11/2024	

BNBR will be responsible for the following:

- Seeking all the necessary approvals for the research
- Coordinating the data collection approvals in the school
- Developing the draft tools for the survey
- Get permission for school visits.
- Provide any supporting documents such as school list, school contact information, and field staff contact information.
- Provide project documents including reports and any other documentation
- Support the training/orientation to data collectors on the data collection tools.

Terms of the Contract

The contract between BNBR and the consultant will be a fixed fee determined by mutual agreement of both organizations. The consultant selected for this contract must ensure that the entire scope of work (both direct and indirect costs, including travel to/from school sites) can be completed with the available resources.

Qualifications

The **consultant** hired for this contract should have 5-10 years’ experience conducting research in Kenya and a track record of successfully conducting evaluations for a similar magnitude of work taking place in schools and community. At a minimum, **data collectors** hired for this study will be university graduates with over three-years’ experience in school-based data collection.

1. A minimum of a post-graduate University degree in Development Studies, Social Sciences, M&E, Disability Inclusion, Health Sciences, or equivalent.
2. Demonstrated track record of carrying out similar type of evaluations.
3. Experience in participatory methodologies of research, gathering and synthesizing different perspectives, and packaging research outputs for diverse stakeholders.

4. Work experience in at least one of the counties.
5. Fluent in English and Kiswahili.
6. Teams demonstrating Inclusiveness (e.g. gender, disability etc)
7. Diversity will be preferred.
8. Must demonstrate on the inclusion of people with lived experience

Submission Requirements

Consultant / consultants firms interested in fulfilling this scope should submit a proposal separated into two parts, a Technical Proposal and a Financial Proposal. See below for detailed proposal instructions.

Technical Proposal

- **Organization Details:** Organization overview, capabilities relevant to this TOR, and legal status verification. (max of 2 pages)
- **Relevant Experience:** Relevant project experience in performing qualitative surveys on similar or relevant topics with similar populations. (max of 4 pages)
- **Offeror's Understanding:** Understanding of the Offerors about the program and the scope of work. (max of 2 pages)
- **Comments and Suggestions:** List of observations or suggestions (if any) on the TOR that are incorporated into the technical proposal.
- **Technical Approach and Workplan:** Description of the Technical Approach, including quality assurance processes, and Workplan proposed by an Offeror for successful execution of all components listed in section *IV: Scope of Work*. (max of 4 pages)
- **Project Staffing and Management Plan:** Identify the project staffing plan and structure, essential staff, and the percentage of time essential staff will spend on this activity. (max of 2 pages)

Financial Proposal

- **Budget Narrative:** Narrative summary of the proposed budget including discussion and rationale for costing approach, major expenses, risks and other considerations related to the budget.
- **Financial Proposal Details:** The proposed budget and associated narrative will have sufficient detail to allow a detailed evaluation of the costs proposed for EACH discrete activity.

Additionally, Offerors should provide **three client references** and contact information. References should have worked with your organization within the past five years on projects relevant to the activities and geographic area of work and activities outlined in these Terms of Reference.

Submission Procedures

The expression of interest (EOI) will be open until 27th September 2024. However, interested applicants are strongly encouraged to submit their applications as soon as possible. All submissions should be emailed to info@basicneedskenya.org

The subject line must be indicated as, "Youth First Kenya 2024 Evaluation."

Bid analysis and contracting.

Bid analysis and contracting will take place soon after the deadline. Successful candidates will be asked to confirm availability and terms of payment will be agreed upon. Any necessary negotiations will be held at this point.