Call for Application
Consultancy for Mid-Term Review of the project
'Stop child labour in cocoa sourcing communities'
Save the Children – Ferrero partnership

Terms of Reference
July 2023

TABLE OF CONTENTS

1. PROJECT SUMMARY

Type of evaluation	Mid-Term Review
Name of the project	Stop child labour in cocoa sourcing communities
Project Start/End dates	December 2020 – November 2025
Project duration	5 years
Project locations	Ivory Coast, Haut Sassandra region, districts of Zoukougbeu, Issia, Daloa, for SC implemented activities (Pillar 1) Ivory Coast and Ghana- for community development programs implemented from Ferrero's suppliers (Pillar 2)
Thematic areas	Child protection and Child Poverty, Education, Health and nutrition, Safety net and resilience
Sub themes	Adolescents and Youth empowerment, Protection of children from harmful work, Basic education
Cross-thematic areas:	Gender equality
Donor	Ferrero and Save the Children Italy
Implementer	Save the Children
Estimated beneficiaries	65 cocoa sourcing communities Direct beneficiaries: 40,630 including 18,020 children, indirect beneficiaries: 89,505 of which 48,555 children Ferrero's suppliers and their cooperatives
Overall project objective	Contribute to the wellbeing and the holistic development of children, adolescents and youth in Ferrero supply chain communities by reducing the risk of child labour

Save the Children

2. INTRODUCTION

This document provides Terms of Reference for the Mid-Term Evaluation of the project implemented by Save The Children under the Ferrero partnership, Pillar 1 and Pillar 2.

The " Stop child labour in cocoa sourcing communities " project started in December 2020 and will last a total of 5 years. The general objective is to contribute to the well-being and overall development of children, adolescents and youth in the cocoa farming communities linked to the Ferrero supply chain in Ivory Coast and Ghana, by reducing the risk factors of child labour and hazardous work.

The project has two different pillars: the first one, in the Haut-Sassandra region of Côte d'Ivoire, which is directly implemented by SC and its partners in 65 communities linked to the Ferrero's cocoa supply; and the second one, through which Save the Children provides technical support to Ferrero and its suppliers to ensure a harmonized approach on child protection in all sustainability programs implemented by Ferrero's cocoa suppliers in Ivory Coast and Ghana.

This study is being conducted at the mid-term of the project aiming at assessing the progress of the two partnership components (Pillar 1 and Pillar 2), how they evolved from the project outset, and identify recommendations for the way forward.

3. BACKGROUND AND CONTEXT

The 2020-2025 Save the Children – Ferrero partnership has the overall objective to contribute to the holistic well-being and development of children, adolescents and youths in cocoa growing communities in Cote d'Ivoire and Ghana by reducing the risk factors of child labour in cocoa farming. The project is developed in two Pillars:

Pillar 1: *'Stop child labour in cocoa sourcing communities in Haut-Sassandra'* is implemented directly by Save the Children in 65 communities of the Haut-Sassandra region, an agricultural devoted area located in the Center-West of Côte d'Ivoire that have limited access to the social, health and education services and assets, with major implications for the population overall well-being, especially children.

In Côte d'Ivoire the cultivation of cocoa represents almost 40% of the total exports of the country and allows Ivory Coast to ensure about 40% of world supply of cocoa. Cocoa production provides income to more than 5 million people, or one fifth of the population, however almost 50% of the population and 54.9% of cocoa producers lived below the poverty line in 2015[1]. The inability of producers to reap a living income to support their families forces them to stop investing in their farms, cut salaries and in the worst cases to use child labour (CL)[2], taking their

---

[1] INS- National Institute of Statistics, 2015
[2] Child labour is defined as work that: Is mentally, physically, spiritually, socially or morally inappropriate, dangerous and harmful for a child's age for the type of work as defined by national legislation and international standards, with the risk to harm their physical and mental development, or their health, safety or morals; Interferes with compulsory schooling, depriving children of schooling and the opportunity to learn, requires them to leave school early or obliges them to combine education with long and heavy work, affects children's education; Engages children below the national minimum employment age that is likely to harm their physical and mental development, or is likely to harm their health, safety or morals.

Save the Children

children to help out on the family farm, often in hazardous conditions or to the detriment of their schooling. As highlighted by UNICEF (2018), the low income of cocoa farmers' households, the limited access to quality education, safe water and adequate health and sanitations facilities, and the vulnerability of cocoa's farmers children to other child protection issues (e.g. abuse, exploitation, lack of birth certificates) are all important constraints which persist and perpetuate child labour as an harmful coping strategy. An ICI study conducted among 130 cocoa growing communities in Ivory Coast in 2019 (on the basis of national 2017 data) revealed that CL rate amongst children aged 5-17 is 20.9%, with higher percentages among older children aged 14-17 (37,3% vs 17,6% for children 5-13); and that about two-thirds (63%) of children aged 14-17 involved in CL are found in the agricultural sector and 26% work without attending schools, while 18% of them combine school and work (ICI, 2019). Children perform different tasks throughout the cocoa lifecycles, and some of them are inherently hazardous for all children to undertake, as they expose them to a variety of risks, mainly associated with: (i) carrying heavy loads; (ii) working with dangerous tools; (iii) spreading dangerous chemicals; (iv) long hours of works, especially during the two harvest seasons. In addition, children in cocoa producing areas are exposed to enormous protection challenges, such as sexual violence, early marriage, harmful traditional practices, child trafficking, child abduction, lack of birth certificate, lack of proper care, physical punishment at home and school, etc.

Since 2016, Save the Children started a collaboration with Ferrero through the launch of a pilot project in Ivory Coast (department of Soubré), aiming at implementing mechanisms for the protection of and responding to the specific needs (psychosocial, medical, education and assistance) of children victims or at risk of harmful work, sexual abuse or exploitation in their families and communities. After a successful 15-months pilot in 10 communities (March 2016 - May 2017), the project was extended by three years (June 2017- May 2020) and 10 more communities were added, bringing the total to 20 communities. This new phase, named *Child Labour in Cocoa Plantation (CPCP)* project, reached 5.625 children, including 2.715 girls aged 5-17, victims or at risk of abuse and exploitation and worst forms of CL, who benefited from an increased access to education, strengthening of child protection mechanisms and case management, improved food security and livelihoods and community development's interventions. Based on the promising achievements of these projects, a new collaboration started on December 2020 for 5 years.

The project works on the most significant community characteristics who have proved to be significantly correlated with a lower risk of child labour, that is: (i) Access to education and education quality; (ii) Household income; (iii) Cocoa cultivation (importance for livelihood and local production modalities); and (iv) Women's education and empowerment. The intervention work on these four components by creating and enabling environment/supporting system to remove key barriers to the elimination of CL and guarantee the protection/fulfilment of child rights.

The project, inspired by the strategic recommendations of the National Action Plan to combat trafficking, exploitation and child labour, has chosen to focus on four thematic areas. Those are:

1. The strengthening of local child protection systems;
2. Access for all children to quality education;
3. Support for community development;
4. Youth and Adolescents' Empowerment.

The implementation of Pillar 1 is conducted through 2 different implementation groups of 32 and 33 communities, the activities of the first group started in 2021 while the second groups followed in 2022. Two separate baseline assessment have been conducted for the groups.
Key results achieved so far include:

- Selected communities and most vulnerable families and started implementation in both groups (total 65)
- Rehabilitation/Revitalization of 8 Social Centers
- 65 Child Protection Committees established, trained, supported and followed up (CPCs)
- 11.991 people reached by the project through awareness raising, training, mobilisation, special events on child protection and community development
- 65 VSLA groups, 345 members trained
- 46 community action plans (CAPs)
- 61 bridging classes built or rehabilitated
- 91 bridging class courses completed
- 1.975 out-of-school children (9-14yr) enrolled in bridging classes
- 14 communities (group 1) supported with operating community canteens
- CSG, GE, COGES, Clubs Mères des élèves, etc.
- 14.739 direct beneficiaries reached including 3.143 children

Pillar 2: *'Technical support to the Ferrero's suppliers in Ivory Coast and Ghana'*:
Under this Pillar Save the Children provides technical support to Ferrero and its suppliers to ensure a harmonized approach on community development in all sustainability programs implemented by Ferrero's cocoa suppliers in Ivory Coast and Ghana, to tackle Child Labour in Ivory Coast and in Ghana where SC is not present.
To this end Save the Children have developed programmatic and monitoring frameworks, namely the *Programmatic Framework*, and suppliers received capacity building training to adopt them successfully.
The *Programmatic Framework* overall objective is to contribute to the holistic well-being and development of children, adolescents and youths in cocoa growing communities in Cote d'Ivoire and Ghana by reducing the risk factors of child labour in cocoa farming, through 5 components:

1. *Community Strengthening*
2. *Child Protection*
3. *Education*
4. *Adolescents & Youth Empowerment*
5. *Monitoring, Evaluation, Accountability & Learning*

Key activities implemented so far are:

- Capacity assessment survey
- Survey analysis & identification of thematic experts within SCA
- Capacity strengthening programme development
- Launch & implementation of trainings
- Capacity strengthening follow up
- MEAL Support and suppliers' Annual reports' review
- Joint visits to assess implementation of holistic approach.

The Mid Term Review is expected to cover the assessment of both Pillars, specific scope and evaluation questions for each Pillar are described in the following sections.

Save the Children

The Pillar 1 Logframe will be provided as Annex. The Baseline study summaries, the summary and full Annual and Semestral Reports and the Capacity building package and report will be provided for the desk review together with other relevant documents.

4. SCOPE OF STUDY

4.1 Purpose, Objectives and Scope

This study is being conducted at the **mid-term** of the project. It will build upon the baseline studies and the annual and semestral reports.

The **primary purpose** of the study is to review the progress of the two partnership components called Pillar 1 and Pillar 2, how they evolved from the project outset, and identify recommendations for the way forward.

The study **main objectives** are:

- To assess the progress of the two project pillars and assess if we are on track, based on planned objectives, activities, and budget
- To identify strengths and gaps in project implementation, areas for attention, and recommend potential changes or refinement of the project strategy along all components
- To review SC and Ferrero ways of working, roles and responsibilities in the light of the partnership evolution, and identify potential opportunity for revisions
- To provide recommendations to improve project effectiveness, sustainability, efficiency and in terms of operations' management, staffing and expenditures rate

This study will be focused on process, implementation, and outcome levels, aiming at answering the following overarching questions (specific evaluation questions are detailed in further sections):

Type of Evaluation	Overarching questions
Implementation/ Process	- How well is the program/project implemented? - Has the project reached its intended target populations so far? - Do the project beneficiaries have a positive experience with the program?
Outcome	- Has the project achieved its intended outcomes so far? - How and why are the interventions making a difference?

Scope:

Pillar 1:

This project component is **implemented in Ivory Coast** through our SC project team and implementing partners. As highlighted in the introduction and background, this component

Save the Children

consists in the implementation of activities along the 4 **holistic approach**'s thematic areas in **65 target communities of Haute-Sassandra region**.

Building on available monitoring data and project reports, the study on this Pillar will aim to 1. assess the progress of the component based on planned objectives, activities, targets and budget, and 2. Assess key informants' satisfaction on the project interventions.

Pillar 2:

This project component consists in **providing Technical Support to the suppliers and cooperatives of Ferrero in Ivory Coast and Ghana.**

The study on this Pillar will aim to: 1. assessing the **satisfaction of Ferrero's suppliers on the technical assistance** received by SC, and the views of key informants on this project component, and 2. assessing the **level of implementation of the programmatic framework** from the suppliers.

The study team will be required to undertake consultation with the SC Italy Senior Project Manager and the SC Italy Senior MEAL Advisor at the commencement of the study to further refine the Study questions, scope and methodology based on the evaluation questions detailed in section 4.3.

4.2 Intended Audience and Use of the Study

Primary intended audience of the study are Ferrero and its suppliers, the project teams of SC Italy and Ivory Coast, and project implementing partners.

Stakeholder/secondary audience	Further information
Project donor	Ferrero
Primary implementing organisation	Save the Children
Implementing partners	ORASUR, 2A-agriculteurs en action, Ferrero suppliers and cooperatives
Government stakeholders	Local government
Community groups	Farmers, women, community leaders, school teachers
Beneficiaries	Children, adolescents, youth and adults
Development/ humanitarian research community	Local and international NGOs and other organizations

The report will be shared with key stakeholder as listed above, and others in the child labour working groups and dedicated partners. It will be published on One Net and used to develop a follow-up plan for recommendations and feed the annual project report.

The study team will be required to propose how the primary audience will be involved throughout the process and how the findings will be shared with each of the different stakeholders in the table above, particularly outlining how reporting back to communities, beneficiaries and children will be conducted in an accessible and child friendly manner.

4.3   Key Study Questions

<u>*Pillar 1:*</u>

- **Effectiveness and efficiency:** *Is the project implementation on track with what planned?* Did the project achieve its intended outputs/outcomes so far? Were objectives (mid-year targets, and budget) achieved on time? Are there any differences in results achieved by different groups? Were there any unintended outcomes? *What are the key gaps and lessons learnt so far? What needs to be adjusted?*

- **Reach and uptake:** *Did the project reach the intended target populations? Why / why not?* To what extent did beneficiaries access the program? What were the barriers and facilitators to beneficiaries accessing the program?

- **Fidelity:** Was the program/project implemented as intended (e.g. according to Common Approach model, as adapted to the context)? Why / why not? Did implementation meet quality standards / best practice? What were the barriers and facilitators to implementation?

- **Acceptability and appropriateness:** *Is the project accepted/welcome by the local community, and stakeholders? Are they willing to participate and engage? Is the project appropriate to this particular context?*

- **Satisfaction and experience:** *What are the views of key stakeholders on the project? How satisfied are the project beneficiaries of the interventions (Duration, activities, logic of intervention, etc.)? Do they think the project is bringing a change to their lives and communities, what type of change? Did program beneficiaries feel the services they received were acceptable, appropriate, and suited to their needs? What do they think should be changed?*

- **Inclusion:** *How has the project taken into account the inclusion of vulnerable groups, including people with disabilities, in the design and implementation of activities?*

- **Equity and equality:** Is there evidence that the intervention contribute to reducing inequality and marginalization for specific groups? What mechanisms / factors contributed to this result?

- **Gender sensitivity:** How has the project considered gender sensitivity both in the design and its implementation of activities? Has the project incorporated different needs and accessibility of boys and girls, men and women, and non-binary individuals? Has the project results been equally represented? What are the gender gaps that the project addressed and what remaining aspects need to be considered further? *What is the project's strategy in promoting gender and diversity? Strengths, weaknesses, lessons to be learned in these areas? What should be changed for better inclusion?*

- **Accountability and participation:** How has the program/project approached accountability to children and the wider community? How were children and communities supported to meaningfully participate across the project cycle?

- **Child rights and safe programming:** How has the project design and implementation considered a child rights approach? How has child safety been integrated into the program/project design and implementation of activities?

<u>*Pillar 2:*</u>

- **Effectiveness and efficiency:** *Is the project implementation on track with what planned?* Did the project achieve its intended outputs/outcomes so far? Were objectives (mid-year

targets, and budget) achieved on time? *What is the extent of the implementation of the programmatic framework by Ferrero suppliers? What could be done to improve the technical support to the Ferrero suppliers in order to increase their adherence to the programmatic framework? What should be the next phase of SC TS? What needs to be adjusted from the original project proposal, in light of the recent project activities changes and of the study findings?*

- **Satisfaction and experience:** *What are the views of key stakeholders on this pillar's activities? How do the Ferrero suppliers perceive the technical support (training + field support, etc.) provided by Save the Children? Do they think the project is bringing a change to their work? What type of change? Do they feel the support they receive is acceptable, appropriate, and suited to their needs? What do they think should be changed? Is the technical support that SC provides beneficial and relevant to the programs that Suppliers and Cooperatives run on a daily basis? Besides the webinar or workshop sessions, do Suppliers and Cooperatives wish an ongoing support/mentoring from Save the Children? What is the point of view of the suppliers on the alignment to the SCI programmatic framework, tools, practices (QB, process of the activities, etc.?*

- **Coherence:** *Is the intervention consistent with the interventions of other actors in the same context, such as supporting complementarity, harmonization, and co-ordination with government and other relevant service providers? Are there initiatives similar to Pillar 2 of SC in which Suppliers already participate or is our pillar 2/technical support an approach that remains isolated among these Suppliers and these Cooperatives?*

Cross-cutting questions:

- **Context:** *Were there any developments/contextual changes (legislation, inflation, security, etc.) that would have affected in one way or another the governance or the proper implementation of project activities? What solutions can be proposed to minimize the exposure of the project to such developments/contextual changes in the future?*

- **Operations:** *Does the project have the right support, in terms of staff, logistics, structure, funds? What needs to be changed?*

- **Financial efficiency:** *What is the status of the expenditures? Is it on track based on what planned and the project interventions? What are the areas for attention?*

- **Process:** How well did staff/partnerships work together? *What is the level of collaboration with government structures? What should be improved? What are the steps to take now for a successful completion of the project and ensure the sustainability of the achievements? How can implementation of the program be improved in terms of coordination? Have MEAL activities been implemented as planned? Were they relevant and appropriate? How could they be improved?*

- **Relevance:** *Does the intervention respond to clearly identified needs and priorities of the project participants? How was learning and evidence used throughout the program cycle to adapt and ensure the project remained relevant? How important is the relevance or significance of the intervention regarding local and national requirements and priorities?*

- **Coherence:** *Does the intervention support beneficial synergies and linkages with other interventions carried out by Save the Children in the country/community? Is the intervention consistent with the interventions of other actors in the same context, such as supporting complementarity, harmonization, and co-ordination with government and other relevant service providers?*

5. STUDY METHODOLOGY

5.1 Study Design

The Mid-Term Review is part of an overall Impact Evaluation with the following design: Theory Based Evaluation 3, with non-experimental design that will use a combination of:

- Operational pre-post assessment (comparing indicators before/after the interventions),
- Cohort longitudinal study (following a group of participants over a period of time),
- Mix of quantitative (Survey) with random stratified sampling and qualitative (Key Informant Interviews, Focus group Discussions) methods with purposeful sampling.

5.2 Sampling

As mentioned, this study will rely on existing secondary data collected by the programme on quantitative indicators (routine monitoring and project reports). In case further quantitative data collection in this area will be needed, the study team will propose a sampling methodology.

For the qualitative data collection, e.g. the focus group discussions and key informant interviews, the team will advise appropriate sampling strategies for each category of interest, based on the stakeholders and beneficiaries of the two project's Pillars.

Different groups of interest, such as Farmers, Adults (women/men), Children/Adolescents/Youth (female/male), Community leaders, teachers, cooperative representatives, project team members, suppliers and cooperative, implementing partners, donor representatives, and other key informants, based on their knowledge on their respecting area of interest will be considered among the key stakeholders to consult. The sampling should allow for adequate representation of the different categories in the study findings.

5.3 Data Sources and Data Collection Methods / Tools

Suggested data collections and methods are proposed below, the study team will develop a comprehensive methodology, data collection strategy and tools to answer the evaluation questions.

Pillar 1:

- Desk review of available quantitative data from annual reports and routine monitoring on key indicators (overview progress versus target/workplan, comparing with baseline, etc);
- Assessment of community graduation status compared to baseline (develop trends based on an Indicators Index and for the 2 groups of implementation);

---

3 'Theory-based approaches to evaluation use an explicit *theory of change* to draw conclusions about whether and how an intervention contributed to observed results'.'Theory-based approaches, pay explicit attention to the context of the intervention. Understanding *contribution*, rather than proving attribution, becomes the goal'. 'A major strength of theory-based evaluations is their formative and learning dimension', 'policy makers need policy relevant evaluations, i.e. not only assessing the "does it work" but also capturing the "why" and "how" (*Ref: Theory Based Evaluation: A wealth of approaches and an untapped potential Marielle Riché European Commission)*

Save the Children

- Qualitative data collection e.g. small FGD to collect feedback on the project activities from key informants (beneficiaries, community leaders, social workers, CO équipe, etc.);
- Assessment of current expenditures rate versus implementation;
- Assessment of project management/staffing/logistics operations implementation.

Pillar 2:

- Desk review of reports and progress of the capacity building phase 1
- Desk review of core group suppliers' documentation (annual reports, community need assessments/baseline, etc..)
- Review of information collected during the joint visit done to core group suppliers' projects (extra visits to be conducted in Ivory Coast and potentially in Ghana)
- Gap assessment/recommendations on holistic approach implementation from the suppliers
- Qualitative data collection (interviews to suppliers)
- Review initial project documentation in the light of the recent changes and of the findings and propose amendment if necessary.

All primary data collected during the study must facilitate disaggregation by gender, age, disability, location or remoteness, vulnerability status, when relevant and possible. The study teams will strive to include balanced groups involving women and men, children and elderly, taking into consideration power dynamics within the communities and elements of diversity (for instance, presence of people with disability etc).

The study team is required to adhere to *the Save the Children Child Safeguarding; Protection from Sexual Exploitation and Abuse; Anti-Harassment, Intimidation and Bullying and the Data protection policies.*

A range of project documentation will be made available to the study team upon its selection, to provide information about the design, implementation and operation of the Program. Documents include:

- The project Logframe
- The Baseline study summaries
- The summary and full Annual and semestral Reports
- The Capacity building package and report will be provided for the desk review together with other relevant documents
- The report of suppliers joint field visits
- Data Protection and Privacy
- 9 Basic Requirements for meaningful and ethical child participation
- Inception report template
- Final report template
- Save the Children Child Safeguarding; Protection from Sexual Exploitation and Abuse; Anti-Harassment, Intimidation and Bullying
- Data protection policy

5.4   Ethical Considerations

It is expected that this study will be:

- **Child participatory**. Where appropriate and safe, children should be supported to participate in the evaluation process beyond simply being respondents. Opportunities for collaborative participation could include involving children in determining success criteria against which the project could be evaluated, supporting children to collect some of the data required for the evaluation themselves, or involving children in the validation of findings. Any child participation, whether consultative, collaborative or child-led, must abide by the *9 Basic Requirements for meaningful and ethical child participation.*

- **Inclusive**. Ensure that children from different ethnic, social and religious backgrounds have the chance to participate, as well as children with disabilities and children who may be excluded or discriminated against in their community.

- **Ethical**: The study must be guided by the following ethical considerations:
    - Safeguarding – demonstrating the highest standards of behaviour towards children and adults.
    - Sensitive – to child rights, gender, inclusion and cultural contexts.
    - Openness - of information given, to the highest possible degree to all involved parties.
    - Confidentiality and data protection - measures will be put in place to protect the identity of all participants and any other information that may put them or others at risk.[4]
    - Public access - to the results when there are not special considerations against this
    - Broad participation - the relevant parties should be involved where possible.
    - Reliability and independence - the study should be conducted so that findings and conclusions are correct and trustworthy.

It is expected that:

- Data collection methods will be age and gender appropriate.
- Study activities will provide a safe, creative space where children feel that their thoughts and ideas are important.
- The team will explain how any risks related to children, young people's, or adult's participation will be mitigated.
- A referral mechanism will be in place in case any child safeguarding or protection issues arise.
- Informed consent will be used where possible.

In case the study team be required to obtain approval from a Human Research Ethics Committee, Save the Children will provide assistance with this process.

The Study team will be required to undertake consultation with the SC MEAL Coordinator and Project Manager at the commencement of the project in order to further refine the baseline questions and the methodology design and tools.

---

[4] If any Consultancy Service Provider, Freelancer or Contingent worker will have direct contact with children and/or vulnerable adults and/or beneficiaries and/or have access to any sensitive data on safeguarding and/or children and/or beneficiaries, it is the responsibility of the person receiving the consulting service to contact the local HR team and child safeguarding focal point to ensure vetting checks and on-boarding are conducted in line with statutory requirements, local policies and best practices guidance.

Save the Children

5.5   Known limitations

Save the children is not directly responsible of implementation of activities in Ghana nor has a country office in Ghana.

Logistical support including transportation and organization of meetings will be provided by Ferrero through its suppliers in Ghana.

Field visits' planning will be agreed upon in advance based on the field offices and teams' availability.

6. EXPECTED DELIVERABLES

The study deliverables and tentative timeline (subject to the commencement date of the study) are outlined below. The Study team lead and SC study Project Managers will agree on final milestones and deadlines at the inception phase.

Deliverables and Tentative Timeline

Deliverable	Timeline
The study Team will submit an **inception report*** (proposed template will be provided), including: ▪ Study objectives, scope and key study questions ▪ description of the methodology, including design, data collection methods, sampling strategy, data sources, and **study matrix** against each of the study questions ▪ data analysis and reporting plan ▪ caveats and limitations of study ▪ risks and mitigation plan ▪ ethical considerations including details on consent ▪ stakeholder and children communication and engagement plan ▪ key deliverables, responsibilities, and timelines ▪ resource requirements ▪ draft data collection tools	15 Sept
Ethics submission (*if applicable*): Should approval from a Human Research Ethics Committee be required, an ethics submission should include: ▪ study protocols (participant recruitment, data security and storage, consent and confidentiality etc.) ▪ considerations for consulting with children and other vulnerable groups (if applicable) ▪ participant information statement and consent forms	30 Sept
Final inception report and data collection tools in English *(the tools for data collection in Ivory Coast will need to be translated in French)*: ▪ Survey instrument ▪ Data collection mechanism	30 Sept

Save the Children

Interim Report/Power point presentation, including: ▪ Overview of preliminary findings ▪ Any emerging program issues or risks (if applicable) ▪ Any changes that have had to be made to the study design (if applicable) ▪ Key tasks for the next stage of the study and any proposed refinements or changes to methodology (if applicable)	15 Nov
A Study **Report*** (Draft Version – proposed template will be provided) including the following elements: ▪ Executive summary ▪ Background description of the Program and context relevant to the Study ▪ Scope and focus of the study ▪ Overview of the study methodology/data collection methods, Study matrix ▪ Findings aligned to each of the Study questions ▪ Specific caveats or methodological limitations of the evaluation ▪ Conclusions outlining implications of the findings or learnings ▪ Recommendations ▪ Annexes (Project logframe, study ToR, Inception Report, Study schedule, List of people involved) A consolidated set of feedback from key stakeholders will be provided by Save The Children after the submission of the draft report.	30 Nov 2023
Data and analyses (all encrypted raw data, databases and analysis outputs)	15 Jan 2024
Final Study Report incorporating feedback from consultation on the Draft	15 jJn 2024
Knowledge translation materials: ▪ PowerPoint presentation of Study findings ▪ Evidence to Action Brief**	15 Jan 2024

** The Evidence to Action Brief is a 2-4 pages summary of the full report and will be created using the Save the Children Management Response template.

All documents are to be produced in MS Word format and provided electronically by email to the SC Evaluation Project Manager. Copies of all PowerPoint presentations used to facilitate briefings for the project should also be provided to Save the Children in editable digital format.

7. STUDY MANAGEMENT

Study managers (SC Italy Project Senior MEAL Advisor and SC CIV Project MEAL Coordinator): the Study Team will report to them, with weekly updates; they are also responsible for reviewing and approving all the deliverables.

SC Ivory Coast Project Manager and Project MEAL Coordinator are responsible for review of key documents and support logistics of field visits in Ivory Coast.

The Ferrero representative is responsible for supporting exchanges with Ferrero's suppliers in CIV and Ghana and eventual visits in Ghana.

The SC Italy Technical Team is responsible for reviewing draft report and provide feedback.

Save the Children

Senior Program Manager, SC Italy Steering Committee and Ferrero cocoa sustainable procurement team will review and provide feedback to final report.

Study Tentative Timeline (final timeline/deliverables to be agreed upon inception phase):

What	By when
Expression of interest submission	August
Tender review and selection of study team	August
Initial desk review and consultation with key stakeholders/study manager to clarify Tor, scope and methods	10 Sept
Inception report + draft tools	15 Sept
Review of inception report	20 Sept
final **Data collection tools**	30 Sept
Ethics submission	30 Sept
Logistical arrangements	30 Sept
Data collection	01 Oct- 15 Nov
Data management and analysis (coding, transcriptions, data cleaning, integration and analysis)	15-30 Nov
First draft of the Final study report	30 Nov
Review of first draft report	20 Dec
Meeting with evaluators and evaluation team to finalize the report	20 Dec
Validation of study findings and recommendations	10 Jan
Final study report and submission of **data and analyses**	15 Jan
Knowledge translation materials	15 Jan
Project team meeting to develop Study Response Plan	15 feb
Study final report posted on OneNet and reviewed	28 feb

8. STUDY TEAM AND SELECTION CRITERIA

Study team composition

Given the scope and diversity of issues covered in this Mid-Term Evaluation, SC has imagined a **composite Study team** with distinctive responsibilities. Of course, the team leader will be able to suggest an alternative division of labour or a different study composition or structure, in consideration of the team members' expertise and quality assurance opportunities:

<u>**Team leader (International)**</u>
- *Responsible for overall study coordination, relations with SC study team, and study deliverables*

- *Responsible for development and use of data collection methodology and tools in line with the evaluation questions*
- *Responsible to ensure deliverables are of highest standards of quality, including quality of data, analysis and reporting*
- *Responsible to provide analysis and recommendations to guide internal SC strategy discussions, and argument findings and recommendations at strategy level as well.*

Local Evaluator (CIV) - reports to Team Leader

- *Supports definition of data collection methods and tools in Ivory Coast, towards the articulation of a comprehensive study methodology*
- *Responsible for data collation and analysis under Pillar 1 and Pillar 2 in Ivory Coast in line with research questions outlined above, and methodology agreed in the inception report.*

Local Evaluator (Ghana) - reports to Team Leader

- *Supports definition of data collection methods and tools in Ghana, towards the articulation of a comprehensive study methodology*
- *Responsible for data collation and analysis under Pillar 2 in Ghana in line with research questions outlined above, and methodology agreed in the inception report.*

Understanding of Requirements and Experience

To be considered, the study team members together must have demonstrated skills, expertise and experience in:

- Designing and conducting large project evaluations
- Conducting studies in the field of children's rights and community development, particularly in relation to child labour and child protection
- Leading socio-economic research, evaluations or consultancy work in Ivory Coast and Ghana that is sensitive to the local context and culture, particularly child rights, gender equality, child abuse, ethnicity, religion and minority groups.
- Conducting ethical and inclusive studies involving children and child participatory techniques
- Conducting ethical and inclusive studies involving marginalised, deprived and/or vulnerable groups in culturally appropriate and sensitive ways
- Managing and coordinating a range of government, non-government, community groups and academic stakeholders
- Experience conducting study in humanitarian contexts
- Sound and proven experience in conducting evaluations based on OECD-DAC evaluation criteria, particularly utilisation and learning focused evaluations
- Extensive experience of theories of change and how they can be used to carry out evaluations
- Strong written and verbal skills in communicating technical and/ or complex findings to non-specialist audiences (especially report writing and presentation skills) in English and French
- A track record of open, collaborative working with clients

Save the Children

- Demonstrated capacity to interact with senior management in different setting/organizations in the framework of partnerships

There is a high expectation that:

- Members (or a proportion) of the team have a track record of previously working together.
- A team leader will be appointed who has the seniority and experience in leading complex study projects, and who has the ability and standing to lead a team toward a common goal.
- The team has the ability to commit to the terms of the project and have adequate and available skilled resources to dedicate to this study over the period.
- The team has a strong track record of working flexibly to accommodate changes as the project is implemented.

9. SCHEDULE OF PAYMENT

The following payments will be made to the consultant using and agreed mode of payment:

- Upon approval of inception report and tools: 20%
- Upon submission of First Draft study Report: 30%
- Upon approval of final study report: 50%

10. HOW TO APPLY

Methodological and Financial proposal

Interested consultants will be required to submit an Expression of Interest in line with the template provided as Annex 1, which should demonstrate adherence to the above requirements and propose a methodology and a budget. Proposals shall include personnel allocation (role / number of days / daily rates / taxes), as well as any other applicable costs. Save the Children seeks value for money in its work. This does not necessarily mean "lowest cost", but quality of the service and reasonableness of the proposed costs.

If interested in applying for this consultancy, please send your Application Letter and Expression of Interest to the contact person for this study (marta.moroni@savethechildren.org).

ToR prepared by:	**Marta Moroni:** marta.moroni@savethechildren.org
ToR approved by:	**Camilla Stecca:** camilla.stecca@savethechildren.org
Date of sign off:	July 11th, 2023

Save the Children

11. ANNEXES

Annex 1: Expression of Interest Template

Expression of Interest for Consultancy for
Mid Term Review of the Save the Children - Ferrero partnership

Section A: General Information

First Name:		Last Name:	
Contact Address:			
Country:		Contact Phone: (+Area Code)	
Email address (mandatory):			
Applicant Status: (Please tick one)	☐ Private Individual	☐ Organization less than 10 staff	☐ Organization More than 10 staff	☐ Other Please Specify
If Private company or Other, Who will be main Lead for this call?			

Section B: Proposal: Methodology and Approach

Demonstrate your understanding of the study requirements and provide your proposal for how you would approach the study. Your proposal will be assessed on the following criteria:

- The proposal clearly articulates the objective(s) of the study.
- The proposed approach and methodology is robust, appropriate (actionable, sensitive, responsible) and indicates that it will achieve the requirements of the study. Explain the methodology you will adopt based on the intervention description and key questions from the ToR.

Section C: Project Management

Demonstrate your understanding of the activities to be implemented, defined roles and responsibilities of team members, a project plan with proposed timelines for each major activity/deliverable, use of project management tools/practices and commitment to deliver on time. Indicate total number of days that would be needed to carry out the activities.

Section D: Experience

- Demonstrate your experience and track record in conducting studies of a similar nature to that required for this assignment
- Demonstrate your experience and track record in conducting studies in the ToR fields
- Demonstrate your experience and track record of leading research, evaluations, assessments or other consultancy work in children's right, child protection, child labour that is sensitive to the local context and culture,
- Indicate your leadership experience (experience of team leader), along with the skillset of the team, including oral and written proficiency in English and French

- Describe the Project lead's coordination experience in leading studies of a similar scale, and managing a team of diverse team of specialists.
- Nominate the key personnel and resource pool who will perform the work in relation to this contract. Your response will be assessed on whether the skills and experience of key personnel adequately covers all areas of expertise and experience required, and your combined team resources (number of members) as required to implement the activities within the set timeframe. Please indicate the 'personnel type' for each key personnel using the types outlined in the table below for the next question.
- Demonstrate your experience and track record in conducting ethical, inclusive and participatory studies involving: a) children and b) marginalised, deprived, vulnerable groups

Please indicate below at least 5 recent studies you have undertaken in the last 3 years, explaining what type of services you provided (submit copies as well, if possible), as relevant to this TOR

Organisation to which services were provided	Value of programme evaluated in US$	Year	Services offered e.g. Final Evaluation, Mid-term evaluation etc..	Contact details for references: Name, Position and Contact Information

Section E: Budget

Save the Children seeks value for money in our work. This does not necessarily mean "lowest cost", but also considers the quality of the service being provided. The proposal will be assessed against the coverage and reasonableness of personnel allocations and rates, along with overall cost elements. This means that personnel allocations and rates have comprehensive coverage of costing elements/units and adequacy of budgeting into specific costing elements. The allocated amounts, unit cost and number of required units should be reasonable to achieve the objectives of this study and those amounts are necessary to achieve the objectives of the evaluation effectively. The budget line items are relevant for the successful implementation of the activities of the whole study process. There are no unnecessary or unrelated cost elements (to achieve the objectives of this study) being budgeted for.

Personnel Allocations
1. Proposals will be judged against reasonableness of the proposed costs.
Use and adapt the table below to outline how much time has been allocated for the proposed team members to complete the required activities and deliverables. Indicate the type and number of personnel allocated. Role/number of days/daily rates. If applicable, also includes other costs.

Activity/ Deliverable	[Project personnel]	[Project personnel]	[Project personnel]	[Project personnel]	[Add columns as needed]
Stage 1					
Sub Total					
Stage 2					

Save the Children

Sub Total					
Stage 3					
Sub Total					
TOTAL (All Stages)					

Personnel Rates

2. Please detail the daily rates for key categories of project personnel in the schedule below.

	Expected number of days	Daily Rate	Taxes	TOTAL
[Project personnel]				
[Project personnel]				
[Project personnel]				
[Project personnel]				
[Add rows as needed]				
TOTAL				

Cost Elements

3. Please specify all non-personnel related cost-elements that are budgeted for in this proposal.

Element	Budget allocated	Taxes	TOTAL
Inputs (please specify)			
Outputs (please specify)			
Travel (please specify)			
Support costs (please specify)			
Other disbursements (please specify)			

Section F: EoI Submission details:

Please mention the name and contact details of the person submitting the proposal

Name: **Email Address:**

Annex 2: SCI Evaluation Scoring for perspective consultants:

Category	Evaluation Quality Criteria (used for internal scoring after completion)
Purpose, Design and Methods	1. Does the evaluation report clearly identify the evaluation's purpose (including its key objectives, questions and criteria) as set out in the evaluation's Terms of Reference?
	2. Are the data collection and analysis methods a clearly justified approach to addressing the evaluation's purpose and questions? (provide valid, reliable, ethical data?)

Save the Children

	3. Is the methodology suitably tailored to the context and population groups to which the evaluation questions relate (e.g. gender, disability, socio-economic-geo status, etc.)?
	4. Is the size and composition of the sample in proportion to the conclusions sought by the evaluation?
	5. Does the evaluation build on what is already known, for example existing tried and tested frameworks and tools, existing data/evidence, and previous lessons learned?
	6. Are the methods used to collect and analyse data and any limitations of the quality of the data and collection methodology explained and justified?
	7. Has any personal and professional influence or potential bias among those collecting or analysing data been recorded and addressed or mitigated ethically?
Analysis and Findings	8. If evaluating impact, is a point of comparison used to show that change has happened (eg. a baseline, a counterfactual, comparison with a similar group)?
	9. Is the explanation of how (e.g. theory of change, logframe, activities) the intervention contributes to change explored?
	10. Is the data well triangulated, such as by using different data collection methods, types of data and stakeholder perspectives?
	11. Are alternative factors (eg. the contribution of other actors) considered to explain the observed result alongside an intervention's contribution?
	12. Are unintended and unexpected changes (positive/negative) identified/explained?
	13. Are the perspectives of children & communities included in the evidence, including the most deprived and marginalised? Note: For evaluations focused on young children, caregiver perspectives are adequate instead.
	14. Are the findings disaggregated according to sex, disability and other relevant social differences?
	15. Is there a clear logical link between the data that was collected and analysed, and the conclusions and recommendations presented?
	16. Are conflicting findings and divergent perspectives presented and explained in the analysis and conclusions?
	17. Are the findings and conclusions of the assessment shared with and validated by a range of key stakeholders (eg. communities, partners, Save the Children staff)?
Communication and Use	18. Is the analysis and interpretation of the data well communicated through accessible language and helpful visuals (diagrams, graphs, tables as needed)?
	19. Are references, annexes and links included that provide additional relevant data, analysis or references (including key documents and which individuals/stakeholders were involved)?
	20. Is there a clear plan for how to use the results, including recommendations that are 'SMART' (Specific, Measurable, Achievable, Relevant, Timebound) and directed toward the appropriate 'end users', a dissemination plan, and specific actions for implementing these recommendations?

Save the Children

Annex 3: Project Log-Frame (Pillar 1)

	Intervention Logic	Objectively Verifiable Indicators (OVI)	Sources of Verification (SoV)
Overall objective/ Impact level	**Contribute to the holistic wellbeing and development of Children, Adolescents and Youths** **in cocoa growing communities in Haut-Sassandra** **by reducing the risk factors of child labour in cocoa farming**	• Proportion and number of children aged 5-17 years engaged in child labour, there including its worst forms, in the areas covered by the intervention, by sex, age (5-9; 10-13; 14-17) • Prevalence of stunting among children under 5 years of age • Body Mass Index among adolescent girls • # and % of children of official primary school education age enrolled in primary school • # and % of official primary school education age who regularly attend primary school • # and % of children who were never enrolled into school	• Survey/qualitative study (at Baseline and Endline) • National and regional statistics, and census • Nutrition screening • Secondary school data from MoE • LB and NB assessments
Specific Objective/ Outcome level 1	**Children, adolescents and youths increase access to protection mechanisms against any forms of violence, exploitation and abuse, including WFCL, through a functional Child Labor Monitoring and Remediation System**	• Number and proportion of children and adolescents aged 5-17 years (disaggregated by age, sex) in child labour (there including cases of WFCL, such as forced labour and trafficking) who are identified and received case management services (based on the Steps to Protect Common Approach[5] - S2P- standards) • % of Child Labour cases managed which meet the S2P process and standards • Number of birth certificates issued	• Social center registers • Case/CLMRS management reports • Interviews with service providers, triangulated with reports from children • Feedback mechanisms • Satisfaction survey
Specific Objective/ Outcome level 2	**Local households and communities' awareness, skills, assets, income and capacities are strengthened to reduce their socio-economic vulnerability and create an environment conducive for the reduction of child labour**	• Proportion of targeted households (women and men) supported with increased/diversified income • Proportion of parents or caregivers of children at risk/victims of WFCL who are able to cover the costs of their children's education, nutrition and healthcare through their own financial means • Women decision making power over resource allocation/management	• Survey/Qualitative study (at Baseline and Endline) • KAP survey • Project reports

[5] Steps to Protect (S2P) is a Comon Approach adopted by Save the Children globally to work on case management with children, girls and boys and their families and communities to address all forms of violence, abuse, exploitation and neglect.

		- Proportion of targeted women and men who demonstrate increased knowledge/changed attitudes towards child labour - Proportion of targeted household who adopted positive nutrition and basic hygiene practices - Number and % of households that treat water	
Specific Objective/ Outcome level 3	**Children increase access to quality, inclusive and participatory education**	- # and % of children of official primary school education age enrolled in bridging classes - # and % of children of official primary school education age enrolled in bridging classes who attend regurlarly - # of children (M / F and age) who entered the formal school system via a bridging class - % of children (M / F and age) enrolled in literacy boost sessions (LB/NB) whose literacy and numeracy skills have improved - Adoption of a national policy on bridging classes by the Ministry of Education	- Bridging school registers - Primary school registers - Project reports - Qualitative study - MoE policy document
Specific Objective/ Outcome level 4	**Adolescents and young people develop their potential for improving their economic and social lives**	- % of trained AYs demonstrating knowledge on life skills (emotional management, problem solving and decision-making) and awareness of their rights - % of trained A&Y (m/f) who are in decent employment, including stage, apprenticeships, or internships	- Survey/Qualitative study - Project reports - Contracts signed by AYs and their employers
Outputs 1.1	**Formal and informal mechanisms of protection toward children, adolescents and youth are established and enforced**	- # of Social Centres rehabilitated and equipped - # # of CPCs (child protection committees) and CCG (Children Groups) established - # of SOSTECI committees established and functional at departmental, sub-prefectural and village level - # of state and non-state protection actors (CSG, STP, PFTE etc) trained on national and international institutional and legal framework to prevent and respond to cases of children victims of hazardous work or other forms of abuse exploitation and abuse, based on the best practices of S2P, the BID/BIA - # awareness-raising sessions (led by health and teaching staff) and community initiatives to increase access of children and adolescents to birth certificates	- Training report - Pre-post training assessment - Social center reports - Foster families reports - SOSTECI's reports - Project report
Outputs 1.2	**Case management actors are supported and coordinated for the**	- # of cases identified through CPC, CG, and cooperatives, including cases of worst forms of child labour, such as forced labour and trafficking	- Attendance sheets - Referral forms and identification reports of

	prevention, identification, referral and support of cases of abuse, violence and exploitation	• # of abuse, violence and exploitation cases referred to Social Centres and/or health and education services • # of birth certificates facilitated by HEW	foster care arrangements • Case management files • Project documents
Outputs 1.3	**Communities are informed and sensitized on the needs and rights of children, and their active role in preventing and responding to violence and abuses against children and AYs including WFCL**	• # of community members sensitized on child rights and legal provisions against WFCL. • #of community leaders trained in the principles of child protection and children's participation • # caregivers, guardians and community members trained in positive parenting	• Project reports • Training reports
Outputs 1.4	**Cooperatives are supported for preventing and identifying/referring cases of child labour and adopting responsible business behaviors**	• # and % cooperatives with a CLMRS in place • # of monitoring and referral mechanisms for cases of WFCL established • # of cooperatives and cooperative members trained on CRBP	• Cooperatives' report • Project reports • Training attendance sheets • Pre-post training assessment
Outputs 2.1	**Communities are supported to improve their financial sustainability and diversify their household income**	• # VSLAs groups created • # of VSLA members (M/F) who have IGAs in place • Average savings of the VSLA groups' members	• VSLA attendance list and registers • List and typology of individual and collective IGAs in place
Outputs 2.2	**Communities are supported in developing and implementing Community Action Plans**	• # and % of communities with a CAP (with focus on children's wellbeing and gender[6], and priority actions to contribute to the reduction of child labour) • # and % of communities CAPs implemented as per plan	• Community Action Plans • Reports of community meetings
Output 2.3	**Communities are supported and organised to understand and water**	• # and % of communities with a water user association • # and % of CAP which include community-led water	• Member list of the water user associations

---

[6] CAP Subindicators (to be included in the CAP and monitored):
- # of children in harmful work identified and referred by community members/Structures- # of children affected by CP issues identified and referred by community members/structures
- # proportion of community children attending school regurarly
 - # of schools available in the community
- proportion of community HH with access to potable water
- #of HH targeted by sanitation and hygiene promotion training # Recommendations made by boys and girls and integrated into the CAPs

	contamination, quality and management	• management activities • Number of community people trained on water contamination and management	• Activity report • Training report
Output 2.4	Communities are sensitised on healthy behaviour and preventing measures, and supported to adopt good nutrition and health practices	• # target families sensitised on sanitation, health and nutrition practices and services • # of school gardens created	• Project reports • Community sensitization reports • School reports
Output 3.1	Safe and accessible learning spaces (bridging classes and community reading spaces) are available for all children and equipped with community canteens and water points	• # of learning spaces (bridging classes and reading spaces) established and functional • Number of learning courses carried out in the bridging classes • # learning spaces (bridging classes and reading spaces) with community canteen and water points • # of facilitators / mentors and community members trained to identify out of school children and enrol them in bridging classes	• Tender and infrastructure report • Field visit reports /photos • Training reports • Reports of COGES Advisers
Output 3.2	Teachers and rural animators are trained on appropriate, inclusive, child centred pedagogical methodologies and skills	• Number of teachers/rural animators trained on PEC-CP approach, LB/NB methods, positive discipline, SEL (socio-emotional learning), inclusive pedagogical practices, and in the identification of special needs • # of mentors trained in the PEC-CP approach, LB, NB • # of teachers and children sensitised to maintain and properly use water and sanitation facilities and adopt good hygiene practices	• Attendance list and training report • Pre-post training assessment • Project reports
Output 3.3	The School Code of Conduct is implemented in targeted schools and the different violations are monitored, (with a focus on safety and well-being of students and teachers and the adoption of inclusive and protective measures)	• # and % of schools, bridging classes, community schools, where the code of conduct was distributed to teachers and rural animators • # of teachers and rural animators trained on the School Code of Conduct • # members COGES trained on the APPH - Alternatives to Physical and Humiliating Punishment	• Attendance list and training report • Pre-post training assessment • Project reports • Report activities of rural animators

Output 3.4	**Children, parents and community are supported to actively participate in children's learning and contribute to quality of education learning of children inside and outside school**	• # of COGESs evaluated with the Evaluation Rapide Organisationelle et Functionelle (EROF) tool that improve their support for schools • Number of local educational structures (COGES, CMEF, etc.) integrating the WFCL into their action plans (by category) • # community members, parents and caregivers involved activities that support children learning • # of PTA/COGES established or strengthened	• Meeting minutes • Attendance list for SCREAM activities • COPGES Evaluation report • Action plan for COGES, CMEF
Output 3.5	**A national program of bridging classes is supported in connection with the DAENF / MEN / GTOE with the support (advocacy) of SC in application of the compulsory schooling policy (PSO)**	• # support activities conducted to Advise and Orient the DSPS for the establishment of a national data collection and database on out of school children • # of Orientation sessions/Meeting organised with the MEN / DAENF / GTOE • # Advocacy meetings for adoption of policy	• Meeting and orientation sessions reports • Draft programme report • Final programme/policy report
Output 4.1	**Target Adolescents and young people are provided with technical and vocational and personal resilience skills**	• # of adolescents and youths trained on life skills and children, adolescent and youth rights • # of adolescents and youth trained on Technical and Vocational skills on professional careers in/outside the cocoa value chain, and on Entrepreneurship skills, including career counselling, financial literacy and redaction of business plan	• Training reports • Pre-post knowledge assessments
Output 4.2	**Trained Adolescents and young people are supported in accessing enhanced wage employment and entrepreneurship opportunities**	• # of agreements signed with relevant entities in charge of providing employment opportunities • # of active clusters of young entrepreneurs created	• Project reports • Clusters reports
Output 4.3	**Key stakeholders (cooperatives, families, community members, private sector) are sensitised on criteria and practice of decent jobs for Adolescents and Youths**	• # of corporate managers reached by advocacy on decent work opportunities for adolescents and young people in communities • # of AY groups, parents and duty bearers sensitized on decent work criteria and practice	• Advocacy reports • Awareness and sensitization raising events reports