

Evaluation Study on Child and Youth Resilience Programs among Refugee and Migrant Children and Youth living in Turkey

1. Background

Hosting almost four million refugees, including more than 3.5 million Syrian refugee and migrants under Temporary Protection (TP) and around 400.000 non Syrians, primarily from Afghanistan, Iraq, Iran and Somalia¹ has placed considerable stress on Turkey's systems designed to meet protection, education and livelihood needs. The compounding effects of the refugee crises particularly effect children, who constitute approximately 50% of the refugee population. Emergencies often erode the usual protective supports and tend to amplify pre-existing concerns of affected populations². Global research shows the impact of significant adversity on children's development and ability to learn, make constructive life choices, and interact positively with others³. The mental health and psychosocial impact of conflict-related violence coupled with the ongoing stressors related to displacement should not be underestimated⁴. Nor should the ability of children and young people to overcome difficulties and learn new competences to cope with future adversities using their own internal resources and with the adequate support of their surroundings⁵. There are groups of refugee and host community girls and boys in Turkey who are particularly vulnerable to risks, such as poverty, school drop-outs, child labour, child marriage, violence and psychosocial distress.

Save the Children is committed to make children and young people's mental health and psychosocial wellbeing a priority, and embedding research and evaluation within implementation strategies aligns with Save the Children Turkey's Country Strategic Plan (2019-2021) to facilitate appropriate responses to children and their families adapted to their needs and resources. The vision of Save the Children (SC) is a world in which every child attains the right to survival, protection, development and participation.

2. The Child and Youth Resilience Programs / Approaches Overview

2.1. Definition of key terms: resilience and wellbeing

Save the Children is implementing the Child and Youth Resilience a structured Psychosocial Support Approach in Turkey for more than 2 years. The program "Psychosocial support in and out of school for children" was developed in 2010 by Save the Children Denmark and the Psychosocial Centre of the International Federation of Red Cross and Red Crescent Societies. The programme is a nonclinical psychosocial and protection methodology that focuses on children's positive coping and resilience.

Save the Children's Child Resilience Methodology uses nonclinical psychosocial interventions to strengthen and mobilise resources within each child, as well as within their families, communities and

¹ UNHCR, 2018

² IASC Common Monitoring and Evaluation Framework for Mental Health and Psychosocial Support Programmes in Emergency Settings, 2017

³ Harvard Centre on the Developing Child (2015), *Toxic Stress*

⁴ SC (2017) *Invisible Wounds: The impact of six years of war on the mental health of Syria's children*; IMC (2017) *Literacy review Mental Health and Psychosocial Support Considerations for Syrian Refugees in Turkey: Sources of Distress, Coping Mechanisms, & Access to Support*

⁵ [Resilience Research Center \(http://www.resilienceresearch.org/\)](http://www.resilienceresearch.org/)

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broader societies, to enhance their resilience and wellbeing. **Resilience** is often understood as CYRP's ability to overcome adversity. Save the Children's Resilience Methodology uses a more **ecological and culturally sensitive definition** of resilience:

*"In the context of exposure to significant adversity, resilience is both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their wellbeing, and their capacity individually and collectively to negotiate for these resources to be provided and experienced in culturally meaningful ways."*⁶

Strengthening CYRP's resilience is seen as an important step towards protecting and improving their **wellbeing**, which is broadly defined as a state in which children feel able to realise their potential, to contribute to their communities, and to cope with normal stresses of life.⁷

2.2. The Child and Youth Resilience Programs

The Child Resilience Programme: comprises 8-16 structured workshops for children and youth between 10-14 years old. The programme can be implemented for children in and out of school, e.g. during or after disasters, in situations of armed conflict, for children affected by HIV, or as part of preventative social work.

The structured workshops for children and youth are designed to:

- Improve cooperation and peaceful interaction between children.
- Improving the motivation to play, problem solving and positive attitude to others.
- Enhance positive expectations to the future.
- Enhance impulse control (in relation to aggressive behavior and/or risk taking behavior).
- Enhance capacity and awareness about self-protection and protection of peers.

A critical component of the programme design is that it works at multiple levels – with children, their caregivers and communities. The programme includes caregivers' meetings, which build their skills and understanding of child wellbeing and protection. Alongside this, activities are undertaken to reduce risks and strengthen protective factors within the community, including strengthening the community referral mechanisms. The programme can also be linked with additional community activities, such as children's clubs, child protection committees, advocacy initiatives or other community forums.

The Youth Resilience Programme: Psychosocial support in and out of school has been developed by Save the Children as was developed in 2015 by Save the Children Denmark on behalf of the Child Protection Global Initiative. It is an independent continuation of the Children's Resilience Programme, where learning from this programme has fed into the design of the Youth Resilience Programme. The programme is a nonclinical psychosocial and protection methodology and framed within the concept of 'I AM', 'I CAN' and 'I HAVE' to capture the complex interaction of individual and social factors that facilitates resilience. The heart of the programme is a series of 8-16 structured workshops implemented by the same 1-2 facilitators once or twice a week, for the same group of young individuals aged ~14 and above.

⁶ Michael Ungar, "Resilience across Cultures," *British Journal of Social Work* 38, no. 2 (2008): 225, <https://doi.org/10.1093/bjsw/bcl343>.

⁷ World Health Organisation, "Mental Health: A State of Wellbeing," 2014, http://www.who.int/features/factfiles/mental_health/en/.

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The workshops aim to help young people to:

- Resume normal, routine activities during or in the aftermath of crisis events.
- Have strong personal and social skills to adapt to and cope with adversities.
- Feel good about themselves and confident in their own abilities.
- Make good and safe life choices.
- Be more social and act as role models to other children and young people.
- Trust others and feel comfortable about sharing feelings and thoughts.
- Seek help from others (i.e. peers and adults) when needed and have stronger awareness about who can help.
- Solve problems without violence.

The Youth Resilience Programme includes workshops on skills offered in life skills-based education that deal with emotional and interpersonal capacities. The programme is furthermore embedded in a systems approach and takes into account the protective social network of young people at family and community level. The youth workshops are complemented by sessions for parents and caregivers to promote their understanding of the challenges that their children are facing and provide them with skills to support young individuals as they transition from childhood to adulthood. A critical component of the programme design is also the sessions for parents and caregivers, and linkages to the community. Such systemic approach is critical to promote internal and external protective factors and reduce risk factors in young people's lives at an individual, family and community level.

3. Evaluation objectives

3.1. Objectives of the Evaluation

The outcome of the consultancy will assess the positive and negative changes produced by the intervention, directly or indirectly, intended or unintended in ECHO project districts. This involves the main impacts and effects resulting from the activities on children and youth psychosocial wellbeing and resiliency. Moreover; it aims to produce a complete and thorough report reflecting the impact of Save the Children's Child and Youth Resilience Intervention and therefore other locations where the program has been implemented will also be involved into the evaluation study, if possible. The report will present the data collected, conclusions derived from the analysis and recommendations for future action. Therefore, two level of objectives has been identified for the evaluation:

Objectives I Programme level:

- Assess medium and long term impact of the CYRP on promoting positive coping and resilience and increasing resilience resources among children, youth and parents/caregivers within different intervals after the completion of the program (i.e. 3 months, 6 months, 1 year).
 - Understand how the program supported psychosocial wellbeing, healthy development, and protection of children and youth within the scope of the thematic workshops.
- Assess the validity and reliability of the M&E Toolkit in measuring the impact of the program.
- Generate future recommendation on contextual adaptation of the CYRP to Turkish culture, and factors of sustainability to improve service delivery of CYRP.

Objective 2 – Partners capacities and competencies

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- Assess the technical capacity of the implementing teams, SCI's capacity building, monitoring, and supervision efforts' effectiveness throughout the implementation in line with the CYRP guidelines.
- Provide recommendations on the best practices to empower stakeholder capacities.

3.2. Evaluation Questions

Evaluation questions define the scope and focus of an evaluation and clarify the learning needs that it will cater to. We have mapped our evaluation questions against the criteria of relevance, effectiveness, efficiency, sustainability and impact established by the Organisation for Economic Cooperation and Development's (OECD) Development Assistant Committee (DAC).⁸ The research team will be required to develop an impact assessment methodology that corresponds with the above objectives of the impact evaluation. Specifically, the consultant will look at the following elements:

Relevance

- How should the programme be adapted to be appropriate to culture, context, and protracted condition of children and youth?
- To what extent were the most marginalised and deprived young people been actively and meaningfully engaged?

Effectiveness

- Assess whether the objectives of the CYRP program been achieved, determine the factors contributing in achievement and non-achievement.
- Were the basic preconditions and quality benchmarks met (e.g. local protection and psychosocial support mechanisms, qualified facilitators, safe community place for implementation, risk management, case management and referrals pathways' integration)?
- How did the program mobilise the existing community resources and dynamics to enable boys' and girls' access to the programme (i.e. protective factors), or mitigated for the challenging factors (i.e. risk factors)?
- To what extent have the capacity building programs equipped the facilitators with skills, knowledge and attitudes to lead and facilitate the CYRP session in line with the guidelines?

Impact

- Where there any unintended positive or negative changes as a result of the intervention?
- What are the gender gaps that the project managed to tackle and what remaining aspects need to be considered further?

Sustainability

- Assess the sustainability and permanence of the intervention's impact.
- How effectively can the program be extended across different population groups and locations? Provide recommendations on operational procedures and challenges that may arise due to above mentioned differences.

⁸ Organization for Economic Cooperation and Development (OECD) (1992): Development assistance manual: DAC principles for effective aid. Paris: Organization for Economic Cooperation and Development.
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Lessons Learnt

- What are the gaps if any in the design of the programme and/or in the capacities/coordination/monitoring during the implementation that should be addressed by SCI in order to improve the overall service delivery?
 - How has the project considered gender sensitivity both in the project design and its implementation of activities?
 - How has the project design and implementation considered child rights approaches? How have the children, their needs and desires been consulted and accounted for in project design and implementation?
 - How has the child safety, for girls and boys, integrated in the project design and the implementation of activities? What aspects of the project make girls and boys feel safe?
- What are the characteristics of the targeted groups who benefited and did not benefit from the interventions?

3.3. Evaluation Scope and Design

3.3.1. The overall process

The Applicant will undertake the following tasks in consultation with Save the Children and its partner organizations:

- Conduct a desk review on the Turkey context and implementation sites as well as research conducted in the Middle East with the focus on the wellbeing and resilience among refugee and migrant children, young people and their families.
- Inform and finalize the methodology for the study, including a strategy for sampling of respondents.
- Design standardized, conflict, cultural, age and gender-sensitive tools for both qualitative and, where applicable, quantitative data collection.
 - ✓ Consent form templates
 - ✓ Focus Group Discussion, Key informant questionnaires or checklists, surveys and other necessary tools as applicable.
- Secure necessary permissions for the field work.
- Go through training on Save the Children's Child Safeguarding Policy and Code of Conduct, as well as Child Protection identification and referrals. Note that all team's participation in the trainings is mandatory prior to field work, additional trainings shall be provided in the case of change in team members.
- Ensure any child participatory activity is safe and sensitive to the risks.
- Conduct primary data collection in project sites, namely, Keçiören (Ankara), Ümraniye (Istanbul) and Avcılar (Istanbul), along with relevant stakeholders' operation sites who implement CYRP in a meaningful and representative manner.
- Analyse, and triangulate the data collected.
- Produce final report.

3.3.2. Duration of the study

The study is expected to start in early January 2020. The final report should be submitted within 8 weeks after starting date. All in all, it is expected that the assignment will take maximum 40 days over the period of January - February 2020.

3.3.3. Standards and Procedures

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The following standards should be mainstreamed throughout the assignment:

- Tools for information gathering should be sensitive to conflict, culture, age and gender. All tools used with children should be child-friendly in its content and method.
- Informed consent of all involved in the study is a must. Consent form templates must be compliant with KVKK, should enable safe and ethical referrals of individual in need for further support, and inform the respondents of the actions to be taken in case of urgent protection risk (Save the Children has a sample consent form which can be used as a base). The consent form should enable follow-up by Save the Children and/or its partners, to ensure that timely action will be taken and to ensure accountability.
- All forms of data gathering should be conducted in a safe and ethical manner, with the Best Interests of the Child at the centre. Save the Children will be consulting with the Applicant on a regular basis to ensure and support the implementation of this standard.
- Risk assessment should be conducted together with the preparation of mitigation plans for the activities to which children are involved.
- The principles of Inclusiveness, Non-Discrimination, meaningful Participation as well as Accountability, should be central throughout the process. For example:
 - The process should include ensuring adequate representation of women and men, and provision of separate sessions for different groups as appropriate to enable their voices to be safely heard.
 - A participatory, inclusive and child-centred approach should be used.
 - Community-based mechanisms, networks/leaders and other important stakeholders (incl. Save the Children's partners) should be actively and meaningfully involved in the process.
 - Efforts should be made to reach the most marginalized and hard-to-reach boys, girls, men and women.
- A procedure for how to handle urgent cases and referrals should be in place before starting any data gathering beyond desk research, and signed off by Save the Children.
- Any field visits should be conducted in pairs (consisting one male one female staff).
- Adherence by all staff to Save the Children's Code of conduct, Child Safeguarding policy and practices and confidentiality throughout the process (including when interviewing or photographing children).
- All data (hard and soft copy alike) should be safely stored and access should be limited to the data set based on the role of the staff.
- All digital data collection tools should be verified by SCI, if the proposed software is not compliant with IT security, SCI will propose alternatives.
- Regular briefings will take place between the consultant, Save the Children and its partners, to reflect on any adjustments necessary or the developments that occur in the area (i.e. safety and security related updates, unavoidable edits within the questionnaire, reach of targets).
- To ensure accountability, key conclusions should be validated with representatives from the affected population groups as much as possible.
- It should be noted that no additional operational support will be provided by SCI, including transportation, translation, accommodation, etc.

3.3.4. The methodology and tools

Both primary and secondary sources of information will be used to generate credible evidence, with the main focus on primary data. Mixed methods should be employed, and data collection should enable child participation and be conflict and gender sensitive. For more detailed information, see below:

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Suggested sources of primary and secondary data collection:

- Desk/ literature review to assess what material and findings are already available to adequately respond to the research questions.
- Key Informant Interviews (KIs) with relevant stakeholders
- Focus Group Discussions (FGDs) and/or KIs with parents/caregivers from the targeted population groups.
- FGDs with children, sensitive to culture, age, gender and conflict.
- Survey or Screening / Assessment Forms to gather credible evidence and data triangulation, as well as to assess the validity of the M&E Toolkit.
- Checklists for observation and monitoring of psychosocial wellbeing and resilience parameters.

Other data collection methods are welcome as long as they respect the provisions outlined in the section “Standards and Procedures” above.

A more detailed outline of the methodology and tools should be included in the Inception Report and signed off by Save the Children before starting the studies.

The consultant is expected to lead on developing a participatory approach that consider an age, gender and culturally appropriate data collection methods and tools including a coding framework to analyze the outputs of the collected data that enable SCI to understand the PSS needs of children, adolescents, men and women.

Please note that one of the main suggested outcome measure for the impact evaluation will be a questionnaire that measures resilience resources and wellbeing and comprises the following two individual scales:

- The **Child and Youth Resilience Measure (CYRM)**⁹ assesses the individual, relational, communal and cultural resources that can strengthen a child’s resilience. The measure was designed as part of the International Resilience Project (IRP), of the Resilience Research Centre, with the contribution of 14 communities in 11 countries around the world. When filling in the questionnaire, CYRM rate statements such as “I have people I look up to” using a five-point response scale.

To analyse the project’s impact on resilience and wellbeing outcomes, the programme may want to consider group-level effects, as well as effects at the individual level:

- At the **group level**, this involves calculating an effect size which will show whether the intervention group has seen a greater average improvement in resilience and wellbeing over time than the control group.
- At the **individual level**, this involves looking at the percentage of children that have seen their scores improve, stagnate, or deteriorate, in the intervention and control group respectively.

3.3.5. The sampling strategy

All qualitative data collection should rely on the principle of saturation, accordingly, additional FGDs or KIs should be conducted by the consultant/research team as needed.

Separate FGD sessions should be arranged for girls, boys and families / caregivers. The recommended age breakdown is, children (9-13), youth (13-17) and families or primary caregivers. Two to three staff

⁹ Resilience Research Centre, “The Child and Youth Resilience Measure (CYRM) Youth Version - Users Manual: Research,” 2016, <http://cyrm.resilienceresearch.org/files/CYRM/Youth-CYRMManual.pdf>.
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members are expected to run the FGDs depending on the need for translation. It is important that FGDs are implemented with consideration to make persons feel safe and able to express their opinions.

3.3.6. Outputs/ deliverables

In accordance with the scope of work, the key deliverables are:

- Inception report, to be completed within 3 weeks of signing the contract and signed off by Save the Children before the study can start. The Inception Report should include
 - The detailed methodology to be applied for the study, including standardized, child-friendly and participatory tools for primary data collection.
 - Findings of the desk/literature review.
 - Suggested work plan/work flow, that outlines roles and responsibilities, milestones and deadlines.
 - SCI reporting template should be used for the full report
- Tools for qualitative and – if applicable – quantitative data collection, which Save the Children will use in the event of a future replication of the study.
- Analysis of data collected.
- A full report which is clearly structured and documenting the findings, conclusions and recommendations.
- The final reports should consider the comments received from Save the Children and partner organizations. The work plan developed by the Applicant in collaboration with Save the Children will outline mutual responsibilities and time lines for review.

4. Organizational Roles and responsibilities

Save the Children's responsibility:

Save the Children, through its focal point (backed up by a Steering Committee, overseen by the Manager for Program Development and Quality), will be involved throughout the process, and provide technical assistance (i.e. provision of the necessary documents and information, review of the submissions) as well as sign-off of critical mile stones (Inception Report, incl. Methodology, Work Plan and Tools). Practical assistance will not be provided (i.e. in-country travel, accommodation, human resource).

Applicant's responsibility:

The research will be conducted by an experienced multi-disciplinary team of researchers or consultancy firm with experience in designing and conducting research on child development, psychosocial wellbeing, resilience and child protection, especially with the focus on children and young people living as refugees.

Please note that the consultant firm shall not have exclusive copyright of the report, the collected data or the tools.

5. Qualifications and Requirements

The Applicant should have the necessary expertise to carry out a study as per this ToR of highest possible quality. Bidders are required to clearly identify and provide CVs for all those proposed in the assessment Team, **clearly stating their roles and responsibilities** for this assessment. Please name who in the team leads on gender, mixed methodologies, and please provide their CVs. Bidders are required to notify Save the Children immediately if any changes occurred in regards to the team members, contract conditions and firm's conditions and capacities.

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The technical expertise and practical experience should consist of one that can deliver the scope of work and deliverables, in particular, with regards to:

Technical skills: The Applicant must propose a multi-sectoral team as necessary, with technical expertise and excellency in Psychology, Social Work, Child Development, Education, Health, Anthropology and/or any other related field. The Applicant must also demonstrate proven experience in designing, planning and conducting safe and ethical research and in challenging environments.

Familiarity with the context: Strong familiarity with the international literature and issues related to MHPSS in humanitarian contexts and with the socio-cultural context of Middle East and the cultural, political and religious sensitivities relevant to the Syria crisis is needed.

Research project and Organisational experience: The Applicant must show **evidence** of previous and successful provision of similar research services as presented under this ToR. Experience in the use of participatory techniques in data collection, sensitive to gender issues is necessary.

Information management: The Applicant must demonstrate proven experience in design and management of data and information systems, and show familiarity with Monitoring, Evaluation, Accountability, and Learning concepts

Language Skills: The Applicant must possess advanced English and Turkish writing and speaking skills. The Applicant must also indicate how it will manage upcoming language barriers either by securing interpreters or by having team members with necessary skills and sufficient experience in conducting focus group discussions for example Arabic (Reference and production of sample work required)

Working with children: The Applicant must have proven experience and knowledge in the use of participatory and/or child friendly tools and methodologies. The applicant must complete a self-declaration about previous convictions, investigations or disciplinary action in relation to inappropriate behaviour towards children or vulnerable adults.

Country experience: The Applicant or the proposed team must be familiar with the Turkish context and the wider system affecting refugee and migrant children and young people in Turkey, including legal, protection, child protection, education, social service, and health/mental health.

Legality in Turkey: The Applicant must verify ability to legally conduct the study and invoice the service fees pursuant to the accountancy practices applicable in Turkey.

Guiding Principles and Values: The Applicant must commit to adherence to Save the Children's Code of conduct, Child Safeguarding practices, confidentiality and Best Interests of the Child at all times.

Skills and personal traits: The Applicant must demonstrate respect for diversity and the principle of non-discrimination.

6. Application Requirements

The application must include the following:

- Cover letter.
- Presentation of the Applicant articulating previous experience and familiarity with the context (max 2 pages).
- Presentation of the proposed Team Leader and core team members (max 2 pages) and in addition their CVs attached.
- Technical proposal (max. 4 pages) articulating the proposed method for the assignment. Information regarding proposed sampling strategy, field access strategy, work plan and a proposed timeline must be included.

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- Financial proposal including a detailed budget breakdown. The budget must differentiate between fees and reimbursable costs (currency unit: USD), and include VAT, stamp duty, withholding tax and all other taxes and lieu administrative fees.
- Reference from at least one similar assignment with contact person and contact details).

The submission must be in a sealed envelope and delivered to Save the Children Istanbul Office (Save the Children International USO Center Büyükdere Caddesi No.245 Kat:10).
The submission must be in one folder and no later than 30 December 2019, 6pm Turkey time.

7. Inquires

Any inquiries about the ToR or the application, should be directed to Samet Bayrak, Supply Chain/ Procurement Coordinator, Samet.Bayrak@savethechildren.org