

Right to Wellbeing 2025 Initiative

Terms of Reference for Summative Evaluation

1 Background information

Background on the organization

The Norwegian Refugee Council (NRC) is an international non-governmental, humanitarian organisation with 75 years of experience in helping to create a safer and more dignified life for refugees and internally displaced people. NRC advocates for the rights of displaced populations and offers assistance within the shelter, education, emergency, food security, legal assistance, and water, sanitation and hygiene sectors - referred to in NRC as "core competencies".

Description of the Better Learning Programme

Psychosocial Support (PSS) is a cornerstone of NRC's Global Education Strategy (2022–2027), reflecting the organization's commitment to addressing the holistic needs of displacement-affected children and youth. These children and youth face significant barriers to reaching their full potential, often stemming from the psychological and emotional impacts of displacement and trauma.

Recognizing this urgent need, NRC launched the [Right to Wellbeing 2025 \(RtW25\)](#) initiative in 2022, with the aim of enhancing the wellbeing and learning outcomes for half a million children and youth worldwide. A key objective of this initiative has been the institutionalization of NRC's signature classroom-based PSS *Better Learning Programme (BLP)*, within NRC's Education Core Competency (CC). As of end of 2024, six regions and 34 country offices have received direct capacity building and technical support.

To embed BLP into NRC's education programming, a comprehensive process was initiated in 2022, focusing on the following areas:

1. **Global integration and systems set-up:** Establishing the frameworks, tools, and guidelines needed to support implementation and learning, and integrating in existing systems.
2. **Capacity Building:** Creating regional PSS hubs supported by dedicated PSS Managers, equipping education and Monitoring, Evaluation, and Learning (MEL) staff with the necessary skills and knowledge, and certifying Master Trainers within country offices to drive local ownership and sustainability.

3. **Quality Assurance and Standardization:** Developing and disseminating guidance for implementation while providing technical expertise to balance standardization with the flexibility needed for contextualized approaches that address diverse local needs.
4. **Research and Evidence:** Generating data and evidence to validate and refine programme approaches, demonstrate impact, and guide future decision-making processes.
5. **Advocacy and Awareness:** Raising the profile of Mental Health and Psychosocial Support (MHPSS) in education in emergency and the importance of BLP through targeted advocacy and communications.

The initiative is managed by a multi-disciplinary team sitting in a global BLP unit (GBU) composed of the head of PSS, global MEL specialist and advocacy and communication advisor.

2. Purpose of the evaluation and intended use

Overarching purpose

The objective of this summative evaluation is to assess the *Right to Wellbeing 2025* initiative, focusing on the extent to which the *Better Learning Programme (BLP)* has been effectively institutionalized within NRC's education core competency. Additionally, the evaluation aims to document lessons learned and provide actionable recommendations regarding the continuation/conclusion and the sustainability of the institutionalization process. Sustainability will be assessed in relation to the new initiative, *Together for Wellbeing 2030 (TfW30)*, which will be piloted in 2025 and is expected to launch in 2026.

2.2 How will the evaluation be used?

The evaluation will serve as a critical tool for shaping the future of PSS integration within NRC's education programming. Its findings will be used primarily by the Education Global Lead and PSS Head of Unit to refine the strategic direction, ensuring the continued integration of PSS and the sustained delivery of high-quality interventions.

Additionally, the evaluation will provide global, regional, and country office technical teams with a clear framework to identify priorities and implement actionable recommendations. By aligning efforts across all levels, the evaluation will drive meaningful improvements in programme delivery and further institutionalize PSS as a core component of NRC's education strategy.

3. Scope and lines of inquiry

Scope

The summative evaluation will assess the work completed from 2022-2025 to integrate BLP in the education core competency and to build the capacity of five regional PSS managers, 51 master trainers and the education and MEL teams in 34 country offices.

Lines of inquiry

The evaluation should answer the following questions:

Integration of psychosocial support and BLP into systems, tools, strategy and processes:

1. To what extent has psychosocial support (PSS) and BLP been integrated effectively into the education core competency strategy, processes, systems and tools?
2. What are the gaps to achieve a sustainable integration and how to address them?
3. What lessons can be drawn for organizational learning?

Implementation, knowledge and understanding of PSS/BLP at regional and country office levels:

4. How effective and relevant was the capacity building of regional and country office teams?
 - a. How well do the country offices understand the psychosocial needs of children and youth?
 - b. To what extent have country offices acquired the knowledge and skills needed to implement quality BLP directly and with partners?
 - c. How effective and relevant is the Master Trainers model and approach to support quality BLP implementation in country offices?
5. What gaps remain to be addressed in order to achieve sustainable country office capacity?
6. What lessons can be drawn for future capacity building work?

Strategic Future Vision:

7. What strategic direction should the Education Core Competency take to build on the progress achieved so far and ensure the sustainable in-house integration of PSS within the education core competency?

4. Methodology

The evaluation consultant(s) should develop the evaluative methods in line with the lines of inquiry, including an evaluation matrix which sets out for each sub-question: judgment criteria, methodology, source of evidence and sampling framework. It is anticipated that the methodology will include:

- Review of key documents including but not limited to education strategy, GBU strategy and workplan, regional PSS managers workplans, relevant research completed by partners (University of Tromsø, MHPSS Collaborative) in addition to relevant donor proposals and reports.
- Interviews with internal and external key informants and stakeholders.
- Up to three case studies of country offices at various stages of PSS integration in education, capacity building, partnerships and programming.
- A survey could be considered to assess the capacity building levels in all relevant NRC country offices.

The final methodology will be agreed upon during the inception phase.

5. Management of the evaluation

The person responsible for ensuring that this evaluation takes place is the head of the PSS unit. An evaluation manager has been appointed to internally coordinate the process and will be the evaluation team's main focal point.

An evaluation Steering Committee (SC) is established by NRC, with the following members: chair, evaluation manager and steering committee members.

The Steering Committee will oversee administration and overall coordination, including monitoring progress. The main functions of the steering committee will be:

- Establish the Terms of Reference of the evaluation
- Select evaluator(s)
- Review and comment on the inception report and approve the proposed evaluation approach and methodology
- Review and comment on the draft evaluation report
- Establish a dissemination and management plan.

A management response will be developed within one month of the evaluation report being finalised.

A dissemination plan will be developed to ensure that important learning is shared with internal and external stakeholders.

6. Timeframe and deliverables

The consultancy is expected to start on 7 April and end by 26 September, 2025. The consultancy will be home-based. Approximately 40 days are expected for this consultancy.

Deliverables	Deadline
Inception report	9 May
Data collection	13 June
Validation session of preliminary findings	19 June
Final report, maximum 25-30 pages. Case studies are separate documents from the report, maximum 4 pages each.	22 August
Two presentations for internal and external stakeholders	September
External briefing note to share with donors	September

7. Evaluation consultant team

NRC seeks expressions of interest from people and teams with the following skills/qualifications:

- Senior evaluation experts, with a minimum of eight years of experience.
- At least 7 years of professional experience in programme evaluation in the context of humanitarian aid, with demonstrated competence in applying qualitative and quantitative evaluation methods.
- Extensive experience in evaluating programme development and institutionalization work in humanitarian organizations.
- Knowledge of psychosocial support programming and education in emergency.
- Extensive experience evaluating capacity building programmes.
- High proficiency in English, including strong report writing skills.

8. Application process and requirements

Application Deadline: 17 March 2025, 12 pm GMT+1.

Interview dates: March 2025

We strongly encourage bids from teams' consultants.

Bids must include the following:

- Proposal including outline of evaluation framework and methods, including comments on the TOR, proposed time frame and work plan (bids over 5 pages will be automatically excluded).
- Proposed evaluation budget, with clear breakdown of costs and fees.
- CVs

Submit completed bids to nrc.rtwevaluation@nrc.no



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