



Terms of Reference:  
External Evaluation of the Superar Programme in Bosnia and Herzegovina, Hungary and Slovakia, 2021-2024 (EESP 2021-2024)

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## A. Background information and purpose

### A.1. Background information

Superar was founded in 2009 by the renowned Viennese institutions Wiener Konzerthaus, Wiener Sängerknaben and Caritas of the Archdiocese of Vienna. Under its previous name “Vorlaut”, Superar supported 350 children in the subject of choir singing at three primary schools in Vienna.

In 2012, Superar started its activities in Switzerland – the first programmatic location outside of Austria. In 2013, a project across these locations resulted in the foundation of the orchestra, which would be Superar’s first freely accessible instrumental programme. The same year marked the start of further programmatic locations: Styria and Vorarlberg in Austria, as well as Slovakia and Romania.

2014 marked a further milestone as Superar opened the doors to its new administrative and musical centre in Vienna’s historical Brotfabrik in the district of Favoriten. In 2015 started operating in Liechtenstein. In 2016, Superar began its activities in Bosnia and Herzegovina. In 2018, the first cooperation with Vienna’s State Opera took place, and the programme locations in Wien Mödling and Hungary were founded.

Today over 3,000 children from seven European countries sing and create music together across borders. Our aim is to keep on growing and moving ever closer together.

Superar’s mission is to develop and offer free, high-quality music programmes to young people, especially from disadvantaged backgrounds that

- equip every participant with essential skills to fulfil their potential to cultivate a lasting sense of community and belonging to society; and
- create a nurturing environment in schools, pre-schools, kindergartens and community centres that fosters individual growth and team spirit.

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We seek ways to extend the benefits of the Superar approach more broadly in education systems beyond Superar's direct reach.

In 2016, Superar Austria contracted Renate Steger to conduct an external outcome evaluation as part of its 5-year anniversary. Since then, Superar has expanded its reach significantly, and through funding from the International Foundation (IF) is seeking to carry out a formative mid-term evaluation in order to assess effectiveness, gather evidence and identify ways to improve programme delivery.

## **A.2. Evaluation purpose**

Superar is currently active in seven European countries. In 2021 the network received funding from the International Foundation (IF) for the locations in the Superar network to align their strategy, teaching elements, and monitoring and evaluation systems, particularly in Austria, Bosnia & Herzegovina, Hungary and Slovakia. As part of the project, the Superar network developed a comprehensive Theory of Change and logical framework along with a monitoring framework for data collection and evaluation.

In light of the above developments and significant expansion since its foundation in 2009, Superar is seeking an external evaluator to carry out a formative evaluation of Superar's effectiveness, relevance, sustainability and equity in the three network countries Bosnia and Herzegovina, Hungary and Slovakia, which will contribute to results-based decision making in this stage of Superar's operational and programmatic development. The external evaluation forms part of the Superar International Network programme funded by IF until 2025 but will inform decision-making beyond this period.

Year 1 of the evaluation (school year 2022/23) will form the basis for an Inception Report and serve as a foundation for the formative evaluation to be carried out during Year 2 (school year 2023/24).

The primary audience for the evaluation is Superar management in Austria and across the three geographic locations, as well as its funders. For accountability and learning purposes, the secondary audience envisioned are Superar staff (tutors and administrative staff), participating

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schools, and other participating Superar locations, as well as programme beneficiaries and education ministries and/or education officials.

## B. Evaluation objective, criteria and questions

### B.1. Evaluation Objective:

The overall objective of the evaluation is to assess the programme's effectiveness, gather evidence and identify ways to improve programme delivery.

The sub-objectives of the evaluation are to:

1. assess if the current programme delivery model responds to the needs of its target population (comparison between countries and curricular vs extra-curricular programmes);
2. facilitate learning and collect evidence on Superar's ability to achieve its desired outcomes (effectiveness) for:
  - a. young people (in particular vulnerable and marginalised children) as the primary target group;
  - b. teachers (to reach more children and young people indirectly); as well as
  - c. schools and potentially education systems (see mission);
3. evaluate the sustainability of its benefits for participants.

The programme's desired outcomes have been defined in the logical framework as:

- improved school class cohesion (improved class environment, class behavior);
- improved socio-emotional and musical competencies and wellbeing of direct beneficiaries (6 -10ys); and
- increased Superar capacity to reach direct and indirect beneficiaries effectively.

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## B.2. Evaluation Criteria and Questions:

Criteria	Questions	Data used and analysis
Effectiveness	To what extent is the Superar programme delivering its desired outcomes for its key target beneficiaries?	Monitoring data  Stakeholder interviews
	Are there any insights from stakeholders that would allow the programme to be implemented more effectively?	Stakeholder interviews and/or surveys
	Are there any insights from stakeholders that would allow the programme to be implemented more equitably?	Stakeholder interviews and/or surveys
	To what extent are the benefits of Superar extended into schools and education systems more broadly?	Stakeholder interviews and/or surveys
Relevance	Do the programme objectives and implementation respond to the needs and challenges of target beneficiaries?	Desk review  Stakeholder interviews
	Are there any insights from stakeholders that would increase the programme's relevance to target beneficiaries?	Stakeholder interviews and/or surveys
Sustainability	Is the Superar programme on path to sustaining the benefits to its target beneficiaries?	Desk review  Stakeholder interviews

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## C. Evaluation scope, approach, methodology and data sources

### C.1. Evaluation scope

#### Timeframe

The timeframe for the evaluation starts (retrospectively) in September 2021 and ends in August 2024. The evaluator(s) will be expected to start the review of the current monitoring framework, monitoring data and the development of the detailed evaluation plan and methodology during school year 2022/23, while primary qualitative data collection should be carried out during the school year 2023/24, with the final evaluation report due in November 2024.

#### Geographic area

The geographic scope of the evaluation is limited to Superar activities in Bosnia & Herzegovina, Hungary and Slovakia, but does not include Superar activities in its other participating countries (Austria, Switzerland, Romania, and Liechtenstein).

### C.2. Evaluation approach

Mid-term (formative) evaluation with non-experimental design.

### C.3. Evaluation methodology

Mixed methods, based on desk review, collection and analysis of primary qualitative data (key informant interviews and group interviews) and analysis of quantitative monitoring data.

### C.4. Data Sources:

#### Provided by Superar:

- Programme documentation (Mission reports, IF proposal documentation, meeting minutes, other country documents)
- Background information and context on country education systems
- Evaluation Renate Steger 2016

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- Monitoring data on outputs starting from school year 2021/22 (quantitative), collected at least 2 x per school year
  - anonymized number of beneficiaries broken down by gender, type of class (extra-curricular, curricular, choir, instrumental), and marginalization dimensions;
  - number of tutors, performances, international exchanges;
  - number of teachers and pre-service teachers trained;
  - number of participating schools and other locations;
  - number of contact hours;
  - number of in-house workshops for tutors;
  - number of teachers trained in training & mentoring programme; number of promotional workshops.
- Outcome indicators (mainly quantitative, some qualitative):
  - share of classes showing improvement in class cohesion and socio-emotional competencies (results from a teacher survey);
  - share of classes showing improvement in participants' musical skills (results from participant self-assessment and observations by musical directors);
  - number of teachers & other educators using elements of the Superar approach.

**Primary data to be collected by evaluator:**

The evaluators will be expected to carry out key informant interviews or group interviews with at least 10-15 respondents per country, and/or surveys of programme management (BIH, SK and HU and international), Music/Artistic Directors in all three locations, music tutors all locations, domain experts, donor representatives, beneficiaries and other respondents as per evaluation methodology and plan agreed.

Where possible, the evaluators should include secondary (adult) programme beneficiaries and parents of primary beneficiaries as respondents, and sampling should be random, combining convenience sampling with snowball sampling (respondent as recommended by other respondents).

The evaluators are expected to carry out a limited number of site visits to collect qualitative data (at least 1 per target country) as per evaluation methodology and plan agreed.

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## D. Evaluation governance and accountability

### Evaluation Governance

The evaluation will be managed by the core evaluation management team composed of four members (one representative per target country and one in Austria) who will be the main points of contact for the evaluators. A steering committee will be composed of members of the Superar board, management, funders as well as primary beneficiaries (school directors/teachers), ensuring each country within the scope of the evaluation is represented, and will act as a neutral governing body of the evaluation, sign off on deliverables and ensure the evaluation fulfils its objectives. The main contact person for the evaluation will be the Superar International M&E Officer in Austria.

## E. Professional qualifications

In order to cover the three geographical areas, Superar wishes to engage a lead evaluator supported by junior evaluator(s) able to carry out interviews and review documents in the three national languages.

### Desired Qualifications (lead evaluator)

- Master's Degree (or higher) in education policy, economics, evaluation, sociology or related disciplines
- 5 years or more work experience in external evaluations and social science research
- Previous experience with education-related evaluations in the region of Superar programme implementation
- Excellent skills in English (written and spoken), other languages of programme countries (BSC, Hungarian, Slovak) are a plus

We ask the lead evaluator to specify potential candidates for junior evaluators in the proposal.

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## F. Evaluation tasks, timeline and deliverables

The external evaluator(s) will be tasked with reviewing the newly developed monitoring framework and related monitoring tools (in school year 2022/2023) with view to its suitability as a basis for answering the evaluation questions.

This will form the basis of the Inception report and serve as a foundation for a programme evaluation to be carried out during the school year 2023/2024.

<b>Timeframe</b> (deadlines in bold)	<b>Tasks</b>	<b>Activity/ Deliverable</b>	<b>Additional information</b>	<b>Days estimated</b> (BiH, HUN, SVK)
<b>May 26</b>	Submission of proposal, including: <ul style="list-style-type: none"><li>- a draft evaluation plan,</li><li>- proposed evaluation methodology,</li><li>- timeline,</li><li>- evaluation team,</li><li>- budget</li></ul>		Questions for the proposal can be submitted until May 12, 2023, and answers will be provided by May 19.  Proposals submitted by May 26 will be reviewed by the steering committee and a final decision is expected by <b>June 7, 2023.</b>	n/a



<p><b>June 12-16, 2023</b></p>	<p>Kick-off: familiarisation with the Superar team and programme, review the programme's TOC, M&amp;E framework and data collection instruments developed, with a view to using the data collected for later evaluation</p>	<p>Kick-off meeting</p>	<p>The lead evaluator to meet online with the steering committee to set expectations and answer any open questions.</p>	<p>5</p>
<p><b>July 3, 2023</b></p>	<p>Inception: Develop an evaluation approach and evaluation plan, methodology, data collection plan and timeline for data collection in the school year 2023/24; in consultation with Superar management and M&amp;E staff.</p>	<p>Inception Report</p>	<p>The envisaged length of the inception report is 10 pages with additional appendices as required. The report is to be presented in an online session and finalised based on feedback provided. Steering committee to approve the final report.</p>	<p>5 (lead)+2 (junior)</p>
<p><b>September 2023 – July 2024</b></p>	<p>Qualitative data collection based on the previously agreed approach and plan (indicatively at least 10-15 respondents per country through key informant interviews, online focus groups or surveys).</p>	<p>Data collection</p>	<p>At least 50% completed by March 31 (for interim report).</p>	<p>11 (3 HUN, 3 BiH, 5 SVK)</p>



<b>March 31, 2024</b>	Interim: Provide an outline on the progress of evaluation to date, present first results and resolve any outstanding issues or questions.	Interim Report (10 pages)	<p>At least 30-50% of fieldwork to be completed and some preliminary analysis.</p> <p>The envisioned length of the interim report is 10 pages with additional appendices as required. It should be structured in the format of the final report, including country reports and synthesised overall report, and executive summary.</p> <p>The report is to be presented in an online session to the steering committee and amended according to feedback provided.</p>	12
<b>August 2024 - November 30, 2024</b>	Data Analysis and writing of final evaluation report including: <ul style="list-style-type: none"><li>- 3 Country reports (15-20 pages each),</li><li>- Synthesised report (25 pages plus appendices).</li></ul>	Final Evaluation Report (25 pages)	The final synthesised evaluation report should be 25 pages long, provide a summary of the key methodology, results and	18 = 3 days per country report, 6 days synthesis report, 3 days to



		Country Reports (15-20 pages each)	key recommendations of the country reports. The envisaged length of the country reports is 15-20 pages each with additional appendices as required. The final report is to be presented as pre-final in an online session to the steering committee and finalised based on feedback provided; The final report is to be presented in an online session to all relevant stakeholders (country management, donor representatives, key partners, beneficiaries).	present (1 per consultant)
			Total days estimated	<b>53 days</b>



## G. Evaluation Budget

Overall budget (including taxes)	27.850 EUR
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## E. Contact

Proposals as well as pre-proposal questions related to the ToR are to be submitted to Superar International's M&E Officer Alice Bayer ([alice.bayer@superar.eu](mailto:alice.bayer@superar.eu) / cc [office@superar.eu](mailto:office@superar.eu))



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