

**Terms of Reference
for Research and Evaluation**

Final Evaluation
for Save The Children Indonesia-Australia NGO
Cooperation Program
Child Protection and Early Childhood Education
Programming
Lessons Learned from Families First and TRANSISI
Projects
2017-2021
March 2021

1. PROJECT SUMMARY

Name of the project	Families First (FF) & TRANSISI
Project Start and End dates	1 August 2017 – 31 July 2021 (FF & TRANSISI)
Project duration	4 years
Project locations:	FF Project: Kupang and Lampung for year 2017 – 2018 and Makassar, Malang, and Jakarta (National) for 2018- 2021 TRANSISI Project: North Lombok District-NTB 2017-2021
Thematic areas	Child Protection & Child Education
Sub themes	Appropriate Care & Early Childhood Care Development (ECCD)
Donor	ANCP DFAT
Estimated beneficiaries	FF Project: 39,693 (28,337 children aged 0-18 years old and 11,356 adults). TRANSISI Project: 2,509 children aged 3-6 years old and adult from targeted ECCD Centre.
Overall goal of the project	Families First Project aims to build the capacity of National/Sub National Government and Community based social services in implementing, mainstreaming and scale up of child protection and care good fit practices, including positive parenting, case management, child safeguarding policy, child friendly juvenile justice and psychosocial support. TRANSISI Project aims to improve child development outcomes and school readiness of girls and boys aged 3-6 in NTB through strengthening the quality of ECCD services.

2. EVALUATION OVERVIEW

Type of evaluation	Final Evaluation
Expected evaluation methodologies	<ul style="list-style-type: none">- Qualitative approach (in depth interview, focus group discussion, observation, and secondary data review).- Quantitative approach (survey)
Number of evaluators	We expect to work with Consultancy Firm experienced in research and evaluation, have thematic expertise on child protection system and child education (ECCD) program, and cross cutting issue (i.e., gender and social inclusion).
Expected start/end dates, Number of workdays	29 March – 6 July 2021
Deadline for receiving applications and address	19 March 2021 Procurement.Indonesia@savethechildren.org

3. PROJECT OVERVIEW

This following matrix summarizes the overview and key component of Family First Project and Transition Project. The information helps all applicants understand both projects then determine the evaluation approach and criteria that capture core interventions of each project.

	FAMILY FIRST (FF)	TRANSISI
Project Background and Context	<p>Violence against children increased and impacted to multi-dimension on children’s development. Save the Children’s objective is to strengthen the Child Protection System at all level and in all their constituent components, with the goal being to effectively protect children. An effective and high performing child protection system consists of a collection of interlinking components at different levels in society. When properly coordinated, components of a rights-based national child protection system strengthen the protective environment around each child and their family.</p> <p>Eight components of Child protection system: 1) Legal, Policy, and Regulatory Framework, 2) A National Strategy, 3) Meaningful coordinator across sectors at different levels, 4) Strengthening social services workforce, 5) Local preventive and responsive services, 6) Attitude and practice, 7) Mobilizing adequate resources, and 8) Data Collection system.</p>	<p>ECCD programs ensure that young children fulfil their right to healthy development and education which help them reach their potential. There is mounting evidence from around the world demonstrating that the first years of life are critical in the development of children as they shape cognitive, social and language skills, as well as lifelong approaches to learning.</p> <p>Many factors contribute to strengthen ECCD program. Improve capacity of ECCD teachers and facilitator on how to deliver active and child cantered learning process, as well as improving the quality of learning environment of ECCD centres. Raise awareness and build capacity of parents and caregivers on play-based education practice and positive parenting. Moreover, strengthen and advocate local government to allocate fund from the central government for ECCD integrated services.</p>
Project Objective	To build the capacity of National/Sub National Government and Community based social services in implementing, mainstreaming and scale up of child protection and care ¹ good fit (culturally or contextually relevant) practices, including positive parenting, case management, child	To improve child development outcomes (i.e., language development and communication, cognitive, physical and socio-emotional) and school readiness of girls and boys aged 3-6 in NTB through strengthened Early Childhood Care and Development (ECCD).

¹ Children and Family Support Center Model (Pusat Dukungan Anak dan Keluarga-PDAK)

	FAMILY FIRST (FF)	TRANSISI
	safeguarding policy, child friendly juvenile justice and psychosocial treatment.	
Intervention Component	<p>Families First project mostly focuses on these four child protection components: Local Preventive & Response Services, Legal, Policy, and Regulatory Framework, Mobilizing Adequate Resources, and Strengthening Social Services Workforce, with the four core interventions:</p> <p>1. Support/prevention Increasing families' understanding and capacity to prevent any form of neglect, exploitation and violence in institutionalization setting through 1) Partnership with government program such as PKH or PKK program, and 2) Promoting positive discipline parenting session.</p> <p>2. Direct response Strengthen case management capacity among social workers and integrate case management into universities in Malang (University Muhammadiyah) and Makassar (STKS) curriculum.</p> <p>3. Legal Child Safeguarding Reform Capacitate national, provincial, and district laws to have legal safeguards to children, through 1) Training on child safeguarding and psychosocial support for law enforcers; 2) Quarterly learning meeting with law enforcers to discuss case handling.</p> <p>4. Advocacy Advocates policy change to support prevention, response, and child safeguarding reform, including sustainable program and budgeting, resources mobilization, and use of integrating e-learnings and online case management monitoring tools to optimize child protection system.</p>	<p>The TRANSISI Project has three strategic outcomes:</p> <ul style="list-style-type: none"> - Established and functioned safe, healthy, protective, inclusive, child-centered learning and playing spaces /environments for girls and boys aged 3-6. - Improved knowledge, practice and participation among caregivers to ensure children's development outcome particularly in post emergencies context. - Enhanced capacity among local government and civil society to deliver quality Holistic-Integrated ECCD services during and post 2018 earthquake and COVID-19 pandemic) <p>TRANSISI Project coordinated with relevant departments at District level in North Lombok to ensure education, health, protection and care basic services are provided for children. TRANSISI Project help to ensure children are not miss out from school but regain a sense of normalcy in a safe, non-violent, and effective child-centred learning and playing environment.</p> <p>When COVID-19 hit, TRANSISI provide hygiene kits for children and communities, public handwashing facilities, and mask for health workers, and COVID-19 messaging through various channels. TRANSISI collaborated with ECCD HI taskforce to roll out parenting session.</p>

	FAMILY FIRST (FF)	TRANSISI
Issues/Area of program	<ul style="list-style-type: none"> - Child Protection - Project activity adaptation due to COVID-19 response 	<ul style="list-style-type: none"> - Child Protection and ECCD HI - Project activity adaptation due to COVID-19 response
Beneficiaries Characteristic	<ul style="list-style-type: none"> - Parents or Caregivers - Government program field worker/ facilitators - Institution Social Worker and Case Worker - Law Enforcers - Children / Children with Disability (age 0-18) - Government official at national and subnational levels - University Intern-student as Intern from STIKS Makassar and Universitas Muhammadiyah Malang - DPO, CSO, and other NGOs 	<ul style="list-style-type: none"> - Parents or caregivers - ECCD Children (girls and boys aged 3-6) - ECCD Teachers - ECCD Managers - ECCD Committee - Local Government official (i.e., Bappeda, Education, ECCD-HI Taskforce), Family Welfare) and BUNDA PAUD.
Cross Cutting	<p>FF mainstreams Gender Sensitivity and Disability Inclusion in its activities:</p> <ul style="list-style-type: none"> - Parenting: male involvement in positive parenting - Gender sensitive in Case management, CSG, and Psychosocial Support: equal services for boys and girls. - Disaggregated gender data <p>Disability inclusion.</p> <ul style="list-style-type: none"> - Accessibility to project's intervention and services - Inclusive participation (involving DPO/ Parents of Children with Disabilities in our program) - Case management among children with disabilities - Disaggregated disability data 	<p><u>Gender (male caregivers' involvement)</u></p> <p>Male gender involvement in parenting session</p> <p><u>Inclusion (disability)</u></p> <ul style="list-style-type: none"> - Accessibility to project's intervention and services - Inclusive education training for targeted ECCD Centre and relevant government and stakeholders - Disability People Organization (DPO) involvement and participation during COVID-19 response

	FAMILY FIRST (FF)	TRANSISI
Data available from project documentation	<ul style="list-style-type: none"> - Parenting Outcome Monitoring (Pre-Post data Y2-Y4) (Parenting practice after Parenting session) - Outcome Monitoring: Application of Case Management PDAK Model - Outcome Monitoring Legal safeguard: knowledge and practice on CSG and psychosocial among trained Law Enforcers. - Project regular report, Annual report, Midterm review report. - Indicator Tracking Table - Beneficiaries data base & activities tracker 	<ul style="list-style-type: none"> - Outcome monitoring on ECCD Safe learning spaces - Parenting Outcome Monitoring - Advocacy log database - Project annual report - Beneficiaries data base & activities tracker - Success story - Complaint and Feedback Mechanism dashboard - Children consultation report - IDELA Report 2018 -

EVALUATION METHODOLOGY

3.1 Rational for Evaluation

While we understand that both projects have different intervention components, target beneficiaries, and strategies, we decided to have a joint evaluation in order to:

- Optimize the effective use of project resources (money, time, and energy) in managing the evaluation from TOR development, recruitment and contracting process, inception report, tool development, as well as deliverables review and finalization process
- Enable SC (from the organizational perspective) to explore common issues around those both projects' implementation (e.g., program management, application of MEAL system, implementation fidelity, operation/support system, children's participation, gender and social inclusion, local capacity building, coordination to ensure local ownership and leadership).
- Learn effectively from cross projects from different context, particularly in applying common approach (e.g., positive parenting) that help us to understand and compare how our implementation approach affect the end results.
- Focus in assessing and examining all evaluation criteria (e.g., relevance, fidelity, effectiveness, sustainability, lesson learned, etc.) of each FF and TRANSISI project and not to overlook the uniqueness of each project' background, context, and needs.

3.2 Purpose and objective

The main purpose is gathering robust evidence that are useful to determine projects success and failures from which SC and stakeholders gain lesson learn and knowledge to inform future program interventions. The objectives of this joint evaluation are:

1. To assess the **relevance** of projects' design, intervention strategies, adapting the activity implementation due the COVID-19 pandemic situation.
2. To evaluate each project's results delivery in quality and quantity (**effectiveness**) by comparing actual achievement and target and including intended/unintended as well as positive/negative outcomes.
3. To examine the extent of **implementation fidelity**, what went well, what should have been done better, and identify major contributing factors of success and failures.
4. To identify intervention components are likely to be **sustainable and replicable** and what resources and assumptions are required to scale up the intervention and in which context.
5. To document the **lessons learned** from the project implementation, including those pertaining to approaches, project management, MEAL implementation, child participation, gender and social inclusion, local capacity building, coordination and partnership.
6. To generate **conclusive analysis, recommendations, and actions** for follow up to inform Child Protection and ECCD Programming and the higher strategic purpose of SC organization (the breakthrough: Survive, Learn, and Be Protected)

3.3 Scope

The evaluation will focus on the following scope:

Family First Project:	TRANSISI Project
<p>Y1 project implementation (2017-2018)</p> <ul style="list-style-type: none"> - Focus on Long term outcome of Case Management PDAK model practice in the relevant institutions. - Kupang and Lampung <p>Y2 to Y4 project implementation (2018-2020).</p> <ul style="list-style-type: none"> - Focus on four components mentioned on intervention components (Prevention, Direct response, Legal child safeguarding reform, advocacy) - Makassar, Malang, and Jakarta (National) 	<p>Entire project implementation period (2017-2021)</p> <p>Two subdistricts (Kayangan and Bayan) in North Lombok District. Focus on:</p> <ul style="list-style-type: none"> - Provision of safe learning and playing space. - Knowledge and practice among parents, caregiver, community, teachers, and stakeholders - Local government and civil society capacity to deliver the quality of HI ECCD - Project managerial, operational, adjustment, and implementation

3.4 Evaluation Questions

The evaluator will be required to undertake consultation with the SC Evaluation Committee at the commencement of the evaluation to further refine the evaluation questions. Below is the list of questions that might be selected on this final evaluation:

Criteria	Questions
FORMATIVE EVALUATIONS	
<p>Relevance (The extent to which the project's objectives and design are consistent with current context, challenges, and concerns and with the needs and priorities of beneficiaries).</p>	<p>Both Projects:</p> <ul style="list-style-type: none"> - How appropriate was the original project design for achieving the intended results? - To what extent the project remains relevant to the needs of all targeted beneficiaries, did the projects reach most vulnerable people (and or most strategic stakeholders)? - To what extent intended outputs/results of both projects are consistent with national/ local policies and priorities? - Which objectives, design, strategy or approach/ were need to be adapted to remain relevant and effective in the COVID-19 situation as well as for potential future implementation. - Which intervention adaptations were successful or less/not successful for COVID-19situation?

Criteria	Questions
IMPLEMENTATION/PROCESS EVALUATIONS	
<p>Fidelity (the extent to which the implementation follows the standard quality benchmark)</p>	<ul style="list-style-type: none"> - To what extent both projects were implemented as intended (e.g., using Common Approach) and meet quality benchmark? What were the implementation 's barriers/challenges and enablers/supporting factors ? - How effective were the project approaches to ensure accountability to children, to the wider communities as well as to local government? - How did feedback and complaints from children inform/influence decision making? How about the wider communities? How about with local governments? - How have the children, their needs and aspiration been consulted and accounted during the project design and implementation? - How were children meaningfully involved in the project design and implementation? What impact did this have on the outcome of the project? - To what extent has SC Indonesia accountability mechanism contributed to strengthening the ownership of project participants and local government in target areas? - <i>What different (and or similar) contributing factors were identified for FF and Transisi?</i>
<p>Process</p>	<ul style="list-style-type: none"> - To what extent both projects' advocacy works to achieve projects' objectives? - <i>What are the most effective project's tactics to achieve its advocacy objectives?</i> - To what extent has SC Indonesia used a project evidence (key assessments, e.g. baseline and mid-line, and monitoring records) to meet the relevant needs throughout each project life (with unexpected radical changes per year over 4 years) - How different (and or similar) steps have FF and Transisi taken for practicing the evidence-driven project adjustment planning? What successes and gaps were identified per project? - What is the utilization and implementation of adaptation of Positive Parenting during COVID-19 in supporting knowledge, attitude, practice changes on physical and humiliating punishment? What are the factors prevent and enable this adaptation? - How does the implementation of case management practices during COVID-19 to response different type of violence and children's characteristics, such as age, sex, or other characteristics? - What are the lesson learn in terms of adjustment to apply case management during COVID-19 (including case management steps, referral, tools, ensuring child safety, etc.)? - What is the utilization and implementation of adaptation of Monitoring and Reporting Online of Case Management (MOKA) in DKI Jakarta to strengthen data collection, case

Criteria	Questions
	reporting, and tracking? What are the factors prevent and enable this adaptation? -
OUTCOME EVALUATIONS	
<p>Effectiveness (the extent to which a project has or is likely to achieve its intended/unintended immediate results, and the likelihood to achieve its objectives; identify the major reasons and key lessons to inform future implementation)</p>	<ul style="list-style-type: none"> - What is the project status with respect to target outputs in terms of quantity, quality, and timeliness? What factors impede or facilitate the production of such outputs? <p>Specific to Family First:</p> <ul style="list-style-type: none"> - How and to what extent field workers applied positive parenting approach through their work as parenting facilitator? What were the main factors that contributed to whether activities resulted in intended outcome? - How effective have the partnership with government program (PUSPAGA, PATBM, PKH, PKK, and DPO) and positive parenting session been? To what extent have these components supported parents and caregivers in applying the positive parenting approach and violence-free discipline strategies in daily life? - To what extent the Case Management PDAK Model being applied by social service workers? How effective have the activities implemented in strengthening the capacities of social workers in case management? - To what extent the law enforcers' knowledge and skills on CSG, Child friendly juvenile justice, and psychosocial treatment in working with young people and children being strengthened? How effective the activities implemented to contribute to that outcome? <p>Specific to TRANSISI:</p> <ul style="list-style-type: none"> - What and how the project implementation, contributes to the access and provision of a safe, healthy protective, inclusive, and effective child-centred playing learning environment? Is there any contribution made from ECCD Committee, teachers, and managers, and how effective their involvements in achieving the outcome? - How effectively do parenting classes impact parents/caregivers' knowledge, practice, and participation in supporting their children's health, safe development, and learning of ECCD during and post emergencies? especially for the male parents/caregiver group. - To what extend the strengthened of local government and civil society impacted their support for delivery of quality Holistic-Integrated ECCD services during and post emergencies (2018 earthquake and COVID-19 pandemic). - What adaptations to EiE programming have maintained the effectiveness of those programmes in contexts in which COVID-19 has added to a pre-existing emergency? -

Criteria	Questions
<p>Sustainability (The extent to which the outcome arising from the project are likely to continue after activities have been completed, or the extent to which the project is likely to continue over time)</p>	<ul style="list-style-type: none"> - What is the level of local ownership of the outcomes of both projects within their targeted beneficiaries (FF: Positive parenting, case management PDAK, CSG, and Psychosocial support, e-learning (Parenting & CM) and application platform (CM), Case Management Internship program; TRANSISI: HI-ECCD)? - What are the prospects for further development of related interventions after the end of external support? - To what extent are the requisite institutional capacity (systems, structures, staff, expertise, funding, etc) exist to ensure intervention sustainability. - How and to what extent Case Management PDAK model on FF interventions in Kupang and Lampung being applied by social services workers and child protection institutions three years after the end of the project? What can we learn from that? - How does the legalized District HI ECCD Decree impact basic HI ECCD services at district and village levels? To what extent will HI ECCD Taskforce at the district and village levels work effectively with this District HI ECCD Decree regulation in the future?
Cross cutting question	
<p>Gender sensitivity and disability</p>	<ul style="list-style-type: none"> - How has both projects incorporated different needs and accessibility of boys and girls, men and women, and people and children with disabilities in the projects interventions? - What are the gender and disability inclusion gaps that both projects addressed and what are the results, what remaining aspects need to be considered further? - What are the challenges to meaningfully involve girls, boys, women and men, people and children with disabilities in the project activities?
<p>Way forwards</p>	<p>For both FF and TRANSISI</p> <ul style="list-style-type: none"> - What examples of innovative sustainable good practice can be seen in each/both project? - What general lessons can we draw from these projects? - What measures that are still needed to make to the project to ensure smooth transition and connectedness with long term government programming?

3.5 Evaluation Methodology

Research design and sampling

To answer key evaluation questions, this study is designed to use qualitative and quantitative approach, appropriate qualitative method such as In-depth Interview, FGDs, Desk review, and Observation will be used for data collection processes. Besides, the quantitative approach will be used to measure the project outcome achievement based on each outcome indicator stated on the project logical framework. The evaluator will investigate the targeted beneficiaries, stakeholders, and project team.

Data

All primary data collected during the evaluation must facilitate disaggregation by gender, age, location, and disability status. STC will provide guidance on tools and classification schemes for this minimum dataset.

Existing STC data sources that can be drawn on in the evaluation include:

- Project Logical framework
- Project Baseline Study Report
- Project Report
- Monitoring, Evaluation, Accountability, Learning (MEAL) Data (e.g IPTT, Outcome Monitoring report, Mid-term Evaluation report, QB Monitoring database, CFM in brief)
- Communication materials, including Case Study

Save the Children will not provide enumerators to assist with primary data collection and the data collection tools that can be drawn in this evaluation. Data triangulation is expected for this evaluation. It will be a requirement of the evaluation team to source additional external data sources to add value to the evaluation, such as government administrative data.

The Evaluator is required to adhere to the Save the Children Child Safeguarding, Data protection and Privacy policies throughout all project activities.

Methodologies

These following methodologies are expected to apply on the evaluation, but not limited to (select as relevant):

1. Desk review of key documents, including project documents, prior evaluation reports, monitoring reports, IPTT, and other documents relevant.
2. Key Informant Interviews with key project staffs and representatives of the project's stakeholders (local government.)
3. Focus group discussions with targeted beneficiaries and stakeholders.
4. Randomized sampling surveys of targeted beneficiaries or groups of stakeholders
5. Collection of most significant change story or human-interest story.

There will be discussion between the evaluation committee and the selected evaluator on the methodology and work plan. This occurs after the contractor have had the chance to review background materials and monitoring data, and after speaking with key project personnel. This discussion can take the form when evaluator draft **inception report**.

4. ETHICAL CONSIDERATIONS

It is expected that this evaluation will be:

- **Child participatory.** Children should be meaningfully involved in the evaluation as a holistic process and not only as informants. Refer to the Practice Standards in Children's Participation; SCA Storytelling guideline and ACFID research with children guideline (SCI) and Global Indicator technical guidance (SCI M&E handouts Package, Volume 2).
- **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 evaluation must be guided by the following ethical considerations:
 - **Respect for People** - evaluators respect the security, dignity and self-worth of respondents, project participants, clients, and other evaluation stakeholders.
 - **Informed Consent** - all participants are expected to provide informed consent following standard and pre-agreed upon consent protocols. This is to ensure that they can decide in a conscious, deliberate way whether they want to participate.
 - **Child safeguarding** – demonstrating the highest standards of behaviour towards children
 - **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.
 - **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 evaluation should be conducted so that findings and conclusions are correct and trustworthy
 - **Systematic Inquiry** - evaluators conduct systematic, data-based inquiries.
 - **Competence** - evaluators provide competent performance to stakeholders.
 - **Integrity/honesty** - evaluators display honesty and integrity in their own behavior and attempt to ensure the honesty and integrity of the entire evaluation process.
 - **Responsibilities for general and public welfare** - evaluators articulate and take into account the diversity of general and public interests and values that may be related to the evaluation.

It is expected that:

- Data collection methods will be age, gender appropriate, accessible and inclusive.
- Evaluation activities will provide a safe, creative space where children feel that their thoughts and ideas are important They will receive feedback after the evaluation ends.
- A risk assessment will be conducted that includes any risks related to children or young people's participation.
- Informed consent will be used where possible.

The Evaluation team will be required to obtain approval from a Human Research Ethics Committee. Save the Children [\[will/will not\]](#) provide assistance with this process.

5. EXPECTED ACTIVITIES AND DELIVERABLES

The evaluation deliverables and due dates (subject to the commencement date of the evaluation) are outlined below. The Evaluator will advise SC Evaluation Committee immediately of any risks or issues that may impact on their ability to provide the deliverables by these due dates.

5.1. Expected Activities

No	Target Activities	Number of days	Due Date
	The Evaluator commence his/her work		29 March 2021
1	Desk review, literature search and discussions with key project staff	4	2 April 2021
2	Develop and submit inception report for approval	4	7 April 2021
3	Develop data collection instruments	3	13 April 2021
	SC Indonesia and SCA feedback and agreement of Inception report and tools	n/a	20 April 2021
4	Develop and facilitate data collection training	3	26 April 2021
5	Field data collection	15	25 May 2021
6	Report on training and completion of data collection	2	28 May 2021 *adjustment with Eid-Fitr leave
7	Clean and analyse data	5	4 June 2021 *adjustment with Eid-Fitr leave
8	Prepare and submit 1 st draft report	4	10 June 2021
	SC Indonesia and SCA feedback and agreement of 1 st draft report	n/a	17 June 2021
9	Prepare and submit 2 nd draft report	4	23 June 2021
	SC Indonesia and SCA Feedback and agreement of final report	n/a	29 July 2021
10	Finalize report in line with SC feedback	4	2 July 2021
11	Present findings to SC Indonesia staff and office representative as relevant	2	6 July 2021
Total Expected workdays		50	

*All reports are to use the Save the Children Evaluation report template [unless another format is required by the project donor]. Please also refer to Save the Children technical writing guide.

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

6. REPORTING AND GOVERNANCE

Report should be presented in two languages; 1) English and 2) Bahasa Indonesia.

The Evaluation team/ Evaluator should submit their report to Save the Children both in softcopy stored in DVD and printed hardcopy (2 copies each). All research materials such as instruments, guidance, voice recording, photos, videos, etc should be included in DVD and submitted to Save the Children, together with final report.

Save the Children will provide template for report. The Evaluation team/ Evaluation should follow SC branding guidelines and technical writing guidelines for developing report.

* **Final Report** (Draft Version) including the following elements (max 20 pages, exc. annex):

- Executive summary (max 1 page)
- Background description of the Program and context relevant to the evaluation
- Scope and focus of the evaluation
- Overview of the evaluation methodology and data collection methods, including an evaluation matrix
- Findings aligned to each of the key evaluation questions
- Methodological limitations of the evaluation
- Conclusions outlining implications of the findings or learnings
- Recommendations
- Annexes (All tools, Project logframe, Evaluation TOR, Inception Report, Study schedule, List of people involved)
- Final report in English and Bahasa

7. FINAL EVALUATION TEAM & TIMELINE

7.1. Final Evaluation Team

To be considered, the Evaluation team/ Evaluator must have demonstrated skills, expertise and experience in:

- Designing and conducting evaluations using qualitative and quantitative design
- Conducting research and/or evaluation in the field of humanitarian sector, particularly in relation to child protection, education, and health.
- Leading socio-economic research, evaluations or consultancy work in Indonesia that is sensitive to the local context and culture, particularly child rights, gender equality, ethnicity, religion and minority groups and/or other factors.
- Conducting ethical and inclusive research and/or evaluation involving children and child participatory techniques

- Conducting ethical and inclusive research and/or evaluation 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 research/evaluation in humanitarian contexts.
- Extensive experience of theories of change and how they can be used to carry out evaluations.
- Report writing and presentation skills.

There is a high expectation that:

- Members (or a proportion) of the evaluation team have a track record of working together.
- A team leader will be appointed who has the seniority and experience in leading complex evaluation 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 evaluation over the period.
- The team has a strong track record of working flexibly to accommodate changes as the project is implemented.