

Terms of Reference for Research and Evaluation

Protection and Education for Affected children in
COVID-19 Emergency (PEACE)

April 2021

1. PROJECT SUMMARY

Type of evaluation	Final Evaluation
Name of the project	Protection and Education for Affected children in COVID-19 Emergency (PEACE)
Project Start and End dates	July 2020 -May 2021
Project duration	11 months
Project locations:	Dhaka, Narayangonj and Gazipur
Thematic areas	Child Protection, Education and Child Rights Governance
Sub themes	Appropriate Care, Basic education, Good governance delivering Child Rights
Donor	H&M Foundation
Estimated beneficiaries	20,000 Children and 17,089 Adults
Overall objective of the project	Targeted children of female garments workers affected by COVID-19 in selected areas of Savar (Dhaka), Narayangonj and Gazipur enjoy their Child Protection and Education Rights.

2. INTRODUCTION

This document provides Terms of Reference for the final evaluation of the project titled “Protection and Education for Affected children in COVID-19 Emergency (PEACE)”.

Save the Children in Bangladesh along with partner organization Social and Economic Enhancement Programme (SEEP) has been implementing the “Protection and Education for Affected children in COVID-19 Emergency (PEACE)” project funded by the H&M Foundation. The main objective of the project is “Ensuring Child Protection and Education rights of children of the female garments workers during COVID-19 Pandemic”. PEACE project is working in selected areas of Gazipur and Narayangonj City Corporation and Savar upazila under Dhaka district. The total direct beneficiaries of this project are approximately 37,089 (20,000 children and 17,089 adults). The project started in July 2020 and will end in May 2021. The objective of the end line evaluation is to understand the progress in achieving the project objectives and KPIs and draw lessons. In doing so, the end-line evaluation will assess the progress, efficiency, relevance, and effectiveness of the project.

3. BACKGROUND AND CONTEXT

Save the Children is a child rights organization with a mandate rooted in the United Nations Convention on the Rights of the Child. SC works in 120 countries worldwide to change children's lives for the better. SC is operating in Bangladesh since 1970. At present it is working in 43 out of 64 districts of Bangladesh. SC has the expertise and long experience of working in both development and humanitarian setting. As one of the largest child-rights organizations in Bangladesh, SC directly reaches over 16 million people annually through its significant technical expertise in Child Rights Governance, Protection, Health, Education, Livelihood and Humanitarian response. It has long experience of working with corporates and RMG sectors including addressing the rights of workers and children. In its long years of working in Bangladesh, SC has some experience of working with H&M as well.

The World Health Organisation (WHO) has characterized the coronavirus situation as a global pandemic on March 11, 2020. Subsequent efforts by the government to stop the spread of the pandemic (declaration of general holidays, lockdowns, and restriction on movements, etc.) affected the livelihoods of the vast majority of the poor. Particularly, the daily wage earners and industrial workers have been severely affected. Although such measures are now either withdrawn or relaxed, the livelihood of the poor are still suffering from low level of ongoing business and other activities.

In the urban areas, one of the groups most severely affected by the COVID-19 pandemic is garments workers. Narayangonj, Gazipur and Savar are three neighbouring district or sub-district of the capital city Dhaka of Bangladesh with a high density of garments industry. Majority of the garments workers are female and live in slums or shanties as they get low wages. They are one of the most vulnerable groups of people who are mostly migrants from different parts of the country. They are also mostly excluded from the existing services available in the community as migrants and lack a strong support system as they do not have extended families to depend on. The children of these female garments workers are at more risk of different rights violation, deprivation compared to the average population due to their socio-economic background.

The COVID situation has put children specially children of garments workers at severe risks of dropping out from school, deprivation, neglect, sexual and gender-based violence including heightened physical and psychological punishment. Education in Bangladesh came to a halt when nation-wide school closure was declared on March 17, 2020. The closure persisted and as of now, the government has extended it to March 29, 2021, with possibility of further extension. Meanwhile, the Directorate of Primary Education (DPE) is continuing with initiatives such as lessons through Television Classes and other remote/distance education options that rely on internet, mobile phone, and radio.

Within this context, Save the Children along with SEEP is implementing the PEACE project to ensure protection and education rights of the children of the female garments workers in Dhaka, Narayangonj and Gazipur. The project successfully completed its 1st phase (July to December 2020) and is now implementing the 2nd phase (January – May 2021). An end-line evaluation has been planned for capturing the success, impact, challenges, and learnings of the project.

Project Goal: Targeted children of female garments workers affected by COVID-19 in selected areas of Gazipur, Savar and Narayngonj enjoy their Child Protection and Education Rights.

Sub-goal 1: Children are protected at family and community level from violence, neglect, abuse, or exploitation.

Sub-goal 2: Increased availability of and access to appropriate child protection services for the children (through case management and other appropriate means)

Sub-goal 3: Children are continuing their learning during school closure.

Sub-goal 4: Children are re-enrolled in their schools when schools and learning facilities are re-opened with proper safety and health-hygiene measures.

Sub-goal 5: Increased children engagement with duty bearers and service providers to ensure their needs and services.

4. SCOPE OF EVALUATION

4.1 Purpose and key questions

The project team is going to commission the end-line evaluation at the end of the PEACE project.

The specific objectives of this end-line evaluation are to:

- Assess the relevance, effectiveness, and efficiency of the project intervention
- Measure the progress of outcome and key indicators
- Provide recommendations and areas of improvements
- Identify how the project is progressing toward sustainability

The evaluation team is expected to complete the end-line evaluation following the DAC Principles for the evaluation of development assistance. Key questions to be answered include:

In Scope (Yes/No)	Criteria	Key evaluation question/s
Yes	Formative	<ul style="list-style-type: none">▪ What is the feasibility, appropriateness, and acceptability of the project?
Yes	Implementation/ Process	<ul style="list-style-type: none">▪ Was the project implemented as intended? How well was it implemented?▪ Did the project reach its intended target populations?▪ Did the project beneficiaries have a positive experience with the project?
Yes	Impact/Outcome	<ul style="list-style-type: none">▪ Did the project achieve its intended outcomes?

4.2 Scope

The evaluation will cover the project period July 2020 – May 2021 in three project areas (Dhaka, Narayngonj and Gazipur) of Bangladesh. This evaluation will measure all KPIs of the PEACE project using both quantitative and qualitative tools.

The following tasks need to be carried out by the evaluation team for the assignment:

- Conduct a briefing meeting with the Project team at the beginning of the assignment.
- Review the project documents (e.g., proposals, log frame, MEAL plan, performance tracker, budgets, and project reports) for a comparative assessment of planned activities, outputs, and outcomes in the context of current scenario.

- Extensive field visits will be required to observe the project interventions at the ground for lessons learnt, key achievements, and challenges.
- Filed level data collection on the effectiveness of project interventions and strategies through individual interview, consultations, e.g., KII, FGD with key stakeholders, children, female garments workers, local government, and service providers.
- The key findings and recommendations from the evaluation should be discussed with the program/project focal.
- Identify the potential management issues that need to be addressed.
- Conduct sharing meetings at different stages of the end-line evaluation with the project team.

4.3 Stakeholders/audiences

The key stakeholders/audiences for this evaluation are:

Stakeholder	Further information
Project donor	H&M Foundation and Save the Children Sweden
Primary implementing organisation	Save the Children Child Protection, Education and CRG team implementing PEACE project, MEAL team, Program Development, Quality Improvement team
Implementing partners	Social and Economic Enhancement Program (SEEP)
Government stakeholders	Local government, Government Primary Schools, Upazila Education Office, Local Administration
Community groups	Child group, community people, parents
Beneficiaries	Children of female garments workers, Female garments workers

4.4 Secondary Questions

Criteria	Secondary Questions
<i>Formative evaluations</i>	
Relevance	<ul style="list-style-type: none"> ▪ To what extent has the project design met the needs and priorities of the Female RMG workers and their children? ▪ To what extent the project focused on the key rights violations that are affecting the day to day lives of the children of female RMG workers? ▪ In delivering project outcomes, how has the project worked to identify and address barriers to the availability and access to services for the targeted beneficiaries and their participation? ▪ Are the activities and outputs of the project consistent with the intended impacts and effects?
Acceptable and appropriate	<ul style="list-style-type: none"> ▪ Is the project acceptable to the local community and stakeholders? ▪ Will they be willing to participate and engage? ▪ Is the project appropriate for the context?
<i>Implementation/process evaluations</i>	
Process	<ul style="list-style-type: none"> ▪ How well did staff/partnerships work together? ▪ How can implementation of the project be improved in terms of coordination?
Reach and uptake	<ul style="list-style-type: none"> ▪ Did the project reach its intended target populations? ▪ What proportion of eligible/targeted beneficiaries engaged in the project?

Criteria	Secondary Questions
Satisfaction and experience	<ul style="list-style-type: none"> ▪ How satisfied were the project beneficiaries including stakeholders? ▪ How was the beneficiaries' experience with the project? ▪ Did project beneficiaries feel the services they received were acceptable, appropriate, and suitable to their needs?
<i>Outcome evaluations</i>	
Impact	<ul style="list-style-type: none"> ▪ Does the project contribute to reaching higher level objectives (preferably, overall objective)? ▪ What is the impact or effect of the project in proportion to the overall situation of the target group or those effected? ▪ What has happened as a result of the project? What real difference has the project made to the beneficiaries?
Effectiveness	<ul style="list-style-type: none"> ▪ Did the project achieve its intended outcomes? ▪ Are there any differences in outcomes achieved by different groups? ▪ Were there any unintended outcomes? ▪ Are the objectives of the project being achieved? ▪ How big is the effectiveness or impact of the project compared to the objectives planned?
Equity and equality	<ul style="list-style-type: none"> ▪ Is there evidence that the intervention reduces inequality and marginalization for specific groups?
Sustainability	<ul style="list-style-type: none"> ▪ Are the positive effects or impacts sustainable? ▪ How is the sustainability of the intervention and its effects to be assessed? ▪ What are the major factors which influenced the achievement or non-achievement of sustainability of the project? What are the preparations to phase out or hand over the project to the community after phasing out?
<i>Economic evaluations</i>	
Efficiency	<ul style="list-style-type: none"> ▪ Was the project implemented in the most efficient way compared to alternatives?
Replicability and scale	<ul style="list-style-type: none"> ▪ Are the evaluation findings generalizable to other contexts? ▪ Will the project work in a different context? ▪ Is there evidence that the project will reach greater numbers of beneficiaries through the implementation of an approach at scale?

*[OECD DAC Criteria](#)

In addition, the following specific questions should also be considered for summative evaluations:

Criteria	Secondary Questions
Gender sensitivity	<ul style="list-style-type: none"> ▪ 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?
Child participation	<ul style="list-style-type: none"> ▪ How have the children, their needs and desires been consulted and accounted for in project design and implementation? ▪ How were children meaningfully involved in the project?

5. EVALUATION METHODOLOGY

5.1 Research design and sampling

This end-line evaluation aims to use mixed method design that integrates qualitative and quantitative method and tools. Data will be collected from both primary and secondary sources. Secondary sources include Rapid needs assessment, Midterm assessment, relevant project documents, beneficiary profile, MEAL plan, project MIS, etc. Save the Children Bangladesh will share the documents with the consultant.

The quantitative data collection will be conducted with a sample of direct beneficiaries of the project. A standard representative sample (representing both female RMG workers and their children) will be surveyed using a semi-structured questionnaire and other child-friendly data collection methods. Surveys tools for children will be designed in a more visual format to make it suitable for children.

Key informant interviews (KII) with key stakeholders, including children and female garments workers, Focus Group Discussions (FGDs), In-depth interviews with children, female garments workers, teachers, parents, local government, local administration and service providers will be used to provide context and meaning to the quantitative data. The consultant will also be asked to develop a Case Study from the initial desk review of the secondary data. All the tools will be field-tested prior to the use in data collection. Tools will be translated to Bangla prior to use and the translations will also be quality-tested within the SC Bangladesh office.

Quantitative data should be collected through ODK/KoBo using android based TAB. The consultant will be responsible for leading the data analysis to answer all the identified indicators including outcome/goal level indicators in the log frame. Descriptive statistical analysis should be used to analyse quantitative data. Advanced statistical techniques may be used as required.

Qualitative tools: Non-probability sampling techniques will be employed for collection of qualitative data only from the targeted project locations.

Focus Group Discussion (FGD), Key Informant Interview (KII), In depth Interview (IDI) tools will also be used for collection of qualitative data. All data collection tools will be designed through a peer review process: tools will be developed collaboratively, between Save the Children and the consultant, and finalized with the consultation of all relevant stakeholders including children. All the tools will be field-tested prior to use in data collection. Tools will be translated to Bangla prior to use and the translations will also be quality-tested within the SC Bangladesh office. The Analytical approach should be mentioned.

5.2 Data

All primary data collected during the course of the evaluation must enable disaggregation by gender, age, disability, location and remoteness. Data triangulation is expected for this end-line evaluation.

Protection measures (including use of access passwords for data files, separation of identifying information from responses, and secure storage of hard copy records) must be in place to protect the privacy of all respondents. All raw data remains the property of Save the Children Bangladesh. Full and complete files of raw data must be provided to Save the Children Bangladesh at the completion of the evaluation. The evaluation team is required to adhere to the Save the Children Child Safeguarding, Data protection and privacy policies throughout all project activities.

5.3 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.
- **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:
 - Child safeguarding – demonstrating the highest standards of behavior 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

It is expected that:

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

6. EXPECTED DELIVERABLES

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

Deliverables and Due Dates

Deliverable	Due Date
The Evaluation Team is contracted and commences work	5 April 2021
<p>The Evaluation Team will facilitate a workshop with the relevant stakeholders at the commencement of the project to develop the Inception report:</p> <p>The inception report will include:</p> <ul style="list-style-type: none"> ▪ evaluation objectives and key evaluation questions including KPI matrix ▪ description of the methodology, data sources, draft data collection tools (preferably against the key evaluation questions) and sampling considerations ▪ caveats and limitations of evaluation ▪ key deliverables, milestones, and timelines ▪ risk and issue management plan ▪ a stakeholder communication and engagement plan ▪ consultation protocols for consulting with children and other vulnerable groups (if applicable) ▪ logistical or other support required from Save the Children 	10 April 2021
<p>A concise 1-page Progress Report is to be submitted every week documenting progress against the evaluation plan including:</p> <ul style="list-style-type: none"> ▪ progress over the last period ▪ risks and issues management report ▪ key scheduled activities and deliverables for the next period 	Every week

Deliverable	Due Date
Data collection tool <ul style="list-style-type: none"> ▪ Survey instrument ▪ Data collection mechanism 	15 April 2021
Data collection	30 April 2021
Data and analysis including all raw data, databases, and analysis outputs	15 May 2021
An Evaluation Report* (Draft Version) including the following elements: <ul style="list-style-type: none"> ▪ Executive summary ▪ 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 aligned with KPI ▪ Specific caveats or methodological limitations of the evaluation ▪ Conclusions outlining implications of the findings or learnings ▪ Recommendations ▪ Annexes (Project logframe, Evaluation TOR, Inception Report, Study schedule, List of people involved) A consolidated set of feedback from key stakeholders will be provided by Save the Children within one week of the submission of the draft report.	22 May 2021
End-line Evaluation Report* incorporating feedback from consultation on the Draft Evaluation Report	30 May 2021
Knowledge translation materials: <ul style="list-style-type: none"> ▪ PowerPoint presentation of evaluation findings ▪ Evidence to Action Brief** 	30 May 2021

* All reports are to use the Save the Children Evaluation report template. Please also refer to [SCI 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.

7. EVALUATION DISSEMINATION PLAN

The project has identified the external audience at the planning stage to disseminate the evaluation findings but a few more might have come up during the evaluation. There are several ways to share the evaluation findings. Considering the external audience, the findings will be shared in the project completion report, presenting the findings at the annual learning reviews workshop to reach the donor, consortium partners and other stakeholders. As well as the findings will be disseminated to the internal audience through sharing the evaluation report and action plan with relevant thematic sector and SC member countries. A child-friendly version of the report will be produced to reach the children. Evaluation findings would be considered as feedback for the project. The project team would adopt the finding in the next project design and implementation as lessons learned.

8. EVALUATION STANDARD

The following standards should be considered when developing the **proposal** as well as the Evaluation report:

	Questions	Standard
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 (ToR)?	The evaluation's purpose and wider strategic value is clearly articulated and justified in the report; it matches or justifies any variation from the ToR
	2. Are the data collection and analysis methods a clearly justified approach to addressing the evaluation's purpose and questions? (Do they provide valid, reliable and ethical data?)	The methods of data collection and analysis are the most relevant available to the purpose of the evaluation, and generate highly reliable data in an ethical way
	3. Is the methodology suitably tailored to the context and population groups to which the evaluation questions relate (e.g. re gender, disability, socio-economic status, geographic location, cultural context, ethnicity)?	Methodology has been tailored to the context and to population groups of interest, and how has been clearly explained in the text
	4. Is the size and composition of the sample in proportion to the conclusions sought by the evaluation?	Conclusions are in proportion to the size and composition of the sample and have a high degree of validity
	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?	The evaluation appropriately builds on previous frameworks and tools, and refers to and compellingly explores the relevance of previous data and lessons
	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?	Methods for data collection and analysis are described and justified and all limitations are described
	7. Has any personal and professional influence or potential bias among those collecting or analysing data been recorded and addressed or mitigated ethically?	Those commissioning, collecting and analysing the data are identified, and potential biases, their justifications and mitigating measures are made clear
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)? If impact is not evaluated, put "N/A". This will not negatively impact the total score.	Data is available and has been used as a point of comparison. A clear justification exists for why this is considered appropriate. The data provides a relevant and high quality basis for comparison with minimal bias
	9. Is the explanation of how (e.g. theory of change, logframe, activities) the intervention contributes to change explored?	All causal links between the interventions and the outcomes observed and underlying assumptions are explored in depth; the evidence provides a clear picture of whether the underlying intervention theory is sound
	10. Is the data well triangulated, such as by using different data collection methods, types of data and stakeholder perspectives?	Two or more complementary and distinct data collection methods or types of data are used, and multiple stakeholder perspectives are included
	11. Are alternative factors (eg. the contribution of other actors) considered to explain the observed result alongside an intervention's contribution?	Analysis provides a comprehensive and systematic consideration of the relative contribution of other factors outside the intervention
	12. Are unintended and unexpected changes (positive or negative) identified and explained?	Unidentified changes are identified and explained. The methodology used is designed to deliberately capture them.
	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.	Children's and communities' perspectives integrated into analysis, and they have validated the findings; the evidence is strongly grounded in their voices

	14. Are the findings disaggregated according to sex, disability and other relevant social differences?	Findings are disaggregated by all dimensions of marginalisation/ deprivation relevant to the intervention, and why these have been chosen have been clearly explained
	15. Is there a clear logical link between the data that was collected and analysed, and the conclusions and recommendations presented?	All conclusions and recommendations follow clearly from the data and analysis presented, and are further strengthened by references to external evidence
	16. Are conflicting findings and divergent perspectives presented and explained in the analysis and conclusions?	Divergent perspectives or conflicting findings are presented and explored, and there is in-depth analysis of their implications
	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)?	Findings and conclusions of the assessment were shared with all relevant stakeholders of the intervention and their feedback is included in the evidence. The process is taken seriously and this is reflected in the final evidence.
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)?	Data is presented in highly accessible and complete ways, making strong use of both visualisations and text to aid interpretation
	19. Are references, annexes and links included that provide additional relevant data, analysis or references (including key documents and which individuals/stakeholders were involved)?	The evaluation report includes comprehensive sourcing/ referencing and annexes or links
	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?	Recommendations are all SMART and clearly targeted, and there is a clear usage and action plan

9. EVALUATION TEAM

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

- Designing and conducting end line evaluations
- Well experienced in qualitative and quantitative methodology
- Conducting research and/or evaluation in the field of Child Protection, Education, Child Rights Governance and Children of female garments workers.
- Leading socio-economic research, evaluations or consultancy work in Bangladesh 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
- 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
- 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 has 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.

Key Save the Children stakeholders to be involved in the evaluation are:

Role	Name	Title and Department
Evaluation Project Manager	Manirul Islam	MEAL Manager, PDQ
Project Manager	Rahamat Ullah	Manager CRG & CP
Logistical support	Jafar Hossain	Senior Project Officer

10. ANNEXES

Annex 1: Project Logframe

Annex 2: List of project documents to be consulted

Annex 3: SCI Evaluation Report Template



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Annex 3: SCI Evaluation Report Scoring



Evaluation Quality
Scoring Tool- Revised

Annex 4: SCI Child safeguarding policy

Interested individual consultant, may submit their technical and financial proposal along with CV, TIN certificate and VAT registration copy to the following email address: prosanta.roy@savethechildren.org. Application closing date: [April 15, 2021](#).