Terms of Reference for 3-6 ECCD

[External Baseline Study]

[Nurturing Care for Children (0-6 Years Old) Most Impacted by Inequality and Discrimination in Shanghai and the Wider Yangtze River Delta Region]

[February, 2022]

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# Project Summary

|  |  |
| --- | --- |
| Type of evaluation  | [External Baseline Study] |
| Name of the project | [Nurturing Care for Children (0-6 Years Old) Most Impacted by Inequality and Discrimination in Shanghai and the Wider Yangtze River Delta Region] |
| Project Start and End dates | [1 January 2022-31 December 2024] |
| Project duration | [3 years] |
| Project locations: | [Kindergartens for migrant children in Shanghai; Communities and factories in Shanghai and the surrounding areas in the Yangtze River Delta Region that includes provinces of Jiangsu, Zhejiang and Anhui, China] |
| Thematic areas | [Education] |
| Sub themes | [ECCD] |
| Donor | [Save the Children Hong Kong/SC Hong Kong various donors/general funds] |
| Estimated beneficiaries | [The project plans to directly reach 1,000 children aged 0-3 and 3,700 children aged 3-6 and 4,350 adults, including caregivers, teachers and other service providers who are in direct contact with young children and their caregivers, including health workers, community workers, social workers and volunteers. Indirectly, the project aims to reach 3,000 children aged 0-6 and 20,000 adults through experience sharing, online social media posts and campaign activities.] |
| Overall objective of the project | [This project intends to help all boys and girls (0-6 years old) most impacted by inequality and discrimination, particularly migrant children from families of low socio-economic status, to develop to their full potential. It will support female and male caregivers to provide nurturing care for their children, which will be facilitated by building the capacity of service providers to support caregivers and via an enabling environment.] |

# Introduction

This document provides Terms of Reference for [Nurturing Care for Children (0-6 Years Old) Most Impacted by Inequality and Discrimination in Shanghai and the Wider Yangtze River Delta Region Project External Baseline Study], which is a 3-year project aiming to help all boys and girls (0-6 years old) most impacted by inequality and discrimination, particularly migrant children from families of low socio-economic status, to develop to their full potential. It will support female and male caregivers to provide nurturing care for their children, which will be facilitated by building the capacity of service providers to support caregivers and via an enabling environment. The project will work with key partners in different sectors such as community health/ ECCD centres, education bureaus, civil affairs bureaus, local foundation, civil society organizations and corporates and will try to integrate nurturing care support into their existing service delivery platforms to reach boys and girls from birth to age six and their caregivers. The target project locations will be kindergartens for migrant children in Shanghai and communities and factories in Shanghai and the surrounding areas in the Yangtze River Delta Region that includes provinces of Jiangsu, Zhejiang and Anhui. The project donor is Save the Children Hong Kong. This Evaluation will be External Evaluation.

The project background, study scope, key questions, intended methodology (if applicable), reporting and governance, key deliverables and timeframes for its implementation are provided in the sections that follow.

# Background and Context

This project is designed based on the concept of the global WHO Nurturing Care Framework and SC’s Building Brains, Ready to Learn and Enabling Teachers Common Approaches. The project rationale is that if children are to develop to their full potential, they require a nurturing, respectful and protective environment. This environment is dependent on caregivers having the necessary knowledge and skills to create such environment; this is possible through empowering caregivers through effective community networks and quality service provision and via an enabling environment. Therefore, for both children aged 0-3 and 3-6, we will focus on building the capacity of caregivers and service providers and contributing to an enabling environment in support of ECCD. For children aged 0-3, we will mainly work in communities and the service providers are mainly health workers, community workers, social workers, volunteers and early education teachers. For children aged 3-6, we will mainly work in communities and kindergartens and the service providers are mainly kindergarten teachers, community workers, social workers and volunteers. We also plan to run a small pilot in factories for migrant workers with children aged 0-6 and will explore the provision of some ECCD services for migrant worker parents. The factory component will be an innovation. We will try to develop some replicable solutions that apply to this unique setting.

In order to reach more children and caregivers and contribute to providing holistic services in support of nurturing care, we will build partnerships with civil society organizations (CSOs), communities, governments and the private sector and try to integrate ECCD services into their existing service delivery platforms for children aged 0-6 and their caregivers. In communities, we may collaborate with community health centers or ECCD centers for children aged 0-3 such as our existing partner Meilong Community Health Center and with Shanghai United Foundation and the civil affairs bureaus and/or women’s federations for children aged 3-6. Civil affairs bureaus and/or women’s federations have child-friendly spaces (CFSs) set up in communities across China and have worked with SC on child protection projects to improve service delivery in CFSs. We can support them in service provision in the CFSs for the 3-6 age group. Shanghai United Foundation provides grants to CSOs that run community centers in the YRD for migrant children, including those aged 3-6. SC previously supported it on capacity building for CSOs. In kindergartens, we will collaborate with the Education Bureaus of Shanghai’s Jiading and Minhang Districts which have been our government partners in Shanghai since 2009. In factories, we may collaborate with corporates such as LEGO and Borsch. LEGO Group and Borsch previously collaborated with SC on summer camps for children of migrant workers in their factories. They have factories in the YRD and one of their CSR goals is to foster a family-friendly workplace culture for their employees.

In our project activities, we will try to be the voice for children, advocating for better practices to fulfil their rights and introducing child participatory methods in M&E to ensure that their voices are heard. We will also support the implementation of best practices to ensure sustainable impact at scale. For example, we will draw upon various technical resources from the Building Brains, Ready to Learn and Enabling Teachers Common Approaches, including but not limited to Monitoring and Evaluation (M&E) tools and indicators. For example, we will refer to the guidance, materials and Training of Trainers (ToT) slides on group sessions for caregivers of children aged 0-3. We will follow the Enabling Teachers principle and implementation guide to incorporate different types of professional development activities for teachers.

This project will localize the Social-Emotional Learning Foundations (SELF) activities and At Home module developed by SC US for children aged 3-6. Currently, most of the SEL learning resources available globally and in China are targeted at children above 6 years old. SEL and early interventions are particularly important for the most vulnerable and marginalized children given their early disadvantage. We will learn from SC China Basic Education teams in Shanghai and Yunnan who have worked on SEL for primary school children to ensure continuum in the SEL framework from age 3 to 12. We will also work with SC China Disaster Risk Reduction (DRR) team to develop play activities on child safety for 0-6, leveraging their rich experience and plenty of resources on this topic for primary school children.

SC China has run ECCD programs for children most impacted by inequality and discrimination from birth to age 6 in rural and urban areas since 2010. We started the ECCD project in Shanghai working in kindergartens for migrant children aged 3-6 in 2015 and have rich experience in implementing learning through play for urban context and plenty of training and activity resources that can be adapted for community-based ECCD centers. In partnership with Meilong Community Health Center and Fudan University’s School of Public Health, we also started ECCD 0-3 pilots in Shanghai’s migrant-concentrated Meilong Community focusing on early stimulation and responsive care in 2020.

This project is in line with SC China’s Country Strategic Plan for 2022 – 2024. Specifically, the CSP states that the Country Office will focus on serving primarily migrant children in urban areas; supporting caregivers, communities and factories in the provision of ECCD for boys and girls aged 0-6; and supporting learning through play in kindergartens for migrant children, including development of curriculum resources on social-emotional learning and child safety. The project also echoes Healthy Start in Life in SC Hong Kong's International Programme Strategy 2022-2024. This will bring us closer to SC’s Ambition for Children 2030 and its 2022-2024 Global Strategy – particularly, to ensure “all children learn from a quality basic education.”

# Scope of Study

## Purpose, Objectives and Scope

This study is being conducted at the start of the *Nurturing Care for Children (0-6 Years Old) Most Impacted by Inequality and Discrimination in Shanghai and the Wider Yangtze River Delta Region Project*. It will serve as the baseline.

The primary purpose of the study is: to establish baseline value for early childhood (3~6) indicators and constitute the basis to measure project performance for the endline report. The study will also help find out determinants for child development outcomes that will help to set the target for project indicators and facilitate evidence-based decision-making in regards to the implementation of the project.

The study main objectives are as follows:

1. Measure child development impact using International Development and Early Learning Assessment (IDELA) to assess Gross and Fine Motor Development, Emergent Literacy and Language, Emergent Numeracy, Social-emotional Development between children aged 3-6 in project sites.
2. Measure caregivers’ ECCD experience and educational expectations, access to early learning materials and resources at home, parenting practices and support for learning and development, inadequate care, caregiver self-efficacy, and socio-economic status by using IDELA caregiver survey.
3. Evaluate household socio-economic status, home environment, classroom quality and teacher motivation related to child development outcomes.
4. Understand the current situation in project kindergartens and 2 communities influencing child development outcomes.

The study team will be required to undertake consultation with the SC Project Manager, MEAL Senior Project officer and the Study Working Group at the commencement of the project in order to further refine the Study questions.

**Scope:** The study will be conducted in 6 kindergartens and 2 target communities in Shanghai, China. Two communities will be confirmed in March, 2022. The primary audience of the baseline study will be Save the Children Hong Kong (SCHK). Findings will be shared with relevant stakeholders and partners.

Following indicators will be measured during baseline study:

Impact Indicator: % of boys and girls aged 3-6 demonstrated improved communication, cognitive, motor and social-emotional development by the end of project

Output 1.3: Teachers receive professional development support to implement play-based early learning for migrant children aged 3-6 in kindergartens.

% of trained kindergarten teachers (m/f) have increased knowledge on learning through play

% of kindergarten teachers (m/f) that demonstrate one or more levels of improvement against agreed competencies

Outcome 2: Improved capacity of caregivers to support ECCD for children aged 0-6.

% of caregivers (m/f) of children aged 3-6 who have increased capacities in ECCD

Outcome 3: An enabling environment in support of ECCD for children aged 0~6.

This outcome does not have specific indicators to measure but expect to assess the basic situation in target communities.

## Intended Audience and Use of the Study

Primary intended audience of the study are

|  |  |
| --- | --- |
| **Stakeholder** | **Further information** |
| Project donor | Save the Children Hong Kong |
| Primary implementing organisation | Save the Children 0~6 program team |
| Implementing partners | Implementing partners will be confirmed by early March, 2022 |
| Government stakeholders | Education bureau, Civil Affairs Bureau and Women’s Federation |
| Community groups | N/A |
| Beneficiaries | Children and adults involved in the program/ projects and the study |
| International development/humanitarian research community | N/A |

Moreover, the study will be shared with the following stakeholders:

* Implementing partners for two target communities (e.g., Meilong Community Health Center)
* Government stakeholders such as Health Commission, Civil Affairs Bureau and Women’s Federation
* Save the Children China colleagues
* Save the Children HK
* Save the Children TA

The findings will be used for screening developmental delayed children, to inform their caregivers and provide intervention suggestions, and used for service design, service improvement, adaptive programming, and needs assessment.

The study team will be required to propose how the primary audience will be involved throughout the evaluation process and how evaluation findings will be shared with each of the different stakeholders in the table above, particularly outlining how reporting back to communities, beneficiaries and children will be conducted in an accessible and child friendly manner.

## Key Study Questions

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **Key Study Questions** | **Formative** | **Process** | **Outcome** | **Impact** | **Economic** |
| Acceptability and appropriateness | * Is the intended program/project acceptable to the local community and stakeholders? Will they be willing to participate and engage?
 | **X** |  |  |  |  |
| Accountability | * How has the program/project approached accountability to children and the wider community?
 | **X** |  |  |  |  |
| Child participation | * How have the children, their needs, desires and suggested solutions, been consulted and accounted for in programme or project design and implementation?
 | **X** |  |  |  |  |
| Safe programming | * How has child safety been integrated into the program/project design and implementation of activities? What aspects of the program/project make children feel safe?
* How has the program/project assessed the risks for children and do these risks still exist to date? Have they been reduced, controlled and managed by the minimising actions? Are there new risks? What further measures do we need to implement to reduce, remove and control these new emerging risks?
 | **X** |  |  |  |  |
| Equity and equality | * Did/does the intervention have an impact on inequality or marginalization?
* Is there evidence that the intervention reduces inequality and marginalization for specific groups?
* What mechanisms / factors contributed to this result?
* How much does it cost to provide the program to the hardest to reach?
 | **X** |  |  |  |  |
| Inclusion | * How did the program/project consider inclusion of vulnerable groups in the design and its implementation of activities?
 | **X** |  |  |  |  |
| Gender sensitivity | * How has the program/project considered gender sensitivity both in the design and its implementation of activities?
* Has the program/project incorporated different needs and accessibility of boys and girls, men and women, and non-binary individuals?
* Has the program/project outcomes or results been equally represented?
* What are the gender gaps that the program/ project addressed and what remaining aspects need to be considered further?
 | **X** |  |  |  |  |

\*[OECD DAC Criteria](https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm)

# Study Methodology

## Study Design

It is expected that this study will involve:

* a quasi-experimental design with intervention and comparison group
* focus group discussions
* in-depth interview with key informants
* quantitative and qualitative research methods
* multiple regression analysis to measure the relationship between IDELA home environment, preschool environment, teacher motivation and child development outcomes.

For the panel design, the same caregivers and children who had been assessed by IDELA and interviewed during the baseline study will be assessed again in the following rounds of the endline study. Quantitative data will be gathered via surveys distributed to children’s caregivers and teachers. Qualitative data will be obtained from interviews with government officials, teachers, and other stakeholders. Analysis design, instruments and tools will be developed by External Evaluation team. The analysis should include an assessment against specified project indicators.

## Sampling

A list of target kindergartens and communities will be provided to the external evaluator in March 2022 and can be used for sampling frames.

Clustered sampling is recommended as the sampling method to be used for children.

Total Population size of the target children (aged 3-4 in 6 kindergartens) and (aged 3-6 in 2 communities) is around 1000 children. The target kindergartens and communities will be confirmed in March, 2002.

If margin of error is 5%, Confidence Level is 95%, Population Size is 1000, and Response Distribution is 85%.

Base on following equation

x=Z(c/100)2r(100-r)n=N x/((N-1)E2 + x)E=Sqrt[(N - n)x/n(N-1)]

Minimum sample size for 1000 children is 164.

The sampling method for teachers and caregivers recommend purposive sampling.

Comparison group will use the same sampling methodology.

Final sampling methodology and minimum sample size will be confirmed in March, 2022.

## Data Sources and Data Collection Methods / Tools

All primary data collected during the study must facilitate disaggregation by gender, age, disability, location or remoteness and vulnerability status. Save the Children will provide guidance on tools and classification schemes for this minimum dataset.

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

* 2015-2018 baseline and final evaluation reports

Save the Children recommends existing data collection tools that can be drawn on in the study. These include: International Development and Early Learning Assessment (IDELA)

Save the Children will not provide enumerators to assist with primary data collection. It will be a requirement of the study team to source additional external data sources to add value to the study, such as government administrative data. The team should also indicate how data triangulation will be realised.

A range of project documentation will be made available to the study team that provides information about the design, implementation and operation of the Program. Documents include: [Project Proposal, Logframe]

The study team is required to adhere to the Save the Children Child Safeguarding; Protection from Sexual Exploitation and Abuse; Anti-Harassment, Intimidation and Bullying; and Data Protection and Privacy [include it as an annex] policies throughout all project activities.

## Ethical Considerations

It is expected that this study will be:

* **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 study must be guided by the following ethical considerations:
	+ Safeguarding – demonstrating the highest standards of behaviour towards children and adults.
	+ Sensitivity – 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 study should be conducted so that findings and conclusions are correct and trustworthy.

It is expected that:

* The study will approve by Research Ethics Committee.
* Data collection methods will be age and gender appropriate.
* Study 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, young people’s, or adult’s participation.
* A referral mechanism will be in place in case any child safeguarding or protection issues arise.
* Informed consent will be used where possible.

The study team will be required to obtain approval from a Human Research Ethics Committee. Save the Children will not provide assistance with this process.

## Known limitations [Optional]

* We don’t have specific beneficiary data for the target communities and kindergartens until March 2022.
* Some migrant children’s data may not be obtained through communities.

# Expected Deliverables

The study deliverables and tentative timeline (subject to the commencement date of the study) are outlined below. The external evaluator team lead and SC Project Manager will agree on final milestones and deadlines at the inception phase.

**Deliverables and Tentative Timeline**

|  |  |
| --- | --- |
| **Deliverable / Milestones** | **Timeline** |
| The study Team is contracted and commences work | 2022.3.31 |
| The study Team will facilitate a **workshop** with the relevant stakeholders at the commencement of the project to develop the inception report. | 2022.4.5 |
| The study Team will submit an **inception report\*** in line with the [provided template](https://savethechildren1.sharepoint.com/%3Af%3A/g/what/me/EvtNzatd2hlFgFZvAblFe98BeYqbxHcXg_CrZTLdP7Gp8Q?e=4dDyJ6), including:* Study objectives, scope and key study questions
* description of the methodology, including design, data collection methods, sampling strategy, data sources, and study matrix against the key study questions
* data analysis and reporting plan
* caveats and limitations of study
* risks and mitigation plan
* ethical considerations including details on consent
* stakeholder and children communication and engagement plan
* key deliverables, responsibilities, and timelines
* resource requirements
* data collection tools (in line with the study matrix)

Once the report is finalised and accepted, the evaluator/researcher study team must submit a request for any change in strategy or approach to the study manager or the steering committee. | 2022.4.15 |
| **Ethics submission (*if applicable*):**Should approval from a Human Research Ethics Committee be required, an ethics submission should include:* study protocols (participant recruitment, data security and storage, consent and confidentiality etc.)
* considerations for consulting with children and other vulnerable groups (if applicable)
* participant information statement and consent forms
 | TBC |
| **Final data collection tools (in the report language)**:* Survey instrument
* Data collection mechanism
 | 2022.4.15 |
| A Study **Report\*** (Draft Version – [template available](https://savethechildren1.sharepoint.com/%3Af%3A/g/what/me/EvtNzatd2hlFgFZvAblFe98BeYqbxHcXg_CrZTLdP7Gp8Q?e=4dDyJ6) if useful though external actors may want to use theirs) including the following elements: * Executive summary
* Background description of the Program and context relevant to the Study
* Scope and focus of the study
* Overview of the study methodology and data collection methods, including a Study matrix
* Findings aligned to each of the key Study questions
* Specific caveats or methodological limitations of the evaluation
* Conclusions outlining implications of the findings or learnings
* Recommendations
* Annexes (Project Logframe, Study 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 [2] weeks of the submission of the draft report. | 2022.7.31 |
| **Data and analyses** including all encrypted raw data, databases and analysis outputs | 2022.8.15 |
| **Final Study Report\*** incorporating feedback from consultation on the Draft Study Report（Chinese and English Version） | 2022.8.31 |
| **Knowledge translation materials:*** PowerPoint presentation of Study findings（Chinese and English Version）
* Exclusive Summary (English)
 | 2022.8.31 |

\*All reports are to use the Save the Children [Final Study Report template.](https://savethechildren1.sharepoint.com/%3Af%3A/g/what/me/EvtNzatd2hlFgFZvAblFe98BeYqbxHcXg_CrZTLdP7Gp8Q?e=4dDyJ6) Please also refer to Save the Children technical writing guide.

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.

# Reporting and Governance

The study team lead is to provide reporting against the project plan. The following regular reporting and quality review processes will also be used:

* Verbal reporting each month to the Save the children Project Manager/MEAL Senior Project Officer by outlining progress made over the past month.
* A progress analysis Report by email to the Save the Children study Project Manager bi-annually, documenting progress, any emerging issues to be resolved and planned activities for the next month.

The study team will also attend a regular Study Working Group (EWG) meeting. The EWG will meet every quarter.

# Study Management

**Study Tentative Timeline, with key deliverables in bold. The final timeline and deliverables will be agreed upon the inception phase.**

|  |  |  |  |
| --- | --- | --- | --- |
| What | Who is responsible | By when | Who else is involved |
| Study tender submissions due  | [Study proponents] | 2022.3.15 |  |
| Tender review and selection of study team  | [SC tender review panel] | 2022.3.25 | Project Manager, MEAL, Admin |
| Documentation review, desk research | [Study team] | 2022.4.15 | Project Manager, MEAL |
| Consultation | [Study team] | 2022.4.15 | Project Manager, MEAL |
| Inception report | [Study team] | 2022.4.15 | Project Manager, MEAL |
| Review of inception report | [SC Study Project Manager] | 2022.4.22 | SCHK |
| Development of Data collection tools  | [Study team] | 2022.4.15 | [Study Working Group, Technical advisor] |
| Ethics submission | [Study team] |  | TBC |
| Logistical arrangements | [Study team] |  | [SC Logistical support] |
| Data collection | [Study team] | 2022.5.31 | [SC enumerators] |
| Data management and analysis (coding, transcriptions, data cleaning, integration and analysis) | [Study team] | 2022.6.15 |  |
| First draft of the Final study report  | [Study team] | 2022.7.31 |  |
| Review of first draft report | [SC study Project Manager] | 2022.8.10 | [Project Manager, MEAL, TL] |
| Meeting with evaluators and evaluation team to finalize the report | [SC study Project Manager] | 2022.8.15 | [Project Manager, MEAL] |
| Validation of study findings and recommendations  | [SC study Project Manager] | 2022.8.15 | [SC MEAL staff, Technical advisor] |
| Final study report and submission of data and analyses | [Study team] | 2022.8.31 | [Project Manager, MEAL, SCHK] |
| Knowledge translation materials | [Study team] | 2022.8.31 |  |
| Project team meeting to develop Study Response Plan  | [SC Study Project Manager] | 2022.8.31 | [SC Project Manager,Technical advisor] |
| Study final report (together with response plan) posted on OneNet and reviewed (see page 1 above for platform links) | [SC Study Project Manager] | 2022.12.31 | [SC Peer reviewers] |

# Study Team and Selection Criteria

Interested consultants will be required to submit an Expression of Interest in line with the provided template, which should demonstrate adherence to the following requirements.

### Understanding of Requirements and Experience

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

* Designing and conducting baseline evaluations using a comprehensive horizontal and longitudinal design
* Conducting studies in the field of Early Childhood Education, particularly in relation to Early Childhood Development assessment
* Leading socio-economic research, evaluations or consultancy work in China that is sensitive to the local context and culture, particularly gender equality, ethnicity, religion, minority groups and/or other factors
* Conducting ethical and inclusive studies involving children and child participatory techniques
* Conducting ethical and inclusive studies 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 study in humanitarian contexts
* Sound and proven experience in conducting evaluations based on OECD-DAC evaluation criteria, particularly utilisation and learning focused evaluations
* Extensive experience in theories of change and how they can be used to carry out evaluations
* Strong written and verbal skills in communicating technical and/ or complex findings to non-specialist audiences (especially report writing and presentation skills)
* A track record of open, collaborative working with clients

There is a high expectation that:

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

### Financial Proposal

Save the Children seeks value for money in its work. This does not necessarily mean "lowest cost", but quality of the service and reasonableness of the proposed costs. Proposals shall include personnel allocation (role/ number of days/ daily rates/ taxes), as well as any other applicable costs.

# Schedule of Payment

The following payments will be made to the consultant using and agreed mode of payment

* Upon approval of inception report and tools: [50%]
* Upon approval of final study report: [50%]

# HOW TO APPLY

If interested in applying for this study, please refer to the [Consultant EOI Form](https://savethechildren1.sharepoint.com/%3Af%3A/g/what/me/EvtNzatd2hlFgFZvAblFe98BeYqbxHcXg_CrZTLdP7Gp8Q?e=4dDyJ6). Contact person for this study is jian.gu@savethechildren.org

# Annexes

**Annex 1: Project Logframe**



**Annex 2: Project Proposal**

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**Annex 3: SCI Evaluation Scoring for perspective consultants**

|  |  |
| --- | --- |
| **Category** | **Evaluation Quality Criteria** (used for internal scoring after completion) |
| **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)? |
| 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?) |
| 3. Is the methodology suitably tailored to the context and population groups to which the evaluation questions relate (e.g., religion, gender, disability, socio-economic status, geographic location, cultural context, ethnicity)? |
| 4. Is the size and composition of the sample in proportion to the conclusions sought by the evaluation? |
| 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? |
| 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? |
| 7. Has any personal and professional influence or potential bias among those collecting or analysing data been recorded and addressed or mitigated ethically? |
| **Analysis and Findings** | 8. If evaluating impact, is a point of comparison used to show that change has happened (e.g., a baseline, a counterfactual, comparison with a similar group)?  |
| 9. Is the explanation of how (e.g., theory of change, logframe, activities) the intervention contributes to change explored?  |
| 10. Is the data well triangulated, such as by using different data collection methods, types of data and stakeholder perspectives? |
| 11. Are alternative factors (e.g., the contribution of other actors) considered to explain the observed result alongside an intervention’s contribution? |
| 12. Are unintended and unexpected changes (positive or negative) identified and explained? |
| 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. |
| 14. Are the findings disaggregated according to sex, disability and other relevant social differences? |
| 15. Is there a clear logical link between the data that was collected and analysed, and the conclusions and recommendations presented? |
| 16. Are conflicting findings and divergent perspectives presented and explained in the analysis and conclusions? |
| 17. Are the findings and conclusions of the assessment shared with and validated by a range of key stakeholders (e.g., communities, partners, Save the Children staff)? |
| **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)? |
| 19. Are references, annexes and links included that provide additional relevant data, analysis or references (including key documents and which individuals/stakeholders were involved)?  |
| 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? |

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| ToR prepared by: | Zeng Wen; Xu Xiner |
| ToR approved by: |  |
| Date of sign off: |  |