

STATEMENT OF WORK FOR MIDTERM EVALUATION OF SAVE THE CHILDREN SABAL PROGRAM IN NEPAL

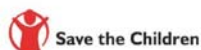


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Acronyms

ACF	Action Contre Faim (Action Against Hunger)
CCA	Climate Change Adaptation
CDMC	Community Disaster Management Committee
DEPROSC	Development Project Service Center
DIP	Detailed Implementation Plan
DRR	Disaster Risk Reduction
EHFP	Enhancing Homestead Food Production
EMB	Engaging Men and Boys
EMMP	Environmental Monitoring and Mitigation Plan
FCHV	Family Community Health Volunteer
FFP	Office of Food for Peace
FGD	Focus Group Discussion
GESI	Gender Empowerment and Social Inclusion
GoN	Government of Nepal
H&N	Health and Nutrition
HH	Household
HKI	Hellen Keller International
IMAM	Integrated Management of Acute Malnutrition
IPTT	Indicator Performance Tracking Table
LDMC	Local Disaster Management Committee
LoA	Life of Award
LRP	Local Resource Person
MEAL	Monitoring, Evaluation, Accountability and Learning
MOU	Memorandum of Understanding
NEWAH	Nepal Water for health
NTAG	Nepal Technical Assistance Group
ODF	Open Defecation Free
OTC	Outpatient Therapeutic Center
PHC/ORC	Primary Health Center/Outreach Center
PNGO	Partner NGO
SBCC	Social Behavior Change and Communication
SC	Save the Children
TANGO	Technical Assistance for NGOs
ToC	Theory of Change
ToT	Training of Trainers
VAHW	Village Animal Health Worker
VDC	Village Development Committee
VMF	Village Model Farmer
WASH	Water and Sanitation Hygiene
WASH-CC	Water and Sanitation Hygiene Community Committee
USAID	United States Agency for International Development

A. Background

Despite national improvements in poverty, food insecurity, and malnutrition, many rural households in Nepal remain in poverty, unable to prepare for shocks or adapt to changing conditions. In 2011, 41% of Nepali children under the age of five were stunted and 29% were underweight. Wasting affects more than one in four children aged 6–18 months. In the six districts in the Central and Eastern Hills targeted by the Sabal program, 20% to 38% of households (HHs) live in poverty. According to village development committees (VDCs), 40% or more HHs experience chronic, severe food insecurity.

In fiscal year 2014, the U.S. Agency for International Development (USAID) Office of Food for Peace (FFP) awarded funding to the Sabal consortium, led by Save the Children to implement a multi-year community resilience program in six districts in the Central and Eastern Hills of Nepal. After the devastating earthquakes in April and May 2015, FFP awarded additional funding to expand the program into five of the most severely affected districts, totaling 11 districts.

The goal of Sabal is to increase resilience and food security for targeted vulnerable populations. This goal is achieved through three purposes:

- (1) Stable income of communities and households, especially vulnerable females and males in the Sabal program area, is increased
- (2) The health and nutrition status of pregnant and lactating women, children under 5, and their families is improved, and
- (3) The ability of households and communities to mitigate, adapt to, and recover from shocks and stresses is strengthened.

Over the life of the award, the program is expected to reach 167,967 beneficiary households through various activities such as training agricultural leaders and farmers to improve production practices and natural resource management, facilitating savings and lending groups, improving local health facility service provision, and establishing municipal-level early warning systems to detect increasing food insecurity.

Overview of Sabal Program

Theory of Change

Sabal's program design and Theory of Change (ToC) is grounded in a Resilience Framework that seeks to create lasting change by building the absorptive, adaptive, and transformative capacity of individuals, households, and communities. **Absorptive capacity** refers to investment efforts, economic practices, or public policies that reduce household and community exposure to and impacts from natural and unforeseen hazards and enhance their ability to cope with these shocks. **Adaptive capacity** helps populations adjust to major trends such as climate change or the expansion of markets into rural areas. Finally, **transformative capacity** represents the drivers of lasting, measurable, and upwardly-scalable improvement in people's lives.

To achieve the overall goal, the program is organized around the three program purposes listed above. The program purposes complement one another and also contribute to building absorptive, adaptive, and transformative capacities of individuals, households, and communities. Purpose 1 aims to improve adaptive capacity by enabling people to make proactive and informed choices about alternative livelihood strategies based on a better understanding of changing conditions. Purpose 2 also strengthens adaptive capacity while enhancing transformative capacity by supporting strong systems and an enabling environment that will help HHs and communities recover quickly from shocks and stresses. Purpose 3 builds absorptive capacity by helping HHs, communities, and government systems to minimize exposure to and the impact of shocks and stresses. The achievement of the three program purposes will support increased resilience among vulnerable people. These efforts, implemented and supported by the Sabal team of specialists in public health, food security, economic development, gender, climate adaptation, and disaster response, will introduce, test, adapt, and scale up approaches expected to result in lasting change, especially for the most marginalized.

Sabal consortium partners

Save the Children (SC) leads the Sabal consortium comprised of partners, Helen Keller International (HKI), CARE, Action for Enterprise (ACE), Action Against Hunger (ACF) International, TANGO International, Development Project Service Centre (DEPROSC); Local Initiatives for Biodiversity, Research, and Development (LI-BIRD); Nepal Water for Health (NEWAH); and Nepali Technical Assistance Group (NTAG) in the eleven districts. SC is the overall program leader and manages eight districts, while HKI manages the remaining three districts, Makawanpur, Sindhuli, and Ramechhap.

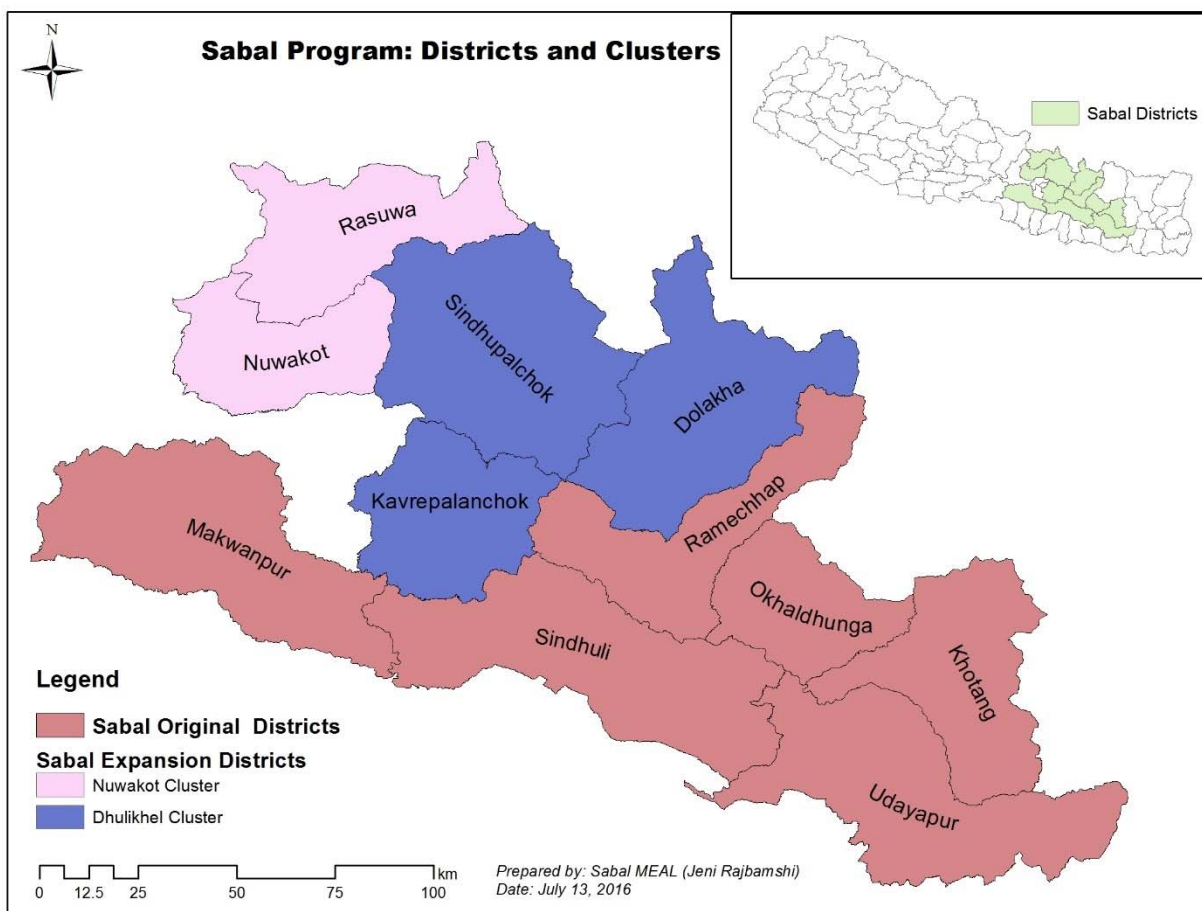
The technical sectors are led by SC and the consortium partners. SC co-leads the technical livelihoods component together with Li-BIRD. SC also partners with DEPROSC as the technical lead for the agriculture/livestock and micro-health insurance, micro-finance, and saving and credit activities. HKI is the lead technical role for the health and nutrition component with national technical partners ACF, NEWAH, and NTAG. CARE is the technical lead on gender and social inclusion (GESI), disaster risk reduction, and climate change adaptation. AFE has a technical role in the value chain program within livelihoods, engaging the private sector for input service and market development outputs. SC leads the value chain component, and AFE provides expertise on Lead Firm methodology. TANGO International provides backstopping on all monitoring, evaluation, accountability, and learning (MEAL) related activities. The pool of knowledge and experience from all partners, including district level non-government organizations (NGOs) in the consortium, provide added value and strength to this program.

Sabal implementation area

Sabal operates in eleven central and eastern districts of Nepal, including the expansion districts that were added after the April and May 2015 earthquakes. The six original program districts, referred to as the “original districts,” are Khotang, Makwanpur, Okhaldunga, Ramechhap, Sindhuli, and Udayapur. The added districts, referred to as “expansion districts,” are Dolakha, Kavrepalanchok, Rasuwa, and Sindhupalchok. Differentiation between the original and expansion districts can be found in the cluster

modality, which is a group of two or three districts operating under one cluster office. There are two clusters: Nukakot Cluster (Nuwakot and Rasuwa Districts), and Dhulikhel Cluster (Dolakha, Kavrepalanchok, and Sindhupalchok Districts).

Map 1: Sabal Districts and Clusters



At the district level, program activities are implemented by partner organizations. In the original districts, there are two partner organizations per district, and in the expansion districts, there is one partner organization per district (Table 1).

Table 1: District Level Partner Organizations

District type	District	Partner Organizations
Original districts	Khotang	1. Public Welfare Society Nepal 2. Navakiran Sewa Samaj Nepal
	Okhaldhunga	1. Forum for Rural Development Nepal 2. Kotgadi Sikhar Samaj Nepal
	Udayapur	1. Human Rights and Development Center 2. JalpaYouva Samuha
	Ramechhap	1. Mountain Society Development Center

		2. Community Human Resource Development Program
	Sindhuli	1. Sindhuli Integrated Development Services 2. Hamro Prayas Nepal
	Makawanpur	1. Center for Community Development Nepal 2. Integrated Village Development Service
Expansion districts	Rasuwa	1. Langtang Area Conservation and concerned Society
	Nuwakot	1. Community Development Center, Nepal
	Kavrepalanchowk	1. Shanti Jana Aadrsha Sewa Kendra
	Sindhupalchowk	1. Tuki Association Sunkosi
	Dolakha	1. Rural Development Tuki Association

Sabal Technical Approaches

Sabal's program goal is "targeted populations in the eleven districts of central and eastern mid hills of Nepal are more resilient and food secure." The Sabal program purposes and sub-purposes are listed here:

Purpose 1	Stable income of communities and households especially vulnerable female and male in SABAL areas is increased.
Sub Purpose 1.1	Strengthen livelihoods of communities including marginal and vulnerable female/male
Sub Purpose 1.2	Improved economic risk management capacity especially among vulnerable women and men
Purpose 2	Health and Nutrition (H&N): Health and nutrition status of pregnant and lactating women, children under 5 and their families is improved
Sub Purpose 2.1	Increased adoption of project recommended household health, hygiene, and nutrition behaviors and practices
Sub Purpose 2.2	Household environment, sanitation and water management practices improved
Sub Purpose 2.3	Women and children use of quality health and nutrition services increased
Sub Purpose 2.4	Government mechanisms for combating malnutrition are effective
Purpose 3	Disaster Risk Reduction and Climate Change Adaption (DRR/CCA): Ability of households and communities to mitigate, adapt to, and recover from shocks and stressors is strengthened.

Sub Purpose 3.1	PVSE households adoption of climate and disaster resilience practices improved
Sub Purpose 3.2	Community-based disaster risk management systems strengthened
Sub Purpose 3.3	Government capacity in DRR/CCA strengthened

Although all three purposes are built into the design of the Sabal program, the “original” districts and “expansions” districts of Sabal have different implementing strategies. Sabal is implementing all three purpose areas in the original districts, whereas the expansion districts will focus only on Purpose 1 (livelihoods) and 3 (disaster risk reduction/climate change adaption). This differentiation is due to the USAID Suaahara project implementing a similar health and nutrition program in the expansion districts, except for Kavrepalanchowk. In Purpose 2 (Health and Nutrition) Sabal is working in all 326 VDCs of the 6 original program districts and will include Enhanced Homestead Food Production (EHFP) and WASH activities in 164 VDCs. Moreover, the expanded value chain component is being implemented in three expansion districts (Sindhupalchowk, Kavre, and Nuwakot) and one original district (Makwanpur).

Within the program, there are activities which focus on building absorptive, adaptive, and transformative capacities among Sabal beneficiaries. Along with the three main programmatic areas, Sabal has incorporated and mainstreamed gender equity and social inclusion into the programs. Another programmatic component is social behavior change communication, a program-wide strategy to incorporate behavior change activities across Sabal’s program areas.

Sabal Core Activities

Over the life of the award (LOA), Sabal’s activities target 167,976 direct beneficiary households, with some beneficiary households participating in more than one programmatic theme. For livelihoods, Sabal targets 138,614 rural farmers, of which 80% are vulnerable. For health and nutrition Sabal targets 29,702 pregnant and lactating women, and for DRR/CCA Sabal targets the four most vulnerable communities in each program VDC to reach 22,400 households. The core activities for each of the Sabal purposes is listed in the tables below.

Purpose 1 Core Activities

Core Activities	Strategy	Target Beneficiaries
Vocational skills and enterprise development	Training provided on vocations, setting up own business and life skills.	Local vendors, youths: 13,950
Access to savings and financial services and safety nets.	Saving and loan schemes introduced. Financial literacy skills provided. Linkages to enterprise finance & insurance products.	Farmers' groups: 15,540 Youth & women
Value chains and market development	<ul style="list-style-type: none"> - Increase access to improved inputs and embedded training through Lead firms. - Strengthen local collection/market centers to increase access to markets in remote areas. - Increase access to markets specifically in maize, vegetables/spices, and livestock sectors in more commercial corridors. - Strengthen input supply chains and other horizontal service markets (financial services, storage, transportation etc.). 	Total farmers: 59,550 Poor farmers: 47,640
Increased farm production and food security	<ul style="list-style-type: none"> - Training provided on improving farm production and livestock (including climate smart agriculture practices). - Adoption and local access to improved seed and seedlings through seed production and promotion of nurseries. - Promotion of farmers' business schools and demonstration sites. - Access to improved services through trained VAHWs, LRPs, and extension workers. Promotion of networks and linkages with public services, private service providers, 	Total farmers: 123,820 Poor farmers: 99,060 Ultra-poor HHs: 14,120

	<p>and market actors (linking to the value chain component).</p> <ul style="list-style-type: none"> - Training on post-harvest management and improved irrigation. - Cash for work initiatives for short term employment to ultra-poor and strengthening/development of community Livelihood assets. 	
Safe construction of homes	<ul style="list-style-type: none"> - Train construction related craftspeople in the expanded districts. - Promote awareness amongst community on safe construction and monitor quality of post-earthquake reconstruction activities in expanded two districts in partnership with Government of Nepal. 	HHs: 65,000
Natural resources management	<ul style="list-style-type: none"> - Train farmers on sustainable soil management, agro-forestry, slope agriculture practices, community forest management etc. 	<p>Farmers: 17,965</p> <p>Lead farmers: 5,540</p>
Assess to micro-health and crop/ livestock insurance	<ul style="list-style-type: none"> - Increase community access to government promoted crop and livestock insurance. - Collaborate with government to improve access to government promoted health insurance in Sabal program districts. 	Farmers: 29,400
Livelihood risk mitigation	<ul style="list-style-type: none"> - Diversification of traditional cropping patterns to increase farm productivity. - Introduction of sustainable farming technology. 	Farmers: 89,590

Purpose 2 Core Activities

Core Activities	Strategy	Target Beneficiaries
Capacity building of Health workers, FCHVs and multi-sectoral stakeholders	<ul style="list-style-type: none"> - Conduct Master Training of trainers (MToT) and District ToT to develop pool of trainers. - Train health workers on: Maternal Infant and Young Child Nutrition, Integrated Management of Acute Malnutrition. - Train multi-sectoral nutrition plan district and village level steering committee. - Mobilized trainer pools for the cascade and semi-cascade training approach. 	Health workers, female community health volunteers and district government stakeholders
Strengthening mothers' groups	<ul style="list-style-type: none"> - Provide technical support in the regular meeting of health mothers' group. - Conduct food demonstration. - Provide meeting minutes' registers. 	Existing health mothers groups: 2,664
Formative research	Design detail formative research methodology and identify the adolescent sexual and reproductive health issues.	
Develop Adolescent friendly learning corners	Identify secondary schools in each district and provide learning materials to develop learning corners.	In-school adolescents
Train and provide improved nutrient dense vegetable seeds, seedlings and poultry to Enhanced Homestead Food Production (EHFP) groups members and Village Model Farmers (VMF)	<ul style="list-style-type: none"> - Conduct training to VMF and EHFP groups by trained social mobilizers and training officers. - Provide inputs support firstly to VMF and then to EHFP groups. - Capacitated VMF to become resource centers. 	HHs with 1000 days in the target VDCs: 28,842 VMFs:1,476
WASH Promotional training and demonstrations	Train mothers' groups, child clubs, school management committees, teachers, FCHVs, VDC WASH coordination committees and other community members of targeted VDCs.	School children, teachers, FCHVs, health mothers group HMG and V-WASH-CC members

Promote construction of toilet and handwashing station in each household	<ul style="list-style-type: none"> - Conduct Mason training at VDC level. - Provide pan and pipe support to disadvantaged household through Village WASH-CC. - Promote to have handwashing station in each household. 	DAG household
"Open Defecation Free (ODF) VDC" declaration and post ODF activities implementation	<ul style="list-style-type: none"> - Implement orientation and triggering activities in close collaboration with District WASH-CC and Village WASH-CC. - Support ODF declaration and in post ODF interventions. 	VDCs for ODF: 29 VDC for post ODF activities: 100
Strengthen the primary health care/ out-reach clinics (PHC/ORC)	<ul style="list-style-type: none"> - Organize training and orientation to health workers, management committee members of low performing PHC/ORC. - Organize interaction meetings with community to improve service utilization from PHC/ORC. - Provide basic materials like weighing scale to improve the quality of services from PHC/ORC. 	All HHs in the VDCs are indirect beneficiaries
Strengthen and expand outpatient therapeutic care center for severely malnourished children in Makawanpur district	<ul style="list-style-type: none"> - Train health workers and FCHVs on integrated management of acute malnutrition (IMAM) program. - Establish out-patient therapeutic care (OTC) centers. - Supply ready to use therapeutic food to health facilities through district health office to use for the treatment of severely malnourished children. 	HHs with severely malnourished children

Purpose 3 Core Activities

Core Activities	Strategy	Target Beneficiaries
Participatory vulnerability and capacity analysis	Local vulnerability and capacity analysis of 224 VDCs with active participation of local communities conducted.	All communities of 224 VDCs
Weather and climate information to reduce risk in agriculture available and used	<ul style="list-style-type: none"> - Working in cooperation with the Ministry of Agriculture Development. - Develop agro-advisories and create proper mechanisms for forecasting systems to reach farmers. - Build local capacity through committees and training. 	All communities in the working area
Early warning systems in place and DRR systems strengthened	<ul style="list-style-type: none"> - DRR and CCA plans, reviewed, prepared and integrated at all levels including community-based and schools. - Formation of 224 LDMCs and mobilization at community level. - 224 integrated DRR and CCA plans and 176 CDMC level plans supported in preparation. - Flood early warning systems in place. 	<p>All target communities, government, schools.</p> <p>VDCs: 44</p>
Government capacity for DRR and CCA strengthened	<ul style="list-style-type: none"> - Capacity building trainings for government from district to local. - Advocacy and network building to strengthen government capacity. 	Government – national to local

Gender Equality and Social Inclusion (GESI) forms an integral part of Sabal as a cross cutting intervention. Operationalizing GESI is grounded in the mainstreaming approach:

- addressing GESI issues and concerns at multiple levels of intervention, across all thematic activities;
- delivering a series of capacity building initiatives,
- conducting GESI analysis,
- preparing GESI mainstreaming strategy,

- introducing community accountability tools to promote gender responsive budgeting practices at the district level in line with Nepal Government annual Plan,
- introducing new innovations and concepts (e.g., community child care) and
- introducing an Engaging with Men & Boys (EMB) strategy.

Furthermore, Sabal will work on reducing the workload, empowering community people through a tested empowerment model focusing on strengthening agency, structure, and power relations.

The Sabal Social and Behavior Change Communication (SBCC) strategy is designed to (1) address barriers and constraints to optimal health, nutrition, and livelihoods practices, and (2) to promote adoption of behaviors and activities that will lead to better nutrition and health outcomes, both directly (nutrition-specific) and indirectly (nutrition-sensitive) at the community, household, and individual levels. Sabal will disseminate knowledge and information through training, mass media, social marketing programs, and a peer to peer approach.

B. Evaluation objectives

FFP defines the midterm evaluation (MTE) as a process evaluation. The primary aims of this process evaluation are to:

- review the effectiveness of Sabal's processes and approaches
- identify effective activities and strategies for scaling up and
- recommend modifications to activities that are not serving the program's goal.

Another purpose of this process evaluation is to review the implementation processes for producing outputs included in the Detailed Implementation Plans (DIP). The evaluation will consider these processes and assess whether the program logic—reflected in the logframe and measured by indicators per result in the Indicator Performance Tracking Table (IPTT)—is likely to be achieved.

The midterm evaluation has two primary objectives and two secondary objectives. Given that the mid-term evaluation is a process evaluation, the study design and report should emphasize and spend more time on the Primary Objectives 1 and 2.

Primary Objectives:

1. Assess the quality of program inputs, implementation, and outputs in terms of meeting terms agreed with FFP and their acceptability and usefulness to the targeted communities. Identify factors that appear to enhance or detract from the efficiency, quality, sustainability, acceptability, and usefulness of the activities' implementation and expected outputs.
2. Present evidence of change associated with program activities and outputs. Assess how well the observed changes support the ToC, and identify factors in the

implementation or context that impede or promote the achievement of target results.

- a. Determine how well outcomes, systems, and services are designed to be sustainable, and the progress towards implementing sustainability strategies
- b. Determine how effective Sabal has mainstreamed and implemented GESI with regard to and control over resources, meaningful participation, increased ability for decision making, and decreased workload towards social equality.

In addition, the MTE will provide evidence on the Secondary Objectives:

3. Review and assess the implementation approach including differences and effectiveness between the district and cluster strategies, along with recommendations for program adaption as needed.
4. Review the processes for capturing and documenting lessons learned, including feedback from the perspective of stakeholders and beneficiaries. Assess the systems in place to adjust program strategies to incorporate learning.

In order to achieve these objectives, the evaluation team will have access to project documents,¹ which should inform the evaluation questions and be incorporated into the analysis and discussion (also see Section F, Provision of Secondary Data)

The evaluation team should investigate the impact of the major environmental and socio-political events (e.g., earthquakes, fuel crisis) on Sabal's management, planning, and implementation. The evaluation should include recommendations on how to modify Sabal's management, operations, and implementation mechanisms to be adaptable to similar events in the future.

C. Midterm Evaluation Methods

The midterm evaluation shall primarily use qualitative methods, especially unstructured or semi-structured interviews' focus group discussion (FGD) and observations. In order to capture health and nutrition (H&N) information, the evaluation team shall conduct interviews, FGDs, or meetings with direct and indirect beneficiaries (e.g., FCHVs, Health workers) from both Sabal and non-Sabal VDCs. In addition, the evaluation team should utilize existing quantitative data (i.e., program monitoring data). To assess intervention coverage, effectiveness, and relevance, the evaluation team should seek input from program staff, stakeholders, and direct beneficiaries as well as non-beneficiaries (looking for evidence of inclusion and exclusion errors). This will also help to determine attribution to the program.

Prior to the start of the evaluation, program staff will document program achievements per location in terms of the timing of activities, beneficiaries reached, outputs (e.g., training,

¹ Documents include: Program description, Sabal operational plan, M&E Plan (includes Theory of Change, Logframe, IPTT, PIRS), donor reports (annual and quarterly), gender analysis reports, EMMP, barrier analyses reports, baseline study report

capacity building exercises, food distribution), and classification of communities based on the uptake of project promoted practices. This information along with the secondary data noted in the “Project Responsibilities” section will be available to the evaluation team prior to the planned primary data collection activities. This will help purposive sampling of activity sites for qualitative investigation.

The evaluators will review and analyze monitoring data collected by the programs and will consider using the following methods:

- Document and Desk Review
- Review/analyze monitoring data collected and annual monitoring survey data
- Review beneficiary registration data and system
- Review site activity records and training summaries and records
- Conduct key informant interviews with program managers, technical advisors, and government officials
- Hold meetings with consortium and local partners
- Interview key personnel from FFP and other USAID programs in the area
- Conduct group and individual interviews with beneficiaries and non-beneficiaries
- Observation at sites of program activities.

D. Key Evaluation Questions and Focus Areas

The areas of focus and methods are illustrative, and are meant to inform, not constrain, the investigation. Below are key evaluation questions that should be focused on during the evaluation process.

1. *What are the strengths and limitations of the overall project design, implementation, management, communication, and collaboration so far? What factors appear to promote or challenge the project operations or effective collaboration and cooperation among the various internal and external stakeholders as well as global and local partners?*
2. *Within each technical sector, and across sectors, what are the strengths of and challenges to the quality of interventions’ implementation and their acceptance in the target communities? How well do implementation processes adhere to underlying principles and project established good practices? What factors in the implementation and context are associated with greater/lesser efficiency in producing outputs of higher/lower quality? Which interventions and implementation processes are more or less acceptable to members of the target communities and why? Which inter-sectoral approaches and linkages are most promising, or successful?*
3. *How well did the program identify program participants (targeting strategy)? What changes do community members and other stakeholders associate with the project’s interventions? What factors appear to promote and deter the changes? How do the changes correspond to those hypothesized by the project’s TOC? What evidence is there that the program is building absorptive, adaptive, and transformative capacities in the individuals and community structures?*

See Annex 1 for a detailed matrix that identifies more areas of focus for the questions above.

4. *What are the learning and documentation lessons that are in Sabal? How can Sabal increase the adoption of learning mechanisms, focusing on using data for program improvement, learning agendas, and general program behaviors around learning?*
5. *What is the effectiveness of GESI capacity building on staff in identifying, internalizing, analyzing, and mainstreaming GESI issues and concerns in Sabal? To what extent is GESI ownership and responsibility reflected throughout Sabal programs? To what extent has Sabal been effective in operationalizing GESI?*

After analyzing the evidence collected to answer the other evaluation questions, the evaluation team should form conclusions and recommend and prioritize concrete actions to help improve learning during the remaining project years. Conclusions should consider both strengths and challenges of Sabal monitoring and evaluation systems, as well as work processes and culture.

Timeframe

Qualitative data collection will commence in February – April 2017. An illustrative overall schedule for the evaluation is presented in the Annex 3. It is important that sufficient validation mechanisms with technical sector staff be allotted in the timeframe.

Regular feedback: SC encourages the MTE team to debrief and communicate regularly with each other. This includes budgeting sufficient time for regular reflection, discussion and validation. Evaluation team discussions during field work should be documented to ensure actionable and feasible recommendations.

Ground-truth observations and interpretations: At the end of the field work, the evaluation team will organize a one-day workshop with key staff of each technical sector (i.e., select field staff, technical staff, program management) to discuss and validate the evaluation team's observations and findings. In case of major disagreements, the program staff should provide documented support of the argument, and the evaluation team may revisit the field if necessary.

Other considerations: A major factor in the timing of the midterm evaluation is that January through March is winter season in Nepal. Though temperatures may be cold, access to field sites should be minimally affected.

E. MTE Team Composition, Qualifications, and Roles

The evaluation team will consist of a Team Leader who is an evaluation specialist plus three to five technical specialists who bring strong qualitative research skills and experience and expertise in one or more of the project's technical sectors and interventions. The team may include a data analyst experienced in analyzing and synthesizing data across technical sectors.

MTE Team Members' Qualifications

The following minimum requirements for MTE team members' qualifications are as follows:

- *Every team member's* resume must show substantial application of qualitative research skills in developing countries.
- The *Team Leader* must have significant formal education in a field relevant to evaluation (e.g., program evaluation, statistics, anthropology, applied research, organizational development, sociology, or organizational change) at a post-graduate or an evaluation professional continuing-education level.
- The *Team Leader* must have extensive experience in evaluation using mixed methods of investigation (qualitative and quantitative) in developing countries. Knowledge in the conceptual framework of food security and experience evaluating food security programming is highly desirable.
- Each *Technical Specialist* should have a post-graduate degree in a field related to at least one of the technical sectors of the project, plus extensive practical experience in developing countries with interventions similar to those implemented by the project.
- The *MTE Team* should comprise technical expertise from all project sectors and project management.
- No member of the *MTE Team* should have had any prior input to the project's design or implementation.

MTE Team Members' Roles

Each team member's role in the evaluation should be as follows:

Team Leader

- Organize and lead the overall evaluation
- Ensure a thorough review and analysis of project monitoring data and other available secondary data by the appropriate team member(s)
- Lead the selection of a purposively-selected sample of implementation sites and outputs for primary data collection
- Ensure an evaluation plan that includes adequate triangulation and validation of evidence collected in all sectors
- Lead the collection and analyses of primary and secondary data to evaluate the project's M&E processes and the integration of project sectors and interventions
- Ensure that 1) final report presentation is logical and presented in a way that clearly separates the evidence collected, conclusions, and recommendations in different sections of the report, and 2) all evidence, conclusions and recommendations are based on the evidence presented in the report
- Liaise with the Sabal management on behalf of the evaluation team,
- Serve as a Technical Specialist for specified sector (optional)

Technical Specialists:

- Lead the collection and analyses of primary and secondary technical data related to his/her field(s) of expertise, document findings, draw conclusions, and form recommendations for the sector(s)
- Evaluate the general aspects of the implementation of all interventions related to his/her sector(s). While the Team Leader will likely be tasked as the primary investigator for the project management overall, the technical specialists must consider management aspects of the implementation of interventions in their technical sector and the interaction between their technical sector and other project sectors by examining:
 - Staff and material resources
 - Communication – internal and external
 - Community involvement
 - Beneficiary targeting (especially overlap/consistency with other sectors)
 - Management of food and non-food commodities
 - Transfers of entitlements (food, non-food, cash)
 - Branding
 - Partnerships and linkages
 - Consortium management
 - Routine monitoring & evaluation for all interventions
 - Exit/Sustainability strategies
 - Gender integration
 - Environmental protection
- Draft the report sections assigned by the Team Leader in the specified format

F. Project Responsibilities

Provision of Secondary Data

To enable adequate time for secondary data analyses, Sabal staff will assemble maps, documents, databases, and other resources for the evaluation team to use and will deliver these to the evaluators at least two months before the start of primary data collection so that the MTE team members can accomplish the review before arriving at the project site. The contract should include at least two to four weeks of paid time during this period for each team member to review the secondary data.

Sabal staff will serve as informants to the evaluation and support the evaluation process by supplying lists of program sites, sharing program documents, and advising about local protocols. Sabal staff will provide the following materials and documents to the evaluation team members, assuming the information is readily available and will not require significant preparation time from program staff:

1. Program Proposal Narrative(s) and relevant Attachments
2. Annual Reports and Performance Indicator Reference Sheet (PIRS) defining the calculations and sources of annual indicators
3. Pipeline and Resource Estimate Proposal narratives

4. Program routine monitoring records and reports
5. MEAL Plan, program monitoring tools, IPTT, Environmental Mitigation and Monitoring Plan, Annual Monitoring Survey Report, and all formative research studies e.g. barrier analyses, gender analyses, market and value chain analyses, etc.
6. Organogram of program staff showing supervision/management roles and partnerships for each sector
7. Sabal Operational Manual, Detailed Implementation Plan (DIP), TOC with narrative
8. Project monitoring database information
9. Exit strategy and sustainability plan

Logistics

The evaluation team will be responsible for the evaluation logistics in order to avoid compromising project implementation during the evaluation and to maintain a separation between the evaluation team and the implementers, project vehicles, and other vehicles branded to identify them with the Sabal, USAID, or any of the implementing partners while the evaluation team is in the project area.

Logistical and Administrative Advice and Support

Sabal will provide the following support:

- Arrange meetings between the evaluation team and USAID at the end of the evaluation process
- Provide contact details for key partners' staff
- Provide administrative support (e.g., communication, photocopying, printing)
- Advise about local protocols and permissions to gain entry to operational areas
- Provide advice related to travel (e.g., international travel; local vehicles and drivers for hire)
- Identify local firms with potential to provide technical expertise, including translation, to the MTE team (Note: Sabal staff will interact minimally with local firms on behalf of the MTE team)

G. Intellectual Property

Sabal may retain the rights, title, and interest to data that is first acquired or produced under the award. In addition, USAID reserves a royalty-free, worldwide, nonexclusive, and irrevocable right to use, disclose, reproduce, prepare derivative works, distribute copies to the public, and perform publicly and display publicly, in any manner and for any purpose, and to have or permit others to do so.

H. Ethical Guidelines

Every member of the evaluation team must adhere to ethical guidelines as outlined in Save the Children Child Safeguarding Policy and the [American Evaluation Association's \(AEA\) Guiding Principles for Evaluators](#). Evaluators should abide with Save the Children's Child Safeguarding policy and sign the Child Safeguarding Policy and code of conduct declaration form (*Attached in Annex 2*). A summary of AEA's guidelines follows:

- *Systematic Inquiry*: Evaluators conduct systematic, data-based inquiries.
- *Competence*: The evaluation team possesses the education, abilities, skills, and experience appropriate to undertake the tasks proposed in the evaluation. Evaluators practice within the limits of their professional training and competence, and decline to conduct evaluations that fall substantially outside those limits. The evaluation team collectively demonstrates cultural competence.
- *Integrity/Honesty*: Evaluators display honesty and integrity in their own behavior, and attempt to ensure the honesty and integrity of the entire evaluation process.
- *Respect for People*: Evaluators respect the security, dignity, and self-worth of respondents, project participants, clients, and other evaluation stakeholders. Evaluators regard informed consent for participation in evaluation and inform participants and clients about the scope and limits of confidentiality.
- *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.

I. Contractor Responsibilities

Application Requirements, instruction and deadlines

Interested consulting firms/individuals should refer to the accompanying Request for Proposals for instructions.

Deliverables

The evaluation team will produce the evaluation report for review by the stakeholders. The narrative of the final MTE report will have a maximum of 50 pages not including executive summary, table of contents and annexes, prepared in Microsoft Word, written in English, on A4 paper, 12-point “Times New Roman” font with one-inch margins, left justification, and a page number on each page. All deliverables should be submitted in both hard copy and electronic copy, using Microsoft Word/Excel/SPSS or any other analytic engine or software.

The deliverables expected of the evaluation team include:

- i. Midterm evaluation draft protocol, tools and final plan
- ii. Midterm evaluation draft report (up to two rounds of revision)
- iii. Midterm evaluation final report
- iv. Presentations of findings for Sabal staff, USAID Mission

The final report must clearly separate evidence collected by the evaluation team from the conclusions and recommendations based on the evidence in different sections of the report. Sources of all evidence must be identified, and conclusions must be based only on evidence presented in the report, and recommendations must directly correspond to the conclusion. The report should follow the outline provided in Annex 4.

After the MTE is complete, the evaluation team will submit a draft report to Sabal management for comment by the Sabal and USAID. After responding to the comments, the evaluation team will submit the final report for approval by the Awardee and FFP. The final

report must adhere to the requirements in USAID's Evaluation. Once approved by the AOR, the firm must submit the report, supporting documents and related data sets to the Awardee in time for submission to FFP and the DEC within 30 days.

Pertinent Permissions, Approvals, Insurance and Other Required Permits

The evaluation team will be responsible for obtaining all necessary permissions, approvals, insurance, and other required permits and adhering to national and local formalities. These include required permits related to data collection from human subjects, including necessary internal review board (IRB) approvals, and health and accident insurance for MTE team members.

Annex 1: Matrix to Guide Midterm Evaluation Key Evaluation Questions

Areas of focus	Aspects to consider	Illustrative methods of investigation/evaluation
1. What are the strengths and limitations of the overall project design, implementation, management, communication, and collaboration so far? What factors appear to promote or challenge the project operations or effective collaboration and cooperation among the various internal and external stakeholders as well as global and local partners?		
Project Management	<ul style="list-style-type: none"> • Strengths/weaknesses of the project work plan and schedule • Evidence that management has explored and implemented new/innovative ideas and approaches • Changes and challenges in the operating context and how management responded 	<ul style="list-style-type: none"> • Review the project work plan and schedule to assess how completely and clearly it defines the work needed to meet objectives, when and by whom. Is the schedule feasible? • Examine the roles of the different implementing partners and how the plan promotes good collaboration among them and leverages partners' relative advantages. • Interview members of management about outcomes of work plan reviews and how they handled changes and challenges that presented. • Ask implementing staff in different roles how feedback and ideas are solicited and shared within and among partners, especially among field, country office, and headquarters.
Staffing	<ul style="list-style-type: none"> • Adequacy of numbers and capacities (knowledge, experience) from beginning of the project until present • Strengths/weaknesses of supervision and support to assure accountability, performance, and confidence among implementing staff • In/adequacy of resources (tools, work space, transportation, communication, information, work aids) to support interventions' efficient performance at all times from start to current time • Gender and social inclusion sensitivity and balance at various levels of authority 	<ul style="list-style-type: none"> • Review the characteristics and capacities of staff at all levels in all sectors, and assess their confidence and capacities to perform assigned tasks. • Review training and supervision schedules for monitoring and supporting implementing staff, including an assessment of the numbers of people and sites per supervisor. • Interview a sample of field staff and supervisors in different sectors/interventions and at different levels about: <ul style="list-style-type: none"> ○ Factors that affect their performance and motivation ○ Sources of dis/satisfaction with resources, training, supervision, support from technical experts ○ Their roles in decisions about intervention design and implementation ○ Training they received

Areas of focus	Aspects to consider	Illustrative methods of investigation/evaluation
Community engagement and participation	<ul style="list-style-type: none"> • Strengths/weaknesses of the ways the project has included community members, including vulnerable or marginalized members, in decisions about intervention choices, design, implementation, and monitoring • Community members' perceptions about their participation in the project and the degree and nature of their engagement with project staff • Use of incentives of different types • Safeguards against exploitation and discrimination 	<ul style="list-style-type: none"> • Interview groups and individuals from different stakeholder groups about: <ul style="list-style-type: none"> ○ Who has been involved in the project and how? ○ Who else would have liked to be involved, and how? ○ Dis/satisfactions with the way project staff and community members engaged ○ Reports of or potential for exploitation or discrimination by implementing staff or with project resources. • Interview volunteers who contribute significant amounts of unpaid time to project-supported interventions to learn what motivates their participation and performance.
Cultural acceptability	<ul style="list-style-type: none"> • Implementation methods: type, timing, style • Interactions between implementing staff and community members • Messages and methods/timing of communication • Outputs 	<ul style="list-style-type: none"> • Interview members of target communities, government counterpart agencies, and field staff to assess perceptions and attitudes about the choice, implementation, and outputs of interventions. <ul style="list-style-type: none"> ○ How did the program engage with the community at the design and implementation stages of the program? ○ How well do the interventions address the community members' needs? ○ Are the interventions/activities appropriate, and implemented well?
Communication	<ul style="list-style-type: none"> • Quality and timeliness of communications of vision, objectives, plans, implementation guidelines, and other project information among project staff, consortium and local partners, government counterparts and communities • Knowledge in various stakeholder groups about the project • Strengths/weaknesses of the ways the project encourages and handles feedback from community members, staff and partners 	<ul style="list-style-type: none"> • Interview members of implementing partners, communities, government counterparts, and other stakeholder groups to assess: <ul style="list-style-type: none"> ○ Knowledge of objectives, interventions and implementation, intervention duration, eligibility, outputs, and entitlement transfers ○ How/when they learned about project objectives and interventions ○ Frequency and content of communications with other types of stakeholders ○ Dis/satisfaction with ways feedback is received and responded to

Areas of focus	Aspects to consider	Illustrative methods of investigation/evaluation
Partnerships and Linkages	<ul style="list-style-type: none"> Consider collaboration/links with: <ul style="list-style-type: none"> Other USAID projects Government activities Community-based organizations (CBOs) Other complementary activities in the project area Strengths/weaknesses of coordination within the project and between the project and other projects and agencies Factors that make partnerships more/less beneficial to the project implementation 	<ul style="list-style-type: none"> Interview implementing staff, government counterparts, members of CBOs and staff of linked/collaborating projects about: <ul style="list-style-type: none"> The nature and sources of dis/satisfaction with their collaboration and ways that it could be improved How they feel their cooperation benefits the implementation and results on both sides Other projects, agencies, groups that are doing similar or complementary work to which the project is not linked Review samples of project's MOUs with collaborators
Capacity Building strategy of local partners	<ul style="list-style-type: none"> Ways the project is strengthening or establishing links between communities and private or public financial or technical resources Success or challenges of Sabal's approach of strengthening local NGO partners and building their capacity 	<ul style="list-style-type: none"> Review PNGO capacity assessment process Sabal conducted during the initial phase and assess whether Sabal is able to fulfill the gaps that were identified from the assessment though orientation, trainings etc.
Financial management	<ul style="list-style-type: none"> Financial accountability Sufficiency of finances to assure good project implementation Flexibility of the budget to respond to changing conditions 	<ul style="list-style-type: none"> Review financial records Interview managers about: <ul style="list-style-type: none"> The adequacy of finances and effects of financial constraints on project implementation Perceived limits of financial flexibility to respond to change
Branding	<ul style="list-style-type: none"> Compliance with USAID policy Knowledge and attitudes toward donor and implementers within target communities 	<ul style="list-style-type: none"> Assess how well planned and actual actions do/do not comply with USAID branding requirements. Interview beneficiaries and community leaders about their knowledge of and attitudes toward USAID and implementing partner agencies.
2. Within each technical sector, and across sectors, what are the strengths of and challenges to the quality of interventions' implementation and their acceptance in the target communities? How well do implementation processes adhere to underlying principles and project established good practices? What factors in the implementation and context are associated with greater/lesser efficiency in producing outputs of higher/lower quality? Which interventions and implementation processes are more or less acceptable to members of the target communities and why? Which inter-sectoral approaches and linkages are most promising, or successful?		

Areas of focus	Aspects to consider	Illustrative methods of investigation/evaluation
<ul style="list-style-type: none"> • Agricultural production • Cash for Work • Vocational training and Enterprise development • Microfinance (Savings & Loans) • Value Chain • Health & • Nutrition • Social Behavior Change Communication • Water, Sanitation, and Hygiene (WASH) • Women's Empowerment & Promotion of Gender Equity and Social Inclusion • Early Warning Systems and Disaster Risk Reduction • Environmental considerations • Effectiveness of sector-specific and inter-sectoral approaches 	<ul style="list-style-type: none"> • Application of findings from formative research and analyses to implementation • Technical quality of project inputs and outputs • Strengths/weaknesses of how the various interventions engage target groups and protect against unintentional harm • Selection of direct beneficiaries; coverage of target groups • Perceptions of quality, appropriateness and use of distributed goods and promoted services • Composition, activities and governance of groups created or promoted by the project • Networks and connections facilitated by the project • Collaboration with and support to relevant government service providers • Cultural acceptability and relevance of intervention methods and messages • Consistency of content and recipients' understanding of similar messages received via different pathways • Strengths/weaknesses of linkages, coordination and integration among the different sectoral and cross-cutting components • The validity and comprehensiveness of assumptions in the project's TOC that are critical to intervention implementation and outputs • The extent that the Environmental Mitigation and Management Plan (EMMP) is integrated throughout program implementation 	<ul style="list-style-type: none"> • Review formative research and evaluate how well implementation does or does not apply the findings. • Observe interventions and talk with implementing staff, direct and indirect beneficiaries, service providers like health workers and FCHVs about: <ul style="list-style-type: none"> ○ What interventions are more/less effective ○ What/how could interventions be improved ○ Which interventions are more/less interesting or useful ○ Who benefits; who should benefit; how beneficiaries are selected ○ Opportunity costs of participation in interventions ○ Knowledge and understanding of key project messages • Talk with non-beneficiaries from the same communities about: <ul style="list-style-type: none"> ○ Which interventions are more/less interesting or seem more/less useful ○ Who benefits; who should benefit; how beneficiaries are selected ○ Perceptions about the benefits they could gain with participation in interventions • Compare/contrast men's and women's participation and perceptions. • Inspect the technical quality of community and household infrastructure and natural resources to which the project contributed. • Examine the composition of the various groups created or supported by the project: who in the community did or did not join. Why or why not? How is the gender balance? Are marginalized groups represented? • Talk with members of groups formed or promoted by the project about: <ul style="list-style-type: none"> ○ How the group was formed; level of satisfaction with group composition ○ Challenges/successes working as a group ○ Nature and adequacy of support from program

Areas of focus	Aspects to consider	Illustrative methods of investigation/evaluation
	<ul style="list-style-type: none"> • Prevention and conservation efforts, avoidance of unforeseen damage 	<ul style="list-style-type: none"> ○ How and why the group chooses interventions ○ How members' other roles in the community affect their participation in the group • Examine beneficiary records to assess the proportion of households and communities benefit from multiple sectors in different combinations. <ul style="list-style-type: none"> ○ Talk with program staff to understand who was targeted for multiple sectors and why. • Interview members of households benefiting from interventions in single and multiple program sectors about their participation; Compare characteristics of those who benefit from one vs multiple sectors. • Review messages on similar topics transmitted through different pathways for consistency and clarity. • Compare the understanding of the key messages of trainers and direct and indirect trainees. • Interview staff members about their interactions with staff working in other sectors, especially regarding site and beneficiary selection and developing messages to beneficiaries. • Interview members of various types of groups initiated by the project about: e.g., making decisions, managing joint resources, sharing information & experiences. • Interview technical experts, implementing staff and other key informants about project interventions' apparent or potential threats to the environment and identify those not addressed by the EMMP and how well the project implementation has addressed these threats.
3. How well did the program identify program participants (targeting strategy)? What changes do community members and other stakeholders associate with the project's interventions? What factors appear to promote and deter the changes? How do the changes correspond to those hypothesized by the project's TOC? What evidence is there that the program is building absorptive, adaptive and transformative capacities in the individuals and community structures?		

Areas of focus	Aspects to consider	Illustrative methods of investigation/evaluation
Targeting strategy	<ul style="list-style-type: none"> • Program targeting and validation process 	<ul style="list-style-type: none"> • Review program documents • FGDs or KIIs with program participants and non-participants
Changes observed or reported	<ul style="list-style-type: none"> • The project's TOC • Intended and unintended change • Positive and negative change • Differential change among beneficiaries (individual, community) of one sector, beneficiaries of multiple sectors, and non-beneficiaries • Perceived benefits of participation in interventions from multiple sectors vs a single sector • Perceived trajectory of change and conditions that threaten or promote sustained change • Changes in conditions related to assumptions 	<ul style="list-style-type: none"> • Interview community members (beneficiaries of one or more sectors and non-beneficiaries) and project staff to gain perspectives about: <ul style="list-style-type: none"> ○ Changes they have made themselves, observed in others, or observe in the social, economic or physical environment ○ Factors that promoted the changes ○ Barriers to changes intended by the project ○ Conditions that promote or threaten sustained change • Technically evaluate how strategically selected infrastructural outputs affect or can affect livelihoods, well-being, or environmental conditions.
Resilience	<ul style="list-style-type: none"> • Adaptive, absorptive, transformative • Social Capital 	<ul style="list-style-type: none"> • Through FGDs with beneficiaries and non-beneficiaries, understand how the program is building the resilience capacities through the programmatic activities • Specifically, the evaluator should gather evidence about social capital; • To what extent has the program contributed to building bonding, bridging and linking social capital • How well has the program supported group formation and the roles and functions of the group?

Areas of focus	Aspects to consider	Illustrative methods of investigation/evaluation
Cross Cutting		
Monitoring & Evaluation	<ul style="list-style-type: none"> • Assess the M&E system and plans for the following criteria: <ul style="list-style-type: none"> ○ Collects data useful to monitor the quality and outputs of processes ○ Solicits and reports opinions, ideas and concerns from field staff ○ Provides constructive feedback to implementing staff to inform, assist, assure accountability and motivate good performance ○ Assures accurate reporting to USAID ○ Supports timely problem-solving and decision making for all stakeholders ○ Assures data quality: validity, reliability, timeliness, integrity and precision ○ Has been used to adjust implementation ○ Is or is not supported by the institutional structures ○ Monitors environmental impact ○ Monitors gender equity • The strengths/weaknesses of data collection methods • The roles of data bases in monitoring, analysis and report generation • Identify other anticipated challenges or pitfalls 	<ul style="list-style-type: none"> • Critically review the M&E plan and systems: staffing, processes, and outputs. • Interview staff in various roles in the collection, analysis and reporting of routine monitoring about their activities and roles, to determine their understanding and confidence in the data collected, and challenges they face getting or using the data. • Interview recipients of reports and other outputs about how they use the information they receive, which information is most useful, the timeliness of the information, and any other information they would like to have. • Interview key decision makers about the timeliness and usefulness of the data from the M&E system.
Exit Strategy/ Sustainability	<ul style="list-style-type: none"> • The comprehensiveness of the exit/sustainability strategy • Factors that threaten the continuation of targeted practices and services and the maintenance of new infrastructure • Progress in implementing the strategy 	<ul style="list-style-type: none"> • Critically review the exit/sustainability strategy and progress in its implementation in light of the findings related to the challenges to practices promoted by and threats to infrastructure developed by the project. • Interview key informants and beneficiaries about threats and promoters of targeted practices and infrastructure.

Based on the findings from, above, recommend doable actions and modifications to improve its acceptability to targeted communities or the efficiency and effectiveness of its implementation.

Based on findings from key evaluation questions	<ul style="list-style-type: none"> • Observed/perceived strengths and weaknesses of the implementation so far • Factors in the design, implementation and context that affect the efficiency or acceptability of the processes, outputs and immediate outcomes • Targeted communities' and individuals' perceptions and priorities • Relative cost/feasibility and anticipated value of acting and benefiting within the life of the project • Potential to advance the project's ultimate objectives and goal 	<ul style="list-style-type: none"> • Use the results of inquiries to the questions above to form conclusions and recommend concrete actions to help improve project performance and final results. • Prioritize the recommendations and identify the actor(s), the purpose for change and anticipated benefits. All recommendations should be directly related to stated conclusions and based on evidence presented as findings.
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Annex 2: Save the Children International Safeguarding Policy and Code of Conduct declaration Form



SCI CHILD SAFEGUARDING POLICY AND CODE OF CONDUCT DECLARATION FORM

INTRODUCTION

This document outlines the policies and procedures established to ensure that Save the Children International is recognized as a child safe organization. The application of this policy is the means by which Save the Children International ensures that it is in compliance with the Child Safeguarding Protocol of Save the Children International as well as the UN Secretary General's Bulletin on Special Measures for Protection from Sexual Exploitation and Sexual Abuse 2003.

APPLICABLE TO:

All regular and temporary employees, project or program partners, consultants, contractors, agents, advisors, volunteers, interns and donors who have contact with children through the programs of Save the Children (collectively "Save the Children Representatives").

SC staff and other representatives must never:

1. Hit or otherwise physically assault or physically abuse children
2. Engage in sexual activity or have a sexual relationship with anyone under the age of 18 years regardless of the age of majority/consent or custom locally. Mistaken belief in the age of a child is not a defense.
3. Develop relationships with children which could in any way be deemed exploitative or abusive
4. Act in ways that may be abusive in any way or may place a child at risk of abuse.
5. Use language, make suggestions or offer advice which is inappropriate, offensive or abusive
6. Behave physically in a manner which is inappropriate or sexually provocative
7. Have a child/children with whom they are working to stay overnight at their home unsupervised unless exceptional circumstances apply and previous permission has been obtained from a their line manager
8. Sleep in the same bed as a child with whom they are working
9. Sleep in the same room as a child with whom they are working unless exceptional circumstances apply and previous permission has been obtained from their line manager
10. Do things for children of a personal nature that they can do themselves
11. Condone, or participate in, behavior of children which is illegal, unsafe or abusive
12. Act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse
13. Discriminate against, show unfair differential treatment or favor to particular children to the exclusion of others.

14. Spend excessive time alone with children away from others
15. Expose a child to inappropriate images, films and websites including pornography and extreme violence
16. Place themselves in a position where they are made vulnerable to allegations of misconduct

This is not an exhaustive or exclusive list. Staff, partners, and other representatives should at all times avoid actions or behavior which may allow behavior to be misrepresented, constitute poor practice or potentially abusive behavior.

It is important for all representatives in contact with children to:

- a. Be aware of situations which may present risks and manage them
- b. Plan and organize the work and the workplace so as to minimize risks
- c. As far as possible, be visible in working with children
- d. Ensure that a culture of openness exists to enable any issues or concerns to be raised and discussed
- e. Ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behavior does not go unchallenged
- f. Talk to children about their contact with staff or others and encourage them to raise any concerns
- g. Empower children - discuss with them their rights, what is acceptable and unacceptable, and what they can do if there is a problem.
- h. Maintain high personal and professional standards
- i. Respect the rights of children and treat them fairly, honestly and with dignity and respect
- j. Encourage participatory practice with children which develops their own safeguarding capacity

DUTY OF ALL REPRESENTATIVES TO REPORT CONCERNS

All partners and other representatives must report all concerns including both specific reports and unconfirmed concerns regarding child abuse or sexual exploitation where the alleged perpetrator is a member of staff, other representative or staff of a partner agency to the any staff he/she feels comfortable to report or Department Head, Regional Program Manager, HR Director (Focal Point) and Country Director and or beyond (SC Regional Office or Head Quarter).

Child Safeguarding concerns should be reported within 24 hours, unless it is impossible or impracticable to do so or other exceptional circumstances exist.

SAVE THE CHILDREN ETHICAL CODE OF CONDUCT

Partners and other representatives must:

- Observe the laws, customs, and traditions of countries worked in or visited. In cases where such laws, customs or traditions contravene the UN Convention of the Rights of the Child (CRC), the rights of the child shall prevail

- Oppose discrimination of any form or type, e.g. racial, religious, ethnic, caste, social, gender, age, disability, or otherwise
- Remain non-partisan/neutral on political and religious issues
- Refuse to accept bribes or benefits from persons or organizations trying to further their interest with SC.
- Administer SC's resources responsibly and cost-effectively
- Never to be or appear intoxicated while on duty
- Avoid/minimize/oppose situations where children's integrity may be compromised or devalued by pictures, articles, studies, unfavorable publicity, etc. (related to their situations)
- Refrain economic or any other disloyalty to SC or any organization with which SC cooperates
- Avoid participating in circumstances that present a conflict of interest.
- Refrain irresponsible handling of confidential information

The above principles shall be observed at all times, i.e. at work and while not at work. SC partners and other representative/s who comes to know about the violation of child safeguarding policy must inform to Save the Children's staff as mentioned above.

SC practices a "zero tolerance" policy regarding the above principles. Any partner or other representative, violating any of the above principles can expect immediate reaction from the organization, in the form of censure, discipline, suspension and/or termination.

Acceptance

I confirm that I have read, understood and shall abide by the above principles for the entire period I am associated with, and/or represent, SC. I understand that violation of any of the above principles can, depending on degree of severity, result in immediate discipline, suspension or termination.

Name (block letters) & signature

Place and date

If it is required to report, I will use any of the following:

<p>Save the Children, Nepal Country Office Airport Gate Area, Shambhu Marg, Sinamangal, Kathmandu, Nepal GPO Box: 3394 Tel: +977-1-4468130/4464803 Fax: +977-1-4468132 Email: post.nepal@savethechildren.org</p>
<p>Child Safeguarding Focal Person Deepak Koirala Human Resource Director Nepal Country Office</p>

<p>Mobile no. +977 - 9843171524 deepak.koirala@savethechildren.org</p>		
<p>East Field Office Contact Person Ajay Kant Senior Field Program Manager ajay.kant@savethechildren.org Mobile no +977 -9841832786 Office: +977 - 21-416213/416214/416309 Biratnagar-13, Saral Tole Near Neuro Hospital Biratnagar, Morang</p>	<p>Dhulikhel Field Office Contact Person Ganga Thakali Field Manager ganga.thakali@savethechildren.org Mobile no +977 - 9741072332 Office: +977 - 11 - 663777/664013 Fax: +977-11-663777 Pulbazar, Banepa-5 Kavre</p>	
<p>West Field Office Contact Person Dhana Kumari Bhusal Senior Field Program Manager dhana.bhusal@savethechildren.org Mobile no +977 - 9857062877 Office: +977- 071- 541193 / 541220 Fax: 071 541954 Butwal Municipality -6 Laxminagar, Rupendehi</p>	<p>Mid & Far West Field Office Contact Person Virendra Thagunna Senior Field Program Manager virendra.thagunna@savethechildren.org Mobile no +977 - 9858020435 Office: +977 -081-524744 / 525743 Fax: 081-524743 BP Marg Chowk, Ward No. -16 Nepalgunj, Banke</p>	
	<p>Kathmandu Field Office Contact Person Rajendra Tuladhar Field Manager rajendra.tuladhar@savethechildren.org Mobile no +977 - 9857060521 Office: +977- 1-4481087/4481088 Fax: 1-4468132 Airport Gate Area, Shambhu Marg Kathmandu, Nepal</p>	

Annex 3: Draft Illustrative Timeline

Activity	Sept	Oct	Nov	Dec	Jan	Feb	March	Apr	May	June	July
Sabal draft MTE SOW	X										
USAID approval of MTE SOW	X	X									
Advertise, identify and secure MTE Evaluation firm	X	X	X	X	X						
MTE team secondary data review and MTE work plan prep				X	X						
MTE data collection						X	X				
Topline Findings and Key Recommendations shared with Sabal							X				
MTE data analysis and draft report							X	X			
Feedback from USAID and finalization of MTE report									X	X	X

Annex 4: Sabal Midterm Evaluation Report Outline

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Acknowledgements

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- III. Findings (by Purpose)
 - a. Purpose 1
 - i. Introduction
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 - ii. Description of Activities
 - iii. Findings
 - iv. Targeting
 - v. Conclusions
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 - i. Introduction
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 - a. Purpose 1 Recommendations
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 - d. Cross-cutting Recommendations (Gender and Social Inclusion, Resilience, M&E)
 - e. Sustainability Recommendations
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Annexes (included should be: consent forms, list of interviewees/participants, protocol and tools, evaluation plan and schedule).