**Consultancy Terms of Reference**

**JOB TITLE:** Consultant to conduct final evaluation of the NORAD funded program (Basic education, child rights governance, child protection, and humanitarian)

| TEAM / PROGRAM: Strategy, Program Development and Impact (SPDI)/Evidence & Learning | LOCATION: Phnom Penh and travel to the target provinces |
| Number of Positions: Individual or Team | Type of Contract: Agreement |

**CHILD SAFEGUARDING**

Level 2: *either* the role holder will have access to personal data about children and/or young people as part of their work; *or* they will be working in a ‘regulated’ position (accountant, barrister, solicitor, legal executive); therefore, a police check will be required (at ‘standard’ level in the UK or equivalent in other countries).

**Introduction**

Save the Children (SC) is the world’s largest independent child rights organization, working in more than 120 countries, including Cambodia. Save the Children in Cambodia implements its programmes in partnership with the Government, civil society and relevant research organizations. We work with communities, local NGO’s and community-based organizations to deliver projects that help ensure children are protected, health and educated. We work with the Royal Government of Cambodia at National and Sub-National levels and also with civil society to ensure that our development efforts are sustainable. Save the Children in Cambodia work in the whole spectrum of child development through 5 programmes: Education, Child Protection, Child Right Government, Health & Nutrition, and Child Poverty. Save the Children works in both development and emergency contexts, ensuring that cross-cutting areas such as gender, disability, resiliency, and remoteness are key considerations to achieve immediate and lasting change for the most marginalized and most disadvantaged.

**Project Background**

Save the Children International in Cambodia has been funded by the Norwegian Agency for Development Cooperation (NORAD) through Save the Children Norway (SCN) to implement a program focusing on four thematic areas from 2015-2018 (basic education, child rights governance, child protection, and humanitarian), and a phase-out framework of agreement 2019-2020 (similar to earlier thematic areas, but group differently: children learn and are safe, children are protected, and children’s rights).

**2015–2018 Framework Agreement**

1. Education: the goal was to improve children’s learning outcomes and better development through improving the quality of the learning environment for basic education.
• Outcome 1: By the end of 2018, children in SC supported schools achieve better learning outcomes in literacy.
• Outcome 2: schools supported by SCI provide children with quality learning environments.
• Outcome 3: By the end of 2018, MoEYS invests more in good learning environments for improving the quality of basic education.
• Outcome 4: The effectiveness of “I’m Learning!” as a programming approach and potential SC signature programme has been developed and thoroughly tested and documented.

2. Child Rights Governance: a strong civil society, including children, holds RGoC and the international community to account for children’s rights.
   • Outcome 1: RGoC monitors and fulfils children’s rights.
   • Outcome 2: Civil society promotes and defends children’s rights.
   • Outcome 3: Children and youth participate in and influence promoting and defending their rights.

3. Child Protection: to ensure more children living without adequate care are given protection through strengthened national and local child protection systems.
   • Outcome 1: Prevent children and youth being exposed to violence and abuse through the creation of better protection mechanisms and by providing children with knowledge about their rights.
   • Outcome 2: Prevention of violence and abuse is prioritized by national and local authorities and partners so that they meet their obligations under the UNCRC.
   • Outcome 3: Children who migrate alone or with their families or are victims of trafficking are protected and receive adequate care through better protection systems.

4. Humanitarian: to improve access to safe schools and education for children in 4 vulnerable provinces.
   • Outcome 1: The children affected by disaster in nine most vulnerable provinces in Cambodia have access to safe schools and education through increased preparedness at all level, better mechanism and structured DRR learning.
   • Outcome 2: SC is a driving force for integrating DRR in the education sector.
   • Outcome 3: Strategic partnerships on humanitarian response and DRR/CCA with humanitarian actors.

Overview of target location and themes is illustrated below:

<table>
<thead>
<tr>
<th>Province</th>
<th>District</th>
<th>#School/Commune</th>
<th>Target group</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Rights Governance</td>
<td>Tboung Khmum province</td>
<td>O Reang Ov</td>
<td>3 communes</td>
<td>Children and youth club members, Commune Council (CC), Commune Committee for Women and Children (CCWC), Planning and Budgeting Committee (PBC), and Women and</td>
</tr>
<tr>
<td></td>
<td>Prey Veng Province</td>
<td>Peam Ro</td>
<td>8 communes</td>
<td>Child Rights Governance</td>
</tr>
<tr>
<td>Child Protection</td>
<td></td>
<td></td>
<td></td>
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<tr>
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</tr>
<tr>
<td>Tboung Khmum province</td>
<td>O Reang Ov</td>
<td>3 communes</td>
<td>Provincial and district level Women and Children Consultative Committee (WCCC), Department of Women’s Affairs, PoSVY, DoSVY, Commune Council, Commune Committee for Women and Children (CCWC), and Children and Youth Groups</td>
<td>Child Protection</td>
</tr>
<tr>
<td><strong>Education (Basic Education)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kampong Chhnang</td>
<td>Kampong Chhnang, Toek Phos, Rolea B’ier, Samaky Meanchevy, Kampong Tralach, Kampong Laeng, Boribo, and Choul Kiri</td>
<td>26</td>
<td>Children, teachers, school principals, POEs/DOEs, Commune Councils, School Development Committees (SDCs), Commune Committee for Women and Children (CCWC), and parents</td>
<td>Education (including DRR)</td>
</tr>
<tr>
<td>Pursat</td>
<td>Phnom Kravanh, Veal Veng, and Bakan</td>
<td>21</td>
<td>Children, teachers, school principals, POEs/DOEs, Commune Councils, School Development Committees (SDCs), Commune Committee for Women and Children (CCWC), and parents</td>
<td></td>
</tr>
<tr>
<td>Koh Kong</td>
<td>Mondul Seima, Khemrak Phoumin, Koh Kong, Botum Sakor, Kiri Sakor, Srae Ambel, and Thmor Baing</td>
<td>26</td>
<td>Children, teachers, school principals, POEs/DOEs, Commune Councils, School Development Committees (SDCs), Commune Committee for Women and Children (CCWC), and parents</td>
<td></td>
</tr>
<tr>
<td>Kampong Cham</td>
<td>Kampong Cham, Kampong Siem, Chamkaleur, Cheung Prey, Stung Trang, Kong Meas, and Srey Santhor</td>
<td>25</td>
<td>Children, teachers, school principals, POEs/DOEs, Commune Councils, School Development Committees (SDCs), Commune Committee for Women and Children (CCWC), and parents</td>
<td>Education (including DRR)</td>
</tr>
<tr>
<td>Tboung Khmum</td>
<td>Memot</td>
<td>3</td>
<td>Children, teachers, school principals, POEs/DOEs, Commune Councils, School Development Committees (SDCs), Commune Committee for Women and Children (CCWC), and parents</td>
<td></td>
</tr>
<tr>
<td>Preah Vihear</td>
<td>Krong Preah Vihear, Tbeng Mean Chey, Roveng, Chey Sen, Cheb, Kulen, Sangkum Thmey, and Choamksan</td>
<td>16</td>
<td>Children, teachers, school principals, POEs/DOEs, Commune Councils, School Development Committees (SDCs), Commune Committee for Women and Children (CCWC), and parents</td>
<td></td>
</tr>
<tr>
<td><strong>Basic Education (I’m Learning!)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention Schools</td>
<td>Kampong Cham</td>
<td>Kampong Siem, Chamkaleur, and Kong Meas</td>
<td>4</td>
<td>Children, teachers, school principals, POEs/DOEs, Commune Councils, School Development Committees (SDCs), Commune Committee for Women and Children (CCWC), and parents</td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td>Tboung Khmum</td>
<td>Memot</td>
<td>1</td>
<td>Children, teachers, school principals, POEs/DOEs, Commune Councils, School Development Committees (SDCs), Commune Committee for Women and Children (CCWC), and parents</td>
<td></td>
</tr>
<tr>
<td>Kampong Chhnang</td>
<td>Boribo, and Kampong Trolach</td>
<td>5</td>
<td>Children, teachers, school principals, POEs/DOEs, Commune Councils, School Development Committees (SDCs), Commune Committee for Women and Children (CCWC), and parents</td>
<td></td>
</tr>
<tr>
<td>Kratie</td>
<td>Prek Brosob, Chet Borey, and Snoul</td>
<td>5</td>
<td>Children, teachers, school principals, POEs/DOEs, Commune Councils, School Development Committees (SDCs), Commune Committee for Women and Children (CCWC), and parents</td>
<td></td>
</tr>
<tr>
<td>Control Schools</td>
<td>Kampong Cham</td>
<td>Kampong Siem, Koh Sotin, Srey Santhor, Cheung Prey, Bathay, and Chamkaleur</td>
<td>9</td>
<td>Children, teachers, school principals, POEs/DOEs, Commune Councils, School Development Committees (SDCs), Commune Committee for Women and Children (CCWC), and parents</td>
</tr>
<tr>
<td>Tboung Khmum</td>
<td>Tboung Khmum</td>
<td>1</td>
<td>Children, teachers, school principals, POEs/DOEs, Commune Councils, School Development Committees (SDCs), Commune Committee for Women and Children (CCWC), and parents</td>
<td></td>
</tr>
<tr>
<td>Prey Veng</td>
<td>Baphnom, Kampong Trobek, and Pea Rang</td>
<td>5</td>
<td>Children, teachers, school principals, POEs/DOEs, Commune Councils, School Development Committees (SDCs), Commune Committee for Women and Children (CCWC), and parents</td>
<td></td>
</tr>
<tr>
<td>Humanitarian</td>
<td>Pursat</td>
<td>Bakan</td>
<td>4</td>
<td>Students, teachers, directors, village chiefs, POEs, DOEs, and Commune Committee on Disaster Management (CCDM)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kravanh</td>
<td>3</td>
<td>Students, teachers, directors, village chiefs, POEs, DOEs, and Commune</td>
</tr>
</tbody>
</table>

Humanitarian/DRR
| Kampong Chhnang | Kampong Chhnang | 4 | Students, teachers, directors, village chiefs, POEs, DOEs, and Commune Committee on Disaster Management (CCDM) |
| Boribo | 4 | Students, teachers, directors, village chiefs, POEs, DOEs, and Commune Committee on Disaster Management (CCDM) |
| Kampong Cham | Kang Meas | 6 | Students, teachers, directors, village chiefs, POEs, DOEs, and Commune Committee on Disaster Management (CCDM) |
| Srey Santhor | 5 | Students, teachers, directors, village chiefs, POEs, DOEs, and Commune Committee on Disaster Management (CCDM) |
| Preah Vihear | Chorm Khsan | 1 | Students, teachers, directors, village chiefs, POEs, DOEs, and Commune Committee on Disaster Management (CCDM) |
| Chey Sen | 1 | Students, teachers, directors, village chiefs, POEs, DOEs, and Commune Committee on Disaster Management (CCDM) |
| Sangkom Thmey | 1 | Students, teachers, directors, village chiefs, POEs, DOEs, and Commune Committee on Disaster Management (CCDM) |

### 2019-2020 Framework Agreement

The overall approach of this phase out program is to focus on sustainable prioritization of, and decision-making for, children at the local level of government, the critical actors involved in responding to the needs boys and girls and households at the “front line”. This builds upon the strong successes in the previous program in relation to deepening government ownership, building positive local relationships and dialogue between actors, accountability and resource allocation from local governments for services, and equal opportunity for boys and girls to participate in decision-making. This will be complemented by a national level approach to CSO strengthening, advocacy, and documentation and dissemination of learning.

1. **Children learn and are safe:** Primary schools in Cambodia improve performance and provide better learning outcomes.
   - Improved quality of learning environment within target schools.
   - Increased inclusive access to primary education for marginalized boys and girls, including children (girls and boys) with disabilities, minority groups, girls, and boys from poor family and orphans.
• School governance and decision makers are held accountable for improving school service performance by responding to the specific needs of girls and boys and households.
• Evidence-based solutions and methods for improving quality of basic education are employed and sustained by schools’ governance bodies and reinforced by national policy and budgets.
• The education system supports resilient access to quality education through safe schools that are prepared to respond to disasters/ emergency.

2. **Children are protected**: Cambodian children (girls and boys) are protected against violence, abuse, neglect and exploitation in communities.
   • Increased prioritization and implementation of the national positive parenting strategy by Ministry of Social Affairs, Veteran and Youth Rehabilitation links to social work service delivery and case management systems (OSCaR) by local government and partner organizations.
   • Local and national government increase investment in child protection budget.

3. **Children’s rights**: CSOs and Children and Youth networks are strong advocates and promoters of sustained implementation of child rights in Cambodia.
   • Institutional capacity and networking of Cambodian CSOs and Networks are strengthened to evolving in response to legal compliance, operational systems, and quality programming for children.
   • Children and Youth led-organizations, networks and Child Rights Coalitions coordinate to advocate for and monitor UNCRC implementation in Cambodia.
   • Increased resource investment for children in education and protection.

Total reached is 27,660 children (50% girls) and 7500 adults (50% women) in 50 schools. Intervention sites including number of schools have been reduced from previous phases.

**Some success stories from the current and previous FW Agreements:**

**Education**
• Strengthened disability inclusive approaches in primary education
• School based management (including classroom committees)
• Achievements on teacher professional competency (trained teachers/school management)
• Improved quality of learning environment and institutionalization of methods for continuous assessment of learning environment quality – institutionalization of school development plans that reflect QLE/SBM elements
• Strengthened children’s councils (and other child- & youth-led groups)

**Child protection**
• Through advocacy SC Cambodia achieved increased commitment from government to increase resources to implement the Positive Parenting Strategy and the Action Plan to Prevent and Respond to Violence against Children.
• Child Protection Guidebook for Commune/Sangkat Committees for Women and Children (CCWCs) approved by Ministry of Interior

**Child rights**
- Policies and guidelines developed/improved in partnership with government partners both at national and local levels
- Strengthened the internal financial controls and effective financial management practices of all implementing partners under the Norad programme
- Strengthened capacity of CSOs to provide child led/informed supplementary report and to effectively do advocacy for implementation of UPR & UNCRC recommendations

Other key success stories and achievements will be identified by consultants in consultation with program implementers. Then these will guide the consultants in formulate evaluation questions to address impact and sustainability.

### Evaluation Questions

#### 1) Impact questions

a) How can the impact of SC Norad programming on school management and quality of learning environment be explained? How can this impact be explained in terms of its effect on learning outcomes?

b) What is the impact of SC Norad programming on learning outcomes of students?

c) How can the impact of the strengthened child/student councils, and child/youth-led organizations be explained in terms of their capacity to influence decision-making and implementation of their rights at school, administrative and community levels?

d) How can impact of Positive Parenting Strategy and the Action Plan to Prevent and Respond to Violence against Children on communities be explained?

e) How have Child Protection Guidebook transformed commune committees in terms of their functioning and capacity to influence?

f) How can the impact of policies/guidelines/legal provisions developed/improved be explained in terms of strengthening the system or the purpose they are intended to serve?

g) Explain how Norad funded SC programmes transformed local CSOs (including child/youth led organisations) in terms of their capacity to promote children’s rights and hold government to account.

#### 2) Sustainability questions

a) How sustainable will be the change achieved in school-based management and learning environment quality improvement methods after the Norad funding is terminated by end of 2020?

b) How sustainable will be governments’ commitment in terms of adequately financing the implementation of positive parenting strategy and action plan for preventing and responding to violence against children?

c) Additional sustainability questions will be provided by SCN

### Evaluation Purpose
The purpose of this evaluation is to identify the main impact and sustainability (for example, institutionalization of QLE self-assessment in schools, school based management, investment in
children, etc.) that the country office in Cambodia (CO) has achieved in the 2015-2018 and 2019-2020 framework agreements. Beside this the NORAD agreement 2010-2014 will be examined when documentation and institutional memory are available. The impact and sustainability are not limited but will include at a micro (individual beneficiaries), meso (family, schools and communities), and macro levels (sub-national administrations and national government including policy and institutional). The specific objectives include:

1. To document the impact of the Norad programmes implemented during the period 2015-2020. The impact level results achieved at individual beneficiary level (student, teacher, etc), organisational level (schools, local and regional CSOs including child- & youth-led organisations, child protection mechanisms), and national/sub-national levels will be investigated in respect to the different thematic and cross-thematic programmes.

2. Capture and document stories of change that have evolved at the ground level during the project implementation with relevant photographs showcasing changes and impacts brought out by the project. Stories of change and the photographs showing these changes can be included as part of the (a) impact or (b) sustainability assessments/objectives. Let’s have one objective that focuses on “impact documentation” and another objective that focuses on “sustainability documentation”.

3. To document evidence of impact of disability inclusive approaches on children with disability and to investigate the sustainability of the adopted disability inclusive approaches. How the inclusive classrooms, training of school leaders on identification of CWD using Washington group questions, and other inclusive approaches will make disability inclusion sustainable in education and/or protection sectors will be investigated;¹ and evidence of school mitigation activities into commune investment plan (CIP)².

4. To document lessons learned from the programme approaches and processes implemented to achieve impact and sustainable changes in the intervention communities”. This will, among other points, include investigation of internal (internal to SC) and external factors that were facilitators/drivers or constraints to the intended change. Lessons for future programming for sustainability and impact will be documented (see Specific Learning Agenda questions in the Annex).

Scope of the Evaluation
The evaluation is not limited but will include the programs funded by NORAD through SCN from the last two phases, 2015-2018 and 2019-2020. The impact from the earlier periods especially before 2015 will be referenced as well when lasting impact could be observed during

¹ The case study could focus on output 2.2, output 2.3 and other related outputs/outcomes. This could be analysed from perspectives of how SC contributed to sustainability of disability inclusive approaches, including the impact of the disability inclusion approaches on CWD. The CO has also been training schools on Washington Group Questions. These and other inclusive approaches will be investigated for how sustainable they will make disability inclusion sustainable in education and protection sectors. Output 2.2: Marginalised boys and girls in target schools, including those with disabilities receive direct support that enables them to attend school, output 2.3: Demonstration inclusive classrooms to accommodate boys and girls with disabilities and other marginalized groups are available within target schools.

² Output 5.1: schools which have implemented their EPRPs (either in full or partially) though schools and other government resources (including government mobilizing other local resources, such as fundraising).
the process of the evaluation, especially through the document review and institutional memories. Relevant learning agenda questions from the program and Country Strategic Plan will be addressed, particularly to generate robust evidence for future programming and policy options.

**Methodology**

Both qualitative and quantitative methods will be used to study the impact and sustainability of Norad funded SC programmes.

Qualitative methods: data collection for study of impact and sustainability will be done using:
- Desk reviews where SC Cambodia Norad annual reports, end of FW Agreement report 2015-2018, end of FW Agreement report 2019-2020, I'm learning pilot report, relevant programme documents and study/evaluation reports, and other relevant documents will be used.
- In-depth key informant interviews (head teachers, district education officers, child protection workers/stakeholders, implementing and government strategic partners, CSO and child-rights actors, commune/municipality staff, etc); beneficiary interviews (students, teachers, community-based CP members, child- & youth-organisations, community members, etc).
- Focus group discussion (e.g. children with disabilities, leaders/members of child- & youth-led organisation, CP case management beneficiaries, etc as appropriate).
- Site visits and observation.

**Qualitative data analysis method:**

- **Qualitative impact analysis**
  - Most significant change (or other similar analysis method) can be used to analyse the major changes that can be explained in terms of impact.
  - Consultant is expected to use additional or alternative qualitative analysis method for better analysis of impact.
  - Illustrative pictures, diagrams, etc will also be used as necessary.

- **Qualitative sustainability analysis**
  - Major sustainability results that can be explained in terms of lasting positive changes in systems/mechanisms, capacity of organisations, programme approaches, etc will be done using selected SCN Sustainability Principles as framework for sustainability analysis.
  - The consultant is expected to use additional sustainability analysis methods/models for more robust sustainability analysis.

Quantitative methods: quantitative data will be obtained and/or collected for impact analysis and sustainability:
- From databases of Norad funded SC Cambodia’s programmes of the FW Agreements under consideration. Those datasets will be used to measure the impact and examine sustainability of the program particularly the phased out sites/schools. Baseline data collection and analysis for the 2015-2018 Framework had been completed. For the 2019-
2020 Framework, baseline data collection and analysis were completed, but the endline will be carried out when the government reopens the schools, likely by July/August or early next year. Datasets from 2010-2014 will be examined as well when available.

- Additional quantitative data collection can be done only if necessary & justified.

Quantitative data analysis method:
- Descriptive statistics and analysis of trends of change (e.g. improvement in literacy/numeracy) across years during time period covered under the FW Agreements under consideration.
- Inferential statistical analysis (if data collected allows that).
- Other relevant analysis techniques.

In addition to this, OECD DAC Evaluation Criteria will be used.

**The Consultancy Period & Timeframe**

July – December 2020 (likely extended to early 2021 if the schools will not be reopened by this year)

<table>
<thead>
<tr>
<th>No</th>
<th>Milestone</th>
<th>Date</th>
<th>#Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Evaluation Plan &amp; data collection tools development</td>
<td>July (w3-4)</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>SCI review evaluation plan and data collection tools</td>
<td>August (w1-2)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Fieldwork for data collection (first phase will be done via Skype calls with key stakeholders and SCI program team and partners if the COVID situation not yet return to normal; second phase, direct field visit and interviews, will be contingent upon the government reopens the schools, the worse scenario will likely be around early 2021. But everything is uncertain at this moment, and subject to change.)</td>
<td>August(w4) – September (w1-2) (w1)</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>Data Analyses (primary, secondary, and statistical) – two phase as above</td>
<td>Aug – Sept</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>First Draft Report</td>
<td>October</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>SCI review first draft report</td>
<td>November (w1-2)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Summary Report (max. 10 pages)</td>
<td>November</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Evidence to Action Brief (max. 4-5 pages)</td>
<td>November</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>SCI review final draft reports</td>
<td>December</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Dissemination</td>
<td>December</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Total (estimated)</td>
<td></td>
<td>53</td>
</tr>
</tbody>
</table>
Reports to: the consultant(s) will report to Save the Children Cambodia’s Head of Evidence and Learning, with close coordination with other relevant staff.

Deliverables
The consultant will deliver on the following:

A. The Evaluation Plan (including evaluation design, methods, tools/instruments, analytical framework, schedule, etc.).
B. Draft Evaluation Report (including two case studies)
C. Final Evaluation Report (including two case studies)
D. Summary Evaluation Report
E. Evidence to Action Brief
F. Presentation of results in national dissemination workshop & presentation slides in English and Khmer (face to face)
G. The data newly collected (both qualitative and quantitative data) by the consultant are owned by SCI Cambodia and will be provided by the consultant to SCI Cambodia (in datasets and other forms) with the final evaluation report.

Payment Schedule
The consultant will undergo regular review and performance evaluation, be expected to check in with the managing staff member (Head of Evidence & Learning or his/her delegate), and be held to Save the Children policy standards and that of the consultancy contract.

<table>
<thead>
<tr>
<th>Payment</th>
<th>Approved Deliverable</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payment 1</td>
<td>Approved Deliverable A</td>
<td>30%</td>
</tr>
<tr>
<td>Payment 2</td>
<td>Approved Deliverable B</td>
<td>30%</td>
</tr>
<tr>
<td>Payment 3</td>
<td>Approved Deliverable C, D, E, F, &amp; G</td>
<td>40%</td>
</tr>
</tbody>
</table>

Payment will be made, according to achievement of agreed milestones in the submitted work plan. The milestones and payment calendar will be confirmed in the contract and established an agreed consultancy work plan.

For all deliverables and milestones, payment is not contingent upon simple completion of activities associated with deliverables and payment schedule, but rather the completion of the activity and deliverable to the satisfaction of Save the Children. Payment will be made based on satisfactory passing of each milestone, including successful completion of agreed follow up actions and tasks.

The Royal Government of Cambodia requires a 14% withholding tax for non-residential consultants and a 15% withholding tax for residential consultants. This withholding tax will be withheld from the consultant’s normal daily rate and is NOT the responsibility of Save the Children to compensate.

Roles and Responsibilities
The assessment will be led by a consultant with assistance from staff members of SCI and partners.

Consultant
1. Develop Evaluation Plan (including evaluation design, methods, tools/instruments, analytical framework to address relevant learning questions and evaluation objectives, schedule, etc.). Sufficient time (about 2 weeks) should be provided for SCI to review and incorporate comments into the finalization of the evaluation plan.

2. Present evaluation plan to SCI and incorporate comments to finalize the plan before data collection.

3. Discuss with SCI project staff to select relevant participants and sites for fieldwork.

4. Consult with SCI to develop the scope of the OECD DAC evaluation criteria and customize it to the program context. The sustainability achieved by the program should be identified using SCN Sustainability Principles.

5. Present the Evaluation Plan to SCI & SCN for feedback and finalize before fieldwork for data collection.

6. Carry out fieldwork for primary data collection.

7. Conduct in-depth statistical analyses of existing raw datasets especially from student learning outcomes and teacher proficiency assessments to measure impact of the program and identify the sustainability achieved by the program especially among schools that have been phased out after the 2015-2018 Framework Agreement.

8. Identify specific best practices and lessons learnt for the program implementation.

9. Review and synthesize all relevant program documents including implementation progress, baseline, endline, and other relevant study reports to identify impact and sustainability in addition to primary data collection.

10. In consultation with SCI to select topics and develop two brief and concise case studies.

11. Carry out debriefing session with SCI after completing fieldwork for data collection.

12. Develop a full evaluation report.

13. Produce two case studies with narrative texts and photos. The cases studies will be integrated into the main evaluation report.


15. Develop evidence to action brief.

16. Present results of the evaluation in the national dissemination workshop.

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**Save the Children**

1. Provide all relevant project documents.

2. Review evaluation plan.

3. Coordinate and support consultant with required documents and support for fieldwork for data collection.

4. Support to identify the two case studies and fieldwork process to collect information and data.

5. Meet regularly with the consultant on the schedule and discuss progress/quality of deliverables.

6. Approve payments for the consultancy according to payment schedule and completion of tasks to a high quality and satisfaction of Save the Children.

7. To coordinate with relevant people and partner to ensure smooth consultancy work.
8. Prepare dissemination workshop.

Minimum Qualifications

- Completed Ph.D. degree from an internationally recognized university in relevant area (education, sociology, social demography, social psychology, development studies, gender studies, social work, etc.).
- Strong academic and/or professional training backgrounds in research/evaluation, particularly qualitative methodology.
- At least 15 years of experience in conducting qualitative evaluation/assessment.
- Extensive experience in using OECD DAC Evaluation Criteria.
- Experience in preparing project completion report.
- High level of professional writing in research/evaluation.
- Demonstrated ability to work cross culturally, and with a range of stakeholders, including government.
- Experience working in Cambodia is a considerable advantage. International consultant is required to arrange for his/her own local assistants. The local assistants should have relevant education qualifications and experience in research and evaluation, not just a translator.
- One of the team members should be a local Statistic Analyst/Specialist with advanced skills and practical experience in carrying statistical data analysis using SPSS or STATA. The estimated number of working days for this member are about 13 days (extensive statistical data preparations and data analysis).
- A lead consultant is required to ensure that the team members have necessary knowledge, skills, and experience relevant to thematic areas, Child Rights Governance, Child Protection, Education, and DRR/Humanitarian.

How to Apply:
Interested candidates are invited to submit to Save the Children Cambodia via jobs.cambodia@savethechildren.org by Sunday, 24th of May 2020.
Applicants should submit the following:
- A detailed CVs of core international team members
- A cover letter
- A brief technical proposal and proposed budget including local assistants (one must be a professional statistician/quantitative data analysis specialist, home-based for about 15 days including data preparation and analysis) and international consultants with a net daily rate, food and accommodation, airfare, transportation to/from in field (max. US$90/day) to carry out this assignment. A lead international consultant should prepare for two rounds of two-ways trips, for data collection after school reopening, and presentation of the findings at national dissemination workshop in December or after the government reopen the international flights. SCI has a formal roster of qualified national consultants. Gross daily fee of local consultant is about US$200 - US$300.
Applications will be assessed upon receipt.

Annex: Program Learning Agenda

The following learning questions are not limited but will include the following as necessary. In addition to this, learning questions from the country strategic plan will be explored. The selection of the learning questions will be made based on consultation with SCI team. Its relevancy and feasibility will be considered in the process of the evaluation development.

a) What is the rate at which local government budgets and expenditures increase investment for children? Does local budget increase facilitate effective implementation of national policies at local level?

b) Why do boys and girls have different levels of engagement in program activities?

c) How can programs more effectively target and support the most marginalized and most disadvantaged, especially in terms of poverty and disability? (but also ethnicity and orphan, geographic remoteness if possible)

d) How simple or complex are our programs for take-up by (especially local) government, CSOs, and communities themselves?

e) Comparing geographies which are phased out of immediately versus those with ongoing implementation, what programmatic aspects remain by the end of two years?

f) To what extent does progress persist after close out of Save the Children support, and what are the lessons learned from the phase-out process? (Challenges and opportunities; incidences of successful phase-out; child participation; and capacity and willingness of CSOs, children, and government stakeholders to ensure sustainability?