Terms of Reference
Final Evaluation of Future Ready Children in Tonga

1. PROJECT SUMMARY

Type of study	Final Evaluation
Name of the project	Fakafuo ‘o e tangata ma’ae kaha’u (Future Ready Children) in Tonga
Project Start and End dates	August 2022 – July 2025
Project duration	3 years
Project locations:	Nuku'alofa Tongatapu
Thematic areas	Child Protection
Donor	Australian Government through the Australian NGO Cooperation Program (ANCP)
Estimated beneficiaries	Approx. 600 children, teachers and University and Government Stakeholders
Overall objective of the project	Support the Government of Tonga to strengthen capacities and systems in place to protect children from violence, with a focus on the education sector, through mechanisms that are robust, inclusive, and equitable.

2. INTRODUCTION

This document provides Terms of Reference for the final evaluation of Fakafuo ‘o e tangata ma’ae kaha’u (Future Ready Children) in Tonga.

The Future Ready Children project was implemented between August 2022 and July 2025, with support from the Australian NGO Cooperation Program (ANCP). The project is implemented in Nuku'alofa Tongatapu, targeting approximately 600 children and adults in FY 24/25. The project’s overall objective is to support the Government of Tonga to strengthen capacities and systems in place to protect children from violence, with a focus on the education sector, through mechanisms that are robust, inclusive, and equitable.

As this project is in its final year of implementation, a final evaluation is planned to determine whether Future Ready Children achieved its intended outcomes, what factors promoted or hindered the achievement of expected results and how/ why this happened.

The project background, study scope, key questions, methodology, key deliverables and timeframes for its implementation are provided in the sections that follow.

3. BACKGROUND AND CONTEXT

In 2022, the Government of Tonga drafted a National Child Protection Policy (NCPP) and accompanying Strategic Plan of Action with a view to strengthening child protection mechanisms and coordination in Tonga across government departments, civil society and other child-wellbeing stakeholders. The Ministry of Justice, whose remit this falls under, confirmed interest in partnering with Save the Children strengthen capacities and systems in place to protect children from violence, with a focus on the education sector, through mechanisms that are robust, inclusive, and equitable.

A study was undertaken by the project in 2024 examining the child protection and child safeguarding situation in the Tongan education system to inform systematic approaches to address child protection in schools. The result of this was a series of recommendations to address the practice of corporal punishment in schools, prevent bullying and improve school-led reporting of safeguarding and wellbeing concerns.

The Future Ready Children project aims to address these challenges through the following project outcomes:

1. Child protection mechanisms are progressed with key actors through national coordination mechanisms.
2. Increased skills, knowledge and understanding of child protection concerns and priorities within the education sector in Tonga.
3. Increased resources on child protection addressing priorities in Tonga schools accessible to pre- and in-service teachers.

The Future Ready Children project was implemented between August 2022 and July 2025, with support from the Australian NGO Cooperation Program (ANCP). The project is implemented in partnership with Ministry of Justice (non-contractual), Ministry of Education and Training (MET) (contractual, financial), Tonga Institute of Education/Tonga National University (TIOE/TNU) (contractual, non-financial) and through a contracted implementing partner (Thuso).

The project has a strong trainer-of-trainer approach, and it is expected that by the end of the project this will have been completed in up to 10 schools in Tongatapu.

The project has evolved over its 3 years of implementation in response to context and need, including some revisions to the project design following the first year of implementation. This iterative design is reflected in the logframe (Annex 1). The evaluation consultant will receive monitoring data that populates outcome and output level indicators in the logframe.

4. SCOPE OF STUDY

4.1 Purpose, Objectives and Scope

This study is being conducted at the end of the Future Ready Children project. It will build upon the monitoring data, including pre- and post-assessments, undertaken previously.

The primary purpose of this final evaluation is to determine whether Future Ready Children achieved its intended objective and outcomes, what factors promoted or hindered the achievement of expected results and how/ why this happened.

The objectives of this evaluation are to:

- Determine the extent to which Future Ready Children achieved its intended objective and outcomes.
- Identify mechanisms that worked and can explain the achievement (or not) of the project results and why.
- Recommend ways in which the effectiveness of interventions under Future Ready Children could be improved in the future.

The final evaluation will focus on a desk review/ secondary data analysis of project documentation and monitoring data, alongside undertaking qualitative data collection, to answer the key study questions. This final evaluation will also populate the values for the two objective-level indicators. The three years of the project will be in scope, although data collection will focus on activities and sites in which programming is occurring in this final year of implementation. Qualitative data is only expected to be collected in Tongatapu and undertaken with children, teachers and implementing partners.

4.2 Intended Audience and Use of the Study

The primary intended audience of the study is Save the Children and its partners, including project participants, university and government partners, as well as the donor (Australian Government). Save the Children and its partners intend to use the findings to continuously improve programming in the intervention areas related to Future Ready Children and in future iterations of ANCP programming, as well as for accountability to the donor on the results of their investment. The final evaluation report is expected to be sufficiently technical to suit the needs of these audiences.

A 'brief' of the evaluation should also be prepared for non-technical audiences who are less likely to read the full report, i.e. Save the Children management, Government partners and the donor. It is expected that both the final evaluation report and the 'brief' will be made available to external audiences. The study team should also propose how evaluation findings will be shared back with children and school communities in a way that is accessible and child-friendly.

4.3 Key Study Questions

The following list of key study questions is provisional, and the consultant(s) will be expected to review and refine them in collaboration with Save the Children.

In line with the purpose and objectives of the final evaluation, as well as with consideration to the OECD DAC criteria, the provisional key study questions are:

- Is the intervention consistent with the interventions of other actors in the same context, such as supporting complementarity, harmonization, and co-ordination with government and other relevant service providers? (Coherence)
- To what extent did the project achieve its intended outcomes? (Effectiveness)
- Were there particular components or interventions of the project most responsible for changes? (Effectiveness)
- Are there any differences in outcomes achieved by different groups (i.e. age, gender, disability)? If so, how and why? (Effectiveness)
- Was the project implemented economically, with outputs delivered on time and within budget? (Efficiency)
- Does the project contribute to reaching higher-level objectives? Why/ why not? (Impact)
- Does the intervention respond to clearly identified needs and priorities of the project participants and stakeholders? (Relevance)
- Are the positive effects or impacts of the project sustainable? (Sustainability)
- What factors contributed to, or were missing, for sustainable effects or impacts to be achieved? (Sustainability)

5. STUDY METHODOLOGY

This study is expected to include a desk review/ secondary data analysis of project documentation and monitoring data, alongside undertaking qualitative data collection, to answer the key study questions.

The documentation for desk review/ secondary data analysis is expected to include:

- Project design documents/ ADPlans across 3 years
- Project reporting/ ANCP Performance Reports across 2.5 years
- Monitoring data (including pre- and post-assessment reports for relevant indicators)
- Research study on Child Protection in the Tongan Education System

This study is also expected to undertake qualitative data collection in Tongatapu with children, teachers, and implementing partners. The consultants should propose methods that will be used for qualitative data collection. While it is anticipated this will likely focus on conducting Focus Group Discussions and Key Informant Interviews, the use of participatory data collection methods, particularly with children, will be viewed favourably.

The consultants should propose a purposive sampling strategy for qualitative data collection from the up to 10 schools which are expected to have completed all project interventions at the point of this evaluation being undertaken. The proposed sampled school sites should include data collection with both children and teachers, with consideration given to any necessary group segregation for data collection that may be required. It is also expected that data collection will be undertaken with Master/Teacher trainers and implementing partners, including Government authorities from MOJ and MET, TIOE/TNU, and Thuso.

The consultants will need to develop all qualitative data collection tools as part of the inception report, which will be reviewed by Save the Children. While priority will be given to a consultant/ firm that can provide all services required for this evaluation, including recruitment and management of enumerators, Save the Children will also consider bids in which a consultant provides remote evaluation services and Save the Children manages the in-country data collection component by enumerators.

5.1 Ethical Considerations

The following ethical considerations must guide the study:

- Safeguarding – demonstrating the highest standards of behaviour towards children and adults.
- Sensitive – to child rights, gender, inclusion and cultural contexts.
- Openness - of information given, to the highest possible degree to all involved parties.
- Confidentiality and data protection - measures will be put in place to protect the identity of all participants and any other information that may put them or others at risk.
- Broad participation - the relevant parties should be involved where possible.
- Reliability and independence - the study should be conducted so that findings and conclusions are correct and trustworthy.

It is expected that:

- Data collection methods will be age and gender appropriate, participatory and inclusive.
- Study activities will provide a safe, creative space where children feel that their thoughts and ideas are important.

- A risk assessment will be conducted that includes any risks related to children, young people's, or adult's participation.
- A referral mechanism will be in place in case any child safeguarding or protection issues arise.
- Informed consent processes are used with children (and their guardians) and adults for all data collection activities.
- Save the Children policies, including on Child Safeguarding, Protection from Sexual Exploitation and Abuse, and Data Protection and Privacy, are adhered to at all times.

This study will be required to obtain approval from a Human Research Ethics Committee. Save the Children will provide assistance with this process through its global mechanism. This process is estimated to take 2 weeks.

5.2 Known limitations

There are some known limitations that may affect this evaluation:

- While the evaluation is of the 3-year project, there was some revision to the design after the first year and the data collection for evaluation will focus on the current design of the project.
- The ToT model of the project relies on roll-out of training that is outside the scope of Save the Children control, but there are some indicators in the logframe that rely on this roll-out occurring as planned. It is possible that some indicators will not be populated as expected at endline due to delays in roll-out or there won't have been enough time between the roll-out and data collection to show the effects of the project on the intended beneficiaries (i.e. children).
- It may be difficult to attribute any observed changes to the project itself given the intervention approach and limitations in the project monitoring and evaluation design.

6. EXPECTED DELIVERABLES

The study deliverables and tentative timeline (subject to the commencement date of the study) are outlined below. The consultant and Save the Children will agree on final milestones and deadlines at the inception phase. However, **it should be noted that the deadline for the final report, the end of June, will be hard** as this evaluation report will be feeding into a regional meta-evaluation process.

In addition to these deliverables, regular communication between the study team and Save the Children on progress, any emerging issues to be resolved, and subsequent activities to be planned is expected.

Deliverables and Tentative Timeline

Deliverable / Milestones	**Timeline (2025)**
The study team is contracted and commences work	April 14th

The study team will submit an **inception report*** in line with the provided template, including: • Study objectives, scope and key study questions • Description of the methodology, including design, data collection methods, sampling strategy, data sources, and study matrix against the key study questions • Data analysis and reporting plan • Caveats and limitations of study • Risks and mitigation plan • Ethical considerations including details on consent • Stakeholder and children communication and engagement plan • Key deliverables, responsibilities, and timelines • Data collection tools Once the report is finalised and accepted, the evaluator/researcher study team must submit a request for any change in strategy or approach to the study manager or the steering committee.	April 25th
Save the Children review of inception report and data collection tools.	*May 2nd*
Study team finalisation of inception report	May 9th
Ethics submission approval: Submission will need to include: • study protocols (participant recruitment, data security and storage, consent and confidentiality etc.) • considerations for consulting with children and other vulnerable groups • participant information statement and consent forms *Note: it is expected that the study team can proceed with enumerator training and testing of tools while awaiting ethics approval on the assumption that any changes required will be minimal.*	Approval by May 23rd
A **Draft Study Report** in line with the provided template including below elements: • Executive summary • Background description of the Program and context relevant to the Study • Scope and focus of the study • Overview of the study methodology and data collection methods, including a Study matrix • Findings aligned to each of the key Study questions • Specific caveats or methodological limitations of the evaluation • Conclusions outlining implications of the findings or learnings • Recommendations • Annexes (Project logframe, study ToR, Inception Report, Study schedule, List of people involved)	June 13th

Save the Children technical and quality review of report. For an example of our quality criteria, see Annex 3.	*June 20th*
Final Study Report incorporating feedback from consultation on the Draft Study Report	June 27th
Knowledge translation materials, including: ▪ PowerPoint presentation of Study findings ▪ Evaluation Brief using the Save the Children template	July 4th

7. STUDY TEAM AND SELECTION CRITERIA

Interested consultants will be required to submit an Expression of Interest, which should include the following:

- Proposed methodology and approach, which should include the proposed purposive # of schools to be sampled and data collection activities to be undertaken.
- Project plan with key activities, timeline and LoE/ days needed to carry out activities.
- Experience and track record of conducting similar studies. This should also include key personnel and their role(s), how the team will be managed, and the team's ability to commit the skills and resources to the study over the period.
- A financial proposal that should include personnel allocation (role / number of days / daily rates / taxes) in AUD, as well as any other applicable costs (i.e. travel, support costs). If there are evaluation costs not covered in your financial proposal (i.e. if you are offering only remote evaluation services and the costs of enumerators would need to be borne by Save the Children), please make this clear in your proposal.

Understanding of Requirements and Experience

To be considered, the study team member(s) must have demonstrated skills, expertise and experience in:

- Designing and conducting evaluations with a substantive qualitative data collection component being used to complement existing quantitative data.
- Conducting studies in the field of child protection, ideally in education settings.
- Conducting studies in the Pacific and having existing networks of enumerators (desirable). Submissions by local consultants or in partnership with local consultants will be highly regarded.
- Conducting ethical and inclusive studies involving children and child participatory techniques, as well as involving other marginalised, deprived and/or vulnerable groups in culturally appropriate and sensitive ways.
- Managing and coordinating a range of government, non-government and community group stakeholders.
- Sound and proven experience in conducting evaluations based on OECD-DAC evaluation criteria, particularly utilisation and learning focused evaluations.
- Strong written and verbal skills in communicating technical and/ or complex findings to non-specialist audiences (especially report writing and presentation skills).

- A track record of open, collaborative working with clients

8. SCHEDULE OF PAYMENT

The following payments will be made to the consultant in 3 instalments using an agreed mode of payment:

- Upon approval of inception report and tools: 20%
- Upon submission of first draft study report: 30%
- Upon approval of final study report: 50%

9. HOW TO APPLY

If interested in applying for this study, please submit an Expression of Interest covering the requirements listed in section 7, an example of a similar report/study authored by the consultant and contact information for two references related to a similar piece of work. Applications that do not cover these requirements will not be considered.

If you have questions or need further information, please send an email to georgina.ohare1@savethechildren.org.au, with cc to maaimoa.mafileo@savethechildren.org.au and fositina.kama@savethechildren.org.au.

ToR prepared by:	Georgina O'Hare
ToR approved by:	Maa'imoa Mafile'o
Date of sign off:	04/03/2015

10. ANNEXES

Annex 1: Project Logframe

Logframe Descriptor	Indicators	Target	MoV	Responsible	Frequency
Overall. Obj. Strengthened capacities & systems in place to protect children from violence through mechanisms that are robust, inclusive & equitable.	# new policies/resources applied across in relevant sectors for CP (Education Sector focus)	4	Desk Review/ KIIs	Evaluator	Project end
	Level of (Self-Rated) change in knowledge, awareness and/or applied skills for CP-Targeted stakeholders (focus on MET. TNU & Schools+other key agencies)	>30%	Monitoring data/ KIIs	Evaluator	Project end
Yr 1 Outcomes & Outputs| Aug 22-Jul 23	**Planning and Consultation Phase to support draft TNCPP Consultations and Sector Specific Plans**				
1.1 [CP] mechanisms analysed & disseminated & key actors better coordinated- [prev]& responding to violence.	# Agencies with mapping and # Coordination Sessions documenting status	10 & 3	Analysis of Wkshp Reports	PM/TA	End Yr 1
1.1.1 Mapping of CP systems & services to identify key stakeholders, service gaps & strategy for engagement	# Relevant Agency Services/Systems Mapped	10	Workshop Reports	PM	Per Event
1.1.2 Support functioning of CP coordination mechanism/s & other relevant mechanisms	# of Coordination Sessions/Wkhs	3	Workshop Reports	PM	Per Event
1.1.3 Status report -coordination [mech] & opportunities for shared learning	# Summary reports	1	Workshop /Meeting Reports	PM	Per Event
1.2 Policy makers & key actors in targeted sectors show increased knowledge & plans for [VP] towards children.	Plans developed for Year 2 to progress CP engagement in line with agreed areas of TNCPP policy and SPA	1	Design Plans Year 2	PM/TA	End Yr 1
1.2.1 Consultations with key stakeholders to socialise and raise awareness of the government's CP policy	# Meetings/Sessions to review TNCPP priorities	1	TNCPP Meetings/ Correspondence	PM	Per Event
1.2.2 Identify information & potential training needs of key stakeholders	# of priorities identified and discussed	1	Workshop and Stakeholder Consultation Meeting Notes	PM	Per Event
1.2.3 Co-design & test relevant strategic interventions [incl] [info] & training materials	# Planning Sessions	1	Workshop and Stakeholder Consultation Meeting Notes	PM	Per Event
1.2.4 Summary report - potential program areas to progress CP interventions, key beneficiary groups in targeted sectors	# Plans Developed for Yr 2	1	Workshop and Stakeholder Consultation Meeting Notes	PM	End Yr1
Yr2 & Yr 3 Outcomes| Aug 23-July 25	**Delivery of CP Interventions- with Focus on Education Sector Systems and Resource Materials**				
Outcome 1 | CP mechanisms progressed with key actors [thru] national coordination mechanisms	# MET Staff, TNU Staff and other Agency/Service Providers with CP Accountabilities (eg MoJ & Service providers) engaged in Planning and Review of CP progress and achievements	271	Consolidated List of participants by Agency and Division plus Role and Consultation Activities	PM/TA	End Yr 3

	# of Feedback/guidance by agencies (outside of MET/TNU) discussed in Outcome 1 Yr3 Workshops	2	Workshop Records on Agency Feedback -Output 1.5	PM/TA	End Yr 3
[Yr 2] 1.1 At least 1 Technical review & consolidated feedback provided to NCPP on the final Policy, Strategy and Dissemination plans	# TNCPP Document Reviews Conducted	1	TNCPP Revisions-Correspondence	PM	Per Review
[Yr 2] 1.2 At least 3 dissemination & coord events to progress finalisation & dissemination of the TNCPP Policy & SPA supported [in coord with Committee/Sub-Committee]	# Events /Meetings held	3	Meeting/Event Records	PM	Per Event
[Yr 3] 1.3 #2 Workshops to orientate MET Departments to (i) key findings from CP Ed Sector Study] & plans & (ii) Key results & progress in CP &related GEDSI [Obj]-End Yr3	# Workhops & Level of Representation -#Participants by MET Divison/role (Gender D/A)	2	Wkshp Report with Presentations. List of Participants and notes of key discussion items/outcomes	PM	Per Event
[Yr 3] 1.4 #2 Workshops to orientate education stakeholders through the LEG to (i) key findings from CP in the Education Sector Study & supporting project plans and (ii) Key results and progress in CP and related GEDSI objectives for the project at end of Yr3	# Workhops & Level of Representation -#Participants Agency -Gender D/A	2	Wkshp Report with Presentations. List of Participants and notes of key discussion items/outcomes	PM	Per Event
[Yr 3] 1.5 Workshop on Yr 3 progress on CP [in Ed sector] shared with key agencies with responsibilities or services in CP.	# Workhops & Level of Representation -# Participants by Agency & Role-Gender D/A	1	Wkshp Report with Presentations. List of Participants and notes of key discussion items/outcomes	PM	Per Event
Outcome 2| Increased knowledge & understanding of CP concerns & priorities within [ed] sector in Tonga	% of Master/ToT Trainers with increased level of knowledge	TBD	Pre- and post- training survey	Thuso	Per training
	# Teachers receiving (roll-out) training (from ToT Teachers) (Gender D/A)	200	ToT Training Records	PM	End Yr3
	# & % of Teachers /Students in targeted schools (Gender D/A) reporting improved ~~applied~~ knowledge/skills in Bullying prevention	TBD	Pre- and post- training survey	Thuso	Per training
[Yr 2] 2.1 SoW for CP analysis in Tonga Ed sector agreed in consultation with key stakeholders – MET and TIOE	Study Terms of Refernce-Developed and Approved	1	Final TOR	PM/TA	Begin Y2
[Yr 2] 2.2 Sector study completed through secondary analysis and participatory consultations, in partnership with local agencies, to engage key respondents encompassing Teachers, Students and parents and include follow up recommendations (short and longer term) 1to progress CP in school context.	Sector Study Report detailing Agency and School level consultation	1	Final Report	PM/TA/Thuso	Mid Yr2
[Yr 2] 2.3 Briefing paper developed, drawing from broader findings of Sector Study (2.2) & structured to inform the content and structure of specific TIOE Teacher training resources in CP	Briefing paper	1	Briefing Paper	PM/TA/Thuso	Mid Yr2
[Yr 3] 2.4 # 6 Master Trainers & #20 Training of Trainer (ToT) Teachers [rep] schools across 4 regions trained in newly designed positive discipline in classrooms training course with integrated GEDSI component	# of Master Training and ToT Trainers. Across Diverse Schools/Regions (Gender D/)	26	ToT M&E Report including ToT Wkhp materials.	Thuso	Per training

[Yr 3] 2.5 #Teachers/Nominated Safety Focal points certified with first aid training, representing schools across all 4 Regional Divisions.	# First Aid Certified Teachers across # of Schools (Gender D/A)	20	List of Certified Teachers by School/Region	PM	Per Training
[Yr 3] 2.6 # Resource Guides for use by students, parents and teachers on Bullying prevention and management, reflective of the GEDSI context, developed through consultative process, presented in local language and distributed to schools in online and in hard copy (accessible formats)	# Schools receiving resource guides (include details of School type, location and school teacher and student numbers enrolled per school)	100	M&E Report on resource guide development, Socialisation & feedback	PM	Distribution completion
Outcome 3: Increased resources on child protection addressing priorities in Tonga schools accessible to pre and in-services teachers.	# Teachers enrolling in short online course on CP/CSG (Gender D/A)	700	Moodle export	Thuso	End Yr3
	%Teachers completing short online course on CP/CSG (Gender D/A)	50%	Moodle export	Thuso	End Yr3
	# TiOE/TNU Students (planned) to be enrolled in 2025 course which includes new CP curriculum	TBD	Project report/ Meeting Minutes	PM	End Yr3
[Yr 2] 3.1 MOU in place with TIOE to confirm scope of work & technical resource requirements for development of package of teaching/learning resources to support teachers with child protection knowledge and skills	# Agreements signed	1	MOU Documentation	PM/TA	Begin Yr2
[Yr 2] 3.2 Short online course on Child Safeguarding in Education and Introduction to CP in the Education Sector, developed and available for TIOE dissemination in preservice orientation and refresher training for in-service teachers.	# Short Online Course: List of Contents	1	Short Online Course Materials	PM/Thuso	End Yr2
[Yr 2] 3.3 CP in Education Elective Course Component (Planning)	# Planning Sessions	1	Record of Planning Discussions-TNU	PM/Thuso	End Yr2
[Yr 3] 3.4 Utilisation & Monitoring (U&M) Plan developed with MET and TNU for uptake of new online course in Child protection and safeguarding with integrated GEDSI components	# Documented Plan with TNU/MET approval to support access monitoring by teachers (Disaggregated by gender, school, Class levels)	1	Plan document	Thuso	End Yr3
[Yr 3] 3.5 CP in Education Elective Course Component (Finalised and Ready for 2025 Academic Year)	# Elective Course Component Drafted and approved for 2025 Academic Year	1	Project report/ Meeting Minutes	PM	End Yr3

Annex 2: Evaluation quality criteria for prospective consultants

Category	Evaluation Quality Criteria
Purpose, Design and Methods	1. Does the evaluation report clearly identify the evaluation's purpose (including its key objectives, questions and criteria) as set out in the evaluation's Terms of Reference (ToR)?
	2. Are the data collection and analysis methods a clearly justified approach to addressing the evaluation's purpose and questions? (Do they provide valid, reliable and ethical data?)
	3. Is the methodology suitably tailored to the context and population groups to which the evaluation questions relate (e.g. re gender, disability, socio-economic status, geographic location, cultural context, ethnicity)?
	4. Is the size and composition of the sample in proportion to the conclusions sought by the evaluation?
	5. Does the evaluation build on what is already known, for example existing tried and tested frameworks and tools, existing data/evidence, and previous lessons learned?
	6. Are the methods used to collect and analyse data and any limitations of the quality of the data and collection methodology explained and justified?
	7. Has any personal and professional influence or potential bias among those collecting or analysing data been recorded and addressed or mitigated ethically?
Analysis and Findings	8. If evaluating impact, is a point of comparison used to show that change has happened (eg. a baseline, a counterfactual, comparison with a similar group)?
	9. Is the explanation of how (e.g. theory of change, logframe, activities) the intervention contributes to change explored?
	10. Is the data well triangulated, such as by using different data collection methods, types of data and stakeholder perspectives?
	11. Are alternative factors (eg. the contribution of other actors) considered to explain the observed result alongside an intervention's contribution?
	12. Are unintended and unexpected changes (positive or negative) identified and explained?
	13. Are the perspectives of children & communities included in the evidence, including the most deprived and marginalised? Note: For evaluations focused on young children, caregiver perspectives are adequate instead.
	14. Are the findings disaggregated according to sex, disability and other relevant social differences?
	15. Is there a clear logical link between the data that was collected and analysed, and the conclusions and recommendations presented?
	16. Are conflicting findings and divergent perspectives presented and explained in the analysis and conclusions?
	17. Are the findings and conclusions of the assessment shared with and validated by a range of key stakeholders (eg. communities, partners, Save the Children staff)?
Communication and Use	18. Is the analysis and interpretation of the data well communicated through accessible language and helpful visuals (diagrams, graphs, tables as needed)?
	19. Are references, annexes and links included that provide additional relevant data, analysis or references (including key documents and which individuals/stakeholders were involved)?
	20. Is there a clear plan for how to use the results, including recommendations that are 'SMART' (Specific, Measurable, Achievable, Relevant, Timebound)

	and directed toward the appropriate 'end users', a dissemination plan, and specific actions for implementing these recommendations?