



**Save the Children**

# **Terms of Reference for Project Baseline**

**PNG ANCP - Wok wantaim lo mekim seif familis**

**October 28, 2025**

# PROJECT SUMMARY

Type of assessment	External Baseline Assessment
Name of the project	PNG ANCP - Wok wantaim lo mekim seif familis
Project Start and End dates	01 August 2025 - 31 July 2029
Project duration	4 years
Project locations:	Papua New Guinea: East Sepik, Autonomous Region of Bougainville, Port Moresby
Thematic areas	Child Protection, Education
Sub themes	Safe Families and Safe Schools Common Approaches, Advocacy and Child Participation
Donor	DFAT
Estimated beneficiaries	Children, parents, caregivers, and community members; 13,000 Adults and 2,200 Children
Overall objective of the project	In targeted locations of Papua New Guinea, children thrive in safe environments where violence is unacceptable.

# INTRODUCTION

This Terms of Reference (TOR) outlines the purpose and scope of the baseline assessment for the *Together for Safe Families (Wok wantaim lo mekim seif familis)* project, implemented by Save the Children in Papua New Guinea (SC PNG) with funding from the Australian Government through the Australian NGO Cooperation Program (ANCP). The project runs from August 2025 to July 2029 and aims to reduce violence against children by promoting positive parenting, safer schools, and stronger child protection systems, with the overall objective for children to thrive in safe environments where violence is unacceptable.

The project targets children, caregivers, and community members (13,00 adults and 2,200 children) with interventions across East Sepik and the Autonomous Region of Bougainville, as well as national-level advocacy efforts based in the national capital. The baseline assessment is being commissioned to establish a robust evidence base against which the project's progress and impact can be measured. It will provide critical insights into the current status of key indicators related to child protection, positive parenting, gender norms, and institutional capacity. The evaluation will also inform adaptive programming and contribute to the project's learning agenda, which includes testing the effectiveness of integrated approaches such as Safe Families and Safe Schools, and assessing the value of home visits in enhancing parenting outcomes.

This document provides the Terms of Reference for the evaluation. It includes the objectives of the assessment, proposed methodology, timeframe for implementation, and expected deliverables. It also outlines roles and responsibilities and key ethical considerations. The baseline will serve as a foundation for monitoring progress and ensuring the project is responsive, inclusive, and aligned with its intended outcomes.

## PROJECT BACKGROUND

Save the Children has a long-standing presence in Papua New Guinea (PNG), working across child protection, education, health, and the humanitarian sectors. The Together for Safe Families project is part of the Country Office's strategic priority to ensure children are protected from violence and can access child protection services.

The project responds to alarming rates of violence against children in PNG, particularly within families and schools. Physical, emotional, and sexual abuse are widespread, with violent discipline deeply embedded in cultural norms and weak legal frameworks to address them. A 2023 regional child protection analysis found violent discipline to be widely accepted and practiced in homes<sup>1</sup>. Despite existing laws, impunity is high due to underreporting, family pressure, and low conviction rates. The child protection system remains underfunded and fragmented, with limited capacity at provincial and community levels.

---

<sup>1</sup> Save the Children Australia. *Learning from Men in Papua New Guinea about Power and Relationships: At Home and in the Community*. Melbourne: Save the Children Australia, 2023. [https://resourcecentre.savethechildren.net/pdf/Report\\_Men-Research\\_Final\\_19Dec2023.pdf](https://resourcecentre.savethechildren.net/pdf/Report_Men-Research_Final_19Dec2023.pdf).

The project will be implemented directly by Save the Children in East Sepik, the Autonomous Region of Bougainville (ARoB), and Port Moresby, targeting 35 communities in East Sepik and 25 in ARoB, with national-level advocacy based in the capital. Within the target communities, four schools will also be targeted (two each in East Sepik and ARoB, respectively). The project aims to reduce violence against children by promoting positive parenting, safer schools, and stronger child protection systems. It is structured around three long-term outcomes, each supported by short-term outcomes, outputs, and activities.

**Outcome 1: Children experience reduced violence in homes, schools, and communities**  
Central to this outcome is the implementation of the Safe Families Common Approach, a globally validated, evidence-based model that equips caregivers with knowledge, skills, and attitudes to raise children in safe, nurturing environments. Adapted to the PNG context, Safe Families will be delivered through peer support groups and home visits, with additional content on climate change and its impact on family safety. Community facilitators will be trained to lead sessions, and outreach expanded through partnerships with church-based groups and health centres.

The project will also pilot the Safe Schools Common Approach in four communities, focusing on violence prevention and protection in and around schools. Parents will be engaged and teachers receive in-service training on positive discipline and child protection, aligned with national education policies. These efforts aim to create safer learning environments and strengthen school-based protection mechanisms.

Community-level activities will include scaling up a violence prevention campaign targeting men and boys, engaging youth, religious leaders, and local organizations to challenge harmful gender norms. Young men and women trained as champions will promote gender equality and address climate-related protection risks. The project also collaborates with gender-based violence actors and women's rights organizations to co-design advocacy initiatives.

**Outcome 2: Child protection systems are strengthened through improved policy and institutional capacity**

To improve the legal and policy environment, the project will support a legislative review and advocacy on corporal punishment and child marriage. A coalition of civil society organizations will be established to lead joint advocacy efforts, develop policy briefs, and engage in public campaigns. Save the Children will work with the National Office of Child and Family Services (NOCFS) to co-develop a national child safeguarding policy, ensuring safe practices among government child protection staff.

Institutional capacity is to be strengthened through training for government officials and child protection volunteers on the Lukautim Pikinini Act and case management. The project supports the activation of Provincial Child and Family Services Councils in East Sepik and ARoB, drawing lessons from existing councils in Morobe and Enga. These councils will lead coordination efforts and improve service delivery at the provincial level.

**Outcome 3: Children are empowered as agents of change and feel safe, valued, and respected**

Children’s capacity to protect themselves will be built through age-appropriate Safe Families sessions, which include education on rights, responsibilities, and referral pathways. In schools, awareness activities will increase students’ ability to report protection concerns and advocate for safer environments.

To promote child-led advocacy, the project will pilot Child Advisory Groups in East Sepik. These groups are formed from community and school representatives and trained to consult peers, develop recommendations, and engage with duty bearers. A formal mechanism will be established for these groups to share their inputs with Provincial Child and Family Services Councils, ensuring children’s voices inform protection planning and policy decisions.

A detailed project logframe is provided in Annex 1 of this TOR.

## SCOPE OF EVALUATION

### Scope

This baseline evaluation is being conducted as a formative study to inform the design and implementation of activities. The scope of the evaluation includes all three project outcomes. Although activities related to the Safe Schools component will not commence until years two and three, the evaluation will still capture baseline data relevant to this component. This will allow for future comparisons between communities that receive Safe Schools programming and those that do not, contributing to a broader understanding of the component’s impact. Additionally, some of the data collected will be used in subsequent research to explore performance differences across implementation contexts.

The specific objectives of the evaluation are to:

- Establish baseline values for key indicators across all three project outcomes.
- Generate contextual insights into violence against children within families and schools, as well as the policy and legal framework.
- Inform the design and adaptation of project activities to ensure relevance and responsiveness to community needs.
- Support future research by enabling comparison between communities with and without the Safe Schools component.

### Stakeholders and Audience

The primary audience for this evaluation includes project stakeholders such as the implementation team and relevant government partners. These groups will use the findings to guide and refine project activities, ensuring that interventions are grounded in evidence and aligned with local needs and priorities.

The secondary audience is the donor, the Australian Department of Foreign Affairs, who will use the findings to understand the baseline conditions and contextual factors influencing the project. This will help ensure accountability and provide a foundation for assessing progress over time.

# KEY QUESTIONS

The assessment will aim to address the following questions, both qualitatively and quantitatively, to inform project implementation and provide a baseline against which to measure progress.

## Outcome 1 - Violence within Homes, Schools, and Communities

- 1) *What are the current attitudes, knowledge and practices of caregivers and teachers towards corporal punishment, positive parenting, and violence against children? (Indicators 1.1., 1.2, 1.1.1, 1.1.2)*
- 2) *What are the current attitudes of local healthcare providers (health workers and volunteers) towards the acceptability of violence against children and their responsibility to respond?*
  - a. *What referral mechanisms exist to report violence against children, and how are they utilized?*
  - b. *How, if at all, is messaging around violence against children shared with patients and communities, and by whom?*
- 3) *What is the current school environment regarding violence prevention and response? (Indicators 1.2.1)*
- 4) *What are the current rates of violence experienced by children in schools? (Indicator 1.3)*
- 5) *What knowledge and skills do teachers possess in creating positive learning environments (1.2.2)*
- 6) *What are the current attitudes toward gender norms at the community level? (Indicator 1.3.1)*
- 7) *What role do youth play in addressing gender norms or roles in targeted communities? How can their voices be amplified to support equitable gender norms or roles?*

## Outcome 2 - Laws, Policies and Practices to Protect Children

- 1) *What are the major challenges faced by government stakeholders in establishing a child protection system?*
  - a. *What are the most significant capacity gaps for government stakeholders around child protection?*
  - b. *What are the barriers and drivers the project team can expect when aiming to support the establishment of provincial councils on child protection?*
- 2) *How can Save the Children support joint efforts and collective action to prevent and respond to violence against children?*
  - a. *What are barriers and drivers to collective action for civil society in PNG to date?*
  - b. *How can intersectionality be leveraged to support civil society actors in the child protection and gender equality space?*

## Outcome 3 – Empowering Children

- 1) *How do children characterize their well-being relationships with their caregivers? (Indicators 3.2 and 3.3)*
- 2) *To what extent are children aware of their rights and responsibilities? (3.1)*
- 3) *How knowledgeable are children about the mechanisms available to report violence against them? (3.1.2)*
- 4) *To what extent and how are children currently able to share their views and influence decisions affecting their lives in their communities and at a national level?*

## Crosscutting

- 1) *What is the prevalence of children with disabilities in the targeted communities and schools?*
- 2) *How does exposure to violence in schools and homes differ for children with disabilities, boys, and girls?*

# EVALUATION METHODOLOGY

The baseline evaluation should adopt a mixed-methods approach, combining both quantitative and qualitative data collection and analysis to comprehensively assess the project's three outcomes. The methodology should be participatory and inclusive, with deliberate efforts to engage a diverse range of stakeholders, including children, caregivers, teachers, healthcare workers, and government representatives. Special attention should be paid to ensuring representation across gender, age groups (including disaggregated age categories for children), and disability status and all data must be disaggregated by such factors.

Quantitative data must be used to assess Outcomes 1 and 3, while Outcome 2 can be explored through qualitative methods only. Surveys will provide baseline values for key indicators, while key informant interviews (KIIs) and focus group discussions (FGDs) will offer deeper insights into attitudes, practices, and contextual factors.

The evaluation must be designed to be sensitive to local social norms and practices, and all data collection must adhere to ethical standards, including informed consent, voluntary participation, and safeguarding protocols. Children should be consulted using methods that are safe, ethical, and appropriate to their age and gender. This includes child-friendly surveys and facilitated FGDs with youth, designed to ensure meaningful participation and minimize risk. When engaging children, age-appropriate and gender-sensitive methods must be used, prioritizing safety, comfort, and confidentiality.

## Data Collection Methods

Secondary data sources will be made available to the consultant during the inception phase and will include project design documents, evaluations of previous similar projects, research conducted by Save the Children in PNG on child protection concerns, as well as manuals, guidelines, and standardized tools for Save the Children's Safe Schools and Safe Families Common Approaches.

Primary data should be collected through a combination of:

- Surveys with caregivers, children, students, and teachers in four communities
- KIIs with stakeholders including government representatives (e.g., NOCFS), civil society representatives, healthcare workers, and school staff
- FGDs with community members and youth, including separate FGDs for men and women where culturally appropriate

## Sampling Strategy

For qualitative data, purposive sampling should be used to select participants based on their relevance to the project and its outcomes. FGDs will typically include 8–12 participants, ensuring representation of males, females, and persons with disabilities (PWDs). Separate FGDs should be conducted for men and women where needed to support open and comfortable dialogue.

For quantitative data, a cluster sampling approach is suggested, aiming for statistical significance and coverage of all locations where schools will receive services. Standardized tools will be provided and must be used to measure indicators, including those aligned with the Common Approaches. Where necessary, additional components may be developed by the consultant to ensure comprehensive coverage of study questions.

### Assessment Matrix

The evaluation will follow a structured assessment matrix (see Table 1), which outlines the study questions, suggested data sources, and tools for each outcome. This matrix serves as a guide to ensure that all key questions are addressed using appropriate and reliable methods.

Table 1. Assessment Matrix	
Study Question	Suggested Data Sources and Tools
<i>Outcome 1 - Violence within Homes, Schools, and Communities</i>	
What are the current attitudes, knowledge and practices of caregivers and teachers towards corporal punishment, positive parenting, and violence against children? (Indicators 1.1., 1.2, 1.1.1, 1.1.2)	<p>Survey with Caregivers</p> <p>Survey with Teachers</p> <p>KIIs with teachers and school representatives</p> <p>FGDs with community members</p>
<p>What are the current attitudes of local healthcare providers (health workers and volunteers) towards the acceptability of violence against children and their responsibility to respond?</p> <p>What referral mechanisms exist to report violence against children and how are they utilized?</p> <p>How, if at all, is messaging around violence against children shared with patients and communities, and by whom?</p>	<p>KIIs with healthcare workers</p> <p>FGDs with community members</p>
What is the current school environment regarding violence prevention and response? (Indicators 1.2.1)	<p>Survey with teachers</p> <p>Survey with Students</p> <p>Survey with children</p> <p>KIIs with teachers and school representatives</p> <p>FGDs with community members</p>

<b>What are the current rates of violence experienced by children in schools? (Indicator 1.3)</b>	<b>Survey with Children Survey with Students</b>
<b>What knowledge and skills do teachers possess in creating positive learning environments (1.2.2)</b>	<b>Survey with teachers KIIs with teachers and school representatives</b>
<b>What are the current attitudes toward gender norms at the community level? (Indicator 1.3.1)</b>	<b>Survey with Caregivers FGDs with community members FGDs with youth</b>
<b>What role do youth play in addressing gender norms or roles in targeted communities? How can their voices be amplified to support equitable gender norms or roles?</b>	<b>FGDs with youth FGDs with community members</b>
<b><i>Outcome 2 - Laws, Policies and Practices to Protect Children</i></b>	
<b>What are the major challenges, e.g. capacities and resources, faced by government stakeholders in establishing a child protection system?</b> <b>What are the most significant capacity gaps of government stakeholders around child protection?</b> <b>What are the barriers and drivers the project team can expect when aiming to support the establishment of provincial councils on child protection?</b>	<b>KIIs with government representatives KIIs with civil society representatives</b>
<b>How can Save the Children support joint efforts and collective action to strengthen child protection systems to prevent and respond to violence against children?</b> <b>What are barriers and drivers to collective action for civil society in PNG to date?</b> <b>How can intersectionality be leveraged to support civil society actors in the child protection and gender equality space?</b>	<b>KIIs with government representatives KIIs with civil society representatives</b>
<b><i>Outcome 3 – Empowering Children</i></b>	
<b>How do children characterize their well-being relationships with their caregivers? (Indicators 3.2 and 3.3)</b>	<b>Survey with Children FGDs with youth</b>
<b>To what extent are children aware of their rights and responsibilities? (3.1)</b> <b>How knowledgeable are children about the mechanisms available to report violence against them? (3.1.2)</b>	<b>Survey with Children Survey with Students FGDs with youth</b>

To what extent and how are children currently able to share their views and influence decisions affecting their lives in their communities and at a national level?	FGDs with youth KIs with government representatives KIs with civil society representatives
<i>Crosscutting</i>	
What is the prevalence of children with disabilities in the targeted communities and schools?	Survey with Children Survey with Students
How does exposure to violence in schools and homes differ for children with disabilities, boys, and girls?	FGDs with youth Survey with Children Survey with Students

## ETHICAL CONSIDERATIONS

The evaluation team is expected to maintain a respectful and ethical approach throughout all stages of the study. This includes avoiding intrusive or overly sensitive questions and ensuring that participation is always voluntary and informed. All team members must comply with Save the Children’s Code of Conduct, which encompasses the Child Safeguarding Policy, the Protection from Sexual Exploitation and Abuse Policy, and the Data Protection and Privacy Policy.

Before any fieldwork begins, a comprehensive risk assessment must be carried out. In collaboration with Save the Children, a referral mechanism must be established to respond appropriately to any child protection, safeguarding, or PSEAH (Prevention of Sexual Exploitation, Abuse, and Harassment) concerns that may arise during the evaluation.

**Training.** To ensure a safe and inclusive process, the study team, including all data collectors, must be trained in safeguarding principles, cultural sensitivity, and ethical research standards. Save the Children can support this by delivering safeguarding training for enumerators prior to data collection.

**Ethics Approval.** Ethics approval will be sought through Save the Children’s Human Research Ethics Committee and approval for data collection will be sought from government partners. No fieldwork can begin until formal ethical clearance has been granted.

**Consent.** All participants will be asked to give their informed consent before taking part in the evaluation and sharing any information. For participants who are minors, consent will first be obtained from a parent or legal guardian. A standardized consent script and form will be used to ensure consistency and clarity in the process.

**Confidentiality and Data Protection.** The evaluation must fully comply with Save the Children’s Data Protection and Privacy Policy to ensure that all participant information is handled ethically, securely, and confidentially. All data must be stored in secure,

password-protected digital systems, with access limited to authorized members of the evaluation team. Any paper-based consent forms and data collected during the evaluation will be securely transferred to Save the Children at the end of the activity.

## EVALUATION MANAGEMENT

An Assessment Manager from Save the Children PNG will manage the baseline, with a reference group of technical and operational experts supporting the process to ensure technical rigor and contextualization. SC PNG will lead in obtaining ethics approval internally and in country, if needed, as well as provide Safeguarding Training and coordinate with the consultant to establish a referral mechanism. SC PNG can further support with the purposive identification of key informants for qualitative data collection, however the consultant is expected to manage all fieldwork, including logistics, enumerator recruitment and training, and further respondent identification independently. SC PNG will not be able to support data collection and field level quality assurance, nor assessment logistics for data collection.

Consultants will be expected to provide weekly updated on progress in recurring meetings, which will act as an opportunity to proactively identify risks and mitigation plans, discuss methodological rigor and approaches, and clarify expectations.

**Table 2. Assessment Timeline and Responsibilities**

Activity	Responsible	Completed By Date
Onboarding of consultant and sharing of project documents	SCA and SC PNG	1.12.2025
Draft Inception Report submitted	Consultant	5.12.2025
Inception Report finalized based on written feedback by Save the Children	Consultant	12.12.2025
Ethical Approval	SCA and SC PNG	19.12.2025
Data Collector Training and Fieldwork Preparation	Consultant	23.1.2026
Data Collection	Consultant	6.2.2026
Submission of Draft Report	Consultant	16.2.2026
Presentation of Findings	Consultant	20.2.2026
Review and Resubmission of Report based on written and verbal feedback at findings presentation	Consultant	23.2.2026
Review of report against Save the Children's Assessment Quality Scoring Tool	Save the Children	25.2.2026
Finalization of Report	Consultant	27.2.2026

# EXPECTED DELIVERABLES

Deliverables to be provided by the consultant are outlined in Table 3.

Deliverable	Description	Deadline
<b>Inception Report</b>	<p>To be submitted using Save the Children’s template (to be provided post-consultant selection). Must include:</p> <ul style="list-style-type: none"> <li>- <i>Study objectives, scope, and key study questions</i></li> <li>- <i>Methodology: design, data collection methods, sampling strategy, data sources</i></li> <li>- <i>Assessment matrix aligned with study questions</i></li> <li>- <i>Data analysis and reporting plan</i></li> <li>- <i>Caveats and limitations</i></li> <li>- <i>Risks and mitigation plan</i></li> <li>- <i>Ethical considerations including consent procedures</i></li> <li>- <i>Stakeholder and child communication and engagement plan</i></li> <li>- <i>Key deliverables, responsibilities, and timelines</i></li> <li>- <i>Draft data collection tools</i></li> </ul>	<b>December 5, 2025</b>
<b>Final Evaluation Report</b>	<p>To be submitted using Save the Children’s template. Must include:</p> <ul style="list-style-type: none"> <li>- <i>Table of Contents</i></li> <li>- <i>List of Acronyms</i></li> <li>- <i>List of Tables</i></li> <li>- <i>Executive Summary</i></li> <li>- <i>Background</i></li> <li>- <i>Scope of Evaluation</i></li> <li>- <i>Methodology</i></li> <li>- <i>Main Findings</i></li> <li>- <i>Conclusions and Recommendations</i></li> <li>- <i>Annexes: Project logframe, Evaluation ToR, Objectives and key questions, Methodology, Study schedule</i></li> </ul>	<b>February 27, 2026</b>
<b>Presentation of Findings</b>	<p>Summary of key findings and recommendations for presentation to stakeholders. The presentation slides are to be shared with alongside the finalized report in PowerPoint or PDF format.</p>	<b>February 20, 2026</b>

<b>Datasets</b>	<p><b>Complete quantitative datasets in digital format. Must be securely transferred to Save the Children in line with data protection protocols.</b></p> <p><b>Any paper copies of data collected during the assignment (including consent forms if applicable)</b></p>	<b>February 27, 2026</b>
-----------------	--	--------------------------

## **EVALUATION TEAM**

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

- **Technical proposal, i.e. proposed methodology and approach**
- **Project plan with key activities, timeline and LoE/ days needed to carry out activities**
- **A letter expressing interest and outlining the consultants' 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 copy of CV(s) or details of expertise in your research institution, or consultancy firm/agency, if applicable**
- **Sample of minimum two previous works, relevant to this consultancy**
- **Contact details of at least two references**
- **Financial proposal that should include personnel allocation (role / number of days / daily rates / taxes), as well as any other applicable costs (i.e. travel, support costs)**

### **Understanding of Requirements and Experience**

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

- **Designing and conducting (baseline) assessments or evaluations with qualitative and quantitative data collection and analysis.**
- **Conducting studies in the field of child protection.**
- **Conducting studies in the Pacific and having existing networks of enumerators. 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.**

- 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 and timely communication with clients

## HOW TO APPLY

If interested in applying for this study, please submit an Expression of Interest covering the requirements listed above, 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 [louisa.carpenter1@savethechildren.org.au](mailto:louisa.carpenter1@savethechildren.org.au) and [laila.khondkar@savethechildren.org.au](mailto:laila.khondkar@savethechildren.org.au). If you are interested in applying but require additional time to complete your application, please note this request via email for consideration. Applications will be considered on a rolling basis.

## ANNEXES

### Annex 1. Project Logframe

-----

TOR prepared by: Louisa Carpenter

Sign off by: Laila Khondkar

Date of sign off: 28.10.25