

Terms of Reference
Project Evaluation
“Fostering Tolerant Religious Education to Prevent Violent Extremism (CONVEY)”
Duration of Assignment: From 19 March to 17 May 2019

UNDP Indonesia

Background

The rise of radicalism has become a global trend in recent years. According to Global Terrorism Index 2016, in 2000 there were nearly 2,000 deaths of private citizens from terrorist attacks however, this number increased to over 12,500 in 2015¹.

In June 2017, Mosul controlled by Islamic State (IS) was liberated by the Iraqi government's military effort, however, almost at the same time, new fears have risen in Southeast Asia. For example, one cause for concern is Marawi City, located in the southern part of The Philippines, which has experienced IS occupation and conflict. This ongoing terrorist insurgency and military operation can be considered the transplant of the IS model out of the Middle East. Marawi City is now seen to be a breeding ground for more foreign Islamic fighters. For example, the Institute for Policy Analysis of Conflict (IPAC) says that at least 20 Indonesian Islamic fighters are operating in Marawi City. The situation in Marawi City confirms the cross-border nature of radicalization and violent extremism. Due to its geographical proximity, Indonesia is highly vulnerable to the effects of the Marawi City crisis.

Since the early 2000s Indonesia has experienced the threat of terrorism and violent extremism. In January 2016 a major terrorist attack in the main street of Jakarta for which ISIS claimed responsibility killed four people and injured 23 others. Since then, there has been a continuous surge of terrorist attacks across Indonesia. They have caused casualties including five people killed in May 2017. According to *Asian Correspondent*, “the chief of police in Indonesia claimed the rise of terrorist attacks in 2016 is attributable to the IS, which doubled from the previous year. A total of 170 terror suspects were processed in 2016 alone.”¹ In May 13-14th 2018, a series of suicide bomb were detonated in a church in Surabaya and surrounding cities, killing 28 people and injuring 57 others. The perpetrators turned out to be three groups of family, fathers, mothers, sons and daughters – who had been severely radicalized into committing suicide by bombing churches and police office..

Indonesia is experiencing an increasing trend of violent extremism and radicalization, with terrorist attacks in various places of the country. A growing phenomenon of intolerant, radical, and violent extremist interpretation of religious teachings has also been observed in Indonesia, permeating divisive identity politics as Intolerant and radical religious views have seeped into communities through various channels, such as mass organizations, social media, entertainment, and even formal and non-formal education.

Propaganda disseminated by ISIS is very enticing among young people who lack critical thinking skills. The recruitment or extremist campaigns often provide an instant solution for those who feel the current

¹ Available at <https://asiancorrespondent.com/2017/02/indonesia-emergence-foreign-fighters/#2Lu0VymBKDxjcaff.97>

system is failing or marginalizing them. Yet, the caliphate and sharia ideals become problematic when they are applied practically in the governance system. A deeper understanding about how Islam, government, and democracy work together is crucially needed. This is why religious education strategically holds a very important focus.

The Project

In the context of a growing threat of violent extremism in Indonesia and in Asia more broadly, Center for Study of Islam and Society (PPIM) UIN Syarif Hidayatullah Jakarta and United Nations Development Programme (UNDP) Indonesia have been working since March 2017 until March 2018 on preventing/countering violent extremism through a one-year project titled 'Enhancing the Role of Religious Education in Countering Violent Extremism', later known as CONVEY (Countering Violent Extremism for Youth) with funding from Government of Japan. The core value of CONVEY Project is that it intervenes at the very beginning of the pathways to radicalization/violent extremism. Also, it adopts a soft approach to engaging with religious education, targeted young people. Furthermore, coordination with other actors in Indonesia on countering violence extremism enhances its overall impact. CONVEY partnered with 19 organizations in Indonesia – building coordination with sub-national and national organizations in order to bring about a well-coordinated P/CVE efforts in Indonesia.

Building on the success of the first year CONVEY, the project continued to its second phase in March 2018 with a project titled, "Fostering Tolerant Religious Education to Prevent Violent Extremism". The second phase of CONVEY aims to foster tolerant and inclusive society in Indonesia so as to prevent violent extremism. CONVEY aims to achieve it by filling knowledge gap with a series of relevant research and influencing stakeholders of religious education to enhance its role for CVE through policy advocacy, increasing community resilience through capacity buildings, and creating enabling environment for educators to teach peaceful religious education through public campaign. Currently CONVEY works with more than 14 organizations including research centers, NGOs, and youth-led organizations. The second phase of CONVEY also put further emphasis on regional cooperation building, hence its working area is not only in Indonesia – but also in Singapore, Malaysia, Myanmar, Thailand, and the Phillipines. The second phase of the project will be completed by 22 March, 2019.

Results and Outputs

The overall objective of CONVEY project is **enhanced role of religious education in fostering religious tolerance, inclusive attitudes and behaviors to prevent violent extremism in Indonesia**. The expected outputs of CONVEY are as the following:

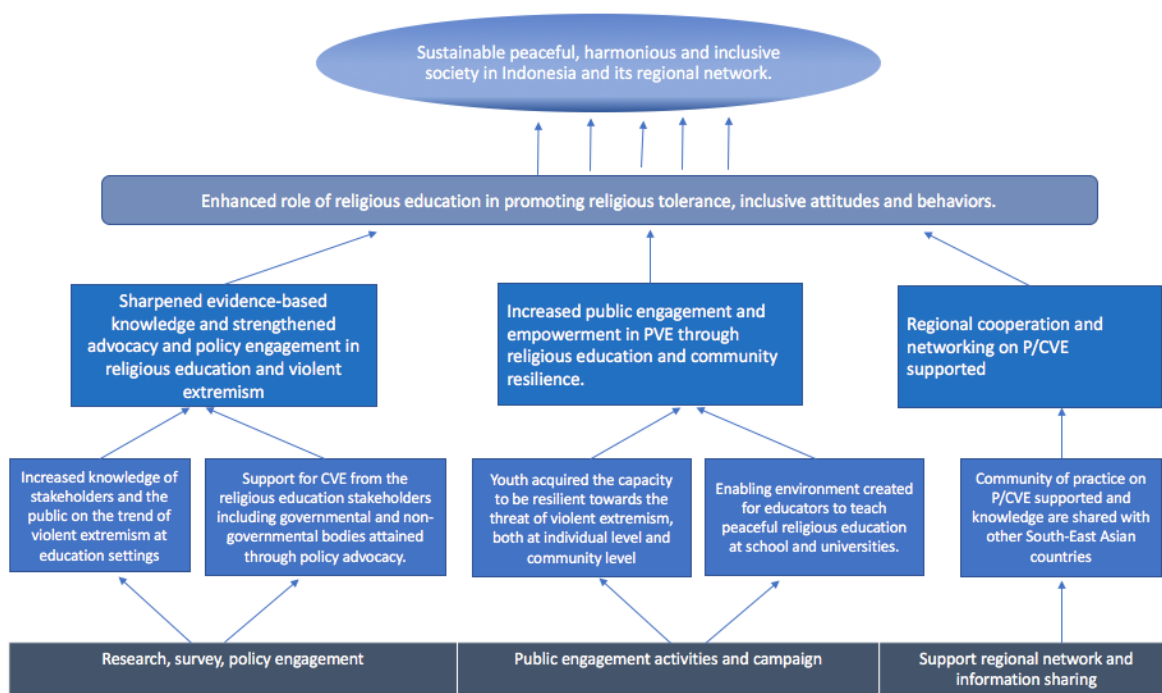
1. Sharpened development of evidence-based knowledge through research/ survey and strengthened advocacy and policy engagement.
2. Increased public engagement and empowerment in countering violent extremism through religious education and community resilience
3. Regional cooperation and networking on P/CVE supported
4. Project implementation quality is assured and proper coordination mechanism conducted among relevant stakeholders

The achievement of CONVEY Project will contribute to UNDP Indonesia CPD Output which aims to enhance national policy frameworks and institutional mechanisms for peaceful management of conflicts. Further elaboration of the project results and expected outputs can be found in the Project Documents <Phase 1:

<https://info.undp.org/docs/pdc/Documents/IDN/00101963%20PRODOC%20CONVEY.pdf>

Theory of Change

Although there has not been any single formula in preventing violent extremism, but CONVEY Project believes that the main drivers for change in promoting tolerant and inclusive society and preventing violent extremism may derive from religious education. If the role of religious education in promoting tolerant and inclusive attitudes and behaviors is enhanced, then violent extremism will be prevented through strengthened evidence-based policy, increased community resilience, and tightened regional cooperation. In summary, the project was built and implemented based on the following theory of change:



The targeted beneficiaries of this project includes: Youth, actors in education institutions, religious actors, Coordinating Ministry of Human Development and Culture, Ministry of Religious Affairs, Ministry of Education and Culture, Ministry of Social Affairs, Ministry of Youth and Sports BNPT, and BAPPENAS. Further elaboration on the theory of change of the project can be found in the Project Document.

Results

In the first phase of CONVEY, the project has successfully generated new knowledge about the elements in religious education that give rise to radicalization, and also how religious education can be designed in a way that prevents radicalization. This includes findings related to (1) a national survey on radicalism among high school and university students, (2) attitudes of intra and extra campus organizations towards radicalism, (3) popular Islamic literatures among youth, (4) a database on Salafi institutions, and (4) radical

narratives in websites and social media. The newly generated information – gained through high-quality and comprehensive data collection method, has contributed in filling in the knowledge gap – especially about the factors that contributed to violent extremism through the perspective of religious education for Gen Z youth. Furthermore, research reports have been disseminated strategically and gained significant attention from other development partners, media, and the public.

The recently developed knowledge has also contributed in giving rise to more effective P/CVE policies in Indonesia. CONVEY Project sought to strengthening evidence-based policies which was achieved through series of engagement and advocacy with related government stakeholders. Thirteen policy briefs have been produced and disseminated to relevant stakeholders including, Ministry of Religious Affairs, Ministry of Education and Culture, Ministry of Youth and Sport, and National Body of Counter-Terrorism. These practice-informed policy briefs were highly appreciated by the above stakeholders and Project Board members.

CONVEY Project has also contributed in increasing community's awareness on the threat of violent extremism through innovative, creative, youth-oriented campaign activities such as youth camps, online campaign, books publishing, and many others. The strategy that was most successful took place in the Boardgame for Peace trainings, where youth were able to enhance their knowledge about violent extremism and to increase their engagement in tolerance and peacebuilding efforts.

By the end of February 2019 the project's cumulative results are summarized below in accordance with their respective pillars:

- Enhanced knowledge among stakeholders and the public on the most recent religious attitudes and behaviors of students, teachers and university students towards violent extremism, indicated by the availability of 2 national survey reports, 6 research reports, and 1 database. The results of these research have created public conversation about the critical need of looking into our education system in our effort to prevent violent extremism. More than 80 national and local news have reported the results of these research.
- Strengthened evidence-based policy-advocacy pertaining to prevention of violent extremism, as indicated by the provision of 19 policy briefs related to a wide-range of issues on PVE to relevant government stakeholders such as Ministry of Religious Affairs, Ministry of Education and Culture, BNPT, Ministry of Research and Higher Education.
- Increased public engagement in preventing violent extremism for more than 37,000 people in various locations in Indonesia have received training on P/CVE and/or participated in public engagement activities through CONVEY Project.
- The enabling environment for promotion of tolerance and inclusivity through education is supported through production and utilization of 11 training modules, 24 student-friendly books, and 50 editions of Friday bulletins.
- Widened outreach of positive contents in the internet to counter violent extremist narratives so as to curb the spread of radicalism with CONVEY supported contents reaching more than 4 million viewers/listeners through internet, radio, and television.
- Intensified information-sharing and coordination among PVE actors and stakeholders in Indonesia through the regular Quarterly Roundtable Dialogue (QRD) which have been conducted 7 times since CONVEY was initiated, with almost 100% attendance rate at every QRD. All of the surveyed participants of QRD also found the topics to be relevant, interesting and important.

- Establishment of a community of practice in Southeast Asia on Religious Education and PVE, indicated by approximately 400 people who have participated in the two annual regional workshop on religious education and PVE.

Since its inception, two mid-term reviews have been conducted by external consultants. The review has been regularly conducted –once during each of the phase – as an effort to evaluate project implementation and management. The findings from these reviews have provided valuable feedbacks on corrective actions to PMU, enabling the project to improve its implementation and achievement of results.

UNDP’s commitment to learning and accountability underlie the plan to evaluate this project by an independent evaluation consulting team. This document details the Terms of Reference for the evaluator(s).

II. Evaluation Purpose , Scope and Objectives

The main purpose of this evaluation is to independently ascertain the extent to which CONVEY Project has contributed in enhancing and fostering the role of religious education to prevent violent extremism in Indonesia. Subsequently, it will generate evidence on project’s effectiveness, coordination, sustainability, and synthesize lessons learned that may inform future programming.

The lessons learned will provide valuable information for UNDP, PPIM, partners, and P/CVE actors in general on the effectiveness of a preventive approach which combines evidence-based policy advocacy, capacity building, and awareness-raising campaigns in preventing violent extremism through religious education. It will be used as basis for better design and management for results of future UNDP and PPIM activities, as well as other P/CVE programs in general. The evaluation also supports public accountability of the Government of Indonesia, UNDP, and the Government of Japan.

This evaluation will focus on interventions supported by CONVEY Project - both in the phase 1 of project (March 2017 – March 2018), as well as in the phase 2 (March 2018 – March 2019).

The specific objectives of the evaluation are as follows:

1. To review and critically evaluate the achievement of results since the project started in 2017.
2. To review and contextualize CONVEY project efforts as part of the larger P/CVE efforts Indonesia;
3. To determine whether there have been any unexpected results in addition to the planned outputs specified in the Project Documents;
4. To distil and document lessons learned from CONVEY Project; including those pertaining to : (a) approaches and strategies, (b) management, (c) partnership and coordination, (d) sustainability; and
5. To serve as an input in devising new strategies or formulating corrective actions in light of the findings of the evaluation to enable UNDP and PPIM to sustain the benefits of the project.

III. Evaluation Criteria and Guiding Questions

In achieving the evaluation objectives, the evaluation exercise will use the some of the criteria in OECD/DAC’s Criteria for Evaluating Development Assistance. Out of the five most commonly used criteria, the evaluation will evaluate the project based on four criteria, namely Relevance, Effectiveness, Efficiency,

and Sustainability. (For details see pages 168-170 of the Handbook on Planning, Monitoring and Evaluating for Development Results: <http://www.undp.org/evaluation/handbook>).

Relevance: Evaluate the extent to which the planning, design and implementation and intended outputs of CONVEY Project correspond with the current development of violent extremism, as well as national policies and priorities in preventing/countering violent extremism. It discusses the link between the analysis of the situation, existing policy frameworks, and the nature of the intervention, and thus seeks to find out whether the intervention is on the right track to contribute in preventing violent extremism. Some of the key guiding questions are as the following:

- To what extent was the project in line with the national development priorities (including latest development in violent extremism), the CPD outputs, UNPDF/CPD outcomes, UNDP Strategic Plan and the SDGs
- To what extent the project approach through fostering open and tolerant education is relevant as one of the strategies in preventing violent extremism among youth?
- To what extent was the theory of change presented in the project document is a relevant and appropriate vision on which to base the initiative?
- To what extent were perspectives of those who could affect the outcomes, and those who could contribute information or other resources to the attainment of stated results, taken into account during the project implementation?

Effectiveness: Evaluate the extent to which the intended results on output and outcome-level have been achieved. The key to evaluating effectiveness and thus the linkage between outputs and outcomes is finding out to what degree the envisaged objectives have been fulfilled, and noting changes that the intervention has initiated or to which it has contributed. Assessment should cover both the desired changes the project aimed to achieve, as well as unintended positive and negative changes. Some of the key guiding questions are as the following:

- To what extent did the project contribute to the CPD outcomes and outputs, the SDGs, UNDP Strategic Plan and national development priorities?
- What are the notable mid-term or long-term changes that may contribute to the achievement of the overall expected results?
- To what extent were the project outputs achieved?
- What factors have contributed to achieving or not achieving intended project outputs and CPD outcomes?
- In which areas does the project have the greatest and least achievements? Why and what have been the factors?
- What, if any, alternative strategies would have been more effective in achieving the project's objectives?
- To what extent has the project contributed to gender equality, the empowerment of women and the realization of human rights?

Efficiency: Evaluate the extent to which resources or input have been used appropriately to produce the desired outputs. The evaluation will need to consider the project management structure, monitoring system, and schedule or work plan. Furthermore, it also aims to explore how the partnership strategy has influenced the efficiency of UNDP initiatives. Some of the key guiding questions are as the following:

- To what extent was the project management structure and the engagement with the main Responsible Party (PPIM UIN) as outlined in the Project Document efficient in generating the expected results?
- How can coordination between the project management structure and civil societies engaged within the project be improved?
- To what extent have project funds and activities been delivered in a timely manner?
- To what extent do the monitoring and evaluation systems utilized by UNDP ensure effective and efficient project management?

Sustainability: Evaluate the extent to which benefits of CONVEY continue given that external financial support has come to an end. This includes evaluating the extent to which relevant social, economic, political, institutional, and other conditions are present and, based on that assessment making projections about whether the results can be maintained, managed and ensured beyond project duration. This assessment may explore the extent to which a sustainability strategy has been developed and/or implemented, whether financial mechanisms are in place to ensure ongoing benefits, whether policy and regulatory frameworks are in place and the extent to which institutional capacities (systems, structures, staff, expertise, etc) are in place.

- To what extent can results achieved be sustained by the government and civil societies? What are the contributing factors to ensure sustainability of the results?
- Are there any social or political risks that may jeopardize sustainability of project outputs and the project's contributions to CPD outputs and CPD outcomes?
- To what extent have the lessons learned been documented by the Project Team on a continual basis?
- What could be done to strengthen exit strategies and sustainability?

The consultant will have to develop specific list of questions under the above key questions that will help generate information required. Evaluation questions must be agreed upon by UNDP.

IV. Methodology

In order to answer the key guiding questions, this section explains some evaluation methods suggested by UNDP. The team of the evaluators, however, will design an evaluation inception report that specifies the step-by-step methods the evaluation will use to collect the information needed to address its purpose and objectives. The overall approach and methodology should ensure the most reliable and valid answers to the evaluation questions and criteria within the limits of resources (for more details see pages 172-177 of Handbook on Planning, Monitoring and Evaluating for Development Results: <http://www.undp.org/evaluation/handbook>).

Data Collection Methods

Primary data: The consultant may use questionnaires to collect primary data from beneficiaries, stakeholders, key informants, and expert panellists. The data can also be collected through direct observation, interviews, focus group discussions, case studies, field visits, and other justified methods.

Document Review: PMU CONVEY will provide data and information about the project, as well as data generated through monitoring during the project's implementation cycle. Evaluator may need to review the following documents:

- Project Documents;
- Annual Work Plans;
- Results Framework with detailed indicators, baselines and targets;
- Quarterly Monitoring Reports (QMR) and Internal Project Assurance Report (IPAR);
- Mid-Term reviews of CONVEY;
- Minutes of Board Meetings;
- CONVEY 1 Donor Reports;
- Proposals from CONVEY Partners;
- Partner Monthly Reports;
- Back to Office Reports;
- Project Board Monitoring Report, etc.

Secondary data: Secondary data will be collected by the consultants from other sources that have direct relevance for the evaluation purposes. This includes amongst others: news reports, government's policy documents related to P/CVE such as National Action Plan on CVE, National Mid-Term Development (RPJMN) document, etc.

Sample and sampling frame: The sample must be selected on the basis of a rationale or purpose that is directly related to the evaluation purposes and is intended to ensure accuracy in the interpretation of findings and usefulness of evaluation results. Final selection of the interviewees should be determined by the evaluation team based on clear sampling criteria agreed upon by the UNDP. Sampling criteria should take into account types of activities implemented in the districts and quality of results. A sampling plan and sample selection criteria (including size, characteristics and methodology) should be included in the inception report submitted by the evaluators.

Stakeholder consultations: The consultations should include the following stakeholders: 1) Project Management Unit 2) PPIM 3) UNDP Programme Staff, 4) CONVEY Partners and 5) Project Board members

Data analysis: As part of the inception report, the evaluators will develop an evaluation matrix that explains the procedures used to analyse the data collected to answer the evaluation questions and criteria. It should detail the various steps and stages of analysis that will be carried out, including the steps to confirm the accuracy of data and results. The evaluation matrix should summarize the evaluation design and methodology and should include data sources, data collection, analysis tools or methods appropriate for each data source, and the standard or measure by which each question will be evaluated (For details see pages 199-200 of the Handbook on Planning, Monitoring and Evaluating for Development Results).

Findings: Should be presented as factual statements based on an analysis of the data. They should be structured around the evaluation questions and criteria.

Conclusions: Should be comprehensive and balanced, and highlight the strengths and weaknesses of CONVEY.

Recommendations: The report should provide practical and feasible recommendations for the Project Management Unit, PPIM, and UNDP.

Lessons Learned: The report should include discussion on lessons learned from the evaluation, that is, new knowledge gained from the particular circumstances that are applicable to similar interventions or contexts. Lessons should be concise and based on specific evidence presented in the report.

Final methodological approach including interview schedule, field visits and data to be used in the evaluation should be clearly outlined in the inception report of the evaluation and be fully discussed and agreed between UNDP, stakeholders and the evaluators.

V. Evaluation Products (deliverable)

At minimum, the evaluation team is accountable for the following products:

- **Evaluation inception report (10-15 pages):** An inception report should be prepared by the evaluators before going into the full-fledged data collection exercise. Based on the Terms of Reference, initial meetings with PMU, UNDP programme staff and QARE Unit, and desk review of relevant documents, the evaluators should develop the inception report. The inception report will be reviewed and approved by UNDP. The evaluator cannot start the data collection process prior to UNDP's approval on the inception report. The report should include, at minimum:
 - Scope of Evaluation: A clear statement of the objectives of the evaluation and the main aspects or elements of the initiative to be examined, along with evaluation criteria and key evaluation questions.
 - Evaluation methodology, such as clear outlines of FGDs and interview guide, survey questionnaires, and an evaluation timeline with specific deadlines for each deliverable. The inception report should also clearly explain the sampling methodology and sample size should a quantitative survey be used as a method, and clear and logical explanation of the number of FGDs and KIIs planned in each location.
 - Evaluation matrix: It identifies the key evaluation questions and how they will be answered by the methods selected.
- **Draft Evaluation report (50-70 pages):** UNDP and PMU will review the draft evaluation report to ensure that the evaluation meets the required quality criteria. It is likely that the evaluator will be asked to present the draft to PMU, PPIM, UNDP and Project Board members. Otherwise, a back and forth review process, facilitated by UNDP will allow PMU and CONVEY Partners to provide input towards the report. Evaluator must address the input from UNDP and partners, otherwise provide a rational counter-argument based on the evidence on why it cannot be addressed. The review and feedback of the report could be more than one rounds depending on the quality of the report submitted by the consultant and the extent to which the comments and suggestions from the first round of review have been incorporated.
- **Final evaluation report (50-70 pages):** The report should be written strictly in English. The detailed explanation on the evaluation report template can be found in page 206-210 of Handbook on Planning, Monitoring and Evaluating for Development Results: <http://www.undp.org/evaluation/handbook>). At minimum, it must consist:
 - Cover Page which explains name of the evaluation intervention, timeframe, country, names and organizations of evaluators, acknowledgement of UNDP and PPIM UIN Jakarta.

- Table of contents, list of acronyms/abbreviations and list of tables and charts
 - Executive summary of key findings and recommendations – no more than 3 pages.
 - Introduction: Background of evaluation (purpose), primary audience of the evaluation and how they are expected to use the evaluation, acquaint the reader with structure of the report.
 - About the Project: Context analysis, project description, project objectives and expected results, the scale of intervention, and key partners.
 - About the Evaluation: Evaluation objective, criteria, key questions, methodology with clear explanation of sampling, survey methodology, respondent selection and data analysis approach.
 - Evaluation findings, analysis, and conclusions with associated data presented per evaluation objective and per evaluation criteria, via a reasonable balance of narrative vs. graphs and charts (mandatory). The findings can include subsections for each evaluation criteria.
 - Recommendations for future activities/intervention. The recommendations should be forward looking, with clear identification of its target group and stipulate the recommended action and rationale. It should focus on program design, planning vs implementation, implementation methodology and approach, project monitoring and evaluation system, among others. The recommendations should also be frame according to the evaluation criteria.
 - Lessons learned: As appropriate, the report should include discussion of lessons learned from the evaluation, that is, new knowledge gained from the particular circumstances.
 - Appendices, which include collected data, detailed description of the methodology with research instruments, list of interviewees, bibliography, TOR, and evaluator(s) brief biography.
- **Presentation Meeting and Presentation Document:** The evaluator is required to present the results of the evaluation to commissioner and representatives of stakeholders, including project board members and donor. This presentation meeting may take place after the first draft of the evaluation report is received- or after all final evaluation processes has been completed. To support the presentation, the evaluation needs to prepare a 15 minutes-long presentation document (in PowerPoint or other similar formats) which highlights the evaluation background, scope, methodology, findings, and recommendation in a visually pleasing way. The document must be both in English and Bahasa Indonesia.
 - **English Editing:** The consultant is responsible for English editing of the final report and should be well formatted. The report will be credited to the evaluator and potentially placed in the public domain at the decision of UNDP.
 - All handwritten and electronic transcripts of interviews and FGDs, hard copies of the survey questionnaires, any logistics taken from UNDP or PMU for the evaluation purpose and photographs taken during the evaluation should be submitted to UNDP. Further to this, all information generated during the baseline will be the sole property of UNDP and is subject to submission to UNDP along with the final report or the termination of contract.

VI. Evaluation Team

The evaluators may work in a group with one national consultant as a team leader. The team leader is responsible of the following tasks:

- Forming and managing the team e.g. social media expert, gender expert, research assistant, and enumerators if any;
- Being the main point of contact to UNDP throughout the evaluation processes;
- Identifying and define evaluation priority areas, methodology and indicators;
- Designing and overseeing data collection;
- Analyzing data and findings
- Submitting the final report;
- Make a brief presentation of findings and recommendations to UNDP and partners, including donors.

The team leader should possess the following competencies:

- Strong competence in monitoring and evaluation programs pertaining to violent extremism, religious education, identity-based conflict, and/or peacebuilding in the Indonesian context;
- Familiarity with Indonesian system and policies with regards to education and/or religious education
- Cultural competency and strong ethics – particularly around interviewing youth and religious actors.
- Sound familiarity with monitoring and evaluation techniques including survey, in-depth interview; focus group discussion and participatory information collection techniques;
- Strong analytical skills;
- Experience in working with government agencies (central and local), religious communities, educational institutions, civil society organizations, international organizations, UN Agencies, and Donors.
- Understanding of capacity development issues in Indonesia;
- Familiarity with international funding scheme of Japan Supplementary Budget.
- Good interpersonal and cross-cultural communication skills
- Ability to work efficiently and independently under pressure, handle multi tasking situations with strong delivery orientation;
- Experience in leading evaluation teams. A good team player committed to enhancing and bringing additional value to the work of the team as a whole;
- Advance proficiency in operating Microsoft office applications;
- Fluent written and oral English.

VII Evaluation Ethics

This evaluation will be conducted in accordance with the principles outlined in the UNEG 'Ethical Guidelines for Evaluation. The Consultant must safeguard the rights and confidentiality of information providers, interviewees and stakeholders through measures to ensure compliance with legal and other relevant codes governing collection of data and reporting on it data. The Consultant must also ensure security of collected information before and after the evaluation and protocols to ensure anonymity and confidentiality of sources of information where that is expected. The information knowledge and data gathered in the evaluation process must also be solely used for the evaluation and not for other uses with the express authorization of UNDP and partners.

While evaluating this project, evaluators also need to critically consider some of the following aspects

Consent: Evaluators should respect the dignity and diversity of evaluation participants. Further, prospective evaluation participants should be treated as autonomous, be given the time and information to decide whether or not they wish to participate, and be able to make an independent decision without any pressure. Hence, whenever possible, respondents in interviews, focus groups, surveys and observations should give informed consent prior to data gathering.

Confidentiality of research data: All personal information about participants in programs is very sensitive, but this may be particularly the case for interventions attempting to counter violent extremism. This means that the identity of participants must remain confidential and that care should also be taken that participants cannot be indirectly identified. Moreover, in some evaluations, evaluators might want to ask for sensitive information from participants in P/ CVE interventions, for example about their political or religious views. Hence data that respondents have provided should be kept confidential and stored securely.

VIII. Application for Submission

The minimum qualification for the recruitment of national consultant is as the followings:

- Education: Master degree or higher in conflict and peacebuilding, religious studies, sociology, education or other relevant programs
- Experience: Have been involved in at least 5 national level development program evaluation or assessment in the past 10 years as evaluation team leader, manager, or any equivalent position.
- Specific skills: Ability and experience to lead evaluation teams, and deliver high quality reports
- Language Requirements: Excellent command of the English language, spoken and written. Knowledge of Bahasa Indonesia is an asset.
- Understanding the socio-political context and development challenges of system and policies with regards to education and/or religious education in Indonesia

Interested candidate must submit the following documents as part of their application:

- Evaluation proposal maximum 6 pages, including the methods and methodology to be adopted, and proposed team members with clear explanation of roles.
- Detailed budget estimates and price quote
- CV of team leader and team members, with clear description of work history that demonstrate the above competence and qualifications.
- Writing sample – Evaluation Report is recommended