

FINAL EVALUATION REPORT

**ROAD SIDE SAFETY  
SELAMAT PROJECT**

HEALTH & NUTTIRION THEME-OTHER HEALTH AND NUTRITION

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## **Preface**

This report covers the Final Evaluation of the project “Road Side Safety/Sosialisasi dan Edukasi Keselamatan Berjalan Lintas (SELAMAT) project” of the Save the Children Indonesia.

The evaluation team would like to express its gratitude to many people and stakeholder agencies. We are very thankful to all professional staff of STC Bandung, particularly the SELAMAT Project staff. Special thanks also to for the information provided during this evaluation from the government official such as Office of Education, Office of Transportation, Schools management, teacher, school children and their parents. In addition, the evaluation team would like to thank civil society representative such as PMI, Camot and Badung Disiplin.

Their inputs have been beneficial to the evaluation team and helped in smoothly carrying out the evaluation process.

Evaluation Team

## Contents

A. Background.....	1
<b>B. Project Summary.....</b>	<b>2</b>
<b>C. Objectives of Evaluation.....</b>	<b>7</b>
<b>D. Evaluation Framework and Methodology.....</b>	<b>8</b>
<b>D.1. Evaluation Framework.....</b>	<b>8</b>
<b>D.2. Evaluation Methodology.....</b>	<b>9</b>
<b>D.3. Data Analysis Approach and Research Ethics.....</b>	<b>11</b>
<b>D.4. Profile of Respondents.....</b>	<b>12</b>
<b>D.5. Limitation of The Study.....</b>	<b>15</b>
<b>E. Evaluation Findings.....</b>	<b>16</b>
<b>E.1. Relevance.....</b>	<b>16</b>
<b>E.2. Effectiveness.....</b>	<b>22</b>
<b>E.3. Project Impact.....</b>	<b>38</b>
<b>E.4. Project Sustainability.....</b>	<b>40</b>
<b>E.5. Replicability and Scale.....</b>	<b>42</b>
<b>F. Conclusion and Recommendation.....</b>	<b>43</b>
<b>F.1. Conclusion.....</b>	<b>43</b>
<b>F.3. Lesson Learned.....</b>	<b>43</b>
<b>F.4. Recommendations.....</b>	<b>44</b>
<b>References.....</b>	<b>46</b>

## List of Tables

Table 1: Road Accidents in Indonesia (2014-2016) .....	1
Table 2: Intermediate Objectives .....	4
Table 3: Evaluation Framework.....	8
Table 4: List of School Sample.....	10
Table 5: Total Respondents .....	10
Table 6: Student Respondents' Grade.....	12
Table 7: Mode of transportation to school.....	14
Table 8: Accidents in West Java in 2015 by Type of Vehicle.....	17
Table 9: Casualties of Accidents in West Java by Occupation.....	17
Table 10: Perception of knowing how to drive motorcycle by grade .....	19
Table 11: Who teach driving motorcycle to children .....	20
Table 12: Improvement in knowledge and behavior: Comparison between baseline survey and endline survey .....	22
Table 13: Improved understanding on traffic sign among student .....	23
Table 14: Perception of the walking position .....	24
Table 15: Use of pedestrian side walk ( <i>trottoar</i> ) by student.....	24
Table 16: Perception on the road crossing way .....	25
Table 17: Understanding on steps for safe crossing road .....	26
Table 18: Cross-tabulation between student understanding of ways to cross road and student participation in the project training. ....	26
Table 19: Crosstab between way of disembarking from bus and participation in the project training.....	26
Table 20: Place for disembarking from bus.....	27
Table 21: Reason for wearing helmet .....	28
Table 22: Use of helmet when delivered to school.....	28
Table 23: Use of helmet when picked up from school .....	28
Table 24: Use helmet when driving around house or residential.....	29
Graph 25: Knowledge on car seat belt for drivers and passengers .....	29
Table 26: Perception of reason for wearing seat belt by school level .....	30
Table 27: Use of Safety Zones.....	30
Table 28: Students understanding ways to avoid risk.....	31
Graph 29: Teachers' knowledge on measures to prevent children from being involved and from being hurt in road accidents .....	32
Graph 30: Parents' knowledge on measures to prevent children from being involved and from being hurt in road accidents .....	32
Table 31: Perception of the most effective learning methods by student .....	33
Table 32: Students' participation to extra-curricular activities.....	36

## List of Graphs

Graph 1: Age of Respondents .....	13
Graph 2:Motorcycle Ownership .....	14
Graph 3: Car Ownership .....	14
Graph 4: Last training participation by student .....	15
Graph 5: Age of First Experience of Driving Motorcycle.....	19

## List of Figures

Figure 1: Theory of Change of the RSS Project .....	6
Figure 2: Map of Project .....	7
Figure 3: Use of pedestrian zones by street vendors.....	18
Figure 4: Over capacity of motorcycle .....	18
Figure 5: Students returning from school without helmet .....	21
Figure 6: Pictures of wrong side of walking.....	24
Figure 7: Unsafe crossing .....	25
Figure 8: Absence of drop zone .....	27
Figure 9: Use of the School Safety Zones .....	30
Figure 10: Comic Produced by Student.....	34
Figure 11: Movie Produced by Student .....	34

## Abbreviation

AJI	:	<i>Aliansi Jurnalis Independen/Independent Journalist Association</i>
ASEAN	:	Association of Southeast Asian Nations
BOS	:	<i>Bantuan Operasional Sekolah/School Operational Funds</i>
Camot	:	<i>Cegah Anak Mengendarai Motor</i>
DEO	:	District Education Office
DLLAJ	:	<i>Dinas Lalu Lintas Angkutan Jalan/City Land Transportation Agency</i>
DTMO	:	District Transportation Ministry Office
DTPO	:	District Traffic Police Office
IDR	:	Indonesian Rupiah
IEC	:	International Education Center
IO	:	Intermediate Objective
KPK	:	<i>Koalisi Pejalan Kaki/Pedestrian Coalition</i>
MSC	:	Most Significant Change
OSIS	:	<i>Organisasi Siswa Intra Sekolah/School Students Organization</i>
Paskibra	:	<i>Pasukan Pengibar Bendera/Flag Hoisting Troop</i>
PKS	:	<i>Patroli Keamanan Sekolah/School Patrol</i>
PMI	:	<i>Palang Merah Indonesia/Indonesian Red Cross</i>
PMR	:	<i>Palang Merah Remaja/Youth Red Cross</i>
Pocil	:	<i>Polisi Cilik/Little Police</i>
PPKN	:	<i>Pendidikan Pancasila dan Kewarganegaraan/ Pancasila (Five Principles) and Citizenship Education</i>
PUSJATAN	:	<i>Pusat Penelitian dan Pengembangan Jalan dan Jembatan/ Institute of Road Engineering – Ministry of Public Works</i>
RSA	:	Road Safety Association
RSS	:	Road Side Safety
SD	:	<i>Sekolah Dasar/Primary School</i>
SELAMAT	:	<i>Sosialisasi dan Edukasi Keselamatan Berlalu Lintas</i>
SMP	:	<i>Sekolah Menengah Pertama/Junior High School</i>
SPSS	:	Statistical Package for the Social Sciences
SROI	:	Social Return on Investment
STATA	:	Statistica and Data
TOT	:	Training of Trainers
UNCRC	:	United Nations Conventions on the Rights of Children
WHO	:	World Health Organization

## EXECUTIVE SUMMARY

This report covers the Final Evaluation of the project “Road Side Safety (RSS)/ *Sosialisasi dan Edukasi Keselamatan Berlalu Lintas* (SELAMAT) project” of the Save the Children Indonesia (Yayasan Sayangi Tunas Cilik: YSTC), aiming at increasing the safety of students through improved infrastructure, road safety knowledge and practices in Bandung city of the West Java province. This evaluation aims to evaluate the achievement of the project from the perspective of evaluation criteria such as relevance, effectiveness, impact, sustainability and replicability/scale, and seeks for its best practices and lesson learned of the project. The final evaluation was conducted from September 2017 to January 2018.

### Scope of Evaluation

The field data collection was conducted during the end of November to the middle of December 2017. The evaluation uses mixed-methods: quantitative data collection by conducting survey to students, parents and teachers and qualitative data collection by conducting in-depth interviews as well as document studies. The sample size for quantitative data collection was 728 students and 81 teachers from 15 schools which were randomly selected from 30 schools as well as 48 parents who have been trained by the project.

### Main Achievement

In the beginning the project targeted 30 schools in Bandung city, providing opportunities to learn about road safety by lectures, extracurricular activities, trainings and campaigns. During four years (2014-2018), SELAMAT project has reached 34,838 people both directly and indirectly, consisting of 31,660 students (3,154 direct and 28,506 indirect), 1,060 teachers (158 direct and 902 indirect) and 2,118 parents (240 direct and 1,878 indirect) from 33 schools that are 30 participating schools in Bandung City and three (3) schools outside the targeted area, Semarang city (Central Java), as additional achievement of the project as the project acknowledged and was asked by the Semarang City Government to train those three schools there. In addition, the project has contributed to the improvement of physical condition on road safety around schools by implementing small scale infrastructure such as zebra-cross and traffic signs. The below is the summary of the achievement of the intervention from the perspective of evaluation criteria:

### *Relevance*

The project was relevant responding to the needs in terms of general context of the target area and genuine need of children, which is high vulnerability of them to road side accident especially in West Java. The approach of the project to encourage child participation was also in line with the rights of the children specified in the United Nations Conventions on the Rights of Children (UNCRC).

### *Effectiveness*

The project effectively improved knowledge and behavior on road safety of children, teachers and parents. The comparison of the results between baseline and endline survey indicated significant improvement for instance in the rate of students saying that they wear helmet when they are

dropped at or picked up from school by motorcycle, the rate of teachers and parents who can answer measures to prevent children from being involved and being hurt in accidents. It should be noted that there are children saying that they do not use crossing facilities for safety because there is no such infrastructure or it is not available. In terms of approach, the evaluation found the effectiveness of the method of the project delivery such as peer-education method to maximize child participation and reach more children effectively.

### *Impact*

The evaluation identified that the project has influenced policies of stakeholders at various level, starting from Office of Transportation of Bandung city to civil society organizations. Although it is not evidence based, inputs by schools indicates that significant decrease in the number of accidents is recognized since the schools started participating to the project, which is the ultimate goal of the project.

### *Sustainability*

The project ensured the sustainability of the outcomes of the project by influencing schools in the way that they introduced policies on promoting road safety for children and continuation of activities to raise awareness on road safety. Majority of the schools continue road safety education by adopting it into their curriculum or utilizing extra-curricular activities or other occasions, and made school policies on road safety, for instance to check the helmet use of children.

### *Replicability and Scale*

The project has received high reputation from other cities which requested technical assistance including sharing experiences and lessons learned. Although it is not easy to replicate the project or to apply the same approach in other contexts, the project as a successful example showcased the importance and the effectiveness of road safety project so that it can be replicated in other cities in the future.

### Main Challenges and Lessons Learned

The project found, in its implementation, that there is a need to encourage parents of children and society to change their mindset and behavior, which could be done through working together with civil society organizations. In addition, the challenge which the project did not target but is critical is to how to strengthen the regulation and enforcement of laws related to road safety. This is not something that can not be improved by the side of children, which applies to the lack of road safety facilities. It should be noted that the project in the area of road safety was new to YSTC and thus the expertise was limited in the beginning of the project. Knowledge and experiences shall be well managed and shared within the organization.

### Recommendations

The evaluation recommends: to try to integrate the program of road safety within the formal education curriculum; to work at community level to change wrong habits and tradition on road safety; to advocate local government for more commitment for resource allocation for safer environment for children; and build capacity of local institutions and involve them effectively.



## A. Background

Road safety is a vital public concern that affect all population every day but young people are generally regarded as a high-risk road user group (Harman and Murphy, 2008). Globally, road traffic injuries claim more than 1.2 million lives each year and have a huge impact on health and development. They are the leading cause of death among young people aged between 15 and 29 years, and cost governments approximately 3% of GDP, but up to 5% in low- and middle-income countries (WHO, 2016). Absence of road safety has become silent epidemic in Indonesia due to high number of casualties caused by road accident. In 2015, there were 98,970 accidents occurred in Indonesia, which is increased to 105,374 in 2016, causing death of 25,859 and 22,939 of serious injuries, as indicated in the table below.

Table 1: Road Accidents in Indonesia (2014-2016)

Attributes	2014	2015	2016
Accidents	95,906	98,970	105,374
Casualty (person)	164,878	161,146	169,711
• Death	28,297	26,495	25,859
• Serious Injury	26,840	23,937	22,939
• Slight Injury	109,741	110,714	120,913
Loss Output (Billion IDR)	250,000	272,000	226,416

Source: Ministry of Transportation (2016)<sup>1</sup>

Therefore, promotion of safety, awareness raising and education are considered as strategic action to address road safety issues (Harman and Murphy, 2008). Road safety for children has become important interventions to improve the fulfilment of the children's right to survival and development. Road safety enables children to meet their education rights and protection rights and to achieve their full development. For instance, Save the Children in Thailand has implemented Road Safety Program to prevent children from being victim of road accidents.<sup>2</sup>

Save the Children Indonesia has been engaged in promoting safety road for children. Save the Children approaches the problem of road safety as a public health and child protection issue, and an impediment to children attaining their right to survival. Since UNCRC Article 3 states, "All children have the right to life and to the fullest level of development", the road safety improvement is part of the fulfilment of children's rights. This is also important because children and young

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<sup>1</sup> Ministry of Transportation (2016) Statistik Perhubungan 2016. Jakarta: Kementerian Perhubungan

<sup>2</sup> Save the Children Thailand (2016) Thailand Country Office Strategy.

[https://thailand.savethechildren.net/sites/thailand.savethechildren.net/files/library/SC%20THA\\_Strategy%20Summary\\_2016-18\\_Eng\\_3feb16\\_0.pdf](https://thailand.savethechildren.net/sites/thailand.savethechildren.net/files/library/SC%20THA_Strategy%20Summary_2016-18_Eng_3feb16_0.pdf)

people are most vulnerable to road accidents and road accidents become of the leading causes of death among children in Indonesia.<sup>3</sup>

Starting from April 2014, Save the Children Indonesia started a program to improve road safety and decrease traffic accidents and fatalities among children and youth in Bandung city, West Java province, as Road Side Safety/*Sosialisasi dan Edukasi Keselamatan Berjalan Lintas (SELAMAT)*. The project was financially supported by Sampo Insurance and implemented in partnership with Schools, Office of Education of Bandung City and collaboration with civil society organizations. The project aims to increase the safety of students through improved infrastructure, road safety knowledge, and practices in Bandung city.

To achieve its goal, the project has set four intermediate objectives as follows:

1. Increased knowledge of school-based road safety
2. Improved physical road safety infrastructure near schools
3. Improved knowledge and practices among teachers and students
4. Increased public and local government awareness of road safety

The project implemented activities under each intermediate objective above: comprehensive road safety studies; facilitate road safety infrastructure near school; facilitate trainings for student, teacher and school's staff and student's parent; and advocacy and campaign to increase public awareness.

## **B. Project Summary**

The ultimate goal of the road side safety project is to reduce the number of road traffic accident involving children and youth in the area of 30 target schools of Bandung city, West Java Province and 3 additional schools in Semarang City, Central Java. The project provided trainings to 32,416 students (2,164 direct and 32,416 indirect), 144 teachers and 2,118 parents (240 direct and 1,878 indirect) aiming at increasing knowledge on road safety and contribute to behavioral change with the expectation to reduce the number of traffic accidents. In addition to the trainings, the project also supported public awareness raising on road safety and improvement of road safety facilities and infrastructures around schools.

### **Project Goal:**

The project aims to increase the safety of students through improved infrastructure, road safety knowledge, and practices in Bandung city of the West Java province. The following is the list of activities under each Intermediate Objective (IO) and summary of the outputs.

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<sup>3</sup> <http://www.who.int/roadsafety/week/2015/events/Indonesia/en/>

### **IO#1: Increased knowledge of school-based road safety**

Activities under this IO include the following:

- 1.1. To conduct research to get information about school-based RS situation in Bandung
- 1.2. To disseminate research findings to relevant stakeholders

The project has conducted comprehensive studies including initial assessment, baseline survey and final evaluation including endline survey. The result and findings were shared and disseminated through meetings with local government and stakeholders including Office of Education service and Office of Transportation service. Relationship with them for effective coordination and cooperation were established through such meetings, and the results of survey were used as a resource to plan the details of the activities.

### **IO#2: Improved Physical Road Safety Infrastructure Near Schools**

To achieve this objective, the project implemented the activities below:

- 2.1. Work with school committees and/or principals to develop a plan for infrastructure improvements of near school and school zone
- 2.2. Work with schools and advocate local government to identify resources for infrastructure improvement projects. This can be done through use of the school operational (BOS) funds or district government funds
- 2.3. Work with schools to carry out small scale infrastructure project

Through the project, 30 schools have received road safety infrastructures such as school safety zone, warning signs and crossing facilities (zebra crossing), which were implemented together with financial contribution from the local government. The project has also provided, distributed and installed water barriers, traffic cones and stick-cones which function as portable road separator; STOP hand-signs and safety vest for school patrols helping students to cross road. It is important to mention that these interventions to improve physical road safety condition around schools have helped students to practice their knowledge on road safety, which is indicated in the data in the report, for instance by showing use of the school safety zone and zebra cross.

### **IO#3: Improved Knowledge and Practices among Teachers and Students**

Various activities have been completed to achieve this objective, as follows:

- 3.1. Identify existing road safety training and IEC materials for students, parents and teachers
- 3.2. Adopt or modify these materials
- 3.3. Identify local authorities in district level and provide ToT training for district level / city level
- 3.4. Identify four lead students, two lead parents and two lead teachers per school and provide training of trainers (ToT) instruction
- 3.5. Develop plans in each school for training all students on road safety including possibly first aid to equip student with skill to firstly response on accident occasion.
- 3.6. Carry out training for students in all schools
- 3.7. Support the establishment of activities under the Patroli Keamanan Sekolah (PKS) extracurricular program in the Junior High Schools level and/or others extracurricular

program in both elementary and junior high schools related with road safety that supported by the police that teaches students about traffic regulations and practices.

- 3.8. Identify additional student, parents or teacher-led measures that can be taken to promote road safety near the school
- 3.9. Carry out identified measures to further promote roadside safety
- 3.10. Carry out training for parents

The project delivered trainings to 144 teachers and school officials, 240 parents and more than 34,580 students including 300 peer-educator. Contents of trainings included: (1) Road safety issues; (2) School Mapping; (3) Road Safety Education Strategies; (4) Action Plan Development. Trainings for student’s materials cover the following: (1) Awareness Raising; (2) Traffic Survey; (3) Traffic Sign Introduction.

**IO#4: Increased Public and Local Government Awareness of Road Safety**

The project can be categorized as advocacy to increase public and local government awareness on road safety, though the following activities:

- 4.1. Identify general gaps in knowledge and practices among the population of the areas near schools
- 4.2. Work with local authorities, students, parents and community members to design a comprehensive public awareness campaign on road safety
- 4.3. Implement the campaign.
- 4.4. Develop and support a working group on road safety at the district level. This group can include students, parents, educators, government officials, the private sector, and others.
- 4.5. Meet regularly with the local government to advocate for improved policies and resource allocation for roadside safety, particularly linked to schools

The project has conducted various campaigns to raise awareness of local government and publics on road safety, including events on the occasion of Children Day and World Day of Remembrance for Traffic Victims, and spreaded messages on road safety through local radio programmes, which reached to public widely.

Major indicators of Project Intermediate Objectives that are to be measured are described in the table below:

Table 2: Intermediate Objectives

Intermediate Objectives and Results (IO)	Indicators
<i>IO. 1- Provide comprehensive information on school-based road safety in West Java to be disseminated as reference of stakeholder' programs</i>	
1.1. Comprehensive studies are completed and their results are disseminated	# of comprehensive studies completed and disseminated
<i>IO. 2- Improved Physical Road Safety Infrastructure Near Schools</i>	

Intermediate Objectives and Results (IO)	Indicators
2.1. Infrastructure plan is improved in target schools	# schools with improved infrastructure plans
2.2. At least one prioritized infrastructure project is completed in target schools	# schools completing at least one prioritized infrastructure improvement project
<i>IO. 3- Improved Knowledge and Practices among Teachers and Students</i>	
3.1. Students are trained on road safety	# students trained on improved road safety
3.2. Road safety activities are delivered through PKS (Patroli Keamanan Sekolah/Student School Patrol) or other extracurricular activities in target schools	# of road safety activities delivered through PKS (Patroli Keamanan Sekolah) and other extracurricular activities
3.3. Students' knowledge for road safety is increased and students can identify road risk prevention measures	% of students who can identify at least three key road risk prevention measures
3.4. Students' ability for risk prevention on road is increased and students can take appropriate action	% of students reporting crossing the streets near school through zebra cross or pedestrian bridge
	% of students reporting drop off from vehicles in the drop zone in school route.
	% of students reporting wearing helmets during their last motorcycle ride
3.5. Teachers are trained on road safety and their knowledge for road safety is increased	# of teachers trained on road safety
	% increased knowledge of teachers for road safety.
3.6 Students' parents are trained on road safety and their knowledge is increased	# of students' parents trained on child and youth road safety knowledge
	% increased knowledge of students' parents in child and youth road safety.
<i>IO. 4- Increased Public and Local Government Awareness of Road Safety</i>	
4.1. Public campaign is actively supported by organizations/ businesses	# of organizations / businesses actively supporting the public campaign
4.2. General public are informed by the public campaign	# people informed by the public campaign
4.3. Local government participate in the raising awareness event	# of government office representative attended raising awareness activity
4.4. Local government resources allocated for students' roadside safety is increased	% increased resources in local government allocated to roadside safety for students *resources mean budget, other supports human recourses, time-wise, activities etc.
4.5. Road safety topics are adopted into school teaching plan	# of school teaching plan adopt the road safety topics
4.6. New local initiatives supporting roadside safety are adopted	# of new initiatives developed by the project adopted into local regulation

The project was designed and implemented in the logic model as follows.

Figure 1: Theory of Change of the RSS Project

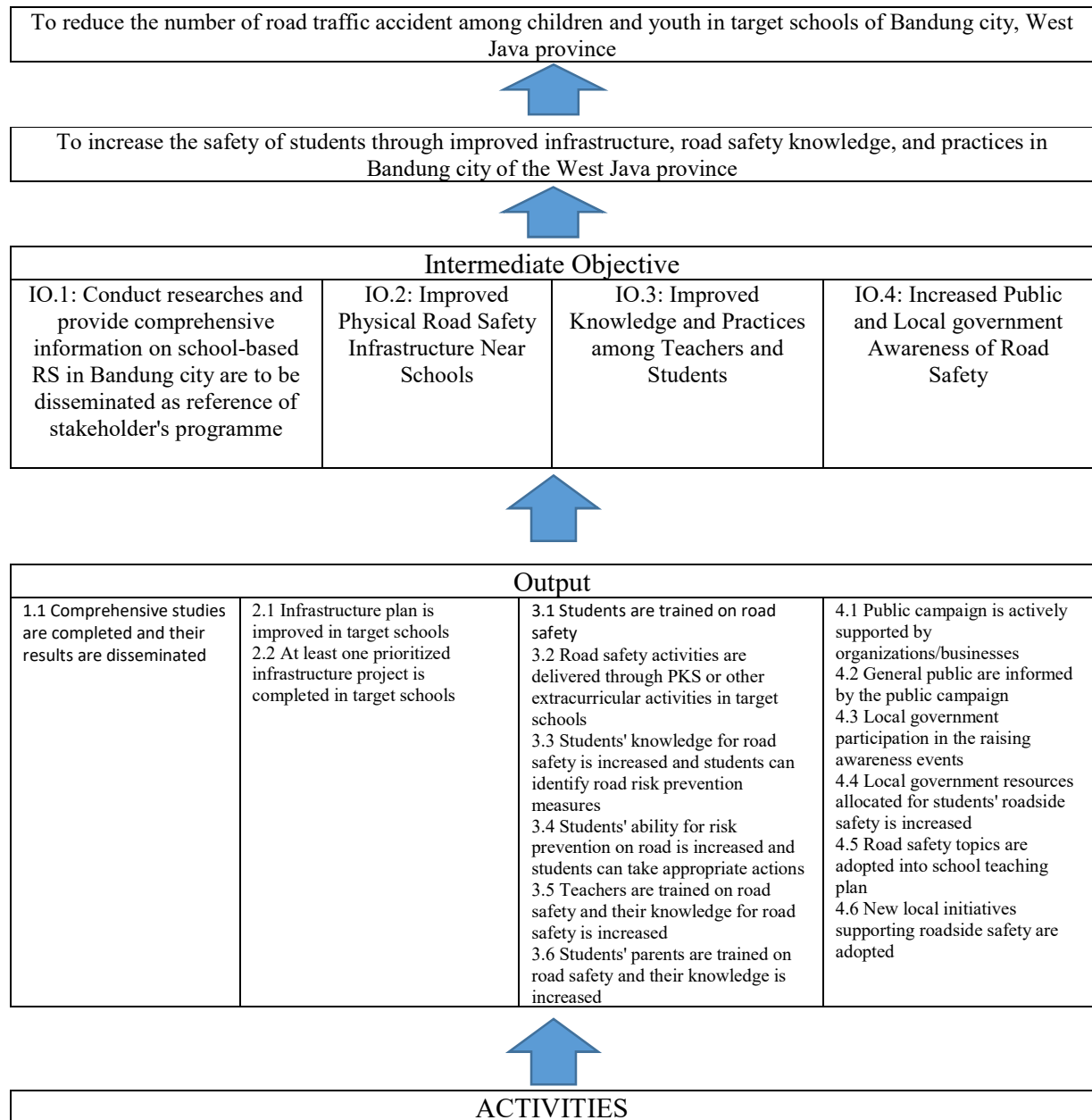
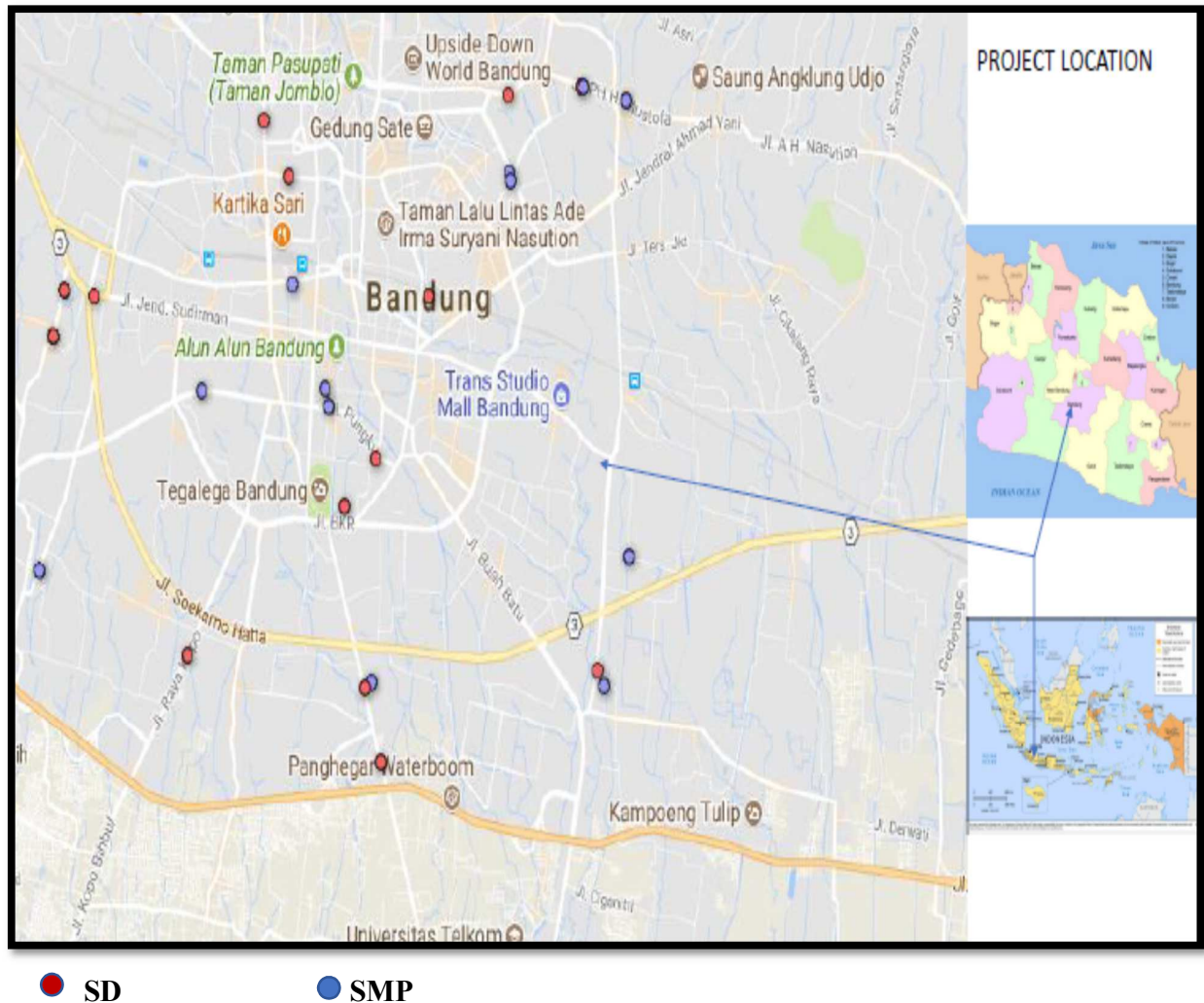


Figure 2: Map of Project



### C. Objectives of Evaluation

The evaluation aims to:

1. Identify whether the Strategic Objective and Intermediate Objective indicators have been achieved and the key elements contributing to this achievement or lack of achievement.
2. Identify and analyze changes on targeted school's road side safety practices contributed by the project.

## D. Evaluation Framework and Methodology

### D.1. Evaluation Framework

The evaluation uses the DAC impact evaluation framework<sup>4</sup> to identify relevancies, effectiveness, impact and sustainability of the programme. These criteria are measured toward objective of the projects. In addition, this study use “TOC<sup>5</sup> and Child Rights Programming (CRP)” Framework refers to the criteria from Save the Children International’s Evaluation Guideline too. Main evaluation questions for every criteria were set as follows:

Table 3: Evaluation Framework

Components	Main Questions
1. Relevance	<ul style="list-style-type: none"> <li>- Was the project appropriate for the context where it was implemented?</li> <li>- How has the project ensured that children’s voices are heard and reflected in project activities?</li> </ul>
2. Effectiveness	<ul style="list-style-type: none"> <li>- What was the project achievement against expected outcomes?</li> <li>- Did YSTC and/or partners implement the project as planned?</li> <li>- What component(s) and element(s) of the project were responsible for the change?</li> <li>- If the project tried a new methodology or approach, what was the result?</li> <li>- What lessons were learned and what recommendations were made?</li> <li>- Were the partnerships appropriate? Have they been managed effectively?</li> </ul>
3. Impact	<ul style="list-style-type: none"> <li>- What are the project’s both intended and unintended effects and how did they influence the outcomes?</li> <li>- To what extent did the project contribute to its overall goal?</li> </ul>
4. Sustainability	<ul style="list-style-type: none"> <li>- To what extent are the benefits of project expected to sustain after donor funding ceased?</li> </ul>

<sup>4</sup> Development Assistance Committee (DAC) of OECD (Organization for Economic Cooperation and Development) has comprehensively identified five criteria should be integrated in the development evaluation. See Chianca, T. (2008) The OECD/DAC Criteria for International Development Evaluation: An Assessment and Ideas for Improvement. *Journal of Multi Disciplinary Evaluation* 5 (9): 41-51.

<sup>5</sup> Steps to Create a Theory of Change

1. Identify a long-term goal.
2. Conduct “backwards mapping” to identify the preconditions necessary to achieve that goal.
3. Identify the interventions that your initiative will perform to create these preconditions.
4. Develop indicators for each precondition that will be used to assess the performance of the interventions.
5. Write a narrative that can be used to summarize the various moving parts in your theory

Adapted from Anderson, A. (2005). *The community builder's approach to theory of change: A practical guide to theory and development*. New York: The Aspen Institute Roundtable on Community Change. <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/evaluation-methodology/an-introduction-to-theory-of-change>



Components	Main Questions
	<ul style="list-style-type: none"> <li>- What were the major factors that influenced the achievement or non-achievement of sustainability of the project?</li> <li>- What are the key policy changes at school and higher level (district) contributing to improve practice on road safety and sustainability/replication in the future?</li> </ul>
5. Replicability and Sacle	<ul style="list-style-type: none"> <li>- Will the project or programme work in a differencnt context? What would happen if we scale up in one context rather than another?</li> <li>- Have we developed and or proved new, evidence-based and replicable breakthrough solutions to problems facing children, working with others and sharing these effectively to ensure greatest impact for children?</li> </ul>

## D.2. Evaluation Methodology

The study uses mixed qualitative and quantitative approach. By using mixed methods, the researcher has the ability to obtain a more comprehensive and better understanding of the social facts and adopts a participatory approach to encourage contribution, participation and joint analysis as well as action planning, as outlined below.

### Quantitative method

Through quantitative data collection method, the evaluation intends to obtain information on descriptive and data distribution of students, teachers and students' parents in relation to the activities done to improve road safety knowledge and practices. The information/data that shows the situation of post-project is compared with those of pre-project (baseline survey), which will be also akey performance indicator of the project. This method considers child participation and gender balance. The sampling frame of each group of respondents and the purpose are as follow:

### **SAMPLING FRAMEWORK**

The selection of sample is based on Slovin Sampling Techniques, as follows:

$$n = \frac{N}{1 + N\alpha^2}$$

$n$  is the sample size

$N$  is the population size

$\alpha$  is the error tolerance.

The population of the study is the total directly trained students of 2,164 across 30 participating schools, teachers of the 30 schools (1,406 teachers: trained 144 teachers and 902 non-trained<sup>6</sup>) and trained parents (2,118 parents: 240 trained and 1,878 non-trained). From 30 schools, the researchers used simple random technique to select participating schools for the survey and selected 15 schools as follows:

Table 4: List of School Sample

Primary School	Zona/Region	Junior High School	Zona/Region
SDN CIATEUL	Karees	SMP SWADAYA	Tegalega
SDN CIJERAH 1	Tegalega	SMP NEGERI 12	Bojonagara
SDN CIKADUT	Ujung Berung	SMP NEGERI 15	Bojonagara
SDN PAJAJARAN-DR.CIPTO	Bojonagara	SMP NEGERI 16	Cibeunying
SDN PAMOYANAN	Karees	SMP NEGERI 18	Karees
SDN PASAWAHAN 01	Gedebage	SMP NEGERI 22	Cibeunying
SDN RAYA BARAT	Tegalega	SMP NEGERI 43	Karees
SDN SUKASENANG	Cibeunying		

With The Slovin sampling, the size of sampling is 685 (304 trained students and 381 non-trained students). However, in order to take precaution step of missing data due to possibility of rejection by the respondent candidates, additional sample about 15-17% (about 43 additional respondents) was added. Therefore the student sample in this study reaches 728. For teachers, we use total sampling for trained teachers with the provisional sample of 51 teachers who have participated in the training activities of the project while we selected 2 non-trained teachers representing each school (total 30 non-trained teachers). Therefore, the total respondents were set as follows:

Table 5: Total Respondents

Category	# of Respondents
Students	728
Trained Parents	48
Teachers	81 (Trained: 51; Non-Trained: 30)
TOTAL	857

Sample was selected in simple and random way. During the data collection, the enumerators and consultants visited the schools, and interviewed students with the help of the teachers. For data collection, tablet-based questionnaire was used for students, while paper-based questionnaire was used for teachers and parents. The questionnaire that was used at the baseline survey was modified to use at the endline survey, which was tested prior to the actual data collection in order to ensure the validity of the instruments.

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<sup>6</sup> Non-trained teachers in the study are teachers in the participating schools but were not directly trained by the RSS project.

### **Qualitative Method**

This method is to understand the process, result and its future sustainability of the project and is also useful to find information on to what extent the increase of road safety knowledge led behavior changes. Information is collected through in-depth interview with relevant respondents using interview guide which is made based on the aspects of evaluation criteria.

#### *Key Informant In-depth Interviews*

In-depth interviews to key informants are essential for gaining better understanding of the road safety situation for children. During in-depth interview with teacher and school principals, information is also collected from student respondents to verify the information which teachers and school principals gave. Teachers who were trained directly by the project were interviewed as informant.

In-depth interviews were conducted with teachers, policy makers (*Dinas Pendidikan, Dinas Perhubungan/DLLAJ*), Police Officer and other stakeholders are as follow:

1. *Dinas Perhubungan*/Office of Transportation at City level
2. *Dinas Pendidikan*/Office of Education City level
3. Project team: individual interview
4. *Polisi – Dikyasa (Pendidikan dan Rekayasa)*/Police Unit for Education and Transport order
5. School Principal and School Committee
6. *PUSJATAN (Pusat Penelitian dan Pengembangan Jalan dan Jembatan)* /Institute of Road and Engineering Research Ministry of Transportation
7. School guard, school patrol/boyscout
8. Community Groups (*PMI – Palang Merah Indonesia/ Indonesian Red Cross, Camot (Cegah Anak Mengendarai Motor – Prevent Child for Motorbike Driving, RSA – Road Safety Association, Bandung Disiplin (Bandung Disciplinary)*).

#### *Case Studies Using the MSC (Most Significant Changes) Approach*

Case studies were gathered from peer educators who were trained and have participated in various follow up activities. The MSC was used to see changes take place after participating the SELAMAT activities in 15 schools. One case study was collected in each school.

### **D.3. Data Analysis Approach and Research Ethics**

#### *Data Analysis*

Qualitative data is analysed by coding and themes identification. This is assisted by software of QDA (Qualitative Data Analysis), NVIVO. For quantitative data, statistical analysis is used after primary data collection. Both uni-variate and multi-variate data analysis are used, supported by software of SPSS. Data analysis for qualitative data is treated in the following stages: (a) *Data*

*Reduction*, in which data is summarized, coded and categorized in order to identify important aspects of research questions, including careful reading of gathered data, identification of major themes and categorization of the data; (b) *Data Organization*, in which data is assembled around certain themes and is developed into narratives; and (c) *Interpretation*, which interprets data to make decisions and conclusions relevant to the research questions, which involves identification of patterns, regularities and trends. Data analysis also followed the evaluation framework to ensure internal validity of the study. The use of the evaluation framework also means to guide the study to assess what is supposed to be measured.<sup>7</sup>

### *Research Ethics*

The study ensured that informed consent is obtained and that confidentiality of respondents is protected. It also prioritized child protection principles, as summarized below:

- ***Informed Consent***

The consultant as well as the enumerators explained the purpose of the survey and sought the respondent's agreement to be interviewed. The research respects that respondents have right to decline to participate or to elect at any time to discontinue the survey (interview). In the interview, oral consent is sought from the key informants prior to the interviews.

- ***Confidentiality***

The study keeps confidentiality of the students in the survey. For the security of the data, the consultant stored data, particularly any data with name-identifiers, in secure place where there is no chance that other people could access the information. The data is used solely for the final evaluation purpose.

- ***Child Protection Principles***

Prior to the survey, the enumerators were trained by team of YSTC Bandung on children rights and child protection principles. The consultant also joined the session.

## **D.4. Profile of Respondents**

The student respondents consist of Primary School Grade of 4 to 6 and Junior High School Grade of 7 to 9.

Table 6: Student Respondents' Grade

School	Grade	# of Students	Percentage
Primary School	4	143	19.6%
	5	96	13.2%
	6	77	10.6%
Junior High School	7	230	31.6%
	8	120	16.5%

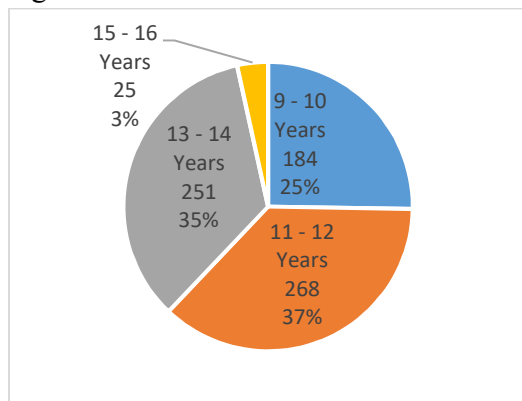
<sup>7</sup> Zohrabi, M. (2013). Mixed method research: Instruments, validity, reliability and reporting findings. *Theory and Practice in Language Studies*, 3(2), 254.

	9	62	8.5%
	Total	728	

As can be seen, there are varieties of the distribution of grade among students. This is because most students participated directly to the training are at grade 5 and grade 8. As for the age, majority of students are between 11 to 14 years, as shown in the graph together with the age distribution of teachers and parents below.

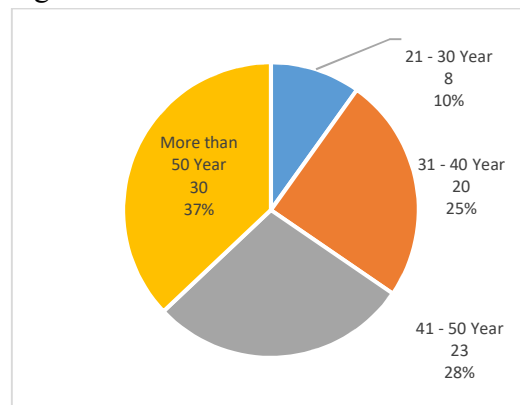
Graph 1: Age of Respondents

Age of Students



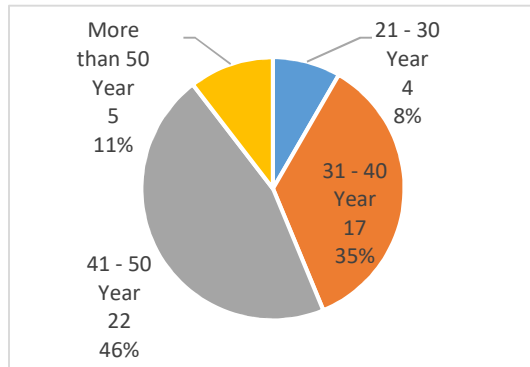
N = 728

Age of Teachers



N = 81

Age of Parents

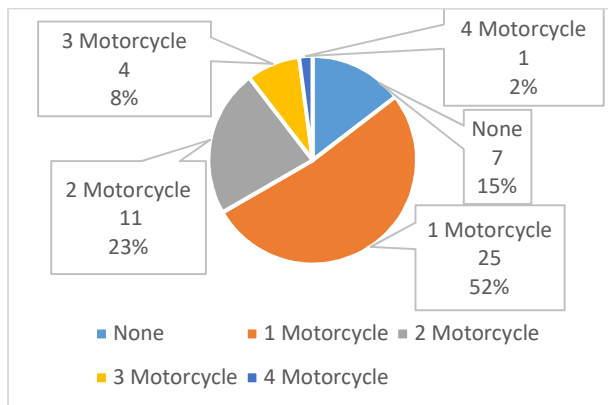


N = 48

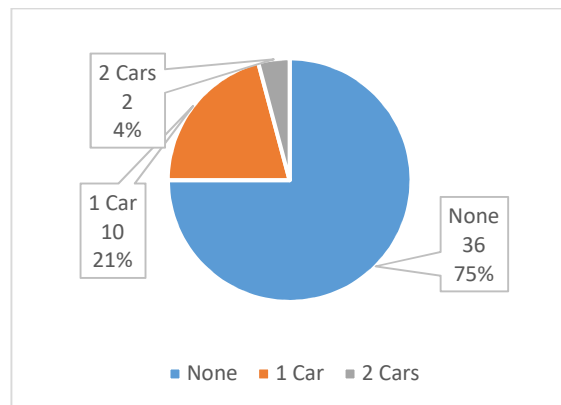
*Possession of motorcycles at home*

With regard to vehicle ownership, 85% have one or more motorcycles at home while 75% do not have car. This indicates the common lifestyle of the people in the target area to depends their daily life on motorcycles.

Graph 2:Motorcycle Ownership



Graph 3: Car Ownership



N = 48

*Transportation to schools*

Means of transportation to reach schools are required by the vast majority of school students in Bandung, because of distance of residential areas to schools and also because the school zonation is not effective. The government has set the policy of “school attendance zone (*rayonisasi*)” so that students are accepted by schools which are nearby their residing areas. However, this policy is not effective and therefore students have to travel long distance using trannportations to go to and return from schools. The policy does not take effect because of limited capacity of school nearby residents and there is no equal distribution of schools in each *Kelurahan* or sub-districts. The evaluation found that most of the respondents (40.9%) are dropped at schools by parents using motorcycle while 22.8% are walking to schools. Therefore, project focused on improving knowledge of beneficiaries on road safety especially related to motorcyle and walking.

Table 7: Mode of transportation to school

Mode of transportation	Go to School		Return from School	
	#	Percentage	#	Percentage
Dropped by parents using motorcycle	298	40.9%	83	11.4%
Walking	166	22.8%	258	35.4%
Using public transport on her/his own	79	10.8%	212	29.1%
Dropped by others using motorcycle	52	7.1%	22	3.0%
Using public transport on her/his own and sometimes dropped using motorcycle	40	5.5%	4	0.6%
Walking and dropped using motorbike	39	5.4%	44	6.0%
Drop by parents or other using motorcycle	9	1.2%	36	4.9%
Drop using public transport/bus	7	1.0%	7	1.0%
Drop by parents using car	7	1.0%	4	0.6%
Drop by parents using car and walk	6	0.8%	4	0.6%
Others	5	0.7%	6	0.8%
Drop by others using cars	4	0.6%	4	0.6%
Walking and dropped using public transport	4	0.6%	19	2.6%
Alone by walking or public transport	4	0.6%	18	2.5%
Riding bicycle	3	0.4%	3	0.4%

Drop by parents or other using car	2	0.3%	2	0.3%
Riding bicycle and dropped by parents using motorcycle	1	0.1%	1	0.1%
Drop by parents by using cars and motorcycle	1	0.1%	1	0.1%
Walking and riding bicycle	1	0.1%	0	0%
Total	728		728	

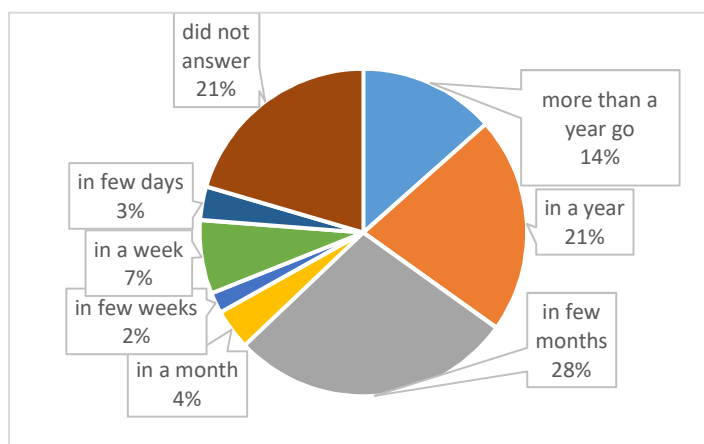
\* "Others" means on-line motorcycle taxi (known as GOJEK), regular Ojek (motorcycle taxi) and going/returning with friends

Similarly, walking is the most common mode for children when returning from school, followed by public transportation which reach 29.1%. Being picked up by parents using motorcycle (11.4%) follows.

#### *Participation to the project*

The graph below shows the students' participation in the project training activities. About 44% of the respondents have participated on trainings within one semester (the total of few weeks ago, few days ago, last month and few months ago), while 21% reported that they only participated one year ago and 14% said more than one year.

Graph 4: Last training participation by student



#### **D.5. Limitation of The Study**

There are few limitations in the study. The first limitation is time-limitation on the field observations at schools, which were done while doing the data collection by questionnaire. The observation was limited to one or two-days due to time limitation for the field work and dispersed areas of the participating schools. The field data collection was also hampered because most of schools were in examination period during the data collection period, particularly grade 6 and 9. Alternatively, data collection prioritized students from other grades than those grades.

In addition, the team did not include the speed component of vehicle or road users in front of school in the focus, neither Police or Dishub/Office of Transportation officers presence in schools enforcing the speed limit for vehicles passing in front of schools. Hence, the interview with Police Officer during the field work has provided only narrative information related to police responsibility.

Furthermore, there was no secondary data available on actual accidents taking place in the areas of the participating schools. Therefore, the evaluation used different narrative information or unofficial records such as key informant interviews on the trend of road safety or record by schools.

## **E. Evaluation Findings**

The findings and conclusion presented in this report are results of the analysis of primary data, data obtained from field visits and information gathered from the survey and in-depth interviews with relevant stakeholders and from document studies. The findings are organized in the section of “relevance”, “effectiveness”, “impacts”, “sustainability” and “replicability and scale”. The report also highlights notable good practices observed during the evaluation.

### **E.1. Relevance**

#### **E.11. Relevancy of Target: Responding to the General Context in West Java**

Road safety in big cities in Indonesia remains challenging. This is because of high urban population growth, significant increase of motorized vehicle, slow growth of road or unbalance comparison between road capacity and vehicle growth. Indonesia has 451 motor vehicles per 1,000 inhabitants and 235 motor vehicles per kilometer of road (ASEAN, 2016). The country has 47 passenger cars per 1,000 inhabitants. However, this rate is not specifically reflecting urban situation since the rate covers both rural and urban situation. In addition, in urban areas, lots of road parts are used for parking and street vendors and motorcycles. On the other hand, discipline of road users is very low indicated by lack of safety measures (such as use of helmet, seatt belt) and the trend of children driving motorcycles is increasing. Furthermore, there is lack of policy and enforcement on speed limit. As a result, road users and particularly children are often in vulnerability to accidents, fatalities and injuries (Wihanesta and Samadhi, 2016).<sup>8</sup> This is worsened by the condition that often road in Indonesia is shared between vehicles and pedestrian, unsafe driving practices and possible driver distraction including mobile phone uses.

Traffic fatalities and injuries cost Indonesia by 3 % of its Gross Domestic Product (GDP) (ASEAN, 2016). Road accidents are prevalence in urban areas in Indonesia, including in West Java. The

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<sup>8</sup> Wihanesta, R. and Samadhi, N. (2016) Cities neglect traffic safety. The Jakarta Post, 22 November 2016.



study notes that the project is strongly relevant to the local development agenda in Indonesia, particularly in West Java.

Table 8: Accidents in West Java in 2015 by Type of Vehicle

Type of vehicle	Number of Accidents	Percentage
Motorbike	9,635	68.8%
Cars	2007	14.3%
Truck	1981	14.2%
Bus	363	2.6%
Others	19	0.1%
Total	14,005	

Source: BPS (2016) Jawa Barat Dalam Angka

### E.1-2. Relevancy of Target: Responding to the Genuine Need and Protecting the Vulnerable Children

In 2015, there are significant number of youth who became victims of road accidents, as identified by the table below in the number of “University Students” and “Students”.

Table 9: Casualties of Accidents in West Java by Occupation

No.	Occupation of the victims	Number of Victims	Percentage
1	PNS/Public Servant	226	2.2%
2	Private Employee	5,463	52.2%
3	University Student	420	4.0%
4	Students	1,953	18.7%
5	Driver	266	2.5%
6	Army	37	0.3%
7	Police	174	1.7%
8	Others	1,925	18.4%
	Total	10,464	

Source: BPS (2016) Jawa Barat Dalam Angka

Children are very vulnerable to road accidents, due to lack of road facilities, growing number of vehicles despite of limited road supply, breach of the pedestrian zones and lack of public transportation facilities. Indeed, there has been few school buses provided by the government, however, the number is still very limited.

Figure 3: Use of pedestrian zones by street vendors



The vulnerability of school children to road accidents are highlighted in an interview below.

*“Most of schools in Bandung are located in the congested traffic areas. Due to the unsafe behaviors of drivers and road users, children are so vulnerable that they can be victims easily. Therefore, extension services are urgently needed, as those provided by the YSTC”*  
Interview with School Supervisor, 2017.

Figure 4: Over capacity of motorcycle



High vulnerability of children due to unsafe traffic practices is also worsened by inability of children to gauge vehicle speed and other relevant information in order to cross the street safely alone and lack of supervision of children who are too young to make safe judgements. In addition,

road environments with high traffic volume and inadequate attention to pedestrian safety have been found to exacerbate pedestrian collisions (WHO, 2013)<sup>9</sup>.

From these facts, it can be said that children in urban areas in Indonesia are quite vulnerable to road accidents, hence, the project is relevant to the genuine needs of children supporting them to fulfill the rights of children to safety, protection and education.

### E.1-3. Relevancy of Strategy: Addressing the Behavioral Changes

The project activities are relevant to the need for behavioral transformation. In Indonesia, accidents take place mostly because of wrong behaviors including lack of safety measures. A lot of children have already practiced motorcycle driving since the early stage although the law allows driving license at age of 17 years for driving motorcycle and car. The evaluation survey found that out of total 728 student respondents, 237 students (32.6%) says that they have already known how to drive, among them 97 students (41%) are at grade 7 of Junior High School as indicated by the table below:

Table 10: Perception of knowing how to drive motorcycle by grade

Grade		Yes (#)	No (#)
Primary School	4	17	125
	5	13	83
	6	16	61
Junior High School	7	97	133
	8	62	58
	9	32	31
Total		237 (32.6%)	491 (67.4%)

Moreover, it seems to be common that children start driving motorcycle at their early age, starting from 7 years, as indicated by the table below.

Graph 5: Age of First Experience of Driving Motorcycle

Age	Number of students	Percentage
7 years	1	0.4%
8 years	6	2.5%
9 years	13	5.5%
10 years	23	9.7%
11 years	57	24.1%

<sup>9</sup> WHO (2013) Pedestrian safety: a road safety manual for decision-makers and practitioners. Geneva: WHO.

12 years	88	37.1%
13 years	41	17.3%
14 years	8	3.4%
Total	237	

The table shows that all respondents who are under the age of 16 years old answered that they have started driving motorcycle before they reach to legally allowed age. This shows the need of education on road safety to be started at early stage of education. This project targeted Primary and Junior High School students, and its relevancy of target is recognized by school heads and municipality officials:

*“Internalizing the values for road safety behavior is strategic at the Primary and Junior High School education stage. This is to address the dangerous behaviors growing at the teenagers in Bandung areas.”*

Head of SMP Swadaya Bandung.

*“Road users in Bandung has lack of discipline for example they have less respect for pedestrians and do not pay attention to them. Thus, training younger generation on road safety will be important to improve the discipline of road users and change the culture in Bandung for long-term”*

Head of Office of Transportation, City of Bandung, 2017

Moreover, it is recognized that the conciousness on road safety is low at family level, which is proven by the fact that majority of the children learned driving motorcycle from their parents:

Table 11: Who teach driving motorcycle to children

Source of learning how to ride motorcycle	# of Students	Percentage (%)
Father	84	35.5%
Mother	11	4.6%
Sister	30	12.7%
Uncle	25	10.6%
Maid	2	0.8%
Friends	11	4.6%
Self learning	55	23.2%
Others (neighbors, cousin)	19	8.0%
Total	237	

The lack of awareness among parents is also expressed in an interview below:

*“The consistent use of helmet for all parents is difficult. Parents are also not aware of the risk of accidents and injuries. It is also worsened by common practices of riding motorcycle with more than 2 persons, which often increase to four persons”*

Interview with School Teacher, SD Cikadut, 2017.

In some cases, children involvement in driving motorcycle is also influenced by pragmatic decision that riding motorcycle is considered cheaper for transportation.

Figure 5: Students returning from school without helmet



Therefore, the project’s strategy to educate not only children but also parents and teachers to improve behavior for road safety was appropriate, as indicated by the quotes from interview below.

*“The trainings are relevant with the teachers, since the teachers are in the front line to educate children on the road safety”*

Head of SMP Swadaya Bandung.

#### **E.1-4. Relevancy of Approach: Filling the Gap of Limited Government Capacity**

Multiple government agencies are important actors for road safety for school children. These include Ministry of Transportation, Ministry of Education, Ministry of Health and Police. For instance, police have regular program to educate children on road safety, but the frequency and the coverage are limited, although the Indonesian National Police has coordinated with key stakeholders in order to socialize and establish the enforcement of road user compliance in terms of helmets, safety belts, and child occupant protection. However, there is limited interventions that have been done to improve road safety. The following interview reflects this situation:

*“There are limited resources available within the Office of Education of the City of Bandung, both financial and human resources. Therefore, the project has filled the gap to support the government agenda”*

Interview with Schools Supervisor, 2017

The project has strategically and effectively incorporated the education agenda on road safety by these government agencies, thus, was implemented in line with the government strategy.

#### **E.1-5. Relevancy of Approach: Children Participation**

Child participation is one of the core principles in the Convention on the Rights of the Child (CRC), which implies room and space for children to take part in the process of education. Save the Children approaches the problem of road safety as a public health and child protection issue, and an impediment to children attaining their right to survival. When we refer to the CRC Article 3 that states “All children have the right to life and to the fullest level of development”, it is evident that road safety is an important issue in Indonesia. At the same time, YSTC’s strategic plan from 2016 to 2018 emphasizes the importance of tackling with the situation where traffic accidents are number one killer of adolescents. Therefore, the project was planned and implemented in response to Save the Children’s priority.

## E.2. Effectiveness

### E.2-1. Improved Knowledge and Behavior on Road Safety

This section discusses the effectiveness of the project in improving knowledge and behaviour of children, parents and teachers on road safety. These include safe way for walking, crossing, safe practice of using motorcycle and public transportation. The table below shows the evidence of the increase in performance indicators at the end of the project in comparison to the baseline survey data:

Table 12: Improvement in knowledge and behavior: Comparison between baseline survey and endline survey

Indicators	Primary School		Junior High School	
	Baseline Survey (%)	Endline Survey (%)	Baseline Survey (%)	Endline Survey (%)
% of students who can identify at least three key road risk prevention measures	74%	76%	84%	86%
% of students who report as always wearing helmets when delivered to school	26%	67%	40%	68%
% of students who report as always wearing helmets when picked up from school	22%	84%	49%	95%
% students who report using zebra crossing within school area	31%	55%	30%	45%
% students who report using School Safety Zone within school area	5%	41%	0%	14%
% students who report using pedestrian bridge within school area	12%	11%	4%	1%
% of teachers who can identify at least three accident prevention measures for children		33%		73%

Indicators	Primary School		Junior High School	
	Baseline Survey (%)	Endline Survey (%)	Baseline Survey (%)	Endline Survey (%)
% of teachers who can identify at least three severity reduction measures for their children		0%		79%
% of parents who can identify at least three accident prevention measures for children		27%		86%
% of parents who can identify at least three severity reduction measures for their children		2%		98%

Increased Understanding on Traffic Rules/Sign

The project has contributed to improve knowledge of students, teachers and parents on traffic signs.

Table 13: Improved understanding on traffic sign among student

Traffic Sign	Correct Answer (%)	
	Baseline Survey	Endline Survey
Pedestrian warning sign (baseline)/ Be Mind of Pedestrian	9%	18%
Regulatory sign for using pedestrian dedicate way or lane (baseline)/ Designated Area for Pedestrian	10%	21%
Child pedestrian warning sign (baseline)/ Many Child Pedestrian	6%	21%
Regulatory sign for using bycycle dedicate way or lane(baseline)/ Bicycle Areas	55%	71%

The table above shows the fact that various activities of the project has contributed students improving their understanding of traffic signs, which is the first step for children to improve their behavior.

Knowledge on Safer Walking Facility and Practice

The study assessed the understandinge on safer walking practices among the different respondents. The respondents were asked whether the practice of the picture below is safe or not.

Figure 6: Pictures of wrong side of walking



The table below presents that 100% of parents have shown that their perception on the pictures are correct, while very small number of students and teachers was not able to answer correctly.

Table 14: Perception of the walking position

Answer	Students		Parents		Teachers	
	Baseline Survey	Endline Survey	Baseline Survey	Endline Survey	Baseline Survey	Endline Survey
Walking in the wrong place/part (Correct answer)	89%	98%	93%	100%	97%	98%
Walking in the right place/part (Wrong answer)	11%	2%	7%	0%	3%	2%

When compared, the percentage of students who responded correctly at the baseline survey was 89%, which increased to 98% at the end line survey.

When looking at the understanding on facility for safe walking, 87% of the student respondents are able to name the sidewalk facility, which is increased from 60% of the baseline survey data. However, when it come to the daily use, 68.3% of the student respondents say that they are commonly using side walk of the road (*trottoar*).

Table 15: Use of pedestrian side walk (*trottoar*) by student

Answer	#	%
Yes	389	68.3%
Sometimes	76	13.3%
No	105	18.4%
Total	570	



This is because there are some challenges even though the sidewalk is in place, particularly because they are occupied by other activities including street vendors. Out of 181 students who says that they do not use or sometimes use sidewalk, 78 mentioned that there is no side walk available, while 43 said that the side walk facility is in place but occupied by street vendors. Other reasons claimed are: the facility is in poor condition or it is too narrow to walk. The project was not able to address well enough to make sidewalks around schools available or friendly to students.

### Knowledge on Crossing Facility

In assessing the knowledge on crossing facility, the study used the picture below and asked about the perception of the respondents over the practice.

Figure 7: Unsafe crossing



The responses of the respondents are presented in the table below.

Table 16: Perception on the road crossing way

Answer	Students		Parents		Teachers	
	#	%	#	%	#	%
Crossing in the wrong place/part (Correct answer)	714	98%	48	100%	79	98%
Crossing in the right place/part (Wrong answer)	14	2%	0	0%	2	2%
Total	728		48		81	

98% of the students are able to judge correctly that the students in the picture are crossing the road in wrong place, which is increased from 89% at baseline survey. While all parents have right understanding, about 2% of the teachers do not have good understanding on the crossing place.

For understanding on the zebra cross function, the percentage of students who were able to name the zebra cross has increased to 99% from 71% at the baseline survey. Furthermore, when looking

at the use of zebra cross by students, the percentage of students who answered that they use zebra cross increased among primary school students and junior high school students from 31% to 55% and from 30% to 45% respectively. It can be said that this is attributed to the project contribution that has implemented zebra cross in front of schools.

Understanding on safe way of crossing road

The data below presents the difference between students of primary school and junior high school in understanding the proper steps for safe crossing road (*stand up/stop at road side, turn your head righ-lef-right, crossing the street after situation is safe*).

Table 17: Understanding on steps for safe crossing road

Category of responses	Primary School	Junior High School
Adequate explanation	143	168
Inadequate explanation	141	208
Cannot explain	32	36
Total	316	412

The cross tabulation below indicates that the participation to the trainings of the project has impacted to the ability of students explaining better on how to cross road safely.

Table 18: Cross-tabulation between student understanding of ways to cross road and student participation in the project training.

Category of responses	Non-trained		Trained	
	#	Percentage	#	Percentage
Adequate explanation	145	33.6%	167	56.2%
Inadequate explanation	222	51.5%	125	42.1%
Cannot explain	64	14.9%	5	1.7%
Total	431		297	

Knowledge on Safety When Using Public Transport

The table below show the percentage of students who correctly answered the way of disembarking from *angkot* (public transportation). It shows that the rate of wrong response was higher among the students who did not participate in the training.

Table 19: Crosstab between way of disembarking from bus and participation in the project training

Answers	Not Trained		Trained	
	#	Percentage	#	Percentage
Did not answer	1	0.2%	0	0.0%

Right Leg First (Wrong Answer)	164	38.2%	93	31.2%
Left Leg First (Correct Answer)	265	61.6%	205	68.8%
Total	430		298	

In terms of disembarking spot, there is no strict regulation that stipulates disembarking of the passengers in designated places. Similarly, there is very limited facility for bus stops. Therefore, because the majority of the buses in Bandung drop passengers at any point on road and students disembark from the bus at any place. However, the percentage of the students who says that they disembark bus at bus stops increased to 54% at endline survey from 36% at baseline survey among primary school students, while it rose dramatically from 48% to 77% among junior high school students, as indicated in the table below.

Table 20: Place for disembarking from bus

Answers	Primary School		Junior High School	
	#	Percentage	#	Percentage
At any place	23	7%	10	2%
Bus Stop	170	54%	318	77%
Terminal	21	7%	17	4%
Trotoar	44	14%	28	7%
Others	58	18%	39	10%
Total	316		412	

Figure 8: Absence of drop zone



### Knowledge on Safety Using Motorcycle

Accidents can take place due to unsafe practices of riding motorcycle. Helmet is crucial to prevent injuries on head and neck that are the main cause of death, severe injury and disability among users of motorcycles when there is accident, therefore the law obliges riders of motorcycles to wear helmets. The ownership and use of motorcycles is relatively high in Bandung.

From the survey, it was obvious that most of students are aware that drivers of motorcycle need to wear helmet, even before the start of the project, as the baseline survey shows that 99% of student respondents answered correctly. Similarly, students have good understanding in the needs of the passengers/pillion to wear helmet.

Meanwhile, not all of the students perceive that the use of helmet is for protective purpose: 77.5% of the students said that wearing helmets is necessary because of safety reason. However, this has still increased from 67.5% at the baseline study.

Table 21: Reason for wearing helmet

Reason	# of students	Percentage
To avoid police ticket	28	3.8%
Others	95	13.0%
Protect head from injury (Correct Answer)	564	77.5%
Both protecting head and preventing from police ticket	37	5.1%
Protecting face from ash	3	0.4%
Did not answer	1	0.1%
Total	728	

When it come to the use of helmet, although more than half of students are always delivered to school by motorcycle, the endline survey discovered that not all of them (67%) always wear helmet, as shown by the table below. However, this is still increased dramatically from 26% at baseline survey.

Table 22: Use of helmet when delivered to school

Practice	#	Percentage
Always Use Helmet	285	67%
Not Use Helmet	76	18%
Sometimes Use Helmet	64	15%
Total	425	

Meanwhile, among the students who are always picked up with motorcycle when they return home from school, only 52% use helmet consistently, which is still improved from 25% at the baseline survey.

Table 23: Use of helmet when picked up from school

Practice	#	Percentage
Always Use Helmet	81	52%
Not Use Helmet	50	32%

Sometimes Use Helmet	25	16%
Total	156	

The habits of wearing helmet has not been consistently practiced particularly outside school hours. 68% of the Primary School students acknowledges that they do not use helmet in their neighborhood, which is higher compared to 59% of the Junior High School Student. However, some improvement is recognized between the baseline and endline survey: Students who answer that they use helmet in their neighbourhood increased from 18% to 24% and from 9% to 26% among Primry School students and Junior High School students respectively.

Table 24: Use helmet when driving around house or residential

Response	Primary School		Junior High School	
	#	Percentage	#	Percentage
Did not answer	4	1%	3	1%
Sometimes	23	7%	59	14%
Not use helmet	214	68%	242	59%
Use helmet	75	24%	108	26%
Total	316		412	

### Knowledge on Driving License

The minimum age for obtaining driving license in Indonesia is stipulated by the Law No. 22 of 2009 and Police Chief Decision No. 9 of 2012, as follows:

- SIM (Driving Licence) Category A: 17 years old
- SIM (Driving Licence) Category C: 17 years old
- SIM (Driving Licence) Category B 1: 22 years old
- SIM (Driving Licence) Category B 2: 23 years old

In order to assess the understanding on the legal age requirement for obtaining driving license, the survey asked the minimum age for driving license. 92% of Junior High School students perceived minimum age for driving license correctly, which is increased from 88% at the baseline survey. The percentage increased among Primary School student from 66% to 74% too.

As for the understanding of necessity of using seat belt for car drivers and passengers, the rate of students who are aware of the necessity for drivers and front seat did not much increase since the baseline survey showed the rate already as high as 99%. Meanwhile, the percentage of students who acknowledge the necessity of seat belt for rear passengers has increased from 69% at the baseline to 88 % at the endline survey.

Graph 25: Knowledge on car seat belt for drivers and passengers

Acknowledgement	Percentage	
	Primary School	Junior High School
Students who acknowledge that drivers must put seat belt on	99%	100%
Students who acknowledge that front passengers must put seat belt on	99%	100%
Students who acknowledge passengers in the back row better to put seat belt on	88%	88%

The survey further asked about the reason for wearing the seat belt. As indicated in the table below, the percentage of students who answered the reason to wear seat belt correctly was 71% among Primary School students and 79% among Junior High School students, which is improved from 60% and 75% respectively. Wrong answer includes that it is to prevent police action.

Table 26: Perception of reason for wearing seat belt by school level

Respondents answers	Primary School		Junior High School		Total	
	#	%	#	%	#	%
To protect body (correct answers)	224	71%	327	79%	551	76%
Wrong answers	92	29%	85	21%	177	24%
Total	316		412		728	

Figure 9: Use of the School Safety Zones



For School Safety Zone, the survey discovered that 18.8% of students are frequent users of Safety Zones as indicated by the table below.

Table 27: Use of Safety Zones

Use of school safety zones	Primary School		Junior High School	
	#	%	#	%

Use	128	40.5%	9	2.2%
Sometimes	15	4.7%	1	0.2%
Not use	128	40.5%	352	85.4%
Did not answer	45	14.2%	50	12.1%
Total	316		412	

Based on the table above, only 2.2% of Junior High School students responded that they use School Safety Zones, which is far lower than 40.5% of Primary School students. When compared to the baseline data, however, the total percentage of students who use School Safety Zones has increased from 1.2% to 18.8%. However, it should be noted that majority of the respondents who said that they did not use School Safety Zones replied that there is no school such facility around their schools or that the facility is just built recently.

#### Knowledge on Risk and Prevention

The project has trained students, teachers and parents on potential risk of road accidents. The survey asked about their knowledge on three ways to avoid injuries caused by road accidents. Correct answers to the question include the following:

- Use of helmet when riding or being passengers of motorcycle
- Use of helmet when riding on bicycle
- Use of seat belt in the car
- Crossing on the zebra cross or crossing bridge
- Carefully looking right and left before crossing road
- Safe walk on side walk
- Waiting at bus stops
- Not using mobile phones when driving

81% of students were able to answer three ways, which is equal to the rate shown at the baseline survey.

Table 28: Students understanding ways to avoid risk

Answers	#	%
3 Correct Answers	592	81%
2 Correct Answers	65	9%
1 Correct Answer	68	9%
Did not answer	3	1%
Total	728	

Meanwhile, the table below shows the knowledge of teachers on measures to prevent children from being involved in road accidents and being hurt in road accidents. 73% of teachers are able to identify measures to prevent children from being involved in road traffic accidents. This rate is

far increased from 33% at the baseline survey. Moreover, the rate of teachers who answered measure to prevent the risk of children from being hurt in road accidents have jumped to 79% from the rate at baseline survey, which was 0%.

Graph 29: Teachers’ knowledge on measures to prevent children from being involved and from being hurt in road accidents

Answers	Measures to prevent children from being involved in road accidents		Measures to prevent risk of children from being hurt in road accidents	
	#	%	#	%
3 Correct Answers	59	73%	64	79%
2 Correct Answers	16	20%	13	16%
1 Correct Answer	6	7%	3	4%
Did not answer	0	0%	1	1%
Total	81		81	

Parents have also improved understanding on measures to prevent children from being involved in road accidents. 86% of parents are able to identify measures to prevent children from being involved in road accidents. This has jumped from 27 % at the baseline survey. Furthermore, almost all of them, 98%, is now able to identify measures to prevent the risk of children from being hurt in road accidents. This is also significant increase from 2% of the result of the baseline survey.

Graph 30: Parents’ knowledge on measures to prevent children from being involved and from being hurt in road accidents

Answers	Measures to prevent children from being involved in road accidents		Measures to prevent risk of children from being hurt in road accidents	
	#	%	#	%
3 Correct Answers	41	86%	47	98%
2 Correct Answers	2	4%	0	0%
1 Correct Answer	4	8%	0	0%
Did not answer	1	2%	1	2%
Total	48		48	

**E.2-2. Awareness of Public and Local Government on Road Safety**

The project was engaged in promoting road safety for the public and government agencies. During its first year, the project has conducted initial assessment and baseline survey. Following these, the project team has actively disseminated the results through annual meeting with local government and stakeholders such as BAPPEDA, Office of Education Service, Office of



Transportation Service. The exchange of information and learning in those meetings increased the related stakeholders' motivation and engagement.

The project also worked to raise awareness on road safety widely in the public by conducting campaigns, which are recognised by many as one of the most important ways of persuading road users to adopt safe behaviours. Various activities joined and organized by the project reached 491,961 persons including the estimated listeners of radio programs:

- Road safety campaigns on the occasion of Global Road Safety Week
- Road safety campaign on Children Day
- Road safety campaign on the occasion of the World Day of Remembrance for Traffic Victims
- Introducing the project and promoting road safety on local radio programs
- Become resources persons in civil society organization events such as Red Cross
- Become resources persons in promotion of road safety in government agencies event

The role of the project in increasing political will is indicated by the following interview:

*“The RSS project has participated effectively in various events for awareness raising organized by the PUSJATAN. Though it is not the main focus of PUSJATAN, but our office also supported trainings on reducing accidents by users' behaviour changes. In such event, the project staff share their expertise”*

Interview with Safety Division of PUSJATAN (Centre of Road and Bridges), 2017

## **E.2-2. Project Approach and Partnership Strategy**

### Effectiveness of Introducing New Learning Materials

The project was implemented effectively in the delivery of the trainings for students, teachers and parents at 30 schools utilizing various means to deliver the message on road safety, thus reached quite a few numbers of students and others. . Students emphasized the effectiveness of the use of simulation, audio visual and stories, which are considered to be strategic, as shown in the table below. The project is well designed to fully utilize these method, thus, was implemented effectively.

Table 31: Perception of the most effective learning methods by student

Learning Media	# of student	%
Hand Out	35	4.8%
Stories	83	11.4%
Audiovisual	88	12.1%
Simulation	408	56.1%
Others	14	1.9%
Did not answer	100	13.7%
Total	728	

At SMP22 Junior High School, students produced the story through comic called “STOP TIME” in 2016. The pictures in the comic were drawn by students to increase awareness for safety in road crossing. Such learning material is not only effective to reach more children but also is one of the ways to give opportunity to children to take an initiative in activities.

Figure 10: Comic Produced by Student



Students also created a movie called “Penyesalan: or regret” movie. The story is based on a true story of an accident of a student. The movie raise the need to be extra careful before crossing road. It is produced by students and made available at youtube<sup>10</sup>.

Figure 11: Movie Produced by Student



### Effectiveness of Peer-Education Method – modeling the road safety behavior

The project promoted peer-education approach as means to multiply the impact of the project. Peer education is strategic to promote positive behavior among the children and young people since the peers can give significant influence to each other in their age. Peer educators are recruited from

<sup>10</sup> ([https://www.youtube.com/watch?v=V\\_](https://www.youtube.com/watch?v=V_))

the participants of the trainings. The project has trained 300 students of Junior High Schools as peer educators. Peer educators' roles are:

- 1) Share the information and exchange knowledge and skills on road safety (knowledge on traffic-signs, traffic lights and traffic regulation; how to be safe as pedestrians, passenger of motorbike and other public transport users; how to prevent the the risk of injuries on the road)
- 2) Model the good practice of road safety user in their daily school transportation
- 3) Develop simple action plan/follow up regarding the road safety education in the school

At Swadaya Junior High School, peer educators have actively provided advices to students on prevention of children from riding motorcycle. Peer educators expressed children voices during various activities by sharing their experiences and perspective on the road safety practices. Selected peer educators were involved in trainings for children at schools and become active in modelling the road safety practices after the trainings too.

The case studies below reflect the effectiveness of peer education method.

***Case Study Peer Educator 1: Regan Meganata Surakusumah, Grade IX SMP 18 Bandung***

*Regan Meganata Surakusumah class IX SMP 18 Bandung is one of the students who was appointed as peer educator by the project. After being appointed, Regan felt he had a mission to introduce road safety to friends at school. He and other peers campaigned during school orientation and helped students who were not good at crossing when the Zebra cross program is held in school. He is also aware that he needs to be an example for his friends and for others to share his knowledge so that others follow him, which would result in reducing the number of accidents in his town, as he knows that the accident is the no.2 killer after cancer. He is also active in POCIL Dalas (Police Cilik Eighteen) which was formed after the training by the project, with activities such as supporting others to cross zebra cross, making safe route around the school and standing on streets conducting traffic control). He also said that in Scouting he taught the safety of traffic, for instance, that children should not ride on motorcycle because the age is not enough and it is a matter of child abuse.*



*The project has succeeded in changing the mindset of Regan. Before receiving training, Regan was a child who often performed traffic violations due to a lack of right knowledge. By receiving the training, Regan has changed to be a responsible child and committed for sharing knowledge with his peers as a peer educator. According to him, the accident rate around his school was also reduced after the project.*

*Peer educators have empowered student as educators. Peer educators have increased confident level too and multiplied the road safety behaviours, through providing advices even to older drivers. For instance, when the peer educators find the motorcycle drivers not using helmet, they would directly advise the driver on the use of helmet.*

**Case Study Peer Educator 2: Ilham Fauzi Amirulloh: 13 Years, SMP Swadaya 1 Bandung**

*Ilham Fauzi Amirulloh is a grade VIII student of SMP Swadaya 1 Bandung. He attended the 'Surviving Traffic' training two times at Taman Pramukan and Taman Traffic. Ilham and other students participated in the trainings with materials such as Zebra Cross and Understanding Traffic Sign. After the training, Ilham was also appointed as one of the peer educators of Swadaya Junior High School.*



*As Peer educator, Ilham has responsibility to educate friends at his school about how to keep safety on the road. The responsibility was performed by Ilham during the school introduction period. He and other peer educators become resource persons to educate and provide new insights to new students about road safety in the form of good driving, using bright jackets, how to use a helmet and how to ride the right bike. In teaching how to ride on and disembark from motorcycle, Ilham explained that 'first lift the right leg and body position left of the motor'. In addition, Ilham along with other peer educators are campaigning to the classes to share the knowledge on road safety to other students.*

*According to Ilham, the training has changed his behavior and enabled him to share knowledge to his neighbors and schoolmates. Students at the school according to Ilham also experience changes after receiving the material for crossing the road using the zebra cross. Other change included the increase of use of helmet and better walking method.*

*This explains that the road safety education given by the project is easily digested and accepted by the age of the children and is not difficult to practice. The project is also successful in raising peer educators. Peer Education gives children confidence and courage to educate their friends and have a sense of responsibility to keep disseminating knowledge on road safety to other friends.*

Effectiveness of Extra Curricular Activities

The project supported the activation of extracurricular activities within schools and promoted the insertion of the education on road safety in various activities. The main extracurricular activities participated by the students are shown in the table below.

Table 32: Students' participation to extra-curricular activities

Extra curricular Activities	Students	Percentage
English Club	29	4.0%
Computer	5	0.7%
Red Cross	35	4.8%
Paskibra/Independence Day Celebration Team	80	11.0%

Music	80	11.0%
Science Club	11	1.5%
Dance art	25	3.4%
Pramuka/boyscout	144	19.8%
PKS	4	0.5%
Football	71	9.7%
Basketball	37	5.1%
Futsal	10	1.4%
Martial art	72	9.9%
Did not join	64	8.8%
Others (including Pocil)	61	8.4%
Total	728	

Some extra curricular that are relevant to the project are Pramuka/boyscout and PKS (school safety patrol). The table above shows that boy scout activities were joined by high number of students. In addition, the youth Red Cross is also significant which reach 4.8%, if it excludes sports activities. Another important activity is Pocil (*Polisi Cilik*), which is included in “others” in the table above. The Pocil is effective to educate students about the role of police. The experience of Pocil activity is expressed in an interview below:

*“Pocil has started at our school since 2017. We are guided by the YSTC team to activate the Pocil. The Pocil has been integrated as one of the extracurricular activities and there have been 3 times training for student Pocil. The material included road safety and traffic sign introduction.”*

Interview with Teacher, SD Pajajaran

Ciateul Primary Schol has created a special extra-curricular activity for road safety (named as SELAMAT) in 2017 particularly for student at Grade 4, with the objective to increase the understanding and improve behavior on road safety of students. The students participated in the activity have played a role in educating other students during the school orientation for the new student inauguration, for instance by demonstrating simulation of helmet use and steps for safe way of crossing road.

### **E.2-3. Effectiveness of Partnership Strategy**

Although the project has not made MoU (Memorandum of Understanding) with local government or NGOs, it has succeeded in nurturing effective partnership with them, which enabled the project implement its planned activities, and obtained contribution and support from them. Partnership was developed with Office of Education, Office of Transportation, Police, Ministry of Transportation and Civil Society Organizations:

- The Bandung City Office of Transportation has been engaged with the project since the project started. They have prioritized participating schools of the project for road safety

infrastructure development program. The head of the office has appointed the office key staffs as resource person for the project activity and makes sure that they monitor the road safety infrastructure development for the participating schools. Moreover, the project has been involved in their pilot program of road safety for children in Bandung City.

- Other relevant government institution both local and national level such as the Institute of Road Engineering – Ministry of Public Works, the Ministry of Transportation have recognized and acknowledged the project team to be keynote speakers to share knowledge and experience of the project on their seminars on road safety for children. The project has even permitted to conduct road safety training in the meeting room of the Institute of Road Engineering – Ministry of Public Works office.
- Pusjatan supported the project through provision of their resources, particularly staff expertise and meeting rooms for project activities.
- Non-government stakeholders have supported activities of the project and collaborated to conduct joint trainings on road safety in Bandung. The civil society movement for promoting road safety practices has been strengthened by the project. This is supported by their participation in various activities or forum organized by YSTC or the project, including as resource person or facilitators. Similarly, when civil society organizations conducted trainings or meetings, often they invited project staff as resources person. These included Red Cross/Palang Merah Indonesia, CAMOT (Prevention of children to ride motorbike), Budaya Disiplin Bandung, Road Safety Association-Bandung, Bike to School, Dharma Wanita (Women Association) of Bandung, Koalisi Pejalan Kaki (KPK/Pedestrian Coalition), Pramuka (Scout), Jaringan Aksi Keselamatan di Jalan (JARAK AMAN/Road safety network), Bandung Masagi (Program of Office of Education of road safety), Children Festival for Voices and *Aliansi Jurnalis Independen* (AJI). However, most of the NGOs (except for Red Cross), do not have secure resources particularly financial resources to leverage and expand the road safety activities.

### **E.3. Project Impact**

This section illustrates the project's both intended and unintended effects and influence and explores the extent of the project contribution to its overall goal, which includes impacts the extent of the project contribution to its overall goal, which includes impacts to actors surrounding direct beneficiaries such as students, teachers and parents.

#### **E.3-1. Impact at overall goal level**

All heads of the schools interviewed reported that there has been decrease in the number of accidents involving their students, teachers and parents during the project period. The study was not able to find secondary data or evidence-based data available, however, each school have kept documenting self-record on log-sheet, which showed decrease in numbers of accidents. The record submitted by schools shows a significant decrease in the number of accidents from 185 in

2015 to 103 in 2016 and to 59 in 2017. Supporting information was also captured in the interviews with key stakeholders as follows:

*“As school committee member, I have observed that there is changes in behavior when crossing the road, and the use of helmet among the students of SD Ciateul. Previously, accidents were higher in the areas, but there is no accident in the last semester.”*

Interview with School Committee, SD Ciateul, 2017

*“Prior to the project, the number of accidents was high in various schools in our areas. In my observation, the number of accidents has decreased after the project started. This is influenced by the fact that more students now use helmet during the motorcycle transportation and cross road safely. Also, the schools have designated teachers to help the children crossing the road in morning and after the school time.”*

Interview with Head of School, SDN Pesawahan, 2017

*“Prior to 2016, accident took place frequently in the SD Cikadut. This is because of wrong behavior of drivers, lack of habit to wear helmet, and limited infrastructures. The accidents decreased since there has been zebra cross, drop zone and increased knowledge of students on road crossing.”*

Interview with Teacher, SD Cikadut, 2017.

This is also backed by better knowledge and behavior of students, parents and teachers on road safety, as described in the previous section of the report. Although it is not evidenced-based, it is considered that the decrease of accidents is attributed to the project’s contribution by providing them with comprehensive support for road safety including infrastructures, education and opportunity to raise awareness.

### **E.3-2. Impact to Stakeholders**

Potential impacts made on stakeholders identified are as follows:

- Increased political will to address road safety:  
Office of Transportation of Bandung prioritized road safety as part of their activities, which made them support the project by such as appointing designated staff for road safety issues.  
*“The program of Save the Children has encouraged us to be consistently provide better services to improve road safety in Bandung City. The program has supported the government in terms of the road safety”*

Head of Office of Transportation, 2017.

This is also evidenced by the participation of the government officials to the training activities organized by the project as resource person. In addition, the Office of Transportation has committed to allocate financial resources for building school safety facilities such as Safety School Zones.

- Recognition of the project in other areas in the country:  
The project has achieved high recognition and reputation from government institutions of other districts. The District Development Office of Semarang City of Central Java has trusted the project team to give technical assistant on their Bus-Rapid-Transit sensitization (program to promote using school bus for students' safety). The government of Solo City in Central Java has also invited the project team to share the experiences of the project because they wanted to adopt and replicate the project into their development program.
- Participation of stakeholders to public campaign and awareness-raising events:  
Community organizations and citizen forums who share the concern with road safety issues have participated in the public campaign and awareness raising events conducted by the project. At least there are 13 local organizations, and one national organization that have participated all over the project's campaign and events. At local level, there are Red Cross Indonesia, CAMOT, Budaya Disiplin Bandung, Road Safety Association Bandung, Bike to School, Tim Penggerak Usaha Kesehatan Sekolah, Dharma Wanita Kota Bandung, Koalisi Pejalan Kaki (Pedestrian Coalition), Pramuka (Boyscout), Yayasan Taman Lalu Lintas (Traffic Park Foundation), Bandung Masagi (Bandung City MoE program), Festival Anak Bicara, Aliansi Jurnalis Indonesia (Indonesia Independent Journalist) Bandung, while at national level, there is JARAK AMAN (Jaringan Aksi Keselamatan di Jalan).

### **E.3-3. Impact to the Community**

The project has contributed to change the road safety manner of the community, as indicated by an interview below:

*“Prior to the YSTC activities, vehicles used to run with high speeds. With the barriers and the sign for reducing speed are installed around the school, drivers started to tend to reduce their speeds and drive more carefully”.*

Interview with School Committee, SDN Pajajaran.

*“The RSS has contributed to increase awareness of community to improve road safety manner in Bandung. This includes knowledge building of various actors. The staff of the project often participated to the PMI activities to share their expertise in road safety improvement”*

Interview with Senior Leader of PMI Bandung, 2017.

## **E.4. Project Sustainability**

This section highlights the findings on the sustainability of the project after the close of the project. It looks at what influence the project brought to schools by highlighting how they could maintain the motivation and impact made by the project.

### **E.4-1. Continuation of Trainings and Replication of Training by Teachers and Schools**



The project has trained teachers to be able to train or educate others on road safety. The skills and knowledge of teachers will be sustained within school system. This includes the ability of teachers to adopt the topics of road safety in the existing curriculum such as civic education, language education and social sciences learning. According to the information gathered from schools, there are 27 schools that have adopted the topics of road safety into these curriculums. In addition, extra-curricular learnings which integrates the road safety learning and awareness raising will be continuously implemented by the participating schools.

Similarly, the participating schools have made the school safety activity as one of their priorities, which is supported by trained teachers. They convey key messages on road safety including practice of helmet use at speech during Monday Flag Ceremony. Teacher also use opportunities of the end of semesters, when students deliver messages on road safety to both the students and their parents. Such initiatives will support the road safety education to be continued within schools. The schools participated to the project have been equipped with capacity to replicate trainings on road safety at their schools. Some schools have already started replication of trainings, as indicated by an interview below:

*“Our school has conducted road safety trainings by ourselves. With the resources provided by the school, every Thursday road safety training is organized. The topic includes use of helmet, safety on public transport, knowledge on safe crossing and traffic signs.”*

Interview with Teacher, SD Raya Barat, 2017.

However, there is no budget allocated for continuation of activities at school level after the completion of the project, and most of the schools did not have phasing out strategy. The evaluation notes that there is no MoU between YSTC or the project and the municipality Government of Bandung. Such MoU could have been good asset for enhancing sustainability particularly on the budget support to continue trainings and activities at schools by Ministry of Education.

#### **E.4-2. Introduced School Policy on Road Safety**

There are some schools which have introduced policies on road safety after joining the project. This will ensure sustainable effect to keep awareness on road safety even after the project ended.

##### School Policy “Say No to Children Driving”

Schools participated to the project have adopted the policy for prohibition of students to drive motorcycle. Many schools have advocated this during briefing session, teaching session and extracurricular activities. The interview below reflects the policy:

*“Schools participated to the project have been committed to ban students in driving motorcycle, at least when they travel to the school.”*

Interview with Office of Education, 2017

##### School Policy for Helmet Use

Schools participated to the project have adopted the policy for use of helmet for those who are delivered to school by motorcycle. At some schools, teachers check helmets randomly. Many schools have advocated this during the briefing session, teaching session and extracurricular activities.

#### School Facility Improvement

One of the outputs of the project that contributes to the sustainability is the improvement of road safety facilities around schools. The schools have become more committed to road safety issues and attempted to increase the availability of facilities as much as they could. One example is the School Health Room which has been made available by most of the schools.

#### School Policy for School Gate

Another initiative taken by schools is to have school guards and security persons who provide assistance to school children who cross street in front of schools. In addition, some schools introduced the practice of school gate to open the gate only when children use, which was not applied previously, as indicated by the following interview:

*“After the project, our school has applied ‘close gate policy’ – the gate is closed during the learning time. This has reduced possibility for children to be outside of the school during the schooling time.”*

Interview with School Committee, SD Pajajaran.

### **E.5. Replicability and Scale**

As written above, the project has been recognized and obtained high reputation in other areas of the country. For instance, Semarang City of Central Java has requested the project team to provide technical assistance to their program for safe transportation for students. Due to the difference of the context (e.g. difference in public transportation services), it is not easy to simply replicate the project or to apply the same approach in other cities, however, sharing approach and strategy of the project helped Semarang City to develop their own program. The government of Solo City in Central Java has also invited the project team to learn the experiences of the project.

Another potential of replicability is recognized in the commitment of local NGOs and associations to conduct road safety education and utilize the materials produced by the project including education materials and audio-visual campaign.

## **F. Conclusion and Recommendation**

### **F.1. Conclusion**

Based on the findings made through the evaluation process, the 4 years project has made notable achievements in terms of criteria for evaluation: relevance, effectiveness, impact, sustainability, replicability and scale. The key achievements of the project were, as follows:

- The project has appropriately and effectively addressed the genuine needs of children which is high vulnerability of them to road accident especially in West Java. The scope and the approach of the project was also in line with the rights of the children specified in CRC and Save the Children's mission.
- The project improved knowledge and understanding on road safety of children, teachers and parents. While it is found that right knowledge does not always link to direct behavioural change, this would eventually lead to a decrease of number of accidents involving children. Although it is not evidenced, there were witnesses and comments by heads of schools participating to the project that there has been decrease in the number of accidents around their schools during the project.
- The project emphasized and ensured child participation in the implementation and utilized the capacity of children. Especially the introduction of peer-education method boosted the outputs of the project, and various way of learning materials produced by children with their initiatives made the project's effect spread widely and effectively.
- The project tried to ensure the sustainability of the outcomes of the project by influencing schools in the way that they introduce policies on promoting road safety for children and continuation of activities to raise awareness on road safety.
- The project has made linkage between and encouraged local stakeholders including local government to be engaged in addressing road safety issues, which also contributes to sustain the project's outputs.
- The project, since there has not been project for road safety before, has become a successful sample project showcasing effective and replicable approaches when Save the Children or other organizations plan to program projects with similar scopes in the future.

To sum up, the project has brought impacts to both individuals (students, teachers and parents) and the society including stakeholders such as schools, civil society organizations and local government, which is essential to promote road safety for children in long terms.

### **F.3. Lesson Learned**

With the achievement above, however, there are areas identified as challenges that could have been addressed or improved further:

- Road safety for children is not a matter only limited to children, therefore there is high need to change the mindset and the behavior of parents and society who are responsible in the safety of children and in giving impacts to children by their behavior. Changing tradition and attitudes requires longer-time and broader interventions. The support and participation of civil society organizations that have agenda related to road safety could make the project

implementation more effective. It is also recommended to formulate a forum among civil society organizations working on road safety.

- The issue of road safety is new to YSTC, therefore there is limited expertise in the organization to backstop the project implementation. Knowledge and experiences are to be well managed and shared within the organization for the future opportunity.
- A lack of local regulation on road safety or weak law enforcement on traffic manner, due to the absence of designated technical government office responsible as lead agency for coordination of different stakeholders of road safety in the province level, may impede children's effort to protect themselves from accidents. It should be considered how a project can address such issues in the future.
- Road safety infrastructure around schools is vital to protect children. However, the Office of Transportation has limited budget to provide road safety infrastructure. In addition, there is no budget commitment by the Office of Education to co-finance project activities, or to designate particular human resources within the structure to be responsible for the issue of road safety. Therefore, it is highly recommended to advocate local government for more commitment on road safety issue including budget allocation.

It is desirable, in case new school-based road safety project is implemented in Indonesia in the future, to consider and try to address the points raised above in order to maximize the outcomes of the project.

#### **F.4. Recommendations**

The evaluation recommends the followings:

- There is a need to integrate the program of road safety within the Ministry of Education. This is to ensure the resources commitment of the Office of Education at the province and district level.
- Since road safety is strongly related to habits and tradition of societies, education on road safety need longer-term intervention, and actors such as community leaders, bus drivers and other non-school actors are to be included as strategic partners.
- It is necessary to advocate local government on more commitment for resource allocation (both human resources and financial resources) for road safety facilities and law enforcement. In addition, advocacy to local government to establish and functionate Road Traffic and Transport Forum (RTTF) will be also strategic. Similarly, the project can build more strategic and long-term cooperation with Ministry of Transport to mainstream RUKN (national safety plan) among local offices at sub national governments.
- Road safety education can be promoted by being integrated into School Safety program within the development of agenda of Ministry of Education, in order to ensure the sustainability more effectively. It could be linked to Comprehensive School Safety Framework that promotes and ensures safety for children at and around schools.

- Capacity building of institutions is to be considered strategically. This include schools, Office of Education and NGOs that are engaged in promotion of road safety. Schools can be supported by strategic plan to systematize action plan and other activities by available resources including priority program of Office of Education. The evaluation also recommends NGOs and associations to expand its strategy for the sustainability of the activities promoting road safety. Moreover, it is also recommended to strategically strengthen or facilitate a forum or alliances among civil society organizations working on road safety, not only ad-hoc basis, but to have organizational entity.

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## Annex 1: Terms of References

### Final Evaluation Road Side Safety Project (Selamat)

#### Background

Save the Children (SC) is a leading, private child-focused non-governmental alliance of 30 member organizations that works in 120 countries throughout the world. Save the Children has worked in Indonesia since 1976 to promote health and nutrition, education, child protection, livelihoods, and emergency preparedness and response.

Save the Children in Indonesia is changing for the better. We've begun to build a national organisation that aims to be a strong, local, and self-sustaining voice for children in Indonesia namely Yayasan Sayangi Tunas Cilik (YSTC). To this end, YSTC has been designated as a "Prospect Member of Save the Children" which focuses on strengthening and localizing our voice for children in strategic middle income countries. Currently Save the Children's programs in Indonesia is implement by YSTC. We work in twelve provinces, have staff of approximately 300 local professionals, and programming in Child Protection, Education, Health and Nutrition, Disaster Risk Reduction, and Humanitarian Response.

Start from April 2014, YSTC have been implementing a program to reduce the number of road traffic fatalities and injuries among children and youth in the West Java province through Road Side Safety/Sosialisasi dan Edukasi Keselamatan Berjalan Lintas (SELAMAT) project, with the goal of this project is to increase the safety of students through improve road safety infrastructure and knowledge and practices in the Metropolitan Bandung area of the West Java province. This project will end in March 2018.

In order to achieve its goal, there are 4 intermediate objectives that have to be achieved by this project. They are as follow:

1. Increased knowledge of school based road safety
2. Improved physical road safety infrastructure near schools
3. Improved knowledge and practices among teachers and students
4. Increased public and local government awareness of road safety

Under each intermediate objective above, there are several objective's indicators as the project reference to implement.

The project has been partnering with 30 basic schools in Bandung City; 15 elementary schools and 15 junior high schools as the participating schools. For integrative purpose with the government works, the project also collaborates with District Education Office (DEO) since education is under their authority, while with District Traffic Police Office (DTPO) and District Transportation Ministry Office (DTMO) for road safety infrastructure and road safety knowledge. Aside from this, the project has also been partnering with some road safety community forum and related civil society organization particularly in project's campaign activity.

Four main activities that implemented by this project are: comprehensive road safety studies; facilitate road safety infrastructure near school; facilitate trainings for student, teacher and school's staff, student's parent; and advocacy and campaign to increase public awareness.



The YSTC will conduct final evaluation at the last year of project period to have some information on project's achievement and its best practices and lesson learned. The final evaluation is planned to be conducted in the period of September 2017 till January 2018.

#### Objectives

The evaluation aims:

1. To identify if the Strategic Objective and Intermediate Objective indicators were achieved and the key elements contributing to this achievement or lack of achievement.
2. To identify and analyze changes on targeted school's road side safety practices contributed by the project.

#### Methodology

This study will be led by selected external consultant. The consultant will develop the evaluation methodology in consultation with Program Manager and MEAL (Monitoring Evaluation Accountability and Learning) Officer of SELAMAT project, and Area MEAL Coordinator of YSTC. The consultant will be expected to employ mixed quantitative and qualitative research methodology that answer the objectives and will be analyzed for project achievement following evaluation criteria and indicators. Refer to criteria from Save the Children International's Theory of Change and Child Rights Programming (CRP) framework<sup>11</sup>, common evaluation questions for every evaluation criteria are as follow:

- Relevance:
  - Was the project appropriate for the context where it was implemented?
  - How has the project ensured that children's voices are heard and reflected in project activities?
- Efficiency:
  - How has knowledge been shared?
- Effectiveness:
  - Did YSTC and/or partners implement the project as planned? And if not, why?
  - What component(s) and element(s) of the project were responsible for the change?
  - If the project tried a new methodology or approach, what was the result? What lessons were learned and what recommendations were made?
  - Were the partnerships appropriate? Have they been managed effectively?
- Impact:
  - What are the project's both intended and unintended effects and how did they influence the outcomes?
  - To what extent did the project contribute to its overall goal? which includes; How the project led the behavioural change of student, teacher and students' parent on road safety
- Sustainability:
  - To what extent are the benefits of project expected to sustain after donor funding ceased?
  - What were the major factors that influenced the achievement or non-achievement of sustainability of the project?

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<sup>11</sup> Save the Children. Evaluation Handbook. p 14.

- What are the key policy changes at school and higher level (district) contributing to improve practice on road safety and sustainability/replication in the future?

Major indicators of Project Intermediate Objectives that will be measured are described in the table below:

Intermediate Objectives (IO)	Indicators
<b>IO. 1- Provide comprehensive information on school-based road safety in West Java to be disseminated as reference of stakeholder' programs</b>	
1.1. Comprehensive studies are completed and their results are disseminated	# of comprehensive studies completed and disseminated
<b>IO. 2- Improved Physical Road Safety Infrastructure Near Schools</b>	
2.1. Infrastructure plan is improved in target schools	# schools with improved infrastructure plans
2.2. At least one prioritized infrastructure project is completed in target schools	# schools completing at least one prioritized infrastructure improvement project
<b>IO. 3- Improved Knowledge and Practices among Teachers and Students</b>	
3.1. Students are trained on road safety	# students trained on improved road safety
3.2. Road safety activities are delivered through PKS (Patroli Keamanan Sekolah/Student School Patrol) or other extracurricular activities in target schools	# of road safety activities delivered through PKS (Patroli Keamanan Sekolah) and other extracurricular activities
3.3. Students' knowledge for road safety is increased and students can identify road risk prevention measures	% of students who can identify at least three key road risk prevention measures
3.4. Students' ability for risk prevention on road is increased and students can take appropriate action	% of students reporting crossing the streets near school through zebra cross or pedestrian bridge
	% of students reporting drop off from vehicles in the drop zone in school route.
	% of students reporting wearing helmets during their last motorcycle ride
3.5. Teachers are trained on road safety and their knowledge for road safety is increased	# of teachers trained on road safety
	% increased knowledge of teachers for road safety.
3.6 Students' parents are trained on road safety and their knowledge is increased	# of students' parents trained on child and youth road safety knowledge
	% increased knowledge of students' parents in child and youth road safety.
<b>IO. 4- Increased Public and Local Government Awareness of Road Safety</b>	
4.1. Public campaign is actively supported by organizations/ businesses	# of organizations / businesses actively supporting the public campaign
4.2. General public are informed by the public campaign	# people informed by the public campaign
4.3. Local government participate in the raising awareness event	# of government office representative attended raising awareness activity

4.4. Local government resources allocated for students' roadside safety is increased	% increased resources in local government allocated to roadside safety for students *resources mean budget, other supports human recourses, time-wise, activities etc.
4.5. Road safety topics are adopted into school teaching plan	# of school teaching plan adopt the road safety topics
4.6. New local initiatives supporting roadside safety are adopted	# of new initiatives developed by the project adopted into local regulation

## 1. Data Collection Method

### 1.1 Quantitative method:

Through quantitative method, this evaluation intends to obtain information on descriptive and data distribution of students, teachers and students' parent in relation of the activities done to improve road safety knowledge and practices. The information/data that shows the situation of post-project will be compared with those of pre-project (baseline survey), which will be also a key performance indicator of the project. To do so, the selected consultant is expected to develop the survey frame including tools that should be in line and comparable with which baseline has done based on the sampling frame.

The largest direct beneficiaries of this project is students of the participating schools. In addition, in the selection of beneficiaries to attend road safety trainings that are directly facilitated by YSTC team, the project always considered the gender balancing. The consultant is expected to consider child participation and gender balance in the evaluation.

The sampling frame of each group of respondents and the purpose are as follow:

#### a. Sampling Frame

In order to compare the situation of before/after the project, the sampling method for students as respondent will be the same as at the baseline survey which is multi stratified sampling technique with 3 strata: First stratum refers to regionalize of Bandung City where 30 participating schools are located. There are 6 regions, which are Ujung Berung, Cibeunying, Bojonagara, Tegalega, Karees and Gedebage. The second stratum is based on the sub district where the participating schools located, then the third strata is to select 50% of 30 participating with proportion between primary and secondary school.

The selected schools for sampling are as follow:

No	Region	Sub-District	School Name
1	Ujung Berung	Mandala Jati	SDN* Cikadut
		Sukasari	SMPN* 15
		Andir	SMP* Pasundan 4
2	Cibeunying	Cibeunying Kidul Sumur Bandung	SDN Sukasenang
			SMP YAS
			SMPN 14
3	Bojonagara	Cicendo	SDN Padjadjaran – Dr. Cipto

4	Tegalega	Bojongloa Kaler Babakan Ciparay	SDN Cijerah 1
			SMP Swadaya
			SDN Babakan Ciparay 3
5	Karees	Kiaracandong Regol	SDN Buah Batu 5, 6
			SMPN 30
			SDN Moh. Toha 1
			SMPN 43
6	Gede Bage	Bandung Kidul	SDN Pasawahan

\*SDN = Primary School; SMP and SMPN = secondary school

Total number of students at Grade IV and VII of the schools listed above is 6,033: 1,448 at Grade IV (24%) and 4,585 (76%) at Grade VII.

Since the project did not provide training directly to all students nor all teachers of participating schools, the evaluation should measure the increase of road safety knowledge of students and teachers who only received the road safety messages from their trained peer and trained teacher as our school-based approach strategy. The consultant should include this in the survey.

The 30 target schools are not in the same environmental condition in terms of road safety infrastructure. Due to schools' location, there are schools that do not have road safety infrastructure such as school safety zone. For the students of such schools, the way of data collection/analysis is considered.

While to see the effectiveness of trainings to improve the knowledge and the behavior of students, the student sampling should focus on the student who have received road safety training directly by YSTC team. They are in Grade V and VI for primary school and in Grade VIII and IX for secondary school. As of the end of 3rd year of the project, there are 2,164 trained students from 30 schools.

For students' parents, it should target parents that have received road safety training directly from YSTC team or received the road safety messages through various activity such as cascade training by teacher, by trained parents, and through 2-3 hours parent session activities. The sample size of students' parents should be equal with the size of trained students.

#### b. Data collection method

Data will be collected through structured interview using sets of questionnaires by taking into consideration the project's log frame and SRoI for each respondent's category consisting students who receive training or road safety messages from YSTC team directly, trained teachers and trained students either by peer educator or not.

Preferably quantitative data collection shall be done using mobile tech such as android application for data collection.

#### c. Data collection for Social Return of Investment (SRoI)

Social Return on Investment (SRoI) is a systematic way of incorporating social, environmental, economic and other values into decision-making processes. By helping reveal the economic value

of social and environmental outcomes, it creates a holistic perspective on whether a development project or social business or enterprise is beneficial and profitable.<sup>12</sup>

The evaluation process includes collecting the data/information that support SROI analysis. As for this purpose, the consultant will collect data for SROI along with other data needed for evaluation. However, specifically data for SROI will be analyzed by Somp'o's consultant (Somp'o's expertise) directly, as this is an additional data asked by Somp'o. (Please see Annex 1 for detail data required.)

## 1.2 Qualitative Method

The qualitative method will be employed to understand the process, result and its future sustainability of the project from the perspective of stakeholder and beneficiaries that are not measured by numerically. This method is also useful to seek information on to what extent the increase of road safety knowledge led student's behavior changes.

The target measured by qualitative method are: officers of DEO, DTMO and Police Traffic Office, as well as teachers, school principals and parents of students. The officer of DEO, DTMO, and Police Traffic Office were interviewed in baseline data study. In the absence of them, then will be replaced with the officers that actively involved in project activity.

### a. Data collection method

Data will be collected through in-depth interview with relevant respondents using interview guide. The consultant will be responsible for developing relevant interview guide by taking into consideration all aspects of evaluation criteria. Respondents of in-depth interview are teachers, school principals, officer of DTMO, DEO and Traffic Police.

### Individual in-depth interviews

During in-depth interview with teacher and school principals, consultant will be expected to cross-check the information collected from student group respondent by asking the same question if the data collected simultaneously in questionnaires.

Teachers who have been trained directly by YSTC will be interviewed as informant. There are 51 trained teachers from these 15 selected schools.

### Focus Group Discussion

Focus Group Discussion will be applied using interview guideline for group respondent of student's parents who received road safety training directly from YSTC team and attended 2-3 hours "parent session" facilitated by YSTC training or trained teacher and trained parent.

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<sup>12</sup> <http://www.betterevaluation.org>

The consultant will also be responsible for documenting best practices as results of the project implementation. Key informants who experience significant behaviour changes should be documented as case stories.

#### Observation, Desk study, and Secondary Data

Some data will also be collected through these types of methods. Observation is needed to triangulate the student’s behavior, the availability and using of the road safety infrastructure facilitated. This observation is also to witness what student reported e.g. such as in using helmet while delivered or picked up by motorcycle school and in using zebra cross when cross the road in school area is occurrence.

While desk study needs to collect information such as monthly project progress, secondary data such as number of traffic accident at school and district level and contribution made by the local government (e.g. budget) may need to be gathered by consultant to support the evaluation analysis.

### 2. Data analysis approach

For the purpose of analysis, the consultant should provide data analysis approach/ framework in their proposal. It should present categorization of both quantitative and qualitative data collected, its connection to objectives and evaluation criteria and how the consultant would analyze them, include the case stories gathered. The consultant will also be expected to have clear data validation process in order to produce good quality data and manage biases.

### 3. Activity and time frame (September 2017 – January 2018)

No	Activity	2017																2018			
		Sep				Oct				Nov				Dec				Jan			
		w 1	w 2	w 3	w 4	w 1	w 2	w 3	w 4	w 1	w 2	w 3	w 4	w 1	w 2	w 3	w 4	w 1	w 2	w 3	w 4
1	Consultant recruitment	x	x	x	x																
2	Data collection tool development by cons.					x	x														
3	Data collection tool review by YSTC team							x	x	x											
4	Data collection tool finalization by cons.										x	x									
5	Briefing for enumerators												x								
6	Data collection tool field test by cons.												x								
7	Data collection in the field by cons. Team													x	x	x					
8	Draft report																x				
9	Draft report review by YSTC team																	x	x		
10	Finalize report																			x	x

#### 4. Output And Deliverables

The following specific outputs are expected:

- (i) A final evaluation proposal should be produced by no later than 4th week of September 2017
- (ii) A final evaluation tools should be submitted by no later than 4th week of November 2017
- (iii) A draft evaluation report is submitted by no later than 4th week of December 2017
- (iv) A Final evaluation report including and recommendations to the RSS project of YSTC for future use of unrestricted funds and/or alternative solutions to achieve the same objectives produced by 4th week of January 2018. The evaluation report is an exclusive property of the Save the Children should not be released without prior authorization. The final report will be available through Save the Children and will also be circulated to the country programs
- (v) Data sets (SPSS, Excel, or other format to be consulted with RSS MEAL Officer) – for all collected data (quantitative and qualitative). Qualitative data should be transcribed for future use by YSTC Country programs. The data sets should be in an appropriate format and will be submitted together with the final evaluation report on 4th week of January 2018
- (vi) PowerPoint presentation, summarizing the key findings from the evaluation submitted together with the final evaluation report on 4th week of January 2018

#### 5. Budget

Budget code: 36104-3600038-39201084-374837

The selected consultant should submit to YSTC forecast of the budget including their consultancy fees. Android tablet for data collecting will be covered by YSTC. All costs should be expressed in IDR.

#### Payment

Payment is paid 40% upon sign the contract; 30% upon satisfactory draft of report; and 30% upon acceptance and satisfactory of all deliverables. All of cost that caused by the implementation of this activities such as transportation and hotel will be covered by the consultant.

#### 6. Terms and Conditions of Solicitation

##### Period of Validity

The proposal shall be valid for a period of 50 days, starting from the submission date.

##### Notice of Non-Binding Solicitation

Save the Children reserves the right to reject any and all bids received in response to this solicitation, and is in no way bound to accept any proposal. Additionally, we reserve the right to negotiate the substance of the finalists' proposals, as well as the option of accepting partial

components of a proposal if appropriate. Quantities provided are estimates only at this time and will be subject to change.

#### Confidentiality

All information provided as part of this solicitation is considered confidential. In the event that any information is inappropriately released, Save the Children will seek appropriate remedies as allowed. Proposals, discussions, and all information received in response to this solicitation will be held as strictly confidential, except where noted otherwise.

#### Notification

Prior to the expiration of the validity of the proposal, Save the Children shall notify in writing the successful company that submitted the highest-scoring proposal and will invite them for contract negotiations. Save the Children reserves the right to invite the second ranking company for parallel negotiations.

#### Right to Final Negotiations

Save The Children reserves the option to negotiate final costs and final scope of work, as well as reserves the option to limit or include third parties at Save the Children's sole and full discretion in such negotiations. Upon failure to reach agreement on the contents of the contract as stipulated in this document, Save the Children has the right to terminate the negotiations and invite the next best-rated company for negotiations.

#### Communication

All communication regarding this solicitation shall be directed to appropriate parties at Save the Children. Contacting third parties involved in the project, the review panel, or any other party may be considered a conflict of interest, and could result in proposal disqualification.

#### Acceptance

Award of a proposal does not imply acceptance of its terms and conditions. Save the Children reserves the option to negotiate on the final terms and conditions



## Annex 2: List of Key Informant Interviewees

No.	Name of Informant	Institution
1	Erlina	Ministry of Transportation
2	Didi Ruswandi	Head of Transportation Office of Bandung
3	Harry	<i>PMI</i>
4	Handiyana	<i>PUSJATAN</i>
5	Yusuf	School Supervisor, Office of Education
6	Padma Sigit	Head of School SMP SWADAYA
7	Abdul Rahman	Head of School SPN 16
8	Asep Suharia	Office of Education
9	Lilis	Deputy Head of School SD Ciateul
10	Harry Martawijaya	CAMOT
11	Jajang	Head of School SD Pesawahan
12	Aiptu Jaja Tursija	Police Official
13	Hendro	<i>Budaya Disiplin Bandung</i>
14	Ibrahim	Road Safety Association
15	Ilham Fauzi Amirulloh 13 tahun	Peer Educator Grade 8, Junior High School Swadaya 1 Bandung
16	Udja Surdja	Head of School Comitte Elementary School Pajajaran
17	Karlina	Teacher of Elementary School Pajajaran
18	Sulanjar Isminiati	Homeroom teacher of Elementary School Cikadut
19	Lia Angreini	Teacher of Elementary School Raya Barat
20	Wawan	Teacher of Elemantary School Sukasenang
21	Gellaura	Peer Educator Grade 8, Junior High School 16 Bandung
22	Regan Meganata	Peer Educator
	Surakusumah	Grade 9, Junior High School 18 Bandung
23	Amanda Naura	Peer Educator Grade 8, Junior High School 22 Bandung
24	Elih Maleha	School Comitte Junior High School 22 Bandung
25	Anggrek Tamania Firdausa 13 tahun	Peer Educator Grade 8, Junior High School 15 Bandung
26	Tuti Sunawati	Head of School Comitte Elemantary School Sukasenang
27	Windu Mulyana	Project Officer
28	Dian Mardiana	Project Officer
29	Agnes Widyastuti	Senior Project Officer
30	Noer Pangroso	Health & Nutrition Program Manager