



English Version

Midterm Evaluation Report

**INCREASE WELFARE in
THE COMMUNITY**

PROJECT CREATION (2020-2024)

Submitted to:
YNLM-Indonesia

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Community Empowerment includes developing self-reliance, gaining skills or having their own skills and knowledge recognized, increasing their power to make decisions and have their voices heard, and negotiating and challenging societal norms and customs.

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EXECUTIVE SUMMARY

As a development strategy, empowerment should promote development as a process where people themselves define and control their own development. Empowerment is a dynamic concept that refers to a process of change that can move people from a state of being relatively powerless within a specific socio-cultural, socio-political, and economic context to a state of gaining power as in gaining control over their own development process, allowing them to give direction to their lives and future. This implies that people need to gain control over resources and means of production (including technology), access to information and knowledge, and control over decisions affecting their personal lives, their families, and their communities. These rural farmers and fisheries can only achieve the necessary changes if they can broaden their awareness first; only then can skills and capacities be targeted. Individuals who are empowered have three characteristics: self-confidence and self-competence; control over life situations; and participation in institutions and decision-making. Self-confidence and self-efficacy develop when an individual has a positive mind. They believe in their ability, which is evaluated based on their competency or potential.

Individual participation in community development is the basis for empowerment. Through community development initiatives, the individual potential of those who participate actively in activities or development programs can be discovered, developed, and manipulated so that they can plan, execute, and make decisions. Individuals need to have a critical and analytical understanding of the political, economic, and social situation as well as resources such as skills, knowledge, property, position, and so on to enable them to take action and make decisions. The ability to make decisions also depends on how far they are able to translate individual, organizational, and community goals and make choices to determine the direction for a better life.

In implementing an intervention program to build community empowerment, actors often forget the prerequisites related to the level of community participation and involvement; individually, community institutions, and government agencies. Increasing the level of community participation and engagement as an essential prerequisite must be met so that the intervention program can run effectively within reach the expected outcomes, be more sustainable and be able to trigger further empowerment processes. Facilitating community participation throughout the intervention program cycle contributes to trust-building and collaboration with multiple stakeholders that ultimately leads to better empowerment outcomes and more sustainable solutions.

DIGNI uses a definition of empowerment conceptualized by Nabila Kabeer, which summarizes the concept's core elements well and makes it operational and measurable. Kabeer points to three fundamental dimensions of empowerment, defining empowerment as the expansion of people's ability to make strategic life choices where this ability was previously denied them. Changes in the ability to exercise choice order "to life one values" involve three interdependent dimensions: (1) Resources; the condition under which choices are made (being), (2) Agency; the process/power by which choices are made (doing), and (3) Achievements; the outcomes of choices, i.e. the outcomes of a person's resources and agency (capability).

Increase Welfare in The Community (CREATION) is implemented in 3 villages in Pantai Labu sub-district, Deli Serdang District, North Sumatra. CREATION is an extension of the intervention from the COMPACT model (Norad supported project ended in 2018) promoting community-based development within health, education, and livelihood to other sub-districts. The community development project will improve health, education, and livelihoods for approximately 5,681 people by improving the health status of mothers and children, improving literacy skills in primary schools and increasing family income in Pantai Labu sub-district, Deli Serdang District, North Sumatra Province.

Prior to the preparation of CREATION proposal, a baseline survey was conducted in 2019 as pre-project CREATION. The results of the baseline survey suggest that improving the welfare of people living in coastal areas requires improvement in three areas of need such as education, health, and the economy.

1. Strengthening basic health services for the community starts from Posyandu. A well-functioning Posyandu is not only marked by its service frequency but also the quality of health services that are promotive and preventive obtained by the community.
2. The formation of social groups in the community should be a forum for society to develop and be independent, where fellow group members work hand in hand to support and motivate each other. Therefore, it is necessary to assist regular and quality groups in order to produce an active group so that they can produce valuable products in the market.

3. Children as the next generation of the nation must be provided with an effective and fun learning atmosphere. School is where you learn and family is where basic education begins. Improving teacher skills and parental care can encourage student learning motivation so as to increase student achievement.
4. The involvement of the government sector from the village level to the district level is based on the needs and potentials that exist in the community.

The main CREATION objective of the health component is to improve maternal and child health through strengthening Posyandu, increasing the capacity of community health workers (Posyandu, cadres), and increasing awareness of health behaviour in the community. Nutrition, safe delivery, monitoring and evaluation, and self-hygiene will be important topics. The education component will improve the literacy of elementary school students' literacy by introducing and applying pedagogical teaching methods in the classroom, revitalizing the library, and the involvement of parents and school committees. Men and women will improve their livelihoods by revitalizing/establishing farmer and fisher groups who will be trained in good governance, increased productivity, and increased income.

Capacity building for beneficiaries, partnerships with government and local partners, strengthening local organizations in the community, and improving health and education service facilities with the concept of empowerment are project implementation strategies and are the keys to project success. This project helps improve the community's quality of life by contributing to better policies through advocacy to stakeholders. The main approaches are Participatory Rural Appraisal (PRA), Behaviour Change Communication (BCC), Active, Joyful Effective Learning (AJEL), Sustainable Livelihood Approach (SLA), Business Model Canvas (BMC), and Appreciative Inquiry (AI). Gender equality will be mainstreamed. This project will primarily work with the village government, five Posyandu, three elementary schools, Puskesmas, Pantai Labu sub-district government, a Steering Committee Team consisting of representatives from BAPPEDA, Education Office, Health Office, Agriculture Office, Community, and Village Empowerment Office and local partners/consultant.

The goal of the CREATION is to increase the welfare of the community of Kelambir, Rantau Panjang, and Bagan Serdang villages, Pantai Labu Sub-district, Deli Serdang District, with objectives (1) Increasing the income of Farmers and Fishers (Economic Sector) (2) Increasing literacy among elementary school students (Education Sector) and (3) Improving maternal and child health status (Health Sector).

The purpose of the evaluation is to generate knowledge about the progress of the project. The evaluation will be beneficial for YNLM, Government, Community, and other stakeholders. The Evaluation has some specific purposes:

1. **Learning and Improvement:** Generate lessons learned from success or failure on 3 years ongoing project and then find the best recommendation to project implementation with reference to project documents.
2. **Accountability:** To ensure that the project is implementing the activities according to plans and resources are spent in a reasonable way, before, during the emergency response, and up to this day.
3. **Decision Making:** To generate knowledge of the strengths and weaknesses of the project in order for project management to decide how to proceed with the project to achieve the goal.
4. **Performance Enhancing and Impact Assessment:** To assess how the activities implemented so far have positively and negatively affected the beneficiaries. Through data collection, document review, and feedback from the community, we find the position of empowerment level.

METHODOLOGY

Following the methodology described in the proposal, the evaluation team has developed a comprehensive instrument to use in collecting data which is presented in an evaluation design matrix. The main method used in this midterm evaluation is Results-Based Evaluation. It is a program logic that explains how outcome objectives should be achieved, including causal relationships and underlying assumptions, which are then used as compasses and flows to map or find pathways in interpretive schemes and integrative conjunctions of program implementation to assess and understand reality, enabling a better understanding of the work being done and a focus on important strategic matters based on the intervention logic of the project implementer with three main indicators to see the project achievements; (1) Development Result (2) Enabling Result, and (3) Management Result. Changes that have occurred are analysed with Theory of Change; to see whether the changes are in line with the expected results of the program intervention, in accordance with the outcome-objectives and goals, and whether the project intervention approach and strategy are able to produce the expected strategic changes, such as whether the stages and paths of changes that occur are in accordance with the direction of the expected changes in the community, the end of the project, or the future. Theory of Change is useful for recognizing the needed causality to achieve project goals and the underlying assumptions, or the main conditions that are believed to be decisive. Project performance and interventions were analysed based on the OECD-DAC Criteria that have been adapted by YNLM and Evaluator.

FINDING AND ANALYSIS

Farmer Groups and Fishers Groups

The main key to sustainable empowerment is to build human resources and community institutions through a series of capacity-building to respond to existing development problems. In line with the demands of donors, non-governmental organizations are required to increase the capacity of human resources in the realm of empowerment in the community. In this context, the grassroots empowerment strategy must also make improvements or revitalization of existing groups in the community to become agents of change.

Farmer groups and fishermen groups in three villages as beneficiaries of CREATION have the opportunity to create agents of change (champions) at the village level. This process takes time with a series of capacity building and organizing training. This requires local facilitators who also have adequate capacity and quality in empowering community. Facilitators play a role as learning process dynamization drivers starting from discovering potential both in agriculture and fisheries, accompanying the product development process or technical process to having a high selling value and increased individual and group income. To maintain the groups' learning process sustainability, farmer and fisher groups in the villages can be transformed into institutions at village level or exist at the community level. With an institutional model, this group can access government programs at village level in a sustainable manner.

Conditions during mid-term evaluation showed that CREATION efforts to revitalize the groups were still in early stages of development which were prone to relapse, group dynamics had not yet run well, capacity building was still stalled on knowledge and technical skills and had not been able to increase productivity and income of farmer groups. Similarly, women fisher groups are facing a big challenge on capital (circulation of goods) to marketing. If this challenge is not addressed properly, the production rotation wheel will stop and the groups will not be able to promote their products. Moreover, if this situation persists, it is likely that the revitalization process will not get maximum results and the groups' will return to their pre-revitalization situation. The question that arises then, how to avoid relapse?

Problems and directions of change that need to be observed and analysed. YNLM needs to review the membership composition of existing farmer groups and fisherman groups. YNLM needs to pay attention to the composition of the management that must be balanced (equal power) between leaders, community elites and farmers who are considered to have the capacity, enthusiasm and are trusted by the community. Group members do not have to be homogeneous in membership. The data results show that the main occupation of husbands, wives, families of farmers or fishermen is relatively diverse. Membership of farmer or fisherman groups can involve the heterogeneity of beneficiaries' main occupations in agriculture and fisheries, in addition to other occupations such as business owners or *toke* who can be invited to work together. By practicing dynamic nature in group member composition, it will be easier for the elite response at the village level to enter programs at village level. Therefore, mobilizing support (advocacy) at village level is at practice and groups can access resources at village level.

In the next second half-term of the project, the groups still needs further strengthening on the governance management capacity, initiation of self-funding/aid management as group capital, preparation of learning materials and learning packages (production and marketing), demonstration plots as a place for practice, and join effort for group self-funding so that groups are able to be independent financially. Not all farmer groups and fisherman groups have the ability to become well-developed joint venture groups. The main objective of farmer groups and fisherman groups as community/community elevators is to act as a learning forum with the community and as elevating agents of change in capacity building in villages that are able to finance their own learning process, with the hope that group members will be able to develop themselves and have their own productive business to increase family income.

Until now, the community and society have relatively not seen evidence of successful results from group activities, apart from the dynamics of improvement within the groups. It takes an effective strategy so that the community can see what has been achieved by the groups and their members in order to raise their interests and initiatives to adopt the achievements of farmer and fishermen groups members.

Posyandu and Posyandu Cadres

In the next second half-term of the project, the capacity of Posyandu and its cadres needs to be increased based on the development of functions and types of Posyandu services. In addition to strengthening the function, Posyandu services for children under five, pregnant women, and the elderly may be expanded to support the elderly's daily needs particularly those who are unable or poor and or no longer able to work to meet their basic life needs.

Posyandu cadres as the backbone of Posyandu management receive a monthly fee from the village government. Village head election politics greatly influences the turnover of Posyandu cadres. Posyandu cadres who do not support the elected village head, through the village PKK head, will be replaced by new people who are loyal to the elected village head. As a result, Posyandu cadres who have been trained by YNLM and equipped with the quality and competence will be replaced by new cadres who have not attended training and equipped with the capacity and quality provided by YNLM. Consequently, the quality of Posyandu management is vulnerable to a quality decrease and relapse to its pre-intervention condition. It will take time and a lot of financial resources to train new cadres. So far, village heads have issued decrees (SK) for the appointment of Posyandu cadres. In the long term, affirmative policies are needed at the supra-village level to ensure the sustainability of these cadres. The regeneration process of Posyandu cadres is not solely due to the village political process but it should also consider Posyandu work quality and Posyandu beneficiaries' satisfaction with services provided by the cadres.

Literacy of Primary School Children

Intervention activities for education, especially increasing the literacy of elementary school children, are already in line with government education policies. This program helps increase the capacity of teachers to refresh the concept of pedagogy and introduce the AJEL method. However, there is only one school which has responded well to the results of the AJE training. Teacher training on pedagogy refreshment has been implemented by 90% of teachers and supported by the school principals. The Education Office in Deli Serdang District and Technical Implementation Unit at Pantai Labu Sub-district are very supportive to the intervention of increasing the capacity of teachers in three elementary schools. In three target schools, student literacy has increased due to the presence of reading ambassadors. However, compared to the average literacy rate in Deli Serdang, the figure is still below standard.

Parents' awareness regarding the importance of education is still not good in three target villages due to undeveloped relationships among schools, parents and community. The three target villages are still facing a structural and cultural challenge in terms of educational mindset. Findings in the field show that the majority of parents still often take their children to work at sea. Many parents hope that their children can help the family economy. They prefer their children to make money rather than go to school. In addition, parents also do not pay much attention to the process of accompanying children's learning. YNLM needs to try to organize more structured efforts to involve parents and community to support children's learning process by activating parent committee meetings and involving community figures. At this meeting, YNLM can play a role as a bridge that connects school, parents and community. Education is not only a matter of going to school but it is also connected with social problems experienced by parents and the community around them. The relationship between teachers and parents is not only of school formality but it should be of informal relationships to oversee children's growth and development both physically and mentally. The involvement of community leaders around schools is important, so that problems at community level are addressed in a synergistic manner with the flow of education at schools. Therefore, schools move along with the community.

In the long term, YNLM needs to reflect on mobilizing support or advocacy at supra-village level. Replication of the program in elementary schools in these three villages needs to be expanded. With a locus of only three elementary schools, the drive to replicate and advocate at policy and budget levels requires considerable energy. This strategy can be carried out by lobbying and negotiating at district level in decision-making process; ensuring that the process of implementing and monitoring education programs in implementing technical units (sub-districts) goes well; and organizing schools, community and parents by changing mindset at structural and community culture levels on the importance of children education process. With support at the grassroots level, the advocacy process will be easier to implement so that changes and increased literacy in schools become programs that are synergistic with community needs and produce pro-school need policies at district level.

Gender and Disability

In terms of gender, CREATION intervention up to midterm evaluation is still in the position of Gender Awareness. Gender perspective begins to be understood by project beneficiaries. Individuals such as group members and cadres have begun to realize that there is inequality in domestic workload. However, there is no action yet to change or improve the situation. Women still accept this as their obligation. CREATION is applying an affirmative action by segregating male and female groups. Looking at evaluation survey results, 82.1% of respondents strongly agreed with a statement saying that men and women have equal opportunities to participate in group activities and benefit from the project. 83.4% of respondents strongly agreed that men and women have equal rights and the only difference is gender. There is only 66.9% of respondents who strongly agreed that farmer and fisher groups and other activities should separate men and women. Regarding children's education, 92.1% of respondents strongly agreed that they will not distinguish between

the rights of boys and girls to get the highest education only because of gender. In general, they have realized the existence of gender equality (Gender Awareness). However, in reality, the gender equality awareness is relatively unable to change gender relations, especially if they are faced with economic challenges. If they have to choose, they will still choose to send boys to higher schools. They also see that childcare and Posyandu activities are mothers' responsibilities.

In terms of people with disabilities, the evaluator's findings are different from the initial baseline conducted by YNLM. In project baseline, no people with disabilities was found in the three villages. However, mid-term evaluation findings from the survey showed that as many as 54.3% of survey respondents said that there were no children or people with disabilities in their area. As many as 29.1% of respondents stated that there were children or people with disabilities in their villages. While 11.9% of them said that in their village there were more than one child or person with disabilities. The perspective of villagers regarding disabilities showed that 94.1% of respondents were aware that children or people with disabilities have the same rights to gain access to education, health and employment services.

CONCLUSION

YNLM's approach in CREATION is very good by applying an integral intervention in three strategic sectors i.e. economy, education and health. CREATION interventions are coherent and relevant to the community needs, able to develop models of activity intervention according to situation and condition in the field, and able to show positive things as effective contributions in achieving project goals. As with COMPACT approach, CREATION increases human resources (HR) and institutional capacities which are expected to become a potential asset owned by the community for sustainable empowerment at the end of CREATION project. Experiences in COMPACT are good provisions for YNLM to carry out a joint transformation through increasing local human resource capacities by building or revitalizing community resource institutions as the main path of change towards sustainable community empowerment.

By looking at finding results at the field, the evaluation team provide several mid-term evaluation conclusion points for CREATION as follow:

1. The Covid-19 pandemic delayed almost all planned project activities for approximately one year. Project activities were resumed after the "new normal" period was established. During the Covid-19 pandemic in 2020, there were only eight trainings conducted. In 2021 during the "new normal", the training activities significantly increased and there were in total 49 trainings conducted in 2022.
2. Health sector focus and planned project activities for 2020 was shifted to Covid-19 pandemic mitigation. The health sector locus in dealing with the pandemic was carried out in collaboration with relevant stakeholders such as Pantai Labu Sub-district government, three villages governments, and Puskesmas.
3. In general, the implementation of intervention activities is quite efficient. There is a number of trainings conducted and it has produced good outputs. However, up to the mid-term evaluation implementation, the results are only able to reach 17.09% of total 5,681 targeted beneficiaries.
4. Economic, health and education sectors are three basic sectors that operate simultaneously and coherently as triggers for increasing beneficiaries' welfare. Simultaneous integration of those sectors has affected program sustainability in the long term. In the field implementation, it is found that many interventions provided by YNLM are partial in which not all beneficiaries receive integral intervention from the three sectors. Only 6% (family entity consisting of father, mother and children) of the beneficiaries receives integral intervention in those three sectors (economy, health and education).
5. The existence of YNLM has led to the revitalization of farmer and fisherman groups which have been inactive or in dormant. This revitalization is very useful for reviving the dynamics of group activities and effectiveness.
6. Some members of farmer and fisher groups have started to experience an increase in agricultural productivity (field rice) and income as identified in qualitative survey; i.e. 15.8% of farmers are able to produce 6-7 tonnes GKG (milled dry grain) per hectare and 7.9% farmers produce more than 7 tonnes GKG per hectare. However, 76.3% of farmers are only able to produce less than 5-6 tons GKG per hectare or below the national GKG production standard per hectare.
7. Farmers have started to experience an increase in income per year. As many as 7.9% of the surveyed farmers has experienced an increase in annual income of IDR 500,000 - IDR 1,000,000; 2.6% of farmers has experienced an increase in annual income of more than IDR 1,000,000, while 57.9% of farmers has not experienced any increase in annual income.
8. As many as 84.1% of the female fishermen group states that trainings provided by YNLM have increased family income. A total of 93.2% respondent states that the most useful training is on processed food (sea product

processing), 47.7% of respondents receive the benefits of business planning training, and 50% of respondents get benefits from product marketing training. There is 34.1% of respondents who benefit from product supply chain analysis training. Finally, as many as 2.3% of respondents benefit from the training and practice of making *belacan*.

9. Training results for women fisherman groups have not shown a significant income increase effect because the training and practice on processed food just started at the end of 2022 in Rantau Panjang and Kelambir Villages. Meanwhile, in Bagan Serdang Village, marketing and capital remain as challenges due to the lack of increased income. Processed products do not yet have a fixed market and money for production is still minimal.
10. The resulted outcomes in education sector have turned into a good direction as shown in the significant increase in elementary school children's literacy mastery with the presence of reading ambassadors and improved teachers' pedagogy capacity. Nevertheless, parental concern remains a challenge due to the absence of parents' mindset about the importance of education. As an illustration, of the three elementary schools receiving capacity building interventions for teacher, there is only one school showing post-training significant progress by practicing more varied pedagogical methods. The other two schools have not shown any significant progress.
11. Success in maternal and child health sector can be seen from increased knowledge and skill capacity of cadres; optimization of Posyandu functions; and benefits received by cadres, mothers, children and community from YNLM interventions.
12. Posyandu cadres as the backbone of Posyandu management have received a monthly fee from the village government. However, the sustainability of the cadre is highly dependent on village head election politics. If there is a cadre who is not loyal to the new village head, she will be replaced despite of her qualification.
13. The capacity and capability of project implementers, field staff and local facilitators are quite good. YNLM staff has the ability to provide assistance. The challenges lie in increasing the capacity of each local facilitator to further facilitate activities, and carry out group dynamics, mobilize supports (advocacy). Other challenges are lack of facilitation technical content such as farming techniques, agricultural and fishery post-harvest processing. Besides, staff needs capacity building in lobbying and negotiating with technical implementation units (extensionists, etc.) to be actively involved in group meetings.
14. Domestic workload in household setting is still unequal. Women workload and working time are much higher than men. Special interventions are needed to avoid new burdens for women. However, in doing so, it should be considered that men and women work patterns in fisher families and farmers families are relatively different.
15. During project baseline, no people with disabilities was identified in the three villages. However, mid-term evaluation findings from the survey showed that as many as 54.3% of survey respondents said that there were no children or people with disabilities in their area. As many as 29.1% of respondents stated that there were children or people with disabilities in their villages. While 11.9% of them said that in their village there were more than one child or person with disabilities.
16. All indications of empowerment indicators show that the stage of change position is between Contemplation and Preparation-Determination, with a high probability of relapse if the project stops or the intervention results are not as expected by the beneficiaries.
17. The cost incurred for direct intervention activities by CREATION Project during 2020 to October 2022 is very efficient. Direct expenditure for beneficiaries is IDR. 791,210, 561 excluding project operational cost and overhead cost.
18. If operational cost and overhead cost are compared with costs of intervention activities for beneficiaries and stakeholders, the overhead cost and project operational cost are likely to be much larger, so they tend to be inefficient. A separate cost analysis study is required for this.

RECOMMENDATIONS

1. The CREATION Project model, which combines three project sectors i.e. economy, education and health, is a strategic approach to improve welfare – alleviate poverty. However, in its field practices, there are partial interventions where beneficiaries only get one or two interventions. Although the partial programs is considered beneficial, these partial interventions lead to a risk of ineffectiveness in increasing welfare.
2. The three project sectors of economic, education and health are better implemented in an integrated manner, not partial to vulnerable to poor and poor families as an entity unit, which consists of beneficiaries of mothers, fathers and children. This approach will be more comprehensive in alleviating various problems experienced by poor families.
3. Farmers' Groups, Fishers' Groups, Posyandu, Reading Ambassadors, School Committees, Libraries or other groups that will be formed in the next half of project duration need to collaborate to be a community learning institute (PKBM) to synergize the existing programs instead of implementing them separately. This learning

institute and the community can become an entrepreneurial incubator while farmer and fisher groups take the role of agents of change at village level. This community learning institute can become a literacy strategy in education sector, not only focusing on reading ambassadors, but also disseminating to other groups in the community. School libraries can also be accessed by public community to increase community literacy. This community learning institute can be utilized as a space for Posyandu cadres and Posyandu participants to gain access to broader health information by involving medical doctors or other relevant stakeholders. As for farmer and fisher groups, it is recommended for them to adopt a field School approach with a clear learning agreement, equipped with learning modules as a common reference.

4. For the marketing of fishers' processed products, apart from providing assistance to groups, YNLM also needs to build synergy with BUMDes (Village Owned Enterprises) in each village to be involved and develop qualified products. BUMDes can facilitate the group by assisting in product marketing process. With a wider and more organized market through BUMDes, groups can have more fair negotiating space in marketing because BUMDes does not only prioritize economic benefits, but also social business benefits.
5. YNLM needs to ensure that the developed groups have good connections to access village funds or other available government funds. Therefore, they have room to negotiate and develop their products or skills after the project is completed.
6. The key to the success of the process and the sustainability of learning in community learning institutions is the existence of local facilitators (preferably local people) who are equipped with adequate capacity, capability and quality as empowerment facilitators, not just as activity organizers. Experience in COMPACT Project shows that the completeness and luxury of PKBM infrastructure does not guarantee the effectiveness of shared learning process in the community without capacitated and qualified local facilitators. YNLM can conduct advocacy before the project is completed to ensure that there are local facilitators as organizers in community learning institute with funding from the village government.
7. In general, the risk of relapse in the empowerment by UNLM is quite high. This refers to the position of the stage of change which is between contemplation and preparation-determination. YNLM needs to take further strategic actions, for example using this midterm evaluation results to conduct an in-depth analysis of all project components, such as SWOT/SWOC to review the path of change or to take strategic change actions to accelerate the movement towards maintenance/termination stage.
8. Learning from the experiences of COMPACT Project, regarding MoU with Technical Implementation Unit of relevant government agencies and the status of changes that occur in Institutions/Community Groups/Stakeholders, other interventions need to be carried out to force these stakeholders to implement the agreed MoU. YNLM needs to strengthen advocacy to existing community groups, by organizing farmer groups, fisher groups, local facilitators and cadres to put pressure on village and supra-village governments to fulfil their obligations. For example, to reduce the risk of replacing cadres, the organized groups can pressure the Sub-district Head to monitor and oversee village heads' political behaviour regarding Posyandu cadre replacement. Farmer and fisher groups organize and express their voices to request for village fund assistance to meet their needs in order to sustain programs that they have initiated with YNLM. In education sector, it is necessary to open up space for joint discussion among schools, parents and the community so that education can be connected with problems at community level. YNLM needs to consider a program replication model in other schools so that this program can be adopted by the education office on sustainable manner with direct funding from the state budget (APBN).
9. It is necessary to increase the capacity of every field staff/project staff so that they can facilitate activities; carry out group dynamics; mobilize support (advocacy) both at village and supra-village levels; strengthen technical content of facilitation such as farming techniques, post-harvest processing of agricultural and fishery products; perform an ability to lobby; negotiate with technical implementing units (extensions, etc.); and involve themselves actively in group meetings.

1.INTRODUCTION

As a development strategy, empowerment should promote development as a process where people themselves define and control their own development. Empowerment is a dynamic concept that refers to a process of change that can move people from a state of being relatively powerless within a specific socio-cultural, socio-political, and economic context to a state of gaining power as in gaining control over their own development process, allowing them to give direction to their lives and future. This implies that people need to gain control over resources and means of production (including technology), access to information and knowledge, and control over decisions affecting their personal lives, their families, and their communities. These rural farmers, and fisheries can only achieve the necessary changes if they can broaden their awareness first; only then can skills and capacities be targeted.

Individuals who are empowered have three characteristics: self-confidence and self-competence; control over life situations; and participation in institutions and decision-making. Self-confidence and self-efficacy develop when an individual has a positive mind. They believe in their ability, which is evaluated based on their competency or potential.

Meanwhile, control over life refers to one's influence on life situations, taking proactive steps in their community, and building critical understanding towards the socio-political environment¹. Lack of control is the result of individual inabilities or the social structures that disallow them to act. According to Christens (2012), a person's change happens if they have interpersonal and intrapersonal relationships acquired through the community².

Individual participation in community development is the basis for empowerment. Through community development initiatives, the individual potential of those who participate actively in activities or development programs can be discovered, developed, and manipulated so that they can plan, execute, and make decisions. Individuals need to have a critical and analytical understanding of the political, economic, and social situation as well as resources such as skills, knowledge, property, position, and so on to enable them to take action and make decisions. The ability to make decisions also depends on how far they are able to translate individual, organizational, and community goals and make choices to determine the direction for a better life.

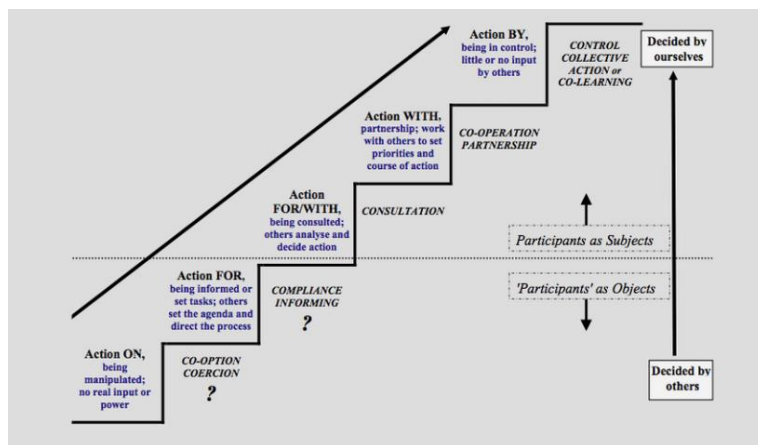


Figure 1. Community Participation Ladder (DFID, Tools for Development, 2003)

In implementing an intervention program to build community empowerment, are often forget the prerequisites related to the level of community participation and involvement; individually, community institutions, and government agencies. Increasing the level of community participation and engagement as an essential prerequisite must be met so that the intervention program can run effectively within reach the expected outcomes, be more sustainable and be able to trigger further empowerment processes. Facilitating community participation

throughout the intervention program cycle contributes to trust-building and collaboration with multiple stakeholders that ultimately leads to better empowerment outcomes and more sustainable solutions.

DIGNI used a definition of empowerment conceptualized by Nabila Kabeer, which summarizes the concept's core elements well and makes it operational and measurable. Kabeer points to three fundamental dimensions of

¹ Schulz, A. J., Israel, B. A., Zimmerman, M. A., & Checkoway, B. N. (1995). Empowerment as a multilevel construct: Perceived control at the individual, organizational and community levels. *Health Education Research*, 10(3), 309–327. <http://doi.org/10.1093/her/10.3.309>.

² Christens, B. D. (2012). Targeting empowerment in community development: A community psychology approach to enhancing local power and well-being. *Community Development Journal*, 47(4), 538–554. <http://doi.org/10.1093/cdj/bss031>.

empowerment, defining empowerment as the expansion of people's ability to make strategic life choices where this ability was previously denied them. Changes in the ability to exercise choice order "to life one values" involve three interdependent dimensions:

1. Resources; the condition under which choices are made (being)
2. Agency; the process/power by which choices are made (doing)
3. Achievements; the outcomes of choices, i.e. the outcomes of person's resources and agency (capability)

Based on our experience to conduct Post-Evaluation of the CMPP and COMPACT by YNLM-Indonesia, YNLM makes it possible to position itself as a centre for human resources in the field of empowerment by maximizing some of the potentials that exists within the organization and outside resources. The experience of the 2 programs (CMPP and COMPACT) shows that the pattern of empowerment has been able to provide change at the grassroots level, but the distribution of existing changes is still not connected with other resources (networks, stakeholders, government empowerment programs/other partnership opportunities). The CMPP and COMPACT projects are very strong in project preparation and participation approaches at every level of project implementation so the integration of projects into communities, community leaders, and village governments is very good and effective. The empowerment of individual and collective beneficiaries of communities and stakeholders is a factor and constraint of sustainability. A project or program is able to accommodate aspects outside the economic criteria and is able to include all relevant stakeholders and is able to increase the capacity, participation capability, knowledge, and livelihood skills, and is able to support the system.

1.1. Project Goal

Increase welfare in the community of Kelambir, Rantau Panjang and Bagan Serdang villages, Pantai Labu, Deli Serdang District

1.2. Objectives

1. Farmers and fishers have increased their income
2. Improved literacy among elementary school students
3. Improved maternal and child health status

1.3. Project Under Evaluation

Increase Welfare in The Community (CREATION) is implemented in 3 villages in Pantai Labu Sub-district, Deli Serdang District, North Sumatra. CREATION is an extension of the intervention from the COMPACT model (Norad supported project ended in 2018) promoting community-based development within health, education, and livelihood to other sub-districts; The community development project will improve health, education, and livelihoods for approximately 5,681 people by improving the health status of mothers and children, improving literacy skills in primary schools and increasing family income in Pantai Labu Sub-district, Deli Serdang District, North Sumatra Province.

Prior to the preparation of the CREATION proposal, a baseline survey was conducted in 2019 as pre-project CREATION. The results of the baseline survey suggest that improving the welfare of people living in coastal areas requires improvement in three areas of need such as education, health, and the economy.

1. Strengthening basic health services for the community starts from Posyandu. Posyandu that runs optimally is not only marked by the frequency of Posyandu implementation but also the quality of health services that are promotive and preventive obtained by the community.
2. The formation of social groups in the community should be a forum for society to develop and be independent, where fellow group members work hand in hand to support and motivate each other. Therefore, it is necessary to assist regular and quality groups in order to produce an active group so that they can produce valuable products in the market.
3. Children as the next generation of the nation must be provided with an effective and fun learning atmosphere. School is where you learn and family is where basic education begins. Improving teacher skills and parental care can encourage student learning motivation so as to increase student achievement.
4. The involvement of the government sector from the village level to the district level is based on the needs and potentials that exist in the community.

The main CREATION Project objective of the health component is to improve maternal and child health through strengthening Posyandu, increasing the capacity of community health workers (Posyandu, cadres), and increasing awareness of health behaviour in the community. Nutrition, safe delivery, monitoring and evaluation, and self-hygiene will be important topics. The education component will improve the literacy of elementary school students' literacy by introducing and applying pedagogical teaching methods in the classroom, revitalizing the library, and the involvement of parents and school committees. Men and women will improve their livelihoods by revitalizing/forming women's farmer and fisherman groups who will be trained in good governance, increased productivity, and increased income.

Capacity building for beneficiaries, partnerships with government and local partners, strengthening local organizations in the community, and improving health and education service facilities with the concept of empowerment are project implementation strategies and are the keys to project success. This project helps improve the community's quality of life by contributing to better policies through advocacy to stakeholders. The main approaches are Participatory Rural Appraisal (PRA), Behaviour Change Communication (BCC), Active, Joyful Effective Learning (AJEL), Sustainable Livelihood Approach (SLA), Business Model Canvas (BMC), and Appreciative Inquiry (AI). Gender equality will be mainstreamed. This project will primarily work with the village government, 5 Posyandu, 3 elementary schools, Puskesmas, Pantai Labu sub-district government, a Steering Team consisting of representatives from BAPPEDA, Education Office, Health Office, Agriculture Office, Community, and Village Empowerment Office and local partners/consultant.

This project has its time frame and end date; the project will therefore focus on using local resources by building capacity among stakeholders and community groups. This is to ensure sustainability. YNLM facilitated projects for five years, from 2020 to 2024, in Kelambir, Rantau Panjang, and Bagan Serdang in Pantai Labu Sub-district, Deli Serdang District.³

1.4. Purpose of Midterm Evaluation

The purpose of the evaluation is to generate knowledge about the progress of the project. The evaluation will be beneficial for YNLM, Government, Community, and other stakeholders. The Evaluation has some specific purposes:

1. **Learning and Improvement:** Generate lessons learned from success or failure on 3 years ongoing project and then find the best recommendation to project implementation with reference to project documents.
2. **Accountability:** To ensure that the project is implementing the activities according to plans and resources are spent in a reasonable way, before, during the emergency response, and up to this day.
3. **Decision Making:** To generate knowledge of the strengths and weaknesses of the project in order for project management to decide how to proceed with the project to achieve the goal.
4. **Performance Enhancing and Impact Assessment:** To assess how the activities implemented so far have positively and negatively affected the beneficiaries. Through data collection, document review, and feedback from the community, we find the position of empowerment level.

1.5. Utilization of Midterm Evaluation

1. Evaluation findings will be used to improve strategies and processes of the project according to the dialogue with local stakeholders and donors to adapt and develop log-frame which is aimed at relevance, efficiency, effectiveness, and sustainability.
2. Stakeholders will be informed of the processes and progress of projects and improve their strategies and commitment to the project.
3. The evaluation report will be sent to the donor for accountability of the project.
4. To ensure the fulfilment of the evaluation, an agreed evaluation time frame and intensive discussion between YNLM and the evaluators will be conducted throughout the evaluation process.

³ [YNLM Creation Project](#)

1.6.Scope of Midterm Evaluation

The project cover period is January 2020 to December 2024 and the mid-term evaluation covered period is January 2020 to November 2022. This midterm evaluation was conducted in November-December 2022.

2.METHODOLOGY


The purpose of this section is to outline in detail how the evaluation team approached this evaluation. Following the methodology described in the team’s proposal, the team further developed a comprehensive instrument to be used in collecting data and presented in an evaluation design matrix. The matrix describes key sectors/domain, source of information/resource persons, interview questions and indicators, methods and data sources.

2.1.Result-Based Evaluation

Results-based is a program logic that explains how outcome objectives should be achieved, including causal relationships and underlying assumptions, which are then used as compasses and flows to map or find pathways in interpretive schemes and integrative conjunctions of program implementation to assess and understand reality, enabling a better understanding of the work being done and a focus on important strategic matters based on the intervention logic of the project implementer.

Outcomes describe changes or benefits to individuals, groups, or institutions in the form of knowledge, skills, attitudes, behaviours, status, or living conditions because they have participated in intervention services. Results-based allows institutions to articulate and establish clear project benefits (use of output, outcomes); identify ways to measure project benefits (indicators), and clarify to a particular individual or group the intended project benefits (targets). Project services can be redesigned using results-based methods to achieve those targets and other desired goals.

The various "categories" of results depend on a particular reality and will hopefully change the various "levels" of the intended results. It depends on the scope and scale of the change sought and the time period in which the change occurred. The three categories of results to be measured and guiding questions are:

Program Result		General Question
Development Result; Changes at the institutional, system, and community levels for the better.		1. What contribution of the change (environment, community, policies, institutions, socio-political and economic changes generated by the projects? 2. In your opinion, what contributions of the change that the projects have been the most prominent in the effort to achieve these goals? Please Explain.
Enabling result; Changes in terms of consolidation, strengthening, or improvement of project implementation		1. Are the interventions that have been carried out able to produce the planned outcomes? What are the most prominent outcomes produced? Is it as planned? If not, why? Are there any obstacles? What's the barrier? What efforts are being made to remove obstacles? 2. Are the resulting outcomes capable of generating and constructing the sustainability of the project and the planned empowerment efforts? 3. What are the most prominent sustainability and empowerment efforts resulting from the outcomes? Has the intervention of the projects resulted in changes in behaviour, actions, practices, and certain decisions or policies in beneficiaries and stakeholders? Is it as planned? If not, why? Are there any obstacles? What's the barrier? What efforts are being made to remove obstacles?
Management result; Changes in terms of consolidation, strengthening, or improvement of project implementers.		1. Is capacity building and support able to increase capacity? Able to generate collaboration and at the same time support the implementation and achievement of project objectives? What stands out the most?

2.2.Theory of Change

This is chosen to see whether the changes that occur are in line with the expected results of the intervention program, in accordance with the outcome-objectives and goals, and whether the project intervention approach and strategy are able to produce the expected strategic changes, such as whether the stages and paths of changes that occur are in accordance with the direction of the expected changes in the community, the end of the project, or the future. The theory of change is useful for recognizing the causality needed to achieve project goals and the underlying assumptions, or the main conditions that are believed to be decisive.

2.3.OECD-DAC Criteria

Result Criteria	Questions Guide
<p>Coherence: To capture linkages, systems thinking, partnership dynamics, and complexity in the project implementation</p>	<ol style="list-style-type: none"> 1. To what extent did the program capture the multi-stakeholder coordination specifically in relation to improve access to health, economic and education for the marginalized communities? 2. To what extent is the intervention compatible or fit with other interventions in a district, Sector or institution strategy?
<p>Relevance: an assessment of whether or not the project design and focus were appropriate for the needs of direct beneficiaries, indirect beneficiaries and the role of other key stakeholders (religion and community leaders, government office) in addressing the target beneficiaries' needs.</p>	<ol style="list-style-type: none"> 1. Is the project design and methodology chosen in the original project design relevant to the needs/priorities of the community? 2. Is the project design and methodology chosen in the design relevant to the needs of the community? 3. Are activities implemented so far relevant in achieving the intended goal? 4. Are there any gaps identified between project activity and community needs/priorities?
<p>Effectiveness (progress): A measure of the extent to which an aid activity attains its objectives.</p>	<ol style="list-style-type: none"> 1. To what degree has the project achieved the intended results so far in the project? 2. Did the activities lead to the desired outcomes? 3. How did beneficiaries perceive the performance of the project? 4. What supports and/or barriers may have affected the achievement of results? 5. Are the components of the project likely to support the achievement of the goal? 6. What are the weaknesses of the project? 7. What are the most significant changes the beneficiaries are experiencing in health, education, and livelihood sector? Why? 8. Are there any unexpected positive or negative results of the project so far?
<p>Efficiency: Measures the outputs -- qualitative and quantitative -- in relation to the inputs. It is an economic term which signifies that the aid uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted.</p>	<ol style="list-style-type: none"> 1. Have the resources (human, financial) used in the project been optimally exploited? 2. How well has the project managed to ensure participation and contribution from the beneficiaries and other relevant stakeholders? 3. To what extent do the quality and quantity of the results justify the resources used to achieve them? Would there have been more cost-effective ways to get the same results? 4. Have the inputs in terms of time, money, and content resulted in the desired outcome?
<p>Sustainability: Sustainability is the durability of positive project results after the termination of the technical cooperation channelled through that project</p>	<ol style="list-style-type: none"> 1. How is the local ownership of community/beneficiaries and the local government for health, education and livelihood sectors? 2. Is it likely that they will take responsibility to ensure a continued impact? 3. Is it likely that support groups of livelihoods will continue their production to increase their income? 4. What external factors supports or obstruct the sustainable positive effects on mother and children health status? 5. What external factors supports or obstruct the sustainable positive effects on implementation of AJEL by project school support? 6. For each sector, what good practices are likely to continue after support is drawn and why? 7. Is it realistic to achieve the expected results and impact defined in the project document by the end of the project period? 8. What are the prospects for project effects in surrounding areas outside the target areas?
<p>Gender Equality Having gender equality and mainstreaming on the agenda within the organization as well as in programs reduces the risk of gender discrimination and secures the contribution of both men's and women's competence and perspective.</p>	<ol style="list-style-type: none"> 1. Have women and men had equal opportunities to participate and benefit from the project? 2. Have women and men had the same opportunity to be active partners and be involved in decision making in the project? 3. Have there been barriers to equal participation in the project for people with disabilities
<p>Empowerment: The expansion in people's ability to make strategic life choice where this ability was previously denied them. Changes in the ability to exercise choice order "to life one values" involve three inter-dependent dimensions; resources, agency and achievements</p>	<ol style="list-style-type: none"> 1. How has the project empowered the community/beneficiaries? 2. To what degree is the change in empowerment (at output, outcome, or impact level)? 3. At what levels are the empowerment taking place (individual, community or society)? 4. Are there differences in empowerment with regard to strengthening civil society, gender equality, good health, quality education, and economic empowerment in the project? 5. Assess the degree of empowerment achievement by filling in Donor's Empowerment Assessment Tool (EAT)

2.3.Data Collection Method

The progress review requires the collection of both qualitative and quantitative data. To support data collection and completeness of information, the evaluation team applied several different approaches as follow:

- Project Overview with YNLM and CREATION project personnel
- Desk review, encompassing various relevant reports and external literature related to the subject matter.
- FGD/Group discussions using participatory methods to elicit different perspectives on how the knowledge and skills gained from training sessions have been utilized, and what changes have occurred in the lives of the respondent due to the project.
- Key informant interviews using a semi-structured interview instrument and interview guide to gain feedback from beneficiaries and stakeholders in the work areas
- Online KAP Survey (Knowledge, Attitude, Practise) conducted by local enumerators
- Direct observation to observe beneficiaries and stakeholder interactions and attitudes in their community settings.



Figure 2. Data Collection Method

Sources of information. The data collection in this evaluation involved informants and respondents, most of whom are representatives of YNLM and CREATION project, implementing partners, target groups, and other stakeholders as well as non-target groups as a control. Evaluators worked with specified information sources through discussions. YNLM and CREATION project program team also provided relevant documents, including but not limited to, project papers, planning documents, monitoring and evaluation reports, implementation reports, meeting minutes, audio-visuals, statistics, and so on.

Informants/Respondents Sampling. The minimum number of resource persons was determined based on the statistical method and several implementers were selected as respondents/informants in this evaluation. All respondents/informants should be affected and know about this program.

A survey was conducted at three villages in project location. In this survey, evaluator team applied convenient sampling of 0,05%. The initial respondent target was 10% of total beneficiaries assisted by YNLM/CREATION.

The process of data triangulation adopted all of the following techniques:

- Triangulation by the method. This technique involves the process of comparing data derived from different data collection methods. The essence of this technique is to obtain complementary effects between data collection methods.
- Triangulation based on sources of information This technique relates to possible differences in views, experience, information uptake, and intensity of participation from informants or respondents. Triangulation of data based on the source will provide a non-singular perspective on certain aspects of the program being monitored and evaluated. This technique also allows evaluators to recognize differences in program impact by the category of the target group.
- Triangulation by location. This technique helps evaluators photograph variations in program performance by its area of operation.

3. ETHICAL CONSIDERATION

Great attention was paid to obtaining informed consent from every informant and respondent. Each participant was asked whether they felt comfortable participating in data collection process and permission was requested to take recordings, note quotations, and attach the name of the respondent to the evaluation report if applicable. The

evaluation team asked for verbal consent prior to data collection process after the subjects were provided with information about time duration, content, their rights to opt out, and purpose of the data collection process.

4.FINDING AND ANALYSIS

4.1.Management Result

YNLM has begun to conduct a capacity building for its project implementers in 2018 and 2019. The applied method is community-based participatory approach. This approach model adopts COMPACT program's approach which is the initial of YNLM empowerment program. At the beginning of the project, YNLM conducted a baseline to understand the conditions and situation of the communities in three villages and it became an initial design material for program implementation process in Kelambir, Bagan Serdang and Rantau Panjang villages of Pantai Labu Sub-district, Deli Serdang District. At the beginning its implementation, a series of capacity building was provided for YNLM staff in various training (See Figure 4), YNLM also provided activity report forms to monitor the achievement of outputs and outcomes quantitatively, as well as technical assessment tools to measure the development of subjects of specific innovations of education sector (student literacy test) and health sector (health cadres ability test).

YNLM's facilitation approach model puts implementing project staff and local facilitators to live with the community. By staying with the community, it is easier for YNLM field staff to do program facilitation, coordination, and administration works. These interactions strengthen the community and relevant stakeholder engagements. As an addition, intervention coordination of the 3 targeted sectors i.e. education, health, and economic (livelihood) is more effective and efficient.

In terms of the capacity of project implementers, project manager, and field staff, they all have a fairly good ability to provide assistance. However, they are still facing some challenges such as a need to increase the capacity of each local facilitator so that they can facilitate activities; carry out group dynamics; mobilize support (advocacy) both at village and supra-village levels; strengthen technical content of facilitation such as farming techniques, post-harvest processing of agricultural and fishery products; perform an ability to lobby; negotiate with technical implementing units (extensions, etc.); and involve themselves actively in group meetings.

For the education and health sectors, project implementers can build good relationships with various stakeholders at the village, sub-district, and district levels. YNLM mentoring in the field of student literacy has encouraged students to actively read and increased teachers' pedagogical capacity in a positive direction. However, a challenge of parents' inactive participation in children learning process in these 3 villages needs to be addressed. Meanwhile, in health sector, project implementers have been assisted by the well-established Integrated Health Service Post or Posyandu. YNLM's health interventions has made a positive improvement effect in the health condition of the mother and children under 5 years old. YNLM's interventions have turned Posyandu to be more active and neatly organized resulting in improved Posyandu services for mothers and children.

"The existence of YNLM in Posyandu is good, after we have Ms. Bunga, the Posyandu becomes more active. Posyandu becomes more crowded and now many children go to Posyandu".
(Posyandu Participants FGD, Kelambir)

"Honestly, the assistance from YNLM helps us, teachers, to be able to handle students. We can have practices that support our teaching method to students. For example, we use materials in our surroundings or YNLM provides materials so that our learning is suitable for children."
(Teacher FGD, Kelambir)

"Yes, we do still need capacity building, especially for technical assistance. For example, in health, it is still in general. In fact, health science is constantly developing and we need to understand more when explaining to the community."
(YNLM Field Staff FGD)

"Perhaps the biggest challenge is how this can later become a more sustainable policy. So that what has been done by YNLM can continue in the long term. Not only until the program is completed."
(Stakeholder FGD, Deli Serdang District)

4.1.1. Coherence

Conducting a baseline data survey at the beginning of the CREATION project made the project have a comprehensive model of approach and intervention. From the findings of the mid-term evaluation results, it can be seen that the beneficiaries' fundamental problems: women and male farmers, female fishermen, mothers and toddlers, and elementary school children are in line with the findings at the beginning of the baseline. It can be seen that the CREATION program has targeted groups that truly need help from the project (right on target)

The project empowerment and sustainability require an integrative approach. Solving the problem of poverty is not possible with one intervention alone. The CREATION Project model, which combines three project sectors i.e. economy, education and health, is a strategic approach to improve welfare – alleviate poverty. However, in its field practices, there are partial interventions where beneficiaries only get one or two interventions. Although the partial programs are considered beneficial, these partial interventions lead to a risk of ineffectiveness in increasing welfare. The reason is that education, health, and education sectors are three basic sectors that move simultaneously and coherently as a trigger force for improving the welfare of beneficiaries. The simultaneous merger of the three will affect to the project's long-term sustainability.

Engagement of community leaders, village heads, and officials at village level; district level stakeholders such as BAPPEDA and District Offices; as well as Technical Units at the sub-district level in planning activities and making them as partners/resource persons in capacity building is a very appropriate strategy. This process facilitates program integration, develops a collaboration space for a joint learning forum, and establishes an arena for increased participation to build project common objectives.

CREATION project is able to connect stakeholders, build partnerships, and manage the complexity (problems) of project implementation. This project has facilitated coordination and collaboration among multi-stakeholders in three areas (health, economy, and education) for communities in three villages. On the other hand, these three sectors have become a collaborative workspace for various relevant government stakeholders ranging from BAPPEDA and in-line agencies to technical unit implementers.

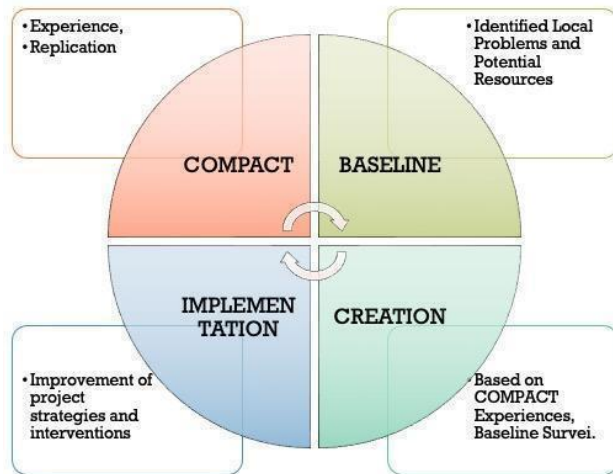


Figure 3. Project Learning Cycle

Basically, CREATION project a clear example of non-state actor's involvement to drive changes in society. CREATION project is also in line with government program (state actors) which is obliged to meet the needs and rights of citizens in economic welfare, education, and social life. CREATION project has good coherence with the programs implemented by the government. It is integral, in line with the systems and strategies built by the government to alleviate poverty. However, the synergy between YNLM and stakeholders needs to be encouraged at a more concrete advocacy level (policy and budget) so that this program becomes sustainable in the long term.

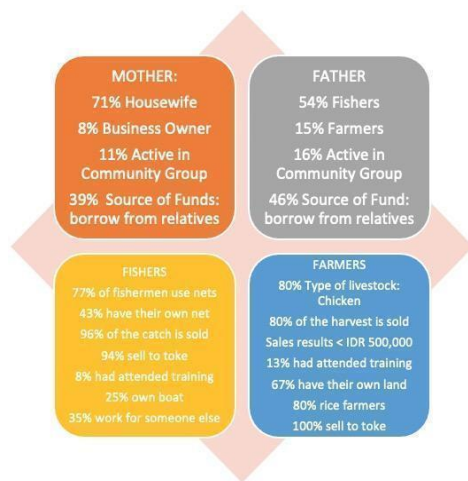
"I think the existence of YNLM is good, for example, like the most recent teacher training. There is a so-called a great teacher. That's because there is YNLM assistance in schools. The training in Brastagi has helped us in the District Education Office. We, as the school supervisors and technical implementers in sub-district level, see this training as a very good activity. Supporting District Office program"
(Steering Committee FGD, Deli Serdang District)

"As in health sector, this is also good. As Bikor (midwife coordinator), we have seen that the Posyandu in YNLM's target villages are more active. Besides, it also helps us in Puskesmas as there are a lot of activities in villages that have not been covered properly because our village midwife is only one in each village. The assistance of YNLM helps our task by strengthening cadres so the community pays more attention to health. The cadres are also active."
(Steering Committee FGD, Deli Serdang District)

“As a technical implementer at sub-district level, what YNLM has done to the farmer groups make us happy. The groups are active now. We (agricultural technical implementers) also communicate frequently with YNLM and they have helped our job.”
(Steering Committee FGD, Deli Serdang District)

4.1.2. Relevance

Project CREATION has a project design that meets the needs of direct beneficiaries, indirect beneficiaries, and relevant stakeholders. The community-based participatory approach method applied in project activities makes this project able to capture the needs of the community in a participatory manner. This approach model provides a space for the community to engage in the initial design, implementation, and monitoring of project outcomes. This allows the project to be well received by the community without any rejection because a participation space has been opened from the beginning.



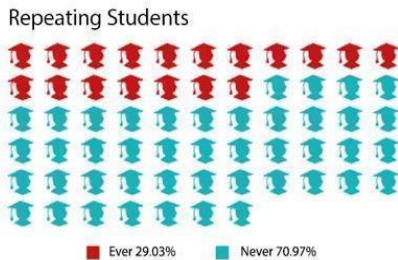
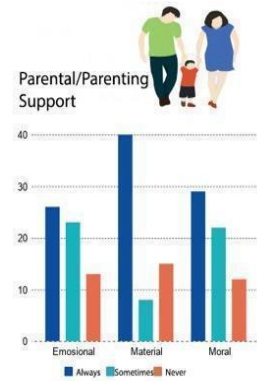
From the baseline initial data, it can be seen that the economy created in fishing and farmer communities is a subsistence economy. The income earned by the people from farming and becoming fishermen is only able to meet their daily needs. Their product yield leaves no money for additional capital. The system of selling crops/catches of fish is given to *toke/tengkulak* (middlemen). This system has put fishermen/farmers without strong bargaining power, while every day they need cash to turn the production wheels and unexpected (incidental) needs are met by borrowing money from family/neighbours. Poor financial management makes the amount of their income is not managed properly, so they do not have enough money to save or increase business capital.

This condition makes fisherman/farmer families very vulnerable if there is sudden financing such as sick family members, school fees, inflation, and soaring prices for basic necessities. They are very vulnerable to entering the snare of loan sharks. In this condition, there is a need for deeper intervention from the CREATION project to build a family financial management system among fishermen/farmers. Interventions by YNLM until mid-term period has been able to provide capacity building (knowledge) to farmers/fishermen to maximize their production resources. However, there need to be improvements related to technical marketing of processed products, limited capital, sustainable agricultural land management (organic fertilizer), and post-harvest family financial management for both farmer and fisherman families.

“Yes, we think that YNLM is good, we can produce shredded fish for example, but again the scale is still small. We have only produced 2 times so far. But this is very good. We used to not think about making processed products. It turns out that we can make money out of it. It's just that, just now, selling is our homework to address.”
(Women Fisher Group FGD, Bagan Serdang)

Baseline preliminary data in health sector shows that the parents’ knowledge about clean and healthy living behaviours still needs to be improved. Meanwhile, Posyandu as Community Resourced Health Units (UKBM) have not run optimally. The knowledge and skills of cadres still need to be improved. The number of elementary school children in a classroom is quite high and children's interest in learning needs to be increased. Families and schools have an important role in children's growth and development. For this reason, it is necessary to strengthen parents and schools’ awareness in supporting parenting and children's interest in learning.

“Activities are particularly relevant because teachers have capacity building in teaching methods and active participation of students. Teachers have new alternatives that can be applied such as creating media pasted in classrooms for alphabet recognition and student’s relationship with their teachers is closer, so it is easier for teachers to identify student challenges and determine steps to overcome those challenges.”
(Teacher FGD, Rantau Panjang)



Data on capacity building activities shows that it is substantially relevant to the needs identified in the 2019 baseline survey. As an addition to capacity building for beneficiaries and stakeholders, capacity building interventions are also provided to project staff and local facilitators in accordance with staff’s needs in their duties, responsibilities and positions in the project. In health context, the programs are relevant to the needs of the community such as revitalization of Posyandu and capacity

building for cadres to strengthen their knowledge about maternal and child health. Likewise, school literacy activities are relevant to the needs of students because in the three villages there are still many children who cannot read. As a result, students have become more active in schools. On the other hand, interventions in teachers have increased their capacities in teaching since teachers have improved pedagogy skills. However, the relevance of this educational program still has not received an active participation response among parents of students

4.2. Enabling Result

The Covid-19 pandemic in 2020 stopped almost all newly started project activities. During the early implementation, YNLM staff could not be deployed to project site in Pantai Labu Sub-district due to the high risk of transmission and "work from home" policy of local government. YNLM staff coordinated and met via online media (WhatsApp group, email, and phone calls). For information, in Pantai Labu Sub-district, there were reported 36 Covid-19 cases with symptoms. However, community activities at Pantai Labu Sub-district during pandemic early period were still normal as people still went outside to work without applying Covid-19 protocols.

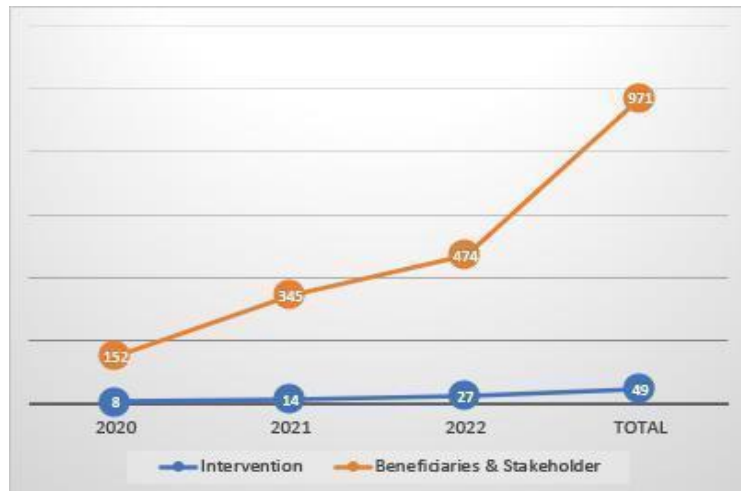


Figure 4. Trend of Intervention Achievement and Number of Beneficiaries/Stakeholder

there were only 8 trainings conducted. In 2021 when the "new normal" and normal conditions returned, the training activities have significantly increased resulting total accumulation of capacity building interventions until 2022 as many as 49 training activities. Looking at the project timeline, the achievement of the CREATION project experienced one year delay, but in general, the achievement of the planned outcome is optimal and significant,

One of the CREATION project targets is the health sector. Due to the pandemic, the planned project focus and activities in 2020 were shifted to Covid-19 mitigation activities in collaboration with relevant stakeholders such as Pantai Labu Sub-district government, three target village governments, and Puskesmas. The locus of the program shift is to increase public awareness in preventing the transmission of Covid-19 in Kelambir, Bagan Serdang and Rantau Panjang Villages by distributing masks, hand sanitizers, disinfectants, hand washing equipment, and campaign media such as banners and flyers.

In general, Covid-19 pandemic has resulted delays for approximately 1 year in almost all planned project activities. The project activity resumed after the "new normal" period. During Covid-19 pandemic in 2020,

especially for Objective 2 on improvement of literacy among elementary students (Education Sector) and Objective 3 on improvement of maternal and child health status (Health Sector).

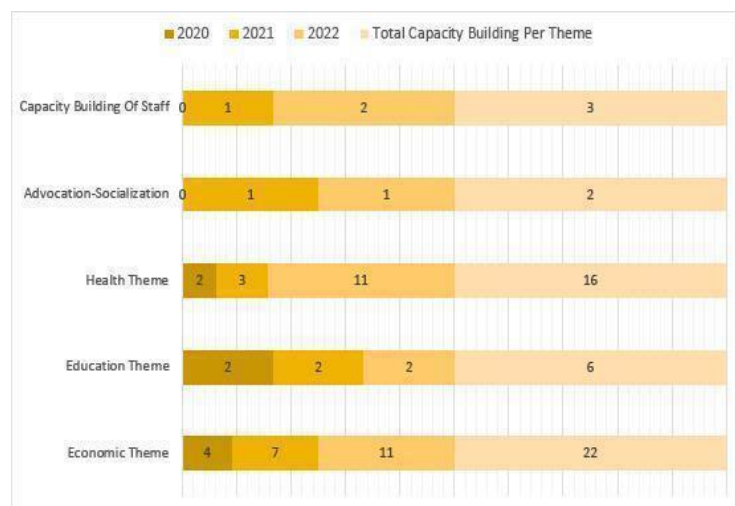


Figure 5. Compilation Intervention Activities 2020-2022

YNLM, the cadres start to be more active, compared to before. It has a huge effect on Posyandu services as well.
(Stakeholder of Pantai Labu (Puskesmas Bikor) FGD, Deli Serdang District)

In Objective 2, success in maternal and child health sector can be seen from increased knowledge and capacity skills of the cadres; optimized Posyandu function; and benefits gained by cadres, mothers, children and the community after YNLM assistance to Posyandu. This usefulness appears in the findings during group discussions.

"After we have YNLM, Posyandu has become more scheduled at the 22nd every month. Sometimes we skip a Posyandu schedule, it will be informed via the group. The cadres are more active now. More and more mothers come. A lot of information has also been received from Kak Bunga (YNLM) which is good"

(Posyandu Participant FGD, Kelambir)

"Yes, if I look at it, it's different. I as a bikor at Pantai Labu's Puskesmas see that after we have

(Stakeholder of Pantai Labu (Puskesmas Bikor) FGD, Deli Serdang District)

Of the three elementary schools receiving training interventions for teachers and establishment of reading ambassadors, it can be seen that this project has been able to improve student literacy. From the interview process with reading ambassadors at one elementary school in Kelambir Village, it is identified that there is an increase in reading interest and students have begun to confidently read in front of the class. During YNLM assistance, the school libraries also experience an increase in visitors. This is due to the large number of new books (non-textbooks) and library staff who open the library every school day. In addition, every month, there is a selection of students who visit and read the most in the library. This encourages children to visit the library regularly. The reading ambassadors also meet YNLM once a month and they visit classes regularly to read or tell stories in front of the class.

"The library is open every Monday-Saturday from morning to noon at 12 o'clock. Indeed, since this library was opened for the first time, children visit the library frequently. In the past, this library was often closed because the library officer was a class teacher. Every month there is a selection of children who visit the library often."

(Elementary School Librarian Interview, Kelambir)

Teachers who received training from YNLM also stated that there were significant changes in children's literacy. This training gives them better skills and methods to deal with and teach children, particularly children who have difficulty in reading. Teachers also find YNLM tools/materials such as reading corners or practical materials as useful for supporting their jobs. They also acknowledge that their pedagogy skills have improved as a result of YNLM interventions in education sector.

"I've come to know how to deal with kids. In the past, when children were difficult to learn, teachers were even angry more often. Now I know teachers must have a method of dealing with children with various learning difficulties. The teacher must be creative" **(Elementary School Teachers FGD, Kelambir)**

"Yesterday I had a teacher training with YNLM, the most interesting thing is child psychology. It helped me so much for me to be able to deal with the kids. Very helpful indeed. But in the future, I want to be trained again too, for example how teachers deal with stress (coping), because every day we face children. Teachers should also be able to deal with this stress."

(Elementary School Teachers FGD, Bagan Serdang)

However, there are still considerable challenges in this education sector. The biggest challenge is a less supportive environment for children to learn from their parents. From the survey findings, it was found that only about 58.3% of parents understand about the meaning of literacy. In addition, there are findings showing that teachers often complain about the lack of parental support for children's learning processes. In Bagan Serdang Village, some children skip school for months because they are invited by parents to work at the sea. Similarly, in evaluation data collection process, teachers in Kelambir Village stated that parents often did not care about their children's learning process. According to teachers, one of the most complains by teachers is the low mindset on the importance of education for children by the community.

"I have a student who has been absence for almost 8 months. I went to his house to take him to school. I found out that his parents seemed to not care at all. Here, children work and even parents are happy with that. Schools are not important because by going to sea, they can get money"
(Elementary School Teachers FGD, Bagan Serdang)

"I think the most difficult thing about the teacher is that the parents here don't care about their children. They just do not care. There are children here who are already in the upper class and struggling to read, but it seems that people are not worried. We got confused about how to talk to them. The mindset of parents for parental education is still minimal here."
(Elementary School Teachers FGD, Kelambir)

In Objective 3. Farmers and fishermen have increased their incomes (Economic Sector), this sector has received twice intervention activities compared to the other two sectors (See Figure 5). Livelihood sector interventions to increase income do require time and a relatively long intervention process to achieve maximum results. The intervention results for livelihood sector beneficiaries (male and female farmers, and female fishers) are still in the form of increasing the group meeting intensity and improving skills and knowledge about agriculture and fisheries. The effect of changes that appear is still at individual level. At the group level, the organizing process is still ongoing to find the dynamism of the group in order to be empowered and sustainable.

"Since I joined the YNLM training, I have become more confident. It can be an initiative. I can travel, healing. So now I can also think about how to make money, anyway, how to be more advanced"
(Women Fisher FGD, Rantau Panjang)

"If there are not many results yet, true. But at least in the group there is money (savings). Yes, indeed, we are still thinking about how to sell (marketing) the product. Also thinking about the capital because the production cycle should wait for the money that from the small shop where we sell the products."
(Women Fisher FGD, Bagan Serdang)

The activities in this group are in the form of training on technical capacity building for farming and trials in group gardens. In women fisher groups, the activities consist of training on processed marine products, pricing and marketing (specifically in Bagan Serdang Village). Kelambir and Rantau Panjang Villages are still in the process of forming new groups and making processed products. In general, there has been an increase in income, but in terms of nominal (money), the results of this group cannot be said to be successful because only a few members of the group have experienced an increase in production and income.

In addition to strengthening technical knowledge, to be able to achieve a further increase in income, there are several challenges faced by the groups such as the need to diversify materials based on local potential, access of capital to accelerate production cycle, training on marketing, labelling and packaging, and establishment of other groups or village business institutions (BUMDES) that function as marketing agents with a fair profit sharing mechanism. Another challenge found in farmer groups is the lack of awareness to carry out sustainable agriculture using organic fertilizers. Farmers' habit in applying chemical fertilizers is still very dominant. In addition, the biggest challenge is that almost all agricultural land is hit by floods most of the time, both tidal and rain water floods. This challenge needs to be handled more systematically involving various parties (multi-stakeholders). The type of plant also needs

to be considered and adjusted so that the risk of crop failure can be minimized. Early demonstration plots can use crops with a short harvest period. Therefore, farmers can feel the direct impact of YNLM assistances.

Overall, only 6% (See Figure 6) beneficiary families (consisting of father, mother and child) obtain sector-wide assistance (education, health, economy). Seeing the lack of a percentage of families getting all programs from three sectors, YNLM needs to consider focusing the program more integrally with family targets (consisting of father, mother and child) in a more integral manner. Therefore, the locus and focus of program benefits can target families who are really poor and need help the most from these three sectors.

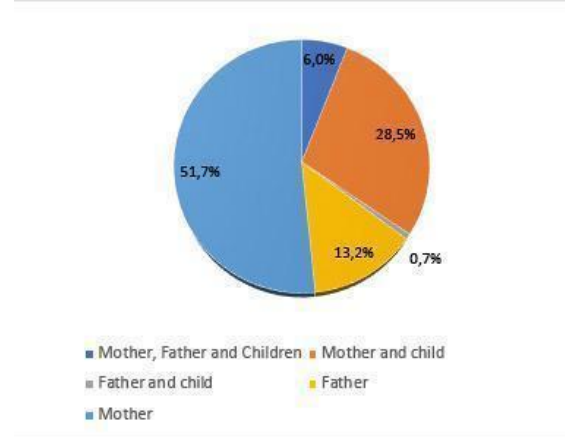


Figure 6. Beneficiaries Classification Units

4.2.1. Effectiveness

Within the scope of effectiveness, the evaluation examines the achieved outcomes at the end of the project, factors that contribute to success, and constraints that hinder the objective achievement. The survey results on benefits that can be obtained from activity interventions in farmer groups, fishing groups, families with elementary school children, and families with toddlers during the mid-term evaluation period (See Figures 7, 10, 11) shows that 88%-94.1% respondents have experienced capacity building and benefited individually, in group and in community participation.

4.2.1.1. Economic Sector

Some members of farmer and fisher groups have started to experience an increase in agricultural productivity (field rice) and income as identified in qualitative survey; i.e. 15.8% of farmers are able to produce 6-7 tonnes GKG (milled dry grain) per hectare and 7.9% farmers produce more than 7 tonnes GKG per hectare. However, 76.3% of farmers are only able to produce less than 5-6 tons GKG per hectare or below the national GKG production standard per hectare. Farmers have started to experience an increase in income per year as well. As many as 7.9% of the surveyed farmers has experienced an increase in annual income of IDR 500,000 - IDR 1,000,000; 2.6% of farmers has experienced an increase in annual income of more than IDR 1,000,000, while 57.9% of farmers has not experienced any increase in annual income (see Figure 8).

Farmers and Fishers Group	Yes	No	Didn't know
1 Farmers' Groups become more active	94,7	2,6	2,6
2 Improve leadership abilities	86,8	13,2	0,0
3 Appears many influential female leaders	89,5	7,9	2,6
4 Improve organizational skills	100,0	0,0	0,0
5 Improve farming technical capabilities	100,0	0,0	0,0
6 Fishermen groups become more active	97,7	2,3	0,0
7 Get the benefits of training	100,0	0,0	0,0
8 Able to increase family income	84,1	4,5	0,0
Average	94,1	3,8	0,7

Figure 7. Perception on Achievement of Economic Sector

Paddy farmland is rainfed applying non-technical irrigation with a fairly high threat of crop failure because of its coastal location that are vulnerable to sea tides. CREATION has provided nearly 500 kg of rice seeds to the assisted farmer groups in Kelambir and Rantau Panjang villages. Yet the seeds planted in Rantau

Panjang village failed to be planted due to flooding. Planting/harvesting failures have been prolonged threats since there is no embankment and or irrigation systems to control the tide and rainwater flood.

“Actually, the main needs of farmers are an irrigation system and an embankment to overcome rainwater floods and tidal water floods. Other capacity-building activities are also beneficial but will not result in production increase if those key needs are not addressed.”

(Farmer Group FGD, Kelambir)

“We are asked by the local government to develop a proposal for the construction of a seawall to prevent tidal flooding to rice fields and housing. As the new village head has only been inaugurated for 6 months, I invited the village heads of Kelambir and Rantau Panjang as well. This is my promise during my campaign to try to prevent tidal flooding.”
(Head of Bagan Serdang Village Head KII, Bagan Serdang)

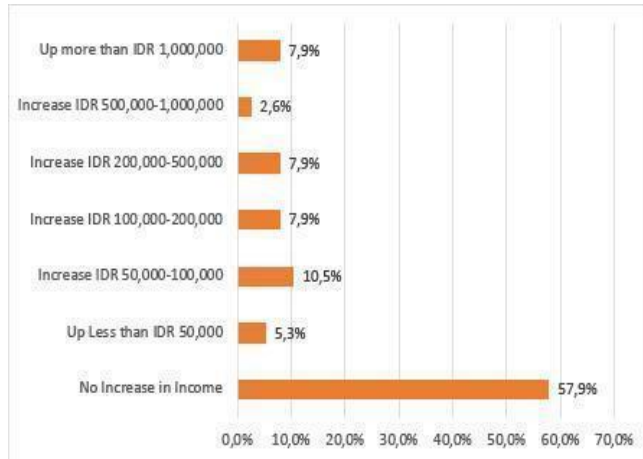


Figure 8. Increasing Farmers Income / year

Farmers have also become accustomed to using and depending on non-organic pesticide fertilizers since the green revolution. Therefore, CRETION needs to reintroduce the manufacture and use of organic fertilizers and organic pesticides for farmers intensively. Public recognition and understanding of organic fertilizers and organic pesticides is very low. Survey results show that only 2.6% of farmers see the organic fertilizer production training is beneficial for them. In the FGD with farmer groups, there is an expectation that organic fertilizer production activities can be a way to address their challenges of limited subsidized fertilizers and the high price of non-subsidized fertilizers. In the open-ended survey questions, farmers propose some activities based on their needs as below:

1. Training on pest and plant disease management and control
2. Agriculture tools provision
3. Fertilizer and seedling assistance
4. Organic fertilizers, liquid organic fertilizer (POC) and organic pesticides production
5. Technical irrigation
6. On-site training at agriculture lands for planting and land management
7. Direct control activities at agriculture lands to identify problems
8. Joint learning on agriculture techniques
9. Training on other sources of income such as raising livestock
10. More frequent agriculture training

“We get additional knowledge in agriculture techniques; organic fertilizers production and we are able to meet the high-level officials in agriculture. Only in the organic fertilizer production, if we want to make it in a large scale, we need raw materials which is animal manure and only few of community members who raise livestock. So it is not enough. So we have proposed to the local government to provide us with livestock so that later, peasants will become farmers, we will also raise livestock in addition to plating rice at the field.”
(Farmer Group FGD, Kelambir)

“We’ve had several successful harvests and the product selling has given us some cash even though the cash is managed by the group. But the money is not that much. We only have a small garden, and if we plant chillies, people will pick our chillies. The residents around the garden pick our ripe chillies for cooking. So we do not plant chillies anymore. And during rainy season like this, rainwater is flooding the land. We cannot plant.”
(Farmer Group FGD, Rantau Panjang)

The intervention focus for women fisher groups is to increase income by providing training, tool assistance and practices for processing seafood raw materials. The survey results (see Figure 7) show that 84.1% of respondents claimed that the training provided by YNLM has increased family income. Meanwhile, the most useful training was

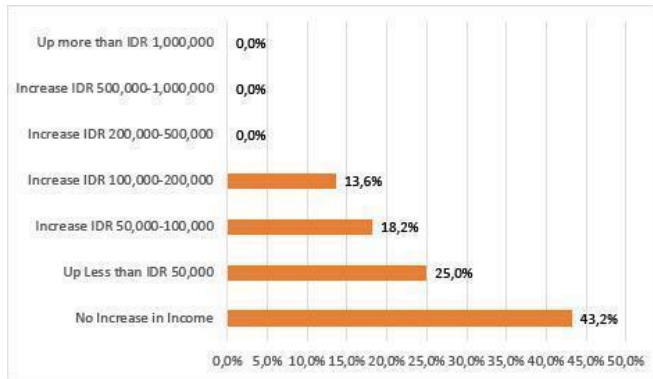


Figure 9. Increasing Fishers Income / month

locally processed seafood which has high added value and stable commodity prices. While in Bagan Serdang Village, the women fisher groups have already produced products. Yet, they are also facing challenges in product marketing and production capital.

"Yes, the difficult thing is to market (the products). Especially after Covid-19, in Bagan Serdang, it is difficult to market the products. It is still difficult for us to sell (the products)."
(Women Fisher Group FGD, Bagan Serdang)

"Our group is new. We just established one. Recently, we tried to make shredded cobs. There was a trainer for that, I think it was Mr. Agus. The ingredients were provided by YNLM. We tried to practice. Indeed, one thing that troubles our mind is the raw materials. Sometimes they are expensive. So it seems that we need to make it various."
(Women Fisher FGD, Rantau Panjang)

"We haven't received money from the selling yet. But we have additional knowledge in how to produce something that we can sell. We have joined many trainings provided by YNLM. (We) know more now."
(Women Fisher FGD, Kelambir)

"We just made our first production early this week and some of it has been sold. The money is not much tough but we save it in group petty cash. The money, once collected, will be used as capital for the next production and it goes that way again. If it is good, we will increase the production scale."
(Women Fisher FGD, Kelambir)

"We must be able to maintain the commitment of our members and production quality favoured by the market. The recipe of peyek (crackers) is too salty. Recipe from the training. Different from how we used to do it. People here do not like that kind of peyek. It gets sluggish quickly too. (We) modified the recipe based on our own experience. (Making peyek) is not a new thing for us and we know the local taste better."
(Women Fisher FGD, Kelambir)

In the survey, the women's fishing group also have several proposals to increase family income, i.e.:

1. Training and production of salted fish, fish cakes, fish crackers, fish flour cracker, *belacan* (shrimp paste), dried shrimp, fish nugget
2. Training on baking pastries and handicrafts
3. Marketing training to identify a market for production
4. A joint product marketing

"YNLM always accompanies us. Coordinate about the meeting. The assistance quality is good, never pushy, serious but relaxed, friendly, always discussing both ways, adjusting the meeting schedule and time and busyness of group participants, regular meetings twice a week, the first production is kecepe shrimp flour crackers at the beginning of this week."
(Women Fisher FGD, Kelambir)

“The majority are in accordance with the needs of the group members who are housewives without any occupation. (We) welcome (the activities) because we hope we can have additional family income. Who does not want additional income, huh? And (we) can spend our free time by having useful activities. Better than gossiping, right?”
(Women Fisher FGD, Kelambir)

“We ever joined a training on kecepe shrimp flour cracker production. (It was) by YNLM. The instructor was a chef. But the cracker is too salty and he applied different method. You know that we are also good in making crackers. You know, mothers. Cook everyday.”
(Women Fisher FGD, Kelambir)

4.2.1.2. Health Sector

Posyandu cadres have been an integral part of Posyandu activities in all over Indonesia since Posyandu program was launched by central government in 1986. CREATION’s three target villages also have their own Posyandu cadres to support Posyandu activities in providing health services to their community members. However, before CREATION interventions, the three target villages did not separate Posyandu services for pregnant women and children. After the implementation of CREATION interventions, Posyandu schedule for children and pregnant women is separated. The number of Posyandu cadres in each village is around 10 people. All cadres are female. Posyandu is schedule once or twice in a month at a village depending on the number of participants. In addition to Posyandu for children under five and pregnant women, there is also Posyandu for elderly group. Cadres are elected by a village head and a village PKK leader by issuing a Decree of Appointment by village government and are

Parents who have toddlers	Yes	No	Didn't know
1 Your toddler is joining Posyandu?	88,9	11,1	0,0
2 Posyandu cadres become more active	82,2	4,4	13,3
3 Posyandu cadres are better	93,3	2,2	4,4
4 Posyandu cadres understand their duties and functions	80,0	4,4	15,6
5 Posyandu Cadres Understand Posyandu Management Principles	73,3	4,4	22,2
6 Data collection on the results of the Posyandu examination is getting better	97,8	2,2	0,0
7 Posyandu promotional information media is good	84,4	6,7	8,9
8 Posyandu Cadre, Midwife and Puskesmas relations are going	93,3	2,2	4,4
9 The vaccination campaign went well	82,2	17,8	0,0
10 There is food added at Posyandu	71,1	13,3	15,6
11 Posyandu Increases Mother's Knowledge about ASI	91,1	4,4	4,4
12 Posyandu Increase Mother's Knowledge about Nutrition and Nutrition	97,8	0,0	2,2
13 Posyandu increases changes in healthy living behavior	100,0	0,0	0,0
14 Posyandu increases community understanding of diseases that attack children	84,4	11,1	4,4
15 The active role of your father in maintaining, improving the health of the mother and child	91,1	8,9	0,0
16 Services provided by Posyandu (knowledge and practice) are easy to understand and implemented in daily activities?	97,8	2,2	0,0
Average	88,0	6,0	6,0

Figure 10. Perceptions of Health Sector Beneficiaries toward Achievement

entitled to monthly fee from the village budget allocation.

Before CREATION interventions, Posyandu facilities and equipment were indeed inadequate, for example, there were no standardized scales, head circumference measuring instruments, etc. On the other hand, the capacity and capability of cadres in managing and running Posyandu activities were not optimal. Cadres did not understand about Posyandu management. Most of the time, mothers visited Posyandu only to measure their children development and then went back home. There was no information or discussion between cadres and mothers of children based on the measurements results or children development. On the other hand, the documentation of Posyandu results was also not well maintained. In addition, mothers of children also did not care about Posyandu results because of lack of information from cadres. The supplementary food (PMT) provided by Posyandu lacked with variations as well.

Another issue that has become a concern is the lack of community awareness to participate in children immunizations. There is a concern by the community that vaccination will make children sick with fever and they will be uneasy. Many parents, especially fathers, forbid vaccination for their children. Parents' awareness on healthy living behaviours (PHBS) is also still very minimal. There is a lot of garbage around residents' homes due to the tidal flood. As a result, children's health is often disturbed due to the unhealthy environment. Another issue is the lack of mother's awareness on the importance of breast milk. The lack of awareness can be seen from the trend of providing formula for new-born babies which is also encouraged by delivery service providers.

"Additional food is not always for children under five, sometimes the food is given via the mothers. Mothers also receive additional food, for example mung beans. Mothers said that the additional food is not suitable for their children. Children need milk or formula. When we give milk for children, it turns out that the mothers sold the milk."
(Village PKK Leader)

"Sometimes, many people around here are afraid of immunization because they are afraid that their children will have a fever and they become fussy. Often the husband forbids."
(Posyandu Participants FGD, Kelambir)

"If breast milk is important, why do midwives give formula for new-borns?"
(Posyandu Participants FGD, Kelambir)

CREATION intervention is effective in improving Posyandu management and infrastructure. Findings in the field show that Posyandu in three target villages have received tools and equipment from CREATION that can better support services provided to Posyandu participants, particularly mother and children under five. Before distributing the tools and equipment, CREATION field staff conducted a survey to ensure that the planned assistance was in accordance with the Posyandu needs. On the other hand, cadres' understanding and knowledge on the five-step method in Posyandu becomes more organized. Cadres are also working effectively by conducting a series of data recordings on children's growth and development as well as having discussions with mothers of children under five. In the discussion, cadres provide socialization and education on children's growth and development, including diseases that are often suffered by children, the importance of exclusive breastfeeding, stunting prevention and control, and the importance of immunization. Clean and healthy living practices are also getting better due to the pandemic. Many community members have washed their hands frequently to maintain cleanliness. However, after two years of the pandemic, many residents have started to ignore the Covid-19 protocol.

"All activities at Posyandu are very helpful for mothers and children. The trainings, tools that YNLM has given to us are very useful. Before YNLM, (we) just took the weigh and went straight home. After there is YNLM, now we can do the 5-step Posyandu method. Cadres can do it well, registration, weigh the body, measure height, explain the child's growth and development records and discuss with mothers of children under five so that they understand about their children's growth and development, exclusive breastfeeding, stunting and the importance of immunization."
(Posyandu Cadre FGD)

In line with the findings of the FGD results, the survey results show that 82.2% of respondents see that Posyandu has become more active after CREATION intervention. As many as 93.3% of respondents said Posyandu services became better after CREATION interventions. The structural coordination of Posyandu and cadres with the existing structure of the health office has been very well maintained as the survey results show that 93.3% respondents state that the relationship and coordination among health cadres, midwives and Puskesmas is going well. One of Posyandu challenges in the future is the involvement of fathers or men to help maintain the health of mothers and children. In three target villages, the awareness of men's involvement in Posyandu activities or maternal and child health is still low. In fact, men involvement can be a good way to increase children immunization rate Posyandu.

"Only 50% of the mothers with children under five who come to Posyandu... We got knowledge, we know more from YNLM. Know how to run the Posyandu in a correct way. Now more mothers go to Posyandu. More children get vaccination. Get additional food as well. Based on the discussion, we, as Posyandu cadres, took the initiative to invite fathers to Posyandu so they can be more active in helping mothers to take care of and maintain the health of their children. YNLM encouraged us to be confident in inviting fathers to a discussion."
(Posyandu Cadre FGD)

In general, CREATION sectoral interventions have been implemented effectively. The supporting factor is the organized Posyandu services. CREATION has worked in structuring Posyandu management and increasing cadres' knowledge and capacity. On the other hand, the community also responds positively to changes in Posyandu because they gain benefits from those changes. This can be seen from the increased number of mothers who visit Posyandu every month and the cadres' active responses to children health issues.

"Before there was YNLM, mothers came to Posyandu just to measure their children's weigh and then to went home. Now mamak mamak (mothers) are informed on their children's growth and development because cadres record the data regularly and explain it to mothers. Miss Bunga explains well, and it is nice to hear her explanation. There are more and more people coming to Posyandu."
(Posyandu Cadre FGD)

"In the past, mothers were proud when their children were categorized as stunting children. Now mothers and cadres can have a discussion. Many mothers have understood more and are happy after receiving explanation from Miss Bunga, including how to prevent their children from stunting by providing nutritious food, a lot of fish. There are fruits, which are cheap, do not need expensive ones. Because (in the past) they did not know (about stunting), mothers were proud if their children were stunting."
(Posyandu Cadre FGD)

A challenge to Posyandu effectiveness is that there are midwives who give formula to new-borns. This finding is in line with the FGD results with Posyandu participants who said that there were midwives who only introduced formula to new-borns and they did not support the exclusive breastfeeding campaign. Another challenge in health sector is cadre sustainability which will interfere cadre performance effectiveness when there is a transition of village leadership. Cadres who have been trained by CREATION can be replaced because they are not loyal to the new village head, although in capacity and knowledge, they are qualified enough.

"In the health sector, perhaps the biggest challenge is that, there are still midwives who give formula to babies"
(YNLM Field Staff FGD)

"Yes, ma'am, there are midwives who give formula to new-born babies."
(Posyandu Participants FGD, Kelambir).

"Yes, as we told you earlier, cadres, they have indeed received village funds of around 150 thousand rupiah per month per cadre. In Rantau Panjang, I think it is 200 thousand rupiah. But again indeed, there is a possibility that those trained cadres will not be cadres anymore if I am no longer a village head."
(Village Head Group Interview, Kelambir and Bagan Serdang)

4.2.1.3. Education Sector

Interventions in education sector by CREATION apply an effective approach in the implementation process. In general, literacy programs in schools result a fairly good impact on classroom literacy learning. Although the

Parents who have children in elementary school	Yes	No	Didn't know
1 Parents understanding of literacy	58,3	41,7	0,0
2 Parent Reading Ability Better	87,5	12,5	0,0
3 Facilities Increase Interest Reading in Schools	83,3	8,3	8,3
4 Children more prefer to go to school	95,8	4,2	0,0
5 Parents more often attend school committee meetings	75,0	20,8	4,2
Average	80,0	17,5	2,5

Figure 11. Perceptions of Education Sector Beneficiaries toward Achievement

their children's ability to read got better due to YNLM. Detailed survey results can be seen in Figure 11.

CREATION is in line and effective in encouraging student learning and helping teachers to provide literacy learning. This literacy program is in line with the MERDEKA curriculum launched by the Ministry of Education and Culture.

In the classroom, teachers conduct effective literacy learning by memorizing letters, using learning media and establishing a reading corner in the classroom. This process makes children become more active and participatory in learning. Learning activities become less monotonous.

"YNLM activity model is very much in line with the Merdeka curriculum launched by the Ministry of Education, that is active student participation and increased student literacy."

(Teacher FGD, Rantau Panjang)

"Since we have YNLM, the classes are more colourful with learning media. Teachers are also more enthusiastic about teaching with learning media, children are also happy, compared to just memorizing or teaching in front of class, it is better to practice using learning media."

(Teacher FGD, Kelambir)

"Children recognize and memorize letters faster by using classroom media created together with the teachers. We are closer now with the children. They used to see us as stern teachers, now not anymore."

Children actively participate in the teaching and learning process and they are more motivated in learning at school and their attendance rate increases. We can monitor the development of children's literacy skills using the tools given by YNLM."

(Teacher FGD, Rantau Panjang)

In the learning process, trainings provided by YNLM to teachers have increases their capacity and pedagogy skills. Before CREATION interventions at their schools, when there were children having learning difficulties, including reading difficulties, it made teachers upset. Now they have a series of methods to be utilized with children. When children are experiencing learning difficulties, the teachers must find a suitable and applicable learning method for them. These trainings provide skills to teachers to have the ability to manage various children's psychological states.

"What YNLM is doing helps me as a teacher to deal with the children. Because, indeed, these children have quite a lot of problems in learning. The training in Brastagi was good enough to support me in teaching children."

(Teacher FGD, Bagan Serdang)

"Yes, that's right, it used to be, the teachers, if the child did not understand us, the teachers got angry. In fact, it should be the teachers who should adapt to their students. Now we have a method (pedagogy) to deal with children in class."

(Teacher FGD, Kelambir)

In regards to children who become reading ambassadors, CREATION interventions are effective in encouraging children to read diligently. These reading ambassadors can confidently read in front of the class using reading notes. Children other than reading ambassadors are also encouraged to visit their school library after the literacy program. The school library, which has been quiet for a long time, has also become more crowded since YNLM provided non-teaching books to the library. A librarian, as part of CREATION initiatives, has attracted more visitors. The training on library management by CREATION has resulted in a better library effectiveness.

"Become diligent in reading, now not ashamed to read in front of the class, become creative. Now every month, there is a picture displayed in the library of the most frequent library visitor."

(Reading Ambassadors FGD, Kelambir)

"Since I became a library officer, the library is now open every day and crowded. Children are also getting more diligent in reading at the library. They love to read and all of them want to be reading ambassadors. But only twenty children that can be the reading ambassadors."

(Interview of Elementary Library Officers, Kelambir)

However, the program effectiveness is still not yet optimal at parent level. The involvement of parents in supporting this program is still limited. Only 58.3% of parents understand literacy learning, 79.2% of parents who accompany children to learn at home, and 75% of parents who attend school committee meetings on increasing children's interest in reading. Of the 24 respondents who answered the question of whether there is a habit of reading books for their children at home, 58.3% answered that they never accompany their children studying at home, 58.3% said that they did not have the habit of reading books and reading storybooks for their children, and 21.4% said that they were illiterate.

“Interventions have indeed resulted in increased active student participation, built closeness with teachers, and student attendance rates in schools. However, it has not been seen to improve students' literacy skills. Interventions have been appropriate and strategic but have not actively involved parents, the environment, and village governments in raising awareness of education so that the goal of increasing children's literacy cannot be seen even though it is in the middle of the project period.”
(Teacher FGD, Rantau Panjang)

“To be able to improve students' literacy skills as expected by the project, synergy with parent groups, village governments, and the Education Office is needed to be able to function optimally because it cannot only depend on educational institutions because in fact the main task of education is in the parents.”
(Teacher FGD, Rantau Panjang)

“Village participation in supporting children's attendance rates in schools has not been felt and is still urgently needed. There is only one hamlet head who actively picks up students to come to school during the competency exam period but that is not from the intervention part of the project and only the personal awareness of the head of the hamlet.”
(Teacher FGD, Rantau Panjang)

In general, it can be seen that the interventions carried out by YNLM have succeeded in increasing the active participation of students, building teacher closeness with students and increasing student attendance in the classroom. However, in literacy, this process requires time and support from various parties. Literacy is not just about reading books but how students can read every movement of life practice, reflect on it and find solutions to the situations they face in everyday life. The success of this student literacy initiative is strongly influenced by the active involvement of parents, environment, village governments and district and national governments. This process does not occur instantly. Schools cannot work alone. All stakeholders must move to improve student literacy. Without it, the program will not be effective in the long run. Synergy between stakeholders to improve student literacy is very necessary. Commitment must be in a structured programmatic form starting from the time the child is still learning to read, until later he has stepped into elementary school to college. This process requires a commitment to policies and budgets that are greater than the school, village to district level, even at the national level.

The closest challenge for this program to run more effectively is to engage parents more optimally. From the results of surveys and findings in the field, it shows the anxiety of teachers over the minimal role of parents in the learning process and children's literacy. The school itself also feels that it has no connection with the village. Teaching and learning activities in schools are not connected to problems that arise around the school or community. Therefore, the community is also reluctant to be involved in the learning process of children. Besides, there are also cultural and structural challenges related to the mindset of parents who think education is not very important. This is due to the low quality of parents' education and the great desire of parents for children to immediately help them earn money for the betterment of the family's economy.

“Only the school intervened and has increased awareness. Meanwhile, the key stakeholders in education sector are parents and the environment/community.”
(Teacher FGD, Kelambir)

“There's a student of mine who has been absent for almost 8 months. The child cannot even hold a pencil. Suddenly he didn't show up at school. I visited his house. His father and mother seemed unconcerned. I gave him a homework to practice his writing and it was done by his parents! I confirmed the parents, and the child was not allowed to go to school anymore.”
(Teacher FGD, Kelambir)

“Project interventions are in accordance with the national government's strategy but local governments such as the Education Office, village governments, and sub-district government are not very active and have not adopted the interventions. Just attending activities conducted by YNLM.”
(Teacher FGD, Rantau Panjang)

4.2.1.4. Gender and Disability

In terms of gender, CREATION intervention up to midterm evaluation is still in the position of Gender Awareness. Gender perspective begins to be understood by project beneficiaries. Individuals such as group members and cadres

have begun to realize that there is inequality in domestic workload. However, there is no action yet to change or improve the situation. Women still accept this as their obligation. CREATION is applying an affirmative action by segregating male and female groups. Looking at evaluation survey results, 82.1% of respondents strongly agreed with a statement saying that men and women have equal opportunities to participate in group activities and benefit from the project. 83.4% of respondents strongly agreed that men and women have equal rights and the only difference is gender. There is only 66.9% of respondents who strongly agreed that farmer and fisher groups and other activities should separate men and women. Regarding children's education, 92.1% of respondents strongly agreed that they will not distinguish between the rights of boys and girls to get the highest education only because of gender. In general, they have realized the existence of gender equality (Gender Awareness). However, in reality, the gender equality awareness is relatively unable to change gender relations, especially if they are faced with economic challenges. If they have to choose, they will still choose to send boys to higher schools. They also see that childcare and Posyandu activities are mothers' responsibilities.

In terms of people with disabilities, the evaluator's findings are different from the initial baseline conducted by YNLM. In project baseline, no people with disabilities was found in the three villages. However, mid-term evaluation findings from the survey showed that as many as 54.3% of survey respondents said that there were no children or people with disabilities in their area. As many as 29.1% of respondents stated that there were children or people with disabilities in their villages. While 11.9% of them said that in their village there were more than one child or person with disabilities. The perspective of villagers regarding disabilities showed that 94.1% of respondents were aware that children or people with disabilities have the same rights to gain access to education, health and employment services.

4.2.2. Efficiency

In terms of program efficiency, the overall program interventions were implemented in 2021-2022. Covid-19 pandemic delayed CREATION implementation and shifted the intervention focus to Covid-19 prevention. YNLM staff focused on emergency response efforts to Covid-19 pandemic. Despite being delayed by Covid-19, the implemented interventions by YNLM are quite efficient. After the pandemic, a lot of training was conducted and it has produced good output although it is only able to reach 17.09% of the total targeted 5,681 beneficiaries (see Figure 4). Program adaptation efforts during pandemic period were good intervention strategy, meaning that the project responded quickly to adjust its approach and strategy in implementation.

Referring to Figures 10 and 11, the education and health sector outcomes are quite efficient. In terms of result, the mastery of literacy in elementary school children has significantly increased. Parents' concern regarding children's learning has also increased, although out of the three elementary schools receiving teacher capacity building interventions, there is only one school adopting the CREATION post-training literacy program. Meanwhile, the other two schools have not shown significant development in the implementation of literacy programs

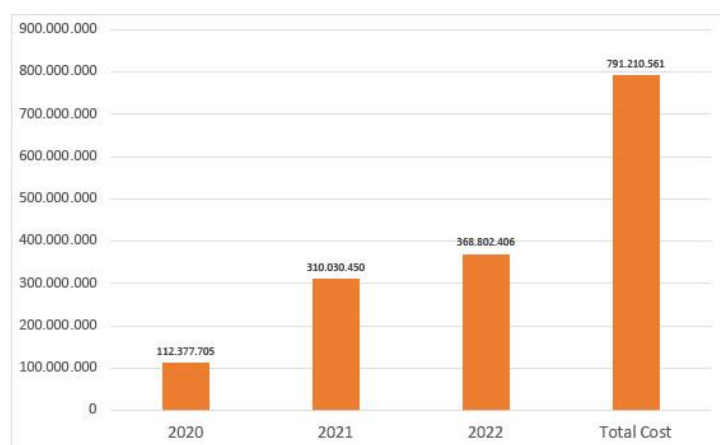


Figure 12. Direct Intervention Annual Cost and Total (2020 - October 2022)

In health sector, the knowledge, skills, leadership, management of Posyandu cadres have increased rapidly. Cadres have been able to manage and encourage mothers and children to regularly visit Posyandu. In economic or livelihood sector, there is a productivity increase (technical, skill, group meetings) in male and female farmers. However, this productivity increase has not been able to increase farmers' incomes more adequately. The same thing happens to women fisher groups and the groups are still in the stage of increasing organizational capacity, technical knowledge and skills. The earned income is only from technical knowledge and skills practices but it has not led to a production venture that is able to increase their income.

Judging from the costs spent for direct intervention activities by CREATION during 2020 to 2022, it can be seen that this project is very efficient. Direct expenditure for the community for three years of assistance is IDR. 791,210,561 excluding project operational costs and overhead costs. Despite of the received financial data, the evaluator team is unable to present and analyse the overall costs as well as total composition of direct cost for beneficiaries, stakeholders, project operations and overhead costs of the proposed project budget of approximately IDR. 10,000,000,000 (with various reductions and reallocations, total received budget is around IDR. 9,000,000,000 for 5 year duration).

If analysed with this limited data, it is very likely that the outcome of the CREATION project until 2022 is inefficient. If operational costs and overhead costs are compared with costs incurred directly to finance intervention activities for beneficiaries and stakeholders, overhead costs and project operating costs are likely to be much greater, so they have a tendency to be inefficient. A separate cost analysis study is needed. However, in community empowerment programs, if capacity building is calculated by using financial logic only, the results are often very inefficient. This refers to the composition of the inverse comparison, between project duration, output-outcome achievement and affordable beneficiaries. Financing community empowerment and capacity building projects is a social investment. The end results of empowerment and improvement programs often take longer to be significantly visible—at the level of impact.

4.3. Development Result

4.3.1. Empowerment and Sustainability

Empowerment refers to the process of improving people's ability to control their own lives. It is about communities/societies that live according to their own values and are able to express their preferences, make choices, and influence decisions that affect their lives—both individually and collectively. Starting from developing independence, acquiring skills, having their abilities and expertise, expanding their capacity to make decisions, efforts to make their voices heard, negotiating and being able to question established norms and practices. The approach strategy through the integration of stakeholders by involving the community in the three project sectors makes the coherence and relevance of this project quite high in responding to community needs and synergy with programs owned by the government

One of the challenges of empowerment projects is ensuring that empowerment truly strengthens the community and has sustainability in the long term. This means that the empowerment approach must be deeply rooted through participatory approaches and learning methods. In farming communities, the experience of the research process conducted in the [Women's Empowerment in Agriculture Assessment, USAID, 2013](#) can be a reference. This research refers to the need for a Farmer Field School approach. In the Farmer Field School there are a series of approaches and learning methods that can be used and adapted as a model for Farmer Groups and Fishermen Groups.

The model approach offered at Farmer Field School is to make each farmer a facilitator for his own group. This means that empowerment programs must invest energy to encourage farmers or fishermen to be able to recognize the problems they face, reflect on them and then find solutions to the problems they face. In this process, fishermen or farmers can rebuild their empowerment to determine what they need and work out the best ways to solve the problems they face. Thus, farmers or fishermen are actively encouraged to participate, discuss, and negotiate for their often-marginalized bargaining position in the development power.

One approach found to be most successful in changing relative gender positions is the Farmer Field School (FFS). FFS uses trained facilitators, not extension workers, and shifts the top-down 'technology transfer' mindset to a pattern of stimulation of discussion and learning processes among men and women together. All participants are trained to be facilitators in their own communities, thus creating a peer renewal system. In FFS, it is possible for farmers to identify possible priorities, problems, and solutions through an ongoing process of discussion and self-reflection. The adopted learning methodology is based on a hands-on approach to doing, which is an effective way to build the capacity of farmers to achieve self-defined goals.

The FFS approach leads to increased productivity but does not increase the ability to identify and negotiate with buyers.

The FFS methodology clearly stimulates active participation, group work and has an empowering effect that exists within the circle of those involved, which is then brought into the home – but not as extensive as the community.

Although it is very effective, it is a long-term strategy and should be facilitated by a very experienced trainer.

The findings from the midterm evaluation show that there is a contribution of changes (empowerment and sustainability) to individuals, beneficiary groups and communities/society. Significant changes can be seen in the table below:

4.3.1.1. The Most Significant Change

Level	Indicator		
	(Scoring 1) Change directly resulted related to knowledge, easiness, and or motivation / use of output	(Scoring 2) Advanced change resulted and expected related to behaviour, action, practice, decision or policy / outcome	(Scoring 3) More advanced change resulted and expected related to environment/ community/ society/ institution, social-political and economic impacts / occurred impact
Beneficiaries (Individual)	Farmer and women fisher group members, students, teachers, parents and Posyandu cadres have better knowledge, higher self-confidence, and initiatives to start practicing (skills) and producing. At individual level, individuals earn additional income from the process and individuals have been involved in groups as a forum for learning and practice activities.		
Community	Communities or village communities have not been able to see evidences of further benefit related to the existence of farmer and women fisher groups so they have not been moved to adopt the practice widely.	The reading ambassador appointment has increased children's literacy. Teachers become active and have improved their pedagogical skills, Posyandu cadres have participated in health-related activities more actively but parents have not fully built good collaboration with schools to create a conducive environment for children's learning This condition has influenced the community to start increasing their attention to improve health. In education sector, there are still challenges to build an awareness on children education access, particularly in children literacy.	
Institution/ Community Group/Stake holder	Community groups (Posyandu, women fisher and farmers groups, reading ambassadors, schools, and village governments have increased their knowledge and self-confidence. They have the ability to act actively to move forward and are started to be invited in Annual Village Discussion Meeting (Musrenbangdes).		Bappeda, related agencies and Technical Implementation Units are actively involved in assisting and communicating with the community and or community groups

4.3.1.2. Stage of Change⁴

Level	Indicator					
	(Scoring 1)	(Scoring 2)	(Scoring 3)	(Scoring 4)	(Scoring 5)	(Scoring 6)

⁴ Adapted from [The Transtheoretical Model \(Stages of Change\)](#)

	Pre-contemplation	Contemplation	Preparation-Determination	Action	Maintenance	Termination
Beneficiaries (Individual)	Beneficiaries are ready to take further action. People are starting to take small steps towards behaviour change and they believe that changing their behaviours can lead to a better/prosperous life.					
Community	Community intends to initiate behaviour change in the future seeing the benefits shown by the community groups. Community realizes that their past behaviours may not be appropriate, still feels ambivalent and needs further certainty or substantiation to change their behaviours.					
Institution/Community Group/Stakeholder	Community groups (Posyandu, women fisher and farmers groups, reading ambassadors) and institutions (schools, village government, Regional Development Planning Agency (Bappeda), relevant agencies and Technical Implementation Units) have just changed their behaviours and intended to continue to move forward with the behaviour change. Furthermore, it may modify behaviour or acquire new behaviour as a consequence of institutional obligations or group responsibility as agents of change.					

The question that must then be answered is whether these changes will continue or relapse. All categories of field findings indicate that the stage of change is still in Contemplation and Preparation-Determination position. This change will relapse if the project is stalled or the achieved results are not as expected.

4.3.1.3. Participation

Level	Participants as Object-Decided by others		Participants as Subject-Decided by oneself		
	(Scoring 1) Action ON	(Scoring 2) Action FOR	(Scoring 3) Action FOR/WITH	(Scoring 4) Action WITH	(Scoring 5) Action BY
	Being Manipulated; no real input or power	Being informed or set task; others set the agenda and direct the proses	Being consulted; others analyse and decide action	Partnership; work with others to set priorities and course of action	Being in control; little or no input by others
Beneficiaries (Individual)	Beneficiaries are invited (mobilized) to participate at certain stages of action to meet the process and objectives of the CREATION project				
Community	The community is given information about the objectives, activities to be carried out together, but they are not informed about activity design, strategy and management of CREATION.				
Institution/Community Group/Stakeholder	Community groups (Posyandu, women fisher and farmers groups, reading ambassadors) participate in activities because they need benefits, e.g. money, material assistance etc. Schools, village governments, Regional Development Planning Agency (Bappeda), relevant agencies and Technical Implementation Units are given information about the process, involved in implementation, and benefitted from activities.				

These results show the position of the CREATION participation level in the Action FOR and Action FOR/WITH positions. Participants are between positions as objects (decided by others) and as subjects (decided by ourselves). This level shows that the project's sustainability is still vulnerable in the long-term period. The project ownership is still at the individual level, not yet attached at community level or at mobilizing support (advocacy) level (both at policy and budgeting levels).

4.3.1.4.DIGNI's Gender, and Empowerment Impact Assessment

Practical and Strategic Empowerment Factors	Gender Impact		Comments
	Women	Men	
Scale: (+ 2 Considerable positive impact, + 1 some impact, 0 no impact, -1 negative impact, NI no information)			
Does the intervention enhance wo/ men's access to basic infrastructure (water, roads, housing)?	NI	NI	
Does the intervention enhance wo/ men's access to resources and technology?	+1	+1	The survey results showed that men and women have equal rights and opportunities and they are differed by genders only (more than 80% of respondents strongly agree).
Does the intervention better wo/ men's health?	+2	NI	Posyandu has improved maternal and child health (See Figure 10 for survey results)
Does the intervention enhance wo/ men's opportunities for education or training?	+2	+2	Affirmative action, establishing a group of women and men (Survey results: only 66.9% respondents strongly agree that men and women should be separated in community groups). Men and women have equal rights in accessing education (92.1% respondents strongly agree.)
Does the intervention improve wo/ men's income opportunities?	+1	+1	It has not significantly increased the incomes of men and women despite of having equal learning opportunities in farmer and fisher groups (See Figures 7, 8, 9 for survey results).
Does the project identify barriers to wo/ men's participation in the project?	+1	+1	Men have barriers (gender bias) to participate in Posyandu. Posyandu activities are considered for mothers and children.
Does the intervention involve wo/ men as active partners in the development project?	+1	+2	The survey results showed that men and women have equal rights and opportunities and they are differed by genders only (more than 80% of respondents strongly agree).
Does the intervention enhance wo/ men's opportunity to organise?	+2	+2	Equal rights of men and women in accessing activities and benefits (Survey results show more than 82.1% of respondents strongly agree with the statement).
Does the intervention enhance wo/ men's control over resources and/ or technology?	+1	+1	Need more information

4.3.1.5.DIGNI's Empowerment Assessment

As a development strategy, empowerment should promote development as a process in which people themselves determine and control their own development. Empowerment is a dynamic concept that refers to the process of change that can move people from a relatively helpless state in a certain socio-cultural, socio-political, and economic context to a state of gaining power as in gaining control of themselves. the process of development, which allows them to give direction to their lives and future. This implies that people need to gain control over resources and means of production (including technology), access to information and knowledge, and control over decisions that affect their personal lives, families, and communities. These rural farmers, fishers and community members can only

achieve the necessary changes if they can expand their consciousness first. Only then, their skills and capacities can be targeted. Empowered individuals have three characteristics: self-confidence and self-competence; control over life situations; and participation in institutions and decision-making. Self-confidence and self-competence will be developed when the individual has a positive mind. They believe in their abilities, which are judged from their competence or potential.

DIGNI assessment results of CREATION show the following results:

		Degree and Level of Empowerment				
Thematic Area (Sector) of Result		Level 1: Output Individual or Community	Level 2: Output Individual or Community	Level 3: Outcome Individual or Community	Level 4: Outcome Community and/or Society	Level 5: Impact Community and/or Society/Structural
	Strengthening Civil Society		X			
	Gender Equality	X				
	Economic		X			
	Health			X		
	Education			X		

Description of Empowerment Achievement:

Context	Civil Society	Gender	Economic	Health	Education
Institution/ Community Group/Stakeholder/Beneficiaries	Community learning has started to be dynamic and had a common learning space. Community has a bargaining position. There is a change in mindset related to relations with the government/state. However, there have not been many behavioural changes identified into actions.	In terms of gender, CREATION intervention up to midterm evaluation is still in the position of Gender Awareness. Gender perspective begins to be understood by project beneficiaries. Individuals such as group members and cadres have begun to realize that there is inequality in domestic workload. However, there is no action yet to change or improve the situation. Women still accept this as their obligation. CREATION is applying an affirmative action by segregating male and female groups.	Members of farmer and women fisher groups have gained better knowledge, started to practice and produce, enjoyed the results and additional income, and established groups as a forum for learning and practices. District Agriculture Office, Technical Implementation Unit (UPI) and relevant stakeholders have initiated to actively interact with community groups.	Posyandu and Posyandu Cadres have increased their capacities and improved services. Posyandu cadres have performed an improved self-confidence and been able to show active initiatives to progress. As an addition, they have been invited in Annual Village Discussion (Musrenbangdes). The relevant agencies and Technical Implementation Unit are actively involved in assisting and collaborating with Posyandu, community, and community groups. Posyandu cadres as implementers and facilitators receive monthly fees from village government. The activities are in line with government policies and programs.	Interventions in trainings for teachers and the establishment of learning ambassadors can increase teacher capacity and student literacy as well as parents' awareness on children education. One school, out of three assisted elementary schools, has adopted AJEL/Pedagogy in the teaching process. The relevant Education Office and Technical Implementation Unit are actively involved in providing assistances and collaboration. It was identified that some parents could not support their children's study at home because they were illiterate. The activities are already in line with government policies and programs.

5. LESSONS LEARNT

5.1. Farmer Group and Fishers Group

The main key to sustainable empowerment is to build human resources and community institutions through a series of capacity-building to respond to existing development problems. In line with the demands of donors, non-governmental organizations are required to increase the capacity of human resources in the realm of empowerment in the community. In this context, the grassroots empowerment strategy must also make improvements or revitalization of existing groups in the community to become agents of change.

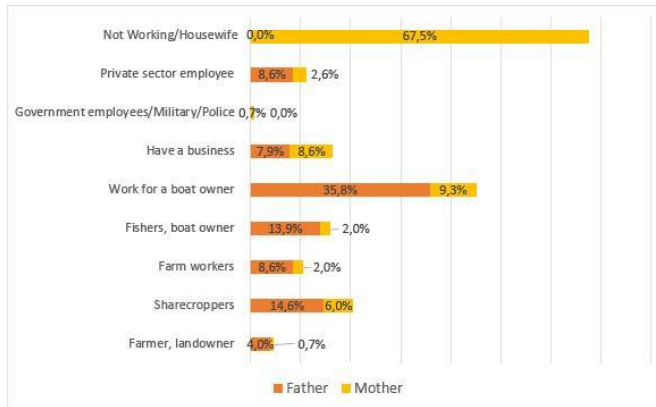


Figure 13. Main Occupancy of Beneficiaries

villages can transform into institutions at village level or that exist at the community level. With an institutional model, this group can access government programs at village level in a sustainable manner.

The mid-term evaluation shows that the CREATION efforts to revitalize the groups are still in the early stages of development, with conditions that were prone to relapse, group dynamics have not yet run well, capacity building is still stalled on knowledge and technical skills and have not been able to increase productivity and income of farmer groups. Similarly, women fisher groups are facing a big challenge on capital (circulation of goods) to marketing. If this challenge is not addressed properly, the production rotation wheel will stop and the groups will not be able to promote their products. Moreover, if this situation persists, it is likely that the revitalization process will not get maximum results and the groups' will return to their pre-revitalization situation. The question that arises then how to avoid the relapse.

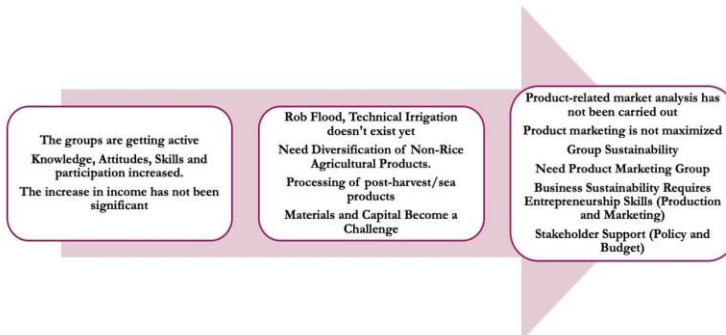


Figure 14. Problem and Direction of Change on Economic Sector

Problems and directions of change that need to be observed and analysed can be seen at Figure 6. YNLM needs to look again at the membership composition of the existing farmer groups and fishing groups. The management composition must be balanced (equal power) consisting of figures, community elites and farmers who are considered to have the capacity, spirit and trust of the community. Group members do not have to be homogeneous

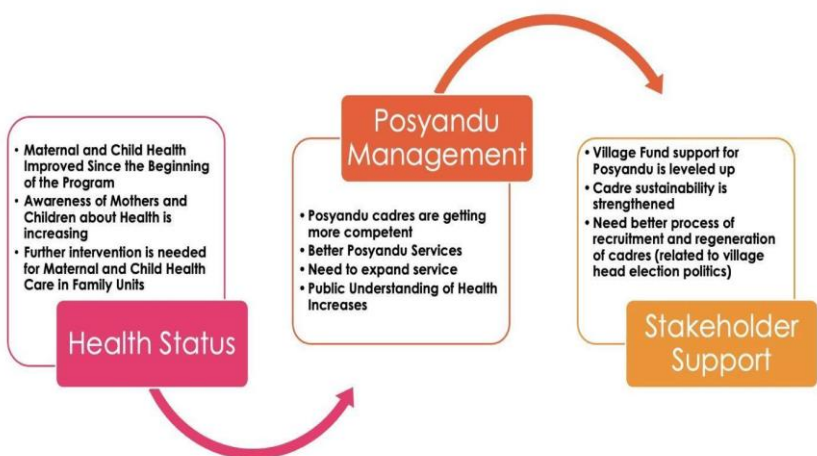
in nature. If you look at the data, it shows that the main occupation of a farmer's husband, wife or fisherman's family is relatively diverse —see Figure 13. Membership of farmer or fishermen groups can involve the heterogeneity of the beneficiary main occupations in agriculture and fisheries, in addition to other occupations such as business owners or *toke* (middleman). By applying dynamization in group member composition, it will be easier for village level elites to merge group activities into village level programs. As a result, it is expected that mobilizing support activity (advocacy) at the village level will run smoothly and the groups are able to access village resources.

In the next second half-term of the project, the groups still need further strengthening on the governance management capacity, initiation of self-funding/aid management as group capital, preparation of learning materials and learning packages (production and marketing), demonstration plots as a place for practice, and join effort for group self-funding so that groups are able to be independent financially. Not all farmer groups and fisherman groups have the ability to become well-developed joint venture groups. The main objective of farmer groups and fisherman groups as community/community elevators is to act as a learning forum with the community and as elevating agents

of change in capacity building in villages that are able to finance their own learning process, with the hope that group members will be able to develop themselves and have their own productive business to increase family income.

Until now, the community and society have relatively not seen evidence of successful results from group activities, apart from the dynamics of improvement within the groups. It takes an effective strategy so that the community can see what has been achieved by the groups and their members in order to raise their interests and initiatives to adopt the achievements of farmer and fishermen groups members.

5.2. Posyandu and Posyandu Cadres



In the next second half-term of the project, the capacity of Posyandu and its cadres needs to be increased based on the development of functions and types of Posyandu services. In addition to strengthening the function, Posyandu services for children under five, pregnant women, and the elderly may be expanded to support the elderly's daily needs particularly those who are unable or poor and or no longer able to work to meet their basic life needs.

Posyandu cadres as the backbone of Posyandu management receive a

Figure 15. Problem and Direction of Change on Health Sector

monthly fee from the village government. Village head election politics greatly influences the turnover of Posyandu cadres. Posyandu cadres who do not support the elected village head, through the village PKK head, will be replaced by new people who are loyal to the elected village head. As a result, Posyandu cadres who have been trained by YNLM and equipped with the quality and competence will be replaced by new cadres who have not attended training and equipped with the capacity and quality provided by YNLM. Consequently, the quality of Posyandu management is vulnerable to a quality decrease and relapse to its pre-intervention condition. It will take time and a lot of financial resources to train new cadres. So far, village heads have issued decrees (SK) for the appointment of Posyandu cadres. In the long term, affirmative policies are needed at the supra-village level to ensure the sustainability of these cadres. The regeneration process of Posyandu cadres is not solely due to the village political process but it should also consider Posyandu work quality and Posyandu beneficiaries' satisfaction with services provided by the cadres.

"How can I not change (the cadres with the new ones)? Posyandu cadres supported and campaigned for opponents in the (previous) village head election. I removed them all because I was two times the opponent of (previously) the elected village head."

(Village PKK Leader FGD)

"For me, I did not remove all of Posyandu cadres. Those who are still performing their duties well and do not make any problems, I did not substitute them."

(Village PKK Leader FGD)

"So far, the decree is indeed issued by the Village Head and indeed (it) often changes if the village head is replaced (with the new elected one). But sometimes we think that the cadres trained by YNLM are already good. It seems that a policy at the top level of the village (supra-village) is needed to be able to maintain these capacitated good cadres. For example, we check how they work, if it is good, then not replaced."

(Bagan Serdang and Kelambir Village Heads Group Interview)

“Yes, if I’m no longer a village head, my cadres will be replaced (with the new ones by the newly elected village head). Even though they are already good.”

(Bagan Serdang and Kelambir Village Heads Group Interview)

5.3.Literacy of Elementary School Children

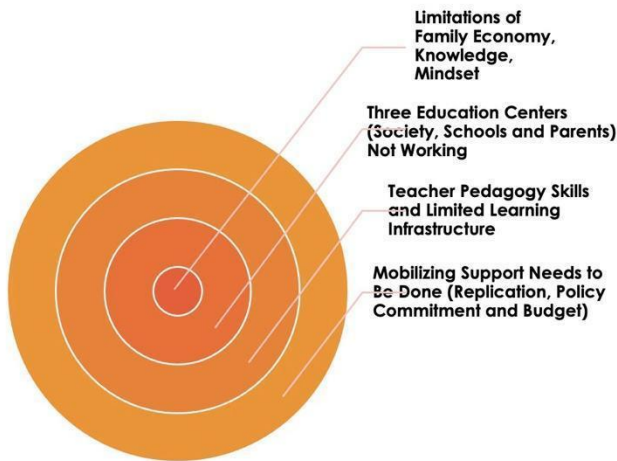


Figure 16. Problem and Direction of Change on Education Sector

Intervention activities for education, especially increasing the literacy of elementary school children, are already in line with government education policies. This program helps increase the capacity of teachers to refresh the concept of pedagogy and introduce the AJEL method. However, only one school responds well to the results of the AJE training. Teacher training on pedagogy refreshment has been implemented by 90% of teachers and supported by the school principals. The Education Office in Deli Serdang District and Technical Implementation Unit at Pantai Labu Sub-district are very supportive to the intervention of increasing the capacity of teachers in three elementary schools. In three target schools, student literacy has increased due to the presence of reading ambassadors. However, compared to the average literacy rate in Deli Serdang, the figure is still below standard.

Parents' awareness regarding the importance of education is still not good in three target villages due to undeveloped relationships among schools, parents and community. The three target villages are still facing a structural and cultural challenge in terms of educational mindset. Findings in the field show that the majority of parents still often take their children to work at sea. Many parents hope that their children can help the family economy. They prefer their children to make money rather than go to school. In addition, parents also do not pay much attention to the process of accompanying children's learning. YNLM needs to try to organize more structured efforts to involve parents and community to support children's learning process by activating parent committee meetings and involving community figures. At this meeting, YNLM can play a role as a bridge that connects school, parents and community. Education is not only a matter of going to school but it is also connected with social problems experienced by parents and the community around them. The relationship between teachers and parents is not only of school formality but it should be of informal relationships to oversee children's growth and development both physically and mentally. The involvement of community leaders around schools is important, so that problems at community level are addressed in a synergistic manner with the flow of education at schools. Therefore, schools move along with the community.

In the long term, YNLM needs to reflect on mobilizing support or advocacy at supra-village level. Replication of the program in elementary schools in these three villages needs to be expanded. With a locus of only three elementary schools, the drive to replicate and advocate at policy and budget levels requires considerable energy. This strategy can be carried out by lobbying and negotiating at district level in decision-making process; ensuring that the process of implementing and monitoring education programs in implementing technical units (sub-districts) goes well; and organizing schools, community and parents by changing mindset at structural and community culture levels on the importance of children education process. With support at the grassroots level, the advocacy process will be easier to implement so that changes and increased literacy in schools become programs that are synergistic with community needs and produce pro-school need policies at district level.

“The Education Office regretted that the other two elementary schools were less active in carrying out activities with YNLM and did not adopt and implement the results of the trainings that had been conducted. If we knew and got involved from the beginning, structurally we could have been encouraged them to work together. In order for the two elementary schools to be active, we will try to help through structural pathways.”

"It is difficult to ask parents to send their children back to school. We often have difficulty to connect with parents. Sometimes we also go to meetings in the village. Even so, the community does not support the school either. They think that we are asking for funds. In fact, we are not. It seems that the problem of mindset (education) is still a problem in society."
(Elementary School Teacher FGD, Kelambir)

5.4. Gender and Disabilities

The results of the Women's Empowerment in Agriculture Assessment—Indonesia 2013 research⁵, states that there are three main pitfalls that explain why so little real empowerment has reached women smallholder farmers:

1. Adherence to traditional women's roles as secondary support to men (a fact that results in 'self-stigma' and women holding themselves and each other back based on what they perceive to be 'cultural' norms and values);
2. Ignoring women's unpaid work in the home and community in project design and implementation;
3. Instrumentalizing women – exclusively or primarily focusing on women as a means to deliver broader economic gains rather than for reasons of gender equality or women's empowerment in their own right.

These three pitfalls result in women smallholder farmers facing a series of distinct challenges, the most significant being the burden she takes on in terms of unequal distribution of tasks, the absolute lack of free time, and the unquestioned triple burden. CREATION should pay attention to the three obstacles mentioned above. An analysis of gender relations is needed and it is necessary to be careful in domestication of work to prevent falling into the gender trap.

6. CONCLUSION and RECOMMENDATIONS

6.1. Conclusion

YNLM's approach in CREATION Project is very good through integral intervention in 3 strategic sectors namely the economy, education and health. Interventions in CREATION Project are coherent and relevant to the community needs, able to develop models of activity intervention according to situation and condition in the field, and able to show positive things as effective contributions in achieving project goals. As with COMPACT Project approach, CREATION Project increases human resources (HR) and institutional capacities which are expected to become a potential asset owned by the community for sustainable empowerment at the end of CREATION project. Experiences in COMPACT Project are a good provision for YNLM to carry out a joint transformation through increasing the capacity of local human resources by building or revitalizing community resource institutions as the main path of change towards sustainable community empowerment.

By looking at finding results at the field, the evaluators provide several mid-term evaluation conclusion points for CREATION Project as follow:

1. The Covid-19 pandemic delayed almost all planned project activities for approximately one year. Project activities were resumed after the "new normal" period was established. During the Covid-19 pandemic in 2020, there were only eight trainings conducted. In 2021 during the "new normal", the training activities significantly increased and there were in total 49 trainings conducted in 2022.
2. Health sector focus and planned project activities for 2020 was shifted to Covid-19 pandemic mitigation. The health sector locus in dealing with the pandemic was carried out in collaboration with relevant stakeholders such as Pantai Labu Sub-district government, three villages governments, and Puskesmas.
3. In general, the implementation of intervention activities is quite efficient. There is a number of trainings conducted and it has produced good outputs. However, up to the mid-term evaluation implementation, the results are only able to reach 17.09% of total 5,681 targeted beneficiaries.
4. Economic, health and education sectors are three basic sectors that operate simultaneously and coherently as triggers for increasing beneficiaries' welfare. Simultaneous integration of those sectors has affected

⁵ [Women's Empowerment in Agriculture Assessment—Indonesia 2013](#)

program sustainability in the long term. In the field implementation, it is found that many interventions provided by YNLM are partial in which not all beneficiaries receive integral intervention from the three sectors. Only 6% (family entity consisting of father, mother and children) of the beneficiaries receives integral intervention in those three sectors (economy, health and education).

5. The existence of YNLM has led to the revitalization of farmer and fisherman groups which have been inactive or in dormant. This revitalization is very useful for reviving the dynamics of group activities and effectiveness.
6. Some members of farmer and fisher groups have started to experience an increase in agricultural productivity (field rice) and income as identified in qualitative survey; i.e. 15.8% of farmers are able to produce 6-7 tonnes GKG (milled dry grain) per hectare and 7.9% farmers produce more than 7 tonnes GKG per hectare. However, 76.3% of farmers are only able to produce less than 5-6 tons GKG per hectare or below the national GKG production standard per hectare.
7. Farmers have started to experience an increase in income per year. As many as 7.9% of the surveyed farmers has experienced an increase in annual income of IDR 500,000 - IDR 1,000,000; 2.6% of farmers has experienced an increase in annual income of more than IDR 1,000,000, while 57.9% of farmers has not experienced any increase in annual income.
8. As many as 84.1% of the female fishermen group states that trainings provided by YNLM have increased family income. A total of 93.2% respondent states that the most useful training is on processed food (sea product processing), 47.7% of respondents receive the benefits of business planning training, and 50% of respondents get benefits from product marketing training. There is 34.1% of respondents who benefit from product supply chain analysis training. Finally, as many as 2.3% of respondents benefit from the training and practice of making *belacan*.
9. Training results for women fisherman groups have not shown a significant income increase effect because the training and practice on processed food just started at the end of 2022 in Rantau Panjang and Kelambir Villages. Meanwhile, in Bagan Serdang Village, marketing and capital remain as challenges due to the lack of increased income. Processed products do not yet have a fixed market and money for production is still minimal.
10. The resulted outcomes in education sector have turned into a good direction as shown in the significant increase in elementary school children's literacy mastery with the presence of reading ambassadors and improved teachers' pedagogy capacity. Nevertheless, parental concern remains a challenge due to the absence of parents' mindset about the importance of education. As an illustration, of the three elementary schools receiving capacity building interventions for teacher, there is only one school showing post-training significant progress by practicing more varied pedagogical methods. The other two schools have not shown any significant progress.
11. Success in maternal and child health sector can be seen from increased knowledge and skill capacity of cadres; optimization of Posyandu functions; and benefits received by cadres, mothers, children and community from YNLM interventions.
12. Posyandu cadres as the backbone of Posyandu management have received a monthly fee from the village government. However, the sustainability of the cadre is highly dependent on village head election politics. If there is a cadre who is not loyal to the new village head, she will be replaced despite of her qualification.
13. The capacity and capability of project implementers, field staff and local facilitators are quite good. YNLM staff have the ability to provide assistance. The challenges lie in increasing the capacity of each local facilitator to further facilitate activities, and carry out group dynamics, mobilize supports (advocacy). Other challenges are lacking of facilitation technical content such as farming techniques, agricultural and fishery post-harvest processing. Besides, staff needs capacity building in lobbying and negotiating with technical implementation units (extensionists, etc.) to be actively involved in group meetings.
14. Domestic workload in household setting is still inequal. Women workload and working time are much higher than men. Special interventions are needed to avoid new burdens for women. However, in doing so, it should be considered that men and women work patterns in fisher families and farmers families are relatively different.
15. During project baseline, no people with disabilities was identified in the three villages. However, mid-term evaluation findings from the survey showed that as many as 54.3% of survey respondents said that there were no children or people with disabilities in their area. As many as 29.1% of respondents stated

that there were children or people with disabilities in their villages. While 11.9% of them said that in their village there were more than one child or person with disabilities.

16. All indications of empowerment indicators show that the stage of change position is between Contemplation and Preparation-Determination, with a high probability of relapse if the project stops or the intervention results are not as expected by the beneficiaries.
17. The cost incurred for direct intervention activities by CREATION Project during 2020 to October 2022 is very efficient. Direct expenditure for beneficiaries is IDR. 791,210, 561 excluding project operational cost and overhead cost.
18. If operational cost and overhead cost are compared with costs of intervention activities for beneficiaries and stakeholders, the overhead cost and project operational cost are likely to be much larger, so they tend to be inefficient. A separate cost analysis study is required for this.

6.2.Recommendations

1. The CREATION Project model, which combines three project sectors i.e. economy, education and health, is a strategic approach to improve welfare – alleviate poverty. However, in its field practices, there are partial interventions where beneficiaries only get one or two interventions. Although the partial programs is considered beneficial, these partial interventions lead to a risk of ineffectiveness in increasing welfare.
2. The three project sectors of economic, education and health are better implemented in an integrated manner, not partial to vulnerable to poor and poor families as an entity unit, which consists of beneficiaries of mothers, fathers and children. This approach will be more comprehensive in alleviating various problems experienced by poor families.
3. Farmers' Groups, Fishers' Groups, Posyandu, Reading Ambassadors, School Committees, Libraries or other groups that will be formed in the next half of project duration need to collaborate to be a community learning institute (PKBM) to synergize the existing programs instead of implementing them separately. This learning institute and the community can become an entrepreneurial incubator while farmer and fisher groups take the role of agents of change at village level. This community learning institute can become a literacy strategy in education sector, not only focusing on reading ambassadors, but also disseminating to other groups in the community. School libraries can also be accessed by public community to increase community literacy. This community learning institute can be utilized as a space for Posyandu cadres and Posyandu participants to gain access to broader health information by involving medical doctors or other relevant stakeholders. As for farmer and fisher groups, it is recommended for them to adopt a field School approach with a clear learning agreement, equipped with learning modules as a common reference.
4. For the marketing of fishers' processed products, apart from providing assistance to groups, YNLM also needs to build synergy with BUMDes (Village Owned Enterprises) in each village to be involved and develop qualified products. BUMDes can facilitate the group by assisting in product marketing process. With a wider and more organized market through BUMDes, groups can have more fair negotiating space in marketing because BUMDes does not only prioritize economic benefits, but also social business benefits.
5. YNLM needs to ensure that the developed groups have good connections to access village funds or other available government funds. Therefore, they have room to negotiate and develop their products or skills after the project is completed.
6. The key to the success of the process and the sustainability of learning in community learning institutions is the existence of local facilitators (preferably local people) who are equipped with adequate capacity, capability and quality as empowerment facilitators, not just as activity organizers. Experience in COMPACT Project shows that the completeness and luxury of PKBM infrastructure does not guarantee the effectiveness of shared learning process in the community without capacitated and qualified local facilitators. YNLM can conduct advocacy before the project is completed to ensure that there are local facilitators as organizers in community learning institute with funding from the village government.
7. In general, the risk of relapse in the empowerment by UNLM is quite high. This refers to the position of the stage of change which is between contemplation and preparation-determination. YNLM needs to take further strategic actions, for example using this midterm evaluation results to conduct an in-depth analysis of all project components, such as SWOT/SWOC to review the path of change or to take strategic change actions to accelerate the movement towards maintenance/termination stage.
8. Learning from the experiences of COMPACT Project, regarding MoU with Technical Implementation Unit of relevant government agencies and the status of changes that occur in Institutions/Community Groups/

Stakeholders, other interventions need to be carried out to force these stakeholders to implement the agreed MoU. YNLM needs to strengthen advocacy to existing community groups, by organizing farmer groups, fisher groups, local facilitators and cadres to put pressure on village and supra-village governments to fulfil their obligations. For example, to reduce the risk of replacing cadres, the organized groups can pressure the Sub-district Head to monitor and oversee village heads' political behaviour regarding Posyandu cadre replacement. Farmer and fisher groups organize and express their voices to request for village fund assistance to meet their needs in order to sustain programs that they have initiated with YNLM. In education sector, it is necessary to open up space for joint discussion among schools, parents and the community so that education can be connected with problems at community level. YNLM needs to consider a program replication model in other schools so that this program can be adopted by the education office on sustainable manner with direct funding from the state budget (APBN).

9. It is necessary to increase the capacity of every field staff/project staff so that they can facilitate activities; carry out group dynamics; mobilize support (advocacy) both at village and supra-village levels; strengthen technical content of facilitation such as farming techniques, post-harvest processing of agricultural and fishery products; perform an ability to lobby; negotiate with technical implementing units (extensions, etc.); and involve themselves actively in group meetings.

ANNEXES

Term of Reference

Terms of Reference

CREATION Project – Mid Term Evaluation

ToR No: 071/YNLM/CREATION/XI/2022

1. General information

Digni no: 10876

Project name : Increase Welfare in The Community (CREATION)

Country: Indonesia

2. Initiative

Yayasan Nurani Luhur Masyarakat (YNLM) initiated the mid-term evaluation as planned in the project document for 2022. There is also a requirement from donor that a mid-term evaluation is performed.

3. Purpose of the evaluation

The purpose of the evaluation is to generate knowledge about the progress of the project. The evaluation will be beneficial for YNLM, Government, Community and other stakeholders. The Evaluation has some specific purposes:

Learning and improvement: Generate lesson learned from success or failure on 3 years ongoing project and then find the best recommendation to project implementation with reference to project documents.

Accountability: To ensure that the project is implementing the activities according to plans and resources are spent in a reasonable way, before, during the emergency response, and up to this day.

Decision making: To generate knowledge of the strengths and weaknesses of the project in order for project management to make decisions for how to proceed with the project, in order to achieve the goal.

Performance enhancing and impact assessment: To assess how the activities implemented so far has affected the beneficiaries both positively and negatively. By data collection and documents review and also feedback from community we find the position of empowerment level.

4. Scope of the evaluation

This is a mid-term evaluation. The project period is from Jan 2020 - December 2024 and the mid-term evaluation is planned to be performed in November 2022. The evaluation is hold by an external evaluator with service pack (fee, accommodation, perdiem, tickets, transportation) approx. IDR 100.000.000.

Operational cost regarding evaluation activities will be discussed with YNLM.

5. Project presentation

YNLM is the implementing partner organization, who currently run a five-years (2020 - 2024) community development project within health, education and livelihood. The project is implemented in 3 villages in Deli serdang Districts exactly in 3 villages Kelambir, Rantau Panjang and Bagan Serdang with a total of 5681 people as target of 5 years with the total budget is around 10 billion rupiahs.

CREATION brief:

Project goal:

Increase welfare in the community of Kelambir, Rantau Panjang and Bagan Serdang villages

Main objectives:

1. Farmers and fishers have increased their income
2. Improved literacy among elementary school students
3. Improved maternal and child health status

Project methodology:

To achieve the project goal CREATION has strategy and method, such as:

1. Theory of Change
2. Advocacy
3. Capacity building
4. Institution empowerment
5. Parcipatory rural appraisal

6. Behaviour change communication
7. Active JEL
8. Sustainability Livelihood Approach and Appreciate Inquiry
9. Gender synchronized approach.

6. Questions to be answered

Relevance

- Are the project design and methodology chosen in the original project design relevant to the needs/priority of the community?
- Are the project design and methodology chosen in the emergency response design relevant to the needs of the community?
- Are activities implemented so far relevant in achieving the intended goal? Are there any gaps identified between project activity and community needs/priority?

Project progress and Effectiveness:

- To what degree has the project achieved the intended results so far in the project?
- Did the activities lead to the desired outcomes?
- How did beneficiaries perceive the performance of the project?
- What supports and/or barriers may have affected the achievement of results?
- Are the components of the project likely to support the achievement of the goal?
- What are the weaknesses of the project?
- What are the most significant changes the beneficiaries are experiencing due to the project for health, education, and livelihood sector?
- Are there any unexpected positive or negative results of the project so far?

Project Efficiency

- Have the resources (human, financial) used in the project been optimally exploited?
- How well has the project managed to ensure participation and contribution from the beneficiaries and other relevant stakeholders?
- To what extent does the quality and quantity of the results justify the resources used to achieve them? Would there have been more cost-effective ways to get the same results? Have the inputs in terms of time, money, content resulted in the desired outcome?

Sustainability

- Assess the local ownership of community/beneficiaries and the local government for sector health, education and livelihood
- Is it likely that they will take responsibility to ensure a continued impact?
- Is it likely that support groups of livelihood will continue their production to increase their income?
- What external factors supports or obstruct the sustainable positive effects on mother and children health status?
- What external factors supports or obstruct the sustainable positive effects on implementation of AJEL by project school support?
- For each sector, what good practices are likely to continue after support is drawn and why?
- Is it realistic to achieve the expected results and impact defined in the project document by the end of the project period?
- What are the prospects for project effects in surrounding areas outside the target areas?

Gender equality

- Have women and men had equal opportunities to participate and benefit from the project?
- Have women and men had the same opportunity to be active partners and be involved in decision making in the project?
- Have there been barriers to equal participation in the project for people with disabilities

Empowerment

- How has the project empowered the community/beneficiaries?
- To what degree is the change in empowerment (at output, outcome, or impact level)?

- At what levels are the empowerment taking place (individual, community or society)?
- Are there differences in empowerment with regard to strengthening civil society, gender equality, good health, quality education, and economic empowerment in the project?
- Assess the degree of empowerment achievement by filling in Donor's Empowerment Assessment Tool (EAT)

7. Methods

The evaluation will be appreciative and participatory in style, with a focus on recommendation for a successful implementation of remaining period of the project.

Emphasis will be on issues of right tracking of the project.

Data gathering and analysis should involve resources to relevant secondary data as well as primary data through quantitative survey, in-depth interviews and focus group discussions with project staff, representative groups and stakeholders.

Sources of information. The data collection in this mid-evaluation will involve informants, respondents, most of which are representatives of CREATION Project, implementing partners, target groups and other stakeholders also non target group as a control (outside project area). Evaluators will work with the specified sources of information required through discussions/permission with the YNLM, and YNLM will also provide relevant documents, including but not limited to, *project papers*, planning documents, monitoring and evaluation reports, implementation reports, meeting minutes, audio visuals, statistics, and so on.

8. Data Collections

The mid-evaluation will require the collection of both qualitative and quantitative data, to support data collection and completeness of information, will use several different approaches, as follows:

Documents review:

- Information and documents related to proposal, annual plan, log frame, and reports should be analysed. Secondary data will be compared to data gathered through survey, discussions with beneficiaries and other relevant stakeholders in order to ensure the validity and reliability of the results.
- In regards of project efficiency, the project document with budget should be reviewed together with actual spent and actual result achieved. The intended results of the activities should be assessed by discussions, interviews with the YNLM and beneficiaries/stakeholders.

Participatory techniques and tools:

Group discussions, direct observation to processes, activities and location of projects in depth interview/ questioner, In-depth interviews: stakeholders practice/ knowledge and skill observation.

Most Significant Change Stories:

There will be MSCs to capture the changes and the good practices and find out the attributive and contributive analysis for further scaling up and better implementation.

Empowerment Assessment Tool (EAT)

File attached

Sampling and limitations/delimitations

To produce the required data, a survey is carried out to the community/groups that have been involved with CREATION activities. Sampling adjustable to the context of evaluation.

Population of CREATION target is attached below:

Beneficiaries of CREATION2020-2024		
No	Groups	Target
1	Village government	37
2	Sub district government	13
3	People with disabilities	73
4	Fathers	1021
5	Mothers and children	1066
6	Children under 5 years	846

7	Midwife	5
8	Health Promotor	20
9	Health volunteer	40
10	Public health staff	18
11	Male Farmers	236
12	Female farmers	106
13	Female fishers	216
14	Subdistrict Agriculture Technical unit	3
15	Subdistrict fisher technical unit	3
16	Male students	626
17	Female students	626
18	Subdistrict education technical unit	3
19	Headmaster	3
20	Male teacher	14
21	Female teacher	30
22	School committee/Paguyuban	21
23	Amount of parents	655

9. Expected product presentations

Written report: The evaluator will provide a written report (in English and Bahasa Indonesia) containing methodology, triangulation, analysis and recommendation.

Evaluation presentation: A brief evaluation presentation will be conducted with the project staff and key stakeholders. This workshop should discuss key observations and initial basic recommendations, as well as encouraging feedback from staff and stakeholders.

10. The utilization of the evaluation findings

(How will it be ensured that the purpose of the evaluation will be fulfilled?)

- Evaluation findings will be used to improve strategies and processes of project according to the dialogue with local stakeholders and Donor. To adapt and develop Log-frame which is aimed at relevance, efficiency, effectiveness and sustainability.
- Stakeholders will be informed of processes and progress of projects and improve their strategies and commitment to project.
- The evaluation report will be sent to donor for accountability of project.
- To ensure the fulfilment of evaluation, an agreed evaluation time frame and intensive discussion between YNLM and the evaluator will be conducted throughout the evaluation process.

11. Duration for evaluation and reporting

4-5 weeks in November-December 2022. The final report is expected to be delivered on December 16, 2022

12. Report format

The final report should include the following sections:

- Cover page
- Table of content
- Executive summary
- Body of the report:
 - Introduction
 - Purpose and specific objectives for the mid evaluation
 - Methodology employed
 - Findings
 - Analysis/discussions
 - Conclusion and recommendations
- Supporting data should be included in appendices. The report should be max. 35 pages, excluding appendices.

13. Evaluation team

Must be gender balanced.

14. Facilitator The external evaluator and the project team will be facilitators in the evaluation.

15. Criteria of Evaluator Core Competencies

- People Skills: Ability to work independently and as a team player who demonstrates leadership.
- Communication Skills: Well developed written and oral communication skills. Able to communicate clearly and sensitively with internal and external stakeholders.
- Integrity: Works with trustworthiness and integrity and has a clear commitment to YNLM core values and humanitarian principles.
- Resilience/Adaptability and flexibility: Ability to operate effectively under extreme circumstances including stress and harsh living conditions. Works and lives with a flexible, adaptable and resilient manner.
- Awareness and sensitivity of self and others: Demonstrates awareness and sensitivity to gender and diversity. Have experience and the ability to live and work in diverse cultural contexts in a culturally appropriate manner.
- Work style: Is well planned and organized even within a fluid working environment and has a capacity for initiative and decision making with competent analytical and problem solving skills.
- Knowledge and skills: Knowledge of current best practice in participatory assessment, design monitoring and evaluation. Can use all relevant computer technology
- Have experiences, preferably within CREATION project working area and thematic.

Technical Competencies

- Demonstrated expertise in conducting assessment, monitoring and evaluation
- Comfortable interacting with all segments of the affected population
- Ability to interact clearly and effectively with community and stakeholders
- Ability to write a comprehensible report that could be used as a lesson learnt to move forward and performs better for the communities
- The evaluation team's CVs are compulsory, as the team must be approved by NLM

16. FGD prediction implementations :

1. Steering Committee (1 time)
2. Groups of fishery women (2 times)
3. Groups of farmers (2 times)
4. Groups of health volunteer (2 times)
5. Reading ambassadoor groups (2 times)
6. Head master and Teachers (1 time)
7. Parents assosiation (1 time)
8. Health community groups (2 times)

17. Submission of applications

Interested candidates should submit to hrd@ynlmindonesia.com cc wilda@ynlmindonesia.com with Subject: Mid Term Evaluation before November 10, 2022

- Letter of interest
- Technical proposal including timeline and budget
- Curriculum vitae of evaluator and assistant (s) or organizational profile with CV of lead consultant and assistant (s), and list of previous similar experience .