

Terms of Reference

End-line Study and Final Evaluation of the DGD 22-26 Programme

1. About Plan International

Plan International is an independent development and humanitarian organisation that advances children's rights and equality for girls. We believe in the power and potential of every child, but this is often suppressed by poverty, violence, exclusion and discrimination, and its girls who are most affected. Working together with children, young people, our supporters and partners, we strive for a just world, tackling the root causes of the challenges facing girls and all vulnerable children. We support children's rights from birth until they reach adulthood, and we enable children to prepare for – and respond to – crises and adversity. We drive changes in practice and policy at local, national and global levels using our reach, experience and knowledge. We have been building powerful partnerships for children for over 85 years and are now active in more than 75 countries. Read more about Plan International's Global Strategy: **All Girls Standing Strong** at <https://plan-international.org/strategy>.

In Vietnam, Plan International has been established since 1993. To date, we are working to improve the lives of more than 200,000 children, their families and communities in over 41 communes in 5 provinces across the country. Working in partnership with local people, organisations and government bodies at all levels is our core approach to build a better future for children in Vietnam. By 2027, we aim to support 2 million girls in Vietnam to learn, lead, make informed decisions, and thrive, through strengthened inclusive social services, enhanced disaster and climate resilience, and increased economic empowerment.

2. Project Background

The impact sought by Plan International is a society in which the rights of children, adolescents and young people are fully realized while respecting gender equality. To achieve this, Plan International aims to ensure the economic and social empowerment of adolescents and young people, especially adolescents and young women.

The “DGD 22-26 Programme”, named after its main donor, the Belgian Directorate-General for Development Cooperation and Humanitarian Aid (DGD), aims to contribute towards the economic and social empowerment of adolescents and young people, especially adolescent girls and young women. The DGD 22-26 programme started in 2022 and will run until 2026. It is implemented in 8 countries (Belgium, Benin, Bolivia, Ecuador, Niger, Senegal, Tanzania and Vietnam) by the Plan International Country Offices and includes over 14 local partners and networks.

The DGD 22-26 programme supports the empowerment of adolescents and young people through different paths of change: (i) access to educational opportunities and

continuation of their education; (ii) access to sustainable economic opportunities; (iii) protection from all forms of violence; and (iv) participation in decisions and issues that concern them and their involvement in initiatives for gender equality.

These main paths of change go through 3 transversal approaches: (i) active participation of adolescents and young people as actors of change; (ii) contribution to changing gender social norms; and (iii) support from parents, communities, and political actors. The involvement and commitment of key partners and stakeholders in the private sector, education, and protection is essential to achieve these different changes. These paths of change are pictured in programme's theory of change available in annex.

In Viet Nam, with support from DGD and Plan International Belgium (PIB), Plan International Vietnam (PIV) is working with partners to implement the 5-year programme in Quang Tri (2022 – 2026) and Lai Chau province (2024-2026), namely DGD program 2022 - 2026, with the total budget of about 1.8 million euro. Currently, its key partners are Quang Tri and Lai Chau Women's Union.

The outcome of the entire programme (both in Quang Tri and Lai Chau) is for adolescent and young people, especially ethnic minority adolescent girls and young women (11-24), to be economically and socially empowered to learn and thrive in a protective environment and live free from violence including in school and professional environment.

To achieve this outcome, the programme relies on four (4) outcomes:

- i. Ethnic minority adolescent girls and boys age 11 to 18 benefit from an enabling educational environment and are empowered to make positive choices in a gender equal and protective school environment.
- ii. Ethnic minority young people, especially young women aged 18-24 have agency to pursue decent work opportunities of their choosing, whether wage employment or self-employed.
- iii. Ethnic minority adolescent girls and young women aged 11 to 18 thrive in an enabling and protective environment and live free from violence, at home and in their communities.
- iv. Capacities of partner organizations are strengthened and collaboration with Rikolto and VVOB is put in place

(See detail about project information in the Project Brief note attached.)

3. Evaluation Focus

3.1 Purpose of the Evaluation

This evaluation focuses on two purposes: Accountability and Learning. As the DGD 22-26 Programme is reaching the end of its implementation phase, it is PI's responsibility to carry out the necessary measurements and consultation and **report fairly, timely and accurately on performance to all relevant stakeholders**, including the people we work with, our funders, and our partner and project teams.

In addition, this evaluation will be designed to be a participatory **learning** process. The evaluators will be asked to assess with a gender (transformative) lens and a human rights-based approach how Plan International and its partners can learn from the programme methodologies, approaches and mechanisms as means employed to reach the expected outcomes and what can be strengthened in future interventions.

It will be requested from the evaluators to evaluate **both process and outcomes**. PI believes the two are complementary. The evaluation’s goal is to identify challenges in implementation (i.e. in the process) where outcome haven’t been achieved and to generate useful learning about what worked well during. It will be possible to define with the programme and MERL teams which processes and outcomes should be given priority in this assessment.

This evaluation includes the **measurement of all programme’s indicators** as well as the **assessment of the programme according to the OECD-DAC criteria**. The evaluators will be requested to:

1. Collect and analyse data to measure the programme’s indicators towards the end of the activities, consider the baseline, target and actual values of these indicators, and explore why some of the targets have not been reached or have been exceeded through the triangulation of different data sources, analysis of changes in the context, and consultation with key stakeholders;
2. Collect and analyse data to answer the evaluation questions under the different OECD-DAC criteria and related to one or more of the programme’s Areas of Global Distinctiveness (AoGD) and to describe the progress status of the corresponding result;
3. Draw lessons learned, suggest key strategies, and list recommendations to inform Plan International’s future interventions.

3.2 Evaluation Criteria and Questions

Evaluation Criteria	Key Evaluation Questions
Relevance	<ul style="list-style-type: none"> - <i>How aligned was the intervention with the needs of adolescent girls and young women?</i> - <i>How relevant are the project’s interventions, approaches aligned with priorities of government agencies and organizations?</i>
Coherence	<ul style="list-style-type: none"> - <i>To what extent are Plan International’s activities complementing those of other actors (i.e. government and/or partners), instead of duplicating efforts?</i> - <i>How aligned is the project with PIV’s strategy plan?</i>

Effectiveness	<ul style="list-style-type: none"> - <i>To what extent are adolescents and youth who have been trained through the programme more likely to find a job/create their income generating activity?</i> - <i>To what extent have their economic security and prospects effectively improved?</i> - <i>What are the ingredients of success?</i> <ul style="list-style-type: none"> • <i>Which groups or profiles are falling behind?</i> • <i>Which elements of the intervention have been most effective during this phase?</i> • <i>Which interventions should be adapted or improved for future implementation?</i> • <i>Which planned outcomes, outputs, or interventions from the project proposal were not achieved?</i>
Efficiency	<ul style="list-style-type: none"> - <i>To what extent has the collaboration with teachers, schools, ministry of Education been efficient?</i> - <i>In what ways such collaboration can be made more efficient?</i>
Impact	<ul style="list-style-type: none"> - <i>To what extent the adolescents and youth who participated in the programme feel empowered socially and economically?</i> - <i>What are key indicators (beyond programme indicators) demonstrating this empowerment?</i> - <i>Across the different groups, what are the areas in which empowerment is stronger/weaker?</i> - <i>Which aspects of the programme have most contributed to this empowerment?</i> - <i>How has the project contributed to changes in programs, policies, and law enforcement related to Protection from Violence and SOYEE at different levels?</i>
Sustainability	<ul style="list-style-type: none"> - <i>What are the most successful factors in strengthening sustainability in Community Based Child Protection and/or government led CP structures and mechanisms?</i> <ul style="list-style-type: none"> • <i>To what extent is the strengthening of partner organizations in this programme a key sustainability factor?</i>
Child Rights, Gender and Inclusion	<ul style="list-style-type: none"> - <i>To what extent is there evidence of change in e.g. gender norms, the enabling environment for gender equality, or the agency, condition and position of girls and women?</i> - <i>In what ways has the project addressed the diverse needs on GVB prevention and response and on economic empowerment of adolescents and youth disaggregated by gender, age, ethnicity, and disability?</i>

3.3 Child rights, gender and inclusion

In line with Plan International's values and organisational ambition, all evaluations prioritise a focus on child rights, gender and inclusion and try to understand the extent

to which the project or programme applied gender and inclusion sensitive approaches, explicitly aimed for results that improve the rights of children and young people and gender equality and were successful in making progress in terms of gender transformative change.

In the framework of this evaluation, the evaluators will design the evaluation questions, evaluation tools and analytical framework to explore the changes that took place with **an age and gender lens** and **a gender-transformative lens**. They will seek to understand if the documented changes vary according across age and gender groups and whether they address the root causes of gender inequality.

The evaluation should include the voices of the **marginalized groups**. Based on each context and its constraints, the inclusion criteria will be assessed and prioritized. Marginalized groups – or organizations that can act as gatekeepers - should be involved to some extent in the preparation of the data collection to enhance their capacity to participate. During the tools' development, attention will be paid to inclusive questions, universally accepted language and the do no harm principle. In addition, sufficient samples sizes should be ensured to be able to include some marginalised groups.

4. Users of the Evaluation

The evaluation results are most important for Plan Vietnam and for PI Belgium. The findings of the evaluation will help us improve programme quality, further develop our way of working together with children, adolescents and youth, and identify optimal collaborative approaches with the key stakeholders.

The evaluation results will be co-constructed and/or shared with the programme's stakeholders, especially the partner organizations and networks, Plan International Global Hub, other interested PI COs/NOs, and other relevant actors at country/regional level.

They will also be shared with the main donor, the Directorate-General for Development Cooperation and Humanitarian Aid (DGD) (the Belgian Development Cooperation), as this evaluation is part of the contractual reporting to the donor. The main findings and recommendations will also be shared with Belgian NGOs and corresponding networks.

The DGD 22-26 Programme has a strong commitment to local ownership and locally led development approaches, whereas the process and end-results of this evaluation should follow the same principles. The audience and those who will be affected by the results of this evaluation are the children, youth, and communities we work with and for.

5. Evaluation Design

5.1 Overall Evaluation Approach

This evaluation will focus on **contribution**. That is the aim is for PI to document **what changes**, in knowledge, skills, relationships, behaviour, practices, performance and/or policies, we have seen in the target group(s), i.e. assessing the extent of progress in the outcomes that the project intended to achieve, as well as the extent to which we can demonstrate **the role PI has played into these changes**.

This evaluation will bring in **multiple different approaches and methodologies**. The different theory-based approaches to evaluation will be discussed with the selected evaluators who will be expected to suggest a strong, well-suited and well-reasoned evaluation design.

5.2 Methods for Data Collection and Analysis

This evaluation will use **a mixed methods approach**. It is expected that the evaluator(s) will develop a detailed methodology for data collection, data management and analysis in their proposal. This methodology should include the measurement of the programme's indicators duly respecting the indicators' specifications and existing tools and be in direct response to the Evaluation Questions. This methodology will be further unpacked in the Inception Report by the evaluator once the evaluation is underway. The methods proposed will:

- Allow **triangulation of information** for all evaluation questions (different types of data, different types of respondents).
- Align with Plan International's **MERL Standards** and use tools for data collection that are **child friendly, and age appropriate**.

The evaluators will **receive from PI a set of tools** to measure the indicators and **develop a set of tools** to assess the intervention and answer the evaluation questions. The **data collection** will take place **in two phases**: first, the measurement of indicators, secondly, the assessment of the project. This two-phased approach creates some additional work and resources needed that should be considered in the candidates' offer. It is however the only way to ensure this evaluation can gather the necessary data to explain the unmet or exceeded targets.

There will need to be at least **one separate tool for each different target group with clear instructions on how the participants will be selected** (inclusion/exclusion criteria). Each tool will be available in EN, FR or EN, and translated in the local language. The training of the enumerators will include a session in which the meaning and translation of each question is discussed to ensure understanding is common to all. Each tool will be recorded on an online data collection platform and the data collected will be protected. Each tool will be tested with a small sample of participants and - if changes are made after the test - the final version of the tool validated by PI.

Rem.: In his/her offer, the applicants are expected to develop and describe their approach to data quality control.

5.3 Participant selection and recruitment

This evaluation should ensure the meaningful participation of representatives of as many programme stakeholders as relevant and possible. Representatives from key stakeholders and target groups should be given the opportunity to provide feedback on the project to the evaluator(s). Please consider:

- Children aged 11-18 in project's schools,
- Youth in project's communes (18-24 years old),
- Parents/caregivers who are both project participants in their role as duty and/or parents who have children participating in project activities,
- School Management Board, key teachers, representatives of authorities from project communes, districts and provinces,
- Representatives from project implementation board.

Participant selection should be considered separately for the indicators' measurement and the assessment of the programme according to the evaluation criteria and questions.

- The indicators' specifications clearly lay out who should be consulted – and the evaluators will be responsible to verify their good understanding with the programme team and/or M&E staff involved;
- The evaluators will identify the stakeholders and target groups they want to involve ensuring they get the information they need to answer the Evaluation Questions. They will discuss the selection criteria with PI and communicate on them clearly with the enumerators.

The recruitment of participants will be led by the evaluators and facilitated and supervised by PI.

5.4 Participation of adolescents and youth

The DGD 22-26 programme focusses on adolescents and youths, especially adolescent girls and young women. Their voices, views, and concerns should be listened to and considered. Therefore, extra efforts will be required from the consultant(s) to make them participate in the evaluation process.

Their participation will have to be considered throughout all phases of the evaluation: planning and design; gathering and analysing the data; identifying the evaluation findings, conclusions, and recommendations; disseminating results. However, the same level of participation will not be expected at each phase (participation at planning and design phase, for example, will be kept to a minimum), nor for all evaluation questions. It will indeed be essential to consider the specific profile of the targeted adolescent and youth, their needs, their abilities, as well as the specific risks they might face when taking part in M&E activities.

The tools and methods used to make this evaluation a participatory one will be further discussed with the commissioning organization and the COs staff based on the budget available.

5.5 Sampling Approach

The data sources for this evaluation will be a mix of primary and secondary data collection. The choices made regarding the sample size and composition and the sampling strategy should be justified and documented in the inception report.

In developing their sampling approach, the evaluators will consider:

- The total number of participants in the programme and under each result as well as the selection criteria;
- The samples used at baseline and midline as well as the lessons learned from previous measurement;
- the requirement to disaggregate the indicators' value by gender, age group and other relevant criterium.

6. Ethics and Safeguarding

Plan International is committed to ensuring that the rights of those participating in data collection or analysis are respected and protected, in accordance with the [Ethical MERL Framework](#) and [Child and Youth Safeguarding Policy](#). All applicants should include details in their proposal on how they will ensure ethics and child protection in the data collection process. Specifically, the consultant(s) shall explain how appropriate, safe, non-discriminatory participation of all stakeholders will be ensured and how special attention will be paid to the needs of children and other vulnerable groups. The consultant(s) shall also explain how confidentiality and anonymity of participants will be guaranteed.

Concretely:

- the consulting team and all enumerators will need to complete successfully the Safeguarding training, either in person or online;
- the consulting team will need to collaborate with PI MERL team to complete the necessary applications to the Ethical Review bodies;
- the consulting team will need to collaborate with PI staff to fill in the Safeguarding risk analysis and will be required to implement the identified mitigation measures;
- the consulting team will need to explain how they proceeded to consider the participants' wellbeing and safeguarding throughout the evaluation;

the consulting team will need to pay a close attention to the protection of personal data across the process, starting with an analysis of the type of data collected, the risks associated and the mitigation measures to implement.

As a child-rights organisation, Plan International believes that involving children and young people in Monitoring and Evaluation exercises is important. By listening to children and young people's voices and views on issues that affect them, we can better understand their lived realities and can better evaluate and adapt our programmes. However, there are specific risks when involving children and young people in

Monitoring and Evaluation initiatives. Their participation can expose them to risks of various forms of violence, abuse, and exploitation before, during and after their engagement.

The participation of children and young people in Monitoring and Evaluation demands careful consideration of - and establishing robust measures to address – safeguarding.

Here are Plan International’s Safeguarding principles:

- Respecting and protecting well-being, dignity rights and safety.
- Ensure voluntary, informed participation.
- Ensure confidentiality and anonymity.
- Ensure duty of care and report and respond to safeguarding concerns (disclosure protocol)
- Ensure data collectors/translators/consultants have experience and knowledge about working with children, adolescents, and youth (safeguarding and code of conduct training, communicating with children, adolescent friendly discussion techniques, etc).

7. Key Deliverables

Deliverable	Format	Length	Due	Additional detail
<i>Inception Report (in English)</i>		<i>20-25 pages (without annexes)</i>		<i>In Vietnamese and English</i>
<i>Draft Evaluation Report (in English) – Measurement of the Indicators only</i>	<i>.docx</i>	<i>25-30 pages (without annexes)</i>		<i>In Vietnamese and English</i>
<i>Cleaned data (including calculation of each indicator) – Measurement of the indicators only</i>		<i>N/A</i>		<i>In Vietnamese</i>
<i>Draft Evaluation Report – Full report (in English)</i>	<i>.docx</i>	<i>40-45 pages (without annexes)</i>		<i>In Vietnamese and English</i>
<i>Final Evaluation Report (including Executive Summary)</i>	<i>.docx</i>	<i>45-50 pages (without annexes)</i>		<i>In Vietnamese and English</i>
<i>Final Data Collection Tools</i>	<i>.docx</i>	<i>N/A</i>		<i>In Vietnamese and English</i>
<i>Raw data (notes taken during FGDs, recordings of interviews, data collected through online tools, community meeting minutes...) – All data</i>	<i>.docx</i>	<i>N/A</i>		<i>In Vietnamese</i>
<i>Cleaned and Well-organized files</i>	<i>.docx</i>	<i>N/A</i>		<i>In Vietnamese</i>

<i>containing the Data (including transcripts) – All data</i>			
<i>Completed Consent and Assent Forms</i>	<i>.docx</i>	<i>N/A</i>	
<i>Documents and tools related to the training and supervision of the enumerators</i>	<i>.docx</i>	<i>N/A</i>	
<i>Presentation(s) of the findings</i>	<i>.ppt</i>	<i>25 slides maximum</i>	<i>In Vietnamese and English</i>
<i>Dissemination Products (if applicable)</i>	<i>.docx/ .ppt</i>	<i>3 x 10 pages (for 3 different target groups)</i>	

Rem.: The consulting team will receive a report template, that is a list of sections that must appear in the report. This will include introduction, methodology, ethics and safeguarding, limits of the study, etc.

8. Timeline

Activity	Time	Estimated Days of Work	Responsible	Individuals Involved
<i>Tendering</i>	<i>Apr – May 26</i>		<i>PIV</i>	<i>Thu, Trung, Huyen procurement</i>
<i>Background Checks and Contracting</i>	<i>W1 and 2 of June 26</i>		<i>PIV</i>	<i>Thu, Trung, Hien, Lan</i>
<i>Inception Call/ Inception Workshop</i>	<i>W1 and 2 of June 26</i>		<i>PIV, BNO</i>	<i>Thu, Trung, Hien, Lan, Eugenie, Geraldine</i>
<i>Submission of draft Inception Report, including data collection tools</i>	<i>W3 and 4 of June 26</i>		<i>Consultant</i>	
<i>Final Inception Report</i>	<i>W4 of June 26</i>		<i>Consultant</i>	<i>Thu, Trung, Hien, GI TL, Eugenie, Geraldine</i>
<i>Ethics Approval</i>	<i>W1- 4 of July 26</i>		<i>Consultant, PIV</i>	<i>Thu, Trung</i>
<i>Preparations for Data Collection</i>	<i>W1 – 4 of Aug 26</i>		<i>Consultant, PIV</i>	<i>Thu, Trung, PO at PU</i>
<i>a) Set up and logistics</i>				
<i>b) Tool translation</i>				

<i>c) Field piloting</i>			
<i>d) Tools finalisation</i>			
<i>e) Enumerator training</i>			
<i>Data Collection</i>	<i>W2 – 4 of Sept 26</i>	<i>Consultant, PIV</i>	<i>Thu, Trung, PO at PU</i>
<i>Data Entry and Cleaning</i>	<i>W4 of Sept and W1 of Oct</i>	<i>Consultant</i>	
<i>Data Analysis</i>	<i>W1 – 2 of Oct</i>	<i>Consultant</i>	
<i>Presentation of the Indicators' measurement & feedback incorporation</i>	<i>W3 of Oct</i>	<i>Consultant, PIV, BNO</i>	<i>Thu, Trung, Hien, Eugenie, Geraldine</i>
<i>Adjustment of the qualitative data collection tools after and based on the measurement of the indicators</i>	<i>W3 of Oct</i>	<i>Consultant, PIV, BNO</i>	<i>Thu, Trung, Eugenie, Geraldine</i>
<i>Validation of findings with key stakeholders and respondents & feedback incorporation</i>	<i>W4 of Oct</i>	<i>Consultant, PIV, BNO</i>	<i>Thu, Trung, Hien, PO and PPM at PU, Eugenie, Geraldine</i>
<i>Submission of Draft Report</i>	<i>W3 of Nov</i>	<i>Consultant</i>	
<i>Submission of Final Report</i>	<i>W2 of Dec</i>	<i>Consultant</i>	
<i>Submission of Other Deliverables (e.g. any Communication Products, Datasets etc)</i>	<i>W2 of Dec</i>	<i>Consultant</i>	

9. Budget

The consultant is required to propose the detailed budget (including VAT applicable for Company/Business or PIT applicable for individuals) for the consultancy together with the proposal and submit to Plan Vietnam for review and approval. The budget should include the number of days and daily rate for the lead consultant(s) and in-country research team members. Total budget for consultant should not exceed 10,000 EUR.

Milestone	Amount to be Paid (%)	Expected Timeframe
Inception Report and data collection tools	30	Aug 26
After restitution of preliminary findings	30	Oct 26
Final Report and other deliverables	40	Dec 26

10. Expected Qualifications

We expect the consultancy team to include at least one evaluator leading the full evaluation process, supervising the evaluation team and taking ownership of the products. We also expect the consultancy team to include members with expertise in qualitative data collection and analysis and in quantitative data collection and analysis as well as male and female evaluators.

The lead consultant will have:

- *University diploma (5+) in Social sciences, Economics or Statistics;*
- *Minimum of 10 years' experience as an evaluator;*
- *Profound knowledge of gender and gender transformative programming;*
- *Proven record in data collection with adolescents and young people;*
- *Proven record in evaluation of Protection from Violence and SOYEE projects;*
- *Proven record in qualitative and quantitative evaluation techniques and reporting;*
- *Very good organizational and communication skills;*
- *Proficiency in the language(s) spoken in the country/subregion;*
- *Profound knowledge of the national political and socio-economic landscape (incl. stakeholders);*
- *Experience or interest in the use of participatory evaluation approaches.*

Given the importance of quantitative data collection, analysis and reporting, as well as the complex nature of some of the indicators' specifications, the consulting team hired should include at least one member with strong quantitative data analysis skills and mastering of data analysis software.

Given some of the questions are sensitive and girls are at the heart of the programme, enumerators hired are:

- well trained (2 days training to include),
 - experienced in dealing with protection-related questions,
- experienced in consulting with CAY,

- both women and men.

11.Contact and application

Interested applicants should provide a proposal covering the following aspects:

- *Detailed response to the TOR*
- *Proposed methodology*
- *Ethics and child safeguarding approaches, including any identified risks and associated mitigation strategies*
- *Proposed timelines*
- *CVs*
- *Example of previous work*
- *Detailed budget, including daily fee rates, expenses, taxes etc.*

Please submit the proposal package (and including support documents as outlined) in English via email to: van.phamthihong@plan-international.org

Applications who do not submit the above requirement will not be selected

The deadline for submitting the proposal package will be **no later than 23:59' on 15th April 2026.**

12. Annexes



Annex 1: [Checklist for Completeness and Quality](#)

Annex 2: [Global Policy: Safeguarding. Say Yes! To Keeping Children and Programme Participants Safe and Protected](#)

Annex 3: [Ethical MERL Framework](#)

Annex 4: [Programme's Theory of Change](#)

Annex 5: [Log Frame](#)

Annex 6: [Glossary](#)

Annex 6: Glossary

Plan International Glossary

Disability: The term "persons with disabilities" is used to apply to all persons with disabilities including those who have long-term physical, mental, intellectual or sensory impairments that, in interaction with various attitudinal, environmental and institutional barriers, hinder the full realisation of their rights as well as their full and effective.

Empowerment is a strategy to increase girls', boys' and young people's agency over their own lives, and their capacity to influence the relationships and social and political conditions that affect them. Lack of power is one of the main barriers that prevent particularly girls and young women from realising their rights. This can be overcome by a holistic and sustainable strategy of empowerment, involving girls, boys, and young people in changing gender norms to the benefit of all. Gender-based empowerment focuses on promoting simultaneous change in norms, attitudes and behaviours; social and economic resources and safety nets; as well as policy frameworks and budgets. It is a core strategy of any effective work promoting gender equality and inclusion. While empowering girls and young women is key if promoting their rights, it is also essential to engage boys and young men as partners and co-beneficiaries in the realisation of gender equality. Gender norms and stereotypes often privilege boys and young men; however, their behaviours and decision-making are also constrained and shaped by rigid social and cultural expectations. Men and boys can play an important role in overcoming gender inequality and discrimination both as power holders and as beneficiaries of change.

Gender reflects the norms, expectations and beliefs about the roles, relations and values associated with different genders, including female and male, in a specific society. Gender plays a significant role in defining relationships and power dynamics between and among people, and in shaping people's barriers and opportunities. In most societies there is a binary understanding of gender (with just two options - 'female' and 'male, or 'feminine' and 'masculine'). This does not accurately reflect people's diverse identities and tends to make invisible some of the specific forms of exclusion faced by LGBTIQ+ people.

Gender-based violence is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e., gender) differences between male and females. It includes acts that inflict physical, sexual, or mental harm or suffering, threats of such acts, coercion and other deprivations of liberty. These acts can occur in public or in private. The term "GBV" is most used to underscore how systemic inequality between males and females, which exists in every society in the world, acts as a unifying and foundational characteristic of most forms of violence perpetrated against women and girls. The term "gender-based violence" also includes sexual violence committed with the explicit purpose of reinforcing gender inequitable norms of masculinity and femininity.

Gender equality means that all persons, regardless of their gender enjoy the same status in society; have the same entitlements to all human rights; enjoy the same level of respect in the community; can take advantage of the same opportunities to make choices about their lives; and have the same amount of power to shape the outcomes of these choices. Gender equality does not mean that women and men, or girls and boys are the same. Women and men, girls and boys, and individuals with other gender identities have different but related needs and priorities, face different constraints, and enjoy different opportunities. Their relative positions in society are based on standards that, while not fixed, tend to advantage men and boys and disadvantage women and girls. Consequently, they are affected in different ways by policies and programmes. A gender equality approach is about understanding these relative

differences and intersecting identities, appreciating that they are not rigid and can be changed. It is important to keep these differences and intersecting identities in mind when designing strategies, policies, programmes and services. Ultimately, promoting gender equality means transforming the power relations between women and men, girls and being fair to produce equal and measurable outcomes.

Gender Transformative Approach refers to Plan International's commitment to contribute to gender equality and inclusion by explicitly tackling the root causes of gender inequality, particularly unequal gender power relations, discriminatory social norms, and legislation, in all our work.

In all their diversity: The term “in all their diversity” is used throughout the Gender Transformative Marker. Diversity acknowledges that everyone is unique. It means recognising, accepting, celebrating, and finding strength in individual differences such as gender, age, nationality, race, ethnicity, ability, sexual orientation, socio-economic status, religious beliefs, political beliefs, or other ideologies.

Inclusion is about bringing people into a process in a meaningful manner. It is the process of improving the terms for individuals and groups to take part in society and to fully enjoy their rights. It requires addressing the root causes of exclusion and understanding how intertwined the roots of different forms of exclusion are. Inclusion involves improving the opportunities available to girls, boys, youth, in particular those who are vulnerable and excluded, including children with disabilities, who are excluded based on the social groups they identify with or are associated with, as well as respecting their dignity.

Sexual and gender-based violence refers to any act that is perpetrated against a person's will and is based on gender norms and unequal power relationships. It encompasses threats of violence and coercion. It can be physical, emotional, psychological, or sexual in nature, and can take the form of a denial of resources or access to services. It inflicts harm on women, girls, men and boys.

Social norms: Norms are shared beliefs about what is typical and appropriate behaviour in a group of people, including women, girls, men, and boys. Around the world, social norms on gender shape the unequal status of women and girls and the expectations of their role in society.