TERMS OF REFERENCE

Final Evaluation

Project "Sports Spaces for Mental Health" for the period from 2025 to 2027

Location: Lai Chau and Tuyen Quang provinces
Duration: Nov 2026 – Jan 2027

1. About Plan International Vietnam (PIV)

Plan International is an independent development and humanitarian organization that advances children's rights and equality for girls. We believe in the power and potential of every child but know this is often suppressed by poverty, violence, exclusion, and discrimination. And it is girls who are most affected. Working together with children, young people, supporters, and partners, we strive for a just world, tackling the root causes of the challenges girls and vulnerable children face. 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. For over 85 years, we have rallied other determined optimists to transform the lives of all children in more than 80 countries. We won't stop until we are all equal.

Plan International has been working in northern and central Vietnam since 1993. Our work supports marginalised children and youth, especially adolescent girls, to start life and grow up physically and mentally healthy and as adolescents so they are leading the way to shape their own future. We believe girls have the power to change the world. Our ambition is to work alongside them and together take action so that 2 million girls in Vietnam can learn, lead, decide and thrive by 2027.

2. Project Background and Objectives

2.1 Rationale of project

Plan International Vietnam (PIV)'s Sport Spaces Model (SSM) uses team sports to engage parents to reduce violence and conflict, strengthen family functioning and improve youth mental health among ethnic minority youth aged 11-15 years and their parents in two Northern mountainous provinces, Lai Chau and Tuyen Quang. Unlike standard sports-based interventions that focus solely on youth, SSM engages youth and their parents, first as separate groups in Sports Club sessions, then together, through school and community sports events, to practice learned skills on mental health literacy, positive discipline, parenting skills and strengthen parent-child relationships. The initiative is co-led by students, teachers, and the Youth Union, with strategic support from the Departments of Education and Training (DoET) in each participating province, aiming for long-term sustainability and integration into national school health programs.

2.2 The overall goal of project:

Through the operation of an equitable, safe, and inclusive sports space, the project aims to enhance physical health, social connection, and the relationship between children, teachers, and parents in preventing factors that directly impact children's mental and physical health.

2.3 Project's Outcomes:

The project aims to achieve the following objectives:

1) Adapt SSM: Building on positive pilot outcomes (improved student-parent connectedness, reduced gender-based violence, and increased youth confidence), Grand Challenges Canada (GCC) funding will enhance SSM with family functioning strategies and mental health content tailored for ethnic minority communities. U18 Parenting Clubs at the commune level will be integrated to boost parenting knowledge, mental health literacy, and promote positive parenting practices.
2) Strengthen evidence generation: GCC funding will support the implementation of the adapted SSM in two provinces with predominantly ethnic minority populations. Standardized evaluation tools will measure family connectedness and youth mental health

outcomes, such as self-esteem and wellbeing, to generate credible evidence for policy advocacy and future scaling.

3) Test scaling and sustainability pathways through existing structures and local actors: With GCC's support, Plan International Vietnam will explore long-term scaling by strengthening national partnerships with the Ministry of Education and Training (MoET) and their line agencies at provinces and the Youth Union. SSM will be aligned with partner priorities on youth mental health, encouraging ownership in adaptation, replication, and coordination at schools and communes to support future integration into national frameworks.

2.4 Project implementation period: 01/10/2025 - 31/01/2027.

2.5 Project target groups:

This final evaluation will cover representations of project stakeholders, policy makers, government authorities, teachers, community members, women and men, children and adolescents in Lai Chau and Tuyen Quang provinces, including:

- 6,000 Adolescents aged 11-15, particularly girls and vulnerable groups (representation of different ethnic groups, people with disabilities…);
- 5,700 Parents/ caregivers who are both project participants in their role as duty bearers;
- 280 Education authorities, school managers and teachers/ physical education teachers will work as the primary duty bearers as they are working with students;
- 150 members of Youth Union and local authorities.

2.6 Geographical area for interventions:

- 3 communes: Khong Lao, Sin Suoi Ho, Dao San in Lai Chau province
- 3 communes: Yen Minh, Meo Vac, Khau Vai in Tuyen Quang province

2.7 Donors: This project is supported by Being – an international mental health initiative hosted by Grand Challenges Canada and funded in part by the Government of Canada, Fondation Botnar, and The UK's Department of Health and Social Care using UK aid through the National Institute for Health and Care Research (NIHR) and Plan International Canada.

3. Purpose of the Final Evaluation

3.1 Purpose

The final evaluation is conducted for two purposes: (1) To measure the indicators given in Appendix 1 at the endline against baseline, based on the M&E Framework (Quantitative Assessment); (2) To evaluate the project based on the OECD DAC Criteria and evaluation questions (Qualitative Assessment).

3.2 Scope of work

a. Collect, analyze data, and compare endline results with results from the baseline survey to determine the extent to which project objectives were achieved.

b. Criteria for qualitative assessment:

Based on the data collection from the quantitative assessment, we expect the consultants to address the results of the project, and evaluate the intervention against the child rights, gender and inclusion, and OECD DAC criteria as follow:

Child rights, gender and inclusion:

The extent to which the project or program applied gender and inclusion sensitive approaches and explicitly aimed for results that improve the rights of children and young people and gender equality

- How does the project contribute to gender equality and inclusion?
- How the project meets with the six elements of the gender transformative marker?

The OECD DAC criteria:

	Key questions
1. Relevance The extent to which the interventions and their approaches were suited to the priorities and policies of the people and communities they were intended to benefit.	• To what extent are the project interventions and the SSM approach relevant to the needs and priorities of girls, boys, parents/caregivers and ethnic minority communities? • To what extent are the project interventions aligned with the priorities of DoET, Youth Union and other relevant stakeholders? • How relevant is the project to national and provincial priorities on children's mental health and school health promotion?
2. Coherence The compatibility of the project results with other policies and strategies	• How coherent is the project with PIV's strategy and approaches? • How coherent is the project with the national and provincial policies and programmes related to mental health, education and child wellbeing?
3. Effectiveness The extent to which, and the reasons behind, the achievement (or not) of the project's objectives, and whether these are leading to unintended (positive or negative) consequences for anybody involved or affected by the interventions.	• To what extent were the intended outputs, outcomes and goal achieved? • Which interventions and approaches contributed most to the observed changes among girls and boys, parents/ caregivers and project participants? • What internal and external factors facilitated or constrained the achievement of the project results? • Were there any unintended positive or negative effects resulting from the project?
4. Efficiency The extent to which financial resources were used economically and efficiently, potentially including cost-benefit ratios and alternative programming approaches	• To what extent were the project resources used efficiently and cost-effectively to achieve intended results?
5. Impact To assess the project's contribution to observed positive and negative, intended and unintended long-term changes among project participants and relevant systems.	• To what extent has the project contributed to observed changes in mental health awareness, family connectedness, self-esteem and wellbeing among project participants? • What evidence is available regarding broader institutional, policy or social changes influenced by the project? • Which project practices or approaches show potential for replication, adaptation or wider uptake?
6. Sustainability The probability of continued long-term benefits to the target populations after the project or program has been completed. This might include the resource and capacity of partners or beneficiaries to continue the intervention after phase out.	• To what extent have local stakeholders (DoET, schools, Youth Union and local authorities) demonstrated ownership and commitment to continue or expand the Sport Spaces Model after project completion? • What institutional, capacity, financing and partnership conditions are required to sustain and potentially scale the SSM through existing education and community structures?

	• What are the key lessons learned and strategies of the project for the future highlighted from the evaluation? • Are there any promising practices? If yes, what are they and how can these promising practices be replicated?

4. Users of the Final evaluation

The intended users of this data are the Donors, Plan International Canada, Plan International Viet Nam, project stakeholders (DOET, Youth Union), and relevant partners.

Dissemination of findings:

Findings of the final evaluation will be shared among the project managers and team members for learning and improvement purposes. The report will also be disseminated to donors, the project stakeholders and project participants in order to get their feedback/comments. Dissemination activities will be logistically organized by PIV through project's workshop among project partners, stakeholders and project participants. The consultants will be invited to participate and present their findings and recommendations.

5. Methodology

It is expected that the consultant(s) will develop a detailed methodology for data collection, data management and analysis in their proposal. This methodology should be in direct response to the project indicators and evaluation questions under the OECD DAC criteria, taking into account the project context. The final evaluation report should include an intersectional analysis of findings, particularly in relation to gender, age, ethnicity, and disability, and present data disaggregated accordingly to capture differential outcomes and inform future programming.

Consultants should explain how the proposed sampling approach will support disaggregation and intersectional analysis by sex, age, ethnicity and disability, and clearly identify any limitations where subgroup sample sizes are insufficient for analysis. In addition, the endline design and sampling approach should ensure reasonable comparability with the baseline study to enable meaningful assessment of changes over time. Where deviations from the baseline methodology are necessary, consultants should clearly justify such deviations and discuss their implications for comparability of findings.

This methodology will be further elaborated in the Inception Report by the consultant(s) once the final evaluation is underway.

5.1 Methods for Data Collection and Analysis

The project proposes to use both quantitative and qualitative data collection methodologies to evaluate the success of the interventions. The selected consultants will be responsible for describing the overall evaluation design, developing tools, data sources to be used (including sampling), methodology and data collection tools that are best suited to the assignment and local context. The methodology must include clear data validation steps to ensure the accuracy and reliability of all collected endline data. The consultant(s) should employ data triangulation, utilizing multiple independent sources (e.g., surveys, focus groups, and secondary data) to cross-verify findings and enhance the credibility of the final report.

The consultants/ experts are recommended to use multiple data collecting methods, such as:

- Desk review (external literature, key project documents): review the relevant documents, including the project proposal, resources and results framework, monitoring data (esp. baseline and quarterly surveys conducted in May and September), documentation, reports, and other relevant researches.
- Direct observation
- Questionnaires
- Focus group discussions
- Key informant interviews

5.2 The key assignment stages and deliverables are as follows:

Stage 1: Desk review and Designing period:

- Review all project documents (project proposal and revisions, progress reports, baseline report, 2 quarterly surveys, etc.) to catch up with current situations and project progress
- Proposal of the final evaluation (inception report)
- Revise/adapt the available tools (developed during the project baseline) for the final evaluation data collection (please refer to Appendix 2)
- Propose a detailed timeline for conducting research activities including data collection in the field.
- Develop 3 consent forms for 3 groups of children, their parent/ caregivers, and adults, basing on PIV's consent forms for the baseline survey.
- Pilot developed tools
- Prepare application for ethical review and ethics approval
- Review Gender Marker Tools
- Finalise report outline (please refer to Appendix 3)

Stage 2: Data collection period:

Sample

The consultants/ experts (team) are expected to propose an appropriate sampling methodology and size that are statistically valid and cost-effective, based on information provided by the project team to ensure that necessary information can be collected.

- All data, qualitative and quantitative collected through the study must be disaggregated by sex, disability and age.
- Both the sample size and revised tools will be discussed and agreed with PIV project team before the commencement.
- A sampling strategy should include a description of:
  - Sample size (or expectations of the consultant(s) in calculating it).
  - Necessary respondents' disaggregation, according to Plan International's Minimum Reach Disaggregation:
    - ✓ Gender (M,F)
    - ✓ Age (under 18 years, 18 years and over)
  - Number and type of locations
  - Sampling approach.
- Sample size submitted to PIV should follow table format below:

Indicator	Data collection by consultant	Data collection methods	Tool		Sample			Notes
			Existent	To be reviewed & revised by consultants	Stakeholder	Location	Minimum number	
	Yes	Questionnaires	(x) KAP Survey	x	- With men, women - With adolescent girls and boys who are members of Sport Clubs - With people with disabilities (if any)	Provinces: Tuyen Quang and Lai Chau	-Students: 385 (selected from 600 members of 12 Sports clubs) -Parents: 385 -Teachers: 233 -Local authorities: 125	Consultants will visit 2 schools in Tuyen Quang (Yen Minh, Lung Pu) and 2 schools in Lai Chau (Nam Xe, So 1 Ban Lang)
	Yes	FGDs		x	- With adolescent girls - With adolescent boys - With people with disabilities - Local government staff and facilitators of sport clubs	Provinces: Tuyen Quang and Lai Chau	-2FGDs/ school (for male and female groups) -1FGD teacher/school	Focus of data collection
	Yes	KII with partners & stakeholders		x	- Leaders of project partners and government agencies	Provinces: Tuyen Quang and Lai Chau	-1 leader/ school, -1 DOET representative, - 1 YU representative	
	Yes	Case study		x	- With parents/ caregivers (men, women) who are members of U18 Parenting Clubs - With girls/ boys who are members of Sport clubs - With people with disabilities (if any)	Provinces: Tuyen Quang and Lai Chau	4 case studies (2 per province)	

Stage 3: Report writing period:

- The first draft of report will get comments from PIV
- The second comprehensive report will be developed based on PIV's comments, and
- The final report will be made based on further comments from PIV and CNO

6. Ethics and Child Protection

PIV is committed to ensuring that the rights of those participating in data collection or analysis are respected and protected, in accordance with Ethical MERL Framework and our Global Policies on Safeguarding, Code of Conduct and Data Privacy.

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.

A risk assessment will be conducted by the project team and the consultant team before implementing the final evaluation to mitigate foreseen risks for children, youths and participants in the evaluation.

The selected consultant(s) will be requested to sign in Plan International's Global policies: Safeguarding, Code of Conduct and Data Privacy.

Level of Contact with Children:

High level: *Interaction with children in consultations is required. The consultants must comply with Plan's child protection policy and standards throughout the research process*

Note: Before implementing data collection, the consultants must get Ethics Approval by a recognized university or a national ethics committee or PLAN-Ethics Review Team..

7. Key Deliverables

List key deliverables expected from the evaluator(s) during the evaluation process are as below:

a. Inception Report in English including:
   - An updated timeline;
   - An evaluation matrix
   - Detailed methodology, including draft sampling methodology and size;
   - Draft data collection tools;
   - Ethical review and ethics approval;
   - Consent forms for primary data collection;
   - (Draft) methods for data analysis;
   - Brief justification of the methods and techniques used (including relevant underlying values and assumptions/ theories) with a justification of the selections made (e.g. Of persons interviewed).

b. Final sampling methodology (including unit of sampling and sampling frame) and size
c. Final Data Collection Tools, and set of forms which are deployed in Kobo Toolbox application (the account is provided by Plan International).
d. Cleaned Data (including data files (e.g. Excel, SPSS), transcripts of qualitative data, syntax/ code books etc.)
e. Final Evaluation Reports in both English and Vietnamese (including Executive Summary)
f. Completed indicator table including values for all project indicators, comparing values of baseline and endline periods.
g. Completed Gender Marker Tool in evaluation phase.
h. Other Communication Products for Dissemination, including presentations for findings at closing workshops.

8. Timeline and Estimated Working Days

The consultancy is estimated to be undertaken within **34** days beginning Nov 2026 and to be completed by the end of Jan 2027.

A detailed timeline will be worked out jointly with the consultants after recruitment but a preliminary timeline for the key deliverables is:

Key stages/activities	Time frame	Estimated Days of work	Responsible	Individuals Involved
TOR developed and reviewed by PIV	8/10/ 2026	N/A	PIV	M&E Team leader, PC, FO, PM
TOR submitted to CNO and finalized for consultant(s)' recruitment	9/10-3/11/ 2026	N/A	CNO, PIV	CNO team, PC, M&E Team leader
Advertisement and Consultant selection	5-16/11/ 2026	N/A	PIV's Selection board	
Revise proposal and sign contract.	17-19/11/2026	N/A	Consultants, PC	M&E Team leader, FO, Admin, PM
I. PREPARATIONS		**6 days**		
Desk review and submission of Inception Report, including methods, data collection tools, Gender marker tool, timeline, etc. as above.	19-22/11/ 2026	3 days	Consultants	PC, M&E Team leader, PM
Application for Ethics approval	23-30/11/ 2026	1 day	Consultants	PC, PM
Preparations for Data Collection (fieldwork planning, training of enumerators)	23-30/11/ 2026	2 days	Consultants, PC	M&E Team leader, PM, PC, PO
Safeguarding training provided by PIV	Before implementing data collection at field	N/A	PIV	Consultants, SG focal point, PC
II. FIELD STUDY		**14 days**		
Pilot tools and Data collection (upon ethics approval)	01-15/12/ 2026	8.5 days	Consultants	PPMs/PM, PC, PO, M&E Team leader
Data Entry and Cleaning	12-17/12/ 2026	2 days	Consultants	PC, M&E Team leader
Data Analysis	17-22/12/ 2026	3.5 days	Consultants	PC, M&E Team leader
III. REPORT		**14 days**		
Writing draft report and 1st submission (Report in Vietnamese)	22/12-05/01/ 2027	9 days	Consultants	PM/PPM, PQD, project team
Submission of draft 2 reports based on comments from PIV (Report in Vietnamese first)	12-17/01/ 2027	2 days	Consultants	PM/PPM, PQD
(Online) Presentation of preliminary findings at 2 provincial sharing workshops	Early Jan 2027 (TBD)	1 day	Consultants	PM, PC
Finalize reports (both EN/VI reports) based on comments from PIV and CNO. Submission of all deliverables.	Late Jan 2027	2 days	Consultants	CNO, M&E Team leader, PM/PPMs, PC
Management Response and Action Plan	Late Jan 2027	N/A	PIV's project team	PM, PC, project team

9. Budget

The consultants are required to propose a detailed budget for this consultancy together with the technical proposal, and submit to PIV for review and approval. The budget should include the number of working days and daily rate for the lead consultant(s) and in-country team members. The consultancy fee does not include traveling, field work and logistic costs that will be paid for directly by PIV.

Table of Payment Schedule:

Milestone	Amount to be Paid (%)
Submission of Inception report to PIV and upon Plan Vietnam's approval	30
Submission of final reports and remaining key deliverables (mentioned in Section 7) to PIV and upon Plan Vietnam's approval	70

10. Management

Consultant(s) will conduct the final evaluation based on the workplan and methodology agreed with PIV.

Project Coordinator in PIV Country Office will be the focal person to coordinate the consultant hire, work plan, methodology and review reports to ensure the reports meet criteria.

Project Officers (POs) at Lai Chau and Tuyen Quang 2 Program Units are focal persons and responsible to coordinate and arrange the field work, meetings, invite key relevant stakeholders for interviews, FGDs … during field data collection as well as input comment during finalization of the reports.

11. Qualifications and Experience of the Consultants

PIV is looking for a consultant (or a group of consultants) with strong records in conducting evaluation related to community development and empowerment, participatory development and methodologies, gender-based violence, mental health, youth activism, particularly in Vietnamese and mountainous, ethnic minority community's context. The consultants/ experts will need respect and credibility within the field, excellent knowledge of monitoring and evaluation in theory and practice, and a good understanding of policy work.

Required Competencies:

- Demonstrable experience (5 to 10 years) in designing and conducting quantitative and qualitative research/evaluation of complex programs and ability to conduct high quality research, meet deadlines and respond to requests and feedback provided timely and appropriately.
- Demonstrable expertise (5 to 10 years) on community development and empowerment, child protection, children's mental health, gender equality and GBV with gender sensitizing;
- Strong analytical skills and previous experience in data entry using statistical analysis software;
- Experience in undertaking participatory research and consultations;
- Knowledge of Vietnam governance and cultural context;
- Knowledge of women's and children/ adolescent's rights: previous experience conducting research with children and vulnerable groups would be considered an asset;
- Excellent and demonstrated understanding of Child Protection and ethical issues in research;
- Excellent written and verbal communication and reporting skills in English;

12. Contact

Consultants/ experts who are interested in taking this consultancy, please submit the proposal package in English via email to: Huyen.DoanThi@plan-international.org

Please send your application, referencing "Final Evaluation for SSM project" in the subject line, and including support documents as outlined to:

- Plan International Vietnam

  Ad: 6th Floor, Capital Building, Lane 36, Giang Van Minh str., Ba Dinh Ward, Hanoi

13. Applications

Interested consultant(s) should send proposal with the details as below:

a) Technical proposal:

- Detailed response to the TOR, including evaluation matrix

- Proposed methodology
- Proposed timelines
- Ethics and child safeguarding approaches, including any identified risks and associated mitigation strategies
- CVs
- Samples of similar works done in the similar areas.

b) Financial quotation

The deadline for submitting the proposal package will be **no later than 23:59 PM on 16th November 2026.** Only short-listed consultant(s) will be contacted for interview.

APPENDIX 1: List of Project Indicators

- **Outcome 1:** Adapt the Sport Spaces Model (SSM) for ethnic minority contexts and strengthened parent engagement
    - **VNM-LDI-O.001.001** Level of engagement of local authorities (educational/youth union leaders, local government leaders) to adapt and implement the Sport Spaces Model to promote MH outcomes for children
        - Suggestion: of schools and communes implementing or replicating the adapted Sport Spaces Model under DoET leadership"
    - **VNM-LDI-O.001.002** % of teachers who demonstrate improved capacity on mental health literacy, positive discipline, and inclusive sport facilitation and are able to implement the Sport Spaces Model
    - **VNM-LDI-O.001.003** % of parents and teachers who understand the importance of child mental health
    - **VNM-LDI-O.001.004** # of Sport Spaces Model materials and activities adapted to ethnic minority contexts
- **Outcome 2:** Implement the adapted SSM in Tuyen Quang and Lai Chau provinces to generate evidence regarding its effectiveness of fostering positive relationships between young people and their parents / caregivers
    - **VNM-LDI-O.002.001** % of students who report improved self-esteem and well-being
    - **VNM-LDI-O.002.002** % of EM students who report increase feelings of connectedness with parents
    - **VNM-LDI-O.002.003** % of EM students who report increase feelings of connectedness with their peers
    - **VNM-LDI-O.002.004** % of parents/caregivers (disaggregated by gender) that state to practice positive disciplining behaviors towards their children (KAP Survey: Mental Health Literacy & Positive Discipline)
- **Outcome 3:** Identify and test pathways to scale and sustainability for continued implementation of the SSM through existing structures and local actors
    - **VNM-LDI-O.003.001** Level of engagement of local authorities and actors (educational/youth union leaders, local government leaders) to develop an action plan for model scale-up
        - Suggestion: # of evidence of established coordination between local authorities, educational/youth union leaders, schools to sustain and scale-up sport space model. (Evidence: MoU, action plan, working group, memo, meeting...)"
    - **VNM-LDI-O.003.002** # of stakeholders that recognized successes of the model for replication
        - Suggestion: % of local stakeholders (education, Youth Union, commune authorities) reporting that the SSM is a feasible and effective model for improving children's mental health (MH) and social connection."
    - **VNM-LDI-O.003.003** # schools integrating sport space model components into existing plans, programs or budgets

APPENDIX 2: Sample List of developed Tools

1. Quantitative data collection tools
   - Questionnaire for children
   - Questionnaire for parents/caregivers
2. Qualitative data collection tools

   a. Focus group discussion guidelines
   - Student

   b. In-depth interview guidelines
   - Representative of implementing partners
   - Representative of social workers
   - Representative of local authority who also is the leaders of child protection mechanism
   - School leaders
   - School counsellors

   c. Case studies

APPENDIX 3: Report Outline

I) Structure of Inception Report (max 15 pages)

1) Background and Context of Project
2) Description of Project
3) Purpose of Final Evaluation
4) Final Evaluation Objectives and Scope
5) Final version of Evaluation Questions with evaluation criteria (evaluation matrix)
6) Description of evaluation team, including the brief description of role and responsibilities of each team member
7) Final Evaluation Design and Methodology
    a. Description of overall evaluation design
    b. Data sources (accesses to information and to documents) for Final evaluation
    c. Description of Final evaluation data collection methods and analysis (including level of precision required for quantitative methods, value scales or coding used for qualitative analysis; level of participation of stakeholders through evaluation process)
    d. Description of Final evaluation sampling (area and population to be represented, rationale for selection, mechanics of selection, limitations to sample); reference indicators and benchmarks, where relevant (previous indicators, national statistics, human rights treaties, gender statistics, etc.)
    e. Limitations of the evaluation methodology proposed
8) Ethical considerations:
    a) Safe guarding (of participants and evaluation team); and
    b) Contention strategy and follow up
9) Work plan with the specific timeline and deliverables by evaluation team (up to the submission of finalized report)
10) Annexes:
    a. Evaluation Matrix
    b. Data collection Instruments (e.g.: survey questionnaires, interview and focus group guides, observation checklists, etc.)
    c. List of documents consulted so far and those that will be consulted
    d. List of stakeholders/partners to be consulted (interview, focus group, etc.)
    e. Draft outline of final report

II) Structure of Final Evaluation Report (max 40 pages)

1. Title and cover page

- Name of the project
- Locations of the evaluation conducted (country, region)
- Period of the project covered by the evaluation (month/year – month/year)
- Date of the final evaluation report (month/year)
- Name and organization of the evaluators
- Name of the organization(s) that commissioned the evaluation
- Logos of Donors, Plan International, implementing partners

2. Table of Content

3. List of acronyms and abbreviations

4. Executive summary

- Brief description of the context and the project being evaluated;
- Purpose and objectives of evaluation;
- Intended audience;
- Short description of methodology, including rationale for choice of methodology, data sources used, data collection and analysis methods used, and major limitations;
- Most important findings with concrete evidence and conclusions; and
- Key recommendations.

5. **Context of the project**
    - Description of critical social, economic, political, geographic and demographic factors within which the project operated.
    - An explanation of how social, political, demographic and/or institutional context contributes to the utility and accuracy of the evaluation.
6. **Description of the project**
    - Project duration, project start date and end date
    - Description of the specific forms of violence addressed by the project
    - Main objectives of the project
    - Importance, scope and scale of the project, including geographic coverage
    - Strategy and theory of change (or results chain) of the project with the brief description of project goal, outcomes, outputs and key project activities
    - Key assumptions of the project
    - Description of targeted primary and secondary beneficiaries as well as key implementing partners and stakeholders
    - Budget and expenditure of the project
7. **Purpose of the evaluation**
    - Why the evaluation is being done
    - How the results of the evaluation will be used
    - What decisions will be taken after the evaluation is completed
    - The context of the evaluation is described to provide an understanding of the setting in which the evaluation took place
8. **Evaluation objectives and scope**
    - A clear explanation of the objectives and scope of the evaluation.
    - Key challenges and limits of the evaluation are acknowledged and described.
9. **Evaluation Team**
    - Brief description of evaluation team
    - Brief description of each member's roles and responsibilities in the evaluation
    - Brief description of work plan of evaluation team with the specific timeline and deliverables
10. **Evaluation Questions / Evaluation Matrix**
    - The original evaluation questions from the evaluation TOR are listed and explained, as well as those that were added during the evaluation (if any).
    - A brief explanation of the evaluation criteria used (e.g. relevance, efficiency, effectiveness, sustainability and impact) is provided.
11. **Evaluation Methodology and limitations**
12. **Findings and Analysis per Evaluation Question**

Evaluation Criteria	Effectiveness
Evaluation Question 1	To what extent were the intended project goal, outcomes and outputs achieved and how?
Response to the evaluation question with analysis of key findings by the evaluation team	
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	
Conclusions	

Others	

Evaluation Criteria	Effectiveness
Evaluation Question 2	• To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels? • How many beneficiaries have been reached?
Response to the evaluation question with analysis of key findings by the evaluation team	
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	
Conclusions	
Other	

***Please repeat the same template per evaluation question.*

13. Conclusions

Evaluation Criteria	**Conclusions**
Overall	
Effectiveness	
Relevance	
Efficiency	
Sustainability	
Impact	
Knowledge Generation	
Others (if any)	

14. Key recommendations

Evaluation Criteria	**Recommendations**	**Relevant Stakeholders** (Recommendation made to whom)	**Suggested timeline** (if relevant)
Overall			
Effectiveness			
Relevance			
Efficiency			

Sustainability			
Impact			
Child rights, gender and inclusion			
Others (if any)			

15. Annexes (mandatory)

a) Final version of Terms of Reference (TOR) of the evaluation
b) Evaluation Matrix
c) Final version of Results Monitoring Plan including Final values for all project indicators
d) Beneficiary Data Sheet
e) Additional methodology-related documentation
f) Lists of persons and institutions interviewed or consulted and sites visited
g) List of supporting documents reviewed
h) CVs of evaluators who conducted the evaluation