

# **TERMS OF REFERENCE**

## **Final Evaluation**

### **Sport Spaces for Safety and Equality in Hanoi Schools Project**

Location: Hanoi

Duration: July - October 2022

#### **1. Introduction about Plan International Vietnam**

Founded in 1937, Plan International is a development and humanitarian organization that advances children's rights and equality for girls. We strive to advance children's rights and equality for girls all over the world. As an independent development and humanitarian organization, we work alongside children, young people, our supporters and partners to tackle the root causes of the challenges facing girls and all vulnerable children. We support children's rights from birth until they reach adulthood and 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 80 years we have been building powerful partnerships for children, and we are active in over 75 countries.

Plan International has been working in Vietnam since 1993. By June 2019, Plan International Vietnam has improved the lives of more than 1,300,000 children, their families and communities from over 131 communes in 10 provinces across the country. Our goal by 2021 is to reach 2 million girls from 1,875 ethnic communities in Vietnam so they can learn, lead, decide, and thrive.

#### **2. Project Background**

##### **2.1. Rationale of project**

The most popular sports in schools in Hanoi is badminton as part of physical education, while basketball and table tennis are played as extracurricular activities. Although football is the most popular sport in Vietnam, there is only a small number of boys playing it due to a lack of football fields and the need to have a number of players and usually the participation of girls is not encouraged by parents and teachers due to gender bias. As the results of project baseline survey<sup>1</sup>, 40% of girls indicated that there was still inequality situation in playing sports at school; 49% of girls reflected that sport spaces are unsafe in their schools; 51% of students experienced a form of gender-based discrimination when participating sport activities; and 29% of gender-based discrimination cases reported but got no action and 14% victim blaming. There is a range of reasons, including both a lack of options at schools, gender bias, lack of support from parents and time constraints due to time intensive focus on academic studying, extracurricular tuition classes in the afternoons and evenings and children supporting household work (in peri-urban areas). At a majority of schools, adequate sport facilities are not available.

The Plan International Germany funded project "Sport Spaces for Safety and Equality in Hanoi Schools" (Safe Sport Project) is being implemented in 20 lower secondary schools in partnership between Plan International Vietnam and Ba Vi, Ha Dong Department of Education and Training.

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<sup>1</sup> Project baseline survey 2019 conducted in 20 schools of Ba Vi and Ha Dong districts.

## **2.2. The overall goal of project**

The project is to contribute to the transformation of power relations and social norms that girls and boys can equally practice sports in safe, secure, inclusive and accessible sport spaces in schools.

## **2.3. Project's outcomes and results**

- Outcome 1 Adolescent girls and boys age 11 to 15 engage in the promotion of gender equality and child protection in and through sport at schools.
  - Result 1.1 Adolescent girls and boys have acquired knowledge and skills to sensitise their peers, families and communities on gender equality and child protection in sport
  - Result 1.2 Girls and boys have access to and participate in safe and equal sport activities in schools
- Outcome 2 Families and teachers support girls and boys to practice sport in a gender-equal, inclusive and safe learning environment.
  - Result 2.1: Fathers and mothers, school staff participate in creating safe, secure, accessible, and inclusive sport spaces in schools
  - Result 2.2: Father, mothers, and school staff support the establishment of child protection mechanisms and structures in and through sport in schools.
- Outcome 3 Decision-making government and educational authorities recognise sports as social driver to promote gender-equal, inclusive and safe learning environment
  - Result 3.1: Department of Education and Training, school managers have increased capacity to create safe, secure, accessible and inclusive sport spaces in schools
  - Result 3.2: Relevant stakeholders in sports and education recognise the importance of offering equal opportunities for adolescent girls and boys in sport structures at schools

## **2.4. Project's approach**

The project works across three levels of change to create sustainable and transformative change, including:

- with government and educational institutions to make sports more receptive and inclusive for adolescent girls and boys,
- with communities and families to promote a supportive social environment that promotes girls' engagement in sport activities in schools and,
- with adolescent girls and boys to become active citizens and Champions of Change by promoting team spirit, increased self-esteem, respect and consideration result in a basis of trust that allows young people to work for their parents and peers for nonviolence and equal rights in sport. Parents learn more about their children's rights and the importance of sport for their future.

## **2.5. Project implementation period: October 26<sup>th</sup>, 2018 – November 30<sup>th</sup>, 2022**

**2.6. Geographical coverage:** Ba Vi and Ha Dong districts with participation of 20 lower secondary schools, including:

Ba Vi district's secondary school		Ha Dong district's secondary school	
Ba Trai	Tan Hong	Le Quy Don	Van Khe
Phu Chau	Tan Linh	Van Quan	Tran Dang Ninh
Cam Linh	Thai Hoa	Yen Nghia	Phu La
Phu Son	Thuy An	Van Phuc	Mo Lao
Phu Phuong	Vat Lai	Duong Noi	Phu Lam

**2.7. Project Implementation Partners:** Ba Vi and Ha Dong Departments of Education and Training.

## 2.8. Project's Target Groups

Direct beneficiaries	Indirect beneficiaries
28.096 lower secondary school students at 20 lower secondary schools:	37 lower secondary schools in the two districts with approx. 33.300 students aged 11 to 15 years (52% boys and 48% girls)
28.096 mothers and fathers of 28.096 girls and boys	787 teachers (653 female teachers and 134 male teachers)
40 teachers (mainly Physical Education and teachers responsible for extra activities, teachers) of 20 schools	
60 teachers in charge of school counselling	
150 local and government authority staff at all levels (MoET and DoET, People's Committees, Department of Culture and Sports, Youth Union)	

**2.9. Project's Donor:** Plan International Germany

## 3. Project Final Evaluation Focus

### 3.1. Purpose of the Final Evaluation

In the project proposal, it is planned that a final evaluation will be conducted before the project's closure. The purpose of the final evaluation is to evaluate the project results after 4 years of intervention, capturing data on project indicators from the results framework. This exercise is to navigate a comparison between the baseline and end-line data to see the changes in the targeted groups of the project. It also assesses the impact and changes achieved. The evaluation needs

to answer the question on what extent has the project met the original objectives, where it hasn't and offer an explanation to why. The result would therefore document the results of the project and the lessons learned, which recommends for designing the coming phase of the project. These recommendations would also introduce a solution for sustain all the key impacts of the project in the longer term. The technical proposal and the report will be closely aligned to the project indicator tracking table given in Appendix 1.

### 3.2. Scope of work

We expect the consultants to address the results of the project “**Sport Spaces for Safety and Equality in Hanoi Schools**”, and evaluate the interventions against the OECD DAC criteria as follow

- **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.
- **Sustainability:** the probability of continued long-term benefits to the target populations after the project has been completed. This might include the resource and capacity of partners or beneficiaries to continue the intervention after phase out.
- **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.
- **Coherence:** The compatibility of the project results with other policies and strategies
- **Efficiency:** the extent to which financial resources were used economically and efficiently, potentially including cost-benefit ratios and alternative programming approaches.
- **Impact:** to establish causal attribution to any observed positive and negative, primary and secondary long-term effects observed.
- **Child rights, gender and inclusion:** the extent to which the project applied gender and inclusion sensitive approaches and explicitly aimed for results that improve the rights of children and young people and gender equality.

**The study also needs to identify key lessons learnt, give recommendations and cover the answers to some questions as below:**

- Does the model for Sport Spaces for Safety and Equality in Hanoi Schools increase girls' participation in school sports activities?
- Does the project promote gender equitable attitudes and child protection practices among students, parents and teachers?
- Are girls and boys exposed to the intervention more likely to join the sports clubs and promote safe, equal and inclusive sport in their schools?
- Are girls and boys exposed to the intervention more likely to oppose violence experienced or witnessed than those not participating?
- Is school counselling service/response mechanism able to provide effective counselling to girls and boys on child protection, gender sensitisation and able to response to reported cases of violence in sport and in school?
- What are the pathways of change in attitude and behaviour towards gender norms and violence?

- To what extent was the project successful in advocating for legal or policy change? Did we choose the right approach? If it was not successful, explain why?
- In case the project was successful in setting up new policies, is the legal or policy change likely to be institutionalized and sustained?
- What is the perception of government on the long-term benefit of such program? What are the potential challenges? How has program strategized to address those? In case the project was successful in setting up new policies, is the legal or policy change likely to be institutionalized and sustained?

#### **4. Users of the Evaluation**

Final evaluation results are primarily for project partners from local to central levels DoET, MoET to consider to maintain and scale-up to other schools in the districts, provinces and whole country. The final evaluation results are also used by Plan International Vietnam in developing next phase of project and to report to Plan International Germany.

#### **5. Methodology**

The project proposes to use a quasi-experimental design with quantitative and qualitative data collection at final evaluation to evaluate the success of the intervention. The selected consultants are expected to 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 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, documentation, reports, and other relevant research.
- Direct observation
- Key informant interviews
- Questionnaires
- Focus group discussions

**The key assignment stages and deliverables are as follows:**

##### Stage 1: Designing period:

- Proposal of the final evaluation;
- Review the baseline survey tools and develop tools for final evaluation:
  - Tool # 1: Questionnaires for female and male students
  - Tool # 2: FGD with teachers
  - Tool # 3: FGD with parents
  - Tool # 4: KII with staff of partners, stakeholders and policy makers, including leaders of schools, DoET, Physical Education Department, MoET.
  - Tool # 5: FGD with male and female students
  - Consent forms
- Tools pilot

- Ethical review and child protection
- Report outlines<sup>2</sup>
- Detailed timeline

### Stage 2: Data collection period:

#### **Sample**

The consultants/ experts (team) will be expected to propose an appropriate sampling methodology and size that is 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 and age. Both the sample size and revised tools will be discussed and agreed with PIV project team before the commencement.

The consultants/ experts are expected to develop and suggest a sampling strategy including a description of:

- Sample size (or expectations of the consultant (s) in calculating it).
- Necessary respondents' disaggregation
- Number and type of locations
- Sampling approach

Sample size submitted to PIV should follow table format below:

Data collection methods	Sample	Total
Questionnaires	With girls, boys	
FGD	With girls With boys Teachers Parents Local government staff Partners and stakeholders	
KII	With partners and stakeholders	

### Stage 3: Report writing period:

- The report in both English and Vietnamese
- The first draft of report: PIV will comment on the first draft of report.
- Receive comments from PIV to develop the second comprehensive report
- Final report based on further comments from PIV and Plan International Germany

## **6. Key Deliverables**

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

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<sup>2</sup> Refer to appendix 2 for report outlines

- Inception Report including:
  - an updated timeline;
  - an evaluation matrix
  - detailed methodology, including draft sampling methodology and size;
  - draft data collection tools;
  - ethical considerations;
  - consent forms for any 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).
- Draft Evaluation Report in English
- Final Evaluation Report in both English and Vietnamese (including Executive Summary)
- Completed indicator table including values for all project indicators.
- Presentation in final workshop
- Final Sampling methodology (including unit of sampling and sampling frame) and size
- Final Data Collection Tools
- Cleaned Data (including data files (e.g. Excel, SPSS), transcripts of qualitative data syntax/ code books etc.)
- Completed Consent Forms (including for children and their caregivers and adults)

## 7. Expected timelines:

The final evaluation is tentatively initiated in July and completed in October 2022. Tentative timeline is as below:

Key stages/activities	Time frame	Estimated Days of work	Responsible	Individuals Involved
Advertisement and Consultant selection	20 June-10 July	N/A	Selection board (PQD, PC, FO, Admin)	
Revise proposal and sign contract.	11-20 July	N/A	Consultant(s), PC	PQD, FO, Admin, PM
Desk review and Submission of Inception Report, including methods, data collection tools, timeline, etc. as above.	21-31 July	10 (10 TL)	Consultant(s)	PC, PQD, PM
Preparations for Data Collection (tool testing, translation of tools, training of enumerators where applicable,	1-31 August	10 (6 TL & 4 TM)	Consultant(s), PC	PQD, GNO

ethical or government approval for data collection)				
Data Collection	5-17 September	15 (7 TL & 8 TM)	Consultant(s)	PC for coordination
Data Entry and Cleaning	6-20 September	5 (2 TL & 3 TM)	Consultant(s)	PC
Data Analysis and report writing	21-30 September	7 (7 TL)	Consultant(s)	PC
Submission of draft 1 report	30 September	N/A	Consultant(s)	PM, PQD
Submission of draft 2 report based on comments from PIV	10 October	2 (2 TL)	Consultant(s)	GNO, PM, PQD
Submission of final report based on comments from PIV and PIG, and all deliverables	20 October	2 (2 TL)	Consultant(s)	PC
Presentation at sharing workshop	27 October	1 (1 TL)	Consultant(s)	PC, PM
Management Response and Action Plan	31 October	N/A	PC	PQD

## 8. Ethics and Child Protection.

Plan International Vietnam 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 Policy on Safeguarding Children and Young People. 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.

**Note:** Before implementing data collection (Stage 2), the consultants must get Ethics Approval by a recognised university or a national ethics committee or PLAN-Ethics Review Team (Feedback from ERT will be provided within a 2-weeks timeframe from submission).

## 9. Budget.

The budget for project final evaluation from budget line VNM100450-E.1, WBS: VN10391-VNM1-049-2604-04. Consultants expected to submit an itemized budget as a part of proposal which indicates the estimated persons to deliver all the required tasks, the total working days and consultancy rate.



## 10. Expected qualification and experience of consultant(s)

Consultants expected having qualification and experience as below:

- Proven experience in carrying out project evaluations, especial evaluation gender, child rights, and women rights project/programme.
- Proficiency in qualitative methods of data collection.
- Proficiency in quantitative methods of data collection.
- Proven experience with data analysis.
- Proficiency in statistics.
- Advanced degree in social sciences, development studies, gender studies or relevant fields.
- Significant experience working in gender, monitoring and evaluation (baseline study, social research, use of participatory techniques).
- Knowledge on child rights and women rights.
- Knowledge on physical education in Vietnam is preferred.
- Excellent writing and speaking skills in both English and Vietnamese languages.

## 11. Applications

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

- a) Technical proposal:
  - Detailed response to the TOR
  - 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

An itemized budget which indicates the estimated persons to deliver all the required tasks, the total working days and consultancy rate. The fees will be negotiated and applied following Plan Vietnam regulation.
- c) Applications submitted to: [VNM.Procurement@plan-international.org](mailto:VNM.Procurement@plan-international.org)
- d) The applications should be submitted no later than: **17 h00 Monday, July 4<sup>th</sup>, 2022**

Only short-listed teams will be contacted for interview. Interviews will be conducted at the Plan International office in Hanoi. The selected consultant(s) will be requested to sign Plan International Global Safeguarding Children and Young People policy and Anti-fraud, anti-bribery and corruption policy.

## APPENDIX 1: Project indicator tracking table

### **Outcome 1 Adolescent girls and boys age 11 to 15 engage in the promotion of gender equality and child protection in and through sport at schools.**

- Outcome Indicator (OI) 1.1: Proportion of girls who report that they always feel safe and equal to participate in the school sport activities
- OI 1.2: Proportion of girls and boys from COC clubs promoting and sensitizing on gender equality and child protection in sport

#### **Result 1.1 Adolescent girls and boys have acquired knowledge and skills to sensitise their peers, families and communities on gender equality and child protection in sport**

- Result Indicator (RI) 1.1.1: Proportion of adolescent girls and boys in 20 schools equipped with knowledge on gender equality, child protection and SRGBV

#### **Result 1.2 Girls and boys have access to and participate in safe and equal sport activities in schools**

- RI 1.2.1: # of adolescent girls and boys in 20 schools who engage in sport clubs in their respective schools
- RI 1.2.2: # of sports clubs set up and regularly operating

### **Outcome 2 Families and teachers support girls and boys to practice sport in a gender-equal, inclusive and safe learning environment.**

- OI 2.1: Extend to which teachers (disaggregated by sex) and parents (disaggregated by sex) support and defend girls' equal participation in football and basketball clubs.
- OI 2.2: Level of engagement of teachers and parents to prevent and respond to SRGBV
- OI 2.3: Proportion of girls and boy who feel supported by their teachers and parents to participate in sport activities (including football and basketball) equally and safe.

#### **Result 2.1: Fathers and mothers, school staff participate in creating safe, secure, accessible, and inclusive sport spaces in schools**

- RI 2.1.1: # of schools with functional safe, equal and inclusive sport spaces

#### **Result 2.2: Father, mothers, and school staff support the establishment of child protection mechanisms and structures in and through sport in schools.**

- RI 2.2.1: % Proportion of fathers and mother participate in the parent/teacher meetings
- RI 2.2.2: Level of teachers' knowledge of gender equality, child protection, non-competitive sport before and after participating in the training

### **Outcome 3 Decision-making government and educational authorities recognise sports as social driver to promote gender-equal, inclusive and safe learning environment**

- OI 3.1: Proportion of schools that have put in place key tools including physical class learning sessions, parent teacher meetings, and counselling services to engage girls and boys participating in the sports
- OI 3.2: # of official documents issued by DoET directing the 20 pilot schools to continue project model activities after the project period

**Result 3.1:** Department of Education and Training, school managers have increased capacity to create safe, secure, accessible and inclusive sport spaces in schools

- RI 3.1.1: # of dialogues/workshops organised for facilitating adolescent girls' participation in school sport
- RI 3.1.2: # of tools available to DOET and school managers to create safe, secure, accessible and inclusive sport spaces in school

**Result 3.2:** Relevant stakeholders in sports and education recognise the importance of offering equal opportunities for adolescent girls and boys in sport structures at schools

- RI 3.2.1: # of schools that integrate key project activities into their school's annual school year plan
- RI 3.2.2: District DoET plan of action to address the gaps in school sport and SRGBV in Hanoi school system available

## APPENDIX 2: Reports' structure

### Structure of Inception Report

- 1) Background and Context of Project
- 2) Description of Project
- 3) Purpose of Evaluation
- 4) Evaluation Objectives and Scope
- 5) Final version of Evaluation Questions with evaluation criteria
- 6) Description of evaluation team, including the brief description of role and responsibilities of each team member
- 7) Evaluation Design and Methodology
  - a. Description of overall evaluation design
  - b. Data sources (accesses to information and to documents)
  - c. Description of 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 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) Safety and security (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

## **Structure of Final Evaluation Report**

### **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
- Logo of the grantee and of the UN Trust Fund

### **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 & 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

- 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

Sub-sections	Inputs by the evaluator(s)
<b>Description of evaluation design</b>	
<b>Data sources</b>	
<b>Description of data collection methods and analysis</b> (including level of precision required for quantitative methods, value scales or coding used for qualitative analysis; level of participation of stakeholders through evaluation process, etc.)	
<b>Description of sampling</b> <ul style="list-style-type: none"> <li>• Area and population to be represented</li> <li>• Rationale for selection</li> <li>• Mechanics of selection</li> <li>• Limitations to sample</li> <li>• Reference indicators and benchmarks/baseline, where relevant (previous indicators, national statistics, human rights treaties, gender statistics, etc.)</li> </ul>	
<b>Description of ethical considerations in the evaluation</b> <ul style="list-style-type: none"> <li>• Actions taken to ensure the safety of respondents and research team</li> </ul>	

<ul style="list-style-type: none"> <li>Referral to local services or sources of support</li> <li>Confidentiality and anonymity protocols</li> <li>Protocols for research on children, if required.</li> </ul>	
<b>Limitations of the evaluation methodology used</b>	

## 12. Findings and Analysis per Evaluation Question

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

<b>Evaluation Criteria</b>	Effectiveness
<b>Evaluation Question 2</b>	<ul style="list-style-type: none"> <li>To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels?</li> <li>How many beneficiaries have been reached?</li> </ul>
<b>Response to the evaluation question with analysis of key findings by the evaluation team</b>	
<b>Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above</b>	
<b>Conclusions</b>	
<b>Other</b>	

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

## 13. Conclusions

<b>Evaluation Criteria</b>	<b>Conclusions</b>
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<b>Overall</b>	
<b>Effectiveness</b>	
<b>Relevance</b>	
<b>Efficiency</b>	
<b>Sustainability</b>	
<b>Impact</b>	
<b>Knowledge Generation</b>	
<b>Others (if any)</b>	

#### 14. Key recommendations

<b>Evaluation Criteria</b>	<b>Recommendations</b>	<b>Relevant Stakeholders (Recommendation made to whom)</b>	<b>Suggested timeline (if relevant)</b>
<b>Overall</b>			
<b>Effectiveness</b>			
<b>Relevance</b>			
<b>Efficiency</b>			
<b>Sustainability</b>			
<b>Impact</b>			
<b>Knowledge Generation</b>			
<b>Others (if any)</b>			

#### 15. Annexes (mandatory)

- 1) **Final version of Terms of Reference (TOR) of the evaluation**
- 2) **Evaluation Matrix**
- 3) **Final version of project indicator tracking table** including endline values for all project indicators



- 4) **Beneficiary Data Sheet**
- 5) **Additional methodology-related documentation**
- 6) **Lists of persons and institutions interviewed or consulted and sites visited**
- 7) **List of supporting documents reviewed**
- 8) **CVs of evaluators who conducted the evaluation**