



The United Nations Trust Fund to End Violence against Women

**Final External Project Evaluation:
“Engaging Youth to End Violence Against Women and Girls in Brazil and
Democratic Republic of Congo”
TERMS OF REFERENCE**

Table of Contents

1. Background and Context.....	3
1.1 Description of the project that is being evaluated.	3
1.2 The geographic context, such as the region, country and landscape, and the geographical coverage of this project.	5
1.4 Total resources allocated for the intervention, including human resources and budgets (budget need to be disaggregated by the amount funded by the UN Trust Fund and by other sources/donors).....	6
1.5 Key partners involved in the project, including the implementing partners and other key stakeholders.	7
2. Purpose of the evaluation.....	7
2.1 Why the evaluation needs to be done	7
2.2 How the evaluation results will be used, by whom and when.....	8
2.3 What decisions will be taken after the evaluation is completed	9
3. Evaluation objectives and scope	9
3.1 Scope of Evaluation:.....	9
3.2 Objectives of Evaluation: What are the main objectives that this evaluation must achieve?.....	9
4. Evaluation Questions	10
5. Evaluation Methodology.....	11
6. Evaluation Ethics	12
7. Key deliverables of evaluators and timeframe	12
8. Evaluation team composition and required competencies	13
8.1 Evaluation Team Composition and Roles and Responsibilities	13
8.2 Required Competencies	14
9. Management Arrangement of the evaluation	14
10. Timeline of the entire evaluation process	16
11. Budget	17
Annexes	18
1) Key stakeholders and partners to be consulted	18
2) Documents to be consulted	18
3) Required structure for the inception report	18
4) Guidelines and required structure for the evaluation report	19

1. Background and Context

1.1 Description of the project that is being evaluated.

a) Name of the project and the organization

Promundo-US, a non-governmental civil society organization based in Washington DC, works internationally to engage men and boys to promote gender equality and end violence against women: transforming gender norms where they are constructed (e.g. in schools and workplaces), or in high urban violence and post-conflict settings; always promoting men's involvement as gender equitable caregivers and involved fathers, as partners in women's empowerment, and as advocates in preventing sexual exploitation and violence.

In line with its ethos, Promundo-US leads the project "Engaging Youth to End Violence Against Women and Girls in Brazil and Democratic Republic of Congo", in close collaboration with its implementing partners: Heal Africa in the Democratic Republic of Congo (DRC), and Instituto Promundo, in Brazil.

b) Description of the specific forms of violence addressed by the project

Forms of violence addressed by the project: Violence in the family (specifically violence against the girl child); violence in the community (specifically sexual harassment, violence in public spaces and institutions, and violence in schools); and violence perpetrated or condoned by the State (specifically urban violence and violence in post-conflict settings)

c) Main objectives of the project

The goal of the project is to attain greater gender equality and freedom from violence for the adolescent girls who participate in the project in school intervention sites – especially those previously exposed to violence – by 2018 in Rio de Janeiro (Brazil) and in Goma and Sake City (DRC)

The main strategies or areas of intervention for this project are:

- (1) Prevention of violence by means of public outreach, awareness raising, and changing individual knowledge/attitudes;
- (2) Improving service delivery by promoting and providing services (such as psychosocial counseling, medical services, shelters, etc.);
- (3) Strengthening institutional response by enhancing capacities of government officials and decision-makers;
- (4) Contribution to the implementation of laws N06/018 and N06.019 (2006) in the DRC, and No 11.340/2006 in Brazil, as well as of the National Strategy against Gender Based Violence (2009) in the DRC.

The project also intends to support the implementation of national and local laws, policies and action plans that address violence against women. The project also specifically intends to address the intersection of HIV/AIDS and violence against women.

d) Description of targeted primary and secondary beneficiaries

In both Brazil and the DRC, the direct beneficiaries are adolescent girls aged 10-19, with low SES, in urban and rural sites, who have witnessed or experienced violence at home, or via an intimate partner. These adolescent girls are identified via self-referral to the groups; faculty and trained organization staff also make referrals to facilitators directly.

Secondary beneficiaries include adolescent boys and men, civil society organizations (including NGOs), community-based groups/members, educational professionals (i.e. teachers and educators), and government officials (i.e. decision-makers and policy implementers).

e) Project duration, project start date and end date

Duration: 3 years
 Start date: 01/01/2015
 End date: 31/12/2017

f) Current project implementation status:

A detailed update on the current state of implementation and timeframe to complete the project will be provided in the 2017 mid-year report. This document will be made available to evaluation consultants/contractors before the planning stages of the final evaluation.

1.2 Strategy and theory of change (or results chain) of the project with the brief description of project goal, outcomes, outputs and key project activities.

Promundo-US's Theory of Change hypothesizes, using an ecological model, how the project will attain its goal of changing the landscape of violence against adolescent girls. According to this model, through group education and individual counseling adolescent boys and girls will (1) learn through questioning and critical reflection about gender norms, (2) rehearse equitable and non-violent attitudes and behaviors in a comfortable space, and (3) internalize these new gender attitudes and norms, applying them in their own relationships and lives. Supporting institutions and structures will reinforce these gender equitable norms and messages and provide the individual and organizations involved with tools to become agents of change for gender justice and social justice. Ultimately, this process will contribute to gender equity, attitude and behavior change, and the prevention of violence against women and girls.

The intervention builds on Promundo's and its implementing partner organizations' experiences in the prevention of violence against girls via three evidence-based methodologies: group therapy (Heal Africa), group education (Instituto Promundo), and group support for boys and girls who have witnessed/experienced violence called "Expect Respect" (originally from SafePlace). The intervention will feature group therapy with individual counseling provided as needed, along with community and school-wide campaigns promoting respect and non-violence. All methodologies have been adapted, tested and are being implemented at scale in Brazil and the DRC, in both schools and communities.

By approaching this model through a programming perspective that targets youth directly, reinforcing it with community-campaigns, and further supporting through national-level advocacy, this intervention has the power to elicit change at all levels (individual, community and multiple institutional levels). Additionally, by providing direct services and informing communities of their rights under national initiatives, both Brazil and DRC will come closer to closing the gap between GBV policies and their practical applications.

See results chain below:

Project Goal		
<p>Outcome 1: Adolescent girls and boys who have participated in the project improve their attitudes and behaviors related to gender equality and nonviolence in implementation sites in Brazil and DRC.</p>	<p>Output 1.1: Adolescent girls and boys who have participated in group education sessions and/or individual counseling demonstrate increased skills and knowledge on topics related to gender equality and nonviolence.</p>	<p>Activity 1.1.1: Conduct group education sessions with adolescent girls and boys</p> <p>Activity 1.1.2: Conduct individual counseling with adolescent girls and boys</p>
	<p>Output 1.2: New educational and counseling resources become available for promoting gender equality and nonviolence, adapted for use in DRC and Brazil.</p>	<p>Activity 1.2.1: Create manuals, key materials, film, protocols and training of trainer materials</p>
<p>Outcome 2: Schools where the project is implemented create more supportive environments to prevent and respond to violence against adolescent girls and boys in implementation sites in Brazil and DRC.</p>	<p>Output 2.1: Schools where the project is implemented adopt a resources framework (policies, guidelines and tools) and associated action plan for the prevention of and response to violence against adolescent girls and boys.</p>	<p>Activity 2.1.1: Conduct planning workshops to develop guidelines, resources framework and implementation plans with Steering Committee, implementing organizations and staff from the school intervention sites</p>
	<p>Output 2.2: School staff where the project is implemented have knowledge of their schools' resources framework (policies, guidelines and tools) and associated skills for the prevention of and response to violence against adolescent girls and boys.</p>	<p>Activity 2.2.1: Conduct training sessions with school staff, where the project is implemented, on their schools' resources framework (policies, guidelines and tools) and on strategies and skills for the prevention of and response to violence against adolescent girls and boys.</p>
	<p>Output 2.3: Key secondary beneficiaries (which can include school staff, students, parents and guardians, and community members) in implementation sites in Brazil and DRC have knowledge of reporting mechanisms for adolescent girls and boys who have been exposed to violence, and report a greater willingness to intervene.</p>	<p>Activity 2.3.1: Conduct school-based campaigns/activities to sensitize and inform school and community members</p>
	<p>Output 2.4: Key stakeholders in education policy (in schools, government and civil society organizations) are aware of successful programming directions and policies to prevent and respond to violence against adolescent girls and boys in implementation sites in Brazil and DRC.</p>	<p>Activity 2.4.1: Hold meetings and trainings with key stakeholders, in education policy (in schools, government and civil society organizations) throughout the program design and implementation</p> <p>Activity 2.4.2: Hold policy briefing seminar of program results</p>

1.2 The geographic context, such as the region, country and landscape, and the geographical coverage of this project.

The Democratic Republic of Congo

The project is being implemented in the eastern part of DRC in Goma town and Sake city. With a population of more than 1,000,000 inhabitants, the city of Goma is situated in Eastern DRC. Goma and its surroundings have often been the scene of clashes between the Congolese army in national and international rebel groups, exposing adolescents in those settings to high rates of violence. A total of 30 schools were selected in the town of Goma.

The project is also being implemented in the town of Sake. In Sake, as in Goma, several types of violence have been documented and it is obvious that practically every adolescent girl and boy is either a direct victim of acts of violence or has witnessed some acts of violence in his/her life. The town of Sake is located in Masisi and was the scene of clashes between the Congolese army and armed groups active in the territory of Masisi groups. It is also known for having been the place of passage of hundreds of thousands of Rwandan refugees and armed combatants of the former army of President Habyarimana in Rwanda, currently known as the FDLR. A total of 4 schools have been selected and trained for 8 youth groups.

Brazil

This project is taking place in urban Rio de Janeiro, in favela communities and 4-6 public schools in the south zone of the city (Zona Sul). Some of Rio's most vulnerable neighborhoods – socially and economically - are those that are located next to the city's wealthiest areas in the south zone. The physical and socio-economic divide between favelas and middle income neighborhoods accounts for social, economic and political exclusion and discrimination of dozens of communities. In the past, Promundo has identified these communities based on their openness to projects as well their isolation in regards to lacking government programs which are present in their community. Favelas in the south zone, while considered well located, experience high levels of violence and intense discrimination based on race and location.

The neighborhoods/schools identified as intervention sites have a present and strong civil society, community Residents Association and community leadership. Rio de Janeiro has 600+ favelas and there are dozens in the south zone alone, communities currently being considered are: Chapeu de Mangueira, Babilonia and Morro dos Prazeres. Instituto Promundo works with CREAS and CRAS to identify at risk youth, and is able to offer the necessary data/numbers of vulnerable children and family in south zone of the city.

1.4 Total resources allocated for the intervention, including human resources and budgets (budget need to be disaggregated by the amount funded by the UN Trust Fund and by other sources/donors).

Total project budget: \$737,821 (including human resources)

Total amount contributed by UNTF: \$722,821

Total amount contributed by Promundo-US: \$15,000

Annual budget year 1: \$165,636

Annual budget year 2: \$238,694

Annual budget year 3: \$318,491

Budget for evaluation: \$37,000 USD total (inclusive of consultant fees and travel to Brazil and Democratic Republic of the Congo)

1.5 Key partners involved in the project, including the implementing partners and other key stakeholders.

Implementing partners: Heal Africa (the DRC), Instituto Promundo (Brazil)

Other key stakeholders: Key stakeholders in gender, education, youth and health policy, as well as school representatives, community representatives, local or state government officials, and more will be coordinated via a Steering Committee in Brazil and DRC, and involved in advocacy meetings throughout the project's implementation to help frame the goals and key elements of the program, as well as to become more aware of the need for programs and policies that respond to and prevent violence against women and girls.

In the DRC, local and national authorities in the North-Kivu province will be engaged as key stakeholders, as will the provincial Department of Education and its cultural office; provincial Children's Parliament; the cluster of protection (which includes representatives of NGOs and UN agencies under the supervision of UNHCR Goma); the ba of Goma (e.g. Public Prosecutor's Department, courts); as well as church leaders.

In Brazil, the project will also feature workshops with key stakeholders engaged in ending IPV and dating violence in schools, such as the Secretary of Health, Department of Education and local universities, including the State University of Rio de Janeiro, which already has students who are working in this area of psychology/therapy, and local universities, which are some of the strongest in the country (UFRJ and UERJ).

2. Purpose of the evaluation

2.1 Why the evaluation needs to be done

While there have been many violence prevention programs that have been implemented and evaluated in Brazil, it is important to understand the unique value and impact that this particular program brings to this context. The Youth Living Peace methodology has been created and adapted from existing methodologies, but it is the first of its kind to be implemented in Brazil and the Democratic Republic of Congo. Youth Living Peace provides direct support for adolescents who have witnessed or experienced violence, while simultaneously working with parents, teachers, and the schools themselves to develop skills and strategies for recognizing, responding and supporting these students.

In Brazil, the existing methodologies were adapted through weekly meetings for a period of 7 weeks in partnership with NIAP and Municipal Education Secretary professionals. The methodology includes 5 booklets and the toolkit - designed jointly with a professional design company – this was printed and delivered to the schools during the workshops. The toolkit is divided into broad themes and contain a series of workshops and activities associated to each one. The themes are: "Building Links"; "What they expect from us"; "Diversities"; "Power, Relationships and Violence", and; "Communication and Relationships". Each of the booklets contains specific practical workshops on the topics as well as a step by step guide to producing fanzines and a puzzle related to discussion topics.

Suggestions from the Secretariat of Education, schools, professionals and students, as well as the facilitators working on the project are being collected on the methodology in order to revise the methodology during the second half of 2017. The revision will include participation of all the involved groups to ensure that it can be easily applied by the teachers who have been involved in the project for them to use with their classes.

In DRC, as part of the project, new educational and assistance resources are now available to promote gender equality and non-violence, adapted for use in DRC. The youth education manuals were adapted in collaboration with ISL, which is the technical support partner of the project. The manual for girls and boys has been validated by the Secondary and Vocational Education Division and other government service partners (Gender, Family and Children Division, Social Affairs Division) and other NGOs through the Technical Advisory Group (TAG).

Manuals for girls' and for boys' groups both include 15 sessions, with one session per week, and are divided into 4 phases (Phase 1: Learn to know each other and identify problems; Phase 2: Girls' / Boys' Issues and Issues; Phase 3: Integrating new ideas and building new relationships; and Phase 4: Consolidation and dissemination in the community). Each topic is discussed during a session lasting about two and a half hours. Each session is facilitated by 2 facilitators, boys' groups are facilitated by male facilitators and girls' groups led by female facilitators for the first 11 sessions of the gender-segregated groups, while in the last 4 sessions, the groups are combined and led with 2 facilitators (1 woman and 1 man).

Parents are invited to take part in the following sessions: the launch, the 11th session, and the closing or celebration session (this is the 15th meeting). The peculiarity for the first cycle is that the 2nd session with the parents was held at the end of phase III and not at the beginning of phase II as foreseen in the education manual (see Annex). Several assessment tools are provided for each session and are completed by the Living Peace youth (at the end of each session and every 15 sessions), facilitators (at the end of each session) and parents (at the end of the 11th meeting).

Given the novelty of the Youth Living Peace methodology to the Brazilian and Congolese contexts, an evaluation of its adaption and application is needed now to understand the effectiveness of this intervention modality in modifying the outcomes of interest. In this way, this evaluation will be addressing a gap in knowledge about the effectiveness of this intervention modality in strengthening GBV prevention among adolescents in these contexts. Specifically, we will be interested in learning about any changes in attitudes and behaviors related to gender equality and non-violence, and the creation of supportive environments to prevent and respond to violence against adolescent girls and boys in implementation sites in Brazil. Additionally, this evaluation will provide further input for effective adaptation, and suggestions for improvement, of the Youth Living Peace methodology for these particular contexts.

Lastly, this is a mandatory final project evaluation required by the UN Trust Fund to End Violence against Women.

2.2 How the evaluation results will be used, by whom and when.

Evaluation results may be used by UNTF to inform decisions about funding similar prevention projects in the future. Evaluation results may also be used by CSOs and organizations interested in implementing evidence based interventions to engage men and boys in GBV prevention in these particular implementation contexts as well as elsewhere. Additionally, key stakeholders in the public and private sectors may use these evaluation results to advocate for programming and policy changes. Lastly, evaluations results may be used for Promundo's and Implementing Partner's own periodic learning and strategic planning, as well as for supporting advocacy activities in the domain of GBV prevention.

2.3 What decisions will be taken after the evaluation is completed

Promundo develops interventions, adapts these to different contexts and explores, along with Implementing Partners, the process and impacts of these adaptations. Lessons learned from the evaluation will be shared internally and externally for future learning and adaptations of the Youth Living Peace curriculum. Additional information and resources needed for the school will be shared by partners with relevant stakeholders.

3. Evaluation objectives and scope

3.1 Scope of Evaluation:

- Timeframe: this evaluation needs to cover the entire project duration, from inception to completion in December 2017.
- Geographical Coverage: This evaluation will take place in intervention sites in Rio de Janeiro (Brazil), Goma (the DRC) and Sake (the DRC).
- Target groups to be covered: this evaluation will cover the target primary and secondary beneficiaries (adolescent girls and boys enrolled in the program) as well as broader stakeholders, for example school personnel.

3.2 Objectives of Evaluation: What are the main objectives that this evaluation must achieve?

The overall objectives of the evaluation are to:

- a. To evaluate the entire project in terms of **effectiveness**, both of the process and of the achievement of outcomes such as changing participant attitudes, changing community attitudes, changing school staff's/parents'/other secondary beneficiaries' knowledge and skills in relation to adolescent GBV prevention and response (i.e. resource frameworks, reporting mechanisms, prevention and response skills).
- b. To assess the **relevance** of the project activities, goals and achieved results to its beneficiary groups, and to contextualize the objectives of the project within the local and national requirements and priorities in the area of GBV prevention among adolescents.
- c. To understand the **impact** of the overall project in proportion to the overall situation of violence-affected youth by assessing existing data and by conducting interviews (as it relates to the different contexts of implementation), with a strong focus on assessing the results at the outcome and project goals.
- d. To **generate knowledge** and key lessons, as well as to identify promising practices that can be shared with other practitioners, and replicated in other contexts.
- e. To document the **efficiency** and timeliness of implementation and project management.

- f. To document plans for **sustainability** of intervention effects after conclusion of the program.

4. Evaluation Questions

The key questions that need to be answered by this evaluation include the following divided into three categories of analysis. The three overall evaluation criteria – relevance, effectiveness, and impact - will be applied for this evaluation.

Evaluation Criteria	Mandatory Evaluation Questions
Effectiveness	<ol style="list-style-type: none"> 1) To what extent were the intended project goal, outcomes and outputs achieved and how? 2) To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels? How many beneficiaries have been reached? 3) To what extent has this project generated positive changes in the lives of targeted (and untargeted) women and girls, and boys and men in relation to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those women and/or girls, and boys/men? Please describe those changes. 4) What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? How? <p><i>Alternative questions in case of project focusing at the policy level</i></p> <ol style="list-style-type: none"> 5) To what extent was the project successful in advocating for legal or policy change? If it was not successful, explain why. 6) In case the project was successful in setting up new policies and/or laws, is the legal or policy change likely to be institutionalized and sustained?
Relevance	<ol style="list-style-type: none"> 1) To what extent was the project strategy and activities implemented relevant in responding to the needs of women and girls, and men and boys? 2) To what extent do achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls, and men and boys?
Impact	<ol style="list-style-type: none"> 1) What are the intended and unintended consequences (positive and negative) resulted from the project?
Efficiency	<ol style="list-style-type: none"> 1) How efficiently and timely has this project been implemented and managed in accordance with the Project Document?
Sustainability	<ol style="list-style-type: none"> 1) How are the achieved results, especially the positive changes generated by the project in the lives of women and girls at the project goal level, going to be sustained after this project ends?
Knowledge generation	<ol style="list-style-type: none"> 1) What are the key lessons learned that can be shared with other practitioners on Ending Violence against Women and Girls? 2) Are there any promising practices? If yes, what are they and how can these promising practices be replicated in other projects and/or in other countries that have similar interventions?

5. Evaluation Methodology

Overall, the external evaluator will be tasked with reviewing the evidence (mostly quantitative) that has already been generated by the project teams, as well as with conducting a mix of interviews and focus groups to complement the quantitative data already collected. We will be seeking input from the external evaluator on what additional data collection might be feasible within allocated budget, an on the review of collected data which may include the results of focus group discussions and surveys.

We tentatively propose the following methodologies (to be reviewed and adapted as needed):

- 1) Proposed evaluation design:
 - a. Mixed methods design including integrated quantitative and qualitative research components (already existing and to-be-collected by evaluator) to evaluate extent to which the project achieved project goals:
 - i. Indicator 1: % of adolescent girls and boy who participated in the program who experience gender equality
 - ii. Indicator 2: Perspective of adolescent girls on opportunities to express themselves safely, seek and access support, and experience freedom from violence in their school and home environments
 - b. Mixed methods design including integrated quantitative and qualitative research components (already existing and to-be-collected by evaluator) to evaluate extent to which the project achieved desired outcomes:
 - i. Outcome indicator 1.1: % of adolescents (girls and boys) participants who have specific attitudes and behaviors related to gender equality according to project evaluation
 - ii. Outcome indicator 1.2: Perspectives of adolescents (boy and girl participants) about their own attitudes concerning gender equality and violence and associated behaviors
 - iii. Outcome indicator 2.1: Perspectives of educational staff and students on the effectiveness (strengths and weaknesses) of and experiences with their school violence prevention policies and response mechanisms
- 2) Data sources:
 - a. Data from pre- and post- test surveys of program participants [created from the Gender Equitable Men (GEM) Scale, Expect Respect, and Program M evaluation scales] at baseline and endline for each group cycle, available as statistical databases;
 - b. In-depth semi-structured interviews with adolescent girls and boys at baseline and endline for each group cycle;
 - c. In-depth semi-structured interviews with school leadership at baseline mid-term and endline;
 - d. New topic guides and interview guides from in-depth interviews and focus group discussions designed and conducted by external evaluator, as needed.
- 3) Proposed additional data collection methods and analysis:
 - a. Interviews with project staff and program facilitators
 - b. Key informal interviews with community members, community leaders, school staff, parents, and other relevant stakeholders
 - c. Self- administered “Assessment of change” questionnaire with participants (post-intervention), as relevant
 - d. Focus group discussions with young women, young men, and school staff
 - e. Community testimonials or most Significant Change Stories from community members

- 4) Proposed sampling methods for new data collection (quantitative and qualitative)
 - a. Convenience sample drawn from schools, possibly based on inputs from facilitators/project staff where a lot or little (or both) change has occurred
- 5) Field visits
 - a. As needed to complete additional data collection

6. Evaluation Ethics

The evaluation must be conducted in accordance with the principles outlined in the UN Evaluation Group (UNEG) 'Ethical Guidelines for Evaluation' <http://www.unevaluation.org/ethicalguidelines>.

It is imperative for the evaluator(s) to:

- Guarantee the safety of respondents and the research team.
- Apply protocols to ensure anonymity and confidentiality of respondents.
- Select and train the research team on ethical issues.
- Provide referrals to local services and sources of support for women that might ask for them.
- Ensure compliance with legal codes governing areas such as provisions to collect and report data, particularly permissions needed to interview or obtain information about children and youth.
- Store securely the collected information.

The evaluator(s) must consult with the relevant documents as relevant prior to development and finalization of data collection methods and instruments. The key documents include (but not limited to) the following:

- World Health Organization (2003). *Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women*. www.who.int/gender/documents/violence/who_fch_gwh_01.1/en/index.html
- Jewkes, R., E. Dartnall and Y. Sikweyiya (2012). *Ethical and Safety Recommendations for Research on the Perpetration of Sexual Violence*. Sexual Violence Research Initiative. Pretoria, South Africa, Medical Research Council. Available from www.svri.org/EthicalRecommendations.pdf
- Researching violence against women: A practical guide for researchers and activists November 2005 http://www.path.org/publications/files/GBV_rvaw_complete.pdf
- World Health Organization (WHO), 'Ethical and safety recommendations for researching documenting and monitoring sexual violence in emergencies' 2007, http://www.who.int/gender/documents/OMS_Ethics&Safety10Aug07.pdf

7. Key deliverables of evaluators and timeframe

	Deliverables	Description of Expected Deliverables	Timeline of each deliverable (date/month/year)
1	Evaluation inception report	The inception report provides the grantee organization and the evaluators with an	Oct. 13 th 2017

	Language of report: English for Brazil, French or English (preferred) for DRC	<p>opportunity to verify that they share the same understanding about the evaluation and clarify any misunderstanding at the outset.</p> <p>An inception report must be prepared by the evaluators <u>before</u> going into the technical mission and full data collection stage. It must detail the evaluators' understanding of what is being evaluated and why, showing how each evaluation question will be answered by way of: proposed methods, proposed sources of data and data collection/analysis procedures.</p> <p>The inception report must include a proposed schedule of tasks, activities and deliverables, designating a team member with the lead responsibility for each task or product.</p> <p>The structure must be in line with the suggested structure of the annex of TOR.</p>	
2	Draft evaluation report Language of report: English for Brazil, French or English (preferred) for DRC	<p>Evaluators must submit draft report for review and comments by all parties involved. The report needs to meet the minimum requirements specified in the annex of TOR. Maximum length 40 pages.</p> <p>The grantee and key stakeholders in the evaluation must review the draft evaluation report to ensure that the evaluation meets the required quality criteria.</p>	Jan. 19th 2018
3	Final evaluation report Language of report: English for Brazil, French or English (preferred) for DRC	<p>Relevant comments from key stakeholders must be well integrated in the final version, and the final report must meet the minimum requirements specified in the annex of TOR. Maximum length 40 pages.</p> <p>The final report must be disseminated widely to the relevant stakeholders and the general public.</p>	Feb. 13th 2018

8. Evaluation team composition and required competencies

8.1 Evaluation Team Composition and Roles and Responsibilities

We are seeking an international or national consultant(s) to conduct the final evaluation of the Youth Living Peace project implementation in Brazil and the DRC. Evaluator(s) will be responsible for undertaking the evaluation from start to finish and for managing the evaluation team under the supervision of evaluation task manager from the grantee organization, for the data collection and

analysis, as well as report drafting and finalization in English. Evaluator(s) must be proficient in English, French and Portuguese.

Application is open to individuals or teams.

The evaluator(s) must be independent from the program implementation and design to ensure that there is no conflict of interests and the highest degree of integrity is present.

8.2 Required Competencies

Senior Evaluator

- Evaluation experience at least 5 years in conducting external evaluations, with mixed-methods evaluation skills
- Expertise in gender and human-rights based approaches to evaluation and issues of violence against women and girls mandatory.
- Experience with engaging men and boys in gender equality programs and/or research preferred.
- Specific evaluation experiences in the areas of ending violence against women and girls
- Experience in analysing secondary quantitative and qualitative data, and collecting primary qualitative and quantitative data.
- In-depth knowledge of gender equality and women’s empowerment
- A strong commitment to delivering timely and high-quality results, i.e. credible evaluation and its report that can be used
- A strong team leadership and management track record, as well as interpersonal and communication skills to help ensure that the evaluation is understood and used.
- Good communication skills and ability to communicate with various stakeholders and to express concisely and clearly ideas and concepts
- Regional/Country experience and knowledge: in-depth knowledge of geo-political and social issues in Brazil and/or the DRC is required.
- Language proficiency: fluency in English, French and Portuguese is mandatory.

9. Management Arrangement of the evaluation

Name of Group	Role and responsibilities	Actual name of staff responsible
Evaluation Team	External evaluators/consultants to conduct an external evaluation based on the contractual agreement and the Terms of Reference, and under the day-to-day supervision of the Evaluation Task Manager.	External evaluators
Evaluation Task Manager	Someone from the grantee organization, such as project manager and/or M&E officer to manage the entire evaluation process under the overall guidance of the senior management, to: <ul style="list-style-type: none"> • lead the development and finalization of the evaluation TOR in consultation with key stakeholders and the senior management; • manage the recruitment of the external 	M&E Officer or Project Manager of Grantee Organization Promundo-US – <i>Alexa Hassink/Kristina Vlahovicova</i>

	<p>evaluators;</p> <ul style="list-style-type: none"> • lead the collection of the key documents and data to be share with the evaluators at the beginning of the inception stage; • liaise and coordinate with the evaluation team, the reference group, the commissioning organization and the advisory group throughout the process to ensure effective communication and collaboration; • provide administrative and substantive technical support to the evaluation team and work closely with the evaluation team throughout the evaluation; • lead the dissemination of the report and follow-up activities after finalization of the report 	
Commissioning Organization	Senior management of the organization who commissions the evaluation (grantee) – responsible for: 1) allocating adequate human and financial resources for the evaluation; 2) guiding the evaluation manager; 3) preparing responses to the recommendations generated by the evaluation.	Senior Management of Grantee Organization Promundo-US – Richard Boriskin/Alexa Hassink
Reference Group	Include primary and secondary beneficiaries, partners and stakeholders of the project who provide necessary information to the evaluation team and to reviews the draft report for quality assurance	<i>Adolescent boys and girls</i> Secondary beneficiaries Project managers
Advisory Group	Must include a focal point from the UN Women Regional Office and the UN Trust Fund Portfolio Manager to review and comment on <u>the draft TOR</u> and <u>the draft report</u> for quality assurance and provide technical support if needed.	UNW Focal Point and UN Trust Fund Portfolio Manager who support your project. – Anna Alaszewski [Programme Specialist, Africa and Arab States, UN Trust Fund to End Violence against Women]



10. Timeline of the entire evaluation process

Stage of Evaluation	Key Task	Responsible	Number of working days required	Timeframe (approximate)
Preparation stage	Prepare and finalize the TOR with key stakeholders	Commissioning organization and evaluation task manager	2	(Aug. 3 rd 2017 – Aug. 25 th 2017)
	Compiling key documents and existing data		1	(Aug. 25 th 2017 – Sept. 8 th 2017)
	Recruitment of external evaluator(s)		3	(Sept. 11 th 2017 – Sept 22 nd 2017)
Inception stage	Briefings of evaluators to orient the evaluators	Evaluation task manager, Evaluation Team	1	(Sept 25 th 2017 – Sept. 29 th 2017)
	Desk review of key documents	Evaluation Team	2	(Sept 25 th 2017 – Sept. 29 th 2017)
	Finalizing the evaluation design and methods	Evaluation Team	3	(Sept 25 th 2017 – Sept. 29 th 2017)
	Preparing an inception report	Evaluation Team	2	(Sept 25 th 2017 – Oct 4 th 2017)
	Review Inception Report and provide feedback	Evaluation Task Manager, Reference Group and Advisory Group	2	(Oct. 4 nd 2017 – Oct. 6 th 2017)
	Submitting final version of inception report	Evaluation Team	2	(Oct. 9 th 2017 – Oct. 13th 2017)
Data collection and analysis stage	Desk research	Evaluation Team	6	(Oct. 16 th 2017 – Oct. 27 nd 2017)
	In-country technical mission for data collection (visits to the field, interviews, questionnaires, etc.)	Evaluation Team	10 (~5 days per	(Oct. 30 th 2017 – Nov. 10 th 2017)

			country)	
Synthesis and reporting stage	Analysis and interpretation of findings	Evaluation Team	16	(Nov. 13 th 2017 – Dec. 1 st 2017)
	Preparing a draft report	Evaluation Team	8	(Dec. 4 th 2017 – Jan. 19th 2018)
	Review of the draft report with key stakeholders for quality assurance	Evaluation Task Manager, Reference Group, Commissioning Organization Senior Management, and Advisory Group	3	(Jan. 22 nd 2018 – Jan. 26 th 2018)
	Consolidate comments from all the groups and submit the consolidated comments to evaluation team	Evaluation Task Manger	2	(Jan. 29 th 2018 – Feb. 2 nd 2018)
	Incorporating comments and revising the evaluation report	Evaluation Team	6	(Feb. 5 th 2018 – Feb. 12 th 2018)
	Submission of the final report	Evaluation Team	0	(Feb. 13th 2018)
	Final review and approval of report	Evaluation Task Manager, Reference Group, Commissioning Organization Senior Management, and Advisory Group	2	(Feb. 14 th 2018 – Feb. 28 th 2018)
Dissemination and follow-up	Publishing and distributing the final report	Commissioning organization led by evaluation manager	5	(Mar. 12 th 2018 – Mar 30 th 2018)
	Prepare management responses to the key recommendations of the report	Senior Management of commissioning organization	1	(Apr. 2 nd 2018 – Apr. 4 th 2018)
	Organize learning events (to discuss key findings and recommendations, use the finding for planning of following year, etc)	Commissioning organization	4	(Apr. 9 th 2018 – Apr. 27 th 2018)

11. Budget

The total budget for this evaluation is USD \$37,000 (inclusive of consultant fees and travel and subsistence allowance to Brazil and Democratic Republic of the Congo).

Annexes

1) Key stakeholders and partners to be consulted

1) Implementing partners:

Jacques Batenga (UNTF-HEAL Africa – DRC)
Linda Cerdeira (Instituto Promundo – Brazil)

2) Documents to be consulted

See below a list of important documents, data sets and webpages that the evaluators should read and understand at the outset of the evaluation and before finalizing the evaluation design and the inception report:

- National strategy documents
- Strategic planning documents (i.e. Project Proposal)
- Baseline data of the project (i.e. Results Monitoring Plan and Baseline Report)
- Monitoring plans, indicators and summary of monitoring data
- Progress and annual reports of the project

3) Required structure for the inception report

See below the suggested structure for the 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 *[please specify the evaluation is designed from: 1) post-test¹ only without comparison group; 2) pre-test and post-test without comparison group; 3) pre-test and post-test with comparison group; or 4) randomized control trial.]*
 - 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

¹ "Test" means project/intervention in this context.

- 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** [*see Annex 4A of UNTF guideline document for the template*]
 - 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.)

Draft outline of final report (in accordance with the requirements of UN Trust Fund [*see Annex 4 of this document below*])

4) Guidelines and required structure for the evaluation report

This section of the guidelines is intended to serve as a guide for preparing meaningful, useful and credible evaluation reports of projects funded by the UN Trust Fund. It prescribes the definite structure and contents that must be included in quality reports.²

Overall criteria for external evaluation reports

I: Quality of writing

1. Clear, precise and professional language
2. Correct terminology and grammar
3. No factual errors
4. Reader friendly
5. Useful graphs and tables (if relevant)

II: Language of the report

The report may be prepared in English (preferred) or French.

III: Logo and acknowledgement of the UN Trust Fund

The logo of the UN Trust should be in the final version of the report, and the contribution of the UN Trust Fund should be acknowledged in the report.

IV: Stakeholder participation

1. The evaluation report provides description and evidence of stakeholders' active participation throughout the evaluation process.
2. Participation of stakeholders includes both primary and secondary beneficiaries.
3. The methodology involves using participatory techniques, if relevant and possible.

² The quality criteria are derived from the United Nations Evaluation Group (UNEG) standards (2005) and the UN Women Quality Criteria for Evaluation Reports (2009). UNEG standards for evaluation in the UN system (2005) instruct that *"the final evaluation report should be logically structured, containing evidence-based findings, conclusions, lessons and recommendations, and should be free of information that is not relevant for overall analysis. A reader of an evaluation report must be able to understand: the purpose of the evaluation; exactly what was evaluated; how the evaluation was designed and conducted; what evidence was found; what conclusions were drawn; what recommendations were made; what lessons were distilled"*.

V: Compliance to the UN Trust Fund Requirements

1. The report is written in accordance with the structure described below. The report is supported by concrete evidence and data.
2. The report is submitted with all the mandatory annexes listed in the structure described below.

Structure of the 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**

[A standalone synopsis of the substantive elements of the evaluation report that provides a reader with a clear understanding of what was found and recommended and what has been learnt from the evaluation. It includes]:

- 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

[The project being evaluated needs to be clearly described. Project information includes]:

- 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

[The template below must be used for this section.]

Sub-sections	Inputs by the evaluator(s)
Description of evaluation design	<i>[Please specify if the evaluation was conducted by one of the following designs: 1) post-test³ only without comparison group; 2) pre-test and post-test without comparison group; 3) pre-test and post-test with comparison group; or 4) randomized control trial.]</i>
Data sources	
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, etc.)	<i>[Please refer to the evaluation matrix (template Annex 4A) in UNTF guideline document]</i>
Description of sampling <ul style="list-style-type: none"> • Area and population to be represented • Rationale for selection • Mechanics of selection 	

³ "Test" means project/intervention in this context.

limitations to sample <ul style="list-style-type: none"> • Reference indicators and benchmarks/baseline, where relevant (previous indicators, national statistics, human rights treaties, gender statistics, etc.) 	
Description of ethical considerations in the evaluation <ul style="list-style-type: none"> • Actions taken to ensure the safety of respondents and research team • Referral to local services or sources of support • Confidentiality and anonymity protocols • Protocols for research on children, if required. 	
Limitations of the evaluation methodology used	

12. Findings and Analysis per Evaluation Question

[The template below must be used per evaluation question in order to provide direct answer to the question, key findings and analysis, and quantitative and qualitative evidence per evaluation question. Evaluators may add additional paragraphs/sub-sections in narrative format to describe overall findings and analysis if they wish.]

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	<ul style="list-style-type: none"> • 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	<i>*For this specific question on beneficiaries, please complete the Beneficiary Data Sheet in Annex 4C of UNTF guideline document.</i>

Evaluation Criteria	Effectiveness
Evaluation Question 1	<ul style="list-style-type: none"> To what extent has this project generated positive changes in the lives of targeted (and untargeted) women and girls in relation to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those women and/or girls? Please describe those changes.
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	
Evaluation Question 1	What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? 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 1	What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? 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 1	What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? 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 1	What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? 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	Relevance
Evaluation Question 1	To what extent was the project strategy and activities implemented relevant in responding to the needs of women and girls, and men and

	boys?
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	Relevance
Evaluation Question 1	To what extent do achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls, and men and boys?
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	Impact
Evaluation Question 1	What are the intended and unintended consequences (positive and negative) resulted from the project?
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	Sustainability
----------------------------	----------------

Evaluation Question 1	How are the achieved results, especially the positive changes generated by the project in the lives of women and girls at the project goal level, going to be sustained after this project ends?
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	Knowledge Generation
Evaluation Question 1	What are the key lessons learned that can be shared with other practitioners on Ending Violence against Women and Girls?
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	Knowledge Generation
Evaluation Question 1	Are there any promising practices? If yes, what are they and how can these promising practices be replicated in other projects and/or in other countries that have similar interventions?
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	

Instruction for Findings and Analysis

- Findings cover all of the evaluation objectives and the key evaluation questions agreed in the evaluation TOR and during the inception stage (inception report).
- Outputs, outcomes and goal of the project are evaluated to the extent possible (or an appropriate rationale given as to why not).
- Outcomes and goal include any unintended effects, whether beneficial or harmful.
- The report makes a logical distinction in the findings, showing the progression from implementation of the activities to the results (outputs, outcomes and project goal) with an appropriate measurement and analysis of the results chain, or a rationale as to why an analysis of results was not provided.
- Findings regarding inputs for the completion of activities or process achievements are distinguished clearly from the results of the projects (i.e. outputs, outcomes and project goal).
- Results attributed to the success/failure of the project are related back to the contributions of different stakeholders.
- Reasons for accomplishments and difficulties of the project, especially constraining and enabling factors, are identified and analyzed to the extent possible.
- Based on the findings, the evaluation report includes an analysis of the underlying causes, constraints, strengths on which to build on, and opportunities.
- An understanding of which external factors contributed to the success or failure of the project helps determine how such factors will affect the future initiatives, or whether it could be replicated elsewhere.

For evaluation questions related to lessons learned and promising practices

- Lessons and promising practices that contributes to general knowledge in the context of Ending Violence against Women, including innovative and catalytic methodologies/approaches.
- The analysis presents how lessons and promising practices can be applied to different contexts and/or different actors, and takes into account evidential limitations such as generalizing from single point observations.
- They are well supported by the findings and conclusions of the evaluation and are not a repetition of common knowledge.

13. Conclusions

[The template below must be used to provide conclusions organized per evaluation criteria, in addition to those for overall. Evaluators may add additional paragraphs/sub-sections in narrative format if they wish.]

Evaluation Criteria	Conclusions
Overall	
Effectiveness	
Relevance	
Efficiency	

Sustainability	
Impact	
Knowledge Generation	
Others (if any)	

Instruction

- The logic behind the conclusions and the correlation to actual findings are clear.
- Simple conclusions that are already well known are avoided.
- Substantiated by findings consistent with the methodology and the data collected.
- Represent insights into identification and/or solutions of important problems or issues.
- Focus on issues of significance to the project being evaluated, determined by the evaluation objectives and the key evaluation questions.

14. Key recommendations

[The template below must be used to provide recommendations per evaluation criteria.

Evaluators may add additional paragraphs/sub-sections in narrative format if they wish.]

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

Instruction

- Realistic and action-oriented, with clear responsibilities and timeframe for implementation if possible.
- Firmly based on analysis and conclusions.
- Relevant to the purpose and the objectives of the evaluation.
- Formulated in a clear and concise manner.

15. Annexes (mandatory)

The following annexes must be submitted to the UN Trust Fund with the final report.

- 1) **Final Version of Terms of Reference (TOR) of the evaluation**
- 2) **Evaluation Matrix** *[see Annex 4A in UNTF guidance document for the template]* please provide indicators, data source and data collection methods per evaluation question.
- 3) **Final version of Results Monitoring Plan** *[see Annex 4B in UNTF guidance document for the template]* please provide actual baseline data and endline data per indicator of project goal, outcome and output
- 4) **Beneficiary Data Sheet** *[see Annex 4C in UNTF guidance document for the template]* please provide the total number of beneficiaries reached at the project goal and outcome levels.
- 5) **Additional methodology-related documentation**, such as data collection instruments including questionnaires, interview guide(s), observation protocols, etc.
- 6) **Lists of persons and institutions interviewed or consulted and sites visited** *[As appropriate, specification of the names of individuals interviewed should be limited to ensure confidentiality in the report but rather providing the names of institutions or organizations that they represent.]*
- 7) **List of supporting documents reviewed**
- 8) **CVs of evaluator(s) who conducted the evaluation**

Annex 4A: Template for Evaluation Matrix

Evaluation Criteria	Evaluation Questions	Indicators	Data Source and Data Collection Methods

Annex 4B: Template for Results Monitoring Plan with actual baseline and endline data

A. Statement of Project Goal, Outcomes and Outputs	B. Indicators for measuring progress towards achieving the project goal, outcomes and outputs	C. Data collection methods	D. Baseline Data Please provide actual baseline data per indicator	E. Timeline of baseline data collection For each indicator listed in column B, when was BASELINE data collected? Please specify month/year.	F. Endline Data Please provide actual endline data per indicator	G. Timeline of endline data collection For each indicator listed in column B, when was endline data collected? Please specify month/year.
Project Goal:	1:					
	2:					
	3:					
Outcome 1:	1:					
	2:					
	3:					
Outcome 2:	1:					
	2:					
	3:					
Outcome 3:	1:					

	2:					
	3:					
Output 1.1	1:					
	2:					
	3:					
Output 1.2	1:					
	2:					
	3:					
Output 2.1	1:					
	2:					
	3:					
Output 2.2	1:					
	2:					
	3:					
Output 3.1	1:					
	2:					
	3:					
Output 3.2	1:					
	2:					
	3:					

Annex 4C: Template for Beneficiary Data Sheet

Beneficiary group	The number of beneficiaries reached	
	At the project goal level	At the outcome level

Female domestic workers		
Female migrant workers		
Female political activists/human rights defenders		
Female sex workers		
Female refugees/internally displaced/asylum seekers		
Indigenous women/from ethnic groups		
Lesbian, bisexual, transgender		
Women and girls in general		
Women/girls with disabilities		
Women/girls living with HIV and AIDS		
Women/girls survivors of violence		
Women prisoners		
Others (specify)		
Primary Beneficiary Total		
Civil society organizations (including NGOs)	Number of institutions reached	NA
	Number of individuals reached	NA
Community-based groups/members	Number of groups reached	NA
	Number of individuals reached	NA
Educational professionals (i.e. teachers, educators)		NA
Faith-based organizations	Number of institutions reached	NA
	Number of individuals reached	NA
General public/community at large		NA
Government officials (i.e. decision makers, policy implementers)		NA
Health professionals		NA
Journalists/Media		NA
Legal officers (i.e. lawyers, prosecutors, judges)		NA
Men and/or boys		NA
Parliamentarians		NA
Private sector employers		NA
Social/welfare workers		NA

Uniformed personnel (i.e. police, military, peace-keeping officers)	NA	
Others (specify)	NA	
Secondary Beneficiary Total	NA	