



EVALUATION TERMS OF REFERENCE

Child Right Based Child Friendly Local Governance Project

Project number: M203493

World Vision Mongolia

2017

i. Acknowledgements

We would like to express my special thanks of gratitude to World Vision Germany which gave the opportunity to implement this project for children in Mongolia. Secondly, I would also like to thank to the Child Protection specialist, Special Project and Operations Manager to provide valuable feedbacks to develop and improve the evaluation TOR. Therefore, I would like to extend my pleasure to DME Specialist for her valuable contribution and commitment.

ii. Affirmation

Except as acknowledged by the references in this paper to other authors and publications, the evaluation Terms of Reference (TOR) described herein consists of World Vision International-Mongolia's (WVIM) own work, undertaken to secure funding, implement the activities, describe and advance learning, as part of the requirements of World Vision's Design, Monitoring and Evaluation (DME) Learning System.

Primary quantitative and qualitative data collected throughout the evaluation process remains the property of the communities and families described in this document. Information and data must be used only with their consent.

Davaasuren. A /Project officer/

Zoljargal / Special Project & Operations Manager/

iii. Glossary

ADP	Area Development Program
CFLG	Child Friendly Local Governance
CP	Child Protection
CAY	Child and Youth
CPMDT	Child Protection Multidisciplinary Team
NAFCYD	National Authority for Family, Children and Youth Development
CWBA	Child Wellbeing Aspirations
DME	Design, Monitoring and Evaluation
ITT	Indicator Tracking Table
NO	National Office
NGO	Non-Government Organization
TOR	Terms of Reference
SEA	Sexual Exploitation and Abuse
WVG	World Vision Germany
WVIM	World Vision International Mongolia
SO	Support Office
LEAP	Learning through evaluation with accountability and planning
FGD	Focus group discussion
KII	Key informant interview
PO	Project Officer
TDF	Transformation development facilitators
IEC	Information education and communication

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1. Evaluation Summary

Project name	Child Right Based Child Friendly Local Governance Project
Lifespan of project	01 March, 2015 – September 30, 2017
Evaluation Type	End of project evaluation + theory based evaluation (see the attached theory change)
Evaluation Purpose	Evaluation purpose is to learn from results made by project to make further improvement in future similar and other projects.
Primary Methodologies	This Evaluation will use qualitative data collection method in the entire evaluation. Suggested tools are proposed; <ul style="list-style-type: none"> ▪ FGD/KIIs with key partners, children and CAY groups ▪ Use participatory methods such as Body Map before/after etc during FGD/KIIs ▪ Review monitoring data of project documents
Evaluation Start and End Dates	April 03, 2017 – June 22, 2017
Anticipated Evaluation Report Release Date	Final report to be submitted on 22 June to SO.

2. Description of Project Being Evaluated

Child Friendly Local Governance project is funded by World Vision Germany. Total budget is \$120,000. Project duration is 01 March, 2015 – September 30, 2017. The project has implemented 4 outcomes to make significant progresses towards the goal “Enhanced quality child participation in local governance and improved child rights recognition of boys and girls in target area” as well as Child Well Being Targets (CWBT) and National Strategy. As of last CWB national report the project target ADPs data shows progresses towards goal and outcome level indicators.

The project is strengthening both the protective environment for children, as well as children themselves, in order to improve their well-being and fulfill their rights to protection. The project provides comprehensive framework for participation work at the community level and will help to establish an evidence base for advocacy efforts at various levels. It uses a systems strengthening approach which emphasizes prevention, protection and response, coordination between sectors and integrated responses that can benefit all children.

Goal: Enhanced quality child participation in local governance and improved child rights recognition of boys and girls
Outcome 1: Strengthened functionality and responsiveness of civil society and government structure to child rights issues
Output 1.1: Enhance understanding of local government and the public on child rights and child participation

Output 1.2: Advocate for child friendly policy development
Outcome 2: Enhanced Child and Youth (CAY) club ability to prevent and address child SEA and peer pressure Output 2.1: Strengthen CAY clubs to voice their concerns Output 2.2 Improve CAY advocacy skills for vulnerable children Output 2.3: Support children’s clubs to implement a child protection project in the community and Improve CAY advocacy skills for vulnerable and disabled children
Outcome 3: Strengthened children/youth engagement with stakeholders at community and national level Output 3.1: Increase CAY understanding on children's rights and child participation techniques and practices Output 3.2: Inform and support duty bearers on the process of CFLG concept Output 3.3: Develop comprehensive guideline for CF certification
Outcome 4: Project effectively managed and monitored Output 4.1 Project partner network have been established Output 4.2 Participatory monitoring & evaluation framework established with partners and communities

The main part of CFLG project is provide every children with opportunities to get involved in decision making processes at family, school and local governance levels to reach their voices to local government stakeholders.

Consultation meeting is organizing every year among the CAY club members and local government stakeholders of targets in Dari-ekh, Zuunkharaa and Bayankhongor, Bor-Undur, Bayankhoshuu and Khailaast ADPs to share child rights issue and get decision at community level. CAY members raised total of 33 issues which face children towards their right and protection to local decision makers and school authorities under the outcome. Most of the issues were solved in a short time.

CAY clubs selected one of the most common child protection issue in their community and they wrote projects on their selected topics and implemented in target schools. Children led child protection projects topics were “Around us peer pressure”, Child protection, Family violence and Crime prevention. For example: Clubs implemented “Cultured class project”, “Spelling kings competitions”, Save UB campaign- clean to keep etc. After that, they introduced their works studied and implemented to their parents and school’s authorities. 14700 children improved their knowledge on child participation was very efficient for saving themselves, their friends rights and child protection through their involvement in the activities organized by CYA.

We trained 456 children in 19 clubs of target areas on Peace Road approach with 5 modules and 32 individual sessions for learning to apply life skills in different contexts, make wise decisions that keep them safe, bring no harm to others, treat others with respect, influence the environment and to be less violent or dangerous.

Through the years, total of 237 representatives from 6 local CPMDT including government, CPMDT members, Family, Child and Youth Development division’s specialists of districts, school directors and social workers in 6 target areas have trained by the approach on how to engage

the youth into Local Governance.

CFLG project's main tool is Peace road and CF local Governance curriculum which helps "building life skills and resilience to protect children" and equip local government to make community as a child friendly.

3. Evaluation location

1. In Ulaanbaatar Songinokhairkhan district schools#76, 104, 105,
2. In Ulaanbaatar Bayanzurikh district schools#79, 48 and
3. In Ulaanbaatar Chingeltei district school# 49, 72 and 37.)
4. In Bayankhongor province (Ulziit soums, Erdenetsogt and Segoo Seko in Bayankhongor sum)
5. In Selenge province (school#1,2 from Mandal sum)
6. In Govisumber province (Sumber sum school# 1.2 and Technology College)

4. Evaluation Target Audiences (For whom is the evaluation intended?)

The primary audiences for the evaluation include:

- WV Germany as the Support Office
- National office
- ADPs
- Parents and caregivers
- Children

National Office and ADP (Operations department including CP team and ADPs in target areas) – it would be a learning process for identifying further perspectives in implementing the special projects. Support Office (WVG): can see the effectiveness and impacts of CFLG project on comprehensive child protection and child participation. Therefore it would be a learning process to improve child friendly local governance.

Apart from the above, end of project evaluation exercise is intended to include and influence the following groups:

- Target schools officials, teachers and students
- Child and Youth clubs members and their parents
- Khoroo and district governance and multidisciplinary team
- District and provincial social development department
- Authority of Family, Child and Youth Development

5. Evaluation Type

This evaluation is intended to investigate the impacts on the aspects of child participation. Whole evaluation process will be based on theory of changes described in appendix B. Also this evaluation type can be called as the end of the project evaluation.

6. Evaluation Purpose and Objectives

Evaluation purpose is to learn from results made by project to make further improvement in future similar and other projects. To achieve this purpose, several objectives are described to clarify key points during evaluation.

- ✚ **Project relevance:** To what extent the project objectives have correspond to the needs of the beneficiaries?
- ✚ **Project impact and its sustainability:** Identifying the impact (positive, negative, direct, indirect, intended, unintended) of the project and if the impact is sustainable?
- ✚ **Project contribution to change:** Identify the contribution of the project to community development. Identify other internal or external player and parameters which contributed to the project goal?
- ✚ **Generate learning and recommendations for further interventions on child participation:** Identify what has worked well and what has not worked well and why?
 - ➔ What parameters enabled the empowerment of children? How does the empowerment of children look like?
 - ➔ What is the meaning of child participation to different stakeholders (local government authorities, parents, school teacher, CAY, etc.)?
- ✚ **Elaboration of LEAP3 Technical Programs:** Have the results of the project any influence for the elaboration of the TPs?

Key questions in each of evaluation objectives are the following;

Evaluation Objectives	Issue/ Key questions
Objective 1: Project relevance: To what extent the project objectives have correspond to the needs of the beneficiaries?	<ul style="list-style-type: none"> ▪ How relevant was development interventions with needs and interest of local areas ▪ How the community engagement in DME processes and any lessons learnt from this process?
Objective 2: Project impact and its sustainability: Identifying the impact (positive, negative, direct, indirect, intended, unintended) of the project and if the impact is sustainable?	<ul style="list-style-type: none"> ▪ Was the project efficient and effective in achieving its intended goal/CWBOs? ▪ Are there any changes in child development, participation and child protection in local areas as result of project? <ul style="list-style-type: none"> ○ Enhanced quality child participation in local governance and improved child rights recognition of boys and girls ○ Strengthened functionality and responsiveness of civil society and government structure to child rights issues ○ Enhanced Child and Youth (CAY) club ability to prevent and address child SEA and peer pressure ○ Strengthened children/youth engagement with stakeholders at community and national level ▪ How have capacities been developed and vulnerabilities reduced? ▪ Which impacts are owned by community? ▪ How project contribute to improve social accountability of duty bearers and also local governance, parents and children?

	<ul style="list-style-type: none"> What evidence, if any, indicates that local communities and duty bearer groups will be able to sustain project gains (if any) without assistance from World Vision?
<p>Objective 3: Project contribution to change: Identify the contribution of the project to community development. Identify other internal or external player and parameters which contributed to the project goal?</p>	<ul style="list-style-type: none"> How change happened and explains how the project contributed to it? Is the explanation of how the intervention contributes to change explored? Are alternative factors (e.g. the contribution of other actors) explored to explain the observed result alongside an intervention's contribution?
<p>Objective 4: Generate learning and recommendations for further interventions on child participation: Identify what has worked well and what has not worked well and why?</p>	<ul style="list-style-type: none"> What were the key lessons learnt from process and the results of programming? Are any good practices, success stories, lessons which should be scaled up other communities? What parameters enabled the empowerment of children? How does the empowerment of children look like? What is the meaning of child participation to different stakeholders (local government authorities, parents, school teacher, CAY, etc.)

7. Evaluation Methodology

World Vision Mongolia will select a local research consultant/institution to conduct this evaluation. The selected consultant will be required to prepare evaluation methodology based on submitted TOR. All products will be reviewed by WVIM and SO to make mutual agreements to finalize. WVIM suggests using the qualitative approach for whole evaluation process.

To achieve more reliable evaluation results World Vision uses the BOND Principles of Evidence to inform the standard of data quality and analysis across five domains. The Consultant will design the evaluation plan and associated tools, methodologies and approaches in line with BOND minimum Standards, as outlined in Appendix A. The final evaluation report will reflect the same standards.

7.1. Qualitative data collection

The consultant will use focus group discussions (FGDs) and Key Informant Interviews (KIIs) with major project stakeholders, children and also with project staffs. Participatory tool named 'body map' is suggested by WVIM to use during interviews. This guide is attached appendix C and further detailed questions will be provided by WVIM.

Key attention should be focused into theory of changes on child participation which is described in Appendix B. Key findings should be tailored with aspects in theory of changes.

The consultant will facilitate whole qualitative data collection. The consultant will develop a more detailed analysis plan as part of the final evaluation plan, taking into account the support of WVIM Child Protection Technical and DME staff.

7.2 Document Review

The research team will use those project documents. Also secondary data sources will be used for further data analysis. Once selected, the project team provide the documents.

- CFLG project proposal
- CFLG project quarterly reports
- Developed IEC materials
- Target ADPs documents
- Target school documents

7.3 Data validation and reporting

Evaluation preliminary findings will be shared with project team, ADP staffs and partners. Their feedback needs to incorporate into the report. Evaluation report template is given by WVIM DME.

8 Authority and Responsibility

Evaluation Phase	Role	Primary Task
Planning	Project team	<ul style="list-style-type: none"> • Make project introduction meeting with the consultant • Submit project documents to external research team • Organize Evaluation and Validation workshops with Consultant
	Consultant	<ul style="list-style-type: none"> • Develop evaluation methodology/questionnaire • Test and adjust survey tools • Train field data collectors
	DME team, Operations team and CP specialist	<ul style="list-style-type: none"> • Provide technical inputs to improve evaluation methodology/questionnaire • Give the final approval to the consultant team to collect data from project partners; • Give introduction on CP policy and procedures to the external team
Data Collection and Analysis	Consultant	<ul style="list-style-type: none"> • Fully facilitate the data collection • Fully responsible for data quality assurance • Present and validate data to the project team and CP specialist
	Project staff	<ul style="list-style-type: none"> • Make linkage external research team with key partners to make interviews

Reporting and Follow up	External research team	<ul style="list-style-type: none"> • Prepare draft report in Mongolian and English • Discussion with WVIM on findings and reflect the feedback in the final report • Final report submission
	DME and CP specialists and project team	<ul style="list-style-type: none"> • Participate in discussion meeting and provide feedback
	WV Germany	<ul style="list-style-type: none"> • Provide feedback on evaluation report

9. Logistics

The following logistics will be arranged by WV Mongolia.

#	Arrangements	Definition
1	Place for debriefing	ADP office, school classrooms, and local meeting halls
2	Evaluation arrangement preparation	Prepare the members of the service team including POs, TDFs and drivers to arrange all related works during evaluation processes /working rooms, hotel, gathering of the interviewers, coffee, stationary etc/

10. Time frame and deliverables

Project team proposes evaluation to be implemented from 01 April 2017 – 22 June 2017.

DATE	WORK ITEM	DAY	DELIVERABLE
03-14 Apr	<ul style="list-style-type: none"> • Newspaper announcement for Evaluation consultancy 	10	<ul style="list-style-type: none"> ▪ Announcement of evaluation consultancy
17-20 Apr	<ul style="list-style-type: none"> • Selection of Evaluation company 	4	<ul style="list-style-type: none"> ▪ Contract with Evaluation company
21-28 Apr	<ul style="list-style-type: none"> • Evaluation design workshop • Develop methodology 	6	<ul style="list-style-type: none"> ▪ Product 1: Final Evaluation design ▪ Training programme ▪ Field data collection plan
01 -26 May	<ul style="list-style-type: none"> • Desk review, field data collection 	20	<ul style="list-style-type: none"> ▪ Initial findings, conclusions and recommendations
29-31 May	<ul style="list-style-type: none"> • Meeting with project team for data validation 	3	<ul style="list-style-type: none"> ▪ Ensure data collection is on track. Identify preliminary findings ▪ Debriefing for data validation
06 -19 June	<ul style="list-style-type: none"> • Consultant will work on the report and submit the draft report to WVIM 	10	<ul style="list-style-type: none"> ▪ Product 3: Draft evaluation report on June 05, 2017

20 -22 June	<ul style="list-style-type: none"> Final report submission to WV- date WVM submission the final evaluation report to WV Germany 	3	<ul style="list-style-type: none"> Product 4: final evaluation report in English and Mongolian
Total working day		57	

10. Budget

Financial proposal has to be indicated all-inclusive costs for conducting survey.

11. Appendix

Appendix A: The BOND Evidence Principles

Domain	Criterion & MINIMUM Standard of Evidence	To meet this criterion at a MINIMUM standard:
1. Voice and Inclusion <i>We present beneficiaries views on the effects of the intervention and identify who has been affected and how</i>	1a. Are the perspectives of beneficiaries included in the evidence? ✓ “Beneficiary perspectives presented, but not integrated into analysis.”	<ul style="list-style-type: none"> The voice of beneficiaries should be used in the analysis of findings and referred to in discussing the outcomes of the project (not just as stand-alone quotes and stories). Evaluation methods should be explicitly designed to be accessible and appropriate to the beneficiaries in the evaluation process <ul style="list-style-type: none"> ➔ <i>For a higher standard, analysis of beneficiary perspectives is integrated well into the findings through a clear discussion of beneficiary inputs and how they inform assessments of progress.</i>
	1b. Are the perspectives of the most excluded and marginalized groups included in the evidence? ✓ “Perspectives from most excluded groups presented clearly, but not integrated into analysis.”	<ul style="list-style-type: none"> Evaluation methods should be responsive to the particular excluded and marginal groups in the beneficiary group (i.e. be accessible, user-friendly, relevant to their participation) Description of input from ‘beneficiaries’ should identify which groups are providing what feedback to ensure the most excluded and marginal groups are documented and included in the data analysis process. <ul style="list-style-type: none"> ➔ <i>For a higher standard, innovative ways are undertaken to consult with and document the views of excluded groups and their ‘voice’ is clearly articulated in the report.</i>
	1c. Are findings disaggregated according to sex, disability and other relevant social groupings? ✓ “Findings are disaggregated, but a number of social differences relevant to the intervention are missing.”	<ul style="list-style-type: none"> Evaluation tools (e.g. surveys, interviews, focus groups) and tools to collect data should be designed to classify data by gender and disability at a minimum and other social criteria where relevant and applicable (e.g. culture, ethnicity, age, etc.) All data should be disaggregated in the analysis according to gender and disability (at a minimum) and by other themes where relevant and applicable <ul style="list-style-type: none"> ➔ <i>For a higher standard, survey and focus group data should be analysed along gender lines and these findings included in the report in making assessments of project processes, outcomes and progress.</i>

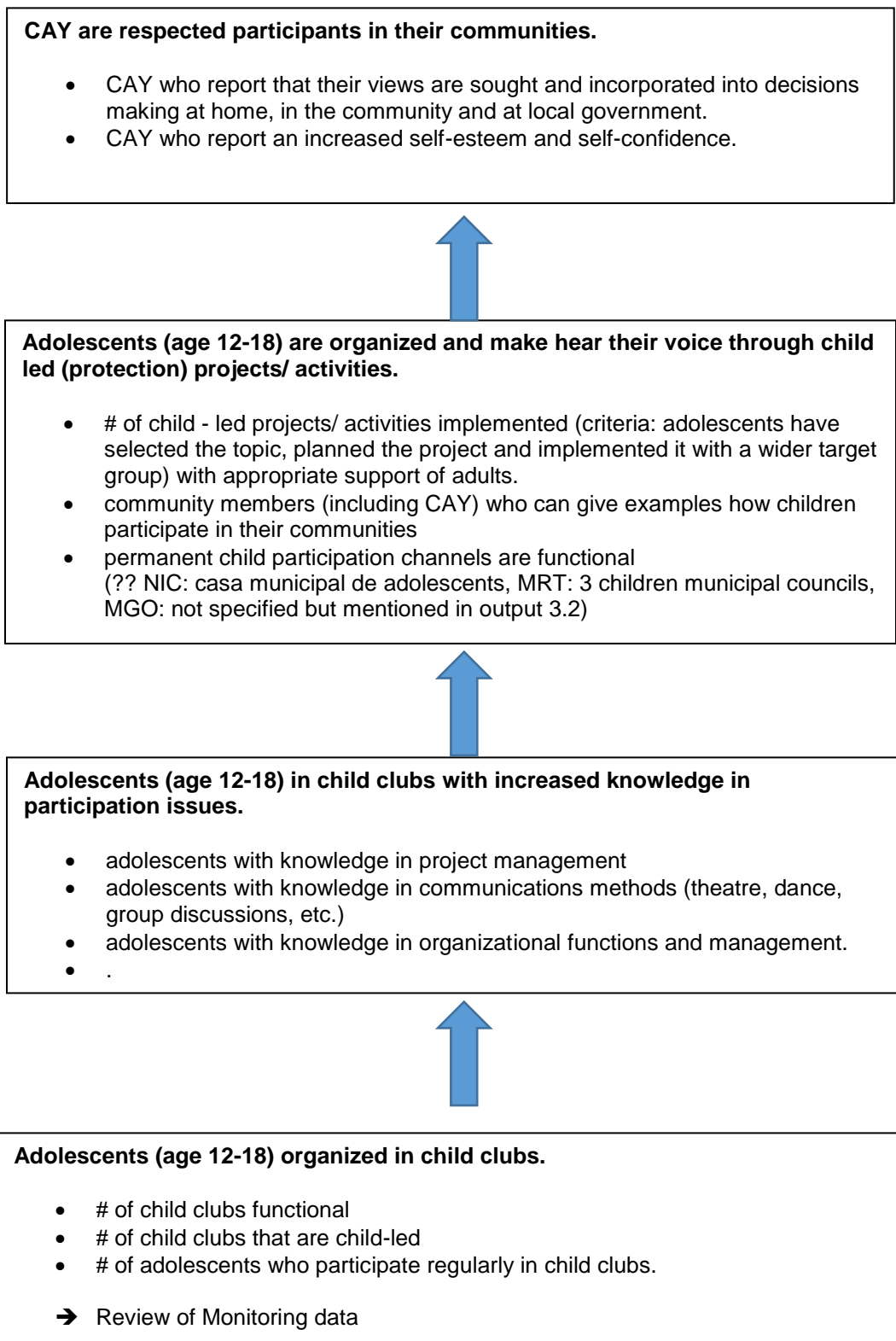
Domain	Criterion & MINIMUM Standard of Evidence	To meet this criterion at a MINIMUM standard:
	<p>1d. Did beneficiaries play <i>a significant role</i> in the designing the evidence gathering and analysis process?</p> <p>✓ “Beneficiaries actively participated in the process and had involvement in one of the following: (1) designing the process (2) analysing the data (3) formulating the conclusions.”</p>	<ul style="list-style-type: none"> • ToRs should clearly articulate how beneficiaries will participate in <i>significant ways</i> throughout the evaluation – from planning to reporting • Beneficiaries should be involved in the evaluation as more than just informants or in just data collection - there should be genuine accessible mechanisms for participating in the planning and analysis stages that are meaningful for participants and with genuine influence. <ul style="list-style-type: none"> ➔ <i>For a higher standard, additional participatory methods used to ensure beneficiaries are consulted in clear and accessible way; their feedback is given strong consideration in the evaluation and the report.</i>
<p>2. Appropriateness <i>We use methods that are justifiable given the nature of the intervention and the purpose of the assessment</i></p>	<p>2a. Are the data collection methods relevant to the purpose of the enquiry and do they generate reliable data?</p> <p>✓ “The methods of data collection are relevant to the purpose of the assessment, but there is uncertainty about the reliability of some of the data.”</p>	<ul style="list-style-type: none"> • The methods proposed for the evaluation should be relevant to the topic, context, beneficiaries and purpose of the evaluation. • Methods and tools are tailored and contextualised in order for them to obtain the relevant information needed for the evaluation <ul style="list-style-type: none"> ➔ <i>For a higher standard, quality control standards have been used to test methods and a strong planning process has deeply analysed the data required and the most appropriate way to obtain it.</i>
	<p>2b. Is the size and composition of the sample in proportion to the conclusions sought by the assessment?</p> <p>✓ “Conclusions claim no more than the size and composition of the sample allows, but there is uncertainty about their validity.”</p>	<ul style="list-style-type: none"> • Sample of informants is appropriate to the resources available and the information sought from them has clearly defined uses in making assessments of the project. • The conclusions from the evaluation do not overstate the reach of the evidence provided (e.g. small-scale local data is not assessed as directly influencing changes in national statistics) and clearly refer to the scale of project outcomes <ul style="list-style-type: none"> ➔ <i>For a higher standard, the validity of the conclusions is articulated through the reasoning for the sample size and composition and clearly link to the scope and depth of the data</i>
	<p>2c. Does the team have the skills and characteristics to deliver high quality data collection and analysis?</p> <p>✓ “The combined team appear to have the necessary skills and</p>	<ul style="list-style-type: none"> • Appropriate data <u>analysis</u> methods are articulated in the evaluation plan and team members have the skills to undertake such analysis – it provides support for conclusions in a transparent way providing confidence in the linkages made between activities, outputs, outcomes. • Consideration is given to the overall evaluation team balance with gender and disability considerations; cultural and ethnic backgrounds; linguistic skills; and context and sector knowledge that respond to the needs of the specific evaluation in question. <ul style="list-style-type: none"> ➔ <i>For a higher standard, the overall evaluation team is systematically</i>

Domain	Criterion & MINIMUM Standard of Evidence	To meet this criterion at a MINIMUM standard:
	characteristics.”	<i>constituted, with a clear understanding of the skills required and plans are implemented to cover identifiable gaps (e.g. specialist facilitators, technical support for specific data collection, specialist staff for data analysis, gender and disability experts, community participants, proof-readers for report writing quality etc.)</i>
	2d. Is the data analysed in a systematic way that leads to convincing conclusions? ✓ “The data is analysed through a clear method, but not every conclusion is wholly convincing.”	<ul style="list-style-type: none"> Analysis of data (how, when, by whom etc.) is clearly explained and discussed during the planning phase to ensure it is appropriate to the tools, methodologies and project themes. The analysis provides clear lines of evidence to explain conclusions and ‘pathways of change’. <ul style="list-style-type: none"> ➔ <i>For a higher standard, exploring the ‘pathways of change’ /theory of change with staff and using this to structure analysis and evaluation of progress and impact.</i>
3. Triangulation <i>We make conclusions about the intervention's effects by using a mix of methods, data sources, and perspectives</i>	3a. Are different data collection methodologies used and different types of data collected? ✓ “One data collection method is used with reference made to other existing data.”	<ul style="list-style-type: none"> The report presents data from one data collection method (household surveys, interviews, focus groups etc.) AND refers to data from at least one other existing data source (e.g. document review, baseline etc.). <ul style="list-style-type: none"> ➔ <i>For a higher standard, the report presents at least two different types of data, collected using at least two different data collection methods.</i>
	3b. Are the perspectives of different stakeholders compared and analysed in establishing if and how change has occurred? ✓ “Different stakeholder perspectives have been presented, but not analysed.”	<ul style="list-style-type: none"> The report presents data that describe the experiences and views of different groups of people who had a clear interest in, and relevant knowledge of the project (e.g. community members, local government, WV staff, health clinic staff, teachers, children, etc.). <ul style="list-style-type: none"> ➔ <i>For a higher standard, the views of different stakeholders (potentially including an analysis of those who left the project or stopped participating and why) must be explicitly and coherently reflected on and built into the way the data is analysed to ensure the analysis of change makes sense taking into consideration these perspectives.</i>
	3c. Are conflicting findings and divergent perspectives presented and explained in the analysis and conclusions? ✓ “Divergent perspectives or conflicting findings are presented.”	<ul style="list-style-type: none"> There is a clear intent to present, from more than one source of data, feedback from individuals or groups of participants who had differing or competing experiences. These divergent views are presented and are described based on an understanding of the context of the project and the participation of different people and groups. <ul style="list-style-type: none"> ➔ <i>For a higher standard, the reasons for differences in findings should be explored and explained.</i>
	3d. Are the findings and conclusions shared with and validated by a range of key stakeholders (e.g. beneficiaries, partners, peers)?	<ul style="list-style-type: none"> Meaningful processes are in place to share the preliminary and final findings of the evaluation. The report describes how the (preliminary and final) findings from the evaluation were shared with community members and other stakeholders. <ul style="list-style-type: none"> ➔ <i>For a higher standard, the reports should be clear how validation and engagement with stakeholders was conducted; how they</i>

Domain	Criterion & MINIMUM Standard of Evidence	To meet this criterion at a MINIMUM standard:
	<ul style="list-style-type: none"> ✓ “Findings and conclusion are shared with relevant stakeholders of the intervention, but not validated.” 	<p><i>responded to the data that was presented to them and their subsequent feedback; and how the responses of stakeholders were used to influence the content of the final report.</i></p>
<p>4. Contribution <i>We can show how change happened and explain how we contributed to it</i></p>	<p>4a. Is a point of comparison used to show that change has happened (e.g. a baseline, a counterfactual, comparison with a similar group)?</p> <ul style="list-style-type: none"> ✓ “Data is available and has been used as a point of comparison.” 	<ul style="list-style-type: none"> • The evaluation approach includes, where appropriate, methodologies to be used as a point of comparison (only where applicable and when required) • The report includes data from a group or a time where/when WV was not acting, to demonstrate that any change in outcomes may have arisen as a result of our work. This data might be from the baseline report, data from other districts/communities in which WV is not working, etc. <ul style="list-style-type: none"> ➔ <i>For a higher standard, the report should also explain why comparing to the alternative data is appropriate and address any limitations.</i>
	<p>4b. Is the explanation of how the intervention contributes to change explored?</p> <ul style="list-style-type: none"> ✓ “Causal links between the intervention and outcomes are explored.” 	<ul style="list-style-type: none"> • The links between what WV did and the results measured are clearly explained and document how what WV did lead to the documented results and outcomes. There should be an exploration of which activities appear to have had most and least contribution to the project outcomes. <ul style="list-style-type: none"> ➔ <i>For a higher standard, the report should also describe and explore any assumptions that support these links and provide more in-depth analysis of the mechanisms of change.</i>
	<p>4c. Are alternative factors (e.g. the contribution of other actors) explored and explain the observed result alongside an intervention's contribution?</p> <ul style="list-style-type: none"> ✓ “Analysis makes reference to the possible contribution of other factors outside of the intervention.” 	<ul style="list-style-type: none"> • Evaluation methodologies include seeking feedback from stakeholders on factors they identify as being relevant to understand WV's contribution. • The report mentions other things that happened during the life of the project that may have contributed (positively or negatively) to the results that are found in the evaluation. This might include such actions as activities of other agencies (NGOs, governments etc.), climate or economic change or any unexpected events. <ul style="list-style-type: none"> ➔ <i>For a higher standard, the report should explore these other factors, and attempt to determine the extent to which they might have contributed to the results, and why.</i>
	<p>4d. Are unintended and unexpected changes (positive or negative) identified and explained?</p> <ul style="list-style-type: none"> ✓ “Unintended 	<ul style="list-style-type: none"> • The evaluation approach should include some open questions to enable informants to supply information on topics that are not included in logframes or ITTs. • There is a description of outcomes that arose during the project (potentially as a result of the project) which were unplanned or

Domain	Criterion & MINIMUM Standard of Evidence	To meet this criterion at a MINIMUM standard:
	changes are identified.”	surprising. ➔ <i>For a higher standard, the underlying reasons for these changes should be explored and explained identifying barriers or new openings for progress.</i>
5. Transparency <i>We are open about the data sources and methods used, the results achieved, and the strengths and limitations of the evidence</i>	5a. Is the size and composition of the group from which data is being collected explained and justified? ✓ “Size and composition of sample are described.”	<ul style="list-style-type: none"> • Clear justification is provided in the evaluation plan regarding the size and composition of the sample of informants • The numbers of people from whom data was collected are described, along with details of the types of people (e.g. farmers, women, children, WV staff, etc.) and the numbers of each group. ➔ <i>For a higher standard, there should be explanation of the reason this size and composition was chosen.</i>
	5b. Are the methods used to collect and analyse data and any limitations of the quality of the data and collection methodology explained and justified? ✓ “Methods for data collection and analysis are described.”	<ul style="list-style-type: none"> • There should be a clear description of which methods were used to collect data (surveys, focus groups, etc.) and how these methods were conducted. It is especially important to describe those methods used with vulnerable populations, fragile contexts and working in sensitive sectors (e.g. violence, mental health, protection etc.). • There should be a clear description of the approach taken to analyse the data collected. Data collection tools should be attached as an appendix to the report. ➔ <i>For a higher standard, there should be explanation of the reason these methods were chosen and justified as providing the best practice option.</i>
	5c. Is it clear who has collected and analyzed the data, and is any potential bias they may have explained and justified? ✓ “Team collecting and analyzing data are identified and potential biases made clear.”	<ul style="list-style-type: none"> • The report should specify who collected the data and who analyzed it. It should also be clear how their background (e.g. employment with World Vision, association with funder, etc.) might influence how they collect or interpret the data ➔ <i>For a higher standard, the reasons for including people with a background that might influence the results of the report should be explained</i>
	5d. Is there a clear logical link between the conclusions and the data collected? ✓ “Conclusions follow from the data collected.”	<ul style="list-style-type: none"> • It should be clear to the reader of the evaluation report how the conclusions are linked to the findings. • All conclusions & recommendations should be clearly based on findings presented in the results and the structure of the report should make it easy to understand the connections. ➔ <i>For a higher standard, the steps taken to move from the findings to the conclusions should be explained and more time spent on ensuring that the language of the report is clear.</i>

Appendix B: Theory of change for evaluation Child Participation Projects



Appendix C: Before and After Body map