

## Terms of reference for the independent final evaluation of TRI Global Child Project and TRI programme

### Evaluation Terms of Reference 21 June 2024

#### 1. Evaluation context

The **Restoration Initiative (TRI)** (hereafter referred to as the TRI programme) is implemented by IUCN in partnership with the Food and Agricultural Organization of the United Nations (FAO) and the United Nations Environment Programme (UNEP) and consists of 10 National Child Projects implemented in 9 Asian and African countries, further complemented and supported by a **Child Project** (hereafter referred to as the Global Child Project) providing programmatic coordination and technical support, and facilitating capture and dissemination of learning on forest landscape restoration (FLR) to TRI partners and the wider restoration community. The TRI programme started in July 2016 and will end in December 2026 after the closure of its last national Child project (Tanzania), while its Global Child Project started at the same time but will end in December 2024.



Given the close relationship between the TRI Programme and the Global Child Project and for efficiency reasons, IUCN, FAO and UNEP are seeking for an International Firm/Evaluator(s) to carry out in parallel and through a **single data collection process** the final evaluation of **both** the TRI Programme and the Global Child Project.

The TRI programme was established with the aim to achieve the following outcomes:

**Outcome 1:** Increased national and sub-national commitment to forest and landscape restoration in TRI countries; and national and sub-national policy and regulatory frameworks supportive of restoration, sustainable land management, maintenance and enhancement of carbon stocks in forest and other land uses, and reduced emissions from land use, land use change and forestry (LULUCF) and agriculture.

**Outcome 2:** Integrated landscape management practices and restoration plans to restore and maintain deforested and degraded landscapes implemented by government, private sector and local community actors, both men and women.

**Outcome 3:** Strengthened institutional capacities and financing arrangements in place to allow for and facilitate large-scale restoration and maintenance of critical landscapes and diverse ecosystem services in TRI countries.

**Outcome 4:** Increased effectiveness of Program investments among Program stakeholders; and improved knowledge of best practices on restoration among key external audiences and other donors.

The Global Child project is unique among TRI constituent “child” projects in that it is jointly executed by the three partnering GEF TRI agencies and serves to coordinate and support the program including the other 10 child projects. As defined in the Global Child project document, the project’s objective is to “*strengthen overall delivery of TRI by establishing and supporting structures and processes for coordination, monitoring, and adaptive management of the Program, while providing key supports to TRI country projects in the areas of policy identification and uptake, knowledge generation and dissemination, and mobilization of new/additional finance for FLR, to generate enhanced programmatic benefits and support the achievement of country FLR objectives.*”

Services to be provided by the Global Child Project include:

- **Program-level monitoring, evaluation, and adaptive management**, including support for the Program Advisory Committee (PAC), Program Coordination Unit, and development of case studies assessing the value for money generated by investment in TRI;
- **Identification and capture of synergies among national child projects**. The Global Child project works to capture synergies among national child projects and capitalize on emerging opportunities presented over the course of TRI;
- **Systematic capture, enhancement, and sharing of Forest Landscape Restoration (FLR) knowledge**. This includes the use of harmonized tools and processes for capture of information; development of case studies and policy briefs and other informational materials; enhancements to the existing body of FLR knowledge to make these resources more useful and widely accessible, and sharing of experiences via facilitated online Communities of Practice, events, workshops and trainings, as well as through Program and Agency partner web platforms;
- **Support for the mobilization of FLR finance**. National child project teams to be supported in the development of bankable proposals and other tools and incentive programs to mobilize FLR finance, including through the development and delivery of an online course on FLR finance and other trainings and support.
- **Support for identification and uptake of FLR-supportive policies**. The Global Child project should work in tandem with national projects to support in-country efforts to enhance the enabling policy environment for FLR. Work will include development of relevant case studies and policy briefs, high-level workshops, and an awareness-raising campaign featuring restoration champions from within and outside TRI countries.
- **Development and provision of tools to support planning, implementation and monitoring of FLR**, including monitoring of biodiversity impacts from FLR.

## 2. Rationale and Purpose for the Evaluations

This final evaluation fulfils the GEF and IUCN's requirements to conduct an independent final evaluation for the purpose of assessing the results of the intervention. It is expected that the findings and recommendations of the final evaluations will help to inform future decisions such as whether to pursue additional interventions, to scale up existing interventions, or to replicate this programme elsewhere. The external evaluations should also help IUCN, FAO and UNEP identify key lessons learned that could be used for the development of future GEF project proposals and improve the implementation of future FLR related interventions.

## 3. Audience, key stakeholders and use of the evaluations

The primary intended users of TRI Global Child Project final evaluation are:

- The three implementing agencies: IUCN, FAO and UNEP
- The TRI Global child project and executing partners
- The GEF and other stakeholders that will benefit from a review of the TRI Programme and the Global Child Project achievements.

## 4. Objectives and evaluation questions

The final evaluations will be carried out in conformity with the GEF Evaluation policy and IUCN Evaluation Policy (2023)<sup>1</sup> and use the widely accepted OECD DAC Evaluation criteria of relevance, coherence, effectiveness, efficiency, impact and sustainability.

The final evaluations should explore TRI Programme's work and achievements and the role of its Global Child Project in facilitating the programmatic approach through promoting linkages and

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<sup>1</sup>[https://www.iucn.org/sites/default/files/2023-07/iucn\\_evaluation\\_policy\\_june-2023.pdf](https://www.iucn.org/sites/default/files/2023-07/iucn_evaluation_policy_june-2023.pdf)

synergies between TRI child projects and in amplifying the magnitude of results achieved. Through the assessment of the performance and lessons learnt, the evaluations will contribute to both learning and accountability.

The specific objectives of the final evaluation are:

- To assess the **relevance** of the TRI programme to align and respond to the global challenge and country needs to restore ecosystem and improving livelihoods through the restoration of priority degraded and deforested landscapes and in terms of having a Global Child project coordinating the work and providing support to the national child projects.
- To assess the **coherence** of the TRI programme with the situational analysis and the problems identified at country level, its link with the priority areas of the GEF, IAs and international priorities; the compatibility and synergy of the Global Child Project with other child projects.
- To assess the **effectiveness** of the TRI programme in achieving its objectives throughout its four components and provide clear insights about what has and has not worked and why. It should also highlight how external factors, such as the COVID-19 pandemic, has affected the programme and how the child project adapted to this situation. To assess the effectiveness of the TRI Global child in providing its services to the other 10 child projects.
- To assess the **efficiency** of the TRI programme in terms of building synergies between the child projects and efficiencies at scale; The use of resources and value for money through the delivery of the TRI Global Child Project.
- To assess the progress towards desired **impacts** of the TRI Programme and the catalytic role of the Global Child project in the achievement of these impacts – and provide clear indications about the positive and negative, intended and unintended changes that resulted from the TRI programme interventions.
- To assess the **sustainability** of the TRI programme and Global child project achievements and likeliness to see these benefit continue in the longer term.
- To identify **lessons** and provide set of **actionable recommendations** that can inform future decision-making on whether to improve, pursue or replicate similar programme/project arrangements.
- Additional lines of inquiry such as **Materialization of co-financing, Environmental and Social Safeguards** and **Gender Concerns** will also be addressed by the evaluator(s).

An initial set of questions that should guide the final evaluations in assessing the TRI Programme and Global Child project against each of the above criterion have been developed as follows:

#### For the TRI programme:

##### **Relevance**

- How appropriate and relevant were the TRI program objectives and approach with regards to responding to the environmental and development priorities of the participating countries?
- To what extent were the TRI program objectives and approach congruent with international and GEF strategic priorities and objectives?

##### **Coherence**

- How compatible was the TRI program with other programs, projects, initiatives being implemented in the participating countries?
- To what extent were socioeconomic trade-offs considered by the TRI program?

- How appropriate were the TRI program objectives for tackling the drivers of environmental challenges it sought to address?
- To what extent did the theory of change, governance structure, child projects' objectives, and M&E system align with program objectives?
- To what extent the TRI program incorporate lessons from past similar GEF investments or other relevant programmes?

### **Effectiveness**

- How well did the lead Agency (IUCN) lead and coordinate the program and how well did the other Agencies (FAO and UNEP) perform their responsibilities as relevant to overall program progress and performance? How well did the 3 Agencies collaborate with each other?
- To what extent has the TRI Program delivered on its outputs and outcomes? What broader benefits (if any) has the program had? In particular:
  - ✓ How effective has the TRI Program been in increasing national and sub-national commitment to forest and landscape restoration in TRI countries; and national and sub-national policy and regulatory frameworks supportive of restoration, sustainable land management, maintenance and enhancement of carbon stocks in forest and other land uses
  - ✓ How effective has been the TRI Program integrating landscape management practices and restoration plans to restore and maintain deforested and degraded landscapes implemented by government, private sector and local community actors
  - ✓ How effective has the TRI Program been in strengthening institutional capacities and financing arrangements in place to allow for and facilitate large-scale restoration and maintenance of critical landscapes and diverse ecosystem services in TRI countries?
  - ✓ How effective has the TRI Program been in increasing effectiveness of Program investments among Program stakeholders; and improving knowledge of best practices on restoration among key external audiences and other donors?
- What are the factors that affected the delivery of outputs and outcomes across that the different child projects? Did these factors lead to a substantial difference in the performance of the child projects?

### **Efficiency**

- To what extent has the TRI Program been implemented efficiently and cost-effectively? Has project management been able to adapt to any changing conditions to improve the efficiency of project implementation?
- Has the programmatic approach promoted by the TRI Program led to the most effective use of TRI resources, costs savings and to efficiencies of scale in the provision of coordination and technical support?

### **Impact**

- To what extent TRI program was able to make a significant global contribution to restoring ecosystem functioning and improving livelihoods?
- Is there any evidence that shows that the TRI Program had impacts beyond its direct zone of intervention? If so, what are the specific elements of the Program that are being adopted?
- Were there any unintended consequences, both positive and negative of the Program?

### **Sustainability**

- What is the likelihood that results will be useful or persist after the end of the TRI Program?
- What are the chances to see initiatives developed under the TRI program replicated elsewhere or scaled up?
- Are there any financial, institutional, environmental, social or political risks that could jeopardize the permanence of the program results?

- What efforts were made by the TRI Program to mitigate these risks and ensure sustainability of TRI results in the long term?

In addition to the above criteria and questions, the evaluator(s) will also ensure that the following GEF topics of interest are addressed in the evaluation:

### **Monitoring and Evaluation**

- To what extent were the Monitoring, Evaluation and Learning (MEL) framework, guidance and related tools adequate and effective? How effectively has the Global Child project supported national projects to report against the 9 core indicators identified for TRI?
- To what extent the resources allocated for M&E were sufficient and used adequately?

### **Program Co-financing**

- What type of co-financing was mobilized by the TRI Program?
- To what extent did the expected co-financing materialize and how timely was it delivered?

### **Environmental and Social Safeguards**

- To what extent were the applied environmental and social safeguards appropriate, especially in the design and implementation of Child Projects?

### **Gender**

- To what extent were gender considerations addressed in designing and implementing the TRI Program, including in its Child Projects?

### **Stakeholder engagement**

- To what extent did the program engage with the relevant stakeholders, including the private sector, civil society organizations, government agencies, and program beneficiaries?

### **Fiduciary Standards**

- To what extent were fiduciary standards applied during TRI Program implementation and how consistent were these standards with GEF fiduciary standards?

### **For the TRI Global Child:**

#### **Relevance**

- How appropriate and relevant was the Global Child Project approach and intervention logic in terms of its objectives and anticipated outcomes, and within the global context of the TRI program?
- Has there been any change in the relevance of the Global Child Project since it started? If so, what are the reasons that explain the change in relevance and where the project able to adapt to remain relevant?

#### **Coherence**

- How well did the TRI Global Child project fit in its context? In particular:
  - ✓ To what extent the types of services provided by the Global Child project aligned with the needs of the Country child projects

#### **Effectiveness**

- To what extent has the Global Child Project delivered on its outputs and outcomes? What broader benefits (if any) has the project had at country, regional and global level? Were there any unintended consequences? In particular:
  - ✓ How effective has the TRI Global Child Project been in promoting good practices for program level coordination, planning and implementation of FLR and adaptive management across all TRI child projects?

- ✓ How effective has been the Global Child Project in facilitating synergies among the national child projects? How effective has it been in providing the necessary coordination and technical support?
- ✓ How effective has the TRI Global child project been in consolidating and sharing FLR knowledge generated across all TRI child projects both internally and externally? What approaches worked and did not work to promote learning and knowledge exchange between the child projects and their partners on the ground? To what extent have the knowledge products and tools brought by the Global Child Project have been taken up by national child projects and other stakeholders?
- ✓ How effective has the Global Child Project been in facilitating engagement with key decision makers to facilitate the establishment of enabling policy environments for FLR across TRI countries?
- ✓ How effective has the Global Child project been in leveraging partnership opportunities, mobilising FLR finance and supporting the development of bankable proposals across all supported countries?
- How effective has the Global Child Project been in supporting the adoption of best practices for monitoring of FLR, including monitoring of biodiversity impacts from FLR ?
- To what extent the Global child Project was able to implement the recommendations of the Mid-Term review and did these changes led to the expected results?

### Efficiency

- To what extent has the Global Child Project been implemented efficiently and cost-effectively? Has project management been able to adapt to any changing conditions to improve the efficiency of project implementation?
- To what extent are the current Global Child Project operational modality and governance structure efficient in contributing to the overall achievements of TRI?
- Has the programmatic approach promoted by the Global Child Project led to the most effective use of TRI resources, costs savings and to efficiencies of scale in the provision of coordination and technical support?
- To what extent has the Global Child project contributed to foster complementarities with existing agreements, initiatives, data sources, synergies and complementarities with other projects, partnerships, etc. and avoided duplication of similar activities by other groups and initiatives?
- How relevant and beneficial for the achievement of the program's objectives was the integration of the three components on policies, best practices and finance? What constraints did the coordination and adaptive management component faced in the delivering of this integrated approach and to what extent were these challenges overcome?

### Impact

- To what extent TRI program was able to achieve its global environmental and development objectives – and what has been the Global Child Project's likely contribution to those?
- Are there any unintended consequences because of the actions of the Global Child Project?

### Sustainability

- What is the likelihood that results will be useful or persist after the end of the project? What efforts are being made by the Global Child project to ensure sustainability of TRI results in the long term?
- Are there any financial, institutional, environmental, social or political risks that have arisen that were not previously foreseen? If so, were these risks properly managed?

In addition to the above criteria and questions, the evaluator(s) will also ensure that the following topics are addressed in the evaluation:

- **Materialization of co-financing:** The evaluator(s) will provide information on the extent to which expected co-financing materialized, whether co-financing is cash or in-kind, whether it is in form of grant or loan or equity, whether cofinancing was administered by the project

management or by some other organization, how short fall in co-financing or materialization of greater than expected co-financing affected project results, etc.

- **Environmental and Social Safeguards:** The evaluator(s) will assess whether appropriate environmental and social safeguards, including those on mainstreaming of gender concerns, were addressed in the project's design and implementation.
- **Gender Concerns:** The evaluator(s) will determine the extent to which the gender considerations were considered in designing and implementing the project. The evaluator(s) should report on the extent to which the project was implemented in a manner that ensures gender equitable participation and benefits, and whether gender disaggregated data was gathered and reported on beneficiaries.

## 5. Methods and source

This evaluation will adhere to the GEF Evaluation policy and will be carried out in conformity with the IUCN Evaluation Policy (2023)<sup>2</sup>, which sets out IUCN's institutional commitment to evaluation, and the criteria and standards for the evaluation and evaluation of its projects, programmes and organizational units.

### I. Scoping Phase - Framing the boundaries of the evaluation

The Evaluator(s) will review key programme and project documents and engage with IUCN, FAO and UNEP to finalise the evaluation objectives, questions, criteria and methodology. Against the above, the Evaluator(s) will identify additional evidence that needs to be gathered and synthesized to fully inform the evaluation process – as well as sources of information including key individuals to be interviewed. The output of this phase will be an **evaluation inception report** which will include a **methodological note** and **two evaluation matrices** (one for the TRI programme and one for the TRI Global Child) presenting how each evaluation question will be addressed, data sources and data collection methods that will be used to gather additional information needed and a set of criteria to rate the strength of the evidence collected. The evaluation matrices will be reviewed and should be approved by IUCN. Adequately addressing the key evaluation questions will be the basis for IUCN to sign off on the completeness of the inception report.

### II. Further data collection and analysis; development of draft evaluation report

In this phase, the Evaluator(s) will work with IUCN, FAO, UNEP and key team members from Child Projects to gather and consolidate the necessary information to address the evaluation questions. Given the close relationship between the TRI programme and the TRI global child project it is expected that the Evaluator(s) gather the information they need for evaluating both the TRI Programme and the Global Child Project through a **single data collection process**. When available, a key source of information for the evaluation of the TRI programme will be the final evaluation reports of the National Child Projects. The evaluator(s) will present their preliminary findings during a short webinar to collect feedback from key target audience. The link between the evaluation questions, data collection, analysis, findings and conclusions must be clearly made and set out in a transparent manner during the presentation. Following the webinar, the Evaluator(s) will submit a **draft evaluation report** for the TRI programme and the TRI Global Child Project for further review by the target audience. Findings made for the TRI programme and for the Global Child project will need to be presented in distinct sections.

### III. Finalising the evaluation report and presenting findings to key stakeholders

Once the draft report has been circulated, IUCN, FAO and UNEP and members from Child projects will undertake a final review of the report and provide their comment in written to the Evaluator(s). The comments will be integrated by the Evaluator(s) in the **final version of the report** and serve to finalise recommendations and to develop lessons learned for both the TRI Programme and the Global Child Project. The Evaluator(s) will also present in a separate document how each of the comments were addressed. The conclusion and recommendations presented in the final report

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<sup>2</sup>[https://www.iucn.org/sites/default/files/2023-07/iucn\\_evaluation\\_policy\\_june-2023.pdf](https://www.iucn.org/sites/default/files/2023-07/iucn_evaluation_policy_june-2023.pdf)

should be underpinned by a strong set of evidence and will be further explained during the final webinar. Finally, evaluator(s) will produce short but concise summaries that can be disseminated to the wider public for general information on the TRI Programme and Global Child Project's results and performance.

#### *A. Methods, sources and analysis*

Different sources will be used to verify information, and evidence will be validated through triangulation. Information and insights will be derived mainly from three key sources:

- (1) review of existing documents – both at project and program levels, including Project Implementation Reports (PIRs), TRI program reports, Child project final evaluation reports, information and data collected through TRI MEL system and other relevant knowledge products developed by TRI so far (including those available on TRI website);
- (2) key informants' interviews – including interview with all implementing agencies, executing partners and other relevant stakeholders across all national child projects in the 9 supported countries. Same group of informants will inform both evaluations. The number of informants is estimated to 40 people; and
- (3) additional information needed could be collected through a combination of methodologies including (but not limited to) group discussions, online surveys and other data collection tools.

#### *B. Stakeholder to be consulted*

The evaluation will adopt a consultative approach, seeking and sharing opinions with stakeholders at different stages throughout the evaluation process. Stakeholder categories include, but are not limited to: Three implementing agencies, project executing partners and external stakeholders involved in the delivery of the project activities. External stakeholders may include national and local government representatives, private sector representatives and community members, including youth and women.

The list of stakeholders that will be consulted will be presented and validated through the inception report. The total number of stakeholders to be consulted is however estimated to approximately 40 individuals. IUCN will provide a suggested list of stakeholders in different categories during inception. The evaluation team may propose changes or additions.

#### *C. Sampling requirements*

The evaluator(s) should ensure that the sample of project stakeholders consulted equitably represent the various possible perspectives, including in terms of gender balance.

## **6. Evaluation deliverables**

The evaluator(s) will be accountable for producing the following final evaluation products:

- ✓ **Inception report** with methodological note and distinct evaluation matrices for evaluating the TRI Programme and the TRI Global Child Project;
- ✓ **Preliminary findings presentation** for both the TRI Programme and the Global Child Project
- ✓ **A draft evaluation report**, with dedicated section(s) to presents the findings, recommendations and lessons learned for TRI Programme and the Global Child Project;
- ✓ **A final evaluation report**, with dedicated section(s) to present the findings, recommendations and lessons learned for TRI Programme and the Global Child Project, plus annex;
- ✓ **One final webinar** targeted to key audience in which the key findings and recommendations from the final evaluations will be presented.



- ✓ **Two two-page executive summaries** of key findings, lessons learned and recommendations, one for the TRI Programme and one for the Global Child Project

**The Inception Report** is expected to follow the format below:

- A. Identification of the subject of the review, and relevant context
- B. Purpose and scope of the evaluation: Why is the evaluation being conducted at this time, who needs the information and why? What aspects of the project will be covered, and not covered, by the evaluation?
- C. Theory of change and results. A one-page diagram and explain it with a narrative, including a discussion of assumptions and drivers. This section should also confirm the formulation of planned results so that the evaluand can be assessed against its intended results.
- D. Two evaluation matrices presenting how each evaluation criteria and questions will be addressed, the indicators, the data sources and the data collection methods and tools that will be used to gather the information needed for the final evaluation and a set of criteria to rate the strength of the evidence collected.
- E. Methodology including approach for data collection and analysis, and stakeholder engagement, a rationale for selection of the methods, and selection of data sources.
- F. The evaluation workplan and schedule, as well as a description of roles and responsibilities for the management of the evaluation
- G. Potential limitations of the evaluation

**The final report** is expected to follow the format below:

- A. Title page including project identification details
- B. Executive Summary (including at a minimum the methodology, findings and recommendations)
- C. Table of Contents
- D. List of Abbreviations and Acronyms
- E. A short introduction to project/programme – context and description
- F. Purpose of the Evaluation
- G. Evaluation Issues and Questions
- H. Methodology (including approach to data analysis)
- I. Findings - organized according to the key evaluation questions and with dedicated sections for the TRI programme and the Global Child Project
- J. Conclusions and lessons learned both for the TRI programme and the Global Child Project
- K. Recommendations – actionable recommendations clearly linked to findings and lessons
- L. Annexes

## **7. Travel requirements**

Travel is not envisaged for these final evaluations although permitted if evaluator(s) deem it as necessary. In this case, a detailed budget for travel will have to be presented in the financial proposal submitted by the evaluator(s).

## **8. Schedule**

It is expected that evaluator(s) will submit their deliverables according to the following schedule. The starting date for the Final evaluation is 12 August 2024. Expected end date is 31 December 2024.

<b>Milestone/Deliverable</b>	<b>Indicative Completion Date</b>	<b>Responsibilities</b>
Estimated contract award date	TBD	IUCN
Inception meeting and start of the evaluation	Within 1 week of signing the service agreement	Evaluator(s), IUCN; UNEP, FAO
Inception report with methodological note and review matrix	Within 2 weeks of the introductory call	Evaluator(s)
Comments on inception report	Within 1 week after the submission of the inception report	IUCN; UNEP, FAO
Final inception report and approval	Within 1 week after the submission of comments	Evaluator(s) and IUCN
Data collection and analysis phase completed	Within 6 weeks after the approval of the inception report	Evaluator(s)
Preliminary findings presentation	Within 1 week after the completion of the data collection	Evaluator(s)
Draft report delivery	Within 2 week safter the presentation of preliminary findings	Evaluator(s)
Comment on draft report	Within 2 weeks after the submission of the draft final report	IUCN; UNEP; FAO
Final report delivery and approval	Within 2 weeks after the submission of comments	Evaluator(s) and IUCN
Final webinar and two-page executive summary	Within 1 week after the approval of the final report	Evaluator(s)

## 9. Roles and responsibilities

This final evaluation is commissioned by IUCN with an active participation and support from FAO and UNEP. Day-to-day management and coordination will be done by IUCN. This evaluation will be undertaken by an independent evaluation team, selected through IUCN's procurement process.

## 10. Qualifications of the Evaluator(s)

IUCN requires a person or a team of evaluators with experience in assessing change in complex systems and with extensive expertise and knowledge in at least one of the following fields: governance; forest landscape restoration; forest management; agriculture; natural-resource management, social and economic development; policy-making, private sector investment, or a combination thereof, applied to policy instruments and practice. Expertise and previous experience in countries of TRI intervention and their contexts is also expected.

In addition, the Lead team member will meet the following technical requirements:

- Advanced university degree in forest management, agriculture, natural-resource management, social and economic development;
- At least ten years of relevant experience in supporting, designing, planning and/or conducting development evaluations; with demonstrated quantitative and qualitative data collection and analysis skills, with proven record of conducting formative, process and impact evaluation;
- Experience in leading final evaluation and/or final evaluations of GEF projects and in particular of GEF programmatic approach;

- English language fluency in both speaking and writing. At least one team member should be fluent in French.
- Women are strongly encouraged to apply. The successful candidate will be selected based on merit.
- The review team members should be completely independent from any organisation that have been involved in designing, implementing, executing or advising any aspect of TRI.

## **11. Cost**

The maximum available budget for this review, including travel, is **USD 50,000**. The evaluator(s) shall be paid upon completion of the following milestones:

- ✓ 30% upon signing of the contract
- ✓ 30% after presentation of the draft report (noting that acceptance of the inception report is a required milestone)
- ✓ 40% after the approval of the final report

## **12. Appendices**

- Evaluation Matrix

### Evaluation Matrix

<b>1. Relevance:</b>				
<i>Key evaluation questions</i>	<i>Sub-questions</i>	<i>Indicators</i>	<i>Source of Information</i>	<i>Data Collection Tools</i>
<i>[These are the overall general questions that will facilitate analysis of the evaluation issues (as identified in part 5 of the ToR).</i>	<i>[List the specific questions that are needed to answer the key questions. s as required]</i>	<i>[An indicator is a measuring device that clarifies and measures a concept: in this case, the sub-questions. Indicators make these sub-questions more tangible and give something concrete to measure. They may be qualitative or quantitative signals that help to decide whether something has changed. There can be multiple indicators for one sub-question.]</i>	<i>[In this column, identify possible sources of data needed to answer the sub-questions. These sources may include people, different kinds of documents such as situation analyses, trends analyses, other research, observation, or other types of information. Be as specific as possible when citing these.]</i>	<i>[What data collection tools will be used?]</i>
<i>[Add rows as required]</i>				
<b>2. Coherence</b>				
<i>Key evaluation questions</i>	<i>Sub-questions</i>	<i>Indicators</i>	<i>Source of Information</i>	<i>Data Collection Tools</i>
<i>[Add rows as required]</i>				
<b>3. Effectiveness:</b>				
<i>Key evaluation questions</i>	<i>Sub-questions</i>	<i>Indicators</i>	<i>Source of Information</i>	<i>Data Collection Tools</i>
<i>[Add rows as required]</i>				
<b>4. Efficiency:</b>				
<i>Key evaluation questions</i>	<i>Sub-questions</i>	<i>Indicators</i>	<i>Source of Information</i>	<i>Data Collection Tools</i>

<i>[Add rows as required]</i>				
<b>5. Impact:</b>				
<i>Key evaluation questions</i>	<i>Sub-questions</i>	<i>Indicators</i>	<i>Source of Information</i>	<i>Data Collection Tools</i>
<i>[Add rows as required]</i>				
<b>6. Sustainability:</b>				
<i>Key evaluation questions</i>	<i>Sub-questions</i>	<i>Indicators</i>	<i>Source of Information</i>	<i>Data Collection Tools</i>
<i>[Add rows as required]</i>				
<b>7. Other:</b>				
<i>[Add rows as required]</i>				