

Plan International Hong Kong and Plan International Asia Pacific Safe Schools Programme

Terms of Reference for FINAL EVALUATION

I. INTRODUCTION

Plan International is an independent development and humanitarian organisation that advances children's rights and equality for girls. In the Asia-Pacific region, Plan International works together with children, young people, supporters and partners in 15 countries to strive for a just world, where we are all equal. It is committed to making a lasting impact on the lives of the most vulnerable and excluded children while creating greater equality for girls.

Plan International in Asia Pacific (APAC) portfolio in Disaster Risk Management has been evolving significantly in the recent years that includes disaster preparedness, anticipatory actions, emergency responses, Disaster Risk Reduction (DRR). Its works include strong promotion and advocate for comprehensive school safety programming, resilience building, Climate Change Adaptation in urban and rural contexts, where the issues of child-centered, community-based, inclusion and gender transformative approach are considered. One of the roles of the Plan APAC is to facilitate and support relevant National Offices in the implementation of multi-country programmes, especially in ensuring the quality of implementation and linking the implementation with the regional networks/initiatives for wider impact.

Plan International Hong Kong (HKO) has been supporting a three-year safe schools programme funded by Prudence Foundation, targeting three Country Offices: Cambodia, Indonesia and Thailand, from 2022-2025. Plan APAC's Humanitarian and Resilience Team has been providing technical inputs during proposal development of the programme, and throughout its implementation.

As the programme is moving toward its completion by end of August 2025, Plan International APAC and HKO are jointly conducting a final evaluation to review and measure the outcomes of the programme's three-year implementation. This TOR serve as reference to recruit suitable evaluators to conduct the evaluation.

Background of the Safe Schools Programme

The Safe Schools (SS) Programme has been funded by Prudence Foundation with support from Plan International Hong Kong for three countries: **Cambodia, Indonesia, and Thailand**. Each country developed their project implementation plans and specific outcomes based on the local contexts, and in light of the Comprehensive School Safety Framework 2022-2030¹, to support an upscaled school safety implementation in the targeted countries.

¹ https://gadrrres.net/files/cssf_2022-2030_en.pdf

During the three-year implementation, the following are detailed goals and outcomes committed by each country.

In Cambodia, this project has been in its 3rd phase, which built upon the results of phase 1 and 2 in their existing 60 targeted schools, and it will expand to another 36 new targeted schools in Siem Reap and Ratanak Kiri Provinces. The project goal in Cambodia focuses on “Children in the most at-risk communities in Cambodia are more resilient to disasters and have a safe and secure learning environment through increased support from the government”. The project has been focusing on strengthening the sustainability of safe school applications in the 96 target schools through the increased ownership and support from the government and local authorities. Specific outcomes are:

- Outcome 1: To consolidate, handover, and sustain the safe school initiative in 60 primary schools from Phase I-II in Stung Treng province.
- Outcome 2: To promote and strengthen the replication and expansion of the safe school initiative in new 36 new primary schools in two new project provinces of Siem Reap and Ratanak Kiri
- Outcome 3: To strengthen knowledge, awareness and actions of children and schools in primary education around Climate Change Adaption/Disaster Risk Reduction (CCA/DRR) education
- Outcome 4: To promote nationwide adoption and rollout of SSG in alignment with CSSF2022-2030

In Indonesia, the project aims to contribute to providing an enhancement to current digital platform related to SS Program to be more integrated and effective for decision making process for duty bearers and schools to strengthen the implementation of climate education at the school level in Indonesia and particularly to support the implementation of SS Model Province in DI. Yogyakarta and Bali provinces. The SS project’s main goal in Indonesia is to develop a **replicable model of school safety** at the provincial level by embracing **meaningful youth participation** in strengthening enabling policies and adopting gender transformative climate education. Specific outcomes during its implementation are:

- Outcome 1: Youth meaningfully participated in the improvement of key components toward the realization of child-centered and gender transformative climate education programming
- Outcome 2: The capacity and mechanism of SS duty bearers at the provincial level are strengthened to lead the evidence generation of enhanced SS Programming at the provincial and school levels.
- Outcome 3: The capacity and mechanism of Safe Schools duty bearers at the national and provincial levels are strengthened to lead the evidence generation of enhanced SS Programming at the provincial and school levels.

In Thailand, the project aims at: “Increased resilience and protection against disasters and natural hazards through adoption of Comprehensive Safe School Framework (CSSF) in Northern Thailand”. Building on the success of the Chiang Rai model, in which CSSF was launched and implemented in 50 schools within one province, Plan International will introduce the Safe Schools framework to 12 provinces in northern region via the CSSF Platform - a web-based learning and evaluation tool for CSSF that targets school teachers. The new phase aims to leverage current capacities and experience to further replicate a successful implementation and establish ‘CSS community of practice’ in these provinces.

The specific Outcomes for Thailand are:

- Outcome1 Greater sustainability of safe schools and wider adoptions of CSS practices and evaluation
- Outcome 2: Quality implementation of CSSF to mitigate disaster risks and localized climate change impacts in schools
- Outcome 3 Enhanced education policies and actions that continue to address CAY needs on school safety with gender consideration

For the regional collaboration, Plan International APAC and Plan International Hong Kong have provided support for maintaining a position entitled Regional Resilience & Safe Schools Specialist, who provides technical thought leadership on DRR within Asia and Pacific region, broader internal Plan (networking with relevant National Offices and Global Hub) and external engagement. The role is part of the Plan APAC’s Humanitarian and Resilience Team, and works closely with HKO to ensure a quality implementation of Safe Schools programming, and effective coordination with three Country Office teams. Plan International APAC also supports the knowledge management of the project including the facilitation of smooth learning exchanges among the three project team members. In addition, Plan International APAC is expected to support strengthening the resource capacity of school safety programming in Asia Pacific through its external collaboration with the Asia Pacific Coalition for School Safety and the internal management of Safe Schools Taskforce to provide technical support and services, such as technical reviews, learning exchanges, with regards to school safety topics to country offices in Asia Pacific region.

II. OBJECTIVES OF EVALUATION

The overall aim of the Final Evaluation:

- **Assess the program's achievements and impacts after three years of implementation.**
- **Identify strengths, weaknesses, and challenges in the projects, by producing at least three evidence-based case studies from each country.**
- **Highlight key successes, lessons learned, and**

- **Provide recommendations for future safe schools programming.** (Based on the findings during evaluation, the selected evaluator provides concrete conclusions and propose practical recommendations, including the recommendations that are contextualized and matched with the specifics contexts of each countries in the evaluation (Cambodia, Indonesia, Thailand) for government consideration, that can feed into decision making processes regarding strengthening and up-scaling safe schools programming in the region and targeted countries and beyond, as well as mainstreaming climate education in CSS for school and community resilience.)

In particular, with reference to the baseline results of the project, the evaluation aims to: **Assess the Safe Schools Programme results in three countries (Cambodia, Indonesia, Thailand) in relation to the following evaluation criteria** (questions given below serve as initial reference, additional questions to enable deeper examination and analysis should be developed by the selected evaluator):

- **Impact, Sustainability, and Scalability:** this criterion focuses on the sustainability of the achievements of the project when the projects end, in alignment with the three countries' program design and contexts, and measures to what extent the project interventions has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects

Questions to be considered for study: How has the project in each country ensured sustainability of the achievements made (e.g. use of and strengthening existing systems, and contributing to institutionalization)? How do partners promote internal learning and communication of the achievements to external audience? To what extent the programme already contributed to CSSF 2022-2030 goals and to mainstreaming climate education as part of the CSSF? How the project aligned with country goals (roadmap) and long-term development agenda to ensure education is safe and protected?

- **Relevance** – this criterion focuses on the relevance of the project design interventions and their approaches to the priorities and challenges for children and youth in the specific country context.

Questions to be considered: What is the stakeholders' view of the relevance of project activities, in particular related to strengthening of civil society? How effective this project is relevant to the country's long-term development agenda?

- **Effectiveness** – this criterion focuses on the assessment of achievement of project objectives at the outcome level.

Questions to be considered for study: How did the project achieve [or not] the outcomes? How relevant was the original project design for the priorities of the target group? How effective this project in building/strengthening the relationship

with government and private sectors so that they can continue the initiative after project ends?

- **Efficiency** – this criterion focuses on the assessment of implementation of the project from the perspective of cost efficiency and beneficiary reach.

Questions to be considered: To what extent was the project implemented in a cost-efficient way? Is there joint sharing budget to make bigger impact?

- **Cross-cutting issues:** to what extent the project activities have been designed and implemented to be considerate of child-centeredness, inclusion, ethnicity, gender, disability and accountability.

Questions to be considered: How consistent is the project with the levels of Plan standards and accountability (Working with children and communities, Gender equality and inclusion of marginalized groups, engaging with civil society, influencing government)? how this project adhere to this value and promote them to school and government? Is there any collaboration with other organizations to address cross-cutting issues related to child protection?

- **Coherence:** The extent to which other interventions (particularly policies) support or undermine the intervention, and vice versa. Includes internal coherence and external coherence.

Questions to be considered: internal: whether there is consistency of the project interventions with the relevant international norms and standards to which institution/government adheres? And external: whether or not the project interventions have complementarity, harmonisation and co-ordination with others, and the extent to which the intervention is adding value while avoiding duplication of effort?

III. SCOPE AND METHODOLOGY

Scope of the Evaluation:

The evaluation should assess the results of the Safe Schools Programme against the result framework for each country (Cambodia, Indonesia, and Thailand) during its three-year implementation. The Evaluator is expected to refer to and incorporate baseline data in their analysis. The evaluation should collect feedback from related project participants and partners, including the government and CSO sub-granted partners,

Methodology:

The recruited Evaluator team will be expected to propose a detailed methodology (based on the information given in this ToR) suggesting adjustments to the methodology recommended below. It is expected that the methodology will include both qualitative and quantitative data collection methods and will consider both primary and secondary data sources.

The Evaluator team should present the sampling approach considering the scope of the project. The brief of tools shall be written in express of interest of this service, which should be elaborated in inception report, if the Evaluator team will be selected for the task. The methods and tools will be finalized in consultation with Plan International APAC, Plan International Hong Kong, and three project teams in Country Offices (Cambodia, Indonesia and Thailand).

From Plan International, the Regional Resilience and School Safety Specialist, together with support from project's focal colleagues in Cambodia, Indonesia, Thailand, will provide assistance and coordination to Evaluator team for relevant coordination of this evaluation.

The Evaluators will be expected to:

- Carry out required literature review for the evaluation of the project including project documents (including baseline report, M&E framework, beneficiaries trackers, etc.), relevant global to local level policies/strategies of DRR/CCA and comprehensive school safety, relevant reports and tools and standards for project evaluation.
- Field study is expected to be conducted in each country. It is expected that Evaluator team has presence/members in the targeted countries to conduct the study, to avoid barriers of local languages and culture in the countries.
- It is recommended that the field study should include:
 - **Observations:** Evaluator team, based on discussion with country office (CO) teams, conduct visits to project schools for the observation and field verification
 - **Key Informant Interviews (KII):** KII is recommended with Government officials from district/ subdistrict/ union or local government, head teachers, elected representatives and community leaders, partners at country and sub-country level, project lead, technical advisor Number of KII should be fairly equal to all COs.
 - **In depth Interview (IDI):** In depth interview school children (age range from 6-18 years old in primary, secondary, and junior high schools), school Disaster Management Committee members, DRR focal points in target schools (teachers), and executive members of Community Disaster Management Committee's, children with disability where possible, to whom project has worked closely with, if any.
 - **Focus Group Discussion (FGD):** FGDs are recommended to conduct with girls and boys groups at targeted schools in three countries and, where appropriate, with related local partners and participants (such as government officials and teachers).
 - **Survey:** surveys with girls, boys, care takers, teachers, and partners is encouraged for quantitative assessment.
 - **Case Studies:** documentation of the significant case studies, with at least 1 case in each country
 - **IDI with Plan and Partner Staff:** Virtual interviews with representatives of Plan APAC, HKO and related partners of Plan International at country levels are suggested to save costs of transportation.

- **Analysis:** Data analysis should be carried out logically and statistically valid proceed and procedure. In this regard, qualitative and quantitative means of data analysis will be performed. For the above-mentioned evaluation criteria, normative research design shall be adopted.
- **Normative Research Design:** Evaluator can suggest the norms and standards of criteria, in reference to the questions to be considered. With reference to the criteria of evaluation, the evaluator should develop indicators and standards of progress, which should be agreed before evaluation.
- **Quality Assurance, Risk Mitigation and other considerations**
- It is expected that the evaluator team will use gender friendly and inclusive participatory approaches to seek views of participants as far as appropriate. Inclusive techniques will be expected from the Evaluator, to seek active participation in the evaluation of program participants and different stakeholders at different levels. Upon signing of the contract, the Evaluator and Plan International APAC will have an inception meeting to ensure that both have the same understanding of the evaluation objectives, expected result, methodology and action plan.
- Evaluator team must also explicitly provide details on data quality assurance at the field and assurance of the quality of final report in the proposal. Also, potential risks and limitations of the evaluation and Evaluators' plan to mitigate them should also be specified in the proposal. Further, the Evaluator should mention data analysis, data management and data security in their proposal.
- Costs associated with field studies and virtual interviews (if any), e.g. Internet connection, the Evaluators will receive a reasonable lumpsum, based on proposal and in consultation with local Plan staff, and must be agreed as part of contract terms, as part of consultancy fee, which will be used by Evaluators to support their data collection process, and also to cover for the key informants' connection to join the meetings where needed, and settle this directly to the key informants themselves to ensure the connection during interviews, where required.
- The Evaluators should propose the above estimation of financial requirement together with consultancy fee.
- The total number of working days for evaluation will be the sum of evaluators' working days of the Evaluator team.
- The Evaluators will be selected by Plan International APAC, in consultation with HKO, based on the acceptance of the evaluator on the above outputs and timeframe.
- The recruitment will be proceeded based on Plan International APAC's Administrative procedure.
- Expected output of the consultancy work is to develop a maximum 50 pages of final evaluation report that will clearly illustrate project evaluation at APAC and country wise (details of required deliverables as below).

IV. REQUIRED DELIVERABLES

At the end of the consultancy service, the evaluator team is expected to provide the following deliverables for project evaluations:

- Inception Report [20-25 pages] including:
 - ✓ an updated timeline;
 - ✓ an evaluation matrix
 - ✓ detailed methodology, including draft sampling methodology and size;
 - ✓ draft data collection tools;
 - ✓ ethical considerations;
 - ✓ consent forms for any primary data collection;
 - ✓ (draft) methods for data analysis;
 - ✓ brief justification of the methods and techniques used (including relevant underlying values and assumptions/ theories) with a justification of the selections made (e.g. of persons interviewed).
- Draft Evaluation Report: The report should have distinctive analysis of the three countries, including all listed outcomes in each country
- Final Evaluation Report (including Executive Summary and Snapshot Report for donors). **The report format** and text should be on A4 paper size in Arial font size 11. The evaluators will deliver an electronic version of the evaluation report in Word version by the agreed deadline. The same copy in PDF version should be attached in the final submission. Also, **the report should follow Plan International's branding guidelines and use of logos** (to be provided after signing the contract). **Citation** for literature review and referenced documents can follow the APA citations, or other suggested citations that are agreed by evaluator team and Plan International.
- **Case stories: three case studies per country** will be annexed to the final report as text, or they can be in other creative formats, such as video, depending on evaluator team's creativity, and availability of budget. In the latter case, it should be discussed with and agreed by Plan International to ensure consents, visibility and branding.
- Final Sampling methodology (including unit of sampling and sampling frame) and size
- Final Data Collection Tools
- Cleaned Data (including data files (e.g. Excel, SPSS), transcripts of qualitative data syntax/ code books etc.)
- **Presentation of final evaluation in MS power point.** In this regard, Plan International will organize a *webinar* consisting of project team of Plan International APAC, Plan International Hong Kong, along with three country project teams, and key partners' representatives. Evaluators will be invited for presentation in this meeting for final review and reflection at the end of the evaluation.

A well-written and concise evaluation report of the Safe Schools Programme in three countries (Cambodia, Indonesia, Thailand) in English, with maximum 50 pages,

excluding annexes should be submitted. The final report should include Executive Summary and Snapshot Report for donors. The report should have a distinctive analysis of the three countries, including all listed outcomes in each country.

V. TIMELINE

The evaluation assignment is estimated to be undertaken **within total of 45 working-days**, with field study expected to commence from the last week of **May 2025**, and **to be completed by 10 August 2025**.

Precise schedule will be agreed between the Evaluator team and Plan International upon Evaluator submitting the draft work plan in the proposal.

The timing below is approximate and for reference, all work and final payment have to be completed before 20 August 2025.

SN	Description	Tentative date/ Time frame	Estimated # of Working-Days
1	Evaluators Recruitment process	March 2025	By Plan
2	Contract Award and Signing	March 31 – April 7, 2025	By Plan
3	Orientation to Evaluator (meetings)	April 7 - 14, 2025	1 Day
4	Desk review and inception review along with field work schedule	April 15 - 20, 2025	5 days
5	Presentation of methodology with project team including tools, work plan, ethics application	April 15-18, 2025	1 Day
6	Safeguarding assessment based on proposed methodology by Plan	April 20-30, 2025	By Plan and Evaluator
7	Review of Inception report, input on methods and finalization of methods	April 20-25, 2025	2 Days
8	Ethics review and approval by Plan (Evaluators to prepare and submit the ethics application to Plan)	April 25 – 5 May, 2025	By Plan and Evaluator
9	Field Work for data collection (3 COs) (detailed agenda and specific dates to be agreed with country teams) This includes Training of data collectors and Tolls piloting and testing	Between 20 May – 1 July 2025	18 Days (including traveling days, 5-6 days per country)
10	Data Analysis	July 01-10, 2025	8 Days
11	Draft report of evaluation	July 10-18, 2025	6 Days
12	Validation workshop (Presentation of final evaluation findings with	July 18-25, 2025	0.5 days

SN	Description	Tentative date/ Time frame	Estimated # of Working-Days
	APAC, HKO, and Country team (on line – tbc by Plan))		
13	Obtaining donor and other related Plan colleagues' (NOs, APAC) comments	July 25- 01 Aug 2025	By Plan
14	Review of Report and Incorporate feedback	01 – 07 August, 2025	3 Days
15	Submission of Reports	By 10 August 2025	0.5 Days

VI. EXPERTISE AND EXPERIENCE OF EVALUATOR TEAM

A consulting firm or Evaluator team should form a diverse group of experts to perform this task with a gender-balanced team. Plan International APAC will contract with a single consulting firm or Evaluator (who represents their team).

It is suggested that the consulting firm/ Evaluator team has the following team members/roles.

SN	Role	No. of People	Expertise and experience
1	Team Leader	01	<ul style="list-style-type: none"> • Qualification: Master's degree, PhD preferred, in disaster management, statistics, anthropology/ sociology, international development, education, environmental studies, or other relevant social science. • Experience: At least 10 years of proven experience in conducting more than 10 final evaluation of development projects especially for INGO and bi/multilateral organization. S/he must have working experience for more than 3 years in targeted countries of this assignment. Evaluators from these countries are preferred. S/he should have gender-sensitive qualitative and quantitative evaluations related to DRR, Education and/or school safety. • Have strong understanding and proven experience of practices of evaluation criteria in the project evaluation • Strong writing skills including international journals and newspaper columns. • Excellent speaking and writing skills in English. • Ability to work with clients remotely and in different time zones; comfortable working in a self-directed manner and communicating proactively

SN	Role	No. of People	Expertise and experience
2	Country Leads	03 (1 in each targeted country)	<ul style="list-style-type: none"> • Qualification: Master's degree in disaster management, statistics, anthropology/ sociology, international development, education, environmental studies, or other relevant social science. • Experience: At least 7 years of proven experience in conducting more than 10 final evaluation of development projects especially for INGO and bi/multilateral organization. S/he must have more than 5 years working experience in respective country (Cambodia, Indonesia, Thailand). S/he should have gender-sensitive qualitative and quantitative evaluations related to DRR, Education and/or school safety. • S/he shall be citizen of respective country. • Excellent writing skills in English and local languages of respective country i.e. Bahasa, Khmer, Thai. • Ability and willingness to visit remote and rural area i.e. target area
3	Data Analyst	1	<ul style="list-style-type: none"> • Qualification: Master's degree in statistics, anthropology/sociology, environmental studies, or other relevant social science. • Experience: At least 5 years of proven experience in data analysis. S/he should have gender-sensitive qualitative and quantitative data analysis. Strong analytic quality of test statistics for parametric and no parametric test. • Sound experience with data analysis software such as SPSS or R and data collection software (online and offline). • Familiar social economic context of the targeted countries • Excellent writing skills in English.

VII. Ethics and Safeguarding

Plan International is committed to ensuring that the rights of those participating in data collection or analysis are respected and protected, in accordance with our Ethical Monitoring Evaluation and Learning (MERL) Framework and our Safeguarding Policy. All applicants should include details in their proposal on how they will ensure a Do No Harm approach ethics, and child protection and protection from gender-based violence for the women in the data

collection process. Specifically, the Evaluator shall explain how appropriate, safe, non-discriminatory participation of all stakeholders will be ensured and how special attention will be paid to the needs of children and other vulnerable groups. The Evaluator shall also guarantee to maintain confidentiality. Throughout the process, Evaluator should ensure safety protocol of program participants including getting consent for information gathering and capturing photographs.

To ensure that ethical considerations and safeguarding issues are fully integrated into the evaluation process, the Evaluator, in collaboration with the designated focal point from the RH and country office, will conduct a thorough safeguarding risk assessment during the inception phase to identify and assess and address any potential risks to participants. According to Plan International's Framework for Ethical Monitoring, Evaluation and Evaluation (MER), ethical approval is required for any form of qualitative or quantitative primary data collection with children or adults that is part of an evaluation design that applies a methodology to fill a pre-identified knowledge gap about issues that are critical for Plan International's work.

The Evaluator team will be responsible for preparing and submitting the ethics application, as well as addressing any questions or concerns raised by the ethics review committee.

VIII. APPLICATIONS

interested applicants provide a proposal covering the following aspects:

- Detailed response to the TOR
- Proposed methodology
- Ethics and child safeguarding approaches, including any identified risks and associated mitigation strategies
- Proposed timelines
- CVs
- Example of previous works
- Detailed budget, including daily fee rates, expenses, taxes, etc.

IX. TERM AND CONDITION

- Technical and financial proposal should be submitted in separate pdf format file with proper password protection. Plan International APAC may accept or reject of proposal, if there will not be protected. And it is considered as confidential or seal, though it will not be protected.
- Password will be requested to bidder by Plan International APAC's staff after ending of deadline of submission.
- Each page of technical proposal should be signed by team leader, whereas CV of respective team members should have signature in last page.
- Except a cover letter, no alternation of technical proposal and financial proposal can be altered by offer. Technical proposal template (MS Word file) is in Annex 1 and financial proposal template (MS Excel File) is in Annex 2.

- Plan International APAC can request for price negotiation, if required. Price negotiation will be done with bidder, which will score 60% or more score in technical proposal.
- Selection process and awarding of contract will be done immediately after the closing date;
- All Evaluators/firms will be checked for anti-terrorism before awarding of the contract.

X. **COMPENSATION**

- The total professional fee for the Evaluator depends on the qualification. The Evaluator will be paid in tranches upon the satisfactory completion and approval of indicated outputs:
 - 30% upon signing of contract
 - 70% upon the satisfactory completion and approval of final report version.
- The Evaluator is responsible to pay their own tax, unless the country of domicile requires that tax and other government liabilities be deducted at source.
- The agreed cost will be paid to the recruited Evaluators after the satisfactory delivery of work according to this TOR, upon receipt of Evaluator's invoice in accordance with Plan International APAC's payment policies, and the service agreement between the Evaluator and the Plan International APAC's maximum paid working days should not be over 45 days for the entire evaluation works.
- For support to the organization of field assessment (e.g. local transportation and internet connection for informants for group discussion in targeted sites, translation), the Evaluator team will be provided a lumpsum of budget to cover for those eligible costs (*specific amounts will be based on proposal*, and in consultation with Plan's local colleagues), and *receipts of the eligible expenditure are required as part of liquidation to Plan International APAC by the evaluator.*

XI. **CONFIDENTIALITY**

All materials and data furnished by or on behalf of Plan International APAC in connection with these Terms of reference, materials created or produced shall be treated as confidential information. The Evaluator shall not, during the continuance of these Terms of Reference or at any time thereafter, disclose to any person any confidential information.

XII. **RIGHTS TO COPYRIGHT**

The copyright of the content and materials produced for this assignment shall be the absolute property of Plan International and ownership shall automatically vest in Plan International. The Evaluator irrevocably and unconditionally waives in favour of Plan International any moral rights that may exist in any of the works or materials, provided that Plan International uses all reasonable endeavours to ensure that the Evaluator is credited in all appropriate uses of a photograph provided as part of the service, provided that Plan International shall not be in breach of contract if credit(s) are accidentally omitted.