



**KIT** Royal  
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Institute

# Draft Inception Report – Version 4

“Formative Evaluation of Early Childhood Development interventions on children living with developmental delays and disabilities in the West Bank and the Gaza Strip” – for the period of 2018-2019

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## Acronyms

C4D	Communication for Development
CWD	Children with Disabilitie(s)
ECD	Early Childhood Development
ECE	Early Childhood Education
ECI	Early Childhood Interventions
ERB	Ethics Review Board
ESC	Evaluation Steering Committee
GS	Gaza Strip
JICA	Japan International Cooperation Agency
JVC	Japan Volunteer Center
KAP	Knowledge Attitude Practices
MoE	Ministry of Education
MoH	Ministry of Health
MoSD	Ministry of Social Development
PCBS	Palestinian Central Bureau of Statistics
KIT	<i>Royal Tropical Institute</i>
SoP	State of Palestine
ToC	Theory of Change
TOR	Terms of Reference
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
WB	West Bank

## 1. Introduction and background

This inception report outlines the rationale and design of the formative evaluation to be conducted on the UNICEF supported Early Childhood Development (ECD) programme for children living with developmental delays and disabilities in the West Bank and the Gaza Strip for the period of 2018-2019. Prior to the technical and ethical details of the formative evaluation itself, this section will discuss the background to the project and the design of the project.

### The importance of Early Child Development

In the earliest years of life, especially from pregnancy to age three when the brain is in a rapidly developing phase, children need nutrition, protection and stimulation to develop to their full potential. UNICEF defines the goal of Early Childhood Development (ECD) as all young children, especially the most vulnerable, from conception to age of school entry, achieve their developmental potential, including in humanitarian settings. This is enabled by two factors:

- All young children, from birth to school entry, have equitable access to essential quality health, nutrition, protection and early learning services that address their developmental needs;
- Parents and caregivers are supported and engaged in nurturing care and positive parenting with their young children.

‘Nurturing care’ consists of a core set of interrelated components, including behaviours, attitudes, and knowledge about caregiving (e.g., health, hygiene care and feeding); stimulation (e.g., talking, singing and playing); responsiveness (e.g., early bonding, secure attachment, trust and sensitive communication); and safety (e.g., routines, protection from violence, abuse, neglect, harm and environmental pollution).<sup>1</sup>

### Early Child Development is a priority for Palestine

Children with disabilities (CWDs) face a double burden of social exclusion and limitations in access to public services.<sup>2</sup> This is no different in the state of Palestine. According to 91.5% of the stakeholders surveyed by the World Bank’s public opinion research group in 2017, Early Childhood Development (ECD) should be a development priority in the Palestinian territories.<sup>3</sup> ECD for special groups like CWDs should have even more attention. In a study published in 2017 that analysed data from the Disability Survey in 2011 by the Palestinian Central Bureau of Statistics (PCBS), 3.7% of the children 0-17 years old had at least one sort of disability, including intellectual disability (33%), communication disabilities (31%), vision disabilities (28%), memory disabilities (25%), mobility disabilities (24%), hearing disabilities (16%), and mental disabilities (9%).<sup>4</sup>

A study conducted by UNICEF in 2016 on the situation of children with disabilities in the State of Palestine found multiple gaps in the early detection and diagnosis of, and interventions for these childhood disabilities.<sup>5</sup> Furthermore, the report notes these children face difficulties accessing services of education, health care, psychosocial support and rehabilitation.<sup>5</sup> In addition to emotional and physical burden, the report finds that most families who have a child with disability face financial hardships (71.6% in Gaza and 81% in the West Bank).<sup>5</sup> For example, nearly 38% of the sampled children with disabilities were out of school entirely, while less

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<sup>1</sup> UNICEF’s programme guidance for Early Childhood Development (2017).

[https://www.unicef.org/earlychildhood/files/FINAL\\_ECD\\_Programme\\_Guidance\\_September\\_2017.pdf](https://www.unicef.org/earlychildhood/files/FINAL_ECD_Programme_Guidance_September_2017.pdf)

<sup>2</sup>UNICEF (UN Children’s Fund) (2013) ‘Children and young people with disabilities’. Fact Sheet. New York: UNICEF.

<sup>3</sup>Public Opinion Research Group, World Bank Group. World Bank Group Country Survey 2017, West Bank and Gaza WBG. DDI\_WBG\_2017\_WBCS\_v01\_M\_WB. Downloaded from <https://microdata.worldbank.org/index.php/catalog/3049/get-microdata>

<sup>4</sup> Khoury, D., Al-Khatib, A., Shelleh, N., Hijazi, S., Ghandour, R., & Giacaman, R. (2017). Disability among children in the occupied Palestinian territory: a cross-sectional study. *The Lancet*, 390, S18. [https://doi.org/10.1016/s0140-6736\(17\)32019-6](https://doi.org/10.1016/s0140-6736(17)32019-6)

than 45% are enrolled in regular education, and around 38% of CWD drop out of school<sup>5</sup>. The concludes also notes that three quarters of CWDs felt that their school was not supportive and a third said educational tools were not adapted to their needs.<sup>5</sup> That shows significant inequality compared to the national school enrolment rate of 95.2%.<sup>6</sup>

### An overview of the ECD Program in Palestine

The “Improvement of Early Detection and Interventions for Children with Disabilities and Developmental Delays” programme is coordinated by UNICEF and funded by the Government of Japan in support of the National ECD Committee in the implementation of the National Strategy for Early Childhood Development and Interventions. The program focuses on children with disabilities and developmental delays and builds on the knowledge and experience gained from the past years, especially regarding the Child Development Assessment Tool which has been piloted in several locations in the West Bank. UNICEF’s support complements the Government’s efforts in developing a system for early detection and interventions for disabilities and developmental delays, focusing on vulnerable districts in the West Bank (Hebron, Jericho, and Nablus), and all districts in the Gaza Strip. Under coordination from UNICEF, the programme supports the Government of Palestine and partners to draw on and tailor international best practices, especially the experience from Bosnia and Herzegovina, and to bring together key actors in building a shared vision and strategy.

The programme targets children under eight years of age, with special focus on those living with disabilities or developmental delays in vulnerable districts of the State of Palestine. The targeted programme beneficiaries include providers as well as children, their families and their communities.

Among the targeted service providers are, in collaboration with the Ministry of Health, 320 health professionals (doctors, nurses, and midwives), in collaboration with the Ministry of education, 400 education professionals (nursery caregivers, kindergarten and first and second grade teachers), and in collaboration with the Ministry of Social Welfare 150 social workers. The programme also targets children, their families and their communities, with an aim to reach 5,000 new-borns, 7,000 children aged 0-6 years, 2,000 children with disabilities or developmental delays and 20,000 parents and community members.

In 2018, UNICEF in partnership with the Ministry of Health (MoH), Ministry of Education (MoE), the Ministry of Social Development (MoSD), the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), Japan’s International Cooperation Agency (JICA), Japan Volunteer Center (JVC) and the World Bank, launched a project to ***ensure that vulnerable families with children with developmental delays and disabilities have access to a comprehensive package of inter-sectoral ECD and ECI services and are better able to reach their optimal development.***

The UNICEF project supports the implementation of the National Strategy for Early Childhood Development and Intervention (2017-2022; see textbox 1)<sup>7</sup> through the following objectives as outlined in the Project Proposal of 2017<sup>8</sup>:

1. Improving the ***quality of neonatal services*** in government hospitals
2. Developing national capacity for ***early detection and interventions*** for disabilities and developmental delays in children

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<sup>5</sup> Jones, N., Abu Hamad, B., Odeh, K., Pereznieta, P., Abu Al Ghaib, O., Plank, G., ... & Shaheen, M. (2016). Every child counts: Understanding the needs and perspectives of children with disabilities in the State of Palestine. UNICEF-State of Palestine. Overseas Development Institute ([https://www.unicef.org/oPt/ODI\\_Report\\_01-06-2017\\_FINAL.pdf](https://www.unicef.org/oPt/ODI_Report_01-06-2017_FINAL.pdf)).

<sup>6</sup>UNESCO Institute for Statistics (<http://uis.unesco.org/>)

<sup>7</sup> State of Palestine. National Strategy for Early Childhood Development and Intervention; 2017-2022. Accessible through: [https://www.unicef.org/oPt/ECD\\_National\\_Strategy\\_Proof\\_read\\_13022017\\_EN.pdf.pdf](https://www.unicef.org/oPt/ECD_National_Strategy_Proof_read_13022017_EN.pdf.pdf)

<sup>8</sup>Improving early detection and interventions for Palestinian children with disabilities and developmental delays. Application to Japan Grant Aid by UNICEF - State of Palestine. 17 November 2017.

3. Improving national and local capacity to **provide care and support** services to children identified as having a disability or developmental delay
4. Communication for development to **reduce stigma and discriminatory attitudes** towards disability

## Textbox 1: Key elements of National Strategy for Early Childhood Development and Intervention

### *Vision*

Every child enjoys comprehensive and integrated care that provides protection, survival and nurtures all aspects of their growth and development within an approved legislative framework and real national partnership.

### *Mission*

National efforts are unified and integrated between all government, private and NGO structures involved in supporting the early childhood development and intervention programmes in partnership with the UN agencies and international organisations to invest in strengthening a system for early childhood health, nutrition, education and protection and responding to children's needs and rights in a safe, nurturing and protective environment, based on the State's compliance with the international conventions and treaties and the development and implementation of national laws, legislations and policies that ensure safety, wellbeing and health of all children in the State of Palestine. This system will provide proper nutrition, protection and the stimulation to vulnerable children and provide information, guidance and support so caregivers with support of service providers can help build better future for all children.

### *Strategic Objectives*

1. **Access and equity:** Ensure that all children receive equitable early childhood development and intervention services.
2. **Quality:** Offer high quality early childhood development and intervention services.
3. **Sustainability:** Ensure sustainable delivery of quality comprehensive early childhood development and intervention services through government's commitment and strengthened partnership with families and relevant services and institutions local, regional and international NGO's and UN agencies.
4. Support **capacity building** of service providers for families with children under age 8
5. **Legislation:** Develop policies and regulations to support introduction of innovative services for early childhood development and interventions.
6. **Monitoring and evaluation:** Develop a monitoring and evaluation system for early childhood development and intervention services.

The Terms of Reference (TOR) for this evaluation highlighted two additional components.

5. Improvement of **(physical access to) WASH facilities** in selected facilities
6. **Improved pre-primary education** for children with developmental delays.

For this inception report we take the information as provided in the TOR as a starting point, which means inclusion of component 5 and 6 as described above.

## Stakeholders

The project adopts a multi-sectoral approach which means active involvement of **governing authorities** on health, education and social development, **bilateral and multilateral organisations** including UNICEF, UNRWA, the World Bank, JICA and JVC, **local NGO's** and **Universities**. A comprehensive overview of these actors, including their roles and responsibilities can be found in Annex 2 'Cross-Functional Flowchart Template' as provided by UNICEF. Activities furthermore focus on **health- and education professionals, social workers, Health- and Education facilities, community representatives** and **families**. **Media** engagement should facilitate to inform the general population on ECD and to reduce stigma and discriminatory attitudes towards disability (communication for development strategy).

## 2. Purpose of the inception report

This section will detail the purpose of the inception report and evaluation, including the rationale behind the evaluation, its intended use and expected users, and key information that can be found in the rest of the report such as the methodology of the evaluation, the evaluation plan including timelines and activities, data collection tools, ethical protocols, a plan for data analysis and interview and workshop plans.

### Rationale behind the evaluation

As the ECD project is in the final stages of its implementation, stakeholders and project managers are seeking the necessary evidence for project scale-up, to strengthen the quality of activities, and to further improve outcomes for beneficiaries.

### Intended use and expected users of the evaluation

The intended use for this evaluation is to inform organizational decision-making, including regarding policies and strengthening systems for early childhood development. End users include UNICEF program managers and key stakeholders as represented by the National ECD committee. Users stand to gain from this evaluation as its findings will reflect formative evaluation conducted by an independent external third party on scaling-up, strengthening of activities in terms of quality and access and the improvement of outcomes for beneficiaries. There is not anticipated negative effect or loss for users due to the findings reported in the evaluation.

### Additional issues covered in the inception report

The evaluation Terms of Reference (TORs) (see Annex A) require the inception report to address the following aspects, including:

- Methodology, including a matrix with a row for each research question and columns for how judgement will be formed and methodology per question;
- Evaluation plan including timelines and activities and people to meet;
- Data collection tools (in the case of this evaluation, qualitative data collection tools);
- Ethical protocols aligned with principles outlined in the TOR;
- Interview and workshop plan;
- Plan for data analysis (qualitative), report preparation and dissemination.

Equally as per the ToR, key emerging issues from the inception phase include the questions below

- Are the evaluation objectives clearly stated and logically consistent with the purpose and intended use of the evaluation?
- Are the evaluation objectives realistic and feasible given the time frame and resources?
- Have evaluation criteria been specified? Justification should be given for criteria excluded.
- Is the choice of criteria the most appropriate to the evaluation objectives and to the characteristics of the intervention?

- Is there a clear description of intended evaluation audiences by type and geographic location, including primary decision makers and other stakeholders?
- Is the intended use described in detail, including types of policies / indicators / approaches / projects / programmes to be modified as well as the approach to this? Identify occasions for advocacy and/or fundraising. Is it in line with the evaluation objectives?
- Does the inception report include all the relevant aspects the evaluation has to cover such as: intervention period covered by the evaluation, geographical location(s), programmatic scope, target groups, organizational and implementation arrangements etc.?
- Does the scope include a reflection of Gender Equality and the Empowerment of Women (GEEW) elements, in compliance with the United Nations System-wide Action Plan (**UN-SWAP**)?

### 3. Purpose, objectives, and scope of the evaluation

#### Purpose and rationale

This formative evaluation, covering the period 2018-2019, seeks guidance on how to scale up the pilot-phase of this project in the short to medium-term (at least up to 2022). Therefore, it aims to generate evidence and recommendations on:

- the perceived use of the project and effect on the lives of the beneficiaries, including equity.
- how well the project is embedded within national and local policies and service delivery mechanisms.
- direct and indirect, intended and unintended consequences of the project and conditions for success to capitalize on, including linkages between different sectoral interventions.
- gaps between policy and implementation.

Apart from informing the donor (JICA), the evaluation will be used by UNICEF and its partners within the multi-sectoral partnership on ECD, including the ministries (MoH, MoE, MoSD), local implementing partner and various schools and health organizations.

The evaluation should contribute to:

- support national and sub-national planning, policy making and budgeting.
- accountability and learning, including for future evidence generating activities on ECD, such as a summative evaluation.
- a theory of change for the ECD interventions.

#### Evaluation objectives

With this purpose in mind the objectives of the evaluation are to:

1. Assess the project's performance against OECD criteria of effectiveness, efficiency, relevance and sustainability
2. Provide an analytical review of the progress achieved in implementation, including key successes, good practices, lessons learned, gaps and constraints to be addressed.
3. Provide recommendations to improve programming and inform strategic policy planning

We have slightly reformulated the objectives of the overall evaluation as described in the ToR: objective 1 in the TOR is split in 1 and 3 above for better clarity. As the ToR objectives 3 & 4 referred to matters of efficiency and sustainability that are addressed under objective 1 above, these are taken out as separate objectives and integrated in the evaluation questions on efficiency and sustainability.

#### Scope of the evaluation

##### Geographic scope

The evaluation activities will focus on the area of project implementation and include all five governorates of Gaza and Hebron/Yatta, Jericho and Nablus in West Bank. In addition, evaluation activities in Jerusalem will focus on involving key stakeholders from central level.

### *Stakeholders involved*

The evaluation activities will involve all relevant stakeholders to get a comprehensive understanding of the full programme from the national level, including the multi-sectoral relationships, to the community. This means involvement of key stakeholders from all implementing and supporting partners, i.e. the Ministry of Health (MoH), Ministry of Education (MoE), the Ministry of Social Development (MoSD), the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), local NGOs (Spafford, Ard Al Insan, Near East Council of Churches), universities (Al Najah and Al Quds university) Japan's International Cooperation Agency (JICA), Japan Volunteer Center (JVC) and the World Bank, as well as other stakeholders who are indirectly involved, such as WHO, UNESCO (supporting inclusive education), Disable People's Organisations (General Union of Persons with Disability & the Coalitions of Persons with Disability) and other NGOs who are contracted by MOSD to provide services. It also means involvement of the beneficiary perspective through conducting Focus Group Discussions with parents of children targeted by the interventions and speaking to key informants in the community, such as school leaders, key stakeholders in nurseries and health facilities and other community representatives. A Technical Steering Committee was installed from UNICEF to ensure quality of the overall evaluation process in the form of the Evaluation Steering Committee (ESC). A cross-functional flowchart which indicates the involvement of the various stakeholders within the UNICEF ECD programme is listed in Annex 2.

## 4. Evaluation framework

The evaluation framework is based off the indicators to be evaluated as captured in the ToR (annex 1). Therefore, this inception report and its evaluation matrix reflect the evaluation questions raised in the ToR. Evaluation questions are focused on sustainably building a coalition and engaging stakeholders in the overall multisectoral ECD initiative in Palestine through a formative evaluation on 1) the ECD detection and intervention activities and 2) overall collaboration and planning on ECD within the multi-sectoral ministerial taskforce. The evaluation framework can be found in annex 3.

How the data analysis methods to be used to determine causal attribution, addressing gender and responding to the key questions

Most importantly, please reflect how the inception mission and interviews with key stakeholders have informed the evaluation framework.

## 5. Methodology

### Approach

This is a formative evaluation, meaning we are focused on learning from what happened and generating the appropriate evidence to inform strategic directions through an inclusive (multi-sectoral) policy dialogue. Such a formative evaluation needs a highly participatory approach. We will do this through engaging key stakeholders from the start, meaning the designing phase of the evaluation through proposing and co-designing a Theory of Change (Annex 2). The Evaluation Steering Committee (ESC), with representation from members of the National ECD committee will get the opportunity to review and provide feedback on the inception report and evaluation design during the first ESC meeting, which resulted in the ToC (annex 2). Through the ESC meeting that took place on the 20<sup>th</sup> of January the evaluation team solicited input on the approach, preliminary ToC, as well as the scope of their activities. During this evaluation we will continue to learn together and get a better understanding of the full project, its vision, anticipated outcomes and intervention pathways (including the reconstructed Theory of Change). The proposed methodology in this proposal is fully participatory, flexible and fine-tuned in consultation with UNICEF and partners in the inception phase.

We aim to answer the evaluation questions in the evaluation framework using the following approach:

Qualitative methods:

- In-depth interviews with key stakeholders in policy and implementation and with key informants in the community during field visits to targeted health and education facilities.
- Focus group discussions with trained participants on administrating and validating ECD scale, service providers trained on ECD and ECI services and beneficiaries (caretakers of children with disabilities or developmental delays that received services as part of this program)

## Data collection and analysis

### Qualitative data collection

For the data collection phase we will kick-off with a workshop in Ramallah (Juzoor-office) with an evaluation team consisting of six experts (2 KIT; 4 Juzoor). The workshop will serve to train and familiarize the full team with the evaluation tools developed, ethical procedures etc. Following this, the team will split in three couples and travel to a different area where both consultants will separately conduct qualitative **interviews with key implementing stakeholders, as well as with key stakeholders in the community**. This includes representatives from health and education facilities and community representatives. One couple will travel to Nablus and Jericho, one to Jerusalem (for key stakeholder interviews) and Hebron/Yatta and one to Gaza. In total we will conduct around **40 interviews**. The exact number and type of stakeholders to be interviewed in the different regions will depend on the scope of activities and implemented interventions in each region. National consultants will conduct interviews in Arabic, international consultants in English (if possible for the interviewee) or in Arabic (for those that have the capacity) or in Arabic with the use of a translator.

Topic guides for qualitative interviews can be found in annex 4.

A list of stakeholders to be interviewed can be found in annex 7.

### Document review

Further desk review will include:

- UNICEF programme documentation: project proposal, M&E plan, monitoring and progress reports, budgets, programmatic records and monitoring data and budget reports of partners (MoH, MoE, MoSD, UNRWA, implementing NGO's), the results from the currently conducted KAP-survey and the C4D strategy document.
- UNICEF's 'every child counts' report on the needs and perspectives of children with disabilities in the State of Palestine
- UNICEF SoP strategic plan
- National strategy on ECD and other national strategy documents
- Literature search of relevant peer-reviewed articles.

### Preparation for analysis, analysis and data reporting

*Preparation for data analysis* is conducted throughout the research phase and involves organizing, archiving and close reading of the transcripts (which are translated in English) from key informant interviews and focus group discussions for emerging key themes (see also Annex 4: Data Evaluation Matrix). During close reading, transcripts will be reviewed for emerging themes, completeness of work and inconsistencies. Key emerging themes will be grouped to identify and define categories and/or themes that are pertinent to answering the evaluation questions listed in the evaluation matrix (Annex 4). The evaluation framework and the ToC will be used to inform the development the coding framework that contains the categories and themes identified. The coding framework will be further enriched with themes that emerged during the interviews. The process is iterative and continuous and constant revision and refinement of the category system will take place until saturation and triangulation of all pertinent information has taken place and information to answer the questions listed in the evaluation matrix is obtained.

*Analysis* will be conducted on the organized prepared data and the obtained *qualitative data* will then be reviewed using thematic analysis as described above.

*Validation* will be conducted prior to submission of the final report. To this end, a validation workshop will be organized with a presentation of the preliminary findings, participatory recommendation development and fine tuning of ToC to integrate input from all stakeholders.

*Data reporting* will be conducted as the synthesized findings described above will be reported following the structure of the evaluation matrix. Overall reporting for the final report is fully in line with UNICEF and UN criteria for impactful evaluations and reporting principles are fully aligned with gender aspects, UN SWAP and human rights principles. A draft of the final report outline is presented in annex 12.

The draft final report will then be submitted for UNICEF technical reviews, regional office reviews, and other stakeholder reviews, the results of which will be integrated into the final submission of the final report.

#### Validation workshop

A validation workshop was conducted with a presentation of the preliminary findings, participatory recommendation development and fine tuning of ToC. The results will be documented in a comprehensive evaluation report.

#### Limitations

Limitations can be identified as logistical, methodological and financial.

Logistical limitations include movement to and within the Palestinian State. The evaluation team recognizes the evolving global impact of Coronavirus and the travel limitations that have been imposed as a consequence. Besides the logistical challenges of mobility within Palestine, the coronavirus has now also limited the evaluation team's ability to travel to the territories. However, these limitations can mostly be overcome as the team is able to coordinate, oversee and control the quality of data collection both within West Bank and Gaza and data collection in the territories can be conducted by its partner organization. To this end, the evaluation team has formulated an adjusted schedule of fieldwork activities that will accommodate the envisioned submission date of the draft final report (annex 11).

Methodological limitations include those limitations pertinent to the availability and collection of data. Ideally, secondary quantitative data would be available that could be employed to further validate the qualitative data collected under during this evaluation. However, little structurally collected secondary quantitative data is currently available and the evaluation team has agreed with UNICEF that analysis will be limited to the diverse qualitative data that will be collected as part of the evaluation. The evaluation team and UNICEF are aware of this limitation and acknowledge it can mostly be overcome by covering all pertinent topics using tailored data collection tools to obtain data, among a wide variety of stakeholders. These tools are summarized in annexes 5 (topic guide for in depth interviews) and 6 (topic guide for focus group discussions) and the wide variety of stakeholders and facilities visited are enumerated in annex 9 (facilities to be visited).

Lastly, financial limitations include the limited available resources at the disposal of the evaluation team. As a result, the evaluation is time-bound, and choices have to be made with regards to the sites and number of facilities to be visited. Even with the limited funds available, however the evaluation team estimates it will be able to successfully conduct a robust formative evaluation following the terms set forth in the evaluation's Terms of Reference (annex 1) following a robust qualitative research methodology detailed in this report and its evaluation matrix (annex 4).

## Ethical considerations

The evaluation team will follow the ethical principles and considerations outlined in the [United Nations Evaluation Group \(UNEG\) Ethical Guidelines for Evaluation](#). In addition, the UNEG [norms](#) and [standards](#) will be observed. This also includes ensuring confidentiality and anonymity of respondents, including in reports, tables, charts, graphs, figures or maps, and using informed consent forms (see annex 6) for all respondents providing them with full information on the purpose of the evaluation but also their rights to non-participation without any negative consequences. As agreed with UNICEF during the inception call ethical approval will be sought from UNICEF HQ.

The evaluation team will uphold the following ethical safeguards for research studies: respect for dignity and diversity, right to self-determination (informed consent), fair representation, compliance with codes for vulnerable groups (in this case UNICEF procedures for ethical research involving children), confidentiality, and avoidance of harm.

For this evaluation KIT is partnering with Juzoor. As a local organization that has been contracted by UNICEF before, conflict of interest should be avoided. Within the ECD project Juzoor had been contracted to develop a protocol in neonatal care. Juzoor did not conduct this assignment directly, but contracted external consultants. As this activity had been conducted very recently, within this evaluation that primarily focuses on ECD and ECI interventions, we do not expect to be able to conclude anything on its outcomes yet. However, to safeguard quality and neutrality, KIT as the leading organization in charge of designing the evaluation, tools and analysis, will ensure that Juzoor is not able to influence the results regarding this specific topic.

## Informed Consent

“Informed consent involves providing a potential subject with adequate information about the research to allow for an informed decision about the subject’s voluntary participation in the research. Informed consent must include a process to facilitate a subject’s comprehension of the information, in a language understandable to the subject, to allow adequate opportunity for the subject to ask questions and consider whether to participate.” (cited from: UNICEF Guidance Document for Informed Consent, December 2016)

Written informed consent for the parent’s participation in the key informant interviews and focus group discussions will be obtained using standardised written consent forms in Arabic. The purpose of the research will be explained to respondents by interviewers before the site visits and when the researcher is on site, allowing opportunity for respondents to ask questions and consider whether to participate. This consent will be renegotiable meaning that participants can withdraw at any stage. The consent forms for in-depth interviews and focus groups are listed in annex 7.

## Data protection policy

All data handling and storage will be compliant with UNICEF’s Guidance Document for Protection of Research Data (December 2016). In addition, KIT is a fully GDPR compliant organization and has internal project safety checks as well as 2 dedicated GDPR compliance officers. Additional measures following these policies are listed below.

Written notes will be taken during stakeholder interviews. As far as possible all handwritten notes will be transcribed before the evaluation team leaves Gaza and these notebooks will be left with UNICEF staff. In the event that this is not possible, the notebooks will be stored safely in the evaluation team’s belongings and destroyed after all the notes have been transcribed.

Typed transcripts of notes will be stored on the evaluation team’s computer in a password-protected folder. All research documentation including typed transcripts of notes will be shared securely with the relevant UNICEF staff. Documentation will be shared in a password protected cloud hosted on secure GDPR compliant KIT servers and it is assumed that existing internal firewalls are adequate to protect the data.

## Protection of human subjects and avoidance of harm

“The primary concern of researchers should be subject safety. Protecting subject safety requires researchers to use all available information to identify potential risks to subjects, to establish means of minimizing those risks, and to continually monitor the ongoing research for adverse events experienced by subjects. Researchers must be prepared to stop the study if risks arise.” (cited from: UNICEF Guidance Document of the Protection of Human Subject’s Safety, December 2016).

Confidentiality during semi-structured interviews and focus group discussions will be ensured by not recording any names only position, gender and age. During the analysis and the presentation of results researchers will make sure that respondents will not be recognizable due to their position or any other information that may reveal their identity. Only the consent forms will contain the name of the participant. All digital data will be encrypted and stored on a computer with password protection. Consent forms will be carefully locked in a bag and a locked cabinet where only KIT and Juzoor staff have access. Data will be kept for five years for validation purposes and then destroyed.

The security situation in the Palestinian territories is complex and unpredictable and the possibility for escalations or hostilities remains high. During fieldwork the security situation will be continuously monitored and lines of communication with UNICEF/UNDSS maintained. If any concerns arise, appropriate action will be taken to ensure the safety of participants and/or the research team.

Interested parties will be informed of the study through meeting with key representatives including the Ministry of Social Development (MoSD). The main venue for information dissemination towards leaders and community representatives remains the evaluation’s Steering Committee, which is also responsible to ensure key community stakeholders are aware of the study.

Due to KIT’s participatory approach to conducting evaluations, this evaluation’s participatory methodology seeks to involve stakeholders and beneficiaries not only as research subjects but also actively in a learning exercise. As such, research participants should not be done any harm or have the feeling they are losing by participating, rather they should experience the review as a means to gain insight into how to address programme gaps or weaknesses and build on programme successes and strengths so as to improve the effectiveness, efficiency and impact of multisectoral ECD activities in the future.

Interviews will be organized with respect to cultural sensitivities and safety, especially of female participants. Should any of the research questions or interviews create upset among participants or community members, assistance will be sought from Palestinian partner organisation Juzoor which contains local ECD and child psychology experts. Should an incident arise, it will be (anonymously) documented.

## 6. Evaluation work plan

### Evaluation phases and timeline

	<b>Expected Deliverable</b>	<b>Estimated Date</b>
1	Submission of first draft of inception report	23 December 2019
2	UNICEF SoP review	7 January 2020
3	KIT to share the revised version of the Inception report in cooperating comments from UNICEF’s SoP (to include all materials/ tools) – For submission to ERB	13 January 2020
4	UNICEF to request Ethical Clearance from Ethical Review Board (ERB)	14 January 2020
5	1 <sup>st</sup> SC meeting: UNICEF to organize the First ECD Evaluation Steering Committee (SC) meeting in West bank and Gaza (with KIT and Juzoor support face-to-face/ VCT)	<i>Was conducted 30 jan in WB and 2 feb in Gaza</i>

<i>Role: Participation; Engagement of stakeholders</i>		
6	KIT mission to Palestine (11 to 18 Feb.) for Key informant conversations with UNICEF and partners and second ESC meeting to reach consensus on evaluation approach	12-18 February 2020
7	Resubmission of Inception Report for ERB approval	21 February 2020
8	Data collection visit KIT with assistance of Juzoor and continuation of evaluation activities by Juzoor	21-27 March 2020
9	3 <sup>rd</sup> SC meeting: KIT to organize the first discussion of the findings with stakeholders, so that the consultant to give immediate feedback before report writing commences	16 April 2020
10	1 <sup>st</sup> draft: KIT to share the first draft of the evaluation report together with accompanying PowerPoint presentation	30 April 2020
11	UNICEF and ESC review	18 May 2020
12	KIT to share the revised version of the final evaluation report incorporating comments from UNICEF's SoP and ESC	31 May 2020
13	KIT to organize a dissemination workshop upon the finalization of the final report	16 June 2020

### Task division

Organisation	Expert	Role	Tasks
KIT	Pierre Pratley	Team leader	Overall supervision, quality assurance, qualitative data collection, supervising qualitative analysis and report writing, facilitating multi-stakeholder meetings
	Irene de Vries	Maternal and Child Health Expert	Desk review, qualitative data collection, qualitative data analysis, report writing
	Mahdi Abdelwahab	Regional expert	Desk review, report writing
Juzoor	Salwa Massad	Education and Psychology expert	Leading Juzoor team, qualitative and quantitative data collection and analysis, support report writing, facilitating multi stakeholder meetings in absence of KIT
	Yehia Abed	Children public health expert	qualitative and quantitative data collection and analysis, coordination of work in Gaza
	Suhair Tannous	Disability and psychology expert	qualitative and quantitative data collection and analysis Westbank

### Fieldwork activities and logistics schedule

Can be found in annex 11.

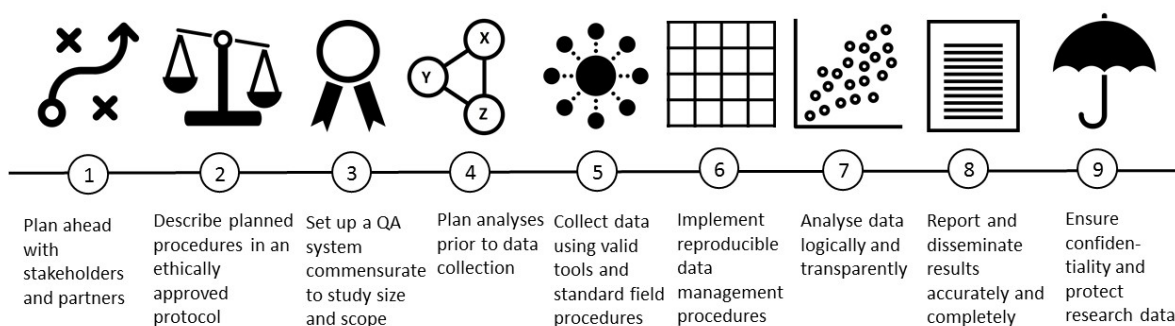
## Roles and responsibilities of UNICEF

Throughout the evaluation UNICEF will be responsible for:

- Providing the evaluation team with all the program documentation needed, including programmed documents, budgets and monitoring data.
- Assist the evaluation team in mapping out the program activities per area/implementation site and number of beneficiaries.
- Liaise with implementing partners to get access to their program documentation needed, including programmed documents, budgets and monitoring data.
- Organize and host meetings with the Evaluation Steering Committee to provide guidance to the objectives, methodology and presentation of findings of the evaluation

## Quality assurance

KIT has an ISO certified quality management system to safeguard the high quality of our services. At KIT we strive to ensure that our results are obtained and presented according to accepted international standards of good epidemiological practice (GEP). For this purpose we have developed internal guidelines for GEP which consist of 9 standards accompanying criteria spanning the entire implementation of an epidemiological study from study preparation to data storage and data sharing. Details of our GEP guidelines can be found in our website <sup>9</sup>and are summarized in the visual below.



Furthermore, KIT uses participative approaches in research and evaluation projects, to ensure that generated knowledge is useful and applicable for programming. Following ISO procedure, prior to submission to the client, each project at KIT receives extensive quality control from a senior expert in the subject matter following internal QA procedures.

An Evaluation Steering Committee (ESC) will be installed from UNICEF to ensure quality of the overall evaluation process. The ToR of the ESC can be found in annex 10.

<sup>9</sup><https://www.kit.nl/health/service/good-epidemiological-practice/>

## Annex 1 Terms of Reference of the Evaluation

Evaluation TORs  
UNICEF State of Palestine  
Terms of Reference  
For International Evaluation Firms.

Title	Formative evaluation of Early Childhood Development interventions on children living with developmental delays and disabilities in the West Bank and the Gaza Strip
location	State of Palestine
coordination to	Chief of Social Policy, Planning Monitoring and Evaluation in cooperation with Monitoring and Evaluation Specialist
Duration	6 months (working 50% to allow periods for UNICEF and partner review, and to allow periods for spacing of data collection } <sup>1</sup>
Start and end Date	1 August 2019 to 31 January, 2020

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[1. PART ONE - External

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### BACKGROUND

For over 50 years, the State of Palestine has been characterized by violence, hostilities, and protracted displacement. As a result of the conflict in the State of Palestine, basic provision of services continues to remain a serious concern and Palestinian children continue to face severe challenges. These challenges, limit the ability of children in reaching their full potential and eventually positively contributing to their communities. Children with disabilities are further marginalized as they require specialized care and services that are not easily accessible and/or provided in Palestine.

To better understand these challenges, a national disability survey was undertaken in 2011 and it was determined that 410,000 people in the State of Palestine suffer from some form of disability.<sup>2</sup> Based on this there were an estimated 30,000 children living with disabilities. An international survey determined that 29% of boys and 24% of girls are at a high or moderate risk of developmental delays<sup>3</sup>. Research in this area suggests that approximately 30% of these children would require early stimulation and specialized interventions to progress positively through the various developmental stages. UNICEF commissioned a study in 2016<sup>4</sup>, focusing on understanding the needs and perspectives of children living with disabilities in the State of Palestine. Accordingly, UNICEF State of Palestine considered Early Childhood Development (ECD) as a multi-sectoral process aimed at promoting a child's health, nutrition, cognitive development, social development, and protection. ECD comprehensively covers the period from conception to age 8.

To improve early detection and interventions for Palestinian children with disabilities and developmental delays, UNICEF is implementing a 2-year project, in partnership with the Ministry of Health (MoH), Ministry of Education & Higher Education (MoEHE), Ministry of Social Development (MoSD), Japan's

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<sup>1</sup> This period has been defined for the evaluation timeframe due to the funding available, and the current scope of the project.

<sup>2</sup> PCBS, MOSD (2012). Disabled Individuals Survey 2011, Main Findings Report, December 2011

<sup>3</sup> PCBS, MOSD (2012). Disabled Individuals Survey 2011, Main Findings Report, December 2011

UNICEF, ODI (2016). Every child counts: understanding the needs and perspectives of children with disabilities in the State of Palestine, December 2016.

International Cooperation Agency (JICA), Japan Volunteer Center (JVC), World Bank, and UNRWA, among others. The Government of Palestine has made a strong commitment to both undertaking and supporting activities that address the specific needs of children with disabilities and developmental delays. As a result, the Government has made substantial progress in developing a national, cross-sectoral system of early detection and intervention, and an **adequate** continuum of care. This includes: launching the **National Strategy for Early Childhood Development and Intervention** for the years **2017-2022**, **developmental screening using the Child Development Assessment Scale**<sup>5</sup>, development of ECO training curricula, and the establishment of ECO friendly spaces in health and pre-primary education facilities.

UNICEF's ECD programme builds on the Government's efforts focused on supporting inclusive service provision for children with disabilities or developmental delays towards making the national ECO strategy operational. UNICEF supports improving the quality of neonatal services; developing national capacity for detection and interventions for children with disabilities and developmental delays; strengthening capacity to provide care and support services to children with disabilities; and communication for development to reduce stigma and discriminatory attitudes towards disability.

The UNICEF ECO project is a key part of the State of Palestine Country Programme for the years 2018-2022. The project focuses on ensuring that more vulnerable families with children with developmental delays and disabilities have access to a comprehensive package of inter-sectoral ECO and ECI services and are better able to reach their optimal development. The project is being piloted in 62 selected facilities in the West Bank and Gaza. The project will ensure that National Health Authorities develop evidence-based policies and strengthened coordination with relevant sectors to provide holistic, inclusive young child health, nutrition and development services. The project comprises the following components:

- 1) Improving the quality of neonatal service in government hospitals;
- 2) Developing national capacity for early detection and interventions for disabilities and developmental delays in children;
- 3) Improving national and local capacity to provide care and support services to children identified as having a disability or developmental delay;
- 4) Communication for development to reduce stigma and discriminatory attitudes towards disability;
- 5) Improvement of WASH facilities in selected facilities;
- 6) Improved pre-primary education for children with development delays.

Through project activities, UNICEF supports the National ECD Committee in implementing the recently launched National Strategy for Early Childhood Development and Interventions, with a particular focus on children with disabilities and developmental delays. The project builds on the knowledge and experience gained from the past year's efforts, especially in regard to the Child Development Assessment Tool, currently being piloted in a number of locations in the West Bank. UNICEF's support will complement the Government's efforts in developing a system of early detection and interventions for disabilities and developmental delays, focusing on vulnerable districts in the West Bank (Hebron, Jericho, and Nablus), and all districts in the Gaza Strip.

UNICEF has developed strong expertise in programming to support children with disabilities and developmental delays, both in the State of Palestine and internationally. It has been able to support the Government of Palestine and partners to draw on and tailor international best practice, especially the

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<sup>5</sup> Comprehensive assessment tool to see the strong and weak sides of the child's skills to create an individualized intervention for the child.

from Bosnia and Herzegovina, and to bring together key actors in building a shared vision and strategy. UNICEF has relationships with implementing partners working on the \_\_\_\_\_ and a track record of promoting local ownership and sustainability.

## 1.1 RESULTS TO DATE

The strengthening **Early Childhood Development (ECD)** and Early Childhood Intervention (**ECI**) project is a policy priority of the Palestinian Authority to ensure that Palestinian children survive and thrive. The ECD/ECI **project supports** the inter-ministerial Integrated National ECD **Strategy (2017-2022)** led by **MOH, MOEHE,** and **MOSD**. Towards this strategy MoH, MoEHE and MoSD, with UNICEF and UNWRA developed and endorsed an integrated and multi-sectoral costed ECD Action Plan for **2018**, launched in April 2018. The 2018 Action Plan supported budgeting for young children focusing on the most vulnerable children, including children with developmental delays and disabilities. In 2018 the project leveraged EU and World Bank resources for the scale-up of the ECD and ECI programs.

In 2018 the project enabled implementation of quality standards and accreditation of nurseries, building the capacities of caregivers in selected nurseries, the roll-out of training on development behavioural scales, and the early detection of developmental delays. In 2018, national capacity to implement the evidence-based Early Childhood Development policy increased, including through the engagement of the MoH, MoEHE, MoSD, UNWRA and the World Bank in regular monthly meetings of the national and sub-national ECD committees and technical working group. The building of a sustainable system for ECD and ECI includes the scale up of services with a focus on the most vulnerable families with children under the age of eight. This model was piloted in 62 health, pre-school, and nursery facilities of three selected districts of the West Bank (Hebron, Jericho, and Nablus), and across all five Gaza governorates. In addition, 8 government hospitals with neonatal intensive care units are targeted. All facilities were selected in targeted districts based on the needs of the most vulnerable families with young children and newborns. This was done under the oversight and supervision of the national and sub-national ECD committees.

As of January 2019, project stakeholders had conducted 7,814 child development screening sessions<sup>6</sup> using the Child Development Assessment Scale, and approximately 14,450 parents were reached with education sessions on early childhood development, good nutrition and healthy pregnancy, with support from implementing partners in both the West Bank and the Gaza Strip.

In 2018, the ECD technical working group initiated the establishment of a national training mechanism. Two representatives from the MoH and MoSD were officially assigned to lead the scale up of ECD interventions in the West Bank including capacity development of the national ECD service providers. Additionally, the core team of ECD national experts was established to conduct trainings for ECD service providers in the West Bank. Partnerships with universities were under the process of development to ensure both pre-service and in-service ECD and ECI training opportunities for national service providers are available.

In 2018, a training curricula and child development assessment instruments were developed, which will be finalized by April 2019 following validation. Data collection, using these child development assessment instruments, started in the West Bank and Gaza in December 2018. In addition, the assessors' Rule Book, an instruction book for assessors that illustrates the development behavioral scales used, was completed and is currently being designed and printed. In 2018 MOSD supported a series of training sessions on basic

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<sup>6</sup> This data has been made available as of end of

early childhood development scales and on how to apply best practices, targeting 50 professionals from the health, social and education sectors.

Parental education and training materials on ECO and ECI have been developed. In the West Bank the Mother and Child Health Handbook was revised **incorporating key** messages for parents on early childhood development and red flags for early detection of developmental delays and disabilities. A total of **70,000 copies** were **printed** and delivered to the MoH and UNRWA for use with service **providers**. An additional review of other infant and young child feeding material is underway to include early detection and **early intervention**, stimulation and responsive feeding. As of January **2019**, 2 training sessions for **parents** were conducted on early childhood development, good nutrition and healthy pregnancy.

Assessments have been undertaken at 12 schools in compliance with safety measures prior to the installation of the playground equipment that will benefit 300 pre-school children with disability or development delays, and 1,730 primary level children in 2019. Furthermore, a needs assessment of physical access to WASH facilities was conducted.

Preparations to conduct a Knowledge, Attitudes and Practices (KAP) study have begun, with a communication for development strategy and an implementation plan to be developed subsequently and immediately shared with the Evaluation Consulting Firms/ evaluation consulting team.

A National ECO Committee is in place engaging the MoH, MoEHE, MoSD, UNRWA and the World Bank towards building a nationally owned and sustainable ECO and EC! system focusing on most vulnerable young children, including children with developmental delays and disabilities.

The evaluation will cover the period 2018 - 2019 of the ECO project implemented by UNICEF SoP as per the reference documents available. This evaluation is focused on the components of the early detection and intervention for children with disabilities and developmental delays.

As project implementation is currently underway, project managers are seeking the necessary evidence for project scale-up, to strengthen the quality of activities, and further improve outcomes for beneficiaries. This formative evaluation will inform organizational decision-making, including on policies and to strengthen systems for early childhood development.

The evaluation scope will not be limited to the National ECO Strategy developed by the representatives from the Ministry of Health (MoH), the Ministry of Education and Higher Education (MoEHEL the Ministry of Social Development (MoSDL UNICEF and the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA). The evaluation will also confirm alignment with other sectoral plans and policies related with ECO, such as the National Health Strategy, and the Education and Child Protection Sectoral Policies.

There is no specific Theory of Change for this ECO programme yet as it is still under piloting, with the pilot also testing the cross-sectoral programming. The Theory of Change is therefore under the various sectors theories of change as laid out in the UNICEF State of Palestine Strategy Note for 2018-2022, under the Health and Nutrition, Education, WASH and Child Protection sections.

The evaluation will take a formative approach and should bring out best practices and gaps within and across the ECD <sup>7</sup> with a <sup>7</sup> focus on the early detection and intervention services for children with developmental delays and disabilities. The evaluation will cover the ECD work of key sections in each ministry, UNICEF SoP, UNRWA, NGOs, the World Bank and other stakeholders.

The evaluation will cover all **target** groups of the project and will specifically include children in their **early** childhood **including** children with developmental **delays** and disabilities, **caregivers**, ECD centre **facilitators**, **management committees**, **NGOs**, and ministries.

Geographically, the evaluation will cover the selected locations in the West Bank and Gaza agreed under the project proposal. The project is under implementation in the West Bank (Hebron/ Yatta, Jericho, and Nablus), and all districts in the Gaza Strip. In Nablus on the project is currently only being implemented in two schools. In the West Bank the rationale for choosing Hebron/ Yatta was that this is where the highest rates of disability are found in Palestine; while Jericho was selected as it has high rates of unemployment and poverty.

The evaluation should adopt an approach that integrates the aspects of gender, human rights and equity.

Factors that are out of the scope of this evaluation include criteria for impact as it is too early to evaluate these in this early phase where the project remains a pilot. As the early intervention component of the ECD/EI approach only began field level roll out in 2019 the evaluation may have limited data or evidence to be able to cover the impact of this component to date. Furthermore, the WASH infrastructure component of the ECD project will not be covered by this evaluation as this component will not have been implemented by the time of this evaluation. All of these factors can be considered for integration into a subsequent impact evaluation which can cover the range of the Early Childhood Development and Early Childhood Intervention project.

## PURPOSE AND OBJECTIVES OF THE ASSIGNMENT

The main purposes of this formative evaluation are to provide evidence and recommendations on:

- The immediate outcomes on the lives of beneficiaries (given that it is too early to yet measure impact);
- How well the project is embedded within national and local policies and service delivery mechanisms;
- Conditions for success in order for the government and UNICEF to sustainably replicate the project nationwide in the short to medium-term (at least up to 2022)<sup>7</sup>.

The secondary purposes of the evaluation are to:

- Identify direct or indirect, intended or unintended effects of the project and propose recommendations that will demonstrate the linkages between different sectoral interventions;
- Identify the gaps between policy and implementation;
- Support national and sub-national planning, policy making and budgeting;

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<sup>7</sup> 2022 is the end period for the National Policy Agenda, the National ECD Strategy, and the UNICEF Area Programme Document.

Serve an accountability and learning function for future interventions delivered in Palestine, including to contribute to future evidence generation activities on ECD such as an eventual summative evaluation.

Contribute to a theory of change for the ECD interventions which will be developed following the completion of the KAP study.

The main objectives of the evaluation are to:

1. Provide an analytical review of the progress achieved in implementing the ECD intervention – identify key successes, good practices, lessons learned, gaps and constraints that need to be addressed. These should be summarised in recommendations in the evaluation report to improve programming and inform strategic policy planning.
2. Assess the project's performance using standard OECD evaluation criteria of efficiency, effectiveness, relevance and sustainability.<sup>8</sup>
3. Examine allocation of resources for the benefit of the project, including how the current resource allocations could be brought to scale nationally.
4. Generate substantive evidence on how the project was successful in terms of laying the grounds of institutional systems, parental and community engagement for Early Childhood Development.

The evaluation criteria are four of the five recommended by the Development Assistance Committee (DAC) of the Organization for Economic Co-operation and Development (OECD): efficiency, effectiveness, relevance and sustainability. Below are example questions per criteria which the evaluation team are recommended to elaborate in the inception report. The list of evaluation questions will be discussed and finalized with UNICEF and the technical committee during the inception phase. Note that ECD below is referring to the delivery for the programme for the early identification and intervention for children with disability or developmental delays.

The objective of this evaluation exercise will be to address the following questions:

- i) What expected outcome will the project have upon the target beneficiaries?
- ii) How relevant were the interventions delivered at the levels of the child, parent, community and facility levels?
- iii) How efficient was the allocation of resources at the national and sub-national levels?
- iv) What are the factors that may affect the long-term sustainability of the program?
- v) How successful was the engagement of stakeholders in the implementation of the project?
- vi) What lessons can be learnt to inform the continued roll out of the ECD strategy?

**1. EFFICIENCY**

Were the expected outputs delivered in a timely manner?

Could the activities and outputs have been delivered with fewer resources without reducing their quality and quantity?

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<sup>8</sup> The project only began roll out in 2017, and therefore the impact criteria is not considered evaluable at this stage of project. The relevance criteria

What were the cost-effective intervention approaches health facilities, community-based and pre-schools centers?

Were there different costs/ benefits to the implementation of the project through UNRWA and NGO implementing partners?

## 2. Effectiveness:

What progress has been made towards achievement of the outcomes and results?

- What were the major factors influencing the achievement or non-achievement of the outcomes and results?

What were the different ECD services provided within the framework of this project (include mapping of ECD services and their quality)?

Was the coordination model supportive in holistically delivering ECD project services?

Have stakeholders' organizational structure, managerial support and coordination mechanisms effectively supported the delivery of project activities?

To what extent were local bodies and other local actors (including parents, communities and target beneficiaries) involved in the planning and management of ECD services?

To what extent has the project reached all the influencing stakeholders in the implemented activities?

What have been the major constraints in the implementation? Has the project included strategies to mitigate the constraints identified?

- Do all project staff implementing the project have a similar understanding and sufficient competencies to deliver the services that are required of them?
- To what extent has the project equitably reached different groups including: the most marginalized; Gaza and the West Bank; girls and boys; and different categories of children with disability?
- Have the project's monitoring and evaluation mechanisms been effective?

## 3. Relevance:

- To what extent is the project aligned with the national strategy for ECD (2017-2022) and other sector strategies such as the national strategies for Education, Health and WASH?

- Are the outputs and activities of the project consistent with the overall goal?

How successfully were the key principles of the human rights-based approach to programming (HRBAP) applied in planning and implementing the project?

- Do the activities address the problems identified? What is the community perception of the project?

To what extent were the national and local context (knowledge, beliefs, gender and cultural differences) taken into account when the project was designed? *This analysis should include a gender and equity lens.*

## 4.

What are the factors that affect the sustainability of the ECD services once development partners or other funding support phases out?

- How well are the activities helping to achieve and sustain the anticipated results?

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<sup>9</sup> The project is still in the ... of ... thus results may still be limited.

Are there indicators that show ownership of the Government including activities, priorities, strategic development and budget allocation?

- Can the project be brought to scale nationwide?

What is the perception of local stakeholders on the sustainability of the project?

## USE AND AUDIENCE OF EVALUATION:

The findings, recommendations and lessons learned from this evaluation will be used to **identify** and implement **strategies** for enhancing the relevance, efficiency, effectiveness, and sustainability of **project**. The evaluation's **target** audience will be concerned Ministries (MoH, MoE, **MoSD**), UNICEF State of Palestine, other key stakeholders, including local implementing partners, and various schools and health organizations, and the Japan International Cooperation Agency (donor).

The findings and lessons learned will be shared with local community members, health facilities, nurseries and schools to promote stronger implementation and integration of the project's activities. Lastly, the timing of the evaluation is scheduled to inform the UNICEF planning process, to share good practices with partners and to also perform any necessary corrective measures and make programmatic adjustments as needed.

## METHODOLOGY

The evaluation will be conducted using a balanced mixed-method approach and in a participatory manner, involving the various project stakeholders. The data collection for this evaluation will employ a blended quantitative/ qualitative methodology, with an emphasis on collecting a sufficient variety of types of data from a sufficient range of sources, rather than a prescriptive adherence to a given methodological design. This balanced and well-rounded approach allows for triangulation and drawing meaningful conclusions with respect to the project implementation and results achieved.

UNICEF's senior management and key staff from the Monitoring and Evaluation department will play a role throughout the evaluation process, including their participation throughout various phases of the evaluation (data collection, validating findings/recommendations). The Evaluation Consulting Firms will present a detailed inception report to UNICEF on the following mixed methods of information gathering:

- **Secondary** data: This will include desk review of documents which will provide empirical evidence as well as used in assessing the project across governorates in SoP
- **Primary** data collection through quantitative and qualitative methods. The evaluation consulting firm should propose the sequencing between quantitative and qualitative. **Quantitative** methods may include:
  - o survey (e.g. perception or satisfaction surveys with representative sample of the population taking into consideration total number of beneficiaries benefited from different types of ECO facilities on target districts).
  - o The evaluation will use available monitoring data from national monitoring systems such as MIS. Sex and age disaggregated data will be obtained from some health, nutrition and education available information management systems in relevant ministries.**Qualitative** data collection methods should be balanced based on type of information and evaluation questions, these could include:
  - o Focus group discussion with local partners, beneficiaries, parents/caretakers of children, relevant Ministries, other key stakeholders.

- o Key informant interviews with key stakeholders' including national representativeness which will be a challenge during primary data collection. However, the sample must include at least one district from each of the seven provinces.
- o Structured and semi-structured interviews with relevant stakeholders observation in field visits to health clinics, schools, etc.

This list is not **exhaustive**, but rather a starting point and will be further refined in collaboration between the Evaluation Consulting Firms and UNICEF. The evaluation can use **comparative approaches** over an **agreed fixed period** of the evaluation scope where data is available.

The objective of the stakeholder interviews is to consolidate data; analyse factors contributing to the successes/ limitations of the project; identify ways in which the **project** could be improved upon; and propose and prioritise project design features that maximise positive outcomes, partnerships and how the local contexts affected outcomes in both the West Bank and Gaza.

This evaluation shall utilize a rights-based approach and be as participatory as possible. This will ensure that the beneficiaries, services providers, caregivers, children and youth are engaged and that findings are derived from a collective contribution. In line with the Standards for UN Evaluation in the UN System (developed by the UN Evaluation Group), all those engaged in designing, conducting and managing evaluation activities will aspire to conduct high quality and ethical work guided by professional standards and ethical and moral principles.

UNICEF will work closely with the Evaluation Consulting Firms(s) in providing primary and secondary data. This will include (but not limited) the following resources:

- Conducting a desk review of UNICEF project documents and work plans, monitoring reports including three-monthly and yearly reports, workshop reports, strategies, etc.
- All relevant project related documents, disaggregated data and results from KAP surveys that should be finalized before starting the evaluation.
- UNICEF State of Palestine, Strategy Note 2018-2022
- Reviewing the programmatic records of ministries MoEHE, MoH and MoSD as well as UNRWA and implementing partners.
- Reviewing training reports  
Reviewing teaching materials/ ToT materials
- Reviewing UNICEF's relevant Work Plans
- Partners' monitoring data
- Reviewing The 1999 Disability Law, and the draft revised Disability Law
- Reviewing the National Strategy for Early Childhood Development and Intervention for the years 2017-2022 (and any other relevant national strategies).
- Reviewing the draft State Party Report on the Convention on the Rights of Persons with Disability
- Integrating any inputs from the Knowledge, Attitudes and Practices (KAP) study ongoing with UNICEF
- Developmental screening called the Child Development Assessment Scale
- Programme Cooperation Agreements and Programme Documents between UNICEF and local partners

## 6.2 EVALUABILITY AND POSSIBLE LIMITATIONS TO EVALUATION

There are several limitations to the evaluability of the ECO **project**.

- a) The ECO relevant data in the Multiple Indicator Cluster Survey (MICS) survey are not available **yet** and will only be **expected** by start 2020.
- b) There is no **theory** of change embedded within the National **Strategy for Early Childhood Development** and Intervention, however there is a clear log frame embedded within the strategy.
- c) There is no reference to the logical framework in the proposal, but the result frameworks of different **components** of the project have been included as **part** of the **projects'** agreements and draft M&E plan.
- d) The project remains in a pilot phase, and only **began** operational roll out in 2017 and therefore the observable and reported achievements remain for the pilot only. For this reason the impact evaluation criteria has been removed. Assessments have been conducted project implementation, i.e. WASH in health facilities and nurseries baseline data came as part of the implementation. This was the first time that UNICEF is targeting these activities as part of the program.
- e) Benefits and costs that can be covered are within a certain limited range; not capturing all possible social benefits and costs either numerically or qualitatively. This evaluation recognizes that there is a limit to the cost analysis that can be conducted on such an ECO project, particularly given the long-term impacts of disability on individuals, families and society.
- f) There is no reference to disaggregated baseline data, indicators, targets as well as M&E data on outcomes and outputs, including disaggregated data.
- g) There is no database of partners' monitoring data and each partner will have their own reports. To undertake this evaluation the firm should access monitoring data from the Ministries and partners, but this may not always be available.
- h) Sensitivity of talking directly to children who have benefited from the various centers' activities, including case management and psychosocial support services due to confidentiality principle. It is suggested that evaluation team overcome these challenges by signing non-disclosure agreements; and seeking the agreement of the parents/ caregivers.
- i) Finally, the action plan of the ECO strategy paper does not have a theory of change. However, it does have strong performance indicators which can be used in assessing the progress towards actions.
- j} Ad hoc problems caused due to difficult working conditions.

This evaluation will be divided into 5 different phases for organizational purposes. A tentative timeline for the evaluation is provide below and is expected to be completed in three mont hs<sup>10</sup>.

Phase	Deliverable	Estimated Timeframe (including time for UNICEF review)
Inception (to be	Develop a report structure which includes methodological approach	10 days

<sup>10</sup> This is however tentative and is to given the situation on the

conducted	<p>and work plan. Share with UNICEF for review, feedback and sign-off. The consultancy will submit an inception <b>report</b> that will include the following, among others:</p> <ol style="list-style-type: none"> <li>1. Evaluation plan including timelines and activities and <b>people</b> to meet.</li> <li>2. Methodology including a matrix with a row for each <b>question</b> and columns for how <b>judgement</b> will be formed and <b>methodology</b> per question.</li> <li>3. Data collection tools (quantitative and qualitative). The <b>proposed</b> tools should be cleared by UNICEF before the start of the data collection phase.</li> <li>4. Ethical protocols aligned with principles outlined in ethical issues below.</li> <li>5. Interview and workshop plan.</li> <li>6. Plans for data analysis (quantitative and qualitative), report preparation and dissemination.</li> <li>7. Evaluation Consulting Firms adjusts based upon feedback from UNICEF SoP and shares the 2<sup>nd</sup> draft with UNICEF.</li> <li>8. Evaluation Consulting Firms validate the inception report with the Steering Committee Members.</li> <li>9. Evaluation Consulting Firms adjust the second draft of inception report based on the feedback of Regional Office and share the final version.</li> </ol>	
Desk Review	<p>Conduct a comprehensive analysis of relevant primary and secondary resources, listed in section 6.1:</p> <p style="padding-left: 40px;">Participate in the initial briefings with UNICEF and partners to ensure that the evaluation team is clear on the expectations of the evaluation.</p>	14 days
Data collection & Analysis	<p>Conduct field visits to collect data through a combination of data collection methods as per proposed methodology in section 6.</p> <p>Qualitative data will be collected from field visits of the implemented activities as well as consultative meetings with stakeholders in targeted areas of Gaza and the West Bank.</p> <p>It is expected that the team will incorporate gender and ensure representative involvement of beneficiaries and non-beneficiaries in the evaluation. This phase will include the following procedures:</p> <ul style="list-style-type: none"> <li>o Adapting tools and field work including FGDs, KIs etc.</li> <li>o Submit primary data (the collected data files are UNICEF property and cannot be used for other purposes without written agreement from UNICEF.)</li> </ul> <p>Upon completion of the fieldwork there should be a first discussion of the findings with stakeholders, so that the consultant to give immediate feedback before report writing commences.</p>	31 days (requires consideration of spacing of data collection over time, i.e. sequencing of quantitative and qualitative data collection should be considered in the inception report)

<p><b>Draft Report</b></p>	<p>A presentation of the preliminary findings will be made to UNICEF.</p> <ul style="list-style-type: none"> <li>• Data analysis and a written first draft of the <b>report</b> in English will be shared</li> <li>• Share draft report with UNICEF for feedback and review. A presentation should be organized to <b>present</b> findings. The final evaluation <b>report</b> should not exceed 40-60 pages (<b>without</b> annexes). The <b>report</b> shall be structured as per the UNICEF's Adapted UNEG Evaluation <b>Reports</b> Standards and will include at least the following: <ul style="list-style-type: none"> <li>• Executive summary</li> <li>• Brief description of the program, its context, financial arrangements, areas of intervention, timing, implementation modalities and actors</li> <li>• Objectives, methodology, timing of evaluation and challenges/ limitations of the analysis</li> <li>• Results in terms of relevance, efficiency, effectiveness, impact, sustainability considering the evaluation main questions above.</li> <li>• Analysis, including reflection on gender, humanrights</li> <li>• Lessons learned, challenges, conclusions, recommendations, action plan</li> </ul> </li> </ul> <p>Annexes</p> <p>More detailed information of the UNICEF's Adapted UNEG Evaluation Reports standard is provided in the UNICEF Global Evaluation Report Oversight System (GEROS) Review Template, which will be shared at the start of the consultancy. The report shall be written in line with the UNICEF style guide, to be shared at the start of the consultancy.</p> <p>Evaluation Consulting Firms adjusts feedback of UNICEF SoP and technical Steering Committee <sup>11</sup> and shares the draft evaluation II with UNICEF.</p> <p>Evaluation Consulting Firms adjusts the second draft of evaluation report based on the feedback of Regional Office and share the final version</p> <p>Upon completion of the first draft of the report a feedback process should be undertaken with stakeholders providing comments using a comment matrix. The evaluators take all the comments received into consideration and the report is final when UNICEF is satisfied with its quality.</p>	
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<sup>11</sup> UNICEF SoP envisioned instituting an Evaluation Steering Committee to provide technical and logistic support and oversight to this evaluation exercise. The evaluation steering committee is composed of the following members involved in implementation of the ECD project: UNICEF, Ministry of Health, Ministry of Education and Higher education, of Social Development, Near East Council of Churches Ard El Insan and UNRWA External evaluation team member)

Finalization	Validation workshop and final report of the PowerPoint Presentation in English/ Arabic	10 days
Total level of effort		65 days <sup>1 2</sup> in 6 months period

## ETHICAL PRINCIPLES AND PREMISES OF THE EVALUATION

The section below outlines the criteria for an ethical review checklist to indicate that this project should in fact go **through** an ethical review process through the Palestinian Health Research Council (Helsinki **Committee**). The evaluation process will adhere to the United Nations evaluation norms and standards available at: [http://www.uneval.org/normsandstandards/index.jsp?doc\\_cat\\_source\\_id=4](http://www.uneval.org/normsandstandards/index.jsp?doc_cat_source_id=4) and ethical guidelines for evaluation [http://www.uneval.org/papersandpubs/documentdetail.jsp?doc\\_id=102](http://www.uneval.org/papersandpubs/documentdetail.jsp?doc_id=102)

The assignment is to be carried out according to the ethical principles, standards and norms established by the United Nations Evaluation Group (UNEG).

- The evaluation must respect the rights of individuals who provide information, ensuring their anonymity and confidentiality.**
- o In all field visits and meetings, interviewees should be informed about the objectives of data collection and how findings will be used; they also should be informed that collected data and any statement about the project will be kept confidential and respondents will not be named or identified in the reports with regard to their statements. All interviewees should agree without coercion to take part in the monitoring and evaluation and be given the option to withdraw or not to participate at any time during the process. Interviews shall be carried out in line with interagency evaluation project interview good practice guidelines. All gathered data should be confidential, and names of individuals deleted from the data and replaced by codes in evaluation notes.
  - o Ownership of all data/information/findings gathered, databases and analysis prepared for the evaluation lies with UNICEF. The use of the data/information/findings for publication or any other presentation or sharing can only be made after agreement with UNICEF.
  - **The report must mention any dispute or difference of opinion that may have arisen among the Evaluation Consulting Firm or between the Evaluation Consulting Firms and the commissioner of the evaluation in connection with the findings and/or recommendations. The team must corroborate all assertions, or disagreement with them noted.**
  - The evaluator will be responsible for highlighting issues not specifically mentioned in the TOR, if this is needed to obtain a more complete analysis of the intervention. The evaluator is required to clearly identify any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the evaluation process in their proposal.
  - Evaluation in the United Nations systems should be demonstrably free of bias. To this end, evaluators are recruited for their ability to exercise independent judgement. Evaluators shall ensure that they are not unduly influenced by the views or statements of any party. Where the evaluator or the evaluation manager comes under pressure to adopt a particular position or

<sup>12</sup> The review will include around 10 are for review.

to introduce bias into the evaluation findings, it is the responsibility of the evaluator to ensure that independence of **judgement** is maintained. Where such pressures may endanger the completion or integrity of the evaluation, the issue will be referred to the evaluation manager and, who will discuss the concerns of the relevant parties and decide on an approach which will ensure that evaluation findings and recommendations are **consistent**, verified and **independently** presented (see below Conflict of Interest)<sup>13</sup>.

- Incidents. If **problems** arise during the fieldwork, or at any other **stage** of the **evaluation**, they must be **reported** immediately to the evaluation manager. If this is not done, the existence of such **problems** may in no case be used to **justify** the failure to obtain the results **stipulated** in these terms of reference.
- Validation of information. The Evaluation Consulting Firms will be responsible for ensuring the accuracy of the information collected while preparing the reports and will be ultimately responsible for the information presented in the evaluation report.
- Intellectual **property**. In handling information sources, the Evaluation Consulting Firms shall respect the intellectual property rights of the institutions and communities that are under review. All materials generated in the conduct of the evaluation are the property of UNICEF and can only be used by written permission. Responsibility for distribution and publication of evaluation results rests with the Country Office. With the permission of the agency, Evaluation Consulting Firms may make briefings or unofficial summaries of the results of the evaluation outside the agency.
- **Delivery of reports**. If delivery of the reports is delayed, or in the event that the quality of the reports delivered is clearly lower than what was agreed, the penalties stipulated in these terms of reference will be applicable.

In line with the Standards for UN Evaluation in the UN System, all those engaged in designing, conducting and managing evaluation activities will aspire to conduct high quality and ethical work guided by professional standards and ethical and moral principles.

#### DELIVERABLES AND DEADLINE(S) FOR SUBMISSION:

	Deliverable	Estimated Date
1.	Submission of desk review and quality inception report	15 August 2019
2.	First draft of the evaluation report shared with UNICEF together with accompanying PowerPoint presentation;	18 December 2019
3.	Final quality evaluation report integrating feedback including desk review, key findings, lessons learned and recommendations.	31 January 2020

Resources: UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if work/outputs is incomplete, not delivered or for failure to meet deadlines.

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#### ESTIMATED DURATION OF CONTRACT AND TENTATIVE DATES

Duration: 6 months

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*UNEG Ethical Guidelines for Evaluation*

Dates: 1            2019 - 31 January 2020

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**PROPOSED PAYMENT SCHEDULE:**

**By** deliverables (as above):

- 20% upon **completion** of deliverable 1
- 40% upon **completion** of deliverable 2
- 40% upon **completion** of deliverable 3

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State of Palestine (West Bank and Gaza Strip). The inception report and the desk review can be conducted remotely.

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**OFFICIAL TRAVEL INVOLVED:**

Official in-country travel will be involved, as required. All logistics and costs of in country travel should be factored into the bid/ budget and be covered by the evaluation firm.

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**EVALUATION MANAGEMENT (ROLES AND RESPONSIBILITIES)**

- The Chief of the Social Policy, Planning, Monitoring and Evaluation (SPPM&E) Section in UNICEF SOP will provide overall guidance, coordinate and contribute directly to quality assurance activities.
- M&E Specialist is the evaluation manager and will provide the primary supervision in close cooperation with the relevant sections in the UNICEF State of Palestine office in Jerusalem and Gaza field Office. The evaluation manager will serve as a liaison with respect to correspondence between the evaluators and the Technical Committee. Any queries or challenges or request from the evaluation team will be channeled through UNICEF evaluation Manager
- UNICEF, and its implementing partners, will provide technical inputs and facilitate access to the project's locations and served population.
- The UNICEF sections will facilitate and manage operational requirements, which entails providing project documentation as needed for the evaluation.
- The evaluation team will make formal contacts with stakeholders as necessary as well as provide logistics and operational support in conducting interviews/focus group discussions and/or organizing the end-of-evaluation workshop.
- The SPPME section will support in ensuring quality and ethics in field data collection.

The Technical Steering Committee<sup>14</sup>, the evaluation team and Evaluation Manager have major roles in ensuring that all the deliverables meet the quality assurance criteria. Quality assurance will take place at different stages of the evaluation process. The Committee will assess quality of

<sup>14</sup>ToR of Technical

Committee will be made available upon the start of the evaluation.

key evaluation products, including methodology and evaluation instruments, inception and final reports. Given that it is a country led evaluation, the Evaluation Manager will also ensure that the evaluation meets UNICEF quality standards and follow UNICEF global quality assurance processes.

- The UNICEF Regional Office will provide technical assistance to the UNICEF **Country Office** in **developing** the TOR for the evaluation, review of inception and final reports.
- The Evaluation **Consultancy Firm** will be responsible for the timely production of evidence-based evaluation, **including** recommendations to quality standards.

## 16. GENERAL CONDITIONS (PROCEDURES AND LOGISTICS)

No contract may commence unless the contract is signed by both UNICEF and the evaluation team or Contractor.

1. The selection process for the consultancy firm will strictly follow UNICEF's internal procurement rules
2. UNICEF will provide assistance where possible for necessary access and permits required for the evaluation
3. The firm will provide fortnightly verbal or short email progress updates and have review meetings with UNICEF on monthly basis (face to face or phone meetings)
4. The firm will provide draft report for review and amend as requested before submitting the final report
5. UNICEF may request that the Consultancy firm submit original copies of all evaluation tools, discussion and interview guides, sampling procedures, field notes, completed questionnaires and any other material related to the implementation of the evaluation.

UNICEF will not provide office space to the team. All requirements including venues for workshops, transportation, visa, health insurance, secretariat services, interpreter, translator, etc., will not be covered by UNICEF unless agreed in writing between UNICEF and the Consultant. UNICEF office will provide any documentation, letters to government, etc., to make sure that the evaluation is conducted in good conditions.

### QUALIFICATION OR SPECIALIZED KNOWLEDGE/EXPERIENCE REQUIRED:

The company should be able demonstrate a strong track record in producing evaluations, studies and flagship reports on Early Childhood Development (at least 1 report), Education (at least 1 report) and economic analysis. The reports can either be that of the institutions or the evaluation team members. Demonstrable capacity to engage in evidence-based policy dialogue with Governments and other key stakeholders based on previous evaluations, studies or project implemented. This should be a section in the technical proposal.

The evaluation team should comprise a gender balanced team of technical experts with expertise in quantitative and qualitative methods of data collection, and with the following specific qualifications. The team should be made up of international and national Evaluation consultants.

The team should be made up at least from three team members as below:

#### Team leader

- Education: The team leader should hold a Ph.D. or Master's, "....." in Economics or similar field.

#### Work **Experience** and skills

- S/He should have at least 10 years of documented **experience** in research and evaluation in the fields of political science, international relations, disability studies, or of **development** programmes/projects.
- Minimum of 5 years of **experience in early** childhood education programmes/projects
- Good knowledge and experience in designing and implementing evaluation assessments
- Previous knowledge/ experience working with UNICEF
- Experience working on issues related to child rights, rights of persons with disabilities, reviewing ECO policies etc would be a strong advantage.
- Proven ability to conceptualize, innovate, plan and execute ideas;

#### Languages

Fluency in written and spoken English and Arabic are essential for interviews, transcription, translation. Knowledge of Arabic language skills is preferred (please note: budget must include hiring of local translator, if Evaluation Consulting Firms lacks Arabic language skills)

#### Competencies

- Good analytical, facilitation and communication skills;  
Demonstrated ability to work in a multi-cultural environment and establish harmonious and effective working relationships
- Ability to take initiative and work with minimum supervision;

Second team member should be a specialist in Education, Psychology or a Social Science discipline, with expertise in early childhood development programming and/or evaluation in the sector in developing or least developed countries. Their CV should demonstrate proven experience working on ECO and/or disabilities and developmental delays.

The third team should be a start statistician with at least 5 years of experience in evaluations. Between these team members they should have:

- Knowledge on gender equality, equity and human rights programming;
- Demonstrated ability to develop and maintain effective work relationships with counterparts and external partners;

Knowledge of standard operation procedure in the UNICEF.

The Education background and work experience of each team member should be provided which **should demonstrate the Functional and Core** nn-iiin.o'l-c::w,ru:)C **of Drive for Results; Communication;** and Analysis.

The second and third team members should have strong English oral and writing skills, and one of the team members should be fluent in Arabic. The team should demonstrate a clear understanding of the context in the State of Palestine. The team should be gender balanced.

## APPLICATION AND EVALUATION PROCESS:

Each proposal will be assessed first on its technical merits and subsequently on its price. In making the final decision, UNICEF considers both technical and financial aspects. The Evaluation Team first reviews the technical **aspects** of the offer, followed by review of the financial offers of the technically compliant vendors. The **proposal** obtaining the highest overall score after adding the scores for the technical and financial proposals **together**, that offers the best value for money will be recommended for award of the contract.

### The Technical Proposal should include but not be limited to the following:

**Methods and Approach:** Details should be provided on the methods and approach that will be undertaken. This should include the design, sample size, representativeness, external validity and consideration of target beneficiaries. The details of the primary data collection methods used should be provided as per section 6 of this ToR.

**Detailed work plan:** Provide a detailed work plan which takes into consideration the timeline for the work laid out in the ToR and incorporating time for UNICEF and stakeholder review; and the timeline to provide feedback to the elaboration of the new ECD Strategy.

**Team composition** should be detailed which is in line with the profile of the evaluation team as outlined in section 15.

- **Reference of previous work:** Details of similar assignments (minimum 2) undertaken in last five years including the following information:
  - Title of Project
  - Year and duration of project
  - Scope of Project
  - Outcome of Project
  - Reference/ Contact persons
- **CV's**
  - CV of each team member (including qualifications and experience)
  - Ensure to include information related to the qualifications and experience of each proposed team member as required and outlined in section 15 of this document.
- **Company/Institutional Profile:** Provide a company profile and/or reports (or links) that demonstrate the requirements as outlined in section 15 of this document. Include a copy of the company registration: Where the process is still ongoing please provide evidence that the process has begun.
- **The Financial Proposal** should include but not be limited to the **following:** The evaluation team should submit a financial **proposal** which should include the **following:**
  - **Resource costs:** Daily rate multiplied by number of days of team members
  - **Travel Costs** - in country (from/to Jerusalem, Gaza and West Bank), visas and international travels (if applicable) All travel costs should be included as a lump sum fixed cost. For all travel costs, UNICEF will pay as per the lump sum fixed costs provided in the proposal. A breakdown of the lump sum travel costs should be provided in the financial proposal.

Bidders are required to estimate travel costs in the Financial Proposal. Please note that if any international travel is involved this should be budgeted i) based on economy class fare regardless of the length of travel; and ii) costs for accommodation, meals and incidentals shall not exceed the applicable daily subsistence allowance (DSA) rates, as propagated by UNICEF.

Data collection cost. This should include a detailed breakdown from the inception and main evaluation data collection and analysis.

Key administrative cost

Any other cost the institution finds important to include

The \_\_\_\_\_ should take into consideration the evaluation \_\_\_\_\_ in line with the deliverables in this ToR.

\_\_\_\_\_ on the institution should include the \_\_\_\_\_:

**A) A complete copy latest audited financial statements with comparative figures for the two most recent years; preferably signed by Company's accounting firm/certified external auditor.**

The financial statements are to include, but not limited to, the following:

1. **The Balance Sheet** (mandatory)
2. **The Income Statement/Profit and Loss Statement** (mandatory)
3. Statement of cash flows
4. Statement of changes in shareholders' equity
5. The report from the external auditor, if available
6. Notes to the financial statements, if available

*(Where possible, please provide an English translation of financial statements if the documentation is not In English. Note that any financial documentation received is treated with confidentiality and discretion.)*

**B) A copy of Company's certificate of legal registration.**

**C) Company's UN Global Marketplace (UNGM) registration number.**

Your company is requested to register for, at the very least, Basic and Level 1 stages. For registration and instructions on how to, kindly refer to the UNGM site: [www.ungm.org](http://www.ungm.org)

## **18. EVALUATION WEIGHTING CRITERIA:**

Cumulative Analysis will be used to evaluate and award proposals. The evaluation criteria associated with this TOR is split between technical and financial and it will be assessed on this basis: 70% technical and 30% financial

as follows:

70 % Technical

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30 % Financial

100 % Total

Below table provides a detailed breakdown of the technical evaluation criteria.

Main Criteria	Sub Components	MAX score
<b>Team profile relevance, experience of key staff assigned [Score 45]</b>	Team leader's <b>expertise</b> and <b>qualifications</b> as per the TOR	7
	<b>Diversity</b> of team's <b>background/expertise</b>	7
	Team command of Arabic	3
	Team command of <b>English</b>	4
	Team's experience in State of Palestine	7
	Team's previous experience with UNICEF and/or with ECO projects	4

**Proposed methodology and approach**

**[Score 30]**

**Assessment Work Plan [Score 15]**

**Capacity of the  
firm [Score 10]**

*Total Score*

Annex 2 Cross-Functional Flowchart UNICEF-ECD project

## National ECD Steering Committee

Meets Quarterly and Ad Hoc

Membership

- Government (represented by General Directors (GDs) and technical focal points)**
- i) Ministry of Health (Lead) - GDs (2) for Public Health (lead); Primary Health Care
  - ii) Ministry of Education - GDs (3) for School Health; General Education; Counselling and Special Education
  - iii) Ministry of Social Development GD (1) for Family Affairs (in consultation with GDs for Disability; Legal; Poverty)
- UN/ International Organisations**
- i) UNICEF (coordination)
  - ii) UNRWA West Bank
  - iii) World Bank
- Academia**
- i) Al Najah University (Palestinian Child Institute; Faculty of Education)
  - ii) Al Quds University (Faculty of Education; Faculty of Public Health and Medicine; Child Institute)
- Civil Society**
- i) Spafford

*All actors are based in the West Bank. Previously Gaza based actors used to be on skype.  
There is overlap between members of the Steering Committee and the National Technical ECD Committee.*

Roles and Responsibilities

- Focus:** National Policy & Implementation in the West Bank.
- Tasks:**
- i) Develop strategy
  - ii) Review materials and submit materials for Ministerial level endorsement
  - iii) Oversee implementation in the West Bank
  - iv) National level reporting (on both West Bank and Gaza)

## National Technical ECD Committee

### Meetings:

- Met Monthly until 2019
- From 2019 frequency has reduced due to implementation
- Attendance at meetings depends on topic of discussion

Membership

All Actors are the same as those in the National ECD Steering Committee with the exception of the Universities who do not participate.

Ministries are represented at the technical level and General Directors don't participate in the technical committee.

*All actors are based in the West Bank. Previously Gaza based actors used to be on skype.*

Roles and Responsibilities

- i) Development of national multi-sectoral materials: Conceptualise; Contextualize; Pilot
    - Submit materials to the Steering Committee for endorsement
  - ii) Implementation in the West Bank:
    - Operational
    - Monitoring
  - iii) Support training
- Organises meetings by topic across the ECD areas.
- National Core Team of Trainers (7-8):** MoH + UNRWA. This team still requires endorsement, but is already delivering in the West Bank.

## Gaza Sub-Natioanl ECD Committee

### Meetings:

tbc

<b>Membership</b>	<p><b>De Facto Authorities (heads of department)</b></p> <ul style="list-style-type: none"><li>i) Ministry of Health: Child Health; Nutrition</li><li>ii) Ministry of Education: School Health; Early Childhood</li><li>iii) Ministry of Social Development: Mother and Child department</li></ul> <p><b>UN</b></p> <ul style="list-style-type: none"><li>i) UNICEF (coordination)</li><li>ii) UNRWA Gaza</li></ul> <p><b>Civil Society</b></p> <ul style="list-style-type: none"><li>i) Ard el Insan</li><li>ii) Near East Council of Churches (NECC)</li></ul> <p><i>Universities were invited but did not attend.</i></p>
<b>Roles and Responsibilities</b>	<ul style="list-style-type: none"><li>i) Developing operational plan for Gaza</li><li>ii) Coordination of implementation</li><li>iii) Review materials</li></ul> <p>Core Team of Trainers (8): Ard el Insan (4); MoH (2); NECC (2)</p>

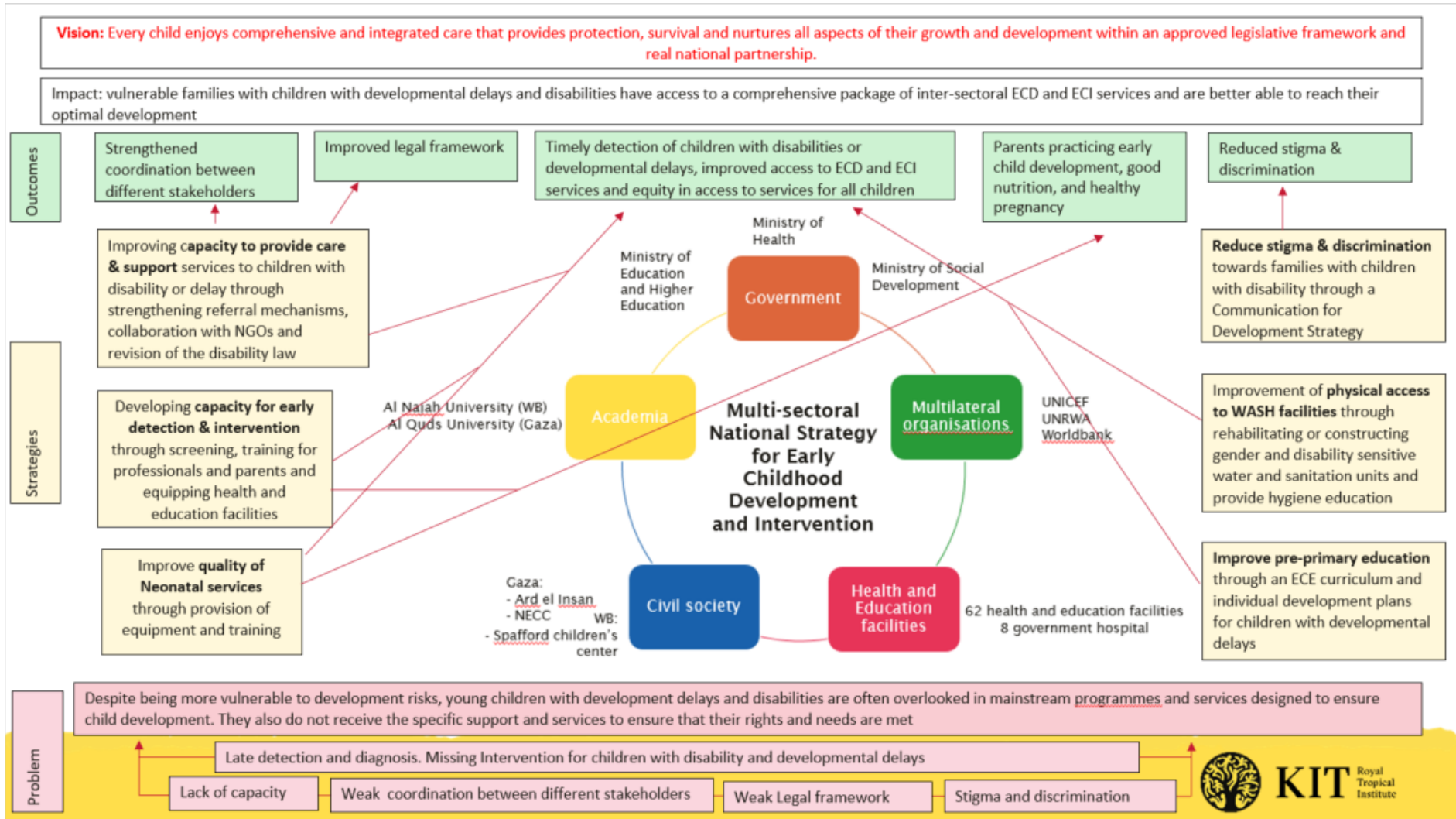
### Local Level

There is not official coordination entity formed at the local level, however this was hoped in the initial phases to bring together the multi-sectoral teams at the community level.

UNICEF is in the process of looking how to establish community level coordination for the Communication for Development particularly to overcome stigma against children with disabilities.

Field level coordination between actors is happening but is not formalised.

# Annex 3 Preliminary Logic model/ ToC



Annex 4 Evaluation matrix

<b>Q#</b>	<b>Questions &amp; Sub-Questions</b>	<b>Indicators &amp; Information to be Gathered</b>	<b>Information Sources</b>	<b>Data Collection Methods and Tools</b>	<b>How Findings Will be Reported</b>
<b>Efficiency: question 1 and subquestions</b>					
<b>1</b>	Were the expected results (outputs) delivered within budget and timeline?	Nr. of key activities contributing to output / outcomes identified in ToC that were achieved within budget and timeline divided by total nr. of activities; list of activities	Program documentation, M&E data, transcripts from qualitative interviews	Qualitative interviews (see topic guide), draft ToC, matrix with key activities extracted from ToC	Matrix with key activities extracted from ToC and status of achievement (timeline and budget)
<b>1.1</b>	How were resources allocated to the different implementing partners, at national and subnational level?	Distribution of total funding to different implementing partners (national and subnational); Budget allocations and funding streams	Budgets, budget allocations, overview of funding streams, list of funders, list of implementing partners	Budget matrix including partners, funders and allocation of funds between partners	Budget matrix
<b>1.2</b>	Were the interventions approached in a cost-effective manner?	Number of interventions that were approached in a cost effective manner divided by total number of interventions; budget allocation per intervention and information on approaches of implementing partners	Budgets, budget allocations, interview transcripts from IDI's with implementing partners	Qualitative interviews (see topic guide), budget matrix	CE analysis matrix with interventions, implementing partners and comparison of approaches
<b>1.5</b>	How could the current resource allocations be brought to scale nationally?	Review and analysis of results and findings 1.2-1.4, stakeholder data and IDI with implementing partners & Steering Committee (SC)	Budgets, budget allocations, interview transcripts from IDI's with implementing partners and SC	Qualitative interviews (see topic guide), budget matrix	Emerging themes

<b>1.7</b>	Have the right stakeholders been involved for implementation?	Review and analysis of results and findings 1.2-1.6, stakeholder data and IDI with implementing partners	IDI with implementing partners and SC	Qualitative interviews (see topic guide), budget matrix	Emerging themes and table of current stakeholders and potential stakeholders to be involved
<b>1.8</b>	Do all implementing stakeholders have a similar understanding and sufficient competencies to deliver the project?	Number of stakeholders that have necessary competencies divided by total number of stakeholders; data on stakeholders competencies	data on stakeholders competencies; data on competencies needed to deliver the project	Qualitative interviews, matrix with stakeholders and competencies needed to deliver the project	Matrix with stakeholders and competencies needed to deliver the project; emerging themes
<b>Effectiveness: question 2 and subquestions</b>					
<b>2</b>	To what extent were the objectives of the project for the first year(s) achieved?	Nr of objectives for the first year(s) achieved by total number of objectives planned for the first year(s); Reconstructed ToC data; data on nr objectives planned and achieved	Workplans and monitoring reports from UNICEF and implementing partners	Document reviews of secondary data (workplans and monitoring reports), key informant interviews topic guide	Key emerging themes; matrix with planned and achieved objectives
<b>2.1</b>	What progress has been made towards achievement of expected outcomes? And what were major factors influencing (non)achievement?	Evidence of progress towards expected outcomes per intervention; information on factors influencing (non) achievement	Workplans and monitoring reports from UNICEF and implementing partners; KII's	Key informant interviews topic guide	Key emerging themes

<b>2.2</b>	What were the different ECD services provided within the framework of this project, by whom, and what can be said about their quality?	Nr of ECD services provided; ToC, intervention log	ToC, intervention log, KII's, Qualitative interviews with key stakeholders in the community	Mapping tool for ECD services and their quality	Analysis against reconstructed ToC and intervention log; Matrix with ECD services, their providers and (perceived) quality; emerging themes
<b>2.3</b>	Have stakeholders' organizational structure, managerial support and multi-sectoral coordination mechanisms effectively supported the delivery of the project activities?	Evidence on stakeholders' organizational structure, managerial support and coordination mechanisms and their effectiveness in delivering project activities	KII's, Qualitative interviews with key stakeholders in the community	Key informant interviews topic guide	Key emerging themes
<b>2.6</b>	Did the project equitably reach different groups, in terms of marginalization, geographic location, sex and type of disability	Evidence of equity on programmatic reach: Nr. of beneficiaries disaggregated by key inequity dimensions (SDG 17 target 18) such as geographic location, sex, type of disability (if possible)	FGD with service providers and community members, Qualitative interviews	FGD guide, interview topic guides	Key emerging themes; list of indicators and findings from beneficiary survey

2.7	What monitoring mechanisms are in place and how effective are these?	Evidence of M&E mechanisms and their effectiveness	Workplans and monitoring reports, analysis against reconstructed ToC, qualitative interviews with key stakeholders	Document review of workplans and monitoring reports from UNICEF and implementing partners, Analysis against reconstructed ToC and intervention log, Qualitative interviews with key stakeholders	Key emerging themes, list of M&E mechanisms, including recommender M&E mechanisms for future monitoring activities
<b>Relevance: question 3 and subquestions</b>					
3	To what extent does the project respond to the needs of children with disabilities and developmental delays in the State of Palestine?	Evidence on met and unmet needs of children with disabilities and developmental delays	KII's, national strategy for ECD, 'every child counts' and in the KAP-survey	Qualitative interviews with key stakeholders in the community, Assessment against national strategy for ECD, findings in the needs assessment of 'every child counts' and in the KAP-survey	Key emerging themes, matrix with met and unmet needs
3.1	To what extent is the project aligned with the national strategy for ECD	Evidence on project alignment with ECD and other strategies	Project documentation, reconstructed ToC, ECD and other strategies	Document analysis, gap analysis between project objectives and ECD and other strategies	Matrix mapping project objectives to ECD and other strategies

<b>3.2</b>	Are the outputs and activities of the project consistent with the overall goal?	Evidence on consistency of project activities and outputs with overall goal	Reconstructed ToC, KII's	Mapping activities and outputs to overall goal	Matrix mapping project activities and outputs to overall goal; key emerging themes
<b>3.3</b>	How successful were the key principles of human rights based approach programming (HRBAP) applied in planning and implementing the project?	Evidence on the application of HRBAP principles to project planning and implementation	Reconstructed ToC, KII's, project documentation	HRBAP self-report by UNICEF and follow-up key informant interviews, FGD among beneficiaries of ECD interventions	Matrix mapping project planning and implementation activities to key HRBAP principles
<b>3.4</b>	To what extent were the national and local context (knowledge, beliefs, gender and cultural differences) taken in account in the project design (include gender & equity lens)	Evidence on sensitivity to national and local context, including knowledge, beliefs, gender and cultural differences	KII's with stakeholders, beneficiary survey	Content analysis for emerging themes across key dimensions (knowledge, beliefs, gender, cultural differences)	Emerging themes reported across key dimensions (knowledge, beliefs, gender, cultural differences)
<b>Sustainability: question 4 and subquestions</b>					
<b>4</b>	How successful has the project been in laying the grounds of institutional systems (including inter-sectoral collaboration), parental and community engagement for ECD	Evidence of institutionalization including multisectorality and inter-sectoral collaboration, and parental and community engagement for ECD	KII's, beneficiary surveys, project documentation	Content analysis of KII transcripts, beneficiary surveys for emerging themes in multisectorality and community engagement	Key emerging themes

<b>4.1</b>	How well are the activities helping to achieve and sustain the anticipated results?	Evidence on project activities' contribution to sustainable results	Reconstructed ToC, KII's	Interview topic guide; mapping activities to overall results	Narrative analysis with key emerging themes
<b>4.2</b>	To what extent is the project owned by government partners (including activities, priorities, strategic development and budget allocation)?	Evidence on project ownership by government partners (including evidence of involvement of partners in activities, priority setting, strategic development and budget allocation)?	Reconstructed ToC, KII's	Content analysis of KII transcripts; mapping partners to ownership dimensions	Matrix mapping partners to ownership dimensions (involvement in activities, priority setting, strategic development and budget allocation); key emerging themes
<b>4.3</b>	Is there possibility for national adaptation, ownership and scaling? What are factors that affect sustainability when external funding phases out?	Evidence on national adaptation, ownership and scaling, factors affecting sustainability	Reconstructed ToC, KII's	Content analysis of KII transcripts	Key emerging themes
<b>4.4</b>	How can the project be brought to scale?	Evidence on feasibility of project scaline	KII's	Content analysis of KII transcripts	Key emerging themes

## Annex 5 Topic guides for in-depth interviews

### Topic guide key informants/implementing stakeholders

Please note, that this is a topic **GUIDE** and will be used as such, meaning that the questions proposed provide guidance only and that it will be important to adapt the questions during the interviews in such a way that they make sense to the respondents. In addition, the tools will be piloted immediately following the data collection training, and modified subsequently.

Further instruction for use: Prior to the interview, please ensure informed consent has been arranged by using the informed consent form (for interviews respectively). Then start the interview.

Area of inquiry	Link to questions in evaluation framework	Guiding Questions
Introduction		<ul style="list-style-type: none"> <li>• Role within the organization</li> <li>• Organizational role within the project</li> </ul>
Effectiveness (including some relevance)	<ul style="list-style-type: none"> <li>- To what extent were the objectives of the project for the first year(s) achieved?</li> <li>- What progress has been made towards achievement of expected outcomes? And what were major factors influencing (non)achievement?</li> <li>- What were the different ECD services provided within the framework of this project, by whom, and what can be said about their quality?</li> <li>- What monitoring mechanisms are in place and how effective are these?</li> <li>- Were the expected results (outputs) delivered within budget and timeline?</li> </ul>	<ul style="list-style-type: none"> <li>• Have you been able to conduct all the activities as planned for the years 2018-2019? Elaborate on type of activities, reasons for (non)achievement, quality of the activities.</li> <li>• What effects have you seen as a result of your activities? Do these meet the expected outcomes? Probe for type of outcomes</li> <li>• How do you report on these?</li> <li>• What are factors influencing (non)achievement? Clearly distinct on achievement of activities, outputs or outcomes</li> </ul>
	<ul style="list-style-type: none"> <li>- Have stakeholders' organizational structure, managerial support and coordination mechanisms effectively supported the delivery of the project activities?</li> </ul>	<ul style="list-style-type: none"> <li>• How is the project managed within your organization? Probe for organizational structure, coordination and communication within and external</li> <li>• Which other partners do you work with? How would you rate inter-partner coordination and collaboration? Probe for successes, gaps and areas for improvement</li> </ul>
	<ul style="list-style-type: none"> <li>- How successful were the key principles of human rights based approach programming (HRBAP) applied in planning and implementing the project?</li> <li>- To what extent were the national and local context (knowledge, beliefs, gender and cultural differences) taken in account in the project design (include gender &amp; equity lens)</li> <li>- How successful has the project been in laying the grounds of institutional systems (including inter-sectoral collaboration), parental and community engagement for</li> </ul>	<ul style="list-style-type: none"> <li>• Did you manage to engage people or facilities targeted within the project/beneficiaries in the design or planning? How? Did you also engage them in reflection and adaptation? How?</li> </ul>

	<p>ECD</p> <ul style="list-style-type: none"> <li>- Did the project equitably reach different groups, in terms of marginalization, geographic location, sex and type of disability</li> <li>- To what extent does the project respond to the needs of children with disabilities and developmental delays in the State of Palestine?</li> <li>- How successful were the key principles of human rights based approach programming (HRBAP) applied in planning and implementing the project?</li> </ul>	<ul style="list-style-type: none"> <li>• How did you ensure to equitably reach different groups? Probe for marginalized groups, geographic location, sex and type of disability? Probe for gaps. Who are left behind?</li> </ul>
Efficiency	<ul style="list-style-type: none"> <li>-Were the expected results (outputs) delivered within budget and timeline?</li> <li>- Were the interventions approached in a cost-effective manner?</li> </ul>	<ul style="list-style-type: none"> <li>• Have you been able to deliver your activities within the available budget?</li> <li>•</li> </ul>
	<p>To what extent did the coordination model support holistic delivery of ECD services?</p>	<ul style="list-style-type: none"> <li>• How did you perceive UNICEF's support? Probe for UNICEF's contribution to holistic delivery of ECD services?</li> </ul>
Relevance	<ul style="list-style-type: none"> <li>- To what extent does the project respond to the needs of children with disabilities and developmental delays in the State of Palestine?</li> <li>- How successful were the key principles of human rights based approach programming (HRBAP) applied in planning and implementing the project?</li> <li>- Did the project equitably reach different groups, in terms of marginalization, geographic location, sex and type of disability</li> </ul>	<ul style="list-style-type: none"> <li>• Which children are reached? Which are left behind? What are problems that the project has not yet responded to?</li> <li>• How does the programme respond to the rights of children with disabilities or developmental delays?</li> <li>• Did any changes in the legal framework got into effect?</li> </ul>
	<ul style="list-style-type: none"> <li>- To what extent is the project aligned with the national strategy for ECD - How successful has the project been in laying the grounds of institutional systems (including inter-sectoral collaboration), parental and community engagement for ECD</li> </ul>	<ul style="list-style-type: none"> <li>• (Especially for ministries): how does the UNICEF supported programme contribute of the national strategy for ECD? Where are gaps?</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>-To what extent were the national and local context (knowledge, beliefs, gender and cultural differences) taken in account in the project design (include gender &amp; equity lens)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>- How successful has the project been in laying the grounds of institutional systems (including inter-sectoral collaboration), parental and community engagement for ECD</li> <li>- How well are the activities helping to achieve and sustain the anticipated results?</li> </ul>	<ul style="list-style-type: none"> <li>• How did the programme contribute to strengthening your institution? And in partner collaboration? What can be improved?</li> <li>• Do you expect to see a lasting change?</li> </ul>
	<p>To what extent is the project owned by government partners (including activities,</p>	<ul style="list-style-type: none"> <li>• Do you feel ownership of the programme?</li> </ul>

	priorities, strategic development and budget allocation)?	
	- Is there possibility for national adaptation, ownership and scaling? What are factors that affect sustainability when external funding phases out?	<ul style="list-style-type: none"> <li>• Have institutional budgets been allocated to sustain the activities? What would happen if funding phases out? To what extent are the elements of the project embedded and mainstreamed in national systems?</li> </ul>
	How can the project be brought to scale?	<ul style="list-style-type: none"> <li>• What should happen to scale the project to other areas?</li> <li>• What lessons from the current phase of the project can be learned and used for the future?</li> </ul>

### Topic guide community representatives/health and education facilities

Please note, that this is a topic **GUIDE** and will be used as such, meaning that the questions proposed provide guidance only and that it will be important to adapt the questions during the interviews in such a way that they make sense to the respondents. In addition, the tools will be piloted immediately following the data collection training, and modified subsequently.

Further instruction for use: Prior to the interview, please ensure informed consent has been arranged by using the informed consent form (for interviews respectively). Then start the interview.

Area of inquiry	Link to questions in evaluation framework	Guiding Questions
Introduction		<ul style="list-style-type: none"> <li>• Role within the organization</li> <li>• Organizational role within the project</li> </ul>
Effectiveness	<ul style="list-style-type: none"> <li>- To what extent were the objectives of the project for the first year(s) achieved?</li> <li>- What progress has been made towards achievement of expected outcomes? And what were major factors influencing (non)achievement?</li> <li>- What were the different ECD services provided within the framework of this project, by whom, and what can be said about their quality?</li> <li>- What monitoring mechanisms are in place and how effective are these?</li> <li>- Were the expected results (outputs) delivered within budget and timeline?</li> </ul>	<ul style="list-style-type: none"> <li>• What activities happened in your facility/community that could be subscribed to the programme?</li> <li>• What changes/effects have you seen as a result of the programme? Probe for different types of outcomes</li> <li>• Do you have to report on these? How?</li> <li>• Can you show the equipment/materials delivered to your institution? Are they currently in use? How?</li> <li>• How is staff introduced/trained on the equipment? How effective have these trainings been? What are training gaps?</li> <li>• How is maintenance secured?</li> <li>• Ask for implementation of protocols/curricula (e.g. neonatal protocol, ECD/ECE curricula): how was this facilitated? Could these be considered as institutionalized?</li> <li>• What are gaps? How are elements of ECD/stimulation/breastfeeding/parent involvement currently addressed?</li> </ul>

		•
		•
	<p>- How successful were the key principles of human rights based approach programming (HRBAP) applied in planning and implementing the project?</p> <p>- To what extent were the national and local context (knowledge, beliefs, gender and cultural differences) taken in account in the project design (include gender &amp; equity lens)</p> <p>- How successful has the project been in laying the grounds of institutional systems (including inter-sectoral collaboration), parental and community engagement for ECD</p>	<ul style="list-style-type: none"> <li>• Are people in the community involved in the planning and reflection on the ECD activities? How?</li> </ul>
	<p>- Did the project equitably reach different groups, in terms of marginalization, geographic location, sex and type of disability</p> <p>- To what extent does the project respond to the needs of children with disabilities and developmental delays in the State of Palestine?</p> <p>- How successful were the key principles of human rights based approach programming (HRBAP) applied in planning and implementing the project?</p>	<ul style="list-style-type: none"> <li>• How did you ensure to equitably reach different groups? Probe for marginalized groups, geographic location, sex and type of disability? Probe for gaps. Who are left behind?</li> </ul>
		•
Efficiency	To what extent did the coordination model support holistic delivery of ECD services?	<ul style="list-style-type: none"> <li>• How did you perceive UNICEF's support? Probe for UNICEF's contribution to holistic delivery of ECD services?</li> </ul>
Relevance	<p>- To what extent does the project respond to the needs of children with disabilities and developmental delays in the State of Palestine?</p> <p>- How successful were the key principles of human rights based approach programming (HRBAP) applied in planning and implementing the project?</p> <p>- Did the project equitably reach different groups, in terms of marginalization, geographic location, sex and type of disability</p>	<ul style="list-style-type: none"> <li>• Which children are reached? Which are left behind? What are problems that the project has not yet responded to?</li> <li>• How does the programme respond to the rights of children with disabilities or developmental delays?</li> </ul>
	-To what extent were the national and local context (knowledge, beliefs, gender and cultural differences) taken in account in the project design (include gender & equity lens)	<ul style="list-style-type: none"> <li>• Does the programme take local knowledge, beliefs, gender and cultural differences into account? How? What are gaps? Or knowledge/beliefs/gender inequalities that should be further addressed?</li> </ul>
	- How successful has the project been in	<ul style="list-style-type: none"> <li>• How did the programme contribute to</li> </ul>

Sustainability	laying the grounds of institutional systems (including inter-sectoral collaboration), parental and community engagement for ECD - How well are the activities helping to achieve and sustain the anticipated results?	strengthening your institution? And in partner collaboration? What can be improved? <ul style="list-style-type: none"> <li>Do you expect to see a lasting change?</li> </ul>
		<ul style="list-style-type: none"> <li></li> </ul>
	How can the project be brought to scale?	<ul style="list-style-type: none"> <li>What lessons can be learned and used for the future or new facilities/communities?</li> </ul>

## Annex 6 Topic guides Focus Group Discussions

Topic guide FGD's with trained participants on scale validation and trained providers on ECD and ECI services.

Please note, that this is a topic **GUIDE** and will be used as such, meaning that the questions proposed provide guidance only and that it will be important to adapt the questions during the interviews in such a way that they make sense to the respondents. In addition, the tools will be piloted immediately following the data collection training, and modified subsequently.

Further instruction for use: Prior to the interview, please ensure informed consent has been arranged by using the informed consent form (for interviews respectively). Then start the interview.

Area of inquiry	Link to questions in evaluation framework	Guiding Questions
Introduction		<ul style="list-style-type: none"> <li>• Background or trained provider</li> <li>• Information on training perceived</li> </ul>
Effectiveness	<ul style="list-style-type: none"> <li>- What progress has been made towards achievement of expected outcomes? And what were major factors influencing (non)achievement?</li> <li>- What were the different ECD services provided within the framework of this project, by whom, and what can be said about their quality?</li> </ul>	<ul style="list-style-type: none"> <li>• How did you perceive the training? Did it cover your learning needs?</li> <li>• To what extent have you been able to apply gained skills and knowledge in your (daily) practice?</li> <li>• What changes/effects have you seen as a result of your training and implementation of the programme? Probe for different types of outcomes</li> <li>• What are challenges in applying ECD/ECI in your (daily) practice?</li> </ul>
	<ul style="list-style-type: none"> <li>- Have stakeholders' organizational structure, managerial support and coordination mechanisms effectively supported the delivery of the project activities?</li> </ul>	<ul style="list-style-type: none"> <li>• How is the project managed within your facility? Probe for organizational structure, coordination and communication within and external</li> </ul>
	<ul style="list-style-type: none"> <li>- To what extent did social accountability mechanisms take place, ie were beneficiaries involved in planning and reflection on the project?</li> <li>- How successful were the key principles of human rights based approach programming (HRBAP) applied in planning and implementing the project?</li> <li>- To what extent were the national and local context (knowledge, beliefs, gender and cultural differences) taken in account in the project design (include gender &amp; equity lens)</li> <li>- How successful has the project been in laying the grounds of institutional systems (including inter-sectoral collaboration), parental and community engagement for ECD</li> </ul>	<ul style="list-style-type: none"> <li>• Are people in the community involved in the planning and reflection on the ECD activities? How?</li> </ul>
	<ul style="list-style-type: none"> <li>- Did the project equitably reach different groups, in terms of marginalization,</li> </ul>	<ul style="list-style-type: none"> <li>• How did you ensure to equitably reach different groups? Probe for</li> </ul>

	<p>geographic location, sex and type of disability</p> <ul style="list-style-type: none"> <li>- To what extent does the project respond to the needs of children with disabilities and developmental delays in the State of Palestine?</li> <li>- How successful were the key principles of human rights based approach programming (HRBAP) applied in planning and implementing the project?</li> </ul>	<p>marginalized groups, geographic location, sex and type of disability?</p> <p>Probe for gaps. Who are left behind?</p>
Efficiency	To what extent did the coordination model support holistic delivery of ECD services?	<ul style="list-style-type: none"> <li>• How did you perceive UNICEF's support? Probe for UNICEF's contribution to holistic delivery of ECD services?</li> </ul>
	<ul style="list-style-type: none"> <li>- To what extent does the project respond to the needs of children with disabilities and developmental delays in the State of Palestine?</li> <li>- How successful were the key principles of human rights based approach programming (HRBAP) applied in planning and implementing the project?</li> <li>- Did the project equitably reach different groups, in terms of marginalization, geographic location, sex and type of disability</li> </ul>	<ul style="list-style-type: none"> <li>• Which children are reached? Which are left behind? What are problems that the project has not yet responded to?</li> <li>• How does the programme respond to the rights of children with disabilities or developmental delays?</li> </ul>
Relevance	-To what extent were the national and local context (knowledge, beliefs, gender and cultural differences) taken in account in the project design (include gender & equity lens)	<ul style="list-style-type: none"> <li>• Does the programme take local knowledge, beliefs, gender and cultural differences into account? How? What are gaps? Or knowledge/beliefs/gender inequalities that should be further addressed?</li> </ul>
	<ul style="list-style-type: none"> <li>- How successful has the project been in laying the grounds of institutional systems (including inter-sectoral collaboration), parental and community engagement for ECD</li> <li>- How well are the activities helping to achieve and sustain the anticipated results?</li> </ul>	<ul style="list-style-type: none"> <li>• How did the programme contribute to strengthening your institution? And in partner collaboration? What can be improved?</li> <li>• Do you expect to see a lasting change?</li> </ul>
Sustainability	- Is there possibility for national adaptation, ownership and scaling? What are factors that affect sustainability when external funding phases out?	<ul style="list-style-type: none"> <li>• Have institutional budgets been allocated to sustain the activities? What would happen if funding phases out?</li> </ul>
	How can the project be brought to scale?	<ul style="list-style-type: none"> <li>• What lessons can be learned and used for the future or new facilities/communities?</li> </ul>

## Topic guide FGD's with caretakers targeted by the program

Please note, that this is a topic **GUIDE** and will be used as such, meaning that the questions proposed provide guidance only and that it will be important to adapt the questions during the interviews in such a way that they make sense to the respondents. In addition, the tools will be piloted immediately following the data collection training, and modified subsequently.

Further instruction for use: Prior to the interview, please ensure informed consent has been arranged by using the informed consent form (for interviews respectively). Then start the interview.

Area of inquiry	Link to questions in evaluation framework	Guiding Questions
Introduction		<ul style="list-style-type: none"> <li>• Role of caretaker</li> <li>• Services received</li> </ul>
Effectiveness	<ul style="list-style-type: none"> <li>- What progress has been made towards achievement of expected outcomes? And what were major factors influencing (non)achievement?</li> <li>- What were the different ECD services provided within the framework of this project, by whom, and what can be said about their quality?</li> </ul>	<ul style="list-style-type: none"> <li>• How did you hear of/got in contact with the program?</li> <li>• To what extent were the services/information received new to you?</li> <li>• How did you experience the services?</li> <li>• How did this affect your child or family?</li> </ul>
	<ul style="list-style-type: none"> <li>- To what extent did social accountability mechanisms take place, ie were beneficiaries involved in planning and reflection on the project?</li> <li>- How successful were the key principles of human rights based approach programming (HRBAP) applied in planning and implementing the project?</li> <li>- To what extent were the national and local context (knowledge, beliefs, gender and cultural differences) taken in account in the project design (include gender &amp; equity lens)</li> <li>- How successful has the project been in laying the grounds of institutional systems (including inter-sectoral collaboration), parental and community engagement for ECD</li> </ul>	<ul style="list-style-type: none"> <li>• Are people in the community involved in the planning and reflection on the ECD activities? How?</li> </ul>
Relevance	<ul style="list-style-type: none"> <li>- To what extent does the project respond to the needs of children with disabilities and developmental delays in the State of Palestine?</li> <li>- How successful were the key principles of human rights based approach programming (HRBAP) applied in planning and implementing the project?</li> <li>- Did the project equitably reach different groups, in terms of marginalization, geographic location, sex and type of disability</li> </ul>	<ul style="list-style-type: none"> <li>• Which children are reached? Which are left behind? What are problems that the project has not yet responded to?</li> <li>• How does the programme respond to the rights of children with disabilities or developmental delays?</li> </ul>

	-To what extent were the national and local context (knowledge, beliefs, gender and cultural differences) taken in account in the project design (include gender & equity lens)	<ul style="list-style-type: none"> <li>Does the programme take local knowledge, beliefs, gender and cultural differences into account? How? What are gaps? Or knowledge/beliefs/gender inequalities that should be further addressed?</li> </ul>
Sustainability		
	How can the project be brought to scale?	<ul style="list-style-type: none"> <li>What lessons can be learned and used for the future or new facilities/communities?</li> </ul>

## Annex 7 Consent forms

### **Informed Consent Forms for each method: KII's and FGD's (two copies needed per interviewee – one for evaluation team and one for interviewee)**

Informed Consent form for **Key Informant Interviews** evaluation ECD programme

Read out loud to the interviewee:

#### *Introduction*

Hello, we are ..... (names). We are from the Royal Tropical Institute in the Netherlands and Juzoor Palestine. We are trying to learn more about the Early Childhood Development (ECD) programme which is supported by UNICEF. The Royal Tropical Institute (KIT) and Juzoor have been contracted by UNICEF State of Palestine to evaluate the ECD Programme. We would like to ask you to participate in an interview so that we can ask some questions related to this program.

#### *Why is this evaluation conducted?*

The ECD Programme in Palestine aims to ensure that vulnerable families with children with developmental delays and disabilities have access to a comprehensive package of inter-sectoral ECD and ECI services and are better able to reach their optimal development.

This evaluation is done in order to understand what the programme has been able to achieve, and the challenges faced since its beginning. The results of the evaluation will help UNICEF and its partners, including the Ministry of Health, the ministry of Education and the Ministry of Social Development on how to further improve and scale-up the programme.

#### *What will be done?*

The evaluation team conducts interviews with a range of different people that are somehow related to the programme, either at national or local level. All respondents are asked to provide their perspectives on the successes and challenges of the programme, and why this is so.

Besides the interviews, the evaluation team will also review a number of documents and databases.

#### *Can participation harm me?*

Your participation is entirely on a voluntary basis and your information will be kept confidential. You are free to ask the interviewer to stop the interview at any point in time or not to answer a particular question. Withdrawing from the interview will not in any way affect your reputation, access to services or have any other consequence.

### *Can participation benefit me?*

This evaluation does not help you directly but the results will help UNICEF and its partners, including the Ministry of Health, the ministry of Education and the Ministry of Social Development to improve activities for children with disabilities or developmental delays.

### *Audio recordings?*

If you agree, we would like to record the interview. The recording will be used to complement the notes taken during the interview. By taping the interview, we can thus better ensure that your perspective is appropriately reflected in the evaluation. Thereby we will ensure that your contribution remains anonymous. All information provided by you will be kept strictly confidential and your name will not be mentioned with any of the feedback you give. We may however quote you anonymously if your comments seem relevant to illustrate a finding related to the evaluation. The tape will be destroyed as soon as the evaluation has been completed.

### *Will the results of the evaluation be shared with me?*

The evaluators will ask UNICEF to share the results of the evaluation with all those who participated in it and have indicated to be interested in receiving its results.

### *Procedures including confidentiality*

An experienced researcher will interview you. The interview will last approximately one hour. What will be said and written down will not be linked to your name during analysis and in final products.

### *Consent*

Do you have any questions that you would like to ask?

Are there any things you would like to be explained further?

If you do not want to take part in this interview you can refuse to give consent.

DECLARATION: TO BE GIVEN IN WRITING BY THE RESPONDENT

Agreement respondent

The purpose of the interview was explained to me and I agree to be interviewed and to be recorded:

\_\_\_\_\_  
Signature                      Date:

If you have any questions or want to file a complaint about the consultancy you are welcome to contact:

<b>Juzoor</b>	<b>Royal Tropical Institute (KIT)</b>
For information (Juzoor): Umaiyeh Khammash Juzoor director ukhammash@juzoor .org  T +970-2-2414488 Ramallah Al-Bireh/ Al-Arkan St. Islamic Palestinian Bank Building, 3rd Floor P.O.Box 4207 <a href="mailto:info@juzoor.org">info@juzoor.org</a>	For information (KIT): Pierre Pratley, Senior Advisor KIT Health <a href="mailto:p.pratley@kit.nl">p.pratley@kit.nl</a>  T +31 (0)20 568 8432 Mauritskade 63 [1092 AD] P.O. Box 95001, 1090 HA Amsterdam The Netherlands <a href="http://www.kit.nl">www.kit.nl</a>
<b>UNICEF SoP</b>	<b>UNICEF Gaza</b>
For complaints:  <b>Selena Bajraktarevic, PhD</b> Chief Health and Nutrition UNICEF State of Palestine, Jerusalem Tel: +972 (0)2 5840461 Cell: +972 (0)54 778 7623 email: <a href="mailto:sbajraktarevic@unicef.org">sbajraktarevic@unicef.org</a>	For complaints:  Selena Bajraktarevic, PhD Chief Health and Nutrition UNICEF State of Palestine, Jerusalem Tel: +972 (0)2 5840461 Cell: +972 (0)54 778 7623 email: <a href="mailto:sbajraktarevic@unicef.org">sbajraktarevic@unicef.org</a>

Informed Consent form for **Focus Group Discussions** evaluation ECD programme

Read out loud to the interviewee:

### *Introduction*

Hello, we are ..... (names). We are from the Royal Tropical Institute in the Netherlands and Juzoor Palestine. We are trying to learn more about the Early Childhood Development (ECD) programme which is supported by UNICEF. The Royal Tropical Institute (KIT) and Juzoor have been contracted by UNICEF State of Palestine to evaluate the ECD Programme. We would like to ask you to participate in a focus group discussion so that we can ask some questions related to this program.

### *Why is this evaluation conducted?*

The ECD Programme in Palestine aims to ensure that vulnerable families with children with developmental delays and disabilities have access to a comprehensive package of inter-sectoral ECD and ECI services and are better able to reach their optimal development.

This evaluation is done in order to understand what the programme has been able to achieve, and the challenges faced since its beginning. The results of the evaluation will help UNICEF and its partners, including the Ministry of Health, the ministry of Education and the Ministry of Social Development on how to further improve and scale-up the programme.

### *What will be done?*

The evaluation team conducts focus group discussions with a range of different people that are somehow related to the programme, either at national or local level. All respondents are asked to provide their perspectives on the successes and challenges of the programme, and why this is so.

Besides the focus group discussions, the evaluation team will also review a number of documents and databases.

### *Can participation harm me?*

Your participation is entirely on a voluntary basis and your information will be kept confidential. You are free to ask the interviewer to stop the interview at any point in time or not to answer a particular question. Withdrawing from the interview will not in any way affect your reputation, access to services or have any other consequence.

### *Can participation benefit me?*

This evaluation does not help you directly but the results will help UNICEF and its partners, including the Ministry of Health, the ministry of Education and the Ministry of Social Development to improve activities for children with disabilities or developmental delays.

### *Audio recordings?*

If you agree, we would like to record the focus group discussion. The recording will be used to complement the notes taken during the discussion. By taping the interview, we can thus better ensure that your perspective is appropriately reflected in the evaluation. Thereby we will ensure that your contribution remains anonymous. All information provided by you will be kept strictly confidential and your name will not be mentioned with any of the feedback you give. We may however quote you anonymously if your comments seem relevant to illustrate a finding related to the evaluation. The tape will be destroyed as soon as the evaluation has been completed.

### *Will the results of the evaluation be shared with me?*

The evaluators will ask UNICEF to share the results of the evaluation with all those who participated in it and have indicated to be interested in receiving its results.

### *Procedures including confidentiality*

An experienced researcher will interview you. The interview will last approximately one hour. What will be said and written down will not be linked to your name during analysis and in final products.

### *Consent*

Do you have any questions that you would like to ask?

Are there any things you would like to be explained further?

If you do not want to take part in this interview you can refuse to give consent.

DECLARATION: TO BE GIVEN IN WRITING BY THE RESPONDENT

Agreement respondent

The purpose of the interview was explained to me and I agree to be interviewed and to be recorded:

\_\_\_\_\_  
Signature                  Date:

If you have any questions or want to file a complaint about the consultancy you are welcome to contact:

<b>Juzoor</b>	<b>Royal Tropical Institute (KIT)</b>
For information (Juzoor): Umaiyeh Khammash Juzoor director ukhammash@juzoor .org  T +970-2-2414488 Ramallah Al-Bireh/ Al-Arkan St. Islamic Palestinian Bank Building, 3rd Floor P.O.Box 4207 <a href="mailto:info@juzoor.org">info@juzoor.org</a>	For information (KIT): Pierre Pratley, Senior Advisor KIT Health <a href="mailto:p.pratley@kit.nl">p.pratley@kit.nl</a>  T +31 (0)20 568 8432 Mauritskade 63 [1092 AD] P.O. Box 95001, 1090 HA Amsterdam The Netherlands <a href="http://www.kit.nl">www.kit.nl</a>
<b>UNICEF SoP</b>	<b>UNICEF Gaza</b>
For complaints:  <b>Selena Bajraktarevic, PhD</b> Chief Health and Nutrition UNICEF State of Palestine, Jerusalem Tel: +972 (0)2 5840461 Cell: +972 (0)54 778 7623 email: <a href="mailto:sbajraktarevic@unicef.org">sbajraktarevic@unicef.org</a>	For complaints:  Selena Bajraktarevic, PhD Chief Health and Nutrition UNICEF State of Palestine, Jerusalem Tel: +972 (0)2 5840461 Cell: +972 (0)54 778 7623 email: <a href="mailto:sbajraktarevic@unicef.org">sbajraktarevic@unicef.org</a>

## Annex 8 List of people to be interviewed

Meetings conducted during inception trip February 2020

#	Date & Time	Organization & type of partner	Person(s) spoken to & position
1	12-2-2020 10:30-11:30	The Spafford Childrens Center, implementing NGO Jerusalem	Shahd Sourì, Chief Executive Officer
	12-2-2020 Afternoon	Security briefing and UNICEF passes	
2	13-2-2020 09:40-10:55	Ministry of Education, Government	Mohammad A. Al-Hawash
3	13-2-2020 11:15-12.15	General Union of People with Disabilities Palestine	Mr. Hamzeh, head of Ramallah branch, advocacy coordinators Mr. Said, past CEO and president, now teaching disability law in Uni. Seat in national commission of human rights (both blind)
4	13-2-2020 11:15-12:45	Ministry of Health, Government	Yaser Bouziyeh
5	13-2-2020 12.15-13.15	UNWRA	Khawla Abu Daib - ex- field nurse services officer now (retired) contracted as special technical officer
6	13-2-2020 13.15-14.15	Former UNRWA, ECD expert	Dr. Elais Habash – former program manager UNRWA, maternal health and school health.
7	13-2-2020 13:30	Childhood Institute - Al Najah University	Dr Ali Shaar
8	13-2-2020 14:30-15.30	ECD Resource center	Mr. Fayiz Al-Fasfous - director
9	14-2-2020 8:30 – 10.00	UNICEF	Selena Bajraktarevic – head of health and nutrition
10	14-2-2020 11:30-12.30	WHO	Ms. Munia Abu Al Hawa – health system officer
11	15-2-2020 10.00-12.00	Al Quds University – faculty of education	Inas Naser – dean Buad Khales – head of child institute Kamel – head of ECD Dr. Iyad Dkeidek – lecturer
12	16-2-2020 9.30-11.00	Al Makassad hospital	Dr. Khamash - neonatologist Dr. Amir - neonatologist

13	17-2-2020 8.30-9.00	MoH	Dr. Khaled Sheha – Director of
14	17-2-2020 8.30-9.00	MoSD	Mr. Breigheith -
15	17-2-2020 9.00-12.30	ESC meeting	See participant list
16	17-2-2020 13.30-14.00	Juzoor	Dawoud Abdeen – coordinator neonatal protocol development & implementation
17	18-2-2020 10.15-11.15	EDUS	Nirvana – international trainer and development of ECD/ECl curricula
18	18-2-2020 12.30-13.15	UNICEF	Carol – WASH unit
19	18-2-2020 13.15-15.00	UNICEF	Kanar – Health & Nutrition
20	18-2-2020 15.10-15.30	UNICEF	Panji – Education unit

#### Gaza (by dr. Yehia Abed)

21	15-2-2020	NECC	Lubna Sabah
22	16-2-2020	MoE	Majdalawi

	Function	Name	Contact details
<b>National key stakeholders</b>			
1	Deputy Minister of Social Development	HE Daoud Al Deek	<a href="mailto:ddeek1964@gmail.com">ddeek1964@gmail.com</a> ; <a href="mailto:ddeek@mosa.gov.ps">ddeek@mosa.gov.ps</a>
2	General Directorate of Family Affairs	Mr. Asem Khamis	<a href="mailto:akhamis@mosa.gov.ps">akhamis@mosa.gov.ps</a> ; <a href="mailto:asemtaha2009@yahoo.com">asemtaha2009@yahoo.com</a>
<b>Gaza key stakeholders</b>			

No	Name	Organization	Email	Telephone
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1.	Dr Majdi Dhair	MoH - PHC	<a href="mailto:ibmajdi@hotmail.com">ibmajdi@hotmail.com</a>	0599 832 983
2.	Dr Kamel Sayma	MoH - PHC	<a href="mailto:kamelsayma@hotmail.com">kamelsayma@hotmail.com</a>	0598 115 758
3.	Dr Maha Amami	MoH - PHC	<a href="mailto:maha.amami64@gmail.com">maha.amami64@gmail.com</a>	0599 404 354
4.	Dr Nahla Helles	MoH - PHC	<a href="mailto:dr.nahlahelles@gmail.com">dr.nahlahelles@gmail.com</a>	0599 307 212
5.	Dr Samar Nakhala	MoH - PHC	<a href="mailto:samarelnakhal@gmail.com">samarelnakhal@gmail.com</a>	0599 790 196
6.	Ms Azza Qaoud	MoH - PHC	<a href="mailto:aqaoud2010@hotmail.com">aqaoud2010@hotmail.com</a>	0599 885 285
7.	Adnan Al-wahaidi	AEI	<a href="mailto:alwahaidi@gmail.com">alwahaidi@gmail.com</a>	0592 111 515
8.	Amal Al-masri	AEI	<a href="mailto:am_almasry2_2012@hotmail.com">am_almasry2_2012@hotmail.com</a>	0599 617 759
9.	Suad Lubbad	AEI	<a href="mailto:suad_lubbad@ardelinsan.ps">suad_lubbad@ardelinsan.ps</a>	0599 404 058
10.	Lubna Hassouna	NECC	<a href="mailto:lubna@neccgaza.org">lubna@neccgaza.org</a>	0599 888 574
11.	Manal Odwan	MoSD	<a href="mailto:manaledw83@hotmail.com">manaledw83@hotmail.com</a>	0599 921 839
12.	Abd-Kareem Majdalawi	MoEHE	<a href="mailto:kareemajd@hotmail.com">kareemajd@hotmail.com</a>	0595 140 506
13.	Shireen Al-masri	MoEHE	<a href="mailto:shmasrri@hotmail.com">shmasrri@hotmail.com</a>	0599 851 163
14.	Faten Leddawi	MoEHE	<a href="mailto:fatten@windowslive.com">fatten@windowslive.com</a>	0598 789 763

<b>Gaza community representatives (ca. 5-7)</b>				
	Health facility managers			
	Education facility managers			
	Community representatives			
<b>Hebron/Yatta (ca. 5-7)</b>				
	Health facility managers			
	Education facility managers			
	Community representatives			
<b>Jericho (ca. 5-7)</b>				
	Health facility managers			
	Education facility			

	managers		
	Community representatives		
<b>Nablus (ca. 5-7)</b>			
	Health facility managers		
	Education facility managers		
	Community representatives		

## Annex 9 List of facilities to be visited

This table presents the sampling, meaning the number and type of facilities to be visited, and subsequently the target group and evaluation activity. The facilities will be randomly selected from the list of project locations as provided by UNICEF and contacted. If field visit is not possible for whatever reason (no contact, no permission, logistic unfeasibility) the next on the list will be contacted.

Governorate	Facility	Target group	Evaluation activity
(central)		Trainees on administrating and validating ECD scales	Focus Group Discussion (1 Gaza, 1 WB)
		Service providers trained on ECD and ECI services	Focus Group Discussion (1 Gaza, 1 WB)
	Neonatal units (2)		Field visit and interviewing (1 Gaza, 1 WB)
Nablus	Schools (2)	Teachers	Field visit and interviewing
	(no nurseries or clinics involved so far)		Field visit and interviewing
Jericho	School (1)	Teachers	Field visit and interviewing
	Nursery (1)	Teachers	Field visit and interviewing
	PHC (1)	Health care providers	Field visit and interviewing
		Care takers of children with delays that received services	Focus Group Discussion (1)
Hebron	School (1)	Teachers	Field visit and interviewing
	Nursery (1)	Teachers	Field visit and interviewing
	PHC (1)	Health care providers	Field visit and interviewing
	UNRWA-clinic (1)	Health care providers	Field visit and interviewing
	Community center (1)	?	Field visit and interviewing
	Spafford clinic (Bethany?)	Health care providers	Field visit and interviewing
		Care takers of children with delays that received services	Focus Group Discussion (1)
Gaza North	School (1)	Teachers	Field visit and interviewing
	UNRWA clinic (1)	Health care providers	Field visit and interviewing
Gaza City	School (1)	Teachers	Field visit and interviewing
	Nursery (2)	Teachers	Field visit and interviewing

	PHC (1)	Health care providers	Field visit and interviewing
	NECC PHC (1)	Health care providers	Field visit and interviewing
	AEI PHC (1)	Health care providers	Field visit and interviewing
		(Gaza North & City) Care takers of children with delays that received services	Focus Group Discussion (1)
Middle Area	School (1)	Teachers	Field visit and interviewing
	Nursery (1)	Teachers	Field visit and interviewing
	PHC (1)	Health care providers	Field visit and interviewing
		Care takers of children with delays that received services	Focus Group Discussion (1)
Khan Younis	School (1)	Teachers	Field visit and interviewing
	Nursery (1)	Teachers	Field visit and interviewing
	PHC (1)	Health care providers	Field visit and interviewing
Rafah	School (1)	Teachers	Field visit and interviewing
	PHC (1)	Health care providers	Field visit and interviewing
	UNRWA clinic (1)	Health care providers	Field visit and interviewing
		(South = Rafah & Khan Younis) Care takers of children with delays that received services	Focus Group Discussion (1)
Schools (9)			
Nurseries (6)			
Health facilities (13)			
Community center (1)			

## Annex 10 Terms of Reference for Evaluation Steering Committee

### UNICEF State of Palestine

#### Terms of Reference for Evaluation Steering Committee

#### Formative evaluation of Early Childhood Development interventions on children living with developmental delays and disabilities in the West Bank and the Gaza Strip

##### 1. Background

To improve early detection and interventions for Palestinian children with disabilities and developmental delays, UNICEF is implementing a 2-year project, in partnership with the Ministry of Health (MoH), Ministry of Education (MoE), Ministry of Social Development (MoSD), Japan's International Cooperation Agency (JICA), Japan Volunteer Center (JVC), World Bank, and UNRWA, among others. UNICEF SoP is commissioning a formative evaluation to provide evidence and recommendations on:

- The immediate outcomes on the lives of beneficiaries (given that it is too early to yet measure impact);
- How well the project is embedded within national and local policies and service delivery mechanisms;
- Conditions for success in order for the government, UNICEF and other stakeholders to sustainably replicate the project nationwide in the short to medium-term (at least up to 2022)<sup>10</sup>;
- Identify direct or indirect, intended or unintended effects of the project and propose recommendations that will demonstrate the linkages between different sectoral interventions;
- Identify the gaps between policy and implementation;
- Support national and sub-national planning, policy making and budgeting;
- Serve as an accountability and learning function for future interventions delivered in Palestine, including contributing to future evidence generation activities on ECD such as an eventual summative evaluation.
- Contribute to a theory of change for the ECD interventions which will be generated following the completion of the KAP study.

*For the evaluation process to achieve the intended purpose and objectives, UNICEF SoP is setting up evaluation steering committee to support and oversee the process.*

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<sup>10</sup>2022 is the end period for the National Policy Agenda, the National ECD Strategy, and the UNICEF Area Programme Document.

## 2. Purpose of the Evaluation Steering Committee

The Evaluation Steering Committee is intended to provide technical and logistical support and oversee the evaluation process outlined with the key responsibilities outlined below.

- Support the evaluation firm in data collection, logistics, accessing records, key stakeholders, government line ministries and the beneficiaries.
- Support in prioritizing and determining the strategic focus of the evaluation. Specifically, ensure the evaluation effectively addresses the issues in the evaluation ToR.
- Assist in developing a robust and credible evaluation process and provide comments on the appropriateness of the evaluation methodologies.
- Ensure that the evaluation process is designed and implemented in adherence to the local and international ethical standards especially in ensuring human protection and confidentiality.
- Ensuring that the evaluation process is efficiently and appropriately implemented according to the action plans and providing support wherever needed
- Support in the identification of strategic themes arising from the initial evaluation findings and ensure the products of the evaluation to add value to the strategic/policy debates on the ECD approach and strategies
- Support in development of appropriate and tailored findings for dissemination of strategies for different audiences, debriefing meetings and organizing dissemination workshops.
- Take lead role in ensuring the utilization of the evaluation findings and the recommendations of in future programming, policy formulations and adaptive management.
- Solicit for or support the evaluation team in the event additional external or internal expertise is required.

## 3. Composition

All members of the ECD Evaluation Steering Committee are the same as those in the National ECD Steering Committee in the West Bank and Gaza with the exception of the universities. The evaluation steering committee is composed of the following members:

### 3.1 ECD Evaluation Steering Committee in the West Bank

<b>UNICEF State of Palestine</b>	Deputy Representative, Etona Ekole <b>Chair of ECD Evaluation Steering Committee</b>
	Chief Social Policy, Planning, M&E, Iain Murray <b>Deputy Chair and secretariat roles</b>
	Chief Health and Nutrition, Selena Bajraktarevic
	Chief Education, Panji Chamdimba
	Chief of WASH, Gemma Querol

	Chief of Child Protection, Matthew Dalling Health Specialist, Kanar Qadi
<b>Ministry of Health</b>	GDs (2): Public Health; Primary Health Care
<b>Ministry of Education and Higher Education</b>	GDs (3): School Health; General Education; Counselling and Special Education
<b>Ministry of Social Development</b>	GD (1): Family Affairs (in consultation with GDs for Disability; Legal; Poverty)
<b>United Nations Refugee Work Agency (UNRWA)</b>	ECD Focal Points
<b>World Bank</b>	ECD Focal Points
<b>Spafford</b>	ECD Focal Points
<b>External evaluation team (two members)</b>	Juzoor and KIT

### 3.2 ECD Evaluation Steering Committee in Gaza Strip

<b>UNICEF State of Palestine</b>	Chief of Gaza Field office, Joyce Gachiri <b>Chair of ECD Sub Evaluation Steering Committee in Gaza Strip</b> M&E Specialist, Shereen Obaid <b>Deputy Chair and secretariat roles</b> Health Specialist, Dr. Younis Awadallah ECD Officer, Amani Badwan Child Protection officer, Safa Nasr Education Officer, Ibtisam Abu-Shammala WASH Officer, Eman Aqeel
<b>Ministry of Health</b>	Technical Focal Points: Child Health; Nutrition departments
<b>Ministry of Education and Higher Education</b>	Technical Focal Points: School Health and; Early Childhood departments
<b>Ministry of Social Development</b>	Mother and Child department
<b>United Nations Refugee Work Agency (UNRWA)</b>	Maternal and Child health Department
<b>Ard el Insan Society</b>	ECD Focal Points

<b>Near East Council of Churches (NECC)</b>	ECD Focal Points
<b>External evaluation team (two members)</b>	Juzoor and KIT

#### 4. Ways of working

- The steering committee will be chaired by the UNICEF and will perform the secretariat role.
- The steering committee will meet during the inception period, data collection phase and during the dissemination. Adhoc meetings may be convened when necessary. Invitation for steering committee meetings will be sent one week ahead.
- Decision making will be by consensus wherever possible. In any case where an item remains undecided, the team will vote. A majority is decided by 50% members + 1.
- The steering committee meetings will be convened in UNICEF SoP premises and through conference line when needed. In the event that participants cannot attend UNICEF premises other premises may be identified.

## Annex 11 Fieldwork activities and logistics schedule

February			March				April					May
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19
Inception visit KIT												
	Fine-tuning evaluation methodology and inception report											
						Approval inception report						
						Start contacting facilities						
							Field visits by Juzoor					
										Analysis and write-up		
												Submission draft inception report: 8 May

## Annex 12 Outline of final report



**KIT** Royal  
Tropical  
Institute

# Evaluation Report

“Formative Evaluation of Early Childhood Development interventions on children living with developmental delays and disabilities in the West Bank and the Gaza Strip” – for the period of  
2018-2019

Commissioned by UNICEF State of Palestine under contract number CN43287247

Authors:

Submission date:

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