



## Country Programme Evaluation Morocco

Inception Report

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MONITORING & EVALUATION

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# 1 Introduction

This report is the Inception Report of the UNICEF Morocco Country Programme Evaluation (CPE) 2017-2021. It provides a description of the approach and methodology for this evaluation. It was informed by the desk review and discussions with the Regional Office and the Country Office, and the March 23<sup>rd</sup> Evaluation Steering Committee. See **Annex 17**: Draft Minutes of the Steering Committee Meeting of March 23<sup>rd</sup>.

A major issue arose during the inception phase with the pandemic of the Covid-19 Virus, which required a complete revision of the approach and methodology in this Inception Report (see below). Other issues arose that are mentioned in the **Annex 8**: Methodological Limitations.

This Inception Report aims to be short but exhaustive, as requested by the UNICEF Regional Evaluation Advisor. For this reason, the report is short but includes a number of annexes, which provide all needed detailed information.

The first draft of this Inception Report was sent to the Country Office by the Regional Office on February 3<sup>rd</sup>. The comments from the Steering Committee were received on March 23<sup>rd</sup>. This revised version was finalized by the Consultants and Lattanzio on April 8<sup>th</sup>.

## **Inception phase versus the data collection and report drafting phases**

This Inception phase has lasted much longer than planned, both in terms of time involved in working days for the consultants and Lattanzio, and the delays due in part to the translation in French of this report, the organization of the Steering Committee meeting, and the current health pandemic. Therefore, the data collection and report drafting phases will have to consider this situation, which this Inception Report already starts to address by proposing a specific methodology. This will require a good organization to complete the evaluation process efficiently, while taking into account the limited number of working days planned for this evaluation.

## **A remote evaluation due to the health pandemic**

Due to the pandemic of the Covid-19 Virus, undertaking the CPE in-country data collection is not possible. Because there is no certainty on the course that the pandemic will take, the Steering Committee meeting (23 April 2020) suggested conducting the evaluation remotely, cancelling the field mission to Rabat, and preparing a data collection plan to be carried out by the consultants working from home. This strategy will limit delays and allow the evaluation to efficiently feed into the preparation for the next Programme of Cooperation and the next UNDAF, without jeopardizing the planning process at country, regional, and HQ levels.

For acronyms, see **Annex 1**: Acronyms and abbreviations.

## 1. Context and description of the object of the evaluation

Under the new Evaluation Policy of UNICEF<sup>1</sup>, Country Programme Evaluations are mandatory for every second cycle. Morocco Country Office did not have a Country Programme Evaluation (CPE) during its last cycle and is therefore mandated to conduct this evaluation in 2020. The current evaluation is commissioned by the UNICEF Middle-East and North Africa Regional Office in Jordan.

For a description of the Country Programme, see **Annex 2**: Context and description of the object of the evaluation. See also **Annex 3**: Programme Theories of Change.

## 2. Purpose, objectives and Scope of the evaluation

The **rationale** of the independent evaluation of the UNICEF country programme (2017-2021) is, on the one hand, the need to comply with the new Evaluation Policy of UNICEF, which makes Country Programme Evaluations mandatory for every second programming cycle. On the other hand, the UNICEF Country Office (CO), the Government and Civil Society Organisation (CSO), the Regional Office (RO) and Headquarters (HQs) value the importance of having a Country Programme Evaluation to feed into the preparation of the new Country Programme (2022 – 2026). In this context, and in line with the UNICEF/UNEG evaluation guidance, the CPE will provide evaluative insights for evidence-based strategic decisions about positioning UNICEF in the country, its strategic approaches and programmes, partnerships, operations, design and implementation.

According to the ToR, the **purpose** of the evaluation is to provide impartial and independent evidence to assist the Country Office and the Government of Morocco to identify and fill knowledge gaps for the next programme cycle. The learning process will primarily benefit the UNICEF Country Office and the Government of Morocco, as well as contribute to the UN system joint programming in Morocco and the programming of partners in Morocco.

The objectives of the evaluation are the following:

- Provide an independent and useful evaluation report that provides accountability and learning to UNICEF, donors, the Government of Morocco, communities and rights-holders with respect to whether UNICEF, through the implementation of its Country Programme Document, is fit for purpose and strategically well positioned to respond to national priorities and children’s needs.
- Understand if the evidence created throughout the programming cycle has informed policy or programmatic change in the country.

This evaluation is intended to be **utilization-focused**, and its results and recommendations are expected to be timely produced and disseminated. In terms of intended use, the Country Programme Evaluation findings, lessons learned and recommendations are expected to feed into the remaining implementation of the current Country Programme cycle 2017-2021, and into the planning process and design of the new Country Programme cycle 2022-2026.

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<sup>1</sup> Revised evaluation policy of UNICEF, United Nations Children’s Fund, Executive Board Annual session 2018, 11–14 June 2018.

In terms of **expected users**, the *primary audience* of this evaluation is the UNICEF country office, especially management and staff (Monitoring and Evaluation (M&E)), Planning, Programming, Operations) who will benefit from sufficient analytical evidence to comprehend the overall picture and results, to ultimately improve future strategic planning, programming and partnerships. The *secondary audience* includes mainly partners from Government, development partners, implementing partners, NGOs, other civil society actors– especially those who are actively participating in the Country Programme (CP)..

In terms of **scope**, the evaluation will assess key results achieved and strategies applied within the current UNICEF country programme, as articulated through the 2017-2021 Country Programme Document outcomes and outputs. It will cover the *four programme components (Health, Education, Protection and Social Inclusion)*, the *management of the programme*, as well as the *monitoring and reporting system*. That said, as requested in the TOR, the evaluation will give a particular attention to the health and social inclusion outcomes. This comes from the fact that the evaluation will use the findings of the FORSA and Himaya project evaluations, both of which cover important parts of the education and child protection components.

In addition to the four programmatic components of the country programme the Steering Committee has asked the scope of the evaluation to consider also the cross-cutting areas, especially Migration, Adolescent/Youth, and Early Childhood Development. The SitAn 2019 and the Mid-Term Review Report are expected to provide inputs to this analysis. Besides the assessment of the intended effects of the programme, the evaluation will also aim at identifying potential unintended effects, even if this might be more challenging.

The evaluation will cover the period from 2017 until April 2020. Its geographic scope will extend to areas covered by the programme at the national and local levels.

As pointed out by the TOR (scope section), the 2019 Mid-Term Review (MTR), Annual Reviews and evaluations of some specific projects and programmes – FORSA and HIMAYA (underway) – will feed into the CPE and provide inputs for the analysis.

### 3. Evaluation Framework

The evaluation criteria frame the analysis and define the line of inquiry of the CPE. The five recently revised OECD/DAC criteria that are the focus of the evaluation questions are: *relevance, efficiency, effectiveness, sustainability and coherence*.<sup>2</sup> The *long term impact* criterion has not been included in the TOR, given that after only three years of implementation, it would be hard to evaluate, however the *coherence* criterion, which was not in the TOR, has been included, following the discussion with the CO. The evaluation criteria have also been expanded to another dimension of analysis (criterion) also considered important during that discussion: *comparative advantage and strategic positioning*. The evaluation questions linked to these criteria were therefore further developed in this inception phase,

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<sup>2</sup> OECD DAC Evaluation Criteria, Draft Proposal for Adaptation, January 2019.  
<https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

as requested by the TOR. Consequently, some questions were added on the CP design, M&E, HRBA, equity and gender, UN coherence and coordination, comparative advantage and strategic positioning. See **Annex 4**: Evaluation criteria and questions.

## 4. Approach and Methodology

### 4.1 Evaluability

The Country Programme Document specifies the different areas of delivery. Programme Strategic Notes (PSN) for each of the four outcomes of the Country Programme include Theories of Change for each outcome. These were reviewed during the Mid-Term Review, and considered valid for the remaining period of the CP. A comprehensive Result Framework at the outcome and output levels and Monitoring data are available. Annual reports provide additional monitoring of progress against the planned activities. Evaluation reports, Donor Annual Reports, the Programme Gender Report, and UNDAF Annual Reports, are also available. However, the CP evaluability will be constrained by data availability issues (described in Annex 7: Methodological limitations), which include the lack of baseline data on population groups.

### 4.2 An evaluation at the strategic level – Outcome and output levels

Country Programme Evaluations are meant to be strategic exercises at the programme level, and generally do not involve evaluations of individual activities and projects. To avoid unnecessary transaction costs for UN agencies and external partners, the CPE will focus on the key Country Programme components (outcomes) and sub-components (outputs), and progress will be measured at the highest possible level of the results chain. The evaluation will also consider the cross-cutting areas at the strategic level, especially Migration, Adolescent/Youth and Early Childhood Development. In light of the strategic nature of this evaluation, the focus will therefore not be on evaluating activities, but rather on evaluating outcomes and outputs specified in the Programme Strategy Notes.

Moreover, the Country Office has conducted a Mid-Term Review (MTR), issued in July 2019, which covered in-depth all programme components and sub-components. Because the MTR reported the results achieved so well, to avoid duplication of work in the spirit of the TOR, and in the context in which the consultants have very limited working days for a complex remote evaluation, the evaluation team will use this work to address the section of the final report entitled “Achievement of results” in the “Effectiveness and synergies” part. They will refer to an annex for the detailed results. This annex will be in the language of the MTR, which is French. This annex will also include an analysis of the results achieved in the cross-cutting areas mentioned above. The UNICEF Sections will simply be asked to update the results described in this annex to reflect additional results (both qualitative and quantitative) that have been achieved since July 2019.

### 4.3 Contribution analysis

If feasible within time constraints, the evaluation will identify the contribution of UNICEF to the development change in the stated CPD outcomes identifying specific interventions, which may have contributed to any observable result change. To do this, the consultants may use the “contribution

analysis” method, in particular the following tool: *Contribution analysis: An approach to exploring cause and effect*, ILAC Brief No 16, John Mayne, May 2008.

The Contribution Analysis will help evaluators arrive at conclusions about the contribution the UNICEF CP has made (or is currently making) to particular outcomes. This will be done through analyzing planned and implemented outputs, which are leading to outcomes that can be attributed to UNICEF. This type of analysis will be particularly useful given that the programme has been agreed upon the basis of a relatively clearly articulated Theory of Change for each programme area. Therefore the TOCs for the strategic areas will serve as a basis for the contribution analysis. They will be further analysed during the data collection phase, assessed with regard to their logic, and used as a basis for inquiries into UNICEF’s contributions to the intended outcomes and results.

#### 4.4 An equity focused, gender sensitive and participatory approach

##### **Participatory and utilization-focused**

The evaluation will be conducted in a participatory manner, ensuring the involvement of key stakeholders, in the implementation phase of the evaluation. In the design stage, participation was mainly ensured through discussions with the CO and RO, and the Evaluation Steering Committee. Feedback on the evaluation report will be obtained from stakeholders, through discussions following the presentation of preliminary findings during the evaluation debrief at the end of the data collection phase and through the dissemination of the draft report.

The evaluation is designed to involve the participation of UNICEF staff, implementing partners and stakeholders, such as Ministries and local institutions, NGOs, CSOs, development partners, as appropriate. The participative nature of the evaluation will allow discussing past experiences and identifying ideas for the future, giving importance to an agreed analysis, oriented towards the future.

The evaluation will be carried out through a combination of various participatory techniques. The participatory and utilization-focused approach will boost stakeholders’ ownership of the evaluation by allowing incorporating their views, mainly through the desk review, questionnaires, virtual interviews, and – where possible – virtual Focus Group Discussions (FGDs). Their continuous involvement throughout the evaluation process will help raising awareness on the importance of their involvement, which will support the collective identification of key findings and lessons learned.

Due to time constraints, no information will be collected from groups of final beneficiaries (rights-holders namely children and women).

##### **Human Rights-Based Approach**

Based on UNICEF HQ and UNEG guidelines, the evaluation will be human rights-based and equity focused. It will pay particular attention to: a disaggregated assessment of the programme results; an analysis of the Country Office strategies and interventions in the immediate, underlying and structural causes of inequities and disparities across various groups; and an appreciation on how programmatic outcomes addressed the shortfalls and disparities to accelerate progress towards the fulfilment of children rights.

The key guidance used will be the 2014 [UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation](#), which guides and promotes the integration of human rights and gender equality in evaluation practice. The 2018 [OHCHR Guidance on Human Rights-Based Approach to Data](#) may also be useful with respect to data collection.

### **Equity focus**

The evaluation will assess to what extent the equity-based focus was included by UNICEF in the design and implementation of the Country Programme to understand and address the root causes of inequity, so that all children, particularly those who suffer the worst deprivations in Morocco, have access to education, health care, protection and social inclusion services necessary for their survival, growth and development.

The equity perspective will take into account worst-off groups, such as refugee and migrant children, street children, school dropouts' children, and those with disabilities, enabling them to benefit from progress towards the SDGs. More specifically, this approach will assess how, and to what extent, equity was taken into account to positively focus national policies and programmes on the most vulnerable children and parents. This might be difficult to achieve, due to weak data on the worst-of groups and how to reach them, particularly during a remote evaluation where no face-to-face interactions with beneficiaries will take place, and the lack of viable government policies. The key guidance used will be the 2012 UNICEF Guide on Evaluation for Equitable Development Results, and the 2011 UNICEF Guide on How to design and manage Equity-focussed evaluations.

### **Gender responsive**

The evaluation will also be gender sensitive. Since no face-to-face interactions with beneficiaries will take place, the evaluation will use secondary data from the available documentation, such as evaluations and reviews, which have assessed gender sensitivity in depth including changes in participation and living standards for girls and women. The evaluation will give due importance to a *Programme Gender Review* that was carried out by the Country Office in 2019, and will be one of the key secondary data sources for the evaluation in the area of gender. This data will be used as a basis for discussion and collection of primary data in the form of opinions from key informants. The questionnaires directed to UNICEF staff and partners will also contain questions on cross-cutting issues, including gender sensitivity.

Thus, the combination of secondary data, meetings and interviews, and responses to the sets of questions will provide sources for triangulation and validation and ensure that the evaluation considers differences and diversity, inclusion, and gender equality. The power relations aspects among the actors in the current context will be analyzed as they directly relate to UNICEF contributions.

To the extent possible, the evaluation will also analyze the involvement of girls and boys, mothers and men in the programme components, whether as active participants or mere recipients. This might include assessing: i) the use of participatory planning and participatory monitoring and evaluation when designing and implementing sub-projects, interventions and initiatives, and ii) the application and use of skills and knowledge learned by UNICEF to improve living socio-economic conditions and increase participation of girls and mothers as project's beneficiaries.

Here again, the key guidance will be the 2014 [UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation](#), as well as the September 2019 UNICEF Guidance on Gender Integration in Evaluations, together with the 2018 [UN-SWAP Evaluation Performance Indicator and its related scorecard](#).

### Generic evaluation guidance

The consultants will use the following generic evaluation guidance: the GEROS Handbook, which aims at orienting UNICEF personnel with the Global Evaluation Reports Oversight System (GEROS) that is part of the UNICEF evaluation quality-assessment system; the GEROS Handbook Summary, which provides an overview of evaluation quality assurance and the GEROS assessment process; and the 2017 [UNICEF-Adapted Evaluation Report Standards](#), which serve as guidelines for UNICEF staff in the preparation and assessment of evaluation reports. To the extent possible, the evaluation team will also refer to the September 2019 UNICEF Guidance on Gender Integration in Evaluations.<sup>3</sup>

The consultants will also use the following UNEG documents: the 2016 [UN Evaluation Group \(UNEG\) Norms and Standards](#), the 2010 UNEG [Quality Checklist for Evaluation TOR and Inception Reports](#), and the 2010 UNEG [Quality Checklist for Evaluation Reports](#), which provide guidelines for evaluators to assure quality in the preparation of evaluation reports.

## 4.5 Design and Methodology

Some of the design adopted and the rationale behind are dictated by the remote character of the evaluation due to the health pandemic (COVID-19), and the fact that it is conducted under a very tight number of working days. The evaluation methods suggested below have thus been carefully weighed against these constraints.

- Some recent interesting references on methodologies for evaluation in a COVID-19 context were found to be very relevant for this evaluation, and provided some insights on the methodology:
  - [Evaluation during Crisis: COVID-19](#), UNDP Evaluation Office;
  - [Evaluation Implications of the Coronavirus Global Health Pandemic Emergency](#), Michael Quinn Patton, 23 March 2020; and
  - [A quick primer on running online events and meetings](#), Emma Smith, 13 March 2020.

The methodology will use mixed methods. Information from the different lines of inquiry will be triangulated to improve the reliability of the findings and to ensure that the recommendations are well grounded and implementable. The extent to which the evaluation will be able to combine methods to evaluate Human Rights and Gender Equality (HR & GE) processes and results partly depends on resources and time. However, it should be possible to include at least some elements of the mixed-methods approach for addressing HR & GE.

Whenever possible, data will come from more than one category of respondents and more than one source. For example, as explained by the 2014 [UNEG Guidance on Integrating Human Rights and Gender](#)

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<sup>3</sup> The key material is on this page: <https://www.unicef.org/evaluation/resource>

[Equality in Evaluation](#), if duty bearers report increased success in responding to rights holders' claims and in protecting rights, this may be confirmed through records of decisions.

A combination of data collection methods is recommended below to gather and analyze information, in order to offer diverse perspectives to the evaluation, and to promote participation of different groups of stakeholders. Using this mixed-method approach will help improve the evaluation quality overall, but will also be effective in capturing and integrating HR & GE perspectives and principles into the evaluation process, in particular transparency, non-discrimination, participation and inclusion.

Using mixed methods will also serve to validate the findings obtained from diverse methods through iterative testing and parallel, sequential or multilevel analysis. This will be an effective mechanism to build defensible conclusions.

Through the information collection methods described below, special attention will be given to the disaggregation of data by gender and other relevant groups. The methodology will ensure that the numbers of men, women, boys and girls are sufficient to disaggregate findings by gender where appropriate.

All these aspects of information and data collection will be, to the largest possible extent, triangulated and validated – three or more sources of information will typically be used to verify and substantiate a finding. The focus will be on knowledge gaps and on the higher-level strategic areas of the country programme document.

#### 4.5.1 Overview to address evaluation criteria and questions

The evaluation questions will be answered *firstly* through the **Desk review** of key internal and external documents and guidance provided by the Regional Office and the Country Office. The rationale for the desk review is that it allows reading the documents related to the Programme that can provide evidence, from both UNICEF and its partners to address the evaluation scope and criteria.

The desk review includes government strategies and policy documents, the UNDAF documentation, UNICEF programme documents (CPD and PSNs), Annual Reports, monitoring and progress reports, the Programme Gender Review, etc. During the 2017-2021 cycle, the Country Office has conducted two project evaluations (one is underway on the HIMAYA project, and the other one on the FORSA project, entitled “Evaluation finale indépendante du projet de soutien des jeunes vulnérables au Maroc dans leur transition vers la vie active”. Moreover, the Country Office has conducted a Mid-Term Review (MTR) in 2019, which covered in depth all programme components and cross-cutting areas. See previous section (An evaluation at the strategic level – Outcome and output levels), where we explain how the evaluation will build upon the excellent information provided in the MTR report for the Achievement of Results section of the final report. These evaluations and the MTR will feed into the CPE and provide important evidence and inputs for the analysis. As implied by the TOR, the evaluation will give a particular attention to documents dealing with the health and social inclusion outcomes. See **Annex 10**: List of references and background documentation.

*Secondly*, the evaluation questions will be answered through a comprehensive **Questionnaire to each of the four UNICEF CO Sections** (Health, Education, Protection and Social Protection), based on the evaluation criteria and evaluation questions. The consultants will ask each Section to provide a consolidated reply to this Questionnaire (one reply from each Section). The reason for using this

questionnaire is that in evaluations, such tools are often and commonly used (in person or electronically). In this case, it will be a key tool to obtain information from a number of UNICEF staff, without having to organize many Skype calls. Moreover, going through the whole list of evaluation questions in a remote way would be very cumbersome. The Sections will be given two weeks to reply to the questionnaire, also taking into account the current health pandemic and emergency demands for the CO. This will be a WORD questionnaire, not a “Survey-Monkey” type of electronic survey, which would be more adapted to collect individual opinions. See **Annex 14: Questionnaire to UNICEF Sections and Key Stakeholders**.

This information will be complemented by **virtual meetings with each of the UNICEF Sections and with the Country Management Team** (with the Representative and the Deputy Representative) to deepen the staff’s thinking, based on the evaluation questionnaire replies. These meetings will consist of individual interactions with staff, and will offer an opportunity for the consultants to ask more profound questions, and refine the qualitative data obtained during the rest of the evaluation process. They are also an opportunity for people to speak more freely, and express personal opinions that may not always emerge in the questionnaire reply from their Section. These meetings should probably last an hour or an hour and a half. No interview guide will be necessary since the discussion will simply aim at deepening the reflexion.

The replies to the questionnaire and the virtual meetings will provide the Sections’ staff with an opportunity to reflect collectively on the Country Programme implementation and future planning. This method will encourage the active participation of all staff in the evaluation process, while keeping the evaluation process “light”. The analysis of all this information by the evaluation team will provide key inputs for the evaluation report. It will also significantly enhance the usefulness of other virtual meetings, interviews, and Focus Group Discussions. Thus, the evaluation team will also be optimally prepared for subsequent data collection with other stakeholders.

*Thirdly*, evaluation questions will be answered by a **Questionnaire to key stakeholders** (Line-Ministries and National Institutions, and CSOs). One of the rationales for this tool is that the evaluation is conducted remotely, and a questionnaire is the most efficient way of collecting precise information from these stakeholders, allowing them to ask their staff to collectively reply to the questions. This will also avoid the complexity of too many virtual meetings, with the technical difficulties that often occur. This will avoid having UNICEF and the consultants to convey these numerous Skype meetings. The questionnaire will make the analysis of the information collected much more precise, because the inputs received will be more specific than during a virtual meeting. Furthermore, the questionnaire will allow obtaining information from a wider number of stakeholders’ staff – and not only those who would have been present in a meeting. This will be a “Survey-Monkey” questionnaire. See **Annex 14: Questionnaires to UNICEF Sections and Key Stakeholders**.

*Fourthly*, the above will be complemented by few **targeted virtual interviews of Heads of UN Agencies and Development Partners**. These key informants will be interviewed with the objective of getting a deeper understanding of the relevance of the programme, its effectiveness, efficiency and sustainability. These qualitative and semi-structured interviews will aim at obtaining knowledge about the Country Programme implementation and insights for the future, with a special focus on stakeholders in charge of health and social inclusion. These virtual interviews will be organized with the support of UNICEF CO. Interviews will be carried out by the international consultant or the local consultant.

This method will help identifying lessons learned and providing the basis for recommendations for UNICEF and its stakeholders, in the implementation of the current Country Programme, and the design of the next one and the next United Nations Sustainable Development Partnership Framework (UNSDCF).

The contents of interviews and meetings will be framed by the list of evaluation criteria and questions and guided by simple interview guides for different stakeholders. Depending on the type of interlocutors, the evaluation team will focus more on some criteria and questions or on others. The interviews will be semi-structured, relying on a list of issues to be discussed. Interviewers will frame the questions spontaneously, allowing a free flow of ideas and information. See **Annex 15: Interview guides for Heads of UN Agencies and Development Partners, and Format and Questions for Virtual Focus Group Discussions**.

*Fifthly*, evaluation questions will also be answered using **virtual targeted virtual Focus Group Discussions** (FGDs), with implementing partners, in the two regions that will be chosen among three regions pre-selected in this report (5 participants in each discussion). The rationale for this method will be to gain first-hand information on projects and programmes in the regions. In order to reflect the equity approach, an effort will be made by UNICEF to invite partners who are reaching the poorest and most vulnerable. There will be one FGD per region, and both the consultants will ask the questions virtually, with the support of a translator (Moroccan Arabic speaker), if needed by the selected participants, to ensure that the evaluation team communicates effectively with participants, and collects accurately their inputs and contributions. Taking into account the possible need to translate, these meetings should probably last one hour and a half.

See section below “Virtual Focus Group Discussions at field level and sampling process” for more information on these FGDs. See **Annex 15: Interview guides for Heads of UN Agencies and Development Partners, and Format and Questions for Virtual Focus Group Discussions**.

*Finally*, a **virtual Debrief discussion** will be conducted by the evaluation team, who will present preliminary findings and recommendations at the end of the data collection phase to the Country Office and other stakeholders, as appropriate, including the Evaluation Steering Committee.

This inception report contains an Evaluation Matrix, which will guide the data collection process to find specific evidence for each evaluation criterion and question, with indicators / success standards, data collection methods, and sources of information. See **Annex 17: Evaluation Matrix**.

In summary, the tools that will be used to gather information and evidence from UNICEF and key stakeholders are the following.

**Table 1: Summary of the tools to be used during the evaluation**

	Questionnaire through email (Word document)	Questionnaire through survey monkey	Skype Interview / Virtual meeting	Virtual FGD	Achievement of results, Update information from the MTR report through email (Word document)
UNICEF Sections	x		x		x
Line Ministries and National Institutions		x			
CSOs		x			
Heads of UN Agencies			x		
Development Partners			x		
Implementing partners in 2 regions				x	

See also Annex 5: Additional information on the approach and methodology, which also includes information about sampling. See also Annex 12: Sampling and Mapping of Stakeholders.

#### 4.5.2 Virtual Focus Group Discussions at field level and sampling process

Various regions, where to undertake virtual FGDs, have been initially identified by the consultants, according to the sampling criteria and in areas where programme components are implemented. Given the remote nature now taken by the evaluation, the sample size for the Virtual Focus Group Discussions has been reduced (two regions). During the discussion with the CO, staff suggested that Virtual Focus Group Discussions could be organized in regions where several UNICEF programme components are implemented, such as Marrakech, Oujda and Tangier. They would like the team to include in the FGDs decentralized institutions (AREFs), institutional stakeholders and civil society actors. Upcoming discussions with the CO will help decide the two regions out of the three preselected. The Evaluation Team will further discuss with the UNICEF Office to ensure that the characteristics of the participants are sound, how they will be selected, the rationale for the selection, and the limitations of the sample for interpreting evaluation results.

This will help gathering evidence from a sample of stakeholders in these regions, which is representative of a portion of the CP stakeholders, so that the right conclusions can be drawn about the population, and to avoid data gaps and bias.

The selection of sites for Virtual Focus Group Discussions has been inspired by the following criteria:

- the focus on health and social inclusion;
- the regions where several UNICEF components are implemented;
- the different regions and areas where the Country Programme is implemented;
- the cultural, ethnic, linguistic and geographical diversity of the areas;
- the maturity of the programmes, projects or activities within the Country Programme undertaken in the different geographical areas;
- the wealth of experiences and the chances of generating interesting lessons;

- the strategic interest of the programmes, projects or activities, for the future of the whole Country Programme;
- the way the equity dimension, the rights approach and gender equality have been used as cross cutting strategies, or as a particular project focus;
- the focus of a particular area of activities in relation to a UNICEF corporate or Country Office policy and priority;
- the interest of the activities in the context of inter-agency collaboration (UNDAF);
- health pandemic considerations, and logistics/means involved in organizing virtual FGD.

With the help of UNICEF, the evaluators will facilitate two Skype Focus Group Discussions (FGDs), one per region, with around 5 key people each to make it manageable technically. The participants will be selected by the CO in discussion with the consultants. These discussions will aim at collecting perceptions and experiences of implementing partners on results achieved at field level, and on key evaluation questions. If needed, this focus group will be conducted with the assistance of a translator (Moroccan Arabic speaker) who will be purposely recruited for these FGDs.

The participants' views will be obtained through open-ended questions. It is expected that these discussions will provide additional insights on the current programme, as well as recommendations for future implementation. The information and data generated from these focus groups will also be useful to analyze stakeholders' attitudes towards fulfilling children's and women's rights.

**See Annex 5:** Additional information on the approach and methodology, and **Annex 12:** Sampling and Mapping of Stakeholders.

## 4.6 Methodological limitations

A number of methodological limitations could affect the evaluation. **See Annex 7:** Methodological limitations.

## 4.7 Ethical considerations

The evaluation, like any other data collection, analysis and research activities undertaken or funded by UNICEF (including activities carried out by individual or institutional subcontractors and partners), when involving human subjects or the analysis of sensitive secondary data, must be subject to a formal process of ethics review. The assessment was conducted in accordance with the UNICEF relevant guidance on ethical standards and in accordance with the UNEG Ethical Guidelines for Evaluation. This Inception Report was submitted to an Ethics Review Board (ERB) that ensures the protection of human research subjects' rights. **See Annex 6:** Ethical considerations.

The methodology adopted does not require consultation and collection of primary data from children, however, stakeholders and civil society actors will be consulted. This evaluation will not involve interviewing children.

## 4.8 Data analysis and interpretation

The consultants will triangulate the information for all the evaluation criteria and questions. They will read all the documents provided by the CO and government officials, will analyse the written responses to the questionnaires from UNICEF Sections and partners, and will take notes during the virtual meetings, interviews, and focus groups. Both the international consultant and the national consultant will then use this information to draft the report, triangulating all sources of information.

The analysis of documents, questionnaire replies, virtual interviews and focus group discussions notes will use the 'before' and 'after' parameters to understand what changed and how institutions performed before and following UNICEF interventions. This analysis also will seek alternative explanations for the changes identified, and test their plausibility, vis-à-vis the CP interventions. Finally, the analysis will probe with stakeholders (especially during virtual interviews and focus groups), to imagine what the situation might have been without the CP interventions.

If this is feasible within time constraints, regarding the "attribution" of results at the output level to UNICEF and the analysis of the "contribution" of UNICEF at the outcome level, the evaluation team will use the contribution analysis to explore the cause and effect relationship, and in particular John Mayne's Brief.<sup>4</sup> This will help to determine if there was a tangible contribution of UNICEF to expected outcomes, and if the achievement of outputs can be attributed to UNICEF, and whether these, taken together, influenced progress towards national development priorities and children's and women's needs and rights.

Despite these efforts, in a strategic outcome evaluation like this one, the contribution to change by UNICEF to the expected outcomes through the delivery of outputs may be difficult to prove. If this is the case, the evaluation will determine whether there is at least a plausible case that can be made.

## 4.9 Report drafting

The evaluators will present their synthesis in a draft report, which will include preliminary findings, lessons learned, conclusions, and provisional recommendations for the current and future programming cycles. The draft report will be prepared by the consultants, but will not be discussed with all stakeholders, because of time constraints, however, as mentioned above, the team will conduct a debrief with discussion of preliminary findings and recommendations at the end of the data collection phase with the Country Office and other stakeholders, as appropriate. The Evaluation Steering Committee is expected to provide valuable inputs to the draft report.

This first draft report will be disseminated by the RO for the identification of factual corrections and improvements from the CO. The consultants will take this feedback into account and provide a second draft.

The report will be prepared in accordance with the UNEG and UNICEF guidance mentioned above, especially the 2017 [UNICEF-Adapted Evaluation Report Standards](#), which provide guidelines for evaluators to assure quality in the preparation of evaluation reports.

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<sup>4</sup> Contribution analysis: An approach to exploring cause and effect, ILAC Brief No 16, John Mayne, May 2008.

As part of the inception phase, the consultants prepared a draft outline of the final report. **See Annex 8: Preliminary Outline of Final Evaluation Report.**

## 5. Evaluation workplan

A tentative workplan with a timeline has been prepared by the evaluation team. **See Annex 10: Evaluation Workplan – GANTT CHART.** The evaluators also prepared a table with the detailed evaluation phases, which includes a timeline with associated activities and deliverables. **See Annex 11: Evaluation phases and activities.**

## 6. Quality assurance and management process

The evaluation will be guided by an Evaluation Steering Committee that discussed the terms of reference and endorse this inception report, pending the revisions expected from the evaluation team. It will also be guiding the evaluation team, should any unforeseen development need addressing. The direct management of the evaluation will be done by the Regional Evaluation Advisor, in Amman. The Morocco Country Office will ensure that all relevant documentation is available to the consultants and support the arrangement of meetings with relevant stakeholders (partners, UNICEF staff). There were three steps in the Quality Assurance (QA) process:

- Lattanzio M&E provided the first quality assurance review of the Inception Report draft from the evaluation team.
- The Regional Office provided a second quality assurance review of the Inception Report, taking into account the GEROS criteria, which were diligently used by the consultants. The RO had previously shared beforehand with the evaluation team the QA template with the exact QA requirements, for both the Inception and Final Reports.
- The third quality assurance review was provided to Lattanzio M&E and the consultants by the CO and the Steering Committee, which helped the team to further improve the quality of the Inception Report.

During the evaluation process, Lattanzio M&E will directly ensure that the evaluation team follows the UNEG and UNICEF norms and quality standards for evaluations and will be consistent with the GEROS assessment criteria.

Lattanzio M&E quality control will be an ongoing and incremental process throughout the entire process of the evaluation and will be run in full coordination with UNICEF. The QAS will be specifically performed at three levels: Team Leader level, Evaluation Manager level, and Advisory level:

- The **Team Leader (TL)**, Christian Privat, as main officer responsible for the quality of the deliverables, will act as the main focal point between the team members and will ensure that each team member is completely aware of the tasks to be performed, and able to provide high standard inputs on the basis of his guidance;
- The **Evaluation Manager (EM)**, Silvia Cifarelli, will be the supervisor figure and will act in the capacity of “certification of the quality process” following the pattern of an ISO system, ensuring that all agreed steps of the quality process are enforced and all building blocks have to be put in place. The EM will carry out a frequent monitoring of the team of experts, facilitated by her direct participation in the team) ensuring that they deliver the outputs on time and of the agreed quality.

- The **Quality Advisor** (QA), Elena Buonomini, is a Lattanzio M&E senior staff (Head of the Evaluation Unit) that will review the quality of the final outputs as well as supervise the quality of the whole process. Her advice could also be required at the sensitive junctures (e.g. definition of the evaluation framework; field phase planning; key deliverable preparation) of this challenging assignment.

## 7. Annexes

### Annex 1: Acronyms and abbreviations

CEDAW	Convention on the elimination of all discrimination against Women
CO	Country Office
CP	Country Programme
CPD	Country Programme Document
CPE	Country Programme Evaluation
CRC	Convention on the rights of the child
CSO	Civil Society Organization
(C4D)	Communication for Development
ECD	Early childhood development
EU	European Union
FGDs	Focus Groups Discussions
GEROS	Global Evaluation Reports Oversight System
HRBA	Human Rights-Based Approach
ILO	International Labour Organization
IOM	International Organization for Migration
IR	Inception Report
IC	International consultant
MDGs	Millennium Development Goals
M&E	Monitoring and Evaluation
MoHealth	Ministry of Health
MTR	Mid-Term Review
NGOs	Non-Governmental Organizations
NC	National consultant
OECD/DAC	Organisation for Economic Co-operation and Development / Development Assistance Committee
PIPPEM	Politique Publique Intégrée de Protection de l'Enfance (Integrated Public Policy for the Protection of Children)
PSN	Programme Strategic Note
QA	Quality Assurance
RBM	Result-Based Management
RO	Regional Office
SDGs	Sustainable Development Goals)
TOR	Terms of Reference
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNSDPF	United Nations Sustainable Development Partnership Framework
UNDP	United Nations Development Programme
UNDESA	United Nations Department of Economic and Social Affairs
UNDG	United Nations Development Group
UNSDG	United Nations Sustainable Development Group
UNEG	United Nations Evaluation Group

UNFPA

United Nations Fund for Population

UNHCR

United Nations High Commissioner for Refugees

UNICEF

United Nations Funds for Children

UNOHCHR

United Nations Office of the High Commissioner for Human Rights

## Annex 2: Context and description of the object of the evaluation

Under the new Evaluation Policy of UNICEF<sup>5</sup>, Country Programme Evaluations are mandatory for every second cycle. Morocco Country Office did not have a Country Programme Evaluation (CPE) during its last cycle and is therefore mandated to conduct this evaluation in 2020. It is commissioned by the UNICEF Middle-East and North Africa Regional Office in Jordan.

The Country Programme is reflected in the Country Programme Document (CPD) for Morocco, presented to the Executive Board for discussion and approval at the September 2016 session. The CPD includes a proposed aggregate indicative budget of \$8,500,000 from regular resources, subject to the availability of funds, and \$24,800,000 in other resources, subject to the availability of specific-purpose contributions, for the period 2017 to 2021.

The TOR describes the background for this evaluation of the Government of Morocco-UNICEF country programme for 2017-2021, in terms of demographic and socio-economic context, health, education, child protection, and participation.

The programme aims to uphold the rights of the most disadvantaged and vulnerable children and adolescents by removing the existing barriers and bottlenecks to the achievement of results, strengthening partnerships and harnessing the best technical expertise to address the country's development challenges.

The overall focus of the programme is on the two age groups that are currently most underserved, and among whom inequalities in development opportunities are largely manifested, namely, early childhood (ages 0-5) and adolescence. The programme helps disadvantaged young children to benefit from a first chance in life, with access to quality ECD services, and helps vulnerable adolescents to obtain a second chance, mainly by supporting their access to professional training and life skills programmes. The rights of children with disabilities and children experiencing or at risk of violence are highlighted across the programme and addressed across the different interventions. The implementation the entire programme was planned in a gender-sensitive manner, with gender equality emphasized throughout its implementation.

The programme emphasized systems-building and policy dialogue at the national level and provides support to make decentralization most effective for children. Where modelling was required, it prioritized the most disadvantaged regions, which were identified through data and analysis and in consultation with national and subnational actors. The programme is structured around delivery in four policy areas: Health, Education, Child Protection, and Social inclusion.

In this context, the Country Programme contributes to the achievement of the Sustainable Development Goals, the United Nations Development Assistance Framework (UNDAF), and the government's development priorities.

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<sup>5</sup> Revised evaluation policy of UNICEF, United Nations Children's Fund, Executive Board Annual session 2018, 11–14 June 2018.

The Country Programme components are the following:

**Health:** This component will support the transition to a child health policy that goes beyond vertical, survival-oriented programmes. Accelerated child mortality reduction will be supported by addressing the bottlenecks that prevent full coverage of quality perinatal health care, nutrition and immunization services, and by promoting communication about breastfeeding and nutrition (including the use of iodized salt) through strengthened subnational and community mobilization in the most deprived locations. Meanwhile, the exchange of knowledge and practices will be promoted, policy dialogue pursued and intersectoral linkages facilitated. The use of modelling will facilitate the adoption and equitable implementation of a wide-ranging, integrated child health policy, which includes services for adolescents. Special attention will be paid to the early detection of disabilities.

**Education:** This component will contribute to education policies and strategies that ensure equitable access and completion at all levels of education for the most marginalized children (in terms of sex, ability, region, rural/urban location and socioeconomic background), in line with the Ministry of Education’s Strategic Vision of the Reform 2015-2030 and related action plan.

**Protection:** This component will strengthen policies and systems for protecting all children, including children deprived of parental care, adolescents in contact with the law, children on the move, and child victims of violence, abuse, exploitation and neglect, in line with international standards and the Integrated Public Policy for Child Protection.

**Social inclusion:** This component will contribute to policies and systems for reducing child poverty and vulnerability. It will support the development of equity focused, child-sensitive social and social protection policies and social spending, nationally and regionally, and contribute to their monitoring and assessment. The beneficiaries will include children in rural and disadvantaged urban areas, children with disabilities, young children not attending preschool, migrants and socioeconomically disadvantaged adolescents.

Each of the four outcomes of the Country Programme has a specific **Theory of Change**, which is reflected in Programme Strategic Notes (PSN). These Theories of Change were recently reviewed in the Country Programme Mid-Term Review and were considered valid for the remaining period of the Country Programme. Therefore, the evaluation team envisages using them as part of the effectiveness analysis. The team will describe these TOCs, with their assumptions and hypotheses, in the evaluation report. For a graphic representation of these TOCS, see **Annex 3: Programme Theories of Change**.

The following table provides an **initial mapping** of the stakeholders involved in the Country Programme and their roles and stakes.

Stakeholders involved and their roles	Examples
Duty bearers with the authority to <b>make decisions</b> related to the intervention	Government organizations, officials and leaders
Duty bearers who have direct <b>responsibility</b> for the intervention	Government and programme managers; civil society organizations; partners (individual and organizations); development partners (funding agencies)

Secondary duty bearers	Private sector; other authorities; employers, civil servants and business associations, schools, medical institutions, child and family support centres
Rights holders who one way or another <b>benefit</b> from the intervention	Women, men, girls, boys, children in institutions, adolescents, vulnerable groups, youth, women, persons with disabilities – particularly those in rural areas, young entrepreneurs, job seekers, workers, IDPs, refugees and migrants
Rights holders who are in a position <b>disadvantaged</b> by the intervention	Women, men, girls, boys, other groups disaggregated
Other interest groups who are not directly <b>participating</b> in the intervention	Other development agencies working in the area; civil society organizations; other organizations; private businesses, non-state actors, etc.

The key reference to **human rights** in the CPD is included in its paragraph 17, in reference to *“the role of the National Human Rights Council that has been reinforced, paving the way for independent child rights monitoring and supporting the ongoing process of ratification of the Optional Protocol to the Convention on the Rights of the Child on a communications procedure. Even so, the normative and institutional framework for child rights suffers from weak implementation and lack of effective independent monitoring, especially at subnational level”*. The Paragraph 25 also talks about “the rights of children with disabilities and children experiencing or at risk of violence will be highlighted across the programme and addressed across the different interventions”. More generally, child rights are also mentioned in paragraphs 1, 14, 22, 24, 27, 28, 40, 43, 46, as well as in the Results and Resources Framework.

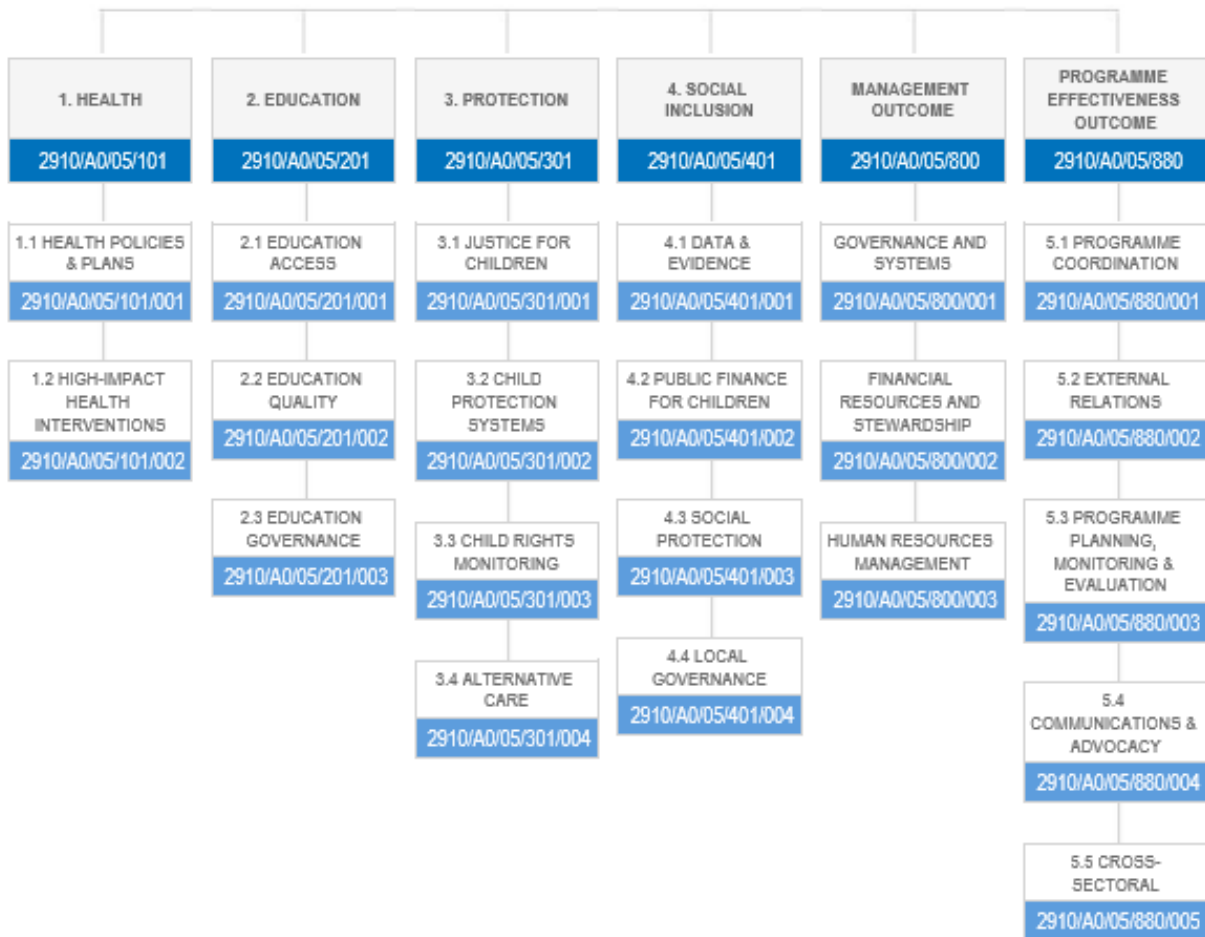
According to paragraph 25, “care will be taken to implement the entire programme in a **gender-sensitive manner**, with gender equality emphasized throughout its implementation”. Paragraph 28 adds that “The programme will support achievement of the Sustainable Development Goals, especially Goals 1, 3, 4, 5, 10, 11, 16 and 17.

Appropriate use will be made of communication for development (C4D) strategies, to reinforce the demand from rights-holders and to promote attitudinal change in support of intersectoral priorities and programme principles such as gender equality, violence prevention and adolescent participation and empowerment.” Paragraph 15 also adds: “Sexual and gender-based violence is a concern, including against adolescent girls employed as domestic workers”.

In terms of **equity**, paragraph 10 indicates that *“the lack of quality and inclusive programmes, insufficient equity-sensitive, school-based monitoring and actions, and inadequate monitoring of learning outcomes at all levels constitute major barriers to effective learning and to higher retention and completion rates.”* Equity is also mentioned in paragraphs 10, 12, 36, 42, 43, 44, as well as in the Results and Resources Framework of the CPD.

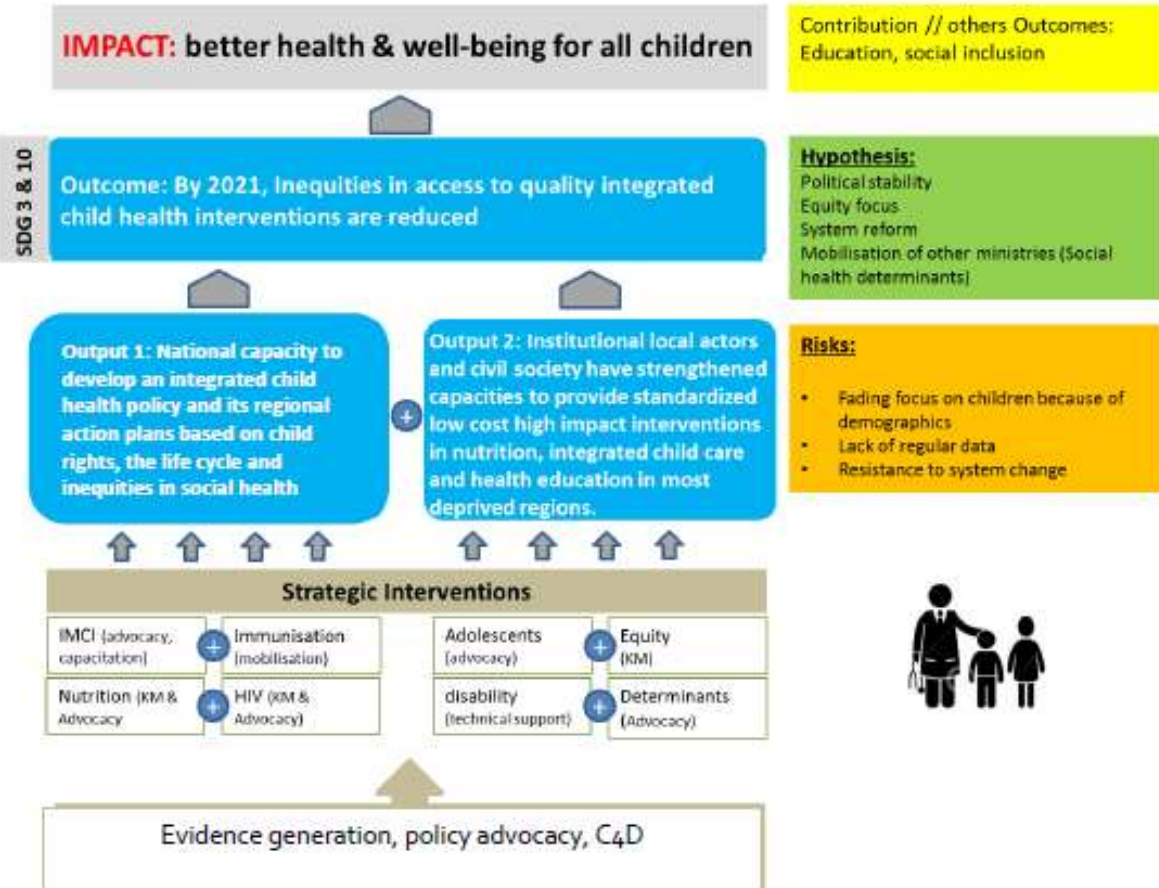
The graphic below presents the Country Programme organigram.

## MOROCCO COUNTRY PROGRAMME (2017 - 2021)



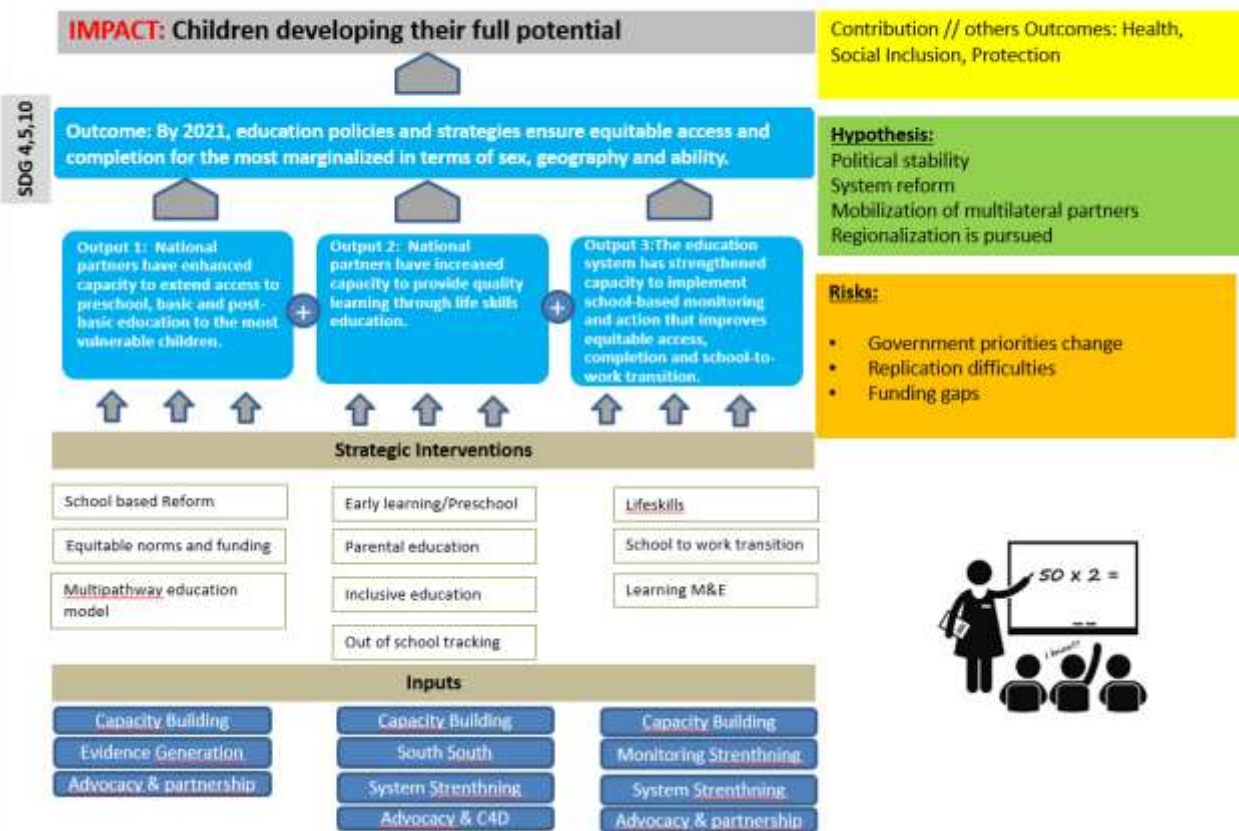
Annex 3: Programme Theories of Change

# Health & Nutrition vision

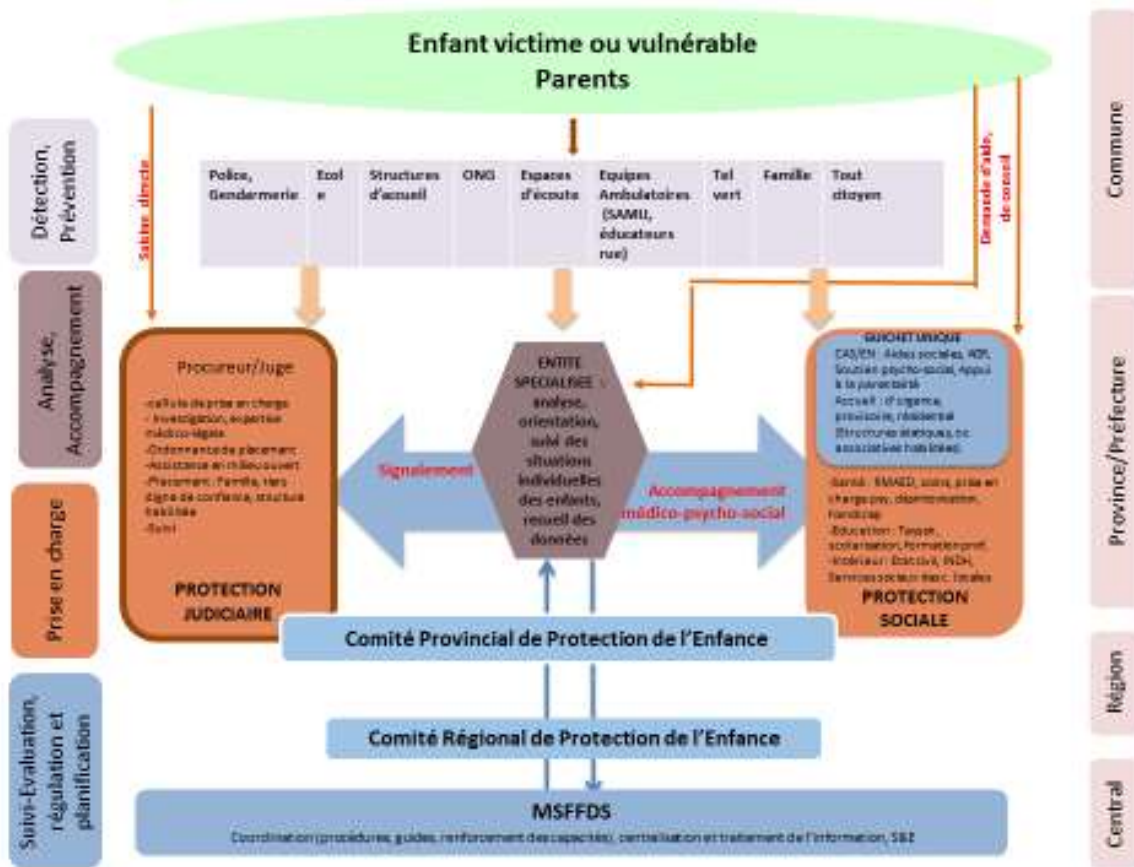


Source: PSN Health

# Education Vision



Source: PSN Education



Source: PSN Child Protection

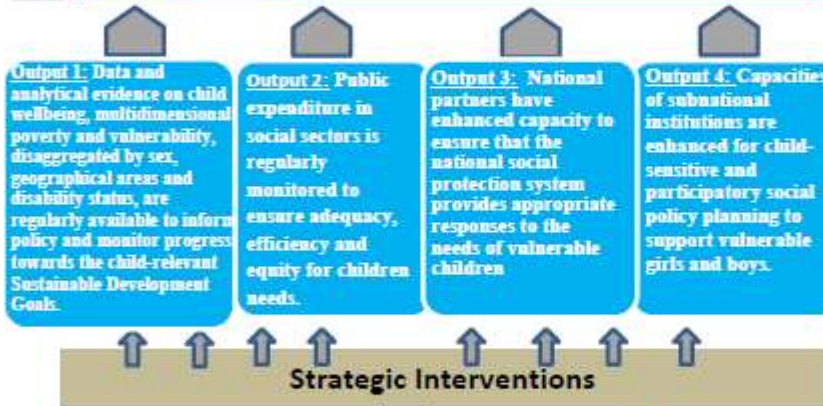
**IMPACT:** Poverty and vulnerabilities of children are reduced to ensure realization of their fundamental rights at national and sub-national levels

**Contribution // others**  
**Outcomes:** Health, Education, and Protection

**SDG 1, 10**  
**Outcome:** By 2021, child poverty and well-being are regularly monitored, and social policies, especially social protection systems, are strengthened to favor the social inclusion of vulnerable girls and boys<sup>9</sup> at the national and decentralized levels.

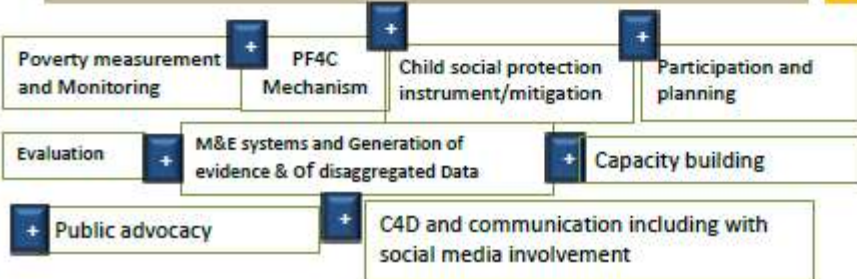
**Hypothesis:**

- Commitment of Morocco government on the SDGs including SDG 1 & 10;
- Existence of annual and regular household survey;
- Equity is a national priority;
- Relevant reforms: Fiscal reform, Subsidy reform and decentralization reform



**Risks:**

- Sensitivity of SP issues
- Funding constraints
- Changes in government policies and focus of equity, following the next election (October 2016);
- Delays in setting up the administrative structures of the regions and regional funding mechanisms



Source: PSN Social Inclusion

## Annex 4: Evaluation criteria and questions

### Relevance and design

1. To what extent is the Country Programme (CP) aligned with national priorities, policies and strategies, as well as the UNICEF strategic plan and the UNDAF.
2. Do you think that the CP interventions are relevant from the point of view of the beneficiaries? Does the CP address major causes for the non-realization of children's and women's rights?
3. How SMART (specific, measurable, achievable, relevant and time-bound) are the objectives, results and indicators? Are the expected results ("outputs") well defined, and does the CP expected outcomes reflect institutional and behavioural changes?
4. To what extent were the objectives and processes related to the Human Rights-Based Approach (HRBA), equity, gender equality approach integrated into the design and planning?

### Efficiency and Monitoring and Evaluation

1. Was the use of resources (human, financial, in-kind) efficient? What measures have been taken to ensure that resources were efficiently used and well allocated in the programme areas? Did these efforts lead to improved processes with partners? Could programme interventions be more cost-effective?
2. Did UNICEF contribute to, and benefit from common business practices and common services with other UN Agencies?
3. Is the M&E framework effective? Is it effectively supporting the management and strategic planning of the CP?
4. Was the CP supported by, and does it produce gender disaggregated quantitative and qualitative data, and analysis?
5. To what extent was the multisectoral coordination between the main stakeholders and between UNICEF components? What were the main constraints to effective multisectoral coordination?

### Effectiveness and synergies

1. To what extent have the agreed expected results been achieved (totally, partially, insufficiently)? What has contributed to their achievement? What could have been done to make the interventions more effective?
2. To what extent have the achieved outcomes been the result of UNICEF's intervention rather than external factors?
3. To what extent have the Human Rights-Based Approach and equity focus been mainstreamed during the CP implementation? To what extent did the CP strengthen the CRC reporting mechanism and the Government's policy framework to progressively implement all the articles of the Convention? How was the equity dimension aiming at reducing disparities addressed in the implementation of the CP?

4. To what extent is gender equality mainstreaming reflected in all programming stages? How does the CP pay special attention to girls and women's rights? Does the CP address adequately the extreme forms of discrimination and exclusion experienced by some girls and women in the country?
5. How could HRBA, equity and gender be strengthened in the current and next CP?
6. Has the CP implementation mainstreamed the cross-cutting areas, especially Migration, Adolescent/Youth, and Early Childhood Development? What could be improved?
7. Have data, studies, projects and programmes implemented during the cycle informed programming shifts in Government policies and programmes?
8. To what extent did the CP derive from the UNDAF (as the strategic framework of the UN as a whole), and how did UNICEF contribute to, and benefit from (i) the UNDAF results and thematic groups, (ii) annual review processes, and (iii) joint programming and joint programmes with other UN Agencies? What could be improved?
9. Did the CP offer opportunities for stronger partnerships and linkages with institutions, development partners, NGOs, civil society, Academia, the private sector, etc.? Should these be expanded?
10. Beyond its direct programming, how effective has UNICEF been in leveraging resources for children?

#### **Sustainability**

1. Are the country programme interventions sustainable? What is the potential for sustainability and/or scale-up of piloted projects and programmes? Are the stakeholders able and willing to continue activities on their own and scale them up at a wider scale, after UNICEF's support ends?

#### **Comparative advantage and strategic positioning**

1. What is UNICEF's comparative advantage in the national context?
2. Did the CP help to strategically position UNICEF in the national development context (with national institutions, UN partners, other development partners, Academia, and NGOs)?
3. How should UNICEF position itself in the country, in the next CP, in response to national needs, changes and emerging issues, and given the results achieved so far?
4. What are the examples of high level, upstream policy/advocacy work where UNICEF was influential? What upstream work should definitively take place in the next CP? Should UNICEF continue to implement some targeted pilot / small-scale projects that have the potential to be replicated by local and national institutions?

## Annex 5: Additional information on the methodology

This annex provides additional information about the methodology described in the relevant section of the Inception Report. The suggested methods further described here are the desk review, virtual meetings with, and interviews of key stakeholders, and virtual Focus Group Discussions. This annex does not describe the methods to gather data from UNICEF CO (for instance the questionnaire for UNICEF Sections), which are sufficiently described in the core of the report.

As recommended by the ToR of this evaluation, the evaluation team will use a mixed methodology, combining qualitative and quantitative data collection methods and analyses. This approach complies with recognized best practices in evaluation and ensures that the evaluation leads to credible, evidence-based and that valid conclusions are drawn about the Country Programme to be evaluated. Therefore, as suggested by the ToR, “information from the different lines of inquiry will be gathered and triangulated to improve the reliability of the findings and ensure that the recommendations are grounded in the reality”. This will be made possible by “multiplying the sources of information, and it will be implemented by collecting data at different times, places and /or from different people or groups of people”.

### **1. Data collection and desk review**

#### **a. Objectives**

The evaluation will include a detailed desk review and analysis of existing primary and secondary data on the UNICEF Morocco country programme. The objectives are to:

- Get additional relevant information related to the design, implementation, management and monitoring evaluation system of UNICEF programmes (health, education, protection, social inclusion, management and monitoring and evaluation system). Specific data related to places (cities, regions or local communities) where country programmes activities were implemented will be sought, as well as the outcomes and implementation reports.
- Identify relevant information that will help answer key evaluation questions (relevance, efficiency, effectiveness and sustainability) of the country programme.

#### **b. Data sources for desk review**

The data collection for the desk review will include primary data sources and secondary data sources

#### ***Primary data sources***

The key reference documents will be the Morocco-UNICEF Country Programme documents, including:

- Morocco-UNICEF Country Programme Document (2027-2021), including its Results Matrix, with its expected outcomes, indicators, baselines and targets.
- UNICEF strategic and policy documents.
- UNICEF MTR, 2019.
- UNICEF Annual Review reports and Annual Reports for 2017, 2018 and 2019.
- UNICEF Evaluations reports (Himaya and Forsa).

- Relevant studies produced by the UNICEF Morocco Country Office or MENA Regional Office.
- Monitoring and progress reports concerning UNICEF country programme (2017-2021).
- The annual Integrated Monitoring and Evaluation Plans and the Costed Evaluation Plan that specifies the priorities for monitoring, data collection, research and evaluation.
- UNICEF studies “Situation Analysis of Children” report (2014) and (2020).
- Programme Gender Review, 2019.

If it exists, the M&E Framework, updated against the indicators, baselines and targets for outcomes and outputs provided in the CPD Results Matrix, could be particularly useful. Indeed, in terms of available data set and data gaps, the current format for reporting on the output indicators may be challenging to use, for evaluation purposes, and it provides mainly quantitative information. This refers to the two excel documents entitled: 7 RAM Output Performance Narrative 2017-2018.exel, and 7-RAM Output Indicator Status 2017-2018.exel, provided to the evaluation team. The team will need the guidance of the Country Office to use these documents the best possible way, or not use them, in the context of what was already done in the MTR last year.

As explained in the CPD, progress towards the achievement of country programme results are monitored based on the integrated results and resources framework and using mechanisms and tools in accordance with UNICEF and United Nations Development Group (UNDG) guidelines, especially workplans, quarterly/annual reports and mid-year/annual reviews. For this evaluation, the Annual Review reports will be the most relevant ones.

The Annual Reports contain information about the implementation of workplans and the achievement of milestones and targets at output level. Mid-year and annual reviews provide opportunities to discuss progress made towards outcomes with national partners. Both mechanisms will guide decisions about programme and strategy adjustments. For this evaluation, the Annual Review reports will be primary sources of information related to processes.

Special attention is paid to data quality assurance at all stages of monitoring and evaluation. Regular field visits are conducted by the Country Office to assess the quality of data provided by implementing partners, and to enhance their capacities for results-based management and reporting. Field visit reports might be useful for the evaluation, especially those related to the health and social inclusion areas.

UNICEF also provides technical and financial support for the development of national capacities for evidence generation, monitoring of the Sustainable Development Goals and the strengthening of national information systems and their use as the main source of disaggregated data at national and subnational levels. The consultants will look at documents that assess the CO’s contribution in this area.

### ***Secondary data sources***

Secondary sources will also be reviewed. They include among others, information or data related to:

- UNDAF document and implementation instruments: the M&E Framework, the Joint Work Plans, the Strategic Summaries of Coordination Results / Resident Coordinator Annual Reports (RCARs) for 2017, 2018 and 2019, Joint Annual Progress Reports, UNDAF Annual Review Meetings, UNDAF

Steering Committee Meetings, UNCT retreats, reports from Results Groups and UN Theme Groups (e.g., gender).

- If it exists, the UNDAF M&E Framework, updated against the indicators, baselines and targets for outcomes and outputs provided in the UNDAF Results Matrix, could be particularly useful.
- Observations and recommendations made to Morocco by the CRC and CEDAW Committees.
- Relevant research and analytical work from UN agencies, other international organizations, NGOs and development partners in the area of children's and women's rights.

The evaluation team will also pay a special attention to national policies and data generated by government institutions which can provide information on the Moroccan context and relevance of the Country Programme. This includes:

- Integrated Public Policy for the Protection of Children (PPIPEM) and its National Implementation Action Plan (2015-2020), Ministry of Social Affairs.
- National Survey on "Population and Family Health, Ministry of Health (Mohr).
- National education strategy for 2015-2030, Ministry of Education.
- The statistics and analysis on child multidimensional poverty measurement, developed by the National Observatory of Human Development (ONDH) and High Commission for Planning (HCP).
- Final MDG report (2000-2015) of the High Commission for Planning (HCP) (where the multidimensional approach to measuring poverty was used for monitoring MDG 1).

## **2. Virtual meetings with, and interviews of key informants**

### **a. Objectives**

As mentioned in the methodology section of this inception report, evaluation questions will also be answered with questionnaires for UNICEF, Line Ministries and National Institutions, and CSOs) and by virtual meetings and interviews of Heads of UN Agencies and Development Partners. This is an important part of the methodology, aiming at:

- Complementing and providing information that could not be collected during the desk review but is crucial for answering evaluation questions.
- Extend the scope of information collected with opinions, suggestions and recommendations from key stakeholders in Morocco, who will be given opportunities to contribute to this evaluation.

### **b. Sampling of key stakeholders**

The sampled stakeholders suggested by the consultants, and that will be fine-tuned with the CO to make the final choice, is included in **Annex 12: Sampling and Mapping of Stakeholders**.

## **3. Virtual Focus Groups Discussion**

At field level, the evaluation will be conducted through two virtual Focus Groups Discussions, with the support of a translator if needed. Various regions had been initially identified by the consultants, according to the sampling criteria and in areas where programme components are implemented. This guided the choice of the sampled regions. The following paragraphs list the originally proposed potential field visits before the change of methodology due to the Covid-19 pandemic:

#### **a. Possible fields visits related to Health**

- **Maternal and child health, and C4D:** Fields visits could be conducted in the region of Beni Mellal-Khénifra where the two priorities of the health component programme were implemented. This region could also be selected because UNICEF-Health programme has implemented Communication for Development (C4D) sessions on maternal and child health which were identified as key health issues for children, especially at the early childhood development.
- **Early childhood cognitive, socio-emotional and psychomotor development:** The region of Beni Mellal-Khénifra could be selected for being the region where UNICEF-Morocco in partnership with the Ministry of Health, have implemented a model for early childhood cognitive, socio-emotional and psychomotor development, with the goal of informing scale-up.

#### **b. Possible fields visits related to Education**

- **Preschool:** Fields visits could be conducted in rural and suburban identified as having the lower rate of preschool registration and where the Ministry of Education budgeted a first allocation of US\$200 million for the first step of scale-up of preschool services.
- **Primary education:** Field visits could target the 4 sub-national regions where para-curricular activities-based modules were expanded during the implementation of the education programme.
- **School-to-work transition:** Field visits could be conducted in regions, cities or places where UNICEF supported the modelling of second-chance schools, including curriculum development for basic and life skills as well as tracking mechanisms, vocational training programmes and school-to-work transition activities.
- **Inclusive education:** Could be targeted one or the three regions where was implemented and expanded the inclusive education model that reached more than 1,000 teachers with training.
- **Out-of-school children and drop-out prevention:** Field visits could be conducted in sub-national regions or places where was implemented the pilot phase of the national program of educational support that includes tracking children at risk of dropping out and tools to tailor educational support using child-friendly approaches for learning gaps remediation.

#### **c. Possible fields visits related to Protection**

- **Child protection system strengthening:** Field visits could be conducted in places where are being implemented the Integrated Public Policy for Child Protection and its programme of actions. More specifically, could be targeted, three provinces (Sale, Oujda and Tiznit) where several activities of the protection programme were implemented. In the same line, could be selected places (regions or cities) where are implemented or modelled a child and family-centred case management system and mechanism for local governance and decentralization of protection.
- **Child rights monitoring:** Fields visits could be conducted in four regions of Morocco (Tangier–Tetouan-Al Hoceima, Fez-Meknes, Sous-Massa and Draa-Tafillelt) where UNICEF and the Inter-ministerial Delegation in charge of Human Rights fostered coalitions and network representing civil society organizations working toward children’s rights who are with extensive field presence in that can benefit civil society organizations.
- **Deinstitutionalization and alternative care:** Fields visits could be conducted in some of the 130 provincial delegates of the social welfare national agency (Entraide Nationale) to whom operational

support was provided to reinforce their capacity with basic child protection concepts and their roles in the child protection local system implementation.

- **Social inclusion:** Field visit could be conducted in places where some social protection initiatives (the cash transfer programme TAYSSIR aiming at fighting school drop-out) were extended.
- **Local governance:** Fields visits could be conducted in the Draa-Tafilalet Region where in accordance with the decentralization reform in Morocco, a new partnership was formalized in 2018 between UNICEF and sub-national elected instance to reinforce the child sensitive evidence generation and analysis at local level.

#### **d. Possible fields visits related to Cross-cutting issues**

- **Children on the move:** Field visits could be conducted in regions or cities or local community where the multi-sectoral European Union project activities aiming at supporting children on the move (health, education, protection and justice) was implemented.
- **Leveraging Gender:** Fields visits could target regions or areas where programmatic activities included young girls' secondary education and skills. More generally, data and analysis related to gender issues could be abstracted from the UNICEF Morocco Gender programmatic review.

This above section has been left here for mere reference. See the report section on Virtual Group Discussions and sampling process for the further indications on what will be actually implemented remotely .

## Annex 6: Ethical Considerations

The evaluation, like any other data collection, analysis and research activities undertaken or funded by UNICEF (including activities carried out by individual or institutional subcontractors and partners), when involving human subjects or the analysis of sensitive secondary data, must be the subject of a formal process of ethics review. The assessment was conducted in accordance with the UNICEF relevant guidance on ethical standards and in accordance with the UNEG Ethical Guidelines for Evaluation. This Inception Report was submitted to an Ethics Review Board (ERB) that ensures the protection of human research subjects' rights. See: <https://www.healthmedialabirb.com/unicef>

The following guidance documents will be used as needed:

- [UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis](#), Division of Data, Research and Policy (DRP), (CF/PD/DRP/2015-001), 1 April 2015.
- Guidance Document of the Protection of Human Subjects' Safety
- Guidance Document for the Protection of Human Subjects' Identities
- Guidance Document for Protection of Research Data
- Guidance Document for Informed Consent, Informed Consent is a Requirement of all ERB/IRB Reviews
- Criteria for Ethical Review Checklist
- Informed Consent Form Example
- Ethical Research Involving Children (ERIC), Childwatch International Research Network, Centre for Children and Young People, Children's Issues Centre, and UNICEF, 2013.

The Evaluation will also be carried out in accordance to ethical issues and considerations from the United Nations Evaluation Group (UNEG), including:

- UNEG Ethical Guidelines
- UNEG Code of Conduct for Evaluation in the UN system,

as well as the OECD/DAC evaluation principles, guidelines and quality standards.<sup>6</sup>

The UNEG ethical standards that will guide the evaluation will include the obligations of evaluators (independence, impartiality, credibility, conflicts of interest, accountability), and the ethical safeguards for participants appropriate for the issues described (respect for dignity and diversity, right to self-determination, fair representation, compliance with codes for vulnerable groups, confidentiality, and avoidance of harm).

In particular, the consultants will meet with non-governmental actors and youth organizations, especially those representing vulnerable and marginalized groups. The UNEG ethical considerations that the consultants will especially take into account in these meetings are the following:

- Confidentiality: The evaluators shall respect people's right to provide information in confidence and make participants aware of the scope and limits of confidentiality. They will ensure that

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<sup>6</sup> See in particular: the 2016 UNEG Norms and Standards (<http://www.uneval.org/document/detail/1914>), as well as the UNEG Code of Conduct for Evaluation in the UN system (<http://www.unevaluation.org/document/detail/100>), and the UNEG Ethical Guidelines for Evaluation (<http://www.unevaluation.org/ethicalguidelines>).

sensitive information cannot be traced to its source so that the relevant individuals are protected from reprisals.

- Avoidance of Harm: Evaluations can have a negative effect on their objects or those who participate in them. Therefore, the evaluator shall seek to: minimize risks to, and burdens on, those participating in the evaluation; and maximize the benefits and reduce any unnecessary harms that might occur from negative or critical evaluation, without compromising the integrity of the evaluation.<sup>7</sup>

See below the Informed Consent that the evaluation team will use. It will be provided electronically together with the Questionnaire to those asked to reply to the surveys, and to participants before virtual meetings, interviews, and Focus Group Discussions. Given that all meetings and interviews will be through Skype, participants will be invited to provide the form with their name (without signature) by email to the consultants or provide their consent verbally (not signed or recorded).

### **Informed Consent Form**

Hello, our names are Christian Privat / Alice Maryvonne Yoro-Dadie, and we are Consultants for UNICEF. We are conducting the Evaluation of the UNICEF Morocco Country Programme 2017-2021.

We would very much appreciate your participation in this survey. Participation involves an interview with you about your experiences with the Country Programme. The interview with you will take about one hour to complete.

The information you provide will be strictly confidential and never connected to you. Other people will not know if you are in this study or what you have said. We will put information we learn from you together with information we learn from other people we interview. No one will be able to tell what information came from you. When we tell other people about this research, we will never use your name, and no one will ever know what answers you gave. Only us will have access to this information, and all information will be stored safely under the care of the lead evaluator.

Your participation in this study will not benefit you directly, but it may benefit others in the future, as your responses may improve the Country Programme, and our understanding about ways to provide better services to people like you.

Your participation in this study is voluntary. This will be the only time that we will ask you questions as part of this evaluation. If you don't want to be in the evaluation, it is OK. If you want to be in the evaluation now and change your mind later, that's OK too. You can stop your participation at any time. If you agree to participate, you can decide not to answer any question and can stop the interview at any time. Your decision about whether to participate in this evaluation or to answer any specific questions will in no way affect any services that you receive. If you do choose to participate, please answer the questions honestly and openly, so that we can understand your experience and find out what you really think and have experienced.

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<sup>7</sup> See the UNEG Ethical Guidelines for Evaluation (<http://www.unevaluation.org/ethicalguidelines>).

Before you say yes or no to being in this evaluation, we will answer any questions you have. If you join the evaluation, you can ask us questions at any time during the interview. You may also contact us ([cprivat8@gmail.com](mailto:cprivat8@gmail.com) or [yoromaryvonne@gmail.com](mailto:yoromaryvonne@gmail.com)) if you have any questions or concerns.

Do you have any questions now?

Do you understand everything I have explained?

Do you agree to participate in this interview?

Thank you!

## Annex 7: Methodological limitations

A number of methodological limitations could affect the evaluation, including:

- The short timeframe and limited budget and number of working days for this evaluation are a key constraint. This is compounded by the fact that the Inception Phase was very long.
- Conducting this evaluation as a light exercise and having a clear understanding among all actors about what can be done and what cannot be done could produce some disappointments among UNICEF staff and its partners.
- Conducting the evaluation remotely because of the pandemic, cancelling the field mission to Rabat, and implementing a data collection plan to be carried out by the consultants working from home, are all key challenges, and there is no experience in the RO and CO with such a peculiar situation.
- There will be no face-to-face interaction between the consultants and UNICEF personnel and stakeholders because of the pandemic, which is a very unusual situation for an evaluation. This has been remediated by developing a series of questionnaires as key tools to obtain information from a number of UNICEF staff and stakeholders. Going through the whole list of evaluation questions in a remote way would be very cumbersome, and will be done for targeted interviews with UN Agency Heads and Development Partners.
- To keep the evaluation relatively light in this pandemic context, the evaluators will only interact with stakeholders but not with beneficiaries. However, given that it will leverage previous evaluations and the MTR, this should not affect the overall findings significantly.
- The evaluation will be implemented in the beginning of the 4<sup>th</sup> year of the Country Programme, when most of Country Programme results have not yet reached their final stage of completion. Thus, the real progress toward CP results will be only partially reflected in the evaluation.
- Both qualitative and quantitative data will be gathered. However, the nature of the evaluation and the limitations of time and resources will imply a stronger focus on qualitative information. In this respect, only secondary data already available in existing documents will inform the achievement of key CP outcomes and outputs. The evaluation team has not been asked to do any primary collection of statistical data and to rely instead on data already collected.
- There might be a lack of sufficient disaggregated data, especially on equity, disparities, etc. and in some geographic areas. Several of these limitations will be mediated through a triangulation of information with other qualitative sources, such as the desk review, virtual interviews, meetings and focus group discussions.
- Unintended effects of the Country Programme (positive or negative) will most likely not be identified during the evaluation process, given the data collection methods that have been prioritized.
- The difficulty to report on high-level outcomes and outputs, and in these cases, the need to report on activities instead, might lead to too detailed information
- The availability of the UNICEF and Government staff during the evaluation, together with the staff rotation, may make information collection challenging.
- The availability of updated monitoring information might not be fully available or difficult to use given their complexity and limited electronic access for external consultants (i.e. RAM documents).
- The dimension of efficiency and cost effectiveness may be challenging to evaluate, since there might be little information on the cost of operations, from UNICEF, government and NGO partners. It may therefore be difficult to assess whether results have been achieved at a reasonable cost. Triangulation of information should help mediate this limitation.

- The CP evaluation will be conducted at the same time as the UNDAF evaluation, which will lead to overlapping data collection phases which, given the size of the country programme and its weight in the UNDAF, will probably solicit some of the same stakeholders.
- The fact that the Himaya evaluation has been postponed due to the pandemic will make its use challenging for the CPE. The consultants are in touch with the Himaya evaluator to see how this can be addressed.

## Annex 8 Preliminary Outline of Final Evaluation Report

### Acknowledgements

### Acronyms and abbreviations

### Executive Summary

#### I. Introduction

#### II. Context

- A. Background
- B. Country context and current situation of children and women
- C. Country Programme of Cooperation (2017-2021)

#### III. Purpose, Objectives, Users and Scope

- A. Rationale, Purpose and Objectives
- B. Targeted users of the evaluation
- C. Scope

#### IV. Evaluation Approach and Methodology

- A. Evaluation Approach
  - 1. An evaluation at the strategic level
  - 2. Participatory
  - 3. Human Rights-Based Approach
  - 4. Equity focused
  - 5. Gender responsive
- B. Evaluation Criteria
- C. Evaluation Methodology
- D. Limitations
- E. Quality Assurance and Governance Process

#### V. Evaluation Findings

- A. Relevance and Design
  - 1. Priority needs for children
  - 2. Alignment with relevant strategies of the country, UNICEF strategic plan, and UNDAF
  - 3. SMARTness of results
  - 4. Equity, gender equality and human rights-based approach in design
- B. Effectiveness and synergies
  - 1. Achievement of results
  - 2. Cross-cutting areas

3. Human rights-based, equity focused and gender responsive results
  4. Effects on Government policies and programmes
  5. Synergies and partnerships
  6. Leveraging resources beyond UNICEF's programming
- C. Efficiency and Monitoring and Evaluation
1. Allocation and use of resources
  2. Efficiency of processes with partners
  3. Monitoring and Evaluation
  4. Multisectoral coordination
- D. Sustainability
1. Potential for sustainability and scaling-up
  2. Challenges for sustainability
- E. Comparative advantage and strategic positioning

## **VI. Lessons Learned**

## **VII. Conclusions**

## **VIII. Recommendations**

### **Annexes**

Annex 1: Terms of Reference for the Evaluation

Annex 2: List of Evaluation Questions

Annex 3: Data collection methods

Annex 4: Agenda of the evaluation mission

Annex 5: List of references and background documentation

Annex 6: Interview Guides

Annex 7: Names and titles of interviewees and virtual meeting participants

Annex 8: Evaluation Team Biography

Annex 9: Results achieved

Annex 10: Evaluation Matrix

## Annex 9: List of references and background documentation

### UNICEF Morocco Country Programme Documents

1. *Morocco Country Programme Document*, adopted by the United Nations Economic and Social Council, E/ICEF/2016/P/L.31Distr.: Limited, 18 July 2016.
2. *Programme Strategy Note Health component* (version of 11 Juillet 2016), UNICEF in Morocco, CPD 2017-2021
3. *Programme Strategy Note Education component* (version of 11 July 2016), UNICEF in Morocco, CPD 2017-2021
4. *Programme Strategy Note Child Protection component* (version of 11 July 2016), UNICEF in Morocco, CPD 2017-2021 preparation process
5. *Programme Strategy Note Social Inclusion component* (version of 11 July 2016), UNICEF Morocco CPD 2017-2021
6. *Annual Report 2018*, Country Office Morocco (2018)
7. *Annual Report 2017 for Morocco*, MENA, Country Office Portal, (2017)
8. *Output Indicator Status Over Time by Business Area, As of 6 May 2019*, MENAR Morocco – 2910, Morocco, Country Programme (2017 - 2021).
9. *Output Performance and Financial Summary by Result Area*, MENAR, 2019, Morocco-2910, Morocco Country programme (2017 - 2021)

### UNICEF Morocco evaluations and reviews

1. *Évaluation finale indépendante du projet de soutien des jeunes vulnérables au Maroc dans leur transition vers la vie active – FORSA*, Rapport Final, UNICEF- Maroc, octobre 2019
2. *Gender Programmatic Review, Morocco*, UNICEF Morocco, August 2019
3. *Morocco-UNICEF Country Programme Evaluation, Evaluation Report*, December 2004
4. *Morocco-UNICEF Country Programme Mid-Term Review*, 2019

### UNICEF and UNEG Evaluation Policy and Guidance

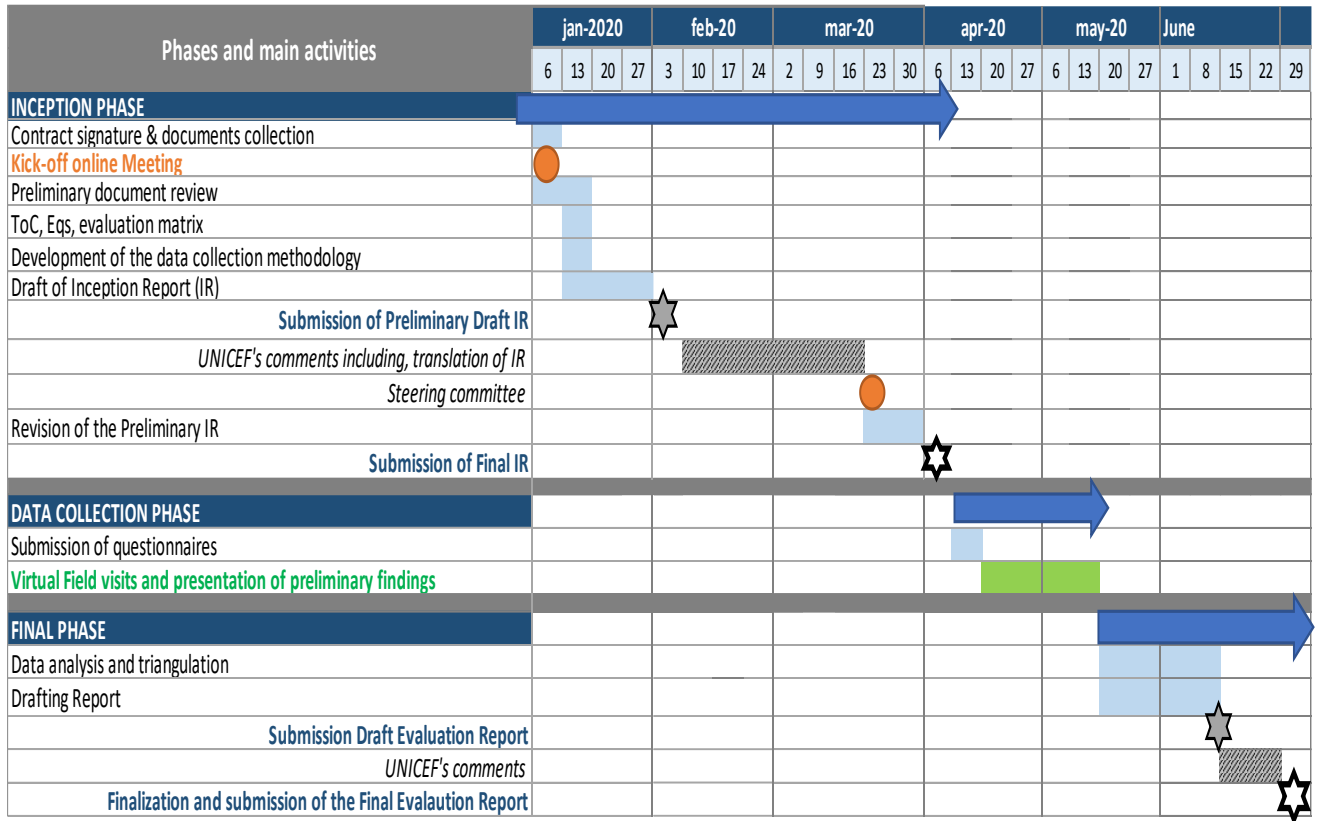
1. *Revised evaluation policy of UNICEF*, United Nations Children’s Fund, Executive Board Annual session 2018, 11–14 June 2018
2. *Politique d’évaluation révisée de l’UNICEF*, adoptée par le Conseil économique et social Nations Unies, par résolution E/ICEF/2013/14 du 18 avril 2013
3. *UNICEF-Adapted UNEG Evaluation Reports Standards*, Evaluation Office, Updated June 2017

4. *UNICEF Global evaluation report oversight system, Handbook for UNICEF Staff & Independent Assessors*, June 2017
5. *Norms and Standards for Evaluation*, United Nations Evaluation Group, 2016
6. *UNICEF Guidance on Gender Integration in Evaluations*, 2019
7. *UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation*, 2014
8. *UN-SWAP Evaluation Performance Indicator and its related scorecard*, 2018
9. *OHCHR Guidance on Human Rights-Based Approach to Data*, 2018
10. *UNICEF Guide on Evaluation for Equitable Development Results*, 2012
11. *UNICEF Guide on How to design and manage Equity-focussed evaluations*, 2011
12. *UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection, and Analysis*; Document Number: CF/PD/DRP/2015-001 Effective Date: 01 April 2015 Issued by: Director, Division of Data, Research, and Policy (DRP).
13. *UNICEF Ethical Research Involving Children*, Office of Research – Innocenti, 2013
14. *Research ethics review feedback template, Review of UNICEF research project materials for the Protection of Human Subjects*
15. *Guidance Document for the Protection of Human Subjects' Identities*
16. *Guidance Document of the Protection of Human Subjects' Safety*
17. *Guidance Document for Protection of Research Data*
18. *Guidance Document for Informed Consent*, Informed Consent is a Requirement of all ERB/IRB Reviews
19. *Informed Consent Form Example*
20. *Criteria for Ethical Review Checklist*
21. *Ethical Research Involving Children (ERIC)*, Childwatch International Research Network, Centre for Children and Young People, Children's Issues Centre, and UNICEF, 2013.

#### **UNICEF evaluation Tools and Quality Assurance**

1. *Evaluation of UNICEF Inception Reports Template*
2. *Evaluation Review Report Template.*

## Annex 10: Evaluation Workplan – GANTT CHART



Draft Report
  Final Report
  Online meeting

## Annex 11: Evaluation phases and activities

Evaluation Phases	Activities	Dates
	<b>1. Inception</b>	
Phase 1: Inception	<b>1.1. Building a common understanding with UNICEF-MENARO and prepare the assignment</b> a. Organize kick-off meeting with UNICEF MENARO and CO b. Discuss and agree on a common understanding of the TOR and scope of the assignment c. Collect and gather data and useful information for the evaluation: UNICEF Country Programme documents, policy documents, evaluation reports, monitoring and progress reports d. Identify key national stakeholders involved in the Country Programme components	6 January 3 February
	<b>1.2. Conduct initial review of collected data</b> a. Understand the national context of the UNICEF Country Programme b. Read key documents and gather complementary information	
	<b>1.3. Draft an Inception Report with an approach, methodology and work plan</b> a. Develop a detailed conceptual approach and methodology for the data collection for conducting the assignment, along with tools, including an Evaluation Matrix, based on Geros instructions b. Develop a work plan with phases, specific activities, dates	
	<b>1.4. Submission of Deliverable 1: First draft Inception Report to be validated by UNICEF-MENARO and the Steering Committee</b>	3 February
	<b>1.5. Review of the first draft Inception Report by UNICEF and the Steering Committee members to provide feedback to the consultants</b>	20 March 5 April
	<b>1.6. Prepare the Steering Committee meeting and a contingency plan due to the health pandemic</b>	
	<b>1.7. Review the first draft Inception Report to reflect comments from UNICEF and the Steering Committee, taking into account the decision to conduct the evaluation remotely</b>	
	<b>1.8. Submission of the second draft Inception Report, taking into account comments and inputs from UNICEF and the Evaluation Steering Committee</b>	8 April
	<b>1.9. Respond to Ethical Review</b>	10 April
	<b>2. Full data review and collection of additional data through questionnaires, interviews/meetings</b>	
Phase 2: Data collection	<b>2.1. Continue data review of existing primary and secondary data on Country Programme and on relevant national strategic documents to:</b> a. Identify relevant information related to the design, implementation, management, monitoring evaluation system and outcomes b. Identify specific information related to sampled regions c. Identify relevant information to answer key evaluation criteria d. Identify and summarize knowledge gaps on the CPE priority issues (health and social inclusion)	7-27 April
	<b>2.. Send out questionnaires to UNICEF Sections and Stakeholders (line-ministries, national institutions, CSOs) to gather information on:</b> a. Implementation of Country Programme components, in terms of the evaluation criteria, including the management and monitoring and evaluation system b. Involvement of stakeholders during the design, planning, implementation, monitoring and evaluation c. Key results achieved d. Success factors, including enabling environment and limitations	Questionnaires sent 10 April  Replies required 24 April
	<b>2.. Organize virtual complementary meetings with UNICEF Sections and the Country Management Team to:</b> a. Collect additional information with respect to the questionnaire replies b. Collect further inputs, opinions, suggestions and recommendations for the next CP cycle	27 April 1 May

	<p><b>2.. Organize virtual meetings / conduct interviews with targeted key informants (Heads of UN agencies, Development Partners), to help:</b></p> <p>a. Collect additional information on key evaluation questions (relevance, efficiency, effectiveness, sustainability)</p> <p>b. Understand better their involvement in the implementation and funding of the CP</p> <p>c. Gather opinions, suggestions and recommendations for the next programme cycle</p>	4-8 May
	<p><b>2.. Organize virtual Focus Groups Discussions in selected regions with decentralized institutions (AREFs), institutional stakeholders, and civil society actors involved in the implementation of the CP to collect relevant information on their:</b></p> <p>a. Involvement on the implementation of the CP</p> <p>b. Level of satisfaction concerning the outcomes (expected and unexpected), best practices, limitations and enabling environment of the CP</p> <p>c. Collaboration with UNICEF, ministries and institutions during the implementation of the CP</p> <p>d. Suggestions, recommendations to build on the new CP cycle to address vulnerabilities and bottlenecks affecting the realization of the rights of vulnerable children, more specifically those from the Early Child Development stage and adolescence.</p>	11-12 May (before if possible)
	<p><b>2. Virtual Debriefing with presentation of initial findings of data collection and preliminary recommendations, to UNICEF CO and RO and the Evaluation Steering Committee:</b></p> <p>a. Prepare PowerPoint presentation with preliminary findings of data collection and recommendations</p> <p>b. Discuss findings and recommendations.</p>	14 May
	<b>3. Analysis and Drafting Phase</b>	
Phase 3: Report drafting	<p><b>3.1. Data analysis and triangulation</b></p> <p>a. Process data collected, compiling and highlighting main findings (from desk review, questionnaires, interviews, meetings, FDG)</p> <p>b. Conduct analysis and triangulation of information</p>	18-29 May
	<p><b>3.2. Draft the preliminary report of the evaluation</b></p> <p>a. Prepare the draft report of the evaluation answering key evaluation questions and including meaningful recommendations</p>	1-10 June
	<b>3.3. Submission of Deliverable 2: Draft Report</b>	11 June
	<b>3.4. Dissemination of the draft report to the Steering Committee and gathering of their inputs, comments and recommendations</b>	12-18 June
	<b>3.5. Review the draft report to reflect comments from UNICEF and the Steering Committee</b>	22-26 June
	<b>3.6. Submission of Deliverable 3: Final Evaluation report, taking into account inputs and recommendations from UNICEF and the Steering Committee</b>	29 June

## Annex 12: Sampling and Mapping of Stakeholders

### UNICEF-Morocco Country Programme (2017- 2021)

#### Evaluation

##### SUGGESTED SAMPLING – DATA COLLECTION SUMMARY TABLE

#	Name of institutions	Entities	Means of involvement
1.	<b>Ministère des Affaires étrangère et de la coopération</b>	Direction de la Coopération Multilatérale Ministère des Affaires Etrangères et de la Coopération	
2.	<b>Ministry of Health (MOH)</b>	*Direction Régionale de la Santé (Beni Mellal- Khenifra) *Direction de la Population *Ecole Nationale de Santé Publique (ENSP) *Direction de l’Epidémiologique et de la Lutte contre les Maladies *Direction des Hôpitaux et des soins ambulatoires * Division de l’information et de la communication *DPFR (directeur), Abdelilah EL MARISSI *INDH – Ministère de l’Intérieur	Questionnaires
3.	<b>Ministry of Education and Vocational Training</b>	*Direction de la Coopération et de la Promotion de l’enseignement scolaire Privé *Regional Academies for Education AREFs Oriental; Marrakech Safi, Souss Massa; Tanger- Tetouan; Al Hoceima *Direction de l’Education non formelle *Direction des curricula *Instance Nationale d’Evaluation (sous le Conseil Supérieur de l’éducation, la formation et la recherche scientifique)	Questionnaires
4.	<b>Ministry of Solidarity, Women, Family and Social Development</b>	*Division de la famille *Division de l’enfance *Entraide Nationale	Questionnaire
5.	<b>Ministry of Justice and Liberties</b>	Secrétariat général : - Direction des Affaires pénales et des grâces - Direction des Affaires civiles et pénales Institut Supérieur de la Magistrature	Questionnaire
6.	<b>La Présidence du Ministère Public</b>	To be determined with UNICEF Pole de parquet général spécialisé	Questionnaire
7.	<b>Le Ministère Délégué (...) chargé des Affaires de la Migration</b>	Direction de la Migration	Questionnaire
8.	<b>Ministère de l’Intérieur</b>	Direction Générale des Collectivités Locales ;	Questionnaire
9.	<b>Ministère de la Jeunesse et des Sports (MJS)</b>	Direction de l’Enfance et des affaires féminines (Service de la Protection de l’Enfance et Service de la réinsertion)	Questionnaire

10	<b>Département des Affaires Générales et de la Gouvernance (DAGG)</b>	Secrétaire Général Direction de la gouvernance	Interviews
11	<b>Inter-ministerial Delegation for Human Rights</b>	Direction de partenariat avec la société civile	Questionnaire
	<b>National Human Rights Council</b>	Direction de la Protection des droits humains / service De protection des droits des enfants	Questionnaire
12	<b>Haut-Commissariat au plan (HCP)</b>	Responsable de la coopération internationale	Interviews
13	<b>National Observatory of Human Development</b>	Secrétaire Général de l'ONDH	Interviews
14	<b>UNWomen</b>	Représentante	Interviews
15	<b>UNFPA</b>	Représentant	Interviews
16	<b>IOM</b>	Chef de mission	Interviews
17	<b>UNDP</b>	Représentant	Interviews
18	<b>World Bank</b>	TbD	Interviews
19	<b>WHO (OMS)</b>	Représentante	Interviews
20	<b>Commission de l'EU</b>	TBD	Interviews
21	<b>Ambassade de la Belgique</b>	TBD	Interviews
22	<b>Affaires Mondiales Canada</b>	TBD	Interviews
23	<b>Ambassade du Royaume uni (UK)</b>	TBD	Interviews
24	<b>USAID</b>	TBD	Interviews

### SAMPLING – CIVIL SOCIETY ACTORS

	Name of the institution	Name and contact details of the person in charge of the institution	Means of involvement
1.	ANIR (Agadir) Association ANIR d'Aide aux Enfants en Situation Difficile)	To be provided by UNICEF	Questionnaires Or virtual Focus Group Discussion
2.	ONDE (National Observatory of child rights)		
3.	Fondation Orient Occident		
4.	APISF		
5.	Association Chabiba		
6.	INSAF (Casa)		
7.	Handicap International (Rabat)		
8.	ATFALE (Rabat)		
9.	INJAZ AL MAGHRIB		
10.	Fondation Med VI Réinsertion des Détenus		
11.	Fondation Zakoura Education		
12.	AME		
13.	Fondation AMANE		
14.	Association LINA		
15.	Association Bayti		

## STAKEHOLDERS MAPPING

### Key institutional actors per programme

Programme	Objectives	Main institutions involved	Others actors
<b>Health</b>	<p>Supporting the transition to a child health policy that goes beyond vertical, survival-oriented programmes</p> <p>Beneficiaries: mothers, newborns and girls and boys of all ages, especially those who are socio economically disadvantaged and those living in remote geographical locations</p>	<ul style="list-style-type: none"> <li>*Ministry of Health (MOH)</li> <li>*Direction Régionales de la Santé (Régions Souss Massa, Marrakech Safi; Beni Mellal- Khenifra, Draa Tafillet)</li> <li>*Direction de la Population Ecole Nationale de Santé Publique (ENSP)</li> <li>*Direction de l'Epidémiologie et de la Lutte contre les Maladies</li> <li>*Direction des Hopitaux et des soins ambulatoires</li> <li>*National School of Public Health</li> <li>*Higher Institute of Nurses Professions and Health Techniques</li> <li>*Ministère de l'Intérieur (INDH) Amélioration de la santé maternelle et infantile à travers le renforcement de la santé communautaire)</li> </ul>	<p>Actors at the national and local level, including with the ministries of Education and Social Affairs related to Early child development (ECD), violence prevention and children with disabilities.</p> <p><b>Partnerships</b> Private sector, including for C4D interventions and distance training.</p> <ul style="list-style-type: none"> <li>* World Health Organization (on system reform)</li> <li>*United Nations Population Fund (on maternal health)</li> <li>*Joint United Nations Programme on HIV/AIDS.</li> </ul>
<b>Education</b>	<p>Strengthening:</p> <ul style="list-style-type: none"> <li>• The pre-school education system and the participation of out-of-school children, including children with disabilities, in pre-school education and basic education;</li> <li>• The expansion and enhancement of school-based monitoring, planning and action for access and equity through the INSAF framework;</li> <li>• Quality of learning, especially through the development of life skills and active citizenship-based education for adolescents and young people, including the most</li> </ul>	<ul style="list-style-type: none"> <li>*Ministry of Education Education and Vocational Training</li> <li>*Direction de la Coopération et de la Promotion de l'enseignement scolaire Privé</li> <li>*Regional Academies for Education <b>AREFs</b> Oriental; Marrakech Safi, Souss Massa; Tanger- Tetouan; Al Hoceima</li> <li>*Conseil Supérieur de l'éducation, la formation et la recherche scientifique et l'Instance Nationale d'Evaluation</li> <li>*Ministry of Social Development</li> <li>*Ministry of Health; *MAGG</li> </ul>	<p><b>Partenaires régionaux et locaux/ NGOs</b> Conseil régionaux, conseils provinciaux, conseils municipaux</p> <ul style="list-style-type: none"> <li>* Centre Régional des Métiers de l'Education et de la Formation</li> <li>*Universities-Academia for knowledge generation</li> </ul> <p><b>Partenaires associatifs</b></p> <ul style="list-style-type: none"> <li>*Fondation Marocaine Pour le soutien scolaire</li> <li>*Fondation Zakoura pour l'éducation (Renforcement de la qualité de l'éducation préscolaire à travers le développement de l'éducation parentale</li> <li>*Association ATFALE (Alliance de Travail dans la</li> </ul>

	vulnerable, and enhanced monitoring of learning outcomes.		Formation et l'Action pour l'Enfance: (Equité et accès): Région Marrakech Safi) *Fondation Marocaine pour le Soutien Scolaire (Prévention de l'échec scolaire): Provinces/régions: Tanger-Tetouan, Al Hoceima *Handicap International: expérience-pilote: région Souss-Massa) <b>*Partenaires de development</b> *International organisations: *World Bank, USAID, *EU
<b>Protection</b>	Strengthening institutions and social services providers for integrated child protection, child care reform, justice for children and child rights monitoring. While the main focus will remain on juvenile justice, interventions will increase access of children (including victims, witnesses, children in difficult situations or involved in administrative or civil proceedings) to a protective justice aligned with international standards	*Ministry of Justice *Ministry of Solidarity, Women, Family and Social Development (MSWFSD) *Ministry of Youth and Sports *Ministry of Health (Direction de la population *Ministry of Youth and Sports *DGAPR *DGSN, ISM, MJS *National Human Rights Council, *Entraide Nationale, *Interministerial delegation for human rights, *Fondation Mohamed VI	<b>*Civil society organisations</b> *Bayti *Association ANIR d'Aide aux Enfants en Situation Difficile) FORSA/Formation spécifique pour les jeunes vulnérables et/ou en contact avec la loi dans région Souss-Massa *Rabita Mohammedia des Oulemas *Media Communication (Agence Quadricom) <b>*INSAF (INSTITUTION NATIONALE DE SOLIDARITE AVEC LES FEMMES EN DETRESSE) MARRAKECH-SAFI)</b> *INJAZ AL MAGHRIB: Renforcement des capacités entrepreneuriales des adolescents et jeunes dans les régions de l'Oriental et de Tanger-Tétouan-Al Hoceima
<b>Social inclusion</b>	Supporting the Morocco's efforts to effectively address child poverty and deprivation at the national and territorial level.  Specific focus of the interventions will be children in particularly vulnerable categories, not adequately covered by the existing social policy and protection programs, including children in their early childhood years, children with disabilities, children and adolescents living in poor and disadvantaged locations and children of international	*Ministry of General Affairs and Governance (MAGG)-SNU *Ministry of Economy and Finance *Ministry of Education *Ministry of Solidarity, Women, Family and Social Development, *Ministry of Health *Ministry of Interior *National Observatory of Human Development *High Commission for Planning (HCP)	*Regional councils of the most disadvantaged regions and with the local arms of the social sectors <b>*Province de Zagora</b> (communes de Tamezmoute, Ait Ouallal, Agdez, programme eau potable, assainissement et hygiène) * Direction Provinciale de l'Education. <b>International development partners</b> *World Bank *European Union *UN agencies *Joint programme (UNDP, UNWOMEN, UNFPA) *Programme conjoint lancé pour établir un partenariat entre le Haut Commissariat au Plan et le

	<p>migrants. The contribution of the programme will be mainly through:</p> <ul style="list-style-type: none"> <li>• *Supporting the institutional actors to establish an effective social protection system sensitive to the needs of vulnerable children;</li> <li>*Supporting national partners to develop systems for subnational planning tailored to the needs of vulnerable children in the most deprived regions; and</li> <li>• Supporting the development of effective, efficient and child-sensitive public finances.</li> </ul>		<p>PNUD avec l'appui de l'UNICEF, l'OMS, l'ONUSIDA, l'OIM, l'ONU Femmes, la CEA, l'UNESCO, et UN HABITAT en matière de suivi et reporting des ODD au Maroc (Les politiques publiques et stratégies nationales et régionales assurent la réduction des inégalités socio-économiques territoriales et de genre)</p> <p>*Joint Programme (MAGG-SNU) : UNDP, UNWOMEN, UNICEF, PNUD) Evaluation des Politiques Publiques</p> <p>*Joint Programme UNICEF-UNDP, WHO, UNICEF, UNWOMEN (Harmonisation et évaluation des politiques publiques)</p> <p>ONDH</p>
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## KEY ACTORS AND THEIR MANDATE

Acteurs	Attributions	Divisions/entités impliquées
<b>Key actors (Line-Ministries)</b>		
<b>Ministry of Health (MOH)</b>	<p>Le ministère de la santé est le Département chargé de l'élaboration de la mise en œuvre de la politique gouvernementale en santé. Il agit en liaison avec les départements concernés, en vue de promouvoir le bien être physique, mental et social de la population. Il demeure chargé de définir les priorités nationales en matière de santé et détermine les moyens d'atteindre les objectifs nationaux.</p>	<p>*Direction Régionales de la Santé (Régions Souss Massa, Marrakech Safi; Beni Mellal- Khenifra, Draa Tafilalet)</p> <p>*Direction de la Population Ecole Nationale de Santé Publique (ENSP)</p> <p>*Direction de l'Epidémiologie et de la Lutte contre les Maladies</p> <p>*Direction des Hôpitaux et des soins ambulatoires</p> <p>*National School of Public Health</p> <p>*Higher Institute of Nurses Professions and Health Techniques</p>
<b>Ministry of Education and Vocational Training</b>	<p>Le MEN élabore et met en œuvre la politique du gouvernement dans le domaine de l'enseignement préscolaire, l'enseignement fondamental et secondaire, les formations de BTS et les classes préparatoires aux grandes écoles. Il assure dans la limite de ses attributions, le contrôle de l'Etat sur l'enseignement scolaire privé. Le rôle du MEN est axé sur l'éducation des</p>	<p>*Direction de la Coopération et de la Promotion de l'enseignement scolaire Privé</p> <p>*Regional Academies for Education AREFs Oriental; Marrakech Safi, Souss Massa; Tanger-Tetouan; Al Hoceima</p>

	enfants du préscolaire au lycée.	<ul style="list-style-type: none"> <li>*Conseil Supérieur de l'éducation, la formation et la recherche scientifique et l'Instance Nationale d'Evaluation</li> <li>*Centre Régional des Métiers de l'Education et de la Formation</li> <li>*Universities-Academia for knowledge generation</li> </ul>
<b>Ministry of Solidarity, Women, Family and Social Development</b>	*Le MFSEDS est l'entité chargée de coordonner les actions du gouvernement en matière de protection de l'enfance en veillant au respect de l'approche droit. A ce titre, il assure la coordination de la mise en œuvre de la PPIPEM qui vise à réaliser 5 objectifs stratégiques déclinés en 25 sous objectifs et 115 actions, en collaboration avec les principaux Départements ministériels.	<ul style="list-style-type: none"> <li>*Division de l'enfance</li> <li>*Entraide Nationale</li> <li>*Agence de Développement Social</li> <li>*Institut National de l'Action Sociale</li> </ul>
<b>Entraide Nationale</b>	<p>L'EN est un établissement public, acteur du pôle social qui exerce ses missions sous la tutelle du MFSEDS. Elle met en œuvre les politiques et stratégies dictées par le MFSEDS. A ce titre, l'EN :</p> <p>*Œuvre pour la satisfaction des besoins des personnes en situation de précarité : enfants, femmes, personnes âgées, personnes en situation de handicap...), tout en leur prodiguant une assistance sociale dans différents domaines.</p> <p>EN is increasingly the lead national agency working to fight social exclusion and poverty, including among children, women, and people with disabilities. In partnership with NGOs, the EN manages more than 1,500 residential institutions that host nearly 100,000 children. The EN is developing a new strategic vision with three essential components: individualised social assistance to vulnerable populations through case work; social assistance to vulnerable populations through points of single contact, and social monitoring to mitigate risks and reduce vulnerability. The EN is also in charge of the implementation and monitoring of Law 14-05 governing social centres, including residential institutions. The law needs to be amended to promote deinstitutionalisation and to incorporate minimum standards for child protection structures, services and practices.</p>	<p>Entraide Nationale  Agence de Développement Social  Institut National de l'Action Sociale -ADS</p>
<b>Ministry of Justice and Liberties</b>	<p>Le MJ élabore la politique pénale exécuté par la Présidence du Ministère Public (PMP). Avec la réforme de la Justice qui a consacré la séparation entre le MP, le Pouvoir Judiciaire, le MJ est désormais l'autorité gouvernementale en charge de l'administration judiciaire.</p> <p>*Assure le bon déroulement des missions des tribunaux et l'administration de la justice.*En sa qualité d'organe exécutif, le MJ a l'initiative législative</p>	<p>Direction des Affaires pénales et des grâces (volet pénal  Direction des Affaires civiles et pénales (volet civil)</p>

<p><b>Délégation Générale de l'Administration pénitentiaire DGAPR</b></p>	<p>Institution chargée de veiller à : (i) l'application des sentences pénales, aux bonnes conditions de détention, à leur humanisation, au respect de la dignité des détenus et à la préservation de leurs droits (ii) mettre en place les programmes de traitement et de rééducation des détenus par le biais de l'enseignement, de la formation et les activités culturelles et sportives dans les établissements pénitentiaires et chantiers extérieurs (iii) mise en œuvre des plans d'action pour la préparation à la réinsertion sociale des détenus. Assure aussi l'encadrement efficace des services de l'administration pénitentiaire par la gestion des ressources humaines ainsi que la gestion des carrières et une formation adéquate.</p>	<p>DGAPR</p>
<p><b>La Présidence du Ministère Public</b></p>	<p>*Le Ministère public est l'institution chargée d'appliquer la loi. Il veille à l'application de la politique pénale et est indépendant du Ministère de la Justice. Il joue un rôle prépondérant en matière de protection des droits et libertés, de la sûreté et de l'intérêt public.</p> <p>*Assurer la mise en œuvre de la Charte de la réforme de la Justice</p> <p>*Mise en œuvre du programme Himaya pour un accès des enfants à une justice adaptée et respectueuse des droits des enfants</p> <p>*Renforcer le système de justice pour enfants en vue de garantir le respect des droits des enfants</p>	
<p><b>La Direction Générale de la Sûreté Nationale (DGSN)</b></p>	<p>La DGSN est l'entité chargée du maintien de l'ordre public, conformément à la Constitution et la loi.</p> <p>Impliqué dans la réalisation des actions suivantes :</p> <p>*Assurer la mise en œuvre de la Charte de la réforme de la Justice</p> <p>*Mise en œuvre du programme Himaya pour un accès des enfants à une justice adaptée et respectueuse des droits des enfants</p> <p>*Renforcer le système de justice pour enfants en vue de garantir le respect des droits des enfants</p> <p>Assurer la mise en œuvre de la Charte de la réforme de la Justice</p> <p>*Renforcer le système de justice pour enfants en vue de garantir le respect des droits des enfants</p>	<p><b>Brigades des mineurs</b> : Créées depuis 1965, ces entités sont chargées du traitement des affaires des mineurs en conflit avec la loi et les victimes d'infractions.</p>
<p><b>Gendarmerie Royale</b></p>	<p>La fonction de l'officier de police judiciaire chargé des mineurs a été créée en application des prescriptions de l'article 19 du Code de procédure pénale. 3 895 OPJCM ont été formés depuis l'année 2004 jusqu'à l'année 2012. A partir de l'année 2009, la formation d'OPJ intègre un module spécifique aux mineurs. En parallèle, un travail d'adaptation, par toutes les unités territoriales et locaux de rétention, aux exigences d'accueil des mineurs, de sorte que le mineur soit retenu dans un local spécialement aménagé, sans barreaux ni objet de sûreté.</p>	

<p><b>Le Ministère Délégué auprès du Ministre des Affaires Etrangères et de la Coopération Internationale, chargé des Marocains Résidant à l'Etranger et des Affaires de la Migration (MDCMREAM)</b></p>	<p>Le MDCMREAM est chargé de préparer et de mettre en œuvre la politique gouvernementale concernant les Marocains résidant à l'étranger et les migrants au Maroc, en coordination avec les secteurs ministériels et les institutions concernés, à l'intérieur et à l'extérieur du Maroc. A cette fin, il est chargé des tâches suivantes:</p> <ul style="list-style-type: none"> <li>•Mettre en place la SNIA pour la promotion de l'intégration des migrants et réfugiés ;</li> <li>*Préparer la politique gouvernementale en matière de migration et d'intégration des migrants et des réfugiés et en assurer la mise en œuvre ;</li> <li>*Superviser l'élaboration de politiques et de mesures visant à faciliter l'intégration sociale, éducative, culturelle et économique (formation professionnelle) des migrants et des réfugiés résidant au Maroc, y compris les ENAS ;</li> <li>*Assurer la coordination entre les différents acteurs travaillant sur la thématique de la migration</li> <li>*Établir une gouvernance judicieuse pour le système d'immigration ;</li> <li>*Représenter le gouvernement auprès d'organisations non gouvernementales et au cours de réunions internationales sur les questions liées à la migration.</li> </ul>	
<p><b>Ministère de l'Intérieur (Direction Générale des Collectivités Locales)</b></p>	<p>La DGCL assure l'accompagnement des collectivités territoriales et intervient dans toutes les réformes de modernisation de la gestion locale. Ses principales missions sont les suivantes :</p> <ul style="list-style-type: none"> <li>*Assurer la mise à niveau urbaine, la professionnalisation de la gestion des équipements publics, la réduction des inégalités sociales en milieu rural ;</li> <li>*Assurer la promotion des activités à connotation sociale et culturelle telles que la mise à niveau des écoles et la promotion des activités sportives dans les collectivités locales ;</li> <li>*Appuyer les Programmes Nationaux de Développement, notamment en ce qui concerne la protection de l'enfance.</li> </ul>	<p>*INDH: Amélioration de la santé maternelle et infantile à travers le renforcement de la santé communautaire) *Direction Générale des Collectivités Locales</p>
<p><b>Ministère de la Jeunesse et des Sports (MJS)</b></p>	<p>Le MJS a pour mission d'élaborer des programmes socio-éducatifs susceptibles d'assurer l'organisation, l'encadrement et la protection de la jeunesse, de l'enfance et de la femme</p> <p>Il a également pour mission de :</p> <ul style="list-style-type: none"> <li>*Améliorer et de généraliser l'action associative de la jeunesse et de l'enfance, afin de garantir leur protection et leur intégration dans la société ;</li> <li>*Développer des activités relatives à la coopération régionale et internationale dans le domaine de la jeunesse et de l'enfance</li> </ul>	<p>*Division de l'Enfance (Service de la Protection de l'Enfance et Service de la réinsertion)</p>
<p><b>Ministry of General Affairs and Governance</b></p>	<p>Institution Nationale chargée de:</p> <ul style="list-style-type: none"> <li>*Contribuer à l'élaboration et le suivi de la mise en œuvre de la politique</li> </ul>	

<b>MAGG</b>	<p>gouvernementale dans les domaines de la gouvernance, des affaires économiques, et de la concurrence et prix.</p> <p>*Elaborer les stratégies et les programmes visant à instaurer les règles de la gouvernance et améliorer le climat des affaires, en coordination avec les secteurs gouvernementaux, les institutions et les organismes concernés ; mettre en œuvre, en coordination avec les secteurs et les organisations concernés, les outils de suivi et d'évaluation de l'efficacité des politiques et des programmes publics et leurs degré de complémentarité, d'harmonisation et de convergence ;</p> <p>*Proposer des mesures visant à consolider l'intégrité, la transparence et la lutte contre la corruption dans la gestion des affaires publiques et contribuer à leur suivi et à leur mise en œuvre</p> <p>Dans le cadre de son engagement pour la promotion et le développement de l'Economie Sociale et Solidaire (ESS), le MAGG a élaboré, en concertation avec l'ensemble des départements et acteurs concernés, une stratégie nationale 2012-2020 pour le développement des initiatives de l'ESS qui constitue une feuille de route pour l'ensemble des intervenants dans ce domaine.</p>	
<b>Ministry of economy and finances</b>	<p>Le MEF est chargé de l'élaboration des politiques fiscale et douanière et du suivi de leur mise en œuvre, du recouvrement des recettes publiques et du paiement des dépenses publiques ainsi que des politiques des crédits et de finances extérieures. A travers l'élaboration du projet de Loi de Finances, le MEF participe activement à l'élaboration, à la mise en œuvre et à l'évaluation des politiques économique, sectorielle et sociale.</p> <p>Le MEF est en charge également de la définition des conditions des équilibres financiers interne et externe et l'élaboration des dispositions et des mesures nécessaires à leur réalisation, le contrôle des recettes et dépenses publiques, le contrôle financier des entreprises et des établissements publics et des collectivités territoriales, la réglementation et le contrôle de l'activité des compagnies d'assurance et de réassurance, la contribution à la préparation des contrats programmes à conclure avec les établissements publics et à leur mise en œuvre effective, l'élaboration d'actes relatifs aux biens mobiliers et immobiliers de l'Etat, ainsi que la défense des administrations publiques en justice, par le biais de l'agence judiciaire du royaume.</p>	
<b>Relevant Specialized government institutions</b>		
<b>Inter-ministerial</b>	<p>La DIDH a pour mission de</p> <p>*Renforcer l'action gouvernementale en matière des droits de l'Homme et de</p>	

<b>Delegation for Human Rights</b>	<p>coordination entre les acteurs *Contribuer à l'élaboration et à la mise en oeuvre de la politique gouvernementale en matière de DH</p> <p>*Coordonne l'action gouvernementale en matière de droits de l'Homme et de proposition de la culture des droits de l'Homme</p> <p>*Proposer les mesures nécessaires pour leur intégration dans les Politiques publiques.</p>	
<b>National Human Rights Council</b>	<p>Le CNDH a pour mission de :</p> <p>*Promouvoir les droits de l'enfant (examiner et étudier l'harmonisation des textes législatifs et réglementaires en vigueur ; avec les conventions internationales ;</p> <p>*Suivre les recommandations des instances internationales en matière de protection des droits humains;</p> <p>*Contribuer au développement des capacités des acteurs nationaux etc.</p>	
<b>National research and statistics agencies</b>		
<b>High Commission for Planning</b>	<p>*Institution chargée de l'établissement de programmes et la conduite de ses travaux d'enquêtes et d'études</p> <p>*Principal producteur de l'information statistique économique, démographique et sociale et chargé de l'établissement des comptes de la nation.</p> <p>*Elabore des études dans les domaines de la conjoncture, du cadrage macroéconomique et de la prospective.</p> <p>*Dispose d'un observatoire des conditions de vie des ménages et d'un centre d'études et de recherches démographiques.</p>	
<b>National Observatory of Human Development</b>	<p>Institution ayant pour mission permanente d'analyser et d'évaluer l'impact des programmes de développement humain mis en oeuvre et de proposer des mesures et des actions qui concourent à l'élaboration et à la mise en oeuvre d'une stratégie nationale de développement humain, notamment dans le cadre de l'Initiative Nationale pour le Développement Humain</p>	
<b>International development actors/Donors</b>		
<b>UN Agencies</b>		
<b>UNWOMEN</b>	<p>*Agence des Nations Unies chargée de : Œuvrer à l'accélération du progrès en matière d'égalité des sexes et de promotion des droits des femmes en s'alignant aux priorités nationales, et en contribuant à la mission d'ONU Femmes au niveau mondial.</p> <p>*Contribue au renforcement des capacités des différents acteurs dans l'adoption et la mise en oeuvre de politiques et lois qui promeuvent l'égalité des sexes et l'autonomisation des femmes, en plus de donner un appui aux avocat(e)s de l'égalité des sexes à influencer sur les politiques et dialogues nationaux.</p>	

<b>UNFPA</b>	<p>*Appuie les autorités nationales dans l'accélération de la réduction de la mortalité maternelle, le renforcement des services de planification familiale, l'offre de services de détection précoce des cancers reproductifs, la promotion de l'accès aux informations et services de la santé sexuelle et reproductive des jeunes et la lutte contre le VIH/SIDA, en vue de promouvoir les droits et l'accès universel à la sante sexuelle et reproductive.</p> <p>*Apporte un appui dans la collecte de données et l'analyse des questions émergentes, la recherche opérationnelle sur les questions de population et leurs liens avec le développement, l'utilisation des données statistiques et démographiques dans la planification et la prise de décision à différents niveaux géographiques et l'intégration des stratégies de population dans les processus de planification aux niveaux national, régional et local.</p>	
<b>IOM</b>	<p>*Appuie les efforts du gouvernement pour relever le défi d'élaborer une politique globale en matière de migration comprise dans toutes ses dimensions : -Migrations économiques, Mouvements de réfugiés et de demandeurs d'asile, migrations irrégulières, traite des personnes, migrations internes, migrations environnementales</p>	
<b>UNDP</b>	<p>*Appuie et propose au gouvernement des analyses et des solutions adaptées aux défis de développement du pays. Joue un rôle de rassembleur et de coordinateur en mobilisant de nombreux partenaires nationaux et internationaux autour d'un même programme: la réalisation des Objectifs de Développement Durable.</p> <p>Dans l'esprit des réformes entreprises par le Maroc pour renforcer la cohérence des politiques publiques, le PNUD a fait de l'approche holistique et intégrée le principal choix stratégique pour la conception et la mise en œuvre de ses programmes durant le cycle de coopération initié en 2012.</p> <p>Le portefeuille de programmes du PNUD au Maroc s'articule autour de trois grands thèmes 1. Des modes de développement durable, 2. Une gouvernance démocratique inclusive et efficace, 3. Renforcement de la résilience.</p>	
<b>World Bank</b>	<p>*Travaille aux côtés du gouvernement à l'élaboration d'un nouveau cadre de partenariat-pays destiné à promouvoir la cohésion sociale par l'amélioration des conditions de création d'emplois et la réduction des disparités sociales et territoriales. Apporte un appui financier et technique pour les pays en développement du monde entier y compris le Maroc. Œuvre dans les domaines clés du développement.</p>	
<b>ONUSIDA (UNAIDS)</b>	<p>L'ONUSIDA apporte une orientation stratégique et assure la sensibilisation, la coordination et l'assistance technique requises pour catalyser et relier le leadership des gouvernements, du secteur privé et des communautés dans le but de fournir des services anti-VIH.</p> <p>Il a adopté au Maroc une nouvelle stratégie National Strategic Plan 2017–2021 2017-2021 afin d'engager le Maroc à accélérer la riposte au VIH. Il vise à réduire les nouvelles infections parmi les populations clés et vulnérables, à éliminer la transmission mère-enfant du VIH, à réduire les décès liés au sida, à lutter contre la discrimination et à renforcer la gouvernance pour une réponse efficace.</p>	

<b>WHO (OMS)</b>	<p>Organisation qui appuie les Etats en vue d'améliorer les perspectives d'avenir et la santé future pour toutes les populations du monde. L'OMS travaille aux côtés des gouvernements et des autres partenaires pour amener tous les peuples au niveau de santé le plus élevé possible. L'OMS et le Maroc ont signé en mars 2017 la stratégie de coopération pour la période 2017-2021. Cette stratégie définit les domaines prioritaires sur lesquels l'Organisation s'engage à appuyer le Royaume au cours des cinq prochaines années. La coopération entre le Maroc et l'OMS pour la période 2017-2021 s'articule autour de quatre priorités stratégiques :</p> <p>L'accès à des services de santé de qualité, complets, centrés sur la personne, disponibles pour les groupes les plus vulnérables, afin d'accompagner le Maroc vers la Couverture Universelle en santé.</p> <p>La contribution aux Objectifs du développement durable, par l'appui aux programmes de santé de santé publique pour réduire la charge de morbidité et de mortalité, et la prise en compte des déterminants sociaux et environnementaux de la santé afin d'agir sur les inégalités.</p> <p>Le renforcement des fonctions essentielles de santé publique et de la sécurité sanitaire. Il s'agit d'appuyer le Maroc pour mettre à niveau ses capacités en matière de surveillance épidémiologique, de préparation et de riposte aux urgences de santé publique.</p> <p>L'accompagnement de la dynamique de régionalisation et le renforcement de la gouvernance du secteur de la santé.</p>	
<b>UNESCO</b>	<p>UNESCO apporte un appui au Maroc en vue de formuler des politiques nationales pour atteindre les objectifs qu'ils se sont fixés dans les secteurs de compétence de l'UNESCO. Ses actions sont menées sous forme d'assistance technique à travers l'élaboration de diagnostics, le développement de nouveaux outils, le renforcement des capacités des institutions nationales et locales, l'accompagnement du changement et l'aide à l'élaboration de politiques publiques.</p>	
<b>Development Partners</b>		
<b>EU</b>	<p>La Délégation de l'Union Européenne a pour objectif principal de :</p> <ul style="list-style-type: none"> <li>*Œuvrer à la mise en œuvre du partenariat entre l'Union européenne et le Maroc, dans le cadre de la Politique Européenne de Voisinage;</li> <li>*Accompagner financièrement le processus de réforme politique, économique et social du Maroc; Dynamiser les relations commerciales dans le cadre des accords commerciaux signés et des négociations de l'Accord de Libre Echange Complet et Approfondi (ALECA);</li> <li>*Renforcer la coopération dans le domaine de la sécurité; assurer la mise en œuvre du Partenariat pour la Mobilité et, enfin, veiller au suivi du nouveau Protocole de Pêche.</li> <li>*Coordonner localement l'action de l'UE et des 23 Etats membres de l'UE accrédités au Maroc (parmi lesquels 18 y sont effectivement représentés et y disposent d'une ambassade).</li> </ul>	
<b>ENABEL</b>	<p>*Enabel est l'agence de développement du gouvernement fédéral belge chargée de mettre en</p>	

<b>Belgium Cooperation Agency</b>	œuvre la politique belge en matière de développement international Belge au Maroc. Les deux royaumes ont signé en mai 2016 un nouveau programme de coopération. Historiquement impliquée dans les secteurs de l'eau et de l'agriculture au Maroc, la Belgique oriente désormais sa coopération gouvernementale vers de nouvelles thématiques telles que les droits humains (et plus spécifiquement les droits des femmes, des enfants et des migrant(e)s) et le renforcement des compétences	
<b>USAID l'Agence américaine pour le développement international</b>	L'Agence américaine pour le développement international est une entité chargée du développement économique et de l'assistance humanitaire dans le monde. Elle dirige le développement international du gouvernement américain en vue d'apporter de l'aide aux sinistrés par le biais de partenariats et d'investissements qui sauvent des vies, réduisent la pauvreté, renforcent la gouvernance démocratique et aident les gens à sortir des crises humanitaires et à progresser au-delà de l'assistance.	

Source : Programme Strategy Notes (Health and Nutrition, Child Protection, Social Inclusion, Education)

Country Annual Reports : 2016-2017\_2018-2019)

Mapping of key actors Himaya, Plan D'actions Programmes UNICEF (2017, 2018, 2019). Sites web des institutions citées.

## CIVIL SOCIETY ACTORS INVOLVED IN UNICEF PROGRAMMES

Dénomination	Programme de l'UNICEF	Nom de l'ONG	Action et lieu d'intervention
<b>ANIR</b>	Protection	ANIR (Agadir) Association ANIR d'Aide aux Enfants en Situation Difficile)	Forsa/Formation spécifique pour les jeunes vulnérables et/ou en contact avec la loi dans la région Souss Massa
<b>INSAF</b>	Protection	INSAF (Casa)	Forsa/ pour les filles exploitées ou en risque de l'être dans le travail domestique INSAF (INSTITUTION NATIONALE DE SOLIDARITE AVEC LES FEMMES EN DETRESSE) Intervention : Région MARRAKECH-SAFI)
<b>Handicap International</b>	Education	Handicap International (Rabat)	Modélisation d'un dispositif d'inclusion scolaire des garçons et des filles handicapés dans l'enseignement secondaire, sur la base d'une expérience pilote dans la région Souss Massa (Phase2)
<b>ATFALE</b>	Education	ATFALE (Rabat)	Lutte contre la violence éducative ordinaire à l'encontre de la petite enfance Association ATFALE (Alliance de Travail dans la Formation et l'Action pour l'Enfance: (Equité et accès): Région Marrakech Safi)
<b>FMSS</b>	Education	Fondation Marocaine Soutien Scolaire (Casa)	Prévention de l'échec scolaire): Provinces/régions: Tanger-Tetouan, Al Hoceima
<b>Injaz</b>	Education	INJAZ AL MAGHRIB	Forsa/ Renforcement des capacités entrepreneuriales des adolescents et jeunes dans les régions de l'Oriental et de Tanger-Tétouan-Al Hoceima
<b>FM6</b>	Protection	Fondation Med VI Réinsertion des Détenus	Réinsertion efficiente pour les enfants détenus au Maroc
<b>FZE</b>	Education	Fondation Zakoura Education	Renforcement de la qualité de l'éducation préscolaire à travers le développement de l'éducation parentale
<b>AME</b>	Social Inclusion	AME	Appui à l'institutionnalisation de l'évaluation des politiques publiques (renforcement de capacités et plaidoyer)
<b>AMANE</b>	Protection	AMANE	Projet pilote pour la mise en place des familles d'accueil pour les enfants en contact avec la loi à Taroudant, Inezgane et Agadir (projet HIMAYA)
<b>ARMCDH</b>	Education	Association des Rencontres	Nuit blanche du cinéma et Droit à l'Education -Juin2017

		Méditerranéennes du Cinéma et des Droits de l'Homme (ARMCDH) Education	
<b>LINA</b>	Santé	LINA	Education sanitaire/Nutrition et prise en charge intégrée des enfants
	Protection	Voix des femmes (Tétouan) & AMPS (Rabat)	Promotion des Droits des enfants à travers actions socio-culturelles
<b>Bayti</b>	Protection	Bayti	Protection

**Sources: Programme Strategy Notes (Health and Nutrition, Child Protection, Social Inclusion, Education)  
Country Annual Reports: 2016-2017\_2018-2019)  
Mapping of key actors Himaya,  
Plan d'actions Programmes UNICEF (2017, 2018, 2019)**

## Annex 13: Biography of consultants

### **Mr. Christian Privat, International Consultant**

[cprivat8@gmail.com](mailto:cprivat8@gmail.com)

Christian Privat is an international consultant who specializes in sustainable human development. He has significant experience in conducting evaluations of development programmes for the United Nations. He focuses on the evaluation of the United Nations Development Assistance Frameworks (UNDAFs), Country programmes, Joint Programmes, Programmes and Projects, Delivering as One, and cross cutting issues, especially the Human Rights-based Approach (HRBA) and Gender Equality.

He has 23 years of experience with the UN System, in the development area (13 years in Evaluation, 10 years in other areas). He has significant experience with the UN Development System at field level, and with many UN agencies and Departments (UNDP, UNICEF, UNFPA, ILO, UNDEF, UNDESA, UNOHCHR, and UNOSSC), in addition to his frequent work with UN Country Teams.

He conducted 15 Evaluations and Mid-Term Reviews of the UNDAF, in a variety of countries and regions: Ghana, Peru (2 assignments), Egypt, Bangladesh, Central African Republic, Benin, Mexico, Nigeria, Tajikistan, Barbados and the Eastern Caribbean States, Montenegro, Kazakhstan and Azerbaijan (2).

He also conducted 6 Mid-Term and Final Evaluations of Joint Programmes of the MDG Achievement Fund (MDG-F): four on Youth, Employment and Migration (Peru, Paraguay and Costa Rica twice), one on Culture and Development (Honduras), and one on Conflict Prevention and Peace Building (Haiti). Moreover, he has conducted the MDG-F Country Evaluation in Mauritania, which was one of the nine Focus Countries of the Fund.

He also conducted, for UNICEF, a Country Programme Evaluation in Egypt, two “Strategic Moment of Reflection” (SMR) in Ghana, Malawi and Turkey, in addition to a Mid-Term Review in Cuba. He also conducted two other Country Programme Evaluations for UNDP (Montenegro) and OHCHR (Mexico). He also prepared a (UNDAF-related) Human Rights-based Country Analysis in Ukraine and Tajikistan, as well as a Country Analysis in Kuwait.

He also undertook a study on ‘Strengthening the presence, coherence and strategic positioning of the UN in Kuwait, and Delivering as One lessons learned’.

He worked with UNDESA for the QCPR (Quadrennial Comprehensive Policy Review of operational activities in the area of development) of the UN General Assembly, especially on the UNDAF and Results-Based Management studies.

He paid particular attention to Gender Equality and Women’s Empowerment and Human Rights-Based Approach (HRBA), especially in all his UNDAF and Joint Programme evaluations.

He conducted these assignments in a multitude of countries and regions in the world, especially Latin and Central America, Africa, the Middle East, the CEE/CIS region and Central Asia.

Moreover, he worked as Programme Officer for UNICEF Cuba, and as a Consultant and Programme Officer for UNICEF NYHQ, in the Evaluation Office, the Programme Division, the Division of Policy and Planning, the Programme Funding Office, and the Office of the Executive Director.

Christian Privat has a Master's degree in International Administration and International Law from the University of Paris II, a Bachelor's degree (*Laurea*) in Political Science and International Relations from the University of Florence (Italy), and a Bachelor's degree in Administration, Economic and Social Sciences from the University of Saint-Etienne (France). He also took 10 courses on Human Rights at Columbia University, at the Law School, School of International and Public Affairs (SIPA), and Center for the Study of Human Rights. Christian has additionally received training on leading participatory workshops, which he routinely incorporates into his evaluation and strategic planning work. He is a French native speaker and is fluent in English, Spanish and Italian.

**Ms. Alice Maryvonne Yoro, National Consultant**

[yoromaryvonne@gmail.com](mailto:yoromaryvonne@gmail.com)

Ms. Alice Maryvonne Yoro is a former **Public Prosecutor, Juvenile Judge and President of Juvenile Court**. She is currently a **Senior Child Protection, Human Rights and Migration Consultant** who has dedicated her **23** years professional career to protecting children and their human rights. She is the founder and Director of the Consulting firm **International Development Solution consulting (IDSC)** based in Rabat-Souissi (Morocco).

Ms. Yoro is currently enrolled as **Expert of the United Nations Development Program (UNDP) New York-(Alert and Crisis System) in the areas of Rule of Law and Correction**. She is also enrolled as **International Expert** by the **Council of Europe** in the areas of **Migration and Prevention of torture and cruel, inhuman or degrading treatment**.

Ms. Yoro provides technical assistance to government institutions, United Nations Agencies (UNICEF, IOM, UNDP) and international cooperation entities (United States' Department of States) in various fields, including **international Human rights Law, Child protection, Juvenile Justice, Correction, Rule of Law, migration, alternative to detention, Justice Reform and Project Management**.

In this capacity, she provided technical assistance to the government of Morocco, designing and implementing a 4 years comprehensive Juvenile justice project funded by the United States of America.

Ms. Yoro managed this programme, using the Human-Rights Based and the Results- Based Management approaches and designed innovative tools to improve the quality of services in the 20 Child Protection centers of Morocco. Some of her achievements include the development of new tools for classification and management of child protection centers such as: **Standard Operating Procedures, intake procedures, alternatives to corporal punishment, Risk and Needs assessment tools, file management systems, inspection procedures and training curricula**.

Her expertise in tools development was also exported in The Gambia where she provided technical assistance to the International Organization for Migration (IOM) and the Department of Social Welfare. Through a close collaboration with key actors of Gambia child protection system, Ms. Yoro successfully developed **Standards Operating Procedures (SOPs)** for protection and assistance of migrant children and victims of trafficking, using **UNICEF Case management** framework.

Her experience as Human Rights Specialist and Researcher has provided Ms. Yoro with adequate skills to conduct comprehensive studies of governmental programmes, policies and national strategies, through desk and literature review, on site qualitative and quantitative data collection, interviews and focus groups. Of special note, are the various studies, such as the **Situation Analysis of Women and children (SitAn 2015)** conducted at the request of **UNICEF-Morocco**. She also conducted 2 studies at the request of the International Organization for Migrations (IOM), including a **Roles and capacities analysis of decision-makers and key actors of the Morocco child protection system**, along with a **Context analysis of unaccompanied and separated migrant children**.

Ms. Yoro conducted these in-depth studies, identifying the gaps in institutional programming and making meaningful recommendations to government institutions. She successfully implemented these assignments, applying principles of participatory approach, involving national stakeholders --including senior government officials--, giving them an opportunity to express their views and be fully involved.

She has conducted **2 participatory evaluations** of the Morocco child protection center (Phase I and Phase II) and designed project and evaluation tools, work plans, questionnaires, focus groups questions, interview guides and indicators.

She has also acquired extensive **experience and developed highly interactive training curricula** and carried out large-scale training of stakeholders of the prison system (Judges, Barristers and Solicitors) from 15 African countries (in South Africa) and Juvenile Justice stakeholders (Judges, lawyers, social workers, civil society actors and NGO members) in Morocco and The Gambia. She used variety of adults training techniques (individual brainstorming sessions, group work, case studies and role plays).

**Ms. Yoro** holds a **PhD in International Human rights Law** from the University of **Strasbourg** (France). She has conducted doctoral research in reputable institutions and libraries, such as the European Court of Human rights, the Danish Institute of Human Rights and the Universities of Strasbourg and Aarhus (Denmark). This extensive research has increased her conceptual understanding of human rights protection systems and knowledge of international human rights protection standards and legal framework. Of special note are the Child Rights Convention (CRC), the African Chart on the Rights and Welfare of the Child (ACRWC), the CEDAW and other international conventions.

Ms. Yoro holds a **Diploma** from the **National School of Administration and Judiciary of Côte d'Ivoire**, and a **Diploma from the International Academy of Constitutional Law of Tunis (Tunisia)**.

She holds a **Master in Business Law** and a **Certificate in International Perspectives on Participatory Monitoring and Evaluation from the University of Victoria (Canada)** and **PRIA- Lifelong learning**.

## Annex 14: Questionnaires for UNICEF Sections and Key Stakeholders

### Questionnaire for UNICEF Sections

UNICEF country office is the primary source of information and first beneficiary of this Country Programme Evaluation of the UNICEF-Morocco Country Programme (2017- 2021). It is therefore crucial to collect relevant information from a wide range of UNICEF staff about the design and implementation of the Country Programme.

The evaluation team has prepared this **Questionnaire** for UNICEF Sections, based on the evaluation criteria. The evaluation team would like each Section to provide a consolidated reply to this Questionnaire (one reply from each Section). Working on this questionnaire will provide each Section with an opportunity to reflect **collectively** on the implementation of the Country Programme and future planning. This method will encourage an active participation and keep the evaluation process “light”.

The evaluation team would like each Section to answer the following questionnaire by:

- 1) Selecting the appropriate answers and**
- 2) Providing explanatory information that will help fully understand their opinion and answers.**

Please provide your consolidated Section’s reply by **Friday, April 24<sup>th</sup>**.

**Name of UNICEF Section:**

**Name of the programme component:**

**Contact information (name, email, telephone):**

**Date:**

### A. Relevance and design

**1. To which of the national or UN frameworks below is your programme aligned with? Choose the appropriate answers by highlighting or colouring them**

National priorities, policies and strategies related to child protection

UNICEF Programme strategic plan

UNDAF

Other (please specify)

**Briefly explain how your programme is aligned with the above frameworks**

**2. In your opinion, were your programme design and interventions relevant from the point of view of national stakeholders?**

- To a great extent
- To some extent
- Not enough

**Please explain how relevant your programme and intervention are for stakeholders**

**3. How SMART (specific, measurable, achievable, relevant and time-bound) are the objectives, results and indicators? Are the expected results (“outputs”) well defined, and does the CP expected outcomes reflect institutional and behavioural changes?**

**Please explain**

**4. Which of the principles below did you integrate in the design and planning of your programme?**

- Human Rights-Based Approach (HRBA)
- Equity
- Gender
- Results-based Management

**Explain briefly how objectives and processes of these principles are integrated into your programme.**

## **B. Efficiency and Monitoring and Evaluation**

**1. Was the use of resources (human, financial, in-kind) efficient?**

- To a great extent
- To some extent
- Not enough

**Explain how efficient it was**

**2.a. What measures did you take to ensure that resources were efficiently used and well allocated in the programme areas?**

**Measures adopted by UNICEF**

- Monitoring of the use of financial resources allocated to stakeholders implementing Programme
- Follow up of activities by UNICEF Programme team
- Setting up of supervision mechanisms by UNICEF Programme team

Drafting of Memorandum of understanding to identify and agree on common expectations  
Training of stakeholders on UNICEF internal policy management  
Other measures (specify)

**Measures adopted by stakeholders**

Provision of implementation activity reports  
Provision of financial reports during implementing the programme  
Other measures (specify)

**2.b. Did these measures lead to improved processes with partners?**

- To a great extent
- To some extent
- Not enough

**Explain how they led to improved process with partners**

**2.c. Could your programme interventions be more cost effective?**

- To a great extent
- To some extent
- Not enough

**Explain briefly how they could be more cost effective**

**3. How did UNICEF contribute to, and benefit from common business practices and common services with other UN Agencies?**

**4. How does your M&E framework provide effective support to the management and strategic planning of the CP?**

**By the Production of various data (select the appropriate answer below)**

- Qualitative and quantitative data
- Gender based data
- Rights based data
- Vulnerability based data

**By providing analysis of these data**

**Others (specify)**

**5. Was the multi-sectoral coordination between main stakeholders and UNICEF effective?**

- To a great extent
- To some extent
- Not enough

**Explain how the multi-sectoral coordination was effective and what were the main constraints to an effective multi-sectoral coordination**

## C. Effectiveness and synergies

**1.a. To what extent have the expected results of your programme been achieved?**

- To a great extent
- To some extent
- Not enough

**Explain how and to what extent the expected results were achieved**

**1.b. To what extent the achieved outcomes have been the result of UNICEF's intervention rather than external factors**

**1.c. Which factors contributed to the achievement of these results?**

- UNICEF's intervention
  - Monitoring of progress during the implementation of the programme
  - UNICEF capacity to convince
  - Others factors (please specify)

- External factors
  - Intervention and involvement of national stakeholders during programme implementation
  - Intervention and involvement of international development agencies and donors
  - Implementation of national programmes
  - Others factors (please specify)

**1.d. What could have been done to make the interventions more effective?**

**2. To what extent have the Human Rights-Based Approach been mainstreamed during the CP implementation?**

- To a great extent
- To some extent
- Not enough

**Briefly explain how HRBA has been mainstreamed**

**3. Did the equity dimension used in the implementation of the CP help address disparities in the realization of children’ rights (Choose the appropriate answer)**

- To a great extent
- To some extent
- Not enough

**Explain how the equity dimension has helped address disparities**

**4. To what extent did your programme strengthen the CRC reporting mechanism and the Government’s policy framework to progressively implement all the rights of children recognized by the CRC?**

**Provided relevant information on children issues that were useful to draft CRC country report**

Highlighted major issues and bottlenecks affecting the realization of children’ rights

Raised awareness and advocacy for children’ rights

Provided input and guidance on how to adopt equity based policies to target the most vulnerable children

**Strengthened national stakeholders’ capacity to focus national policy on the most vulnerable children**

Others (please specify)

**5.a. To what extent is gender equality mainstreaming reflected in all programming stages?**

Explain how

**5.b. How does the CP pay special attention to girls and women’s rights? Does the CP address adequately the extreme forms of discrimination and exclusion experienced by some girls and women in the country?**

Please explain

**6. How could HRBA, equity and gender be strengthened in the current and next Country Programme?**

**7. Which of the following CP cross-cutting areas were mainstreamed during the implementation of your programme?**

- Migration
- Adolescent/Youth
- Early Childhood Development

**Please explain how this was achieved, and how this could be improved**

**8. Which of the following actors has your Section's programme developed strong partnerships and linkages with?**

- National institutions
- Development partners
- Civil society actors (NGOs)
- Academia
- Private sector
- Other

**9. Beyond its direct programming, has UNICEF been effective in leveraging resources for children?**

- To a great extent
- To some extent
- Not enough

**Briefly explain how UNICEF has been effective in leveraging resources for children**

**10. Have data, studies, projects and programmes implemented during the cycle informed programming shifts in Government policies and programmes?**

- To a great extent
- To some extent
- Not enough

**Briefly explain your answer**

## **D. Sustainability**

**1. What is the potential for sustainability and/or scale-up of piloted projects and programmes of your section?**

- High
- Medium

Low

**Please explain briefly how sustainable your programme and projects are**

**2. To what extent are stakeholders able to continue activities on their own and scale them up at a wider scale, after UNICEF's support ends?**

- To a great extent
- To some extent
- Not enough

**Briefly explain how your answer**

## **E. Comparative advantage and strategic positioning**

**1. What is UNICEF's comparative advantage in the national context?**

**2. Did the Country Programme help to strategically position UNICEF in the national development context?**

- To a great extent
- To some extent
- Not enough

**Please explain how it strategically positioned UNICEF**

**3. In the national development context, with which of the following institutions was UNICEF strategic positioning enhanced by the CP?**

- National institutions
- UN partners
- other development partners
- Academia
- NGOs
- Other (specify)

**4. How should UNICEF position itself in the country, in the next CP, in response to national needs, changes and emerging issues, and given the results achieved so far?**

[Empty box]

**5. Was UNICEF influential in up-streaming high level policy/advocacy in its work during the current CP? (Choose the appropriate answer)**

- To a great extent
- To some extent
- Not enough

**Please explain and provide relevant examples in this regard**

[Empty box]

**6. Please provide any other comment, lesson learned, recommendation**

[Empty box]

# Questionnaire to Line-Ministries and National Institutions

## SurveyMonkey Introduction:

### Welcome!

This survey is composed of 44 questions, with multiple choices and free space for additional replies, which we will very much welcome, and will provide substance to the evaluation. It will take you between 30 to 45 minutes.

The Survey covers the following evaluation criteria:

- A. Relevance and design
- B. Efficiency and monitoring & evaluation
- C. Effectiveness and synergies
- D. Sustainability
- E. Comparative advantage and strategic positioning.

We appreciate your patience and dedication.

### Recommendations for filling the questionnaire

As key stakeholders, Line-Ministries and National Institutions are a major source of information for the evaluation. Therefore, they are consulted through the following questionnaire, which include questions structured around evaluation criteria. They include key topics to be discussed and will enable the evaluation team to collect strategic information related to the design, implementation, monitoring and evaluation of UNICEF-Morocco Country Programme. Information provided will therefore enable to assess the *relevance, effectiveness, efficiency, impact and sustainability* of UNICEF Country Programme.

The evaluation team would like representatives of line ministries to answer the following questionnaire by: 1) selecting the appropriate answers, and  
2) providing explanatory information that will help fully understand their opinion and answers.

## A. Relevance and design

**1. In which of the following UNICEF Programmes and cross cutting issues is your institution involved in? Choose the appropriate answers by **highlighting** or **colouring** them**

### Programmes

- Health and nutrition
- Child Protection
- Education
- Social inclusion
- Participation

### Cross-cutting issues

- Migration
- Adolescent/Youth

Other (specify)

**2. In which areas has your institution been involved in the above programmes?**

- In the planning
- In the design
- In the implementation
- In the monitoring and evaluation

**Explain practically how your institution is involved and contributes to the programme**

**3. In your opinion, were children issues (relevant for your institution) addressed by UNICEF during the design and planning of the programme?**

- To a great extent
- To some extent
- Not enough

**Explain how they were addressed**

## **B. Efficiency and Monitoring and Evaluation**

**1. Which of the following measures were taken to ensure that resources (human, financial, in kind) provided to your institution are efficiently used and well allocated in the programme areas?**

**Measures adopted by UNICEF**

- Monitoring of the use of financial resources allocated to stakeholders implementing Programme
- Follow up of activities by UNICEF Programme team
- Setting up of supervision mechanisms by UNICEF Programme team
- Drafting of Memorandum of understanding to agree on common expectations
- Training of stakeholders on UNICEF internal policy management
- Other measures (specify)

**Measures adopted by your institution**

- Provision of implementation activity reports
- Provision of financial reports during the implementation of the programme
- Institution of internal mechanism to monitor the use of resources during the implementation of programme activities
- Other measures (specify)

**2. Did these efforts lead to the improvement of processes between UNICEF and your institution?**

- To a great extent
- To some extent
- Not enough

**Explain briefly how**

**3. Could your programme interventions be more cost effective?**

- To a great extent
- To some extent
- Not enough

**Explain briefly how they could be more cost effective**

**4. Was the multi-sectoral coordination between national stakeholders and UNICEF effective?**

- To a great extent
- To some extent
- Not enough

**Explain how**

**If (partially or insufficiently), explain what were the main constraints to an effective coordination?**

## **C. Effectiveness and synergies**

**1. To what extent expected results of the programme your institution was involved in were achieved?**

- To a great extent
- To some extent
- Not enough

**Explain how and to what extent the expected results were achieved**

**2.a. To what extent the achieved outcomes have been the result of UNICEF's intervention rather than external factors**

**2.b. Which factors contributed to their achievement?**

**UNICEF's intervention**

Monitoring of progress during the implementation of the programme  
UNICEF's capacity to convince  
Other factors (please specify)

**External factors**

Intervention and involvement of national stakeholders during programme implementation  
Intervention and involvement of international development agencies and donors  
Implementation of national child protection policy and programmes  
Others factors (please specify)

**What could have been done to make the interventions more effective?**

**3. To what extent have the Human Rights-Based Approach been mainstreamed during the CP implementation?**

- To a great extent
- To some extent
- Not enough

**Briefly explain how HRBA has been mainstreamed**

**4. To what extent did UNICEF programme strengthen your capacity for the CRC reporting and for progressively implement all the rights of children in Morocco?**

Provided relevant information on child protection issues that were useful to draft CRC country report

- Highlighted major issues and bottlenecks affecting the realization of children's rights
- Raised awareness and advocacy for children's rights
- Provided input and guidance on how to adopt equity based policies to target the most vulnerable children

**Strengthened national stakeholders' capacity to focus national policy on the most vulnerable children**

Others (please specify)

1.

**5.a. To what extent is gender equality mainstreaming reflected in all programming stages?**

Explain how

**5.b. How does the CP pay special attention to girls and women’s rights? Does the CP address adequately the extreme forms of discrimination and exclusion experienced by some girls and women in the country?**

Please explain

**6. Did the equity dimension used in the implementation of the Country Programme help address disparities in the realization of children’ rights (relevant to your mandate)?**

- To a great extent
- To some extent
- Not enough

Explain how the equity dimension has helped addressed disparities

**7. In your opinion how could HRBA, equity and gender be strengthened in the current and next Country Programme?**

**8. Which of the following CP cross-cutting areas were mainstreamed during the implementation of your programme?**

- Migration
- Adolescent/Youth
- Early Childhood Development

**Please explain how this was achieved, and how this could be improved**

**9. Have data, studies, projects and programmes implemented during the cycle informed programming shifts in your child protection policy and programmes?**

- To a great extent
- To some extent
- Not enough

**Explain your answer**

## D. Sustainability

**1. Do you consider interventions related to programme (s) [in which you were involved] sustainable?**

- To a great extent
- To some extent
- Not enough

**2. In your opinion, is your institution able to continue on its own activities and scale them up at a wider scale, after UNICEF's support ends?**

- To a great extent
- To some extent
- Not enough

**Explain how your institution is able to continue and scale up programme activities when UNICEF's support ends**

## E. Comparative advantage and strategic positioning

**1. Did the Country Programme help to strategically position UNICEF in the national development context?**

- To a great extent
- To some extent
- Not enough

**Please explain how it strategically positioned UNICEF**

**2. Was UNICEF influential in up-streaming high-level policy/advocacy in its work during the current CP?**

- To a great extent
- To some extent
- Not enough

**Please explain how influential UNICEF was and provide relevant examples in this regard**

**3. How should UNICEF position itself in the country, in the next CP, in response to national needs, changes and emerging issues, and given the results achieved so far?**

**4. What are children issues relevant for your institution you would like UNICEF to focus on during the next programme cycle?**

**5. Please provide any other comment, lesson learned, recommendation**

# Questionnaire to Civil Society Organizations

## SurveyMonkey Introduction:

### Welcome!

This survey is composed of 44 questions, with multiple choices and free space for additional replies, which we will very much welcome, and will provide substance to the evaluation. It will take you between 30 to 45 minutes.

The Survey covers the following evaluation criteria:

- A. Relevance and design
- B. Efficiency and monitoring & evaluation
- C. Effectiveness and synergies
- D. Sustainability
- E. Comparative advantage and strategic positioning.

We appreciate your patience and dedication.

### Recommendations for filling the questionnaire

As key stakeholders, Civil society Organizations are a major source of information for the evaluation. Therefore, they are consulted through the following questionnaire, which include questions structured around evaluation criteria. They include key topics to be discussed and will enable the evaluation team to collect strategic information related to the **design, implementation, monitoring and evaluation of UNICEF-Morocco Country Programme**. Information provided will therefore enable to assess the *relevance, effectiveness, efficiency, impact and sustainability* of UNICEF Country Programme.

The evaluation team would like representatives of line ministries to answer the following questionnaire by: 1) selecting the appropriate answers, and  
2) providing explanatory information that will help fully understand their opinion and answers.

## A. Relevance and design

**1. In which of the following UNICEF Programmes and cross cutting issues is your organization involved in? Choose the appropriate answers by **highlighting** or **colouring** them**

### Programmes

- Health and nutrition
- Child Protection
- Education
- Social inclusion
- Participation

### Cross-cutting issues

- Migration
- Adolescent/Youth

Other (specify)

**2. In which areas has your organization been involved in the above programmes?**

- In the planning
- In the design
- In the implementation
- In the monitoring and evaluation

**Explain practically how your organization is involved and contributes to the programme**

**3. In your opinion, were children issues (relevant for your organization) addressed by UNICEF during the design and planning of the programme?**

- To a great extent
- To some extent
- Not enough

**Explain how they were addressed**

## **B. Efficiency and Monitoring and Evaluation**

**1. Which of the following measures were taken to ensure that resources (human, financial, in kind) provided to your organization are efficiently used and well allocated in the programme areas?**

**Measures adopted by UNICEF**

- Monitoring of the use of financial resources allocated to stakeholders implementing Programme
- Follow up of activities by UNICEF Programme team
- Setting up of supervision mechanisms by UNICEF Programme team
- Drafting of Memorandum of understanding to agree on common expectations
- Training of stakeholders on UNICEF internal policy management
- Other measures (specify)

**Measures adopted by your organization**

- Provision of implementation activity reports
- Provision of financial reports during the implementation of the programme
- Institution of internal mechanism to monitor the use of resources during the implementation of programme activities
- Other measures (specify)

**2. Did these efforts lead to the improvement of processes between UNICEF and your organization?**

- To a great extent
- To some extent
- Not enough

**Explain briefly how**

**3. Could your programme interventions be more cost effective?**

- To a great extent
- To some extent
- Not enough

**Explain briefly how they could be more cost effective**

**4. Was the multi-sectoral coordination between national stakeholders and UNICEF effective?**

- To a great extent
- To some extent
- Not enough

**Explain how**

**If (partially or insufficiently), explain what were the main constraints to an effective coordination?**

## **C. Effectiveness and synergies**

**1. To what extent expected results of the programme your organization was involved in were achieved?**

- To a great extent
- To some extent
- Not enough

**Explain how and to what extent the expected results were achieved**

**2.a. To what extent the achieved outcomes have been the result of UNICEF's intervention rather than external factors**

**2.b. Which factors contributed to their achievement?**

**UNICEF's intervention**

- Monitoring of progress during the implementation of the programme
- UNICEF's capacity to convince
- Other factors (please specify)

**External factors**

- Intervention and involvement of national stakeholders during programme implementation
- Intervention and involvement of international development agencies and donors
- Implementation of national child protection policy and programmes
- Others factors (please specify)

**What could have been done to make the interventions more effective?**

**3. To what extent have the Human Rights-Based Approach been mainstreamed during the CP implementation?**

- To a great extent
- To some extent
- Not enough

**Briefly explain how HRBA has been mainstreamed**

**4. To what extent did UNICEF programme strengthen your capacity for the CRC reporting and for progressively implement all the rights of children in Morocco?**

Provided relevant information on child protection issues that were useful to draft CRC country report

- Highlighted major issues and bottlenecks affecting the realization of children' rights
- Raised awareness and advocacy for children' rights
- Provided input and guidance on how to adopt equity based policies to target the most vulnerable children

**Strengthened national stakeholders' capacity to focus national policy on the most vulnerable children**

Others (please specify)

1.

**5.a. To what extent is gender equality mainstreaming reflected in all programming stages?**

Explain how

**5.b. How does the CP pay special attention to girls and women’s rights? Does the CP address adequately the extreme forms of discrimination and exclusion experienced by some girls and women in the country?**

Please explain

**6. Did the equity dimension used in the implementation of the Country Programme help address disparities in the realization of children’ rights (relevant to your mandate)?**

- To a great extent
- To some extent
- Not enough

Explain how the equity dimension has helped addressed disparities

**7. In your opinion how could HRBA, equity and gender be strengthened in the current and next Country Programme?**

**8. Which of the following CP cross-cutting areas were mainstreamed during the implementation of your programme?**

- Migration
- Adolescent/Youth
- Early Childhood Development

**Please explain how this was achieved, and how this could be improved**

**9. Have data, studies, projects and programmes implemented during the cycle informed programming shifts in your child protection policy and programmes?**

- To a great extent
- To some extent
- Not enough

**Explain your answer**

## D. Sustainability

**1. Do you consider interventions related to programme (s) [in which you were involved] sustainable?**

- To a great extent
- To some extent
- Not enough

**2. In your opinion, is your organization able to continue on its own activities and scale them up at a wider scale, after UNICEF's support ends?**

- To a great extent
- To some extent
- Not enough

**Explain how your organization is able to continue and scale up programme activities when UNICEF's support ends**

## E. Comparative advantage and strategic positioning

**1. Did the Country Programme help to strategically position UNICEF in the national development context?**

- To a great extent
- To some extent
- Not enough

**Please explain how it strategically positioned UNICEF**

**2. Was UNICEF influential in up-streaming high-level policy/advocacy in its work during the current CP?**

- To a great extent
- To some extent
- Not enough

**Please explain how influential UNICEF was and provide relevant examples in this regard**

**3. How should UNICEF position itself in the country, in the next CP, in response to national needs, changes and emerging issues, and given the results achieved so far?**

**4. What are children issues relevant for your organization you would like UNICEF to focus on during the next programme cycle?**

**5. Please provide any other comment, lesson learned, recommendation**

## **Dissemination Strategy for the Questionnaires to UNICEF Sections and Stakeholders**

The evaluation team will use evaluation questionnaires to get precise information and allow consultation with a wider group of stakeholders than would be possible through key informant virtual meetings and interviews alone. Specifically, these questionnaires will gather qualitative information on key evaluation questions on the Country Programme and possible future directions.

Questionnaires will gather evidence from UNICEF, Line-Ministries and National Institutions, and Civil Society Organizations (CSOs).

To ensure the maximum response rate and quality replies, this dissemination strategy relies on a strong UNICEF's and stakeholders' endorsement of the questionnaires. In particular, the following steps are crucial to make sure that respondents understand the value of their participation to the evaluation exercise.

### **For UNICEF Sections:**

1. A first message from UNICEF Representative to the four Section Chiefs to introduce the questionnaire, with a delay of two weeks, copying the consultants. To reduce the burden on the CO, the Evaluation Team will draft this message.
2. A reminder from PME and the Evaluation Team to Section Chiefs, one week after the sending of the questionnaire, with the delay of one week left, copying the consultants. This could be accompanied by targeted phone calls from the consultants to Section Chiefs.
3. According to the Section dynamics and the number of responses received by the consultants, a final reminder from the Representative.

### **For Stakeholders (Line-Ministries and National Institutions, and CSOs):**

1. A first message from UNICEF Representative to all selected stakeholders to introduce the questionnaire, with a delay of two weeks, copying the consultants (message drafted by the consultants).
2. A reminder from Section Chiefs to their respective stakeholders, one week after the sending of the questionnaire, with the delay of one week left, copying the consultants. This could be accompanied by targeted phone calls from Section Chiefs to key stakeholders to encourage them to participate to the evaluation through the questionnaire.
3. According to the stakeholders' dynamics and the number of responses received by the consultants, a final reminder from the Representative.

## Annex 15: Interview guides for Heads of UN Agencies and Development Partners, and Format an Questions for Virtual Focus Group Discussions

### Interview Guide for Heads of UN Agencies

#### Objective of the interview

As key partners, UN Agencies are a major source of information for the evaluation. They will therefore be consulted through semi-structured interviews. The following interview guide includes questions structured around the evaluation criteria. They include key topics to be discussed and will enable the evaluation team to collect strategic information related to the design, implementation, monitoring and evaluation of the UNICEF-Morocco Country Programme. They will help the evaluation team assess the relevance, effectiveness, efficiency, impact and sustainability of the Country Programme, along with the comparative advantage and strategic positioning of UNICEF Morocco.

#### Name of UN Agency:

#### Contact information (name, email, telephone):

#### Date:

#### A. Relevance and design

1. How has your Agency supported the implementation of UNICEF Country Programme?
2. To what extent is UNICEF CP aligned with national priorities, policies and strategies?
3. Do you think that the CP interventions are relevant from the point of view of the beneficiaries?
4. Does the CP address major causes for the non-realization of children's and women's rights?

#### B. Coordination and synergies

1. To what extent did the UNICEF CP derive from the UNDAF (as the strategic framework of the UN as a whole), and how did UNICEF contribute to, and benefit from (i) the UNDAF results and thematic groups, (ii) annual review processes, and (iii) joint programming and joint programmes with other UN Agencies? What could be improved?
2. Did the CP offer opportunities for stronger partnerships and linkages with institutions, development partners, NGOs, civil society, Academia, the private sector, etc.? Should these be expanded?
3. How effective was UNICEF in supporting multi-sectoral coordination? What were the main constraints?

#### C. Effectiveness

1. To what extent expected results of UNICEF Country programme were achieved, especially those your organization was also involved in?
2. To what extent the achieved outcomes have been the result of UNICEF's intervention rather than external factors? Which factors contributed to their achievement? What could have been done to make interventions more effective?
3. Did the equity dimension in the implementation of the UNICEF CP help address disparities in the realization of children's rights, and did it support your Agency's own efforts?

4. To what extent did UNICEF CP support the reporting to human rights mechanisms (including the CRC), together with your agency?
5. To what extent have the Human Rights-Based Approach been mainstreamed during the CP?
6. How did the CP pay special attention to girls and women's rights, including the extreme forms of discrimination and exclusion they experience?
7. How could HRBA, equity and gender be strengthened in the current and next CP?
8. Has the CP implementation mainstreamed the cross-cutting areas, especially Migration, Adolescent/Youth, and Early Childhood Development? What could be improved?
9. Have data, studies, projects and programmes implemented during the cycle informed programming shifts in your Agency programmes, and in national policy?
10. Beyond its direct programming, has UNICEF been effective in leveraging resources for children?

#### **D. Sustainability**

1. Do you consider UNICEF interventions sustainable?
2. Do you consider interventions related to UNICEF CP Programme (s) [in which you were involved] sustainable? What is the potential for sustainability and/or scale-up of piloted projects and programmes?
3. In your opinion, are national stakeholders able to continue on their own activities and scale them up at a wider scale, after UNICEF's support ends?

#### **E. Comparative advantage and strategic positioning**

1. What is UNICEF's comparative advantage in the national context?
2. Did the Country Programme help to strategically position UNICEF in the national development context?
3. Was UNICEF influential in up-streaming high level policy/advocacy in its work during the current CP?
4. How should UNICEF position itself in the country, in the next CP, in response to national needs, changes and emerging issues, and given the results achieved so far?
5. What are children issues, relevant to your Agency, you think UNICEF should focus on during the next programme cycle?

# Interview Guide for Development Partners

## Objective of the interview

As key stakeholders, Development Partners are an important source of information for the evaluation. They will therefore be consulted through semi-structured interviews. The following interview guide includes questions structured around the evaluation criteria. They include key topics to be discussed and will enable the evaluation team to collect strategic information related to the design, implementation, monitoring, and evaluation of the UNICEF-Morocco Country Programme. They will help the evaluation team to assess the relevance, effectiveness, efficiency, impact and sustainability of the Country Programme, along with the comparative advantage and strategic positioning of UNICEF Morocco.

## Name of Development Partner:

## Contact information (name, email, telephone):

## Date:

### A. Relevance and design

1. How was your Agency involved in the funding of the UNICEF Country Programme?
2. Were issues, relevant for your Agency, addressed by UNICEF during the design of the CP?
3. To what extent is UNICEF CP aligned with national priorities, policies and strategies?
4. In your opinion, are CP interventions relevant from the point of view of beneficiaries?
5. Does the CP address major causes for the non-realization of children's and women's rights?

### B. Effectiveness and synergies

1. To what extent expected results of the UNICEF Country Programme were achieved?
2. To what extent the achieved outcomes have been the result of UNICEF's intervention rather than external factors? Which factors (internal and external) contributed to their achievement?
3. What could have been done to make interventions more effective?
4. Did the equity dimension help address disparities in the realization of children's rights, and did it support your Agency's own efforts?
5. To what extent have the Human Rights-Based Approach been mainstreamed during the CP?
6. How did the CP pay special attention to girls and women's rights and the extreme forms of discrimination and exclusion experience??
7. How could HRBA, equity and gender be strengthened in the current and next CP?
8. Has the CP implementation mainstreamed the cross-cutting areas, especially Migration, Adolescent/Youth, and Early Childhood Development? What could be improved?
9. How effective was UNICEF in supporting multi-sectoral coordination? What were the main constraints?
10. Beyond its direct programming, has UNICEF been effective in leveraging resources for children?
11. Did the CP offer opportunities for stronger partnerships and linkages with institutions, development partners, NGOs, civil society, Academia, the private sector, etc.? Should these be expanded?

### C. Sustainability

1. Do you consider UNICEF interventions sustainable?
2. In your opinion, are national stakeholders able to continue on their own activities and scale them up at a wider scale, after UNICEF's support ends?

#### **D. Comparative advantage and strategic positioning**

1. What is UNICEF's comparative advantage in the national context?
2. Did the Country Programme help to strategically position UNICEF in the national development context?
3. Was UNICEF influential in up-streaming high level policy/advocacy in its work during the current CP?
4. How should UNICEF position itself in the country, in the next CP, in response to national needs, changes and emerging issues, and given the results achieved so far?
5. What are children issues you think UNICEF should focus on during the next programme cycle?

## Format and Questions for Virtual Focus Group Discussions

Due to the current situation to the COVID-19 pandemic in Morocco and the impossibility for people to gather, the evaluation team has adjusted its data collection tools. However, despite the current situation the evaluation team has decided to implement its participatory approach, by making use of available information technology to conduct some of the data collection in two regions, and ensure that stakeholders are involved in the evaluation process, despite the tragic pandemic.

In this new context, the evaluation team has decided to organize *online* Focus Group Discussions instead of in-person FGDs, knowing that the latter would be impossible to organize in the regions, due to movement restrictions in the country and the remote character of the evaluation. It is suggested to organize these discussions through **Skype software or Zoom application**.

These group discussions will be conducted mainly with CSOs and will gather a maximum of 5 persons (per meeting) chosen among representatives of key CSOs involved in the implementation of the various Country Programme activities in the two regions. The CSOs will be selected by UNICEF, with the support of various criteria presented in the IR. Due to the fact that the meetings will be held online, the availability of internet connection will be one of the criteria that will guide the selection of participants.

The virtual Focus Group Discussions will aim at raising and getting perspectives of CSOs representatives in a more informal way than regular meetings. Therefore participants will reflect and provide answers to questions prepared by the evaluation consultants who will be facilitating and taking notes for their records, unless someone can provide some pro-bono help in that respect. The overall outcome of the group discussion will be to get the participants' perspectives on the relevance, effectiveness, efficiency, comparative advantages and added value of the current CP, including recommendations for the next Country Programme.

The following provides information on the planning and outline of the proposed FGDs.

### Proposed plan for the Virtual Focus Group Discussion

**Facilitator:** Evaluation consultant

**Reporting person:** Evaluation consultant

**Participants:** 5 representatives of CSOs involved in the implementation of CP activities

Pro-bono note taker: if available.

Interpreter: if needed

🕒	Outline of the group discussion	Techniques	Méthodologie	Support
15'	<ul style="list-style-type: none"> <li>• Welcome address to participants by the facilitator</li> <li>• Introduction of participants, facilitator and reporting persons: Each participant introduces himself (name, organization and position)</li> <li>• Presentation of the context and objectives of the group discussion</li> <li>• Brief presentation on how the group</li> </ul>	<p>Oral intervention of the facilitator</p> <p>Oral intervention of the facilitator and participants</p> <p>Oral intervention of the</p>	<p>Each participant is given the opportunity to introduce himself and speak one after the other</p> <p>The facilitator asks open question and ensure that each participant understands the objective and context of the group discussion and</p>	<ul style="list-style-type: none"> <li>*Computer</li> <li>*Internet connection</li> <li>*Skype software or Zoom application</li> <li>*Headphones</li> </ul>

	<p>discussion will be conducted, and on how the information gathered will be only used for the purpose of the evaluation and will be anonym</p> <ul style="list-style-type: none"> <li>• Presentation and reminder of standards rules for group meeting and seek common agreement on these rules</li> </ul>	facilitator	agrees on standards rules of the group discussion.	*Note book
<b>1 hour</b>	<ul style="list-style-type: none"> <li>• Facilitator conducts THE Focus Group Discussion</li> </ul>	<p>Oral intervention of participants and the facilitator</p> <p>Open ended questions raised progressively by the facilitator</p> <p>The reporting person takes note and writes down answers provided by each participant. He writes down the summary of answers provided by the facilitator and validated by the group</p>	<p>Each participant speaks and provide answer to questions raised</p> <p>Facilitator validates answers by repeating them</p> <p>Each participant speaks, answers questions and shares his/her opinions on questions asked by the facilitator</p>	<p>Note book</p> <p>List of questions prepared by the facilitator</p>
<b>10'</b>	<ul style="list-style-type: none"> <li>• End of the online group discussion</li> <li>• Facilitator thanks participants for their presence and contribution</li> <li>• He explains how information collected will be used</li> <li>• He ensures then that they will be only used for the purpose of the evaluation and will be anonym</li> <li>• He briefly shares with them the next stage of the evaluation</li> </ul>	Oral intervention of the facilitator		Note book

### QUESTIONS FOR VIRTUAL FOCUS GROUP DISCUSSION

1. How was your organization involved in the implementation of UNICEF Country programme (2017-2021)? Were these CP interventions relevant for vulnerable children under your care?
2. In your programme area, to what extent have the agreed expected results been achieved (to a great extent, to some extent, not enough? What has contributed to their achievement? What could have been done to make the interventions more effective?
3. How beneficial was the implementation of UNICEF Programme: 1) for your organization's objectives, strategies and activities, 2) For vulnerable children targeted by your organization, and 3) More broadly for the country?
4. In your opinion, are UNICEF country programme interventions sustainable? What is the potential for scaling-up piloted projects and programmes?

5. Is your organization able to continue activities on its own and scale them up at a wider scale, after UNICEF's support ends?
6. What is UNICEF's comparative advantage at the local level? How should UNICEF position itself in the country, in the next CP, in response to national needs, changes and emerging issues, and given the results achieved so far?
7. What children issues still remain to be addressed to ensure the enjoyment of their human rights, especially for the most vulnerable?

## Annex 16: Evaluation matrix

This Evaluation Matrix is an important tool to guide the evaluation. It is derived from the criteria and list of questions and assists the evaluation team, the Evaluation Steering Committee, and the UNICEF to understand the main evaluative arguments. The matrix shows the evaluation criteria and questions, the indicators or success standards, the sources of information, and the data collection methods.

Evaluation questions	Indicators / Success standards	Data collection methods	Sources of information
<p><b>Relevance and design:</b></p> <ol style="list-style-type: none"> <li>1. To what extent is the Country Programme (CP) aligned with national priorities, policies and strategies, as well as the UNICEF strategic plan and the UNDAF.</li> <li>2. Do you think that the CP interventions are relevant from the point of view of the beneficiaries? Does the CP address major causes for the non-realization of children’s and women’s rights?</li> <li>3. How SMART (specific, measurable, achievable, relevant and time-bound) are the objectives, results and indicators? Are the expected results (“outputs”) well defined, and does the CP expected outcomes reflect institutional and behavioural changes?</li> <li>4. To what extent were the objectives and processes related to the Human Rights-Based Approach (HRBA), equity, gender equality approach integrated into the design and planning?</li> </ol>	<p>Evidence of consistency between the CP outcomes and outputs and the national priorities, policies and strategies</p> <p>Common understanding amongst stakeholders about the links between CP results and selected national priorities</p> <p>Stakeholders perceive the importance of CP interventions to address the major causes for the non-realization of children’s and women’s rights</p> <p>Evidence that Human Rights-Based Approach (HRBA), equity dimension, and gender equality are mainstreamed in programme documents (CPD, PSN)</p> <p>The CP includes clearly identified outcomes and outputs which form a logical chain of results according to the RBM methodology</p> <p>Assessment of the CP Results Matrix against SMART criteria</p>	<p>Desk review</p> <p>Questionnaire for UNICEF Sections</p> <p>Virtual meetings with UNICEF Sections and CMT</p> <p>Questionnaire to key stakeholders (ministries, national institutions, CSOs)</p> <p>Virtual interviews of Heads of UN Agencies and Development Partners</p> <p>Virtual Focus Group Discussions</p>	<p>CPD and Programme Strategy Notes</p> <p>Replies to questionnaire from UNICEF Sections</p> <p>Replies to questionnaire from key stakeholders</p> <p>Consultants’ notes from meetings, interviews and FGDs</p> <p>Annual Reports 2017, 2018 and 2019</p> <p>Gender Programmatic Review</p>

	<p>The CP is easy to monitor, and it is evaluable. SMART indicators are assigned to each outcome and output</p> <p>Indicators, baselines, and targets are sufficient for assessing progress during implementation</p>	<p>Virtual debrief discussion with UNICEF and Steering Committee</p>	
<p><b>Effectiveness and synergies:</b></p> <ol style="list-style-type: none"> <li>1. To what extent have the agreed expected results been achieved (totally, partially, insufficiently)? What has contributed to their achievement? What could have been done to make the interventions more effective?</li> <li>2. To what extent have the achieved outcomes been the result of UNICEF's intervention rather than external factors?</li> <li>3. To what extent have the Human Rights-Based Approach and equity focus been mainstreamed during the CP implementation? To what extent did the CP strengthen the CRC reporting mechanism and the Government's policy framework to progressively implement all the articles of the Convention? How was the equity dimension aiming at reducing disparities addressed in the implementation of the CP?</li> <li>4. To what extent is gender equality mainstreaming reflected in all programming stages? How does the CP pay special attention to girls and women's rights? Does the CP address adequately the extreme forms of</li> </ol>	<p>Comparison of actual outcomes and outputs achieved against the CPD, and identification of positive trends in the indicators</p> <p>Programme stakeholders can offer concrete examples of outcomes and outputs achieved, as well as opportunities and constraints</p> <p>The actual outputs are likely to make a significant contribution towards the expected outcomes</p> <p>Stakeholders can offer examples of how new skills, abilities, services have led to, or are leading to, changes in institutional performance and/or behaviors</p> <p>CP strategies, results and indicators address the standards of ratified human rights covenants and conventions, and follow-up to major recommendations of treaty body reports</p> <p>Evidence of (1) Causality analysis, (2) Role-pattern analysis, and (3) Capacity gap analysis in the CP and other documents</p>	<p>Desk review</p> <p>Questionnaire for UNICEF Sections</p> <p>Virtual meetings with UNICEF Sections and CMT</p> <p>Questionnaire to key stakeholders (ministries, national institutions, CSOs)</p> <p>Virtual interviews of Heads of UN Agencies and Development Partners</p> <p>Virtual debrief discussion with UNICEF and Steering Committee</p> <p>Virtual Focus Group Discussions</p>	<p>CPD and Programme Strategy Notes</p> <p>Replies to questionnaire from UNICEF Sections</p> <p>Replies to questionnaire from key stakeholders</p> <p>Consultants' notes from meetings, interviews and FGDs</p> <p>Mid-Term Review</p> <p>Annual Reports 2017, 2018 and 2019</p> <p>Evaluations (FORSA and HIMAYA)</p> <p>Gender Programmatic Review</p> <p>UNCT Gender Theme</p>

<p>discrimination and exclusion experienced by some girls and women in the country?</p> <p>5. How could HRBA, equity and gender be strengthened in the current and next CP?</p> <p>6. Has the CP implementation mainstreamed the cross-cutting areas, especially Migration, Adolescent/Youth, and Early Childhood Development? What could be improved?</p> <p>7. Have data, studies, projects and programmes implemented during the cycle informed programming shifts in Government policies and programmes?</p> <p>8. To what extent did the CP derive from the UNDAF (as the strategic framework of the UN as a whole), and how did UNICEF contribute to, and benefit from (i) the UNDAF results and thematic groups, (ii) annual review processes, and (iii) joint programming and joint programmes with other UN Agencies? What could be improved?</p> <p>9. Did the CP offer opportunities for stronger partnerships and linkages with institutions, development partners, NGOs, civil society, Academia, the private sector, etc.? Should these be expanded?</p> <p>10. Beyond its direct programming, how effective has UNICEF been in leveraging resources for children?</p>	<p>Stakeholders can offer examples on how HRBA and the equity focus were applied during the CP implementation</p> <p>Evidence that national policies and programmes were successfully targeted and delivered to vulnerable groups</p> <p>CP strategies, results and indicators have been informed by gender analysis and some understanding of how women and men experience problems differently</p> <p>Major CP indicators are disaggregated by gender</p> <p>Stakeholders can offer examples on how gender equality was applied during the CP implementation</p> <p>Plausible evidence of increased capacity on disaggregated data collection and analysis that leads to a contribution to government policies and programmes</p> <p>Triangulation of perceptions about the benefits of the UNDAF for greater coherence and collaboration: (i) between UN agencies, and (ii) between UN agencies and Government partners</p> <p>Existence of UNDAF management arrangements (Results Groups, Thematic Groups, Steering Committee) and if they led to a regular, user-</p>		<p>Group Reports</p> <p>UNDAF document and progress reports</p> <p>Resident Coordinator's Annual reports, covering the period 2016-2018</p>
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	<p>friendly stream of information and data on achievements (i.e. annual reports)</p> <p>Positive stakeholders' perceptions about the effectiveness of the UNDAF progress monitoring, learning, and reporting</p> <p>Evidence of new partnerships or alliances related to UNDAF programming and advocacy</p> <p>Evidence of joint programmes and joint programming, and perceptions about their effectiveness among UN agencies</p> <p>Evidence of increased partnerships and linkages with others</p> <p>Performance in leveraging resources for children</p>		
<p><b>Efficiency and Monitoring and Evaluation:</b></p> <p>1. Was the use of resources (human, financial, in-kind) efficient? What measures have been taken to ensure that resources were efficiently used and well allocated in the programme areas? Did these efforts lead to improved processes with partners? Could programme interventions be more cost-effective?</p> <p>2. Did UNICEF contribute to, and benefit from common business practices and common services with other UN Agencies?</p>	<p>Perceptions about costs vs. benefits of CP results and the efficiency of resources used and implementing modalities employed</p> <p>Evidence of progress in common business practices and common services (e.g. through the implementation of a Business Operations Strategy)</p> <p>Perceptions of efficiency gains achieved through multisectoral coordination and synergies (i.e. concerted efforts to optimize results and avoid duplications)</p>	<p>Desk review</p> <p>Questionnaire for UNICEF Sections</p> <p>Virtual meetings with UNICEF Sections, CMT, and OMT</p> <p>Questionnaire to key stakeholders (ministries, national institutions, CSOs)</p>	<p>Replies to questionnaire from UNICEF Sections</p> <p>Replies to questionnaire from key stakeholders</p> <p>Consultants' notes from meetings, interviews and FGDs</p> <p>United Nations Business Operations Strategy</p>

<p>3. Is the M&amp;E framework effective? Is it effectively supporting the management and strategic planning of the CP?</p> <p>4. Was the CP supported by, and does it produce gender disaggregated quantitative and qualitative data, and analysis?</p> <p>5. To what extent was the multisectoral coordination between the main stakeholders and between UNICEF components? What were the main constraints to an effective multisectoral coordination?</p>	<p>Perceptions about the usefulness of the M&amp;E framework, including RAM, to support the management and strategic planning</p> <p>Evidence that assumptions and risks were considered during programme reviews and for progress reporting</p> <p>Evidence of multisectoral functioning coordination mechanisms between the main stakeholders and between UNICEF components?</p>	<p>Virtual interviews of Heads of UN Agencies and Development Partners</p> <p>Virtual debrief discussion with UNICEF and Steering Committee</p>	<p>2018-2020</p> <p>Annual Reports 2017, 2018 and 2019</p> <p>Mid-Term Review</p> <p>Evaluations (FORSA and HIMAYA)</p>
<p><b>Sustainability:</b></p> <p>1. Are the country programme interventions sustainable? What is the potential for sustainability and/or scale-up of piloted projects and programmes? Are the stakeholders able and willing to continue activities on their own and scale them up at a wider scale, after UNICEF's support ends?</p>	<p>Evidence of concrete changes in national laws, policies, regulations, strategies or plans that can sustain CP results and strategies</p> <p>Scaling-up of pilot initiatives, including through additional allocations of national budget and/or other donor resources</p> <p>Perceptions about the sustainability of CP results/benefits</p> <p>Stakeholders at both the strategic and programmatic levels can offer examples of ways the institutions are sustaining CP programmatic results</p> <p>Institutional capacity, willingness and governance in place to sustain levels of achievement</p>	<p>Desk review</p> <p>Questionnaire for UNICEF Sections</p> <p>Virtual meetings with UNICEF Sections and CMT</p> <p>Questionnaire to key stakeholders (ministries, national institutions, CSOs)</p> <p>Virtual interviews of Heads of UN Agencies and Development Partners</p> <p>Virtual debrief discussion with UNICEF</p>	<p>Replies to questionnaire from UNICEF Sections</p> <p>Replies to questionnaire from key stakeholders</p> <p>Consultants' notes from meetings, interviews and FGDs</p> <p>Annual Reports 2017, 2018 and 2019</p> <p>Mid-Term Review</p> <p>Evaluations (FORSA and HIMAYA)</p>

		and Steering Committee  Virtual Focus Group Discussions	
<p><b>Comparative advantage and strategic positioning:</b></p> <ol style="list-style-type: none"> <li>1. What is UNICEF's comparative advantage in the national context?</li> <li>2. Did the CP help to strategically position UNICEF in the national development context (with national institutions, UN partners, other development partners, Academia, and NGOs)?</li> <li>3. How should UNICEF position itself in the country, in the next CP, in response to national needs, changes and emerging issues, and given the results achieved so far?</li> <li>4. What are the examples of high level, upstream policy/advocacy work where UNICEF was influential? What upstream work should definitively take place in the next CP? Should UNICEF continue to implement some targeted pilot / small-scale projects that have the potential to be replicated by local and national institutions?</li> </ol>	<p>Perceptions about how well UNICEF's comparative advantage was reflected by the CP implementation</p> <p>Perceptions of stakeholders about how can UNICEF be better strategically positioned in the national development context</p> <p>Evidence of high level, upstream policy/advocacy work where UNICEF was influential</p>	<p>Desk review</p> <p>Questionnaire for UNICEF Sections</p> <p>Virtual meetings with UNICEF Sections and CMT</p> <p>Questionnaire to key stakeholders (ministries, national institutions, CSOs)</p> <p>Virtual interviews of Heads of UN Agencies and Development Partners</p> <p>Virtual Focus Group Discussions</p> <p>Virtual debrief discussion with UNICEF and Steering Committee</p>	<p>Replies to questionnaire from UNICEF Sections</p> <p>Replies to questionnaire from key stakeholders</p> <p>Consultants' notes from meetings, interviews and FGDs</p> <p>Annual Reports 2017, 2018 and 2019</p> <p>Mid-Term Review</p> <p>Evaluations (FORSA and HIMAYA)</p>

## Annex 17: Draft Minutes of the Steering Committee

(Minutes Steering Committee Meeting – Inception Report 23 March 2020 – Draft 2 April 2020)

### Attendants:

- Member: Mr. Abdelfattah Hamadi, Chef du pôle Système d'Information, Observatoire Nationale de Développement Humain (ONDH)
- Member: Mr. Nicolas Martin, Responsable de la planification stratégique et de l'Équipe du Bureau du Coordonnateur résident, Bureau du Coordonnateur Résident des Nations Unies, Maroc
- Member: Mrs. Giovanna Barberis, Representative, UNICEF, Morocco Country Office
- Secretariat: Robert Stryk, Regional Evaluation Adviser, UNICEF, Middle East and North Africa Regional Office
- Resource Person: Mr. Christian Privat, Team Leader, UNICEF Morocco Country Programme Evaluation.
- Resource Person, Mr. Behzad Noubary, Deputy Representative, UNICEF, Morocco Country Office
- Resource Person: Mr. Rachid Amri, Planning, Monitoring and Evaluation Specialist, UNICEF, Morocco Country Office
- Resource Person Mrs. Valentina Proseri, Evaluation specialist, UNICEF, Middle East and North Africa Regional Office
- Resource Person: Mrs. Silvia Cifarelli, LATTANZIO KIBS

### Apologies:

- Mr. Anas Alami-Hamedane, Chef de la division du système des Nations Unies pour le développement Ministère des affaires étrangère et de la Coopération
- Mr. Tarik Bouziani, Cadre à la direction de la coopération, Ministère de l'Éducation National
- Mrs. Meriem Othmani, President, Association INSAF

### Agenda

- Welcome
- Presentation of evaluation process
- Presentation of the inception report
- Discussion
- Discussion of options on the way forward

### Discussion

1. The Representative welcomed the members of the steering committee and reiterated that the country programme evaluation is an important step in contributing how to serve children in Morocco better. She introduced the agenda and the members accepted the agenda of the meeting.
2. The regional office explained the process of the country programme evaluation and how this is embedded in the processes of UNICEF. The office reiterated that this is an important step and encouraged the active participation in the discussion to ensure that the way forward on the country programme evaluation is clear.
3. The team leader of the country programme evaluation provided the highlights of the inception report explaining the process of establishing the inception report, highlighting the addition of questions regarding synergies, the competitive advantage of UNICEF and its strategic positioning to provide services to children in Morocco and then going into some detail with regards to the proposed methodology of data collection.

4. During the discussion the Members of the Steering Committee in general welcomed the report and agreed to the revised questions and the methodology. The members of the steering committee however mentioned that there are some areas of the report that will require strengthening for the final version. The Committee Members agreed to provide comments on minor issues to the consultant team in written after the meeting. However the key elements that need strengthening are:
  - The interview guide (Annex 15) need to have simpler language and be differentiated by actor (Ministries, Institutions, UN agencies, Development partners, NGOs)
  - The representativeness needs to be more explicitly explained
  - Refer and make use of the information in the Situation Analysis for the inception report and the final report, with the inclusion of cross-cutting dimensions (C4D, Young People, Migration and Early Childhood)
  - Describe in detail how the data will be collected virtually and how the quality of the evidence will be ensured in this scenario
  - Include a mapping of partners
  - Reflect on the contribution analysis, and how the analysis on results can assess UNICEF's contribution to these results
  - The secretariat reiterated that the scope and questions discussed for the Country Programme Evaluation in the steering committee will guide the process on the way forward and the steering committee members agreed that they are confident with the scope and questions as described in the inception report.
5. The Steering Committee members discussed the options on the way forward. The main options considered were
  - The delay of the data collection phase until travel and access improves.
  - Remote data collection recognizing that the level of evidence might be slightly lower than if the evaluation would include field work.
6. The members suggested to move forward with the remote option under the assumption that the consultant team will employ measures to ensure the highest level of evidence possible under the remote circumstances.

#### Follow Up / Decisions

- The Inception Report is endorsed pending the additions / changes mentioned in the discussion.
- The Steering committee endorses that the evaluation will go forward at this point of time adopting the methodology to collecting data remotely.

Annex 18: Terms of Reference

**Provided separately in PDF**