

**UNICEF Latin America and the Caribbean Regional Office
and UNICEF Office for the Eastern Caribbean Area
Terms of Reference**

Title of the initiative	Formative Evaluation of the UNICEF Eastern Caribbean Multi-Country Programme 2017-2021
Purpose	<ul style="list-style-type: none"> • To strengthen the relevance and effectiveness of UNICEF programmes in the Eastern Caribbean Area (ECA) and inform the development of the next Multi-Country Programme 2022-2026. • Improve organisational effectiveness, inform strategic direction of UNICEF partnerships, and enhance accountability to the Governments, donors and implementing partners.
Contract	Institutional
Duration	7 months
Start date	01 July 2020
End date	31 January 2021
Location	Home-based with the possibility of travel to Barbados, and Trinidad and Tobago (if conditions permit)
Reporting to	Regional Evaluation Advisor UNICEF LACRO, and M&E Specialist UNICEF ECA

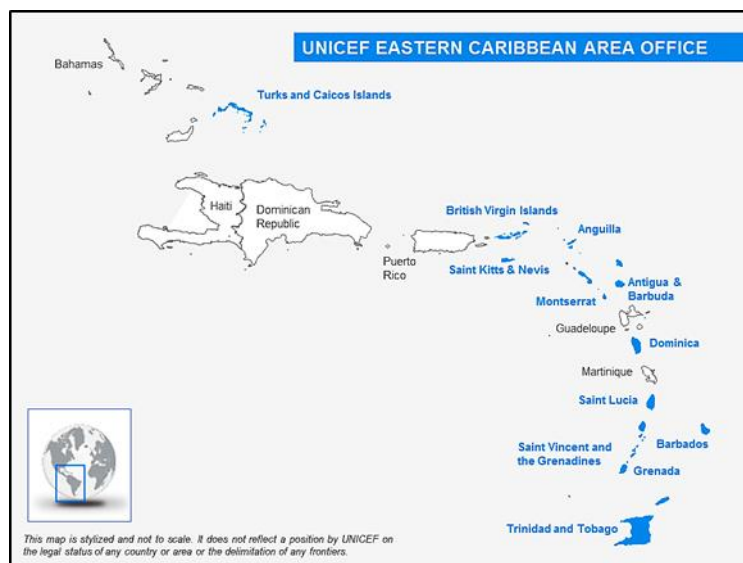
1. Introduction

1.1. Country Programme Evaluation in the UNICEF programme cycle

This Country Programme Evaluation (CPE) Terms of Reference (ToR) has been developed in line with the 2018 [Revised Evaluation Policy](#) which emphasises the importance of the CPE in guiding the development and implementation of UNICEF country programmes. In accordance with the coverage norms of the policy, every UNICEF Country Programme must be evaluated at least once every two programme cycles and the CPE should be sequenced to inform the preparation of the next five-year Country Programme Document (CPD), Programme Strategy Notes (PSNs) and associated theories of change. The CPEs are conducted by the Evaluation Section of the respective UNICEF Regional Office. UNICEF CPE should also inform the joint UN Sustainable Development Framework development process.

1.2. ECA Context

The 12 countries and territories¹ covered by the UNICEF ECA Multi-Country Office are Small Island Developing States (SIDS) comprising about 2.3 million people of which 26 per cent are children. They are classified as high- or upper-middle-income, with the gross domestic product (GDP) per capita ranging from US\$7,032 in Dominica and US\$7,378 in Saint Vincent and the Grenadines, to US\$31,677 in the British Virgin Islands.²



In 2019, the ECA countries and territories continued to maintain a relatively stable GDP growth rate at 3.3 per cent average for the subregion, fuelled by reconstruction activity in post 2017 hurricane countries, robust performance of the tourism sector, and positive developments in main trading partner countries (Canada, United Kingdom and United States). Dominica, Anguilla, Antigua and Barbuda, Turks and Caicos Islands and Grenada experienced the largest growth rate. Exceptions are Barbados and Trinidad and Tobago, who experienced tepid economic growth at 0 and 0.4 per cent respectively. Eastern Caribbean countries are also classified as ‘very high’ and ‘high’ on the Human Development Index (HDI), ranging from 58 (Barbados) to 103 (Dominica) out of 189 countries; and this has been the case for the last decade.

Although ECA countries and territories made efforts to gradually reduce their high debt, most countries in the sub-region, continue to have high levels of indebtedness. Except the UK Overseas Territories and Saint Kitts and Nevis, the debt-to-GDP ratio in 2019 was above the SDG target of 60 per cent, and Barbados’ ratio extremely high above 120 per cent. In effect, the ongoing high public debt is putting a limit on state spending. According to the United Nations Economic Commission for Latin America and the Caribbean (ECLAC), the private sector crediting continued to decline, at 47.6 per cent of the GDP in 2019. The countries’ primary monetary policy focused on reducing lending and

¹ Antigua and Barbuda, Barbados, Dominica, Grenada, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines and Trinidad and Tobago and four British Overseas Territories, namely, Anguilla, the British Virgin Islands, Montserrat and the Turks and Caicos Islands.

² World Bank, 2018. Available at: <https://data.worldbank.org/indicator/NY.GDP.PCAP.CD>

interest rates (which continues to be high in some countries), has not been effective in spurring investment to boost economic growth.

Despite the progress made by ECA countries and territories in the fulfilment of children rights over the years, there are still several issues children and young people face which negatively affect their wellbeing, opportunities and life chances.

One in three children (33 per cent) in the ECA live in poverty, and 4 per cent in extreme poverty. A significant number of this vulnerable child population resides in female headed households, large households and households with migrants. The latest data published by the Government of Saint Lucia in 2018, has shown that between 2006 and 2016, child poverty rate in the country reduced from 36.7 to 34.5 per cent. This represents a 2.3 per cent decrease in a decade, which is extremely slow and unlikely to meet the SDG 1.2 target to reduce at least by half the proportion of children living in poverty by 2030.

Whereas all primary school age children are in school, about 20 per cent of early childhood age children are not enrolled, and 12 per cent are not enrolled in secondary school. Although drop out and repetition rates are low, over 60 per cent of these are boys. Only 1 out of 3 secondary school students (31 per cent boys, 37 per cent girls) meet the required level of learning qualifications, measured by pass rates of the Caribbean Secondary Education Certificate examinations. Evidence from some countries highlights the discrepancy between educational qualifications being offered and job market needs. In Saint Lucia for example, over 40 per cent of job openings require post-secondary qualifications, which are held by less than 10 per cent of those seeking work. The inadequacy of enabling school environment to support students in their learning has been identified as key contributor to poor learning outcomes and dropping out. This includes lack of parental engagement, levels of abuse and violence, relevance of school curriculum with the current needs, harsh disciplinary approaches and inadequate provision for students with special needs.

Violence against children, particularly in the form of violent discipline at school and in the home is endemic in the Eastern Caribbean. Over 2 out of 3 are subject to physical and psychological violent disciplining by parents or caretakers. There is no legislation currently against corporal punishment in the home setting for example, and very few countries have banned it in schools and other settings. Therefore, it is a socially accepted means of discipline in the general population. The prevalence of sexual violence against children is high with 25 per cent young women aged 18-29 years having experienced sexual violence by the age of 18 in Trinidad and Tobago. Around 2,300 cases of child abuse are reported to the authorities annually in ECA countries and territories, of which, 35 per cent were for sexual abuse, 34 per cent neglect, 25 per cent physical abuse and 10 per cent emotional violence. About 90 per cent of sexual abuse victims were girls, most in the 12-16 age group. Virtually all perpetrators were male and known to the victim.

The latest Situation Analysis of Children in the Eastern Caribbean conducted in 2019 as part of the Strategic Moment of Reflection, also highlighted that obesity and mental health among children and adolescents are emerging issues. It is estimated that 10 per cent of children under five are overweight. By the time they reach adolescence, close to 30 per cent of them are overweight. A contributing factor is the health and lifestyle, as data is showing that only 1 in 4 adolescents on average undertake at least an hour of physical activity per day compared to 1 in 2 who are doing sitting activities 3 hours or more per day. On the mental health front, it is reported that 20 per cent of adolescents (24 per cent girls) have considered attempting suicide, and UNICEF ECA will invest in further understanding these emerging issues in 2020-2021 with a view to developing ways of addressing these issues in the next programme cycle.

1.3. Contextual changes during the CPD implementation

Three and a half years since the start of the CPD the situation of children would have significantly changed, particularly due to the 3 emergencies which greatly impacted the ECA countries and territories.

Hurricanes Irma and Maria wreaked havoc across 5 ECA islands in September 2017 affecting 143,000 people, including 39,000 children. The weather events have wiped out many years of hard-won development gains. The Commonwealth of Dominica lost two-fold of its 2016 GDP and British Virgin Islands three-fold. The effects still linger at the household and community level, including due to longer post-emergency recovery. The study on Climate, Environment, Energy and Landscape Analysis for Children conducted by UNICEF in the Eastern Caribbean in 2019, concluded that ECA SIDS are among the most vulnerable countries in the world to the impacts of climate change. Evidence indicated that, due to the escalating impacts of climate change, children and youth face significant risks in all areas, from education, health, water, nutrition to child protection; which are also exacerbated by environmental degradation. Extreme weather events now happen with significant higher frequency and intensity. After 2017 hurricanes, ECA barely escaped Dorian in September 2019, which passed over several islands before devastating the Bahamas.

Starting mid-2018, as a result of the crisis in Venezuela, UNICEF ECA embarked on providing support to another unfolding emergency, significantly different in nature and complexity – the Venezuelan children on the move. The situation of migrant children remains a concern, especially in Trinidad and Tobago, which continues to experience an influx of migrants from Venezuela. In 2019 about 24,300 Venezuelans were estimated to be living in Trinidad and Tobago and the figures are projected to increase to 33,400 in 2020. Children represent about 10% of all the migrants. The findings from a survey conducted by IOM with UNICEF support in 2019 revealed income generation/employment, medical care, legal services, food and education being among the top five priority needs of the population of concern. Access to education continues to be a challenge as migrant children are not able to access the national education system in Trinidad and Tobago.

The latest emergency caused by the new coronavirus is affecting the ECA along with the rest of the world. Since the first confirmed COVID-19 case in the sub-region was reported on 11 March 2020 in St. Vincent and the Grenadines, there have been subsequently 351 infected people and 21 deaths in the 12 Eastern Caribbean countries and territories (as of 17 May 2020). Similar to the other countries, the governments in the ECA have closed their borders, schools and non-essential businesses, and established lockdowns in an effort to reduce the movement of the population and enforce social distancing to contain the spread of the virus. Although the protective measures taken in the early days of the COVID-19 onset have contributed to the containment of the virus and to flattening of the curve, the measures have inevitably led to both direct and indirect socio-economic impacts on children resulting from school closure and disruption of education, increased time at home and violence levels, rising unemployment and poverty levels, and increased demand for social protection.

Overall, in the last three years, UNICEF provided emergency response (and continues to provide) to three different emergencies, which coupled with ongoing disaster preparedness became “the new normal” in ECA programmes and plans.

Given the above context and in alignment with the 2019 Strategic Moment of Reflection (SMR), UNICEF ECA is undertaking the evaluation of the current multi-country programme as a key milestone for the development of the 2022-2026 multi-country programme for the Eastern Caribbean.

2. 2017-2021 Eastern Caribbean Multi-Country programme

2.1. 2017-2021 Multi-country programme

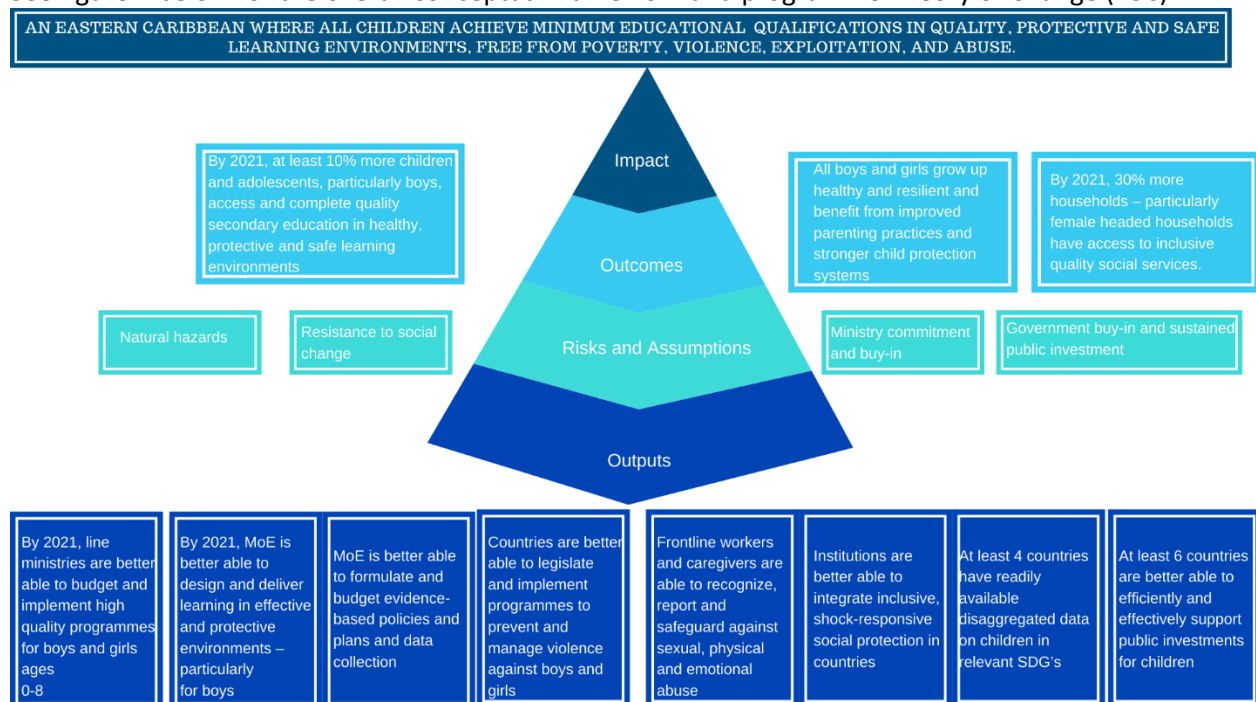
The 2017-2021 UNICEF Eastern Caribbean multi-country programme has been developed in alignment with the UN Caribbean Multi-country Strategic Development Framework (UNMSDF) 2017-2021 priorities: (a) an inclusive, equitable and prosperous Caribbean; (b) a safe, cohesive and just Caribbean; and (c) a sustainable and resilient Caribbean. The programme is defined in the context of the 2030 Agenda for Sustainable Development, the Small Island Developing States Accelerated Modalities of Action (SAMOA) Pathway and national and regional frameworks.

The overall goal of the 2017-2021 multi-country programme is “an Eastern Caribbean where no child lives in poverty, all children achieve minimum academic qualifications in a quality, protective and resilient learning environment and free from violence, neglect, exploitation and abuse”.

Three outcomes have been designed to contribute to the Eastern Caribbean vision for children:

- By 2021, 10% more children and adolescents, particularly boys access equitable, healthy, safe and protective learning environments in development and humanitarian contexts.
- 30% more vulnerable and poor households – particularly female-headed and large households - have access to quality social services.
- All girls and boys (in and outside humanitarian situations) grow up healthy, resilient and benefit from improved parenting practices and strengthened child protection systems

See figure 1 below for the overall conceptual framework and programme Theory of Change (ToC)³.



The programme employed a mix of strategies to support the realization of planned outcomes and outputs, including:

³ Each of the three ECA Programme Strategy Notes 2017-2021 also contains its own ToC.

- a) **Capacity development for policy formulation** and implementation, the delivery of quality services and the creation of demand for services, particularly for the most excluded and disadvantaged;
- b) **Evidence generation and policy dialogue and advocacy** to inform policies, programmes and accountability;
- c) **Innovation, South-South and triangular cooperation and partnerships** to enhance equity focus and address disparities for vulnerable children;
- d) **Communication** to develop social and behavioural-change models and to complement and enhance social accountability for children's rights, empowering communities to demand services and promote positive behaviours.

The 2017-2021 multi-country programme has four interlinked components: **(a) lifelong learning; (b) safety and justice for children; (c) social protection and child rights monitoring; and (d) programme effectiveness**. A strong equity focus on the most disadvantaged boys and girls is at the heart of the programme. In addition, on the basis of the recommendations of the Committee on the Rights of the Child, the strengthening of data systems and the monitoring of child rights were prioritized. **Disaster risk reduction**, including addressing the impacts of climate change on children, were mainstreamed into the programme components. Furthermore, the programme promoted gender equality and the empowerment of girls and women, in line with the Gender Action Plan 2014-2017.

2.2. Budget of the 2017-2021 CPD

The table below provides a summary of the Regular Resources and Other Resources required to support the implementation of the country programme.

Summary budget table

<i>Programme component</i>	<i>(In thousands of United States dollars)</i>		
	<i>Regular resources</i>	<i>Other resources</i>	<i>Total</i>
Lifelong learning	5 000	3 000	8 000
Safety and justice for children	4 500	2 000	6 500
Social inclusion and child rights monitoring	4 500	600	5 100
Programme effectiveness	3 500	1 000	4 500
Total	17 500	6 600	24 100

2.3. Mid-term Strategic Moment of Reflection

The Strategic Moment of Reflection (SMR) of the 2017-2021 Eastern Caribbean Multi-Country Programme conducted during September 2019 in Barbados provided an agreed perspective on the broad thrust of UNICEF's evolving role in light of ongoing changes, the results achieved midway, the lessons learned from the implementation of the current programme, and the UNICEF's value proposition through 2021 of the country programme.

The main lessons learnt were the following: progressive increase in coverage of basic social services access but uneven and quality gaps remain; limited availability of quality, timely and disaggregated data on children remains a challenge; delays in the enactment of policy and legislative reforms and associated institutional reforms; social norms, practices entrenched behaviours, attitudes in society and institutions remain a key bottleneck affecting children's rights; existence of transborder issues (migration, climate change/DRR) calls for joint regional solutions and coordination.

UNICEF's strategic intents for the remainder of the country programme are:

- Strategic Intent #1: The multi-country programme remained relevant in its strategic positioning regarding challenges that face the eastern Caribbean children today.
- Strategic Intent #2: Obesity and mental health among children and youth called for new investments in a learning agenda and partnership building in the second half of the multi-country programme
- Strategic Intent #3: Strengthen programming against violence against children as a cross cutting priority
- Strategic Intent #4: Integrate disaster risk reduction for resilience in all programme areas

3. Object of the Evaluation

3.1. The Object of the Country Programme Evaluation

The object of the evaluation is the 2017-2021 UNICEF Eastern Caribbean multi-country programme.

The evaluation intends to assess progress of the overall country programme looking into the progress of its core components: *(i) lifelong learning; (ii) safety and justice for children; (iii) social inclusion and child rights monitoring*. These will be based on previously conducted thematic evaluations and desk review and other existing information and evidence, with limited additional data collection beyond stakeholder consultations.

Programme effectiveness (iv) of the country programme will be evaluated primarily through: a) evidence of cross-sectoral (gender, youth, climate change) convergence to achieve higher results for children; b) assessment of UNICEF engagement in evidence generation, analysis and use; c) use of strategies to support behaviour change communication; and d) presence of mechanisms, tools and processes to support effective programme coordination, implementation and monitoring.

The M-CPE will take a closer look at the four components of the TOC to understand how the programme interventions converge, the intended contributions this make to wider the broader change, systems development, and influencing sustainability.

3.2. Key implementing partners

In the frame of the 2017-2021 Eastern Caribbean Multi-Country Programme, UNICEF established key partnerships with entities from the 12 Governments in the Eastern Caribbean to achieve results for children. Of relevance for the ECA multi-country programme evaluation are:

- *Lifelong learning*: Ministries of Education.
- *Safety and justice for children*: Ministries of Social Development/Justice, Children's Authority/Board.
- *Social inclusion and child rights monitoring*: Ministries of Social Development, Central Statistical Offices.

Implementation partnerships have also been developed with OECS Commission, Caribbean Disaster Emergency Management Agency (CDEMA) to support the implementation of the Multi-Country Programme. Collaborative partnerships with the UN agencies and other development partners, including in alignment with the renewed UN reform, continued with the following partners for stronger coordination and impact of 2017-2021 Multi-Country Programme: UNDP, WFP, UN Women, UN ECLAC, WHO, ITU, CDB, and WB. During the inception phase, the evaluators will identify the structures and ways these partners are contributing to CP goals.

4. Purpose, objectives and scope of the evaluation

With emphasis on informing the design of the new UNICEF country programmes in the ECA, this independent evaluation will have a formative focus, with summative aspects in assessing performance and programme effectiveness of its current phase. Its findings will feed into the UNDAF and inform the implementation of the next country programme and inform the strategic positioning of the MCO in the next cycle

4.1. Evaluation purpose

The main purpose of the M-CPE is to draw lessons learned to inform the design and implementation of the next 2022-2026 Multi-Country Programme and hence strengthen the relevance and effectiveness of the UNICEF programmes in the Eastern Caribbean Area. The M-CPE will contribute to reinforce UNICEF's ECA organisational learning, strategic positioning and value proposition in its partnerships, and enhance its accountability to the Governments, donors, peers and implementing partners.

Broken down in key components, the M-CPE purpose is to:

- i. Identify emerging good practices and key lessons learned from the current 2017-2021 multi-country programme to inform the design of the 2022-2026 programme document and its intervention strategies to respond better to Eastern Caribbean development priorities and advance child rights; and
- ii. Provide an assessment of the *relevance, effectiveness, coherence and sustainability* of the country programme and its strategies for (a) understanding the extent to which the multi-country programme is contributing to national development goals and humanitarian priorities; and (b) determine the extent to which programmes are adequately addressing disparities and inequities.

The rationale for selecting these evaluation criteria is outlined in section 5 below.

In keeping with the development-humanitarian nexus of UNICEF mandate, the M-CPE will assess the ECA office contribution to both regular development and emergency response to the 2017 hurricanes, migration crisis, and COVID-19 outbreak.

The M-CPE will identify what strategic approaches, programmatic components and intervention modalities can support UNICEF to continue stay relevant in the Eastern Caribbean in the changing development and emergency context, including for supporting the Governments in the implementation and monitoring of the SDGs.

The M-CPE has been timed for 2020 for the findings and recommendations to feed into the development of country programme cycle, the development of the UNICEF 2022-2026 CP and the joint UN UNMSDF. The detailed timeframe is provided in the workplan section.

4.2. Evaluation objectives

The objectives of the evaluation include the following:

- To assess the relevance, effectiveness, coherence and sustainability of the 2017-2021 UNICEF multi-country programme design and implementation with a formative and forward-looking focus on the current and evolving ECA context.
- To take stock of the progress made towards the attainment of the development and humanitarian results, including effects in addressing disparities and inequities; and identify the most effective implementation strategies and partnerships for UNICEF ECA to adopt for the next phase of programme development.

- To determine how UNICEF can most effectively position itself, build on its comparative advantage, and provide specific recommendations to improve the design and relevance of the 2022-2026 multi-country programme in the ECA and UNMSDF.

4.3. Key users and intended use

The primary user of the M-CPE is the UNICEF Office for the Eastern Caribbean Area. Other users include the Latin America and Caribbean Regional Office, Governments in the ECA countries and territories, UN Country Teams, key development partners and donors, and the duty bearers and rights holders (particularly children and vulnerable groups).

Users	Use of the evaluation
UNICEF Office for the Eastern Caribbean Area	<ul style="list-style-type: none"> • Inform the design and effectiveness of the new 2022-2026 multi-country programme document (CPD); • Take stock of the progress made towards the attainment of the development and humanitarian results; • Identify the most effective implementation strategies and partnerships; • Strengthen accountability and learning from the 2017-2021 UNICEF multi-country programme.
UNICEF Latin America and Caribbean Regional Office	<ul style="list-style-type: none"> • Provide learning and insight on the effectiveness of UNICEF's strategies and approaches in the ECA; • Inform planning for LAC regional office support to ECA.
Governments in the ECA countries and territories	<ul style="list-style-type: none"> • Inform Governments in the ECA on UNICEF 2017-2021 results and value proposition during 2022-2026; • Share insights about the anticipated improvements and refinements of multi-country programme and operations.
UN Country Teams, key UNICEF development partners and donors	<ul style="list-style-type: none"> • Inform UN Country Teams and partners in the ECA of the 2017-2021 results achieved contributing to UNMSDF. • Share insights on UNICEF evolving comparative advantage and 2022-2026 value proposition for the development of the UNMSDF.

4.4. Evaluation Scope

The M-CPE will focus on the 2017-2021 UNICEF Multi-Country Programme and cover three and a half years of implementation from the beginning of the current CPD and UNMSDF to the present (January 2017 to June 2020).

In line with the geographic coverage of the multi-country programme, the evaluation will have a sub-regional (Eastern Caribbean Area) scope and be strongly informed by the evidence at the national level of the results, lessons and experiences emerging from the 12 ECA countries and territories. The evaluators, as part of the inception phase, will identify how the stakeholders which benefited from MCP interventions have been reached (by type of institution/organization, by geographic location).

5. Evaluation criteria and questions

As noted in section 4.1, from the 6 OECD/DAC evaluation criteria, UNICEF ECA has prioritised 4, *relevance, effectiveness, coherence and sustainability*, as the focus of the M-CPE. The reasons for that are, to make the exercise more feasible to manage, and equally important, to concentrate on those strategies deemed most useful and with the greatest learning potential for developing the next multi-country programme.

Relevance is critically important for UNICEF ECA, in order to be able to assess the extent to which its programme objectives and design respond to the needs of beneficiaries and other stakeholders, particularly in the complex COVID-19 environment. This evaluation criterion provides the opportunity to explore, all or a selection of questions related to responsiveness to the needs, the alignment to strategic priorities, suitability to the context, rigour of intervention design and adaptive capacity.

Effectiveness is to assess the extent to which the Country Programme results were achieved or is expected to achieve, what factors influenced their achievement (or not), and whether UNICEF demonstrated a reasonable contribution at the outcome or system level. This evaluation criterion offers the lens to look closer into questions related to the achievement of results, the scope and scale of results, and inclusiveness.

Coherence (and sustainability) is relevant due to interest in understanding the extent to which the 2021-2026 Multi-Country Programme was planned and implemented in synergy with other development/ humanitarian actors (particularly UN agencies) in the Eastern Caribbean. This criterion looks into the policy coherence, strategic partnerships, coordination of implementation among other.

Sustainability assesses the extent to which UNICEF's work continued or is likely to continue its positive effects after the Multi-Country Programme has been completed, and its potential for scale-up and/or replication. This criterion is exploring whether sustainability was planned and investigates the issue of continuation of positive effects, replicability and scalability.

The evaluation will not include the *efficiency* and *impact* criteria, as these are more suitable for programme level evaluations, and it is expected that such knowledge should be drawn from separate evaluations as appropriate.

Connectedness, particularly in terms of **disaster risk reduction (DRR) and response to emergencies**, is included in the scope as an additional criterion, to capture the experience and lessons from UNICEF contributions to humanitarian response during 2017-2020 and its effectiveness.

The overarching question for the M-CPE is: *to what extent has the UNICEF 2017-2021 multi-country programme proved successful in its programme delivery, strategic choices and approaches, and what implications are there for the development of the 2022-2026 programme for UNICEF?*

Noting the overall scope of the evaluation, and in accordance with the UNICEF global guidance for the CPE advising to identify a limited number of evaluation questions, 8 questions have been selected by the country team across the 4 criteria.

Criteria	Questions
Relevance	1. To what extent did the multi-country programme objectives (including any adjustment of objectives) and UNICEF-supported interventions remain appropriate and relevant to the changing: (a) circumstances in the 12 Eastern Caribbean countries and territories? and, (b) needs of children and young people, especially the most marginalised?
Effectiveness	2. To what extent were programme outputs (including any adjustment of outputs) delivered and did they contribute to: (a) progress toward the stated programme outcomes e.g. supporting an enabling environment, improving quality of services, increasing demand for services etc? (b) to the reduction of inequalities and exclusion?

	3. What are the major factors influencing the achievement (or not) of the multi-country programme outputs? (e.g. (a) external factors - political, social, economic; (b) internal factors – implementation model/structure, quantity, quality, timeliness of delivery). What influence did these factors have on achievement (or not) of multi-country programme outcomes?
Coherence (and synergies)	4. What are UNICEF’s added value in the 12 Eastern Caribbean countries/territories – particularly in comparison to other UN agencies? Are these strengths a result of UNICEF corporate features or are they specific to the multi-country Office? 5. To what extent were meaningful partnerships or coordination mechanisms established with other key actors e.g. government at national and local levels, civil society, NGOs, academia, other UN agencies etc. to avoid duplication of efforts, miscommunication and clearer accountabilities?
Sustainability	6. To what extent have UNICEF cross sectoral strategies (capacity building, evidence generation, communication, advocacy, Innovation, South-South and triangular cooperation and partnerships, gender and climate change) enhanced the potential for government replication and scalability in the future? What are the major factors which influence the achievement or non-achievement of sustainability of the UNICEF programme?
Connectedness	7. To what extent did UNICEF respond effectively to emergencies during the period being evaluated (measured against the benchmarks set in the Humanitarian Action for Children and Response Plan)? 8. To what extent is Disaster Risk Reduction (DRR) mainstreamed in UNICEF’s multi-country programme? 9. How can UNICEF ECA ensure that its response to COVID-19 is anchored coherently within its longer-term program in the next M-CPD?

Gender, equity and human rights, will be mainstreamed in the evaluation questions across the four criteria.

During the inception phase, the Evaluation Team will examine and refine the evaluation questions and propose prioritisation and modification, based on the findings from the Evaluability Assessment. The team will develop an evaluation matrix explicitly linking evaluation criteria, questions and sub-questions with identification of relevant indicators and means of verification for each question.

6. Methodology and approach

6.1. Overall design and approaches

The methodology described in this section is indicative and participating evaluators are expected to adapt and integrate the approach and propose adjustments needed to accomplish the initiative. These can include additions to the evaluation design; approaches to be adopted; appropriate sampling strategy; data collection and analysis methods; and an evaluation framework. The proposals should also refer to methodological limitations and mitigation measures.

The design of the evaluation will be non-experimental, utilisation focused, and theory based in assessing the effectiveness of the UNICEF multi-country programme and approaches adopted in the current programme cycle against their intended aims. During the process the evaluation team will assess the Theories of Change within the Programme Strategy Notes (PSNs) for each programme component and for the overall country programme, validate their relevance and effectiveness in the evaluation, and help stimulate reflection to inform the next phase of the M-CPD.

With a strong focus on utilisation, the approach of the evaluation will concentrate on engaging with the principle users of the evaluation process and report – UNICEF ECA country and regional offices, key stakeholders and focal points in national government’ ministries and departments, representatives at sub-regional and national level as far as possible, and UN partner organisations in the ECA countries.

Mixed data collection methods will be used as far as possible. Discussions with stakeholders from ECA countries/territories will largely provide qualitative evidence. The evaluation team will draw from the available quantitative data from recent evaluations, progress reports and other sources. Participating evaluators can consider the “contribution analysis approach” particularly around questions of effectiveness, and other relevant approaches for stakeholder consultation (identified in annex) that could generate useful qualitative and quantitative data on key issues.

The evaluators will assess the options and describe in detail the suitable methods to meet the purpose, scope and objectives of this evaluation. The methodology will be further refined in the inception phase, based on the findings of the Evaluability Assessment and consideration of constraints posed by the COVID-19 outbreak and measures out in place by the ECA countries/territories. Participatory approaches will be adopted as far as possible, but given the potential access constrains, these will be expected to be make use primarily of virtual means.

6.2. Evaluability assessment

The evaluability assessment (EA) will be integrated in the CPE process. The evaluator will conduct a desk-based EA as part of the inception phase, which will help frame the evaluation and identify the methods.

UNICEF ECA will share the available documents and relevant data as information resources for the evaluation questions. The EA could also lead to re-prioritization of questions during the inception phase if information or data is not available.

The focus of the EA will be defined in the month after this ToR is agreed but likely to include key questions on:

- **Design and results framework:** to what extent is the CP design clearly defined, with a robust Theory of Change and results framework in place, and relevant to the country context?
- **Measurability:** to what extent are there appropriate indicators, tools, systems and resources established and in use for monitoring, reporting and learning on progress and results? Are critical data sets available that are suitable for the intended scope of the evaluation?
- **Context:** what contextual factors and cycles (political, social, seasonal, internal priorities, major evaluation initiatives of other stakeholders) need to be considered when conducting the CPE, and what risks and assumptions been identified concerning these?

Illustrative inputs for the EA are provided in the table below:

Evaluability parameter	Illustrative Comments
Relevance of the logic model and coherence of results structures,	<ul style="list-style-type: none"> • ECA Multi-Country Programme cycle with multiple layers: (a) multi-country (8 countries, 4 territories), (b) Eastern Caribbean subregion, (c) UNCT systems;

<p>alignment to country context and coherence of the sector programme/ country programme</p>	<ul style="list-style-type: none"> • Given the current COVID19 context and capacities, ECA is assessing the most feasible model for national programme planning, monitoring and coordination within the complex ECA context; • The multi-country context directly affects the: (a) implementation arrangement and partnership with the Governments (level of ownership, governance, accountability); and (b) planning, monitoring and reporting processes; • M-CPD and results framework covering the sub-region and relevant to the countries' contexts; • 2017-2021 MCP challenges relate to: (a) clarity of the convergence areas and cross-cutting strategies of the M-CPD; (b) plausibility of the logic and results structures for each country; (c) validity and reliability of the indicators; (d) the aggregation and disaggregation of information at the country level; and (e) mainstreaming emergency preparedness and DRR.
<p>Assess the adequacy and validity of the indicators, tools and systems for monitoring, measuring and verifying results</p>	<ul style="list-style-type: none"> • 2017-2021 M-CPD monitoring and reporting system in place: important set of documents available • Critical data/information sets available but fragmented: (a) some gaps in the collection of information for the indicators (PSN, RAM); and (b) insufficient consistency and clarity (sources, validity of the data in relation to the results framework); • Given the system in place and the effort already done, the efficiency of the monitoring system can be strengthened by consistently using the monitoring tools during M-CPD implementation.

6.3. Existing evaluations for the M-CPE

The following evaluations and reviews have been conducted by UNICEF ECA during 2017-2021 which are expected to provide the evaluative evidence for the M-CPE:

- Evaluation of the implementation of Child Friendly Schools/Effective Schools Framework in the Eastern Caribbean, 2020 [Ongoing]
- Gender Programmatic Review, Final Report, UNICEF Office for the Eastern Caribbean Area, 2019
- [Evaluation of the human rights training and application of normative principles and standards by judges and magistrates in the Eastern Caribbean Area](#), 2019
- [Evaluation of the Pilot MEND and RISE Cash Transfer Programmes in St. Kitts and Nevis](#), 2018
- [Process Review of the UNICEF-WFP Joint Emergency Cash Transfer \(JECT\) Programme in Dominica](#), Final Report, UNICEF, 2018
- Assessment of the Effectiveness of the Break the Silence Initiative in select Eastern Caribbean countries, 2017

The information from existing evaluations will complement the other available data and information collected.

6.4. Data collection methods

The CPE will rely on several quantitative and qualitative information methods that will be triangulated. The evaluation will use data from primary and secondary sources, including desk review of

documentation, and interviews with key informants, and remote focus group discussions to consult groups of rights holders and duty bearers as appropriate. The final design should specify how data collection and analysis methods integrate gender considerations throughout the evaluation process.

Comprehensive desk review of available documentation will be conducted. The secondary data review will include, among others, background documents on the national context, documents prepared by UN system agencies and other international partners during the period under review; programme plans and frameworks; progress reports; monitoring self-assessments such as the yearly UNICEF Country Office Annual Reports; and evaluations conducted by the multi-country office and partners. Annex 1 provides a list of documents which will be made available and to be supplemented with other documents identified in the process of conducting the M-CPE. These documents provide information which can be used to summarise key findings from the programme performance. Sex-disaggregated data will be sourced, where available, and assessed against programme outcomes.

Subject to COVID19 developments, the evaluation team may undertake 1 visit to Barbados for consultations during the data collection. While the validation will be done remotely.

Consultations through **key informant interviews** will be conducted with UNICEF ECA and LACRO staff in Panama to shape the inception stage. A multi-stakeholder approach will follow, which will include interviews with partners from government entities, civil-society organizations, private-sector representatives, UN agencies, multilateral organizations, bilateral donors, and youth groups. During the inception phase a stakeholder analysis will be conducted to identify all relevant UNICEF partners. In addition to identifying the key informants for the interviews, the analysis will serve to examine any potential partnerships that could further improve UNICEF's contribution to the country. Country visit or remote meetings options will be considered depending on feasibility and COVID19 related developments.

The possibility to conduct remote **focus group discussions** at the regional/national level with the youth groups, will be explored and discussed during the inception phase, to capture their views on topics such as UNICEF support since 2017, the needs of young people, opinions on what UNICEF could do more. These can be done using U-report (facilitated by UNICEF) or other online means.

An evaluation matrix will be developed by the participating evaluator, outlining how each evaluation question will be answered/measured and how the information will be collected. This matrix will serve to ensure data collection coherence, facilitate data triangulation, analysis based on both quantitative and qualitative data, and participation of stakeholders. This will enable the evaluator to develop logical and explicit linkages between data for analysis and the questions.

6.5. Validation of findings

Initial findings will be presented to stakeholders in a (virtual) workshop to assess the validity / accuracy of the findings and their relevance to the ECA context and programmes at the end of the in-country visit (or remote field work). Stakeholders will be invited during the workshop to help the evaluator to identify and prioritise recommendations so that relevance, usefulness and usability of these can be maximised. The feedback will be documented including where any divergent views arises from the findings. The conclusions will be based as far as possible on triangulation of evidence collected from different sources and/or by different methods to ensure that the data is valid.

6.6. Limitations

At the time of writing this TOR the main limitation posed to the M-CPE relates to the COVID19, which is affecting the ECA along with the rest of the world. To contain the spread of the virus the ECA countries have closed their borders, schools and non-essential businesses, and established restrictions of movements and social distancing measures. Currently it is impossible to predict how the emergency will unfold in the coming months and whether constraints will ease, continue or become more restrictive. This has an implication for the evaluation methodology and/ or timeframe. Together with the evaluability assessment during the inception phase, participating evaluators should identify methodological limitations in the proposal and how these could be overcome with alternatives. The timeframe proposed in this TOR is indicative and subject to review.

6.7. Ethical considerations

UNICEF supports evidence generation conducted in full compliance with ethical considerations, including during evaluations, research and data collection. Ethical considerations will be assessed and documented, and clearance will be sought before data collection can commence. The ethical review will include the complete set of evaluation documents including proposal, inception report, TOR, and related data collection instruments (interview guide), and other tools as applicable (consent form, protection protocol). Documentation for ethical clearance will be prepared by the participating evaluator in accordance with the requirements of the available Internal Review Board (IRB). The participating evaluator will describe in the proposal how the evaluation is designed and undertaken in accordance with ethical recommendations as set out in [UNEG Ethical Guidelines](#) and the [UNICEF Procedure for Ethical Standards and Research, Evaluation and Data Collection and Analysis](#) (2015), and whether an IRB is available to the participating evaluator. If no IRB is available, UNICEF will facilitate access.

During the evaluation process, full compliance with all UNEG and UNICEF ethical guidelines will be required. All informants should be offered the possibility of confidentiality, for all methods used. Dissemination or exposure of results and of any interim products must follow the rules agreed upon in the contract. Unauthorized disclosure is prohibited. Any sensitive issues or concerns should be raised, as soon as they are identified, with the evaluation manager.

7. Evaluation timeline and deliverables

The evaluation will include three distinct stages.

An **initial inception phase** which will include preliminary desk review and discussions with key stakeholders leading to a brief evaluability assessment. This will allow the evaluation team to fully understand the evaluation criteria and the objectives of the evaluation, as well as the limitations to the evaluation and will help refine evaluation purpose, scope and questions. Inclusion of key users in this stage will be key to ensure a participatory and effective utilization approach. Preliminary findings will lead to the refinement of the evaluation methodology in close agreement with the evaluation managers. A brief inception report will capture all the changes and include tools for collection of data, an evaluation matrix as well as a more detailed and up to date evaluation timeline.

The **data collection analysis and report drafting phase** will entail a more in-depth desk review and data collection, triangulation and analysis. Some remote interviews may be required. UNICEF will support the evaluation team to identify key stakeholders.

A final validation and finalization **phase** when a draft evaluation report will be presented to the reference group for inputs and comments. A final report will be prepared incorporating all comments and findings. A 4-5 pages summary brief including key findings, conclusions and recommendations.

7.1. Proposed Evaluation Timeline

The timeframe below is tentative and will be updated regularly in alignment with COVID-19 developments and related measures put in place by the Governments in the ECA countries.

To maximize the use of the findings, the timeline has been designed in alignment with the next country programme preparation process, expected to start by October 2020, and to feed initial M-CPE findings in the draft 2022-2026 multi-country programme document.

Phase/activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan
1. Inception phase							
Kick off teleconference call							
Conduct evaluability assessment, finalize evaluation framework, and tools (KII, FGD), theory of change and ethical clearance							
Draft inception report, see IR format							
Comments/ QA on inception report							
Final inception report [Deliverable 1]							
2. Data collection, analysis and drafting phase							
Desk review: synthesis document on programme performance from monitoring and evaluation reports							
Conduct key informant interviews (in country or remotely)							
Conduct FGD (remotely)							
Draft evaluation report, see FR format [Deliverable 2]							
Comments/ QA on Draft evaluation report (round 1)							
3. Validation and finalization phase							
Presentation of preliminary findings and validation workshop [Deliverable 3] (30% payment)							
Comments/ QA on Draft evaluation report (round 2)							
Final report produced [Deliverable 4]							
Evaluation summary brief [Deliverable 5]							

As part of quality assurance process, UNICEF (LACRO, ECA) and partners will review the draft deliverables (IR, FR, evaluation brief) and share comments for inclusion/response at all stages of the evaluation process. The review team will require two weeks to review and revert after the draft has been received.

7.2. Evaluation Deliverables

The M-CPE will produce the following deliverables within the timeframe estimated:

Phase	Deliverables	Timeframe (working days)
Inception	1. Final inception report, including: - clarified evaluation objective	30 days

	<ul style="list-style-type: none"> - framed evaluation object - clarified direct users and uses - evaluability assessment; - theory of change - evaluation limitations - evaluation framework and workplan - collection and analysis tools - ethical clearance. 	
Data collection, analysis and drafting	2. Draft evaluation report, including: <ul style="list-style-type: none"> - synthesis document on programme performance. 	30 days
Validation and finalization	3. Presentation of preliminary findings and workshop; 4. Final report; 5. Evaluation summary brief.	20 days

A total of 80 working days are estimated for completion of the multi-country programme evaluation and associated deliverables. The planned duration of this consultancy is 7 months, with expected start on 01 July 2020 and completion by 31 January 2021.

7.3. Report formats

It is to be noted that UNICEF has developed an oversight system for its evaluation reports since 2009, known as Global Evaluation Reports Oversight System (GEROS) that assesses the quality of all evaluation reports against standard criteria. Overall quality ratings and evaluation reports are then available on the UNICEF website: <https://www.unicef.org/evaluation>. Therefore, the evaluation inception and final reports must be compliant with [UNICEF-Adapted UNEG Evaluation Reports Standards](#).

Specific templates are available for developing inception and final evaluation reports which provide the structure and the essential components of evaluation reports:

- Inception Evaluation Report:



Template_InceptionReport_Evaluation_ENC

- Final Evaluation Report:



Template_FinalReport_Evaluation_ENG.doc

8. Evaluation management and quality assurance

8.1. Evaluation management

To ensure an effective management, regular support and quality assurance of the multi-country evaluation, the roles and structures detailed below have been established as part of the evaluation process.

Evaluation Manager

This role would be undertaken by the Regional Evaluation Advisor. Primary responsibilities include:

- Supports to develop the scoping for the CPE
- Sets out and updates the plan for the process, and day to day management and communication of this process with stakeholders
- Leads ToR drafting for the recruitment of the Evaluator
- Leads the recruitment of the Evaluator, and provides supervision and support to the ET
- Day-to-day oversight and management of the evaluation process and budget, in coordination with EMG members and other key stakeholders.
- Leads quality assurance throughout the process, ensuring the quality and independence of the evaluation and its alignment with UNEG Norms and Standards and Ethical Guidelines and other relevant procedures, managing stakeholder engagement, and ET performance against ToR deliverables.

Evaluation Management Group

The Evaluation Management Group (EMG) comprise a small group of key UNICEF staff from ECA office and LACRO. It is led by the Representative, and includes, Regional Chief of Programme and Planning, Regional Evaluation Advisor, Monitoring and Evaluation Specialist (LACRO), Deputy Representative (ECA), and Monitoring and Evaluation Specialists (ECA). Primary responsibilities include:

- Advise and take decisions on the scope, timing and resources for the evaluation
- Conduct consultations with ECA governments and partners as appropriate
- Contributions to, and approval of the ToR (signed off by the Representative)
- Propose candidates for the ERG (see below)
- Support with the lists of contacts, data and information to be shared with the Evaluator
- Support Evaluation Manager to organise the in-country introduction of the evaluation team
- Agreeing and scheduling visits, providing admin support
- Contributing to Quality Assurance through comments and feedback on draft deliverables
- Support to develop the Evaluation Management Response in consultation with stakeholders.

Evaluation Reference Group

The Evaluation Reference Group (ERG) comprises a wider group of key stakeholders from the Government, UN and developing partners in the ECA. UNICEF ECA and EMG will propose relevant members for the ERG. The purpose of the ERG is to provide external insights and perspectives to the CPE. ERG member contributions can include technical expertise in key areas relevant to the multi-country programme, represent key partners in the ECA, and have some experience of collaboration with UNICEF. The ERG should not include representatives from programmes to be evaluated under the CPE to avoid potential conflict of interest. The ERG should comprise of representatives from:

- Focal points from Governments in the ECA countries/territories (see Annex 2);
- Office of the UN Resident Coordinator (Planning and/or Coordination Team Leader);
- Senior staff of UN agencies (UNDP, UN Women, WHO, WFP, UNFPA, ITU);
- UNICEF Regional Evaluation Advisor;
- UNICEF ECA.

The ERG expected support and contributions include:

- Engagement in the M-CPE processes and sharing relevant documents and updates with their organizations;
- Participation in key evaluation events and processes, including meetings and calls;
- Review M-CPE documentation and updates received on the progress;
- Provide inputs contributing to quality assurance of deliverables through comments on draft deliverables.

8.2. Quality assurance

The quality assurance process will be undertaken by:

- **Evaluation Manager** will coordinate the quality assurance for all deliverables in line with UNEG Norms and Standards and Ethical Guidelines and other relevant procedures ensuring that the evaluation methodologies, findings and recommendations are relevant. Contribute to the dissemination of the evaluation findings and follow-up on the management response. S/he will review the completeness of the deliverables (draft inception report, draft final report) and work with evaluator on the necessary revisions to ensure the deliverables meet the standards. Once the standards are met, the Evaluation Manager requests feedback from stakeholders (UNICEF, EMG, ERG), consolidates all comments in a response matrix and requests the evaluator to indicate actions taken against each comment and inclusion in the final draft.
- **EMG and ERG** will provide comments and substantive feedback to ensure quality from a technical point of view of the key evaluation deliverables including the inception report and draft report.
- **ECA sector leads and Regional advisors** from each sectoral discipline will provide quality assurance inputs on their respective technical area of the evaluation.
- **Representative and Regional Evaluation Advisor** are responsible for the verification of quality assurance and final sign off on deliverables.

8.3. Dissemination

Dissemination of evaluation findings are often weak, and this is partly due to being considered towards the end of the process. Therefore, early consideration of the most appropriate options and ensuring resource allocation for these is essential. An *Evaluation Summary Brief*⁴ will be produced for the ECA M-CPE to support dissemination among policy makers. EMG may propose other dissemination materials suitable for particular audiences to share the evaluation findings.

9. Recourse and property rights

UNICEF reserves the right to withhold payments if performance is unsatisfactory, outputs are incomplete or not delivered on time. Performance indicators against which the satisfactory conclusion of the contract will be assessed include: quality and timeliness of submissions, responsiveness to feedback, compliance with UNICEF/UNEG Evaluation Report Standards⁵ and GEROS (Global Evaluation Reports Oversight System) Report Standards⁶.

UNICEF shall hold all property rights, such as copyrights, patents, and registered trademarks on matters related to, or derived from the work carried through this contract with UNICEF.

10. Qualifications

The consultants/institutions are required to possess proven experience in planning and implementing evaluations using robust methods and understanding of the UNICEF multi-sector programming context.

At a minimum, demonstration of the following combined skills:

- Advanced university degree in evaluation, social policy or other social discipline;

⁴ See examples in <https://unicef.sharepoint.com/sites/EO/SitePages/EvaluationBriefs.aspx>

⁵ UNICEF-Adapted UNEG Evaluation Reports Standards are available at: http://www.unicef.org/evaluation/files/UNEG_UNICEF_Eval_Report_Standards.pdf

⁶ A copy of the GEROS Evaluation Quality Assessment Tool will be shared with the selected consultants/institutions.

- Proven experience in evaluation of multi-sector programmes for children, with experience in conducting at least two similar assignments and delivering quality evaluation reports;
- Strong analytical skills and experience in qualitative data collection and analysis, including the conduct of KII and focus groups virtually;
- Specific experience of conducting country programme evaluations with UNICEF will be an advantage;
- Excellent written and oral communication skills in English required;
- Familiar with international evaluation guidelines and quality standards;
- Ability to work independently and respond to feedback in a timely and professional manner.

11. Evaluation Criteria

Technical Proposal

The proposals will be assessed based on the following scores:

- Technical Proposal: 80 points
- Financial Proposal: 20 Points

The scores of the financial proposal and the technical proposal will be consolidated and together generate the overall final score.

The technical proposal should be no more than 10 pages, 12 points font and 1.5 line spacing excluding Appendixes. It should address the following areas:

- Experience in conducting evaluations of multi-sector programmes for children, and mentioning at least two similar assignments conducted previously;
- Proposed methodology, evaluation framework, work plan and limitations (with alternatives) for meeting the deliverables in the ToR;
- Consultant/Principal Evaluator experience and qualifications (include CV as appendix);
- Description of other key personnel in the case of institutions (include CVs as appendix);
- Any other information relevant to the TORs.

Financial Proposal

The financial proposal must be submitted separately from the technical proposal, as per UNICEF standard procurement guidelines. It should provide an all-inclusive budget (fee, logistics, etc) in USD, and a budget breakdown to understand the distribution of costs.

Note: The Financial proposals will be opened only to the consultants/ companies considered technically approved (range between 59 to 80 points).

12. How to Apply

Qualified consultants/institutions are invited to submit their technical and financial proposals no later than 5:00pm (Barbados time) 19 June 2020.

The technical proposals should contain sufficient information to attest that the firm possesses professional qualifications and experience in line with the requirements under “Qualifications” above and “Technical Proposal” sections below.



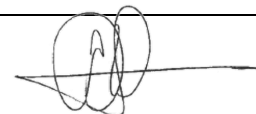
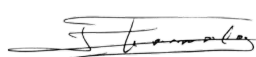
Proposals should be submitted in electronic format (word, or pdf).

Technical Proposal to: ecaprocurments@unicef.org with subject title “Technical Proposal, Eastern Caribbean Multi-Country Programme Evaluation”;

Financial Proposal to: ecaprocurments@unicef.org with subject title “Financial Proposal, Eastern Caribbean Multi-Country Programme Evaluation”.

UNICEF is committed to achieving workforce diversity in terms of gender, nationality and culture. Individuals from minority groups, indigenous groups and persons with disabilities are equally encouraged to apply. All applications will be treated with the strictest confidence.

Approving process (internal)

Function	Name	Signature	Date
Prepared by	Carlos Rodriguez Ariza, Senior Evaluation Consultant, LACRO Alexandru Nartea, Monitoring and Evaluation Specialist, ECA	 	04 June 2020
Reviewed by	Riccardo Polastro, Regional Evaluation Advisor for East Asia and the Pacific	Endorsed by email by Rada Noeva, Regional Chief of Programme & Planning, OIC for Regional Evaluation Advisor.	05/06/2020
Endorsed by	Tanya Radosavljevic, Deputy Representative, ECA		8 June 2020
Approved by	Aloys Kamuragiye, Representative, ECA		09 June 2020

Annex 1. List of key documents

Planning documents (UNICEF):

- [Eastern Caribbean Multi-country Programme Document \(CPD\) 2017-2021](#)
- [Costed evaluation plan, Eastern Caribbean Multi-country Programme of Cooperation, 2017–2021](#)
- Lifelong Learning: Programme Strategy Note 2017-2021
- Safety and Justice for Children: Programme Strategy Note 2017-2021
- Social Inclusion and Child Rights Monitoring: Programme Strategy Note 2017-2021
- Country Programme Management Plan (CPMP) 2017-2021
- Strategic Intent Memo: Eastern Caribbean Multi-Country Programme 2017-2021

Planning documents (United Nations):

- [United Nations Multi-Country Sustainable Development Framework in the Caribbean, 2017-2021](#)

Planning documents (National):

- Anguilla: [Medium-term Economic and Fiscal Plan 2018-2020](#)
- Antigua and Barbuda: [Medium-Term Development Strategy 2016-2020](#)
- Barbados: [Growth and Development Strategy 2013-2020](#)
- British Virgin Islands: [Recovery to Development Plan to the Virgin Islands 2018-2022](#)
- British Virgin Islands: [Medium Term Fiscal Plan 2018-2020](#)
- Dominica: [National Resilience Development Strategy 2030](#)
- Grenada: [Grenada Growth and Poverty Reduction Plan 2008-2020](#)
- Montserrat: [Montserrat Sustainable Development Plan 2008-2020](#)
- Saint Lucia: [Saint Lucia Medium Term Development Strategy 2020-2023](#)
- St. Vincent and the Grenadines: [St. Vincent and the Grenadines National Economic Social Development Plan 2013-2025](#)
- Turks and Caicos Islands: [Turks and Caicos National Development Strategy 2008-2017](#)
- Trinidad and Tobago: [Vision 2030 - National Development Strategy 2016-2030](#)

Key evaluations and reviews:

- Gender Programmatic Review, Final Report, UNICEF Office for the Eastern Caribbean Area, 2019
- [Evaluation of the Pilot MEND and RISE Cash Transfer Programmes in St. Kitts and Nevis, 2018](#)
- [Process Review of the UNICEF-WFP Joint Emergency Cash Transfer \(JECT\) Programme in Dominica, Final Report, UNICEF, 2018](#)
- [Evaluation of the human rights training and application of normative principles and standards by judges and magistrates in the Eastern Caribbean Area, 2019](#)
- Evaluation of the implementation of Child Friendly Schools/Effective Schools Framework in the Eastern Caribbean, 2020 (Ongoing)
- Assessment of the Effectiveness of the Break the Silence Initiative in select Eastern Caribbean countries, 2017

Key situation analysis:

- [Study on Children in Situations of Migration and Statelessness in the Caribbean UK Overseas Territories](#), 2017
- UNICEF's Response to Hurricanes Irma and Maria. Recovery, rebuilding and resilience, 2018
- [Situation Analysis of Children in the Eastern Caribbean](#), UNICEF, 2019
- OECS Commission and UNICEF, [Child Poverty in the Eastern Caribbean Area](#), Final Report, 2017
- Adolescent Well-being and Equity in Saint Lucia, 2019
- Gender and Children in the Eastern Caribbean. Advocacy factsheet, 2020
- The socio-economic impact of COVID-19 on children and young people in the ECA, April 2020

Key monitoring reports:

- 2019 Country Office Outcome/output report (RAM)
- 2018 Country Office Outcome/output report (RAM)
- 2017 Country Office Outcome/output report (RAM)
- 2019 Country Office Annual Report. Eastern Caribbean Multi-Country Programme
- [2018 Country Office Annual Report. Eastern Caribbean Multi-Country Programme](#)
- [2017 Country Office Annual Report. Eastern Caribbean Multi-Country Programme](#)
- 2019 EISI/PRIME progress report
- 2018 EISI/PRIME progress report
- 2017 EISI/PRIME progress report
- Mid-term progress on CP outcome and output indicators (October 2019)
- Hurricane emergency – Situation, Supply and HPM (28 May 2018)
- Migration emergency – HPM Migration Crises (April 2020, [Ongoing](#))
- COVID-19 emergency – Situation and HPM (May 2020, [Ongoing](#))

Other documents;

- Convention on the Rights of the Child (CRC)
- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- UNICEF Country Programme Document 2017-2021 and 2012-2016
- UNICEF Strategic Plan 2014-2017: <http://www.unicef.org/strategicplan/>
- UNICEF Strategic Plan 2018-2021: https://www.unicef.org/about/execboard/files/2017-17-Rev1-Strategic_Plan_2018-2021-ODS-EN.pdf
- Sustainable Development Goals 1, 2, 3, 4, 5, 6, 10, 11, 13, 16, 17.

Documents on evaluation standards:

- UNICEF Revised Evaluation Policy (12 April 2018)
- [United Nations Evaluation Group \(UNEG\) norms and standards \(2016\)](#)
- UNICEF Gender Equality Resources: http://www.unicef.org/gender/gender_57850.html
- [UNEG Code of Conduct for Evaluation in the UN system as well as Ethical Guidelines for UN Evaluations](#)
- UNEG Norms and Standards: <http://www.unevaluation.org/document/detail/1914>
- [How to design Equity-Focused evaluations](#)
- Ethical Research Involving Children, 2013: <https://childethics.com/>

Annex 2. Evaluation Reference Group

Country/territory	Name	Function	Contacts
Anguilla	Ms. Kiesha Gumbs-Bibby	Social Development Planner Ministry of Social Development	
Antigua and Barbuda	Ms. Paula Frederick-Hunte	Permanent Secretary Ministry of Investment and Trade	
Barbados	Ms. Gabrielle Springer	Permanent Secretary Ministry of People Empowerment, and Elder Affairs	
Dominica	Mr. Anderson Parillon	Economist/UNICEF Focal Point Ministry of Finance and Planning	
Grenada	Ms. Valerie Joseph	Project Officer - UNICEF Project Officer Division of Economic and Technical Cooperation	
Montserrat	Ms. Teresena Fergus	Director Department of Social Services Ministry of Health and Social Services	
St. Kitts and Nevis	Ms. Beverly Harris	Permanent Secretary Ministry of Sustainable Development	
Saint Lucia	Ms. Sarah Leon	Economist Department of Economic Development, Transport and Civil Aviation	
St. Vincent and the Grenadines	Ms. De Anna Ralph	UNICEF Liaison Officer, Ministry of Finance and Economic Planning	
Trinidad and Tobago	Ms. Adriana Sharpe	Assistant Director Technical Cooperation Unit Ministry of Planning and Development	
Turks and Caicos Islands	Ms. Tiffany Thomas-Browne	Director Department of Social Development and Gender Affairs Ministry of Home Affairs, Transportation and Communication	
Virgin Islands - UK	Ms. Tasha Bertie	Deputy Permanent Secretary Ministry of Health and Social Development	

Partners

- United Nations Development Programme (UNDP)
- United Nations Economic Commission for Latin America and the Caribbean (UNECLAC)
- United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)
- World Food Programme (WFP)
- United Nations High Commissioner for Refugees (UNHCR)
- Organisation of Eastern Caribbean States (OECS) Commission
- Caribbean Development Bank (CDB)
- Caribbean Disaster Emergency Management Agency (CDEMA)
- Living Water Community (LWC)