

1. ANNEXES

1.1. ANNEX 1 TERMS OF REFERENCE

Terms of Reference

Evaluation of UNICEF's support to the Education Sector

Country:	Ukraine
Object of evaluation:	Education programme in Ukraine (support to Education Sector)
Time period of evaluation:	2018-2020
Geographic coverage:	Ukraine (national and subnational level): Kyiv and 5 selected oblasts (3+2 conflict affected)
Type of evaluation:	Formative Evaluation
Date of preparation of ToR:	22 July 2020

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ABBREVIATIONS

CCCs	Core Commitment for Children
CO	Country Office
CP	Country Programme
CRC	Convention of the Right of Child
CSOs	Civil Society Organizations
ECE	Early Childhood Education
ECERS	Early Childhood Environment Rating Scale assessment
EiE	Education in Emergency
ERB	Ethic Review Board
ERG	Evaluation Reference Group
EU	European Union
HNO	Humanitarian Needs Overview
HRBA	Human Rights Based Approach
HRP	Humanitarian Response Plan
FGD	Focus Group Discussions
GCA	Government Controlled Areas
GDP	Gross Domestic Product
GoU	Government of Ukraine
ICF	International Classification of Functioning, Disability and Health
IDP	Internally Displaced Persons
INGO	International Non-Government Organization
IP	Implementing Partner
IR	Inception Report
LSE	Life Skills Education
LoC	Line of Contact
MoES	Ministry of Education and Science
NGO	Non-Government Organization
NGCA	Non-Government Controlled Area
OECD-DAC	Development Assistance Committee of the Economic Cooperation and Development
QA	Quality Assurance
PISA	Programme for International Student Assessment
PSN	Programme Strategic Note
RBM	Result based management
RO	Regional Office

RSE	Research, Study and Evaluation
SCORE	Social Cohesion and Reconciliation Index for eastern Ukraine
ToC	Theory of Changes
ToT	Training of Trainers
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children Fund

A. CONTEXT

Ukraine's education system faces longstanding challenges, including low quality learning, inadequate skills, high education spending that does not guarantee quality, and deteriorating public trust in education. Access to early learning remains problematic, particularly in rural areas. Many children with disabilities appear marginalized from mainstream education. New evidence produced through the PISA report (2019) undertaken for the first time in Ukraine revealed lower than OECD average results in all three domains of academic performance (reading, math and sciences). PISA also confirmed a strong link between the socioeconomic status of students and their academic performance with alarming gaps between rural and otherwise underprivileged children and those with high socioeconomic status. Pre-schools enrolment further increased with waiting lists decreasing.

Since 2014 the armed conflict in the Eastern Ukraine has affected 5.2 million people. In its sixth year, the situation in the conflict-affected Donetsk and Luhansk oblasts in eastern Ukraine continues to take a significant toll on the lives of more than five million people, 3.4 million of whom require humanitarian assistance and protection services (HNO-2020). Active military action resulted in internal displacement. As of 24 June 2020, there were 1.4 million internally displaced persons (IDPs) in Ukraine. More than one half of the IDPs settled in Donetsk and Luhansk regions nearby the line of contact (LoC). Every day, the armed conflict in eastern Ukraine forces millions of civilians to make impossible choices whether they eat, buy medicine or send their children to school.

Since 2018 Ukraine has been implementing a major education reform programme: The New Ukrainian School. Attracting, retaining and training quality teachers, reforming the curriculum, (particularly for children to acquire key life competencies and crosscutting skills) are crucial parts of education reform. According to the WB Sectoral Review (2019), although Ukraine has taken bold steps toward reforming its system, the reform process has been uneven and additional efforts are needed to ensure its success and continuity. Ukraine spends more of its GDP on education than most EU and OECD countries, but those resources are not used efficiently.

UNICEF Ukraine has been working through its implementing partners to put in place age appropriate response targeting children and their families. UNICEF Strategic Plan 2018–2022 recognised that “Every child has the right to an education and quality learning opportunities from early childhood to adolescence”. And yet, a range of factors – including geographic location, economic circumstances, gender, disability, low-quality teaching and schools, disruption from conflicts and other shocks – prevent children from learning. According to the UNICEF Ukraine Country programme document for 2018-2022 (CPD), there was a need to consolidate the efforts concerning the safe-school concept, integrating the principles of child friendliness, school safety and a protective learning environment which were the entry points for UNICEF support to national education reform, with a particular emphasis on extending preschool education opportunities and ensuring inclusiveness across the education spectrum. UNICEF support innovations introduced in various education settings as part of the humanitarian response in Eastern Ukraine, with a view to progressively shifting from supply-driven to quality-oriented interventions for the improvement of learning outcomes.

To cover the gap between the levels of learning that education system is providing and what children, communities and economies need, UNICEF Ukraine supports skills development training and

empowerment activities to strengthen non-formal education for secondary age schoolchildren (adolescents).

The main objective of the UNICEF support is to improve the quality and coverage of preschool, primary and secondary education, to enhance the educational achievement of all students in general, and children from vulnerable social groups, especially the most disadvantaged and those in conflict-affected areas, in particular. UNICEF Ukraine is supporting Government to implement education reform agenda. Through continued leadership of the Education Cluster, UNICEF strengthened cooperation with education actors dealing with conflict affected children in eastern Ukraine (on both sides of the 'contact line').

B. OBJECT OF EVALUATION AND EVALUATION CONTEXT

The **object** of the evaluation is UNICEF's support to the Education Sector. **Time** period: 2018-2020, **Location**: Kyiv city and 5 oblasts: Kyiv oblast, Lviv oblast, Poltava oblast, Donetsk oblast (GCA), Luhansk oblast (GCA).

The key directions of UNICEF Education programme implemented in Ukraine in order to support education sector are:

- Support to providing increased access to quality inclusive pre-primary education for disadvantaged children aged 3-6 years old, especially in rural areas;
- Support to providing quality, competency-based primary and secondary education for children and adolescents aged 6-18 years old and ensure inclusive, violence-free learning environment for all with special focus on children with disabilities;
- Support to the completion of a full cycle of compulsory inclusive education for all children and adolescents, especially the most disadvantaged and those in conflict-affected areas, including their timely enrolment in grade 1;
- Support to engagement and skills building so that adolescents and youth have skills and competencies to be adequately prepared for adult life as active citizens and for the world of work.

The Education programme outcome/outputs were outlined in **the CP 2018-2022**¹:

CP 2018-2022 Outcome 3: By 2022, all children and adolescents in Ukraine, especially those disadvantaged and affected by the conflict, access inclusive and quality school education and early learning while enjoying opportunities for meaningful participation and civic engagement.

CP 2018-2022 Output 3.1 'Early Learning': By 2022, MoES and other central and local government agencies provide increased access to quality inclusive pre-primary education for disadvantaged children aged 3-6 years old, especially in rural areas

CP 2018-2022 Output 3.2 'Safe and Inclusive School': By 2022, government agencies (central and local) and educational institutions have strengthened their capacity to provide quality, competency-based primary and secondary education for children and adolescents aged 6-18 years old and ensure inclusive, violence-free learning environment for all with special focus on children with disabilities.

CP 2018-2022 Output 3.3 'Out-of-school children': By 2022, the MoES has increased capacity to support the completion of a full cycle of compulsory inclusive education for all children and adolescents, especially the most disadvantaged and those in conflict-affected areas, including their timely enrolment in grade 1.

CP 2018-2022 Output 3.4 'Adolescents engagement and skills-building': By 2022, adolescents and youth increased skills and competencies to be adequately prepared for adult life as active citizens and for the world of work.

While there is no fully developed and documented education "theory of change" for Ukraine, the set of adopted legislation as well as specific documents developed in the observed period provide information

¹ Annex 2. Results framework for learning outcome

on what was the status at the beginning of the process and what were the changes that were envisioned. The Education programme was also introduced as a part of the humanitarian response plan. Theories of Change were not developed for the humanitarian response. It will be the task of evaluators to develop appropriate methodology that will use available data to reconstruct the education “theory of change” for Ukraine.

C. EVALUATION CONTEXT

The Government of Ukraine continues implementation of the “New Ukrainian School” reform aimed at setting out the values and principles of a child-centered model of education and pedagogy of partnership that addresses gender norms and stereotypes. UNICEF supports the GoU efforts to advance key elements of the reform and improve access to quality, inclusive, competency-based and violence-free education, including in eastern Ukraine, where UNICEF humanitarian interventions reached the most vulnerable school and preschool children in areas on both sides of the contact line. UNICEF continues to support the MoES in the formulation of the “Concept of preschool development” as well as in generation and analysis of data to inform policies and programmes, in particular through Early Childhood Environment Rating Scale assessment (ECERS), a tool designed to assess quality of preschool education. To support the reform’s national scaling, UNICEF supports the MoES in the identification of best practices, lessons learned and production of capacity building materials.

After several years of high-level advocacy, technical support and capacity building by UNICEF and other partners, the GoU endorsed the Safe School Declaration (2019), a significant step in ensuring safe access to education in conflict-affected areas of the country. UNICEF with education in emergency response reached 38,400 vulnerable school and preschool age children in Non-Government Controlled Area (NGCA) and in areas along the contact line in Government Controlled Area (GCA) (0-20km), providing them with education supplies, school furniture, sports equipment, rehabilitating schools that are in the most critical need and building capacity of 680 teachers on Life Skills Education (LSE) including issues of inclusivity, tolerance, diversity.

UNICEF and MoES completed the modelling of the “Safe school concept” (2019) to create safe, protective, and inclusive school environment in 14 education facilities in eastern Ukraine. The project aimed to operationalize the “safe school” concept adopted by the Ministry late 2017. The concept is built around four core standards - physical safety, psychosocial wellbeing, competency-based learning and participatory school governance – with an emphasis on key life competencies and crosscutting skills, pedagogy of partnership, motivated teachers and ensuring inclusiveness across the education spectrum. Following a review of the results, MoES decided to integrate the approach in all 25 in-service teacher training centres to scale the approach under the education reform. Education facilities will also be able to rely on an extensive toolkit covering all aspects of the approach, from online assessment tools and communication materials to training courses.

To further support the scaling up of LSE within the education system UNICEF developed an LSE training curriculum for primary teachers which was incorporated in in-service teacher training in the country. To support equitable education systems for access, UNICEF continues to advocate for and build capacities on the implementation of International Classification of Functioning, Disability and Health (ICF). UNICEF developed a Training of Training (ToT) course on inclusive education which was adopted by MoES as part of the national training module and produced an innovative on-line training simulator that adapts and operationalises the ICF for use in primary schools providing concrete recommendations for teachers on how to work with a diverse class. UNICEF also provided technical support to MoES in reviewing the draft National Strategy of Inclusive Education 2020-2030.

UNICEF continues to contribute to the development of evidence-informed policies and programmes and supported the Government in the development of National Implementation Roadmap for PISA and associated National Communication Strategy as well as the development of a dedicated PISA website with interactive functionality. UNICEF also continues its work on SCORE and in partnership with MoES launched the first SCORE report, which examines the impact of risk exposure on adolescent development and the

protective role of the education system assessed through the concept of ‘School Connectedness’, the acquisition of like skills and their protective nature as well as that of parenting dimensions.

The new Law on Complete General Secondary Education was adopted on January 16, 2020² to improve equity in access to quality secondary education in Ukraine. The law guarantees the enrolment of children in the most territorially accessible primary schools without any contests; opportunities for children with special educational needs to study in regular schools, according to their own learning path (“learning trajectory”); envisages greater financial autonomy of schools, extra payments to teachers; more rights for the student self-governance; and envisages various models of learning the Ukrainian language in schools for the ethnic minorities, among other provisions. In the context of the COVID-19 global pandemic and in line with the Ukraine HRP and UNICEF Global HAC 2020 targets, UNICEF Ukraine prioritised activities to support MoES in ensuring continuity of learning, technical assistance on safe schools guidelines implementation and in building skills and knowledge of adolescents as agents of change in COVID response.

D. RATIONALE, PURPOSE AND USE OF EVALUATION

The main rationale for conducting the evaluation and for doing so now is the stage of UNICEF’s five-year Country Programme ((2018-2022). Given that this is the mid- point of the Country Programme, it is the right time to look back at the UNICEF work and take stock of what worked. This is also according to the UNICEF Costed Evaluation Plan (2018-2022) where the evaluation was planned and costed back in 2018. The evaluation results will inform the UNICEF how to improve its programming in Ukraine to effectively assist Government’s efforts for ongoing reform. Hence, the evaluation results will contribute to the UNICEF’s programming aimed at strengthening the Government’s systemic and institutional capacity in providing basic services as well as in further education reform implementation.

The main purpose of the evaluation is to generate substantive evidence-based knowledge by identifying good practices and lessons learned from the impact of Education Programme implementation. The results of this evaluation will be highly useful to enable any adjustment/redirection necessary for the future programme in the context of reform implementation, relevant state programmes at national and local levels and education activities, organizational learning in implementing education programmes in complex environments.

The beneficiary stakeholders on the side of duty bearers are: The Ministry of Education and Science – managing entity for reform implementation and policy change, as well as coordination of all actors within and outside the education system; Teachers - through participation in training activities, development, implementation of reform, provision of direct support to children in a teaching process, mobilization of parents etc.; Education institutions - Schools and pre-school institutions; Other education system institutions such as: National Academy of Pedagogical Research, Institute for Pedagogy etc. Other relevant partner stakeholders are: Ministry of Social Policy, Parliamentary Committee, Academic institutions, Development partners, National and local civil society organizations, Professional associations. Throughout the process of education reform implementation the MoES coordinates a number of actors, including development partners.

The knowledge generated by the evaluation will be used by: UNICEF Ukraine to further expand and improve its programmatic activities in this field; MoES and Line Ministries for planning and implementation purposes of the relevant state programmes; Oblast/Local authorities, NGOs and other stakeholders for improving their activities. The evaluation will meet the information needs of its intended users as indicated in Table 5 below.

² Прийнято новий закон “про повну загальну середню освіту” – “за” проголосували 327 нардепів, (2020), retrieved from: <https://mon.gov.ua/ua/news/prijnyato-novij-zakon-pro-povnu-zagalnu-serednyu-osvitu-za-progolosuvali-450-nardepiv>, retrieved from <https://mon.gov.ua/ua/news/prijnyato-novij-zakon-pro-povnu-zagalnu-serednyu-osvitu-za-progolosuvali-450-nardepiv>
https://w1.c1.rada.gov.ua/pls/zweb2/webproc4_1?pf3511=66333

Table 1 Intended users and uses

Users	Uses
UNICEF Country Office	<p>Improve the programme strategic notes for the next period, tailor strategic approaches depending on the changing context.</p> <p>Document lessons learned and best practices that can inform future education program replication.</p>
All sections UNICEF Country Office, Monitoring & Evaluation unit, Education Cluster	Incorporate best practice and draw on lessons learned (i) to improve the performance of future interventions in the field of education; (ii) to improve planning/programming of the future interventions; (iii) to strengthen the ME component and ensure strong evidence-based approach in planning and strategizing
National and oblast level authorities	Take decisions and develop strategic orientations on the reform implementation, including the allocation of human, material and financial resources based on the evidence generated by the evaluation. Use best practice lessons to accelerate reform implementation towards national SDG4 targets.
Local authorities (territorial/hromadas)	<p>Adjust and optimize the reform mechanisms on local level based on the lessons learned from the evaluation.</p> <p>Adjust monitoring approaches to enhance quality program delivery.</p> <p>Improve budget allocation and effective budget usage procedures, harmonization of actions with all actors to minimize expenses and avoid leaving gaps or overlapping in covering critical needs</p>
Partner NGOs and other CSOs	Build on the evidence generated by the evaluation to improve performance in the implementation of education projects/ interventions. Strengthen capacity where it is lacking.
Donors and other Development partners	Influence the future design and scale-up of Education Programmes

The evaluation findings and recommendations will contribute to the strengthening UNICEF contribution to the realization of child rights and protection of children’s access to quality education.

E. OBJECTIVE

This formative evaluation at the mid-point of UNICEF Country Programme is aimed at system strengthening which is an ultimate goal of UNICEF work. The evaluation has two main objectives that are accountability and organizational learning in the field of education sector development for the primary purpose of improving UNICEF’s Education programme:

- In terms of accountability, the evaluation will independently assess overall progress towards intended outcomes, and, where possible, seek indications of possible effects on the most vulnerable groups of children (incl. children living in the rural area, children with disabilities, conflict affected children, IDPs etc.). As well, inductive analysis of UNICEF’s added value to the education sector reform will be highly welcome.
- In terms of organizational learning, the purpose of this evaluation is to identify and document good practices and lessons learned from the implementation of the Education programme,

inform decision-making on scaling up the different approaches adopted during the implementation and review existing strategies.

Evaluation is aimed at assessing UNICEF contribution to education sector and respective support to education reform (also to inform its investments in the education sector). Evaluation of Education programmes will be instrumental in refining UNICEF's education activity and draw the implications for the design of work in the future. The evaluation findings are sought to support the decision-making process a conducted by all actors and government at strategic and program-level which provide services focusing on the most vulnerable groups. Evaluation also shall improve the links between humanitarian response and development programmes and to promote human security in terms of access to education. The strengthening of the coherence and complementarity between humanitarian and development programming of Education programme focused on the conflict affected children in Ukraine will benefit to better prepare for, respond to and recover from shocks and stresses.

The evaluation is to determine the relevance, coherence, effectiveness, efficiency, impact, sustainability and coordination, quality, appropriateness and social acceptability of UNICEF support to the Education sector with focus on equity, gender equality and the leave no one behind imperative (incl. reducing the inequity among the most vulnerable families and children: IDPs and conflict affected children).

In particular, evaluation is:

- A. To assess **relevance** of education programme from the point of view of contribution to the reform as well as from the point of view of children/families/communities;
- B. To assess the **coherence** of Education programme to better capture synergies, linkages, partnership dynamics and complexity;
- C. To assess the **effectiveness** of the implementation of the UNICEF's Education programme and to see if the programme achieved planned outcomes and outputs regarding children's well-being; to assess intended and unintended changes on the well-being of children, to determine how well the Education programme addressed the priority problems of Education reform implementation, and to assess the quality of the various services provided by all partners;
- D. To assess the **efficiency** of the implementation of the UNICEF's Education programme in Ukraine, and to assess the **cost** of the contribution;
- E. To assess the **impact** of equity-focused UNICEF's Education programme;
- F. To assess the **sustainability** of the results of the Education programme in the absence of ongoing UNICEF support, including on local level in the conflict affected areas. What has been the impact of the programme in Ukraine in general and the conflict affected areas in particular?
- G. To document main **lessons learned** and propose **recommendations** to deliver services in a more effective and efficient way, suggesting options for more integrated programming and for further harmonization and capacity development of partners;
- H. To suggest **knowledge management** based on the Theory of Changes.

F. SCOPE OF THE EVALUATION

Time and Geographical coverage: The evaluation will cover the period of 2018 to 2020 with the geographical coverage of at least 4 regions: Kyiv city (central level meetings), Kharkiv city, Kharkiv oblast and two conflict affected oblasts Donetsk oblast (GCA); Luhansk oblast (GCA).

Programmatic coverage: The focus on the evaluation is the entire set of programme and project activities of UNICEF Education portfolio implemented by a range of partners which are focused on support to the education sector. The Evaluation Team will be provided with a mapping of all respective UNICEF supported activities/projects. The assessment will focus mainly on the interventions being directly implemented by UNICEF or by its IPs on national level and regional (oblast) levels

Stakeholders engagement: While all stakeholders are important, special emphasis will be placed on ensuring that children (both boys and girls) who are direct beneficiaries of the interventions are heard, enabled to communicate their priorities and needs, and participate in the evaluation process. Other stakeholders whose participation will be important to assess the impact of the programme include parents (both mothers and fathers). Central government, local community leaders, municipality management, oblast administration management and Implementing Partners will also be consulted in assessing the impact of the provided support to Education Sector.

At least 5 sites and at least 10 educational institutions are to be visited (or their representatives to be interviewed via skype/zoom or any online tools for use during face-to-face meetings due to the COVID-19 travel restrictions) by the evaluation team. The final list of sites/ institutions as well as respondents will be defined with the evaluation team.

G. EVALUATION CRITERIA

The evaluation criteria to be used are based on the updated OECD-DAC standards, covering relevance, coherence, effectiveness, efficiency, impact and sustainability³. Additionally, specific gender equality, HRBA, humanitarian response standards, humanitarian-development nexus, and evaluation criteria which address coverage, coordination, appropriateness, quality and protection should also be used. and the “leave no-one behind” agenda.

Evaluation Questions

This formative evaluation will respond to the following research questions:

Relevance: to what extent is the Education programme relevant to the governmental policies and priorities and needs of children in Ukraine, particularly of those from vulnerable groups?

Coherence: how well does the intervention fit to better capture synergies, linkages, partnership dynamics and complexity?

Effectiveness: is the Education programme achieving its objectives? to what extent is the Education programme contributing to the Education sector development at the national and local levels?

Efficiency: are the financial, human and material resources allocated to the Education programme sufficient to meet the intended outcomes of the programme?

Impact: what difference does the Education programme make? to what extent is the Education programme likely to contribute to access to education of boys and girls in Ukraine, particularly those from vulnerable groups?

Sustainability: to what extent are the results of the Education programme likely to sustain after the programme period?

6.1. RELEVANCE

- Assess the balance and interlinkages between downstream and upstream work in relation to the country needs and capacity and to what other development partners are doing. The 5 key components of upstream work are: Sector policies and strategies; Political leadership and institutional arrangements (for service delivery; sector coordination; administrative rules and processes; regulation and accountability mechanisms; other types of incentives and sanctions); Sector financing (public budgeting; leveraging of funds at local level and from private sector; financing mechanisms and tools); Planning, monitoring, and learning (including joint sector reviews, field surveys etc.); Capacity development for the various types of stakeholders (at national, subnational, and community level)

³ OECD, Evaluation Criteria, retrieved from: <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

- How are the Education programme purpose and overall objectives consistent with UNICEF strategic plans and UNICEF Ukraine’s Country Programme Document?
- Are planned activities consistent with expected outputs, necessary and sufficient to produce them? Are outputs consistent with intended outcomes and impacts, as well as necessary and sufficient to achieve them? Are assumptions and risks well identified and addressed in the programme design? (Assessment of the internal coherence of the logical framework)
- Were the needs and priorities of Education sector development/reform identified in developing the intervention (appropriate needs assessment?) and has the intervention been properly designed to meet the identified needs and priorities?
- What are the barriers to the approach adopted by UNICEF and its partners in delivering interventions, and how has UNICEF and partners worked to identify and address these barriers?
- To what extent the Education programme articulated the objectives related to changes in children’s access to quality education?

6.2. COHERENCE

- To what extent has the Education Programme ensured better capture linkages, systems thinking, partnership dynamics, and complexity?
- To what extent has the Education programme articulated the objectives concerning complementarity, harmonisation and co-ordination with others?
- To what extent were Education programme interventions implemented in terms of internal and external coherence?

6.3. EFFECTIVENESS

- To what extent the stated Education programme outcomes have been achieved and attained its intended results (targets at output and outcome levels as per the theory of change or logframe) in general, by intervention component, geographical area, category of population etc.? What were the achievements in terms of improving well-being of Ukrainian children, both planned and unplanned?
- To what extent the M&E framework and processes were adequate credible/reliable/accurate to measure outputs, outcomes, and impact? Were expected results clearly stated and measurable through identifiable indicators?
- What were the causal links, enabling/success factors and constraints/bottlenecks related to the achievement of outputs and outcomes?
- What lasting changes – attributable to programming — can be identified in the lives of individuals, families, communities and the broader environment?
- How extensive, effective, and efficient is the transfer of intervention approaches to NGOs and government actors? What were the coordination mechanisms, and did they help? Have IPs effectively and jointly identified and addressed gaps in geographic or vulnerable/at risk group coverage?
- To what extent has the NGO collaboration promoted good working relationships with the government/ local administration to collaborate on community resilience issues?

6.4. EFFICIENCY

- To what extent the Education Programme’s governance was efficient to the results attained? To what extent did the results were achieved on time?

- Analyse the cost/spending of the intervention: by general cost categories, by intervention component/activity and by unit costs (not only compared to budget but also compared to usual standards, agreed benchmarks, similar interventions, other geographical areas where the same intervention was carried out etc.)
- Compare the level of actual expenditures with the level of actual results achieved (results in terms of activities, outputs, and outcomes, either assumed or actual and sustained - if data exist) by intervention component and by region. To what extent did the actual or expected outcomes justify the costs incurred?
- To what extent did Education programme activities overlap and duplicate with other similar interventions, either nationally funded or donor-funded?

After having analysed the factors underlying efficiency (drivers of costs and results, and risk management), could more results have been achieved with the available resources (human, financial and material), or similar results have possibly been achieved with less resources. Were they adequate (in quantity), sufficient (in quality) and distributed/deployed in a timely manner for the implementation of the programme? Critical efficiency drivers include: Management arrangements, Timeliness of inputs, Logistics, accessibility and security issues, Quantity, quality, cost and management of human resources, Involvement of the right stakeholders, Design and management of contracts and partnerships, including field supervision and QA processes and tools, Geographical concentration and programme integration (integration with other sectors such as health, CP, C4D, social policy) to minimize operational costs and maximize results; economies of scale, M&E systems and procedures, etc.

6.5. IMPACT

- Did the Education programme activities have impact on children, boys and girls of different ages, by strengthening the capacity of respective authorities? What was the impact?
- What was the additional unintended (positive or negative) effect of the intervention?
- If the impact cannot be measured, or cannot be attributed to the intervention, can it be explained?

6.6. SUSTAINABILITY

- To what extent did the Education programme identify and build on existing national, oblast, local capacities? Extent to which the partners have sufficient financial capacity and resources to keep up the benefits produced by the programme?
- To what extent the Education programme achievements are/will be sustained after the withdrawal of external support?
- What new capacities within services providers or communities have been established or restored? To what extent are these capacities and skills being actively used and what are the indications of sustainability?
- To what extent have the decision-making bodies (government, civil society, development agencies) and implementing partners undertaken the necessary decisions and course of actions to ensure the sustainability of the programme? To what extent have the relevant systems been strengthened?
- For the Education programme interventions that were completed, to what extent did the stakeholders, capacities, processes, activities, outputs, outcomes and impacts persist after completion of the intervention? For how much time? What were the major factors which positively and negatively influenced the observed sustainability?
- For the Education programme interventions that are still on-going or just completed, did it include appropriate measures to ensure sustainability of the processes, activities, stakeholders, outputs,

outcomes and impacts after the withdrawal of all forms of support from the external development agency?

6.7. ADDITIONAL CRITERIA

- To what extent were the Education programme interventions age and gender appropriate? To what extent the programme has reached all targeted geographical areas? Have the most vulnerable or marginalized children and communities been reached?
- What is the degree of alignment, coordination, and complementarity (added value) of the intervention (design and implementation strategy) with other interventions in the same field (other public policies, other NGOs, donors etc)?
- To what extent the equity issues have been appropriately identified in the situation analysis conducted before the project/programme started, for each of the most vulnerable groups in terms of access to quality education?
- To what extent the Education programme have been designed to adequately address the identified equity issues for each of these groups?
- To what extent the M&E system was designed and used to measure the identified equity issues for each of these groups (disaggregated indicators, appropriate data collected and analysed, feedback loop to adjust implementation strategies etc.)?
- To what extent these groups have been actually reached and to what extent the equity gaps have been reduced as a result of the Education programme?
- Has the intervention, or some of its strategies, approaches, activities etc., been institutionalized and mainstreamed in national policies, strategies, administrative rules and procedures?

H. METHODOLOGY

The evaluation will have a **theory-based evaluation design** and apply a mixed methods approach. Relevant data should be collected from programme beneficiaries and key implementation stakeholders and partners (implementing NGOs, partners, the central and local authorities, the education sector group, Education cluster, UNICEF, etc.). Methodological rigor will be given significant consideration in the assessment of proposals. Bidders are welcome to indicate preferred methodologies, and succinctly relate these to the objectives of the evaluation and its questions. While the evaluation methodological approach will be finalized at the inception phase, initial advice on the comprehensiveness of the evaluation approach is expected at the proposal stage.

Given the complexity of the environments in which the UNICEF programme is being implemented a relevant perspective should inform evaluation approaches and methodologies, rather than simple linear causal models. The theory of change should be articulated in a way that shows UNICEF's *contribution* to a system strengthening through a range of programme approaches. In addition, given the situation in the Eastern Ukraine a use of UN **humanitarian and development nexus lens** will be encouraged.

The evaluation will be conducted according to UNEG Norms and Standards for Evaluation. It will integrate human rights, gender and equity in accordance with the relevant UNEG guidelines and will be conducted in accordance with the UNEG Code of Conduct and Ethical Guidelines for Evaluation.

The evaluation will be conducted **in an inclusive manner**: key stakeholders will be involved in all phases of the evaluation, including the planning, inception, fact-finding, reporting and dissemination phases. The key stakeholders whose views should be taken into consideration during the evaluation include: MoES, Parliamentary committee, Schools, and preschool institutions, Regional (oblasts) administrations, Local authorities, Education institutes and relevant institutions, Universities responsible for teacher training, Development partners, UNICEF and other international organisations, CSOs, Independent bodies – Ombudsman Office, Rights holders – children and parents.

The guiding questions for the evaluation against defined evaluation criteria will be further elaborated through evaluation matrix and used as a basis for development of the main data collection instruments (based on online tools for use during face-to-face meetings) such as interviews, focus groups and observations that should be selected considering COVID-19 related restrictions.

Data collection at two points are expected:

- **Desk review** of reference materials, including monitoring reports and other sources providing secondary data, project documentation, official and administrative statistics, regulatory framework and other related documents. Evaluations on the theme of education, both UNICEF and non-UNICEF, and other similar resources should also be sampled for review and analysis. This is important to understand other initiatives undergoing in education sector and the role of UNICEF's education work. The evaluation is expected to generate clear outcome descriptions and comparators, and to harvest secondary data and apply some level of analysis at the national and oblast levels. Ukraine is an active U-Report country with a large datasets of U report data as well as data from social media which are available to the evaluation, if relevant. All these materials will be prepared by UNICEF. If the volume is too large, the bidders are welcome to suggest a sampling approach to select the most appropriate.
- **Data collection with/from respondents (virtually);** data collection will be conducted in in the selected sites to obtain primary data from programme implementers, beneficiaries and other stakeholders, and to verify the results observed during the document review. Target groups including the families having children, community authorities and decision makers, services providers, concerned UNICEF staff and other relevant stakeholders in settlements and at the national and local levels will be identified during the inception stage. All data collection methods and tools shall be proposed suitable to the virtual mode. While evaluation bidders are expected to proffer a gender, cultural and linguistic sensitive approach that will include field-based data collection and/or validation of findings from document analyses and survey findings, we propose that two types of analyses be given due consideration:
 - We expect that the theory of change will be tested to examine pathways to programme outcomes. To this end, the evaluation should offer a systematic approach to verify the information from the documents analysis, in addition to testing the theory of change;
 - Equity- and rights-based analysis from systems-point of view: Particular emphasis should be given to issues of equity, such as the degree to current institutional arrangements of the government, the mandates, the education sector plan and capacity development master plan have promoted policy strategies to improve educational equity and inclusion. The study should analyse if (and how) UNICEF education have contributed to the achievement of these policy strategies related to equity and inclusion at national and sub-national levels.

Key evaluation stages to be conducted virtually:

During the **Planning phase** the Evaluation Team should start with a review of UNICEF and its partners' relevant internal documents, including but not limited to project documents, quarterly reports submitted by partners to UNICEF, HNOs, HRP, UNICEF weekly/bi-weekly sitreps, partners' own internal evaluation reports, and policy notes, assessments, reviews etc related to education reform in Ukraine. The planning should include evaluability phase based on UNICEF assessment of objectives, logic and activities of the Education programme with an aim to investigate its credibility, feasibility, sustainability and acceptability.

During the **Inception phase** Evaluation Team should elaborate Inception Report which should outline detailed scope, evaluation framework; methodology; sampling, field visit timing and modality (considering the risks related to COVID-19), data collection methods, timeline for activities and submission of deliverables, dissemination plan etc. The Inception phase will be used an evaluability phase and the Evaluation Team should collect and review all available evidence. The Evaluation Team also should assess reliability of data with focus on disaggregated data for evidence generation to be in line with "leave no one

behind” approach. The Evaluation Team should use a qualitative, participatory approach, with stakeholders involved in all aspects of the evaluation and is therefore a shift away from conventional quantitative, expert driven evaluation methods toward a qualitative participant driven approach, focusing on the human impact of interventions (with focus on the most significant effects on the lives of the beneficiaries).

During the **Fact-finding phase (field work)** the Evaluation Team will be responsible for collecting data in the field with minimum involvement of partners or UNICEF’s staff. However, UNICEF will facilitate the data collection and field work required for this exercise. Data collection instruments should be selected considering COVID-19 related restrictions. While the assessment criteria have been set above, UNICEF would like the Evaluation Team to use the most significant change technique during all the methods adopted for the assessment. Evaluation Team should conduct data interpretation and conceptual work using disaggregated data (by age, by gender, by place of residence (urban/rural), by the type of the provided services etc). The analysis will be built on triangulating information collected from different stakeholders through different methods including secondary data analysis and documentation review. It should critically examine the information gathered from the various sources and synthesize the information in an objective manner. If contradictory information is obtained from different stakeholders, an effort should be made to understand the reasons for such information, including any gender-based differences. The evaluation approach and data collection and analysis methods should also focus on equity, gender, and human rights aspects, be responsive and appropriate for analysing the gender equality, human rights issues including child rights issues identified in the scope. Gender equality, equity and human rights considerations will be elaborated by the Evaluation Team during this phase and addressed across the final report.

During the **Reporting phase** the Evaluation Team should draft Evaluation Report and pay close attention to formulating good recommendations, clearly prioritizing 3-5 recommendations for concrete actions. The evaluation report to be produced must be compliant with the UNICEF Evaluation standards and GEROS Quality Assessment System.

During the **Dissemination phase**, the Evaluation Team should pay close attention to involving the key stakeholders. The Evaluation Report will be disseminated to the UNICEF senior management, programme specialists/officers, including Field Offices. Findings and recommendations will inform the work planning process, as well as the CO’s fundraising approach. The findings/recommendations will contribute to the Government’s education reform implementation.

During all phases of evaluation special attention should be given to the human rights and gender equality tools and policies that will guide the evaluation process (Annex 3, Annex 4).

I. SPECIAL CONDITIONS AND LIMITATION

The following special conditions and limitation are to be taken into consideration:

- UNICEF Education programmes are at the specific phase of UNICEF response to conflict in Eastern Ukraine which may negatively impact comparability between interventions provided in different regions of Ukraine (geographical limitations);
- Unavailability and poor quality of data and evidence due to education reform challenges as well as statistics transformation. the evaluation will use information provided through the Evaluability assessment on availability, scope and quality of data and validate key determinants of inequity and trends at impact and outcome level.
- No pre-existing theory of change.
- Due to Covid-19 situation no travel is foreseen under this assignment.

The education framework before 2018 should be taken into consideration. The evaluation report not will be used for academic publishing.

Ethical considerations

Considering UNICEF's strategic agenda to harness innovation and deepen and widen the evidence base to drive and sustain global progress towards the realization of children's rights, ensuring ethical conduct in evidence generation is imperative. This is necessary both in its own right and as a significant contributor to ensuring quality and accountability in the evidence generation process, especially when it involves children.

The Evaluation Team should propose a design-based tools and methods already available. Evaluation methodology should be based on UNEG Ethical considerations and respond to UNEG ethical guidance to evaluation as guiding principle to ensure quality of evaluation process (<http://www.uneval.org/search/index.jsp?q=ETHICAL+GUIDELINES>) as well as on Standard Operations Procedures (SOP) for Quality Assurance and Ethical Standards in UNICEF-supported Research, Studies and Evaluations (RSEs) towards Measurable Results for Children in the Central and Eastern Europe/Commonwealth of Independent States (CEE/CIS) Region and UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis.

J. ROLES AND RESPONSIBILITIES IN THE EVALUATION PROCESS

UNICEF as a commissioner takes the accountability of the evaluation and Head of Country Office (CO) Research, Study and Evaluation Steering (RSE) Committee designated as supervisor for this evaluation. Managerial function for this evaluation will be done by Child Rights Monitoring Specialist (Evaluation Manager). Support for this evaluation will be provided jointly by Chief of Education Section, Education Officers, Information Officers and the Monitoring and Evaluation Specialist.

The UNICEF CO RSE Steering Committee will have the following responsibilities:

- to review the ToR and make recommendations;
- to ensure that evaluation process meets the standards of quality and apply the procedures outlined in the SOPs for Quality Assurance and Ethical Standards in UNICEF-supported RSEs towards results for children in the CEE/CIS Region, Procedure for Quality Assurance in UNICEF Research, UNICEF Evaluation and Research policies and other relevant guiding documents;
- to identify appropriate ethics review mechanisms (including establishing Ethical Review Board (ERB) and ethical approval process);
- to review inception report, draft and final reports to ensure they meet UNICEF's quality assurance and ethical standards;
- to provide technical advice and support to the evaluation process.

The ERB will be established given the participation of children in the evaluation. The ERB shall be multidisciplinary and multi-sectoral in composition; comprising 3 members. The ERB will be chaired by the most senior member in terms of relevant professional experience in conducting or reviewing evaluation/research/studies involving primary data collection and preferably experience undertaking programmes involving children.

The ERB will have the following responsibilities:

- to apply approach consistent with The UNICEF Procedure for Ethical Standards;
- to provide technical advice and support to the evaluation process;
- to review methodology, inception report, draft and final reports to ensure they meet UNICEF's ethical standards;
- to provide ethical approvals based on the "Criteria for Ethical Review Checklist".

The Evaluation Manager will have the following responsibilities:

- Lead the management of the evaluation process throughout the evaluation (design, implementation and dissemination and coordination of it follow up);
- Convene the ERG meetings; Facilitate the participation of those involved in the evaluation design;
- Coordinate the selection of the Evaluation Team;
- Safeguard the independence of the exercise and ensure the evaluation products meet quality standards;
- Connect the Evaluation Team with the wider programme units, senior management, and key evaluation stakeholders, and ensure a fully inclusive and transparent approach to the evaluation;
- Facilitate the Evaluation Team's access to all information and documentation relevant to the intervention, as well as to key actors and informants who should participate in interviews, focus groups or other information-gathering methods;
- Provide the evaluators with overall guidance as well as with administrative support; Oversee progress and conduct of the evaluation, the quality of the process and the products;
- Approve the deliverables and evaluate the team's work in consultation with ERG and RSE Steering Committee;
- Take responsibility for disseminating and learning across evaluations on the various programme areas as well as the liaison with the RSE Steering Committee;
- Ensure that the ToR, IR and Evaluation Report are submitted to external QA review conducted by external institution;
- Disseminate the results of the evaluation.

The Evaluation Reference Group (ERG) will comprise of the representatives of the major stakeholders including Evaluation Manager, Deputy Representative (or OIC), Chief of Education Section, Education Officer, M&E Specialist, two designated representatives from IPs, Regional Monitoring and Evaluation Advisor.

The ERG will:

- Provide clear specific advice and support to the Evaluation Manager and the Evaluation Team throughout the whole evaluation process;
- Review the Inception Report and all drafts of Evaluation Report and ensure Final draft meets the UNICEF-Adapted UNEG Evaluation Reports Standards;
- Review and provide comments and feedback on the quality of the evaluation process as well as on the evaluation products (comments and suggestions on the ToR, draft reports, final report of the evaluation).

The Evaluation Team will report to Evaluation Manager and conduct the evaluation by fulfilling the contractual arrangements in line with the ToR, UNEG/OECD norms and standards and Ethical Guidelines; this includes developing of an evaluation (implementation) plan as part of the inception report, drafting and finalizing the final report and other deliverables, and briefing the commissioner on the progress and key findings and recommendations, as needed.

The **Evaluation Team** should also adhere to UNICEF's Evaluation Policy, to UNEG's ethical guidelines for UN evaluations and to UNICEF Reporting Standards. Evaluation team members will sign a no conflict of interest attestation.

The **Evaluation Team** must demonstrate personal and professional integrity during the whole process of the evaluation. The Evaluation Team must respect the right of institutions and individuals to provide information in confidence and ensure that sensitive data cannot be traced to its source. Further, the team

must respect ethics of research while working with children including using age appropriate consent forms, age appropriate data collection, and principle of do no harm. Furthermore, the team and its members must take care that those involved in the evaluation have an opportunity to examine the statements attributed to them. The evaluation process must be sensitive to beliefs, manners, and customs of the social and cultural environment in which they will work. Especially, the team must be sensitive to and address issues of protection, discrimination and gender inequality. Furthermore, the team members are not expected to assess the personal performance of individuals and must balance an assessment of management functions with due consideration of this principle.

The evaluation should follow UN Evaluation Group Norms and Standards (including ensuring that the planned evaluation fully addresses any ethical issues).

K. WORKPLAN AND DELIVERABLES

A tentative time frame for the evaluation is provided below. The evaluation is expected to be completed within **nine months**.⁴ This might be subject to change depending on the prevailing situation on ground at the time of the evaluation.

Table 2 Workplan

Activity	Duration
Signature of contract	One week
Producing a detailed Inception Report (IR) describing initial findings based on the preliminary desk review, the evaluation methodology, questionnaires, detailed implementation plan, the outline of the Evaluation Report, dissemination plan	Nine weeks
External and Internal quality assurance (QA) review process of Inception Report; ethical review process	Two weeks
Incorporation of received feedback	One week
Preliminary discussions with the ERG on approach, activities etc	One week
Adapting tools and questionnaires for field work	One week
Ethical review /approval processes	One week
Field work including FGDs, interviews etc (taken into account risks related to COVID-19)	Six weeks
Data analysis and writing of the First draft of the report in English	Six weeks
Internal QA review process; ethical review process (the First draft)	One week
Expert discussions (internal and external) of the First draft	One week
Validation of the draft, incorporation of comments and feedback from QA review process	Two weeks
Preparation of the Final draft both in English and Ukrainian	Six weeks
Preparation of the PowerPoint Presentation both in English and Ukrainian	One week
Submission of the Evaluation Report with PowerPoint Presentation both in English and Ukrainian to UNICEF and presentation of the Evaluation Report findings at UNICEF organized events	One week

⁴ interested companies/institutions should indicate the expected time to complete the assessment in their proposals

TOTAL

Approx. 40 weeks

The evaluation process at all stages should follow UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis.

The Evaluation Team is responsible to submit the following **Deliverables (subject to external Quality Assurance)**:

- 1. Detailed Inception Report (IR) in English** (Electronic version to be submitted within two months after signing a contract and initial briefing with the Evaluation Manager, ERB and ERG). This report should be 20 to 25 pages in length and should be in line with UN standards for IRs. The IR should outline detailed scope, evaluation framework; methodology; sampling, field visit timing and modality, data collection methods, timeline for activities and submission of deliverables, dissemination plan). The IR should also include initial data and findings based on the documentary review and final evaluation design/plan. The Inception Phase will be used as an evaluability phase and phase to collect and review all available evidence. This report will be used as an initial point of agreement and understanding between the Evaluation Team and Evaluation Manager. A draft will be shared in advance for comments and approved by the ERG. Final inception report will be presented by the Evaluation Team to the ERB and ERG and quality assured by RSE Steering Committee, Regional Monitoring and Evaluation Advisor and external QA institution.
- 2. Draft of Evaluation Report in English** (Electronic version of the first draft should be submitted after completion of the data collection). The draft report should be in line with UNICEF adapted UNEG Evaluation Report Standards and contain the same sections as the final report (described in the p. 10) and will be at least 50 pages in length (excluding annexes). It will also contain an executive summary of no more than 5 pages that includes a brief description of the context and current situation, the purpose of the evaluation, its methodology and its main findings, conclusions and recommendations. The draft will be shared with the ERG to seek their comments. The drafts report will be quality assured by RSE Steering Committee and Regional Monitoring and Evaluation Advisor. The final draft will be quality assured by external QA institution.
- 3. Evaluation Report (Final draft) in English and Ukrainian** (Electronic and hard copy versions to be submitted after receiving consolidated comments and feedback from UNICEF). The final report will be 50 to 60 pages in length. It will also contain an executive summary of no more than 5 pages. The final report should include all received comments and suggestions provided by QA review providers. The Evaluation Report should systematically answer the key evaluation questions posed. It should fairly and clearly represent the views of the different actors/stakeholders. It should clearly give the conclusions and recommends in a way that is substantiated by evidence. The Final Report should be submitted along with the **Power point presentation in English** (electronic version). Presentation should be based on the finalized evaluation report summarizing the entire process, purpose, objectives, methodology, findings and recommendations and conclusions.

Dissemination plan and advocacy approaches should be developed as part of the IR and then discussed/agreed with the CO. Primarily, the result will be disseminated to the CO senior management. The findings will be discussed at the management team meetings, programmatic reviews to inform the CO's programming. The plan for dissemination and advocacy of the Evaluation result will be cleared by the CO's RSE Steering Committee.

The Evaluation Team should propose a timeline to submit the deliverables in their implementation plan (in proposals). Necessary and adequate time (at least two weeks) should be allocated for review and quality assurance processes of the deliverables by the Regional Monitoring and Evaluation Advisor and External Institution.

The Evaluation Team should produce the above assessment and conduct the meetings for submitting each Deliverable. Deadline for each deliverable to be agreed between the Evaluation Team and UNICEF.

Table 3 Reporting format of the Deliverables

Deliverable	Reporting format
Overall evaluation schedule and implementation plan, with staffing, brief description of approach, field trips, dissemination plan incl. presentation, other relevant information	Prepared and agreed with UNICEF via exchange of e-mails evaluation schedule, implementation plan, staffing (CVs) etc
Detailed Inception Report	Electronic version in English
Data collection/Field work (virtual, considered COVID-19 related risks)	Meeting notes, participant lists
Draft of Evaluation Report	Electronic version in English
Evaluation Report (Final draft)	Electronic and hard copy versions in English and Ukrainian
Power point presentation on key findings and recommendations	Electronic version in English and Ukrainian

All deliverables should be drafted in English, Evaluation Report should be translated and submitted both in English and in Ukrainian. All reports should follow the structure and detailed outlines discussed and agreed with UNICEF in Ukraine.

All deliverables should respond to UN Evaluation Group QA criteria, including UNEG quality checklist for Inception Report and Evaluation Report

<http://www.unevaluation.org/document/library>

Performance indicators:

- a) Timely developed and agreed with UNICEF evaluation schedule and implementation plan, with staffing, methodology, field trips modality;
- b) Timely carried inception meetings;
- c) Timely delivered Inception Report;
- d) Timely carried out field work (considered COVID-19 related risks);
- e) Timely prepared Draft of the Report;
- f) Timely carried out meetings with ERB and ERG to discuss Draft of the Reports;
- g) Comments from UNICEF and QA institution, if any, to the Draft of the Report, are addressed and incorporated;
- h) Timely finalized and submitted Evaluation Report (final version after external QA review);
- i) Quality and context of all required reports corresponds to the ToR requirements and, if any, incorporates recommendations of UNICEF and/or QA review;
- j) Qualifications of involved staff correspond to ToR requirements.

1.2. ANNEX 2 DESK REVIEW AND BACKGROUND DOCUMENTS

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1.3. ANNEX 3 LIST OF STAKEHOLDERS INTERVIEWED

Table 4 Detailed plan for IDIs

No	Full name of the stakeholder	Position	Geographical Area
1	MoES	Former Minister	National
2	MoES	Former Minister	National
3	MoES	Deputy minister	National
4	MoES	Head of expert group	National
5	MoES	Expert in the Directorate of preschool, school, inclusive and after school education	National
6	Ministry of Youth and Sports	Deputy Minister	National
7	Ministry of Youth and Sports	Deputy Director of Youth Policy Department	National
8	Department of Education and Science in Luhanska oblast	Deputy Head	Luhanska GCA
9	Department of Education and Science in Donetska oblast	Head of Department	Donetska GCA
10	Department of Education and Science in Kharkiv Oblast	Deputy Head	Kharkiv Oblast
11	Ukrainian Centre for Assessment of Quality of Education	Deputy Director	National
12	Educational assessment centre	Deputy Director	National
13	International Renaissance Foundation	Manager of educational sector	National
14	State Institute of Educational Analytics	Deputy Director	National
15	Ukrainian Institute of Education Development	Director and Deputy Director	National
16	The State service of Quality education	Director of department of institutional audit	National
17	Ukraine Education Cluster	Education Cluster Coordinator	National
18	In-service Teacher Training Institute in Donetska oblast	Head of Subdepartment	Donetska GCA
19	Stanichno-Luhanskyi Department of Education	Head of Department	Luhanska GCA

20	Popasnianskyi Department of Education	Head of Department	Luhanska GCA
21	Torezk Department of Education	Head of Department	Donetska GCA
22	Maryinka Department of Education	Head of Department	Donetska GCA
23-34	Schools and preschool institutions	Principals	Donetska GCA and Luhanska GCA
35	Implementing partners	Manager	National; Donetska GCA, Luhanska GCA,
36	Implementing partners	Manager	National; Donetska GCA, Luhanska GCA,

Table 5 Detailed plan for FGDs

N	Type of participants	Location
1	UNICEF Ukraine - Education Officer (Education in Emergencies), Education Officer (Inclusive Education), UNICEF Officer Kramatorsk/Sloviansk/Sievierodonetsk UNICEF Ukraine - Education Officer (Education in Emergencies), Education Officer (Inclusive Education), Adolescent Development Officer, UNICEF Officer Kramatorsk/Sloviansk/Sievierodonetsk	National; Donetsk and Luhansk GCA
2 - 4	Teachers from 3 schools selected for participation in the qualitative research	Donetska GCA
5 - 6	Teachers from the 2 schools selected for participation in the qualitative research	Luhanska GCA
7 - 11	Parents of children 3 - 17 years old (they or their children have been/are beneficiaries of at least some of the interventions)	Donetska GCA and Luhanska GCA
12-14	IPs - Caritas, Step by Step, Teplitsa NGOs, Friends Hands, Zazerkalie, Professional Development Fund, Luhansk Regional Youth Centre, Chmyrivska OTG, Stan	National; Donetska GCA, Luhanska GCA,

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1.4. ANNEX 4 LIST OF SCHOOLS INCLUDED IN THE EVALUATION

List of Selected Schools for Qualitative Research

No	EDUCATION FACILITY ID in EMIS	OBLAST	SETTLEMENT	LoC_proximity (0-5/5-20/20+ km)	SCHOOL TYPE (school/NVK - school combined with a kindergarten)	SCHOOL NAME	ACTIVITY DESCRIPTION	IMPLEMENTING PARTNER(s)
1	19799	Luhanska	Hirske	0-5 km	School	Hirska bahatoprofilna himnaziia Popasnianskoi raionnoi rady	LSE, education kits, IT equipment distribution	Health Through Education (LSE), direct procurement of supplies
2	19949	Luhanska	Sievierodonetsk	5-20 km	School	Sivierodonetska zahalnoosvitnia shkola I-III stupeniv #14 Sievierodonetskoy miskoi rady	Safe and child-friendly school - LSE, mediation, inclusive environment, rehabilitation of school gym; small grants,	Health Through Education (LSE and Safe school), La Strada (mediation), Step by Step Foundation (inclusive environment), Zadzerkallia (small grants)
3	10227	Donetska	Dobropillia	20+	School	Dobropilska zahalnoosvitnia shkola I-III stupeniv Kryvorizkoi silskoi rady Donetskoi oblasti	Safe and child-friendly school - LSE, mediation, inclusive environment, rehabilitation of Water, Sanitation and Hygiene (WASH) facilities;	Health Through Education (LSE and Safe school), La Strada (mediation), Step by Step Foundation (inclusive

								environment), ADRA (rehabilitation)
4	42950	Donetsk a	Bakhmut	5-20 km	Kindergarten	Doshkilnyi navchalnyi zaklad kombinovanoho typu, yasla - sadok #31"Riabinushka" Bakhmutsoyi miskoi rady Donetskoi odlasti	inclusive environment trainings, early childhood development (ECD) kits, KG equipment (furniture and playing/sports items)	Step by Step Foundation (inclusive environment trainings)
5	10065	Donetsk a	Torezk	5-20 km	NVK	Zahalnoosvitnia shkola I-III stupeniv # 20 mista Toretsk	Safe and child-friendly school - LSE, mediation, inclusive environment, rehabilitation of school canteen; creation of a pre-school group (rehabilitation and supplies)	Health Through Education (LSE and Safe school), La Strada (mediation), Step by Step Foundation (inclusive environment), ADRA (rehabilitation of school canteen), direct rehabilitation and procurement of supplies
6	8071	Donetsk a	Novoluhanske	0-5 km	School	Novoluhanska zahalnoosvitnia shkola I-III stupeniv Bakhmutskoi raionnoi rady Donetskoi oblasti	LSE, education kits and ECD kits, rehabilitation of school gym, school equipment (furniture, sport equipment), e-vouchers for hygiene	Health Through Education (LSE), ADRA (rehabilitation), direct procurement of supplies, TGH (e-vouchers)

7	19684	Luhanska	Shchastia	0-5 km	School	Shchastynska zahalnoosvitnia shkola I-III stupeniv #2 Novoaidarskoi raionnoi rady Luhanskoi oblasti	Disaster risk reduction and CSE, LSE, education kits, rehabilitation of WASH facilities, IT equipment distribution, e-vouchers for hygiene	Health Through Education (LSE), Caritas Ukraine (rehabilitation), TGH (e-vouchers) direct procurement of supplies
8	43152	Donetska	Kostiantynivka	5-20 km	Kindergarten	Doshkilnyi navchalnyi zaklad #31 "Myr" Kostiantynivskoi miskoi rady Donetskoii oblasti	Safe and child-friendly school -inclusive environment, rehabilitation of WASH facilities and ramp; ECD kits distribution	Health Through Education (Safe school), Step by Step Foundation (inclusive environment), ADRA (rehabilitation), direct procurement of supplies
9	10045	Donetska	Svitlodarsk	0-5 km	NVK	Svitlodarskyi navchalno -vykhovnyi kompleks "Doshkilnyi navchalnyi zaklad - zahalnoosvitnia shkola I stupenia - himnaziia" Bakhmutskoi raionnoi rady Donetskoii oblasti	LSE, education kits and ECD kits, small repairs, school equipment (furniture, sport equipment), e-vouchers for hygiene	Health Through Education (LSE), ADRA (rehabilitation), TGH (e-vouchers), direct procurement of supplies
10	42742	Luhanska	Stanitsa Luhanska	0-5 km	Kindergarten	Komunalnyi zaklad "Doshkilnyi navchalnyi zaklad osvity yasl-sadok#1 "Teremok" kompensuiuchoho typu Stanychno-Luhanskoi selyshchnoi rady.	Small repairs, KG equipment (furniture and playing equipment), ECD kits, inclusive environment trainings, e-vouchers for hygiene	Step by Step Foundation (inclusive environment trainings), TGH (e-vouchers), Arche Nova (small repairs), direct procurement of supplies

11	70414	Luhanska	Lysychansk	5-20 km	Vocational school	Vyshhe profesijne uchylyshhe # 94 mista Lysychansk	Mediation	La Strada
12	70192	Donetska	Mariupol	5-20 km	Vocational school	Mariupoljsjke vyshhe metalurghijne profesijne uchylyshhe	Mediation	La Strada

List of Selected Schools for Surveying Students

1. Опорна Іллінівська спеціалізована школа I-III ступенів Костянтинівського району Донецької області
2. Опорна Билбасівська загальноосвітня школа I-III ступенів Слов'янської районної ради
3. Маріупольська загальноосвітня школа I-III ст. № 36 Маріупольської міської ради Донецької області
4. Загальноосвітня школа № 1 м. Попасна Загальноосвітня школа № 8 м. Лисичанська
5. Сватівська загальноосвітня школа I-III ступенів №8 Сватівської районної ради Луганської області
6. Zahalnoosvitnia shkola I-III stupeniv #10 Toretskoi miskoi rady Donetskoi oblasti
7. Kramatorska zahalnoosvitnia shkola I-III stupeniv # 25 z profilnym navchanniam Kramatorskoi miskoi rady Donetskoi oblasti
8. Derzhavnyj navchaljnyj zaklad `Dymytrovsjkyj profesijnyj ghirnychyj licej`
9. Avdiivska zahalnoosvitnia shkola I-III stupeniv #6 Avdiivskoi miskoi rady Donetskoi oblasti
10. Svitlodarska zahalnoosvitnia shkola I-III stupeniv Bakhmutskoi raionnoi rady Donetskoi oblasti
11. Derzhavnyj navchaljnyj zaklad `Sjevjerodonecjkij profesijnyj licej`
12. Popasnianska himnaziia # 20 Popasnianskoi raionnoi rady Luhanskoi oblasti
13. Komunalnyi zaklad "Petropavlivska spetsializovana shkola # 2 I-III stupeniv z pohlyblyenym vyvchenniam okremykh predmetiv ta kursiv Stanychno-Luhanskoho raionu Luhanskoi oblasti "
14. Trokhizbenska zahalnoosvitnia shkola I-III stupeniv Novoaidarskoi raionnoi rady Luhanskoi oblasti
15. Сіверський професійний ліцей
16. Бахмутський педагогічний коледж
17. Маріупольський професійний ліцей сфери послуг (№74)
18. Лисичанський професійний торгово-кулінарний ліцей
19. Державний професійно технічний навч.заклад, Привільський проф.ліцей
20. Северодонецький професійний ліцей

1.5. ANNEX 5 DETAILED METHODOLOGY

Qualitative stage

The Qualitative data collection stage is comprised of in-depth interviews (IDIs), focus group discussions (FGDs) and observations.

In order to carry out the Qualitative data collection the team of consultants along with UNICEF elaborated a sample of the 12 schools presented in Annex 4. They are selected in terms of interventions/IPs/oblasts/distance to Contact Line/type of education facility. It includes also preschool education facilities (kindergartens) and vocational schools to cover the full range of interventions implemented by UNICEF in Eastern Ukraine.

– In-depth interviews

IDIs have been conducted via the Zoom platform, which allows for video calls, sharing screens, sound, a possibility to chat, as well as conducting polls, etc. The sampling method for qualitative data collection is based on the following *criteria* for recruiting respondents:

- For the *national/international level*:
 - To have participated/currently participate in the planning of the program, in the review of its implementation and monitoring of its outputs;
 - To have participated/currently participate in different roles as a donor/partnership organisation;
 - To have extensive experience in the respective position and with the reform process.
- For the *school/academic level*:
 - To have participated/currently participate in the implementation of the programme;
 - To be aware of the design of the different thematic areas, such as early childhood development (ECD), life school education, safe school concept, inclusive education, etc.

The total number of conducted interviews with government officials and experts, oblast administration representatives, school principals and NGOs is 34.

– Focus group discussions

FGDs have been conducted via the Zoom platform, which allows for video calls with several participants at the same time, sharing screens, sound, a possibility to chat, in case participants have issues with their microphones and cameras, as well as conducting polls, etc. The sampling method for qualitative data collection is based on *criteria* for recruiting respondents, which are the same as in IDIs in terms of participation and experience with the implementation of the program, awareness of the design of the different thematic levels. Furthermore, additional criteria (for parents participants in FGDs) are the following:

- For the *individual level*:
 - They or their children have been/are beneficiaries of at least some of the interventions;
 - To have children 3-6 years old or 7 -15 years old;
 - Mothers and other close relatives;
 - Parents of children in vulnerable groups (children at risk, with disabilities, IDPs, etc.).
- For the *development partner's level*:
 - To have participated/currently participate in the planning and/or realisation of interventions with UNICEF's support;
 - To cover the 4 Educational Outputs set by UNICEF;
 - To have extensive experience in the respective position and with the reform process.

19 FGDs have been planned with 3 – 6 participants at the local level (oblast administration representatives), school level (principals and teachers), individual level (parents) and NGOs. During the data collection process the planned FGDs with representatives of oblast/hromadas administration were replaced by IDIs as it was not possible to organise a discussions. Thus the total number of conducted FGDs is 14.

– **Observations**

As the planned observations were not fully applicable via an online data collection process, the team of consultants asked the participants (principals and teachers) to show the materials supplied by UNICEF and to provide photographs from the selected schools that reflected the main areas necessary for the FE and included in the observation protocol that was used. Schools have been chosen based on the following *criteria*:

- To be located in regions, in which there are UNICEF interventions (in the sample of schools selected for qualitative survey);
- To have UNICEF interventions at the school of different IPs.

The data from the In-depth interviews (IDIs), Focus group discussions (FGDs) and observations has been collected on a national/international, regional (oblasts) and local/school level. Number of conducted IDIs, FGDs and observations is the following:

- National/International level – 13 IDIs, 1 FGD
- Regional level – 9 IDIs in Luhanska, Donetska and Kharkivska Oblast, 3 FGDs in Luhanska and Donetska Oblasts
- School level – 12 IDIs in schools in Luhanska and Donetska Oblasts, 10 FGDs and 9 observations (by photographs) in the same schools in Luhanska and Donetska Oblasts
- The total number of respondents, who took part in the data collection process is 77.
- The geographic area(s) – Kiyv, Luhanska, Donetska and Kharkivska Oblast
- Specific populations – Representatives of administration on national and regional level, academia representatives, NGOs, principals and teachers in the selected schools where UNICEF has developed its interventions, parents of students in the same schools

– **Quantitative online survey**

The sampling approach for the Quantitative online survey has been chosen having in mind the main characteristics of the UNICEF interventions and number of reached schools and children. A stratified random sampling has been chosen based on the *following criteria*:

- From the total universe of children, the Educational programme has reached through the different interventions, children at a school age (10 – 18 years old) have been chosen, therefore kindergartens have been excluded (output 3.1.)
- The online survey has been distributed among children in the GCA
- The total number of children reached through the different interventions that changed the school environment, developed skills and provided support in 2019/2020⁵, are around: 5 000 – output 3.2, 10 700- output 3.3, 8 152 – output 3.4

Therefore, the sample size, which was realised, is:

- 307 children from 20 schools, in a ratio corresponding to the ratio of schools for the three outputs
- The 20 schools have been randomly selected from the lists of schools, involved in the interventions (having in mind that in some schools, more than one intervention has been made, this was taken into account in the selection, in order to have a variety of schools)

Geographic areas: Donetska and Luhanska oblasts

⁵ Some of the interventions have been influenced by the COVID pandemic and closing of schools.

Specific populations: children and youth 10-18 years of age of which:

- 10-13 years old - 21%
- 14 – 17 years old – 71%
- 18 and more – 8%
- Boys – 36%
- Girls – 64%;

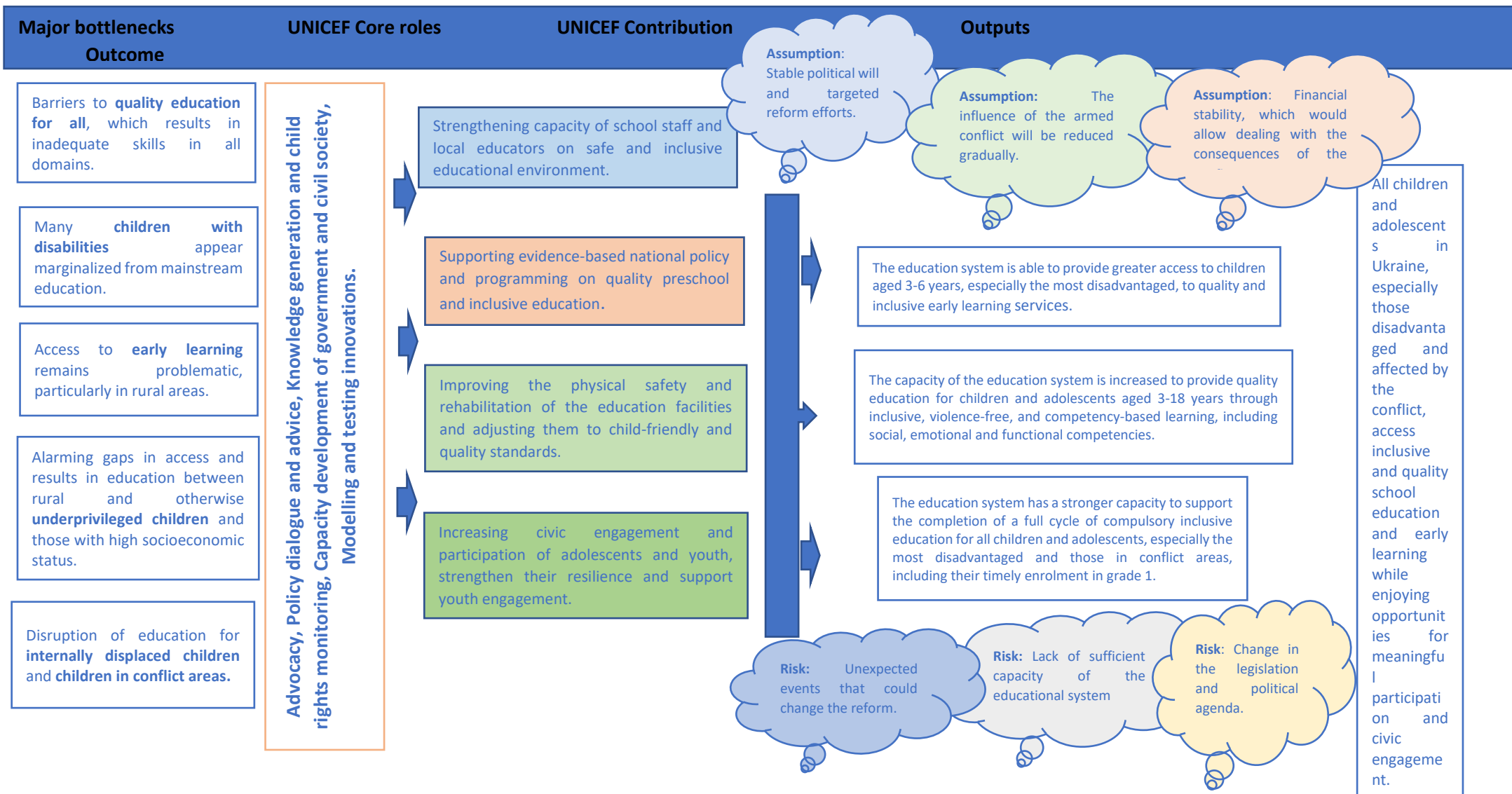
Selection of the participants was random from different classes among 20 schools (detailed list of schools is given in Annex 4). The selection process was comprised by two stages: at the first stage a random sample was generated from the lists of schools involved in the interventions. The selection of the classes was done by the following procedure: If the school is I – III level - 2 classes were selected randomly, one from II level (5th -9th grade) and one from the III level (10th -12th grade). If the school is at the III level (with grades only 10th to 12th), two classes were chosen randomly.

The selection of the students was done as in each class 10 students with the nearest dates of upcoming birthdays were selected.

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1.6. ANNEX 6 TOC

Figure 1 Theory of change



1.7. ANNEX 7 IDI/FGD GUIDES, OBSERVATION PROTOCOL AND ONLINE SURVEY
QUESTIONNAIRE

INTERVIEW/FOCUS GROUP GUIDE WITH NATIONAL/LOCAL STAKEHOLDERS

I. Introduction and warm-up

- Greetings and introduction of the moderator
- Explanation about the project and method of work and how the findings of the evaluation will be used
- Giving information on audio recording
- Creating a relaxed and safe atmosphere

II. Relevance and coherence

National and local representatives and academia (some of the questions will be used for all respondents)

- Thinking about Ukraine, what were the main issues related to education in the beginning of the reform? What are the main goals of the reform (long-term and short-term goals)? Please, specify.
- To what degree the national goals correspond to the local needs? Is there any needs assessment?
- What, in your opinion, is UNICEF's contribution to the achievement of the goals and results?
- What were the changes in the planned education reform? Why did they happen? What were the barriers and difficulties in achieving the goals until now?
- Are the different aspects and issues related to children's access to education taken into account and addressed, such as: physical access, informational access, technological access, equity for different groups related to different levels of vulnerability?
- How has the design of interventions been made?
- What are the reasons for choosing this design and the theoretical concepts on which it is based?
- What is the comparison with other interventions in the field?
- To what extent have the equity gaps been addressed in the process of planning and implementation of the program?

UNICEF representatives

- Please explain what are the main goals and expected outcomes and outputs in the educational programmes?
- Do you think that the Educational program is relevant to the needs of the country? Please describe the approach of UNICEF in planning and realization of the interventions in the educational context. Do you think this approach is successful to achieve the planned results?
- In your opinion, are the goals of the Education programme relevant to UNICEF strategic plans?
- Are there any specific circumstances and risks which prevented the achievement of the goals? Up to what degree were they taken into account?
- How is coordination achieved between the different organisations, supporting the educational reform?

School representatives

- Please describe the interventions, in which your school/class took part?
- What were the goals of this intervention and up to what degree were these interventions relevant to your needs?

Partners

- Please describe your project related to UNICEF’s interventions? What were its goals, expected and achieved results? Describe the process of planning.
- What is the level of relevance of your project to the UNICEF programme and educational reform?
- What groups of families and children do you work with (children and families at risk, children with disabilities, etc.)? Can you say what is the share of these groups, approximately?
- What is the share of conflict-affected and internally displaced children and other vulnerable groups?
- Do you think that the partner projects are complementary, is there partnership in the process of implementation of the projects?
- Is your approach flexible in terms of changing the project when it’s necessary in the process of implementation? Does that mean that the goals can be changed?

III. Effectiveness

National and local representatives and academia (some of the questions will be used for all respondents)

- What is the level of achievement of the goals of the educational program?
- Are there unexpected results? What are they?

UNICEF representatives

- What is the level of achievement of the goals of your program at this stage of the program’s implementation? What factors influence this process?
- Are the risks and mitigation strategies taken into account in the process of implementation of the program?
- Is there a connection between humanitarian and developmental expected outcomes?
- Is there an M&E system with indicators for data collection and measuring results? Is data collected regularly and does this data change the strategy for implementation of the program?

School representatives

- What is the level of achievement of the goals of the program implemented at your school at this stage of the program’s implementation? What factors influence this process?
- Are the risks and mitigation strategies taken into account in the process of implementation of the program?
- What, in your opinion, are the expected changes at your school talking about students, families and broader?
- What are the good practices in terms of implementation of the interventions at your school? Could you provide examples from your professional experience?

Partners

- What is the level of achievement of the goals of your project(s) at this stage of its implementation? What factors influence this process?
- Are the risks and mitigation strategies taken into account in the process of implementation of the project?
- Do you provide data for an M&E system with indicators for data collection and measuring results? Is it segregated by gender, age, etc.? Is this data collected regularly and does it change the strategy for implementation of your projects?
- What is the level of effectiveness of the existing coordination mechanisms between the partners, UNICEF and other stakeholders?
- What are the good practices in terms of implementation of the projects? Could you provide examples from your professional experience?

IV. Efficiency

National and local representatives and academia (some of the questions will be used for all respondents)

- What is your evaluation and opinion regarding the efficacy of the interventions? Do you think that the invested resources have been planned well, led to the expected results and supported the achievement of the goals?
- Were the results achieved on time? Was the timing planned correctly?
- Do you think that there is an overlap between the interventions of the different organisations? If yes/no, why?

Partners

- Do you think that there is an overlap between the interventions of the different organisations? If yes/no, why?

V. Sustainability

National and local representatives and academia (some of the questions will be used for all respondents)

- Can the achieved results from the research be disseminated at a national level? Under what conditions?
- Up to what degree is the local capacity of the local authorities and partners used to maintain the results of the program?
- Up to what degree does the national planning take into account the achieved results and integrates them into the national policy?
- What type of decisions were made to ensure sustainability of the interventions like agreement, contracts?
- What measures have been taken to ensure sustainability of on-going interventions at this stage of the programme in terms of processes, activities, outputs, outcomes, and impact?
- What factors influenced this?

UNICEF representatives

- What type of decisions were made to ensure sustainability of the interventions like agreement, contracts?
- If you need to choose, which of the elements of the programme, ensure its sustainability in terms of, for example, structure and capacity?
- What measures have been taken to ensure sustainability of on-going interventions at this stage of the programme in terms of processes, activities, outputs, outcomes, and impact?
- What factors influenced this?

Partners

- Are the achieved results from the project sustainable?
- Can the achieved results from the research be disseminated at a national level? Under what conditions?
- What are the good practices that demonstrate sustainability?

FOCUS GROUP DISCUSSION GUIDE FOR PARENTS

I. Introduction and warm-up

- Greetings and introduction of the moderator
- Explanation about the project and method of work
- Giving information on audio recording
- Creating a relaxed and safe atmosphere

II. Relevance and coherence

- Tell us about yourself and your family. What are your needs as parents?
- Did you need to move in the past years due to the conflict? Did it affect your life and how?
- What are your children's needs (does it have special educational needs)? What is the school they study at? What are their educational needs?
- Is there an educational reform in Ukraine? What is the goal of such a reform? Is it necessary? If yes/no, why?
- Please describe the interventions, in which your school/class took part? For example, have you, your children or school taken part in interventions, supported by UNICEF, such as trainings for parents, events, rehabilitation of the school, extracurricular activities with children like school council, clubs, sports, etc.
- Is it relevant to your ideas and needs? Have you/your children taken part in the interventions of UNICEF? Describe your experience. How were you invited to participate?
- Do you think that these programs increase the access of your children to quality education?

III. Effectiveness

- What were the goals of this intervention and up to what degree were these interventions relevant to your needs?
- Do you think that these goals have been achieved? Provide specific examples about what changed exactly, for instance, in your skills as a parent, your relationships with the teachers, your children.
- What are the long-term changes you think could be achieved as a result of the interventions?
- What are the good practices in terms of implementation of the interventions? Could you cite specific examples?

IV. Impact

- What has changed in you and your children's lives?
- What are the effects on the life of your family, life in the community overall?
- Are there unexpected results and what are they? Please provide examples and talk about your experience.

V. Recommendations

- If you could change education in Ukraine, what would you change? Please, make specific recommendations regarding UNICEF's interventions.

OBSERVATION PROTOCOL

Date:

Hour:

Settlement:

School:.....

Type of observed object (classroom, hall, cabinet, football field, sports/ technological/other equipment)	Description of the changes and current condition

SURVEY FOR STUDENTS

Hello, we would you like to ask you to take part in this study about changes in your school, school life and activities. This study is a part of a project of UNICEF Ukraine, aiming to understand the changes at schools and whether they led to positive results and what is your participation in this process.

If you agree, please fill out the questions in the survey. You skip any question you want. It will take you only around 5-10 minutes. We will not ask you about your name and only we will see your answers. If you have any questions, you can contact Natalia Mihaylova (+359 898 211 187/ natalia.mihaylova@junction.bg) or Ivanna Kobernik (ivanna.kobernik@gmail.com).

If you agree with this, you can continue with answering the questions.

Gender:

- Male 1
Female 2

How old are you?

- 10-13 1
14-17 2[
18 and more..... 3

What grade are you at?

.....

Town/city where the school is located:

.....

Name of the school:

.....

Have you moved from one town to another in the last few years?

- Yes..... 1
No 2
I don't know..... 3

Do you have enough technical resources to participate in online education?

- Yes..... 1
No 2
I don't know..... 3

Which of the following activities have taken place at your school in the last three years?

Creation and support for youth councils.....	1	
Trainings for your parents	2	
Trainings for your teachers.	3	
Trainings for children on active citizenship.	4	
Projects for children and adolescents on civic engagement	5	
Trainings for children on peer-to-peer mediation.	6	
Trainings for young people on life school education principles.....	7	
Peer-to-peer mediation activities.	8	
Small rehabilitation and repairs for improving the learning environment	9	
Rehabilitation and repairs of damaged facilities.	10	
Provision of school furniture	11	
Provision of sports equipment	12	
Provision of educational supplies	13	
Surveys about the level of violence and bullying at your school.	14	
Activities for prevention of bullying	15	
Psycho-social support.....	16	
Possibilities for exchange of experience with students from other oblasts and countries	17	
Volunteering activities regarding COVID 19 response	18	
Social entrepreneurship activities	19	
Other (please specify)	20	
No activities have taken place at my school.....	21	filter
out next 3 questions		
I don't know.....	22	

What activities have you taken part in at your school in the last three years?

Creation and support for youth councils.....	1
Trainings for your parents	2
Trainings for your teachers.	3
Trainings for children on active citizenship.	4
Projects for children and adolescents on civic engagement	5
Trainings for children on peer-to-peer mediation.	6
Trainings for young people on life school education principles.....	7
Peer-to-peer mediation activities.	8
Small rehabilitation and repairs for improving the learning environment	9
Rehabilitation and repairs of damaged facilities.	10

Provision of school furniture	11	
Provision of sports equipment	12	
Provision of educational supplies	13	
Surveys about the level of violence and bullying at your school.	14	
Activities for prevention of bullying	15	
Psycho-social support.....	16	
Possibilities for exchange of experience with students from other oblasts and countries	17	
Volunteering activities regarding COVID 19 response	18	
Social entrepreneurship activities	19	
Other (please specify)	20	
I haven't taken part in any activities	21	– filter
out next 2 questions		
I don't know.....	22	

Which three of the activities were most useful for you?

Creation and support for youth councils.....	1
Trainings for your parents	2
Trainings for your teachers.	3
Trainings for children on active citizenship.	4
Projects for children and adolescents on civic engagement	5
Trainings for children on peer-to-peer mediation.	6
Trainings for young people on life school education principles.....	7
Peer-to-peer mediation activities.	8
Small rehabilitation and repairs for improving the learning environment	9
Rehabilitation and repairs of damaged facilities.	10
Provision of school furniture	11
Provision of sports equipment	12
Provision of educational supplies	13
Surveys about the level of violence and bullying at your school.	14
Activities for prevention of bullying	15
Psycho-social support.....	16
Possibilities for exchange of experience with students from other oblasts and countries	17
Volunteering activities regarding COVID 19 response	18
Social entrepreneurship activities	19
Other (please specify)	20
I don't know.....	22

In the planning of which of these activities did you take part?

Creation and support for youth councils.....	1
Trainings for your parents	2
Trainings for your teachers.	3
Trainings for children on active citizenship.	4
Projects for children and adolescents on civic engagement	5
Trainings for children on peer-to-peer mediation.	6
Trainings for young people on life school education principles.....	7
Peer-to-peer mediation activities.	8
Small rehabilitation and repairs for improving the learning environment	9
Rehabilitation and repairs of damaged facilities.	10
Provision of school furniture	11
Provision of sports equipment	12
Provision of educational supplies	13
Surveys about the level of violence and bullying at your school.	14
Activities for prevention of bullying	15
Psycho-social support.....	16
Possibilities for exchange of experience with students from other oblasts and countries	17
Volunteering activities regarding COVID 19 response	18
Social entrepreneurship activities	19
Other (please specify)	20
I don't know.....	22

Which of the following statements describe your school best? (Multiple choice)

My school is a place where I learn interesting things and my skills are developed.	1
My school is a place where teachers and students have good relationships on the whole.	2
My school is a place where children with disabilities are accepted.....	3
My school is a place where my parents can participate.	4
My school is a place where I can make suggestions for changes.....	5
The school building is nice and there are various possibilities for studying.	6
My school is a place where I can get psychological support whenever I need it.	7
My school is a place where I study things I will need in life.	8
My school is violence-free.	9
My school is a place where I consider myself physically safe.	10
In my school there are many extracurricular activities, in which I can take part.	11

In what way did your school change in the last years as a result of implementation of new activities?

	1 Don't agree at all	2	3	4	5 Fully agree
More children with disabilities are studying at my school.					
My parents have become more emotionally supportive.					
My teachers have become more emotionally supportive.					
The way of teaching is more practically oriented.					
The way of teaching is more inclusive.					
My school has a safe environment.					
There is no violence and bullying at my school.					
My school prepares me more for my future now than before.					
My school prepares me more to be an active citizen.					
The environment in my school has become more child-friendly.					
I have more skills regarding peer-to-peer mediation.					
The building of my school is renovated.					
I have more school supplies.					
There are more possibilities for participation of students in school life.					
There are more extracurricular activities.					
Students have more skills to express and defend their opinion.					
There are more possibilities for participation of parents in school life.					
There are more possibilities for psycho-social support.					

What is your level of satisfaction of the changes at your school?

	1	2	3	4	5
--	---	---	---	---	---

	Not satisfied at all				Highly satisfied
School building					
School environment					
Practical teaching methods.					
Violence-free school					
Inclusion of children with disabilities					
Access to school					
Relationships with teachers					
Relationships with other students					
Peer-to-peer support					
Your participation					
Your parents' participation					
Extracurricular activities					
Psychological help					
Other (please specify)					

1.8. ANNEX 8 INFORMATION ON EVALUATION TEAM

Team Leader: Natalia Mihaylova

The Team Leader Mrs. Mihaylova has a master's degree in Pedagogy and Social Pedagogy from Sofia University, second professional qualification degree in Social Pedagogy and a PhD in Social work from Southwest University. She is certified in appreciative inquiry in the evaluation and action research of the systems and policies from University of Central Lancashire and New Bulgarian University.

She has 12 years of experience in evaluation, including experience in education and she has worked extensively with UNICEF Bulgaria, UNICEF Ukraine, UNICEF Montenegro and UNICEF North Macedonia. She has worked and conducted research projects and evaluations involving vulnerable children and families at the different stages in the lifecycle like early childhood development (including advocacy policies and development of advocacy strategies), school age, adolescence and with various disadvantages like children living in institutions, children with disabilities, ethnic minorities, etc. She is a certified specialist in strengths-based approaches and participatory methods with strong practical experience in theory-based evaluation.

Natalia has built her career as a qualified expert in the field of education and child protection working as a project manager and researcher in a number of projects. She has built a wide range of skills and competencies, such as: good understanding of education issues, equity, gender and human rights issues moderation of focus group discussions and interviews with professionals and beneficiaries (children and families); quantitative data analysis, quantitative and qualitative content analysis, needs analysis, evaluation of the effectiveness and impact in the social and educational sector, social policies, child protection policies, programs and projects, models for work with vulnerable groups; leading and moderation of work meetings, including participatory techniques for involving participants in analyzing significant changes; presentation skills; facilitating discussions, feedback sessions, trainings, strategic planning process; work with people from different countries, cultures and communities.

Mrs. Mihaylova will be the primary point of contact with the client, she will be responsible for the organisation and coordination of the data collection and analysis.

Evaluation Specialist Luba Devetakova

Luba Devetakova has BA in Sociology from Sofia University "St. Kliment Ohridski" and MA in Sociology and Social Anthropology from Central European University – Budapest. Luba is a researcher with 15 years' experience in social, marketing and political studies, including as team leader. She is also a specialist in the application of qualitative and quantitative research methods, including desk study, in-depth interviews, focus groups and the application of specialised research methods.

She has in-depth expertise in the monitoring and evaluation of programmes and projects in the area of social policies financed by the European Social Fund, such as social inclusion, access to employment as a member of the European Evaluation Network of ESF, the Youth Guarantee, FEAD, Long term unemployment and social partnerships. In 2019, she was a National consultant of ESF MA and PES in Bulgaria under a project for implementation of measures for long-term unemployed people including activation, job-crafting and job-carving, modernisation of labour market institutions.

She has worked on evaluation projects commissioned by the local administration, the Ministry of Labour and Social Policy of Bulgaria, Bill & Melinda Gates Foundation the European Commission, Eurofound and UNICEF.

In the area of education Luba has participated in the evaluation of the pilot phase of the project "Inclusive Education" and the evaluation of the project for prevention of early school leaving among Roma children in Bulgaria.

In 2019, Luba Devetakova conducted an analysis of the implementation and monitoring of the Marrine Strategy of Republic of Bulgaria – Black Sea Strategy under DIRECTIVE 2008/56/EC OF THE EUROPEAN

PARLIAMENT AND OF THE COUNCIL of 17 June 2008 establishing a framework for community action in the field of marine environmental policy (Marine Strategy Framework Directive).

International Education Specialist: Raya Mihaylova

Raya Mihaylova has a master's degree in Sociology: Contemporary Social Problems from Utrecht University in The Netherlands and she is currently doing her PhD in Sociology in Sofia University. She has also studied in Sciences Po, Bordeaux. She has worked for seven years as a research expert and has participated in a number of evaluation projects, regarding education in secondary schools, influence of technology in education, violence against children at school, human rights and parenting, equity and gender issues, child protection, alternative care for children, early childhood development. She has participated in projects, involving different countries in the region of Europe and Central Asia.

Miss Mihaylova's PhD focuses on the influence of educational technologies on the teaching and learning process in secondary schools across Bulgaria in view of educational inequalities. She has conducted independently two separate studies on the educational systems in Bulgaria and the Netherlands: the first one, a comparison between the Bulgarian and Dutch educational systems, regarding socially-economic factors for educational inequalities in high schools, based on secondary statistical data analysis from PISA; the second one, focused on the influence of a digital platform on the teaching and learning environment in The Netherlands.

Miss Mihaylova has worked as a research expert with in-depth experience in conducting sociological studies on a variety of themes. She is experienced in working with qualitative data by conducting observations, focus groups and interviews. In recent years, she has been using NVivo software for analysing qualitative data. She is also experienced in combining quantitative with qualitative methods to triangulate information. Raya has been an evaluator and research expert in a number of studies and projects. She is aware of the steps that need to be taken for a successful evaluation and how to assess and measure the different components such as relevance, effectiveness, efficiency, impact, sustainability, etc. She has worked for various projects throughout her career so far and she has been part of multi-national teams. She is experienced in working with statistical software such as SPSS. She has participated in a range of sociological research projects and evaluations, including working with UNICEF. She has good writing, presentation and analytical skills, and she has been part of different teams, therefore she has good interpersonal skills. Raya has conducted independent research projects in Bulgaria and The Netherlands, involving children, young people and parents and adheres to rigorous ethical standards in research and evaluation.

National Education Specialist Ivanna Kobernyk

Mrs. Ivanna Kobernyk has a master's degree in International Journalism from the Kyiv National Taras Shevchenko University. She has developed her career building a wide range of skills as a journalist, PR and communication specialist, education expert and civic activist.

Ivanna has 8 years of experience in school education area. She has gathered unique experience in supporting "New Ukrainian School" reform as a co-author of Concept of school reform "New Ukrainian school" and as a developer of the portal of the reform. Ivanna was an advisor to the ministers of education and science of Ukraine Liliya Grynevych (2016-2019) and Anna Novosad (2019-2020), member of Education reform Office of MoES (2016-2019). She is a co-author of the concept and compiler of Methodical recommendations "Organizing of distance learning at school". Ivanna is a co-founder of NGOs "Smart Osvita" (Smart Education) and "Batkivskiy Control" (Parental control).

Ivanna has 15 years of experience in media (journalist, editor, tv anchor), 10 years of experience in communication (creating and managing press services, creating and managing election media complain, strategic communication consulting, creating and implementation of communication strategy, anti-crisis consulting, media relations training for top-politicians and top-managers, personal and group training "Effective communication with journalists", "Successful public speaking". Ivanna is a communication consultant and certified trainer for Public Sector Communication Program.

Data Analyst/Quality Assurance Specialist: Stoyan Mihaylov

Mr. Stoyan Mihaylov has a PhD degree in Sociology from Sofia University “St. Kliment Ohridski”. Stoyan is a highly qualified expert in the field of market and social research with 23 years experience working as a researcher and project manager. Stoyan has developed a strong theoretical background as a sociologist and has a long practical experience in communication at a senior level in a multinational and multi-cultural environment, management and leadership experience in a wide range of research and evaluation projects, identifying the most appropriate research approaches to various target groups, analytical skills developed in quantitative and qualitative surveys, including moderation of focus groups and in-depth interviews.

Stoyan Mihaylov has PhD in Sociology from Sofia University. He is a certified expert in appreciative inquiry in the evaluation and action research of the systems and policies from the University of Central Lancashire and New Bulgarian University. He has also participated in training and qualification courses in Vienna, Brussels, Sofia, Bucharest and Nicosia on management and leadership skills, presentation and communication Skills.

Stoyan has more than ten years experience in the field of child protection and child welfare reform. He is experienced in evaluation and assessment of childcare reforms in Bulgaria and in the region of Europe and Central Asia due to his work with UNICEF and other organisations such as Terre des Hommes and SOS Children Villages. Stoyan has worked on deinstitutionalization, situation assessment and analysis of alternative care with focus on children with disabilities, vulnerable children at risk of violence and abuse, children without parental care. He has been in the role of Team Leader in a number of projects, working with different counterparts, government entities, NGOs, etc. In his work, he adheres to rigorous ethical standards, especially regarding participation of children in research, child protection issues, different cultures, disability, age and ethnicity.

**Evaluation of UNICEF’s support to the education sector
Evaluation Report - ANNEXES**

1.9. ANNEX 9 EVALUATION MATRIX

Table 6 Evaluation matrix

Criteria of evaluation	Core evaluation questions	Key questions	Sub-questions	Indicators	Methods for data collection
Relevance	To what extent is the Education programme relevant to the governmental policies and priorities and needs of children in Ukraine, particularly of those from vulnerable groups in line with the Child Rights Convention?	<ul style="list-style-type: none"> Assess the balance and interlinkages between downstream and upstream work in relation to the country needs and capacity and to what other development partners are doing? <p>The 5 key areas, in which a balance between upstream and downstream work could be established, are:</p> <ul style="list-style-type: none"> Sector policies and strategies Political leadership and institutional arrangements (for service delivery; sector coordination; administrative rules and processes; regulation and accountability mechanisms; other types of incentives and sanctions) Sector financing (public budgeting; leveraging of funds at local level and from private sector; 	<p>Which of UNICEF’s interventions are upstream/downstream?</p> <p>What is the degree of relevance of the program to the needs in the country, taking into consideration the national and local capacity to address those needs?</p> <p>What is the ratio between upstream and downstream interventions in the process of planning and realisation?</p> <p>What is the ratio between interventions at the national and local level in terms of the 5 key components?</p>	<p>Degree to which the Education programme is relevant to the country needs in terms of programs and policies</p> <p>Ratio between upstream and downstream interventions in terms of national and local capacities</p> <p>Degree to which the Education programme is relevant to UNICEF’s strategic plans and level of internal consistency</p> <p>Degree to which the Education programme is relevant to the needs of children, particularly vulnerable groups, in line with the Child Rights Convention and ensures access to quality education</p>	<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews with national stakeholders, IPs, NGOs, etc.</p> <p>Secondary data analysis</p>

		<ul style="list-style-type: none"> financing mechanisms and tools) • Planning, monitoring, and learning (including joint sector reviews, field surveys etc.) • Capacity development for the various types of stakeholders (at national, subnational, and community level) 			
		<ul style="list-style-type: none"> • How are the Education programme purpose and overall objectives consistent with UNICEF strategic plans and UNICEF Ukraine’s CPD? 	<p>What is the level of relevance of the Education programme purpose and overall objectives of the UNICEF strategic plans?</p> <p>To what extent are the expected outcomes of the educational component consistent with the overall goals and expected impact in the CPD?</p>		<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews with national stakeholders, IPs, NGOs, etc.</p>
		<ul style="list-style-type: none"> • Are planned activities consistent with expected outputs, necessary and sufficient to produce them? Are outputs consistent with intended outcomes and impacts, as well as necessary and sufficient to achieve them? Are assumptions and risks well identified and addressed in the programme design? 	<p>What is the level of internal consistency of the program in terms of activities and outputs, outputs, and outcomes?</p> <p>To what extent is the current situation and risks for implementation of the activities taken into account?</p>		<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews/focus groups with UNICEF, IPs</p> <p>Secondary data analysis</p>

		<ul style="list-style-type: none"> Were the needs and priorities of Education sector development/reform identified in developing the intervention (appropriate needs assessment?) and has the intervention been properly designed to meet the identified needs and priorities? 	<p>What is the level of relevance to the needs and policy in the country?</p> <p>Is there any needs assessment and to what extent the results of such a needs assessment have been reflected in the planning of the interventions?</p>		<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews/focus groups with UNICEF, IPs</p> <p>Secondary data analysis</p>
		<ul style="list-style-type: none"> What are the barriers to the approach adopted by UNICEF and its partners in delivering interventions, and how has UNICEF and partners worked to identify and address these barriers? 	<p>What are the specifics of the approach of UNICEF in delivering interventions?</p> <p>Does this approach take into account the different barriers?</p> <p>Does it address these barriers?</p>		<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews/focus groups with UNICEF, IPs</p>
		<ul style="list-style-type: none"> To what extent the Education programme articulated the objectives related to changes in children's access to quality education? 	<p>What is the level of relevance of the Education programme to ensuring children's access to quality education?</p> <p>Are the different aspects and issues related to children's access to education taken into account and addressed, such as: physical access, informational access, technological access, equity for different groups related to different levels of vulnerability?</p>		<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews/focus groups with UNICEF, IPs</p> <p>In-depth interviews/focus groups with parents</p> <p>Interviews with school principals and teachers</p> <p>Surveys with children</p>

Coherence	How well does the intervention fit to better capture synergies, linkages, partnership dynamics and complexity?	<ul style="list-style-type: none"> To what extent has the Education Programme ensured better capture of linkages in terms of system - thinking, partnership dynamics, and complexity? 	<p>Does the planning and implementation process take into consideration partnership dynamics and complexity of the subject?</p> <p>Does the planning process demonstrate system-thinking in terms of approach and expected results?</p>	Degree to which the Education programme ensures capturing partnership dynamics and complexity in terms of number of partners, joint activities of partners, establishment of a network, degree of participation of the partners, etc.	<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews/focus groups with UNICEF, IPs</p> <p>Secondary data analysis</p>
		<ul style="list-style-type: none"> To what extent has the Education programme articulated the objectives concerning complementarity, harmonisation, and co-ordination with others? 	<p>To what extent is coordination achieved between different international organisations that have made interventions in the country?</p> <p>To what extent do the partnership projects complement each other?</p> <p>To what extent is the partnership between the different organisations encouraged?</p>	Degree to which coordination and complementarity of efforts between the different policies and programmes at the national level is achieved in terms of alignment with social and health policy	<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews/focus groups with UNICEF, IPs</p>
		<ul style="list-style-type: none"> To what extent were Education programme interventions implemented in terms of internal and external coherence? 	<p>What is the process of implementation of interventions and level of coherence?</p> <p>What is the level of flexibility in terms of dealing with any changes occurring in the process due to external factors, taking into consideration the goal to ensure coherence?</p>		<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews/focus groups with UNICEF, IPs</p> <p>Secondary data analysis</p>

Effectiveness	Is the Education programme achieving its objectives? To what extent is the Education programme contributing to the Education sector development at the national and local levels?	<ul style="list-style-type: none"> To what extent the stated Education programme outcomes have been achieved and attained its intended results in general, by intervention component, geographical area, category of population etc.? What were the achievements in terms of improving well-being of Ukrainian children, both planned and unplanned? 	<p>What is the level of achievement of the goals currently, taking into account the stage at which the programme is?</p> <p>What is the extent to which the planned outcomes have been achieved in terms of different components, geographical area, category of the population, etc.?</p> <p>What are the expected/unexpected results from the planned interventions?</p> <p>Is there any link between humanitarian and developmental expected outcomes? If yes, what is it? If not, what are the reasons for this?</p>	<p>Degree to which the planned outcomes in the Education programme have been achieved at this point of the implementation and are likely to be achieved at the end of the programme in terms of:</p> <ul style="list-style-type: none"> Target group: all children, especially vulnerable groups and children affected by the conflict Expected target and outcome: access to inclusive and quality education and early learning Implemented activities and outputs 	<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews/focus groups with UNICEF, IPs</p> <p>In-depth interviews/focus groups with parents</p> <p>Interviews with school principals and teachers</p> <p>Surveys with children</p> <p>Observations at schools</p> <p>Secondary data analysis</p>
		<ul style="list-style-type: none"> To what extent the M&E framework and processes were adequate credible/reliable/accurate to measure outputs, outcomes, and impact? Were expected results clearly stated and measurable through identifiable indicators? 	<p>Is there a clear M&E framework with outputs, outcomes and data collection and sources of information?</p> <p>To what extent have indicators been planned at different levels, what is their level of appropriateness and are they measurable?</p> <p>Have all this data been collected regularly, monitored, analysed and influenced the implementation of interventions?</p>	<p>Level of contribution of the Education programme to:</p> <ul style="list-style-type: none"> Development of national and local policies and education reform Lasting changes in the lives of children, families, community, and broader environment 	<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews/focus groups with UNICEF, IPs</p> <p>Secondary data analysis</p>

		<ul style="list-style-type: none"> What were the causal links, enabling/success factors and constraints/bottlenecks related to the achievement of outputs and outcomes? 	<p>What are the factors that influenced the achievement of outputs and outcomes?</p> <p>Which of these factors facilitated and which hindered the achievement of the results?</p> <p>What are the mitigation strategies, which would reduce the influence of the constraints/bottlenecks?</p>		<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews/focus groups with UNICEF, IPs</p> <p>Interviews with representatives of the Academia, universities</p>
		<ul style="list-style-type: none"> What lasting changes – attributable to programming – can be identified in the lives of individuals, families, communities, and the broader environment? 	<p>What are the prospective long-term changes that can be found at this point of the implementation?</p> <p>What are the prospective changes at the different levels of society – individuals, families, communities, and broader environment?</p>		<p>In-depth interviews/focus groups with parents</p> <p>Interviews with school principals and teachers</p> <p>Surveys with children</p>
		<ul style="list-style-type: none"> How extensive, effective, and efficient is the transfer of intervention approaches to NGOs and government actors? What were the coordination mechanisms, and did they help? Have IPs effectively and jointly identified and addressed gaps in geographic or vulnerable/at risk group coverage? 	<p>What is the extent, to which coordination with NGOs and government actors has been achieved?</p> <p>Are there coordination mechanisms in place and what is their level of extensiveness, effectiveness, and efficiency?</p> <p>What gaps have been identified and addressed in terms of geographical coverage of vulnerable groups? How were they addressed in view of partnership with IPs?</p>		<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews with national stakeholders, IPs, NGOs, etc.</p>

		<ul style="list-style-type: none"> To what extent has the NGO collaboration promoted good working relationships with the government/ local administration to collaborate on community resilience issues? 	<p>What good practices could be identified in terms of effective working relationships with government and local administration when dealing with issues related to community resilience?</p> <p>To what extent has community resilience been achieved at this stage of the programme?</p>		<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews with national stakeholders, IPs, NGOs, etc.</p> <p>Observations at schools</p>
Efficiency	Are the financial, human and material resources allocated to the Education programme sufficient to meet the intended outcomes of the programme?	<ul style="list-style-type: none"> To what extent the Education Programme's governance was efficient to the results attained? To what extent were the results achieved on time? 	<p>What is the ratio between the invested resources and efforts and the achieved results of the Education programme?</p> <p>Were the results achieved on time?</p>	<p>Ratio between the invested resources and achieved results</p> <p>Degree to which the invested resources (human and material) have contributed to the achievement of results at this stage of implementation of the program and how likely is it that results will be achieved at the end of the programme</p>	<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews with national stakeholders, IPs, NGOs, etc.</p> <p>Secondary data analysis</p>
		<ul style="list-style-type: none"> Analyse the cost/spending of the intervention: by general cost categories, by intervention component/activity and by unit costs (not only compared to budget but also compared to usual standards, agreed benchmarks, similar interventions, other geographical areas where the same intervention was carried out etc.) 	<p>What is the cost/spending of each of the interventions?</p> <p>What is the comparison with similar interventions in other regions?</p> <p>What is the comparison with standards/benchmarks?</p>		

		<ul style="list-style-type: none"> Compare the level of actual expenditures with the level of actual results achieved (results in terms of activities, outputs and outcomes, either assumed or actual and sustained - if data exist) by intervention component and by region. To what extent did the actual or expected outcomes justify the costs incurred? 	<p>Is there available data on the level of actual expenditures?</p> <p>What is the level of actual expenditures in comparison with the results achieved?</p>		<p>Desk review and analysis of available information about the interventions</p> <p>Secondary data analysis</p>
		<ul style="list-style-type: none"> To what extent did Education programme activities overlap and duplicate with other similar interventions, either nationally funded or donor funded? 	<p>Is there any overlap and duplication with similar interventions, i.e. duplication of funding for similar interventions?</p> <p>Are similar interventions complementary to the original ones?</p>		<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews with national stakeholders, IPs, NGOs, etc.</p>
Impact	<p>What difference does the Education programme make? To what extent is the Education programme likely to contribute to access to education of boys and girls in Ukraine,</p>	<ul style="list-style-type: none"> Did the Education programme activities have impact on children, boys, and girls of different ages, by strengthening the capacity of respective authorities? What was the impact? 	<p>What is the expected impact of the interventions on children's lives?</p> <p>Did the planned interventions have an impact on children's lives at this stage of the programme?</p> <p>What was the impact? Is there difference in terms of gender, age, region, level of vulnerability, socio-economic background?</p>	<p>Degree to which the access to education for all children, especially vulnerable groups, has been increased and how likely it is that results will be achieved in the long-term</p>	<p>In-depth interviews/focus groups with parents</p> <p>Surveys with children</p> <p>Secondary data analysis</p>

	particularly those from vulnerable groups?	<ul style="list-style-type: none"> • What was the additional unintended (positive or negative) effect of the intervention? 	<p>Are there any unintended effects of the interventions and what are they?</p> <p>Have they been taken into account in order to reflect into the planning process or to change the strategy?</p>		<p>In-depth interviews/focus groups with parents</p> <p>Surveys with children</p>
		<ul style="list-style-type: none"> • If the impact cannot be measured, or cannot be attributed to the intervention, can it be explained why? 	<p>How is it possible to measure impact measured at this stage of interventions and in the future?</p> <p>What is the contribution of the interventions to this impact?</p>		<p>In-depth interviews/focus groups with parents</p> <p>Surveys with children</p>
Sustainability	To what extent are the results of the Education programme likely to sustain after the programme period?	<ul style="list-style-type: none"> • To what extent did the Education programme identify and build on existing national, oblast, local capacities? Extent to which the partners have sufficient financial capacity and resources to keep up the benefits produced by the programme? 	<p>To what extent can the achieved results be replicated at a national level?</p> <p>Have local capacities been used?</p> <p>Is capacity of partners sufficient to keep up the benefits produced by the programme? If yes/not, why?</p>	<p>Degree to which the results of the program are likely to be sustained after the programme period in terms of:</p> <ul style="list-style-type: none"> • National policy • Capacity of local and national stakeholders and implementing partners 	<p>In-depth interviews with national stakeholders, IPs, NGOs, etc.</p>
		<ul style="list-style-type: none"> • To what extent the Education programme achievements are/will be sustained after the withdrawal of external support? 	<p>To what extent does the national planning take into account the achieved results and integrates them into the national policy at its new stage of development?</p>		

		<ul style="list-style-type: none"> What new capacities within services providers or communities have been established or restored? To what extent are these capacities and skills being actively used and what are the indications of sustainability? 	<p>What are the good practices and lessons learned in terms of capacity development at the different levels?</p> <p>How are these practices, if any, disseminated?</p> <p>What extent do they serve as a basis for upgrading existing interventions?</p>		<p>In-depth interviews with national stakeholders, IPs, NGOs, etc.</p> <p>Interviews with representatives of the Academia, universities</p>
		<ul style="list-style-type: none"> To what extent have the decision-making bodies (government, civil society, development agencies) and IPs undertaken the necessary decisions and course of actions to ensure the sustainability of the programme? To what extent have the relevant systems been strengthened? 	<p>What decisions have been made in view of the planned interventions to ensure the sustainability of the programme?</p> <p>To what extent have these decisions been confirmed in the documents? If yes/no, what are the reasons?</p> <p>What are the evidences for strengthening of the relevant systems?</p>		<p>In-depth interviews with national stakeholders, UNICEF, IPs, NGOs, etc.</p>
		<ul style="list-style-type: none"> For the Education programme interventions that were completed, to what extent did the stakeholders, capacities, processes, activities, outputs, outcomes and impacts persist after completion of the intervention? For how much time? What were the major factors which 	<p>Have the capacities, processes, activities, outputs, outcomes, and impact persisted at this stage of the implementation of the programme? What is the likelihood of them remaining sustainable at this stage and after programme realisation?</p> <p>What factors influenced this?</p> <p>Are there strategies for strengthening sustainability?</p>		<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews with national stakeholders, UNICEF, IPs, NGOs, etc.</p> <p>Observations at schools</p>

		positively and negatively influenced the observed sustainability?			
		<ul style="list-style-type: none"> For the Education programme interventions that are still on-going or just completed, did it include appropriate measures to ensure sustainability of the processes, activities, stakeholders, outputs, outcomes and impacts after the withdrawal of all forms of support from the external development agency? 	<p>What measures have been taken to ensure sustainability of on-going interventions at this stage of the programme in terms of processes, activities, outputs, outcomes, and impact?</p> <p>What factors influenced this?</p> <p>Are there strategies for strengthening sustainability?</p>		<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews with national stakeholders, UNICEF, IPs, NGOs, etc.</p>
Additional criteria		<ul style="list-style-type: none"> To what extent were the Education programme interventions age and gender appropriate? To what extent the programme has reached all targeted geographical areas? Have the most vulnerable or marginalized children and communities been reached? 	<p>What share of the different vulnerable groups have been reached by the interventions in the programme in terms of age, gender, children with special education needs, minority groups, geographical areas?</p> <p>Have the most vulnerable groups been reached and how? If not, why?</p> <p>What are the factors, influencing the implementation of the programs in terms of equity?</p>	<p>Degree to which the Education programme:</p> <ul style="list-style-type: none"> Is age and gender appropriate Reaches the most vulnerable children Reflects equity issues (situation analysis, planning and implementation) Reflects human rights 	<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews/focus groups with parents</p> <p>In-depth interviews with teachers and principals</p> <p>Surveys with children</p> <p>Secondary data analysis</p>
		<ul style="list-style-type: none"> What is the degree of alignment, coordination, and complementarity (added value) of the 	<p>How has the design of interventions been made?</p>		<p>In-depth interviews with national stakeholders, UNICEF, IPs, NGOs, etc.</p>

		<p>intervention (design and implementation strategy) with other interventions in the same field (other public policies, other NGOs, donors etc.)?</p>	<p>What are the reasons for choosing this design and the theoretical concepts on which it is based?</p> <p>What is the comparison with other interventions in the field?</p>		
		<ul style="list-style-type: none"> • To what extent the equity issues have been appropriately identified in the situation analysis conducted before the project/programme started, for each of the most vulnerable groups in terms of access to quality education? • To what extent the Education programme has been designed to adequately address the identified equity issues for each of these groups? • To what extent the M&E system was designed and used to measure the identified equity issues for each of these groups (disaggregated indicators, appropriate data collected and analysed, feedback loop to adjust implementation strategies, etc.)? • To what extent these groups have been actually 	<p>Are there equity issues taken into consideration in the design of the programme, coming from SitAn, previous evaluations, etc.? If not, why?</p> <p>What are the factors influencing this?</p> <p>Are there indicators, which could allow measuring equity issues?</p> <p>To what extent have the equity gaps been reduced?</p>		<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews with national stakeholders, UNICEF, IPs, NGOs, etc.</p> <p>Secondary data analysis</p>

		<p>reached and to what extent the equity gaps have been reduced as a result of the Education programme?</p>			
		<ul style="list-style-type: none"> Has the intervention, or some of its strategies, approaches, activities etc., been institutionalized and mainstreamed in national policies, strategies, administrative rules, and procedures? 	<p>To what extent have the national policies taken into account these interventions? If yes/not, why? Which are the factors, influencing this?</p> <p>To what extent could the achieved results be linked to developmental issues in the educational reform?</p>		<p>Desk review and analysis of available information about the interventions</p> <p>In-depth interviews with national stakeholders, UNICEF, IPs, NGOs, etc.</p>

1.10. ANNEX 10 RESULTS FRAMEWORK

Table 7 Comparison between Country Programme 2018 – 2022 and the Programme Strategy Note (issued in August 2020)

<i>Country Programme 2018 – 2022</i>		<i>Programme Strategy Note</i>	
<i>Results Statement</i>	<i>Indicators</i>	<i>Results Statement</i>	<i>Indicators</i>
<p>Outcome 3 By 2022, all children and adolescents in Ukraine, especially those disadvantaged and affected by the conflict, have access to inclusive and quality school education and early learning.</p>	<p>Percentage of pre-primary age children who are enrolled in pre-primary education or an organized early learning/care and education programme.</p>	<p>Outcome: By 2022, all children and adolescents in Ukraine, especially those disadvantaged and affected by the conflict, access inclusive and quality school education and early learning while enjoying opportunities for meaningful participation and civic engagement.</p>	
<ul style="list-style-type: none"> Output 3.1 The education system is able to provide greater access to children aged 3-6 years, especially the most disadvantaged, to quality and inclusive early learning services. 	<p>3.1 Percentage of pre-primary age children (3-6 years) who are enrolled in pre-primary education.</p> <p>B: 57.7% (2015)⁶</p> <p>T: 70% (2022)</p>	<ul style="list-style-type: none"> Output 1: By 2022, MoES and other central and local government agencies provide increased access to children aged 3-6 years old, especially the most disadvantaged, to quality and inclusive early learning services, especially in rural areas. 	
<ul style="list-style-type: none"> Output 3.2 The capacity of the education system is 	<p>3.2 A nation-wide mechanism to identify children of compulsory</p>	<ul style="list-style-type: none"> Output 2: By 2022, government agencies 	

⁶ State statistics service of Ukraine, 2015

<p>increased to provide quality education for children and adolescents aged 3-18 years through inclusive, violence-free and competency-based learning, including social, emotional and functional competences.</p>	<p>school age who are not enrolled and/or not attending school is in place and functioning effectively.</p> <p>B: Non-existent (2016)</p> <p>T: Out-of-school children are identified through implemented and functioning mechanism (2022)</p>	<p>(central and local) and educational institutions have increased capacity to provide quality education for children and adolescents aged 3-18 years old through inclusive, violence-free and competency-based learning, aimed at supporting children to develop social, emotional and functional competencies, especially children with disabilities.</p>	
<ul style="list-style-type: none"> Output 3.3 The education system has a stronger capacity to support the completion of a full cycle of compulsory inclusive education for all children and adolescents, especially the most disadvantaged and those in conflict areas, including their timely enrolment in grade 1. 	<p>3.3 Percentage of children and young people at the end of lower secondary achieving at least a minimum proficiency level in (a) reading and (b) mathematics, by sex</p> <p>B: TBD from 2018 Programme for International Student Assessment (PISA)</p> <p>T: Increase by 10% (2022)</p>	<ul style="list-style-type: none"> Output 3: Government and communities have increased capacity to support the completion of a full cycle of compulsory inclusive education for all children and adolescents, especially the most disadvantaged and those in conflict-affected areas, including their timely enrolment in grade 1. 	

	<p>3.4 Percentage of children in conflict-affected settings whose interrupted access to education is resolved, annually⁷</p> <p>B: 0 (2017)</p> <p>T: 100%</p>	<ul style="list-style-type: none"> • Output 4: By 2022, adolescents and youth increased skills and competencies to be adequately prepared for adult life as active citizens and for the world of work. 	
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⁷ “Children living along the contact line”, UNICEF 2017

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1.12. ANNEX 12 APPROVAL OF THE DATA COLLECTION COMPONENTS BY AN EXTERNAL ETHICS COMMITTEE



SEARCH FOR
SOLUTIONS

Evaluation of UNICEF's support to life education sector
Ethical Report



REPORT REGARDING ETHICS OF THE DATA COLLECTION PHASE IN THE PROJECT "Evaluation of UNICEF's support to the education sector"

In order to confirm the ethics of the Data Collection process within the "Evaluation of UNICEF's support to the education sector" project, carried out by Junction Bulgaria, an independent institution, the following steps were taken:

1. According to the Company Policies of Junction Bulgaria (<https://www.junction.bg/en/75975>) all the necessary principles, standards and measures are described and approved in the Inception Report.

2. The implementation of all principles, standards and measures related to the data collection process such as:

- subjects are not placed at undue risk
- participation is voluntary
- subjects are provided and agree to informed consent/assent prior to their participation
- data collection does not result in the violation of privacy or discrimination

were monitored by the established Internal Ethical committee of Junction Bulgaria

The members of the ethical committee, came to the following conclusions in relation to the process of data collection:

1. The team of Junction Bulgaria complies with ethical considerations, with the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis as well as Norms and Standards of the United Nations Evaluation Group (UNEG), integrating human rights, gender, and equity in accordance with the relevant UNEG guidelines (by including girls and boys/men and women equally in the research, as well as all vulnerable groups of children and their parents, following the UNEG norms in data collection and analysis, etc. such as UNICEF's guidance on children in research, to avoid any form of stigma, discrimination or harm to children and all participants in research.

2. The research program was conducted in accordance with the methodology described in the Inception report.

3. There are no risks identified in the process of data collection.

4. The data collection process was meaningful, not harmful to the respondent and potentially beneficial for him/her through the results.

5. Quality assurance in data collection was monitored at each phase of the research process by implementing the following activities:

a. When making an appointment for interview the research team clearly explained the goal of the research and motivate informants to participate, explaining the value of their contribution.

1

- o Before the start of the IDIs written consent and assent forms were provided to the participants to inform them about the Study Purpose, Material Benefits, Types of Questions, Skipping Questions or Ending Participation, Confidentiality.
- 6. In addition, as the data collection process includes online research with children, the field work was conducted according to the following principles:
 - o Respect children's views and feelings;
 - o Sensitivity to local concerns about children;
 - o Ensure high level of information and understanding of how the data might be used;
 - o Guaranteed anonymity and confidentiality;
 - o Clear explanation to children that they may not fill out all the questions in a survey, only the ones they wish to.
- 7. The sampling strategy and the recruitment process for children were designed to ensure complete anonymity and confidentiality of the students in the sample.
- 8. The letter of approval of the online data collection in the selected schools was provided by the Ministry of Education and Science. All consent and assent forms were timely provided to the schools and the confirmations from the schools were collected by the national consultant.
- 9. The survey questions were formulated in a way that is compliant with children's age and level of understanding.

Consequently, the ethics committee of Junction Bulgaria APPROVES this Ethical Report and the compliance with the Ethical consideration described in the IR.

Ethical Committee:

HEAD OF COMMITTEE: Tsvetelina Stoyanova PhD., Director Innovations at Market Links Ltd., Research Company



MEMBERS:

1. Julian Dobrev, Managing Director of BluePoint, Research Company



2. Diana Ruseva, Psychologist, Program Coordinator in Worldwide Orphans Foundation



1.13. ANNEX 13 FINAL EVALUATION WORKSHOP PARTICIPANTS

Table 8 Final evaluation workshop participants

Organisation	Name
UNICEF Ukraine	Natalia Sitnikova
UNICEF Ukraine	Olha Dolinina
UNICEF Ukraine	Liudmila Lefter
UNICEF Ukraine	Dmytro Sharaievskiy
UNICEF Ukraine	Svitlana Stukalo
UNICEF Ukraine	Yuliia Hudz
UNICEF Ukraine	Liliya Liubomudrova
UNICEF Ukraine	Denys Dubin
Ministry of Education and Science of Ukraine	Oksana Savitska
Ministry of Education and Science of Ukraine	Olexandra Husak
Ministry of Education and Science of Ukraine	Serhii Shkabko
Luhansk oblast administration, Department of education and science of Luhansk oblast	Tatiana Tkacheva (replaced by other representative)