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Country Programme Evaluation of the UNICEF Sri Lanka Country Programme 2018-2022

1. BACKGROUND AND JUSTIFICATION

Country Programme Evaluation rationale

The UNICEF-Government of Sri Lanka Country Programme 2018 – 2022.

The country programme document (CPD) was approved by the Executive Board in 2017 with an aggregate indicative budget of \$4,735,000 from regular resources, subject to the availability of funds, and \$52,500,000 in other resources, subject to the availability of specific-purpose contributions.

Revised UNICEF Evaluation Policy issued by in 2018 requires Country Programmes (CP) to undergo a Country Programme Evaluation (CPE) at least once every two programme cycles or once in a programme cycle if monitoring and audit information points to a significant shift in the programming context or a significant increase in the level of risks. The last Country Programme Evaluation (CPE) for Sri Lanka was for the 2002-2006 cycle, and therefore the current CPE is planned for mid-2021 with a view to allow the findings and recommendations to feed in the development of the next Country Programme 2023-2027.

Intended utilisation of the Country Programme Evaluation

In 2021, the Country Programme is in its second last year of the implementation cycle. Parallel to the Country Programme Evaluation, the Country Office (CO) is preparing for the next Country Programme cycle, with several related exercises either completed or on-going (such as the Country Programme Evaluability Assessment, Gender Programmatic Review, the Situation Analysis). The intended results of the evaluation will be available for the development and fine-tuning of the objectives, components and strategies for the new Country Programme, which will cover the period 2023-2027.

2. THE SRI LANKA COUNTRY PROGRAMME (2018-2022) AND PROGRAMMING CONTEXT

Brief description of programming context (non-conclusive)

Sri Lanka is an island located in the Indian Ocean southwest of the Bay of Bengal with a population of 21,8 million¹. The child population under 18 years of age is about 6.2 million. Sri Lanka is a middle-income nation with a GDP per capita of USD 3,852 (Central Bank, 2019). Poverty headcount ratio at national poverty lines is at 4 per cent (HIES, 2016). About a quarter of the population lives just above the official poverty line and is extremely vulnerable to economic shocks. The effect of the COVID-19 pandemic has no doubt increased poverty levels of the population, although the extent is not known (see further below on WB estimates). Sri Lanka so far has traditionally been measuring monetary poverty and the poverty line currently used for the estimation is outdated. On the other hand, many countries in line with SDG1 has moved to measure the multidimensional nature of poverty. To this end, Unicef SLCO together with the Department of Census and Statistics has taken an initiative to estimate this critical piece of data. This exercise was conducted as part of the Household Income and Expenditure Survey 2019. Although delayed due to Covid 19, several rounds of

¹ Annual Report, Central Bank 2019

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technical discussions surrounding the estimation has taken place and the intention is to complete this exercise by end 2021.

HEALTH: Sri Lanka is considered distinct in SAR with impressive health indicators. Maternal mortality ratio (MMR), Neonatal mortality rate (NMR), Infant mortality rate (IMR), and the under-five mortality rates (U5MR) are among the lowest in the region. This can be attributed to the comprehensive obstetric care facilities that are available for all mothers through the widely distributed hospital network; 99% of mothers deliver in a hospital and among them 95% in a specialist facility². However, despite achieving high intervention coverage, these mortality rates have been stagnant over a decade, diminishing the possibility of the country achieving the country specific SDG targets by 2030. It is worth noting despite provision of universal basic health, out-of-pocket expenditure on health in Sri Lanka is high (around 50 per cent) and has been increasing since 2014.

NUTRITION: Nutrition in children under 5 years remains a major public health problem in Sri Lanka with high and persistent levels of malnutrition in the country. The 2016 DHS showed that among children under 5, 15% are wasted and 17% are stunted, with the Joint Malnutrition Estimates (2021) indicating that Sri Lanka remains the 7th most malnourished country in the world and the second-worst country in the South Asia region for wasting among children under 5. In addition, low birth weight also continues to be a significant public health concern at 15.7%, as indicated in the DHS, and is associated with a higher risk of morbidity, stunting in childhood, and long term developmental and physical ill-health (including growth and cardiovascular effects). It also indicates poor maternal nutrition. Moreover, among school-aged children, problems due to under and over-nutrition are both evident. Key challenges include inequitable access to key preventive and curative health and nutrition services, including for mental health and adolescent sexual and reproductive health, and emerging concerns related to increasing levels of non-communicable diseases and overweight/obesity (State of the world's children 2019).

WASH: Access to safe drinking water is 80.5% in Sri Lanka (Census of Population and Housing, 2012). Only 54% of the population have access to pipe-borne safe drinking water (HIES, 2016) and there is no data available on water treatment for the balance 60% of households, where the main water source is shallow groundwater. The water resources of the country are heavily challenged by the effects of climate change. While that is a major issue, Sri Lanka's improved sanitation coverage reaches 92% of the population. However, piped sewerage is available only to 2% of the population which is extremely concerning. Additionally, data on the quality of sanitation services and handwashing with soap behaviour are also not available.

EDUCATION: Sri Lanka has near universal access in primary education with gender parity. The general education system is supported by free education, free textbooks, school uniforms, mid-day meals, publicly financed scholarships, etc. However, national level data masks the persistent, significant disparities in access, quality and management/finance across all education levels, and there remain critical gaps between policies and implementation, which has hampered a child's holistic development, as well as learning and skills acquisition to reach his/her full potential in alignment with the SDG 4 goals. Further, strong parental demands and significant out-of-pocket expenditures for exam-oriented tuition classes (many undertaken by the same school teachers) drive continued challenges in the accountability of a school system in achieving equitable,

² Annual Report on Family Health, 2018

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quality education, and puts pressure on households and children who have little free time left. Only around 60% of children participate in preschools, which lack consistent quality standards. There is a mismatch between education, labour market needs and the aspiration of adolescents, for which a critical gap in transversal skills development remains as a key challenge.

CHILD PROTECTION; SOCIAL POLICY AND CHILD RIGHTS:

Ensuring a protective, caring and safe environment for children remains one of the key challenges for Sri Lanka. According to government reports, violence against children is on the rise, with 2,068 cases reported in 2014 and over 12,000 cases in 2015, an increase partly due to increased reporting. Corporal punishment, while illegal, is practiced in schools and accepted by parents. The country’s child-protection system lacks the necessary framework, capacity and resources to prevent the abuse, neglect and exploitation of children and to provide timely responses.

While the Government recognises that it is necessary to provide families with income security, the current social protection system –which, to a large extent, comprises of the Samurdhi poor relief programme – has not been designed to effectively address the needs of children. Transfer values are low and exclusion errors are high, with most children – including over half of the poorest children – excluded from Samurdhi. Despite provision of universal basic health care, Sri Lanka has yet to establish the other key pillars of a Social Protection Floor. COVID-19 made visible how most families are indeed vulnerable, and highlighted the crucial need for a modern, inclusive social protection system. The WB estimates an increase of 27% in the \$3.20 poverty rate, compared to 2019.

Sri Lanka ratified the UNCRC in 1992 and then approved a National Children’s Charter (NCC) to aid its implementation. The NCC provides for the establishment of a National Monitoring Committee (NMC), which, even though established, functions only close to reporting periods. The latest (2018) Concluding Observations of the UN Committee on the Rights of the Child highlight five key areas of concern in Sri Lanka: (i) violence, (ii) sexual exploitation and abuse, (iii) economic exploitation, (iv) administration of juvenile justice, and (v) reconciliation, truth and justice.

Some key indicators for Sri Lanka

Indicator	Value	Year	Source
Neonatal mortality	6 per 1,000 live births	2015	Registrar General
Stunting in under-five children	17.3%	2016	Demographic Health Survey (DHS)
Number of children (0-5 years) living in residential care	10,632 children in 379 residential care homes	2019	Census
ECE (% of children aged 3-4 years who attend	60.1%	2016	Household Income & Expenditure Survey (HIES)

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a pre-school or an ECDC)			
Secondary education net enrolment (15-16 years)	86%	2016	Estimates based on HIES

Country Programme Design

The UNICEF Sri Lanka 2018-2022 Country Programme is guided by a Theory of Change that is based on investing in the critical windows of early childhood and adolescence *to contribute to increased cognitive capital which in turn will support Sri Lanka's sustainable development.*

The Country Programme has three converging outcome areas and two supporting and overarching outcome areas. Each of the outcome areas have their own respective Theory of Change narration with a detailed Results and Resources Framework aligning results and resources). The three converging outcome areas are structured to support the internal coordination in a child-centred manner, reflecting the life-cycle approach. These outcome areas are:

- (a) Early Childhood (EC): with an outcome statement: *new-borns/infants and their mothers, and young children under 5 in targeted areas have improved access to quality care, protection and development opportunities in their home, care and preschool environment.*
- (b) Middle Childhood (6-9 years old): *girls and boys of primary school age realize their rights to good health, and to appropriate cognitive and physical development supported by appropriate care, development and learning services.*
- (c) Adolescence (10-19 years old) – *adolescent girls and boys receive quality education, have access to adolescent-sensitive and protective services, and reliable information.*

The two overarching programme outcome areas are (d) Social Policy and Child Rights Monitoring, to ensure *that children and adolescents in Sri Lanka, including the most deprived, have their human rights protected and benefit from effective child-sensitive social protection system,* and (e) Programme Effectiveness to ensure that the country programme is efficiently designed, monitored, managed, evaluated and supported to meet equitable and quality programming standards in achieving results.

UNICEF Sri Lanka 2018-2022 Country Programme is guided by a broader Theory of Change according to which *UNICEF's investment in the critical windows of early childhood and adolescence will contribute to increased cognitive capital³, which in turn will support Sri Lanka's sustainable development and progress towards upper-middle income country status.* This also provides the overarching goal for the Country Programme.

³ Cognitive capital defined as the complete set of intellectual, socioemotional and executive-function skills that enable creativity, flexibility and the ability to work collaboratively (Noble DJ, Blight S, Fajth G, et al.)

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The Programme Strategy Note(s) developed in 2016 describe programming at three different levels: upstream – referring to the national level; midstream referring to the sub-national (provincial and district) and downstream referring to the community level (parents, caregivers, immediate service providers, children and adolescents themselves etc.). The Programme documents also describe a strategic shift from more emergency, service delivery- focused implementation logic to an upstream policy-influencing and advocacy type work aligning broadly with UNICEF’s programming approaches in middle-income countries.

Aligned with the UNSDF for Sri Lanka and consistent with the UNICEF Strategic Plan 2018- 2022 strategic emphasis was to be given to the following intervention strategies across all programme components: (a) strengthening systems to improve the delivery of essential services to the most disadvantaged children and promoting demand for services and social norms; (b) leveraging resources for children, including by influencing the domestic planning, financing and delivery of services for children; and (c) supporting children and adolescents as agents of change.

Nevertheless, like for most UNICEF programme countries, 2020 changed the programming context dramatically. While the initial programme design underlined a strategic shift to more upstream programming, the pandemic shifted the focus critically on adaptation and response programming throughout 2020 and likely well into 2022 - which will be last year of the CPD. Further, the 2019 Easter bombings and major political transition and constitutional changes heavily impacted programming.

3. COUNTRY PROGRAMME EVALUATION OBJECTIVES, PURPOSE AND ENQUIRY AREAS:

The purpose of the CPE is threefold:

- To inform programme design and support managerial decision-taking at country office level in preparation of the next the country programme. Recommendations are to be provided which must be specific enough that necessary actions can be determined in response.
- To foster organizational learning about what works and does not work, especially in areas where the country programme components have not achieved the results and how the life-cycle approach has impacted the effectiveness of delivering results.
- To support accountability by providing an independent assessment of how selected results were achieved (or not) and the factors that contributed to the achievement or lack of, as UNICEF has an accountability to design and implement programmes at a standard of excellence..

The overall objectives of the CPE are:

- Provide an independent assessment of the *relevance* of the country programme, focusing on specific predetermined programmatic areas - to local needs and context;
- Provide an independent assessment of results achieved - focusing on specific programmatic areas - and explanatory factors for their achievement (*effectiveness*)

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- Provide an independent assessment of the internal and external *coherence* of the programmatic focus areas and whether UNICEF is well positioned to play a strategic role to advance the (UNICEF and National) goals in the country.
- Provide an assessment of the life cycles approach as an effective tool for implementing the country programme

Key evaluation criteria and enquiry areas: Towards the achievement of these overall objectives, the CPE is meant to look at:

Dimensions of Effectiveness

- a) To what extent has UNICEF programming managed to reach the most disadvantaged sections of the communities to improve the lives of children and women and what evidence is collected on the same? The focus will be on early childhood nutrition; violence against children for middle childhood; education system strengthening to promote social cohesion, peace, reconciliation and resilience, as well as activities related to disaster reduction, resilience, and climate change for adolescents. In addition these question will examine social policy for social protection.
- b) To what extent were programme (/intermediate results) delivered and did they contribute to progress towards the stated programme outcomes? These questions will also focus on the areas stated in a above.
- c) What are the major factors, including challenges influencing the achievement and non-achievement of the Country Programme outcomes? (e.g. external factors - political, social economic etc, internal factors – quantity, quality, timeliness of delivery etc.) What influence did these factors have on achievement (or not) of Country Programme outcomes? Were there factors outside of UNICEF’s control which had an impact of the implementation of the Country Programme? One major factor to explore will be whether the CO architecture (zonal offices, staff profiles, etc.) has been optimized for effective delivery.
- d) Were there positive/negative unintended outcomes? Are the any lessons to take forward to the next country programming period??
- e) How ‘sustainable’ are the designed programs undertaken by program sections? And does the program design/architecture facilitate sustainability to be measured?
- f) How efficient was the country office program delivery in terms of timeliness and resource utilization?

Dimensions of Relevance

- a) To what extent are the programmes implemented for early childhood, middle childhood, and adolescence adequate to address the needs of children in Sri Lanka? To what extent are the programmes implemented for social policy adequate to address the needs and rights of children. To what extent has UNICEF ensured that the needs of children, adolescents and young people, especially the most marginalised, been taken into account in the planning and implementation of programmes? To what extent did the program planning take into account the government priorities and policies? How consultative was the process of Country Program Development and implementation? To what extent was the program donor/funds driven?

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- b) To what extent has the Country Office been able to adapt key programming strategies to changes in needs of the most vulnerable and priorities caused by changes in context and government priorities, particularly following and during Covid-19? How have these changes affected resource allocation
- c) What critical interventions or result areas have been missing or received little attention in the country programming in light of national priorities and UNICEF's mandate, and initial funding gap?
- d) Is UNICEF operating in its areas of comparative strength and advantages considering the array of other actors? This question to consider both downstream and upstream engagements. did the country office have the right staff and field presence structure to support the set program priorities?
- e) Are there programming areas where development partners and national stakeholders are better positioned for institutional strengthening and UNICEF should consider reducing or ceasing its efforts?

Dimensions of Coherence (internal & external)

- a) To what extent are the objectives of UNICEF's country programme consistent with the priorities set in national policy and development goal frameworks?
- b) Does the life cycle approach enhance or limit coherence with priorities set in national policy frameworks and in the relevant UNICEF?
- c) To what extent are equity concerns, human rights and gender equality consistently integrated in all aspects of programming and implementation, including policy and advocacy?
- d) Did the Country Office's strategic approach to address the challenges of equity and gender equality play a complementary role to that of Government and other development actors, e.g. linking UNICEF initiatives to government policies or coordination of development actors?
- e) Did UNICEF harness the synergetic effects of partnering with other UN Agencies, and how effective have these joint programmes been in supporting the achievement of the national development goals?

Dimensions Specific to the Life Cycle Approach

- a. To what extent was the life cycle approach implemented as planned? What aspects were fully implemented as planned and what aspects were not? Why were any aspects not implemented?
- b. How adequate was the life cycles approach in meeting the outcomes and outputs articulated in the country document? Was the life cycle approach the right approach in achieving outcomes and operationalizing the country programme? To what extent did it ensure equity and meeting needs of the most vulnerable?
- c. To what extent did the life cycle approach enable internal coordination and coherence across sectors? How was the approach coordinated across thematic areas and sections?
- d. What challenges were faced in implementing the life cycle approach?
- e. What more could have been done to make implementation of the life cycle approach more successful?

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4. SCOPE OF WORK:

- i. Theory of Change for the Country Program. While the Theory of Change for the Country Programme) will be explored, the CP will focus on the theory of change for the areas that will be Changes in the TOC across the cycle, including the extent to which these changes were implemented and the extent to which the implemented TOC is relevant to meet the needs of children will be explored.
 - ii. Results levels: The CPE is not meant to be an assessment of the full results framework. It therefore will not look at all results achieved (or not) from all components of the CPD, but focus on the results areas noted above in the section on effectiveness. These areas were agreed upon during consultations with the country office. They were perceived to be the core focus areas of the country office at each phase of the life cycle. The Sri Lanka CPD articulates the following five components: a) Programme Component 1: Early Childhood; b) Programme Component 2: Middle Childhood; 3) Programme Component 3: Adolescence; 4) Programme Component 4: Social Policy and child monitoring; 5) Programme component 5: Programme Effectiveness.

Focus will be placed on interventions with
 1. Programme Component 1 – with a focus on childhood nutrition (output 1.1)
 2. Programme Component 2 – with a focus on Violence against children programming(output 2.2)
 3. Programme Component 3 – Education system strengthening to promote social cohesion, peace, reconciliation, resilience(output 3.3) and activities related to disaster reduction, resilience, and climate change(output 3.4
 4. Programme Component 4 – with a focus on to what extent UNICEF has supported the Government capacity to provide efficient and effective social protection services to most deprived girls and boys(output 4.4)
 - iii. Geographic and chronological scope: The principal focus will be on the present country programme from 2018 to the on-going penultimate year of the cycle. Information pre-dating this period should be considered insofar as it illuminates issues in the current programme. The scope of the evaluation will be national but is also expected to have a strong focus on how the programming is in the poorest and remotest areas. Specific focus will be paid to districts where the above selected programmes converge.
 - iv. Participants: Because a critical purpose of the evaluation is to inform UNICEF's next country programme, UNICEF stakeholders at country and regional level will be primarily involved in the design and governance of the evaluation, while the province and district levels at the country will be engaged in the implementation and data collection for the evaluation. Given that the evaluation has a focus on the positioning of UNICEF and its Country Programme, the consultation of external stakeholders is critical to addressing the evaluation questions.
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5. DURATION AND TIMELINE:

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Note: The timeline will be adjusted to conform with the starting date of the contract awarded the winning bidder/team should that process extend beyond the starting date noted next.

	Period	Expected focus/Deliverables of the assignment	Other elements to be aware of or link to
1	Inception period: July 2021	<ul style="list-style-type: none"> ▪ Development of the approach, including all tools to be used in full. Deliverable 1 drafted [Inception Report] ▪ Presentation to and acceptance of the approach by the supervisor(s) ▪ Contact with involved stakeholders; preparation for data gathering and analysis efforts ▪ Data gathering and analysis may begin in conjunction with the inception effort, e.g. interviews with key informants can cover their contribution to the main content. 	<ul style="list-style-type: none"> ❖ Evaluation Reference Committee (ERG) formed ❖ UNICEF and other stakeholders are contacted to secure cooperation for the effort ❖ Documentation and data relevant to the country programme implementation is compiled on the CPE repository shared folder, accessible to the evaluation team
2	Field work and analysis: July-August 2021	<ul style="list-style-type: none"> ▪ In-country work is expected; duration 2-3 weeks. This may be waived due to COVID, allowing for all virtual data collection ▪ Data collection; data analysis ▪ Presentation of preliminary findings for discussion and validation with UNICEF, GoSL, and national partners. 	<ul style="list-style-type: none"> ❖ CP SOPs for data collection during COVID
3	Draft final report and validation (August – September)	<ul style="list-style-type: none"> ▪ Drafts prepared final report deliverables ▪ Recommendations fully developed and discussed with reference group and key stakeholders ▪ Virtual meetings held with those who will receive or employ the deliverables 	<ul style="list-style-type: none"> ❖ Dissemination and utilisation strategy to be implemented as soon as deliverables (final report) are received – initial recommendations and lessons learned to be ready for the Strategic Moment of Reflection mid-September 2021.
4	Final report submission September-October 2021	<ul style="list-style-type: none"> ▪ All deliverables completed by due date 	<ul style="list-style-type: none"> ❖ UNICEF-Adapted UNEG Reporting Guidelines & Geros Quality Assurance Standards

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6. WORKING LOCATIONS:

The evaluation work will be mostly relying on remote data collection methods. Field work and F2F data collection in country is to be assessed viz. the ongoing Covid-19 situation. No international travel is planned or budgeted for this evaluation.

7. METHODOLOGY:

The section below describes the proposed methods to be used in implementing the CPE. The methodology described below is not intended to be conclusive. Therefore, the team of consultants will be required to enhance and tailor it in agreement with UNICEF ROSA during the inception process.

Desk Reviews from existing evaluations, studies and reports: The desk review should review the evaluations – including the UNSDF related ones, studies and research conducted during the programme cycle. In addition, other planning and reporting documents including the CPD, SiTan (both the 2017 version and the one currently under development), programme strategy notes, rolling work plans, annual reports and others key planning and monitoring documents. In particular, desk review will play an important role in answering questions related to results achieved by the CO as well as the CO contribution to country and UNSDF priorities.

Abstraction and review of UNICEF administrative and reporting data (RAM, SMQs, other scorecard/Dashboard data from inSight): UNICEF can provide data from its administrative information systems that are used for planning, monitoring, reporting and performance management for use in this CPE. These will be used to further assess results in specified areas can be used to map and analyze achievement

Key Informant Interviews: A selected number of key informant interviews will be conducted to answer questions around relevance. Given the short time frame for implementation of the CPE, prioritization of who to interview will be conducted in collaboration with ROSA and the CO. Key informant interviews will include those with UNICEF CO and ROSA staff, government, non-government and other implementing partners. To prioritize who to interview, a mapping of partners will be developed, from which key stakeholders will be selected for the interviews.

Brief Perception Survey via Survey Monkey/equivalent: In addition to the above, data will be collected from some stakeholders using a survey. This will ensure that more stakeholders than those who can be interviewed using the key informant interviews are reached. The survey also will primarily focus on issues of positioning and relevance as described in the sections above.

It is not expected that primary data will need to be collected from end beneficiaries among the population. However, efforts should be made to include representatives of beneficiaries.

8. DELIVERABLES:

Inception Period Products

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An inception report that presents the complete methodology approach to conducting the work, with all tools fully drafted. All design issues under discussion to that point to be answered, any revisions to the issues and questions, and issues of reference group role and supervisory quality assurance. The evaluation team will be provided the necessary guidance on Inception Report and Final Report formats.

End of Assignment Final Products

Final Report with key findings, conclusions, recommendations and lessons. This report to include chapters based on the question clusters presented in this TOR.

A stand-alone perception survey of major stakeholder groups [government, implementing partners, private sector organizations etc] of the roles that UNICEF is best designed to play (or not play) in support of optimal positioning of UNICEF in the national development context during the next country programme cycle.

PowerPoint: A visually compelling presentation to provide an evaluation brief for UNICEF, GoSL and other stakeholders

Data archive: Data gathered in the exercise is transferred in an organized archive that will permit follow-on users to replicate or extend the analysis. Suitable care to be taken in assuring the anonymity of respondents.

Important notes:

- Monitoring deliverables about work progress are not listed but will be periodically required.
- Page limits, if any, to be established during the inception period. In general, the final product should follow the UNICEF Geros evaluation quality assurance guidance and standards. A high value will be placed on products that communicate well with different audiences. Thus, infographics, PowerPoints, and other products may be fully integrated into the reports or may be proposed as complementary end products.

9. **NORMS AND STANDARDS:**

The evaluation will be conducted in full compliance with the UNEG norms and standards, including:

- United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation in the UN System, 2016
- UNEG Ethical Guideline 2020

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- UNICEF 2021 Procedure on Ethics to conduct Research, Evaluation, Data Collection and Analysis

The final report is expected to meet the UNICEF-adapted UNEG Evaluation reports standards as well as benchmarks used in UNICEF’s Global Evaluation Reports Oversight System (GEROS). All the guidance documents will be part of the contract of the evaluator/team.

10. PLANNED BUDGET AND FUNDING SOURCE

WBS	Grant	Total budget

11. CONTRACT SUPERVISION:

Supervisor/Approving Authority: The ROSA Regional Evaluation Advisor, with support from the Multi-Country Evaluation Specialist, will supervise the assignment and approve the deliverables. In the event that on-site quality assurance is needed when the supervisor cannot be present, the QA role may be delegated to the planning and monitoring section of the country office. Given the limited timeframe for the evaluation, the Regional Office evaluation function might participate in and/or facilitate the data collection.

Reference Group: An ERG will be created to support the consultants and the supervisors. Particular roles of the ERG will be to facilitate access to documentation and persons that must be involved, and to react to draft deliverables and other issues as required. A full TOR for the ERG members will be drafted. Membership to include representatives from across the partner spectrum.

12. QUALIFICATIONS AND EXPERIENCE REQUIRED:

Total team size/composition:

- ❖ UNICEF’s estimate that a team of at least 4 core persons is needed – one team leader, one senior evaluator; a thematic expert in peace/ reconciliation and an associate evaluator
- ❖ The ability to access additional expertise for specific inputs/analysis on sectoral or other themes should be noted, to cover issues that may emerge in the inception phase.

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Team Leader

The team leader will direct all parts of the effort. The leader will coordinate and supervise the work of all teams or persons of the organization in their contributing roles. She/he will ensure the quality of the process, outputs, methodology and timely delivery of all products. The team leader will take direct responsibility for all deliverables being of satisfactory quality. The leader will ensure that the deliverables emerge in a timely fashion as a result of an in-depth analytic process as well as ongoing consultation with the organizers of the regional consultation and the steering committee.

The key qualifications of the Team Leader include:

- At least eight years of professional experience in evaluations/strategic analytic review exercises, with evidence of understanding global standards, theories, models and methods related to evaluations and research;
- Experience in Country Programme planning cycle (planning, management, evaluation) required
- Experience with interaction and data collection with different levels of government counterparts
- Advocacy and social engagement skills necessary for dealing with technical experts, implementing partners, and NGO and political leaders that will be consulted.
- Excellent written and oral communication skills in English required. Previous experience from the Maldives required for at least one of the team members.
- Demonstrated teamwork skills

A) Education:

Masters Degree in a Social Science field

B) Work Experience:

- At least eight years of professional experience in evaluations/strategic analytic review exercises, with evidence of understanding global standards, theories, models and methods related to evaluations and research;
- Experience in Country Programme planning cycles (planning, management, evaluation) required
- Experience with interaction and data collection with different level of government counterparts
- Advocacy and social engagement skills necessary for dealing with technical experts, implementing partners, and NGO and political leaders that will be consulted.
- Excellent written and oral communication skills in English required.
- Previous work or consultancy experience with UNICEF (and UN systems) and understanding of UNICEF's mandate is desirable;
- Demonstrated team leader experience of complex, multi-programme evaluations, with multiple workstreams.
- Demonstrated teamwork skills and ability to work with people from different walks of life
- Excellent written and oral communication skills in English required;

C) Competencies:

- Ability to achieve evaluation related goals in a limited time frame

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- Ability to understand and evaluate interventions based on a given theory of change
- Ability to lead country evaluations that include strategic ~~applications for~~ [applications for](#) future programming
- Development of attractive products to disseminate complex information via Infographics and other means;
- Expertise in the development and implementation of small-scale online surveys;

Highly Desirable Qualifications

- ❖ Familiarity with UNICEF's organizational procedure and systems

D) Language Proficiency:

Excellent English speaking and writing skills- is a requirement

Knowledge of the languages spoken in the South Asia Region- an asset

Senior Evaluator:

The key qualifications of the senior evaluator include:

Required

- ❖ Experience in strategic and/or programmatic evaluations
- ❖ Experience in designing and evaluating M&E systems
- ❖ Expertise in gender analysis and gender programming
- ❖ Design and implementation of small-scale surveys and qualitative interview techniques
- ❖ Conceptual skill at designing and interpreting theories of change
- ❖ Conceptual and applied experience in the use of communications and social media in development programming.
- ❖ Knowledge of programming strategies employed in each of the headline objectives
- ❖ A work history in South Asia

Significant advantages

- ❖ Expertise in life cycle-based programming
- ❖ Development of attractive products to disseminate complex information via Infographics and other means
- ❖ Familiarity of UNICEF programming on education and/or child protection
- ❖ Knowledge of gender issues and youth issues in UNICEF programming
- ❖ Knowledge of the social, economic, and political context of Sri Lanka

Highly Desirable Qualifications

- ❖ Familiarity with UNICEF's organizational procedure and systems

Other team members

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The other named persons in the proposal will have experience and skills that complement the Team Leader. These complementary capacities should include at least one person each with expertise in social cohesion/promoting peace, reconciliation and resilience; disaster reduction & resilience, and climate change

Required

- ❖ Expertise in gender analysis and gender programming
- ❖ Expertise in life cycle-based programming (at least one team member)
- ❖ Expertise in nutrition (at least one team member)
- ❖ Expertise in programming for adolescents and youth
- ❖ Conceptual skill at designing and interpreting theories of change
- ❖ Conceptual and applied experience in the use of communications and social media in development programming.
- ❖ Knowledge of programming strategies employed in each of the headline objectives
- ❖ A work history in South Asia, with experience in Sri Lanka a significant advantage

Significant advantages

- ❖ Development of attractive products to disseminate complex information via Infographics and other means
- ❖ Design and implementation of small-scale surveys and qualitative interview techniques
- ❖ Familiarity of UNICEF programming on education and/or social policy
- ❖ Knowledge of gender issues and youth issues in Sri Lanka
- ❖ Knowledge of the social, economic, and political context of Sri Lanka

Declaring prior work with UNICEF or with the UNICEF Sri Lanka country program. Institutions and individuals may have worked for UNICEF in the past or with an implementing partner. All such affiliations must be declared UNICEF will review these declarations and judge the potential for conflict of interest

13. ENDORSEMENT OF TERMS OF REFERENCE:

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TERMS OF REFERENCE

*Country Programme Evaluation
of the UNICEF Sri Lanka Country Programme 2018-2022*

Endorsed by:	
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Date:	Signature:
Approved by:	
Name: George Laryea-Adjei	
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