

Evaluation of UNICEF's Education Programme in India

- Study (*an initiative to establish current knowledge around a specific topic through the descriptive summarization, interpretation or assessment of information and data*)
- Research (*systematic process of the collection and analysis of data and information, in order to generate new knowledge, to answer a specific question or to test a hypothesis*)
- Evaluation (*rigorous, systematic, and objective process in the design, analysis, and interpretation of information to answer specific questions*)

Output: National and state governments have increased capacity for evidence-based policies and planning to deliver (implementation and monitoring) equitable, inclusive and risk informed quality education.

1. Background

India has made significant progress in ensuring children's access to education, through the government's Sarva Shiksha Abhiyan (SSA) programme and the implementation of the Right of Children to Free and Compulsory Education (RTE) Act. This is reflected in near-universal enrolment in primary education and the steady decline in the numbers of out-of-school children. Nevertheless, net attendance rate (NAR) decreases from elementary to upper secondary levels, dropping 89% in elementary (6-13 years) to 52.8% in higher secondary (16-17 ages) with male NER marginally higher than female NAR across all grade levels.¹ The retention rate at primary, elementary and secondary levels of education are 87%, 74.6% and 59.6% respectively with not much difference between boys and girls. However, learning levels are low with around 30% children in grade III and 40% of children in grade V not able to read grade appropriate text with comprehension,² and 42% in grade III children could not do simple addition of 3-digit number.³ Moreover, an estimated 32 million children (48.8% girls) aged 5-17 years were out of school as of 2017, with the majority of these children from disadvantaged groups.⁴ This is coupled with prevalence of child marriage amongst 15-19 years old and 20-24 years old with 11.9% and 26.8% respectively for girls in India.⁵

Within this educational situation and the planning for the current UNICEF country programme 2018-2022, a comprehensive result-based management approach was followed in the preparation of the UNICEF education programme strategy note. The vision for UNICEF's education programming in India is ***all girls and boys are learning at grade appropriate levels***,⁶ with a focus on the following priorities:

- Improved school readiness for children 3 to 5 years.
- Reduction in the number of out-of-school children, especially girls.
- Improved quality of learning in a safe and protective environment.

1. NSSO 2017-18

2. <https://ncert.nic.in/NAS.php>

3. <http://www.asercentre.org/Keywords/p/346.html>

4. National Education Policy, page 10 (taken from NSS 2017-18)

5. NFHS-4, 2015-16, <http://rchiips.org/nfhs/NFHS-4Reports/India.pdf>

6. Education Programme Strategy Note, Refer Annexure D, item 4

The emphasis has been on improving learning levels through a range of strategies including support to planning and data use, risk-informed programming, developing the capacity of institutions to scale up delivery of quality education, and engaging influencers and decision makers as well as participation of communities and parents. UNICEF's prioritized areas are in line with the Government of India's Vision 2030, the National Early Childhood Care and Education Policy-2013, covering early childhood education (ECE), and the RTE Act in 2009, covering elementary education (equivalent of primary and lower secondary education). The country programme also aligns with UNICEF's Strategic Plan and goal for education (Every Child Learns) as well as Sustainable Development Goal (SDG) 4.

Further, as part of a mid-term strategic reflection (MTR) in 2020, the UNICEF Education Programme reflected on how the programme strategy could be strengthened, revisiting the theory of change, priority areas, results framework, and monitoring framework. Based on a review of the current situation of the sector, the priority areas – ECE, out-of-school children, quality teaching and learning – remain relevant with **shifts within each priority area being made in terms of focus and approach as a result of the COVID-19 pandemic and the new National Education Policy (NEP) 2020** including the Foundation Literacy and Numeracy Mission (NIPUN Bharat) within the framework of Samagra Shiksha (SS).

The Education Programme Strategy note (PSN)⁷ was thus updated and refocused to align with the NEP 2020 and the impact of the COVID-19 pandemic on learning. While aligning UNICEF's work to the Government of India's policy frameworks, UNICEF ensured that the focus of its programmatic approach and interventions were complementary to the work that other development partners, civil society organizations (CSOs), and private sector agencies were engaged.

Planned results of the programme will be achieved through the following outcome and outputs, with a vision that all girls and boys are learning in India.

Outcome: Girls and boys, particularly the most disadvantaged, participate in quality education with learning outcomes at grade appropriate levels, by 2022.

Output 1: National and state governments have increased capacity for evidence-based policies and planning to deliver (implementation and monitoring) equitable, inclusive and risk informed quality education.

Output 2: National and state governments have increased capacity to ensure age and developmentally appropriate early childhood education for children aged 3 – 6 years.

Output 3: Government and partners have increased capacity to prevent drop out and deliver flexible, inclusive equitable, quality education services for children who are at risk of dropping out or out of school.

Output 4: Government and partners have enhanced capacity to deliver quality education for improved learning and skills development for children and adolescents.

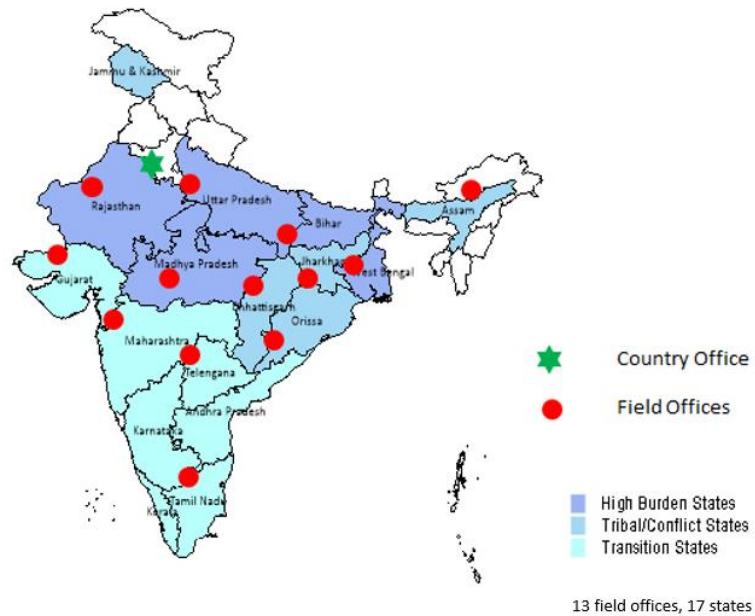
Output 5: Government and partners have enhanced capacity for sustained social and behaviour change communication (SBCC) to support increased access and learning especially for the most marginalized.

Output 6: Government and partners have increased capacity to provide continued access to education, especially for the most vulnerable population in the COVID context.

7. Education Programme Strategy Note (PSN)- Mid Term Strategic Review (MTR), Refer Annexure D, Item 5

Within this context, as UNICEF adapts and implements its country programme, the results of this evaluation will inform the development of the education programme and its strategies for the new country programme from 2023-27. The broad list of interventions/activities under each of the outputs implemented can be viewed in Annexure D.⁸ The programme has been implemented in 17 states [in three typologies \(high burden, tribal/civil strife, transition\) of states.](#)

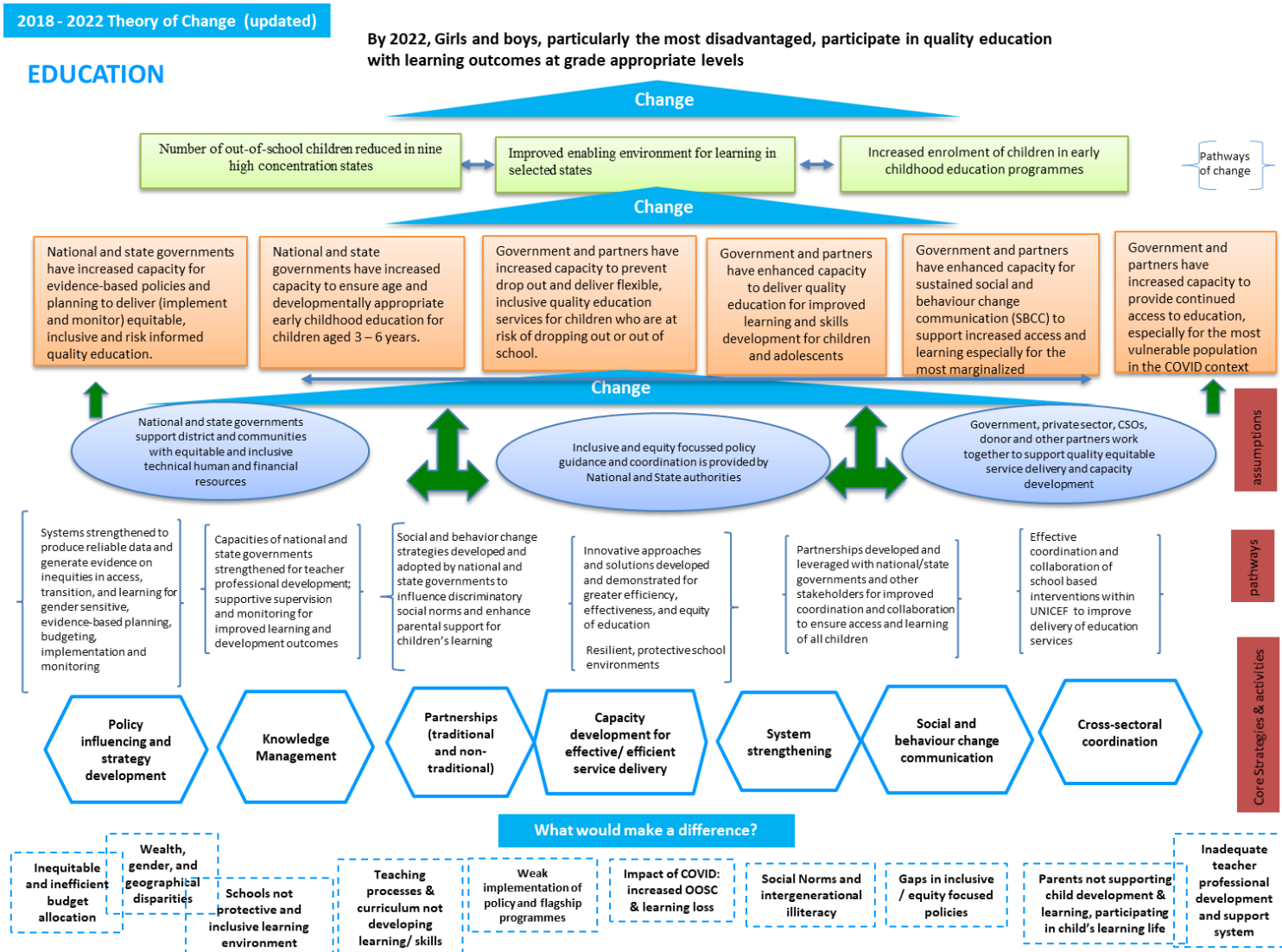
UNICEF's programming states: 2018-2022 Country Programme



A list of UNICEF's supported districts, along with a summary of interventions in each district can be viewed in Annexure E.⁹ It is expected that district selection for this evaluation will be done purposively using the details provided in this document.

8. Refer Annexure D: List of background documents, item no. 8
9. Refer Annexure E: List of background documents, item no. 7

2. Programme Theory of Change



3. Rationale & Objectives

UNICEF India Country Office is implementing its 2018-2022 country programme and is preparing for its next Country Programme 2023-27. It is therefore important to evaluate progress and assess how well and to what extent UNICEF's education programming approaches and strategies contributed to achieving educational results for children (as defined in the PSN). This evaluation aims to assess **UNICEF's education programme in India** within each of the three previously identified priority areas, strategies implemented in general, and across a typology of states. Further, this evaluation would help to identify and examine the good practices and lessons learnt during the implementation of the programme. Findings and recommendations from this evaluation will also inform the development of UNICEF's education programme and strategies for the new country programme, for the period of 2023 to 2027.

Objectives:

- To evaluate¹⁰ the relevance, efficiency, effectiveness, coherence, and sustainability of UNICEF's Education Programme priority areas from 2018 to 2021.¹¹
 - Early Childhood Education
 - Out-of-School Children
 - Quality Teaching and Learning
- To evaluate UNICEF's state typology approach to education programming in relation to UNICEF's three state typologies (high-burden, tribal, and transition states) and its relevance going forward.
- To evaluate¹² the performance of UNICEF's education programme in meeting the educational needs of both girls and boys.
- To evaluate the performance of the UNICEF education programme in meeting the educational needs of the most vulnerable and marginalised groups which refers to children belonging to scheduled castes (SC), scheduled tribes (ST), and minority communities rural and urban poor.
- To document good practices, lessons learnt, and to develop a theory of change (ToC) to inform the development of UNICEF's education programme for the next Country Programme 2023-27.

4. Use of Findings

This evaluation, as stated above, seeks to capture learning and recommendations for UNICEF's support to education in the upcoming country programme. The findings of the evaluation will help in understanding the programme focus, approaches, strategies, and effectiveness of current modalities of implementation. In addition to identifying bottlenecks and challenges in UNICEF's approach, the findings will also point to examples of good strategies/practices that can be further replicated or scaled up in the next country programme.

10. This evaluation does not seek to assess the impact of UNICEF's Education Programme rather it seeks to capture learning and recommendations to inform the development of UNICEF's education programme in the upcoming country programme. Since UNICEF's approach to programming is more one of supporting government and not experimental in nature, contribution analysis will be used as an approach to assess causal questions and inferring causality. A step-by-step approach is suggested to be used to arrive at conclusions about the contribution UNICEF program has made (or is currently making) to outcomes. Focus will be on a theory-based evaluation approach designed to reduce uncertainty about the contribution the intervention is making to the observed results through an increased understanding of why the observed results have occurred (or not!) and the roles played by the intervention and other internal and external factors.

11. This evaluation will cover the pre-COVID (2018-19), and COVID-19 period (2020-21).

12. Most disadvantaged/vulnerable refers to communities/ children from scheduled castes, scheduled tribes, and minority communities as well as girls and children with disabilities.

The evaluation findings are primarily intended for the internal use of UNICEF. UNICEF will manage all communication in relation to the evaluation and will disseminate the evaluation report and findings to prepare the next Country Programme Document. This is intended to be done through several internal and external consultations (such as network meetings, strategic reviews, workshops etc.) -- and the findings from this evaluation will be used as key evidence in these consultations/workshops.

UNICEF will also develop a policy brief based on the evaluation findings to advocate for greater action on strengthening its programme objectives.

5. Publication Plan

The findings will be made publicly available, as per UNICEF’s Evaluation Policy, and published on UNICEF’s website. At this stage there is no intention to publish the results in peer reviewed academic journals since the results are meant primarily for programmatic purposes.

The findings from this evaluation (in the form of the final report and presentation) will be disseminated internally by UNICEF through various programme network meetings and Country Management meetings. Further, UNICEF may disseminate the findings with the government (relevant ministries and department) and partners (UN agencies, donors, implementing partners etc.) as appropriate.

6. Scope of Activity

Programmatic Scope: This evaluation seeks to assess UNICEF India’s current education programme against the Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD DAC) evaluation criteria, i.e., relevance, coherence, effectiveness, efficiency, and sustainability of the education programme as per programme strategy document in terms of major interventions, strategies, and results. This evaluation will examine the progress within each of the priority areas (early childhood education, out-of-school children, quality teaching and learning), strategies implemented in general and in state typologies. Further, it would examine the challenges and barriers encountered during the implementation of the programme outputs and activities and understand the partnerships and collaborations/actors employed in achieving the targets.

Geographic Scope: The evaluation will be designed to assess UNICEF’s support to the education programme and will focus on seven(7) states among three state [typologies](#).

Name of State	State Typology	Selection Criteria
Uttar Pradesh	High-Burden State	Uttar Pradesh is classified as a high burden state. In terms of programme implementation, strategies of out of school, ECE and learning intervention are all implemented in the state. It is one of the large programming states of UNICEF (fund +programme implementation).
Bihar	High-Burden State	Bihar is a high burden state. In terms of programme implementation, strategies of out of school, ECE and learning intervention are all

		implemented in the state. It has a unique high burden programming context.
Assam	Tribal State	Assam is a tribal state and offers a north-east geographic context to this evaluation, in addition to providing a 'civil strife state' context. In terms of programme implementation, strategies of out of school, ECE and learning intervention are all implemented in the state.
Odisha	Tribal State	Odisha is a tribal state and provides a 'civil strife state' context. In terms of programme implementation, strategies of out of school, ECE and learning intervention are all implemented in the state.
Maharashtra	Transition State	Maharashtra is a transition state. Programming here focuses on early childhood education and quality teaching and learning. Programming in Maharashtra does not include programming on out-of-school children like in high burden and tribal state. The governance mechanism and service delivery are assumed to be comparatively better than high burden and tribal states.
Karnataka	Transition State	Karnataka is a transition state. Programming here focuses on early childhood education and quality teaching and learning. Interventions around out-of-school children are not included in this state. Through this evaluation, there is also an attempt to understand whether programming could shift towards a social policy perspective in the next country programme.
Tamil Nadu	Transition State	Tamil Nadu is a transition state, and UNICEF programming in this state is implemented through a social policy lens with a focus on secondary-aged education.

Timeline: This evaluation will examine the support provided by UNICEF through its education programme (in the three priority areas) from 2018 to 2021 (covering pre-COVID-19 and COVID-19 contexts).

What is not within the scope of this evaluation: The evaluation will not assess the 'impact' of UNICEF's programme and is not expected to make causal attribution claims as UNICEF support is only one of the contributors to achieving the intended education outcomes. A theory-based contribution analysis will be

used as an approach to assess questions. The evaluation scope is strictly limited to the three priority areas mentioned above.

Programmatic Risks, Challenges, and Limitations: Internal programmatic understanding anticipates that the following risks and limitations may affect the evaluation or its outcomes.

COVID-19: Given the impact of COVID-19 on the programme, we are anticipating several new challenges during this evaluation.

- Disruption of ongoing programme due to COVID-19 related closures may result in the evaluation team observing disruption in programming, which is not a result or consequence of UNICEF programming (it is important to ensure; therefore, that pre-pandemic and pandemic disaggregation is carried out throughout the evaluation).
- The evaluation team may face issues around recall when inquiring about pre-pandemic programming with respondents during KIIs and FGDs. This may be due to the gap of nearly two years between pre-pandemic programming (December 2019) and the expected start date of data collection for this evaluation (Q3 or Q4 of 2021).
- The evaluation team must consider limitations in face-to-face (F2F) interactions and plan for a completely remote data collection exercise through telephonic surveys, the use of tech innovations, etc. It may be noted that UNICEF continues to monitor COVID-19 spread, its affects across the country, restrictions in movement, and vaccine coverage in the population – and accordingly allows or restricts field movements. Due to the dynamic nature of the pandemic, it is difficult for UNICEF to predict at this point if F2F interactions will be allowed for this evaluation.

7. Methodology

Overall study design for the evaluation will be cross-sectional, mixed-method evaluation with a focus on situational analysis, and theory-based contribution analysis. An overall situational analysis approach will be followed, i.e., to assess change in situation of results over time, sustainability of efforts, status of implementation, covering both pre-pandemic and pandemic scenarios.

A theory-based equity focused evaluation using contribution analysis will ensure i. inputs leading to outputs and outcomes (from national to state, district, and facility-level), and ii. analysis to focus on whether UNICEF's approach is appropriate to state context/typology and effectively reaching the most marginalized.

This design will be followed in all seven evaluation states. It may be noted that while six of the seven evaluation states have UNICEF support at the district-level, the state of Tamil Nadu has UNICEF support at the state-level only. This would mean that the design (and corresponding methods) in each of the six states (except Tamil Nadu) will reach district, block, and facility level respondents.

Bidding agencies are strongly encouraged to propose to elaborate on the methodology and design outlined here or propose a more appropriate design and methodology to conduct the evaluation.

At the beginning of this evaluation, the agency will review all relevant literature. This will be a part of the Inception Phase of the evaluation. The agency will submit an inception report detailing (i) the evaluation design as approved by UNICEF, (ii) further unpacking/refinement of the overarching programme ToC and development of 'sub-ToC's per state type. Once the ToC that forms the basis of the 2018-2022 programme is refined, the data collection needs to verify the result chain/assumptions along with the ToC, (iii) overall

work plan/ road map with timelines and monitoring plan, and (iv) team composition for the implementation of the entire evaluation.

Evaluation framework and key questions

This evaluation will be assessed using criteria of relevance, coherence, effectiveness, efficiency, and sustainability. These criteria are prioritized because they capture the key evaluation questions presented below. In addition, the evaluation will incorporate equity and gender equality considerations as cross-cutting issues.

Key evaluation questions (and sub-questions) are clustered according to the evaluation criteria provided. This initial list of questions will be further refined and unfolded by the evaluation agency and included in the Inception Report following desk review of key documents.

Note: Since this evaluation will examine the support provided by UNICEF to the education programme (in the three priority areas) from 2018 to 2021 (covering pre-COVID and COVID-19 contexts), all relevant evaluation questions will cover both, UNICEF’s pre-COVID and COVID support on Education.

Evaluation Criteria	Evaluation Questions
Relevance	<ul style="list-style-type: none"> ○ How aligned is UNICEF’s education programme with global priorities (UNICEF global strategic plan, SDGs, and core commitments to children)? ○ How aligned is UNICEF’s support to national government and state government priorities (SSA, NEP, RTE, etc.)? ○ How relevant is the UNICEF programme and its interventions to the specific context of state typologies? ○ What other mechanisms and approaches could UNICEF have used to achieve its programme objectives, i.e., working differently and working on different things? ○ How relevant is UNICEF’s programme in addressing inherent equity gaps – taking into consideration the disparities regarding caste, residence, gender, religion, disability, and wealth? ○ To what extent has UNICEF been able to adapt its education strategies to changes in needs and priorities caused by changing in context and government priorities (referring to adapting design to higher level policy priorities and needs), particularly following Covid-19?

<p>Effectiveness</p>	<ul style="list-style-type: none"> ○ To what extent was UNICEF support effective in achieving its intended results, both at national and at state levels, in the three priority areas of work? ○ To what extent have the overall expected outcomes of UNICEF education programme been achieved or are likely to be achieved? ○ To what extent has UNICEF support to the education programme contributed to broader education goals at both the national and state level? ○ To what extent has the Theory of Change (ToC) been followed in implementation of programmes to achieve results identified in the PSN? ○ What unintended consequences or effects did UNICEF support to the education programme have, both positive and negative? ○ How effective has UNICEF support been in addressing inherent equity gaps or taking into consideration the disparities with regard to caste, residence, gender, religion, wealth? ○ To what extent and how well has UNICEF education programme adapted to the changing ecosystem (referring to implementation adaptation to changes in partners and coordination structures – so more operational issues) within the education sector?
<p>Efficiency</p>	<ul style="list-style-type: none"> ○ To what extent were UNICEF activities delivered in a timely and organized manner? ○ To what extent did UNICEF deliver activities within the planned monetary resources allocated? ○ Were UNICEF’s human resources well utilized to deliver activities and interventions? ○ How well has UNICEF managed and utilized technical and financial resources through its outputs and key activities in achieving programme results? ○ Were UNICEF programme priorities chosen based on its comparative strengths, capacities, and governmental expectations? ○ To what extent was UNICEF able to effectively collaborate and coordinate internally within the Education network and with other programme networks? ○ To what extent was UNICEF able to effectively collaborate and coordinate externally with key stakeholders, and leverage existing partnerships, to be as efficient as possible for programme strengthening and improvement? <ul style="list-style-type: none"> ○ To what extent, and in what ways, did UNICEF proactively leverage key partners to ensure efficient use of existing platforms (service, community, and media delivery platforms) and resources for educational activities? ○ How well did UNICEF plan and coordinate work with partners? ○ Were there any inefficiencies because UNICEF did not work with certain partners (or if UNICEF only worked with the same set of partners)?

	<ul style="list-style-type: none"> ○ In what supply and demand side domains, if any, does UNICEF have a comparative advantage vis-à-vis other partners? To what extent was this advantage leveraged efficiently? ○ To what extent was UNICEF able to effectively collaborate and coordinate internally, to be as efficient as possible for programme strengthening and improvement? ○ Will the UNICEF education programme likely reach its target within the timeframe set in the plan or are any changes in its strategy required? ○ How efficiently did UNICEF respond to equity-based challenges?
Coherence	<ul style="list-style-type: none"> ○ (EXTERNAL COHERENCE) How does UNICEF’s work fit with the work of external partners (global partners, regional partners, government, partner programmes/interventions)? ○ (INTERNAL COHERENCE) How does UNICEF Education programme align with/fit with other interventions being carried out by UNICEF? ○ Are UNICEF interventions part of a coherent approach that is likely to have positive results, or are there critical gaps?
Sustainability	<ul style="list-style-type: none"> ○ What are the key barriers and bottlenecks towards achieving sustainability of UNICEF education programming? ○ To what extent have UNICEF support programmes been embedded in government programmes? ○ How well have UNICEF supported interventions been scaled up and integrated in government education programmes? ○ What are the interventions which were costed and advocated with the government? ○ What are the critical lessons learned from the implementation of programme especially, related to system strengthening, strategic partnerships, evidence generation and advocacy?
Cross-cutting considerations	<ul style="list-style-type: none"> ○ To what extent are social and gender disaggregated data collected and monitored during the programming? ○ In what ways and to what extent has the UNICEF education programming integrated an equity-based approach into the design and implementation during the implementation? And how adequate is this approach? ○ Does the UNICEF education programming actively contribute to the promotion of the right to education, especially for the most vulnerable? ○ In what ways and to what extent has the UNICEF education programme been gender responsive or transformative?

Evaluation Matrix

As part of the proposal, the bidding agency will need to submit an evaluation matrix detailing and mapping each of the evaluation questions (and corresponding indicators), against how they will contribute to the achievement of the evaluation’s objectives, what sources of information will be needed, and what method of data collection will be employed to collect information. A basic evaluation matrix has been inserted as Annexure A to this Terms of Reference which links each evaluation question to a programme stakeholder and research method being proposed for the evaluation.

Further, there is a need to map questions as per each of the programme objectives. For example, a key intermediary outcome in the ToC is the increased capacity of government and partners. This evaluation will allow the agency to collect 'capacity data' directly from the actors whose behaviour is expected to have changed. This may be the case for state-level or district-level government officials (as an immediate outcome), teachers, and school management committee (SMC) members. Therefore, appropriate questions may be added to the evaluation matrix and subsequently to specific data collection tools.

The evaluation will draw on the following mixed-method approach to data collection:

Quantitative

- Secondary data analysis: Program MIS/ Unified District Information System for Education (UDISE) (focusing on specific education priority areas of Early Childhood Education Out-of-School Children, Quality Teaching and Learning) and raw datasets from available large-scale surveys (viz. National Family Health Surveys-4 & 5; Education surveys- National Sample Survey of Estimation of Out-of-School Children in the Age 6-13 in India, 2014; National Achievement Survey 2017; NCERT, 2017) UNICEF India will facilitate access to these datasets in the seven evaluation states.

Qualitative

- Key informant interviews (KIIs) with representatives from MoE, national and state level Institutions, state/ district level officials of Samagra Shiksha, Department of Education, Department of Women and Child Development and other relevant departments. Representatives from key partners and technical agencies
- Interview/ discussions with UNICEF programme specialists/Chief of Field Offices (CFOs), state government and partners
- (optional) Focus group discussions (FGDs) with programme partners.

Secondary data analysis/desk review

- Desk review of background documents related to GOIs and UNICEF programming- CPD, PSN, State strategy notes, Samagra Shiksha plan document, NEP 2020, Right to Education (2009) Act. UNICEF Global Education strategy, UNICEFs Annual Report, RAM reports, COVID related Sitreps and reports and documentation etc.
- Review of good practices or case studies of priority areas
- Review and analysis of documentation on key lesson learning or areas /strategies not working well.

Note: Due to COVID-19, bidding agencies are encouraged to submit proposals detailing remote data collection techniques. Given that face-to-face data collection in the COVID-19 context poses numerous risks, agencies should not plan for on-field travel or interactions.

Sampling

The evaluation is to be conducted across seven states in India (mentioned in section 5). In 6 of the 7 states (the exception being Tamil Nadu where the focus of intervention was largely at the state level), two UNICEF-supported districts each will be [purposefully selected from the list provided here](#). This is a list of all UNICEF supported districts in the evaluation states with a summary of interventions that were supported by UNICEF

in each. It details the names of districts that were selected for programming at the beginning of the country programme, and those that were added during the country programme.

In states where there are already two UNICEF supported districts, selection of districts will be automatic. For those states where there may be more than two districts, the selection will be based on a list of indicators such as – school enrolment rate, literacy rate, SC/ST population, child population (gender disaggregated) etc. If this approach is needed to be followed, the evaluation agency may use data from the latest round of NFHS survey or local MIS data for this purpose.

Each state will therefore have 2 districts, making a total of 12 districts being covered under this evaluation. At state level, respondents must include those who are a part of ‘district resource groups’ or ‘state resource groups’ – names and details for these individuals will be provided to the agency by UNICEF.

Note: UNICEF supports State Resource Groups (SRGs) or Master trainers (MTs) either at the state level or district depending on the programme context. SRG/MTs are usually representatives from the department (comprising of Samagra Shiksha/SCERTs/DIETs and other experts) to further take forward or roll out the interventions down to district/block or classroom level. If it is at the district level, this is known as a District Resource Group, comprising district/block/cluster level functionaries to support the interventions at the district. Typically, a SRG consists of 15-20 members and a DRG 10-15 members.

Data collection below the district level will be required to understand ground level interventions (and outcome-level results) by interviewing facility-level, block level officials, and frontline workers etc. who would have attended cascade training supported by UNICEF at the district level through the training of master trainers and the later rollout facilitated by the government system. Such a list may be compiled from training attendance records (these will be provided to the agency by UNICEF). In this case, selection of respondents may be random. Alternatively, this may be done using a snowballing approach – with district or state reference groups members recommending block-level or facility-level stakeholders. It is for the agency to detail out in the Inception Report any limitations of the sampling approach that is chosen.

Primary Stakeholders for Data Collection

UNICEF education programme works in close collaboration with national and state governments and partners in achieving results under the joint work plan. UNICEF provides technical and financial support in strengthening the capacities of systems, institutions, partners, and personnel at various levels of the education system in achieving results for children. The broad list of activities is provided in the Annexure D, 8 and list of institutions and stakeholders are given below

Geographic-Level	Category	Institution	Designation (approximate number)
	Government	Ministry of Education (MoE); Ministry of Women and Child Development (MoWCD)	Additional Secretary/Joint Secretary; DDG (2)
		National Council of Educational Research and Training (NCERT)	Director/Joint Director (2)

National-Level		National Institute of Educational Planning and Administration (NIEPA)	EMIS/UDISE focal point (1)
	Donor	IKEA foundation, SAP, DOVE, other donors	Programme specialist (1)
	UN Agency Partner	United Nations Educational, Scientific and Cultural Organization (UNESCO); United Nations Population Fund (UNFPA), United Nations High Commission for Refugees (UNHCR); World Bank	Programme Specialist (1)
	NGOs/CSOs	Young Lives, Pratham, Language and Learning Foundation, Room to Read, Aasman foundation, DOST, other NGOs/CSOs at national level	Director/Programme officer (2)
State-Level (per state)	Government	Department of Education; Department of Women and Child Development; Tribal Department; Minority Affairs department	Secretary/State Project Director/Director (1)
		State Council of Educational Research and Training (SCERT)	SCERT (2)
		Education department/Samagra Siksha office, district level functionaries District Institutes of Education Research and Training (DIET)	Members of State Resource Groups (5) District Magistrate/ Education Officer /members of District Resource Groups (2)
	Implementing Partners/ CSOs/NGOs (both at state and district level)	Pratham, Action Aid, Language and Learning Foundation, Vikramshila Education Resource Society, Pratham Books, Educate Girls, Nalandaway Foundation, CEQUE, Bharat Gyan Vigyan Samiti (BGVS), Mahila Shikhana Kendra, Nari Gunjan, Rohini Science club, Shikshana Foundation, Akshara Foundation, and other partners at the state/district level	Director/Programme Specialist (state-2, district -1)

It is important to note that secondary stakeholders, such as teachers, anganwadi/ECD workers (AWWs), and SMC members will also be interviewed as part of this evaluation. For states that have district-level support from UNICEF, block and facility level functionaries will be treated as secondary stakeholders. And in the case of Tamil Nadu, where UNICEF support was at the state-level, district level functionaries will be treated as secondary stakeholders.

Based on the table provided above, a tentative list with an approximate number of interviews (at the national, state, district, and community-level) has been provided in **Annexure F**.

Risks and Limitations

The bidder is advised to review the programmatic risks mentioned in section 5 along with the risks and limitations listed below when proposing mitigation strategies. Other risks may be viewed as either controllable or uncontrollable. While it is easier to mitigate the latter, the former too may cause obstructions and delays.

Some of the uncontrolled risks associated with this activity include:

- COVID-19 (as mentioned earlier) poses a substantial risk. The spread of the infection may affect the respondents, key informants, members of the evaluation team. Further, any lockdowns or restrictions may also cause delays. And finally, since respondents/key informants could be working on responses to COVID-19, they may not be able to devote enough time for this evaluation in the event of subsequent waves.
- State elections may delay or obstruct data collection due to unavailability of responders.
- On-going government activities and programmes may obstruct data collection and may redirect availability of education officials.
- Weather, climatic conditions and natural disasters such as earthquakes, cyclones and floods may affect the assessment, as the logistical and human impact of such events is substantial and disruptive.

Some of the controlled risks along with their mitigation plans include:

- The assessment may face data loss due to poor handling of data. We require the agency to provide details on all data protection, data storing (for primary data) measures taken.
- Data manipulation is a common occurrence. UNICEF evaluation manager will conduct on-field audits to ensure all practices stated by the agency in the study design and work plans are followed.
- Information leakage is common too, as the data travels from the respondent to the agency and changes hands and formats. We require the agency to put in place transparency measures, such as the Progress Reporting Template with live activity logs to ensure all details are logged. In addition, we urge the agency to employ digital methods to log activities (such as a dashboard) as it ensures faster transfer of information to UNICEF.

8. Ethical Considerations

As per UNICEF standards for ethical research, the evaluation agency must give special attention to ethical considerations and should put in place adequate measures for ethical oversight throughout the evaluation period. The evaluation team must adhere to the 2021 [UNICEF procedure on ethics](#). All evaluators and field investigators involved in primary data collection should have undergone basic ethics training – specifically UNICEF’s course ‘[Introduction to Ethics in Evidence Generation](#)’ on AGORA. In conducting the evaluation, the

evaluation agency must ensure informed consent, respecting people's right to provide information in confidence and making evaluation participants aware of the scope and limits of confidentiality. Furthermore, the agency is responsible for ensuring that sensitive information cannot be traced to its source so that the relevant individuals are protected from reprisals. Data storage and security must also be ensured at all stages of the evaluation and selected agency need to adhere to strict protocols of securely storing the data.

Due to these ethical considerations and the scale of the evaluation, IRB approval is strongly encouraged for this evaluation. The evaluation agency will be responsible for getting necessary IRB approvals for the evaluation protocol and other relevant components of the evaluation and should factor in the IRB process, from both financial and timeline perspectives. Evaluation agency to share a copy of their IRB approval (along with the tools and study protocol submitted to the IRB) with UNICEF and state that data collection cannot begin before that is done. The evaluation proposal and implementation should be informed and guided by UNICEF's guidelines for ethical research.

Agencies are further encouraged to outline what ethical review mechanisms they can provide or leverage. The agency is required to adhere to UNICEF's Ethical Guidelines for research, studies, and evaluations. It is the responsibility of the independent evaluators to ensure there is no conflict of interest when carrying out this activity.

In compliance with the human rights-based approach, it is imperative that the agency lay out their plan to ensure ethics of conducting research with human subjects is maintained during the evaluation. This will include details on how data collected will be confidential, will not be attributed, and will not be shared. Both the assessment team and the Evaluation Reference Group are expected to follow the ethical principles and considerations outlined in the [UNEG Ethical Guidelines for Evaluation](#). In addition, the UNEG norms and standards will be observed. Standard consent procedures will be followed throughout the evaluation. Data collectors will emphasize the voluntary nature of participation in the evaluation activities. In addition, participants who wish to withdraw from the study after providing consent will be free to do so. All results will be reported at aggregate level and no identifying information will be disclosed. Furthermore, the agency must detail all data protection and data storing (for primary data) measures taken.

Overall, the evaluation does not involve more than minimal risk to subjects and has more benefits than risks. However, since the evaluation may deal with gender-related issues (issues with respect to girls, male and female caregivers etc.), the data collector may face instances of respondents speaking of sexual harassment, abuse, or violence etc. All data collectors will therefore need to undergo appropriate ethical training and be well versed with protocols when faced with issues on field. It is for the evaluating agency to pre-empt all risks and ensure that the agency and its data collectors undergo all training and adhere to strict standards even when local settings permit looser standards.

The evaluation agency will be responsible for ensuring data quality and must therefore put in place relevant quality assurance mechanisms at different points of the evaluation (data collection, processing, and analysis). A detailed plan is to be agreed and shared with UNICEF in this regard.

Evaluation Reference Group (ERG)

It should be noted that an Evaluation Reference Group will be formed to oversee the evaluation process and ensure compliance to United Nations Evaluation Group (UNEG) Norms and Standards. It is an independent group of UNICEF and non-UNICEF experts (consisting of technical experts, government representatives) constituted for a specific evaluation by UNICEF India. This group will serve as an advisory body which will

support the evaluation by 1. providing strategic direction and technical inputs, 2. monitoring progress and quality, 3. supporting dissemination of findings, as applicable, and 4. bringing critical issues to the notice of the Evaluation Manager

9. Schedule of Tasks & Timeline

Once selected, a kick-off meeting will be organised between UNICEF and the selected agency. The timeline has been detailed in section 10 of the Terms of Reference.

Develop Methodology and Study Design (as part of the Inception Report):

UNICEF seeks a design that fits all seven states, keeping in mind the geographical and demographic variations. It is anticipated that the design may need to vary depending on geography. While developing the study design, the agency is advised to adhere to five of the 'OECD-DAC Criteria for Evaluating Development Assistance'. It is expected that the agency identified for the assessment, in consultation with UNICEF, will provide the final design specifying data collection and analysis methods taking into consideration key evaluation questions and the context of the programme. There will be a need to agree on the detailed design, analytical methods, and tools between the selected agency and the UNICEF Evaluation Reference Group. Details of the structure and expectations of the inception report submitted by the agency are outlined in Annexure C.

Obtain Study Approvals:

Detailed in section 8 of the Terms of Reference.

Develop Work Plan:

A work plan must be submitted to UNICEF detailing the data collection protocol, with all data collection activities listed against a timeline, and with details of work allocated to team members.

Develop Data Collection Tools and Field Protocols:

In line with the work plan, all data collection tools, and associated protocols need to be developed.

Testing and Piloting of Tools: The evaluating agency must plan to pilot test the tools before commencing any primary data collection activity. All data collection tools must be pilot tested in Hindi.

Train Local Evaluation Teams:

Data collectors must be fully prepared and supported by the agency. This will include virtual training workshops, the adaptation and translation of data collection instruments, and on-line technical support whenever needed.

Data Collection and Management:

Accuracy of data entry is of paramount importance, including setting up of data entry, data screening, and data clean-up protocols.

All data collection will be conducted either in English or in the local language (especially for state-level KIIs) and subsequently translated into English. The data will be coded individually and then brought together for

analysis. Verification and triangulation of collected information will be conducted to ensure the quality of data.

Reporting:

Once data collection has begun, the agency will be required to update UNICEF with data collection and progress updates, in an agreed upon format (which will be digital). This Progress Report or Dashboard will have daily activity logs along with updated field plans. This will be followed by a brief implementation report or data collection completion report.

Analyse Data:

Analytical plans will address how analysis will be conducted. Given the varied nature of the data collected, analytical techniques that combine results in a coherent manner are desired. Data harmonisation for ease of analysis must be ensured. A plan must be submitted by the agency, outlining the data analysis process and software to be used for quantitative and qualitative data analysis.

Draft Report:

The agency will be required to present preliminary findings in a meeting before the draft report is shared. A draft report, professionally edited and copy edited, will include an executive summary, methods, limitations, findings, discussion, learning, and recommendations will be presented to the Evaluation Reference Group which will then provide feedback to the agency. In addition, please note that the report must conform to the UNICEF-Adapted UNEG Evaluation Reports Standards. The 'Draft Report' will have two components, the first will be the technically detailed report of the evaluation and the second will be a non-technical executive summary (within the report), designed keeping in mind that it will be shared with non-experts. The first revised draft report will be based on feedback received from the Evaluation Reference Group. This revised draft report will be externally assessed by an independent agency and an Evaluation Specialist of the Regional Office for South Asia (ROSA) with the view to help improve its quality.

A second revised draft report incorporating feedback from the Evaluation Manager, ERG, independent agency, and ROSA Evaluation Specialist will be submitted to UNICEF. It may be noted that there may be more than one version of these draft documents, based on feedback from UNICEF and based on the satisfactory revision of reports.

Final Report and Presentation:

Professionally edited and copy-edited final versions of the report with all feedback incorporated will be submitted to UNICEF. The report (including the executive summary) should be no more than 30 pages.

Along with these reports, a stand-alone PowerPoint presentation of up to 20 minutes with complete speaking notes with assessment details will also be submitted to UNICEF. The PowerPoint presentation will be succinct and engaging with the goal of providing audience members with an overview of the intervention, key findings from the assessment, lessons learned, and recommendations.

Cutting, pasting, and touching up bullet points, charts, and other information from the PowerPoint presentation into a Word Document does not equal a report and will be rejected.

Electronic copies of all data sets, including all materials required to permit additional analysis is to be submitted as well. This will include de-identified, clean, and labelled final datasets, with codebook variable names, data cleaning notes, and error logs.

10. Estimated duration of contract

Seven months from the date of start: September 2021 to March 2022

11. Deliverables and Timelines

All the deliverables are to be submitted as mentioned below:

PHASES AND TASKS	DELIVERABLES	W 1	W 1	W 3	W 4	W 5	W 6	W 7	W 8	W 9	W 10	W 11	W 12	W 13	W 14	W 15	W 16	W 17	W 18	W 19	W 20	W 21	W 22	W 23	W 24	W 25	W 26	W 27
PHASE 1: INCEPTION																												
Evaluation Methodology	Inception Report																											
Evaluation Design																												
Refined overarching programme ToC and development of 'sub-ToC's per state type	Submission of overarching programme ToC and 'sub-ToC's																											
final evaluation tools in English	Submission of draft tools in English																											
Ethics and Data Approvals	Submit IRB/Necessary Approvals																											
Develop Work Plan	Work Plan Presentation																											
Reporting Format	Submit Reporting Format																											
Pre-test tools	Submit Pretest Report, Final Tools, and manuals																											
Local Evaluator Training	Conduct Training and Submit Training Report																											
PHASE 2: DATA COLLECTION AND ANALYSIS																												
Data collection/weekly progress reporting	Reflected on the Field Reporting Dashboard/Tracker																											
Updated Field plans and reporting	Implementation Report/Tracker																											
Analysis Plan	Analysis Plan Presentation																											
All Raw Data	Original Data, in Electronic Format																											
PHASE 3: REPORT WRITING AND DISSEMINATION																												
Preliminary Findings	Preliminary Findings Presentation Slide Deck																											
Draft 1 of Analysis Report	Report																											
ERG Review																												
Draft 2 of Analysis Report	Report																											
ERG Review																												
Draft 3 of Analysis Report	Report																											
ERG Review																												
Final Presentation	Final Presentation Slide Deck																											
Final Evaluation Report	Final Report																											
All Data Collected and Analyzed	In Electronic Format (Hard Drive)																											

Note that the length, structure, and content of the final report will be as per UNICEF Evaluation Report Standards (GEROS) and the main sections of report will be further discussed after inception report. The inception and the final report will be reviewed by the technical and evaluation managers as well as the Evaluation Reference Group. An Executive Summary is mandatory and will be reviewed by an internal steering committee before the report can be finalised.

12. Qualifications & Experience required

The agency will be selected through a competitive process and agency should have qualified, skilled, and experienced team to carry out various activities of the evaluation as mentioned below:

- Agency with 10-15 years of experience in conducting research and programme evaluation in the social sector with experience in conducting education evaluation.
- The agency team should have professional experience in the design and management of programme evaluation. Demonstrated expertise in research, evaluation and data analytical skills required, including developing complex and large-scale evaluation design, methodology and data analysis and experience of conducting programme evaluation.
- The agency needs to have experienced research and evaluation professionals with advanced degree in social sciences/education/development and with specialized training in areas such as research, evaluation, project management and advanced statistical analysis.
- The agency should have a technically strong evaluation team led by a team lead having proven experience of 10 years of working in social sector/education development. Alternatively, the team would include a specialist with experience of programme evaluation. The team must include at least one member who is an expert in education with five years of experience. The team should be committed to the assignment from the inception phase through the analysis, training, fieldwork, and report writing phases.
- Team should have specialized experience and technical knowledge, data collection and analytical skills with understanding of
 - human rights-based approaches to programming,
 - gender considerations
 - results based management (RBM) principles
 - participatory approaches
 - quantitative and qualitative data collection and analysis
 - education, including early learning, quality education, education sector analysis and planning
- Proven track record of on-time performance on assignments of similar scale. The agency should have successfully executed at least three multi-state research, evaluation, and studies.
- Staff should have knowledge of required local languages. If the agency proposes a consortia arrangement, the details and description of the partner agencies must be included.
- The agency should have a national presence and experience of working in at the state level also.
- At least three client references on organization-letterheads should be submitted as part of the proposal – from organizations who the agency has worked with on evaluation projects in the past three years.
- Team should have skills of teamwork, capability to bring together diverse stakeholders, communication in English and local languages, strong drafting skills and analytical skills.
- Submit along with the proposal a previous sample report (research or evaluation report) from an activity by the team leader.

13. Duty Station

New Delhi, India

14. Management and Supervision

Evaluation Management: Atishay Mathur, Research & Evaluation Specialist (UNICEF)

Technical Support Manager: Ramachandra Rao Begur, Education Specialist (UNICEF) with support from Ganesh Nigam M&E Focal Point for Education (Education Specialist, UNICEF)

Overall Technical Oversight: Terry Durnnian, Chief, Education (UNICEF)

Key roles and responsibilities in the management and supervision of the evaluation are noted below.

A. Evaluation agency

The evaluation agency, which will be selected through a competitive bidding process will have the following responsibilities:

1. Implement, manage, and complete the evaluation as per these terms of reference and guidance of the ERG, and under the supervision of UNICEF.
2. Communicate regularly with UNICEF, responding to all evaluation-related issues and queries in a timely manner.
3. Provide progress reports on the evaluation on a periodic basis.
4. Ensure that all evaluation-related documents and deliverables (questionnaires, manuals, datasets, transcripts, and final reports) are handed over to UNICEF.

Overall, the evaluation agency will be required to satisfactorily complete all the tasks and deliverables mentioned in section 11 as per the framework outlined in the Terms of Reference. The “satisfactory completion” of each of these tasks, is subject to Evaluation Reference Group’s review as well as an external quality assurance review (as necessary).

B. UNICEF

UNICEF’s Research and Evaluation Specialist will be responsible for managing the evaluation. From the programme side, the Education Specialist will support this evaluation. UNICEF India’s Education section will be responsible for providing the evaluation team with the necessary background information to carry out the evaluation as well as technical inputs throughout. UNICEF India will also keep the evaluation team updated on any changes or development that may affect the evaluation.

Specialists from UNICEF will review evaluation tools and reports (all key deliverables) developed by the agency and overall monitoring of the conduct of the evaluation by the agency, providing guidance and responses to queries as required.

The Supply and Procurement Section will remain the focal point for all administrative, financial, and commercial queries and correspondence, including contract amendment.

15. Official travel involved

Due to COVID-19, UNICEF India Country Office reviews its policy on face-to-face data collection regularly (based on number of cases, rate of spread, restrictions etc.). Bidding agencies should plan data collection remotely and not plan for any on-field travel.

16. Estimated cost

200,000 USD

17. Payment Schedule

Payments will be made against the submission and acceptance of each of the below mentioned milestones and deliverables. It must be noted that the completion of each of these tasks is subject to the Evaluation Reference Group’s approval.

Milestone/Deliverable	Payment (%)
Submission of Approved Inception Report (with Methodology and Design, Workplan, evaluation Tools)	20%
Report of the completion of field work (Implementation Report)	30%
Submission of Draft report	20%
Submission of Approved Final evaluation Report	30%

Technical Evaluation Criteria

S. No	CATEGORY	Max. Score
1.	SPECIFIC EXPERIENCE OF THE FIRM RELEVANT TO THE ASSIGNMENT <ul style="list-style-type: none"> Professional expertise, knowledge and experience with similar projects, contracts, clients, and assignments (10) 	10
2.	METHODOLOGY AND IMPLEMENTATION PLAN a. How effective is the proposed approach and methodology? Is it sufficiently detailed/elaborate to meet the objectives of the terms of reference, any innovative techniques? (7) b. How is the quality of proposed implementation plan? i.e., how the bidder will undertake each task? Is/are person/s assigned for each task? And is the team composition balanced with appropriate skills mix and appropriate number of input days, quality assurance mechanisms for the assignment, and time schedules for implementation? (8) c. Risk assessment and mitigation measures- recognition of the risks/peripheral problems and methods to prevent and manage risks/peripheral problems. (5)	20
3.	PROPOSED TEAM <ul style="list-style-type: none"> Team leader: Qualifications, relevant experience, skills (10) Team members – Qualifications, relevant experience, skills, language (10) Retention of key staff and procedures for handling unavoidable team changes (2) Gender balance of the team (3) <ul style="list-style-type: none"> Quality of sample report submitted (5) 	30
	*Sub Total	60
5.	TECHNICAL PRESENTATION	20
	**TOTAL	80

6.	FINANCIAL PROPOSAL – PRICE 20 marks are allocated to the lowest priced proposal. The financial scores of the other proposals will be in inverse proportion to the lowest price.	20
	GRAND TOTAL	100

* Please note bidders need to score a minimum of 48 marks to be shortlisted for Technical Presentation.

** For this Assignment, the Technical Proposal has a total weightage of 80%. Bidders must score minimum 64 points to be considered technically responsive and compliant and in order for the Financial Proposal to be opened.

Bidder scoring highest marks out of 100 in cumulative scores (technical + financial) will be selected for Award of Contract.

18. [FOR INTERNAL USE] Amount budgeted in RWP for this activity (US \$)

- Estimate the cost of the activity: 200,000 USD
- Grant Ref: RR/Thematic
- Expiry date of the grant:

19. [FOR INTERNAL USE] PIDB code

- Please select one of the following Generic Intervention Codes:
- Please select one of the following Generic Intervention Codes:

- 60: Analysis, research, and studies
- 61: Data, databases, surveys, and statistics
- 63: Evaluations

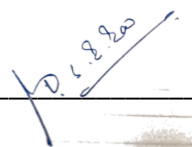
20. [FOR INTERNAL USE] IDENTIFICATION OF RISKS FOR THE CONSULTANCY AND PLAN FOR MITIGATION

These have been detailed at the end of Section 6 and Section 7 of this Terms of Reference.


21. [FOR INTERNAL USE] PERFORMANCE REVIEWS:

Please indicate the frequency of performance reviews, for example that feedback will be provided after review of each deliverable. Performance evaluation of the supplier will need to be done at the end of the assignment or whenever a contract amendment is sought.

22. [FOR INTERNAL USE] Submitted to External QA review by:

Name of P.O.: Begur Ramachandra Rao Signature:  Date: 17-08-2021

Name of R&E Specialist: **Atishay Mathur** Signature:  Date: 17th August 2021

Name of Section Chief: Terry Durnnian Signature:  Date: 18 August 2021

Once clearance from CFO and Section Chief is granted, and the Research and Evaluation Specialist has been consulted, submit the ToR for external QA review (this is done via the Research and Evaluation Specialist). Once you have received the external review comments, please take the following steps:

- If your TOR received **60-100%, i.e., satisfactory, or highly satisfactory rating** → Finalise ToR with any possible changes, attach the external review sheet to the TOR and submit to Deputy Representative-Programmes for approval.
- If your TOR **received 40-59% it indicates the need for substantial changes** → Make the changes, fill out the subsequent section (confirmation of amendments), attach the original TOR, revised TOR, and external review sheet, and submit to Deputy Representative-Programmes for approval.
- If your TOR **received 0-39%, i.e., unsatisfactory, the TOR is not mature enough** → Revise the entire TOR and resubmit for external quality assurance review.

A. [FOR INTERNAL USE] Confirmation of amendments:

Undersigned confirm that external review comments have been incorporated in the TOR.

Name of P.O.: Begur Ramachandra Rao

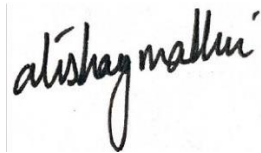
Signature of PO: _____



Date 17-08-2021

Name of R&E Specialist: **Atishay Mathur**

Signature of R&E Specialist: _____



Date **17th August 2021**

Signature of the CFO (if applicable): _____

Date _____

Signature of the Section Chief: Terry Durnnian



Date 18 August 2021

B. [FOR INTERNAL USE] TOR cleared by:

Name of Procurement Specialist: **Isolene Rebello**

Signature of Procurement Specialist: _____



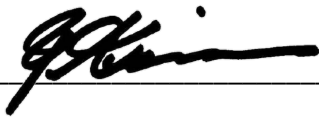
Date 18/8/2021

C. [FOR INTERNAL USE] TOR approved by:

For activities with a budget of \leq \$50,000

Chief of Education Section

For activities with a budget of $>$ \$50,000, or activities which are not in the Supply Plan

 18 Aug, 2021

Deputy Representative, Programmes

Annexure A

OECD-DAC criteria	Sub-evaluation questions	Desk review of background documents	Secondary data analysis	KIIs
Relevance	How aligned is UNICEF’s education programme with global priorities (UNICEF global strategic plan, SDGs, and core commitments to children)?	X		
	How aligned is UNICEF’s support to national government and state government priorities (SSA/SS, NEP, RTE etc.)?	X		X
Relevance	How relevant is the UNICEF programme and its interventions to the specific context of state typologies?	X		
	To what extent has UNICEF been able to adapt its education strategies to changes in needs and priorities caused by changing in context and government priorities, particularly following Covid-19?	X	X	X
Relevance/ Effectiveness	How relevant is UNICEF’s programme in addressing inherent equity*** gaps – taking into consideration the disparities regarding caste, residence, gender, religion, disability, and wealth?	X	X	X
	How effective has UNICEF support been in addressing inherent equity gaps or taking into consideration the disparities with regard to caste, residence, gender, religion, wealth?	X	X	X
	Are we explicitly focussing on gender dimensions in our activities and outputs? How?	X		X
	Are we explicitly focussing on other equity dimensions in our activities and outputs? How?	X		X

	Are there important gender and equity dimensions that we might have missed/overlooked/underdefined?	X		X
Effectiveness	To what extent have the overall expected outcomes of UNICEF education programme been achieved or are likely to be achieved?	X	X	X
	To what extent has UNICEF support to the education programme contributed to broader education goals at both the national and state level?	X	X	X
	To what extent has the Theory of Change (ToC) followed in implementation of programmes to achieve results identified in the PSN?	X		X
	What unintended consequences or effects did UNICEF support to the education programme have, both positive and negative?	X		X
	How effective has UNICEF support been in addressing inherent equity gaps or taking into consideration the disparities with regard to caste, residence, gender, religion, wealth?	X	X	X
	To what extent and how well has UNICEF education programme adapted to the changing ecosystem within the education sector?	X		X
Efficiency	To what extent were UNICEF activities delivered in a timely and organized manner?	X		X
	To what extent did UNICEF deliver activities within the planned monetary resources allocated?	X	X	X
	Were UNICEF's human resources well utilized to deliver activities and interventions?	X	X	X

	Were UNICEF priority programme priorities chosen based on its comparative strengths, capacities, and governmental expectations?	X		X
	Will the UNICEF education programme reach its target? Within the timeframe set in the plan or any changes required.	X	X	X
	How efficiently did UNICEF respond to equity-based challenges?	X	X	X
Coherence (internal)	Are there any activities whereby there is an overlap between different programmes/sections? Is overlap causing duplication of efforts?	X		X
	Are there activities what are being missed/overlooked, due to alignment and coordination issues?	X		X
	What other challenges/bottlenecks are faced in communication and coordination internally?	X		X
	What strategies have we tried/implemented to avoid future alignment and coordination issues internally?	X		X
Coherence (external)	Do we have a good understanding of the support provided by other partners supporting the education programming?	X		X
	Are we doing activities that are not our comparative advantage and/or could be done by other partners? Why?	X		X
	What challenges/bottlenecks have we faced in coordinating externally, with government and other partners?	X		X
	What strategies have we tried/implemented to avoid future alignment and coordination issues externally?	X		X

Sustainability	What are the key barriers and bottlenecks towards achieving sustainability of UNICEF education programming?	X	X	X
	To what extent has UNICEF support programmes embedded in governments programme?	X		X
	Are there any lessons that UNICEF needs to work differently or need to work on a wider range of issues (incl. consideration of political will, social norms, and perceptions)?	X		X
	What are some examples of good practices and examples that have been scaled up or integrated in the government's education programme?	X		X
	What are the innovations /interventions which were costed and advocated with the government?	X		X
	What are the critical lessons learned from the implementation of programme especially, related to system strengthening, strategic partnerships, evidence generation and advocacy	X		X
Cross-cutting considerations	To what extent are social and gender disaggregated data collected and monitored during the programming?	X	X	X
	In what ways and to what extent has the UNICEF education programming integrated an equity-based approach into the design and implementation during the implementation?	X	X	X
	Does the UNICEF education programming actively contribute to the promotion of right to education, especially for the most vulnerable?	X		X

	To what extent and how does the UNICEF education programme ensure an equity focus?	X	X	X
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Annexure B

Tasks and Timeline

- i) Inception report, presentation, and finalization: 2 months
- ii) Preparation of tools and interviews schedules finalization: 1 month
- iii) Implementation/review/data collection/field discussions: 2 months
- iv) Draft report and presentation: 2 months
- v) Final report submission with incorporation of feedback: 1-2 months

Annexure C

Sample Table of Contents for an Inception Report (no more than 30 pages, plus annexes)

CONTENTS

- Title page
 - Table of contents
 - Acronyms
 - List of tables and figures
 - Executive summary
1. INTRODUCTION*
 - 1.1. Objective of the evaluation
 - 1.2. Background and context of intervention (including literature review)
 - 1.3. Theory of Change (detailed in Section 8.1)
 - 1.4. Scope of the evaluation
 2. METHODOLOGY*
 - 2.1. Evaluation criteria and questions
 - 2.2. Conceptual framework
 - 2.3. Evaluation design
 - 2.4. Sampling design
 - 2.5. Data collection methods
 - 2.6. Analytical approaches
 - 2.7. Risks and potential limitations
 - 2.8. Ethics and UNEG Standards

3. PROGRAMME OF WORK*

- 3.1. Phases of work
- 3.2. Team composition and responsibilities
- 3.3. Management and logistic support
- 3.4. Calendar of work

ANNEXES

1. Terms of reference of the evaluation*
2. Evaluation matrix*
3. Stakeholder map*
4. Tentative outline of the main report*
5. Interview checklists/protocols*
6. Draft Study Tools*
7. Theory of change / outcome model*
8. Detailed work plan*
9. Detailed responsibilities of evaluation team members
10. Reference documents
11. Document map
12. Project list
13. Project mapping*

The structure of inception reports may be adjusted depending on the scope of the evaluation. Chapters and sections with an asterisk should be included by default.

Annexure D

List of background documents-

1. UNICEF Education Strategy 2019–2030,
<https://www.unicef.org/media/59856/file/UNICEF-education-strategy-2019-2030.pdf>
2. Country Programme Document, India, 2018-22
<https://sites.unicef.org/about/execboard/files/2017-PL22-India-CPD-ODS-EN.pdf>
3. Country Programme Action Plan (CPAP), 2018-22, GoI and UNICEF
https://unicef-my.sharepoint.com/:b:/g/personal/gnigam_unicef_org/ESvRRWlofpZKnIYZQaMksMoBt-Ra7MavAAvQTYRjM6RaCA?e=6JvQIf
4. Programme Strategy Note, 2018, Education Programme
https://unicef-my.sharepoint.com/:w:/g/personal/gnigam_unicef_org/EXLge9uVtP9Lj_ReLfJxEA0BZihIOLtXDJOILZ08nB1WJg?e=g5cV9F
5. Education Programme Strategy Note (PSN)- Mid Term Strategic Review (MTSR)

https://unicef-my.sharepoint.com/:w:/g/personal/gnigam_unicef_org/EV4G2KMi2WhPj9IHzU8QBIIxByz6AXAJQ1Y9wXZiVQ?e=QkYyxL

6. Reimagine Education, Summary case for investment, UNICEF

https://unicef-my.sharepoint.com/:b:/g/personal/gnigam_unicef_org/EZlodKjznuJIsCYJt6lepgsBbaczd5umJisPQm4PVm-bdg?e=QDFsu3

7. List of focus districts and interventions of UNICEF Education programme

https://unicef-my.sharepoint.com/:w:/g/personal/gnigam_unicef_org/Ec4Nbl1SjrJHo5LyReaTbD4BfNRyZalMn6NO3L40KFTDIA?e=66Kask

8. Menu of activities by outputs, Education programme

https://unicef-my.sharepoint.com/:w:/g/personal/gnigam_unicef_org/Ebecn7HAI7BDmsLAKGFCJuMBJ9zT8n9UC9jHuXM1eYX7TQ?e=oQLg0A

Annexure E

List of demonstration districts with summary of interventions

*Summary of interventions updated on 30th June, 2021 (those districts in bold were the ones selected at the start of the country programme, the other programming districts were included ad hoc during the country programme)

State	District	Summary of Interventions
Assam	Goalpara	<ul style="list-style-type: none"> Capacity development of ICDS, DSW officials for implementation of ECE Curriculum Support to strengthening EMIS and its use in educational planning and budgeting Capacity development for supportive supervision, learning assessment, and child friendly pedagogy
	Sonitpur	<ul style="list-style-type: none"> Learning Enhancement Programme including in tea garden areas of Sonitpur Capacity development of ICDS, DSW officials for implementation of ECE Curriculum Support to strengthening EMIS and its use in educational planning and budgeting Capacity development of BRC/CRC for supportive supervision, use of data and evidence to support learning Strengthening special training centers
	Udalguri	<ul style="list-style-type: none"> Learning Enhancement interventions for children of tea garden community in Udalguri district.
Bihar	Gaya	<ul style="list-style-type: none"> Technical support to BEST - real time monitoring
	Purnia	<ul style="list-style-type: none"> Support to ECE and school readiness
	Sheikhpura	<ul style="list-style-type: none"> Parental programs on ECE
	Sitamarhi	<ul style="list-style-type: none"> Mapping of out of school children and support to mainstream.
	Banka	

		<ul style="list-style-type: none"> • Continuous of education through Television and mobile application • Learning programs for most marginalized • Professional development of CRCC on early language learning through blended mode course • Curriculum and Syllabus revision and teacher training for Madrasa Board • Support to Intervention on Life Skills
Karnataka	Tumkur	<ul style="list-style-type: none"> • Support to strengthening capacity for state/district level functionaries on results based educational planning • Support to activity-based programme (Nali-kali) through state
	Ramnagara	
Maharashtra	Aurangabad	<ul style="list-style-type: none"> • Support to district in situation analysis, planning and developing action plans including costed plans. • Strengthening ECE interventions for improved learning
	Palghar	
Odisha	Raygada	<ul style="list-style-type: none"> • Support to strengthening DIET, training of functionaries in ECE and Early Grade Reading Competencies and strengthening community participation in reduction of OOSC
	Mayurbhanj	<ul style="list-style-type: none"> • Support to strengthen DIETs, dissemination and use of NAS 2017 findings in planning and professional development of teachers.
Uttar Pradesh	Bahraich	<ul style="list-style-type: none"> • Identification and mainstreaming of OOSC, capacity development on supportive supervision and ECE; capacity building on WASH, and Early Grade Learning.
	Balrampur	<ul style="list-style-type: none"> • Identification and mainstreaming of OOSC, capacity development on supportive supervision and ECE; capacity building on WASH, and Early Grade Learning
	Shrawasti	<ul style="list-style-type: none"> • Identification and mainstreaming of OOSC, capacity development interventions on ECE and WASH, accessible schools, risk prepared schools and Early Grade Learning.
	Chitrakoot	<ul style="list-style-type: none"> • Identification and mainstreaming of OOSC, capacity development on supportive supervision and ECE
	Sonbhadra	<ul style="list-style-type: none"> • Identification and mainstreaming of OOSC, supportive supervision and ECE
	Chandauli	<ul style="list-style-type: none"> • Capacity building on Supportive Supervision in Elementary Schools (through ABRCCs)
	Siddharth Nagar	<ul style="list-style-type: none"> • Support on identification and mainstreaming of OOSC, improving transition from PS - UPS and UPS to Secondary Schools. Specific focus on children affected by seasonal Migration.

Annexure F

Approximate number of interviews (at the national, state, district, and community-level)

Protocol-Level	Number of KIIs	Details
National-Level KIIs	~32	<ul style="list-style-type: none"> - 7 Government - 5 Donors - 5 UN Agency - 5 UNICEF - 10 NGO/CSO
State-Level KIIs (1 State)	~33	<ul style="list-style-type: none"> - 15 Government (and state resource group members) - 15 CSO/NGO/Partner - 3 UNICEF (CFO, Specialist, Officer or Consultant)
Total States (x 7 States)	33x7 = 231	
District-Level KIIs (1 District)	~10	<ul style="list-style-type: none"> - 5 Government (and district resource group members) - 5 CSO/NGO
Total Districts (x 12 Districts)	10x12 = 120	
Sub-District/Block	~30	<ul style="list-style-type: none"> - 10 Block level officials - 10 Teachers/SMC members - 10 FLWs (AWWs)
Total Sub-District (x12 Districts)	30x12 = 360	
Total KIIs	32+231+120+ 360 = ~743	