

**UNICEF PHILIPPINES**  
**TERMS OF REFERENCE FOR SERVICES - INSTITUTIONS**

**Short Title of Assignment**

Country Programme Evaluation of UNICEF Philippines Country Programme (2019-2023)

**INTRODUCTION**

UNICEF Philippines Country Office (PCO) is commissioning the Country Programme Evaluation (CPE) of the UNICEF Philippines Country Programme 2019-2023 (also referred as the 8<sup>th</sup> Country Programme for Children (CPC8)). This CPE Terms of Reference (ToR) has been developed in line with the 2018 [Revised Evaluation Policy](#) which emphasises the importance of the CPE in guiding the development and implementation of UNICEF country programmes. The primary purpose of a CPE is to inform the preparation of the next five-year phase of UNICEF's work in Philippines, and the development of the Country Programme Document (CPD) 2024 – 2028 (or CPC9), and associated programme results, strategies, and the Theory of Change. The planning for CPC9 will start in fourth quarter of 2022. The evaluation will inform the remaining programming period of the current Country Programme. The UNICEF Philippines CPE will also inform the planned UN Sustainable Development Cooperation Framework (UNSDCF) and link with the evaluation of the current UN Cooperation Framework.

This CPE Terms of Reference (ToR) sets out the purpose, objectives, methodological options and operational modalities for an institutional contract to undertake this evaluation.

**BACKGROUND**

Geographically, the Philippines consists of an archipelago of 7,107 islands situated in South East Asia in the Western Pacific Ocean. It has a total land area of 300,000 km<sup>2</sup> and a population of 109 million in 2020,<sup>1</sup> the thirteenth largest population in the world.

The population is ethnically diverse with an estimated 14–17 million indigenous peoples across the archipelago belonging to 110 ethno-linguistic groups.<sup>2</sup> The major religion is Christianity (92 per cent) with approximately 80 per cent of the population Roman Catholic. The second major religion is Islam (6 per cent) with the majority of believers living in Bangsamoro Autonomous Region of Muslim Mindanao (BARMM).<sup>3</sup>

The Philippines has a large urban population, estimated at 44.4 per cent<sup>4</sup> of the total population. This is a decrease from 1990 when 48.6 per cent of the population were living in urban areas. However, it is predicted that the urban population will increase and reach 56 per cent by 2050.<sup>5</sup> There are 33 highly urbanised cities in the Philippines, four of which have populations of over 1 million, with the largest being Quezon City (2.9 million). The country is divided up into 17 administrative regions. Sixteen of these are administrative groupings while one, the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), has an elected government to which the central government has delegated certain powers and responsibilities. Since 1991, with the enactment of the Local Government Code the Philippines has been undergoing a slow process of

<sup>1</sup> Philippine Statistics Authority. 2020 Census of Population and Housing (2020 CPH). <https://psa.gov.ph/content/2020-census-population-and-housing-2020-cph-population-counts-declared-official-president>. Retrieved 18 March 2021.

<sup>2</sup> UNDP, 'Fast Facts: Indigenous Peoples of the Philippines (2013),

<sup>3</sup> Factsheet on Islam in Mindanao. 2017. <http://rso11.psa.gov.ph/article/factsheet-islam-mindanao>. Retrieved 18 March 2021.

<sup>4</sup> United Nations Department of Economic and Social Affairs/Population Division, World Urbanization Prospects: The 2014 Revision

<sup>5</sup> Ibid

devolution, empowering local government units (LGUs) as duty bearers to take a key role in the delivery of public services.<sup>6</sup>

The Philippines is a lower middle-income country<sup>7</sup> with a fast-growing economy. According to the International Monetary Fund, the economy of the Philippines is the 32<sup>nd</sup> largest in the world and the 13<sup>th</sup> largest economy in Asia. It is the 3<sup>rd</sup> highest in South East Asia, after Thailand and Indonesia.<sup>8</sup> A period of sustained economic growth of 6.4 per cent between 2010 and 2019 has slowed however, as the economy contracted by 9.5 per cent in 2020 due to Covid-19.<sup>9</sup> Despite strong economic growth, rates of poverty remain high in the Philippines, and available data indicate pockets of significant and persistent poverty in some areas, suggesting that high economic growth has not reached the bottom quarter of the population.<sup>10</sup> Overall, however, poverty has decreased, with the poverty rate falling from 26.6 per cent in 2006 to 16.6 per cent in 2018. Inequality has also reduced, from a Gini Index of 47.2 in 2006 to 42.3 in 2018.<sup>11</sup> While poverty rates have decreased for children, they remain high. In 2018, 23.9 per cent of children (under the age of 18) were classified as living in poverty. Undoubtedly, these figures will have been negatively impacted by COVID-19.

Despite some encouraging progress in recent years, there are still limitations to children's access to education in the Philippines. Less than 50 per cent of children aged 3-4 are enrolled in pre-school. Net enrolment in primary education is higher, with a 97.4 per cent enrolment rate in 2010, but a falling rate since that date, to 96.22 per cent in 2015 and 95.18 per cent in 2017.<sup>12</sup> The numbers completing primary education, on the other hand, has been rising, with a rate of 83.43 completion in 2015<sup>13</sup> and 115 per cent in 2018.<sup>14</sup> Pre-Covid secondary enrolment stood at 84 per cent as of 2018.<sup>15</sup> It should be noted that these are pre-COVID statistics.

The Philippines has amongst the highest levels of COVID-19 transmission in the Asia Pacific region. As of 22 March 2022, 3,674,983 COVID-19 cases have been confirmed by the Department of Health (DOH), of which 44,764 are active, and 58,281 people have died.<sup>16</sup>

Early evidence shows that the dual public health and economic crises caused by the COVID-19 pandemic have been felt particularly acutely in the Philippines. In October 2020, the World Bank forecasted that the Philippine economy would contract by 6.9 per cent in 2020, by far the largest drop for any Southeast Asian country. A nationwide survey of micro, small, and medium enterprises (MSMEs) conducted by UNDP in May 2020 found that 71 per cent of MSMEs in the sample had closed due to the lockdown. Concerningly, the COVID-19 pandemic also threatens to reverse the trend of a steady decline in poverty in recent years, with

<sup>6</sup> Local Government Code (1991), Section 2a.

<sup>7</sup> World Bank. World Development Indicators. <http://data.un.org/CountryProfile.aspx?crName=PHILIPPINES>

<sup>8</sup> International Monetary Fund. World Economic Outlook Database, October 2020. IMF.org. 2 August 2021.

<sup>9</sup> Philippine Statistics Authority., Philippine GDP posts -8.3 percent in the fourth Quarter 2020; -9.5 percent for full-year 2020, 28 January 2021. <https://psa.gov.ph/content/philippine-gdp-posts-83-percent-fourth-quarter-2020-95-percent-full-year-2020>.

<sup>10</sup> Philippine Institute of Development Studies. 'Unintended consequences: The folly of uncritical thinking', 2017. p148.

<sup>11</sup> The Gini index measures the extent to which the distribution of income among individuals or households deviates from a perfectly equal distribution; zero represents perfect equality and 100, perfect inequality. World Bank. Gini Index – Philippines. <https://data.worldbank.org/indicator/SI.POV.GINI?locations=PH> [Accessed 2 August 2021].

<sup>12</sup> World Bank. Philippines Education Statistics – Repeaters, Primary Female % of female enrolment 1981-2015. <https://www.ceicdata.com/en/philippines/education-statistics?page=2>

<sup>13</sup> Philippines Development Plan 2017-2022. Table 10.2 Basic Education Indicators. p121.

<sup>14</sup> World Bank. Primary completion rate (% of total age group). 2018.

<https://data.worldbank.org/indicator/SE.PRM.CMPT.ZS?locations=PH>

<sup>15</sup> World Bank. Secondary enrolment. Data as of September 2020. <https://data.worldbank.org/indicator/SE.SEC.ENRR> -- in 2015 the rate was 87.9 and gone down to 83.4 in 2018

<sup>16</sup> Republic of the Philippines Department of Health. Covid-19 Tracker. As of 29 November 2021.

<https://doh.gov.ph/covid19tracker>

estimates suggesting that the crisis could push close to 3 million additional Filipinos into poverty. These economic shocks have had a major impact on children and families. In a rapid assessment conducted by World Vision in June 2020, 92 per cent of surveyed households had had their livelihoods disrupted by the pandemic. Notably, Philippines maintained the longest school closure since the pandemic began, affecting the right to learn of more than 27 million Filipino students.<sup>17</sup><sup>18</sup> Philippines was ranked last in the Bloomberg's Covid Resilience Ranking, highlighting the country's challenges in virus containment and slow vaccination rollouts over the course of 2021.<sup>19</sup>

In September 2018, UNICEF Executive Board approved the [Philippines Country Programme Document \(CPD\)](#), which defines UNICEF programme of cooperation between the Government of the Philippines and UNICEF for 2019-2023. In early 2019, UNICEF signed rolling workplans with counterparts for three years (2019-2021). Following a programme review in 2021, a new set of workplans that was informed by the programme review, were signed in March 2022 to cover the remaining period of the country programme.

The evaluation of the previous country programme highlighted the importance of continued strategic capacity development and the strengthening of policy implementation. Its recommendations include transitioning out of direct cash transfers, procurement services and direct implementation towards high-level strategic upstream engagement. The evaluation also emphasized the importance of working with the regional and provincial levels of Government to strengthen the coordination of programmes and increase the capacity of national partners to scale up successful implementation models.

The CPD 2019-2023 focuses on the following key areas: (a) addressing the persistent bottlenecks in the provision of holistic early childhood care and development and comprehensive adolescent services; (b) the development of special measures for indigenous children, children with disabilities and children living in conflict- and hazard-prone areas; and (c) the promotion of positive social norms and parental practices. The CPD, that benefited from a series of consultations, identified UNICEF as having a key role in partnering with national and subnational government agencies to (a) address the fragmentation of services by strengthening vertical and horizontal coordination across government; (b) strengthen the implementation and inclusiveness of national programmes; (c) fill evidence gaps through the generation, analysis and use of data and strategic information; and (d) address structural constraints in strategic planning and budget execution.

The CPD and its associated Programme Strategy Notes (PSN) articulate UNICEF focus and its intended strategic positioning. The overall goal of the 2019-2023 CPD is that *"All children and adolescents in the Philippines, especially the most disadvantaged, progressively enjoy their rights to survival, development, protection and participation, in a sustained manner and including in emergencies."* To do so, UNICEF supports the Government to extend the coverage and implementation of policies and legislation that benefit children and the most disadvantaged; to support the implementation of positive budget reforms and leverage the considerable fiscal space; to innovate and adapt national programmes to support inclusivity and relevance in diverse remote rural areas, impoverished urban areas, hazard- and conflict-prone areas; and to strengthen national capacity to monitor change for children.<sup>20</sup>

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<sup>17</sup> UNICEF Philippines, 25 August 2021. Filipino children continue missing education opportunities in another year of school closure, Source: <https://www.unicef.org/philippines/press-releases/filipino-children-continue-missing-education-opportunities-another-year-school>. Retrieved 13 April 2022.

<sup>18</sup> UNICEF Philippines. Reopening schools safely in the Philippines: Without urgent action, the learning crisis could turn into a learning catastrophe. Source: <https://www.unicef.org/philippines/reopening-schools-safely>. Retrieved 21 April 2022.

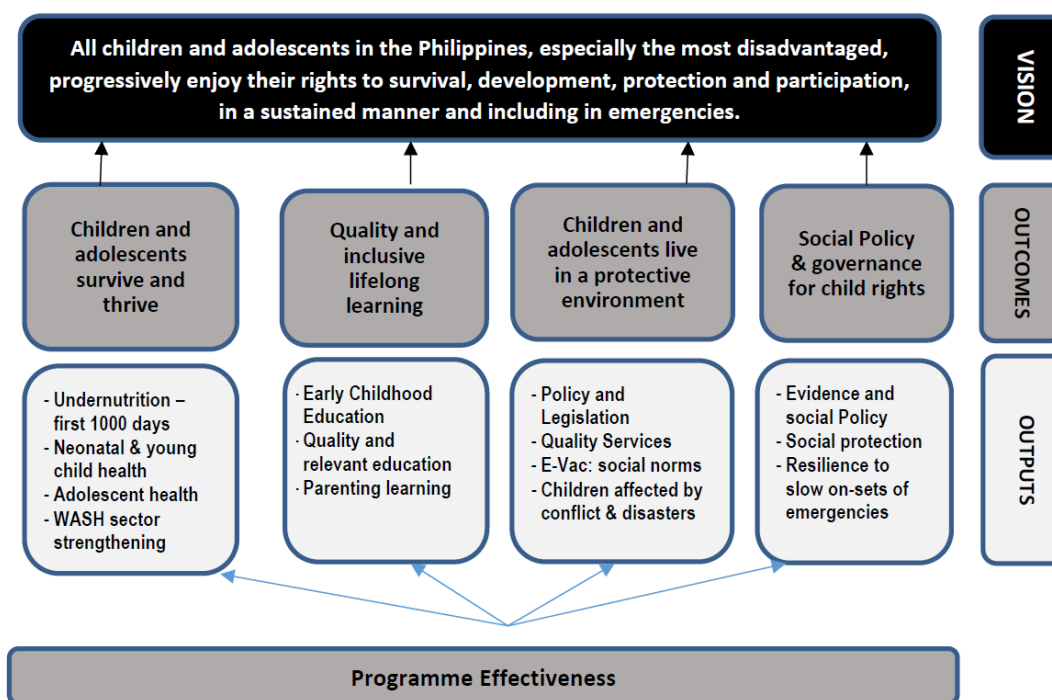
<sup>19</sup> Bloomberg News, September 29, 2021. Why the Philippines Became the Worst Place to Be in Covid. Source: <https://www.bloomberg.com/news/articles/2021-09-29/why-the-philippines-just-became-the-worst-place-to-be-in-covid>. Retrieved 13 April 2022.

<sup>20</sup> Country Programme Management Plan and Integrated Budget 2019 – 2023. Philippines Country Office

The country programme is built around five linked outcomes that strengthen the normative environment for children:

1. **Children and Adolescents Survive and Thrive:** primarily focused on reducing (a) neonatal deaths; (b) under-5 stunting; (c) preventable deaths, disease and injuries among children and adolescents; and (e) inadequate water, sanitation and hygiene (WASH) environment.
2. **Quality and Inclusive Lifelong Learning:** primarily focused on (a) accelerating access to early childhood education; (b) enhancing the relevance of learning in elementary school, including for indigenous populations; and (c) enhancing the knowledge and skills of parents and caregivers.
3. **Children and Adolescents Live in a Protective Environment:** primarily focused on supporting (a) the reduction of unacceptably high levels of Violence Against Children (VAC); and (b) adequate protection, care, and access to quality social services for children affected by armed conflict.
4. **Social Policy and Governance for Child Rights:** primarily focused on income poverty, multidimensional child poverty, and the need to build family resilience to shocks and stresses due to natural disasters, armed conflict or climate change.

**Figure 1: The Overall Conceptual Framework and Programme Theory of Change (ToC)**



\*E-Vac – End Violence Against Children

The strategic approaches in all the programme components, will retain a strong focus on:

- **Equity-driven investments for children and adolescents and gender-responsive programming in all contexts:** The SITAN provides evidence that huge unmet needs still exist for key populations of children. UNICEF will use the data to provide a sharper focus on the existing targeted support to children and adolescents in hazard- and conflict-affected Autonomous Region in Muslim Mindanao (ARMM), children from indigenous families, children with disabilities, the urban poor children, children in need of special protection and children from displaced and migrant populations.
- **Being better prepared for emergencies while retaining programme continuity:** Given the country’s high vulnerability to natural disasters and the ongoing conflict in Mindanao, UNICEF will continue to provide humanitarian assistance to address critical vulnerabilities. However, given increased overall national capacity to respond to emergencies, there will be reduced emphasis on direct provision of humanitarian

assistance. Increasingly, UNICEF's role will focus on building the capacities of government institutions and national partners to prepare for, and respond to, the needs of vulnerable populations. This does not preclude UNICEF from providing direct support in humanitarian situations when requested by government partners.

- **Promoting Social Cohesion and Adopting a Peacebuilding Perspective to Programming:** The SITAN in ARMM highlighted the acute vulnerabilities, severity of deprivations and additional risks for children living in Muslim Mindanao – the result of protracted conflicts between non-state armed groups and the State as well as conflicts between communities, compounded by frequent natural disasters. The relatively young autonomous government structure for Muslim Mindanao has so far not been able to fully respond to needs due to weak capacities and limited resources to initiate and sustain development efforts.

### **Intervention Strategies**

The Country Programme's intervention strategies have an increased focus on working not only at the national level but more so at the regional, provincial and municipality levels of government where chances to manage and effect relevant catalytic changes for children are at-scale and more far-reaching.

The key intervention strategies employed in the country programme are:

- a) Evidence generation and use – PCO to support government agencies to produce high-quality evidence that can be used to influence and inform the development and implementation of policies and programmes for children, identify emerging and strategic issues and, through knowledge sharing, contribute to the global knowledge on children.
- b) Policy Advocacy – Through the application of systematic advocacy to influence policies, plans and budgets that have the greatest impact on child poverty, multidimensional child poverty and family resiliency. Policy advocacy will be informed by lessons and good practices from implementation in targeted provinces and Local Government Units (LGUs).
- c) Public Discourse and Social Norms – The vibrant mass media, digital and social media existing in the country afford opportunities to engage more directly with large parts of the populations – particularly the large populations of young people – together with active civil society, to increase positive partnerships with key actors and advocates and the private sector to influence positive social change.
- d) Developing and leveraging resources and partnerships for children – Engaging national, regional, provincial and local authorities, relevant councils and boards at each level in programme planning to establish priorities and solicit commitment to use UNICEF funds as a 'catalytic' resource for effective, scalable and sustainable interventions. There will be a focus on strengthening collaboration and coordination between stakeholders.
- e) Investing in strategic policy level capacity development and programme implementation strategies – at national level and support at subnational level to LGUs to develop and deliver child- and equity-focused integrated programmes, as well as improve planning, budgeting and coordination between government actors to promote a model of child- and equity-focused approach to local governance.
- f) Harnessing Innovation – investing in high-quality technical assistance to develop costed multisectoral models that maximize the opportunities through technology to leverage national investments for children, and address equity gaps for children and position the Philippines to benefit from and be a significant contributor to global knowledge and best practices.

Since the beginning of the country programme significant progress has been achieved against the results set in the country programme document. However, the COVID-19 pandemic hit during the second year of the

country programme implementation, and significantly impacted outcomes for children in the Philippines, with schools being closed for two years, increasing issues of mental health and worsening health and nutrition indicators. UNICEF Philippines adjusted its positioning and activities in light of the changing context. It played a central role in supporting the government in the roll out of the COVID-19 vaccine. It also provided technical advice to the government to strengthen distance learning and advocated for the school reopening. UNICEF Philippines also strengthened its capacity and efforts on risk communication and community engagement (RCCE). Throughout the CPD implementation key programming milestones were achieved including the adoption of key policies, legislations and strategic plans; strengthening of national and subnational capacities, including increase resource allocation for children at provincial level; and introduction of innovative approaches such as shock-responsive social protection; among many achievements. However, the programme also incurred some delays due to the COVID-19 pandemic. The recurring emergencies due to natural hazards including typhoons, earthquakes and volcano eruptions continued to require UNICEF active emergency preparedness and response. In the Bangsamoro Autonomous Region of Muslim Mindanao (BARMM), UNICEF strategically supported the newly established regional authorities in their efforts, particularly in planning and better understanding and addressing the needs of children.

The programme review in 2021 pointed to the need for greater focus on integrated system strengthening and capacity development, particularly at subnational level. It also emphasized the need to strengthen data systems as well as modelling and supporting the implementation of national policies and frameworks.

In terms of partnership strategies, CPC8 drew from the findings, conclusions, and lessons of the Evaluation of CPC7. The evaluation highlighted “missed partnership opportunities” because of not systematically engaging regional and provincial governments and inter-sectoral agency councils and committees at subnational levels. As a result, the Government and UNICEF identified seven priority areas to work on integrated programming in addition to the areas in BARMM. At the local level, UNICEF aimed to use the Province as its entry point with the aim to balance efforts to influence service delivery (i.e., downstream activities) and to influence the enabling environment (i.e., upstream activities). Programme interventions developed with local governments also seek to support and strike a balance between mandates and capacity required for delivery and implementation.

## **THE OBJECT OF EVALUATION**

The CPE will focus on specific strategic areas of the UNICEF Country Programme 2019-2023. The CPE will assess UNICEF’s strategic positioning within the development community and ability to support national partners, in view of its ability to ensure the children in the Philippines will develop to their full potential and live-in environments that are safe, protective and conducive to their needs. The evaluation will particularly consider UNICEF’s ability to position itself to effectively strengthen systems as well as effectively and efficiently use subnational programming to inform the roll out of national policies and programmes, identify and remove structural bottlenecks in public-sector capacity and implementation challenges related to decentralization.

The scope of the CPE will not cover the entirety of the Country Programme results framework and the CPE will not evaluate every sector independently. It will build on completed or ongoing evaluations, including the child protection evaluation<sup>21</sup>, WASH evaluation, and the evaluation of child-centered Disaster Risk Reduction. It will also draw from the completed or ongoing reviews such as the 2021 programme review, advocacy review conducted in 2021, and the After-Action Review (AAR) of typhoon Odette response to be

<sup>21</sup>Evaluation of UNICEF Philippines’ Child Protection Programme from 2017 to 2020. Source: <https://www.unicef.org/evaluation/reports#/detail/17795/evaluation-of-unicef-philippines-child-protection-programme-from-2017-to-2020>

conducted by mid-2022. The rationale not to focus on every sector is two-fold. First, it is because the CPE will draw from these previous evaluations, and second, it was determined that the CPE should have a more strategic focus on the implementation strategies.

In order to achieve this positioning, the evaluation will have a special focus on the implementation the six strategies highlighted in the 2019-2023 CPD, and listed below. Specifically, the CPE will assess to what extent these strategies are adequate to deliver higher level results articulated in the Theory of Change (ToC) of the CP. The evaluation will also assess to what extent the strategies have contributed to expected programme results so far and the higher-level impact on the lives of children.

1. **Evidence generation and use** - reviewing efforts to generate high-quality evidence that is used to influence and inform the development and implementation of policies and programmes for children, as well as the efforts to support the government for systematic collection, analysis and use of disaggregated data.
2. **Policy advocacy** – reviewing UNICEF advocacy priorities and systematic efforts and associated ability to influence policies, plans and budgets. This will particularly build on the Advocacy Review that was conducted in 2021
3. **Public discourse and social norms** – special focus on social and behaviour change and communication strategies. Reviewing UNICEF’s efforts in terms of communication for development (C4D) and in light of the growing demand for UNICEF support in this field.
4. **Developing and leveraging resources and partnerships for children** – assessing successes or failures drawn from partnerships, including with the private sector, and documenting lessons learnt from partnerships.
5. **Investing in strategic policy level capacity development and programme implementation strategies** – particularly focusing on engagement strategies at subnational level, as well as UNICEF programming engagement in BARMM.
6. **Harnessing innovation** – particularly focusing on challenges and opportunities to leverage the digital transformation and leverage Technology for Development (T4D) solutions.

After a preliminary review of the above strategies, the ToC should be considered and revised, updated and adapted to the current context of the country during the inception phase.<sup>22</sup>

The evaluation will also assess the following:

- The extent to which the six core strategies are adapted and adequate to deliver higher level results in development settings
- The extent to which UNICEF Philippines effectively adapted those strategies and its positioning in a rapidly changing context, particularly with the impact of the COVID-19 pandemic and the needs of children throughout the pandemic.
- The extent to which the humanitarian, development, and peacebuilding (HDP) nexus was effectively implemented during the CP in emergency settings
- The evaluation will also assess the extent to which UNICEF Philippines effectively adapted this sub-national partnership strategy and its positioning in a rapidly changing context, particularly with the impact of the COVID-19 pandemic.

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<sup>22</sup> Where necessary, the evaluation team to develop sectoral and overall ToCs for the purpose of this evaluation during the inception phase.

## PURPOSE, OBJECTIVES, INTENDED USE, AND SCOPE OF THE EVALUATION

The main purpose of the CPE is to draw lessons learned to inform the design and implementation of the next UNICEF Philippines Country Programme (CP) 2024-2028. The evaluation will inform the remaining period of implementation of the current Country Programme. The UNICEF Philippines CPE will also inform the development of the new UN Sustainable Development Cooperation Framework (UNSDCF), particularly looking at UNICEF's efforts to maximize joint programming with other United Nations (UN) agencies, including support for localizing the Sustainable Development Goals (SDGs), promoting a comprehensive approach to peacebuilding in Mindanao, and in implementing the normative role of the UN.

The CPE will contribute to organisational learning on UNICEF's strategic positioning (i.e., comparative advantage and value proposition), and enhance its accountability to the Government, donors, peers and implementing partners. It is expected that UNICEF and its partners in Philippines will benefit most from an evaluation of how well UNICEF is strategically positioned to realize its CP goals for children, and to be a partner going forward for the child focused issues prioritized by the Government. The results of this CPE are expected to be available just as UNICEF and partners and government begin to formulate the 2024-2028 Country Programme.

The purpose of the CPE is twofold:

- a) To support **managerial decision-making** in the current programme, as well as preparations for the next CP development process. The CPE will examine UNICEF's strategic positioning in Philippines through the lens of the six above mentioned implementation strategies.
- b) To support **organisational and local learning about what works and does not work**, especially to inform the extent to which UNICEF Philippines Country Office is strategically able to implement the six core strategies to achieve the expected results in the current CP and next programming cycle.

### Evaluation Objectives

The overall objectives of the CPE are:

1. To assess the relevance, coherence, effectiveness, efficiency, and sustainability of the implementation strategies with a formative and forward-looking focus on the current and future programming. This is to inform the extent to which UNICEF Philippines Country Office can implement them strategically.
2. To assess the relevance, coherence, effectiveness, efficiency, and sustainability of the CPC8 sub-national partnership strategy with a formative and forward-looking focus on the current and future programming. Where data is available to also assess the impact of the sub-national partnership strategy.
3. To review the coherence, effectiveness, and efficiency of the implementation strategies in humanitarian settings versus development settings, presenting the results in a comparative matrix.
4. Provide an assessment of UNICEF's strategic positioning (UNICEF's added value and comparative advantages) within the development community and national partners, in view of its ability to respond to the needs of children in the Philippines. *[A contribution to this objective will be a stand-alone deliverable that presents a perception survey of major stakeholders about the roles UNICEF is well or poorly positioned to play].*

5. Identify lessons learned about what works and does not work and provide a set of forward-looking and actionable recommendations on how UNICEF can most effectively position itself and build on its comparative advantage to deliver with strength the expected results in the current CP and next programming cycle.

It is important to note, the evaluation will have a strong focus on the extent to which the Country Programme adapted and pivoted to new and changing realities in the context of the COVID-19 pandemic.

**Key Users and Intended Use**

The table below shows the primary and secondary users of the evaluation and intended use of the results. The primary user of the CPE is the UNICEF Philippines Country Office. Other users include UNICEF East Asia and Pacific Regional Office, Government of Philippines, UN Country Teams, key development partners and donors, and the duty bearers and rights holders (particularly children and vulnerable groups).

<b>USERS OF THE EVALUATION AND INTENDED USE</b>	
<b>Users of Evaluation</b>	<b>Intended Use of Evaluation</b>
<b>Primary</b>	
UNICEF Philippines Country Office (PCO)	<ul style="list-style-type: none"> <li>• Provide learning on how PCO can most effectively position itself and build on its comparative advantage to deliver with strength the expected results articulated in the UNICEF 2019-2023 Country Programme Document</li> <li>• Inform the design and strategic approaches to implementation, programming and advocacy priorities for the next Country Programme (2024-2028)</li> <li>• Inform UNICEF on how to best position itself in Philippines and how to most effectively work together with key stakeholders to improve the lives of children and adolescents in the following Country Programme and through the remainder of the current CP.</li> <li>• Inform PCO on how to most effectively support the Government of Philippines to improve the lives of children and adolescents, especially the most disadvantaged, progressively enjoy their rights to survival, development, protection and participation, in a sustained manner and including in emergencies.</li> </ul>
<b>Secondary</b>	
UNICEF East Asia and Pacific Regional Office	<ul style="list-style-type: none"> <li>• Provide learning and insights on the effectiveness of UNICEF’s strategies and approaches in the Philippines, and countries with similar socio-economic situation as the Philippines.</li> <li>• Inform the Regional Office’s planning and areas of support to PCO.</li> </ul>
Government of Philippines	<ul style="list-style-type: none"> <li>• Share insights about the anticipated improvements and refinements of current PCO’s CP and the next 2024-2028 CP’s strategies and implementation approaches</li> <li>• Inform Government policies, planning and programming on areas of collaboration with UNICEF for local capacity development and context specific programme implementation strategies.</li> </ul>
UN Country Teams, key UNICEF development partners and donors	<ul style="list-style-type: none"> <li>• Coordinate with and provide inputs to the joint evaluation of the UN Sustainable Development Cooperation Framework (UNSDCF)</li> <li>• Share insights on UNICEF evolving comparative advantage and 2024-2028 value proposition for the development of the next UNSDCF</li> <li>• Inform on areas that need support and improvements to better support results for children that can be used in funding decisions</li> <li>• Provide objective evidence on UNICEF’s commitment to learning and improving.</li> </ul>

USERS OF THE EVALUATION AND INTENDED USE	
Users of Evaluation	Intended Use of Evaluation
<b>Primary</b>	
Rights holders and duty bearers	<ul style="list-style-type: none"> <li>Increased awareness of UNICEF’s areas of work and opportunities for meaningful engagement in setting priorities for programming activities and initiatives that relate to them</li> </ul>

SCOPE OF EVALUATION
<p>The CPE will focus on the 2019-2023 UNICEF Philippines Country Programme and cover the implementation period from the beginning of the current CP and UNSDCF to the present (2019 to mid-2022). The following is the general proposal, that may need to be adjusted and modified during the inception phase.</p> <p><u>Thematic scope:</u> Thematically, the CPE will examine UNICEF’s strategic positioning in Philippines particularly UNICEF’s value added in terms of strengthening systems; convening and facilitating collaboration and coordination between sectors to promote stronger programme integration; promoting equity-driven investments for children and adolescents and gender-responsive programming in all context; and promoting social cohesion and adopting a peacebuilding perspective to programming. This will be done through the lens of the six implementation strategies: <i>Evidence generation and use; Policy advocacy; Public discourse and social norms; Developing and leveraging resources and partnerships for children; Investing in strategic policy level capacity development and programme implementation strategies; and Harnessing innovation.</i></p> <p><u>Geographical scope:</u> The geographic emphasis of the CPE evaluation will be at the national and sub-national level. At the sub-national level, a particular focus will be on engagement strategies in three priority provinces (Samar, Northern Samar and Zamboanga del Norte) and four cities (Angeles, Valenzuela, Zamboanga City, and Cagayan de Oro) and UNICEF programming engagement in Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). The reasoning behind why these areas were selected for UNICEF interventions is articulated in the Programme Strategy Notes (PSN) that will be shared with the evaluators.</p> <p><u>Chronological scope:</u> The timeframe to be evaluated is the implementation period of the current Country Programme that is, from January 2019 to mid-2022. The time period includes the COVID-19 pandemic, which considerably affected the implementation of the country programme from early 2020. Therefore, the CPE will assess the use (or non-use) of adaptive programming practices and the extent to which the country programme remained relevant and strategically positioned to address the changing reality for children in the Philippines.</p>

EVALUATION CRITERIA AND QUESTIONS
<p>In accordance with UNICEF guidance on CPE, the evaluation will focus on the OECD-DAC criteria of <b>relevance, coherence, effectiveness, efficiency, and sustainability</b>. In addition to OECD/DAC evaluation criteria, the evaluation will prioritize <b>gender, equity, and human rights</b> as key criteria to be prioritized throughout the evaluative process. Evaluation questions have been prioritized and structured in line with these criteria.</p> <p>UNICEF seeks specific information that can help the country office to assess its strategic positioning through the lens of the six core implementation strategies. The CPE should provide adequate, detailed and specific information to allow for any necessary midcourse adjustments as well as to inform the design of the next Country Programme (2024-2028).</p> <p>Below are preliminary evaluation questions which will be finalized during the inception phase. They can be commented on and adjusted by the bidders in their technical proposal.</p>

Relevance – it is critically important for UNICEF to independently assess the extent to which UNICEF’s strategic positioning and its combined mix of implementation strategies are appropriate to the country context including the evolving situation with the impact of the COVID-19 pandemic, and can address the needs of children.

- To what extent is UNICEF strategic positioning clearly articulated and relevant to achieving the results planned in the country programme?
- To what extent are the implementation strategies adequate to address critical bottlenecks to the realization of child rights; support UNICEF strategic positioning and achieve the intended goals articulated in the CPD within the country context?
- To what extent did UNICEF adapt the mix of these strategies, and its overall strategic approach, to address the changing context and evolving needs of the key national and sub-national stakeholders, and rights holders (including the most vulnerable and marginalised)? The question should be answered taking the COVID-19 context into consideration.
- How relevant is the CO’s strategic approach to address the challenges related to equity and gender equality at the national and local levels?
- To what extent UNICEF’s subnational programming is relevant to support system strengthening?
- To what extent is UNICEF engaging with the right stakeholders at national and subnational levels?
- To what extent UNICEF cross-sectoral programming is relevant to the country context?

Coherence – This set of questions assess the extent to which the core implementation strategies are complementary with and supportive of those from government, other UN agencies and development partners.

- To what extent is UNICEF perceived to be operating in its areas of comparative strength considering the array of other actors? [This question to consider both downstream and upstream engagements].
- To what extent UNICEF’s added value is clear and coherent with key stakeholders?
- To what extent are the implementing strategies adequately linked with other interventions in the country so that they form a synergetic set that is coherent and accelerates achievement of programme results, especially for the most vulnerable?
- To what extent are UNICEF strategies aligned with national priorities, national and international partners’ policies? To what extent is the CP strategy linked to and achieving synergetic effects with other interventions of UN agencies?
- To what extent were meaningful partnerships or coordination mechanisms established with other key actors e.g., government at national and local levels, other UN agencies, civil society, NGOs, private sector, academia, etc. to avoid duplication of efforts, miscommunication and clearer accountabilities?

Effectiveness – the extent to which the implementation strategies have contributed to or expected to contribute to UNICEF’s strategic positioning within the development community and contributed to removing of bottlenecks and fulfilment of child rights in the Philippines.

- To what extent did UNICEF realize and use the optimum strategic positioning in support to the country programme results?
- To what extent did the strategies contribute to [or are expected to contribute to] UNICEF’s strategic positioning and achievement of the planned results? The degree of effectiveness due to collaboration with the development community and national partners? Which change strategies contributed the most and the least to UNICEF’s strategic positioning and contribution to planned results?
- Are there evidence of positive/negative unintended consequences that stem from these implementation strategies? Could they have been foreseen and managed?
- What are the major factors (internal and external) influencing the contribution (or not) of the core implementation strategies to UNICEF’s strategic positioning?

- To what extent was the combination of strategies optimized to achieve highest results?
- To what extent was UNICEF able to effectively leverage its work at subnational level to achieve results at scale for children?

**Efficiency** – The CPE will measure how the economic resources/inputs (funds, expertise, time, etc.) were converted into results, particularly in achieving UNICEF strategic positioning and in operationalizing its strategies, managing partnerships and internal/external coordination.

- To what extent were UNICEF resources focused on interventions that were expected to produce significant results (prioritization/concentration versus spread of programming)? If resources were not focused, what was the rationale for decisions on their use?
- To what extent did prioritization exercises lead to strategic changes to the results framework and the prioritizing key activities and outputs? To what extent did the office manage to “right-size” the number and type of outputs based on the new contexts including COVID-19 pandemic (financial, political, operational)? Could the same results have been achieved using different strategies (or set of strategies) or with fewer resources?
- To what extent did UNICEF establish the right partnerships and coordination mechanisms, in support of its strategic approaches?
- To what extent were there operational bottlenecks relating to UNICEF’s strategic approaches that impeded, or threaten to impede, the delivery of UNICEF’s work?
- To what extent did cross-sectoral programming contribute to (or impede) efficiency gains in achieving UNICEF strategic positioning and achievement of planned results?
- To what extent were the key strategies clearly articulated, sufficient expertise and skills leveraged, and efficient monitoring systems established?

**Sustainability** – This set of questions assesses the extent to which the implementation strategies have succeeded in creating opportunities for the government to adopt, enhance and support results for children, especially the most marginalized in a sustainable manner:

- To what extent has UNICEF Philippines contributed to improving government systems, service delivery mechanisms, and service integration in a manner that the benefits for children would extend after the termination of UNICEF programmes? *[Provide clear evidence of where this has been the case what have been enabling factors, and where it has not been the case, the reasons why and key challenges]*
- To what extent has PCO contributed to the development of policies, action plans and other normative documents that provide a medium to long term approach for realizing the rights of children?
- To what extent were interventions designed and implemented in a way that enhances and enables their replicability and/or scale-up?
- Has UNICEF planned an exit strategy for its interventions? *[With a special focus on subnational level]*
- What are the major factors which influence the achievement or non-achievement of sustainability of the UNICEF programme?
- Are the activities and their impact, particularly at subnational level, likely to continue when UNICEF’s support is withdrawn? What are the contributing or constraining factors to make a durable change?

**Note:** Gender<sup>23</sup>, equity and human rights, will be mainstreamed in the evaluation questions across the five criteria.

- How well were gender, equity, and human rights goals and processes incorporated into the planning and implementation of key strategies?
- How well did UNICEF Philippines succeed in involving women, men, children, adolescents and other rights-holders, especially the most disadvantaged and marginalized ones?

<sup>23</sup> It is important to link this criterion with the Gender Programmatic Review.

Bidders are encouraged to propose changes to the questions and sub-questions and even to add sub-questions in their proposals. The technical proposals should also include a preliminary evaluation matrix linking evaluation criteria and questions with appropriate indicators, the proposed methods of data collection and analysis as well as and data sources for answering each evaluation question (and exploring the sub-questions). The proposal should show the firm's ability to develop appropriate metrics for assessing each question objectively. In consultation with the Evaluation Reference group, and in agreement with the management team, the questions can be re-prioritized and modified by the evaluation team during the inception phase.

## **EVALUATION DESIGN AND METHODOLOGY**

Based on the objectives of the evaluation, this section indicates a possible approach, methods, and processes for the evaluation.<sup>24</sup> Methodological rigor will be given significant consideration in the assessment of proposals. Hence bidders are invited to interrogate the approach and methodology outlined in the ToR and improve on it or propose an approach they deem more appropriate. In their proposals, bidders should clearly refer to triangulation, sampling plans, ethical considerations and methodological limitations and mitigation measures.

This evaluation should follow a participatory, utilization-focused, and theory-based approach, with mixed methods (qualitative and quantitative) of data collection and analysis. Under a utilization-focused approach, the evaluation will facilitate senior management decision-making on developing future initiatives. The evaluation team would be expected to assess Theories of Change within the Programme Strategy Notes for the programme components and assess and validate these in the evaluation, and help stimulate reflection and inform thinking for the next Country Programme. As the focus areas refer to core implementing strategies, the theory-based approach would set out a strong focus on pathways of change and whether focus areas are enabling and accelerating the achievement of results as set out by the Theories of Change.

With a strong focus on utilisation, the approach of the evaluation will concentrate on engaging with the principal users of the evaluation process and report – UNICEF country and regional offices, key stakeholders in national government ministries and departments, representatives at national and sub-national level, and other UN organisations working in Philippines throughout the process. This includes involvement of the stakeholders in the evaluation design (inception phase), in the validation of data collected and emerging results as well in the formulation and validation of recommendations. This will increase the relevance of the questions asked, the appropriateness of the data collected as well as the level of actionability and usefulness of the recommendations.

### **Data Collection Methods**

Mixed methods will be incorporated as far as possible. The CPE will rely on quantitative and qualitative data methods that will be triangulated. The evaluation will use data from primary and secondary sources, including desk review of documentation, interviews with key informants, perception survey, and focus group discussions to consult groups of rights holders and duty bearers as appropriate. The final design should specify how data collection and analysis methods integrate gender, equity, and human rights considerations throughout the evaluation process.

**A comprehensive desk review** of available documentation (e.g., country strategy and associated reports, annual reports, workplans, evaluation reports, mid-year and end-year reviews, third party monitoring, research and studies, and report from the key programme review). Key government documents also need to

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<sup>24</sup> The proposed methodology is just indicative and based on internal experience in conducting similar evaluations. There will be a need to develop a detailed design, analytical methods and tools during the inception phase based on additional literature review and in consultation with UNICEF Philippines.

be reviewed, such as the Philippines Development Plan and key sectoral, thematic action plans, among others. The desk review should culminate in a synthesis from the documents reviewed, and be included as an annex to the Inception Report.

**Key informant interviews:** Discussions with key stakeholders (e.g., focal points from UNICEF, government officials, other UN agencies, development partners, implementing partners, civil society organizations, private sector, and academia) will be largely qualitative, and might involve face-to-face and remote modalities. An initial consultation through key informant interviews (KIIs) with mostly UNICEF Philippines Country Office (current and former staff) and Regional office will be undertaken at the inception phase to shape the inception process.

**Focus group discussions (FGD):** As appropriate, inputs from groups of rights holders and duty bearers will be gathered through focus group discussions. The number, participants and nature of the FGD will be articulated in the Inception Report.

**Perception survey of major stakeholders<sup>25</sup>:** For assessment of UNICEF's strategic positioning (UNICEF's added value and comparative advantages), it is required that a perception survey be conducted. The method to accomplish it should be described in the technical proposal. This survey will be a stand-alone deliverable that will also be summarized within the full final report. The evaluation will build on a 2016 stakeholder survey that was designed to gather perceptions from a range of stakeholders to inform UNICEF's strategic positioning and programming approach in the Philippines. The survey can serve as a baseline to assess progress and important shifts in UNICEF's strategic positioning.

A sampling strategy should be included in the Technical Proposal, setting out how geographic areas and different stakeholder groups will be sampled. This applies to both quantitative and qualitative data collection.

Data triangulation will be of crucial importance. The findings, conclusions and recommendations should be based on triangulated evidence. Three types of triangulation methods could be adopted: 1) cross reference of different data sources (from key informant interviews, perception survey, and review of documents); 2) investigator triangulation through the deployment of several evaluators; and 3) review by participants through the respondents' validation meeting and consultation with UNICEF and government key respondents during the report drafting process. The triangulation efforts will be tested for consistency of results, noting that inconsistencies do not necessarily weaken the credibility of results, but may reflect the sensitivity of different types of data collection methods. This is to ensure validity, establish common threads and trends, and identify divergent views.

In the proposal, bidders will assess options and set out detailed methods suited to meeting the requirements of the purpose, scope and objectives of this evaluation.

#### **Data analysis plan**

Bidders must also pay attention to the evaluation design, tools to be used, and analytic approaches to be employed to make sense of the data. It is important that the evaluators integrate evaluative thinking throughout the evaluation. Bidders should articulate their plans for analysing and synthesizing the data collected from each method in the Inception Report. They should note tools and approaches for qualitative and quantitative analysis and how analyses will be drawn together to develop the findings and conclusions.

#### **Norms and Standards**

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<sup>25</sup> The external stakeholders to be targeted will include government, UN agencies, bilateral/multilateral agencies, CSOs/NGOs, academia, media, private sector, etc.

The evaluation will follow the [UNEG Norms and Standards for Evaluations](#) as well as [UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis](#). It also have to consider [UNEG Guidance on integrating Human Rights and Gender Equality in Evaluation](#) and [UN-SWAP Evaluation Performance Indicators](#). The final evaluation report should be compliant with [UNICEF-Adapted UNEG Evaluation Reports standards](#) and UNICEF's Global Evaluation Reports Oversight System (GEROS) review criteria and prepared according to the UNICEF Style Guide, UNICEF Publication Toolkit and UNICEF Brand Toolkit. Overall quality ratings and evaluation reports are then available on the UNICEF website: <https://www.unicef.org/evaluation>.

### **Limitations**

The evaluation limitations should be taken into consideration in the technical proposal and in the design of the methodology and approach to be followed. Bidders are encouraged to identify the limitations of the proposed methods and any risks related to evaluation conduct as well as mitigating measures for these limitations and risks in the proposal.

It is important to note, given that the evaluation's main objective is to feed into the design of the next CP, the timescale for the CPE is tight. The initial discussions on the design of the new Country Programme are expected to begin within the third quarter of 2022.

### **Ethical Considerations**

UNICEF requires evidence generation conducted to be in full compliance with ethical considerations, including during evaluations, research and data collection. Ethical considerations will be assessed and documented, and clearance will be sought before data collection can commence. The ethical review will include the complete set of evaluation documents including proposal, inception report, TOR, and related data collection instruments (interview guide), and other tools as applicable (consent form, protection protocol). Documentation for ethical clearance will be prepared by the evaluation team in accordance with the requirements of UNICEF and UN guidance, including but not limited to [UNEG Ethical Guidelines for Evaluation \(2020\)](#); [UN Evaluation Group Code of Conduct for Evaluation in the UN System, 2007/8](#); and the [UNICEF Procedure for Ethical Standards and Research, Evaluation and Data Collection and Analysis](#) (2015). Ethical review from an Independent Review Board (IRB) should be considered in the proposal and in the timeline and are the responsibility of the consultant. Good practices not covered herein are also to be followed. Any sensitive issues or concerns should be raised with the Evaluation Manager as soon as they are identified.

During the evaluation process, full compliance with all UNEG and UNICEF ethical guidelines will be required. All informants should be offered the possibility of confidentiality, for all methods used. Dissemination or exposure of results and of any interim products must follow the rules agreed upon in the contract. In their proposals, bidders should describe their data and document protection protocols. Unauthorized disclosure is prohibited.

## **EVALUATION TIMELINE AND DELIVERABLES**

The evaluation will include three distinct stages.

An **initial inception phase** which will include preliminary desk review and discussions with key stakeholders leading to an inception report. The Inception Report (IR) will be key in confirming a mutual understanding of what is to be evaluated, including additional insights into executing the evaluation. The IR presents the complete methodology approach to conducting the evaluation, with all tools fully drafted. All design issues under discussion are finalized in the IR, including any revisions to the questions, the reference group role and supervisory quality assurance.

The report will include, among other elements:

- i. Evaluation purpose and scope, confirmation of objectives of the evaluation;
- ii. Evaluation criteria and questions;
- iii. Evaluation methodology (including sampling criteria), along with a description of data collection methods and data sources (incl. a rationale for their selection), advanced draft data collection instruments, for example questionnaires, with a data collection toolkit as an annex, an evaluation matrix that identifies descriptive and normative questions and criteria for evaluating evidence, data analysis methods and a data analysis plan, a discussion on how to enhance the reliability and validity of evaluation conclusions, a description of the quality review process, a discussion on the limitations of the methodology and ethical considerations;
- iv. Proposed structure of the final report;
- v. Evaluation work plan and timeline, including a revised work and travel plan (where applicable) and deliverables timeline;
- vi. Annexes (i.e., organizing matrix for evaluation questions, data collection toolkit, data analysis framework).

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

Ethical clearance: Prior to data collection phase, the evaluation shall have an ethical clearance that can be issued either by an external board or an internal board, depending on the case and as required by UNICEF rules and regulations (see ethical clearance section).

The **data collection, analysis, report drafting, and validation phase** will entail a more in-depth desk review and data collection, triangulation and analysis. UNICEF will support the evaluation team to identify key stakeholders. After the data collection process is completed and draft report established, a validation workshop will be conducted to present a draft evaluation report to the Evaluation Reference Group and relevant stakeholders as invited by UNICEF for inputs and comments. The draft report should include findings from the desk review and data collection (primary and secondary) (with an initial attempt to triangulate findings), and conclusions and recommendations. The presentation should also present a matrix of data collected for responding to each evaluation question and point to gaps that challenged the data collection phase.

The draft report will fully conform to the Global Evaluation Report Oversight System<sup>26</sup> of ideally 40 pages but not more than 70 pages plus executive summary and annexes that will be revised until approved.

**Final phase (completion of final report and evaluation briefing)** – A draft final report will be prepared incorporating all comments and findings. A four to five pages summary brief including key findings, conclusions and recommendations. The evaluation briefing note that is distinct from the executive summary in the evaluation report and it is intended for a broader, nontechnical and non-UNICEF audience. A

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<sup>26</sup> UNICEF has instituted the Global Evaluation Report Oversight System (GEROS), a system where final evaluation reports are quality assessed by an external company against UNICEF/UNEG Norms and Standards for evaluation reports. The Evaluation Team is expected to reflect on and conform to these standards as they write their report.

PowerPoint presentation of the final report should be developed to share the final evaluation findings, conclusions and recommendations with the Evaluation Reference Group and for future dissemination events.

Bidders are invited to reflect on each outline and effect the necessary modification to enhance their coverage and clarity. Products are expected to conform to the stipulated number of pages where that applies.

**Important notes:**

- i. Monitoring deliverables about work progress are not listed but will be periodically required.
- ii. Page limits, if any, to be established during the inception period. In general, the final report should not exceed 70 pages and should aim for conciseness, readability, and visual appeal.

Reports will be prepared according to the UNICEF Style Guide, UNICEF Brand Toolkit and UNICEF Publication Toolkit (to be shared with the winning bidder) and UNICEF-Adapted UNEG Evaluation Reports Standards as per GEROS guidelines (referenced before). All deliverables must be in professional-level standard English, and they must be language-edited/proof-read by someone who is proficient in English.

**Proposed Evaluation Timeline**

Phase/Activity	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<b>1. Inception phase</b>							
Kick-off meeting							
Draft inception report (including initial desk review and discussions with key UNICEF focal points)							
Review of/QA of inception report by Evaluation Reference Group (ERG) and HQ's Evaluation QA Focal Point							
Ethical approval							
Final inception report							
<b>2. Data collection, analysis, report drafting, and validation phase</b>							
In-depth desk review							
Conduct key informant interviews and focus group discussions							
Conduct perception survey							
Zero draft final evaluation report							
Review of/QA of draft final report by ERG (round 1)							
Validation workshop (presentation of preliminary findings and recommendations to ERG)							
<b>3. Finalization phase</b>							
Review of/QA of draft final report and evaluation briefing note by ERG (round 2) following the validation workshop							
Revise draft final report and evaluation briefing note based on feedback from ERG							
PowerPoint slide-deck that can be used for dissemination Purposes							
Final report and evaluation briefing note							

Note: The entire assignment is envisioned to run for 7 months with an assumed start date of 1 June 2022 and completed by 15 December 2022.

<b>Deliverables/ Reporting Requirements and Payments</b>		
<b>Deliverables/ Reporting Requirements</b>	<b>Indicative Due Dates (assume start date of 30 May 2022)</b>	<b>Payment Terms</b>
1. Inception Report* (after incorporation of feedback from Evaluation Reference Group) including methodology, final evaluation matrix, and evaluation instruments/tools	End June/early July 2022	20%
2a. Zero Draft Final Evaluation Report*	October 2022	50%
2b. Validation Workshop	Late October 2022	
2c. Draft Evaluation report and evaluation brief* (after incorporation of feedback from Evaluation Reference Group and Validation workshop comments) 2d. A stand-alone perception survey report of major stakeholder groups [government, other UN agencies and development partners, implementing partners, academia, private sector organizations etc.,]	November 2022	
3. Final Evaluation report, evaluation brief and PPT slides*(after incorporation of feedback from Evaluation Reference Group)	Early December 2022	30%
* For review by the Evaluation Reference Group -- allow 2 weeks for the ERG to review and provide feedback. All the deliverables must be compliant with <a href="#">UNICEF-Adapted UNEG Evaluation Report Standards</a> , <a href="#">UNEG Norms and Standards for Evaluations</a> and <a href="#">GEROS Evaluation Quality Assurance Tool</a>		

<b>Dissemination Plan</b>
<p>During the Inception Phase, UNICEF PCO will establish a dissemination plan in consultation with the Evaluation Team. This dissemination plan will become an Annex to the IR. UNICEF PCO will ensure sufficient resource is allocated for dissemination activity outlined in the plan. The evaluation will be disseminated to the relevant stakeholders in the Philippines particularly those identified as primary and secondary users of the evaluation, UNICEF partners, and right holders as appropriate.</p> <p>An evaluation briefing note (4-5 page) and an adequate PowerPoint slide deck summarizing the key findings, conclusions, lessons learned, and recommendations will be developed and disseminated to the key partners through various means such as email roster of relevant partners, UNICEF website posting, distribution at UNICEF and partner key events.</p> <p>Within UNICEF Philippines, the evaluation will be presented to the whole staff through a dedicated session, or through the regular office meetings such as Programme Management Teams/Country Management Team. The evaluation will be shared with EAPRO for dissemination to other countries in the region, and with HQ, for a larger scale dissemination.</p> <p>Once approved, the evaluation report will be electronically submitted to the UNICEF Global Evidence Information System Integration (EISI) within 15 days from the date of completion. The UNICEF Country Office (CO) management is expected to develop and implement a two-year action plan in response to the evaluation recommendations. The CO will also upload the action plan unto EISI and ensure quarterly progress monitoring and reporting.</p>

<b>Qualifications, Specialized Experience and Additional Competencies</b>
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The core evaluation team may comprise of 3-4 full-time experts with one senior-level evaluation expert as Team Leader to lead the evaluation. A gender balanced and culturally diverse team composition, including national team members, is strongly encouraged. Examples of profiles are as follows:

- **Team Leader, evaluator by profession** – with minimum 10 years of expertise and experience in development and humanitarian program evaluation (including country programme and/or outcome level evaluations) preferably with a multidisciplinary background, strong strategic and analytical skills, familiarity with the socio-economic context of South East Asian countries, and with good knowledge of UNEG evaluation norms and standards and experience in conducting UN evaluations (preferably UNICEF or major bilateral donor Country Programmes). As team leader, he/she is responsible for preparing the overall work plan and overseeing its implementation, ensuring coherence of the analytical approach, and ensuring that all evaluation outputs are produced in an acceptable and timely manner. He/she will also be responsible for ensuring cross-cutting issues e.g., gender equality, equity and human rights, including child rights are well considered; ensuring ethical conduct of evaluation; also ensuring integration of the inputs of the other team members into a coherent evaluation report.
- **Team members - international** –with extensive expertise and minimum 7 years of experience in conducting country programme evaluations, knowledgeable of institutional issues related to development programming and work experience in fragile contexts (with excellent knowledge of UNICEF programming areas, including the role of the UN system, partnerships, results-based management, planning and monitoring, policy, advocacy, upstream programming, systems strengthening and behavioural change and sustainable development issues). Familiarity with specific equity, gender, climate and humanitarian, and human rights issues. He/she will be responsible in the development of evaluation methodology and instruments, overseeing data collection and analysis, analysing the findings and formation of recommendations, and drafting the evaluation report.
- **Evaluation associate/coordinator** – will be tasked to support coordination, data collection and interview scheduling and travel arrangements, organizing and documentation of evaluation meetings including the validation event, and all administrative and logistical support required to implement the evaluation. Should be a Filipino national.

Any other named persons in the proposal will have experience and skills that complement the Team Leader. Knowledge and experience with some of the selected programmatic areas that are the focus of the CPE will be necessary. If the Team Leader does not have experience in Philippines, the senior supporting consultant must have this experience.

**Note: All members of the team should have:**

- Strong inter-personal skills and ability to engage effectively with senior stakeholders
- Bringing a strong commitment to delivering timely and high-quality results, i.e., credible evaluations that are used for improving strategic decisions
- Commitment and willingness to work independently, with limited regular supervision; s/he must demonstrate adaptability and flexibility, client orientation, proven ethical practice, initiative, concern for accuracy and quality
- The ability to concisely and clearly express ideas and concepts in written and oral form as well as the ability to communicate with various stakeholders in English.

Back-office support assisting the team with logistics and other administrative matters is also expected to be provided by the evaluation firm. **It is vital that the same individuals that develop the methodology for the proposal will be involved in conducting the evaluation. In the review of the proposal, while adequate consideration will be given to the technical methodology, significant weighting will be given to the quality,**

**experience (CV's and written samples of previous evaluations) and relevance of individuals who will be involved in the evaluation.**

#### **Evaluation Management and Quality Assurance**

The evaluation will be conducted by an external Evaluation Team to be recruited by UNICEF Philippines Country Office. The Evaluation Team will operate under the supervision of a Multi-Country Evaluation Specialist in UNICEF Philippines, together with the EAPRO Regional Advisor Evaluation. Together they will act as Evaluation Managers and therefore be responsible for the day-to-day oversight and management of the evaluation and for the management of the evaluation budget. The Evaluation Managers will assure the quality and independence of the evaluation and guarantee its alignment with UNEG Norms and Standards and Ethical Guidelines and other relevant procedures, provide quality assurance checking that the evaluation findings and conclusions are relevant; and recommendations are implementable, and contribute to the dissemination of the evaluation findings and follow-up on the management response. They will work in collaboration with the Representative and Deputy Representative (Programmes) and closely with the Chief PME. Together with the Multi-Country Evaluation Specialist, they will form an Evaluation Management Team. The role of the evaluation management team is to provide feedback and oversight to every deliverable, including to its first draft version.

An Evaluation Reference Group will be established, including UNICEF staff from different sections of the Country Office, government officials, staff from the UNICEF regional office, and other UN agencies. The Reference Group will have the following roles: contribute to the preparation and design of the evaluation, including providing feedback and comments on the Inception Report and on the technical quality of the work of the consultants; provide comments and substantive feedback to ensure the quality – from a technical point of view – of the draft and final evaluation reports; assist in identifying internal and external stakeholders to be consulted during the evaluation process; provide documentation as needed to the evaluation team; participate in review meetings organized by the Evaluation Management Team and with the Evaluation Team as required; play a key role in learning and knowledge sharing from the evaluation results, contributing to disseminating the findings of the evaluation and participate in the drafting and validation of recommendations.

#### **CONDITIONS OF WORK**

The contractor should provide for their own computer and communication devices, internet connections, and workspace. They should also have to arrange for their own logistics, internet connections, communication and safety.

#### **Criteria for selecting the institutions conducting the evaluation project**

The technical and financial proposals shall be given a weight of 70% and 30%, respectively, for a total score of 100%. The minimum score required for the technical proposal is 49 points. Technical proposals scoring less than 49 points will be considered non-responsive; therefore, will be rejected. Financial proposals shall only be assessed for organizations that passed the minimum required score for the technical component.

The submitted proposal shall be assessed using the following matrix. Hyperlinks to supporting documentation should be provided, please do not share hard copies.

TECHNICAL EVALUATION CRITERIA	REQUIRED SUPPORTING DOCUMENTS	RATING	SCALING	MAX SCORE
<b>COMPANY EXPERIENCE (maximum 15 points)</b>				
1. Years of experience in carrying out evaluation activities and a proven record in delivering professional results	Project reports, reference letters etc.	7 years or more experience	4	4
		5 - 6 years of experience	3	
		3 - 4 years of experience	2	
		Less than 3 years of experience	1	
2. Work experience in East Asia or more specifically in the Philippines	Location details, partners in the region etc.	Coverage in 4 or more countries including Philippines	3	3
		Coverage in 2-3 countries	2	
		Coverage in 1 country	1	
		Coverage in 0 country	0	
3. Experience in conducting evaluation projects either with the UN and/or other international organizations	Proposal showing experience in conducting Evaluation projects for United Nations and/or international organizations	Yes	3	3
		No	0	
4. Experience in conducting country programme evaluations	Reports / examples of projects	3 or more relevant examples	3	3
		2 relevant examples	2	
		1 relevant example	1	
		No example provided	0	
5. Proven high-quality report writing in English	Reports presenting high level of proficiency in report writing in English	3 or more relevant examples	2	2
		1-2 relevant examples	1	
		No examples	0	
<b>PROPOSED TEAM EXPERIENCE (maximum 30 points)</b>				
6. Experience of the team leader in similar (i.e., in evaluations/reviews of country programmes or corporate strategies/policies, including expertise in institutional change, strategy formulation, results-based management)	CV of team leader	The team leader having combined relevant work experience of 15 years or more in similar activities	15	15
		The team leader having combined work experience of 10-14 years in similar activities	10	
		The team leader having combined work experience of 5-9 years in similar activities	5	
		The team leader having combined work experience less than 5 years or more in similar activities	1	

TECHNICAL EVALUATION CRITERIA	REQUIRED SUPPORTING DOCUMENTS	RATING	SCALING	MAX SCORE
7. Experience of the 3 other most experiences team members (excluding team lead) in similar activities (i.e., evaluations, assessments, reviews, research)	CVs of team members	The team members having combined work experience of 15 years or more in similar activities	15	15
		The team members having combined work experience of 10-14 years in similar activities	10	
		The team members having combined work experience of 5-9 years or more in similar activities	5	
		The team members having combined work experience less than 5 years in similar activities	0	
<b>METHODOLOGY (maximum 25 points)</b>				
8. The key elements to be considered are demonstrated understanding of the context and TOR, structure, quality, and completeness of the proposal, and demonstrated ability to conduct data collection ethically. This will entail providing a detailed description of the proposed methodology, describing the approach that will be taken to deliver the outputs for each of the phases as outlined in the TORs), including a description of the design and activities, ethical considerations, envisaged working modalities, which stakeholders are sought to be involved, selection criteria, and how stakeholder involvement will be secured (the methodology shall be in accordance with the Terms of Reference). This section also includes the proposed internal arrangements for ensuring the quality of all evaluation products submitted to UNICEF for review.	A description of the proposed methodology and quality assurance arrangements	The proposed methodology <b>thoroughly</b> describes the envisaged approach taken to deliver the outputs, including a detailed description of evaluation design, activities, working modalities, stakeholders and strategies to secure stakeholder involvement, and quality assurance of all evaluation products	25	25
		The proposed methodology <b>mostly</b> provides a satisfactory description of the envisaged approach taken to deliver the outputs, including a broad description of activities, working modalities, stakeholders and strategies to secure stakeholder involvement, and quality assurance of all evaluation products	15	
		The proposed methodology provides a <b>partial</b> description of the envisaged approach taken to deliver the outputs, including a partial description of activities, working modalities, stakeholders and strategies to secure stakeholder involvement; and	5	

TECHNICAL EVALUATION CRITERIA	REQUIRED SUPPORTING DOCUMENTS	RATING	SCALING	MAX SCORE
		quality assurance of all evaluation products		
		No methodology or description of activities provided	0	
<b>TOTAL TECHNICAL SCORE</b>				<b>70</b>