

## EVALUATION OFFICE, New York, July 2021 TERMS OF REFERENCE

TITLE/PURPOSE	<i>Evaluation of UNICEF contribution to improved teaching and learning</i>
RECRUITING OFFICER	<i>Evaluation Specialist, UNICEF Evaluation Office</i>
CONTRACT MODALITY	<i>Institutional contract</i>
DURATION OF CONTRACT	<i>8 months (August 2021 – March 2022)</i>

### I. Introduction

1. The Evaluation Office (EO), in UNICEF (New York) provides global leadership and oversight for the evaluation function. EO is responsible for developing an agenda and work plan to evaluate UNICEF programmes and processes. We conduct and/or manage independent, corporate evaluations and evaluation syntheses, provide technical assistance and quality assurance for evaluations commissioned at the decentralized level (country and regional offices), as well as other divisions in HQ offices. EO is also responsible for publishing a global evaluation plan that accompanies respective corporate strategies.

2. The Evaluation Office seeks to issue an institutional contract to conduct an evaluation of *UNICEF contribution to improved teaching and learning*. ***This is an invitation to submit full technical and financial proposals to provide services to conduct the evaluation, based on the terms of reference described in this document, and the Education LTA agreement of September, 2020.*** This evaluation is part of UNICEF global evaluation plan for 2018-2021.<sup>1</sup> The original timeline to submit the afore-mentioned evaluation to the Executive Board was 2020. However, the execution was postponed, due to the onset of COVID-19 and the ensuing emergency reprogramming of activities. Hence the Executive Board session for June 2022 is targeted as the new submission date.

### II. Global context for teaching and learning prior to the COVID-19 pandemic

3. The need to ensure that children receive quality teaching and meaningful learning as a result of their educational experience has been a running theme in the past two decades, beginning with the six Education for All (EFA) goals established in Dakar, Senegal in 2000, through each of the 15 Global Monitoring Reports (UNESCO, 2015). GMRs highlighted the need to strengthen access, quality and equity of provision for all children. While significant gains have been made in improving access to education for children in developing countries, making sure that children receive a good quality education has remained a major challenge (Robinson, 2011).

4. For example, the 2014 GMR estimated that out of a total world population of 650 million primary age children, 250 million were not achieving basic literacy and numeracy skills after spending at least four years in school. Building on lessons learned from the GMRs, Goal 4 of the Sustainable Development Goals (SDG) acknowledged that provision of and access to good quality education requires relevant teaching and learning methods and content that meet the needs of all learners, taught by well-qualified, trained, adequately remunerated and motivated teachers, using appropriate pedagogical approaches (UNESCO, 2016).

5. Literature indicates that the three most common proxies used for researching educational quality are 1) measures of resources or inputs, 2) measures of internal processes and practices including all aspects of service delivery related to teaching and learning; and, 3) measures of student outcomes. However, governments and international agencies have often focused on measuring inputs, such as textbooks, technology, or school infrastructure, and not so much on researching the impact of such inputs on classroom processes and learning outcomes (World Bank, 2018). The World Bank points out that while increasing

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<sup>1</sup> For more information about the Evaluation Office, visit the following website: <http://www.unicef.org/evaluation>. The Global Evaluation Plan is offered at here: [https://www.unicef.org/about/execboard/files/2018-3-Global\\_Eval-ODS-EN.pdf](https://www.unicef.org/about/execboard/files/2018-3-Global_Eval-ODS-EN.pdf)

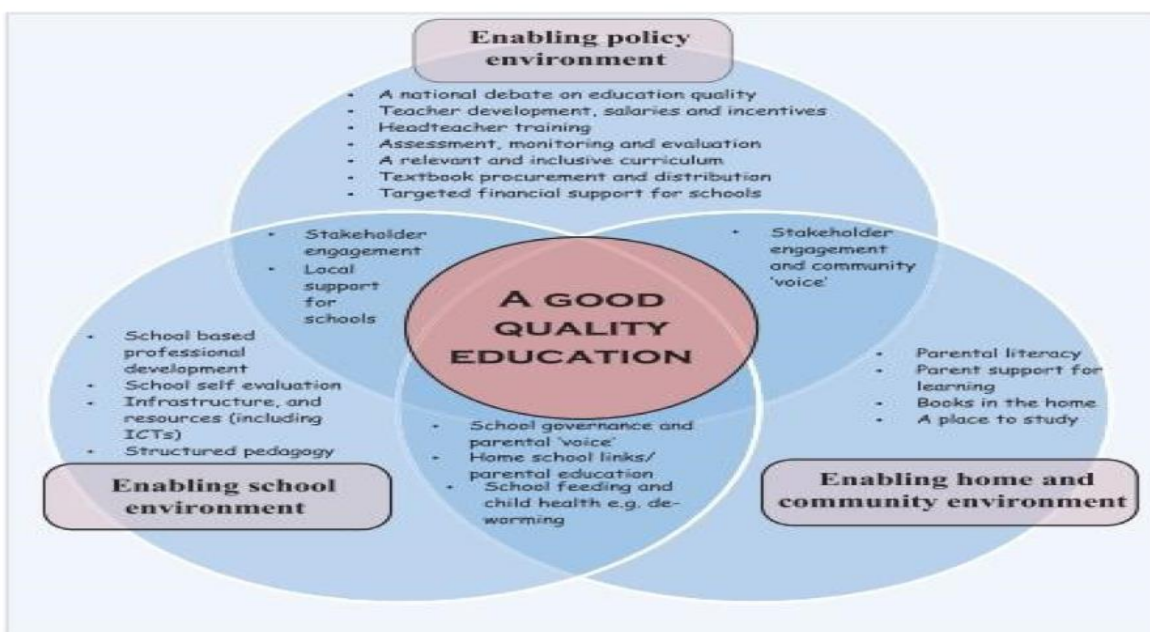
attention has been given to national and subnational learning assessments to track systemwide progress, there has been less focus on what impact these have on pedagogical practices and learning outcomes. Moreover, a recent systematic review suggests limited impact from teacher training and development investments, signaling a need to better tailor such investments so that they contribute to improved learning outcomes (Evans & Popova, 2015).

6. Although developing countries have made less use of globally benchmarked student assessments such as PISA, TIMSS and PIRLS, they have used regionally benchmarked assessments such as SACMEQ in East and South Africa and PASEC in West and Central Africa, EGRA and citizen led assessments, allowing comparisons to be made with and across countries and to inform national debates on educational quality (Wagner, 2012). For instance, new research on instructional practices and monitoring of quality, an example being the World Bank’s Service Delivery Indicators Program (SDI) and its new “TEACH” tool for classroom observation (Graham & Kelly, 2018; Molina et al., 2018).

7. Another example is the UNICEF-supported child-friendly schools framework (CFS), which was built on three overlapping principles: (i) child-centered pedagogy in which children are active participants, provided by reflective practitioners; (ii) healthy, safe and protective learning environment provided through appropriate architecture, services, policies and action; and, (iii) democratic participation in which children, families and communities are active participants in school decision-making. A global evaluation of the UNICEF supported CFS initiatives found, however, that few studies had been carried out to explicitly measure the impact of the CFS initiative on pedagogical shifts within the classroom environment and improved student outcomes, and called for further research on the relationship between the CFS approach, teaching practices and learning outcomes (UNICEF, 2009). Subsequently, was further conceptualization of the CFS model placed a greater emphasis on learning outcomes and system-level reforms.

8. In researching education systems in the developing world, it is increasingly being recognised that contextual differences limit the transferability of policy lessons from one country to another even among relatively comparable countries. What works in one context may well fail in another context due to various reasons, as school effectiveness factors are context dependent. A five-year UK Department for International Development (DFID) funded research study of educational quality known as the Implementing Education Quality in Low-Income Countries (EdQual) research programme consortium posited a model of educational quality that also took into consideration the importance of context in defining a good quality education as shown in Figure 2 (Tickly, 2011).

Figure 1: Systemic approach to implementing quality education



9. International research also suggests that sustainable education outcomes will not be achieved by merely reproducing a ‘successful’ pilot of an individual project which tends to focus on the short-term and often ends once donor funding has been withdrawn, even if it has been rigorously evaluated by an RCT. Rather, RCTs should be used as a tool to carefully monitor and test different types of approaches to aligned pedagogical reform before scaling up the reform to the education system as a whole. In this context, sufficient understanding of the political, economic and social context in which the education system operates and the goals and purpose which underpin it are pivotal (Pritchett, 2018).

10. The education system response that is required to support learning and the achievement of Sustainable SDG 4 has been interrupted by the COVID-19 pandemic that took hold in the first quarter of 2020, affecting millions of teachers and learning of more than one billion students worldwide. But, the report card on school completing rates was dire even before the onset of the COVID-19 crisis. Globally, an estimated 89 percent of children were on track to complete primary school, 81 percent for the lower secondary level, and only 58 percent for secondary school. Recent estimates from the World Bank indicate a loss of between 0.3 and 0.9 years of schooling, reducing the years of education that students achieve during their lifetime from 7.9 years to between 7.0 and 7.6 years due to COVID-19 school closures (Azeved et al., 2020). The study further estimates that close to 7 million students could drop out of school due to an increase in child labour, teenage pregnancy, and malnutrition. While there is a great deal of uncertainty about how the COVID-19 crisis will play out over the medium and long-term, lasting negative impacts on children’s right to quality education are likely to deepen the inequities within and between countries.

### III. UNICEF strategy and programmes on teaching and learning during the COVID-19 pandemic

#### The global response

11. Massive school closures have exposed the inadequacy and lack of preparedness of education systems to support teaching and learning during emergencies. They have also necessitated a rethinking of traditional learning models to find innovative solutions to ensure that learning can continue. Primed from years of collective planning, response and advocacy for education during crises, a coalition of the global education actors (the global education coalition for the COVID19 response)<sup>2</sup> moved quickly to create resources and products (e.g. the framework for reopening schools) which largely shaped the global thinking and country responses to COVID-19. The coalition mapped the potential consequences of the COVID-19 pandemic on education and adopted three strategies that are implied in the education response.

12. First, the focus was both on the safety of students and education personnel and continuity of learning during initial shutdowns, which took the form of a rapid transition to distance learning to prevent learning loss. The second area focus is the reopening of schools,<sup>3</sup> which included adaptations to physical structures, school calendars, curriculum content (to amplify safety, protection against infection and behavior change), and pedagogy.<sup>4</sup> Third was a push to seize the opportunity for deeper reform to create a stronger, more equitable education systems that provides skills and knowledge for greater resilience in students and education personnel. Within each of the three strategies, there is an intention to redress increasing education disparities for the most marginalized children, and to once again shine a spotlight on public funding for education.

13. For its part, UNICEF has continued to maintain a reputation of being a strong technical lead in the education in emergencies sub-sector, with the acknowledgement that its capacities were often stretched thin prior to the COVID-19 pandemic. Alongside Save the Children, the organization is a co-lead for the IASC global education cluster, a role which confers a direct and strategic role for coordination at global level. In this role, UNICEF activated its strategic partnerships with GPE, ECW, the IASC GEC, and UN sister agencies such as UNESCO, WFP, and the World

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<sup>2</sup> UNICEF joined forces with UNESCO, UIS, GPE, WFP and the World Bank to form a *global education coalition for the COVID19 response*. INEE, ECW, the IASC GEC (co-led by Save the Children and UNICEF) also activated additional resources in coordination with the global education coalition.

<sup>3</sup> <https://en.unesco.org/news/reopening-schools-when-where-and-how>

<sup>4</sup> <https://openknowledge.worldbank.org/handle/10986/33696>

Bank, that have led to a shared sense of direction and concrete products and responses to shape the thinking on the education response (e.g. *the framework for reopening schools*).

14. Programmatically, UNICEF identified a set of priority interventions<sup>5</sup> that guided the response to COVID-19. These include (a) response coordination, efficient delivery and real-time monitoring; (b) equity and inclusion: (c) reaching the most vulnerable girls and boys; (d) safe school operations and risk communication and opening schools better; (e) continuity of learning and provide access to remote learning programs; (f) cross-sectoral integration to scale-up MHPSS, health, WASH and nutrition services to support children and young people; (g) codification and disseminating evidence of what works; and, (h) the *Opening Up Better Schools* initiative. Illustrative examples of key implementation actions at global and/or country levels are provided in Box A1, many of which were executed in collaboration with the *global education coalition* for the COVID-19 response.

#### Box A1: Selected examples of COVID-19 activities at global and country levels

- The global education team draws on wide range of staff expertise and experience providing deeper and broader range of skills than any previous response. The team orients all country offices to the unique COVID-19 response needs, consolidates efforts, streamlines communication, and is oriented to respond to country needs. The rapid reorientation of the entire Education Section to COVID-19 response needs and the blend of expertise enables rapid advances in continuing learning through digital platforms and other distance learning modalities, data generation and dissemination, strategic advocacy, and resource mobilization.
- In support of the cohesive global education team, internal systems are in place to both collect and disseminate essential information (i.e., periodic country monitoring through the education tracker, Yammer learning events, weekly publication of the education newsletter, etc.) for UNICEF education staff, including a forum for country staff to engage with peers across globe.
- UNICEF has created and compiled a robust toolkit of internal guidance/best practices and considerations for most marginalized during COVID that complements resources available through INEE and other partners (for instance, USAID and the World Bank are also undertaking reviews of distance learning with explicit lessons that are applicable to the COVID-19 pandemic response efforts.
- Emphasis on continuity of learning has been central to UNICEF response, amplifying the importance of cognitive and non-cognitive benefits to children in times of great stress and social disruption.
- UNICEF early development of Framework for Reopening Schools, together with UNESCO, WB, and WFP, increased awareness of multi-sectoral interventions and rapidly advanced global and country level conversations.
- Engaging with UNESCO on a webinar series focuses on MOE has reached an extensive audience, increased rigor of discussion, timely, broad topics, complementary to INEE and other webinar/blog series.
- UNICEF rapid support to INEE enabled the network to create a robust and well-used COVID-19 platform to share core, vetted materials to all members. Additional funds enabled INEE to conduct a review on gaps in distance learning that will inform the creation of technical resources/guidance within the sector.

15. Qualitatively, the activation of a Level 3 emergency response for all UNICEF offices also meant that education teams in all programme countries were effectively implementing a humanitarian response, which created the space for a different way of working. As such, earlier conceptualizations of global and regional teams, or humanitarian and development portfolios/responsibilities, gave way to a reorientation of a more cohesive global education team led by the Global Education Chief, and comprising of education advisors/specialists at the global, regional, and country levels. Furthermore, mounting an effective education response required expertise and inputs from other programmes in the Programme Division - mainly for health, nutrition, C4D, and WASH - all of which are were mobilized under the extended global education team. Not only did the establishment of these new arrangements draw on a deeper reserve of expertise and experience to address a full range of needs exposed by the pandemic, they also communicated a keen understanding of the scale and complexity of the challenge caused by COVID-19, as well as a commitment to support responsive education programming at country level. For this reason, the pandemic is credited as having amplified the importance of education as a crucial pillar of humanitarian response, even within UNICEF.

16. Another notable achievement of the *global education coalition* was a webinar series which was organized around various aspects of the framework for reopening schools, to begin a dialogue on some of the challenges that the COVID-19 outbreak imposed on education systems. It brought together a global audience of government authorities, education researchers and practitioners. The webinars spanned issues of reach of education, its quality, and systems-level responses, with UNICEF leading on topics that are most closely aligned with the agency priorities. In addition, collaboration between key sectors within UNICEF and with partners resulted in the development of inter-sectoral guidance on best practices for integrating and strengthening services within the education system.

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<sup>5</sup> UNICEF COVID-19 Education Concept Note Phase 2, April 2020

## COVID-19 response at the country level

17. The country level response was codified in emergency response plans developed in collaboration with government, education partners, and stakeholders. To that end, emergency response plans in approximately 111 UNICEF country offices,<sup>6</sup> featured a variety of strategies and methods to extend access and deliver learning through a variety of platforms, including TV, radio, online learning, take-home materials as well as reopening school for face-to-face learning. Other activities included creating environments for learning, such as preparing teachers and parents to facilitate learning on a variety of platforms, supporting the development of policies that regulate those platforms, and mobilizing resources.

18. For instance, in addition to reprogramming of education allocations in each country, funding for the COVID-19 response was mainly sourced from the development banks, Global Partnership for Education (GPE), Education Cannot Wait (ECW), bilateral donors. During the first few weeks of the COVID-19 outbreak, UNICEF mobilized a catalytic fund from the GPE, and disbursed it to 152 countries in grants of US\$70 000 or US\$ 140 000, depending on the size of the education programme. Based on priorities established by local education coordination systems, funds were used to initiate planning, or to support coordination and implementation of COVID-19 responses. GPE also disbursed an additional US\$500 million to support education systems in 67 countries to strengthen the response to the immediate and longer-term needs of the most marginalized learners. Another effort aimed at the development of global public goods was initiated jointly by UNICEF, UNESCO and the World Bank, with UNICEF leading on reaching the most marginalised.

19. Factors that were taken into account in the programming at country level included the size, nature and intensity of the outbreak, availability of staff that are experience in humanitarian programming, availability of rapidly deployable interventions (i.e. distance learning programs), funding, and relationships with key partners, to mention a few. Given the mandate conferred through the co-leadership of the education cluster and leadership of the WASH, and nutrition clusters and some aspects child protection, UNICEF has an opportunity to enhance multi-sectoral response measures, and to influence the transitioning of humanitarian objectives into education sector planning processes. More importantly, COVID-19 offers the opportunity to interrogate the current frameworks and practice for preparedness planning and their ability to respond to an education emergency of global proportions.

20. Since then, UNICEF and the education development community at the global regional and country levels have pushed a definitive agenda to reopen schools and restore face-to-face learning. As of May 2021, schools had reopened in 116 of 210 countries and territories being monitored through the UNESCO tracker in May 2021<sup>7</sup>, while only partially reopened in 60. In-school learning had not resumed in 23 countries. In those countries, only a handful had never reopened for in-school learning since the initial closures in March/April of 2020, while the majority were reopened at some point and closed again with resurgences of new outbreaks. Also, different organization have also collated tons of lessons on the COVID-19 response, most of which are highly descriptive, and a few of which are analytic and/or evaluative. For this reason, the UNICEF Evaluation Office set out to commission a formative evaluation, primarily aimed to enhance learning, and to address accountability only in a secondary way.

## IV. Purpose, objectives, and scope of the evaluation

21. The **purpose of the evaluation** is to determine the extent to which UNICEF has contributed knowledge and tools to support education systems to mount an efficient response to the disruptions in learning in the wake of the COVID-19 pandemic, and to reinstate learning opportunities that are more equitable and inclusive. The evaluation will be largely formative for learning purpose, and Also, since UNICEF's role is to support governments in their accountabilities to set education policy and provide education services, the evaluation will only examine whether UNICEF made a meaningful contribution in supporting government efforts by pursuing the following objectives:

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<sup>6</sup> UNICEF Situation Report, May 6 2020

<sup>7</sup> <https://en.unesco.org/covid19/educationresponse#schoolclosures>, downloaded on 29 May 2021

- a. To examine the role of UNICEF in building the knowledge, research, and global public goods required to mount an effective education response to the COVID-19 pandemic.
- b. To examine the extent to which UNICEF-supported strategies were deployed effectively to enhance government initiatives for continuity of learning during school closures and to reinstate safe and equitable in-school learning opportunities during in the COVID-19 pandemic
- c. To examine the extent to which UNICEF education teams utilized the existing frameworks, infrastructure, capacities and tools to mount an effective education response to COVID-19, and whether adjustments are being made to enhance preparedness for future disruptions of a similar scale.

22. **Rationale:** The need for evidence-based decisions and programming is highlighted in many UNICEF documents. For instance, UNICEF recently revamped its approach to teaching and learning in an attempt to bring new solutions to the well-documented ‘global learning crisis.’ [Education Strategy 2019-2030 \(UNICEF, 2019\)](#). However, the beginning of the implementation of the strategy coincided with the outbreak of the COVID-19 pandemic. By identifying the recent developments, strengths and weaknesses in UNICEF programming in a number of countries with education programming and support provided by the global and regional teams, the evaluation will help determine any changes needed to make UNICEF and its partners more capable to deliver on their objectives and commitments and will inform policy and programme management decisions on different investment options. At the corporate policy level, the evaluation should be positioned to inform the initiative to “reimagine education” and to align the newly minted [Education Strategy 2019-2030 \(UNICEF, 2019\)](#) with to new shifts in the education sector necessitated by the COVID-19 pandemic.

23. **Rationale:** The evaluation also aims to distil lessons on recent advances, innovations, and solutions for complex protracted emergencies, the potential of scalability of such solutions, as well as post-response systems strengthening that will enable countries to transition from development programmes in an efficient and timely manner. This evaluation aims to make a significant contribution to learning within UNICEF, and a public good for the education development community.

24. **Use and users:** The *primary target audiences* include the following; (i) UNICEF professionals at every level that are responsible for the design, implementation of education programmes, coordination of education in emergencies, and monitoring of learning; (ii) other Programme Division (PD) sections who collaborate and/or coordinate with education programme teams; (iii) the Office of Emergency Programmes (EMOPS); and, (iv) government officials as duty bearers in countries where UNICEF supports education programmes. *Secondary audiences* include: (i) children as right holders and beneficiaries of education programmes; (ii) the UNICEF Executive Board and interested UN Member States; (iii) key implementing partners at the regional and country levels; (iv) donor agencies that supported education programmes with technical and financial resources at all levels; and, (v) strategic education sector partners, such as Global Partnership for Education (GPE), Inter-agency Network for Education in Emergencies (INEE), Education Cannot Wait (ECW).

## V. Evaluation themes, questions and criteria

**Table 1: Evaluation themes and objectives**

1	2	3
Evaluation Themes	Key elements	Evaluation Objectives
1 Building the evidence base for the education response to the COVID-19 pandemic	Contribution to knowledge and research	To examine role of UNICEF in building the knowledge, research, and global public goods required to mount an effective education response to the COVID-19 pandemic.
3 Reopening schools and reinstating face-to-face learning	Safe, operations, improving learning, well-being and protection, reaching the most vulnerable); multi-sectoral programming; partnerships	To examine the extent to which UNICEF-supported strategies were deployed effectively to enhance government initiatives for continuity of learning during school closures and to reinstate safe and equitable in-school learning opportunities during in the COVID-19 pandemic
3 UNICEF preparedness frameworks, readiness to handle similar future crises	CCCs; DDR; multi-sectoral programming; partnerships; development/humanitarian programming	To examine the extent to which UNICEF education teams utilized the existing frameworks, infrastructure, capacities and tools to mount an effective education response to COVID-19, and whether adjustments are being made to

25. Expanding on the themes and objectives, Table 2 proffers a mix of descriptive and normative questions that the evaluation seeks to answer, as well as evaluation criteria.

26. **Descriptive questions** are aimed to provide information and verifiable facts about the country context, UNICEF global coordination and support to teaching learning and the COVID-19 response, UNICEF in-country support to the government and coverage of intended programmes, among others. Answering **normative questions** involves making judgments, based on application of explicit criteria<sup>8</sup> for weighing evidence (e.g., whether there is coherence in UNICEF approach; relevance and adequacy of UNICEF strategies against national goals; UNICEF contribution towards stated outcomes, etc.).

**Table 2: Draft evaluation questions, by objective and evaluation criteria**

Evaluation objectives	Indicative Evaluation Questions	Question type/ evaluation Criteria
1. To examine the role of UNICEF in building the knowledge, research, and global public goods required to mount an effective education response to the COVID-19 pandemic.	1.1 What is the role and contribution of UNICEF in building the knowledge and tools for combating COVID-19 in the education sector? 1.2 To what extent did UNICEF education teams work coherently and efficiently across different sectors to develop evidence-based education solutions to combat COVID-19 disruptions? 1.3 To what extent did UNICEF mobilize and work coherently and efficiently with external partners to develop evidence-based education solutions to combat COVID-19 disruptions?	relevance, coherence efficiency
2. To examine the extent to which UNICEF-supported strategies were deployed effectively to enhance government initiatives for continuity of learning during school closures and to reinstate safe and equitable in-school learning opportunities during in the COVID-19 pandemic	2.1 How successful were UNICEF-supported education strategies to promote home-based learning and to address the needs of children in a range of contexts? 2.2 How successful were UNICEF-supported education strategies in enhancing children’s safety and protection during re-opening of schools? 2.3 How successful were UNICEF-supported education strategies in reinstating in-school learning and reforming teaching, learning and assessment practices in the context of COVID-19? 2.4 How successful were UNICEF-supported strategies in targeting and reaching the different groups of marginalized children and tailoring programmes to their learning needs? 2.5 What are the key defining characteristics of countries schools that were successful in keep schools open and recovering lost learning loss during the COVID-19 pandemic?	relevance, coherence, effectiveness
3. To examine the extent to which UNICEF education teams utilized the existing frameworks, infrastructure, capacities and tools to mount an effective education response to COVID-19, and whether adjustments are being made to enhance	3.1 How successful were education teams in deploying the existing EIE infrastructure, capacities and tools in the education sector response to COVID-19? 3.2 Are the necessary adjustments being made to the education in emergency frameworks, infrastructure, capacities and tools to prepare UNICEF education	relevance effectiveness

<sup>8</sup> By and large, [OECD/DAC evaluation criteria](#) have been proffered the as the standard for assessing evidence. *However, proposing institutions are encouraged to think creatively about the suitability of OECD/DAC criteria and, if necessary, proffer alternative criteria, and propose scales for evaluating evidence for normative questions.*

Evaluation objectives	Indicative Evaluation Questions	Question type/ evaluation Criteria
preparedness for future disruptions of a similar scale	programmes in different contexts for future global public health emergencies?	

27. Attribution or contribution: While it is desirable for UNICEF to examine its own goals to determine if intend results were achieved through our strategies (systems strengthening; advocacy, promotion of policy dialogue, evidence generation, and education sector planning; and building of strong partnerships, etc.), UNICEF has worked with partners organizations during the COVID-19 pandemic - at the global, regional and country levels. Hence it is impossible to attribute results to only any one source of inputs, actions, or actors, or to claim all credit for positive outcomes associated with such efforts. Instead a ‘contribution approach’ should be developed within the evaluation methodology, articulating *a priori* how UNICEF’s contribution will be assessed.

28. **Evaluation scope**: Elements of the scope include the period of the evaluation, geographical coverage, the range

- a. Time period: The evaluation will examine UNICEF-supported the teaching and learning initiatives in the period of current Strategic Plan 2018 - 2021 more broadly to capture the latest developments, reforms, trends and innovations before the COVID-19 pandemic. However, there will be a more protracted focus on 2020 and 2021, so as to draw lessons from the COVID-19 response and to generate recommendations that are relevant, timely and useful for evaluation audiences. The period before the COVID-19 will be covered only to inform the context.
- b. Design and methods: The evaluation will be mostly formative; a non-experimental, mixed methods evaluation, featuring a **desk-based review and analysis** of evidence from UNICEF documents and data collected from the global, regional and country levels; an **online survey** administered to informants global, regional and country levels, data collection from country-level informants - UNICEF staff, as well as government counterparts and implementing partners. Evaluative judgements will be based on evidence triangulated from all these sources.
- c. Geographical coverage: While not representatives of all UNICEF education programming contexts, the evaluation is meant to achieve global coverage, hence countries from all seven UNICEF regions will be invited to participate. A modified delphi-survey will be executed in order to interrogate the generalizability of findings to different programming contexts.
- d. Coverage of programmes and stakeholders: The universe of stakeholders includes individuals and institutions who contributed to the design, implementation and monitoring/learning of UNICEF strategies and actions (global/regional/country levels), donors that provided funding for the COVID-response, and government entities that benefitted from UNICEF support. Strategies and programming implemented by actors who do not have a direct relationship to the UNICEF-supported response or programme and work that is not supported by UNICEF technical or financial resources will be excluded.

## VI. Methodology

29. **Design and methods**: This will be a non-experimental, mixed methods evaluation, featuring a **desk-based review and analysis** of evidence from UNICEF documents and data collected from the global, regional and country levels; an **online survey** administered to informants global, regional and country levels, data collection from country-level informants - UNICEF staff, as well as government counterparts and implementing partners. Evaluative judgements will be based on evidence triangulated from all these sources.

30. **Phases of the evaluation**: The evaluation will occur in four phases (i) inception; (ii) secondary data collection through a desk-based document review and analysis; (iii) primary data collection; and, (iv) data

analysis, reporting and communication of evaluation results. This section offers a proposal for evaluation approach, methodology, and evaluation process.

**31. Phase 1 - Inception (Activities 1-4):** As per Table X, the inception face will feature four activities, as described below:

- a. Activity 1: Search, compile and conduct a preliminary review of UNICEF documents and conduct a systematic stakeholder analysis: This activity is meant to deepen the understanding of the context of UNICEF programming in teaching and learning. Hence in addition to the review of key documents, documents, the stakeholder analysis will identify key groups of stakeholders (i.e., UNICEF and consultants, international NGO partners, key donors, etc.). Based on their role, the evaluation team will articulate an approach and plan to engage the different stakeholder groups.
- b. Activity 2: Convene a virtual inception mission: A virtual meeting will be convened between the evaluation team, the evaluation manager and key stakeholders from the Education Section. The focus of the meeting will be to review the technical elements of the evaluation and produce a second draft of the evaluation questions. The inception visit will also be used to familiarize the evaluation team with UNICEF standards, processes, and tools that will impact the evaluation, to clarify UNICEF expectations and contractual provisions, and to refine the work plan for the rest of the inception phase.
- c. Activity 3: Compilation of all elements of the inception report and submission: Based the outline provided in Paragraph 47 of these terms of reference, the evaluation team will develop the evaluation matrix/framework, expand on the methodology, and develop draft evaluation tools for piloting and subsequent review. The inception report should also include 14 countries that will make the sample for data collection (both primary and secondary data collection). The first draft of the inception report will be submitted to the evaluation manager for quality review, while the revised draft will be presented to the evaluation reference group.
- d. Activity 4 - Evaluation Reference Group meeting, and revision of the inception report: The final activity of the inception phase will be to present the inception report to the evaluation reference group, receive and act on the feedback and technical advice from the reference group, and produce the final inception report. The final inception report will be submitted to the evaluation manager to be cleared and recommended for payment.

**32. Phase 2 - Secondary data collection:** Data collection from secondary sources will include the following activities:

- a. Activity 5 and 6 - Extraction of secondary data: In addition to relevant guiding policy documents (Strategic Plan, Education Strategy, etc.) the evaluation team will extract data from documents, databases and reports that were developed by UNICEF HQ and country offices to reflect their education response to the COVID-19, as well as associated education sector policy, strategy and/or planning documents from governments and key education sector actors in-country. Organized around the evaluation questions, extracted data will be used to create profiles of the education response in each sampled country. The profiles will be shared with the country offices for correction and validation.
- b. Activity 7 - 9: Drafting the secondary data collection report: The evaluation team will develop and submit a draft of the secondary data collection report and develop a draft interview protocols for the different groups of informants. To be reviewed only by the evaluation manager (and not the reference group), the content/description of the report is presented in Para 49.

**33. Phase 3: Primary data collection and analysis:** The activities proposed for this phase are presented below.

- a. Activity 10- Interviews and focus group discussions : Using the stakeholder/sampling plan generated in Phase 1, key informant interviews and focus group discussions will be conducted for global, regional and in-country informants, in part to answer a subset of questions which for which these informants will be the primary sources, and also to triangulate and/or corroborate evidence from the secondary sources.

- b. Activity 11 - Data analysis and interpretation: Based on the data analysis plan developed during the inception phase, data from primary and secondary sources will be analysed, and presented in tables, figures and graphs. Also preliminary findings statements will be formulated. Findings statements will form the basis for the questions for the modified- delphi survey, where they will be tested for generalizability and applicability to different country contexts.
  - c. Activity 12 - Launching the modified-delphi online survey: The evaluation team will finalize, format and administer the survey, and conduct the necessary follow-up and monitoring. The unit of analysis for the online survey will be the country, hence only one survey will be returned from each of the countries that provided support to the education sector in response to the COVID-19 crisis. Due to the anticipated limitations on travel, the online survey will be a prominent feature of the methodology from which the generalizability of the findings will be tested, hence the survey will be developed closely with the participation of the evaluation manager.
34. **Phase 4 – Reporting and dissemination of key findings/messages**: The activities proposed for this phase are as follows:
- a. Activity 13 and 14 - Drafting and submission interim report: Evaluators will prepare several versions of the final report, beginning with extended outline/zero draft and mock-up and of the final report (described in Para 51), followed by a completed first draft (described in Para 52).
  - b. Activity 15 – Validation meeting/workshop and revised draft of evaluation report: A virtual meeting will be convened between the evaluation team, the evaluation manager and key stakeholders from the Education Section. Working from the recommendations drafted by the evaluation team and reviewed by the evaluation manager, the focus of the meeting will be to interrogate and validate the draft recommendations with the primary users – to ensure that they are practicable and actionable. The revised report with the validated recommendations will be presented to a formal meeting of the reference group.
  - c. Activity 16 - Evaluation Reference Group meeting, and finalization of the evaluation report: The second meeting of the evaluation reference group will consider the evaluation report, presented by the evaluation team. Feedback and technical advice from the reference group will be incorporated into the final version of the evaluation report. The **final evaluation report** will be submitted to the evaluation manager to be cleared and recommended for payment.
35. Methodological rigor will be weighted significantly in the assessment of proposals (40 percent of the points awarded for the technical proposal). *Proposing institutions are invited to interrogate the evaluation approach, anticipate threats to the validity of findings, refine or proffer an alternative methodology and mitigation strategies, all of which will be codified in the final inception report.*

## VII. Risk management and ethical issues

36. **Limited evaluability**: Evaluability issues are likely to occur in this instance of emergency programming that is characterized by quick and sometimes undocumented strategies and decision-making, simplified reporting requirements, and rapid turn-over of staff. In cases where UNICEF data are not readily available for review, the evaluation team is invited to generate new evidence through interviews and field observations, make best use of the broader knowledge base outside UNICEF, and make credible, substantiated estimations/inferences when necessary.

37. **Generalizability of findings and conclusions**: As is the case with most global level evaluations, it will not be advisable to draw far-reaching conclusions from a limited evidence base, and non-representative sample of countries. However, the evaluation team is expected to rely, to the extent possible, on data collection and analysis methods and tools that have already been tested and validated by experience, and to provide forethoughts on profiles of countries that each of the case studies may garner lessons for.

38. **Ethical considerations:** Conventional ethical guidelines and adherence to the “*do no harm*” principle is required when evaluators interact with all groups of informants. If the evaluation methodology identifies children as informants or objects of study, standard protocols of obtaining informed consent and assent and/or other relevant protections should be followed and recorded in the final evaluation report. Relevant guidance from the United Nations Evaluation Group (UNEG) and UNICEF should be followed.<sup>9</sup>

39. Because of the anticipated approach and methodology, **this evaluation may not require a formal independent ethical review.** However, evaluation team members will also be asked to sign a number of individual statements/commitments on ethical standards for evaluations and on protection and sexual exploitation and abuse. Also, **proposing institutions are invited to identify anticipated ethical issues and measures to mitigate them.**

## VIII. Composition of the evaluation team

40. The evaluation will be carried out by a firm, company, or institution with relevant expertise and capacities to manage an expansive evaluation effort. To be proposed by the institutions, the team should have the experience, qualifications, mix and complementarity of expertise. The team may be composed of both international and national consultants. To the extent possible composition of the team should follow the guidance below, with proper justification for departing from the guidance.

41. **Team leader:** Attributes listed in **a** through **f**, are **required** for team leader role, while **g** and **h** will be considered an added advantage.

- a. Strong skills and expertise in evaluation theory and conceptual frameworks;
- b. Comprehensive experience in leading evaluation teams;
- c. Content relevant expertise in education (pedagogy, teaching and learning, education emergency programming) and familiarity with applying evaluation methods to education programmes;
- d. Previous experience in conducting evaluation and/or research a multi-country assignment;
- e. Readiness to travel to and within the concerned countries, if the opportunity arises;
- f. Excellent level of English (oral communication, reading documents, writing complex reports).
- g. Functional proficiency in Arabic, French, and/or Spanish; and,
- h. Familiarity and satisfactory experience executing a contract with UNICEF evaluation (at any level) is an added advantage.

42. **Other team members:** In addition to the skills and proficiencies expected from the team leader, the other members of the evaluation team should, cumulatively, demonstrate the following competencies (experts with multi-skill sets can fill more than one competency):

- a. Exceptional technical expertise in high-level and high-quality programme and multi-country evaluations and studies;
- b. Significant experience with evaluations of humanitarian action and familiarity with existing humanitarian evaluation methods and tools;
- c. In-depth knowledge of teaching and learning processes, and assessment/measurement of learning;
- d. Good knowledge of UNICEF programming strategies, field work, procedures and organizational culture (prior UNICEF employment experience should be declared to enable assessment of possible conflicts of interest);
- e. Experience in implementing and/or coordinating and/or evaluating education in emergency programming;
- f. Strong qualifications in statistics and quantitative and qualitative data collection tools and analysis;
- g. Readiness to travel to and within the concerned countries, if required;
- h. Fluency in English (oral communication, reading complex documents, writing reports); and,
- i. Gender and cultural balance.

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<sup>9</sup> [UNEG Ethical guidelines for evaluations](#), [UNEG Code of conduct for Evaluation in the UN System](#), [UNICEF Procedure for Ethical Standards](#)

43. Former UNICEF staff or consultants that have worked on education programming may be members of the evaluation team if they meet the technical qualifications for skills. However, any prior involvement of ex-UNICEF staff should be declared during the proposing/contracting stages so that prospective team can be cleared of possible conflicts of interest.

44. The estimated duration for the execution of the evaluation is 8 months - from August 2021 to March 2022. However, proposing institutions are free to proffer a rationale for a shorter or longer timeframe, to be divided between team members depending on the responsibilities, with each member's accountabilities and level of effort indicated in person days. Changes to the timeline should be cognizant of the commitment to submit the evaluation to the Executive Board session in June 2022.

## IX. Roles of the evaluation team, management and governance arrangements

45. **The evaluation team:** The evaluation will be executed by a team of evaluation professionals and/or practitioners with extensive experience in planning, monitoring an evaluating international development programmes. The team profile should collectively offer the skills and experiences as indicated below.

46. **Responsibilities of the evaluation team:** The evaluation team will be responsible for conducting the evaluation as described in these terms of reference and codified in the inception report, based on the selected proposal. The evaluation team leader, in particular, will be expected to discharge of the following responsibilities:

- a. In conjunction with the evaluation manager, develop a realistic work plan for the evaluation and meet all deadlines;
- b. Execute the evaluation to respond to the questions stipulated in the final version of the inception report (or any recorded agreement to vary from them);
- c. Provide technical oversight of the evaluation team, including orienting and training of team members, and local consultants where necessary;
- d. Quality assurance, including ensuring the comprehensiveness of all data collected and deliverables before submission to the UNICEF Evaluation Office, reviewing and harmonizing and content, and mobilizing a dedicated quality assurance person or team (senior evaluation subject matter expert not involved in data collection and report drafting) for an additional oversight.
- e. Provide written responses to comments from the reference group, and update report accordingly. A detailed comment matrix will accompany all versions of the key deliverables, describing whether and feedback was incorporated, and providing justification for drafting/revision decisions.
- f. Co-leading the authorship of the deliverables. The team leader will work closely with the evaluation manager responsible for reviewing and finalizing the evaluation report for publication.
- g. Designing and facilitating technical sessions (report writing, recommendation validation, etc.).
- h. Provide regular progress reports to the evaluation manager and be the liaison person for all communications with UNICEF.

47. Since all deliverable will be issued under the seal of the Director, UNICEF Evaluation Office (EO), ***the evaluation team will be external to EO, but not independent from the EO.*** However, **the process formulating the recommendations which will be a co-creating of the evaluation team and the evaluation manager and will be open for input from the Education team, preferably in a virtual workshop setting.** Other than that, the Evaluation Office guarantees the evaluation team's autonomy and independence in formulation findings and conclusions, and independence from the rest of UNICEF as an entity whose strategies and actions will be evaluated.

48. **Evaluation management:** The evaluation will be managed from the UNICEF Evaluation Office, by an Evaluation Specialist. The Evaluation Specialist will *provide conceptual inputs into all aspects of the evaluation (approach and methodology)*. She will also have responsibility to:

- a. Co-ordinate and manage all activities of the evaluation and its execution;
- b. Be the liaison between the evaluation team and the Education Section (Senior Advisor, Systems Strengthening), and provide periodical updates on the execution of the evaluation;

- c. Provide oversight and guidance to the evaluation team on UNICEF requirements and standards for evaluative work; and,
- d. Organise and facilitate conference calls with the evaluation team every two weeks or less frequently, as needed;
- e. Facilitate access to data as well as communications and meetings between the evaluation team, the various stakeholders in HQ as well as in the regional and country offices, and the EAG;
- f. Provide technical support to the evaluation team, provide inputs and take final decisions regarding the scope, design, methodology, and content of the evaluation, including the conclusions and recommendations;
- g. Provide a first quality review of all evaluation tools and deliverables presented by the evaluation team before they are submitted to the reference group (one to two rounds of comments are to be expected from the evaluation manager and the reference group, depending on the quality of the first draft);
- h. Clear and recommend all deliverables for payment.
- i. Produce the final version for copy-editing and layout of the final deliverables.
- j. Prepare publishing-ready versions of the reports for issuing by the Director, Evaluation Office.

**49. The Evaluation Reference Group (ERG):** For proper governance of the evaluation, a 12-member the Evaluation Reference Group will be appointed by the Director (Evaluation Office) acting on the advice of the evaluation manager, to provide expert advice during the evaluation. The Evaluation Advisory Group will be constituted as follows:

- a. Chairperson, to be provided by the Evaluation Office
- b. Three UNICEF staff from UNICEF, HQ (2 from the Education Section team, and the third from another HQ division)
- c. Five UNICEF staff, from the regional and country levels.
- d. Two participants that are external to UNICEF; one individual from partner organizations (e.g., GPE, UNESCO, World Bank, etc.), and another with notable academic and/or professional practice in pedagogy; and,
- e. The evaluation manager, to serve as the secretariat for the ERG.

**50. Responsibilities of the Evaluation Reference Group** will be as follows:

- a. Provide technical advice on all aspects of the evaluation as required (evaluation process and products);
- b. Facilitate the communication and coordination between their respective section/division/areas of influence and the evaluation team, including gathering inputs from them to the deliverables submitted to them, and assist the evaluation team in accessing relevant UNICEF and non-UNICEF (peer-reviewed and grey) literature and documentation;
- c. Review all key deliverables (including draft inception report and final reports) and provide advice on the soundness of the evidence and findings;
- d. Advise on the feasibility and practicability of the recommendations, to increase the likelihood that UNICEF will utilize the findings and recommendations; and,
- e. Advise on and support the implementation of the communication and dissemination plan for the evaluation, incl. by suggesting/supporting relevant dissemination events.

## X. Evaluation products and deliverables

**51.** The evaluation will yield several products: (i) an inception report; (ii) secondary data collection report; (iii) toolkit for primary data collection; (iv) Several drafts of the evaluation report (vi) live data and diagrams to be used for publication. Descriptions proffered for each evaluation product are meant to be indicative,<sup>10</sup> while final submission dates will be reflected in the inception report.

**52.** The inception report: Based on the selected proposal and the terms of reference, the inception report will be instrumental in confirming a common understanding of what is to be evaluated, including additional

<sup>10</sup> Proposing institutions may modify the structure of each deliverable to enhance its coverage and clarity and utility. However, products are expected to conform to the stipulated number of pages, where that applies.

insights into executing the evaluation. It will confirm evaluation questions, the scope of the evaluation, the methodology, as well as offer draft evaluation instruments. The report will include, *inter alia*,

- a. A summary of the global context for teaching and learning and UNICEF programming for teaching and learning to address the COVID-19 pandemic, later to be developed as the first chapter of the final evaluation report.
  - b. Evaluation purpose, scope, and objectives.
  - c. Finalized evaluation questions, and criteria for evaluating each question.
  - d. Evaluation methodology, which should include: (i) a description of the stakeholder analysis; (ii) an analytical framework that presents evaluation question and identifies the data sources and criteria for evaluating evidence for each question; (iii) the estimated sample size; (iv) data collection methods; data collection methods; (ii) draft data collection instruments; (v) a description of the data analysis and data display approach (how graphs, tables, figures and text boxes will be used); (vi) a discussion on how to enhance the reliability and validity of evaluation findings and conclusions, and a process to draft and validate evaluation recommendations; (vii) a description of the quality review/assurance process<sup>11</sup>; and, (viii) a discussion of the limitations of the methodology.
  - e. Evaluation work plan and timeline, including a revised work and travel plan, if any.
  - f. Resources requirements – detailed budget allocations, tied to evaluation activities, work plan, deliverables; and,
  - g. Annexes (e.g., analytical framework for evaluation questions laid out in a matrix, stakeholder engagement/sampling plan, data collection instruments, data analysis framework, etc.).
53. The inception report will be 15 - 20 pages in length (excluding annexes), The report will be presented to a formal meeting of the evaluation reference group.
54. Secondary data collection report: This report will have three components as follows:
- a. A compilation of evidence for each evaluation question for the global/regional level and each participating countries, based on the analytical framework described in Para 52d(ii) above;
  - b. An updated presentation of global context for teaching and learning and UNICEF programming for teaching and learning to address the COVID-19 pandemic, reflecting some of the evidence from the secondary data analysis. to be developed into the first chapter of the final evaluation report.
  - c. Final instruments for primary data collection and a zero draft outline for the final evaluation report.
55. Toolkit for primary data collection: Informed by the evidence from the secondary data sources and analysis, the evaluators will refine the draft instruments from the inception report (online survey and protocols for interviews and focus group discussions) and develop new ones if necessary. These will be compiled into a toolkit that will be used for training and standardization of primary data collection activities.
56. Extended outline/zero draft of the evaluation report: The outline will be further developed into a mock-up of the evaluation report. The zero draft should present the following:
- a. Complete version of the first chapter (as described in 52a above);
  - b. A chapter comprising annotated version of the approach/methodology;
  - c. Organized by evaluation objectives or themes cover the key evaluation questions, several chapters presenting statements of findings. Each chapter should include a brief description of key evidence to be presented, laid out in tables, graphs, figures and/or text boxes;
  - d. Placeholder chapter(s) for the evaluation summary recommendations; and,
  - e. Placeholder and description for each annex (e.g., evaluation terms of reference; and, list of people interviewed; list of background materials used, etc.).
57. The evaluation report: This report will be presented in four versions – the first, revised, penultimate and final). To be read only by the evaluation manager, the **first draft** will be an updated and completed version

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<sup>11</sup> UNICEF has instituted the Global Evaluation Report Oversight System (GEROS), a system where final evaluation reports are quality-assessed by an external independent company against UNICEF/UNEG standards for evaluation reports. The evaluation team is expected to reflect on and conform to these standards as they write their report. The team may choose to share a self-assessment based on the GEROS with the evaluation manager.

of the extended outline/zero draft in Para. 56 above. In addition to the chapters described in 51 (a) and (b) above, the first draft should present the following:

- a. Placeholder for the executive summary
- b. Completed table of contents, lists of acronyms, tables, graphs, figures and text boxes.
- c. For each chapter addressing an objective or theme, an update of Para 49c above, evaluation findings and conclusions, well substantiated by the data and evidence, cross-referenced against evaluation objective/themes and evaluation criteria;
- d. Draft recommendations that address the conclusions, with justification for each recommendation; and,
- e. Completed annexes (e.g., evaluation terms of reference; and, list of people interviewed; list of background materials used, etc.).

58. Revised penultimate and final versions: Building on the first draft of the report in response to the comments from the evaluation manager, the **revised** version should include revised recommendations that correspond with evaluation conclusions. The recommendation should be validated as feasible and actionable, following a process that was described in the inception report. This report will be tabled in the meeting of the reference group, hence it will be accompanied by a draft PowerPoint presentation. The **penultimate** version of the report will incorporate feedback from the reference group, while the **final** version will be presented for publication. The final version of the report will not exceed 70 pages, **excluding** the executive summary and annexes.

59. PowerPoint presentation: Initially prepared and used by the evaluation team in their presentation to the reference group, a standalone PowerPoint will be submitted to the Evaluation Office as part of the evaluation deliverables.

60. Data, live data tables and graphics will be submitted to the Evaluation Office as part of the evaluation deliverables.

61. All evaluation products will be prepared in English, according to the UNICEF House Style (to be shared with the selected proposal) and UNICEF standards for evaluation reports as per GEROS<sup>12</sup> guidelines

62. The UNICEF Evaluation Office reserves the right to ensure the quality of products submitted by the external evaluation team and will request revisions until the product meets the quality standards as expressed by the Evaluation Office.

63. If the services or deliverables provided do not conform to the requirements of the Contract, e.g. does not comply with the norms and standards of UNEG and UNICEF for quality evaluation, or are delivered late or incomplete, without prejudice to any of its other rights and remedies, UNICEF reserves the right to take steps as outlined under Clause 5 of the Long Term Agreement contract of September, 2020

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<sup>12</sup> UNICEF has instituted the Global Evaluation Report Oversight System (GEROS), a system where final evaluation reports are quality-assessed by an external independent company against UNICEF/UNEG standards for evaluation reports. The evaluation team is expected to reflect on and conform to these standards as they write their report. The team may choose to share a self-assessment based on the GEROS with the evaluation manager. [https://www.unicef.org/evaluation/files/GEROS\\_Handbook\\_FINAL\\_summary.pdf](https://www.unicef.org/evaluation/files/GEROS_Handbook_FINAL_summary.pdf)

## XI. Indicative work plan

1. **Tentative Schedule:** Table 3 presents a tentative schedule for major evaluation activities and expected timeline, estimated at approximately 32 weeks (8 months) from the beginning of the inception period to the submission of the final report.

**Table 3: Indicative evaluation work plan and timeline**

Activity	Timeline
<b>Phase 1: Inception</b>	
Activity 1: Document search, conducting stakeholder analysis, and preparations for a virtual inception meeting	Week 1 <u>August 2021</u>
Activity 2: Convening a virtual inception meeting; drafting and submission of the inception report, based on the institution's proposal	Week 2
Activity 3: Review of the draft inception report by evaluation manager, revision by the evaluation team, and sharing the draft report with the reference group	Weeks 3
Activity 4: Reference group meeting and submission of the final inception report ( <b>Deliverable 1</b> )	Weeks 4
<b>Phase 2: Secondary data collection (from global/country documents) and drafting instruments for primary data collection</b>	
Activity 5: Extracting documentary evidence and populating evaluation matrices for the global level and for participating countries	Weeks 5-8
Activity 6: Reviewing evidence in evaluation matrices and sharing them with participating country offices, for correction and validation	Weeks 9-11
Activity 7: Drafting primary data collection toolkit (interview protocols and the online survey instrument)	Weeks 11-12
Activity 8: Scheduling of interviews and preparations	Weeks 11-12
Activity 9: Submission of <i>secondary data collection report</i> with evidence that is validated by participating countries; submission of primary data collection toolkit ( <b>Deliverable 2</b> )	Weeks 13-14
<b>Phase 3: Primary data collection and data analysis (online survey, interviews and focus groups)</b>	
Activity 10: Conducting in depth interviews and focus group discussions with key informants;	Weeks 15-21
Activity 11: Data analysis (survey, focus group, and interview data)	Weeks 21-23
Activity 12: Launch and execution of the delphi-online survey, including follow-up activities	Weeks 23-26
<b>Phase 4: Reporting, and communication of results</b>	
Activity 13: Drafting of the evaluation report and submission of zero draft the evaluation report, to verify outline	Weeks 25-26
Activity 14: Submission of <i>first draft the evaluation report</i> , that includes draft recommendations ( <b>Deliverable 3</b> )	Weeks 27-29
Activity 15: Half-day workshop for validation of recommendations with the Education Section; draft of executive summary, and submission of revised global evaluation report and PowerPoint presentation	Week 30
Activity 16: Reference group meeting, finalization and submission of global evaluation report; final PowerPoint presentation; and, live data and diagrams to be used for publication ( <b>Deliverable 4</b> )	Weeks 31-32 <u>End March 2022</u>

64. As reflected in the Table 3 above, the evaluation has a timeline of approximately 32 weeks (8 months) from the beginning of the inception period to the submission of the final report. **Adequate effort should be allocated to all evaluation activities to ensure timely submission of all deliverables.**