



# **Evaluation of UNICEF's Contribution to Improved Teaching and Learning**

D2: Final Inception Report

February 2022

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## Information class: Standard

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# Abbreviations

<b>CE</b>	Cambridge Education
<b>CO</b>	Country Office
<b>COE</b>	Chief of Education
<b>COVID-19</b>	Coronavirus Disease of 2019
<b>DAPM</b>	Data Analytics Planning and Monitoring
<b>ECARO</b>	Europe and Central Asia Regional Office
<b>ECW</b>	Education Cannot Wait
<b>EIE</b>	Education in Emergencies
<b>EMPOS</b>	The Office of Emergency Programmes
<b>EO</b>	Evaluation Office
<b>EPARO</b>	East Asia and Pacific Regional Office
<b>ERG</b>	Education Reference Group
<b>ESARO</b>	East and Southern Africa Regional Office
<b>EU</b>	European Union
<b>FCAS</b>	Fragile and Conflict Affected States
<b>FCDO</b>	Foreign Cooperation and Development Office
<b>FICT</b>	Frameworks, infrastructure, capacities, and tools
<b>GEC</b>	Girls Education Challenge
<b>GPE</b>	Global Partnership for Education
<b>HDI</b>	Human Development Index
<b>HQ</b>	Head Quarters
<b>IASC</b>	Inter-Agency Standing Committee
<b>IDI</b>	In-Depth Interview
<b>IFRC</b>	International Federation of Red Cross
<b>INEE</b>	Inter-Agency Network for Education in Emergencies
<b>INGO</b>	International Non-Government Organization
<b>IPC</b>	Infection Prevention and Control
<b>LACRO</b>	Latin American and Caribbean Regional Office
<b>M&amp;E</b>	Monitoring & Evaluation
<b>MENARO</b>	Middle East and North Africa Regional Office
<b>MHPSS</b>	Mental Health and Psycho-social Support
<b>MM</b>	Mott MacDonald
<b>NGO</b>	Non-governmental Organization

<b>OCHA</b>	United Nations Office for the Coordination of Humanitarian Affairs
<b>OECD</b>	Organization for Economic Cooperation and Development
<b>OOR</b>	Office of Research
<b>PD</b>	Project Director
<b>PE</b>	Progress Evaluation
<b>PM</b>	Project Manager
<b>PPE</b>	Personal Protective Equipment
<b>RO</b>	Regional Office
<b>ROSA</b>	Regional Office South Asia
<b>SDG</b>	Sustainable Development Goals
<b>TBC</b>	To Be Confirmed
<b>TOR</b>	Terms of Reference
<b>UIS</b>	UNESCO Institute of Statistics
<b>UN</b>	United Nations
<b>UNDP</b>	United Nations Development Programme
<b>UNEG</b>	United National Evaluation Group
<b>USAID</b>	United States Agency for International Development
<b>USD</b>	United States Dollar
<b>WACARO</b>	West and Central Africa Regional Office
<b>WASH</b>	Water and Sanitation
<b>WB</b>	World Bank
<b>WFP</b>	World Food Program
<b>WHO</b>	World Health Organization

# 1 Introduction

UNICEF has engaged Cambridge Education to carry out an evaluation to determine the extent to which UNICEF has supported education systems to mount an efficient and effective 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. This inception report concludes the inception phase of the evaluation, prior to the collection and analysis of secondary and primary data which will follow in the next two phases.

Much attention has been given during the inception phase to better understanding the nature and scope of UNICEF's support for education systems during the COVID-19 pandemic through an initial document review and through consultations with UNICEF staff members. Through this, we have constructed a high-level theory of change which we present in this inception report. We have also constructed an adapted set of evaluation questions that will set the agenda for the evaluation.

This inception report defines the purpose and scope of the evaluation, sets out the evaluation framework, describes the methodology and methods that will be deployed, identifies key informants and the seven countries that will be the focus of case studies, and lays out the workplan for carrying out and completing the evaluation.

## 2 Context & Description of the Object of the Evaluation

### 2.1 The context

Even before the COVID-19 pandemic, there was a global learning crisis regarding the limited progress being made towards SDG 4. However, the COVID-19 pandemic caused the largest disruption of education in history, affecting nearly 1.6 billion learners in more than 190 countries. 19 in every 20 students suffered school closures, which are recurring in subsequent COVID-19 waves. Virtual and home-based education programmes were developed to mitigate the impacts, but unequal access to those exacerbate pre-existing disparities, and risk reversing the gains of recent decades.

UNICEF has focused its COVID-19 response interventions on the most disadvantaged children and young people, investing USD1.29bn (a third of which on PPE and supplies) by December 2020. A similar amount was transferred to various implementing partners, primarily national governments (64%), plus national NGOs and national societies of the Red Cross/Crescent (22%), and international NGOs (14%). An estimated 301M children including 147M girls were supported through such programmes during lockdowns and school closures. UNICEF also supported comprehensive infection prevention and control (IPC) measures including disinfection, WASH services and behaviour change messaging for safe and inclusive re-opening of 405,000 schools and pre-schools, across 89 countries by the end of 2020<sup>1</sup>. Due to the large-scale disruptions in the education sector, UNICEF's education programme reached the highest number of children ever in 2020.

UNICEF's COVID-19 response strategy in 2020 was aligned with the WHO's COVID-19 Strategic Preparedness and Response Plan and the UN's Global Humanitarian Response Plan led by the Office for the Coordination of Humanitarian Affairs (OCHA). UNICEF worked under the leadership of national governments and in close coordination with the WHO, humanitarian and UN country and global teams, and civil society partners to protect children, their families, and teachers from exposure to COVID-19, to minimize the impacts of public health measures, to address the immediate socio-economic consequences, and to increase access and provision of basic social services.

Since the pandemic began, UNICEF HQ has collaborated with WHO and others to provide leadership and global sector guidance on critical services for children. This included sector specific programme guidance through the Global Education Cluster, field deployments, virtual and remote technical and coordination assistance, trainings, webinars, resources, information and knowledge management, and development of national sector response plans. UNICEF has thereby provided leadership for the development of critical technical guidance and dissemination through multiple channels in collaboration with WHO, UNHCR, UNESCO, IASC, INEE and WB from the very beginning of the globalised COVID-19 pandemic in March 2020. These efforts have primarily been led by UNICEF's headquarters Public Health in Emergency team (whether those staff were physically located at the head office or elsewhere.) At regional and country levels, UNICEF operated through a combination of direct service delivery, and providing policy and technical assistance, to strengthen basic services capacity of government and partners – such as UNICEF Regional Offices working with WHO Regional Bureaus (and in LAC with PAHO).

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<sup>1</sup> UNICEF Global Annual Results Report 2020

## 2.2 Object of the evaluation

The object of the evaluation is UNICEF's education programme's global, regional and country response to COVID-19 from March 2019 to December 2021 which aimed to provide inclusive and equitable education and learning opportunities to girls and boys, in particular the most marginalized.

Specifically, the evaluation will look at UNICEF's activities and outputs at the global, regional and country levels and evaluate in what way, to what extent and how successfully they have contributed to the following outcomes:

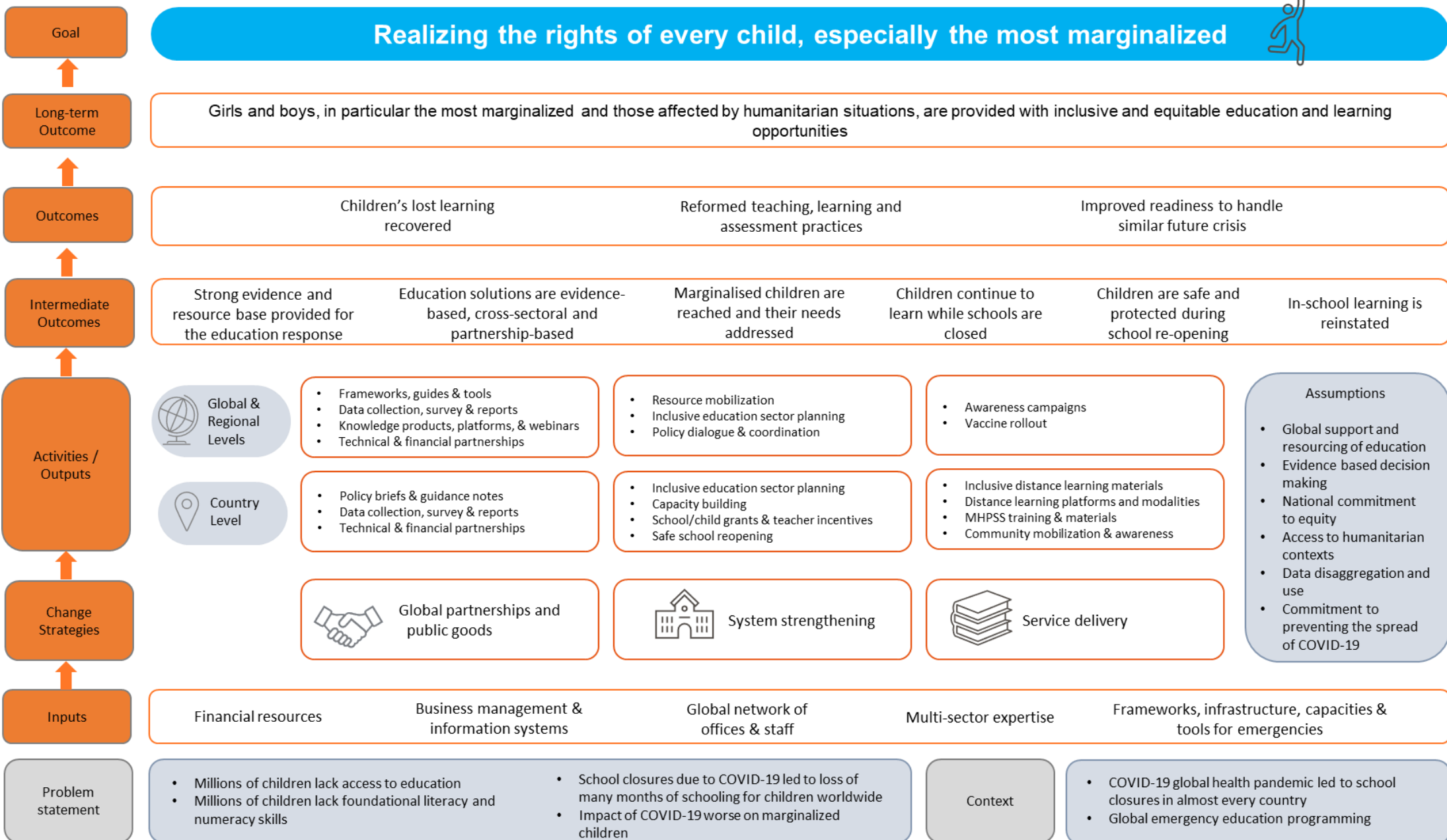
- Strong evidence and resource base provided for the education response
- Education solutions are evidence-based, cross-sectoral and partnership-based
- Children continue to learn while schools are closed
- Marginalized children are reached, and their needs addressed
- Children are safe and protected during school re-opening
- In-school learning is reinstated

UNICEF primarily supports government institutions and interventions through resource mobilization, technical assistance and service delivery via partnerships. In certain education-in-emergency contexts, UNICEF works directly with local partners to provide education service delivery. For this reason, the primary focus of the evaluation is UNICEF's direct inputs and contributions towards specific activities and outputs that supported teaching and learning during the COVID-19 pandemic (level one evaluand). To fully understand the education sector responses to COVID-19, the evaluation will also, where feasible, examine government and partner interventions to which UNICEF contributed (level two evaluand).

The key assumption for the UNICEF Strategic Plan 2018 – 2021 and its theory of change is that there is “no worsening of the economic, political and social environment.” With the onset of the COVID-19 pandemic, this assumption ceased to hold.

To our knowledge, a theory of change was not created explicitly for UNICEF's response to COVID-19. UNICEF's overarching goal and its education programme's long-term goal still stand, however, and it is possible and meaningful to categorize UNICEF's activities and outputs during the pandemic under UNICEF's three “change strategies” that are laid out in the 2018-2021 Strategic Plan: global partnerships and public good; system strengthening; and service delivery. For the purpose of this evaluation, therefore, we have developed a high-level theory of change. This theory of change is summarized diagrammatically in Figure 1 and its elements are described in the remainder of this section. This theory of change will be kept under review during the next phases of the evaluation as the evaluation explores deeper the purpose and range of inputs UNICEF provided globally, regionally and at country level to support teaching and learning during COVID-19. A final version of this theory of change will be presented in the evaluation report.

Figure 1: Theory of Change



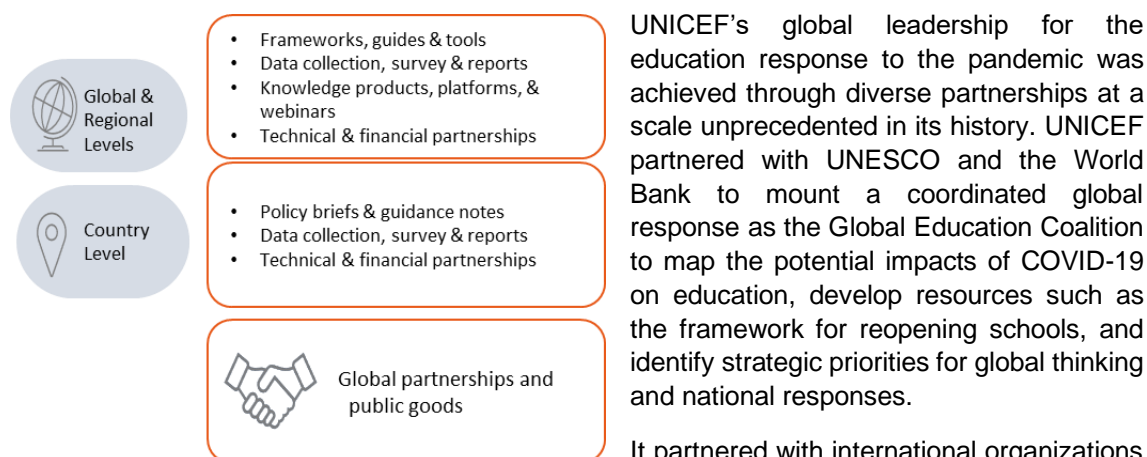
## The global response to COVID-19 and UNICEF's role (2019 – 2021)

The **goal** of the UNICEF Strategic Plan (2018 – 2021) is *realizing the rights of every child, especially the most marginalized*. Within this Strategic Plan, education programming responsible for teaching and learning sits within Goal Area 2. Its intended **outcome** is *girls and boys, in particular the most marginalized and those affected by humanitarian situations, are provided with inclusive and equitable quality education, and learning opportunities*. The global learning crisis, which was among UNICEF's top priorities before March 2020, has been exacerbated by the COVID-19 pandemic.

The sudden and widespread patterns of school closures across the world in the early weeks and months of the pandemic exposed the lack of preparedness of education systems to support teaching and learning in the face of an extensive and extended emergency. They also precipitated rapid rethinking to develop alternatives to promote children's continued learning in the face of unprecedented disruption to traditional school-based models. UNICEF continues to play a critical role in coordinating the global response and supporting the in-country responses to the effects of COVID-19 in the education sector. In 2020 alone, UNICEF spent around USD 1.2 billion on education programming. Since the start of the pandemic, UNICEF education programming has carried out a diverse range of activities at the global, regional, and country levels under the three change strategies of the 2018-2021 Strategic Plan.

A high-level overview of UNICEF inputs and activities is provided below, organised by the three "change strategies" of the Strategic Plan. More detailed information on UNICEF education programming will be gathered during the next phases of the evaluation via secondary data review and primary data collection. A comprehensive narrative to support the theory of change will be provided in the evaluation report.

### Global partnerships and public goods



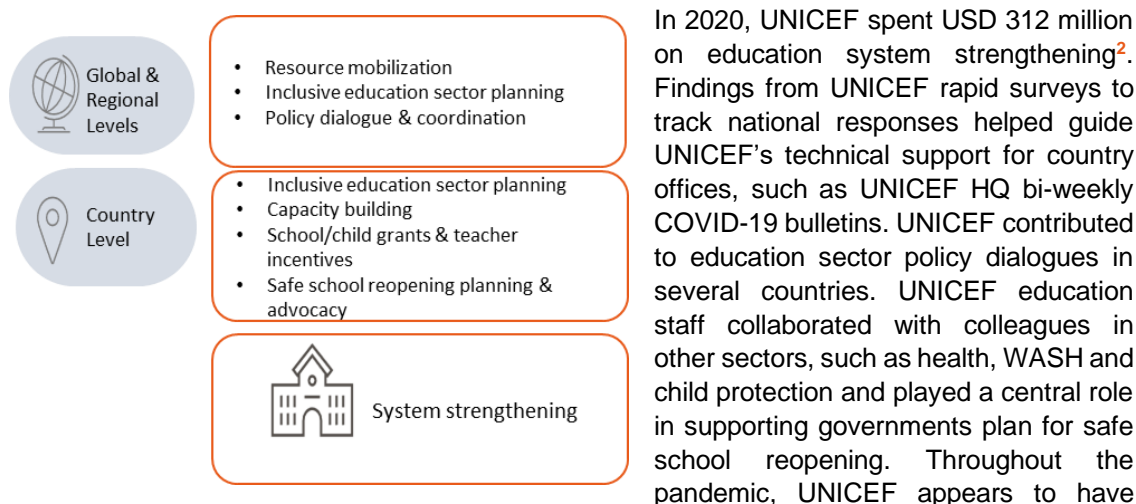
It partnered with international organizations to mobilize emergency funding to countries in need; develop frameworks, guides, and tools to help UNICEF country offices and their partners plan and monitor the education response; undertake country, regional and global surveys to assess the impact of the pandemic on education systems and children's learning; and share resources on best practices and lessons learned through webinars, data trackers and reports, among other things. UNICEF's outputs during the pandemic under global partnerships and public goods include the following:

- Interim Guidance for Prevention and Control of COVID-19 with WHO and IFRC
- Framework for Reopening Schools with UNESCO, World Bank, WFP and UNHCR
- Build Back Equal: Girls Back to School Guide with UNESCO, UNGEI, and Malala Fund
- 10-part webinars to support national governments in reopening schools with latest evidence from the field with UNESCO and the World Bank

- COVID-19 Global Education Recovery Tracker with John Hopkins University and the World Bank
- The mobilization of USD 8 million with GPE for 87 countries to accelerate emergency planning and response

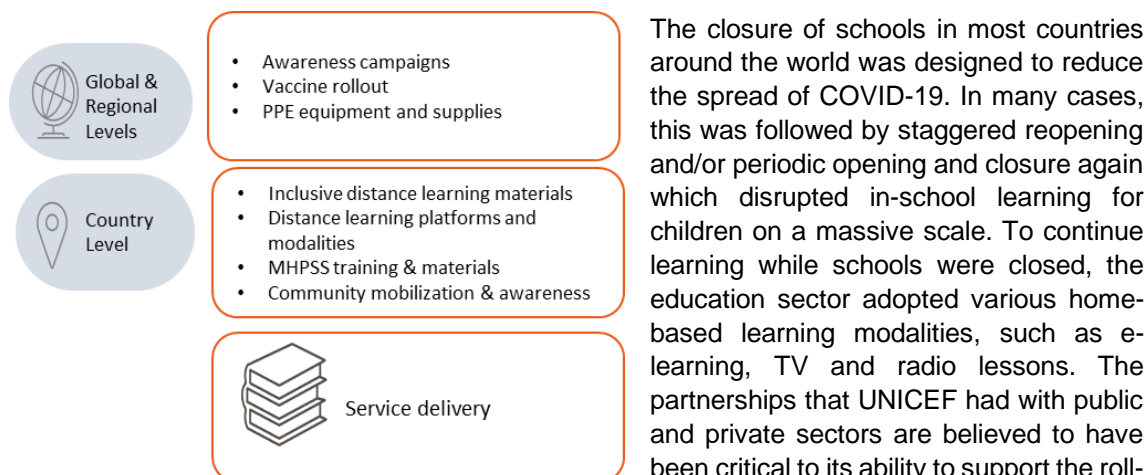
UNICEF maintained its role in providing technical leadership for education-in-emergencies together with other actors, as well as providing coordination of education-in-emergency responses in inter-agency humanitarian responses as the co-lead of the of the IASC Global Education Cluster, together with Save the Children. Strategic partnerships with ECW, GEC, GPE, IASC, UNESCO, WFP, WHO and the World Bank resulted in the creation of relevant products, guidance and approaches for the global response and appear, at least, to have helped create a shared direction of travel.

### System strengthening



demonstrated its ability to ensure synergy and alignment across emergency and development programmes.

### Service Delivery



out of home-based learning opportunities at scale. UNICEF country offices supported the development of inclusive home-based learning materials and e-learning platforms for students and teachers. It also supported the distribution of workbooks, access to internet and digital tools through its in-country partners. UNICEF country offices adapted the Safe School Reopening

<sup>2</sup> UNICEF Global Annual Results Report, 2020

Framework to their country context and so supported governments to prepare for safe school reopening. They led community mobilization efforts and awareness campaigns encouraging children to return to school and following recommended health and hygiene practices to prevent the spread of infection. Given the negative impact the pandemic has had on the mental health of many children, in some countries UNICEF also developed training materials for MHPSS support to teachers. As schools have reopened, UNICEF's focus shifted to addressing learning loss, the risk of increased dropout rates, especially for the most marginalized children, and reimagining education to make systems more resilient to future, global health crises.

## 3 Purpose & Scope of Evaluation

### 3.1 Purpose of the evaluation

The main goal of this assignment is to conduct an evaluation, both formative and summative in nature, that determines the extent to which UNICEF has supported education systems to mount a relevant, coherent, efficient, and effective 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. UNICEF's role in non-emergency contexts is to support governments in their accountabilities to set education policy and provide education services. In emergency contexts, UNICEF's roles often include also working with non-governmental partners to provide education-in-emergencies and other services that enable/facilitate learning, such as protection services and MHPSS. The evaluation will be guided by the three stated objectives of the evaluation and the evaluation questions underneath them. As an overarching approach, the evaluation's focus will be on the meaningful contribution made by UNICEF (the level one evaluand). This generally will not extend to the outcomes delivered by UNICEF's partners to children, schools, and communities (the level two evaluand).

The evaluation is situated in the context of the UNICEF Strategic Plan 2018-2021<sup>3</sup> and also the UNICEF Education Strategy 2019-2030, *Every Child Learns*<sup>4</sup>. The period for the latter strategy (2019-2030) began less than 12 months before the COVID-19 pandemic began which led to an immediate and significant change of direction for much of UNICEF's work in supporting children's learning, albeit still under the three 'change strategies' defined in the Strategic Plan. This evaluation coincides with the second anniversary of the start of the COVID-19 pandemic and, as the pandemic persists around the globe, UNICEF's current course of action is expected to continue to at least the mid-point in the period of the Education Strategy. In line with the formative element of this evaluation, the purpose of the evaluation includes learning lessons with a view to making adaptations to implementation approaches and strategic direction. The evaluation will also consider the kind of arrangements and tools that might be needed to be able to measure UNICEF's contribution in a summative evaluation, which we understand is planned for 2025.

### 3.2 Scope of the evaluation

**Time period:** The evaluation will examine UNICEF-supported initiatives from the start of the COVID-19 pandemic in March 2020 until the end of 2021.

**Geographical coverage:** The evaluation will have a global coverage with participation from UNICEF Head Quarters and all seven UNICEF regions. Geographical representation will not be representative, though, with focus given to seven purposefully selected UNICEF country offices (see section 5.1.1). Country offices from across the UNICEF network will have the opportunity to contribute through an online survey to all country office education teams. In addition, in the final phase, staff across the UNICEF network at global, regional and country office levels will be invited to participate in a modified Delphi survey to test the generalisability and applicability of the evaluation findings and conclusions drawn from the secondary and primary data analysis.

**Thematic scope:** The scope of the evaluation is defined by the following three themes of UNICEF's activities in the education sector during the pandemic:

- Building the evidence and resource base for the education response to the COVID-19 pandemic

<sup>3</sup> [https://www.unicef.org/media/48126/file/UNICEF\\_Strategic\\_Plan\\_2018-2021-ENG.pdf](https://www.unicef.org/media/48126/file/UNICEF_Strategic_Plan_2018-2021-ENG.pdf)

<sup>4</sup> <https://www.unicef.org/reports/UNICEF-education-strategy-2019-2030>

- Reopening schools and reinstating face-to-face learning (in particular, safe operations, improving learning, well-being, and protection, reaching the most vulnerable, multi-sectoral programming, partnerships)
- UNICEF’s preparedness frameworks and readiness to handle similar future crises

**Stakeholder coverage:** the evaluation will draw on the universe of individuals and institutions who contributed to the design, implementation and monitoring/learning of UNICEF strategies and actions at global, regional and country levels, donors that provided funding for the COVID-response, global and regional-level institutions with whom UNICEF partnered, and government, non-government and private entities that benefitted from UNICEF support or assisted with its implementation.

### 3.3 Evaluation users and uses

The primary target audiences for the evaluation are: UNICEF professionals at all levels (global, regional and country) who are responsible for the design and implementation of education programmes, the coordination of education responses in emergencies and monitoring of learning; and other UNICEF Programme Division sections who collaborate and coordinate with education programme teams.

The secondary audiences of the evaluation include Government officials as duty bearers in countries with UNICEF-supported education programmes; children as right holders and beneficiaries of education programmes, their parents/guardians and school communities; key implementing partners at regional and country levels; and donor agencies such as the World Bank, Global Partnership for Education (GPE), UNESCO, Inter-Agency for Education in Emergencies (INEE), Education Cannot Wait (ECW) and other strategic education sector partners.

A summary of the primary and secondary users and the reasons for their interest in this evaluation and its uses are provided in table 1 below.

**Table 1: Evaluation users and uses**

Category of evaluation users	Users	Type	Interest in/ use of evaluation
Internal stakeholders	UNICEF HQ	Primary	Use of the results in the re-alignment of the UNICEF education strategy 2019-2030 in response to the pandemic; informing the initiative to “reimagine education;” inform strategies and preparations for future global health pandemics.
	UNICEF Offices	Regional Primary	Revised HQ strategies guide regional plans and programming; use and apply lessons learned to the regional portfolio and share with country teams
	UNICEF field offices	Country & Primary	Revised HQ strategies guide country plans and programming; Learning lessons from the evaluation relevant to their specific beneficiaries, geographies, interventions, and stakeholders
Beneficiaries	National government, children, teachers, and schools that have	Secondary	Beneficiaries of UNICEF support in countries are respondents and recipients of the information generated by the evaluation which

Category of evaluation users	Users	Type	Interest in/ use of evaluation
	suffered the negative effects of COVID-19 on the education system		will inform relevance and effectiveness of future Country Programme as well as to determine the same for existing Country Programme. They may be interested in how the programme has affected them or will be revised to serve their evolving needs.
External Partners	UN and other global partners	Secondary	The evaluation findings are intended to determine the extent to which UNICEF has supported education systems to mount an efficient and effective response to the disruptions in learning in the wake of the COVID-19 pandemic, in partnerships with other global organizations. It can also be used as inputs to improve collaboration and avoid duplications in the services delivered by the other actors and inform future partnerships.

## 4 Evaluation Framework

### 4.1 Evaluation criteria and questions

The evaluation will assess against the OECD-DAC criteria of relevance, efficiency, effectiveness and coherence and. Each of these is defined below:

- **Relevance** is concerned with if the intervention has done the right things. It is the extent to which the intervention objectives and design responded to beneficiaries' global, country and partner/institution needs, policies and priorities, and continued to do so if circumstances changed.
- **Efficiency** concerns how well the resources were used. It is the extent to which the intervention delivered results in an economic and timely way.
- **Effectiveness** is about the extent to which the intervention achieved, or is expected to achieve, its objectives and its results, including any differential results across groups.
- **Coherence** relates to how well the intervention fits. It is about the compatibility of the intervention with other interventions in a country, sector or institution and the extent to which other interventions supported or undermined the intervention. Coherence can be divided into internal and external coherence. Internal coherence addresses the synergies and interlinkages between the intervention and other interventions carried out by the same institution, as well as the consistency of the intervention with the relevant international norms and standards to which that institution adheres. External coherence considers the consistency of the intervention with other actors' interventions in the same context. This includes complementarity, harmonisation and co-ordination with others, and the extent to which the intervention is adding value while avoiding duplication of effort.

Indicative evaluation questions were given by UNICEF in the Terms of Reference (see Annex A). These were reviewed closely during the inception phase by the evaluation team, with inputs provided by the Evaluation Manager and Reference Group. The refined evaluations questions are set out in Table 1 below and Annex B provides further details about the changes made from the initial set. The three evaluation objectives and themes defined in the TORs remain unchanged and the evaluation questions which sit underneath them are suitable for addressing them.

Table 2: The refined evaluation questions

Evaluation objectives and themes	Indicative evaluation questions in the TORs	Refined evaluation questions	Our understanding of the evaluation question
<p><b>Objective 1:</b> 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</p> <p><b>Theme 1:</b> Building the evidence and resource base for the education response to the COVID-19 pandemic</p>	<p>1.1 What is the role and contribution of UNICEF in building the knowledge and tools for combating COVID-19 in the education sector?</p>	<p>1.1 What has been the role and contribution of UNICEF in building the data, knowledge and tools for understanding and addressing the negative effects of the COVID-19 pandemic in the education sector?</p>	<p>The focus is on the tools, data and knowledge products exclusively developed by UNICEF HQ, regional, and country offices and also where UNICEF contributed technical and financial support for the generation of the evidence and resource base, such as reports, data, webinars, led by or co-created with partner organisations, published with WB, UNESCO, OECD etc.</p>
	<p>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?</p>	<p>1.2 To what extent have UNICEF education teams worked across sectors coherently and efficiently to develop evidence-based solutions to address the negative effects of the COVID-19 pandemic in the education sector?</p>	<p>This question is about appropriate and beneficial cross-organisational working between Education teams (HQ, RO, CO) and teams from other sectors within UNICEF to develop evidence-based solutions (internal coherence).</p>
	<p>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?</p>	<p>1.3 To what extent has UNICEF mobilized and worked with external partners coherently and efficiently to develop evidence-based solutions to address the negative effects of the COVID-19 pandemic in the education sector?</p>	<p>This question is about appropriate and beneficial working within external technical partners, such as World Bank, ECW, ADB etc, at HQ, RO, CO levels that UNICEF worked with during the response. To distinguish this question from the one above, this question is not about co-working with governments or other implementing agencies at the country level. The nature of UNICEF's 'working' with these partners may have taken different forms as indicated by the phrasing 'mobilized and worked'. In some cases, it may have been an ongoing partnership as those solutions were developed. In other cases, it may have been more of an initial prompting or stimulus for the other organisation to develop</p>

Evaluation objectives and themes	Indicative evaluation questions in the TORs	Refined evaluation questions	Our understanding of the evaluation question
			<p>those solutions. As with the question above, the object of the question is interventions designed to address the negative effects of the COVID-19 pandemic in the education sector - be it "on the ground" delivery at country level or strategies/approaches devised at regional and global levels, although because of the nature of the partners in question, it may be less frequently country-level delivery than for the question above.</p>
<p><b>Objective 2:</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</p> <p><b>Theme 2:</b> Reopening schools and reinstating face-to-face learning</p>	<p>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?</p>	<p>2.1 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to promote home-based learning?</p>	<p>The focus is on initiatives by governments - in most cases, national governments/ ministries/ departments, but, in federalised states, it may be at sub-national level as well or instead. The spotlight is therefore primarily on the UNICEF country offices, even where strategies, guidance and other resources have come from the regional and HQ levels. There may be exceptions to this if, for example, a regional office worked directly with governments, for example in the provision of training, or if regional office staff supported the country office to work with the government.</p>

Evaluation objectives and themes	Indicative evaluation questions in the TORs	Refined evaluation questions	Our understanding of the evaluation question
	2.2 How successful were UNICEF-supported education strategies in enhancing children's safety and protection during re-opening of schools?	2.2 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to enhance children's safety, wellbeing and protection during the re-opening of schools?	The focus is on initiatives by governments - in most cases, national governments/ ministries/ departments, but, in federalised states, it may be at sub-national level as well or instead. The spotlight is therefore primarily on the UNICEF country offices, even where strategies, guidance and other resources have come from the regional and HQ levels. There may be exceptions to this if, for example, a regional office worked directly with governments, for example in the provision of training, or if regional office staff supported the country office to work with the government.
	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?	2.3 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to reinstate in-school learning?	The focus is on initiatives by governments - in most cases, national governments/ ministries/ departments, but, in federalised states, it may be at sub-national level as well or instead. The spotlight is therefore primarily on the UNICEF country offices, even where strategies, guidance and other resources have come from the regional and HQ levels. There may be exceptions to this if, for example, a regional office worked directly with governments, for example in the provision of training, or if regional office staff supported the country office to work with the government.

Evaluation objectives and themes	Indicative evaluation questions in the TORs	Refined evaluation questions	Our understanding of the evaluation question
		<p>2.4 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to introduce reformed teaching, learning and assessment practices?</p>	<p>The focus is on initiatives by governments - in most cases, national governments/ ministries/ departments, but, in federalised states, it may be at sub-national level as well or instead. The spotlight is therefore primarily on the UNICEF country offices, even where strategies, guidance and other resources have come from the regional and HQ levels. There may be exceptions to this if, for example, a regional office worked directly with governments, for example in the provision of training, or if regional office staff supported the country office to work with the government.</p>
	<p>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?</p>	<p>2.5 In what ways, and how successfully, has UNICEF supported governments during the COVID-19 pandemic to target and reach different groups of marginalized children and adapt programmes to their learning needs?</p>	<p>The focus is on initiatives by governments - in most cases, national governments/ ministries/ departments, but, in federalised states, it may be at sub-national level as well or instead. The spotlight is therefore primarily on the UNICEF country offices, even where strategies, guidance and other resources have come from the regional and HQ levels. There may be exceptions to this if, for example, a regional office worked directly with governments, for example in the provision of training, or if regional office staff supported the country office to work with the government. This question is cross-cutting to the four evaluation questions above and so the types of initiative to be examined are home-based learning, the re-instatement of in-school learning, the safety, wellbeing and protection of children during school re-opening and reformed teaching, learning and assessment practices in re-opened schools.</p>

Evaluation objectives and themes	Indicative evaluation questions in the TORs	Refined evaluation questions	Our understanding of the evaluation question
	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?	2.6 In what ways, and how successfully, has UNICEF supported government initiatives to recover learning lost during the COVID-19 pandemic?	The focus is on initiatives by governments - in most cases, national governments/ ministries/ departments, but, in federalised states, it may be at sub-national level as well or instead. The spotlight is therefore primarily on the UNICEF country offices, even where strategies, guidance and other resources have come from the regional and HQ levels. There may be exceptions to this if, for example, a regional office worked directly with governments, for example in the provision of training, or if regional office staff supported the country office to work with the government.
<p><b>Objective 3:</b> 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</p> <p><b>Theme 3:</b> UNICEF preparedness frameworks, readiness to handle similar future crises</p>	3.1 How successful were education teams in deploying the existing EIE infrastructure, capacities and tools in the education sector response to COVID-19?	3.1 In what ways, and how successfully, did UNICEF's education teams deploy the existing education-in-emergency (EIE) frameworks, infrastructure, capacities and tools in the education sector response to the COVID-19 pandemic?	For this theme, EiE refers to the concept of education delivery in contexts affected by conflicts, health crises and natural disasters. While the COVID-19 pandemic has created a global emergency for education, it was markedly different from the ordinary conceptualization of EiE programming. Thus, this question focuses on how existing frameworks and tools developed by UNICEF for (pre-COVID-19) EIE contexts were utilised by the Education Teams during the COVID-19 pandemic; as well as how UNICEF's existing EiE organizational, financial, delivery, and coordination infrastructures and capacities were deployed to respond to the COVID-19 pandemic. The spotlight is on the synergies

Evaluation objectives and themes	Indicative evaluation questions in the TORs	Refined evaluation questions	Our understanding of the evaluation question
	<p>3.2 Are the necessary adjustments being made to the education in emergency frameworks, infrastructure, capacities and tools to prepare UNICEF education programmes in different contexts for future global public health emergencies?</p>	<p>3.2 In what ways, and how comprehensively, has UNICEF adapted the education-in-emergency (EiE) frameworks, infrastructure, capacities and tools to prepare UNICEF education programmes in different contexts for future global public health emergencies?</p>	<p>between the UNICEF Education team and Emergency programming team.</p> <p>The COVID-19 pandemic is expected to have resulted in lessons being learned that can be reflected in adjustments, revisions and adaptations to UNICEF's EiE frameworks, tools, infrastructures and capacities in order for UNICEF to be better prepared to respond to future global health emergencies. This question will examine the nature of and progress with that process. The spotlight is only on the adaptations for better preparedness in relation to global public health emergencies, not conventional EiE contexts.</p>

## **4.2 Evaluation framework**

Based on information gathered during the inception phase, we have developed an evaluation framework consisting of evaluation questions, information sources, judgement criteria and data collection methods. We will use the evaluation framework (Table 3) to guide the evaluation, including the design of data collection instruments and the analysis.

Table 3: Evaluation Framework

Evaluation objectives, themes and applicable OECD-DAC criteria	Evaluation questions	Judgement criteria	Indicators	Data/Information sources	Data collection methods
<p><b>Objective 1:</b> 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</p> <p><b>Theme 1:</b> Building the evidence and resource base for the education response to the COVID-19 pandemic</p> <p><b>OECD-DAC criteria:</b> coherence and efficiency</p>	<p><b>1.1 What has been the role and contribution of UNICEF in building the data, knowledge, and tools for understanding and addressing the negative effects of the COVID-19 pandemic in the education sector?</b></p>	<p>Evidence of UNICEF's contribution to building the data, knowledge, and tools for understanding and addressing the negative effects of the COVID-19 pandemic in the education sector.</p>	<p>Statement of UNICEF's role at global, regional, and country level #/type of evidence and tools developed by UNICEF or in collaboration with other organisations</p>	<p>UNICEF Staff: HQ and regional UNICEF teams with a remit for creating or communicating data, evidence, research, and tools, as well as country office teams, including education, involved in using the tools and knowledge created by HQ/RO as well as creating their own. Partners at HQ, CO (including governments), RO: that UNICEF has worked with who can speak about UNICEF's role and contribution. Documents: produced documenting design, response, progress, lists of data/tools/evidence produced</p>	<p>Document review (programme and other documents from HQ, RO and CO) Interviews (UNICEF staff and partners at HQ, RO, CO). At CO also includes government personnel. Online Survey (UNICEF staff and partners at HQ, RO, CO))</p>
	<p><b>1.2 To what extent have UNICEF education teams worked across sectors coherently and efficiently to develop evidence-based solutions to address the negative effects of the COVID-19 pandemic in the education sector?</b></p>	<p>Coherence: Evidence of co-working/authoring, complementarity, alignments and non-duplications between UNICEF education teams, other sector teams within UNICEF and (at country-level only) government departments or agencies outside of education at the design stage of solutions. Evidence of alignment with the wider policy frameworks and with other interventions in the same operating context, how harmonised and complementary these activities were, and if duplication of effort and activities occurred. Efficiency: Evidence of volume of solutions developed as well as the speed and timeliness of their development.</p>	<p>#/type of staff working on the response # of staff reporting collaborating during response Difference in timing between planned and implementation of activities</p>	<p>UNICEF Staff: including education teams at HQ, RO, CO, and teams from other sectors with UNICEF to develop evidence-based solutions. Documents: detailing evidence-based solutions developed, workplans, human and financial resources.</p>	<p>Document review (programme and other documents, workplans, financial and staffing information) Interviews (UNICEF Staff at HQ, RO, CO including education and other sector teams) Online survey (UNICEF staff at HQ, RO, CO including education and other sector teams)</p>
	<p><b>1.3 To what extent has UNICEF mobilized and worked with external partners coherently and efficiently to develop evidence-based solutions to address the negative effects of the COVID-19 pandemic in the education sector?</b></p>	<p>Coherence: Evidence of co-working/authoring, complementarity, alignments, and non-duplications between UNICEF education teams and relevant external (technical) partners at the design stage of solutions. Efficiency: Evidence of volume of solutions developed as well as the speed and timeliness of their development.</p>	<p>Difference in timing between planned and implementation of activities # of partnerships developed # of joint working groups Type of collaborate solutions developed # of countries with collaborative programmes</p>	<p>UNICEF Staff: at HQ, RO, CO who may have been involved in working with and mobilising partners to develop evidence-based solutions. External partners: at HQ, RO, CO that UNICEF mobilised and worked with to develop evidence-based solutions. Documents: detailing information about the partners, ways of working and work carried out by working with them.</p>	<p>Document review (MOUs/partnership agreements, progress reports) Interviews (UNICEF staff and partners at HQ, RO, CO) Online survey (UNICEF staff and partners at HQ, RO, CO)</p>
<p><b>Objective 2:</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</p> <p><b>Theme 2:</b> Reopening schools and reinstating face-to-face learning</p>	<p><b>2.1 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to promote home-based learning?</b></p>	<p>Evidence of extent to which UNICEF was instrumental (1) in home-based learning happening at all, (2) whether that support was instrumental in improving the home-based learning initiatives in terms of quantity, reach or quality.</p>	<p>List /type of education strategies used to promote home-based learning # of countries/schools/children using home-based learning strategies Amount/type of support to households for home learning</p>	<p>Government staff: national, subnational government ministries/departments. UNICEF CO staff, partners at CO level: involved in working with government entities within countries RO staff: involved in working with Gov at CO level or supporting CO to work with government. Documents detailing support provided to government entities as well as progress made etc in relation to home based learning.</p>	<p>Document review (design and implementation documents, strategies, plans, resourcing, progress reports for home leaning) Interviews (government personnel, UNICEF staff and partners at CO, RO) Online survey (UNICEF staff and partners at RO, CO) U- Report (young people and communities)</p>

<p><b>OECD-DAC criteria:</b> relevance and effectiveness</p>	<p><b>2.2 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to enhance children's safety, wellbeing, and protection during the re-opening of schools?</b></p>	<p>Evidence of extent to which UNICEF was instrumental in strengthening the protection, wellbeing, and safety of children through the three phases of school re-opening (prior to re-opening, in the re-opening process and with schools re-opened).</p>	<p>List /type of education strategies used to enhance children's safety and protection during re-opening of schools # of countries with safety and protection protocols and plans</p>	<p>Government staff: national, subnational government ministries/departments. UNICEF CO staff, partners at CO level: involved in working with government entities within country. RO staff: involved in working with Gov at CO level or supporting CO to work with government. Documents detailing support provided to government entities as well as progress made etc. in relation to children's safety, wellbeing, and protection during the re-opening of schools.</p>	<p>Document review (protection protocols, strategies, plans, progress reports, resourcing, in relation to children's safety, wellbeing, protection)) Interviews (government personnel, UNICEF staff and partners at CO, RO) Online survey (UNICEF staff and partners at RO, CO) U- Report (young people and communities)</p>
	<p><b>2.3 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to reinstate in-school learning?</b></p>	<p>Evidence of the extent to which UNICEF was instrumental in (1) schools opening sooner than would otherwise have been the case and (2) schools operating in "business as usual" ways and levels quicker or more completely than would otherwise have been the case (e.g. through addressing any obstacles experienced by teachers, such as vaccinations, unpaid wages, provision of PPE or handwashing facilities).</p>	<p>List /type of education strategies used to re-instate in-school learning # of countries/schools/teachers using UNICEF supported education strategies to re-instate in-school learning Incidences of changes reported in teaching, learning and assessment practices after reinstatement of in school learning # of countries reporting change in teaching, learning and assessment practices after reinstatement of in school learning</p>	<p>Government staff: national, subnational government ministries/departments. UNICEF CO staff, partners at CO level: involved in working with government entities within country. RO staff: involved in working with Gov at CO level or supporting CO to work with government. Documents: detailing support provided to government entities as well as progress made etc in relation to reinstating in-school learning.</p>	<p>Document review (strategies, plans, progress reports, resourcing, in relation to reinstating school learning) Interviews (government personnel, UNICEF staff and partners at CO, RO) Online survey (UNICEF staff and partners at RO, CO) U- Report (young people and communities)</p>
	<p><b>2.4 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to introduce reformed teaching, learning and assessment practices?</b></p>	<p>Evidence of the extent to which UNICEF was instrumental in schools and teachers using reformed teaching, learning and/or assessment practices designed to address the negative effects of the COVID-19 pandemic on children's education, such as lost learning across all children or among particular groups of children.</p>	<p># of countries reporting reformed teaching, learning and assessment practices to address the negative effects of COVID 19 # of countries reporting using teaching, learning and assessment practices to address the negative effects of COVID 19</p>	<p>Government staff: national, subnational government ministries/departments. UNICEF CO staff, partners at CO level: involved in working with government entities within country. RO staff: involved in working with Gov at CO level or supporting CO to work with government. Documents: detailing support provided to government entities as well as progress made etc in relation to reformed teaching, learning and assessment practices.</p>	<p>Document review (strategies, plans, progress reports, resourcing, in relation to reformed teaching, learning and assessment practices, reports of classroom/school assessments, monitoring visits) Interviews (government personnel, UNICEF staff and partners at CO, RO) Online survey (UNICEF staff and partners at RO, CO) U- Report (young people and communities)</p>
	<p><b>2.5 In what ways, and how successfully, has UNICEF supported governments during the COVID-19 pandemic to target and reach different groups of marginalized children and adapt programmes to their learning needs?</b></p>	<p>Evidence of the extent to which UNICEF was instrumental in the initiatives to identify and reach (provide for learning needs) children in particular the most marginalised groups, e.g. girls, children with disabilities, refugees, minority ethnic/language groups. Evidence of whether particular groups of children were omitted or not sufficiently targeted through UNICEF supported interventions.</p>	<p>Type of targeting strategies used by UNICEF to identify and reach marginalized children disaggregated by group #/type of needs assessments conducted # of programmes designed based on results from needs assessment</p>	<p>Government staff: national, subnational government ministries/departments. UNICEF CO staff, partners at CO level involved in working with government entities within country. RO staff: involved in working with Gov at CO level or supporting CO to work with government. Documents: detailing government entities at national/subnational level, CO/RO UNICEF staff and CO partners identifying target groups, identifying their needs and/or tailoring the approach and support provided to different groups of marginalized children.</p>	<p>Interviews (government personnel, UNICEF staff and partners at CO, RO) Online survey (UNICEF staff and partners at RO, CO) Document review (targeting strategies, reports of identified groups and those reached/not reached)</p>

	<b>2.6 In what ways, and how successfully, has UNICEF supported government initiatives to recover learning lost during the COVID-19 pandemic?</b>	Evidence of design and implementation of initiatives to recover lost learning (including assessing the extent of learning lost and progress to recover this)		Government staff: national, subnational government ministries/departments. UNICEF CO staff, partners at CO level: involved in working with government entities within country. RO staff: involved in working with Gov at CO level or supporting CO to work with government. Documents: detailing support provided to government entities as well as progress made etc in relation to initiatives to recover learning. Secondary education data pre post covid (if available)	Document review (strategies, plans, design documents, progress reports, assessments) Interviews (government personnel, UNICEF staff and partners at CO, RO) Online survey (UNICEF staff and partners at RO, CO) U-Report Analysis of secondary education data pre post covid (if available)
<p><b>Objective 3:</b> 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</p> <p><b>Theme 3:</b> UNICEF preparedness frameworks, readiness to handle similar future crises</p> <p><b>OECD-DAC criteria:</b> relevance and effectiveness</p>	<b>3.1 In what ways, and how successfully, did UNICEF's education teams deploy the existing education-in-emergency (EIE) frameworks, infrastructure, capacities, and tools in the education sector response to the COVID-19 pandemic?</b>	Evidence of extent to which the frameworks, infrastructure, capacities, and tools (FICT) were 1) used in their intended way and to their full extent and 2) used in all circumstances when their use was or would have been appropriate.	# of staff reporting using existing EIE infrastructure, capacities and tools	UNICEF staff: at HQ, regional and country levels. Documents: detailing the education team's use of selected, key EIE frameworks, infrastructure, capacities, and tools in the COVID response work.	Document review (EIE tools, frameworks, reports) Interviews (UNICEF staff at CO, RO, HQ) Online survey (UNICEF staff HQ, RO, CO)
	<b>3.2 In what ways, and how comprehensively, has UNICEF adapted the education-in-emergency (EIE) frameworks, infrastructure, capacities, and tools to prepare UNICEF education programmes in different contexts for future global public health emergencies?</b>	Evidence of adaptations to EIE frameworks, infrastructure, capacities, and tools informed by lessons learnt from experience of the COVID-19 pandemic / Evidence of appropriate processes and/or structures in place for the reflection and adaptations to EIE frameworks, infrastructure, capacities, and tools informed by lessons learnt from experience of the COVID-19 pandemic.	Examples of changes initiated in preparation of future emergency responses	UNICEF staff at HQ, regional and country levels. Documents: including plans, policies, strategies, processes, working group TORs, regarding actual or planned changes to these frameworks, infrastructure, capacities, and tools and/or processes/structures in place for reflection and lesson learning from the experience of the COVID-19 pandemic.	Document review (revised EIE tools, frameworks, reports) Interviews (UNICEF staff at CO, RO, HQ) Online survey (UNICEF staff HQ, RO, CO)

## 5 Methodology

### 5.1 Evaluation design & approach

The evaluation will use a utilisation-focused and participatory approach. It assumes that the key users will have a high level of involvement in the evaluation. In particular, primary stakeholders will be engaged in validating the findings and recommendations. This approach allows stakeholders to gain a better understanding of UNICEF's contribution to improved teaching and learning thereby increasing ownership and the probability of using the evaluation findings and recommendations to inform their decisions.

The evaluation design will be theory-based, combined with contribution analysis and comparative case studies. It will be non-experimental and mixed methods. With an overarching theory-based evaluation design we will use predominantly qualitative research to assess the relevance, effectiveness, coherence, and efficiency of UNICEF's COVID response in the education sector.

Using a theory-based approach combined with contribution analysis will allow us to develop a contextual understanding of the environments in which the intervention has been implemented. This allows us to identify rival explanations for the type and scale of changes that the intervention has been seeking to bring about, and evidence the relative contribution of different types of strategies, activities, and interplay between these. We will use the high-level theory of change, as given in Figure 1, to undertake the contribution analysis.

Using case studies, via selection of specific countries as cases, we will be able to compare and contrast which types of strategies, and activities have worked well, why, how, for whom, in what type of geographical contexts and in tackling the type of problems that target groups faced. By developing country-based case studies, we will be able to obtain in-depth insights into strategies and activities adopted for responding to the COVID crisis in 'natural real-life [and diverse] contexts'. Country-based case studies are designed to leverage both contextual and institutional knowledge from within each of the countries. The case studies will be used to provide in-depth analyses of each country and help to understand, in particular, the extent to which interventions were aligned to needs of target groups, and the effects of the support, under specific conditions. We will develop seven case studies whereby each case study will be unique. In selecting the countries we have used 'literal replication' as a method of case selection which means that the same type of results are predicted for each of the cases, although using diverse interventions in differing contexts. The case study countries will vary in terms of contexts, barriers, interventions, structures, and geographical location. Variation along these dimensions will provide the greatest coverage and best chance of identifying patterns of difference or similarity, in terms of the extent to which UNICEF's strategies and interventions have been effective and contributed to delivering results. Due to the low number of case studies conducted, as compared to the scale of the COVID response globally, it is unlikely that the results will be generalizable more broadly. For this reason, they will be supplemented by data collected via online survey, desk review, interviews, and analysis of secondary data to incorporate evidence from around the globe.

Whilst each of the geographic case studies will differ in terms of context and partners, it is likely that they may allow similar themes to be explored across these contexts. This means the case studies will have both geographic and thematic focus. Effort will be made to select themes that will allow a specific topic to be explored in more depth across number of contexts. While geographic case studies will function as stand-alone studies for each country, the thematic aspects of these will focus on a topic, which will enable analysis and comparison across countries.

### 5.1.1 Case study countries

We have used three essential and nine additional criteria to select seven countries as case studies. These provide a broad and diverse profile of countries from amongst the top 20 countries in terms of UNICEF's expenditure on education programming from 2019 and 2020. The list of the seven selected case study countries is presented, together with key information against the criteria for selection in Table 5.

**Table 4: Case study country selection criteria**

Country Selection Criteria	Assessment Method	Sources
Essential criteria		
Availability and interest of UNICEF country office	<ul style="list-style-type: none"> <li>- High availability/interest (UNICEF country office indicate interest and availability to take an active part sharing secondary documentation and identifying and engaging stakeholders for all primary data collection methods) – include in sample</li> <li>- Medium availability/interest (UNICEF country office indicate moderate interest and availability to take part sharing secondary documentation and identifying and engaging stakeholders for partial primary data collection methods) – include in sample</li> <li>- Low availability/interest (UNICEF country office does not indicate that they are available to spend time on either document sharing or stakeholder engagement or both) – exclude from sample</li> </ul>	<p>Consultation with UNICEF HQ Education team and Reference Group</p> <p>Follow-up consultation with UNICEF country office</p>
Availability of quality data	<ul style="list-style-type: none"> <li>- Yes (include in sample)</li> <li>- No (exclude from sample)</li> </ul>	Consultation with UNICEF HQ and country offices
Within the top 20 countries in UNICEF expenditure on education programming in 2020 and/or 2019	<ul style="list-style-type: none"> <li>- Yes (include in sample)</li> <li>- No (exclude from sample)</li> </ul>	Global Annual Results Report – Goal Area 2 for 2020 and 2019
Additional criteria		
Country within a UNICEF regional classification	Countries from a diverse range of UNICEF regions but not necessarily all	UNICEF website
Economic status	<ul style="list-style-type: none"> <li>- low income</li> <li>- lower-middle income</li> <li>- higher-middle income</li> </ul>	World Bank classification on website

Population size	Diverse range of countries from large to small population sizes	World Bank data from 2020
Fragile and conflict affected states (FCAS)	- Yes (eligible for inclusion) - No (eligible for inclusion)	World Bank classification on website
GPE funded	- Yes (eligible for inclusion) - No (eligible for inclusion)	GPE website
Progress towards SDG 4.1.1 (b)	- Yes (eligible for inclusion) - No (eligible for inclusion)	Most recent UIS data
UNICEF spending on education programming in country (in millions)	- Yes (eligible for inclusion) - No (eligible for inclusion)	UNICEF 2020 Annual Results Report
Human Development Index Ranking (2020)	- Yes (eligible for inclusion) - No (eligible for inclusion)	UNDP website
Information on school closure and reopening durations	- Yes (eligible for inclusion) - No (eligible for inclusion)	<a href="#">COVID-19 Global Education Recovery Tracker</a>

Table 5: Selected case study countries

SN	Country	Compulsory criteria			Additional criteria								
		Availability/interest	Availability of quality data	Top 20 countries in UNICEF expenditure	UNICEF Region	Economic status	Population Size (2020; in millions)	FCA S	GPE funded	Progress towards SDG 4.1.1(b)	Edu Spending (in millions)	HDI ranking (out of 189 countries)	School closure source:
1	Bangladesh	TBC	TBC	Y	SA	lower-middle	164.00	N	Y	Maths: 47.3%, Reading: 52.6%	43	133	all schools closed on March 18, 2019 Hybrid model began for all grades except pre-primary in November 2021 Current status unknown
2	Jordan	Y	Y	Y	MENA	upper-middle	29.00	Y	Y	Maths: N/A, Reading: N/A	27	102	Frequent school closures and reopening in 2021. No data after Sep 2021
3	Lebanon	TBC	TBC	Y	MENA	upper-middle	6.00	Y	N	Maths: 26.8%, Reading: N/A	172	92	No data for 2019 or 2020 Feb - March 2021 school closure April - Jun 2021 hybrid Jun - Nov 2021 open
4	Nigeria	TBC	TBC	Y	WCA	lower-middle	206.00	Y	Y	Maths: N/A, Reading: N/A	43	161	Feb - Aug 2021 Hybrid Sep - Oct 2021 closed Nov 2021 Hybrid
5	South Sudan	TBC	TBC	Y	ESA	low	11.00	Y	Y	Maths: N/A, Reading: N/A	31	185	Feb - May 2021 Hybrid Jun - Nov 2021 open
6	Mongolia	Y	Y	N	EAPRO	lower-middle	3.27	N	Y	Maths: N/A Reading: N/A	tbc	99	Apr - Aug 2021 Closed Sep 2021 – Jan 2022 Hybrid Feb 2022 Open
7	Venezuela	TBC	TBC	Y	LAC	upper-middle	28.00	N	N	Maths: N/A, Reading: N/A	14	113	Mar – Sep 2021 Remote Nov – Dec 2021 Open Dec – Jan 22 Closed Jan – Feb 22 Open

When the proposed country study countries have been finalized by UNICEF, the evaluation team will conduct a review to ensure no conflicts arise from work Cambridge Education has performed on UNICEF's behalf in those countries. A report will be submitted to UNICEF summarising the outcome of the review and the mitigation steps proposed to resolve any conflicts of interest arising. A similar entry will be logged in Cambridge Education's conflict of interest register, hosted by Mott MacDonald.

## 5.2 Data collection methods & sampling

We will collect and analyse both primary and secondary data to address the evaluation questions.

### i. **Secondary data** – desk review of relevant documentation and data sets

The evidence base, through secondary data collection, will be constructed at all levels at which UNICEF operates - global, regional, and country (in particular, the seven case study countries).

### ii. **Primary data** – individual and group interviews, online survey and U-Report<sup>5</sup>.

The evidence base constructed through primary data collection will focus on the seven selected case study countries, primarily through individual and group interviews. This will lead to the creation of country profiles in each of these sampled countries. Interviews will also be carried out with UNICEF staff and those from strategic partners at regional and global levels. An online survey will also be used to gather data from UNICEF staff and partners across the UNICEF country office network. We may also use U-Report as a means to collect data from young people and communities, if the secondary data phase indicates such information will be useful.

### 5.2.1 Secondary data collection

As per the workplan in section 7, secondary data will be collected and analyzed during the second phase of the evaluation, in the months of March and June 2022. This will build upon the document collection and review at the global level of UNICEF strategies, annual reports and evaluations that was begun in the inception phase.

#### Data sources

The sources for secondary data will include the following:

**Table 6: Secondary data collection sources**

Level	Source
Global & Regional	<ul style="list-style-type: none"> <li>● UNICEF publications – strategies, reports, case studies, evaluations, and data sets</li> <li>● UNICEF internal monitoring data sets</li> <li>● Publications and data sets from technical and delivery partners such as UNESCO, UIS, WHO etc.</li> <li>● Publications, webinars, and data sets from global initiatives UNICEF is a part of such as the Global Education Coalition, and Global Education Cluster</li> <li>● Publications and data sets from donors such as World Bank, GPE, ECW, FCDO etc.</li> </ul>

<sup>5</sup> U-Report is a social messaging tool and data collection system developed by UNICEF to improve citizen engagement, inform leaders, and foster positive change. The program sends SMS polls and alerts to its participants, collecting real-time responses, and subsequently publishes gathered data.

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Country	<p>In addition to all of the above sources that may have information on the seven target case study countries, secondary data will be collected from the following sources –</p> <ul style="list-style-type: none"> <li>● Government documents, publications, and data sets in the public domain</li> <li>● Publications and data sets from UNICEF in-country partners such as NGOs/INGOs, other Donors and UN agencies and the private sector</li> </ul>
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The secondary data will be collected predominantly from online sources (organization websites and online libraries) that are authentic and verifiable. Two members of the evaluation team have access to the UNICEF intranet and will scan the database for any relevant documentation that may not be in the public domain. We will also make direct requests to people within UNICEF and key stakeholder organizations to share relevant documentation and data sets with the evaluation team. We would also welcome the UNICEF Education Team compiling a set of relevant data and documentation to be reviewed. To manage the pace of the evaluation, the document collection process will be drawn to a close towards the end of May 2022.

### **Inclusion criteria**

The following criteria will be applied to the process of collecting secondary documents so that document and data that do not fall within these criteria will not be included, unless directly pertinent to addressing the evaluation questions.

- Documents in English, French or Spanish
- Documents and data sets published between March 2020 and December 2021
- Documents with the focus on UNICEF Goal Area 2 – education teaching and learning

### **5.2.2 Primary data collection methods**

Primary data collection will take place in Phase 3, scheduled for June and July 2022. The primary data collection will be used to follow up specific areas of enquiry identified in Phase 2 through the analysis of the secondary data and documentation. It is expected to comprise individual interviews, group interviews, online surveys and use of U-Report. Participants will include government representatives in the seven sampled, case study countries, UNICEF staff at country, regional and HQ offices, and representatives of other partner organisations (e.g. GPE, World Bank, WHO, national and international NGOs, other UN agencies).

We anticipate conducting 20 interviews with UNICEF HQ staff, partner organizations, and other UN agencies at the global level; 21 interviews with key UNICEF staff at the Regional Level; and 10 interviews (individual or in a group format) with UNICEF country staff, government officials, and in-country partners, in each of the 7 case study countries. A detailed breakdown of primary data collection methods and proposed respondents for global, regional and country levels is provided in the following section. A summary of all the primary data collection methods is provided in Table 7 below.

Primary data collection activities for the sampled countries will be summarised in ‘field reports.’ Notes from the global and regional consultations will be captured in an equivalent of these field reports. These field reports will form an evidence source in their own right for the evaluation report, but they will also be used to update the country profiles started in Phase 2.

We also expect to deploy an online survey for completion by UNICEF staff from across UNICEF, in particular in country offices that are not among the seven selected case study countries. This will be particularly valuable for certain evaluation questions that require information from a large number of country contexts to be adequately addressed. This includes evaluation questions related to, for example, interventions deployed for home-based learning, recovering learning lost during the COVID-19 pandemic and where education teams deployed the existing EIE infrastructure, capacities, and tools in the education sector response to COVID-19.

A modified-Delphi online survey will be deployed in Phase 4. The purpose of that survey will be to test the generalisability and applicability of the evaluation findings and conclusions drawn from the secondary and primary data analysis. Staff from across UNICEF at global, regional and country office levels will be invited to participate.

**Table 7: summary of proposed sample across all data sources**

Level	Quantity	Data collection method	Approximate sample size at each level	Total sample
Global	1	IDIs	20	20
	1	Online survey	tbc	tbc
Regional	7	IDIs	3	21
Country	7	IDIs	10	70
		U-Report	tbc	tbc
Total				111

#### 5.2.2.1 Sampling for in-depth interviews

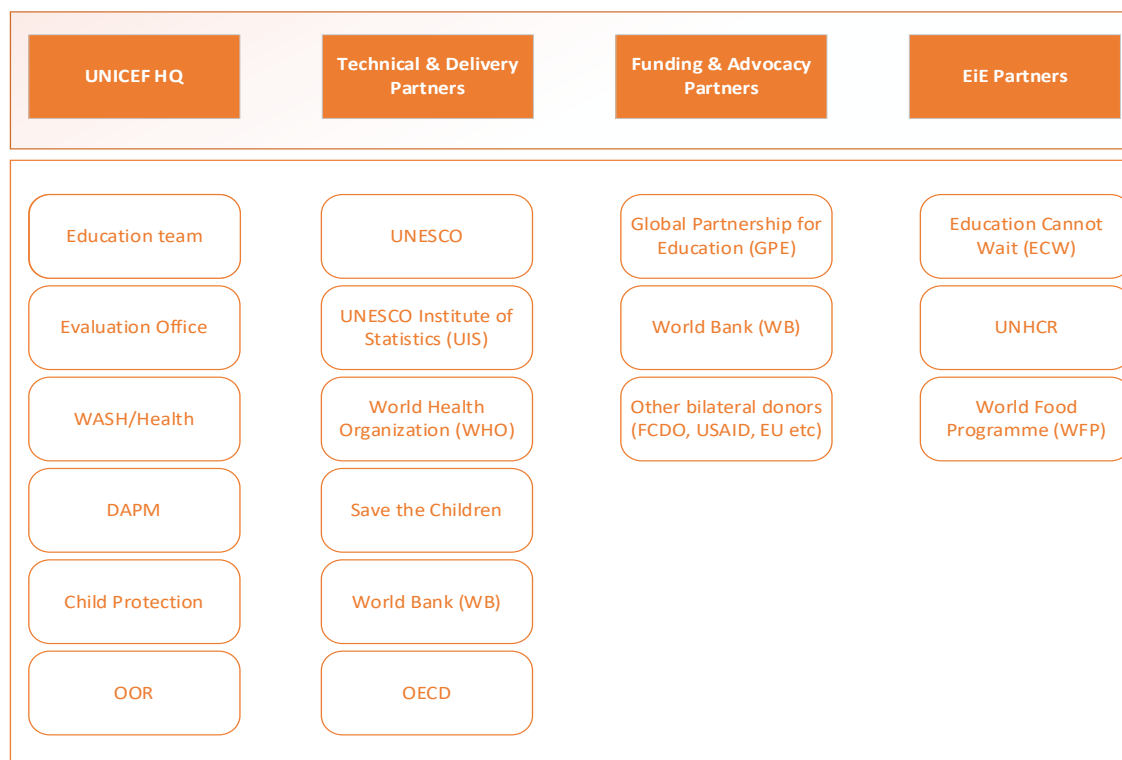
The sample for primary data collection will consist of respondents at the global, regional and country level from UNICEF, governments and partner organizations. They are the key individuals and institutions who contributed to the design, implementation and monitoring/learning of UNICEF teaching and learning strategies and actions, donors that provided funding for the COVID-19 response, and government entities that received UNICEF support.

#### Global-level informants:

At the global level, respondents have been categorized into four groups:

- I. UNICEF headquarters – The Education Team led the design and monitoring of the teaching and learning strategy and worked in close collaboration with other teams to deliver the COVID-19 response.
- II. Technical and delivery partners – UNICEF worked closely with other UN organizations and INGOs to design, deliver and monitor the COVID-19 response.
- III. Funding and advocacy partners – key donors that funded UNICEF education programming and specifically for the COVID-19 response in 2020 and 2021.
- IV. Education in Emergencies (EiE) partners: specific donors and technical and delivery partners who supported UNICEF's education response to COVID-19 in conflict settings.

Figure 2 provides a preliminary mapping of global informants by these four groups, which will be refined through conducting the secondary data analysis to get a deeper understanding of the context of UNICEF programming in teaching and learning. It is also expected that there will be some overlap between the categories.

**Figure 2: Global level category of respondents****Global level sample size**

At the global level, we will conduct 20 IDIs with representatives from UNICEF, partners and other UN agencies. This list will be finalized in the next phase. An indicative breakdown is provided in Table 8 below.

**Table 8: Proposed sample for global level interviews**

Organizations	Proposed sample	IDI respondents
UNICEF HQ	15	<ul style="list-style-type: none"> <li>• Education Director</li> <li>• Lead System Strengthening + 1 relevant team member</li> <li>• Lead Education in Emergencies + 1 relevant team member</li> <li>• Lead Management, Advocacy &amp; Partnerships + 1 relevant team member</li> <li>• Lead Digital Learning + 1 relevant team member</li> <li>• Lead System Planning, Analytics and Data + 1 relevant team member</li> <li>• Lead ADAP + 1 relevant team member</li> <li>• Lead Gender, Equity and Inclusion + 1 relevant team member</li> </ul>
Technical partner	3	UNESCO World Bank WHO
Funding partner	1	GPE
EiE partner	1	UNHCR

The in-depth interviews at the global level will provide evidence to help answer the evaluation questions from across the three evaluation themes.

- For theme 1 of the evaluation, the global level interviews will provide information to inform our understanding of what data, knowledge and tools were developed by UNICEF and how UNICEF worked across different sectors and with partners at the HQ level to build an evidence and resource base for the education response to the COVID-19 pandemic.
- For theme 2 of the evaluation, where the focus is mainly at the country level, the global level interviews will inform our understanding of what tools, frameworks, guidance, and other forms of support were disseminated from UNICEF HQ to UNICEF regional and country levels, to support home-based learning, safe reopening of schools and reinstating face to face learning.
- For theme 3 of the evaluation, the global level interviews will contribute to understanding what EiE frameworks, infrastructures, capacities, and tools were deployed by UNICEF HQ to respond to the COVID-19 pandemic. They will also be instrumental in understanding the work that has been carried out to adapt these based on the lessons from the pandemic to be better prepared for future global public health emergencies.

An online survey will also be rolled out to all UNICEF offices to gather information to inform all the evaluation questions. The online survey will provide broad and high-level data from all UNICEF country offices and regions that will complement the detailed data from the seven case study countries. The country and regional office respondents will be identified in consultation with UNICEF in the next phase.

### Regional-level informants:

For this evaluation, we will use UNICEF's categorizations of regions. UNICEF has a total of seven regions and the key respondents within them are the regional offices which are responsible for coordination work and initiatives with the country offices. The UNICEF regions are as follows:

- I. East Asia & Pacific (EAPRO)
- II. Regional Office South Asia (ROSA)
- III. Europe & Central Asia (ECARO)
- IV. Middle East & North Africa (MENARO)
- V. East & Southern Africa (ESARO)
- VI. West & Central Africa (WCARO)
- VII. Latin America & Caribbean (LACRO)

### Regional level sample size

At the regional level, we expect to interview a total of 21 UNICEF regional office staff, with three key stakeholders in each region. These may take the form of individual interviews or group interviews. The respondents have been selected based on an initial review of UNICEF education programming documents and a number of consultations during the inception phase. This list will be finalized in the next phase. An indicative breakdown is provided in the table below.

**Table 9: Proposed sample for regional level interviews**

Organizations	Proposed sample	IDI respondents
UNICEF East Asia & Pacific (EAPRO)	3	<ul style="list-style-type: none"> <li>• Regional Director</li> <li>• Regional Education Advisor</li> <li>• Education Specialist</li> </ul>
UNICEF Regional Office South Asia (ROSA)	3	<ul style="list-style-type: none"> <li>• Regional Director</li> <li>• Regional Education Advisor</li> <li>• EiE Specialist</li> </ul>

Organizations	Proposed sample	IDI respondents
UNICEF Europe & Central Asia (ECARO)	3	<ul style="list-style-type: none"> <li>Regional Director</li> <li>Regional Education Advisor</li> <li>Education Specialist</li> </ul>
UNICEF Middle East & North Africa (MENARO)	3	<ul style="list-style-type: none"> <li>Regional Director</li> <li>Regional Education Advisor</li> <li>EiE Specialist</li> </ul>
UNICEF East & Southern Africa (ESARO)	3	<ul style="list-style-type: none"> <li>Regional Director</li> <li>Regional Education Advisor</li> <li>EiE Specialist</li> </ul>
UNICEF West & Central Africa (WCARO)	3	<ul style="list-style-type: none"> <li>Regional Director</li> <li>Regional Education Advisor</li> <li>EiE Specialist</li> </ul>
UNICEF Latin America & Caribbean (LACRO)	3	<ul style="list-style-type: none"> <li>Regional Director</li> <li>Regional Education Advisor</li> <li>EiE Specialist</li> </ul>

The interviews at the regional level will provide evidence to help answer the evaluation questions from across the three evaluation themes.

- For theme 1 of the evaluation, the regional level interviews will primarily contribute to understanding what data, knowledge, and tools were developed at UNICEF Regional office level and how they worked across different sectors and with partners at the regional level to build an evidence and resource base for the education response to the COVID-19 pandemic.
- For theme 2 of the evaluation, where the focus is mainly at the country level, we expect the regional level interviews will have limited contribution and only in terms of understanding what tools, frameworks, and guidance were disseminated from UNICEF Regional Offices to UNICEF country offices, to support home-based learning, safe reopening of schools and reinstating face to face learning.
- For theme 3 of the evaluation, the regional level interviews will contribute to understanding what EiE frameworks, infrastructures, capacities, and tools were deployed by UNICEF regional offices to respond to the COVID-19 pandemic. They may also contribute to answering whether these EiE frameworks, infrastructures, capacities, and tools have been or are being adapted based on the lessons from the pandemic to be better prepared for future global public health emergencies.

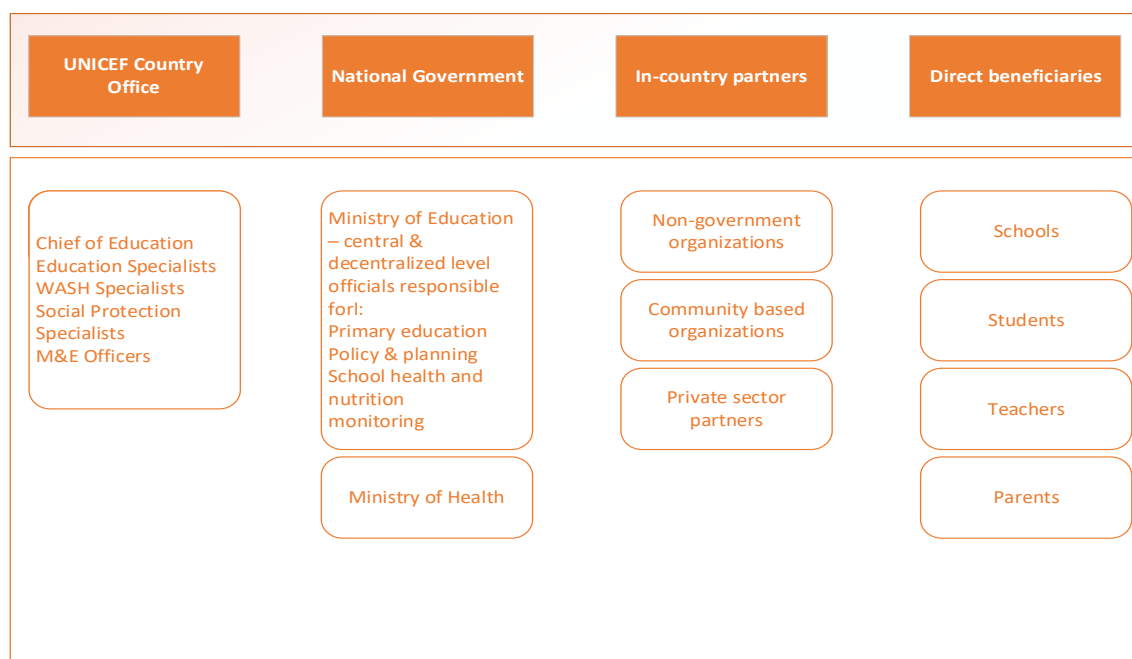
### Country-level informants:

At the country level, the respondents have been categorized into four groups. The final list of respondents will be dependent upon particular contexts in the seven case study countries and the nature of the interventions and support provided by UNICEF that will emerge through the secondary data collection and analysis phase.

- I. UNICEF staff members from the country office, from various sectors, who worked on or contributed to the COVID-19 education response, including the Chief of Education and other Specialists (Education, WASH, M&E etc.).
- II. National government departments and officials that received UNICEF support and key officials from various departments who worked closely with UNICEF country office such as Ministry of Education, Ministry of Health officials at the national and decentralized levels.

- III. Non-governmental organizations, not-for-profit and private sector, that partnered with UNICEF to deliver teaching and learning interventions.
- IV. Schools, students, teachers, and parents who were the targeted beneficiaries of the COVID-19 teaching and learning interventions.

**Figure 3: Country level respondents**



### Country level sample size

At the country level, we expect to conduct 10 individual or group interviews per case study country. The list of respondents will be finalised in the next phase in consultation with UNICEF country focal points responsible for coordinating and setting up these interviews and discussions. A generic breakdown of respondents for one country is provided in Table 10 below.

**Table 10: Proposed sample of country level interviews**

Organizations/Institutions	Proposed sample	IDI respondents
UNICEF Country Office	4	<ul style="list-style-type: none"> <li>• Chief of Education</li> <li>• Education Specialist</li> <li>• M&amp;E Specialist</li> <li>• WASH Specialist</li> </ul>
Government	3	<ul style="list-style-type: none"> <li>• TBC</li> </ul>
In-country partner	1	<ul style="list-style-type: none"> <li>• TBC</li> </ul>

The interviews at the country level will provide evidence to help answer the evaluation questions from across the three evaluation themes.

- For theme 1 of the evaluation, the country level interviews will contribute to understanding what data, knowledge and tools that were developed by UNICEF HQ and Regional offices were used by the UNICEF country offices and how the country offices worked across different sectors and with partners at the country level to build an evidence and resource base for the education response to the COVID-19 pandemic.
- For theme 2 of the evaluation, where the focus is primarily at the country level, the interviews will contribute understanding how tools, frameworks and guidance developed at the HQ and

Regional level were adapted and used at the country level, and how UNICEF country offices supported government initiatives to support home-based learning, safe reopening of schools, and reinstating face to face learning.

- For theme 3 of the evaluation, the country-level interviews will contribute to understanding what EiE frameworks, infrastructures, capacities, and tools deployed by UNICEF HQ and regional offices were adapted and used by country offices and what lessons they have learnt.

### 5.3 Data analysis approach

The primary and secondary data will be collected and analysed during Phases 2 and 3 of the evaluation. The objective of these exercises will be to answer each of the evaluation questions using the evidence available and in so doing to deliver against the overarching goal and the three objectives of the evaluation. As the primary and secondary data analysis is undertaken for the global and regional levels as well as for the seven sampled countries, the Evaluation Team's task will be to generate a set of robust evaluation statements that answer each evaluation question based on the evidence collected. These statements will be tested, elaborated on, and refined through an iterative process as the analysis proceeds. The statements will also include assessments of the quality of the evidence base. Once the data analysis is completed in full, the evaluation statements will be developed into evaluation narratives that provide nuanced answers to each evaluation question. These narratives will include assessments of the overall strength of evidence available for each evaluation question by, for instance, evidence being labelled as 'strong' if robust evidence is available from the evidence captured at global/regional levels and in at least half the country profiles.

The analytical framework that will guide the analysis process is based on the evaluation questions. The methods of analysis will include the following:

1. Thematic analysis: A coding framework based on the evaluation questions will be developed and data collected from the document review, interviews, group interviews and survey will be coded and analysed. Developing and using a coding framework will help to ensure consistency across the Evaluation Team, therefore providing greater reliability of results.
2. The evaluation team will use Dedoose, an online and cross-platform app for analysing qualitative data, whether text-based or other data including photos, audio, and videos. All qualitative data collected will be uploaded on Dedoose and entire documents or sections will be tagged as per pre-defined categorisations linked to the evaluation questions. This will allow for real time collaboration within the evaluation team. It will also identify where gaps exist in our evidence. It will be used directly to write the evaluation report and maintain proximity to the evidence base as we answer the evaluation questions.
3. Quantitative data will be analysed using SPSS/MS Excel to generate descriptive statistics, cross tabulation, and other statistical calculations to obtain findings. The type and quality of data available will determine this analysis.
4. Triangulation involves using multiple data sources to produce understanding about the topic under discussion. We will use this method, wherever the evidence base permits, to corroborate findings and deepen our understanding in order to construct a rich, rigorous, and comprehensive account against the questions being addressed. In addition, we will use methods-triangulation which means checking for consistency of findings generated by different data collection methods. We propose using triangulation as we understand that a single method is not adequate to provide a comprehensive picture and therefore using multiple methods helps facilitate deeper understanding.

## 5.4 Methodological limitations to the evaluation

Potential limitations to this evaluation and the mitigation measures are provided in Table 11 below.

Table 11: Limitations, risks, and mitigation measures

Limitation	Risks	Mitigation Measures
<b>All relevant documents and data may not be available or of high quality</b>	Existing documentation/data may be incomplete, not systematically organised or managed consistently across UNICEF at global, regional, and country level. Lack of data or inconsistencies in data will affect the richness of analysis and validity of findings.	We will inform UNICEF in advance about the documents/data required so that they are able to assist in sourcing them. In case some documents/data are unavailable we will inform UNICEF of the implications this may have on the evaluation. 'Availability of quality data/information' has been used as one of the criteria for selection of case study countries. We may undertake limited additional primary data gathering to overcome some data gaps.
<b>Documents and data are not supplied in a timely manner or after the end of the scheduled review period</b>	Relevant documentation or data not shared with the CE team in a timely manner may lead to delays in the evaluation timelines or relevant information not included in the evaluation report.	UNICEF and CE to agree on the scope of documents and data required in the inception period. UNICEF to begin compiling documents and data at global/regional levels during the inception phase. UNICEF to send prompt communication at the start of Phase 2 for the compilation of documents and data for the 7 sampled countries. UNICEF and CE to maintain regular communication during Phases 2 and 3 about the supply of documents and data. In the event of documents and data being supplied after the end of the scheduled review period, UNICEF and CE to agree on revised timetable or to exclude them.
<b>Availability of reliable, high quality and complete secondary data</b>	<p>Personnel (UNICEF and external) who may have access and knowledge of available data from start may no longer be available. This means new staff may not have been passed on the knowledge and it will be difficult to find and access this data.</p> <p>Monitoring data may not be streamlined or systematically managed and available. The amount and quality of data therefore may be limited and time consuming to compile and use.</p> <p>Financial and budgetary data may be scattered and not available in a consistent format. This will make efficiency related questions difficult to address.</p>	Data triangulation may mitigate this issue. Close collaboration with the Evaluation Office and Education Team, plus guidance from the Data Management Team, will help the evaluators navigate the secondary data resources.
<b>Limited access to respondents</b>	The Evaluation team, due to COVID-19 or unavailability of	We will work with UNICEF at global, regional, and country levels so that

	respondents, may not be able to collect required data in the relatively narrow time phases available.	respondents are informed about the evaluation and accessible. We will also have reserve lists to top up the sample. Specifically: <ul style="list-style-type: none"> <li>• Regional, and Global UNICEF focal points who will be responsible for identifying and coordinating with the respondents.</li> <li>• UNICEF at various levels to inform all key stakeholders about the purpose of the evaluation and their role in it.</li> <li>• Evaluation team to prepare a backup set of respondents in case some are unavailable.</li> <li>• Evaluation team to identify backup primary data collectors in case a team member is unavailable due to COVID-19.</li> </ul>
Key stakeholders are not aware of the evaluation, its purpose and uses	Key stakeholders, such as those from the government may not be aware of the evaluation, its purpose, and their role within the process. As a result of this they may not participate or have expectations that cannot be met. This may pose risk to the evaluation process.	All key stakeholders will be informed about the evaluation, its purpose and timings. Key stakeholders will be engaged during data collection as respondents and as participants in the findings workshop for feedback. The report will also be shared.
Limited availability of high-level respondents for interviews	Respondents from various levels may not be available for interviews at the time required. This will reduce the amount of data available for analysis and may not provide views of all relevant stakeholders to make informed evaluative judgements.	More than one person from the sampled group of stakeholders will be selected. We will also request support from UNICEF to inform stakeholders about the evaluation in advance. Level of availability and interest has been used as a country case study selection criterion.
Stakeholders may not be able to recall information and hence there will be recall bias	Due to difference in time between interventions and this evaluation it is possible that respondent beneficiaries may not be able to recall the programme process, results etc.	We will triangulate findings from various data sources to identify consistency/ inconsistency in views. This means that we will include similar questions across all data collection instruments to allow for methods triangulation.
Data collection instruments may not be culturally or linguistically sensitive	Informants are unwilling or unable to cooperate and supply the information required to the evaluation team.	Data collection instruments will be reviewed and approved before data is collected. Where appropriate, pre-testing will take place with respondents similar to those from whom data will be actually collected.
Volume of data and documentation and/or number of stakeholders to interview exceeds the	Volume of secondary and primary data collection exceeding available resources may lead to a delay in the evaluation process and cost of the evaluation exceeding contract budget.	UNICEF and CE to agree in phase 2 how to prioritise documents, data and interview/FGD participants. This may include unequal allocations of resources across the seven sampled countries and/or across the UNICEF regional offices. If needed and appropriate, CE will draw on junior staff and/or MM's Global Delivery Services (GDS)

available resources		facility to maximise the resources available. If the scale of work still exceeds available resources, UNICEF and CE will agree on revised scope or increased resources for the evaluation.
COVID-19 may hamper evaluation timelines	Successive waves of COVID-19 variants interrupt evaluation team work, informant participation in scheduled activities, and/or feedback from UNICEF.	We will remain flexible, working with UNICEF to regularly review progress, the COVID-19 situation and then revise our approach and workplans accordingly. All parties aim to use their best efforts avoid contract amendments and extensions.

## 5.5 Ethical considerations

The evaluation will adhere to the required international norms and standards for evaluations<sup>6</sup>. This includes the United Nations Evaluation Group (UNEG)'s Ethical Guidelines for Evaluation<sup>7</sup>, as updated in June 2020, including four key guidelines for implementation: integrity, accountability, respect and beneficence. It also includes the UNICEF-adapted UNEG Evaluation Standards<sup>8</sup> and aligns to the UNICEF Procedure for Ethical Evidence Generation<sup>9</sup>.

Throughout the assignment our Team is committed to respect several principles of intervention, an integral part of the ethics we apply in all our work:

- Respect for the command and operational capability - We are committed to respect the Terms of Reference; the additional instructions that will have been made at the start of the mission as well as advice received during the performance of the contract.
- Confidentiality - Beyond the transparency required in all participatory processes of consultation and communication of results with all stakeholders, we will keep the confidentiality of strategic, technical, and financial data collected, as long as these have not been validated by the project owner and allowed to be broadcasted.
- Close collaboration and communication - a highly participatory approach is critical to the success of this contract. CE will maintain in close collaboration with UNICEF through regular face to face and remote communications via emails and Microsoft Teams.
- Efficient and dynamic management – CE's experts, accompanied by its backstopping team will be particularly attentive to establishing a precise and rigorous management framework, together with a flexible timetable.
- Ethical behaviour – CE require its staff, suppliers and implementing partners to comply with the highest standards of ethical behaviour in all respects and at all times, as reflected in CE's mandatory ethics policy and training. CE has zero tolerance around issues of fraud, bribery, corruption, child and adult safeguarding, abuse, exploitation, and harassment; and where necessary will cooperate with the appropriate authorities to investigate alleged transgressions, including sanctions where required.

<sup>6</sup>UNICEF (May 2019) Evaluation Brief Special Issue #3: Revised Evaluation Policy (2018), <https://www.unicef.org/evaluation/documents/revised-evaluation-policy-unicef-2018>, accessed 9 August 2021.

<sup>7</sup> UNEG (Jun 2020), UNEG Ethical Guidelines for Evaluation.

<sup>8</sup> UNICEF (June 2017) UNICEF-Adapted UNEG Evaluation Reports Standards, UNICEF-Adapted-UNEG-Evaluation-Report-Standards.pdf, accessed 9 August 2021.

<sup>9</sup> UNICEF (01 April 2021) UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis.

## 6 Governance & Management

### 6.1 Governance and management structures of the evaluation

The governance and management structures were outlined in the ToR and are further detailed below.

#### 6.1.1 UNICEF 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). The Evaluation Specialist will also have responsibility to:

- Co-ordinate and manage all activities of the evaluation and its execution
- 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
- Be the liaison between the evaluation team and the Evaluation Reference Group
- Provide oversight and guidance to the evaluation team on UNICEF requirements and standards for evaluative work
- Organise and facilitate conference calls with the evaluation team every two weeks or less frequently, as needed
- 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
- 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
- Clear and recommend all deliverables for payment
- Produce the final version for copy-editing and layout of the final deliverables
- Prepare publishing-ready versions of the reports for issuing by the Director, Evaluation Office

#### 6.1.2 Evaluation Reference Group

An Evaluation Reference Group (ERG) will be set up for proper governance of the evaluation. The purpose of the ERG will be to provide expert advice during the evaluation. The ERG will consist of 8-12-members and will be identified and appointed by the Director (Evaluation Office) acting on the advice of the evaluation manager. The Evaluation Advisory Group will be constituted as follows:

- Chairperson, to be provided by the Evaluation Office
- Staff from UNICEF, HQ (from the Education Section team, and other HQ division)
- UNICEF staff from the regional and country offices
- Participants that are external to UNICEF - from partner organizations (e.g., GPE, UNESCO, World Bank, etc.), and/or notable academic and/or professional practice in pedagogy
- The evaluation manager, to serve as the secretariat for the ERG

The responsibilities of the Evaluation Reference Group will be as follows:

- Provide technical advice on all aspects of the evaluation as required (evaluation process and products).

- 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.
- Review all key deliverables (including draft inception report and final reports) and provide consolidated feedback on the soundness of the evidence and findings.
- Advise on the feasibility and practicability of the recommendations, to increase the likelihood that UNICEF will utilize the findings and recommendations.
- Advise on and support the implementation of the communication and dissemination plan for the evaluation, incl. by suggesting/supporting relevant dissemination events.

## 6.2 Evaluation team

In this section, we outline our core team's roles and responsibilities, the platforms we will use to manage this project, internal quality assurance process, and how we have and will engage with UNICEF and other partners. We also outline applicable Cambridge Education policies, including Ethics, Safeguarding and Data Protection.

### 6.2.1 Roles and responsibilities

Our team was mobilised swiftly once the contract between UNICEF and Cambridge Education was signed. The core team consists of the following members:

**Table 12: Evaluation team roles & responsibilities**

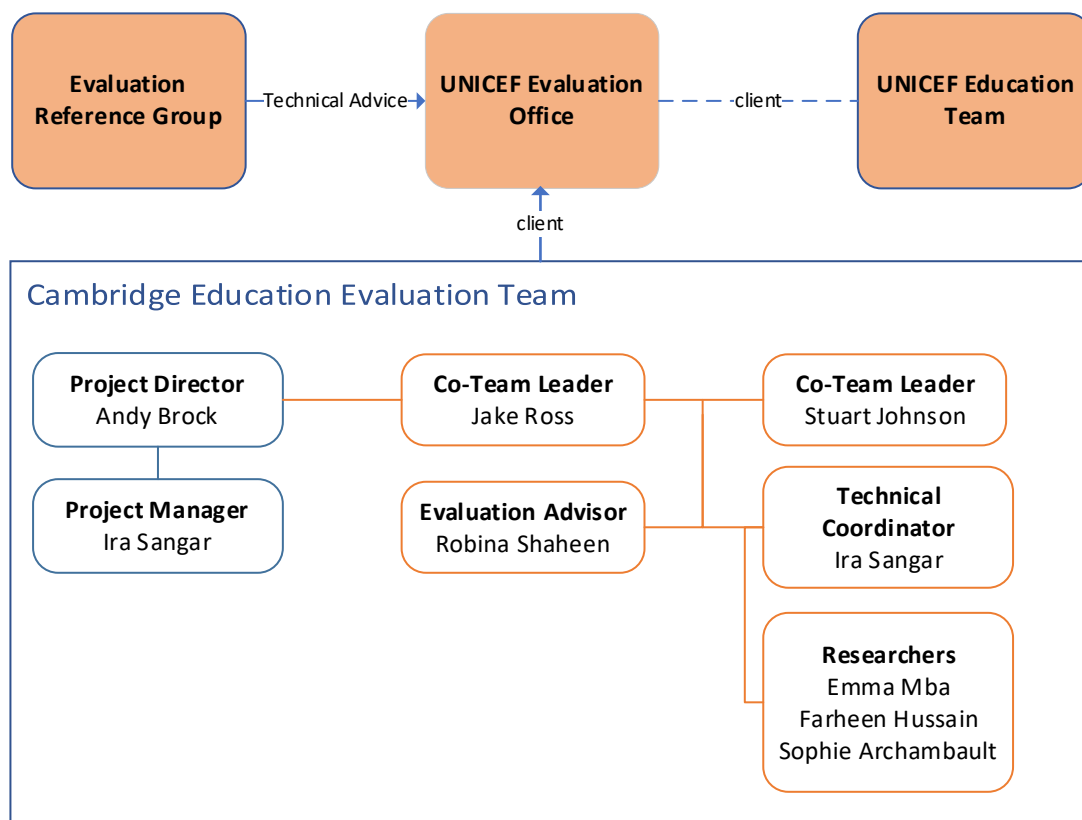
Name	Position	Overall Responsibilities
Jake Ross	Co-Team Leader	<ul style="list-style-type: none"> <li>● Overall responsible for the workplan and submission of all deliverables to the client</li> <li>● First point of contact for managerial discussions with the Client</li> <li>● Overall responsible for the inputs of the team</li> <li>● Quality assurance (approver) of all deliverables</li> <li>● Co-leading the development of deliverables</li> <li>● Reports to the Project Director</li> </ul>
Stuart Johnson	Co-Team Leader	<ul style="list-style-type: none"> <li>● Overall technical design lead and technical oversight of the team</li> <li>● Co-leading the development of deliverables</li> <li>● Designing and facilitating technical sessions</li> <li>● First point of contact for technical discussions with the client</li> <li>● Quality assurance (checker) of all deliverables</li> <li>● Reports to the Project Director</li> </ul>
Andy Brock	Project Director	<ul style="list-style-type: none"> <li>● Overall responsibility for the internal management and delivery of the project</li> <li>● Provide support for strategic engagement with UNICEF</li> <li>● Team Leaders reports to the Project Director</li> </ul>
Robina Shaheen	Evaluation Advisor	<ul style="list-style-type: none"> <li>● Support the development of the evaluation methodology</li> <li>● Advise on the evaluation questions</li> <li>● Support in technical discussions arounds the scope of the evaluation with the client</li> <li>● Support the development of technical deliverables</li> <li>● Support primary data collection methods</li> <li>● Reports to the Team Leaders</li> </ul>
Ira Sangar	Technical Coordinator & Project Manager	<ul style="list-style-type: none"> <li>● Manage the inputs of the team in line with the workplan</li> <li>● Support and coordinate the development of technical deliverables by team members</li> </ul>

Name	Position	Overall Responsibilities
		<ul style="list-style-type: none"> <li>Develop systems for managing and storing secondary and primary data</li> <li>Support the Team Leaders in writing and developing the technical deliverables</li> <li>Conduct secondary and primary data collection</li> <li>Ensure compliance with internal Business Management Systems processes</li> <li>Manage the commercial and financial performance of the project, including invoicing the client</li> <li>As Technical Coordinator, report to the Team Leaders; as Project Manager report to the Project Director</li> </ul>
Emma Mba Farheen Hussain Sophie Archambault	Researchers	<ul style="list-style-type: none"> <li>Support secondary data collection process</li> <li>Conduct desk review based on the secondary data</li> <li>Support the primary data collection process and lead IDIs and group interviews</li> <li>Support in writing the country case studies</li> <li>Support in writing the final evaluation report if necessary</li> <li>Report to the Technical Coordinator/Project Manager</li> </ul>

## 6.2.2 Evaluation Organogram

The figure below represents the governance structures established at the UNICEF level, and members of the evaluation team from Cambridge Education.

Figure 4: Organogram



### 6.3 Quality Assurance

All deliverables will be quality assured by the two Co-Team Leaders (and checked by the Project Director), who have the overall responsibility for delivering this contract. The Project Manager will ensure that deliverables are produced on time, on budget and to the desired quality; staff are kept safe and secure; and client data is protected. To ensure the quality of the evaluation products the evaluation team will:

- Hold regular internal project management meetings to track delivery and quality, deal with problems as they arise
- Compile and document in the project files relevant information (including meeting minutes, work plans and deadlines, programme documentation and relevant reports)
- Maintain clear and open communication with UNICEF at all times
- Seek feedback from the client and incorporate all feedback into evaluation design, process, and outputs
- Conduct an internal evaluation team review of all deliverables, including internal quality assurance

As part of CE's Business Management System procedures, the Project Manager and Project Director meet on a regular basis to take stock of the project progress. Monthly Project Control Meetings (MPCM), and Project Progress Evaluations (PE) are conducted within MM's Connect Business system. The MPCM reviews the technical and operational status of the project, early identification of any performance, compliance or risk related issues and related mitigation measures. The PE is a monthly commercial assessment of the project that looks into the resources available and utilized, progress against budget, and forecasting of resources.

The evaluation will ensure that all team members are adequately trained on data collection and will undertake checks in order to ensure collection of reliable and quality data.

Quality assurance from UNICEF will include the Evaluation Reference Group (ERG) set up by the UNICEF Evaluation Office to provide comments and substantive feedback to ensure quality on key deliverables and provide technical guidance on the evidence and findings of the evaluation report.

The Evaluation Manager will lead on the engagement with the ERG. The ERG will meet the Cambridge Education Evaluation Team at key moments as described in the workplan to provide feedback and guidance on the evaluation process.

# 7 Workplan

## 7.1 Timeline of activities

				Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov																																																
PHASE	DESCRIPTION	START	END	DURATION (WEEKS)																																																
					22	29	6	13	20	27	3	10	17	24	31	7	14	21	28	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	5	12	19	26	3	10	17
<b>1</b>	<b>Inception</b>	<b>22-Nov-21</b>	<b>25-Feb-22</b>																																																	
Activity 1.1	Inception Meeting (#)	22-Nov-21	26-Nov-21	1																																																
Activity 1.2	Write and submit draft inception report (!)	29-Nov-21	7-Jan-22	6																																																
Activity 1.3	Meeting with Reference Group (#)	17-Jan-22	21-Jan-22	1																																																
Activity 1.4	Feedback from reference group on draft report	20-Jan-22	28-Jan-22																																																	
Activity 1.5	Consultations with reference group members	31-Jan-22	8-Feb-22																																																	
Activity 1.6	Revise and submit final inception report (!)	28-Jan-22	25-Feb-22	1																																																
	Feedback on final inception report	28-Feb-22	7-Mar-22																																																	
<b>2</b>	<b>Secondary data collection and primary data tool development</b>	<b>8-Mar-22</b>	<b>11-Jun-22</b>																																																	
Activity 2.1	Desk review of global and country documents Share and receive feedback on country-level evidence	8-Mar-22	2-Apr-22	4																																																
Activity 2.2	Create primary data collection tools	5-Apr-22	30-Apr-22	4																																																
Activity 2.3	Write and submit secondary data collection report and primary data collection toolkit (!)	3-May-22	14-May-22	2																																																
Activity 2.4	Meeting with Reference Group (#)	24-May-22	28-May-22	1																																																
Activity 2.5	Revise and submit final report and tools (!)	31-May-22	11-Jun-22	2																																																
<b>3</b>	<b>Primary data collection and data analysis</b>	<b>14-Jun-22</b>	<b>16-Jul-22</b>																																																	
Activity 3.1	IDIs and FGDs with key informants	14-Jun-22	16-Jul-22	5																																																
Activity 3.2	Data analysis	21-Jun-22	16-Jul-22	4																																																
<b>4</b>	<b>Reporting and communication of results</b>	<b>19-Jul-22</b>	<b>5-Nov-22</b>																																																	
Activity 4.1	Write and submit first draft of the evaluation report (!)	19-Jul-22	13-Aug-22	4																																																
Activity 4.2	Validation workshop with the Education Section (#)	23-Aug-22	27-Aug-22	1																																																
Activity 4.3	Delphi-online survey and follow-on activities	30-Aug-22	17-Sep-22	3																																																
Activity 4.4	Revise and submit revised evaluation report (!)	20-Sep-22	8-Oct-22	3																																																
Activity 4.5	Meeting with Reference Group (#)	18-Oct-22	22-Oct-22	1																																																
Activity 4.6	Revise and submit final evaluation report (!)	25-Oct-22	5-Nov-22	2																																																
Activity 4.7	Submit other final deliverables (!)	1-Nov-22	5-Nov-22	1																																																

## 7.2 Amendments to the workplan

Some unexpected delays were experienced during the inception phase which has led to an extension to the overall timeline of the evaluation.

- Feedback from the Reference Group, which was expected in the week of January 17<sup>th</sup> in the original workplan, was received on January 29<sup>th</sup>.
- The nature of the feedback received led to the evaluation team needing to further clarify the scope of the evaluation, revise the evaluation questions and undertake additional consultations with UNICEF Regional Education Advisors.
- The written feedback to the draft inception report did not include guidance for the selection of the case study countries and the meeting of the Reference Group that was planned for after submission of the draft inception report, where this might have been discussed, did not take place. On the advice of the Evaluation Office, we have proposed in this report a list of 7 country case studies from the short-list of 14 presented in the draft inception report.
- The amended workplan now includes one week after the submission of this inception report to discuss and agree the proposed country case studies, the revised evaluation questions and any other outstanding issues.
- The overall evaluation timeline has been extended by five weeks in reflection of the extended inception phase period. We will keep the workplan under review during the remaining phases and will discuss any required changes to it with the Evaluation Office.

## 8 Resourcing

The indicative level of effort in terms of input days for each team member, per phase of the evaluation, is detailed below. This is subject to change as the evaluation progresses by mutual agreement between the parties.

**Table 13: Evaluation team level of effort**

Phase	Start	End	Input days						
			Co-Team Leader	Co-Team Leader	Technical Coordinator	Evaluation Advisor	Researchers (3)	PP	PM
Inception	22-Nov-21	07-Mar-22	7	10	10	4.5	0	0.75	4
Secondary data collection and primary data tool development	08-Mar-22	11-Jun-22	10.5	26	36	7	48	0.5	4
Primary data collection and data analysis	14-Jun-22	16-Jul-22	7	14	25.5	2	32	0.5	3
Reporting and communication of results	19-Jul-22	5-Nov-22	17	20	39	8	6	1.25	4
			<b>41.5</b>	<b>70</b>	<b>110.5</b>	<b>21.5</b>	<b>86</b>	<b>3</b>	<b>15</b>

The budget for this evaluation is based on the lump-sum payment of technical deliverables as indicated in the workplan in section 7.1.

**Table 14: Payment instalments**

	Deliverable	Due Date	Instalment Percentage
D1	Final Inception Report Submitted	25 Feb 2022	20%
D2	Draft Secondary Data Collection Report Primary Data Collection Toolkit Submitted	14 May 2022	20%
D3	Primary Data Collection Completed	16 Jul 2022	10%
D4	First Draft Evaluation Report Submitted	13 Aug 2022	30%
D5	Final Evaluation Report Submitted	05 Nov 2022	20%

## **A. Evaluation Terms of Reference**

See attached shared as a separate document

## B. Revised Evaluation Questions

Table 15: Justification for revised evaluation questions

Original questions in the TOR	Revised evaluation questions	Nature of and justification for change to the evaluation questions
<p><b>1.1 What is the role and contribution of UNICEF in building the knowledge and tools for combating COVID-19 in the education sector?</b></p>	<p>1.1 What has been the role and contribution of UNICEF in building the data, knowledge, and tools for understanding and addressing the negative effects of the COVID-19 pandemic in the education sector?</p>	<p>(1) Verbs changed to past tense to reflect that the evaluation is about what happened in the (recent) past, not the live situation.            (2) 'Data' added following feedback received on the draft inception report.            (3) 'Combating' removed at the request of feedback to the draft inception report (considered to be inappropriately emotive and military, perhaps).            (4) The phrase 'addressing the negative effects of the COVID-19 pandemic in the education sector' introduced as a replacement for 'combating COVID-19 in the education sector' and 'to combat COVID-19 disruptions' used in EQs 1.1, 1.2 and 1.3.</p>
<p><b>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?</b></p>	<p>1.2 To what extent have UNICEF education teams worked across sectors coherently and efficiently to develop evidence-based solutions to address the negative effects of the COVID-19 pandemic in the education sector?</p>	<p>(1) Verbs changed from 'did work' to 'have worked' to maintain the past tense, while reflecting that the pandemic is continuing.            (2) The phrase 'addressing the negative effects of the COVID-19 pandemic in the education sector' introduced as a replacement for 'combating COVID-19 in the education sector' and 'to combat COVID-19 disruptions' used in EQs 1.1, 1.2 and 1.3.</p>
<p><b>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?</b></p>	<p>1.3 To what extent has UNICEF mobilized and worked with external partners coherently and efficiently to develop evidence-based solutions to address the negative effects of the COVID-19 pandemic in the education sector?</p>	<p>(1) Verbs changed from 'did mobilize and work' to 'has mobilized and worked' to maintain the past tense, while reflecting that the pandemic is continuing.            (2) The phrase 'addressing the negative effects of the COVID-19 pandemic in the education sector' introduced as a replacement for 'combating COVID-19 in the education sector' and 'to combat COVID-19 disruptions' used in EQs 1.1, 1.2 and 1.3.</p>

<p><b>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?</b></p>	<p>2.1 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to promote home-based learning?</p>	<p>(1) 'In what ways' added to capture the need to document how these things were achieved before consideration of the degree of success achieved.  (2) Verbs changed from 'were' to 'has supported' to maintain the past tense, while reflecting that the pandemic is continuing.  (3) The phrase 'has UNICEF supported government initiatives' introduced to reflect the objective: 'To examine the extent to which UNICEF-supported strategies were deployed effectively to enhance government initiatives...'.  (4) The element 'to address the needs of children in a range of contexts' has been transferred to EQ 2.4 where the question of equity and targeting marginalized children is given single focus. EQ4 now applies to home-based learning, the subject of this EQ, as well as the subject of EQs 2.2 and 2.3.</p>
<p><b>2.2 How successful were UNICEF-supported education strategies in enhancing children's safety and protection during re-opening of schools?</b></p>	<p>2.2 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to enhance children's safety, wellbeing, and protection during the re-opening of schools?</p>	<p>(1) 'In what ways' added to capture the need to document how these things were achieved before consideration of the degree of success achieved.  (2) Verbs changed from 'were' to 'has supported' to maintain the past tense, while reflecting that the pandemic is continuing.  (3) The phrase 'has UNICEF supported government initiatives' introduced to reflect the objective: 'To examine the extent to which UNICEF-supported strategies were deployed effectively to enhance government initiatives...'.  (4) The element 'to address the needs of children in a range of contexts' has been transferred to EQ 2.4 where the question of equity and targeting marginalized children is given single focus. EQ4 now applies to home-based learning, the subject of this EQ, as well as the subject of EQs 2.2 and 2.3.</p>
<p><b>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?</b></p>	<p>2.3 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to reinstate in-school learning?</p>	<p>(1) 'In what ways' added to capture the need to document how these things were achieved before consideration of the degree of success achieved.  (2) Verbs changed from 'were' to 'has supported' to maintain the past tense, while reflecting that the pandemic is continuing.  (3) The phrase 'has UNICEF supported government initiatives' introduced to reflect the objective: 'To examine the extent to which UNICEF-supported strategies were deployed effectively to enhance government initiatives...'.  (4) The subject focus has been split between 'in-school learning' and 'reformed teaching, learning and assessment practices' with a new question (EQ 2.4) created so that each element is considered separately.</p>

	<p>2.4 In what ways, and how successfully, has UNICEF supported government initiatives during the COVID-19 pandemic to introduce reformed teaching, learning and assessment practices?</p>	<p>This is a new evaluation question from evaluation question 2.3 – see above.</p>
<p><b>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?</b></p>	<p>2.5 In what ways, and how successfully, has UNICEF supported governments during the COVID-19 pandemic to target and reach different groups of marginalized children and adapt programmes to their learning needs?</p>	<p>(1) 'In what ways' added to capture the need to document how these things were achieved before consideration of the degree of success achieved.  (2) Verbs changed from 'were' to 'has supported' to maintain the past tense, while reflecting that the pandemic is continuing.  (3) The phrase 'has UNICEF supported government initiatives' introduced to reflect the objective: 'To examine the extent to which UNICEF-supported strategies were deployed effectively to enhance government initiatives...'</p>

<p><b>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?</b></p>	<p>2.6 In what ways, and how successfully, has UNICEF supported government initiatives to recover learning lost during the COVID-19 pandemic?</p>	<p>(1) The original question was worded very differently to the others under this objective; it created a research question instead of an evaluation question since the focus was not on UNICEF's inputs or contributions. The revised question uses the same format and structure as the other evaluation questions under objective (b) - "in what ways, and how successfully, has UNICEF...".</p> <p>(2) The original question included a focus on keeping schools open, as well as the focus on recovering learning lost. The revised question's focus is on recovering learning lost, while the element about keeping schools open has been removed from this question and replaced by EQ 2.3 where the focus is on reinstating in-school learning. Very few countries kept schools open during the pandemic and, where that was the case, it tended to be because there were very few or no COVID cases (e.g. on Pacific Island states). These countries are not among the selected country case studies. By contrast, UNICEF's support for the re-instatement of learning in schools has relevance to the large majority of countries, including all selected country case studies, and this will be addressed by EQ 2.3. The focus of this question on recovering learning lost is also relevant to the large majority of countries, including all the selected country case studies.</p>
<p><b>3.1 How successful were education teams in deploying the existing EIE infrastructure, capacities, and tools in the education sector response to COVID-19?</b></p>	<p>3.1 In what ways, and how successfully, did UNICEF's education teams deploy the existing education-in-emergency (EIE) frameworks, infrastructure, capacities, and tools in the education sector response to the COVID-19 pandemic?</p>	<p>(1) 'In what ways' added to capture the need to document how these things were achieved before consideration of the degree of success achieved.</p> <p>(2) 'Frameworks' added in order to capture all the elements covered by this objective.</p>

<p><b>3.2 Are the necessary adjustments being made to the education in emergency frameworks, infrastructure, capacities, and tools to prepare UNICEF education programmes in different contexts for future global public health emergencies?</b></p>	<p>3.2 In what ways, and how comprehensively, has UNICEF adapted the education-in-emergency (EIE) frameworks, infrastructure, capacities, and tools to prepare UNICEF education programmes in different contexts for future global public health emergencies?</p>	<p>(1) The question has been reworded to begin 'in what ways, and how comprehensively' instead of 'are..' to provide a stronger formulation for an evaluation question and one that is in keeping with the other evaluation questions.</p> <p>(2) 'How comprehensively' has been used rather than 'how successfully' because, in the context of the question, which is about adaptations for a future emergency context, the success of those adaptations could only be assessed in that future scenario. Instead the focus, at this point in time, is on the comprehensiveness of the adaptations and so is in keeping with the phrase 'are the necessary adjustments being made...' in the original question.</p>
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## C. Inception Phase Consultations

The following meetings were held between Cambridge Education's evaluation team and UNICEF during the inception phase.

**Table 16: Inception Phase Meetings**

Date	UNICEF Participants	Purpose
06.12.21	Denis Jobin, UNICEF Evaluation Office Adrian Shikwe, UNICEF Evaluation Office	Inception meeting to kick off the evaluation; initial discussion around the methodology, scope, stakeholders, operations etc of the evaluation
14.12.21	Euphrates Efosi Wose, UNICEF HQ	Initial introduction to Euphrates as the focal point from the education team for the evaluation office, responsible for coordinating between the two. Planned for future consultations and sharing of some documentation.
16.12.21	Euphrates Efosi Wose Nicolas Regue Linda Johnson	Get a better understanding of the purpose and scope of the evaluation, and initial thinking around country case study selection. Brief overview of how UNICEF operated during the pandemic, and links to some key documents for desk review.
20.01.22	Denis Jobin Adrian Shikwe	Feedback on the first draft of the evaluation report from Denis and Adrian. Agreed on next steps including, receiving consolidated feedback from the Reference Group and a meeting with the reference group.
31.01.22	Terry Durnnian, UNICEF CoE India	First consultation to map education programming in India and sense check the mapping matrix which is the basis of the theory of change
03.02.22	Gemma Wilson-Clark, UNICEF CoE Jordan	First consultation to map education programming in Jordan and sense check the mapping matrix which is the basis of the theory of change
03.02.21	Denis Jobin, UNICEF Evaluation Office	Cambridge Education clarified questions that were raised due to the feedback from the reference group on the draft inception report. Since no clear guidance was given regarding the country selection, Denis recommended that we propose the 7 case study countries.

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