

TERMS OF REFERENCE
INSTITUTIONAL CONSULTANCY/CONTRACT

Section:	PRIME/Education	Date:	Oct 17th , 2022
Title:	Evaluation of UNICEF Lebanon Education Programme (2016-2021).	Duty station:	Beirut, Lebanon
Reporting to:	Evaluation Specialist (PRIME)	Contract type:	LTA
Duration:	75 days	Start date:	November 2022

Section	Content
Background	<p>(1) UNICEF Lebanon’s Education Programme is planned in synergy with the overall vision of the Lebanon Country Office, in that it advocates for the right to quality education in protected environments for all children as principal and inherent in its interventions and partnerships. The Education Programme is strongly linked to Lebanon’s National Priorities for Education, which, for the period covered by the evaluation, were articulated in the RACE II Plan (Reaching All Children with Education 2017-2021) and more recently in the MEHE’s Education 5-Year Plan (2021-2025). These Plans envision furthering the agenda of inclusive education for the most vulnerable children in Lebanon and their priorities are in alignment w the goals of the UN system in Lebanon as articulated in the UNSF (United Nations Strategic Framework: 2017-2021; Outcome 3.2), which in turn is tied to SDG Goal 4; “Supporting quality education and life-long learning”.</p> <p>(2) Couched within these strategic frameworks, the Education Programme’s overarching goal is to support the strengthening of national and local education systems to be more inclusive and equitable in the delivery of quality, inclusive education services to the most vulnerable children, irrespective of their nationality, physical/intellectual abilities, or socio-economic status. Equally important for the Education programme, is the improvement of the quality-of-service delivery so that the educational experience of children is more child-centered and inclusive to produce meaningful learning. The Education Programme also invests beyond supply-sides variables; and addresses demand-side variables like parent-engagement, safe accessibility of learning environments, food poverty, secure living spaces, and disposable family income that impact a child’s education pathway and learning outcomes.</p> <p>(3) However, the environment in which the Education Programme is required to operate is chronically prone to increasing political, social, and economic pressures in Lebanon. Noting this, the Education Programme key target population will be the inclusion of excluded children; with a commensurate shift toward a more strongly integrated, inter-sectoral approach to address multiple drivers of child-vulnerability in cooperation with other Programmes of the Lebanon Country Office. This includes:</p> <ul style="list-style-type: none"> • engaging the most vulnerable children and families in sustainable behavior change intervention that results in more protective environments for children and the retention of children in learning opportunities • ensuring adaptive, child-centered teaching practices and functional learning packages are offered to working, married, or stateless children that results in providing them with some social protection and potentially leads to improved employment potential, • engaging at different levels of policy and practice -both with the government and in communities-to securing safe protective learning spaces for children • involving relevant government authorities in meaningful, evidence-based advocacy to improve child rights-based governance and policies at the national and sub-national levels • impacting national systems to improve teaching methodology, protected environments, and community engagement in schools. • jointly advocating for national policies on gender-based violence, child protection in schools, inclusive education in schools, and strategies on child marriage. <p>(4) UNICEF supports efforts of the Ministry of Education and Higher Education (MEHE) in improving the quality of equitable service delivery of education opportunities to the most vulnerable and marginalized children in Lebanon. UNICEF does this by providing several forms of financial subsidies to vulnerable families and enhancing existing (technical, physical, and managerial) capacities of the MEHE towards a more child-centered public education system. The support to formal education includes ensuring enhanced access and retention in education, increased capacity of the public-school teachers and improved governance.</p> <p>UNICEF also supports non-formal education programmes, as part of the multiple flexible pathways, with the support of implementing partners. These programmes target out-of-school children aged 3 to 14. In</p>

line with MEHE’s 5 year-plan, UNICEF is currently piloting a school bridging programme in private schools.

UNICEF Lebanon’s overarching vision for education programming, based on the assessed situation and premised on three main programmatic axes:

1. Contribute to increasing demand and reducing financial barriers for enrolment into formal and non-formal education and early development opportunities for children between 03 to 18 years of age.
2. Contribute to increasing capacity of the education sector (formal and non-formal) to deliver quality and inclusive education services, teaching, and learning environments.
3. Contribute to enhancing governance and managerial capacity of the MEHE and institutions to effectively plan, coordinate, implement, and monitor public education sector (formal and non-formal).

These key programme axes anchor the mandate, advocacy, programming, partnerships of UNICEF Lebanon’s Education Programme to support integrated programming, with a focus on providing meaningful education, to the most marginalized children in Lebanon. UNICEF measures its success by ensuring that the most disadvantaged children between 03-18 years of age benefit from equitable access to quality, relevant, and inclusive learning, and early development.

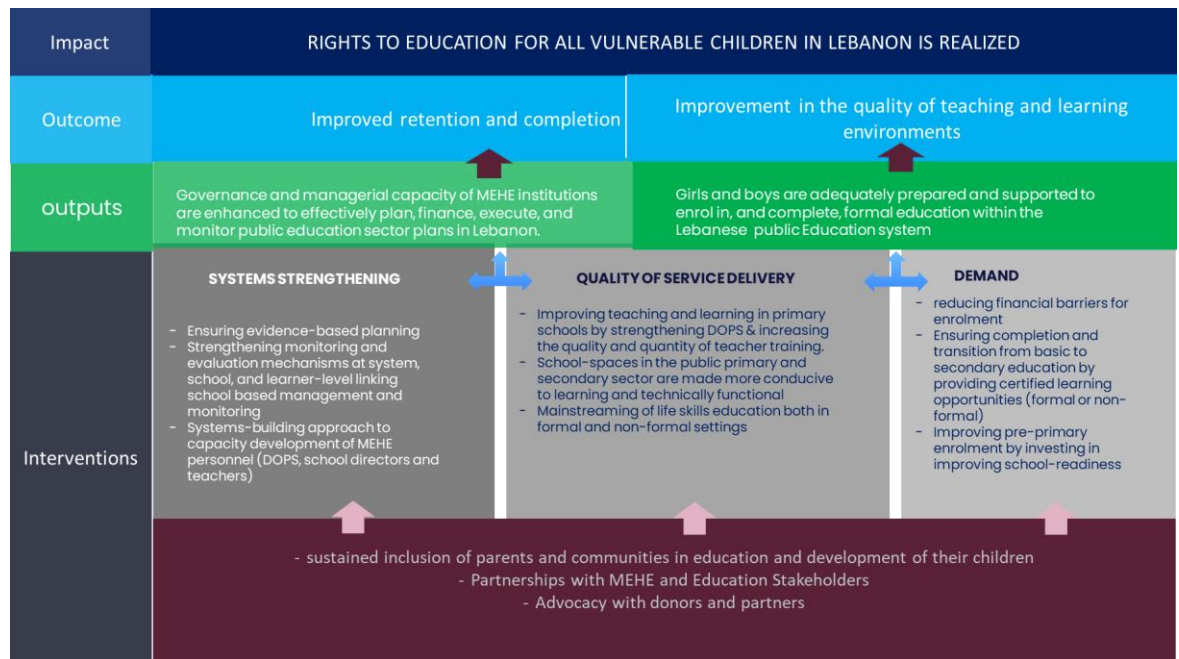


Figure 1. Results structure of the UNICEF education programme

(5) The Education Programme’s main external counterparts are the Ministry of Education and Higher Education (MEHE), the Centre for Educational Research and Development/CERD), and the Department d’Orientation Pédagogique et Scolaire (DOPS), UN agencies (UNDP, UNESCO, and UNHCR), the World Bank, and legally recognized international and national NGO partners, within the Education Sector Working Group.

Purpose and Objectives

Purpose

- (6) The purpose of the evaluation is to assess the results (Outputs, outcomes, and impacts) achieved by the education programme between 2016 and 20221. Within this framework, the evaluation will:
- i. Provide an independent assessment of the UNICEF Lebanon education programme in terms of design, implementation, and results achievement with a particular emphasis on its contribution to Lebanon Education sector results on access, inclusion, equity, and efficiency.
 - ii. Critically assess adaptability, flexibility of UNICEF and its partners in the implementation of the education interventions in a complex and multiple crisis environment with COVID 19 and socio-economic and financial crisis, including facilitating and hindering factors.
 - i. Critically assess the overall relevance, coherence, effectiveness, efficiency, and sustainability of the UNICEF Education programming.
 - ii. Critically analyze the factors that affected progress towards results and identify the extent to which the UNICEF education program objectives are contributing to the Lebanon’s education sector results; and

- iii. Provide strategic learning and actionable recommendations aimed at informing future education programme design and implementation in UNICEF Lebanon. Learning should focus on providing more information on what has worked or not and why,
- iv. Identify and document implementation strategies that have proved to be effective in increasing access and improving quality learning notably with regards to most vulnerable children (out-of-school children, children with disability, and Syrian refugees).
- v. Programmatically, this evaluation should also assess whether the education programme has contributed to system strengthening, particularly regarding the production, utilization and generalization of data and evidence, service delivery, awareness and advocacy and demand creation interventions.

Objectives

- (7) **The specific objectives of the evaluation are:**
- i. Reconstruct the Theory of Change (ToC) for UNICEF education programme as it was implemented in Lebanon and note the elements that enhanced or hindered achieving positive impacts. This will serve as a basis to develop more focused Evaluation Questions and design.
 - ii. Recommend how the programme's focus and ToC could be enhanced to have a positive impact in the rapidly changing country context.
 - iii. Examine the extent to which UNICEF support to the education sector has been relevant, efficient, and agile according to the context and changing/growing needs.
 - iv. Examine to what extent the program's outputs contributed to the expected results. The areas of attention will include:
 - a. Measuring the extent to which vulnerable children (including children with disabilities) have been able to access (enroll, retain, and complete) the various education opportunities supported by UNICEF
 - b. Functioning of data and information systems supported by UNICEF
 - c. Change in capacity of MEHE and related personnel (teachers and school personnel) and organizations that UNICEF has supported.
 - d. Evidence of sustainability of results achieved by UNICEF and partners.
 - e. Evidence of strong partnerships and coordination mechanisms with Donors, sister UN agencies and the education sector.
 - f. Evidence of internal coherence of the education programme and integrated programming with Child Protection, WASH and YAD.
 - g. Evidence of how UNICEF education program is complementary (or not) with other programs in the education sector by other actors (UNESCO, WB, UNHCR, etc.) with clear division of labor, coordination, and minimal risk of duplication.
 - v. Identify good practices and gaps in the current interventions and recommend improvements or strategic shifts needed.

Scope

- (8) **Programmatic Scope:** This evaluation seeks to assess UNICEF Lebanon's education programme against the Organization for Economic Co-operation and Development's Development Assistance Committee (OECD DAC) evaluation criteria, i.e., relevance, coherence, effectiveness, efficiency, and sustainability of the education programme as per programme strategy document in terms of major interventions, strategies, and results. This evaluation will examine the progress in all focus areas of the education programmes, strategies implemented in both humanitarian and development contexts. Further, it would examine the challenges and barriers encountered during the implementation of the programme outputs and activities and understand the partnerships and collaborations/actors employed in achieving the targets.
- (9) **Geographic Scope:** The evaluation will be designed to assess UNICEF's support to the education programme and will focus on entire Lebanon, with visit to selected sites, schools, and municipalities.
- (10) **Timeline:** This evaluation will examine the support provided by UNICEF through its education programme from 2016 to 2021 (covering pre-COVID-19 and COVID-19 contexts).
- (11) **What is not within the scope of this evaluation:** The evaluation is not expected to make causal attribution claims as UNICEF support is only one of the contributors to achieving the intended education outcomes. A theory-based contribution analysis will be used as an approach to assess questions.
- (12) **Programmatic Risks, Challenges, and Limitations:** Internal programmatic understanding anticipates that the following risks and limitations may affect the evaluation or its outcomes.
1. Given the impact of COVID-19 on the programme, we are anticipating several challenges during this evaluation:
 - Disruption of ongoing programme due to COVID-19 related prevention measures may result in the evaluation team observing disruption in programming, which is not a result or

	<p>consequence of UNICEF programming. Whenever possible, pre-pandemic and pandemic disaggregation should be considered.</p> <ul style="list-style-type: none"> • Due to the dynamic nature of the COVID-19 pandemic, the evaluation team must consider contingency plan for remote data collection in case face-to-face interactions become unfeasible. <p>2. Rapidly deteriorating socio-economic situation in the country, and Beirut blast in 2020, have affected staff turnover and morale of teachers and staff in government ministries. The evaluators might have to interpret findings in the prevailing context and that programmatic results that were achieved should not be clouded by current situations.</p>
<p>Use of findings</p>	<p>(13) This evaluation seeks to capture learning and recommendations for UNICEF’s support to education in Lebanon in the upcoming country programme. The evaluation will help in understanding the programme focus, approaches, strategies, and effectiveness of current modalities of implementation. In addition to identifying bottlenecks and challenges in UNICEF’s approach, the findings will also point to examples of good strategies/practices that can be further replicated or scaled up in the next country programme.</p>
<p>Evaluation criteria and key evaluation questions</p>	<p>(14) This evaluation will be assessed using criteria of relevance, coherence, effectiveness, efficiency, impact, and sustainability. These criteria are prioritized because they respond best to the evaluation purpose and objectives. In addition, the evaluation will incorporate equity and gender equality considerations as cross-cutting issues. Key evaluation questions (and sub-questions) are clustered according to the evaluation criteria provided. This initial list of questions will be further refined and unfolded by the evaluators and included in the Inception Report following desk review of key documents and interview of evaluation users. Below is what should be under each criterion as per OECD/DAC.</p> <p>(15) Relevance</p> <ul style="list-style-type: none"> ○ How aligned is UNICEF’s education programme with global priorities (UNICEF strategic plan, SDGs, and core commitments to children)? ○ How relevant is the UNICEF education programme and its interventions to the country context? ○ How relevant is the UNICEF education programme to government priorities? ○ What other mechanisms and approaches could UNICEF have used to achieve its programme objectives, i.e., working differently and working on different things? ○ How relevant is UNICEF’s programme in addressing inherent equity gaps – taking into consideration any disparities ○ To what extent has UNICEF been able to adapt its education strategies to changes in needs and priorities caused by changing in country context, Covid-19, and socio economic and financial crisis? <p>(16) Effectiveness</p> <ul style="list-style-type: none"> ○ To what extent was UNICEF support effective in achieving its intended results, on the following levels: <ul style="list-style-type: none"> ▪ The overall expected outcome of UNICEF Education programme ▪ The contribution to the broader education goals ▪ Results at national and municipality levels, in all areas of focus ○ To what extent has the Theory of Change (ToC) been followed in implementation of programmes to achieve results identified in the Programme Strategy Notes (PSN)? ○ What unintended consequences or effects did UNICEF support to the education programme have, both positive and negative? ○ In what ways and to what extent has the UNICEF education programming integrated an equity-based approach into the design and implementation during the implementation? And how adequate is this approach in addressing inherent equity gaps and taking into consideration the disparities? ○ Does the UNICEF education programming actively contribute to the promotion of the right to education, especially for the most vulnerable? ○ In what ways and to what extent has the UNICEF education programme been gender responsive or transformative? <p>(17) Efficiency</p> <ul style="list-style-type: none"> ○ To what extent were UNICEF activities delivered in a timely and organized manner, within the planned monetary resources allocated? ○ Were UNICEF programme priorities chosen based on its comparative strengths, capacities, and stakeholders’ expectations?

- Did UNICEF have appropriate structures, and adequate resources (technical and financial) to deliver its education programme? If there were any lack/problem in resources/capacity, how was this addressed?
- To what extent was UNICEF able to effectively collaborate and coordinate externally with key stakeholders, and leverage existing partnerships, to:
 - be as efficient as possible for programme strengthening and improvement?
 - ensure efficient use of existing platforms (service, community, and media delivery platforms) and resources for educational activities?
 - Advocate for policies and contributing to system strengthening?
- Were there any inefficiencies because UNICEF did not work with certain partners (or if UNICEF only worked with the same set of partners)?
- Were appropriate monitoring and financial accountability mechanisms in place?
- How efficiently did UNICEF respond to equity-based challenges?
- To what extent are social and gender disaggregated data collected and monitored during the programming?

(18) Coherence

- How does UNICEF's work fit with the work of external partners (global partners, regional partners, government, partner programmes/interventions)?
- How does UNICEF Education programme align with/fit with other interventions being carried out by UNICEF?
- Are UNICEF interventions part of a coherent approach that is likely to have positive results, or are there critical gaps?
- How does UNICEF Education programme support coordination at MEHE to ensure complementarity and reduce duplication?

(19) Impact:

- What has been so far the impact of the UNICEF Education to the overall education sector in Lebanon? Has UNICEF been able to leverage its impact e.g., by attracting other partners (private, public, or other donors)?
- What approaches have the potential for further upscaling through work of UNICEF and its partners?
- What strategic shift is needed to maximize the impact of UNICEF support to education programming? Are there choices to be made to focus more / scale up on specific areas and downsize / drop others that might appear less essential or with less impact under the crisis, given the magnitude of the needs and difficulties of schools to operate, teachers to teach, system to function, and limited learning outcomes? What should be the utmost priority with the resources available?

(20) Sustainability

- What are the key barriers and bottlenecks towards achieving sustainability of UNICEF education programming?
- To what extent have UNICEF support programmes been embedded in government programmes? What are the interventions which were costed and advocated with the government?
- What are contributing factors and constraints that require attention to improve prospects of sustainability of results?
- What are the critical lessons learned from the implementation of programme especially, related to system strengthening, strategic partnerships, evidence generation and advocacy?

Evaluation approach and Methods

(21) **Design:** Overall study design for the evaluation will be theory-based contribution analysis. A theory-based equity focused evaluation using contribution analysis will enable: 1). analysis of inputs leading to outputs and outcomes, and 2) analysis to focus on whether UNICEF's approach is appropriate to country context and effectively reaching the most marginalized. The evaluation team will elaborate on the design or propose a more appropriate design and methodology to conduct the evaluation during the inception phase. The evaluation design will be primarily based on a review of the existing documents, monitoring data, field work and reconstruction of the programme theory with appropriate indicators, borrowing from the programme documents.

The programme theory will be empirically tested through the collection and review of quantitative and qualitative data. The programme theory will establish a logical model of cause-effect linkages by exploring the delivery of results. Reconstructing the programme theory will be a critical first part of the evaluation prior to conducting review of data and fieldwork and will be done through a combination of documentary review and interviews with UNICEF programme staff and key stakeholders.

(22) **Methodology:** The evaluation will employ a mixed-methodological approach to ensure that data can be sufficiently triangulated to deliver aggregate quantitative and qualitative judgments. The methodology should also apply a gender-response evaluation lens; equity and gender aspects will also be present in the implementation phases of the qualitative component.

(23) Quantitative

- Secondary data analysis: using a data from Education Management Information System (EMIS) and available raw datasets from studies, research, and evaluations. UNICEF Lebanon will facilitate access to these datasets.

(24) Qualitative

- Key informant interviews (KIIs) with representatives from Ministry of Education and Higher Education (MEHE) and its technical agencies, municipal level officials and other relevant government institutions, and representatives from key partners.
- Interview/ discussions with UNICEF programme specialists/Chiefs of Field Offices, and implementing partners
- Focus group discussions (FGDs) with programme partners and beneficiaries.
- Observations during field visits to schools and implementing partners.
- Deep dive assessments at selected schools to understand governance, policy and structural issues.

(25) Desk review

- Desk review of background documents related to government and UNICEF programming- RACE documents, CPD, strategy notes, UNICEF Global Education strategy, UNICEFs Annual Reports, RAM reports, Sitreps and reports and documentation etc.
- Review of good practices or case studies of focus areas
- Review and analysis of documentation on key lesson learning or areas /strategies not working well.

(26) Sampling

Purposive sampling will be done for identification of key informants, partners, programme sites and schools. The evaluators should ensure sufficient representation of key stakeholders for interviews and focus groups.

(27) The following Gender considerations will be taken into account:

- Key informant Sex and age disaggregated indicators will be incorporated to monitor progress on WASH.
- The evaluation team, involved in data collection should be gender balanced, with the division of responsibilities as equally divided as possible.
- The evaluation team will ensure that locations for FGDs are easily accessible for female participants and individuals with disabilities and that the date and time for FGDs will be set so as not to interfere with women/girls, men/boys' routines. Same-sex focus group discussions are generally more valuable as women/girls may feel more comfortable speaking about certain topics without the presence of men. Female moderators will be assigned to female participants in the FGDs.
- Disclosure of incidents might occur during the field work; thus, the evaluators will undergo a training held by UNICEF on handling disclosure and safe referrals to mitigate for such incidents.
- The evaluation team is expected to abide by the protocols provided by UNICEF through the training.
- The final report should include a clear gender analysis of the impact of gender roles and norms on the drivers of the intended behaviours.

(28) Data availability and information sources

The evaluation team is expected to assess evaluability and identify data gaps during the inception phase and whether data needed to answer all evaluation questions can be obtained. The evaluation matrix is expected to provide details of data and information sources to answer each question. Information regarding UNICEF interventions in the education sector is readily available and will be shared with the evaluation team. However, evaluators will be expected to gather any other needed information through interviews and observations during the data collection phase.

Potential Information Sources include, but are not limited to:

- Document Review that includes:
 - UNICEF documents

	<ul style="list-style-type: none"> ▪ Education programme strategy notes that include the expected results, intervention strategies and theory of change ▪ Work Plans and Annual Reports ▪ Evaluations, research and studies conducted during the evaluation period ▪ Programme documents with implementing partners ▪ Appeals and situation reports ▪ Programme monitoring and financial utilization data ▪ Vulnerability Assessment for Syrian Refugees (VASYR) ▪ Lebanon Crisis Response Plan (LCRP) • MEHE/education sector Documents and data <ul style="list-style-type: none"> ▪ Strategy documents that include Reach All Children with Education (RACE) strategy and assessment reports, education policy ▪ Education sector reports including EMIS reports ▪ MEHE 5-year education plan ▪ MEHE back to learning plan ▪ CERD statistical yearbooks
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Stakeholders

(29) UNICEF education programme works in close collaboration with government and partners in achieving results. UNICEF provides technical and financial support in strengthening the capacities of systems, institutions, partners, and personnel at various levels of the education system in achieving results for children. The list of institutions and stakeholders are given below.

Category	Institution
Government	The Ministry of Education and Higher Education (MEHE) including relevant departments: the Centre for Educational Research and Development (CERD), the Department d’Orientation Pédagogique et Scolaire (DOPS), the Project Management Unit (PMU)
Donors	EU, KfW, FCDO, Italy, Norway, Finland, Netherlands, USA, Canada, Australia, France
UN Agencies	United Nations Educational, Scientific and Cultural Organization (UNESCO); United Nations Population Fund (UNFPA), United Nations High Commission for Refugees (UNHCR); World Bank ESCWA
Implementing Partners/ CSOs/NGOs (both at National and sub national level)	War Child Holland (WCH) Save the Children Ana Aqraa World Vision (WVL) Terre de Hommes - Italy (TDHI) Al Fayhaa Nabaa Save the Children (SCI) AVSI ALLC LOST Mouvement Social ALPHA ADRA ODA Specialized Partners: Arc en Ciel, Fista, NRDC, OWS, Rahma.

Specific tasks, deliverables and timelines (Annex 1 for detailed tasks).

Activity	Deliverables	# of Days
Inception phase	<ul style="list-style-type: none"> • Draft inception report • Presentation to reference group • Final inception report. 20% payment 	18 days
Data collection Phase	<ul style="list-style-type: none"> • Post data collection debrief; validation workshop with stakeholders for presentation 	32 days

	of main findings and recommendations (30% Payment)	
Analysis, triangulation, and report writing	<ul style="list-style-type: none"> • Draft evaluation report • Final report meeting UNICEF quality standards and completed comments matrix (50% Payment) • Dissemination workshop to share conclusions and recommendation with relevant stakeholders and external audience 	25 days

Total duration is **75 days**.

(30) The evaluation team must provide the following products electronically (details and duration will be specified at the inception meeting):

1. **Inception report** which will describe the detailed intervention methodology, articulated around the following points (maximum 20 pages + annexes):
 - Reflection on the Terms of Reference including a clear commitment to be able to answer the evaluation questions within the time and budget mentioned.
 - Confirmation of the purpose of the evaluation, as well as the scope, and the objectives of the evaluation
 - Additional context to the one mentioned in the ToR if applicable
 - Confirmation of the evaluation criteria and questions refined from the literature review and preliminary interviews
 - Methods of data collection, including sampling and consideration of ethical considerations
 - Data analysis methods
 - Evaluation matrix showing for each evaluation criterion and question, the collection methods and corresponding data sources. Including a clear statement on how success will be judged in the sub-questions.
 - Limitations of the evaluation and mitigation measures
 - Indicative work plan
 - Proposed structure for the final report in line with UNEG and UNICEF standards
 - Appendices: list of key documents reviewed, set of proposed tools for data collection, list of key informants and sites to visit
2. **PPT presentation of the main preliminary findings and conclusions** to the Key Stakeholders; this presentation will be discussed during the mini workshop to report the results of the evaluation towards the end of the field mission. The PPT presentation will also be updated and submitted at the same time as the final report.
3. **Draft report** presenting all the findings of the evaluation. This report will be the subject of several iterations between the evaluation team and UNICEF until the content of the interim report is in line with UNICEF evaluation report standards and GEROS. Each finding, conclusion and recommendation should be numbered and the link between them should be clearly explicit in the conclusions and recommendations section.
4. **Final report**, of no more than 60 pages integrating all the comments. The evaluation report must comply with the UNICEF standards for evaluation reports. The report will be subject to a detailed and in-depth quality review by the UNICEF country office and the regional office.
5. **Completed Comments matrix** either accepting or rejecting with a valid rationale all comments made on the draft report.
6. **Raw data**, including data collection instruments, electronic transcripts, complete data sets, etc.
7. **Dissemination materials for external audience, that include an infographic poster**, a policy brief (when applicable) or any other tool for disseminating main conclusions and recommendations of the evaluation.

Management arrangements

(31) Evaluation Manager

UNICEF Lebanon Evaluation Specialist will manage and oversee the evaluation and ensure that it upholds the UNICEF /UN Evaluation Group norms and standards for evaluations. The evaluation

	<p>manager will provide quality assurance, with support from the Regional Evaluation Advisor for Middle East and North Africa Region (MENARO).</p> <p>(32) Evaluation Reference Group (ERG)</p> <p>A reference group will be formed to review, guide, and endorse the deliverables and ensure that the evaluation answers all questions. The ERG will consist of members including UNICEF Education staff, key donors, and MEHE. The reference group will be entrusted to guide the evaluation process, including by providing strategic inputs across the whole process, from the design phase to the delivery and comment on the final report. It will also be involved in the recommendation co-creation workshops and in the dissemination.</p>
<p>Payment schedule</p>	<p>Payment 1: 30% after completion of 1st deliverable (submission of inception report)</p> <p>Payment 2: 30% after completion of 2nd deliverable (draft report and presentation of preliminary findings to the reference group)</p> <p>Payment 3: 40% after completion of 3rd deliverable (final study report and presentation)</p>
<p>Principles and Ethical Conduct of Evaluation</p>	<p>(33) The evaluation shall be carried out in accordance with the ethical principles and standards defined by the United Nations Evaluation Group:</p> <p>Confidentiality: The assessment must respect the rights of the persons providing information, guaranteeing their anonymity and confidentiality.</p> <p>Accountability: The report should identify any conflicts or differences of opinion that may have arisen between the consultants and/or between the consultant and those responsible for the programme component regarding the findings and/or recommendations of the evaluation. The entire team must confirm the results presented, with any disagreements to be indicated.</p> <p>Integrity: The evaluator will need to highlight issues not specifically identified in the Terms of Reference, in order to obtain a more complete analysis of the program component.</p> <p>Independence: The evaluation team must ensure that it remains independent of the program under evaluation, and should not be associated with its management, implementation or any other element of it.</p> <p>Incidents: If problems arise during fieldwork, or at any other time during the evaluation, they should be reported immediately to the Evaluation Manager. If this is not done, the existence of such problems can in no way be used to justify the impossibility of achieving the results foreseen by UNICEF in these terms of reference.</p> <p>Validity of information: The consultant must ensure the accuracy of the information collected during the preparation of the reports and will be responsible for the information presented in the final report.</p> <p>Intellectual property: Using the different sources of information, the consultant must respect the intellectual property rights of the institutions and communities consulted.</p> <p>Submission of reports: If the submission of reports is postponed, or in the event that the quality of the reports submitted is significantly lower than what has been agreed, the sanctions provided for in these terms of reference will apply</p> <p>(34) The evaluation consulting firm should adhere to the following UN and UNICEF norms and standards and is expected to clearly identify any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the evaluation process in their proposal. Copies of all these documents will be provided upon request:</p> <ul style="list-style-type: none"> • United Nations Evaluation Group (UNEG) Standards for Evaluation in the UN System • United Nations Evaluation Group (UNEG) Norms for Evaluation in the UN System, including impartiality, independence, quality, transparency, consultative process • Ethical Guidelines for UN Evaluations and the UNICEF procedure for ethical standards in research, evaluation, data collection and analysis will guide the overall process • UNICEF adapted evaluation report standards and Geros • The evaluation should incorporate the human rights-based and gender perspective and be based on results based management principles and logical framework analysis, in compliance with UNEG guidelines on gender and human rights.

	<p>(35) The evaluation team is required to clearly identify any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the evaluation process in their proposal. Owing to the envisaged participation of human subjects in the evaluation, the evaluation team should seek ethical review board approval either from a recognized Institutional Review Board in Lebanon or via UNICEF's LTA for ethical approval.</p>
<p>Report Structure</p>	<p>(36) The report should be written in a style accessible by the general audience and within an 60-pages limit. The executive summary should not exceed 5 pages, while including a summary on each section of the report and being aligned with the structure of the full report. The report should be both in English and submitted electronically in Word MS format. The structure of the report should be logical and succinct (e.g., background and objectives before the findings and findings are presented before the conclusion). The research team is expected to submit two reports, one in English and another one in Arabic. The following order could be adopted for the report:</p> <ol style="list-style-type: none"> I. Table of contents, list of annexes/figures/tables, etc. II. List of Acronyms III. Executive Summary (Max 5 pages) IV. Introduction & Background V. Methodology VI. Limitations VII. Ethical Considerations VIII. Results, Discussion, & Recommendations IX. Conclusion X. Annexes <p>(37) The report should be written in a style accessible by the general audience and within an 80-pages limit. The executive summary should not exceed 5 pages, while including a summary on each section of the report and being aligned with the structure of the full report. The report should be both in English and submitted electronically in Word MS format.</p>
<p>Inception Report Outline</p>	<ol style="list-style-type: none"> 1. Reflection on the Terms of Reference including a clear commitment to be able to answer the evaluation questions within the time and budget mentioned. 2. Confirmation of the purpose of the evaluation, as well as the scope, and the objectives of the evaluation 3. Additional context to the one mentioned in the ToR if applicable 4. Confirmation of the evaluation criteria and questions refined from the literature review and preliminary interviews 5. Methods of data collection, including sampling and consideration of ethical considerations 6. Data analysis methods 7. Evaluation matrix showing for each evaluation criterion and question, the data collection methods and corresponding data sources. Including a clear statement on how success will be judged in the sub questions. 8. Limitations of the evaluation and mitigation measures 9. Indicative work plan 10. Proposed structure for the final report in line with UNEG and UNICEF standards 11. Appendices: list of key documents reviewed, set of proposed tools for data collection, list of key informants and sites to visit

Profile Requirements

(38) The evaluation will be carried out by a team of external consultants with solid expertise and experience in the field. The team should have a good knowledge of the Lebanon context and the sector. Team members will work closely together to co-produce and implement an appropriate methodology and approach for answering evaluation questions and achieving results expected. To carry out this evaluation, the evaluation firm will be contracted to provide required expertise.

(39) Required **qualifications and areas of expertise**: The evaluation will have to be conducted by a gender-balanced team comprising sufficient number of qualifying international and national evaluators covering the below requirements (expertise could be combined):

- Team-leader with documented extensive experience (at least 8 full years) in conducting complex development evaluations.
- Team member with specialized experience and technical knowledge and understanding of education programming, including early learning, quality education, education sector analysis and planning.
- Other evaluator(s) with documented experience (at least 5 full years) in conducting development evaluations and application of theory-based evaluation design.
- At least one team member with proven extensive experience in quantitative and qualitative data collection and analysis.
- Team members with solid knowledge of human rights-based approaches to programming, gender, results-based management (RBM) principles, participatory approaches
- At least one member with solid knowledge of education in emergencies.
- Team members with experience of working in Middle East and North Africa region (previous work in Lebanon is an asset).
- The evaluation team should include a mix of local and international experts able to conduct interviews in Arabic and English or French.

(40) Mixed teams of national and international consultants involving women are strongly encouraged. The evaluation team will be responsible for all technical aspects of the evaluation, under the guidance of the steering committee and the evaluation manager. The Team Leader will lead the team and be responsible for carrying out evaluation activities at all stages, from methodological design to the presentation of results to the course of workshops through data collection, report writing. He/she will have to report periodically on the progress of the work to the evaluation manager. He/she will guarantee the quality of the expected products.

Detailed tasks and estimated duration

Activities	Duration (Days)	Team Leader, Evaluation	Education expert	Team member 2	Team member 3
		Working days			
I. Inception Phase	18 days	18 days	15 days	10 days	10 days
Signature of the contract		-	-	-	
Initial meeting with evaluation manager		1 day	1 day	1 day	1 day
Review of the literature, and preliminary interviews		5 days	5 days	2 day	2 day
Evaluation matrix validation workshop and formalization of headings		1 day	1 day	1 day	1 day
Development of data collection tools		3 days	3 days	3 days	3 days
Submission of the draft inception report		5 days	3 days	2 day	2 day
Revision of the inception report based on the comments		3 days	2 days	1 day	1 day
II. Data collection phase	32 days	34 days	34 days	33 days	33 days
Meeting with UNICEF staff, major Donors, and other stakeholders		5 days	5 days	5 days	5 days
Field visits (and updating the evaluation manager regularly on the progress of work by WhatsApp, Tel, email, etc.)		21 days	21 days	21 days	21 days
Post data collection debrief		1 day	1 day		
Data processing and analysis		5 days	5 days	5 days	5 days
Meeting + PPT presentation of preliminary conclusions		2 days	2 days	2 days	2 days
III. Report Writing Phase	25 days	25 days	25 days	10 days	10 days

	Drafting of the interim evaluation report		15 days	15 days	5 days	5 days
	Submission of the Interim Evaluation Report (Draft 0)					
	Submission of the revised version of the report (Draft 1) incorporating the comments of the ERG.		5 days	5 days	3 day	3 day
	Submission of the final version of the report incorporating comments Reference group and key stakeholders		3 days	3 days	1 day	1 day
	Workshop to disseminate results		2 days	2 days	1 days	1 days
	Total number of days	75 days	75 days	62 days	51 days	51 days
Budget	\$250,000					
Funding source	WBS: 2490/A0/07/202/003/005 Grants: SC190324, SC200825 and SM220261					

PREPARED BY:


Evaluation Manager

REVIEWED BY:

David Muhia, Supply & Logistics Manager
(For Institutional contract)

REVIEWED BY:

Education Section Chief

REVIEWED BY:

Zarak Jan, Chief of PRIME

APPROVED BY:

Representative