

Terms of Reference

Evaluation of the Support to School Enrolment Programme EDU/TURA/2024-CC

Type of Contract (tick the appropriate box)	Consultant Contract	Individual Contractor	<u>Institutional Contract</u>	TA
Title of the evaluation	Evaluation of the Support to School Enrolment Programme			
Purpose	Formative assessment of progress made by the Support for School Enrolment programme since its inception in 2019 in addressing barriers and bottlenecks preventing children and adolescents from accessing education services, attending regularly and are at-risk of dropping out, including but not limited to protection, health, disability, and other social services-related concerns from schooling out-of-school refugee children.			
Location	Adana, Bursa, Gaziantep, Istanbul, Izmir, Konya, Mersin and Sanliurfa, Hatay and Kahramanmaras provinces will be included in SSE geographical coverage from June 2024.			
Duration	June 2024 – November 2024 (programme implementation period covered by evaluation - August 2019 to August 2024)			
Start Date	June 2024			
Reporting to	Monitoring and Evaluation Specialist, UNICEF Türkiye Country Office			
Type	<input type="checkbox"/> Study (an investigation designed to improve knowledge on a particular topic) <input type="checkbox"/> Survey (an assessment of the conditions of a particular group at a point in time) <input checked="" type="checkbox"/> Evaluation (an assessment of an ongoing or completed project, programme or policy)			
PME and/or RO Consultant quality assurance	Completed			

1 Background

Education in Türkiye is made up of two main aspects: formal and non-formal/informal education. Formal education covers pre-school, primary, secondary and higher education institutions, while informal education covers all education activities organised in addition to formal education activities. Education is compulsory for 12 years and is split into three levels of four years each (also known as the 4+4+4 system), comprising primary, lower secondary, and upper secondary levels. The formal education system includes all programmes that are structured, include curricula developed/approved by the Ministry of National Education (MoNE), provide clear pathways for children/adolescents to access the Turkish Public Education system (including TVET and special needs), and are delivered by MoNE in its education institutions. The non-formal system/informal system includes all programmes that do not correspond to the definition of the formal education system. It covers programmes implemented within and outside educational institutions, delivered by all partners (other line ministries, municipalities, and civil society partners), including MoNE. These programmes are characterised by their variety, flexibility, and ability to respond quickly to new educational needs of children or adolescents. They complement formal education programmes and include extra-curricular activities in informal settings, such as youth clubs, informal groups, or community-based learning. Nonformal education institutions of the MoNE include public education centres and advanced technical schools for girls.

In 2022-23, the net enrolment rate in preschool education for the 3-5 age group was 51.4% (51.3% girls), 63.6% (63.6% girls) for 4-5 years old, and 85.0% (84.7% girls) for 5 years old. Furthermore, the highest net enrolment rate among the levels within the scope of compulsory education is at the primary school level at 93.9% (93.9% girls). Enrolment rates in the lower secondary are 91.2% (91.2% girls) and upper secondary at 91.7% (91.6% girls).¹

Almost all Turkish children complete primary- and (lower-) secondary education levels and the children who are not in school are concentrated in the lower and upper secondary age range; nevertheless, across all levels of schooling in Türkiye, there are vulnerable groups that are not enrolled in school or are not attending regularly. These include children with disabilities (CwD), children engaged in various forms of child labour, those subject to child, early and forced marriage, and those in contact with the law, among other groups². Despite the significant progress made by the Government of Türkiye (GoT) to date and its growing commitment to providing refugees with formal or some form of relevant education in the coming years, improving the access and quality of the formal education system does not seem to be sufficient to meet the urgent and extensive needs of the currently OOSC in the near future. Türkiye continues to host the largest refugee population in the world, with 3.56 million Syrian refugees and 300,000 refugees and asylum seekers of other nationalities.³ 1.7 million

¹ MoNE, Official Statistics, 2023 (for 2022-2023 school year)

² UNICEF. (2023). Report on analysis for OOSC in national population of Türkiye (Phase II) - Country report on out-of-school children [Unpublished report].

³ [Refugees and Asylum Seekers in Turkey – UNHCR Türkiye](#)

refugees are children, with 1,265,866 of school age and 813,590 enrolled in formal education. Over 450,000 refugee children remain out of school (OOS).⁴

Refugee families and children, particularly adolescents, face various obstacles to accessing education, including gender norms, economic status, language barriers, safety concerns, and financial constraints. More than 450,000 refugee children remain out of school (OOS), putting them at risk of early marriage, labour exploitation, and radicalisation. Increasing enrolment rates is challenging due to inadequate support, lack of awareness about available opportunities, high costs, transportation constraints, language barriers, and dropout issues, especially at higher levels. Age also plays a role, with younger children integrating more easily into formal schooling than those aged 10-13, who may be expected to contribute to family income. Enrolment significantly decreases at the secondary school level, starting at age 11. Financial difficulties often lead families to resort to harmful and negative coping mechanisms like child labour and marriage instead of sending children to school.⁵

Many out-of-school (OOS) children, including those who have been out of school for several years, require special support to adapt to learning environments. To ensure that vulnerable refugee children realise their right to education, UNICEF Türkiye Country Office (TCO) continues implementing a comprehensive education strategy to reintegrate OOS children into the formal education system. Interventions include improving learning spaces, providing assistance with transportation and school supplies, and offering programs such as Turkish Language Courses and Homework Support. UNICEF collaborates with various partners, including key ministries such as the Ministry of Family and Social Services (MoFSS), Ministry of Youth and Sports (MoYS), Ministry of Interior Affairs – Directorate General of Migration Management (MoI-DGMM), and Civil Society Organization (CSO) partners with strong capacities and field presence.

One of the flagship UNICEF programmes is the Support for School Enrolment (SSE) Programme, which will be covered in the evaluation elaborated below. The programme has primarily been funded by the European Commission Humanitarian Aid Office (ECHO) with co-funding from other donors like UNICEF's global thematic funding and the Bureau of Population, Refugees, and Migration (BPRM). Since mid-2019, UNICEF, in partnership with the Association for Social Development and Aid Mobilization (ASAM) – a Turkish NGO – has been implementing the SSE programme. The SSE Programme targets out-of-school refugee children and adolescents who are considered the most vulnerable with protection concerns. As there is no official definition of out-of-school children in Türkiye, this programme is designed to target three groups of out-of-school children, primarily aligned with the framework developed by UNICEF and UNESCO Institute of Statistics (UIS) as part of a Global Initiative on Out-of-school Children.⁶ The three groups include (i)

⁴UNICEF extrapolation of MoNE official statistics

⁵ UNICEF. (2023). Report on Analysis for Syrian Out-of-School Children: Türkiye Country Report on OOSC [Unpublished report].

⁶ [global-out-of-school-initiative-operational-manual-2015-en_0.pdf \(unesco.org\)](https://unesco.org/global-out-of-school-initiative-operational-manual-2015-en_0.pdf)

children and adolescents who have never enrolled in schools, (ii) those who have enrolled but dropped out of the education system, and (iii) those who are not attending regularly and/or at risk of dropping out.

On February 6, 2023, earthquakes with magnitudes 7.7 and 7.6 struck southeast Türkiye, devastatingly impacting 11 provinces. In the aftermath of the recent earthquakes in the country, the World Bank predicted that 1.5 million poor households would fall deeper into poverty in the affected region. These households account for 13 per cent of Türkiye's poor population: excluding newly poor and vulnerable households facing earthquake-related income shocks.⁷ In addition, the socio-economic situation could result in adverse education-related decisions in the families, constraining children's learning participation. These could push more children, Turkish and refugee children alike, out of the education system. Nearly 4.1 million students, including 350,000 refugee and migrant children, attended over 11,000 schools in the affected region before the earthquakes. According to the Türkiye Earthquakes Recovery and Reconstruction Assessment (TERRA)⁸, the earthquakes destroyed 576 schools. Many beneficiaries, their families, and implementing partner personnel and their families were adversely impacted by the emergency at the time of the earthquakes. The programme was adapted by implementing UNICEF's "leave no one behind" principle to ensure earthquake-affected refugee children receive adequate support and equitable education opportunities, including facilitating enrolment in schools in their temporary and new locations after the earthquakes.

2 Object

The SSE programme, initiated in August 2019, operates as a specifically tailored schooling programme that supports out-of-school refugee children accessing a broad range of services that address barriers restricting their participation in education. Since its inception, the SSE programme has been implemented in 8 provinces with large Syrian populations: Adana, Bursa, Gaziantep, Istanbul, Izmir, Konya, Mersin and Sanliurfa. To respond to the residual humanitarian needs after the 2023 earthquakes, Hatay and Kahramanmaras, the most severely damaged earthquake-affected provinces, were added to the target provinces. Implementation in these two additional provinces will commence in June 2024 until December 2024. Furthermore, existing partner capacities in Adana, Gaziantep and Sanliurfa will be enhanced to better serve the individual needs of out-of-school refugees and vulnerable children and adolescents affected by the earthquakes. The current SSE programme is scheduled to be completed by December 2024. Decisions on the future programming of SSE post-December 2024 will not be available by the donor until late 2024.

UNICEF programming and the SSE programme contribute to national and international instruments and UNICEF policies on human rights, including child rights and gender equality. More specifically, the programme responds to the concluding observations of the Committee on

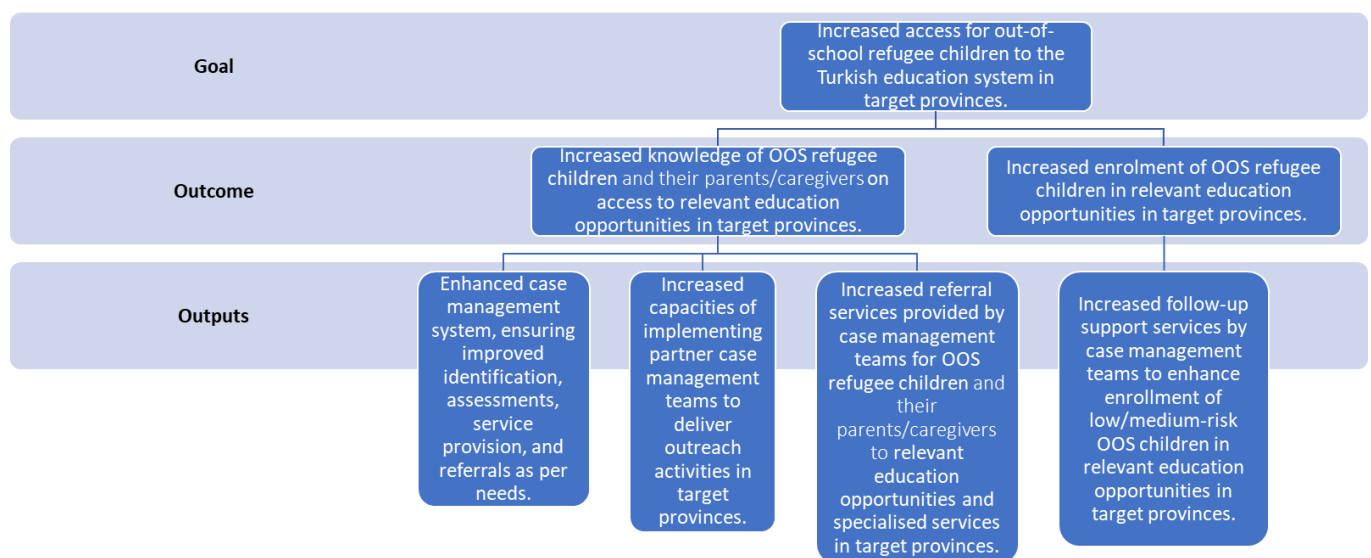
⁷ [Can shocks accelerate human capital and jobs transformation in Türkiye? \(worldbank.org\)](https://www.worldbank.org/)

⁸ [Türkiye earthquakes recovery and reconstruction assessment - Türkiye | ReliefWeb](https://reliefweb.int/)

the Rights of the Child adopted concerning the combined 4th and 5th periodic report of Türkiye, [CEDAW Committee’s Concluding Observations](#) for Türkiye’s 8th periodic report, [CRPD’s Concluding Observations](#) from 2019, and the [Universal Periodic Review](#) recommendations for Türkiye (related to Country’s 3rd cycle review). Moreover, the programme contributes to [12th National Development Plan](#) and [MoNE’s 2024-2028 Strategic Plan](#) to facilitate equal access to education. It also contributes to UNICEF’s [Strategic Plan 2022-2025](#) and [Gender Action Plan, 2022-2025](#).

The **key objective** of the SSE programme is to enable out-of-school refugee children and adolescents to have increased access to relevant education opportunities. This will eventually contribute to a broader outcome of fewer out-of-school refugee children in the country. Below is the current programme Theory of Change (ToC) of the SSE programme, the consulting firm is expected to craft a robust ToC based on the existing ToC, including key assumptions, aligned with the UN-wide result-based management approaches.

Figure 1 Theory of Change for the SSE Programme



The **key activities** included in the SSE programme are:

- Identify refugee children's educational needs, assess them, and refer them to relevant education opportunities through education-focused case management.
- Provide follow-up services to referred out-of-school children with low or medium risk to ensure their enrolment in relevant education opportunities (formal or non-formal).
- Referral of out-of-school children who are identified to be in high- and higher-risk categories to a range of specialised child protection response services (including response services to gender-based violence, child and early forced

marriages legal counselling, disability/health services, mental health, and psychosocial support etc.)

- The establishment and enhancement of the implementing partner's case management capacities to ensure better identification, assessments, service provision, and referrals as needed.

The programme operates through a systematic approach to identify and support out-of-school children in accessing education opportunities. Utilising outreach activities, SSE teams identify children and conduct education assessments. Upon identification, out-of-school children are referred to available education opportunities and assisted throughout the enrolment process. Each case management team, comprising culturally and linguistically diverse staff, provides essential support, including handholding, transportation, and translation assistance during registration.

Moreover, the teams facilitate coordination between families, educational institutions, and Provincial/District Directorates of National Education (PDoNE/DDoNE) to streamline enrolment. In the case management system, children undergo assessments to categorise them into low, medium, high, and highest risk levels. Education counselling, referrals, and access facilitation to formal and non-formal education services are provided for those at low and medium risk. At the same time, high and highest-risk children are referred to specialised child protection services. Collaborating closely with local stakeholders, including Provincial and District Directorates of Education (PDoNE and DDoNE) staff, school administrators, and Public Education Center (PEC) administrators, SSE field teams ensure effective referral and registration processes for out-of-school children. Local coordination meetings strengthen collaboration between SSE teams and local authorities, ensuring comprehensive support for OOSC. The programme exemplifies good cross-sectoral collaboration among line Ministries to address the needs of out-of-school children, particularly vulnerable refugee children, by providing education-focused case management support and alternative learning pathways.

To address the needs of refugee families in earthquake-affected areas or those displaced by the earthquakes, particular focus was placed on identifying out-of-school children through regional-based mapping and integrating them into the SSE case management system for tailored support. SSE teams assisted with residency records, travel permits, and enrolment procedures, with ongoing stakeholder monitoring and collaboration to prevent dropouts and ensure continued attendance. It also offered follow-up support, including translation services and transportation assistance, and referred enrolled children to additional academic support programs to enhance their retention in the education system.

UNICEF's role in implementing the SSE programme ensures efficient resource utilisation to address humanitarian needs in crisis-affected regions. By directing funds towards impactful programs tailored to communities' pressing needs, UNICEF contributes significantly to humanitarian response efforts. Moreover, with its convening power,

UNICEF facilitates effective coordination with stakeholders, including local and national education and non-education authorities, to ensure out-of-school refugee children can access education services through tailored case management and referrals. This collaborative approach enhances sustainability and fosters national dialogue. The programme leverages UNICEF's strategic partnerships and technical expertise in other areas to drive positive change in the education sector. By leading the Education Sector Working Group (supported by the programme but beyond the scope of the evaluation), UNICEF aims to enhance sector coordination, particularly for out-of-school children, through localised efforts such as capacity building, peer support, and policy advocacy.

The **preconditions** for the successful implementation of the SSE programme include:

- The Government of Türkiye continues to invest in providing and expanding quality education services for refugees.
- The Government of Türkiye continues to invest in collaboration among its line Ministries—for example, MoNE, in coordination with the Ministry of Family and Social Services and the Ministry of Youth and Sports, to enhance accountability and coordination mechanisms for identifying and referring out-of-school children.
- Refugee families continue to value education and encourage their children, irrespective of their gender, to pursue education.
- The government will uphold its commitment to mutually agreed upon priorities and programmes as institutionalised through the MoNE-UNICEF rolling work plan.
- UNICEF and its key implementing partner will continue collaborating closely to implement the programme activities seamlessly.
- UNICEF's implementing partner for the SSE programme will continue to demonstrate adequate capacity to run the programmes and operate in the education sector without facing any major difficulties, including access to permissions for delivering outreach services, including door-to-door services.
- The development partner/donor commitment to supporting out-of-school children will continue, and donors will make timely contributions to the programme's implementation.
- In the earthquake-affected provinces, the government will rebuild schools and other relevant educational infrastructure to ensure children's mental and physical development and support their safety and well-being.
- Measures will be taken to maintain face-to-face education to the extent possible.

The key **assumptions or risks** identified for the programme include:

- Changes at decision-making levels in the Government could delay or constrain planned activities.
- Worsening economic conditions and currency fluctuations may occur, impacting the budget and capacity for timely absorption and potentially the target number of beneficiaries of the planned programme.
- The overall political and economic situation in the country may cause social tension affecting the implementation of programme activities, particularly about successfully delivering outreach activities.
- NGOs' operating space may decrease, significantly impacting the planned programme's implementation.

- EU-Türkiye relations remain stable, and EU support for the programme continues.
- The implementing partner has the Government's permission to conduct outreach activities, including door-to-door visits.
- The security situation inside Syria and other countries, including most recently Afghanistan and Ukraine, could change, resulting in a massive influx of refugees into Türkiye or an accelerated return process.
- MoNE may not (be able to) closely monitor the academic achievement and social-affective developments of earthquake-affected students staying in the region, having transferred to other provinces at all levels and grades, and not reporting such developments periodically.

Some **key parameters of programme measurement** include:

- Number of children and adolescents accessing formal education in the national education system, including early learning.
- Number of boys and girls (between 5 and 17 years old) identified and assessed.
- Number of children and adolescents identified as out-of-school children.
- Percentage of identified out-of-school children and adolescents in low or medium-risk categories.
- Percentage of identified low and medium-risk out-of-school refugee children and adolescents enrolled in relevant education programmes Number of boys and girls identified as being out-of-school and received support for school enrolment for age-appropriate formal (e.g., Turkish Public Schools including Vocational Training Centres) or non-formal education opportunities (e.g., Accelerated Learning Programme <concluded as of June 2023>, Turkish Language Courses, PICTES catch-up programmes etc.
- The percentage of out-of-school children and adolescents in high or highest-risk categories referred to specialised services.
- Number of girls and boys enrolled in any education activity and completed a semester/course.
- Number of external referrals (i.e., social assistance, protection, education).
- Number of individuals referred to external services (i.e., social assistance, protection, education).
- Number of education service maps produced in target provinces.

The programme has been implemented in three phases as elaborated in the table below. Since its start, the programme has identified 196,243 OOS refugee children and supported the enrolment of 98,870 children in age-appropriate education opportunities.

Phase	Implementation Period	Budget
1 st	01 August 2019 – 28 February 2022	EUR 13,839,620
2 nd	01 March 2022 – 31 October 2023	EUR 8,997,274
3 rd	01 November – 31 December 2024	EUR 10,122,672

3 Purpose, Objectives and Scope

3.1 Purpose

The purpose of the evaluation of the SSE programme is to provide a formative assessment of progress made towards achieving a tangible and sustainable reduction in the number of refugee children and adolescents that are out of school in target provinces and to strengthen the programme logic. The evaluation will also assess the effectiveness and efficiency of the SSE programme in addressing barriers and bottlenecks preventing children and adolescents from accessing education services, attending regularly and are at-risk of dropping out, including but not limited to protection, health, disability, and other social services-related concerns from schooling out-of-school refugee children.

Additionally, the evaluation is expected to facilitate learning and accountability within UNICEF and essential stakeholders, increasing programme coherence and coordination and possibly allowing for the revision and enhancement of implementation strategies. It will also support and verify UNICEF's contribution to providing the most disadvantaged (refugee) children access to relevant education opportunities and/or identifying and addressing other non-education barriers limiting their participation in education. The evaluation will be guided by the revised UNICEF Evaluation Policy (2023) and the OECD/DAC⁹ criteria to assess the evidence.

3.2 Objectives

The general objective of the evaluation is to assess the progress made towards achieving a tangible and sustainable reduction in the number of refugee children and adolescents who are out of school. The effectiveness and efficiency of the programme to identify and reach programme out-of-school children and adolescents will also be assessed from the initial implementation phase to the current implementation period based on gender, equity, and child rights approach utilising the international evaluation criteria, standards, and norms.

The specific objectives of the evaluation are:

- Assess the effectiveness of programme strategies and approaches in facilitating the enrolment of out-of-school refugee children and adolescents, particularly those most vulnerable due to various constraints hindering their access to education services.
- Investigate the impact of the SSE programme on reducing school dropout rates and improving school retention among at-risk children and adolescents.
- Evaluate the effectiveness of partnerships and collaborative efforts among stakeholders in achieving the programme's objectives of addressing the educational needs of out-of-school refugee children and adolescents.

⁹ [OECD-DAC criteria](#)

- Assess the extent and effectiveness of internal and external cross-sectoral collaboration, emphasising interventions in child protection, particularly in light of the substantial number of high and higher-risk beneficiaries referred to external services.
- Examine the relevance and coherence of the SSE programme by analysing its alignment with the existing education system and its efficacy in addressing potential gaps. This includes identifying areas of synergy and opportunities for improvement to enhance the programme's impact on providing educational services to vulnerable children and adolescents.
- Investigate and analyse the specific needs of out-of-school children in earthquake-affected provinces and provinces receiving internally displaced families, aiming to understand better and respond to the unique challenges faced by these children. Further, findings can enhance programme effectiveness by tailoring interventions to address the distinct circumstances of out-of-school children in these contexts.
- Propose strategies and feasible courses of action to enhance UNICEF and implementing partners' capacities to adjust, accelerate, and scale up efforts to improve school enrolment, reduce dropout rates, and increase access to learning for refugee children, focusing on meeting the needs of the most vulnerable.
- Examine the cost-efficiency of the programme on the outputs recorded throughout the programme cycle.
- Assess the programme's sustainability to provide a comprehensive understanding of the long-term viability and impact of its initiatives.
- Assess the adoption and implementation of gender, equity, inclusion, and child rights approaches by the SSE Programme from its inception to current implementation, including factors contributing to or inhibiting their effectiveness.

3.3 Scope

The **geographical scope** of this formative evaluation is focused on the intervention's 10 targeted provinces. Adana, Bursa, Gaziantep, Istanbul, Izmir, Konya, Mersin, and Sanliurfa are the target provinces covered since the programme's inception in 2019. The evaluation should also include the newly added programme SSE target provinces of Hatay and Kahramanmaras, which will commence implementation in June 2024.

This formative evaluation's **temporal scope** is from August 2019 to August 2024. It should also be designed to collect and report on data spanning the SSE programme during this time. However, the methodology should consider the shortened implementation period in the two newly added SSE target provinces of Hatay and Kahramanmaras, which will commence implementation in June 2024.

The **programmatic scope** will look at the SSE programme effort, including the technical design and implementation modality and process, capacity-building activities, and programme management model (partnership, coordination, monitoring, oversight, and technical support)

to enrol children never enrolled in school, children enrolled but dropped out of the education system, and children not attending regularly or at risk of dropping out.

The Evaluation will assess the programme implementation phases based on gender, equity, and child rights approaches, utilising international evaluation criteria, standards and norms.

The selected evaluation consulting firm will interact, with the support of TCO, with relevant governmental and non-governmental partners engaged in the design and implementation of the SSE Programme. This formative evaluation will not include direct engagement with children at any stage and will not assess the programme's impact.

4 Owners of the research and use of the findings

4.1 Intended Use

The intended use of this formative evaluation is to provide:

- Evidence that will assist UNICEF, donors, and implementing partners in improving future programmes to enhance refugee and vulnerable children's access to education in Türkiye.
- Strategic learning and actionable recommendations aimed at informing the design and implementation of similar and/or improved interventions in the future.

4.2 Intended Users

The target audience and primary users of this formative evaluation's findings, conclusions, and recommendations are primarily UNICEF TCO Management, Education section, and other relevant programme sections, such as Child Protection, Gender, Adolescent and Youth Participation (ADAP), and Social and Behavioural Change (SBC).

At the same time, some UNICEF Regional Specialists (Education, Child Protection, ADAP and SBC) will be potential users of this formative evaluation and employ its main results in the technical assistance support to be provided to other countries.

Both implementing partners and government stakeholders will utilise the findings of this formative evaluation to reflect and undertake appropriate actions informed by evidence.

Other UN Agencies in Türkiye will benefit from the report's findings in designing similar programs within the scope of the United Nations Sustainable Development Cooperation Framework.

As the key donor of the intervention, ECHO is another expected user of the formative evaluation. The formative evaluation report is also expected to inform the structure/design of future interventions and associated funding. Other donors contributing to refugee education issues in the country will find this helpful evaluation to inform their interventions and

strategies. Furthermore, in line with DG ECHO’s dissemination strategy, the evaluation report will be shared with a broader audience, such as government bodies, local NGOs, and Education Sector members.

5 Evaluation Framework

5.1 Evaluation Criteria

The evaluation will frame the evaluation questions around the specific set of evaluation criteria according to the UNEG, UNICEF and OECD-DAC Criteria¹⁰ : effectiveness, efficiency, relevance, coherence, and sustainability.

The Evaluation will be guided by the revised 2023 UNICEF Evaluation Policy and include human rights analysis, including child rights, equity/inclusion, and gender equality. Cross-cutting issues like equity and inclusion principles, including gender, disability, and other forms of social exclusion prevalent in Türkiye, must be considered. The assessments must incorporate evaluations of intersectoral collaboration and contextualisation of the efficient application of programming methodologies. The efficient use of financial, human, and partnership resources will be assessed against the internal rating used to monitor achieved targets.

5.2 Evaluation Matrix (Criteria and Questions)

Table 1: Evaluation criteria and basic evaluation questions and sub-questions

Evaluation criteria	Questions	Sub-questions
Relevance	To what extent does the SSE Programme respond to the needs of out-of-school refugee children and their families?	What were/are the profiles of and primary needs of refugee children and adolescents in the interventions supported by the SSE programme?
	To what extent and in what ways are the SSE programme efforts to improve enrolment and reduce OOSC, meeting the specific needs of the different profiles of out-of-school refugee children and adolescents?	How SSE programme’s objectives and design were/are sensitive to local conditions and capacities?
	To what extent does the SSE Programme keep quality and	In what aspects and why did/do the interventions of the SSE programme evolve from its inception to now?

¹⁰ [OECD-DAC criteria](#)

	adapt to new circumstances throughout its implementation?	How did/does the SSE programme respond to changing context and circumstances (including responding to critical circumstances such as the COVID-19 pandemic and the February 2023 earthquakes)
Coherence	To what extent is the SSE Programme compatible with other interventions focused on refugee children's access to education?	How was/is the SSE programme aligned with UNICEF policies regarding refugee children, the Ministry of National Education's strategic plan priorities (2019-2023 and 2024-2028 plans), and the Government of Türkiye's 11 th and 12 th National Development Plans?
		In what terms did/does the intervention complement interventions developed by the government and other education/non-education sector partners to integrate out-of-school refugee children and adolescents into a relevant education opportunity (formal or non-formal education)
Effectiveness	To what extent is the SSE Programme achieving or is expected to achieve planned outcomes and outputs?	In what ways and to what extent has the SSE programme contributed to the reduction of out-of-school children, those who have dropped out or are at risk of dropping out, particularly the most vulnerable children and adolescents among refugee children, including girls, children with disabilities, and other types of social exclusion?
		How was/is the SSE programme management model (partnership, coordination, monitoring, oversight, and technical support) implemented by UNICEF, and what were/are identifiable successes and failures?
		What were/are the main factors which supported/supported or constrained/constrained the achievement and effectiveness of the SSE programme?
		What lessons learnt and good practices related to effectiveness could be continued and improved during the remaining implementation period?
	To what extent is the SSE Programme generating unintended effects?	What were/are the unexpected positive and negative outcomes the SSE programme produced/produced, and how were they/are managed?
		Were/are achieved outcomes related to refugee children's access to the education

		system similar or different among targeted provinces?
Efficiency	To what extent does the SSE Programme deliver planned results using resources economically and on time?	To what extent has UNICEF effectively utilised resources (financial, human, and operational) to adapt or expand programmatic approaches that enhance school enrolment and mitigate the risk of refugee children and adolescents dropping out of the education system?
	To what extent has the SSE Programme been shaped and managed to achieve the expected results?	What management measures were/are implemented to ensure the cost-efficient conversion of inputs into results?
	To what extent has cross-sectoral collaboration in the SSE programme enhanced programme efficiencies to achieve the expected results?	<p>To what extent and in what ways have the SSE programme cross-sectoral collaborations, both internal and with external partners, supported programme efficiencies to enhance school enrolment and reduce school dropout of the most vulnerable refugee children and adolescents?</p> <p>Did the SSE programme result in greater integration and/or collaboration between the different sectors and line ministries to address issues of refugee out-of-school children and adolescents for improved programme efficiencies?</p>
Sustainability and Exit Strategy	How clearly defined and articulated is the exit strategy of the SSE Programme?	<p>To what extent were milestones and criteria for exit outlined and met throughout the SSE programme?</p> <p>What mechanisms were put in place to ensure the sustainability of the SSE programme outcomes beyond its initial implementation phase?</p> <p>What measures are taken to ensure the sustainability of benefits and services post-exit of the SSE programme?</p> <p>What strategies were employed to address potential barriers to sustainability, such as political instability or economic fluctuations?</p>

	How effectively has the SSE programme contributed to the long-term sustainability of benefits, services, and initiatives within the target community and at the national/policy-making level?	<p>What measures were taken to monitor and evaluate the government's implementation of programme activities in SSE/or-SSE-like initiatives, and what were the outcomes?</p> <p>How has the programme contributed to building local capacity and resilience within the community?</p> <p>How effectively are local stakeholders engaged in the development of the exit strategy?</p>
Child rights, equity, and gender equality	To what extent is the SSE Programme shaped by the principle of "the best interest of the child"?	Was the SSE programme aligned with the Convention on the Rights of the Child, UNICEF human rights and child rights guidance, UNICEF Policy on Refugees and CCC (including the EQ)?
		What kind of shortcomings related to equity/inclusion and gender equality were/are visible within the SSE programme?
		What measures related to preventing sexual exploitation and abuse (PSEA) were/are applied within the SSE programme?
		How did/does the intervention prioritise equity/inclusion and gender equality in its implementation?
		How could the SSE programme improve the effective practice of "the best interest of the child" principle during the remaining implementation period?

6 Methodology

This formative evaluation assumes a **multi-stage participatory and inclusive evaluation design**. It implies that the evaluand (SSE Programme) is assessed with the direct engagement of concerned stakeholders and beneficiaries, who are expected to respond to evaluation and sub-questions by providing evidence-based answers. The evaluation's implementer will be a consultancy firm specialised in performing evaluation assignments.

In the context of this formative evaluation, it is expected that primary and secondary information regarding the SSE Programme must be collected, processed, analysed, and interpreted in line with the evaluation questions. The primary information source about the programme is the proposal and donor reports, which outline the primary purpose and the accomplishment of the intervention. To collect data for this evaluation, **mixed methods must be applied**, which may include at least two or more data gathering and analysis tools (e.g., structured/unstructured, quantitative/qualitative, standardised, and contextually responsive)

(Mathison, 2005), which must be shaped for capturing reliable and valid data to answer evaluation questions and sub-questions. This approach would apprehend diverse angles of the object of evaluation, enabling a more integral comprehension of its complexity and providing all the needed inputs for the triangulation of information. The data collection will take place in the field/ person.

Due to its participatory character, this formative evaluation must include the use of the following participative and interactive methods:

- a) **Document analysis:** This non-reactive method does not disturb the implementation of the intervention under assessment or the performance of implementers and beneficiaries. It covers relevant qualitative information (project documents, reports, summaries, narratives, etc.) and quantitative information (databases, tables, statistical data, etc.).
- b) **Key Informant Interviews:** As an individually applied reactive method, this primarily collects qualitative data from a set of intervention implementers, beneficiaries, and stakeholders, capturing their feelings, thoughts, perceptions, assumptions, beliefs, opinions, etc., about the intervention. This will be one of the main information sources for collecting responses to the evaluation questions.
- c) **Focus group:** As a collectively applied reactive method, it produces interaction among a group of people selected according to specific criteria, looking for the identification of their similarities and differences in terms of feelings, perceptions, judgements, etc., about the intervention. Focus group discussions shall directly target collecting information from the programme's beneficiaries.

While any innovative data collection method, functionally shaped for gathering the needed information to answer the evaluation questions and sub-questions, can be proposed when defining a final set of data collection methods, **the evaluation consultancy firm must 1) assess the usefulness and complementarity of the information** that the SSE Programme has produced and achieved regarding its programmatic (M&E component, databases, reports, deliverables, etc.) and financial implementation; and **2) specify what data collection and analysis methods to be used within an evaluation matrix.**

The evaluation team is highly recommended to propose different sampling options with the budget implication, which will cover the whole geographic scope of the programme defined as Adana, Bursa, Gaziantep, Istanbul, Izmir, Konya, Mersin and Sanliurfa. The sampling should also include the newly added programme SSE target provinces of Hatay and Kahramanmaras, which will commence implementation in June 2024. In the sampling strategy, regions affected by the 2023 earthquakes must be included to capture the effect of the earthquake on the programme implementation.

In addition, the evaluation consultancy firm must ensure the effective inclusion of ethical considerations and compliance with human rights, child rights, equity/inclusion, and gender equality approaches. For this purpose, **the UNEG norms and standards and UNICEF**

Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis (UNICEF, 2021) must be explicitly followed.¹¹

The firm will undertake a light touch evaluability assessment during the inception phase, to consider the extent to which programme processes and results can be assessed for this evaluation. Some of the key criteria's that should be considered during the evaluability assessment are data quality and availability, monitoring and evaluation tools and systems, accessibility, and availability of stakeholders etc.

The evaluation team is required to methodically analyses and synthesize all incoming data in order to respond to the predetermined evaluation questions in accordance with the evaluation framework that was developed as part of the inception report.

The international firm will hire national consultants under the direction of the Evaluation team to lead the data collection, analysis and in person, in-country validation.

The potential limitations of the evaluation are:

The ongoing structural reforms after the election, specifically at municipality level, with high staff turnover, will influence availability of institutional memory.

The other limitation is the limited involvement of public stakeholders in the evaluation due to political sensitivity.

The evaluation will be built on the following result matrix and should identify a solid evaluation finding based on each output and the overall objective. The contractor will be provided with detailed information on the recent progress of the output and outcome data available so far.

Indicators	Jul-19	Oct-Dec 2020	Jan-Dec 2021	Jan 2022 - Apr 2023	Jan 2021 - Jun-2023	Jan 2021 - Oct-2023	New PD Jul-Oct 2023	Nov 2023-Dec 2024
# of boys and girls (between 5 and 17 years old) identified and assessed by ASAM's outreach teams	30,000	46,500	57,690	124,750	136,643	145,214	20,000	92,000
# of boys and girls (between 5 to 17) identified as out of school by ASAM's outreach teams	21,000	25,500	32,445	79,387	87,712	93,712	15,000	65,000
# of boys and girls identified as OOSC and received support for school enrolment for age-appropriate formal (e.g., TPSs, inc. Vocational	14,700	17,950	24,800	52,966	57,961	61,561	12,000	52,000

¹¹ It is recommended to review and use these two documents when preparing the technical evaluation proposal and performing this assignment.

Training Centers) or non-formal education opportunities, including NFE programmes (ALP, TLC or PICTES catch-up programmes)								
# of external referrals	14,653	18,553	22,845	76,493	86,007	92,863	20,000	74,000
# of individuals referred to external services	10,560	13,310	16,448	55,879	64,204	69,002	3,000	52,000
# of boys and girls identified as OOSC who were enrolled in formal and non-formal education programs	10,500	13,500	20,500	43,032	47,028	49,908	10,000	33,800
# of girls and boys who were enrolled in any education activity and completed a semester/course	7,875	3,700	20,250	36,023	38,820	38,820	500	17,000
% of beneficiaries satisfied with the education-focused case management services.	70%	70%	70%	80%	80%	80%	deleted	deleted
# of education service maps produced.	8	8	24	48	48	48	8	16
# of Communication For Development (C4D) interventions implemented	48	16	29	29	29	deleted	deleted	deleted

7 Specific Tasks with timeline

7.1 Deliverables

In the framework of this formative evaluation, a set of deliverables must be written in English, revised by UNICEF's external quality assurance facility or internal quality assurance mechanisms, and produced according to the UNICEF Evaluation Report standards. The following technical specifications should be followed:

7.2 Inception Report

The inception report is the first deliverable to be prepared and presented by the evaluation consulting firm. It's content (**maximum of 20 pages**) must include:

- Evaluation criteria and human rights, child rights, gender, and equity approaches applied to the evaluand.
- A thorough summary of the expected document analysis.
- Definition of the evaluand, focus and scope of the assignment.
- Reconstruction of the actual theory of change, which supported the interventions.
- A critical analysis of assumptions of the interventions.
- Selected evaluation design and methodology, with a technical review of sources of information (document analysis results).
- Review of any identified limitations.

- Deliverables and timeline of the assignment, with an internal process for quality assurance of deliverables.
- Functional annexes, evaluation matrix and data collection tools.

The respective Evaluation Reference Group (ERG) must review the inception report, assessing its quality and recommending further improvement, if any. Based on its feedback, the evaluation consultancy firm will be required to resubmit a definitive version of the inception report, reflecting the given feedback, which UNICEF TCO will then approve.

The basic structure of the inception report is the following:

List of Acronyms

1. Introduction
2. Evaluation context
 - a. National context
 - b. SSE Programme in Türkiye
3. Evaluation purpose
4. Evaluation objectives
 - a. Thematic scope
 - b. Geographic scope
 - c. Chronological scope
5. Evaluation framework
 - a) Evaluation matrix
6. Methodology
 - a) Evaluation approach
 - b) Data collection methods and tools
 - c) Sampling strategy
 - d) Data analysis and quality
 - e) Ethical considerations
7. Main results of document analysis
 - a) Reconstruction of the theory of change
 - b) Preliminary findings (to be triangulated)
8. Internal quality assurance
9. Dissemination and Communications Strategy
10. Evaluation workplan (sequence of activities/timeline by deliverables)

References

Annexes

- a) Evaluation matrix
- b) List of (internal and external) reviewed documentation.
- c) Data collection tools (the complete version of protocols)

7.3 Draft and Final Report

While there is no substantive difference in structure between the draft and final evaluation reports, a draft report (maximum 35 pages) is expected to be further developed with the accuracy of its contents to be **a final report within the maximum of 50 pages without the annexes**.

Both draft and final evaluation reports should **thoroughly answer evaluation questions based on the selected evaluation criteria**, using evidence which is collected through different data collection tools and channels (e.g., meetings, consultations, and workshops delivered by the evaluation consultancy firm with diverse stakeholders and TCO staff), analysed, and triangulated by diverse sources of information. The findings, conclusions, and recommendations should be undertaken with great **precision, functionality, and specificity**. As necessary, feedback will be provided by the ERG, which the evaluation consultancy firm should reflect into a last version of the evaluation report to resubmit and be approved by UNICEF TCO.

The following structure of the (draft and final) evaluation report is based on the UNEG, UNICEF and GEROS (Global Evaluation Reports Oversight System) standards for an excellent quality evaluation report:¹²

- Title
- Acronyms
- 1. Executive summary
- 2. Introduction
- 3. Object of evaluation
- 4. Evaluation context
- 5. Evaluation purpose
- 6. Evaluation objectives
- 7. Evaluation scope
- 8. Evaluation framework
 - a) Evaluation criteria
 - b) Evaluation design
 - c) Evaluation matrix
 - d) Design and methods
 - e) Sampling strategy
 - f) Stakeholder analysis
- 9. Ethical issues and considerations
- 10. Limitations and quality assurance
- 11. Evaluation findings
- 12. Conclusions
- 13. Recommendations

¹² Global Evaluation Report Oversight System (GEROS) is a global UNICEF mechanism focused on the quality assessment of evaluation reports uploaded by any country office to the corporate Evaluation and Research Database (ERDB). Its public link is the following: https://www.unicef.org/evaldatabase/index_GEROS.html

7.4 Communication and Dissemination Materials

Evaluation findings and recommendations should be easily communicated to a diverse audience through accessible language and a presentation. The evaluation results will be disseminated based on the PowerPoint (PPT) presentation prepared by the Evaluation Team.

The PPT presentation should summarise the evaluation purpose, design, and methodology and thoroughly describe evaluation findings, conclusions, and recommendations, avoiding technical terminology for the general reader. It should utilise the graphs, tables, figures, and pictures to the extent possible.

The contractor will develop a short evaluation brief, not exceeding 4 pages, on the evaluation's main findings.

7.5 Tasks and deliverables with timeframe

The following deliverables must be produced by the selected evaluation consulting firm and submitted to TCO according to the timeline set up in the contract:

Deliverables	Estimated number of days	Payment Schedule
1. Inception report Briefing with the commissioning team, joint review of the ToR Preliminary desk review Preparation of methodology, evaluation matrix, and data collection tools Translation, pre-testing, and adjustment of data collection tools (all languages) Preparation of draft Inception Report Presentation to the commissioning team Preparation of final Inception Report (incorporation of feedback on methodology and recommendations from the ethical review) Data collection tools (in English, Turkish, Arabic)	15 working days from the start of the contract	10% of the agreed amount
2. Data Collection In-depth desk review and secondary data analysis Primary data collection Presentation of preliminary findings to the UNICEF ERG KII and FGDs records (English, Turkish, Arabic)	35 working days	20% of the agreed amount

3. Analysis and Draft Version of the evaluation report according to technical specifications stated within this ToR	20 working days	30% of the agreed amount
4. The final version of the evaluation report according to technical specifications stated within this ToR (UNEG, UNICEF and GEROS (Global Evaluation Reports Oversight System) standards)	15 working days	30% of the agreed amount
5. Communication and dissemination materials according to technical specifications stated within this ToR (presentation, 4 pager evaluation brief)	5 working days	10% of the agreed amount

7.6 Ethical requirements

Potential institutional service contractors must agree to meet the standards set in the [UNICEF Procedure on Ethical Standard in Research, Evaluation, Data Collection and Analysis](#) and Türkiye Ethical consideration. Potential institutional service contractors need to supply evidence of having undertaken ethics training or commit to undertake ethics training if capacity development is a priority and researchers with ethics training are unavailable.

Monitoring can identify relevant potential ethical issues and mitigation strategies relating to potential harms and benefits, informed consent, privacy and confidentiality and payment and compensation. If applicable, include specific considerations for research related to children and/or sensitive issues (such as violence against women and girls) and reference appropriate additional sources of guidelines and standards (e.g., UNICEF's guidance on children in research, WHO's guidance on violence research).

Ethical review will be undertaken if necessary.

Ethical clearance is to be obtained from the appropriate agency and an academic institution before training and fieldwork implementation (estimates for the ethical approval process is 2 weeks-1 month). UNICEF TCO can facilitate to obtain Ethical Clearance through its academic partners in Türkiye, based on agreement with the consulting firm. .

Members of the Evaluation should specify in their proposal any potential ethical issues and approaches, as well as the processes for ethical review and oversight of the evaluation process. The evaluation is not expected to engage children under 18 years of age in the data collection, the evaluation will be subject to ethical approval.

8 Evaluation Management

As an external and independent formative evaluation, this assignment will be managed by the Monitoring & Evaluation (M&E) Specialists, with oversight by the chief of PME within the UNICEF TCO PM&E section. The M&E Specialist will be the authorised focal point for coordinating and discussing technical and logistical matters with the selected evaluation consultancy firm, which submits to them all planned deliverables according to the agreed timeline. The M&E Specialist, with the support of the Education section, will follow the

Evaluation Reference Group (ERG) ToR. Circulate the submitted deliverables among its members and compile received feedback to share with the evaluation consultancy firm for further improvement.

UNICEF TCO Education section, under the strategic guidance of the section's chief and direct support of the Education Manager responsible, will provide coordination and logistical support through the Education staff responsible for implementing the Programme and M&E functions. TCO will set up an ERG composed of UNICEF staff only for this formative evaluation.

The ERG will comprise two M&E specialists, two Education Specialists/Managers, and one specialist from UNICEF Türkiye Country Office sections, including the field office.

This ERG will review and provide feedback and suggestions on the content of deliverables against the approved formative evaluation ToR and inception report (especially against its evaluation matrix, questions, and sub-questions) for further improvement.

The contractor will interact, with the support of TCO, with relevant governmental and non-governmental partners engaged in the design and implementation of the SSW Programme. **This formative evaluation will not include direct engagement with children at any stage.**

8.1 Evaluation Team: Required Qualifications and Areas of Expertise

The evaluation will be conducted by an international or national, gender-balanced team of evaluators, including:

Team Leader: Must be international and responsible for the overall delivery of the evaluation. S/he will have primary responsibility for designing the methodology and preparing the inception report and the draft and final evaluation reports in line with this ToR. This person should have a minimum of 15 years' experience working in the humanitarian and development sector and at least 10 years' experience in leading humanitarian and development evaluations. Having conducted evaluations for UNICEF is an asset, and having evaluations positively rated by the UNICEF quality assurance system is an additional asset.

Education Expert: Can be international or national, will contribute to the design of the evaluation methodology, to the preparation of the inception report and the draft and final evaluation reports, bringing in the required expertise from the education perspective. Education experts should have at least 15 years of experience working in the education sector in both development and humanitarian contexts. S/he should also have at least 5 years' experience conducting humanitarian or development evaluations.

Field Group Expert: who will contribute to the design of the evaluation methodology, to the preparation of the inception report as well as of the draft and final evaluation reports, bringing in the required insight from the perspective of the Syrian refugee population living in Türkiye (especially from the cultural and sociological perspective). S/he will translate the data collection tools during interviews and FGDs conducted in Arabic. This person should have at

least 5 years' experience in the education sector and/or in response to the Syrian refugee crisis in Türkiye.

In addition to what is required for each member, the following experience should be available in the team:

- At least one member with extensive experience in qualitative data collection and at least one member with experience in data collection in the context of the Syria refugee crisis in Türkiye
- At least one member with solid knowledge of child rights, a Human Rights-Based Approach to programming, and gender equality.
- Excellent report-writing skills in English.

8.2 Estimated duration of contract

The duration of the contract is expected to be from June 2024 to November 2024.

9 Policy both parties should be aware of:

UNICEF reserves the right to terminate the contract and/or withhold all or a portion of payment if the rules and the regulations regarding confidentiality, ethics and procedures of UNICEF and the partners are not followed, the performance is unsatisfactory, or work/deliverables are incomplete, not delivered or fail to meet the deadlines.

The team must respect the confidentiality of the information handled during the assignment. Documents and information provided must be used only for the tasks related to these terms of reference.

The deliverables will remain the copyright of UNICEF. Members of the team may not use the data for their own research purposes, nor license the data to others, without the written consent of UNICEF.

Bidders shall present a detailed financial proposal that elaborates on daily costs on the basis of the above-mentioned schedule and deliverables, including a total sum demanded. All costs, including travel, accommodation, administrative costs, etc. shall be covered by the contractor and should be included in the financial proposal as a separate heading and broken down into details of accommodation and travel costs.

10 Application process

A. Technical Evaluation:

First, the Technical Proposals will be evaluated. The Technical Proposal was allocated a total possible score of 70 points (pt) using following criteria. Technical Proposals receiving 49 points or higher, will be considered technically responsive and the Price Proposal will be opened. Proposals which are considered not technically compliant and non-responsive, will not be given further consideration.

The following documents should be included in the technical proposals of the bidders:

- a) A complete copy of your latest audited financial statements with comparative figures for the last 2 years, preferably signed by your company's accounting firm/ certified external auditor. The financial statements are to include, but not limited to, the following:
 - 1. Balance sheet (mandatory)
 - 2. Income statement/ Profit and Loss Statement (mandatory)
 - 3. Statement of cash flows (if available)
 - 4. Statement of changes in shareholders' equity (if available)
 - 5. The report from the external auditor (if available)
 - 6. Notes to the financial statements (if available)
- b) A copy of your company's certificate of legal registration (mandatory)
- c) A copy of your Official list of authorized signatures (mandatory)
- d) Your company's UN Global Marketplace (UNGM) registration number. (mandatory). You are kindly requested to register for, at the very latest, Basic and Level 1 stages. For registration and instructions on how to kindly refer to the attachment or the UNGM site: www.ungm.org/RegistrationProcess

B. Financial Proposal

- *Must be submitted in a separate sealed envelope/ in a separate email**
- **please use the standard format (financial proposal template) provided**

* Proposals must be made in accordance with the instructions described in the RFPS document

Technical Evaluation Criteria	Max Obtainable Points
1. Proposal Description	5
1.1 Ability to translate TOR requirements into high-quality work packages and approaches to TOR deliverables	5
2. Proposed work plan	25
2.1 Quality, thoroughness and the timelines of the implementation plan	5
2.2 A robust technical approach and methodology including quality assurance	20
3. Organization's experience in relevant studies, surveys, assessments	20
3.1 The number of studies, surveys, assessments (4 or more -5 pt, 3 – 4 pt, 2 – 3 pt., 1 – 2 pt.)	5

3.2 Relevance of studies, surveys or assessments to the ToR	15
4. Experience and qualifications of the proposed team	20
4.1 The team leader demonstrates the experience, skills and competencies required for the assignment	5
4.2 The education expert demonstrates the experience, skills and competencies required for the assignment	5
4.3 The field group expert demonstrates the experience, skills and competencies required for the assignment	5
4.4 Proven work experience in the field of education and refugee context	5
Total Technical Score	70
Total Financial Score	30
Summary of Technical and Financial Score	100

Minimum technical score: 49 points

Application process:

Bidders are expected to submit to UNICEF the following documents:

1. Technical proposal. The minimum content for the technical proposal is:

- Company's profile

the full name of organization	
Date of foundation	
Address	
Area of interest.	
the total number of staff	
the number of involved personnel (positions), including interviewers	
Description and composition of the field team	

- CVs of all proposed team members for this consultancy
- Technical proposal. The minimum content for the technical proposal is:
 - Main objectives
 - Proposed quality control mechanisms (risks and mitigating measures)
 - Workplan, explaining how much time will be required for each task with a clear division of labour with person/day calculations per team member
 - A list of three contacts for references from different projects for the last three years.
 - The list of the company's implemented projects (surveys, studies) relevant to

the topic. The list should include the names of clients, the names of projects, their duration, and links to reports if they are publicly available.

- Brief technical approach and methodology according to ToR (5 pages maximum), including risk mitigation measures. The methodological brief should outline the technical possibility to answer key evaluation questions: What and How much? Who? Why and What?

2. Financial proposal as per the attached template

Financial proposals should be submitted in separate emails from the remaining documents. After the technical evaluation, the financial proposals of qualified candidates will be evaluated.

Institutional arrangements / Copy Right

Reservations:

UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory if work/outputs are/are incomplete, not delivered or for failure to meet deadlines. The study will remain the copyright of UNICEF. Any future use of the data should be acknowledged to the actual source. The company may not use the data for its own research purposes nor license the data to be used by others without the written consent of all parties listed above.

Confidentiality, intellectual property and other proprietary rights are governed by Article-5, Annex-A General Terms and Conditions for Services of the RFPS document. Please see below the excerpt for ease of reference:

QUOTE:

5. Intellectual Property and Other Proprietary Rights; Data Protection; Confidentiality

Intellectual Property and Other Proprietary Rights

5.1 Unless otherwise expressly provided for in the Contract:

- (a) Subject to paragraph (b) of this Article 5.1, UNICEF will be entitled to all intellectual property and other proprietary rights including but not limited to patents, copyrights and trademarks, with regard to products, processes, inventions, ideas, know-how, documents, data and other materials ("Contract Materials") that (i) the Contractor develops for UNICEF under the Contract and which bear a direct relation to the Contract or (ii) are produced, prepared or collected in consequence of, or during the course of, the performance of the Contract. The term "Contract Materials" includes, but is not limited to, all maps, drawings, photographs, plans, reports, recommendations, estimates, documents developed or received by, and all other data compiled by or received by, the Contractor under the Contract. The Contractor acknowledges and agrees that Contract Materials constitute works made for hire for UNICEF. Contract Materials will be treated as

UNICEF's Confidential Information and will be delivered only to authorized UNICEF officials on expiry or termination of the Contract.

- (b) UNICEF will not be entitled to, and will not claim any ownership interest in, any intellectual property or other proprietary rights of the Contractor that pre-existed the performance by the Contractor of its obligations under the Contract, or that the Contractor may develop or acquire, or may have developed or acquired, independently of the performance of its obligations under the Contract. The Contractor grants to UNICEF a perpetual, non-exclusive, royalty-free license to use such intellectual property or other proprietary rights solely for the purposes of and in accordance with the requirements of the Contract.
- (c) At UNICEF's request, the Contractor will take all necessary steps, execute all necessary documents and generally assist in securing such proprietary rights and transferring them (or, in the case, intellectual property referred to in paragraph (b) above, licensing) them to UNICEF in compliance with the requirements of the applicable law and of the Contract.

Confidentiality

5.2 Confidential Information that is considered proprietary by either Party or that is delivered or disclosed by one Party ("Discloser") to the other Party ("Recipient") during the course of performance of the Contract or in connection with the subject matter of the Contract will be held in confidence by the Recipient. The Recipient will use the same care and discretion to avoid disclosure of the Discloser's Confidential Information as the Recipient uses for its own Confidential Information and will use the Discloser's Confidential Information solely for the purpose for which it was disclosed to the Recipient. The Recipient will not disclose the Discloser's Confidential Information to any other party:

- (a) except to those of its Affiliates, employees, officials, representatives, agents, and sub-contractors who have a need to know such Confidential Information for purposes of performing obligations under the Contract; or
- (b) unless the Confidential Information (i) is obtained by the Recipient from a third party without restriction; (ii) is disclosed by the Discloser to a third party without any obligation of confidentiality; (iii) is known by the Recipient prior to disclosure by the Discloser; or (iv) at any time is developed by the Recipient completely independently of any disclosures under the Contract.

5.3 If the Contractor receives a request for disclosure of UNICEF's Confidential Information pursuant to any judicial or law enforcement process, before any such disclosure is made, the Contractor (a) will give UNICEF sufficient notice of such request in order to allow UNICEF to have a reasonable opportunity to secure the intervention of the relevant national government to establish protective measures or take such other action as may be appropriate and (b) will so advise the relevant authority that requested disclosure. UNICEF may disclose the Contractor's

Confidential Information to the extent required pursuant to resolutions or regulations of its governing bodies.

5.4 The Contractor may not communicate at any time to any other person, Government or authority external to UNICEF, any information known to it by reason of its association with UNICEF that has not been made public, except with the prior written authorization of UNICEF; nor will the Contractor at any time use such information to private advantage.

UNQUOTE

11 ToR cleared by:

	ToR prepared by	ToR reviewed by: PME	ToR Cleared by Deputy Representative	Approved by Representative
Name	Rasika Sridhar Sethi	Mekiya Feki	Malti Gandhi	Paolo Marchi
Title	Education Manager	M&E Specialist	Deputy Representative - Programmes	Representative
Signature and Date				